

**CUYAMACA COLLEGE**

**MID-TERM ACCREDITATION REPORT**

**November 1, 1992**



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October 26, 1992

TO: ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

FROM: CUYAMACA COLLEGE  
2950 Jamacha Road  
El Cajon, CA 92019

This Mid-Term Accreditation Report is submitted for the purpose of response to the recommendations made by the visiting Accreditation Team in October 1989 and provides an update on the status of the plans identified in the institutional self-study. This report incorporates the Recommendations (underlined) made by the visiting team, our Responses to the Recommendations; Accreditation Standards (underlined), for which the college had plans stated in the Self Study Report, a reiteration of those plans, and the Status as of October, 1992 on implementation of the plans. The report has been signed off by the leadership of all campus constituency groups.

We certify that there was broad participation by the campus community, and we believe the Report accurately reflects the current status of Cuyamaca College with respect to both the Accreditation Team recommendations and the plans identified in the institutional self-study.

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Cuyamaca College

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## STANDARD ONE: GOALS AND OBJECTIVES

### RECOMMENDATION 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.

**RESPONSE:** During Professional Development Week in January 1990, Cuyamaca College held an off campus retreat for the purpose of establishing a three year master plan for the college. All full time faculty, classified staff, and administrators were invited to participate. After considerable follow-up work the three year plan was completed and submitted to the Governing Board on September 18, 1990.

The issues of land use at Cuyamaca College, which were raised by the last accreditation visit, and other issues raised by the community brought about the District Governing Board establishment of a District Strategic Planning Committee. This committee was directed to examine the issues of an academic and facilities master plan for the district. After much discussion, the committee recommended that the district hire a consulting firm for the purpose of developing such a plan.

The District Governing Board directed the Strategic Planning Committee to do a search for such consultants. The committee did so, and recommended that MGT Consultants be hired.

Beginning in the Fall of 1990, MGT met with all district constituents, including faculty, staff, and administration. In addition, they met in an all-day retreat with the top administration and Academic Senates of both colleges, and established a steering committee involving representatives from both Academic Senates and the district. Utilizing interviews, surveys, district and outside research data, MGT produced a report consisting of academic and facilities master plans for the years 1991-2005.

The MGT study was completed and a presentation was made to the District Governing Board in March 1991.

At the direction of the Governing Board, the District Strategic Planning Committee was reconvened to study the MGT report and look at areas of implementation. The committee has since established four subcommittees: Academic Master Plan, Facilities Master Plan, Enrollment Management, and East County Performing Arts Center. These committees are working together to examine additional data and produce plans on specific areas of the MGT report. They have met over the last year and submitted reports and recommendations to the Strategic Planning Committee. The reports and recommendations have been reviewed and forwarded to the District Governing Board. It is anticipated that each committee will meet on a regular basis, review all issues in its area of responsibility, and update reports and recommendations on an annual basis.

### **STANDARD 1A - GOALS & OBJECTIVES**

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 institution, are appropriate to the postsecondary population it serves.

**PLANS:** (As stated in the 1989 Self Study Report)

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

**STATUS:** (As of October, 1992) The Goals and Objectives of the College are reviewed annually, and appropriate changes are recommended to the District Governing Board.

### **STANDARD 1B - GOALS AND OBJECTIVES**

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

**PLANS:** (As stated in the 1989 Self Study Report)

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.

**STATUS:** (As of October, 1992) The college district asked MGT Consultants to review this information as a part of its study. With the research completed the District Strategic Planning Committee was directed to plan Cuyamaca College for a projected enrollment of 10,000. The college Academic Master Plan Committee has developed models for the course offerings when the college reaches that number.

### **STANDARD 1C - GOALS & OBJECTIVES**

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

#### **PLANS:** (As stated in the 1989 Self Study Report)

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 Transfer Admission Guarantee (TAG) agreements with other four-year institutions similar to the one with UCSD.

