

EVALUATION REPORT

CUYAMACA COLLEGE

El Cajon, California

A Confidential Report Prepared for
the Accreditation Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the evaluation team's visit
to Cuyamaca College from October 23 through 26, 1989.

Dr. Grace N. Mitchell, Chair

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Cuyamaca College
October 23 through 26, 1989

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INTRODUCTION

Cuyamaca College is the second college of the two-college Grossmont-Cuyamaca Community College District. The campus first opened to students in Fall 1978. Initially it was designed to provide expanded facilities for engineering and technology programs previously located on the Grossmont campus. Cuyamaca also offered a nucleus of general education courses. The college has gradually expanded its curriculum offerings since Fall 1980. Cuyamaca's goals state a commitment to being a fully comprehensive college. The last accreditation process, an interim visit, took place in 1987.

The ten-member accreditation team prepared for this visit by reviewing all documents supplied by the Accrediting Commission including the Self-Study Report and college publications. During the three-day visit, the team met with students, classified staff, faculty, administrators including several from the District offices, and members of the Board of Trustees. The team held two open meetings, visited both day and evening classes, and studied various college policies and many supporting documents.

The team agreed that the Self-Study Report was the result of campus-wide participation, was thoughtfully prepared and clearly indicated the results of much effort. It candidly states institutional strengths and weaknesses. The open atmosphere speaks well for the quality of leadership which is strong and enthusiastic. Specific shortcomings of the report include failure to address several previous recommendations, duplication in some sections, and some plans that were not specific or not related to the standard.

The college responded well to many of the previous recommendations, but areas that need further attention include: ambiguity regarding the process for becoming a comprehensive college, mailing the class schedule, delivery of support services to the campus by the district, continued work on strengthening relationships between college and district offices, and development of a comprehensive master planning process.

The team notes that the need for this planning process permeates many of the standards reviewed. A framework of what the team recommends as essential components of a master planning process is incorporated in Recommendation I. Various aspects of the planning process are included in other parts of this report.

Cuyamaca College is growing rapidly and still in a transition period toward being a comprehensive college. The college administration provides enlightened leadership in instituting many positive changes.

STANDARD ONE: GOALS AND OBJECTIVES

RESPONSES TO RECOMMENDATIONS OF THE PREVIOUS TEAM

In 1987, the visiting team recommended that the District Board of Trustees, the Grossmont College administration and Cuyamaca College jointly move in the direction of meeting the agreed-upon objective of Cuyamaca's becoming a comprehensive college.

Staff and curricular additions appear to indicate a move toward a more comprehensive college. Uncertainties continue to exist on the campus, however, as to the Board and District's intentions in this regard. Although Board members verbally have reaffirmed their commitment, the removal of 35 acres from the campus master plan has created concerns on the part of staff.

ANALYSIS AND VALIDATION OF THE SELF STUDY

Observations: The Self-Study Report was generally unclear about goals and objectives, possibly due to the fact that the development of goals and objectives has been done with limited involvement of staff. Discussion revealed the staff's sincere interest in the development of a more inclusive goal setting and planning process.

Although the College has annually adopted goals since 1986, this process has taken place without the concurrent support of the district through the development of a comprehensive district master plan. The district has not yet reviewed its mission or statement of philosophy, and planning and budgeting do not appear related to adopted goals. Planning appears not to be based on timely research data and has not been a comprehensive participatory process.

It is encouraging that the Chancellor recently has formed a Strategic Planning Committee which has met once. Its stated role is to develop a plan which includes physical resources, curricular program plans and community needs.

Conclusions: The visiting team agrees with the staff in its desire to develop a more comprehensive planning process and commends them for their interest. The team is encouraged by the development of the Strategic Planning Committee at the district level and urges its use on an ongoing basis.

RECOMMENDATIONS

1. College goals and objectives 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.

STANDARD TWO: EDUCATIONAL PROGRAMS

RESPONSE TO RECOMMENDATIONS OF PREVIOUS TEAM

All course outlines have been reviewed and updated to meet Title V requirements, and all new and revised courses are submitted to the curriculum committee. Television and non-traditional courses need also to be submitted to the same procedure.

