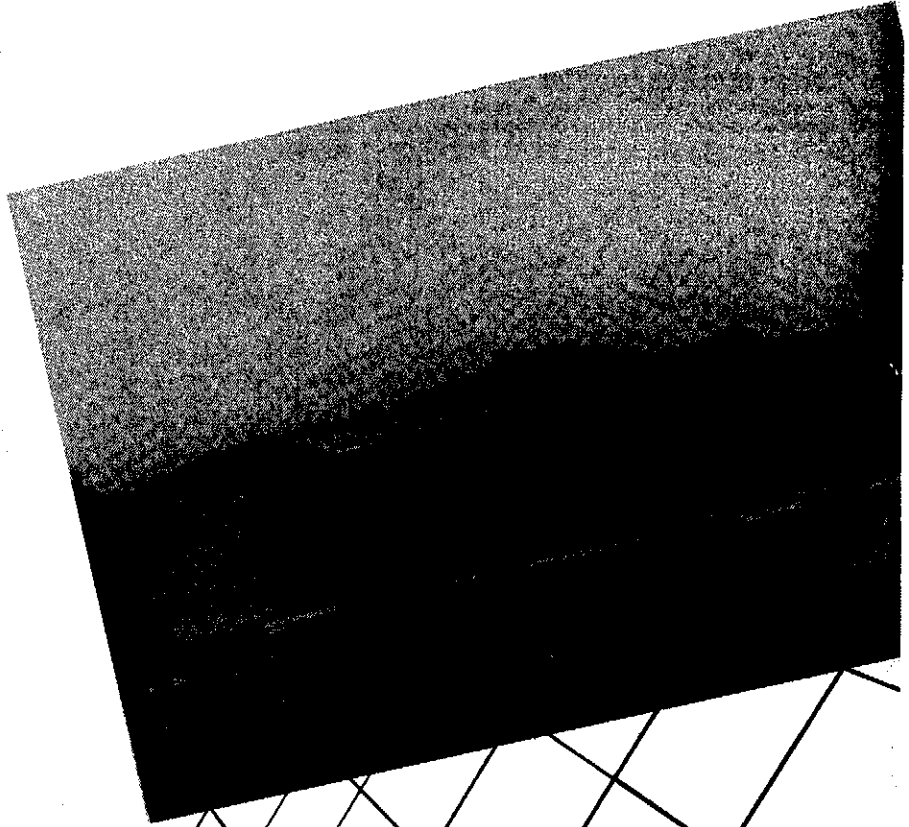
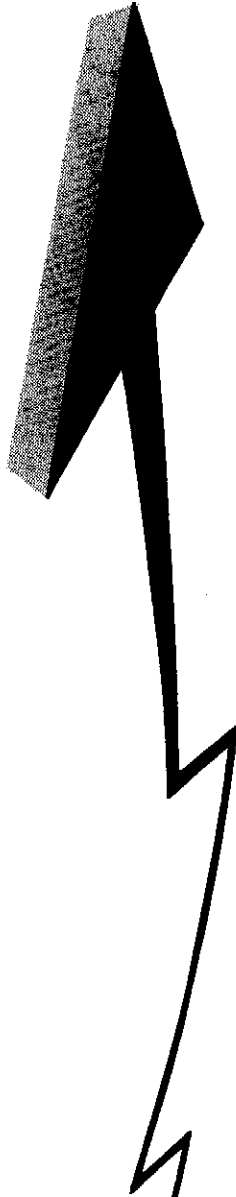


CUYAMACA COLLEGE

GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT



**OCTOBER
89**

APPLICATION FOR REAFFIRMATION OF ACCREDITATION

**SELF-STUDY COMPREHENSIVE REPORT:
REAFFIRMATION OF ACCREDITATION**

Submitted by:

CUYAMACA COLLEGE

**GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT
2950 Jamacha Road
El Cajon, CA 92019-4304**

To:

**ACCREDITING COMMISSION FOR
COMMUNITY & JUNIOR COLLEGES**

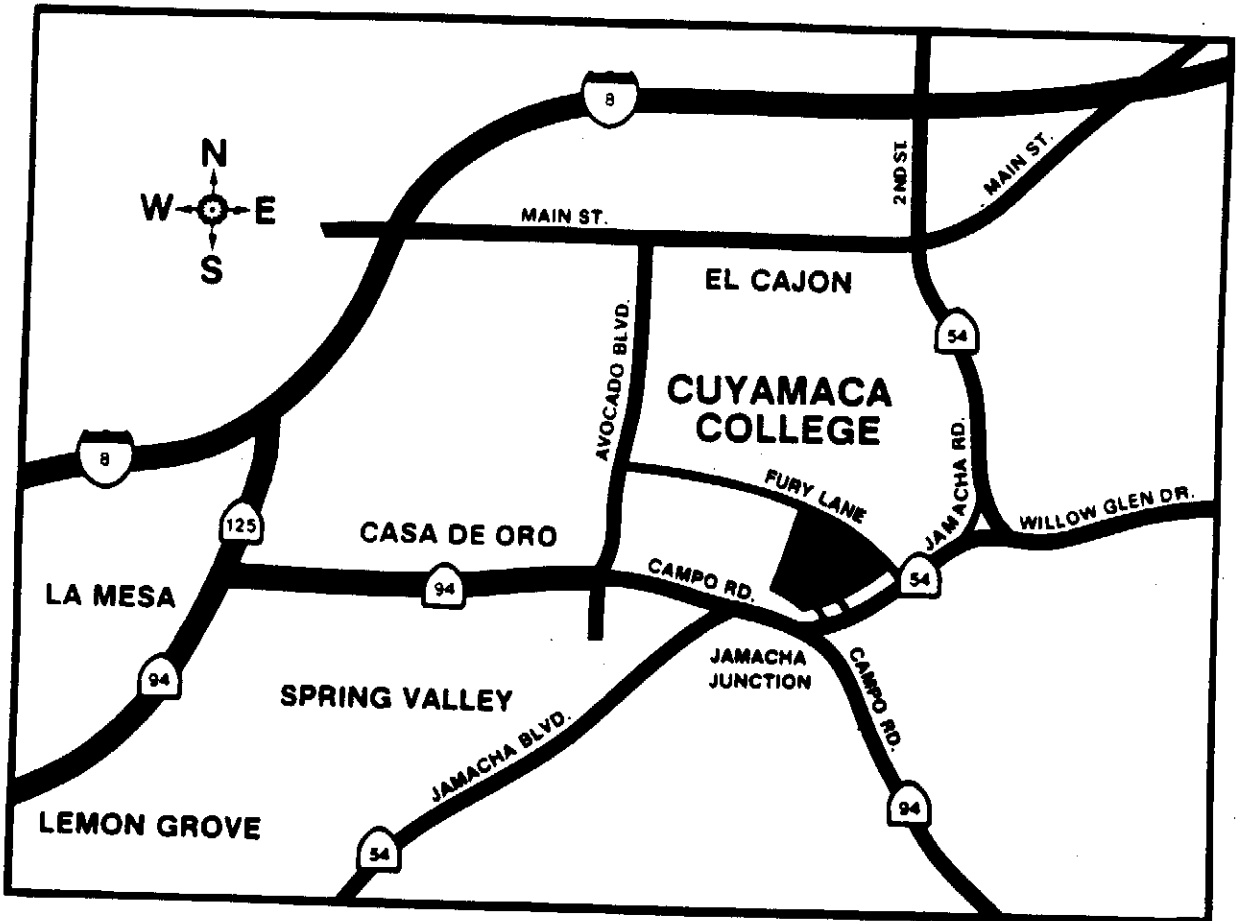
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

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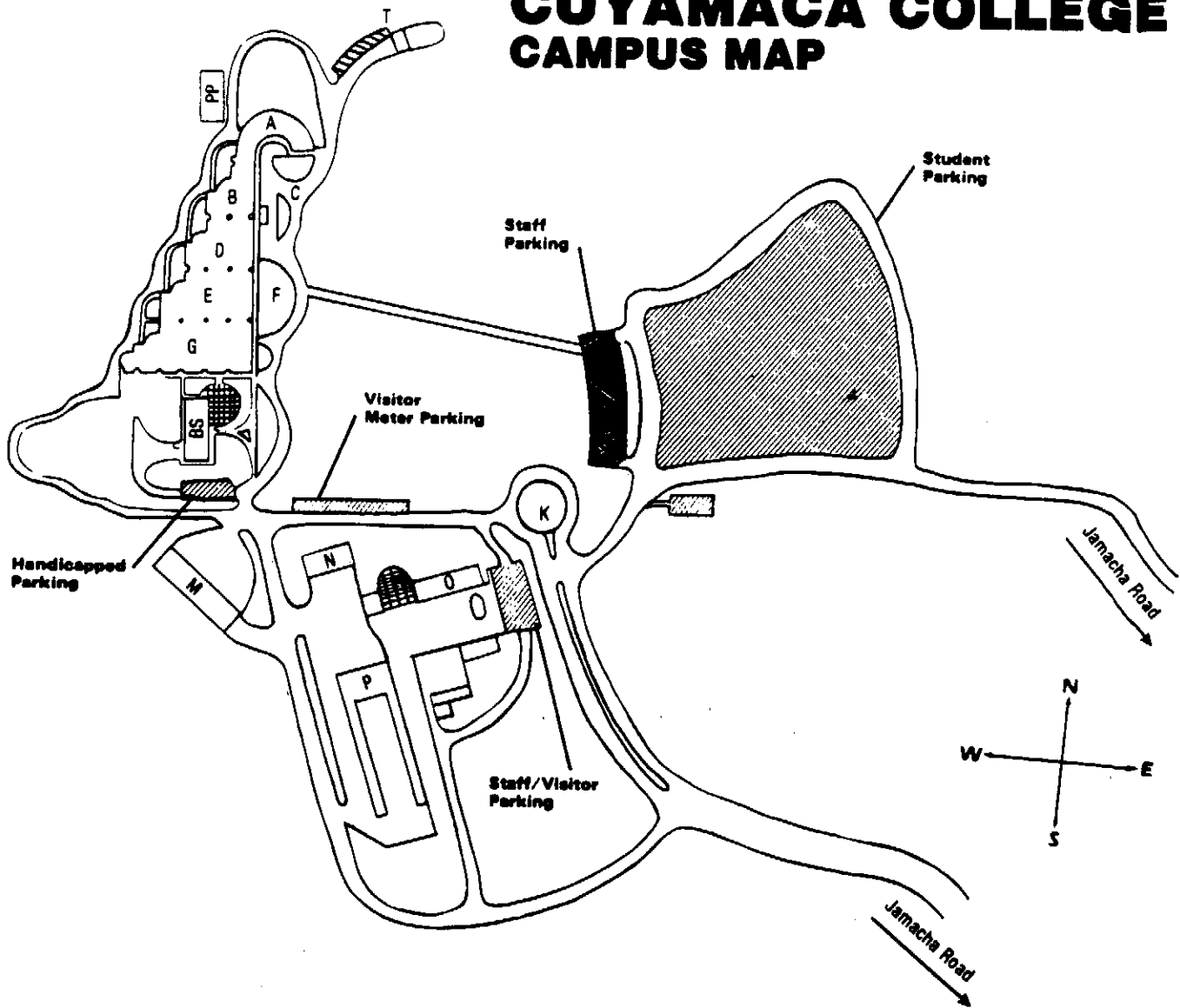
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CUYAMACA COLLEGE
LOCATION REFERENCE



CUYAMACA COLLEGE CAMPUS MAP

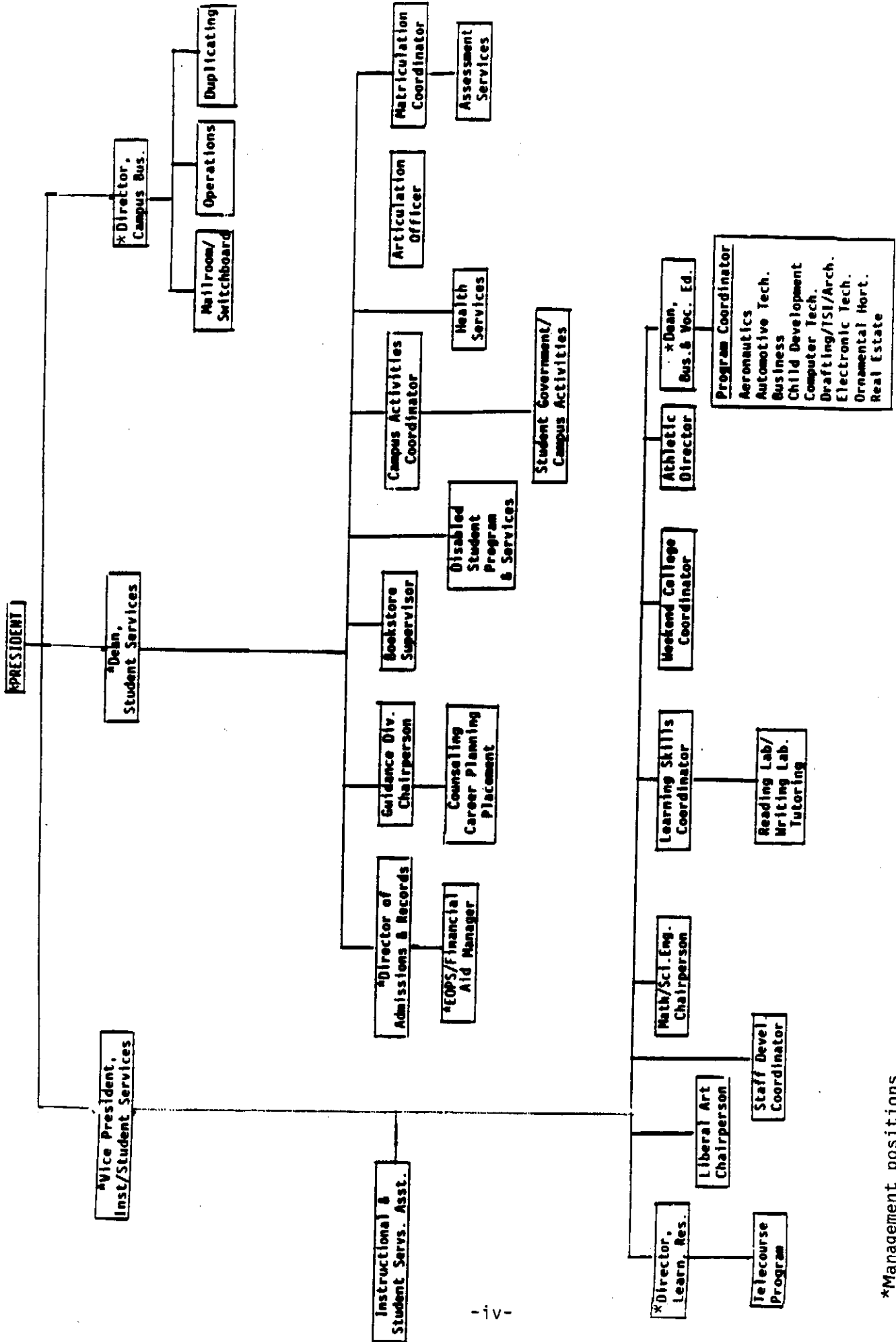


- A - Library, Tutorial Center, Health Services**
- B - Math Sciences**
- BS - Bookstore**
- C - Campus Activities**
- D - Liberal Arts, Real Estate, Business, Small Business Management, Supervision**
- E - Computer Technology, Electronics Technology**
- F - Administration, Counseling, Disabled Student Services**
- G - Drafting, Technical Scientific Illustration, Architectural Graphics, Physics, Art, Child Development**

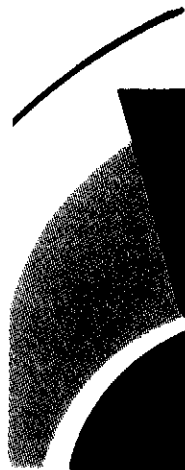
- K - Kiosk, Campus Police Information**
- M - Warehouse, Grounds**
- N - Industrial Technology, Welding, Accounting**
- O - Ornamental Horticulture**
- P - Automotive Technology, Physical Education, Aeronautics**
- PP - Power Plant**
- T - Financial Aid, EOPS**

CUYAMACA COLLEGE

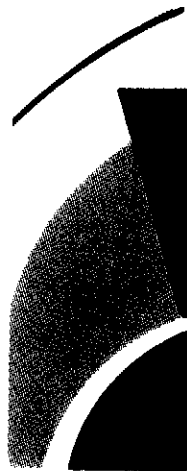
DRAFT



*Management positions



Abstracts



Abstracts

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ABSTRACTS

GOALS AND OBJECTIVES

The college community generally agrees with the main goals that have been reviewed and accepted by the Governing Board. The goals have been updated since the last accreditation self-study and reflect the college's commitment to a more comprehensive general education program. The reexamination process includes the President's Advisory Committee, the Long Range Planning Committee, Curriculum Committee, General Education Committee, and the Program Review Committee.

EDUCATIONAL PROGRAMS

The education standard describes the education program, which parallels the objectives of Cuyamaca College. The educational program has expanded in two areas since the last accreditation visit. This includes eleven new majors leading to certificates and degrees, and a broader general education offering to support the movement to becoming an independent and comprehensive college.

Educational programs are evaluated by the Program Review Committee. The results of these evaluations are on file in the administrative offices. In view of the continuing increase in enrollment, the need for expansion of existing facilities and proposed new facilities are noted.

Systematic procedures for articulation with high schools, baccalaureate institutions and employers are generally working well.

INSTITUTIONAL STAFF

The Bylaws and Policies of the Grossmont-Cuyamaca Community College District clearly state the criteria for employee selection. The process appears to be implemented fairly and consistently although the questionnaire did note some staff concern with the hiring procedures. The faculty clearly demonstrates a professional commitment to their teaching responsibilities and to the college. Work responsibilities and assignments for classified employees are clearly defined, even though the self-study did reveal significant concern about sufficient staffing levels in some areas. There is an effective staff development program which includes a variety of in-service training programs. Some changes in staff evaluation procedures have taken place but procedural problems still exist.

STUDENT SERVICES

The significant increase in enrollment has highlighted the need for more space and staffing in the student services areas. Procedures for reviewing strengths and weaknesses of the various program areas are in place and serve as a basis for improvement in services to students. The self-study questionnaire for students indicated that a large number of students have not utilized counseling services which is a concern of the college. Staff members in student services are qualified with appropriate degrees, training and experience. Basic skills assessment procedures are in place and are combined with orientation,

advising and registration in a format that allows students to complete the entire process with one visit to the campus.

LEARNING RESOURCES

The new library facility will allow for a larger book and periodical collection, more media equipment for instructional and student use, more seating and studying areas, plus the new and additional service of a microcomputer lab. With the move into the new library, there is a concern that there is not an adequate number of personnel to cover the increased size and services of the new library. Another concern is the dissatisfaction of the staff, faculty and students with the number and quality of books and periodicals, as well as the limited funding for acquisition of new materials. Computing and data communications services are located throughout the campus as well as in the library and provide sufficient support to the college's programs.

PHYSICAL RESOURCES

In reviewing physical facilities as part of the self-study process, some concern was expressed about the adequacy of exterior lighting along the walkways and the level of custodial care of the classrooms and offices. Filling vacant custodial positions as quickly as possible is a recommended solution to the custodial concern.

There has been an infusion of new equipment in many instructional areas which has been positively received by students and the faculty. Alteration of the campus master plan to include a

large area for noneducational purposes has been expressed as a significant concern of all the campus constituencies.

FINANCIAL RESOURCES

A financial planning process tied to the educational program is in place and functions relatively well. Some concern exists because of the large number of faculty and staff who indicated they did not have an active role in the budgeting process.

There is evidence of sound financial practices that receive appropriate annual reviews. Cuyamaca College has received significant additional funds in recent years while at the same time adding new programs and services. The extent to which the increased funds will be adequate to support future programs and services will depend on decisions made statewide and locally to develop small campuses into fully comprehensive institutions.

GOVERNANCE AND ADMINISTRATION

The Grossmont-Cuyamaca Community College District is governed by a five-person Board of Trustees (plus one non-voting member representing each campus), who select a Chancellor to provide District leadership. It is the perception of many that the Board is generally in support of the comprehensive educational program at Cuyamaca but does not supervise the equitable distribution of resources between colleges. Although steps have been taken since the last accreditation, the Board is further addressing perceived inequalities.

Cuyamaca administrators provide necessary leadership, yet the three new administrative positions will significantly assist them. The faculty is well represented in governance, and with AB 1725, they will have an even larger responsibility. Participation of part-time faculty continues to be minimal in decision-making, and it is hoped that compensation for committee assignments and office hours will correct this matter. The support staff feels that it participates in policy only some of the time because of the demands of work load and number of staff available. Many felt frustration with the District's Classification Review. The appointment of a full-time person to oversee the ASCC provides excellent leadership and direction to students.

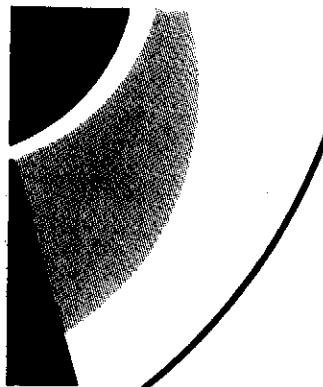
DISTRICT OR SYSTEM RELATIONSHIPS

The Grossmont-Cuyamaca Community College District (whose name change in 1985 reflected the equality of the two colleges) has clearly defined the objectives as stated in the Bylaws and Policies. While site administration received high marks as shown through the District or System Relationship survey, the District noted areas to be improved. As a result, activities (most notably the publication of the District Digest) are clearly underway to improve communications. Furthermore, a Land Use Committee has been formed to investigate the highly sensitive issue of possible lease of prime college property to private industry. The district and college administrators are working

working together to discuss either the decentralization of college services such as maintenance, grounds, etc. or to make plans to have these services more responsive to local college needs.

At the college level, various committees (particularly the Curriculum Committee, the Program Review Committee, and the Budget Committee) are responsible for program development and coordination, budget, and facilities planning. The Long Range Planning Committee should be reimplemented to facilitate planning on the District level. The dissemination of information seems satisfactory; even so, steps are being taken to improve communications.

Organization of the Self-Study



ORGANIZATION OF THE SELF-STUDY

The organization of the self-study began in September 1988 with the appointment of a full-time counseling faculty member as Chair of the Accreditation Steering Committee. Following this appointment, the chair contacted Associated Students, Academic Senate, classified employees, confidential employees, community members, administration and the Governing Board in an attempt to get as broad a representation as possible on the Steering Committee. The Steering Committee met first on September 21, 1988 during which a time line was developed. It was decided at that meeting that a subcommittee with a chair should be formed for each of the ten standards. Selection of subcommittee chairs was discussed and named by the second meeting of the Steering Committee. In addition, the members of the Steering Committee decided to individually establish a liaison relationship with one of the subcommittees so that the Steering Committee could maintain a close working relationship with these groups as well as have status reports at each of the Steering Committee meetings.

Early in the organization of the self-study process it was decided that surveying of the various constituencies with questionnaires would have to be completed prior to the semester break; therefore, surveys were distributed early in December and tabulated in January. Statistical analysis of student survey data was presented to the subcommittees in early February. Also, during February a writing style workshop was held for subcommittee

chairs to insure that draft copies of the standards would have some basic consistencies.

Community input was obtained through a forum entitled "Cuyamaca College in the Year 2000". Community leaders were invited to the campus and self-study committee members were able to discuss directly with those individuals issues that affect the development of the campus. Segments of the forum were videotaped, and the tape is available to the campus community and the Visiting Team.

Overall, the self-study process represented a wide range of involvement. The organization of the efforts of this diverse group seemed to work well. As in any educational situation, some participants were more active than others, but the representatives of the various constituencies held together and the report reflects a total community effort.

STEERING COMMITTEE

Chair: Jerry Humpert, Counselor

Wanda Arsulich, Secretary to the President
Elvin Binger, Governing Board
Mary Escobar, Secretary
Jan Ford, Faculty
Eldon Horton, Community Member
William Kwaak, Student
Angela Nesta, Librarian
Carmen Solom, Management
Sam Turner, Faculty
Norm Walker, Faculty

ACCREDITATION SUBCOMMITTEES

1. GOALS AND OBJECTIVES - Elvin Binger (liaison)
Larry Sherwood, Chair
Val Aubol
Sandy Morgan
Jim Romig
George Shupe
Salah Balegh
Gloria Brancaccio
Jane Bentley
Eric Huber - Student
2. EDUCATIONAL PROGRAMS - Jan Ford (liaison)
Jacquelyn Winn, Chair
Tom Doyle
Brad Monroe
Jose Villarreal
Dick Rios
James Corcoran - student
Sue Cohen
Henrietta Wahl
Deborah Guire - community
3. INSTITUTIONAL STAFF - Sam Turner (liaison)
Branch Cox, Chair
Fran Wellnitz
Pete Larson
Scott Riley
Shiu Tsung
Jerry Riley
Theresa McNeil
Denise Culp - student
4. STUDENT SERVICES - Bill Kwaak (liaison)
Art McCocle, Chair
Tony Zambelli
Jeanne Hyde
Adrien Nunez - student
Therese Weedon
Robert Furry
Duane Camp
Karen Jesse - student
Laura Cordova - student
5. COMMUNITY EDUCATION AND SERVICES - Mary Escobar (liaison)
Therese Botz, Chair
Ken Kinman
Jim Custeau
Shirley Murcott
Keith Richardson
Jack Morley
Charles Koether
Rose Monce
Pat Parker - student

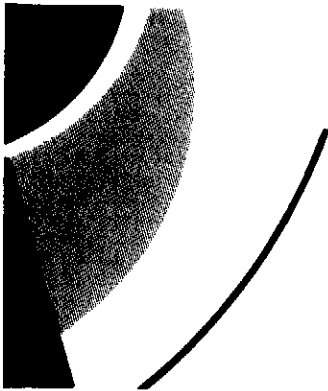
6. LEARNING RESOURCES - Angela Nesta (liaison)
Ezequiel Cardenas, Chair
Lawrence Barry
Brenda Elliott
Kathy McWilliams
Denise Casey
LeeAnn Williams
Julie Venolia - student
Marlen Valderhaug
Judi Smith
7. PHYSICAL RESOURCES - Norm Walker (liaison)
Charlie Hyde, Chair
Walter Sachau
Pei Hua Chou
Bob Akers
John Kernitski
Dennis Young
John Heimaster
Kaylee Downen - student
8. FINANCIAL RESOURCES - Jerry Humpert (liaison)
Dennis Rea, Chair
Glyn Rowbotham
Bill Tester
Char McPherson
Lou Hansotte
Harry Ayers - community
Stan Moore - district
Antonetta Pedrazzetti - student
Pedly Meyers - student
9. GOVERNANCE AND ADMINISTRATION - Wanda Arsulich (liaison)
Ingrid Tarikas, Chair
Donna Doyle
Sharon Barrett
George Murphy
John Shue
Laurie Brown
Pat Garity
Marla Eckel - student
Sandy Beasley
10. DISTRICT OR SYSTEM RELATIONSHIPS - Carmen Solom (liaison)
Marsha Fralick, Chair
Paz Jensen
Mike Hall
Manny Gomes
Jeff Hartman
Bill Behana
Bob Holden
Bob Turner
James Nelson - student

CUYAMACA COLLEGE
ACCREDITATION STEERING COMMITTEE

ACCREDITATION TIME LINE

Steering Committee - First Meeting	---	September 21, 1988
Subcommittees Formed	---	October 5, 1988
Questionnaires Distributed	---	November 28- December 2, 1988
Data From Questionnaires to Subcommittees	---	January 23, 1989
Subcommittee Rough Drafts to Steering Committee	---	April 3, 1989
Steering Committee Returns Drafts to Subcommittees	---	May 1, 1989
Steering Committee and Subcommittee Materials Submitted for Final Typing	---	June 1, 1989
Final Copy of Accreditation Report to Duplicating for Printing and Binding	---	August 1, 1989
Accreditation Report Submitted to the Governing Board	---	September 5, 1989
Accreditation Team Visit	---	October 24-26, 1989

Background and Demographics



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BACKGROUND AND DEMOGRAPHICS

BACKGROUND

Cuyamaca College opened its doors to students for the first time in Fall 1978 as the second campus of the Grossmont Community College District. (In 1985, the District was renamed the Grossmont-Cuyamaca Community College District.) The College is located on a 165 acre site which at one time was a part of the old Monte Vista ranch.