**STATUS:** (As of October, 1992) Cuyamaca College has increased the number of academic counselors since the last accreditation team visit, continues to provide continuing communication between the counseling staff and faculty, and is participating in Transition 2000, a program designed to increase communication between the community college district and the K-12 district served. TAG type agreements have been discussed with other four-year institutions. Responses have been mixed, not because of our efforts, but primarily because of changes in personnel in the four-year colleges.

## **STANDARD TWO: EDUCATIONAL PROGRAMS**

### **RECOMMENDATION 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.

**RESPONSE:** In the Spring semester of 1989, the Cuyamaca College Academic Senate established an Academic Master Plan Committee. The Vice President of Academic Affairs was included on the committee. During the first semester the committee examined community colleges throughout the state which had populations in the 10,000 student range. The main focus was on those courses which were offered in most colleges, including Liberal Arts, Sciences, Math, etc., in addition to common vocational areas offered, such as Business.

The research resulted in a report to the District Governing Board in the Fall of 1989. This report included a thorough analysis of the colleges studied, and recommendations on the approximate number of sections offered in these vital areas when Cuyamaca College reaches 10,000 students.

The committee immediately began the second part of the process by examining the vocational areas offered on these same campuses, with the goal of identifying both the areas into which the college should move, and the approximate number of sections to be offered.

During the same period of time the MGT report was being produced. The existing College Academic Master Plan Committee was recognized as a resource to the District Subcommittee on Academic Master Planning, as well as continuing its original work. This arrangement provides both interaction with the district committee, while at the same time maintaining a level of freedom to explore the college's academic uniqueness.

### **RECOMMENDATION 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.

**RESPONSE:** An ongoing program evaluation process is in place for both Instruction and Student Services. Every instruction and student services program is reviewed over a five year cycle. The information obtained from this evaluation is incorporated into the college planning process. A half-time researcher has been hired and is available to help in program evaluation.

### **STANDARD 2A - EDUCATIONAL PROGRAMS**

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.

**PLANS:** (As stated in the 1989 Self Study Report)

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.

**STATUS:** (As of October, 1992) The District Governing Board has reconfirmed the commitment to develop Cuyamaca College into a comprehensive college. The general education offerings of the college have been increased each semester since the accreditation team visit. These program expansions have included such areas as humanities, religious studies, music, art, and English as a Second Language.

### **STANDARD 2B - EDUCATIONAL PROGRAMS**

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

**PLANS:** (As stated in the 1989 Self Study Report)

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.



**STATUS:** (As of October, 1992) The vocational programs of the college participated in the Walt Brooks study, but this effort was terminated because of "bugs" in the software of the programs. We have been participating in the California Community Colleges' Student Follow-up System since that time. A new researcher position has been added to assist in the process of evaluation of student success. The college has established a committee which will incorporate all existing accountability measures into a comprehensive college accountability plan. The plan will be enhanced with methods of measurement of success in those areas where none currently exist.

The District has affirmed the growth of Cuyamaca College as a major portion of the Strategic Master Plan.

### **STANDARD 2C - EDUCATIONAL PROGRAMS**

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

**PLANS:** (As stated in the 1989 Self Study Report)

Cuyamaca College will continue to develop new articulation agreements with four-year colleges and universities and 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.

**STATUS:** (As of October, 1992) Cuyamaca has met with four-year institutions to update articulation agreements on an on-going basis and to update programs in response to advisory committee recommendations.

### **STANDARD 2D - EDUCATIONAL PROGRAMS**

Through catalogs, bulletins, handbooks, and non-print 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.

**PLANS:** (As stated in the 1989 Self Study Report)

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.

**STATUS:** (As of October, 1992) The college continues to publish a proposed class schedule for the following semester with the current schedule. Program brochures have been simplified in format so that they may be updated annually.

### **STANDARD 2E - EDUCATIONAL PROGRAMS**

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

**PLANS:** (As stated in the 1989 Self Study Report)

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.

**STATUS:** (As of October, 1992) Grading policies for each class are included in the course syllabus. The list of courses for which students may take credit-by-exam are listed each semester in the college class schedule.