There is an organized system in place to assure common numbers, titles and descriptions for district-wide courses. Flexibility is built in to allow for individual campus differences.

It is the team's observation that the course offerings in general education and liberal arts are now adequate to meet the immediate needs of the current student population. The college will need to maintain balance in the curriculum during periods of rapid growth in order to ensure its comprehensive nature.

ANALYSIS AND VALIDATION OF THE SELF STUDY

Observations: The educational program at Cuyamaca College clearly reflects the stated objectives of the institution. The college has developed a well-rounded comprehensive program that is equally balanced among vocational, liberal arts and general education courses. Evidence indicates that there is an active planning process on campus to further expand programs as limited resources become available. However, there are many indicators that demonstrate little, if any, coordination of planning between the campus and district office. There is an overriding need for the college, in conjunction with the district, to develop an educational master plan, that is adopted and financially supported by the Board of Trustees. A comprehensive needs assessment has not been conducted to determine, realistically, the future of the educational program and facilities. A needs assessment would provide the required demographic data to support development of the educational master plan.

A disagreement exists regarding data developed by the district and those developed by the campus. It is difficult to plan when supporting data are questionable. The five-year plan is a good start, but needs to be expanded and based upon actual local needs.

The growth of the liberal arts program is commendable and should relieve any concerns expressed by previous accreditation teams. The general education offerings appear to be sufficient to provide for students' immediate needs.

The college has a good program review process used for evaluation and program planning. It has primarily been used in vocational programs. This process should be expanded to include liberal arts and general education programs. There does appear to be a lack of student follow-up as a program measure. A vocational student follow-up is being implemented, but a system for measuring total institutional effectiveness based upon student outcomes is not employed.

The college has done an outstanding job of developing unique programs to serve students. The Ford Motor Company ASSET Program is exemplary and the faculty should be recognized for their work. The weekend college has provided opportunities to students not available in a normal college schedule. This program and its success is an innovation which has been copied by other colleges. The Telecourse program has also been successful. These results can be directly attributed to the dedication and hard work of the program staff. The telecourse program does a good job of maintaining academic rigor required but has not considered the Title V requirements of critical thinking and writing.

The team noted that there is no board policy requiring that these course syllabi be reviewed by the curriculum committee. In addition, a review of the course outlines on file indicate that many of them do not include a writing requirement or multiple methods of evaluation.

The college has many successful vocational programs in which they take pride. Observations indicate that some of the programs may not have active advisory committees.

Conclusions: Cuyamaca College is to be commended for its outstanding faculty, staff and administrators. The college is performing in an organized manner to provide the required educational

services to the local community. For the college to make future progress it will be important that a detailed planning process be implemented which involves the campus, the community, and the district.

RECOMMENDATIONS

1. 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.
2. Program evaluation procedures should be implemented to measure and report institutional effectiveness based upon student outcomes. This evaluation should also be part of a comprehensive planning process.

SUGGESTIONS

1. In order to maintain the growth and quality of the telecourse program, consideration should be given to providing additional resources and staff for the program.
2. Board policy should be adopted to assure that all courses are reviewed by the curriculum committee and that they meet all Title V requirements.

STANDARD THREE: INSTITUTIONAL STAFF

RESPONSE TO RECOMMENDATIONS OF THE PREVIOUS TEAM

In response to the previous team's recommendation, recent administrative additions should allow for a more thorough response to the need for careful in-class evaluation of part-time faculty.

Opportunities for classified staff development are being addressed by the newly formed Human Resource Development Committee. District and CSEA processes apparently have hindered the completion of the classified component of the plan.

It appears that the study of the classification system (reported in the Self Study) has not effectively addressed the substance of the recommendation by the previous team "for equivalency and uniformity in duties and compensation."