The initial construction phase was designed to provide expanded facilities for engineering and technology programs previously located on the Grossmont campus as well as for a nucleus of general education courses. A second phase of construction was completed in Fall 1980 and provided for instruction in Automotive Technology, Landscape Maintenance and Horticulture, Major Appliance Repair and Welding. Additional construction was planned for the early 1980's but statewide funding constraints put those plans on hold.

Having survived significant budgetary cutbacks in recent years, the campus seems prepared to enter the 1990's as a strong and viable second comprehensive institution in the District. Enrollment has increased dramatically and the five year plan currently in place contains several new buildings and outdoor facilities as well as the recently constructed Learning Resource Center.

Several programs have been transferred to Cuyamaca from Grossmont and in addition new majors have been developed by the

campus. General Education course offerings have been expanded significantly. Additional administrative positions which have long been needed to reduce the span of control are being added during the 1989-90 academic year.

Demographic Highlights

- * If the currently enrolled kindergarten through third grade students were to be added to the Grossmont Union High School District enrollment, there would be an immediate increase of 4,000-5,000 students. This doesn't take into consideration the anticipated growth in the elementary schools.
- * A new high school near the Rancho San Diego area is anticipated in the next five years. The GUHSD is considering the construction of three new high schools by the year 2005.
- * The GUHSD anticipates a 45 percent increase in enrollment by the year 2025.
- * The San Diego County Association of Governments predicts that the Eastern Suburban area of San Diego County will grow by 151,600 persons by the year 2010.

The Grossmont-Cuyamaca Community College District serves residents of eastern San Diego County and encompasses areas ranging from the newly incorporated city of Santee in the northwestern portion of the district to such rural communities as Alpine, Jamul and Pine Valley in the eastern area of the

district. The largest community in the district continues to be El Cajon.

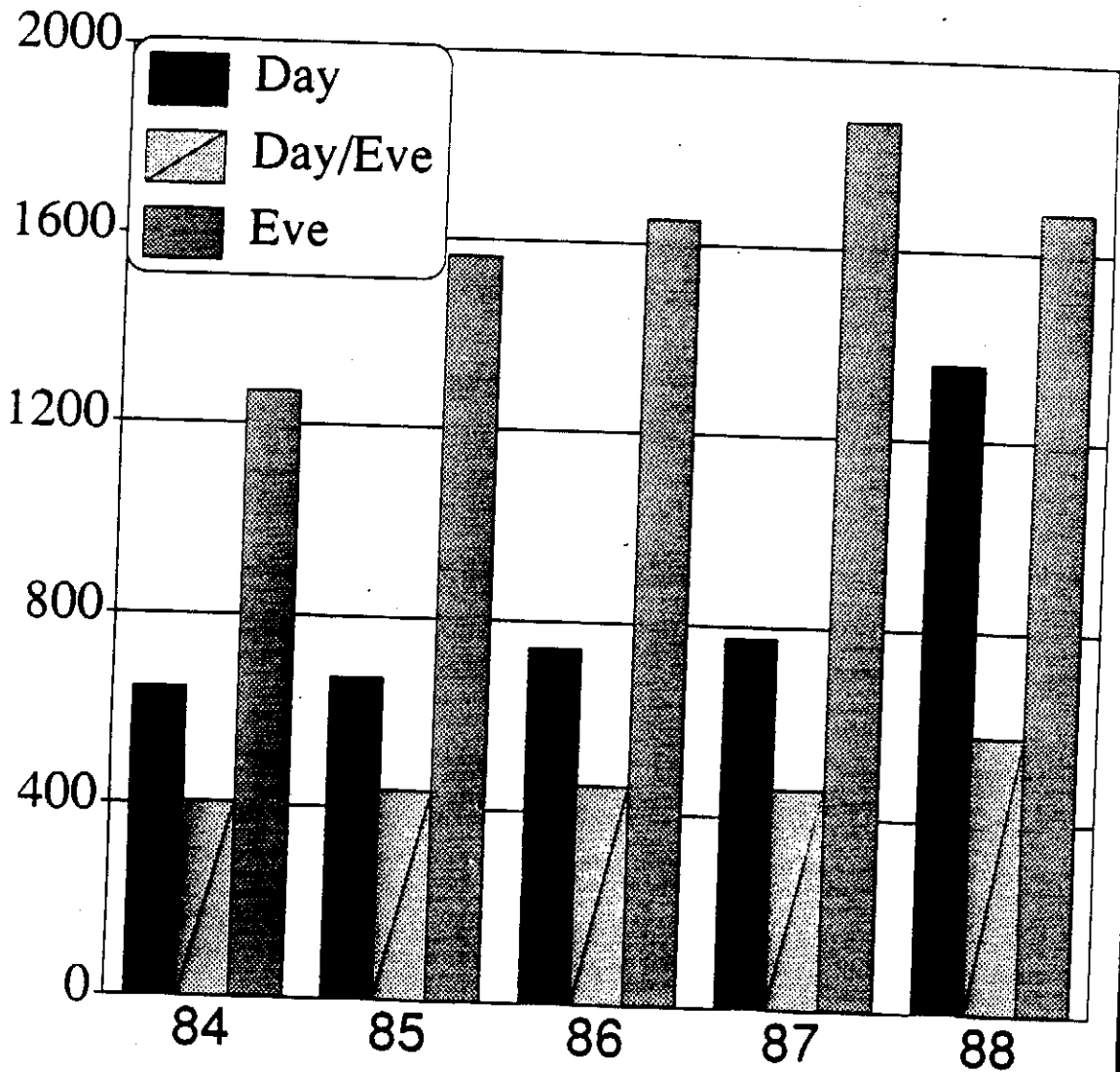
The San Diego County regionwide forecast by the San Diego Association of Governments indicates that population will grow from 2.1 million in 1986 to 3.1 million in 2010 persons. The East Suburban communities that are predicted to experience the largest growth are: Santee from 49,249 in 1986 to 70,323 in 2010 an increase of 42.8 percent; Lakeside from 49,907 in 1986 to 68,585 an increase of 37.4 percent; Alpine from 8,203 in 1986 to 16,048 in 2010 an increase of 95.6 percent; Valle de Oro which includes the communities of Casa de Oro, Spring Valley and Rancho San Diego from 82,734 in 1986 to 125,809 in 2010 an increase of 52.1 percent. Lemon Grove and La Mesa, already large communities in the district, will experience some growth though not as substantial as these others. In addition the growth of the Eastern portion of San Diego has significant impact on district enrollment since Grossmont College is located near Del Cerro and also because the planned construction of highway 52 from Tierrasanta to Santee will make Grossmont College an alternative for residents of this area.

Cuyamaca College is expected to be impacted by the large growth of the communities of Rancho San Diego, Spring Valley and Casa de Oro.

Cuyamaca College

Fall 1984 to Fall 1988

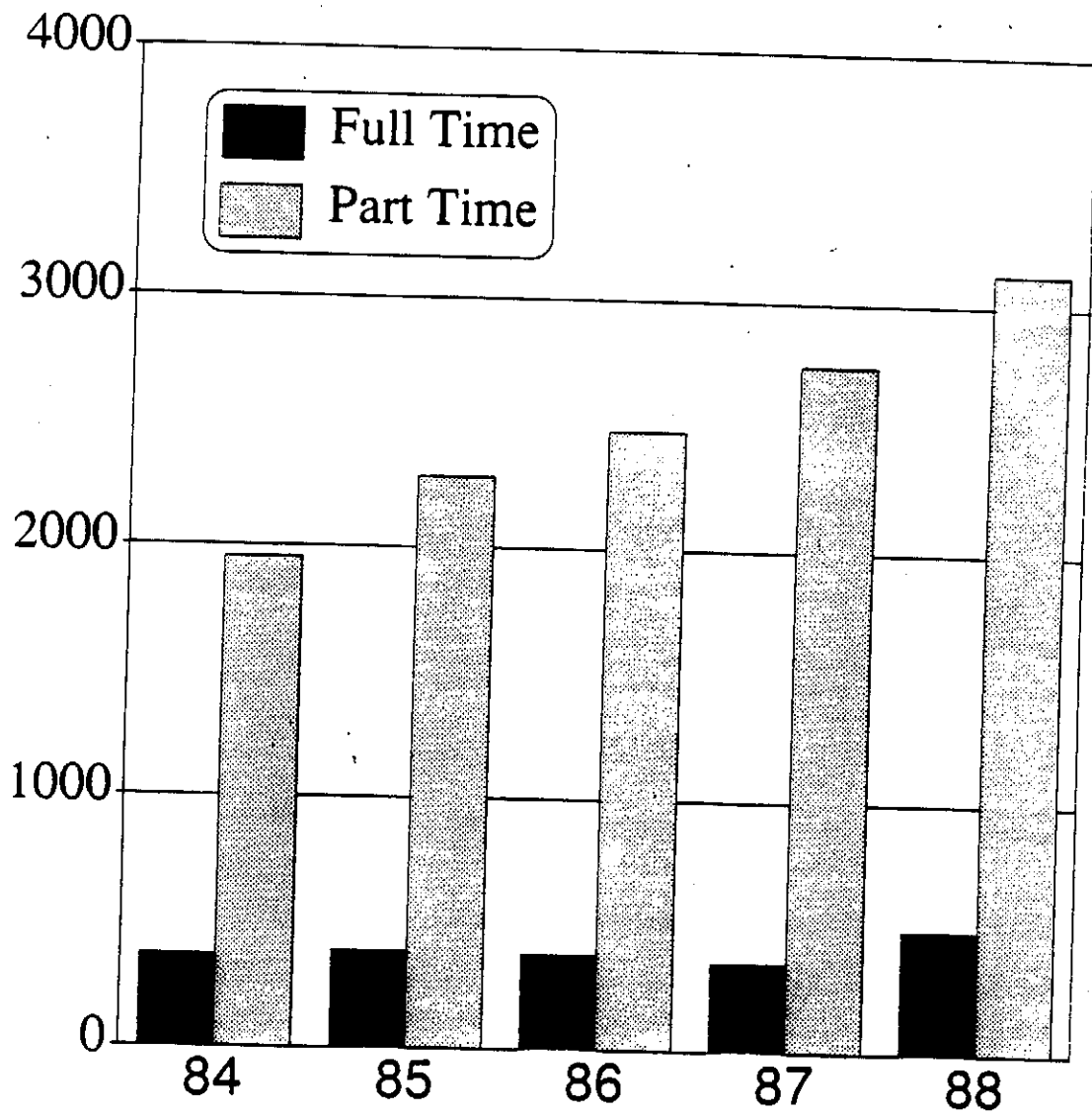
Enrollment Pattern



Cuyamaca College

Fall 1984 to Fall 1988

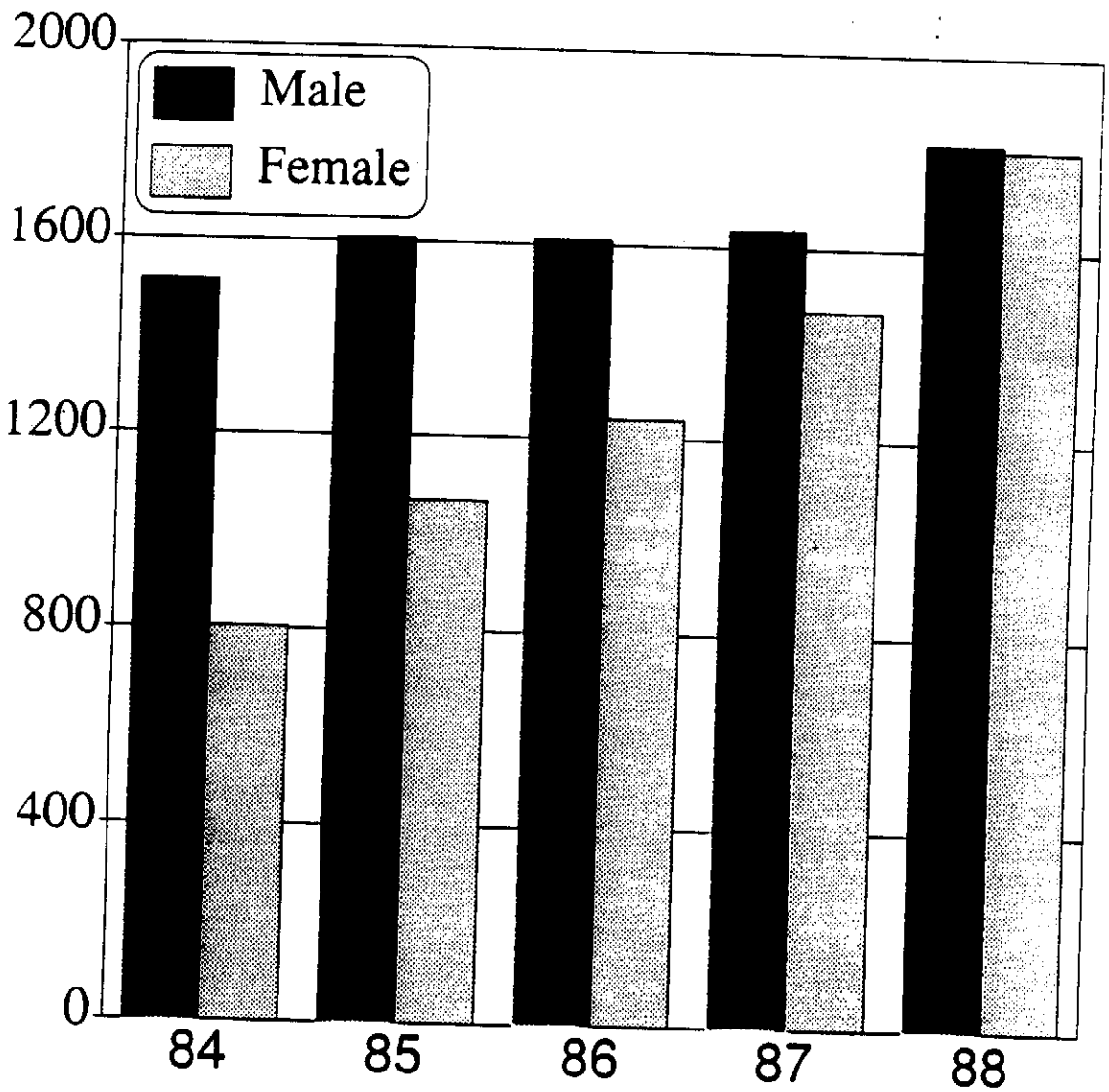
Enrollment Pattern



Cuyamaca College

Fall 1984 to Fall 1988

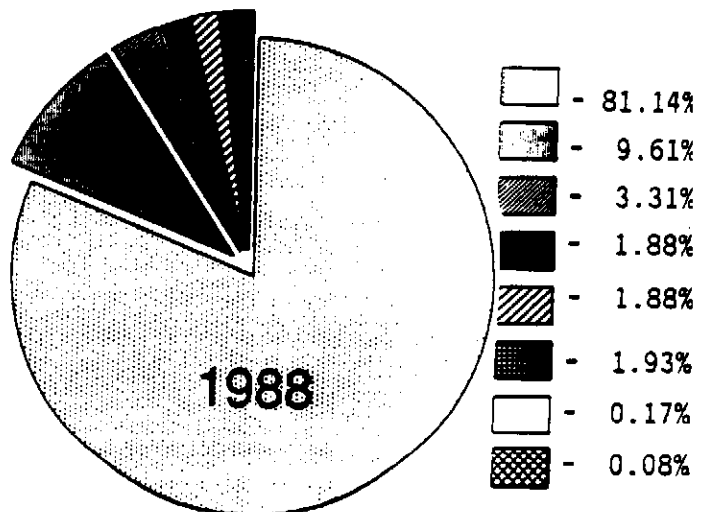
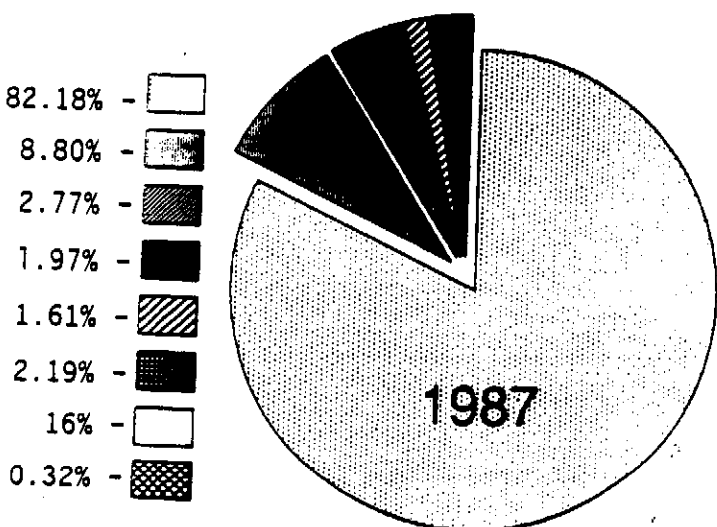
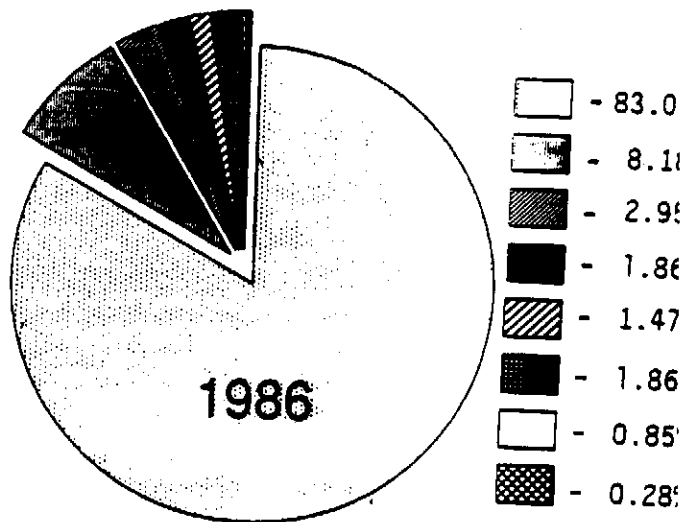
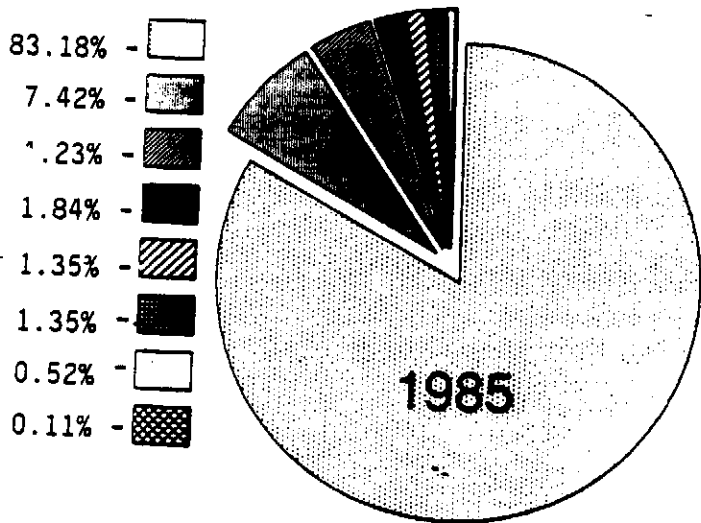
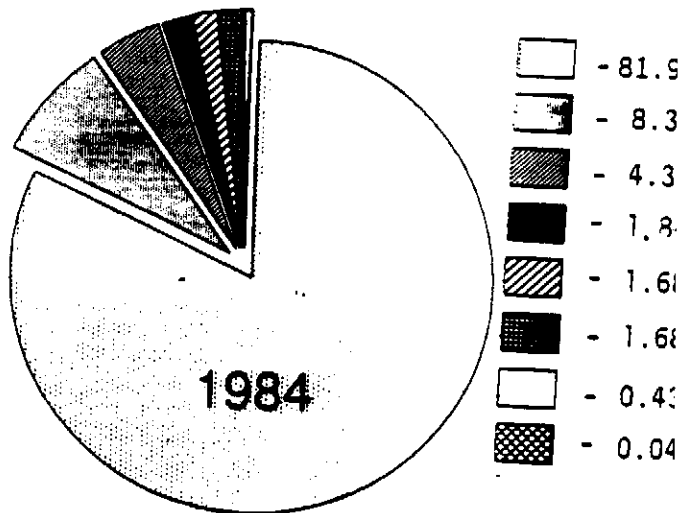
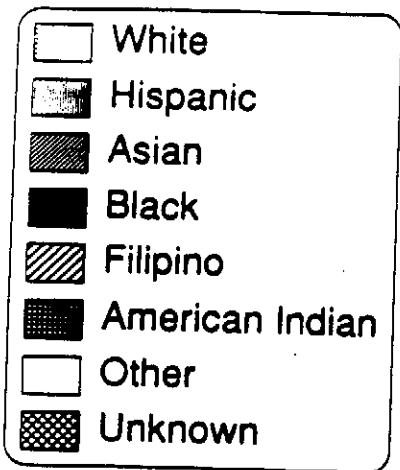
Enrollment Pattern

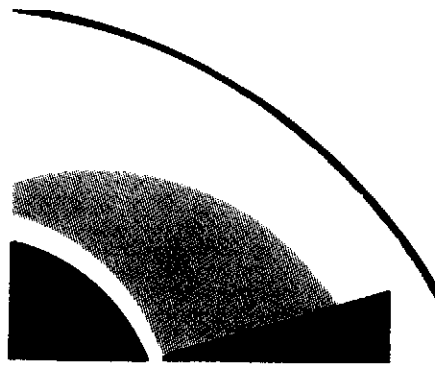


Cuyamaca College

Fall 1984 to Fall 1988

Ethnicity





Recent Accomplishments

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RECENT ACCOMPLISHMENTS

Cuyamaca College, in a critical period of its development, is becoming a fully comprehensive community college. The construction of the library and the plans for additional new facilities rank at the top of the most recent accomplishments. In addition, the transfer of several programs from Grossmont College, the development of new programs, and the expansion of the general education curriculum are major achievements made during the last five years.

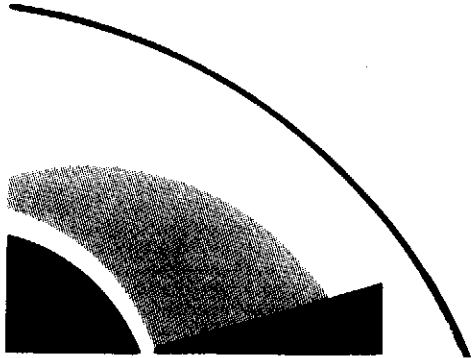
In terms of new services to students, the new on-line computerized evaluation of student records has been extremely well received. Students can receive almost immediate feedback on courses necessary for graduation or for certification for transfer to the California State University System. The addition of a food service facility, even though it is quite small, adds still another dimension to the development of Cuyamaca College.

In January 1988, Cuyamaca College began a "Weekend College" program by offering courses on Friday nights and Saturdays in a sequence that allows a student to complete an Associate Degree in Business Administration. Since then the Real Estate and Liberal Studies majors have been added to the program.

Recently the Governing Board signed an agreement to provide land on the Cuyamaca College campus to build a museum that would house a collection of Native American artifacts. Also, in a recent election, the student body voted to assess themselves a fee that hopefully will lead to the construction of a student center.

As part of an agreement to provide a relay signal station on the Cuyamaca College campus, Jones Intercable is installing and connecting a closed circuit cable service to each classroom and providing a cable channel to be available to Cuyamaca College and to be operated by the Media Services area of the library.

In another significant event of the past five years, Cuyamaca College is a new participant in the Ford ASSET program which provides courses leading to an Associate Degree in Automotive Technology alternated on a nine-week cycle with on-the-job training. Through this program, the college is designated as the training site for technicians for all Ford dealerships in San Diego County. Added to all of this, the campus was recently designated a Bicentennial Campus allowing for participation in a nationwide program celebrating the anniversary of the Constitution.



Responses to Previous Recommendations

RESPONSES TO 1987 INTERIM VISIT REPORT
RECOMMENDATIONS

RECOMMENDATION ONE:

The District Board of Trustees, Grossmont District administration and Cuyamaca College administration should work jointly to move Cuyamaca College in the direction of meeting the agreed-upon objective of becoming a comprehensive institution.

UPDATE:

Since 1987 there has been continued expansion of the curriculum. New courses in Art, Music, Foreign Languages and History are examples of areas where additions have taken place. New certificate and associate degree programs have also been added in Child Development and Business Administration. It is anticipated that two new intercollegiate sports will be added during the 1989-90 academic year.

A Dean of Student Services and a Dean of Business and Vocational Education positions will be added for the 1989-90 academic year.

A new librarian, counselor, mathematics instructor, automotive technology instructor, physical education instructor, and child development instructor have been hired since the 1987 visit. Replacement positions have been filled in Electronic Technology, Real Estate and Business. It is anticipated that instructors in Speech, Business, English and Math, and a certified librarian will be hired during the 1989-90 academic year. Several new classified positions have been hired including an Admissions and Records Clerk, Multi-Media Technician, Custodian,

and Clerk-Typist for Disabled Student Services. It is anticipated that a switchboard operator, custodian, multi-media technician, steno services typist, and secretaries to the two new Deans will be hired during the 1989-90 academic year.

Of concern to the faculty and staff is a Governing Board decision to remove thirty-five acres fronting Fury Lane from the campus master plan. This could have an impact on the decision to make Cuyamaca College a fully comprehensive institution. A committee composed of community members, district and college administrators, faculty and staff has been formed to review use of this land.

RECOMMENDATION TWO:

Course outlines need to be carefully reviewed and revised on a periodic basis. In addition, a course syllabus for each section should be prepared, distributed to students and followed by each instructor. These should be revised each semester and evaluated along with the evaluation of the instructor for level of class quality, quantity, and appropriateness.

UPDATE:

A district-wide committee has developed a new evaluation process for part-time instructors and has recommended that evaluation of course outlines and syllabi be an integral part of the procedure. Administrators, in making classroom evaluations of full-time staff members include statements on the evaluations about the distribution of course outlines to students and the quality and usefulness of the syllabus.

New job descriptions have been developed for full-time and part-time faculty which include the development of course outlines and syllabi as responsibilities.

RECOMMENDATION THREE:

The college should strengthen the educational program through careful processes of hiring and evaluation of part-time instructors.

UPDATE:

A district committee has developed a new form to be used in the evaluation of part-time instructors. This is a negotiable item with the United Faculty unit and is currently an item of discussion.

In hiring part-time instructors the campus has established a priority of completing the hiring process prior to the printing of the class schedule.

A commitment has been made to improve in this area, but progress has been slower than anticipated.

RECOMMENDATION FOUR:

A district-wide common course name, number, description, and unit system should be developed and maintained.

UPDATE:

Significant improvement has been made in this area. A district-wide procedure is in place that requires each campus to notify the other of pending curricular changes and to get input from the other campus before seeking their campus Curriculum Committee's approval.

Because of the large number of changes in the curriculum in a district this size, this problem requires continued attention.

RECOMMENDATION FIVE:

Cuyamaca could expand more into the community. This might include both the offering of beginning credit courses at community sites and high schools and the expansion of the physical education program into community-based activity classes. Inter-collegiate or club competition not offered at Grossmont College in some sports should be encouraged as a source of potential full-time students.

UPDATE:

Because of the current state criteria for granting funds for facility construction, Cuyamaca College has made a decision to maximize use of its own campus rather than offering courses off campus as a way of demonstrating the need for more facilities. The college has focused on the development of a Weekend College program which has been extremely successful in increasing facility usage.

It is anticipated that two additional inter-collegiate sports will be added in 1989-90 academic year. Construction of an outdoor physical education facility beginning July 1989 should result in the soccer team (which now plays its games on the Grossmont campus) relocating to the Cuyamaca campus in Fall 1990.

RECOMMENDATION SIX:

An increase is needed in general education-liberal arts course offerings to provide a comprehensive, marketable program for the college.