### **STANDARD 2F - EDUCATIONAL PROGRAMS**

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.

**PLANS:** (As stated in the 1989 Self Study Report)

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.

**STATUS:** (As of October, 1992) While Cuyamaca College has continued to expand the innovative on-campus programs as well as off campus and community education offerings, the expansion has been at a slower pace than desirable, due to limited resources.

### **STANDARD 2G - EDUCATIONAL PLANS**

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.

**PLANS:** (As stated in the 1989 Self Study Report) (see 2H)

### **STANDARD 2H - EDUCATIONAL PROGRAMS**

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.

**PLANS:** (As stated in the 1989 Self Study Report)

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.

**STATUS:** (As of October, 1992) The college has worked quite hard with the District College of Extended Studies to establish as many opportunities for community education classes as possible on the Cuyamaca College campus. However, the major roadblock has continued to be the lack of available facilities.

### **STANDARD THREE: INSTITUTIONAL STAFF**

#### **RECOMMENDATION 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.

**RESPONSE:** A Classified Senate has been established and now has full participation in the governance structure of the college. The classified staff are welcome to participate in college sponsored staff development programs, although many choose not to. The college holds annual retreats, which involve the participation of the full classified staff and faculty in the planning process. Classified staff also serve on numerous committees including curriculum and general education.

#### **RECOMMENDATION 2:**

The District and the CSEA should seek to resolve outstanding issues and concerns with respect to the implementation of the reclassification study.

**RESPONSE:** There still remains a difference of opinion between the District and CSEA regarding the recommendations of the consultant and the placement of a number of positions after the classifications study.

### **STANDARD 3A - INSTITUTIONAL STAFF**

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

**PLANS:** (As stated in the 1989 Self Study Report)

With the thrust brought about by AB 1725 funding, Cuyamaca College 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 achieve 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 both full-time and part-time faculty will investigate this concern.

**STATUS:** (As of October, 1992) The District and the Academic Senates have agreed upon a new hiring process, as mandated by recent AB 1725 legislation. The college has hired the following staff since the time of the last accreditation visit.

Business Services

Printing Operations Specialist

Senior Custodian

Instruction

Mathematics Instructor

Auto Technology Instructor

Art Instructor

ESL Instructor

Humanities Instructor

Music Instructor

Child Development Instructor

Mathematics Instructor (50%)

Secretary (Dean, Bus. & Voc.Ed.)

Dean, Business & Vocational Educ.

Librarians (2)

Multi-Media Technician Sr.

Student Services

Career/Job Placement Spec.

Learning Disabilities Specialist

Student Services Specialist

Assistant Financial Aid Officer

EOPS Counselor

Matriculation Coordinator/

Counselor

Admissions & Records Assistant

Sr.

Bookstore Purchasing Assistant

New Horizons/CARE Coordinator

Secretary (Dean, Student Services)

Dean, Student Services

Researcher (50%)

**STANDARD 3B - INSTITUTIONAL STAFF**

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

**PLANS:** (As stated in the 1989 Self Study Report)

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.

**STATUS:** (As of October, 1992) The Academic Senate has established a unique system of rating each committee with a point system. Each faculty member is required by the Senate to participate up to a certain point total as a means of equalizing committee work load assignments. This process has worked very well, with a large majority of the faculty buying into the system.

The number of student organizations has continued to increase over the past four years, with several very active organizations coming into existence during that time. Faculty support of these as well as for the clubs existing at the time of the accreditation visit has been strong.

### **STANDARD 3C - INSTITUTIONAL STAFF**

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.

#### **PLANS:** (As stated in the 1989 Self Study Report)

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.

**STATUS:** (As of October, 1992) The college has continued to encourage faculty participation in professional organizations and has increased the amount of money available for attendance at professional conferences. The college has continued what was already a very high quality professional development program, with enhancements for more individualized activities, for those who choose this option. Included each year are workshops aimed at improving classroom teaching skills. The college district and the United Faculty have totally revamped the faculty evaluation process, developed new forms, included a peer component into the evaluations of tenured and adjunct faculty, and instituted a strong four-year tenuring process for all faculty hired after June 1991. The Academic Senate recently instituted an Outstanding Faculty of the Year award to recognize those who, by their example, provide a model for others to follow. The college has continued to give the President's Award each year to one faculty and one classified employee in recognition of their leadership and service to the college.