ANALYSIS AND VALIDATION OF THE SELF STUDY

Observations: It is the opinion of the accrediting team that Cuyamaca enjoys the energy of a dedicated professional staff. This is partly restrained by the limited resources of a small college within a larger district. Accordingly, there is some ambiguity as to whether or not there is a sufficient core of full-time staff to respond to the instructional, student service, educational planning, and curriculum development needs of a comprehensive institution.

Recent staff hiring and the implementation of AB 1725 leaves room for optimism. Faculty, for example, are generally pleased with the District support for AB 1725 initiatives. The institution is looking forward to the hiring directly related to program improvement monies. The salary schedule has improved significantly since the last accreditation visit.

There is a need for consistent evaluation procedures for both classified staff and faculty. However, recent administrative changes should allow for improvement in this area.

The classified staff continue to express a degree of dissatisfaction with their ability to participate effectively in the ongoing planning and policy development of the college and the district.

There is also a concern that staffing needs are not responded to -- most noticeably in the areas of counseling, admissions and learning resources. Eight classified positions are currently identified as areas of critical needs, but there is little expectation of a positive district response. Representation of classified staff, recognition of their contributions, and work space issues were evident. Finally, as noted above, the reclassification study continues to be an issue.

The degree to which classified staff are seen as "going beyond the call" cannot be overemphasized. The senate interest in classified staff concerns was particularly striking and a good example of the sense of community and shared sense of purpose at the college. There is a basic sense of respect between constituencies that should be reflected in the governance mechanisms of the college and the district.

Faculty development is an exciting feature at the college. Several examples are: the substantive flex calendar programs, the professional growth contract, and the establishment of the Human Resource Development Committee. Cuyamaca now has the core of a comprehensive staff development program with the potential to serve the needs of all staff and address a balance of professional, instructional, curricular and organizational development concerns. The reassigned time for certificated faculty leaders is evidence of responsible institutional commitment. Participation of classified staff remains problematic. Support from all offices and organizations is not evident.

Conclusion: The staff at Cuyamaca are qualified by training, experience and through continued development to achieve and promote the educational objectives of the institution. The ratio of full-time to part-time staff continues to make problematic their full participation in planning and development. The need for classified staff appears to be acute.

RECOMMENDATIONS

1. The college and the district should examine ways for classified staff to participate more meaningfully and effectively in the development of policies and in the planning that affect their support of the educational program.
2. The district and the CSEA should seek to resolve outstanding issues and concerns with respect to the implementation of the reclassification study.

SUGGESTIONS

1. The college and the district should continue to find ways to address the full-time/part-time ratio of faculty, classified staff and administration.

STANDARD FOUR: STUDENT SERVICES

RESPONSE TO RECOMMENDATIONS OF THE PREVIOUS TEAM

The team could not find indicators that the duties of the counseling staff had been evaluated; however, the college has been participating in the Student Services Program Review Project and plans to

evaluate counseling through this process. The team can affirm that counseling duties have been prioritized.

The team also found that there has been improvement in the quality of student services publications. Recruitment of students for the general education and transfer programs continues to be a high priority for the department. The ADA Improvement Committee serves as a good vehicle for involvement of instructional and counseling faculty in recruitment activities.

The college continues to look for alternatives to the addition of athletic teams and other extra curricular activities. There is a general recognition that the quality of student life would be enhanced with additional student activities and services.

The college has reviewed the recommendation to mail its class schedule to residents in its attendance area; however, no attempt has been made to act on this recommendation because of cost and because of the abbreviated schedule currently included in district promotional materials.

ANALYSIS AND VALIDATION OF THE SELF STUDY

Observations: Student services staff feel they had ample opportunity to participate in the self study. There is a strong sense of trust and community among the student services staff and on the campus in general.

Students believe that they have ample opportunity to participate in decision-making although their participation in the self study and college committees is uneven.