UPDATE:

Cuyamaca College continues to make significant improvement in its general education offerings. New courses have been added

in art, music, foreign languages and history and the number of course offerings have been increased in nearly every general education area. Some limitations exist because additional classroom facilities are needed. The campus is totally impacted during the evening hours Monday through Thursday. The hiring of new full-time faculty members in English, Speech, Business and Mathematics will add to the progress made in this area.

Information obtained from a study of models for general education throughout the state will be used in the expansion of Cuyamaca's general education program.

RECOMMENDATION SEVEN:

Part-time instructors should be evaluated with greater care and in greater detail than they have been in the past. Different procedures need to be implemented; ones that take into account the inexperience these people often have in teaching and ones that give the college a more accurate view of their performance in the classroom.

UPDATE:

A district-wide committee has recommended a new evaluation process and the recommendation is currently being negotiated.

A handbook has been developed for part-time faculty and the college is planning more extensive inservice training for part-time faculty.

Cuyamaca College recognizes this as an area where improvement needs to be made and shares the concern of the previous visiting team.

RECOMMENDATION EIGHT:

The college might review its effectiveness in carrying out the evaluation of its classified staff.

UPDATE:

A district committee developed a new evaluation form and the procedures which were negotiated with the classified employees union are now in place.

RECOMMENDATION NINE:

The duties of the counseling staff need to be evaluated and prioritized. Sufficient time and effort should be expended to recruit students for the general education and transfer program.

UPDATE:

As a result of the statewide mandate to implement matriculation/assessment, the counseling staff has given high priority to implementation of this program. A new counselor was hired in 1988 and given a major role in implementation of the orientation/advising aspects of matriculation. The new on-line evaluation system allows for an improved system of developing individual educational plans.

Outreach efforts continue to receive a high priority in the counseling area. A pilot program, in conjunction with El Cajon Valley High School, to provide on-going, systematic outreach services by having a Cuyamaca College counselor in the Career Center two times a month is working very well. Assessment and registration were done on site at El Cajon Valley High School with very positive feedback.

In addition to the El Cajon Valley High School pilot program, a counselor was also assigned to coordinate the "Cuyamaca College NOW" program which focuses on high risk minority students at Mt. Miguel and Monte Vista Schools. This program has been designed to provide skill development classes and to bring students to the Cuyamaca College campus in the afternoons.

RECOMMENDATION TEN:

Student Service publications need to be continuously reviewed and upgraded. Involvement of instructional staff in this process would allow development of a campus-wide recruitment effort.

UPDATE:

The ADA Improvement Committee has completed the marketing plan and most of the recommendations and plans have been implemented. Serious attention has been given to student services publications and overall improvement has taken place. The District staff in the Development and Community Relations Office has made significant contributions in this area and the Liberal Arts chair at Cuyamaca College has provided faculty input into the development of publications.

RECOMMENDATION ELEVEN:

A program for introducing intercollegiate athletics at the club or small sport level in areas that can be supported by student interest might be developed.

UPDATE:

Club sports have had mixed success at Cuyamaca College.

Currently a Surfing Club and a Cycling Club are active.

Soccer has been offered as an intercollegiate sport for the last three years; plans are to add cross country and tennis during the 1989-90 academic year. Lack of physical education facilities have hindered further progress in this area.

RECOMMENDATION TWELVE:

Attention should be given to provide classified staff members with opportunities for staff and professional development.

UPDATE:

Funds have been allocated for classified staff development activities. In addition to campus funds, AB 1725 legislation will provide additional funds for staff development. Some examples of seminars held by the Staff Development Committee include speakers on such topics as relationships, AIDS, nutrition and weight control, and stress.

RECOMMENDATION THIRTEEN:

The College should consider revising its objectives to more accurately reflect its role in community services.

UPDATE:

Cuyamaca College continues to offer its facilities to the Community Services program which is a district function. At this point there are very limited community education offerings on the Cuyamaca campus. Lack of facilities has limited the number of such offerings at Cuyamaca College. The College shares the

interest of the previous visiting team in having more community education courses on its campus.

RECOMMENDATION FOURTEEN:

A central office on the campus should be identified as the office to process applications for the use of college facilities. The office should be given powers to approve or disapprove requests and to affix costs.

UPDATE:

As noted by the interim visiting team, a process for requesting use of college facilities is in place and is working well.

RECOMMENDATION FIFTEEN:

The East County Performing Arts Center (ECPAC) is a valuable instrument in the hands of the district and the two campuses to provide a range of community services. The Board of Trustees should clarify its financial commitment to the facility and its programs as well as the expectations of the theatre operations. Because of its wide appeal and the distorted meanings conveyed by its acronym, a name change might be considered.

UPDATE:

Since the interim visit in 1987, a significantly different direction is being taken with the East County Performing Arts Center. The facility is being utilized more as a community resource with some evening classes being held at the facility. This change was brought about by on-going concern of the Governing Board that the facilities should focus as a center for the arts in East County. A consultant has been hired to review the utilization of the facility for purposes of making recommendations to the Governing Board.

RECOMMENDATION SIXTEEN:

The college should investigate the benefits of printing a separate class schedule of its academic programs and other services and distributing to all of the residences in its attendance area each semester.

UPDATE:

Cuyamaca College prints its own class schedule which not only includes the current classes but a tentative schedule of the following semester's courses. The District promotional booklet is mailed to all District residents and includes a condensed version of Cuyamaca's class schedule.

The College has addressed the issue of delineating a specific service area for Cuyamaca but both the college and the District believe that the college should serve the entire District community.

RECOMMENDATION SEVENTEEN:

The college should reevaluate library staffing patterns.

UPDATE:

Due to financial constraints, the College has not been able to implement all of the recommended staffing for the library. Progress has been made in that direction. By August 1989, when the library occupies the new building, two positions (one certificated and one classified) will be added to the staff. The staff will then consist of three certificated and three classified positions in addition to the Director.

The Telecourse Program is under the direction of the Learning Resources Director. The secretary to the Director acts as support staff to the program.

RECOMMENDATION EIGHTEEN:

The college should plan for on-going media equipment replacement.

UPDATE:

Since the last accreditation visit, one movie projector, one slide projector, and a video play system were purchased. New audiovisual equipment will be purchased with the State capital outlay funds which are allocated with the LRC building construction project.

RECOMMENDATION NINETEEN:

The college should consider placing some heavily utilized equipment, such as television monitors, permanently in appropriate classrooms.

UPDATE:

The college will have access to a cable TV channel through Jones InterCable Company. All of the classrooms on the upper campus have been wired to access all channels. Possibilities exist for the college to use five channels as closed circuit channels which would be monitored through the LRC. Television monitors may be installed in classrooms if funding is available. The college believes it is not possible to install other types of audiovisual equipment in classrooms at this time due to both

financial and security reasons. Faculty check out equipment from the library for classroom use.

RECOMMENDATION TWENTY:

The district should review its organizational structure for the delivery of maintenance and security services to the Cuyamaca campus. It may be appropriate to decentralize part of maintenance and/or security functions to the campus level so that responses to campus problems can be adequately addressed at the lowest organizational level.

UPDATE:

The college continues to feel that consideration should be given to decentralizing some District services for more effective and efficient service. It is the opinion of the District that decentralization of these services is not cost effective.

RECOMMENDATION TWENTY-ONE:

The college should make a concerted effort to replace outdated equipment within its financial limitations. It may be appropriate to utilize the services of Grossmont Community College Foundation to assist in equipment donations or replacement. A long-range equipment replacement schedule should be developed.

UPDATE:

Since the interim 1987 visit the Apple II+ computers in the Drafting Technology area have been replaced with IBM (AT) computers. Additionally in the Computer Technology program the 280 computers have been replaced with High Performance 386 computers. The college has established an AT computer for business and math courses and used older model Apple IIe computers for the establishing of an English Composition Lab.

During the last three years the college has spent more than \$770,000 on new instructional equipment. Each year the college establishes a priority for equipment replacement through the budgeting process. An example is a three year plan to equip the Physics Lab which has now been essentially completed.

RECOMMENDATION TWENTY-TWO:

A number of years have elapsed since the original site plan was developed in 1978. The college community may want to review and make changes to the existing site plan especially as it relates to the plan for the library and outdoor physical education facilities.

A more recent conceptual master plan has been developed. Plans call for outdoor physical education facilities to be under construction by July 1989 and working drawings on indoor physical education facilities to be prepared during the 1989-90 academic year. Preliminary drawings for a math/science/engineering building which have been submitted to the state; and preliminary drawings for a student services facility will be submitted to the state in February 1990.

An additional general classroom building, an administration building, and an auditorium/conference center building are included in the college's conceptual plan.

An agreement has been signed for the college to build a cultural heritage museum funded by private donations. The museum will house a collection of early American artifacts which have been donated by a well known local collector.

Concern has been expressed by the faculty and staff about the plan to utilize land fronting Fury Lane for non-college related uses. Of particular concern is that decisions regarding this land were made without the involvement of the college or input from the neighboring community. The District has recently addressed this concern by appointing a committee to consider the land use matter.

RECOMMENDATION TWENTY-THREE:

A concerted effort involving district, college and community personnel should be made to provide the needed library and outdoor physical education facilities. Communication with the faculty and staff regarding the status of these two projects will be helpful in assisting the college community to understand the capital construction process.

UPDATE:

The Learning Resources Center is under construction and should be ready for occupancy for the Fall Semester 1989. The outdoor physical education facilities are scheduled for construction beginning in July 1989 and should be ready for use during the Spring 1990 Semester. Reports on status of construction projects are made to the President's Advisory Committee weekly for dissemination to total staff and to all faculty during staff development week and to all classified at meetings held each semester.

RECOMMENDATION TWENTY-FOUR:

The district should recognize the need for and establish an adequate financial base for Cuyamaca to finance a comprehensive operation of full programs and services as indicated by the Board's reaffirmation in 1984.

UPDATE:

Passage of state bond issues and the commitment of the Governing Board to develop Cuyamaca into a comprehensive college has allowed the college to move ahead with expanding facilities.

A possibility exists that the 10 percent matching funds requirement for construction will be eliminated which may allow the college and district to move aggressively to fully develop the campus.

A long term commitment is needed to provide adequate financial support so that the curriculum and programs can expand to meet community and student demand.

RECOMMENDATION TWENTY-FIVE:

The college, with the assistance of the district staff, should continue to explore alternative funding sources possibly through its Foundation. The staff person recently reassigned to the District Development Office who received special training in resource development might assist in the development of special projects for Cuyamaca College.

UPDATE:

The college has received some small amounts of money through a special grants program developed by the Foundation. The assets of the Foundation are insufficient to provide large sums to assist the college. No significant changes have taken place

relative to alternative funding sources. With the expected hiring of a Vocational Dean this will receive higher priority.

RECOMMENDATION TWENTY-SIX:

The district and the college should carefully examine the classification of staff for equivalency and uniformity in duties and compensation.

UPDATE:

A lengthy study of the classification system was conducted by an internal District committee and an outside consultant hired by the District. The results of the study were implemented effective July 1, 1988. Some "trailer" aspects are currently being reviewed. Implementation of these recommendations will likely occur beginning July 1, 1989.

RECOMMENDATION TWENTY-SEVEN:

Cooperative working relationships need to be strengthened between the two colleges and the district office so that any major programs relocated at Cuyamaca is done with total top level administrative support.

UPDATE:

Communication between Cuyamaca College, Grossmont College and the District is an area where continued effort and improvement is needed. The Chancellor's Cabinet and Chancellor's Advisory Committee which have representatives of each college are two avenues used to improve communication. Recently the Chancellor has visited the Cuyamaca campus for luncheon meetings, has met with the Academic Senate and has met individually with senate

and union officers. Additionally the Chancellor will shortly communicate with all district employees through a newsletter.

Issues such as the eventual size and comprehensiveness of Cuyamaca College and the land set aside for non-college related uses points to the need for continued effective communication channels between all the entities of the district. A newly formed group called the "Cooperative Governance Society" has demonstrated some promise in being one such channel.

RECOMMENDATION TWENTY-EIGHT:

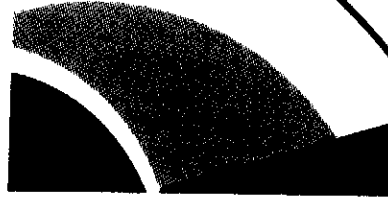
The Board of Trustees should revise the Board Policy Manual for currency with State law and present practices.

UPDATE:

All Board policies have been reviewed and brought in line with current education code requirements and district practices.

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STANDARD 1



Goals and Objectives

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STANDARD ONE
GOALS AND OBJECTIVES

STANDARD 1A

The institution is guided by general goals and specific objectives which are consistent with the historical and legal mission of the public community college, or for an independent institutions, are appropriate to the postsecondary population it serves.

DESCRIPTION

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 it is committed to providing a variety of educational programs and experiences in an academic environment that will enhance individual learning and growth.

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

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

An instructional program composed of:

Transfer courses equivalent to the lower division curriculum of universities and colleges for students who plan to continue their education at a baccalaureate institution.

Vocational and career education courses to provide technical skills and knowledge for beginning employment, retraining and advancement.

General Education courses to broaden knowledge, skills, attitudes and values, to develop analytical ability and critical thinking, and to foster interest in life-long

learning in the educational, scientific and cultural fields essential for effective participation in a complex society.

Developmental courses to assist inadequately prepared students to succeed in college course work.

A student services program composed of:

Academic and vocational support services and personal support services to provide students with sufficient opportunity to achieve educational success.

Co-curricular activities to provide opportunities for personal development and social responsibility.

A learning resources program composed of:

Programs and services to support and to supplement the instructional, student services and community education programs.

A community education program composed of:

Continuing education noncredit courses which are eligible for state support and are designed to provide education and training in areas of local needs.

Community services courses, workshops, seminars, forums, and institutes to provide for the special educational, cultural, avocational and recreational needs of the community.

APPRAISAL

The above statement was developed after an analysis of the needs of the citizens of the Grossmont-Cuyamaca Community College District and a review of the historical mission of the community college in California. The statement has been reviewed and accepted by the college Curriculum Committee and the District Board of Trustees.

Questionnaires to evaluate these goals and objectives were distributed in Fall 1988 to Management/Supervisory/Confidential

staff, full-time faculty, part-time faculty, classified staff, Board Members, and students. Responses to these questionnaires indicated no significant differences of opinion as to what the institutional objectives should be. The college community is in general agreement that the main goals should be the transfer program, career programs, and the general education, student services, and developmental programs.

PLANS

Cuyamaca College's stated goals and objectives are consistent with the historical and legal mission of the public community college. The staff plans to review them annually for clarity, acceptance and accuracy.

STANDARD 1B

The statement of goals and objectives defines the degree of comprehensiveness of the institution and its distinctive nature.

DESCRIPTION

The statement of goals and objectives as given in the college catalog describes the programs offered at Cuyamaca College accurately and in detail. Dissemination of information concerning these goals and objectives is accomplished through distribution of the college catalog, through visits to local high schools by counselors, through participation in activities with San Diego State University and other local four-year institutions, and through EOPS activities on campus and throughout the community.

APPRAISAL

College goals and objectives have been reevaluated and updated since the previous accreditation to reflect the changing needs of the community. In addition to Cuyamaca's long-standing commitment to a strong vocational program, the goals and objectives statement in the catalog also reflects the college's growing needs for more comprehensive general education and transfer programs. Commitment to this goal is demonstrated by the college's recent decision to revise its general education program to meet the core curriculum requirements for transfer to the University of California. This program allows the student to complete a program of study which meets all of the Breadth/General Education requirements at any of the UC campuses. The college's TAG agreement with the University of California at San Diego now allows Cuyamaca students to complete a program entirely at Cuyamaca which will guarantee admission to UCSD with junior standing. Similar transfer agreements exist with San Diego State University.

The new learning resources building on campus speaks directly to the issue of comprehensiveness in the developmental and learning resources support areas, with its greatly expanded facilities.

PLANS

The college plans to continue to expand its programs and course offerings to meet the growing needs of its citizens. The

College recommends that before serious long range planning occurs the District review the demographic studies for east county which suggest that Cuyamaca may reach its projected maximum enrollment long before the current master plan indicates. Any upward revision in projected enrollment maximums should also take into account the need for a revised definition of comprehensiveness.

STANDARD 1C

The goals and objectives are re-examined periodically with participation by all segments of the institution.

DESCRIPTION

Institutional goals and objectives are re-examined on a regular basis in several ways. These are (1) An annual report to the Board of Trustees by the President and Vice President; (2) Monthly administrative staff meetings; (3) Weekly meetings of the President's Advisory Committee; (4) Periodic meetings of the site Long-Range Planning Committee; (5) Meetings of the Curriculum Committee to study and revise the curriculum; (6) Meetings of the General Education Committee; and (7) Meetings of the Program Review Committee, in which each college program is reviewed every three years. A review by students, staff, and trustees to examine the effectiveness and the relevance of the goals and objectives to Cuyamaca's social, economic, and political environment has revealed the following:

GOALS AND OBJECTIVES OF TRANSFER PROGRAM

APPRAISAL

The transfer programs at Cuyamaca College are effective in meeting the equivalency requirements of four-year institutions. The quality of transfer courses is demonstrated by the breadth of subject matter covered, the depth in which it is treated, and the quality of grading scales used when evaluating student performance.

The TAG agreement with the University of California, San Diego and the Transfer Core Curriculum, in which students transferring to any UC campus may fulfill the lower division breadth and general education requirements, are examples of the great progress that has been made in the past five years.

PLANS

Cuyamaca College plans to continue to improve the availability of good academic counseling, the excellent communication between faculty and counselors and the articulation with local high schools and the four-year institutions. Efforts are currently under way to develop TAG agreements with other four-year institutions similar to the one with UCSD.

GOALS AND OBJECTIVES OF CAREER PROGRAMS

APPRAISAL

Career programs exist to meet present and future employment needs, and for retraining to meet changing job requirements.

Cuyamaca's stated goals and objectives are consistent with the program as it is carried out. Most students who complete a career program find employment in areas that make use of their training.

Among the college functions that contribute to the fulfillment of career program objectives are the excellent counseling that is provided by the staff of the Career Center and the information and resource materials that are available there. Together, these services allow Cuyamaca students to plan their careers with a better understanding of the benefits and requirements for success in a particular field.

Input relating to curriculum development, course objectives and content evaluation is provided through regular consultation with future employers, by members of the various program advisory committees, and by coordination with other related educational institutions in the area. This method of program planning has proven to be effective in keeping career programs both comprehensive and properly focused.

PLANS

The college will continue its commitment to the development of a strong Career Center. An increase in floor space to provide for a larger collection of career information materials is being planned.

GOALS AND OBJECTIVES OF THE GENERAL EDUCATION PROGRAM

APPRAISAL

The General Education program has come a long way since 1984. Course offerings have been added to include more choices in all areas -- the arts, humanities, the social sciences and the natural sciences. Courses previously offered only every other semester are now being offered each semester, and more advanced courses are now being offered as well. Additional faculty positions have been added, along with computerized information retrieval systems in the library to better support the general education program. Support in the form of release time has been provided for a chairperson to coordinate the general education program.

Recently, the college adopted a transfer core curriculum which when completed will satisfy the Breadth/General Education requirements at any of the campuses of the University of California.

PLANS

The college plans to continue its commitment to expanding the general education program. As one indication of this commitment seven of the next eight certificated positions identified for conversion from part-time to full-time status are in areas associated with general education (English, history, math, speech and library science).

GOALS AND OBJECTIVES OF THE DEVELOPMENTAL PROGRAM

APPRAISAL

The college provides a variety of offerings and functions consistent with developmental program objectives. These include college survival skill courses, remedial courses in mathematics and English, a writing laboratory, tutoring in many disciplines, testing and screening placement, and learning disabilities tutoring and counseling.

PLANS

The college will continue to support and expand the courses and services named above and will review counseling service objectives annually to reinforce pretesting and placement of students, the objective in this case being to enhance academic success. Services provided in the reading, writing and math labs will be relocated to an expanded facility in the new Learning Resources Center.

GOALS ANDE OBJECTIVES OF THE ACADEMIC, VOCATIONAL AND PERSONAL SUPPORT SERVICES PROGRAM

APPRAISAL

The counseling staff has responded remarkably well to the increased demands for services with its limited staff and space. The college continues to provide a variety of guidance offerings such as counseling services, including classroom visitations, the Career Center, Personal Development courses, a comprehensive matriculation program with a full-time coordinator to provide

orientation, testing and placement services, and student government activities. In addition to the full range of services for both day and evening students, counselors are now also available to the Weekend College student on Friday evening and Saturdays.

PLANS

The college is committed to a balanced program of counseling and guidance services for the day, evening, and Weekend College programs and will continue to reassess program needs for staff and space as enrollment increases.

Consideration should be given to increasing the size of the Career Center if career planning service objectives are to be fully realized.

GOALS AND OBJECTIVES OF CO-CURRICULAR ACTIVITIES

APPRAISAL

Co-curricular activities provided consistent with program objectives include Personal Development courses, a college newspaper, student government coupled with leadership training classes, several student clubs, student participation in college committees, and student representation on the Board of Trustees. A food service facility is currently in operation, and outdoor physical education facilities are scheduled for construction in the Fall of 1989.

PLANS

Plans are to add additional co-curricular activities once outdoor and indoor physical education facilities have been completed.

GOALS AND OBJECTIVES OF THE LEARNING RESOURCES PROGRAM

APPRAISAL

The new 23,000 square foot library represents a five-fold increase in space over the facility it occupied in 1984. New facilities and services include greatly expanded stack and reading space, a microcomputer lab, audiovisual equipment in the listening/viewing area, foreign language drill and practice rooms, and conference rooms for group study. Computerized information retrieval systems are available to students and faculty for research, and access to a nationwide network of libraries for purposes of resource sharing is rapid and routine. With a larger staff this new facility would be able to fully support the instructional programs at the college.

PLANS

The library staff is committed to a balanced program of traditional and computer-based library and media services, along with application of the latest learning resources technology to reach its primary goals--direct support of classroom instruction and the teaching of research skills to foster life-long learning habits in Cuyamaca's students.

GOALS AND OBJECTIVES OF THE COMMUNITY EDUCATION PROGRAM
APPRAISAL

The community services program is a District responsibility. A limited number of the District's community service programs are currently held at Cuyamaca College.

In addition to Community Services as defined in Standard 5, additional services such as the current use of the library and the parcourse, occasional presentations by the faculty, and recently, an annual Women's Conference and an essay contest are offered. On the whole, these offerings have been effective and well received.

PLANS

The college will continue to explore ways in which it can offer additional community services and programs on campus as staffing and budget permit.



STANDARD 2

Educational Programs

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STANDARD TWO

EDUCATIONAL PROGRAMS

STANDARD 2A

The educational program is clearly related to the objectives of the institution. This relationship between objectives and program is demonstrated in admission policies, curriculum content and graduation requirements.

DESCRIPTION

Though small, Cuyamaca College is becoming a comprehensive community college. As stated in the current catalog published annually, the objectives of the college include general education, a transfer program equivalent to the lower division curriculum of baccalaureate level colleges, career education to provide technical skills for employment, developmental courses to assist students inadequately prepared for college work, a guidance program, a program of community service, and a co-curricular program.

The instructional program has been expanded since the last accreditation visit to include several new majors leading to certificates and degrees. The new additions are Accounting, Aeronautics, Business Administration, Business Microcomputer Applications, Child Development, Electronic Engineering Technology, Entrepreneurship-Small Business Management, Liberal Studies, Pre-Law, Real Estate Escrow, and Supervision. Many of the courses in vocational majors such as Aeronautics, Electronic Engineering Technology and Liberal Studies are transferable to four-year colleges and universities.

The general education offerings have also been increased to include courses in Language and Rationality, the Natural Sciences, Humanities, Social and Behavioral Sciences, and Physical Education. By taking courses in the areas listed above, students can complete their general education requirements for two-year degrees and prepare for transfer to four-year colleges or universities.

Cuyamaca College provides vocational and general education for students who plan to complete their formal education at the community college level. Developmental and Personal Development courses are available to assist students with special needs in the basic skills. The Learning Skills program provides assessment for course placement in English and mathematics. As a result, new developmental courses in English and mathematics have been designed and offered to meet students' needs.

Preserving the comprehensive nature of the general education curriculum has been a major goal since the last accreditation report. During each semester, the General Education Committee meets to review all new courses requesting General Education designation. The committee decides if the course meets the criteria for General Education for the Associate degree and for certification to the CSU System. The General Education Committee makes its recommendations to the Curriculum Committee.

All programs and courses at Cuyamaca College are submitted to the Curriculum Committee chaired by the Vice President. The college is continually reviewing programs, and evaluates procedures to ensure the current needs are being met for all students.

The Program Review Committee evaluates college instructional and student services programs based on approved criteria and recommends action to improve and strengthen the educational and student services programs of the college. A schedule for program review has been established to insure that all programs are reviewed on a regular basis.

The emphasis on career planning and education at Cuyamaca College is evidenced by the number of available courses in Personal Development such as: Self-Assessment and Life Planning, Job-Seeking Skills, and Orientation to College: Re-entry Students. These courses are developed and taught by the Counseling Department.

All programs are available to disabled students. The Office of Disabled Student Program and Services (DSP&S) employs a full-time counselor and several specialized tutors who provide assessment and tutoring for disabled students. Academic counseling, personal counseling, vocational counseling, interpreting for the deaf, notetaking services, test taking facilitation, tutoring services, adapted parking, audiovisual equipment/resources, individualized assessment, registration assistance, special

orientation, vocational testing and wheelchair/adaptive devices are also provided for those students with special needs.

APPRAISAL

Cuyamaca College provides additional majors and a larger number of courses in response to the growth of the student population and the community in the surrounding college area.

The College now has an "On-Line Advising" computer software package which gives students an immediate evaluation of their completed course work as well as provides advisement regarding courses that they need to take to complete their educational goal.

PLANS

Based on the progress made during the past five years, the Board has continually affirmed the commitment to maintain Cuyamaca College as an independent and comprehensive college. Future plans focus on broadening the comprehensive nature of the general education program.

STANDARD 2B

Educational program evaluation is systematic, comprehensive, and documented, and forms the basis for planning, development, and improvement of programs.

DESCRIPTION

The development of an educational master plan is the charge of the Long Range Planning Committee. Specifically the charge of the committee is "to plan, organize and develop long range goals and objectives for the college and to recommend courses of action for their achievement." The committee is composed of administration, faculty, and classified staff and is chaired by the President of the college.

The Long Range Planning Committee convened in Spring 1986. During that semester a five year plan was developed. The process began by asking the faculty during staff development week to determine the courses and programs to be offered in the future. Projected enrollments for 1988-89, 1991-92, and for an imagined completed campus were provided as guidelines. The committee, using the responses of the faculty, projected future educational programs, facilities, and staffing. A five year plan, drawn up with projections at yearly intervals, was submitted to the faculty for review, finalized by the committee, and submitted to the Governing Board. A copy is located in the supplemental documents.

Though articulation with high schools and four year colleges was not directly part of the process, the input requested of

faculty embodied these articulations. Faculty take into account articulation agreements in designing curriculum in their areas.

New programs proposed in the five year plan are Commercial Art, Intercollegiate Athletics, Business Computing, and CAD/CAM. Expansion of general education offerings was also proposed.

New facilities proposed are a learning resources center, outdoor physical education facilities, a student services/administration building, and a math/science/engineering building.

Evaluation of programs is done by the Program Review Committee. The specific goal of the committee is to provide an institutional method for evaluating instructional programs. The reports of the committee aid the college in setting priorities to better meet the needs of the students and the community and aid the college in utilizing its resources more efficiently and effectively. The committee is composed of administration, faculty, and students.

The Program Review Committee evaluates the instructional programs with regard to mission, fiscal data, value to the community and to the institution, student success, and any special characteristics. All programs were reviewed during 1983-84 and 1984-85. In 1988-89, Computer Technology, Electronic Technology, Ornamental Horticulture, Supervision, and Welding were reviewed. Program review documents are on file in the administrative offices.

Currently no formal research is being done at the college in measuring the success of students in reaching their educational objectives. However, numbers of students obtaining associate degrees and certificates or transferring to four-year colleges are measures of success that the college can document in reaching educational objectives. The California Postsecondary Education Commission (CPEC) as well as individual schools publish this data on transfer students.