### **STANDARD 3D - INSTITUTIONAL STAFF**

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.

#### **PLANS:** (As stated in the 1989 Self Study Report)

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.

**STATUS:** (As of October, 1992) The college has added both a Dean of Student Services and a Dean of Business and Vocational Education. The duties of Weekend College Coordinator are being performed by an hourly administrator. Two forty percent release-time administrators have been added in the areas of Liberal Arts and Math/Science/Engineering.

Staffing in Student Services has increased, in spite of tough financial times. Seven full-time faculty have been added since the last accreditation visit. Please see Status report under 3A for list of specific positions added.

### **STANDARD 3E - INSTITUTIONAL STAFF**

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

**PLANS:** (As stated in the 1989 Self Study Report)

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

**STATUS:** (As of October, 1992) The college continues to honor the American Association of University Professors (AAUP) definition of academic freedom.

**STANDARD 3F - INSTITUTIONAL STAFF**

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

**PLANS:** (As stated in the 1989 Self Study Report)

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

**STATUS:** (As of October, 1992) Supervisory and management staff are still in need of formalized training on changes to contractual agreements. It is anticipated that with recent changes in personnel in the district office this will now be implemented. Management personnel are evaluated on a bi-annual calendar, with those positions to be evaluated included in the college goals. These goals are distributed to all employees at the beginning of fall semester. Supervisory personnel are evaluated every year.



## **STANDARD FOUR: STUDENT SERVICES**

### **RECOMMENDATION 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,

**RESPONSE:** Counseling, Career Center, and Tutoring Services have all been moved to the new Learning Resource Center. EOPS, DSPS, and Financial Aid services were relocated to the old library area. However, growth has out paced even these new facilities. Counseling is two offices short of what is needed as of Fall 1992. EOPS and DSPS areas need to be more accessible to wheelchair users. More space is needed for the Transfer Center and the Career/Job Placement Services which have been instituted since the accreditation visit.

A COBCP for a Student Services building was submitted on February 1, 1992, and has received Chancellor's Office approval. The Student Services building is designed to centralize all Student Services departments into that facility.

Until the new Student Services building is completed, the college will do its best to find the needed space for Student Services programs. This will be done by relocating offices as needed using current college facilities.

### **RECOMMENDATION 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,

**RESPONSE:** In the past, a combined Grossmont/Cuyamaca College Schedule was mailed to district residents. This was not found to be a cost effective way of informing the public on course offerings. It was also found that when residents compared the mailed schedules of Cuyamaca College and Grossmont College, they tended to go to Grossmont College, rather than Cuyamaca College. The college will use the TV channel at its disposal and will continue to put the class schedule in public libraries as a means of distributing this information. The Enrollment Management Sub-committee of the District Strategic Planning Committee will be identifying other means of encouraging students from the south end of the District to attend Cuyamaca College, including communication with the public.

### **RECOMMENDATION 3:**

The College should make a concerted effort to expand and maintain ethnic diversity in the student body through outreach, support, and appropriate basic skills instruction for under represented students in its service area.

**RESPONSE:** Cuyamaca College has increased outreach efforts in high schools and has begun outreach programs with elementary schools having very diverse student populations. Additionally, new student groups and organizations such as the Latter-Day Saints Club and the Engineering Club have been developed on campus. As a result of these recruiting activities, the ethnic diversity of the student body has increased. Further efforts will include looking at the ethnic diversity of the student enrollments in local high schools and elementary schools and comparing it with that of the college. Programs will be developed to address the area's demographics. The Cuyamaca College Now program will be expanded to include other schools with high ethnic enrollments. The college's ESL programs need to be funded, developed, and expanded. Information found through the matriculation assessment process will be used to enhance the college's basic skills offerings.