Student services personnel identify space and support staff as major issues. Staff share crowded facilities and in some instances cannot assure students' privacy for conferences that should be held in confidence. In some instances, key staff need direction in establishing priorities so that their most critical duties can be met. The student services have had some notable successes, including the new scannable application form, one-stop orientation, assessment and registration, new initiatives with nearby Indian reservations, the Cuyamaca Now program with Mt. Miguel High School, and others.

Students identify the need for extra-curricular activities, a student center, a way to publicize their elections and other events, development of a soccer field or some type of athletic team, and a backlog

of grievances as major issues. They also express concern that the grievance procedure appears to include a conflict of interest problem with the Student Activities Coordinator being both mentor and "judge."

Students have mixed feelings about the size of the campus, enjoying the amenities provided by a small community yet wishing they had the facilities and resources of larger colleges. Students enjoy the spirit and support of college staff and believe it is possible to get a good education at Cuyamaca. While they feel the general education choices are limited, it is possible to meet the general education requirements at Cuyamaca.

Recent addition of a Dean in the area gives the college the opportunity to review management responsibilities, including the quasi-administrative duties assigned to counselors.

A number of matriculation components need to be implemented, notably the student follow up portion. The college may wish to use some of its funding to attend to the needs of the many students (41%) with undeclared majors. A review of the duties of the committees involved in matriculation (Matriculation and Learning Skills) might also be useful.

Conclusions: The student services, while functioning with limitations in space and staffing, are effective, and the staff hardworking and dedicated to student success.

The District brochures, while attractive, do not meet the functional needs of a developing college which must establish its own identity. The team believes the identity and growth of Cuyamaca College, as noted by the previous team, would be better served by mailing of its schedule to the community. The college needs district support in developing its identity as a district institution of higher learning. Consideration might also be given to the additional of public relations staff support at the College.

RECOMMENDATIONS

1. In future allocations of space, a high priority should be given to counseling and other student services, in order to provide a confidential setting for students.
2. The team strongly recommends that the College mail a separate Cuyamaca class schedule to all households in its service area, if not all district service areas, as part of an improved public relations effort.
3. The college should make a concerted effort to expand and maintain ethnic diversity in the student body throughout reach, support and appropriate basic skills instruction for underrepresented students in its service area.

SUGGESTIONS

1. Management responsibilities in student services should be reviewed and clarified.
2. Matriculation activities, including student follow-up, services to undecided students and committee support should be reviewed.
3. Grievance procedures should be reviewed and altered as needed for timeliness and clarity of lines of authority.
4. The college may wish to survey students to ascertain their specific interests in sports and activities.

STANDARD FIVE: COMMUNITY EDUCATION AND SERVICES

RESPONSE TO RECOMMENDATIONS OF THE PREVIOUS TEAM

The previous team recommended that Cuyamaca revise its objectives to accurately reflect its role in community education and services. Even though community education is perceived as a district function, the college believes that their present objectives are consistent with their mission and goals. To date, no significant progress has been made in the area of community education. There is an increased awareness that the district/college relationship must be strengthened and that college campus and personnel should be used for community education courses and services.

ANALYSIS AND VALIDATION OF THE SELF STUDY

Observations: Community education and services is a district function under the umbrella of the College of Extended Studies. Registration in the College totaled 29,426 in 1987-88. Approximately 3%

of the courses were listed as offered at Cuyamaca. The District is to be commended for its varied and extensive offerings and for its attractive publication, Preview, which advertises to 144,000 residents of the district.

Conclusion: There is a general feeling that Cuyamaca and its surrounding areas are underserved in the area of community education. There does not appear to be an organized method by which Cuyamaca's faculty, staff and administrators participate in needs assessment, program development, publicity or program evaluation.

RECOMMENDATIONS

1. The College of Extended Studies should explore the feasibility of establishing an on-site coordinator at Cuyamaca to assess the needs of its service area, to develop and organize community education courses and services, to meet these needs, and to use the Cuyamaca campus and personnel at the campus, thus strengthening the relationship and communication between the district and the college.