Information on student success in obtaining jobs or upgrading skills is reported in the program review process. This type of information is appropriate for vocational programs.

In all vocational areas Advisory Committees composed of practitioners in the field of employment are used to assure that the curriculum remains up-to-date and relevant to the needs of industry. In each area these committees review the curriculum and suggest changes which enhance the program and enable students to obtain the skills necessary for employment. The committees are required to meet at least once per year; many meet once per semester.

Curriculum changes originate within departments. After discussion and approval at the departmental level, proposals for changes are submitted to the Curriculum Committee. After reviewing proposals for changes in courses and programs, the committee approves or rejects the proposals. The Curriculum Committee is composed of the Vice President of Instruction, the department

chairs, the Director of the Learning Resources Center, the Learning Skills Coordinator, one other faculty member, one classified staff person, and a student.

Review of general education criteria is the charge of the General Education Committee, which makes recommendations for changes in general education criteria to the Curriculum Committee.

District resources are divided among Cuyamaca College, Grossmont College, East County Performing Arts Center, and District management. The allocation of funds among the four sites is determined by the District Budget Committee.

The budget process at Cuyamaca College begins at the department level. Each department submits a budget to the Vice President, who reviews the budget with the department chairs. The President and Vice President review the entire college budget and make tentative decisions to balance the budget. The President and the Vice President meet with the campus Budget Committee to determine the final budget allocations.

APPRAISAL

The projected enrollment for Cuyamaca College was 4,000 for 1988-89. With the enrollment in Fall and Spring of 1988-89 at 3,727 and 3,999, respectively, the college is growing at an expected and projected rate. The development of the land surrounding the college has probably contributed to this growth, and

as the numbers of homes and businesses in the area increase, the demand for educational services will continue to increase.

Since 1983-84 many new programs are being offered at Cuyamaca College. They are Accounting, Aeronautics, Business Administration, Business Microcomputer Applications, Child Development, Liberal Studies, Pre-Law, Real Estate, and Supervision. Commercial Art is scheduled to begin in Fall 1989. The only intercollegiate sport currently offered is soccer, but cross country and tennis will be added next year. Other sports will be added soon after the indoor physical education facility becomes available. Special programs are the Telecourse Program and the Weekend College. In Cuyamaca's Telecourse Program (which enrolls more telecourse students than any other community college in San Diego County) a variety of general education courses are being offered. In the Weekend College the full range of courses for business majors is being offered.

The general education offerings have been expanded considerably since 1984-85. Eleven additional courses, a 28 percent increase, are being offered in nine different areas--Aramaic, biology, child development, economics, French, philosophy, psychology, sociology, and Spanish. The additional courses are a major reason for the fifty-three additional sections which are being offered. The growth in sections is distributed among the regular day and evening courses, Telecourse Program, and the Weekend College.

Two new facilities are scheduled for completion in the near future. They are a Learning Resources Center in Fall 1989 and outdoor physical education facilities in Spring 1990 the latter to include a track which encloses a soccer field, two general purpose fields, and ten tennis courts. Requests for construction of an indoor physical education facility, a math/science/engineering building and student services building are in progress.

Program review assesses the strength and value of individual programs. The process has established a basis for strengthening or eliminating existing programs and consequently has been of great value to the institution.

In 1987-88 a total of 108 students received associate degrees at Cuyamaca College. CPEC reported that 67 students transferred from Cuyamaca College to either CSU or UC campuses, the majority (43) to San Diego State University (SDSU). Performance of transfer students at four-year colleges can be judged by percentage of degrees awarded to transfer compared to native students. In 1985-86 CPEC reported that 50 percent of baccalaureate degrees at CSU campuses were awarded to community college transfers, 22 percent to native students. At UC campuses the figures were reversed, 22 percent to community college transfers, 50 percent to native students. Another measure of student performance is grade point average (GPA). In 1986 SDSU reported the GPA of transfer students from Cuyamaca College at

2.5 which was virtually the same as that of all continuing undergraduate students at SDSU.

Coordinators of vocational programs have reported in program review that a very high percentage of their graduates are able to obtain jobs. No formal research is done to obtain this information.

Students often take individual courses to upgrade their job skills, for example, computer assisted drafting, word processing, or welding. No formal surveys of students are done to keep track of how useful a course was in obtaining a promotion or a better job. Coordinators of vocational programs have reported in program review that students often obtain jobs before completing the requirements for an associate degree or certificate. This observation suggests that a single course or a few key courses can be very helpful in enabling students to get a first job or a better job.

Advisory committees provide a valuable service to the vocational programs. Their input is necessary to maintain a realistic, practical curriculum. Students consequently receive training which not only increases their chances to get jobs upon graduation but also to perform better in those jobs.

Proposals for changes in courses and programs are submitted in the spring semester and reviewed in the fall. All curriculum proposals are checked to make sure they meet the Title V criteria and standards. The appropriate department at Grossmont College

is notified by means of a letter of intent of course changes. As much as possible Cuyamaca and Grossmont Colleges attempt to have the same course numbers, titles, and prerequisites for courses that are identical in content and purpose.

Recommendations for revision of general education criteria from the General Education Committee are usually accepted without further modification because of the thoroughness with which the committee reviews the criteria.

Since 1984-85 the allocation of funds to Cuyamaca College has increased by 80 percent. During that period enrollment has increased by 42 percent and the number of class sections by 26 percent. Eleven new programs have been added as well as seven certificated positions and two administrative positions, that of Director of Admissions and Records and Vice President of Instruction and Student Services.

The increase in funds over the past five years has enabled Cuyamaca College to greatly increase its programs and course offerings and has contributed directly to the growth of the college. The college has also been able to improve the quality of its instruction with the added funds. The increase in capital outlay money has been especially helpful in purchasing much needed equipment.

The value of planning for the future cannot be overstated. The Long Range Planning Committee should convene again in 1990-91 to plan for another five year cycle. The ultimate goal is to

make Cuyamaca College a comprehensive community college with a full range of academic and vocational programs. A community forum on the growth of the college was held in February 1989. On the panel were representatives from neighboring educational institutions, local businesses and business organizations, and county government agencies. The panel agreed that Cuyamaca should be a comprehensive community college and that the District should support that goal. A written report on the forum appears in Perspective, the Cuyamaca College Academic Senate newsletter, and a videotape of the forum is on file in the library.

The program review process is an ongoing activity. All programs are reviewed on a regular basis. Higher priority may be given to programs perceived as weaker ones.

Advisory committees for all existing vocational programs will be retained. As new vocational programs are established, new advisory committees will also be established.

The Curriculum and General Education Committees are standing committees that will continue to play the role of approving curriculum changes.

In the coming budget year Cuyamaca is seeking four new faculty positions in order to come closer to the goal of 75 percent full-time faculty mandated by AB 1725. Also, two new administrative positions have been filled, a Dean of Student Services and a Dean of Vocational Education to remedy a severe understaffing problem in the administrative area. At the present time Cuyamaca College has fewer administrators than any community

college in California with an enrollment over 1,000. The norm for a college of 4,000 is four administrators, a president and three vice presidents (or deans) to cover instruction, student services, and vocational education.

PLANS

Measurements of student success need to be initiated. Most faculty who went through program review were unable to provide information on student success and requested that the college undertake this task. A research specialist would probably need to be hired to perform this task.

Cuyamaca College needs the continued support of the District in order to continue to move toward its goal of a comprehensive college. With increased funding a larger number and greater variety of programs and courses, which will attract more students, will benefit the residents in this rapidly growing portion of the District.

STANDARD 2C

The institution has a systematic procedure for articulating its programs with high schools, baccalaureate institutions, and with employers who hire occupational students.

DESCRIPTION

In order to facilitate articulation with high schools, Cuyamaca College has utilized several methods by which a close relationship is maintained. During every academic semester, a

High School Advisory meeting is held with representatives of the twelve local high schools, Cuyamaca College counselors and administrators, Grossmont College counselors, San Diego State University advisors and admissions officers, and University of California, San Diego advisors and admission officers. Topics at this meeting include college courses, college majors, general education requirements, and changes in curriculum for transfer, associate degree or vocational certificate. Additionally, counselors visit the local high schools on a regular basis to meet with students, faculty, and administrators to advise them about opportunities available at the community college, to answer questions, to discuss problems, and to allow seniors the opportunity to apply for admissions to the college.

The curriculum planning process involves coordination with baccalaureate institutions by means of regularly scheduled meetings with advisors and admissions officers of San Diego State University and University of California, San Diego. The Director of Admissions is the college Articulation Officer and coordinates formal articulation agreements with many baccalaureate institutions including San Diego State University, University of California, San Diego, United States International University, National University, University of San Diego, and California State University, Long Beach. In addition to the existing articulation agreement with University of California, San Diego, a Transfer Admission Guarantee for Cuyamaca College students is

available for students wishing to transfer to that university. By agreement with the California State University system, Cuyamaca College determines and certifies which of its courses transfer to those institutions. A major-by-major articulation agreement has been implemented with San Diego State University to assist transfer students.

Reports are received by Cuyamaca College from four-year institutions reviewing the number, performance, satisfaction, and adequacy of preparation of transfer students.

Occupational advisory committees meet with vocational program coordinators and instructors in order to ensure that vocational programs are relevant and timely. Additionally, the Counseling and Career Center has assisted this review by means of a Job Shadowing project which allows counselors to interview employers and report additional vocational information through the publication of Job Shadowing reports.

APPRAISAL

Cuyamaca College dedicates extensive time and effort to curriculum planning and review. Liaison with local high schools is maintained on a frequent and regular basis. In previous years, a formal articulation committee met in order to facilitate the high school and community college transfer process. Articulation agreements between Cuyamaca and the four-year colleges and universities are updated regularly. There is a commitment to develop additional articulation agreements with other four-year

colleges and universities. The newly implemented Transfer Admission Guarantee with the University of California, San Diego exemplifies new innovative procedures for assisting transfer students.

PLANS

Cuyamaca College will continue to develop new articulations with four-year colleges and universities and to maintain close relationships with local high schools.

Vocational programs will be modified as advisory committees recommend changes and as the Curriculum Committee approves the course and major changes.

STANDARD 2D

Through catalogs, bulletins, handbooks, and nonprint media, students and the public are provided with clear, accurate, and helpful information about programs, course offerings, and alternatives available to help them attain their educational goals and meet institutional requirements.

DESCRIPTION

The Cuyamaca College catalog, the schedule of classes, and program brochures are written to provide students with accurate, up-to-date information. The catalog provides information on admission requirements, college calendars, financial aid, student services, academic policies and procedures, certificate and degree requirements, course descriptions, and faculty background, along with general information on the Grossmont-Cuyamaca Community College District.

The class schedule provides information on semester calendar, add/drop dates, admission requirements and tuition fees and refunds, course descriptions for 299 courses (non-catalog-listed courses), final schedules, faculty phone numbers, course listings for the current semester (including regular classes, Weekend College and Telecourses), and the tentative schedule for the following semester.

Program brochures provide information on specific majors or programs. These are updated to reflect changes in requirements or course offerings. Program brochures are used by departments and counselors in providing more detailed information on programs or majors not provided in the catalog or schedule of classes. They may include information on course requirements, transfer opportunities, scheduling sequences and information on related support clubs or organizations.

Twice each year the district produces a mailer providing information on programs, class offerings, and admission requirements. This mailer is sent to each resident in the Grossmont-Cuyamaca Community College District.

Articulation agreements are proposed by faculty and counselors and are sent to secondary schools and four-year colleges and universities by the Dean of Admissions and Records. Counselors work with high school counselors and seniors to inform them of the opportunities available at the community college. High school counselors are regularly invited to visit the campus,

and meetings with high schools, four-year colleges and universities are held to discuss course and program articulation.

The Learning Skills Program provides for placement and assessment tests to aid counselors in properly placing students in English and math courses as well as courses with English and math prerequisites. In addition tutoring is made available to students through this program.

APPRAISAL

The catalog is updated annually, the course schedule three times a year and the program brochures as needed and as funding allows.

Articulation agreements are updated when any significant changes dictate the need and articulation is maintained with several transfer institutions and the UC system.

PLANS

Plans are to continue to publish a proposed schedule for the next semester at the same time the current semester class schedule is published. Program brochures need to be presented in a manner that allows for annual updating of curriculum changes.

STANDARD 2E

Evaluation of student learning or achievement and awarding of credit in courses follow stated criteria.

DESCRIPTION

Students receive a syllabus for each course they attend. These course syllabi are updated each semester to reflect the course objectives and grading policies of each course and instructor. Selected courses may be challenged for credit-by-examination. The process is outlined in the catalog and class schedule. Courses are listed in the class schedule. Cuyamaca College grants credit toward its associate degrees for successful completion of the examination of the Advanced Placement Program of the College Board. Students who are interested in participating in the Advanced Placement Program are to contact the Admissions and Records Office at Cuyamaca College.

APPRAISAL

Grades are determined by criteria established by the instructor and department. They are presented to the student at the beginning of each semester and represent a contract between the student and instructor regarding requirements for grade achievement. The student survey found that 91 percent of the students responding strongly agreed or tended to agree that the grading criteria and policy was clearly stated.

PLANS

The current policy of presenting grading policies for each class in the course syllabus will be continued. The Academic Senate and the Instruction Office will continue to refine the list of courses in which the students may receive credit-by-examination.

STANDARD 2F

Off-campus educational programs and courses and those offered by telecommunications and other non-traditional modes of instruction are integral parts of the institution. Their goals and objectives must agree with those of the institution. The institution provides appropriate resources and controls to maintain quality.

DESCRIPTION

The college has a number of innovative off-campus programs. Weekend College began in January 1988 as an alternative for mature adults, employed full-time, who cannot attend the traditional weekday class format. A full range of courses in Business and related courses are offered on Friday evenings and Saturdays, each completed within a month. An Associate Degree in Business Administration can be earned in two years.

The Telecourse Program offers a wide variety of courses which are broadcast on television and available on tape in the Learning Resources Center. Seminars and testing by the instructor are held at the college on Saturdays.

The Travel Study program has combined trips with a credit course, such as European humanities, or with actual enrollment in

language classes at foreign academic institutions where the native language is spoken.

Adapted Physical Education is an off-campus special education program which offers personal growth experiences (classes in fitness and perceptual-motor development) to the developmentally disabled at two institutions in the community.

The Cuyamaca College NOW program gives a "headstart" to students who are currently in high school, but who, due to economic, family, or other hardships, would not usually continue on to college. They are bused to the college and placed in courses which are designed to strengthen their learning, reading and math skills and give them experience in programs on a college campus.

Supervision programs provide training to become more effective for new or experienced supervisors/managers in business, education, and government. A sequence of courses are taken at the college and appropriate certificates awarded. In addition, supervision courses have been offered at job sites in conjunction with the City of El Cajon and with Ketema, a local industrial company.

In a new venture for Cuyamaca College, the Ford Motor Company has joined with the college in the establishment of the ASSET program which began in Fall 1988. Students in this program alternate between course work at the college and "high-tech" experience at local Ford dealerships, thereby receiving an Associate Degree in Automotive Technology in two years.

APPRAISAL

As stated in both the college catalog and in responses to the college-wide accreditation survey, all of these "non-traditional" programs maintain the same academic rigor and standards as other courses on campus. In most cases the same instructors are teaching in both the traditional and the nontraditional format and feel that course content, teaching method, and expectations, are equivalent. Student retention and evaluations are good and the performance of these students in sequential courses proves the adequacy of the learning experience. Every course must go through the usual channels of Curriculum Committee approval and is subject to the same evaluation system.

A part-time Weekend College Coordinator has been hired to organize and oversee the program. The Telecourse Program is administered by the Director of Learning Resources and the Director's Secretary. Although the actual telecourse programs are developed nationally, all control of course requirements are handled by the college. New and better telecourses are being added, as the older ones are being revised. Faculty present their proposed travel study curriculum, plans, etc., to the Curriculum Committee for approval. Appropriate textbooks and reading materials are assigned, and the added benefit of "being there" experience (e.g., in a humanities course, seeing the masterpieces instead of slides) greatly contributes to the learning experience.

The instructors of adaptive physical education off-campus courses are evaluated on a regular basis. The program is successful and has been in continuous demand.

Since Cuyamaca College NOW uses regular college courses, the academic quality is assured and the program itself involves the input of college faculty and staff. Many students who participate in this program would not normally have continued to college after high school; others find the schedule too demanding and drop out. So far, retention in the program is a promising 40 percent.

The supervision program channels students into already existing and approved courses subject to the usual requirements. It is comparable to programs in other community colleges in the area, has good community support, and has grown substantially.

Since the ASSET program is new it is difficult to fully assess at this time. More information is needed.

PLANS

The Weekend College will expand with new courses and programs to be added gradually, eventually becoming comprehensive. Because of this expansion, the hours for the library, bookstore, etc. must be increased to better meet the needs of the larger number of weekend and evening students. The library/learning resources area is currently being expanded which will significantly improve services and help remedy some of the problems that existed in this area.

The Telecourse Program will try to reach more people in the community and new courses will be added to the extent that they are developed on a national basis. Possible expansion of the travel study program is being considered.

Adaptive physical education is considering expanding into the senior citizen/convalescent home area thereby providing services for another sub-group in need of physical education, art, language, or other classes.

The future of the off-campus supervision program will require target marketing and budget support to publicize the program and attract new students.

The future of both the Cuyamaca College NOW and ASSET programs depends on evaluations of the effectiveness of these programs. Many in the survey suggested that these special programs should be better publicized.

STANDARD 2G

An accredited institution entering into any contractual relationship for credit programs or courses with persons or non-accredited organizations, ensures that educational and fiscal responsibility and control remains with, and is exercised by, the accredited institution.

DESCRIPTION

The college presently has no contract education programs.

STANDARD 2H

Non-credit courses and programs, whether offered on or off-campus, are integral to the educational mission of the institution. The equivalent quality of planning, instruction, and evaluation for such programs is the same as for credit programs.

DESCRIPTION

No non-credit courses are presently offered directly by Cuyamaca College. All non-credit courses are currently offered through the College of Extended Studies which is administered and operated at the Grossmont-Cuyamaca Community College District level.

The College of Extended Studies is essentially a self-supporting program which relies on the course fees collected from students. The Dean of the College of Extended Studies decides which courses to present to the Governing Board for approval, prepares course outlines, and hires the instructors to conduct the various courses. Because of the self-supporting aspect of this program, course offerings are often limited to those which attract at least a sufficient number of students to offset the cost of the courses.

APPRAISAL

Ideas for the various non-credit courses are received from several sources: departmental chairpersons and advisory committees (e.g., in Business and Health Education), citizen groups, District staff members, and promotional materials from other colleges. Each semester the Dean of the College of Extended

Studies meets with the faculty members from both colleges to facilitate direct input of new ideas for future course consideration and feedback on current non-credit courses and programs.

Credentialed instructors are required for the Continuing Education classes. These various courses and programs must conform to established educational standards to be certified and approved for meeting Continuing Education Requirements. These courses and programs are monitored not only at the District level, but also by the appropriate state agencies and professional licensing organizations.

Community Education courses and programs do not follow the same educational standards as those established for Continuing Education courses. Many of the non-credit courses are offered in direct response to community interest and needs which most often tend to be socially, culturally, and recreationally oriented. Because of the nature of some of these non-credit courses, strict adherence to established standards which are applied to Continuing Education courses would be inappropriate. Emphasis is placed on the personal enrichment value to the individual student as well as fulfillment of the various needs of the community.

PLANS

Because non-credit courses are administered at the District level, it is difficult for Cuyamaca College to monitor the quality of planning, instruction, and evaluation of the courses offered in this program. However, this is not because of a lack of communication between the College of Extended Studies and Cuyamaca College but rather minimal use of Cuyamaca College facilities and faculty participation.

With funding consideration an issue, it is difficult to expand non-credit course offerings unless minimal (break even cost) enrollment can be achieved. This is perhaps the biggest problem to solve and least likely to overcome in the near future.

STANDARD 3



Institutional Staff

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STANDARD THREE
INSTITUTIONAL STAFF

STANDARD 3A

The staff is qualified by training and experience to achieve and promote the educational objectives of the institution.

DESCRIPTION

The criteria for faculty selection, both full-time and part-time, and for the selection of administrators and the support staff are clearly stated in the published Bylaws and Policies of the Grossmont-Cuyamaca Community College District; this document is public and readily available on the Cuyamaca College campus.

The process of selection (hiring) and affirmative action is clear. After approval and funding by the Governing Board for a new position, advertisement is handled by the District Personnel Office.

The appointment of new contract staff, both 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 Vice President, faculty members, and some classified employees meet as a committee. The top three finalists are chosen and those names are submitted to the President who makes the final choice in consultation with the supervising administrator. That candidate is then recommended to

the Governing Board. In the case of contract classified staff, the selection committee is chaired by the area supervisor (Vice President or director) in which the job exists. Faculty members and other classified staff serve on this committee.

APPRAISAL

Significantly, the quality of instruction and services at Cuyamaca College is related to the preparation and experience of its present staff members, who are drawn from high schools, from other colleges and universities, from different industries, and from all parts of the nation as well as several foreign countries.

However, when the staff was polled on the issue of whether the "process for the selection of full-time and part-time faculty and staff was consistently administered, clearly stated, and objective" the aggregate response was that 30 percent found disagreement with the hiring process of new full-time faculty and staff, while 41 percent found disagreement with the hiring process for part-time faculty and staff. Clearly, this many negative responses indicate the existence of a problem in the hiring process. Unfortunately, the questionnaire did not address specific complaints.

All in all, however, the faculty's experience and quality of instruction remains quite excellent. Instructors at Cuyamaca come from a wide range of educational, ethnic and cultural

backgrounds. Teaching effectiveness has remained the principal criterion used in the selection and retention of teaching faculty.

PLANS

With the thrust brought about by AB 1725 funding, Cuyamaca will hire for 1989-90 four new faculty members: a business instructor, an English instructor, a math instructor, and a speech instructor. The support staff will see an increase of seven additional positions, while the administration will be increased by two positions: a Dean of Business and Vocational Education and a Dean of Student Services. These 13 additions to the institutional staff will help in efforts to continue to bring a quality educational program to the community.

The college, with a new affirmative action census and plan, will implement and carry out the steps necessary to achieving these modified affirmative action goals. The college also has plans to examine the nature of the disagreement in the hiring process for the selection of faculty; most likely, a committee composed of elements of campus, both full- and part-time, will investigate this concern.

STANDARD 3B

There is a core of full-time faculty whose primary professional responsibility is to the institution.

DESCRIPTION

The full-time faculty at Cuyamaca College are exemplary of the Governing Board Policies #206 and #303 which in essence mandates that a core of quality faculty exists.

Of the 41 full-time faculty at the college, 35 are full-time instructors (six are management and 10 are other certificated.) These instructors are obviously aware of their primary professional responsibilities to the institution as shown by their commitment to the institution's goals and objectives through teaching and advising students. In regularly scheduled classes, office hours, and numerous committees, the full-time faculty are committed to excellence.

APPRAISAL

In a survey given to full-time faculty in Fall 1988, 90 percent of the full-time faculty agreed or strongly agreed that their responsibilities to Cuyamaca College were clearly defined. In a survey given to students attending Cuyamaca College in Fall 1988, 90 percent agreed or strongly agreed that the faculty have an interest in helping them learn. Records of the Academic Senate at Cuyamaca College show that 70 percent of the full-time faculty are actively involved in committee work that addresses academic and professional matters at the institution.

Information supplied by the Associated Students of Cuyamaca College indicates a dramatic increase in the number of student organizations from 1987 to 1988. In the last year seven new organizations have been created increasing the total number to 12. Of these 12, only two do not have a full-time faculty member as an advisor and only one of the seven newly created organizations is without a full-time faculty advisor.

PLANS

Efforts should be made to encourage more full-time faculty to become active in committee work. Full-time faculty should continue to promote, support and advise student organizations that exist now and organizations that will come into existence in the future.

STANDARD 3C

The faculty is committed to achieving and sustaining high levels of instruction, and may provide special campus and public services in the community served by the institution.

DESCRIPTION

The professional commitment of the faculty to the institution's goals and objectives may be evidenced by effective teaching, scholarly research and public service activities. Factors involved in professionalism include the number of years each instructor has been employed in a position, the highest degree attained by that faculty member, whether or not that individual

belongs to professional organizations and if that instructor is involved in activities to enhance instructional skills and knowledge. A professional commitment by the faculty member to the institution's goals and objectives also includes being available to students for academic guidance and advising and participating in public services in the community served by the institution.

APPRAISAL

According to the faculty questionnaire, instructors at Cuyamaca College have been employed an average of 8.25 years in their respective positions. Twenty-six percent of the faculty have earned doctorates and an additional 65 percent have obtained a Master's Degree. The questionnaire also revealed that 84 percent of the respondents belong to at least one professional organization and 70 percent are also involved in related activities which they feel enhances their teaching abilities and job skills. This high level of professional commitment at the college results in effective teaching, scholarly research and public service activities.

In addition, many instructors respond to student needs and community requests by teaching for the Weekend College, articulating courses with both the high school and university systems, participating in outreach efforts, participating in and supervising student organizations on campus, and planning

programs with community members. Instructors also hold courses at various sites in the community upon request.

PLANS

The college will continue to encourage scholarly and creative activities in all fields of instruction as a means of achieving effective instruction.

The college will continue to provide on-campus activities to promote professional development and the opportunity to improve job skills and knowledge.

The college will utilize evaluation forms more effectively as a means of improving teaching skills.

The college will recognize outstanding teachers, those who have completed projects, produced a scholarly paper or been involved in some type of related activity for purposes of positive reinforcement.

STANDARD 3D

The staff is sufficient in number and diversity of preparation to provide effective instruction and support services, while participating in educational planning, policy-making and curriculum development. An effective staff development program is provided, and staff participates in its design and its activities.

DESCRIPTION

Cuyamaca College is indeed fortunate to have a hardworking and diligent staff even though their numbers are few. Within these constraints, the staff consistently extends beyond the minimal and performs admirably.

Criteria for hiring practices are clearly stated in the Bylaws and Policies of the Grossmont-Cuyamaca Community College District, an accessible and public document. It has been discussed, however, that announcements of vacant positions at the college are not distributed as widely as possible. This concern, while directed at District personnel policies, could eventually impact the quality of instruction and services at the institution. This is brought about by a scarcity of qualified applicants in some fields of teaching.

Instructor assignments, both full- and part-time, are in strict adherence to individual qualifications, which include one's academic preparation and work experience. The determination of workload is clearly stated and considered by most at the present time to be fair and equitable. Related to workload, participation in other institutional functions, such as committee membership, institutional governance and supervision of student activities is greatly encouraged and expected to be one of the chief responsibilities to the institution. The professionalism and dedication of the instructors speaks well for the quality and integrity of the institution.

Classified staff members are also hired according to degrees of job preparation and work experience required for each

position. Work assignments, obligations and responsibilities are, for the most part, clearly defined for those in classified positions. It is deemed, however, that there are presently an insufficient number of classified staff employed full-time at the institution with which to provide the highest caliber of services possible. And, with the growth to be experienced at the college in the near future, this situation is one that needs to be examined.

In addition to the lack of classified staff members at Cuyamaca College, the survey also revealed that a significant number of institutional staff members feel that neither are there enough full-time faculty members or administrators at the present time. Indeed, lack of personnel at all levels is a particularly acute situation at the present time and will undoubtedly worsen as the college's enrollment increases.

Continuous professional growth of all staff members is encouraged at Cuyamaca College, and the institution provides various avenues for staff members to further their professional development. A number of workshops and events are scheduled during Staff Development Week, the week prior to the start of classes each semester. In addition, workshops are scheduled throughout the semester at various times during the day with sufficient advance notice to the staff. Evaluations of workshops are done in an efficient and timely manner, resulting in meaningful revisions for future presentations. Opportunities are

available for staff members to participate in the overall design and coordination of the staff development program, resulting in a well-rounded, relevant and appropriate program for both part-time and full-time certificated and classified staff members. Individual staff members are also encouraged to participate in professional development by taking a more active role; i.e., presenting a workshop.