### **STANDARD 4A - STUDENTS SERVICES**

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.

**PLANS:** (As stated in the 1989 Self Study Report)

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.

**STATUS:** (As of October, 1992) Since Fall 1989, a systematic schedule for Student Services Program Review has been operational. All 14 student services programs will have been reviewed by the Spring of 1993. An abbreviated Student Services Program Review and Needs Assessment process will be used thereafter. The abbreviated Student Services Program Review process will include the use of surveys and other needs assessment tools and will be used to evaluate the effectiveness of student services programs.

## **STANDARD 4B - STUDENT SERVICES**

**The institution's programs and services support institutional objectives.**

**PLANS:** (As stated in the 1989 Self Study Report)

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 enrolled 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 scannable 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.

**STATUS:** (As of October, 1992) **Admissions & Records:** Since the Fall of 1989, the college has added one FTE staff member in the Admissions and Records area. The hours of operation have been reviewed and have been found to meet the needs of students.

**Articulation:** With the addition of a 40% articulation officer/counselor, the number of articulation agreements have been expanded as well as the number of universities with whom we have articulation of course work. Cuyamaca College has successfully participated in the California Articulation Numbers System (CAN) and is currently finalizing plans to implement the Intersegmental General Education Transfer Core Certification (IGETC).

**Bookstore:** The college master plan includes the construction of a new Bookstore building.

**Campus Activities/Student Government:** The Campus Activities Program has increased dramatically since the Fall of 1989. More students are involved in Student Government and in a number of new student organizations. The student leadership development program has expanded and has contributed to the overall quality of student life on the campus. The students voted to assess themselves to raise funds for the construction of a new student center. Plans are underway to design the new

center. Construction will begin at a time when sufficient funds have been raised to obtain a loan for the balance of the construction costs.

**Career Center/Job Placement:** A full-time Career Center/Job Placement Specialist position was approved and filled in Fall of 1989. This specialist directs the activities of the center in its new location adjacent to the counseling offices in the Learning Resource Center.

**Counseling and Guidance:** Since the Fall of 1989, two FTE counseling positions and a Dean of Student Services position have been added. With the addition of these staff members, more counselors are available to directly serve students. A transfer center was opened in the Fall of 1991. Services were provided through the center to assist students in the transfer to four-year colleges and universities. The delivery of counseling services has been restructured in such a way that drop-in appointments are now available daily. Additional administrative type duties, originally delegated to counselors, have now been assumed by the new Dean of Student Services.

**DSPS:** A full-time Learning Disabilities Specialist was hired in 1990. With this addition, services, including courses, provided by DSPS have expanded. Some services such as speech therapy are provided by a part-time speech pathologist. A tutoring center for the learning disabled was opened in the Fall 1990. A grant to establish a commercial art training center for the disabled was funded for the 1989-1990 academic year. When the grant expired the support of the program was taken from the general fund and the program has been expanded to all students.

**EOPS:** As a result of recruitment efforts, the EOPS program has almost doubled in the number of students since the last accreditation visit. Staff development training for EOPS staff and leadership training for EOPS students has been a major focus in the last few semesters. This has increased awareness of student needs and has resulted in program improvement.

**Financial Aid:** The number of students served through the Financial Aid Office has increased from 596 in 1988-89 to 986 in 1991-92. A full-time Assistant Financial Aid Officer was hired to address the increasing work load resulting from the increase in student applicants. The number of students participating in work-study has also increased and some off-campus work-study contracts have been developed to enable students to do work that relates more directly to their majors. With the addition of a scholarship committee, financial aid resources for our students has increased. More efforts to increase such resources are continuing.

**Food Services:** The College Master Plan includes the construction of a new Food Services facility.

**Health Services:** A semi-private rest area for student use has been added to the Health Services facility.

**Intercollegiate Athletics:** Ground breaking for the indoor and outdoor Physical Education facilities will take place in Fall 1992 with completion of the outdoor facilities scheduled for late 1993 and indoor for Fall 1994. Golf and Cross Country have been added to the Intercollegiate Athletics Program.