STANDARD SIX: LEARNING RESOURCES

RESPONSE TO RECOMMENDATIONS OF THE PREVIOUS TEAM

The previous team recommended that the college re-evaluate library staffing patterns. In light of the staffing needs of the new learning resource building, this area still should be addressed. It was also recommended that the college plan for ongoing media equipment replacement. \$453,000 has been allocated from the state for the new building, of which \$35,000 will be used for audiovisual equipment. An additional \$250,000 has been allocated to build up the book collection.

Although all classrooms have been wired for cable TV access no TV monitors have been installed in classrooms as recommended by the previous team.

ANALYSIS AND VALIDATION OF THE SELF STUDY

Observations: The new 30,000 square foot library will be ready for occupancy on October 30, 1989. Library facilities will occupy 23,000 square feet with a holding capacity of 50,000 volumes. This new facility will also provide space for a computer lab, small language lab, photography lab, listening and viewing area, tutoring area, audiovisual storage, and an instructional materials production room. The college should be proud of this outstanding building, and the staff should be commended for the time and expertise they gave to the construction of the new facility.

There appears to be some uncertainty regarding the present collection policy. This policy should be reviewed, especially since some of the faculty and 43% of the student body expressed dissatisfaction with the outdated collection.

Cuyamaca provides a wide variety of computing and data communication services for faculty and students. Faculty computer resources seem to be limited in scope and physical space. Faculty members have expressed a need for more computers for office use and a laser printer with color capabilities.

Conclusions: With the completion of the new library many of the needs in the learning resources area will be met. It is a concern of the accreditation team that this library be utilized to the fullest extent

possible. For this reason, the library needs adequate staffing, and both the faculty and students should be oriented regarding all the services afforded by the new library.

RECOMMENDATIONS

1. The staffing needs of the new library should include the addition of specialized personnel to train and service faculty and students relative to the new services offered.

SUGGESTIONS

1. The college should study the feasibility of establishing a computer coordinating position or system, in order to centralize, coordinate and fully utilize all computer resources, monitor acquisitions, design and maintain a campus network system and help educate faculty and staff in computer usage.

STANDARD SEVEN: PHYSICAL RESOURCES

RESPONSE TO RECOMMENDATIONS OF THE PREVIOUS TEAM

The previous team recommended that the district review its organizational structure for the delivery of maintenance and security services to Cuyamaca College, and suggested that it may be appropriate to decentralize certain services in order to promote better response to campus problems. The response in the Self Study which describes a continuing disagreement between the College and district is a correct reflection of the current status of this recommendation. The issue raised has not been adequately resolved.

A second recommendation suggested the college make a concerted effort to replace outdated equipment within the financial constraints, seek outside funding for this purpose and develop a long-range equipment replacement schedule. The response in the Self Study reports that significant funding has been provided over the last three years. The Team confirmed that instructional equipment funds have adequately addressed this problem. However, some concern still exists concerning funds for non-instructional equipment. No mention was made by staff of the potential value of the Foundation as a viable source of assistance in this area.

A third recommendation addressed the need to review and revise the original site plan originally developed in 1978, especially as it relates to the plan for the library and outdoor physical education facilities. A fourth and related recommendation suggested district, college and community be involved in developing the library and outdoor physical education facilities.

The response of the Self Study indicates that a review of the 1978 plan was completed. The library facility is now complete and ready for occupancy. The outdoor physical education facilities have been delayed due to cost overruns in the bids. Additional facilities are being planned for student services and math/science/engineering. Staff involvement in plan development and specifications was evident.

ANALYSIS AND VALIDATION OF THE SELF STUDY

Observations: Controversy does exist concerning the future use of acreage fronting Fury Lane and the manner in which decisions about its future use will be made. The Cuyamaca Land Use Committee has been formed to address this issue and has been charged with providing the Chancellor and the Board with alternatives and options in the use of the land.

The Self Study is accepted by the staff as a valid description of the major concerns as well as an accurate appraisal of current conditions. The plans described, however, may not properly outline the work ahead for the college with regard to physical resources and this standard.