APPRAISAL

Members of the institutional staff at Cuyamaca College are well-prepared and experienced for their positions, and therefore provide the highest quality of instructional and support services possible. Workloads and/or job descriptions for each position are clearly stated and reflect institutional objectives and staff qualifications. It is noted by a significant majority, however, that an insufficient number of full-time classified staff members, teaching faculty and administrators are employed at the college. In fact, in reviewing statistics of other community colleges in the State, it is quite evident that the ratio of administrative positions to student numbers is disproportionately low at Cuyamaca College (see Appendix). The Governing Board and District Administration of the Grossmont-Cuyamaca Community College District need to recognize the real staffing needs at this institution. Relationships between the District Office and the smaller college is an area that needs attention.

In regard to hiring personnel at the college, projections for the Five Year Plan (1986-1991) which were made in 1986 are simply not in tune with the reality of the situation. Being unable to hire personnel at all levels invariably harms the ability to add courses or expand programs.

An effective staff development program is provided at the college. Staff are appropriately involved in the development and participation of a variety of in-service training activities and workshops on campus. In addition, faculty members participate to a high degree in other institutional functions, i.e., committee assignments and student supervision. As a means of adding to the variety and latitude, attending off-campus activities and workshops, particularly during Staff Development Week, needs to be encouraged more.

Opportunities also exist for staff members to be involved in developing and evaluating institutional policies. And, with the enactment of AB 1725, the relationship between staff members and local policy-making procedures at the college should become even more intimate and evident across the board.

PLANS

The need for additional administrative positions should be noted. There is an immediate need for a Dean of Business and Vocational Education, a Dean of Student Services and a Director of Evening, Off-Campus and Weekend College Programs.

Rather than relying on student help and part-time workers, hiring more classified staff should be the focus. Vacancies within the support staff need to be filled as quickly as possible and retaining the most capable personnel needs to be a continuing practice. At present, the most urgent needs are in the areas of student services and instructional support and in trying to meet the needs of the new Learning Resources Center.

Hiring more full-time faculty will reduce the part-time to full-time ratio and implementing the provisions of AB 1725 will influence the college in areas of affirmative action and cooperative governance.

STANDARD 3E

Institutional policy regarding the safeguard of academic freedom and responsibility is published and readily available.

DESCRIPTION

At Cuyamaca College a framework of academic freedom is an established practice to ensure against unwarranted interference in teaching and in learning.

APPRAISAL

The Governing Board, administrators and faculty are committed to principles of academic freedom. At Cuyamaca, academic freedom has not been a problematic issue. It should be noted

that the Student Grievance and Due Process Procedures and Student Conduct and Discipline Handbook has been developed since the last full accreditation visit. This handbook is available for the visiting team.

PLANS

There are no specific plans to make any changes in the policy or practices on academic freedom.

STANDARD 3F

Personnel policies and procedures affecting staff are clear, equitable and available for information and review.

DESCRIPTION

A similar hiring process exists for faculty, classified staff and administrative positions. Part-time staff members are hired on the recommendation of the appropriate department head. Personnel policies and procedures are explicitly stated in the District's Bylaws and Policies. Due process procedures are stated within the grievance procedures in both certificated and classified agreements. Salary and benefits are clearly stated in all negotiated agreements and position announcements. In hiring, the administration adheres to federal guidelines and principles of affirmative action and equal employment, and the affirmative action plan adopted by the District is available for review. Privacy of employee information is guarded carefully. No

personal information is released to any agency without prior written consent of the individual in question.

APPRAISAL

The 1986-89 CSEA contract clearly states policies and procedures for promotion, discipline, evaluations, grievance, transfers, leaves of absence and vacations. It is felt that interaction in decision-making and policies is present within all levels of the college to the degree that one chooses to be involved.

In terms of salary, 33 percent of the full-time faculty felt that they were not being paid fairly, a figure which is down from 63 percent in 1984. Forty-five percent of the part-time faculty feel that they are underpaid, which represents an increase from 1984, when only 27 percent of the part-time faculty felt that they were underpaid. Fifty percent of the classified staff felt that salaries and benefits were adequate, compared to 1984 when 40 percent of the classified staff felt that they were adequately paid. Management agreed that their salaries and benefits were adequate.

Evaluation procedures have changed in recent years as a result of recommendations arising from the 1984 Accreditation Team visit. The Classified Staff Evaluation Committee was established, and a new evaluation form was developed which is now used on a district-wide basis. Despite the new forms, there has been concern by staff that there are procedural problems; some

evaluations are not conducted on time and occasionally supervisors do not follow proper procedures.

In terms of retention and opportunities for advancement at the college, a Professional Growth Committee was recently formed. This committee is composed of a Governing Board member, management, confidential and classified staff from both Grossmont and Cuyamaca Colleges. The goal of the committee is to implement specific plans whereby District employees can be trained for advancement.

PLANS

It is recommended that supervisory and management staff receive better training in implementing contractual agreements on staff evaluations. Staff members also need to be better informed on the availability of management and supervisory evaluations and the positions which are scheduled to be evaluated each year.





STANDARD 4

Student Services

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STANDARD FOUR

STUDENT SERVICES

Cuyamaca College provides students with a broad range of support services to assist them in achieving their educational goals and promoting personal growth. The Vice President for Instruction and Student Services provides overall general supervision of student service activities while the responsibility for direct supervision of various student service activities rests with appropriate directors, coordinators or chairpersons.

Two areas of concern common to almost all student service activities are the need for more space in which to operate and for more staff to meet the increasing student demands. As the college grows the resources of student service activities are strained to keep pace; in fact, some activities are presently inadequate to meet the demand for services. Further activities may soon become inadequate if student population growth is not matched by increased student services facilities and staff.

STANDARD 4A

The institution has a systematic procedure for determining the needs for student services and for involving staff and students in developing and evaluating those services.

DESCRIPTION

Cuyamaca College has on-going procedures for program review, and student services activities are included in this review process on the same basis as academic programs. The review

identifies strengths and weaknesses in each program and serves as a basis and guide for program modification and improvement. Surveys of faculty, administrative staff and students are conducted periodically to determine and evaluate student services needs.

APPRAISAL

The procedures used by the college have been successful in identifying needs and evaluating effectiveness in student services. For example, the survey of faculty, administrative staff and students that was conducted as part of this institution's self-appraisal for accreditation is a valuable management tool for improvements in student services.

PLANS

The college will continue to conduct program reviews of student services activities. Surveys, like the 1987 Needs Assessment, will be conducted periodically to determine needs and to evaluate effectiveness in student services.

STANDARD 4B

The institution's programs and services support institutional objectives.

ADMISSIONS AND RECORDS

DESCRIPTION

The Admissions and Records Office is responsible for providing admissions, registration and records service to students and staff. Student records are stored on-line in the computer in

the District Information Systems Office. Access is limited to employees with the appropriate password to maintain confidentiality as required by law. Back-up disks, along with student folders, are stored on the college campus in locked storage areas with restricted access.

The Admissions and Records Office is also responsible for evaluating transfer credits under policies developed by the six regional accrediting agencies.

The Admissions and Records Office has an employee who specializes in the needs of international students.

APPRAISAL

As the college has grown and as State reporting requirements have expanded, all student services offices have felt the strain on their resources. This is especially true of the Admissions and Records Office. Because the office has run out of space behind its counter, a temporary office was created in part of the Admissions and Records lobby. The number of staff hours have also been increased in order to serve the needs of all of the campus programs. For example, when the Weekend College began Saturday hours were added. The office has continued its plan of automating its activities. In 1988 an on-line evaluation system was instituted. Grade rosters and drop rosters have been redesigned to a machine-readable form. Transcripts are sent by magnetic tape to San Diego State University.

The Director of Admissions and Records worked with the counseling staff and the Learning Skills/Matriculation Committee to develop and implement the student orientation program and the very successful "One Stop" registration sessions.

PLANS

The expected growth of the college will continue to place strains on the resources of the student services areas. Both space and staff hours will need to be expanded.

The Admissions and Records Office anticipates needing additional full-time staff to work Tuesday through Saturday to provide continuity of service for students in the Weekend College. This increase in staffing is important if the office is to maintain the cordial atmosphere in which to serve student needs. This could become increasingly difficult to do when the student to staff ratio is 1:1,000. In line with its goal to serve students in a timely fashion, the office will continue to automate admissions and records procedures. For example, the office is presently working on a scanable application. To reduce some of its space needs, a microfilm reader was purchased and the microfilming of student records will begin once policies are developed regarding their storage and retrieval.

ARTICULATION

DESCRIPTION

Articulation is the responsibility of the Director of Admissions and Records, whose responsibility is to keep current articulations with the college's major receiving institutions.

In addition to maintaining lists of course to course articulations, the Director of Admissions and Records also developed a program to program list for students wanting to transfer to San Diego State University. The lower division course requirements with the Cuyamaca College equivalents have been developed for each program at SDSU. These lists are kept in three-ring binders for easy access and use. Not only are these binders kept in the college counseling center but also at each local high school.

The college is also developing guaranteed transfer agreements with four-year institutions. The Articulations Officer recently worked with the University of California at San Diego to develop a Transfer Admission Guarantee, while the Chairman of the Liberal Arts Department developed a similar agreement with Western State University College of Law. That Chairman is working presently with the University of Southern California to develop agreements in Engineering, Business, and Teacher Education; with National University in Teacher Education; and to a lesser degree with University of Redlands and Chapman College. The Coordinator of Ornamental Horticulture is presently working with, and is close to completing, a transfer agreement with California State Polytechnic University, Pomona.

Where there are no transfer agreements, the college has developed associate degree programs that provide lower division preparation for transfer. Most notable is the Liberal Studies Associate Degree which was designed by the Liberal Arts Department Chairman. This degree fulfills the lower division transfer requirement for Teacher Education, Liberal Studies Option II and general education transfer certification at San Diego State University.

APPRAISAL

Given the limited resources that the college has committed to articulation, the results have been satisfying. There is considerable cooperation between department chairs, the counseling center, and the articulation officer in developing and promoting the articulation program. As a result, the number of transfer students has grown and is large relative to the college's size. The Transfer Admission Guarantee with UCSD has been especially popular.

PLANS

The college is committed to continuing the articulation of courses with other institutions. Additional California State University and University of California campuses will be added; in fact, California State University, Long Beach and University of California, Irvine are the institutions the Articulation Officer will be working with next.

BOOKSTORE

DESCRIPTION

The bookstore, which acquires all necessary instructional text materials and related student supplies, is also responsible for purchasing used textbooks from students and collecting various District funds. In addition to displaying necessary materials and supplies, the bookstore has a small area given to gifts and sportswear. The bookstore's manager and accounting technician are full-time district employees, and the three cashiers are hourly employees. The bookstore is under the direction and guidance of the Vice President of Instruction and Student Services.

APPRAISAL

The bookstore is open five weekdays and four weeknights, and Saturday mornings until 1 p.m., to serve day, evening, and Weekend College students. The limited floor space and storage area is inadequate and expansion is needed. The store provides students with most essential materials for their classes but lacks variety in the assortment of supplemental materials, specifically in art and drafting supplies. The small volume of sales dictates higher prices, which is the most common student complaint.

PLANS

The five-year plan indicates a future relocation of the bookstore to a new building.

CAMPUS ACTIVITIES/STUDENT GOVERNMENT

DESCRIPTION

The objectives of the Campus Activities program include providing leadership training and experience for students, faculty and staff; providing means by which students have a voice in college policy determination; and contributing to the campus community's cultural and social life.

The Campus Activities program is coordinated by a full-time faculty member with hourly student assistants staffing the Campus Activities Office. Functions of the Campus Activities Coordinator include creating and supervising campus activities, administering the student due process and grievance procedures, teaching the leadership development classes, coordinating the campus awards and recognition program, assisting with student placement on college committees, overseeing the student body government budget and finances, coordinating clubs and organizations, coordinating the annual College Open House, supervising the Campus Activities Office and staff, chairing the Commencement Committee, conducting student government and campus community fund raisers, coordinating on-campus conferences, developing the funding base for the construction of a student center, and serving on such District and campus committees as Parking, Bookstore, Food Services and Petitions.

The Student Association is called the Associated Students of Cuyamaca College (ASCC) and includes all students. Student

government is currently conducted through a two-unit Leadership Development class. The student council abides by a constitution. Campus Activities are financed by activity card sales and profits from ASCC fund raisers. Students participate on college committees such as curriculum, due process, accreditation, and parking. There is also a student representative on the District Governing Board. There are 11 on-campus clubs recognized by the ASCC with approximately 300 students participating in club activities.

APPRAISAL

Recognizing the need for support for campus activities, the college established a budget for the campus activities program. The position of Campus Activities Coordinator was filled with a newly hired full-time faculty member. This has led to more continuity in the program, a more stable student government, and the growth of the student leadership program. In May 1988 the students initiated an Awards and Installation Banquet where they presented their Rainbow Awards and established a Presidential Scholarship in honor of the College President and in celebration of the Tenth Anniversary of the college. The student body recently held an election on a proposal to assess all students a fee of one dollar per unit, not to exceed five dollars per semester per student, for the purpose of construction and operation of a student center. Over 93 percent of the students voting were in favor, and the measure passed.

The ASCC office and conference room continue to be inadequate for campus activities. Student hourly assistants staff the Campus Activities Office, but there are periods when it is closed due to lack of funding. Unfortunately this frequently occurs in the evening. The only place for students to rest, eat, and talk is the Coyote's Den, which is much too small.

PLANS

The Campus Activities program is gradually developing. Current priorities in this area include the recruitment of student leaders, creating a leadership development program, strengthening the relationship between the campus and the community through student service projects and internships, using student leaders as high school recruiters, increasing the numbers and the diversity of clubs and organizations, and the construction of a new student center.

CAREER CENTER AND JOB PLACEMENT

DESCRIPTION

Under the direction and guidance of the Vice President of Instruction and Student Services, Career Center and Job Placement activities are located in the Student Services area. The Career Center is open Monday through Thursday from 8 a.m. to 7 p.m. and Friday from 8 a.m. to 4:30 p.m. Career Center personnel consist

of four hourly employees funded from the VEA budget. The Career Center has a library of reference material, books, and microfiche files.

APPRAISAL

The Career Center has responsibility for placement and job referrals and provides a Guidance Information System on career opportunities, colleges, financial aid and other services. The Career Center is in charge of organizing employer's panels and workshops, helping students prepare their resume, and interview and job search strategies.

The Career Center may have a problem in providing information about its existence on campus. Over 70 percent of participating students in the recent survey indicated no knowledge/no opinion on Career Center and Job Placement functions and activities.

PLANS

Future plans for the center include a District full-time classified position to manage and direct the center activities and relocation to a larger area in the new Learning Resources Center.

COUNSELING AND GUIDANCE

DESCRIPTION

The Counseling and Guidance program is organized by the Student Services Chair, who reports to the Vice President for Instruction and Student Services. The counseling staff includes four full-time counselors and one half-time Weekend College counselor. Counselors provide day, evening and weekend counseling services and teach personal development classes as needed. The support staff includes one full-time receptionist and two part-time employees. Counseling is available in English and Spanish.

Counselors provide academic advising, career testing and planning, 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, as follows: the needs of disabled students are met by one full-time counselor in Disabled Student Services, located in the Counseling Center. Low income, minority students are recruited and provided with support services, which include two half-time counselors, through Extended Opportunity Program and Services. Health counseling is provided by the Health Counselor, and includes teaching CPR, First Aid classes, providing workshops on topics of current interest and guest lectures in other classes.

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 related high school staff and students become aware of educational opportunities offered by the college. A reentry program for students who are returning to continue their education after a period of absence from school is in effect.

APPRAISAL

Starting and continuing each year since 1978, the college's first year of operation, the counseling staff meets to establish goals for the year; current and past goals are kept in Counseling as a matter of record. At the end of each academic year counselors meet to assess the status of each of the goals established for the year. All goals have been accomplished for the years 1979-89.

A thorough evaluation of each counselor is done every two years by the administration, by students using counseling services and by students in personal development classes. Evaluation results have been very positive.

During Fall 1988 a thorough assessment was completed on all student services, including counseling. Results on counseling services were very positive. Of those students who had an opinion about counseling, 78 percent rated the quality of counseling services as good or excellent. Counseling attitude

was rated as good or excellent by 87 percent of those who had an opinion. Similar results were noted in the areas of planning graduation requirements, planning transfer courses, career planning, college orientation, registration assistance and teaching personal development courses. A detailed summary of the results of the Ten Year Self-Study Questionnaire is available with other supplemental documents.

Results of the assessment showed that counseling was used by 59 percent of the students surveyed, while 37.6 percent had never used the services and only 2.8 percent didn't know the service existed. Findings demonstrated that 96.6 percent of the students knew that the services existed and answered a major question which needed to be answered by this study. The large percentage (37.6) of students who had never used the services were a continued cause for concern. Counselor availability was rated excellent to average by 65.8 percent of the students suggesting that counselor availability should be reviewed.

Of the small percentage (2.8) of students who did not know that counseling services existed, 62.6 percent were transfer students and the remaining were at Cuyamaca College to obtain an associate degree, certificate, upgrade job skills, take personal development classes or were undecided about their educational goal. These results suggest that some work needs to be done in advertising counseling services, particularly for transfer students.

Of students who had never used counseling services, 47.7 percent were vocational, 34.7 percent were transfer, and 17.6 were undecided. Results in this category suggested a need to provide services more relevant to vocational students such as career planning and job placement. The 17.6 percent of undecided students were the ones who might benefit most from counseling and suggested a valuable area for student outreach and a need for emphasis placed on programs designed to assist undecided students.

In addition, the student questionnaire indicated a concern about the time required to see a counselor (11.6 percent responded with "needs improvement") and the hours of operation (with 7.3 percent indicating "needs improvement").

PLANS

Outreach, recruitment and retention will continue to be important goals for the counseling staff, while counselors will develop activities to let all students know about the availability of counseling and the services provided.

Although counselor availability was rated excellent to average by 65.8 percent of students, plans will be made to improve availability by expanding "Drop In" times in which students can walk into the Counseling Offices and see a counselor for a short time without an appointment. Because of limited facilities, it has been difficult to find space for the activity.

With the move to the new Learning Resources Center, space will be provided to improve these services.

Activities will be developed to provide transfer students with the information needed to ease their transition to four year colleges and universities.

Counselors will continue to provide guidance programs and vocational counseling for students who are undecided about their major.

Questionnaires indicated that 11.6 percent of students thought that time required to see a counselor needed improvement. At the present time, "Drop In" times are available almost every hour of the day. This drop in assignment is rotated on an hourly basis among the counselors working each day. With counseling appointments, students wait no longer than a week for an appointment except during peak times of registration when all counselors see students on a drop in basis. Counselor availability will improve as State funds become available for time consuming programs such as matriculation and vocational education.

Another factor affecting counselor availability relates to the administration of the college. Since administrative staff are very limited, administrative tasks are delegated to counselors and faculty making them less available to students. The college president has requested additional administrative staff in order to alleviate this problem. For this area, a Dean of Student Services is necessary.

DISABLED STUDENT PROGRAMS AND SERVICES

DESCRIPTION

Disabled Student Programs and Services (DSP&S) is organized by the Disabled Student Programs and Services Counselor/Coordinator, who reports to the Student Services Chair. The DSP&S staff includes one full-time counselor/program coordinator, one full-time secretary, three part-time certificated learning disabilities specialists, two part-time deaf interpreters and three learning disabled tutors.

DSP&S provides academic advising, counseling, assessment, individualized tutoring, handicapped student parking, registration assistance, test taking facilitation, special orientations, equipment loans and liaison activities for students with verifiable disabilities. In addition to these basic services, a full-time Adapted Physical Education instructor was hired in January 1989 which greatly enhanced DSP&S.

APPRAISAL

The Student Questionnaire for the Ten Year Accreditation Study indicated that approximately 85 percent of the students either had no opinion or were not aware of the DSP&S. The 10 percent who had an opinion indicated the level of service provided by the DSP&S staff was average to excellent. A new DSP&S Counselor/Coordinator was hired in the Fall of 1988. Under the direction of this coordinator the services for learning

disabled students have been expanded to provide additional course offerings, increased hours, testing, and tutoring services. Programs for the developmentally disabled population in the community have also been expanded. Another recent addition to the campus was the installation of a Telecommunication Device for the Deaf, which has greatly improved service to the deaf population.

PLANS

New courses need to be developed to allow learning disabled students to receive credit for assessment and practicum. Current services to facilities in the community should be maintained and additional courses and support services should be provided to new facilities, including local convalescent centers. In addition, services need to be expanded to the developmentally disabled and psychologically disabled population on campus.

A full-time Learning Disabilities Specialist should be hired. There are currently approximately 50 learning disabled students and the number is increasing each semester. The addition of this specialist would add stability and better operational effectiveness to the program. A grant proposal has been submitted to establish a Commercial Art Training Center for the disabled. Preliminary talks have begun and would require the sponsorship of local companies along with the grant funding. The program would be similar to the IBM Computer Training Center at Grossmont College.

The DSP&S offices are to be relocated. Minimum requirements for DSP&S include an office for the DSP&S Counselor/Coordinator, tutoring center for the learning disabled and a soundproof office for valid assessment purposes. There is a need for a part-time Speech Pathologist for the growing number of students with speech difficulties on campus and for a more effective outreach program, both on campus and in the local community.

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES

DESCRIPTION

The EOPS program targets six local high schools for recruiting. There are approximately 150 students being served by the EOPS office. This represents a 200 percent increase over the last two years. The EOPS students are predominantly transfer students seeking to continue their college education at a four-year college. EOPS assistance is primarily in counseling and guidance, directing the students into courses such as College Survival Skills and Personal Development, assessing study skills and providing for group study to improve the student's likelihood of success in college work. A book loan program is available, as is some EOPS financial aid.

The program publicizes its activities with a newsletter, EOPS Extra published each six weeks. The number of copies printed is approximately 500, with 1500-2000 copies printed during recruiting periods. A survey of students indicated that over 86 percent of the students are aware of EOPS, although as expected, only a small percentage are using the program.

PLANS

Expansion of the EOPS recruiting effort to more local high schools is planned for the near future. Additionally, plans are being made for computerized self-tutoring for EOPS students, outreach to bilingual parents of potential EOPS students, grant assistance for child care for EOPS students, and an increased search for scholarships for the students. Staff development training for EOPS staff is planned in the areas of increased awareness and insights, as well as intercultural aspects, in serving the needs of EOPS students.

FINANCIAL AID

DESCRIPTION

Financial aid is coordinated by the Financial Aid Manager, who reports to the Director of Admissions and Records. It is the responsibility of the Financial Aid Office to develop, implement and administer policies and procedures for State and Federal programs.

APPRAISAL

Student needs and interests are assessed in compliance with guidelines established by the agencies supplying funds. These agencies provide the types and minimum levels of costs that are to be considered in making need determinations. The office surveys actual costs in the surrounding community and consults with program coordinators in developing these budgets to assure that the agency guidelines are appropriate for the needs of the students at Cuyamaca College.

Local policies have been developed to govern the initiation of programs and services and to evaluate the achievement of its objectives. These policies, which are contained in the Policies and Procedures Manual are reviewed and revised as needed every year. The Manual is used by the Financial Aid offices at both colleges in the district to assure that the policies are consistently applied so that all financial aid students are treated equitably regardless of which of the district's colleges they attend.

The objective of the Financial Aid Program is to give to students who otherwise would not be able to attend college an opportunity to do so with financial aid. The program measures its success in achieving its objective by looking at the growth in the number of students receiving awards and how many students are achieving their academic goals. The program has been quite successful in this regard, especially since the office was put under the direction of a one-half time manager. Under

the manager's direction, for example, the application for funding was changed from a district request to a separate campus request. As a result of this change the allocation to the college increased by nearly \$30,000.

The Financial Aid Manager and the instructional staff cooperate to enhance the effectiveness of Financial Aid as a support for instructional programs. This cooperation takes the form of membership on a number of campus committees and periodic surveys of faculty asking them to report on student success and areas of need.

PLANS

The Financial Aid Office plans to make workstudy more meaningful for its recipients by developing off-campus workstudy contracts that enable students to do work that will relate to their majors. This program will require an expansion of funding levels and increased secretarial support. There are also plans to broaden the services offered by the program. Traditionally, efforts were concentrated on needs based recipients. There are now plans to expand into academic-based support. A scholarship committee has been formed with the Financial Aid Manager as Chair to implement that goal. An expansion in the program's efforts in recruitment, especially among transfer students, is also planned. The program is now implementing such a plan and expects it to expand in the coming year.

FOOD SERVICES

DESCRIPTION

Food Services are provided by ARA, a contractor selected by the District. The food services facility (Coyotes' Den) is located adjacent to the bookstore and its operations are supervised by a day-time manager, night-time assistant manager, and two helpers. The facility is open Monday through Friday from 7 a.m. until 9 p.m. and Saturday from 7 a.m. until 1:30 p.m.

APPRAISAL

The present facilities include the snack bar/cafeteria with five tables and kitchen/food preparation counter, storage space and office. There is an outdoor patio area with concrete tables and benches and two vending machines. Other vending machines are located near the student activities office and in the Ornamental Horticulture patio. Food services are presently limited to the preparation of a few hot food items, cold snacks, pastries, fruits and vegetables, beverages and popcorn.

PLANS

As enrollment increases, plans indicate the relocation and expansion of food services to a fully operational cafeteria in a new building as part of the five-year plan.

HEALTH SERVICES

DESCRIPTION

Health Services has as its goal to contribute towards 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 of the College. 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, blood pressure, and hearing screenings. The office provides a health information area where students have access to information on a variety of health related subjects. There are also weight reduction groups, health hazard appraisals, computer nutrition analyses, and a stop smoking program.

The Health Office is located in Room A104 and serves day, evening, and weekend students. In the event that the Health Services Specialist or Health Assistants are not available, emergency coverage is administered by Campus Security Officers who have been trained in CPR.

During the past four years the Health Services staff has expanded, along with the services provided. The Health Services

office is open from 8 a.m. to 10 p.m. Monday through Thursday and 8 a.m. to 1 p.m. on Friday and Saturday. Part-time health assistants provide emergency first aid care when the Specialist is not on campus.

APPRAISAL

Students have become more familiar with Health Services because the specialist is aware that the constantly changing student population necessitates a strong outreach program.

To make sure that students' needs are being met in Health Services, the Health Service Specialist is frequently evaluated, and responses to services provided have been quite favorable. Students' top priority is first aid emergency care, which they are receiving.

Contact with instructors and their classes is on-going with class lectures given on stress reduction, birth control, and nutrition. Workshops are also given to classified and instructional staff on nutrition and stress reduction.

PLANS

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

At present the Health Service Specialist is seeking another, more private, rest area for students. The new Learning Resource Center is under construction and the Health Specialist is working to get the Health Services Office moved into the building which served as the library.

The Health Services Specialist will continue to promote programs geared to wellness and health maintenance focusing on the students' responsibility for their own health. Each year various programs sponsored by Health Services are evaluated and further projects will be expanded and implemented as the college population and student interest grow.

INTERCOLLEGIATE ATHLETICS

DESCRIPTION

The objective of the Intercollegiate Athletics Program at Cuyamaca College is to provide men and women the opportunity for continued athletic participation while working toward an Associate Degree or preparing for transfer to a four-year institution. The department is administered by the Athletic Director, who reports directly to the Liberal Arts Chairperson.

APPRAISAL

A championship intercollegiate soccer team was organized at Cuyamaca College. Since the college does not have an athletic field, the practice and competition occur at the Grossmont

College facility and most student athletes are co-enrolled at Grossmont College. Therefore, the association of the team with Cuyamaca College is perceived as limited. Funding for this intercollegiate sport as well as other athletic and physical education facilities is being sought through State of California and private sources.

Efforts to introduce other low-cost sports, where outside facilities can be used, are being made. However, despite efforts to create other teams, student interest is low among the small number of full-time young day students that generally participate in these activities. College staff believe that should future plans for the development of athletic facilities and programs be achieved, a strong attraction for more full-time day students would be created.

PLANS

A soccer field, all-weather track, and tennis courts have been approved with construction to be completed by Fall 1989. Working drawings for a gymnasium are to be completed by 1989-1990, with completion of construction by the year 1991 or 1992. Development of additional intercollegiate sports will be examined with the completion of the new facilities.