**Publications:** The current student publication, Cuyamaca Sun is being published on a regular schedule. Due to the current budget problems, the newspaper cannot be published more frequently.

**Student Grievances/Due Process:** The Student Grievance and Due Process procedures have been reviewed and modified in such a way as to protect the student advocacy role of the Campus Activities Coordinator. The process involves four separate, impartial levels of review and recommendation, with the final appeal level being with the District Governing Board.

**Tutorial Services:** With the increase in student enrollment at Cuyamaca College, the demand for tutoring services has grown dramatically. Expansion of such services have been made to the extent fiscal resources allow. Both the math lab and reading lab are located near the tutoring center in the new Learning Resource Center.

#### **STANDARD 4C - STUDENT SERVICES**

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

**PLANS:** (As stated in the 1989 Self Study Report)

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.

**STATUS:** (As of October, 1992) The Student Services Staff has grown by 40% since Fall, 1989 to keep pace with increased enrollment. All new staff members hired possess the needed and regulatory required qualifications to provide services.

## **STANDARD 4D - STUDENT SERVICES**

**The institution systematically assesses student basic skills and learning achievement.**

### **PLANS:** (As stated in the 1989 Self Study Report)

When the state-wide matriculation program was instituted, the charge of the Learning Skills Committee was expanded to coordinate efforts 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 Resource 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.

**STATUS:** (As of October, 1992) The goal of the college's Matriculation Committee is to work toward implementation of matriculation services including assessment of basic skills. In the Fall 1991 the Learning Skills Committee was reinstated. Its main goal is "To advise the administration relative to policies and procedures in the specific areas of remedial course work, and skills prerequisites."

## **STANDARD FIVE: COMMUNITY EDUCATION AND SERVICES**

### **RECOMMENDATION 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.

**RESPONSE:** This recommendation has only been partially addressed. The number of College of Extended Studies offerings at Cuyamaca College has been increased. Due to the recent reorganization of the District office, this function will come under the direction of a new person. Meetings are scheduled to address the concerns noted in the accreditation team recommendation.

## **STANDARD 5A - COMMUNITY EDUCATION AND SERVICES**

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

**PLANS:** (As stated in the 1989 Self Study Report)

It is recommended that the College of Extended Studies 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.

**STATUS:** (As of October, 1992) These plans have only been partially implemented. The number of College of Extended Studies courses has been increased as space has allowed. Several continuing education efforts have been made in conjunction with

programs in the college. Faculty participation has not been solicited in existing College of Extended Studies programs. One or two of the programs have added community education type courses, or organized workshops through the College of Extended Studies.

#### **STANDARD 5B - COMMUNITY EDUCATION AND SERVICES**

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

**PLANS:** (As stated in the 1989 Self Study Report)

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.

**STATUS:** (As of October, 1992) The College of Extended Studies has been directed by the District Board to be self-supporting and contribute additional resources to the District. Most offerings of the College of Extended Studies continue to be held at Grossmont College. Efforts will continue to be made to improve this situation. Only minimal efforts have been made to include Cuyamaca College faculty in curriculum development and coordination. Several departments have received funds for cooperative efforts with the College of Extended Studies. Meetings have been scheduled to strengthen relationships between the College of Extended Studies and the colleges and to determine appropriate sharing of resources as a result of these collaborative efforts.

#### **STANDARD 5C - COMMUNITY EDUCATION & SERVICES**

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

**PLANS:** (As stated in the 1989 Self Study Report)

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 services in support of non-Cuyamaca organizations' use of the facility.

**STATUS:** (As of October, 1992) Only limited efforts have been made to promote the use of Cuyamaca College facilities by outside organizations, primarily because of the facilities being nearly totally impacted. On Saturday, when opportunities usually exist for these types of joint efforts on other campuses, almost every room is used either by Weekend College, semester length courses, or telecourse meetings. The college community is very conscious of the need to have outside organizations on campus and will continue to promote the college in this way.