Conclusions: The future development of Cuyamaca College as a comprehensive college will depend upon adequate building space to locate all facilities anticipated in a facilities master plan. Development of a district-wide plan to provide direction for a facilities plan is required.

RECOMMENDATIONS

1. 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.
2. The College and District should give attention to the development of a process through which adequate and timely response is provided by district maintenance, security and support personnel to meet the service needs of the College.

SUGGESTIONS

1. The District should develop mechanisms for campus personnel to interface more effectively with district personnel responsible for routine maintenance, grounds and security at the College.
2. The District should provide opportunity for the College staff to become more involved in the development of the campus deferred maintenance needs, become more active in developing district priorities for deferred maintenance and in securing both state and local funding for these needs.

STANDARD EIGHT: FINANCIAL RESOURCES

RESPONSES TO RECOMMENDATIONS OF THE PREVIOUS TEAM

The previous team recommended that 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..." The response in the Self Study was directed to the ability of the district to move ahead with facilities planning due to state funding of construction. However, concern was again expressed about the need for "a long term commitment...to provide adequate financial support" for the college. There remains a certain amount of insecurity about the district's commitment.

ANALYSIS AND VALIDATION OF THE SELF STUDY

Observations: The Self Study was generally recognized by college staff as an accurate assessment of the college's performance. The stated plans for this standard do not fully recognize the work needed to better position the college to meet the future needs of the institution.

Concern, as expressed in the Self Study, over the "equitable allocation of resources district wide" was also noted in discussions with college staff. Satisfaction was noted, however, in the matter of fiscal management and internal controls on college finances.

The team also observed that outside finding sources have not been utilized by the Grossmont Cuyamaca district to any significant degree. This would include grant monies available through federal, state and private sources.

Conclusion: The visiting team found that many of the college staff are generally happy with the current budget committee process, but financial planning for the future is difficult since the needs of the college continue to exceed the district's ability to provide adequate resources.

RECOMMENDATIONS

1. 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 should be the driving force in the allocation of resources for the College.

SUGGESTIONS

1. The College and District should continue to expand staff involvement in and understanding of the budget development process.
2. The District and College should review staff and procedures needed for procuring external sources of funding and take the necessary steps to increase this source of revenue.

STANDARD NINE: GOVERNANCE AND ADMINISTRATION

RESPONSE TO RECOMMENDATIONS OF THE PREVIOUS TEAM

In accordance with the 1987 recommendation calling for a joint effort among the board, district administration and Cuyamaca College administration, accomplishments are evident in the expansion of curriculum and the hiring of new faculty and staff.

Progress toward resolving the issue of Cuyamaca's comprehensiveness still remains elusive. A clear statement of Cuyamaca's institutional mission, educational plans and a facilities master plan remain to be developed and stated by the governing board, district administration and college administration.

Efforts to improve working relationships between district and college administration are evident. Deliberations relative to the distribution of AB 1725 funds have had a positive effect on relationships.

Regular and formalized communication among college constituencies and with district officials need to be established in order to further strengthen relationships.

ANALYSIS AND VALIDATION OF THE SELF STUDY

Observations: The college is to be commended for its optimistic attitude toward the development of Cuyamaca into a comprehensive institution. General consensus supports the efforts of the college administration toward improvements in curriculum expansion, staff additions and facilities maintenance and improvements.

The Academic Senate is to be commended for their contributions in the development of the organizational model designed to deliberate the allocation of AB 1725 funds. Further, the Senate's

recent consideration of a "Committee on Committees" should prove of benefit to the college in a re-examination of committee effectiveness.

Classified employees are commended for their efforts to establish a non-bargaining organization to improve communication.

Students are encouraged to continue their efforts to improve campus life through regular communication.

It appears that the mission of the institution remains to be clearly articulated, understood and supported by all campus constituents as well as the district staff and board.