PUBLICATIONS

DESCRIPTION

The Cuyamaca Sun is the only student publication on campus. It is a newspaper which is published once a month by the students enrolled in English 135-138. The Cuyamaca Sun provides students with campus news, events, and information.

The college catalog is available every year. It consists of general information, degree programs and transfer programs (lists of required classes for each degree or certificate), and a brief description of every class taught at Cuyamaca College.

The class schedule is available every semester. It consists of a semester calendar which has important deadline dates, application periods, drop-out dates, etc. Most important, it lists the days, times and unit load of every class available during the semester.

APPRAISAL

The Cuyamaca Sun does a quality job in reporting news. It also provides the English 135-138 students with good experience in newspaper and newsletter production. Unfortunately, the Cuyamaca Sun is not very well recognized throughout the campus. In the questionnaire, over fifty percent of the students had no opinion or did not know about the monthly newspaper.

The usefulness of both the college catalog and the class schedule by the students is very good. Their quality is just as

good. The class schedule is always available in time to plan one's own program.

PLANS

The current staff of the Cuyamaca Sun is presently studying ways of increasing readership for the monthly publication; as the campus grows, the Cuyamaca Sun may be published more frequently. Mailing of the class schedule to all local area residents is under consideration.

STUDENT GRIEVANCES/DUE PROCESS

DESCRIPTION

The policy of Cuyamaca College regarding student grievance and due process procedures is described in the college catalog. It states that the college "functions within a basic framework that relies on the personal honor and integrity of its students and staff. The framework is fostered in an atmosphere of mutual trust and openness, relying on example and discussion to promote understanding and respect." Further, the catalog describes the purpose of the college booklet on student grievances and due process as having been developed "to ensure that students receive full and just due process of law."

The booklet, Student Grievance and Due Process Procedures and Student Conduct and Discipline, describes the procedures for resolving student complaints as well as the expected standards of

student conduct and the types of disciplinary action that can be imposed for violations of rules of conduct.

APPRAISAL

At the present time the organization of panels to review student grievances at the various levels described in the college booklet do not match the organization described in the booklet. Moreover, a procedural conflict exists which may serve to deny students due process in having their grievances heard and resolved. This situation exists because the college Student Activities Coordinator is currently assigned with responsibility at Level I, the informal discussion, and at Level III as chairperson of the Hearing Panel. By having made a decision to forward a complaint at Level I, the Student Activities Coordinator may not be in a position to impartially hear that complaint if it reaches Level III. Also, the Student Activities Coordinator is likely viewed by the students as their advocate to the faculty and administration, further degrading the impartiality of the hearing process.

A survey of the students has shown that three-quarters of the students have no opinion or don't know about student grievance issues. However, the number of grievances that have been initiated at Level I has increased in the past year, which is consistent with increased college enrollment.

PLANS

The college may make some changes to student grievance and due process procedures to be in line with some expected changes at Grossmont College. The nature of any changes is not yet known. The college will probably return to the committee structure presently described in the student grievance booklet.

TUTORIAL SERVICES

DESCRIPTION

There are a variety of tutorial services available at Cuyamaca College. The major part of tutoring services is included in the Learning Skills Program. Additional tutoring is offered in the Extended Opportunity Programs and Services (EOPS) and Disabled Student Programs and Services (DSP&S). Tutorial services are under the general supervision of the Vice President of Instruction and Student Services. Tutoring in the Learning Skills Program is under the direct supervision of the Learning Skills Coordinator. The Director of EOPS and the DSP&S Coordinator supervise tutoring in their respective programs in coordination with the Tutorial Center. The Tutorial Center is supervised by the Learning Skills Specialist.

The Tutorial Center includes a math/science center in Room B106 and a liberal arts center in Room A108. Tutoring available in Room B106 includes mathematics, sciences, engineering, aeronautics and business. Tutoring in A108 includes liberal arts,

humanities and foreign languages. A writing laboratory and reading laboratory are also conducted in A108. Tutoring is done by both Cuyamaca College students and former students now attending San Diego State University.

APPRAISAL

Tutoring is available to any student in need of academic assistance. There is no cost to the student and there is no limit to the number of hours a student may receive tutoring help. Tutoring in the math/science center is available on a walk-in basis during any of the center's hours of operation. The math/science center is open Monday through Thursday from 9 a.m. to 7 p.m. and Friday from 9 a.m. to 12 noon and 4 p.m. to 6 p.m. These hours are planned to accommodate day-time, night and Weekend College students. The liberal arts center is open eight hours per week and appointments are required due to the limited hours. Students employed as tutors are selected based on recommendations of the faculty. Tutors must have at least a 3.0 GPA, must be service oriented and have the social skills necessary to relate to the students being tutored. Tutors receive in-service training at a two-hour workshop at the beginning of each semester. A Tutor Handbook is published by the Tutorial Center for the tutors' guidance (supplemental document).

Both group and individual tutoring is provided for EOPS students in cooperation with the Learning Skills Program. Two hours per week of group tutoring is offered in mathematics and

English. Four hours of individual tutoring are given in computer science information systems, computer technology, and history. The EOPS office refers students for group and/or individual tutoring.

During the Fall 1988 semester 125 students received tutoring assistance.

PLANS

Tutoring services will be expanded with the opening of the new Learning Resources Center. Both the reading laboratory and writing laboratory will be located in the Learning Resources Center and part-time English faculty will be hired to direct each laboratory. Reading machines are on order for the reading laboratory.

STANDARD 4C

Administrators, counselors, and support staff have the qualifications to provide effective service.

DESCRIPTION

All administrators hold appropriate credentials and are qualified to provide effective student services. In each area of student services the college employs appropriately qualified individuals (specific details of staff composition are included in the descriptions of individual student services activities).

Members of the counseling staff possess masters or doctors degrees coupled with experience and training in specialty areas.

In addition, the Health Services Specialist also has a degree in counseling.

Support staff personnel throughout student services have the appropriate training and background to provide an effective level of service to the student population.

APPRAISAL

Student services personnel have the opportunity to improve their professional skills and qualifications through professional development activities of the college. Opportunities for further education and training are also encouraged to maintain the high quality of services provided to students.

PLANS

With increased student enrollment the size of the student services staff will also increase. The college will continue to insure that qualified professional and support staff are hired to meet the needs of student services.

STANDARD 4D

The institution systematically assesses student basic skills and learning achievement.

ASSESSMENT SERVICES

DESCRIPTION

Assessment services are coordinated by the Learning Skills Matriculation Committee composed of faculty, classified, administrative and student representatives. The Committee is a permanent standing committee and meets every two weeks each semester. Its Chair is the Coordinator of Learning Skills, a full-time faculty member with release time. An important function of the committee is to recommend policies and procedures regarding remedial course work, skills prerequisites and tutorial services.

APPRAISAL

The Committee's membership is designed to enhance the cooperation between student services personnel and instructional staff. Because English and mathematics were the first disciplines to utilize assessment as placement tools, a member of each of those disciplines serves on the Committee. In addition, membership includes the Chair of Liberal Arts and a member of the vocational faculty. Student services personnel also serve on the Committee to represent their respective interests.

Formal periodic studies and surveys are not made to assess all student needs and skills. However, the regularity of meetings by the Committee and its broad-based membership work to assure its effectiveness as a support for instructional programs. Additionally, at the end of the registration process, procedures are reviewed and recommendations are made for improving the process.

PLANS

When the state-wide matriculation program was instituted, the charge of the Learning Skills Committee was expanded to coordinate the effort to comply with State regulations in this area. The Committee's charge was thus expanded from its original task, which was to implement and coordinate the assessment, placement and remediation of new and continuing students to include admissions and counseling. As State regulations require detailed accounting of expenditures on matriculation, the Committee has become more involved in the administrative task outside of its original charge.

As a result of these changes, some members of the Committee have suggested that its effectiveness in coordinating assessment, placement and remediation has been reduced. The members were concerned that there would be more work required in these areas of responsibility with the completion of the Learning Skills area in the new Learning Resources Center, and the Committee would not be able to accomplish all that was required. The Committee has

made known its concerns to the Vice President and by unanimous vote recommended that it return to its original charge.

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STANDARD

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Community Education and Services

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STANDARD FIVE
COMMUNITY EDUCATION AND SERVICES

STANDARD 5A

Community education courses are integral parts of the college educational program, intended to serve people whose educational goals do not require college credit.

DESCRIPTION

The College of Extended Studies, a District function, is responsible for all course offerings in the area of community education and community services. Courses are based on community need and interest and are intended to meet the needs of the community members who are enrolled in credit classes at either Cuyamaca College or Grossmont College. These non-credit courses are designed to meet the educational needs of students of all ages.

Before any course or program is offered that might be in conflict with a credit course on either of the campuses, the appropriate Dean or instructor is contacted. In some cases, classes are developed and taught by certificated college instructors. All College of Extended Studies offerings are regularly submitted to the Governing Board for approval.

College of Extended Studies courses are publicized three times a year in the Preview which is mailed to 144,000 residents of eastern San Diego County. Newspaper advertising and selected "flyers" are also used to keep the community informed about the courses and programs.

Instructors are selected on the basis of their individual expertise in the field that they propose to teach. Certificated instructors teach courses whenever possible; however, lay persons with expertise in a given area are widely used. Course evaluations are required of every instructor at the conclusion of each course.

APPRAISAL

Community education courses are occasionally offered on the Cuyamaca College campus. The size of the campus and the demand for classroom space appear to preclude more regular and numerous course offerings.

Relatively few Cuyamaca College faculty teach in District community education courses. The reasons are unclear.

Cuyamaca College administrators, faculty, and staff are knowledgeable about the qualifications and experience of the members of their academic community. They are excellent resources for recommending potential instructors to the College of Extended Studies for their community education courses.

The College of Extended Studies Offices are located on the Grossmont College campus. The staff is rarely able to be physically at the Cuyamaca College campus and thus their visibility is low.

In previous accreditation reports it was recommended that community education "courses should be developed with assistance of community advisory committees." The primary purpose of these

committees is to offer specific recommendations for the development of community education programs. Their emphasis is different from what may be needed to develop vocational courses or to respond to students' avocational interests.

Without regular communication with the Cuyamaca College administration and faculty, there is a potential for conflict between the established credit course curriculum and the non-credit extended studies curriculum.

PLANS

It is recommended that the College of Extended Studies should continue to offer extended studies courses on the Cuyamaca College campus as space allows. Furthermore, the College of Extended Studies should more actively recruit Cuyamaca College faculty, staff and administrators as instructors for extended studies courses, and the Cuyamaca College staff should be consulted to recommend potential College of Extended Studies instructors. However possible, the Extended Studies staff should have a higher visibility on the Cuyamaca College campus, and it should continue to explore strategies for the development of community education course proposals other than the use of Community Advisory Committees; finally, Cuyamaca College's Vice President, Chairs, and Program Coordinators should be contacted to suggest possible community education courses and to evaluate

whether there are conflicts between the established credit curriculum and noncredit extended studies curriculum.

STANDARD 5B

Through appropriate budget, staffing, and placement in the organization structure, community services is recognized as an institutional objective.

DESCRIPTION

With offices located on the Grossmont College campus, the Community Services area of the College of Extended Studies is presently staffed with a Dean, a full-time secretary, and a clerk, along with three part-time employees. The Dean reports to the District Vice Chancellor for Development and Community Relations at the District office on the Grossmont College campus.

Programs for this area are self-supporting. The current level of funding from class fees and the general fund is adequate to support the needs of the program. Funding has been adequate to develop several new programs as well as begin research on, and the development of, several more programs.

APPRAISAL

The College of Extended Studies' Community Services area continues to successfully function according to the District objective. The College of Extended Studies continues to serve the community by offering and developing community service programs.

The College of Extended Studies offers relatively few courses on the Cuyamaca College campus due to the college's limited facilities. This may contribute to the campus community's general lack of awareness of the College of Extended Studies mission. For example, 100 percent of the full-time faculty responding to the accreditation questionnaire reported that they had never seen an advertisement for the College of Extended Studies promoting courses at Cuyamaca College.

PLANS

The College of Extended Studies Community Services should continue to successfully function while developing and offering community service programs, and it should maintain its self-supporting status while developing additional revenues for the Grossmont-Cuyamaca Community College District. Since the College of Extended Studies is a District program whose offices are located on the Grossmont College campus, it is important that the relationship between the College of Extended Studies and Cuyamaca College be strengthened. Even though all means should be explored, one such strategy is the possibility of Cuyamaca College departments assisting with curriculum development and coordination. In recognition of their participation and assistance, departments would receive a financial return from courses offered in their unit.

STANDARD 5C

Institutional policies and procedures encourage use of college facilities by the public.

DESCRIPTION

The Grossmont-Cuyamaca Community College District continues to be legally and philosophically committed to the Civic Center Act. Cuyamaca College permits and encourages non-profit community based organizations and groups to use the facilities so long as that use does not interfere with the college's instructional program. The college has permitted the use of college facilities by non-Cuyamaca College organizations when use does not interfere with the primary use of college space.

Currently Cuyamaca College staff members provide the following services: maintain the college master calendar; schedule campus use when it extends beyond credit classes, including special events, fee-supported community education classes and student activities; and, collect and deposit fees.

APPRAISAL

Cuyamaca College has expanded campus availability for fee-supported community education classes and for the use of college facilities by non-Cuyamaca organizations. There is a District policy governing the fees associated with facility use.

A procedure has been developed whereby requests from the community are evaluated and acted upon appropriately. However the procedure does not appear to be well-known to the Cuyamaca

College campus community. (All respondents to the accreditation questionnaire listed an incorrect office as the one to contact to reserve space for public use.)

PLANS

It is recommended that there be greater publicity promoting the use of Cuyamaca College facilities by non-Cuyamaca organizations. This publicity would not be the sole responsibility of the College of Extended Studies but rather a joint effort by Cuyamaca College and Extended Studies. The campus community should have a greater awareness of the appropriate office to contact to reserve the facility and receive information about the fee schedule. Cuyamaca College staff members should continue to provide the services they have in support of non-Cuyamaca organizations' use of the facility.

STANDARD 5D

Community liaison is developed and maintained through community surveys, public information materials, and other appropriate methods.

DESCRIPTION

The College of Extended Studies is a self-supporting unit of the Grossmont-Cuyamaca Community College District. It exists in support of a District objective to provide community education and services to East County residents. In order to best serve the community, the College of Extended Studies provides continual

opportunities for program participants to respond to the course offerings.

The District's advertising department furnishes the local media with special events' press releases. The Preview, the magazine describing College of Extended Studies course offerings, is printed three times a year and distributed to 144,000 residents of the area, as well as libraries and other public gathering places.

APPRAISAL

Budget limitations continue to prohibit the College of Extended Studies from conducting sophisticated community surveys. However, selective community opinion is elicited through self report evaluations by course participants. There still appears to be no organized method by which Cuyamaca College faculty, staff and administration professionally participate in program development, publicity, and program evaluation.

Slightly over 50 percent of the full-time faculty respondents to the accreditation questionnaire reported they had not seen or heard any advertisements covering community sponsored activities and/or College of Extended Studies courses offered at Cuyamaca College. However, approximately 85 percent of full-time faculty respondents reported that they did read the Preview.

The Preview is an attractive College of Extended Studies publication listing course offerings and community services. It includes a District Chancellor's column. In a recent issue, no

mention was made in the Chancellor's column of Cuyamaca College's programs and activities while Grossmont College's programs and activities were described. The Cuyamaca College staff wrote a letter to the Chancellor expressing their distress. The Chancellor's response was immediate and constructive.

PLANS

The College of Extended Studies should continue to explore methods to develop and maintain community liaison while maintaining its self-supporting status; and it should develop a systematic method by which the Cuyamaca College staff is able to professionally participate in program development, publicity and program evaluation. The College should explore methods of increasing Cuyamaca College's awareness of its program and services (e.g., attend campus meetings, give a staff development workshop), and it should establish an editorial policy that strives to actively feature both colleges of the Grossmont-Cuyamaca Community College District.



STANDARD **6**

Learning Resources

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STANDARD SIX

LEARNING RESOURCES

STANDARD 6A

Learning resources, print and non-print library materials, media equipment, facilities and staff are sufficient in quantity, depth, diversity, and currentness to support the institution's educational offerings at appropriate levels.

DESCRIPTION

The library and learning resources, providing support for the educational programs at Cuyamaca College, is currently located in Building A occupying 5,252 square feet. The library has 36 carrels, 40 seats at tables, and 24 seats at index tables. Additionally, there are VCR's and monitors, Apple II Computers, Caramates, Microfiche Readers, Microfiche Printer, and Microfilm reader for student use.

The audiovisual equipment for instructional purposes includes camera, caramates, cassette player/deck only, cassette players/recorders (radio), cassette players/recorders, eight sound filmstrip projectors, film loop projectors, 16mm movie projectors, opaque projectors, overhead projectors, record players, slide projectors, video camera, 1/2 inch video cassette recorders and TV's, video cassette recorder-Beta-VHS and TV's and video tape recorders. All classrooms are provided with viewing screens.

The January 1989 inventory indicates that the library has approximately 21,356 volumes - an increase of 4,378 volumes. There are 360 periodical titles and seven newspapers. As a

member of the San Diego Community College Media Consortium, the College has access to over 2,149 films and videos. The library also can rent films from the Los Angeles County Education Department and from other institutions in California and in other states. Interlibrary loan agreements with Grossmont College, San Diego State University, and the University of California, San Diego, have helped to supplement the college's collection.

APPRAISAL

The existing library has been expanded to its full capacity in both seating accommodation and collection space. Both number of volumes and number of indexes has increased since last accreditation, as well as number of films and video tapes available for instructional purposes.

There are several inadequacies that have prompted the need of a new library facility - cramped shelving space for books and periodicals, very limited amount of TV/Monitors/and VCR's for individual and group viewing, very limited and dated computers for student use, no facility for group study, and cramped working environment for technical processing.

These inadequacies will be addressed by the new facility which is projected to be completed by summer 1989. This new learning resources facility will allow even better student service.

PLANS

After 1989 the new learning resources facility will provide 30,000 square feet of which approximately 23,000 feet of space will serve library purposes.

The building, which is almost completed, is between the staff parking lot and administration building. The two story structure has been designed to blend in and complement existing structures and will be able to hold 50,000 volumes.

The new facility, approximately five times larger, will provide more storage for instructional media equipment, more seating space for students, and more audiovisual equipment for student usage.

STANDARD 6B

There is an organized procedure for the selection and evaluation of learning resource materials.

DESCRIPTION

Faculty, professional librarians and the learning resources staff are encouraged to participate in the selection of print and non-print materials. A written collection development policy exists along with a collection survey. This survey is filled out by a department when a new/revised course is submitted to the Curriculum Committee, so that the library may provide adequate support for that new course.

Requests for new materials are submitted to the library staff and materials are purchased as funds are available. Weekly collection development meetings are held in the library to set policy and prioritize these requests.

As part of their professional responsibilities, the Learning Resources staff continually researches materials to augment existing collections. As a member of the San Diego County Community College Media Consortium, the college provides input into the selection of new films for the consortium based on the needs of Cuyamaca College.

APPRAISAL

Based on surveys of part-time and full-time faculty, staff and students, the procedures appear to be functioning adequately for most. Several full-time instructors indicated they were unaware of a collection development policy and that the current process was inadequate. The full-time faculty play a greater role in material acquisition, however there is a significant percentage of the part-time faculty who assist librarians in the collection development. However, limited acquisition of new materials has been directly related to inadequate funding, which has not kept pace with inflation, over the past five years. In the college's history of eleven years, the book collection has grown from an initial 12,000 to approximately 23,300 volumes. Staff, students and faculty were generally dissatisfied with the

number and quality of books, journals and equipment available in the library. Forty-three percent of the students surveyed indicated that the acquisition of new materials was their number one priority.

As a result of these financial restrictions, inter-library loans have increased with Grossmont and other colleges. In fact, these loans have doubled this year over last.

PLANS

While the library does have a written policy for collection development, a greater effort needs to be made to apprise students, staff and faculty of such. One method is to continue a practice begun this semester by holding a collection development workshop during staff development. Also since the college is relying more and more on inter-library loans, the current process needs to be reexamined and made more efficient for all concerned. Supplementary funding sources need to be explored but not to replace the normal budgeting of books and journals.

STANDARD 6C

Learning resources are readily available and used by staff and students both on and off campus.

DESCRIPTION

The Library and Media Services is open from 7:30 a.m. to 9 p.m., Monday through Thursday; Friday, 7:30 a.m. to 3:30 p.m.;

7:30 a.m. to 3:30 p.m. Saturday. It should be noted that beginning in 1988, the library increased night and Friday hours and established Saturday hours. The library is served by an automated on-site parameter-driven system with approximately 10,267 books, periodicals, audiovisual and non-print materials checked out in 1987-88, and was used by people 46,962 times. Library circulation policies are set as closely as possible between the two colleges since the same circulation system is used and serves students from both colleges. Audiovisual materials are picked up and returned to the library or to the administration building if the library is closed.

APPRAISAL

In the past four years library usage has decreased from a high of 55,978 in 1982-83 to 46,962 patrons this year. A study of full-time faculty indicated that most were satisfied with the availability of materials, although several instructors, staff and part-time faculty indicated that the collection was inadequate and outdated in their subject areas. Forty-three and two-tenths percent of the students surveyed also indicated a need for more books, periodicals and equipment. This decrease in use, despite the increase in hours is due possibly to the following:

- a) An old and outdated collection, b) few new books, c) inadequate staffing. When students cannot receive immediate assistance or find the books they want they give up and go to other

libraries, i.e., Grossmont, San Diego State University.

While many faculty were dissatisfied with the current collection, they were pleased with the service given them by the library staff, particularly in support of their various departments and subjects, through orientations, and individual assistance to students. Since the library believes in an integrated approach to learning, developing a rapport with faculty and staff outside the library is very important. Thus the director, the two full-time librarians and part-time librarians take an active part in the academic life, curriculum planning and professional development of the college. In fact, one of the librarians is currently the Academic Senate President.

PLANS

As funding becomes available, the library will expand and update its collection and provide additional staff to increase library usage by faculty, students and staff. Current figures indicate approximately \$450,000 will be available to equip the new library and approximately \$250,000 will be available to purchase new books.

STANDARD 6D

A professional staff with pertinent expertise is available to assist users of learning resources.

DESCRIPTION

The library staff is composed of the Director of Learning Resources, two certificated Librarians, two part-time Librarians, the Learning Resources Systems Specialist, a Multi-Media Technician, as well as intermittent assistants (2935.25 yearly hours) and student assistants (508 yearly hours).

The library is committed to the integration of learning resources into the instructional process through library instruction provided to classes as requested by faculty, and with additional individualized assistance given students and faculty with special problems or research needs. A great deal of effort is made by the professional staff to work closely with the faculty in assigned library research, collection development, and other instructional needs.

APPRAISAL

Due to the growth of the duties in the library, a new Certificated Librarian position was created in 1987 and filled in 1988. The library staff was rated very high on the survey and were judged by faculty, staff and students to be very helpful and informative. Three-fourths of the instructors encourage the use of the library facilities.

Changes in service will occur with the move to the new library facility. Presently the library is open 73 hours a week with only one service point. When the library moves to the new multi-story building, service points will increase to four or five (e.g., Reference Desk, Circulation/Reserve Desk, Audiovisual Services, Listening and Viewing Area, and the Microcomputer Lab).

The Microcomputer Lab will be an additional service that comes with the new library. Other new and additional services will be media services and the possible application of the downlink technology to instructional programs. These new areas require personnel who are specialists in those areas in order to provide training and assistance to faculty and students.

There are many functions and operations in the library, such as circulation, cataloging and processing of incoming materials, inter-library loan service, and reserve material service. Presently these functions and operations are performed by intermittent hourly assistants. Every function and operation of the library should be the responsibility of a full-time employee. In this way, operations can be maintained and developed on a continuing basis.

PLANS

A significant increase in certificated, classified and part-time personnel will be needed in order to cover the increased responsibilities associated with the new library. In the college President's budget, another full-time librarian and a full-time

multi-media specialist will be hired in time for the 1989-90 academic year to accommodate this increase. The Director of Learning Resources has also requested additional intermittent hourly funds to respond to the increased size and demand of service of the new library.

The number of staff and their qualifications in specialty areas will continually be evaluated by the Library in order to better serve the students and faculty.

STANDARD 6E

Computing and data communications services are provided sufficient to support the instructional program and consistent with the institution's objectives.

DESCRIPTION

Cuyamaca College provides a wide variety of computing services for a student body size of approximately 3900. The computing services are provided as follows: 1) In room G-108 is an Apple IIe Lab with 30 machines available each day of the week for students and faculty to use. It is used primarily by English and Mathematics Departments. 2) In room G107 is an IBM Clone AT lab with 30 machines available each day as above. It is used primarily by Computer Science Information Systems and Business Departments. 3) In the library are one Wilsonline system, one MacIntosh SE and six Apple II+s for faculty and student use. 4) In room G103/G110 is an IBM Clone AT (386) lab with 24 AT

machines and 24 XT machines for use by faculty and students daily. It is mainly used by the Computer Technology Department.

5) In room G107-A is the faculty workroom and has an IBM Clone AT, MacIntosh SE and Apple GS all connected to an Apple Laser-Writer NT for faculty use and demonstration of laserwriting to computer classes. 6) And finally, in the Automotive Department, Ornamental Horticulture, Associated Students, Disabled Student Services, Counseling, Admissions, Bookstore, Testing Departments are various computers for faculty and student use.

APPRAISAL

The computing and data communications services provided are sufficient to support the institution's needs at this time. In the future, it may be advisable to create a coordinator position in charge of all campus computing to centralize and fully utilize all resources.

Also, the faculty computer resources are limited in scope and physical space. Additional space, such as half of a standard classroom equipped with IBM and Apple equipment is needed to update the faculty skills and quality of visual curriculum materials. Recommended is such equipment as: 1) Laserwriter for use in handouts, overheads, etc., optical scanner to retrieve documents and upgrade them with minimum secretarial support, etc.

In many areas such as Business and Computer Science Information Systems, to avoid creating a large inventory of soon to be obsolete software, students are required to purchase educational

versions of major software packages such as Lotus 123, WordPerfect, etc. This practice is not possible in all Departments. Hardware becomes obsolete less quickly. As the college grows, departments try to update their hardware to keep current.

PLANS

Plans for a new library facility have been developed and construction is under way. The library is scheduled for completion in Summer 1989. The library plans on providing expanded computer and data resources.

In summary, Cuyamaca compared to other colleges of similar size, is adequate in terms of computing and data communications services.

STANDARD

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Physical Resources

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STANDARD SEVEN

PHYSICAL RESOURCES

STANDARD 7A

Physical resources, particularly instructional facilities, both on and off-campus, are designed, maintained, and managed so that the institution can fulfill its goals and objectives.

DESCRIPTION

The Phase I construction project, completed in 1978, the subsequent opening of the bookstore in a temporary building in 1979, and the Phase II construction project, completed in 1980, plus the construction of roads and parking lots provided the physical resources needed for instructional facilities plus space for Student Services, Administrative Services, and the Learning Resources Center. Student Services overflow, EOPS and Financial Aid, has been housed in rented trailers.

No new facilities have been built since 1980 but some minor remodeling of the physical plant has been accomplished in order to accommodate changes in the character of the instructional program. A lawn area has been developed between the student parking lot and the Phase I building cluster.

Construction of the new Learning Resources Center is under-way. The new building is presently scheduled for occupancy in time for Fall 1989. Construction of new outdoor Physical Education facilities is approved by the state and is also scheduled for completion by Fall 1989.

A Preliminary Planning Guide has been prepared and submitted to the state for construction of an indoor Physical Education facility and a Math/Science/Engineering Building.

APPRAISAL

Students and staff have expressed concern with the environment between the student parking lots and the classroom areas. The walkways are lighted adequately for foot traffic when the lights are lit but the lights are not always turned on in a timely fashion, and the light level is not high enough to dispel feelings of apprehension during the late evening hours. Campus Police are highly visible during the periods of time when most students are leaving campus. The Campus Police provides escort service for any student or staff member upon request.

Staff members have been critical of the level of custodial care. They report poorly maintained classrooms, hallways, and offices. The custodial staff has been working shorthanded due to high turnover rates among custodial staff.

There is a chronic shortage of space for increasing personnel and a lack of classrooms for the evening program. The entrances to the college from Jamacha Road are poorly marked and difficult to see and are not at all prominent.

The signs on campus have been improved but still leave many newcomers quite befuddled when they are attempting to find their way around.

The heating and air conditioning system on campus has been inconsistent since the campus opened resulting in overheated or overcooled classrooms and office areas that result in discomfort, inattention, and illness among staff and students.

PLANS

The construction of the new Learning Resources Center will be completed by Fall 1989. This building and its associated lighting may do much to dispel the disquieting atmosphere between the parking lots and the classroom areas. In the meantime, the Campus Police will continue to provide escort service and the College Business Officer will continue efforts to improve the lighting timing situation.

Presently vacant custodial staff positions will be filled as quickly as possible. A request has been approved for an additional custodial position in the current budget cycle in order to improve the cleanliness and appearance of the campus and to care for the additional space in the Learning Resources Center.

The Facilities Utilization Committee has met and made recommendations concerning the reassignment of space following the move from the present library space to the new Learning Resources Center. The recommendations of the committee should result in the optimum use of present facilities over the next two or three years.

CalTrans is continuing to develop Jamacha Road and the college continues to attempt to influence the treatment given to the Jamacha Road entrance.

The campus signs will be reviewed and updated after the completion of the Learning Resources Center, the Outdoor Physical Education facilities and the Indoor Physical Education facilities.

The college will continue to work with the district maintenance office to keep the present system working as efficiently as possible.

STANDARD 7B

Equipment for educational programs and services is adequate and properly maintained.

DESCRIPTION

Most requests for capital equipment have been funded by the Budget Committee during the last two years. Two new microcomputer laboratories have been added. One is primarily used for CAD/CAE/CAM and Desktop Publishing, the other is used primarily for Business and Computer Science applications. The Computer Technology laboratory has been upgraded with the addition of new microcomputers, and the physics lab has been fully equipped. A faculty workroom has been equipped with computers and printers for the general use of the faculty. The Aeronautics program has been equipped with two flight simulators.

Requests for smaller equipment items have also been approved

resulting in the addition of wall maps, hangers, projectors, and a variety of other classroom teaching aids that had been requested by instructional staff.

Maintenance of equipment is shared jointly by district and college technicians or is done on a contract basis by commercial firms.

The district has added a position of a District Safety Director with responsibility for occupational health and safety.

APPRAISAL

Instructional equipment needs have been met with the infusion of new equipment in all areas. Student response to the new microcomputer laboratories has been enthusiastic to the point that it is difficult to find time to schedule additional classes in those rooms.

All equipment is maintained on a regular basis and safety-health-security problems are dealt with as the need arises.

No replacement of equipment is presently planned due to lack of funding. Inventory control provided by the district is considered adequate.

PLANS

The college Budget Committee will continue to make recommendations to the College President concerning disposition of the college budget as concerns the purchase or replacement of equipment. This committee has successfully included and accommodated concerns from all areas of the campus.

STANDARD 7C

Development and use of physical resources is based on comprehensive educational planning.

DESCRIPTION

The present plans for the future development of Cuyamaca College are the result of the 1985 Master Plan authorized by the District Governing Board. This plan is continually updated and improved in response to the changing political situation at the state and local level. The District Governing Board has reserved a portion of the Cuyamaca College site for a future noneducational purpose.

APPRAISAL

Implementation of the Master Plan has begun with the addition of the new Learning Resources Center and Outdoor Physical Education facilities. In addition plans have been submitted to the state for a new indoor physical education facility and a Math/Science/Engineering Building. The District Administration and the District Governing Board have supported efforts to expand. Additional facilities are still needed and can be justified but depend upon state funding and the continued support of the District Administration and Governing Board.

Substantial interest has been expressed by the staff concerning the proposed "noneducational use" of a portion of the Cuyamaca College site. There are concerns that the District growth projections may be too conservative and that the reserved land may be needed for campus expansion in the future.

PLANS

The Cuyamaca College Master Plan calls for the submission of an application for state funding for a Math/Science/Engineering building and a Student Services building in the near future. The Master Plan also proposes that additional roads and parking lots be constructed in such a fashion that a highly visible, major campus entrance be located on Fury Lane.

A District committee has been established to discuss the future of the reserved portion of land. The Academic Senate is concerned and proposes to participate in the process along with representatives of the classified staff, students, Governing Board, college and district administration, and members of the community.

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STANDARD 8

Financial Resources

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STANDARD EIGHT
FINANCIAL RESOURCES

STANDARD 8A

Financial planning is based on educational planning in a process involving broad staff participation.

DESCRIPTION

The Vice Chancellor of Business and Business Manager prepare a budget calendar for each fiscal year. The budget planning process begins in January with the submission of budget materials to administrators, chairs and program/service coordinators. The program/service coordinators prepare their individual budget requests in regard to their educational needs and objectives and a review of the budget request is then made with the appropriate department chair.

In March, the President and Vice President meet and review each area's budget requests with the respective department chair or administrator. Upon completion of these reviews, the President and Vice President review the entire college budget and make tentative decisions that will be presented to the college budget committee. The committee feedback is taken into consideration when the final budget allocations are determined.

This process culminates with the submission of the college budget to the Vice Chancellor of Business in early May.

The following table lists Cuyamaca College budget and expenditure data for the previous five years.

	04/85 ACTUAL	05/86 ACTUAL	06/07 ACTUAL	07/88 ACTUAL	08/89 BUDGETED
CERTIFICATED SALARIES	1,702,400	2,074,400	2,094,344	2,472,942	2,690,436
CLASSIFIED SALARIES	454,150.	657,314	693,205	791,562	900,325
STAFF BENEFITS	370,463	441,712	481,991	563,447	556,566
SUPPLIES/ EQUIP. REPLACE	145,051	172,217	157,036	182,572	226,482
TRAVEL, RENTAL UTILITIES, ETC.	301,105	350,272	333,199	340,154	391,415
CAPITAL OUTLAY	132,937	156,299	62,392	380,790	370,720
TOTAL	3,195,002	3,860,302	3,822,167	4,731,467	5,143,952

The District's budget and financial planning process takes into account long range projections of student enrollments, staff compensation and benefits, equipment acquisitions and replacements and facility maintenance. In addition, Cuyamaca College has a five-year construction plan.

APPRAISAL

The budget planning process takes into account the educational needs and priorities established by the college administration. The process as established has given the staff more direct input into the development process, however, survey results indicate that broader staff participation is needed. While 100 percent of the management respondents indicated that they have active involvement in the budget process, only 58 percent of the full-time faculty, 20 percent of the classified staff and 0 percent of the part-time faculty indicated they have an active role in the budget process.

The district maintains a five-year deferred maintenance plan that is constantly being revised and updated; however, no long range maintenance and equipment acquisition and replacement plan exists primarily for Cuyamaca College.

Cuyamaca College has developed a five-year comprehensive plan. This plan encompasses the projected needs of the college based on the projected student enrollment growth and educational demands. Considered in this plan are the projected enrollments, projected course offerings to include additions, deletions and revisions, projected facility requirements and projected staffing

requirements to include management, certificated and classified.

The comprehensive five-year construction plan calls for the construction of outdoor physical education facilities, indoor physical education facilities, student services/administration facilities and engineering/math/science facilities. All future educational goals and objectives have been considered in the preparation of this plan.

Financial planning for the future is difficult since the needs of Cuyamaca College continue to exceed the district's ability to provide adequate resources.

PLANS

The development of a comprehensive college continues to be a priority and this development will progress as resources become available.

STANDARD 8B

Financial management of the institution exhibits sound budgeting and control, and proper records, reporting and auditing.

DESCRIPTION

The Vice Chancellor of Business, College President and Business Manager have the responsibility for the college's fiscal management. Annual budgets and accounting procedures are prepared in accordance with the accounting manual of the California Community Colleges. All financial and budgetary reporting comply with the format prescribed by the California Community College Chancellor's Office.

Monthly expenditure reports and summaries of all expenditure information are distributed to the college president, department chairs, vocational coordinators and Governing Board. The Business Services Department staff are responsible for all data input necessary for the timely generation and distribution of these reports. The college administration, Business Manager and department chairs/coordinators meet regularly to discuss and analyze each area's expenditures and take corrective actions when necessary to offset potential problems which might result in operating deficits.

Due to excessive costs of private insurance coverage, Grossmont-Cuyamaca Community College District has adopted a self-insured approach utilizing joint power agreements to meet the insurance needs. The college is covered by a plan which includes liability, property damage, employee bonding, and workers' compensation.

Audit controls are both internal and external. An annual independent audit of the district financial records is made by a firm of certified public accountants. The audit covers all funds under the jurisdiction of the district and college, including such funds as Bookstore, Associated Students of Cuyamaca College, Cuyamaca Botanical Society and Friends of Cuyamaca College. Audit comments and recommendations are included in the audit report. All activities of these auxiliary organizations are closely coordinated with the academic goals and programs of the college.

Additional funds are provided to the college by the Grossmont-Cuyamaca Foundation, a separate non-profit organization governed by its own board of directors. The Foundation makes every effort to coordinate its activities with the educational goals and programs of the district. The Foundation's financial records are audited annually by the same independent firm of accountants utilized by the district.

APPRAISAL

A review of the financial administration of the college revealed that the system presently utilized for checks and balances is adequate and that all expenditure and financial reports are prepared, distributed and reviewed in a timely manner.

A review of the insurance coverage verified that risk management policies and worker's compensation are in place and all insurance requirements and needs have been met. The self-insured policy utilizing the joint powers agreement has helped to minimize the cost of insurance coverage.

Services provided by the district internal auditor are a valuable control check on the implementation of the budget and its integrity. Annual audits by a firm of certified public accountants have revealed no substantive problem areas.

All auxiliary organizations and Foundation activities comply with sound ethical, business and accounting principles. Independent audits of these organizations have revealed no problem areas.

Cuyamaca College has been operating on a balanced budget and every effort is taken to insure a continuance of this practice.

PLANS

No plans exist at this time to change the financial management of the college. Adequate controls have been established to insure a balanced budget.

STANDARD 8C

Financial resources are sufficient to support institutional objectives, maintain the quality of its programs and services, and serve the number of students enrolled.

DESCRIPTION

Cuyamaca College, as one of two colleges in the Grossmont-Cuyamaca Community College District, receives its income through various federal, state and local sources as part of the total district budget. For the year 1988-89, Cuyamaca is primarily funded based on ADA (average daily attendance). State apportionment is reduced by the amount of local taxes collected. Besides state apportionment and local taxes, the college's income consists of categorical funding (EOPS and handicapped) project income (ROP, Ford ASSET program, real estate, etc.), enrollment income and other local funding (interest income, catalog sales and nonresident tuition).

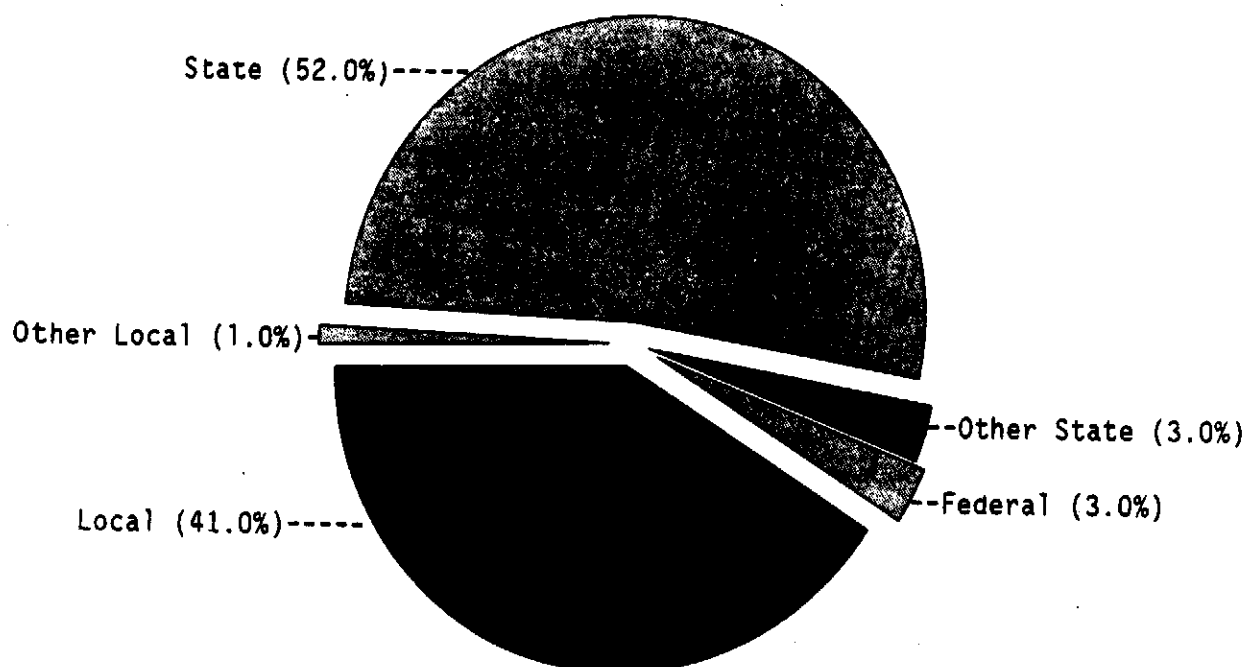
Over the last five years, ADA has increased from ten to twenty-three percent each year at Cuyamaca with the exception of the 1987-88 academic year in which a six percent decrease was recorded. The following table lists district-wide ADA figures for the past four years plus the current year estimate:

YEAR	CUYAMACA	DISTRICT	GROSSMONT	TOTAL
84-85	1098.45	84.16	7287.11	8469.72
85-86	1297.60	127.04	8025.04	9449.68
86-87	1429.07	112.97	8595.80	10137.84
87-88	1337.81	129.62	9051.89	10519.32
88-89	1652.94	295.56	9092.98	11041.48

Since under existing state funding practices, ADA funding is restricted to an allowance of 2.5 percent for growth, the district has found it necessary to maximize its resources and minimize its expenses by instituting a policy of cancellation of courses with low enrollments and addition of courses where the demand deems it necessary. If a course is the last requirement for a student to receive a certificate or degree or if other circumstances exist, this policy may be waived by the Vice President of Instruction/Student Services.

The following graph illustrates the percentage of income received by the district from all sources:

Summary of Income by Source (Based on 1988-89 Budget)



While the district maintains an ongoing deferred maintenance program to which monies are allocated, the district has no long range maintenance plan for Cuyamaca College. Monies are budgeted based on requests submitted at the time of budget preparation. Currently, maintenance is performed as needed.

Grossmont-Cuyamaca College District has no long term indebtedness and does not anticipate any. The district strives to strengthen its financial resources through the maintenance of reserves and through the continued commitment to recruitment and retention of students.

The Grossmont-Cuyamaca College Foundation has been a source of additional income for the college by sponsoring and donating small amounts of funds for various projects. Although the Foundation has helped, it does not possess the financial resources at this time to serve as a viable alternative funding source.

APPRAISAL

An analysis of the district's income and expenditures shows an increase in income of 36 percent and an increase in expenses of 35 percent for the past four years. The ending balance which constitutes a reserve is indicative of the district's policy of prudent management of resources. The percentage of the current year's budgeted reserve for contingencies of 3.88 percent approximates the state's recommended minimum of 4 percent.

The size of Cuyamaca College's budget has steadily increased over the past five years from \$3,195,002 in 1984-85 to \$5,143,952

in 1988-89. Expenditures for books and equipment for the past four years have increased 89 percent and 248 percent respectively. While expenditures for supplies have increased 25 percent, there is concern that more monies are needed for this area to adequately support the institution and its goal of being a comprehensive college.

In 1986-87, monies were allocated and expended for the district's portion of the construction of the Learning Resources Center and the building alteration of the existing student lounge into a cafeteria/lounge. Additionally, monies have been allocated by the state for the construction of the outdoor physical education facilities. These projects coupled with the college's recruitment and retention efforts are indicative of Cuyamaca College's commitment to make itself more appealing to the 18-23 year olds.

In Spring Semester 1988, the district allocated monies for Cuyamaca College to develop and implement a Weekend College program. This program enrolled approximately 100 students the first class session and has continued to grow. In this current year's budget, the district renewed its commitment by allocating funds.

While the needs of the college exceeds the district's ability to provide adequate resources, continued efforts are being made toward the development of comprehensive programs and services. When surveyed, 45 percent of the college's staff

responded that the current financial resources were not adequate to support institutional objectives, and 50 percent responded negatively to the question of equitable allocation of financial resources district wide. Most of the staff surveyed tended to agree or slightly disagree that financial resources are adequate to serve the number of students enrolled. The majority of the staff responded that a permanent state funding system must be established.

PLANS

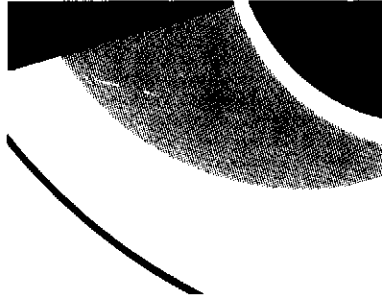
Long range financial planning is difficult since the district's financial resources depend largely on yearly legislation. Cuyamaca College must, along with all other community colleges, continue to make assertive efforts to convince the legislature and the governor of the need for long range permanent funding. Furthermore, the college should continue to look to the private sector for additional sources of funds. The continued recruitment and retention of the 18-23 year olds must be emphasized.

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STANDARD

9

Governance and Administration



STANDARD NINE

GOVERNANCE AND ADMINISTRATION

STANDARD 9A

The board establishes broad policies to guide the institution, selects an effective chief executive officer, approves educational programs and services, secures adequate financial resources and ensures fiscal integrity. Exercises responsibility for the quality of the institution through an organized system of institutional planning and evaluation. The board is entrusted with the institution's assets, and charged to uphold its educational mission and program, to ensure compliance with laws and regulations and to provide stability and continuity to the institution.

DESCRIPTION

Cuyamaca College is the second college established in the Grossmont-Cuyamaca Community College District. The College began its instructional program with Fall Semester 1978. To reflect the equal status of Cuyamaca College, the Board approved the District name change to the Grossmont-Cuyamaca Community College District in 1985.

The Grossmont-Cuyamaca Community College District is governed by a five-person Board of Trustees (plus two non-voting student members representing each campus.) Three members of the Board have served more than three terms of office, while the two newest were elected in 1986 and 1987. The Board holds two regular meetings a month plus special meetings as needed. These meetings are held at Grossmont College except for two annual meetings held at Cuyamaca.

The Grossmont-Cuyamaca 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 referred to as "East County" by local residents.

The Board selects the chief executive officer, a District Chancellor, who provides leadership for the District and reports directly to the Governing Board. Each college is headed by a President who, with the administrative staff, is responsible for the operation of instruction, student services and support services. The Governing Board policies and budgets are developed in cooperation with the administration and staff and a comprehensive set of Board policies is kept on file in the Administration Office and is available to anyone interested in reviewing it.

APPRAISAL

To evaluate the effectiveness of the Governing Board's mandate to determine broad policies to guide the institution, a survey was distributed to full- and part-time faculty, staff and management. In addition, personal interviews were conducted with individual board members and the student representative. The Board appears to be sincerely dedicated to their responsibility to maintain the health and well being of both colleges, as evidenced by long years of service and exceptional attendance at meetings. The results of the survey indicated that our full-time faculty and staff thought the Governing Board generally supported (most of the time) the comprehensive educational program at Cuyamaca College, but did not supervise the District in

the equitable distribution of resources among the entities of the district. The disparity in resource distribution extended to all areas of administration, instruction, support services and materials and supplies. This opinion was also supported by a student board member, although the two board members interviewed felt the distribution was equitable.

The previous accreditation committee observed problems relating to allocation of resources, uniformity in staffing and services, and the coordination of policy development processes, and recommended that cooperative working relationships need to be strengthened between the two colleges and the District Office. Although steps have been taken to improve the relationship, these problems continue to exist.

When asked about the Board's responsiveness to community needs regarding the educational program at Cuyamaca, the majority of survey respondents answered "some of the time," and added that the Board did not appear to actively seek community opinion.

PLANS

In addressing this issue, the Board members and student representative agreed that although there was no formal procedure to assess community needs, several activities have been initiated that demonstrate their concern about this issue. These included a public/community forum held at Cuyamaca, Board members speaking at community functions, and surveying employers at job fairs at Grossmont to determine their needs. Already on board is a

committee to plan land use at the college, and a public/community forum that is expected to be at least an annual event. It is recommended that such activities be a part of a more formal procedure to encourage community input.

The Board should take steps to address the perceived inequality of distribution of resources between the district entities.

To promote mutual understanding of issues, the Board should increase its visibility and communication with the staff at Cuyamaca. It is expected that when the Learning Resources Center is completed, Board meetings will proportionately be held at Cuyamaca to demonstrate its direct involvement with the campus. It is noted that the Chancellor already has begun visits to the campus on a regular basis.

STANDARD 9B

A primary function of administration is to provide leadership that makes possible an effective teaching and learning environment for achievement of the institution's stated purposes.

DESCRIPTION

Originally built to house vocational-technical programs, the college found it necessary to reemphasize its focus and to move rapidly toward a balanced program of offerings, presently becoming a comprehensive college which can better serve the needs of the community, the college provides "on site" classes for several businesses, county offices and private schools in the community.

The administrative staff of Cuyamaca College consists of a President, Vice President of Instruction and Student Services, Director of Admissions, Director of Learning Resources, EOPS/Financial Aid Manager, and Director of Campus Business.

Administrative staff meetings are held on the first Tuesday of each month. The President's Advisory Committee (PAC) meets the remaining Tuesdays and (in addition to the administrative staff) also includes the Campus Activities Coordinator, Campus Security Officer, Academic Senate President, President's Secretary, Student Body President, a Classified representative, and a United Faculty representative.

The purpose of the PAC meetings is to provide a forum so that representatives of the administration, faculty, staff and students can share the problems and concerns of their respective departments and those of the general campus with each other. It also acts as a communication link between the various campus constituencies. Minutes of each meeting are distributed to members of the committee and are also kept on file in the President's Office.

Originally built to emphasize vocational-technical programs, the College has changed its focus and become a comprehensive college to better serve the needs of the community.

In addition, to increase community awareness, the College provides "on site" classes with several businesses, county offices and private schools in the community.

APPRAISAL

A survey of faculty and staff reflect that the Administration is doing a good job "most of the time" in its support of all the instructional programs on campus and is committed to the concept of a comprehensive college. Educational excellence is perceived as a high priority in the Administration's performance of its duties. However, improvements need to be made in the administration's support of Student Services and the general campus environment.

The faculty and staff generally feel the administration encourages their input. However, a sizable number of classified staff (at least half) feel that the administration does not include them enough when they make their decisions.

Half of the faculty and staff felt the Administration promoted its programs to the community "most of the time," with the other half feeling they promoted programs "some of the time." There has been a concerted effort on the part of the Administration to promote the college programs to the community particularly with programs such as the Telecourse Program begun in 1985 and Weekend College in 1988, nevertheless more needs to be done.

PLANS

The Administration recognizes that in order to carry out the institution's stated purpose (to provide an effective teaching and learning environment) leadership is necessary. The Administration has asked the District to fund the positions of Dean of Vocational Education, Dean of Student Services, Director of

Evening-Off Campus Programs and Weekend College. To date, the District has agreed to fund the positions of Dean of Vocational Education and Dean of Student Services. The new positions will commence in Fall 1989.

Several new buildings and facilities have been proposed by the administration and the outcome of these proposals will depend on District funding policies and their commitment to the concept of a comprehensive college. Construction of the new outdoor Physical Education area will begin in Fall 1989. Plans for a new indoor Physical Education building will be presented to the State during the 1989-90 school year. A new Math/Science/Engineering building will be requested in 1991-92 and a new Student Services building in 1992-93.

The outreach activities to the community already developed by the administration and funded by the District are to be commended, and it is recommended that they continue and be expanded. Public service announcements on radio and TV, direct mail campaigns to East County residents and community activities held on campus are possible solutions to increase public awareness of programs at Cuyamaca.

STANDARD 9C

The role of faculty in institutional governance is clearly defined.

DESCRIPTION

The faculty is represented in institutional governance in a variety of ways: as members of the Faculty Senate and through their elected president, as members of established and ad hoc

committees, through elected chairs and coordinators of each discipline, and through a district collective bargaining agent.

In 1986 the faculty was asked to develop a five year plan to establish goals and priorities for each discipline including the staffing and building needs in terms of projected growth, and thus, the master plan came into being. This plan continues to be a valuable reference in our direction during this growth phase.

Since 1978, each vocational area has had an elected coordinator to represent the administrative needs of the discipline. In 1985, this concept was expanded to include an elected Chair of General Education. Presently there are four chairs: Math/Science/Engineering, Liberal Arts, Student Services, and a Technical/Vocational chair who supervises the vocational coordinators. The chairs and coordinators assist in scheduling classes, in hiring of part-time instructors, in preparing budgets, and are strong advocates for the needs of the discipline.

There is widespread faculty participation on all college committees. These include committees to review degree and certificate programs, changes to the college curriculum, personnel selection, staff development, facilities use, long range planning, budget preparation and many other policy making bodies. With a few exceptions, most committees include representatives from faculty, administration, classified staff, and areas directly impacted by the committee. All faculty have a voice through the Academic Senate and its President who represents the faculty at President's Advisory Committee meetings and District Board meetings.

With the advent of AB 1725, and the Campus Human Resources Committee, the faculty will have increasing responsibility for staff development in addition to having greater input in personnel selection, definition of disciplines, and establishing minimum qualifications for hire. This will provide greater opportunity for faculty participation.

APPRAISAL

The current means available to the teaching and non-teaching faculty to participate in institutional governance (the Academic Senate, College and District committees, and through chairs and coordinators) appear to serve the needs of the faculty for input in policy-making decisions. A survey of part- and full-time faculty on questions relevant to the role of the faculty in institutional governance indicate that the Academic Senate has been effectively serving the needs of full-time faculty. Slightly over 75 percent of the full-time faculty indicated the Academic Senate was effective while slightly over 50 percent of the part-time faculty surveyed indicated the Academic Senate was not effective. The campus committee structure was perceived as an effective mechanism for faculty input by full-time faculty and management while the part-time faculty indicate that the committee structure needs improvement.

The chairs and coordinators, representing faculty interests in performing administrative duties, received high marks and praise by the full-time and part-time faculty.

The participation of the part-time faculty continues to be a source of concern. Of 108 part-time faculty, only 26 returned the self-study survey, and among them most felt they had "no way of knowing" or "no opinion" to most of the questions asked. The dilemma continues to be that the institution cannot legally require part-time faculty participation on committees and other college related assignments without pay. As a result, part-time instructor participation is minimal and they lack an effective voice in decision-making policy. An adjunct faculty office was assigned during this past year and is being effectively used by a small portion of the part-time faculty.

PLANS

The size of Cuyamaca College allows for considerable informal communication between all segments of employees as well as students. As Cuyamaca College grows with the implementation of AB 1725, there will be a clearer delineation of faculty roles in various policy-making bodies. Also as Cuyamaca grows, the Board and District will equitably allocate their time to understand the concerns and needs of Cuyamaca.

Part-time faculty concerns need to be addressed to increase their participation in the college structure. This may include extra compensation for committee assignments and office hours.

STANDARD 9D

The role of support staff (non-faculty) and of students in institutional governance is clearly defined.

DESCRIPTION

The support staff at Cuyamaca College is represented by the California State Employees Association (CSEA). Negotiations have been completed for 1988-89 and agreements are in effect. Members of the support staff embody the diversity of the community. This group is represented in all Cuyamaca College committees.

A student governing body, the Associated Students of Cuyamaca College (ASCC), has its own budget for student activities. The ASCC's policies and budget are contracted in cooperation with the administration and the students. A comprehensive set of policies is kept on file in the Campus Activities Office available to whomever wishes to investigate the policies and spending. The ASCC is represented in the decision-making process. A student is elected each year to serve on the Board of Trustees. Each year open elections are held to elect new members to the student governing board. A full-time certificated position has recently been filled to advise the ASCC.