Discussion with various members of the college staff revealed confusion regarding routine procedures for budget, personnel and employee rights and a lack of written, clear procedures for same.

The college is also to be commended for its commitment to shared governance. Representation of all campus personnel on campus committees assures input. However, the viability of a committee structure involving approximately 30 committees, given a limited participant pool, is a concern. The following related issues require review: communication of committee actions, communication of follow-up to committee action, constituent representation, and coordination of committees' charges.

Conclusions: The team commends the administration and college staff for its affirmation of Cuyamaca as a comprehensive college. A great sense of optimism and energy seems apparent among the staff at Cuyamaca. Plans for expansion of programs and staff in student services, instruction and campus facilities will greatly contribute to the completion of the college.

What is not evident is a carefully deliberated process and procedure for the development of a comprehensive institutional long range plan. Such a process and effort will be essential to the institutional effectiveness of Cuyamaca in the future.

RECOMMENDATIONS

1. 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.
2. The college, in conjunction with the district, should codify existing policies and procedures and distribute such documentation to all appropriate personnel.
3. The college should review its committees for possible consolidation, evaluate the function of each committee and provide accountability related to committee actions.

STANDARD TEN: DISTRICT SYSTEM RELATIONSHIPS

RESPONSES TO RECOMMENDATIONS OF PREVIOUS TEAM

The previous team recommended that cooperative working relationships between the two colleges and with the district office needed improvement so that any major programs relocated at Cuyamaca be done with total top level administrative support. The team noted that this issue has not been resolved and there appears to be a continuing need for the Board to reaffirm its commitment to Cuyamaca for necessary support services. Board goals need to be established and communicated so that the two colleges can use these priorities in establishing a cooperative working relationship.

CUYAMACA COLLEGE

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OFFICE OF THE PRESIDENT

November 5, 1992

Dr. John C. Petersen
Executive Director
Accrediting Commission for
Community and Junior Colleges
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Dear Dr. Peterson:

Attached please find our Mid-term Report to the Accrediting Commission for Community and Junior Colleges. As you requested in your telephone conversation with Dr. T. Paul Boatner, our Accreditation Liaison Officer, we have included five copies of the report.

We began the preparation of this document with an all-day campus retreat on March 3, 1992. At this retreat, a table was set up for each of the ten standards. The original Self-study chair and committee for each standard were assigned to the table for the area for which they developed the Self-study information. The remainder of the faculty, staff, students, and administrators in attendance were allowed to go to the table of their interest. The current status of each recommendation was discussed and projects to be included in the Mid-term Report were tentatively outlined. The chairs were then given until the end of the Spring 1992 semester to complete their reports. The Accreditation Liaison Officer pulled these reports together, and met with the various chairs throughout the summer and early fall to edit and fill in any items which were missing. The final report was reviewed by the District Governing Board and approved on November 3, 1992.



CUYAMACA COLLEGE
A BICENTENNIAL CAMPUS




Dr. John C. Petersen
Accrediting Commission
11/05/92

The following persons participated in the preparation of this report in addition to the institutional involvement.

Accreditation Liaison Officer - Dr. T. Paul Boatner
Standard One - Chair, Mr. Lawrence Sherwood
Standard Two - Chair, Ms. Jacquelyn Winn
Standard Three - Chair, Mr. Branch Cox
Standard Four - Chair, Dr. Noelia Vela
Standard Five - Chair, Dr. Therese Botz
Standard Six - Chair, Dr. Ezequiel Cardenas
Standard Seven - Chair, Mr. Charles Hyde
Standard Eight - Chair, Mr. Glyn Rowbotham
Standard Nine - Chair, Ms. Ingrid Tarikas
Standard Ten - Chair, Dr. Marsha Fralick

I do hereby certify that this report has been submitted to and approved by our District Governing Board. A signature page of campus, district, and Board officials is included at the beginning of the report. If further clarification of any item is necessary, please do not hesitate to contact me.

Sincerely,



Samuel M. Ciccati, Ph.D.
President

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enc.