APPRAISAL

The survey indicates that respondents believed there is encouragement by the administration and staff for the support staff to participate in the policy development processes only some of the time. Because of the demands of the work load and

the total number of full-time support staff available, certain individuals are unable to serve on committees even when there is a desire to be involved. This has yet to be resolved--perhaps with hiring of new full-time staff, this problem will correct itself.

A study effected by the District called the Classification Review analyzed the duties and responsibilities of each member. The deadlines of the Classification Review were not adhered to and were a source of frustration for the staff. Even though supervisors and administration completed their portion of the review in a timely fashion, there was a delay at the District level. The staff believes that this should be addressed, even though it was not a Cuyamaca College problem.

Department/Division meetings sometimes do not include support staff, even at meetings concerning activities which directly impact their performance and area of responsibility. It is often the responsibility of the support staff to implement policies set by a department. It would therefore, benefit by the insights of the support staff.

A number of questions were asked by support staff and students. These questions were used to take a representational sampling of these groups.

A representative survey of students revealed that a vast majority (over 50 percent) felt they had no way of knowing if the administration and staff encouraged the student body to

participate in the policy development process. Of those who had an opinion the majority felt that they were encouraged to participate some of the time. When asked if they felt that student government was an effective vehicle for student participation, the vast majority (over sixty-five percent), felt that they had no way of knowing. Of those that did have an opinion, the majority felt that the student governing body was not an effective vehicle for student participation. Further, over sixty percent of the student body stated that they had never used any of the services of the Campus Activities/Student Government, and several didn't even know it existed. Most students also felt that they didn't know about opportunities to participate in student government. Those who felt they were well enough informed, thought that the availability of opportunities to be involved in student government were average or above average.

PLANS

The survey questionnaires indicate that more support staff should be involved in program decisions. A Classified Staff Development Committee has been formed to rectify the problem and concerns. The Committee should have as its goal the study, development, and implementation of adequate formal provisions to enable classified staff participation in institutional governance.

Of the 36 classified (support) staff, less than 15 responded to the questionnaire. This is an obvious problem which needs to

be addressed, so that a more representative sample can be acquired. It is further recommended that the appeals be expedited on the Classification Review.

With the recent appointment of a full-time certificated person overseeing the ASCC there will be a leader to bond and connect the students. This person will be on strategic committees to let the needs of the ASCC be known. Additionally, it should be noted that the ASCC is responsible for informing the student body of opportunities available to them in student government, and it should attempt to direct more of its energy toward this purpose.

STANDARD 10



District or Systems Relationships

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STANDARD TEN

DISTRICT OR SYSTEM RELATIONSHIPS

STANDARD 10A

The system has an official set of objectives, policies which define system-college relationships, and an organizational plan which establishes lines of authority and delineation of responsibilities.

DESCRIPTION

The Grossmont-Cuyamaca Community College District has the following objectives as listed in Board Policy Number 101 from the Bylaws and Policies of the Grossmont-Cuyamaca Community College District:

The democratic way of life allows each individual the personal freedom and initiative consistent with his/her responsibilities to other persons.

The college recognizes the worth of the individual and the fact that individual needs, interests, and capacities vary greatly.

The maximum development of the personal, social, and intellectual qualities of each individual must be encouraged.

All segments of the college community are encouraged to contribute and participate in the operation of the college.

Cuyamaca College builds on the District objectives by developing an instructional program composed of transfer courses, vocational and career education programs, general education, and developmental education. A student services program supports the educational program by providing academic, vocational, and personal counseling as well as a co-curricular activities program. The learning resources program supplements the instructional,

student services and community education programs. A community services program provides education to meet the needs of the community.

These District objectives are reviewed periodically by the Governing Board. Since the last accreditation self-study, these policies have been completely reviewed and rewritten.

The college participates in this review process as follows: A staff member or a committee, such as the Curriculum Committee, recommends a change to the College President. The College President then discusses this proposed change with the President's Advisory Committee. If concensus on the proposal is obtained, the President takes it to the Chancellor's Advisory Cabinet which is composed of the two College Presidents, the Vice Chancellors, and the Director of Personnel Services. The proposal is then taken to the Governing Board for discussion and voting.

Many other college and district committees influence the development and revision of District policies. On the District level, there is the Chancellor's Advisory Council, the Budget Review Committee, District Load Committee, Computer User's Committee, the District Information Systems Committee, the Affirmative Action Committee, and the Parking Committee. At the college level are the General Education Committee, the Student Services Coordinating Council, the Program Review Committee,

and the Matriculation Committee. A detailed list of these college committees and others, their purpose and membership is available in the President's Office, the offices of the Department Chairs, and in the Learning Resources Center.

The policies which define system-college relationships are developed by the Governing Board and are available in the Bylaws and Policies of the Grossmont-Cuyamaca Community College District. This publication is available in the President's Office and in the Learning Resources Center.

Organizational charts for the district administration are also provided in the Bylaws and Policies of the Grossmont-Cuyamaca Community College District. This document establishes lines of authority and delineation of responsibility. Job descriptions for all personnel are available in the Personnel Office.

APPRAISAL

As part of the Accreditation Survey administered to full- and part-time faculty, management, classified staff and confidential/supervisory employees, questions were developed to assess all components of district and system relationships. The number of questionnaires returned from all segments, except for part-time faculty, was considered to be satisfactory. The poor rate of return for the part-time faculty (22 out of 108) was indicative of the lack of opportunities or time for involvement in the decision-making process of the college. Of the responses given

by part-time faculty, most responses were in the category of "don't know" or "don't have enough information to respond".

The administrative personnel at Cuyamaca have generally received high marks and praise by the faculty and staff of the College. This is attributable to the smaller size of the campus and the positive attitude of the administration at Cuyamaca. However, on the District or System Relationship Survey, the committee noted that a significant number of respondents marked "Needs Improvement" in almost all categories. Detailed results of this survey are available in the supporting documents. A summary of the areas marked as needing improvement was made and discussed with the Chancellor's Advisory Cabinet.

As a result of the survey and a subsequent meeting with the Chancellor's Advisory Cabinet, several areas of concern were noted. One of the main areas of concern seemed to be communication. For example, although the District and the college had established educational objectives and processes for their review, approximately 30 percent of the respondents marked this area as needing improvement. The item on timely and efficient communication received one of the highest ratings for needing improvement.

Since the survey of December 1988, activities to enhance communications are clearly underway by the District. During the Spring Semester, the Chancellor had numerous luncheon meetings with a number of key people from Cuyamaca College, met with the Cuyamaca Academic Senate, held frequent meetings with the

President and discussed concerns with remedies in mind at the Chancellor's Cabinet. In addition the first issue of the District Digest has already been published.

In times of limited funding, competition for resources between Grossmont College, Cuyamaca College and the District operation becomes magnified. The District continues to struggle with the costs of maintaining the East County Performing Arts Center as well as balance the needs of a new and developing campus against the needs of the larger and more established institution. In addition the District has expanded its services in the areas of public relations and grant writing. All of this is a way of saying that Cuyamaca College faculty and staff feel that the continued development of the smaller campus should receive high priority so that the District is prepared to handle new enrollment expected in East County over the next 20 years.

The main concern of faculty and staff is that of receiving adequate resources to keep pace with the growth of the college. During the past five years, enrollment has increased significantly from 2,633 students in 1983 to 4,000 students in 1989. During this time, six new programs have been added including Accounting, Business, Child Development, the Ford ASSET Program, Real Estate, and Weekend College. Five programs have been transferred from Grossmont College to Cuyamaca College including Aeronautics, Intercollegiate Soccer, Small Business Management, Supervision, and the Telecourse Program. In spite of the

addition of the above mentioned programs, the number of sections has not increased significantly since the opening of the college in 1978. The addition of new programs has been at the expense of deleting classes in other areas.

On the Governance and Administration section of the accreditation survey, a question was asked regarding the Governing Board's role in supervising the equitable distribution of resources between Cuyamaca and Grossmont College. Again the majority of the responses indicated a need for improvement.

Since Cuyamaca is a developing college and is still under construction, there is a concern about facilities planning and construction. At the present time, a five year Physical Facilities Plan is prepared by the District and submitted to the State. This plan is influenced by population projections provided by SANDAG. The accuracy of these projections is difficult to guarantee because of the factors which affect population growth and college enrollment. The faculty and staff disagree with the District's projection of 6,000 students for Cuyamaca College by the year 2020. This disagreement is based on the significant enrollment increase experienced in the last five years. It is also the opinion of the faculty that if this campus were properly developed to include a comprehensive college program with the usual choices and opportunities offered to students, more students living in the immediate area surrounding Cuyamaca College would opt to attend this college rather than driving

across town to attend Grossmont College. These enrollment projections are important because they influence facilities planning as well as resource allocation.

A very sensitive issue to faculty and staff is the possible lease of prime college property to private industry. The concern is that if the present growth continues, this property may be needed for the future development of the college. The faculty and staff would like to see a careful study of this issue with the opportunity for input from all components of the college and the community. On the positive side, a Cuyamaca College Land Use Committee has been formed and had its first meeting in June 1989. Community, Board, Administration, faculty from both Grossmont and Cuyamaca and classified staff are represented on the committee.

Another concern was that of facilities maintenance. At the present time, maintenance, grounds, security and the warehouse are district operations. The question was raised whether these operations might be operated more efficiently and be more responsive to local college needs if these areas reported directly to the college rather than to the District Office. There were pros and cons cited in the discussion. An argument for decentralization was that these services would become more responsive to the local college needs. An argument against decentralization was that of economy of operations. The District believes that decentralization would be more costly and require

more staff. The College believes that this added cost, if any, would be more than offset by the timely and effective response to college needs.

PLANS

Activities will be planned to improve communication between the District and Cuyamaca College. Methods will be developed to help faculty and staff learn about district and college objectives, the process for review of these objectives, Governing Board Policies, information on district organization and on the use of communication channels.

It is recommended that the district continue the publishing of the District Digest to enhance communication, and that the Chancellor continue making more visits to Cuyamaca College to meet individually with various members of the faculty and staff of the college in order to provide the opportunity for communication between the District and Cuyamaca College.

A new committee has been formed called the Cooperative Governance Society. The major goal of the committee is to improve communication between all segments of the district. The committee will also work on shared governance issues and relationships between the colleges.

The allocation of resources will be examined by the Governing Board, the district and the college administration in order to continue the development of Cuyamaca College. Plans in this

area will be communicated to the staff and faculty along with the opportunity to provide input into these decisions.

A study of growth projections will be made with input from the community, local government agencies, the administration, the faculty and classified staff and the appropriate state government officials. Projections on the potential growth of Cuyamaca College will be continually updated taking into consideration the growth of population in the attendance area of the college, anticipated growth of the high school population and other factors which could affect the development of the college. These updated projections will be used to develop plans for building new facilities needed by the college. The faculty, staff and community will be informed of new developments and will be given the opportunity to provide input into these decisions.

The district and college administration will work together to discuss either the decentralization of college services such as maintenance, grounds, security, and warehouse operations or make plans to have these services more responsive to local college needs.

Efforts will be made to inform part-time faculty about the administration of the college.

An effort will be made to increase the number of full-time faculty in order to involve more faculty in the development of the college. It is difficult for part-time faculty to find the time to participate in this development.

STANDARD 10B

The system has communication methods, both internal and external, which provide for the flow of information in a timely and efficient manner.

DESCRIPTION

There are four distinct categories of information sources available at Cuyamaca College.

From the District and Governing Board

1. Governing Board Agendas and Minutes
2. Personnel Office Job Announcements
3. Chancellor's Advisory Committee Minutes
4. District Budget

From Cuyamaca College

1. Cuyamaca College Staff Bulletin
2. Cuyamaca College Academic Senate Minutes
3. Cuyamaca College Academic Senate Newsletter
(Perspective)
4. Cuyamaca College Committee Minutes
5. Cuyamaca College Budget
6. Cuyamaca College newspaper (The Sun)

From Grossmont College

1. Grossmont College Staff Bulletin
2. Grossmont College Academic Senate Minutes
3. Grossmont College Budget

From United Faculty

United Faculty Newsletter (The Sentinel)

The information sources listed above are distributed as indicated.

To the entire faculty, staff and administration:

Personnel Office Job Announcements
Cuyamaca College Staff Bulletin
Cuyamaca College Academic Senate Newsletter
Cuyamaca College Newspaper

To the entire faculty:

Cuyamaca College Academic Senate Minutes
Cuyamaca College Academic Senate Newsletter
United Faculty Newsletter

To selected campus faculty, administrators and staff:

Governing Board Agendas and Minutes
Chancellor's Advisory Committee Minutes
Cuyamaca College Committees' Minutes
Cuyamaca College Academic Senate Newsletter
Grossmont College Staff Bulletin
Grossmont Academic Senate Minutes

The following information sources are also posted on the college bulletin board:

Governing Board Agendas
Cuyamaca College Curriculum Committee Minutes
Grossmont Academic Senate Minutes

The budget for the Grossmont-Cuyamaca Community College District is available in the library.

The Grossmont College newspaper is no longer distributed on this campus.

Another way the flow of information is facilitated is by means of representatives of the campus community serving on the District-wide committees described in Standard 10A. In addition, the college President and the Faculty Academic President serve on the Chancellor's Advisory Council and attend Governing Board meetings. The Academic Senate President periodically consults with the President of the Grossmont Senate. The flow of information is further facilitated by ad hoc committees such as the Cooperative Governance Society (COGS), comprised of faculty from both Cuyamaca College and Grossmont College.

APPRAISAL

Surveys of faculty and staff indicate that the majority are familiar with, use, or know where to locate information sources from the District and Cuyamaca College (the one exception being Cuyamaca College Curriculum Committee Minutes). Conversely, the majority were unfamiliar with or do not know where to locate information sources from Grossmont College and budget material.

Communication needs to be improved in a number of areas, both on campus and between campuses.

PLANS

Cuyamaca College Curriculum Committee Minutes should be distributed to all full-time faculty.

Grossmont College Staff Bulletin should be distributed to all faculty and staff.

Grossmont College Academic Senate Minutes should be posted in multiple locations (e.g., the staff lounge, faculty bulletin board, and the library).

The Grossmont College newspaper should be available in the Cuyamaca library.

Steps should be taken to ensure that faculty and staff are aware of available information sources and their location on campus (e.g., budgets).

The college should give consideration to having a faculty reading room equipped with bulletin boards for the posting of information sources.

STANDARD 10C

The system has an organized process for coordinating development and evaluation, facilities planning, and budget development and administration.

DESCRIPTION

At the college level, the Curriculum Committee is responsible for program development and coordination. This committee is composed of members of the administration, faculty, counseling staff, Admissions and Records Office and a student. All proposed curriculum changes or additions are reviewed, discussed and voted on by members of the committee. This same process is followed at Grossmont College. In order to coordinate this process of curriculum development, each committee sends a "Letter of Intent" to the other committee and to the department in order to let the other campus know about proposed changes in advance so that any potential problems or conflicts can be worked out before the change is made.

The Program Review Committee, with similar representatives, evaluates both the instructional and student services programs. As a result, programs may be changed, updated or deleted. These changes are submitted to the Governing Board for information.

At the District Level, the Long Range Planning Committee used to meet to discuss issues involving planning, program development, and coordination. This committee has been discontinued.

Procedures for facilities planning, construction, and maintenance are in place. There is a five-year Physical Facilities Plan which is prepared by the district and submitted to the

state. Future plans include the building of indoor and outdoor physical education facilities, a math/science/engineering building and a student services building.

Budget development and administration is the primary responsibility of the College President in consultation with appropriate staff areas.

APPRAISAL

The surveys of faculty, management, and classified staff indicate that the process for coordinating program development and evaluation; facilities planning; budget development and administration are either satisfactory (40 percent) or good (33 percent). However sixty percent of those surveyed indicated a need for the District to allocate more funds for research support. The management (40 percent) recommends better communication of information about program development.

PLANS

Because of concerns about the equitable distribution of resources mentioned previously in Standard 10a, the committee recommends that all staff be made aware of the College and District budget processes in order to have the opportunity to provide input into budget development.

The District and College administration should examine research needs of the district to determine if more services are needed in this area.

The minutes of the Curriculum Committee and the Program Review Committee, rather than being posted, should be distributed

to faculty in order to communicate information on program development and evaluation.

It is recommended that the District consider reconvening the District Long Range Planning Committee to facilitate a coordinated planning effort on behalf of all district entities.

It is recommended that the District establish a committee on land use in order to allow all segments to have input into the planning for future land use and for the development and updating of the Master Plan.

STANDARD 10D

The system develops and publishes appropriate policies and agreements governing employment, compensation and benefits, working conditions, staff evaluation, and staff transfer and reassignment.

DESCRIPTION

The faculty is represented by the United Faculty, with a copy of the contract being provided to every unit member upon employment. In addition, a copy is available in the library President's Office of each college and the Chancellor's Office.

Classified staff are represented by the California State Employees Association (CSEA). Each unit member is given a copy of the contract.

Management team positions (Management/Supervisory Confidential) have no contract. A handbook being developed for this group is currently in its third draft. All employment rights for this group are available as part of the Governing Board policies handbook which is in the library, each college President's Office and the Chancellor's Office.

APPRAISAL

Surveys of the faculty and staff indicate a general satisfaction with policies and agreements developed in relation to this standard. One area, information dissemination as it relates to employee organizations, received a "needs improvement" or "not aware it exists" rating by approximately thirty percent of those responding to the survey.

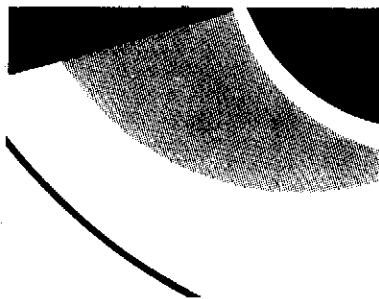
PLANS

Both the CSEA and the United Faculty need to provide employees with contact updates in a timely manner.

Both the CSEA and the United Faculty need to provide better information on the status of negotiations and union activities in order for members to have the opportunity to provide input into these organizations.

The handbook for management positions needs to be completed expeditiously.

Supplemental Documents



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SUPPLEMENTAL DOCUMENTS

The documents listed below will be available in the team room.

Standard One: GOALS AND OBJECTIVES

Cuyamaca College Catalog
Governing Board Policy Manual
Survey questionnaires from staff, students, and community
Minutes of Governing Board meeting
Annual College Goals and Objectives

Standard Two: EDUCATIONAL PROGRAMS

Academic calendar and current class schedule
Cuyamaca College Catalog
Grade distribution reports
Minutes of Curriculum Committee and of Vocational Advisory
Committees
Program Review Committee Report and Minutes
General Education Committee Minutes
Sample program brochures (Career Program, Weekend College,
etc.)
Samples of course outlines and syllabi
Transfer Agreement Guarantee (TAG) with UCSD
Video tape of February 1989 Community Forum

Standard Three: INSTITUTIONAL STAFF

Affirmative Action Guidelines
Bylaws and Policies of the District
Collective Bargaining Agreements
Constitution of the Academic Senate
Cuyamaca College Five-Year Plan (1986-1991)
District Reclassification Study
Staff Development topics and activities
Cuyamaca College Staff Development Plan

Standard Four: STUDENT SERVICES

Admission and registration materials
Copies of EOPS Extra, a newsletter
Copies of the Cuyamaca Sun, the college newspaper
Counseling Center Goals (current and past)
Counseling Center Yearly Priorities
List of on-campus clubs
Procedures for establishing clubs
Organization chart of student services
Recruitment materials
Student characteristics data
Student government constitution
Student Grievance and Due Process Procedures and Student
Conduct and Discipline booklet
Student handbook
Student Services Needs Assessment Study
Student Services Program Review Report
Tutorial Center's Tutor Handbook

Standard Five: **COMMUNITY EDUCATION AND SERVICES**

Annual Reports

Copies of Preview, a Community Education publication

Standard Six: **LEARNING RESOURCES**

Budget information for the past three years

Library Circulation Records

Samples of printed brochures from library

Standard Seven: **PHYSICAL RESOURCES**

Blueprints for new library and outdoor physical education
Campus master plan and map

Cuyamaca College Five-Year Plan 1986-1991

Long-range Planning Committee minutes

Preliminary Planning Guides for indoor physical education
facility and for Math/Science/Engineering building

Standard Eight: **FINANCIAL RESOURCES**

Adopted budgets for the past three years

Current fiscal year budget for district and college

Cuyamaca College Budget Request and Schedules

Cuyamaca College Five-Year Comprehensive Plan

Cuyamaca College Five-Year Construction Plan

Standard Nine: **GOVERNANCE AND ADMINISTRATION**

Academic Senate Constitution and By-Laws and minutes

Board agendas and minutes

Board policy manual

Certificated contract

Classified employees' contract

Classification Review, report of a district study

Copies of Perspective, the Academic Senate newsletter

Organization charts for institutional administration

College committees

President's Advisory Committee minutes

Salary schedules

Standard Ten: **DISTRICT OR SYSTEM RELATIONSHIPS**

Board agenda and minutes

Board policy manual

Chancellor's Recommendations and Proposals

District adopted budgets

District Long-Range Planning Committee minutes

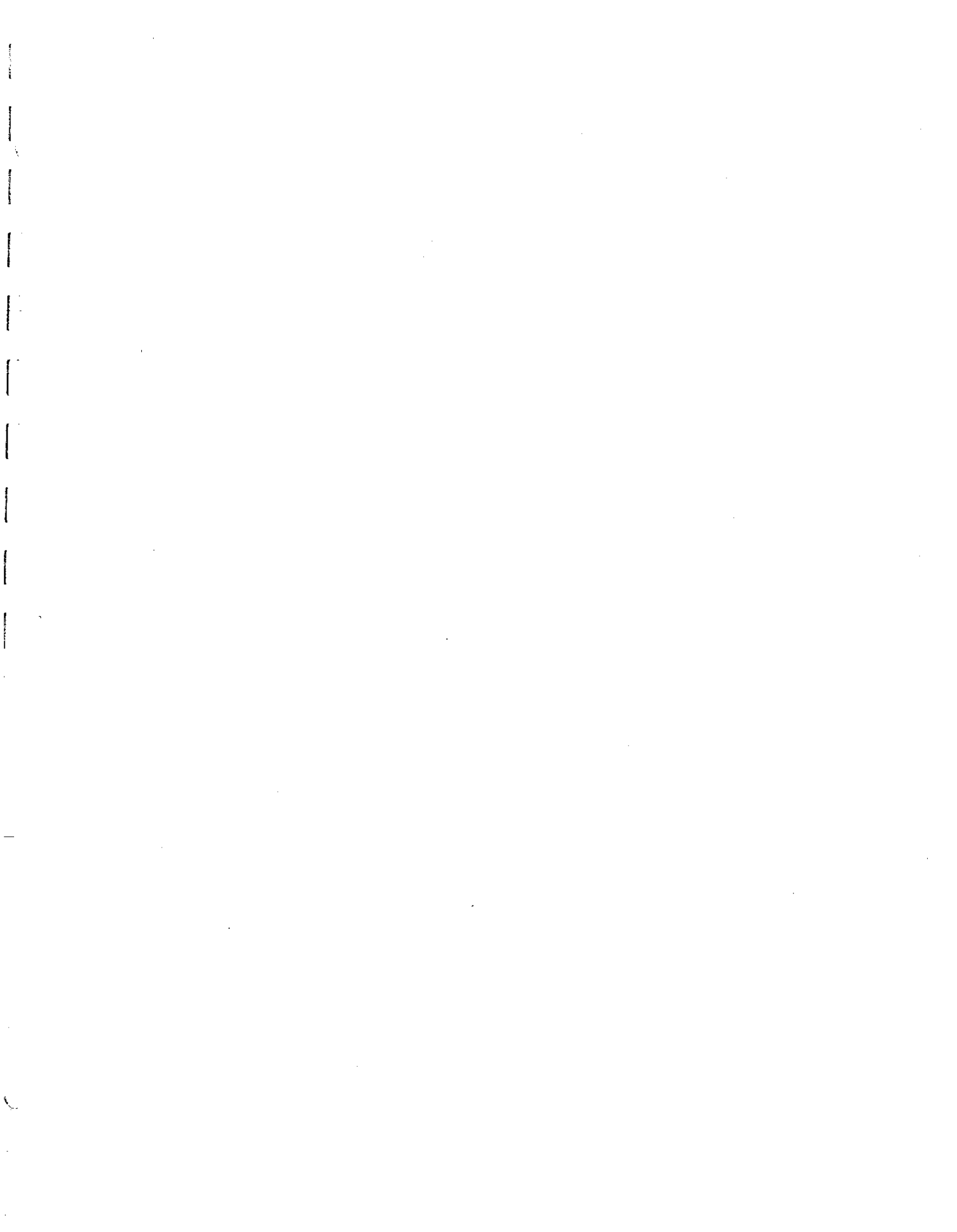
District master plan

Information on Cooperative Governance Society (COGS)

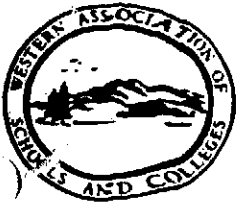
Organization charts for institutional administration

Public information materials (copy of District Digest)

Copies of District brochure, "Today"







January 12, 1990

Dr. Samuel M. Ciccati
President
Cuyamaca College
2950 Jamacha Road
El Cajon, CA 92019

Dear Dr. Ciccati:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting January 8-9, 1990 reviewed the institutional self study report and the report of the evaluation team which visited Cuyamaca College on October 24-26, 1989. I am pleased to inform you that accreditation has been reaffirmed.

The Commission asks that a report be submitted by the College and the District by November 1, 1991, addressing the following team recommendations:

1. College goals should be established and reviewed annually, based on a board-established statement of philosophy and a district-wide comprehensive master plan.

This plan, developed through a participatory process, should include both mission and goals and should consider needs and plans for educational programs and services, staff, facilities based on agreed-upon growth policies and plans. Further, the plan should then be tied to budget development and be based on a program of research and evaluation.

2. The College should begin immediately to develop a comprehensive educational master plan as part of an overall master plan which provides direction for growth into the next century. This plan should be adopted and financially supported by the Board of Trustees.

3. The Board of Trustees should give timely consideration to the recommendations forthcoming from the Cuyamaca College Land Use Committee as the facilities master plan for the College is further developed and refined.

4. The District and the College should adopt a budget process, including a defined resource allocation system for both colleges, based upon a comprehensive district master plan for educational programs and facilities. This plan, including a growth policy and plan, should be the driving force in the allocation of resources for the College.

**ACCREDITING
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JUNIOR COLLEGES**

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Executive Director
JOHN C. PETERSEN
Aptos Office

Administrative Assistant
SUE LUNDQUIST
Aptos Office

5. The District, in conjunction with the College, should develop a process through which the various functions and constituents of the College can formally provide input into the development of a comprehensive district and institutional master plan.
6. The district research office's role in providing data should be reviewed in order to provide timely and adequate support for the College's planning process.

Under the policy of periodic review, accreditation is without limit of time unless terminated by the Accrediting Commission for Community and Junior Colleges. Accredited institutions make reports to the Commission and are reviewed periodically as explained in the attached policy. A report on responses to team recommendations shall be filed with the Commission three years after each comprehensive evaluation team visit. Cuyamaca College should submit this report by November 1, 1992. The next comprehensive evaluation visit to the College should take place in fall 1995.

The Commission wishes to remind you that the recommendations contained in the evaluation report represent the observations of the evaluation team at the time of the visit. An institution may concur or disagree with any part of the team report, but it is expected that the report will be used for the improvement of the educational services of the institution.

I have previously sent you one copy of the evaluation team report, which you are at liberty to use in any way you may wish. Additional copies may be duplicated as needed. The Commission asks that you give the report and this letter appropriate dissemination to your college staff, including the signatories of your college self study.

On behalf of the Commission, I wish to express continuing interest in the institution's educational programs and services. Professional self-regulation is the most effective means of assuring integrity, effectiveness and quality.

Sincerely yours,



John C. Petersen

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Enclosure

cc: Dr. Donald E. Walker, Chancellor
Governing Board Chairperson
Grace Mitchell, Team Chairperson
Evaluation Team Members