### **STANDARD 5D - COMMUNITY EDUCATION & SERVICES**

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

**PLANS:** (As stated in the 1989 Self Study Report)

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 of Extended Studies should explore methods of increasing Cuyamaca College's awareness of its programs 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.

**STATUS:** (As of October, 1992) The visibility of the staff of the College of Extended Studies at Cuyamaca College has not increased. There still exists a strong tie between the Extended Studies staff and Grossmont College because of its location on that campus. Some efforts have been made to offer a more balanced presentation of the two colleges in the publications from the community education office. These efforts include the development of a new logo which represents the two colleges equally.

## **STANDARD SIX: LEARNING RESOURCES**

### **RECOMMENDATION 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.

**RESPONSE:** The Library has hired a bibliographic instruction librarian to coordinate the library instructional programs. With the addition of a new microcomputer lab the need has arisen for a position to address both hardware and software maintenance as well as supervision of the lab. The increased load in the areas' general equipment maintenance and the addition of a television station will necessitate the addition of a position in these areas. The Learning Resources staff has instituted workshops for students on equipment and services now being offered.

### **STANDARD 6A - LEARNING RESOURCES**

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.

#### **PLANS:** (As stated in the 1989 Self Study Report)

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

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

**STATUS:** (As of October, 1992) The Library/Learning Resources Center is completed and has provided a very much needed addition to the facilities of Cuyamaca College. The facility includes new and additional features such as a microcomputer lab, five language lab stations, six video monitors for telecourse viewing, two group study rooms, and seating for approximately 250 students.

The State provided \$450,000 for equipment and \$250,000 for books. These funds provided a real boost to the collection. However, it has been impossible for the district to keep up with the ongoing costs of maintaining

the collection. The College has made a financial commitment to purchase additional books, but the amount available is not currently allowing the College to even keep pace with the annual weeding out of outdated materials.

Monitors and VCR's have been installed in 50% of the classrooms. Additional equipment is needed in the Listening/Viewing area of the library and in the remaining classrooms.

The library has added two new full-time librarians and one full-time multi-media technician. The intermittent hourly funds have been doubled from 1989 to present, however even this increase has not kept pace with the demand for services.

### **STANDARD 6B - LEARNING RESOURCES**

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

#### **PLANS:** (As stated in the 1989 Self Study Report)

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 week. Also, since the college is relying more and more on inter-library loans, the current process needs to be re-examined 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.

**STATUS:** (As of October, 1992) The process for collection development has been changed since the last accreditation visit, with many of the better elements of the old process being maintained. With the addition of two new librarians, each librarian is responsible for the collection development of a certain group of departments. In this process, the librarians attend department meetings and participate like a department member. This allows them to know immediately what is planned in the way of new classes, even before the proposals are formalized. This lead time allows for a better selection of collection materials. While the college has recently committed to setting aside funds from the normal budget for purchasing books, the budgeting problems of the state has not allowed the college collection to keep pace with the need for updated materials.

## **STANDARD 6C - LEARNING RESOURCES**

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

**PLANS:** (As stated in the 1989 Self Study Report)

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.

**STATUS:** (As of October, 1992) The library collection was expanded, utilizing \$250,000 provided as part of the construction of the library. Although the District has experienced tough financial times, the College Budget Committee has set aside \$10,000 each of the last two years for acquisition of books.

Comparing the fiscal year 88/89 usage with fiscal year 90/91 figures it is evident that the usage of services has increased substantially.

63,433 more items were checked out  
72,134 more people used the library  
3,011 more reference questions were answered  
1,171 more directional questions were answered  
37 more orientations were given  
1,165 more students attended library orientations

## **STANDARD 6D - LEARNING RESOURCES**

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

**PLANS:** (As stated in the 1989 Self Study Report)

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 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 in order to better serve the students and faculty.

**STATUS:** (As of October, 1992) Since the time of the accreditation visit, two full-time librarians and one full-time multi-media clerk have been hired in the library. In addition, the amount of hourly support has been increased. Although the library has received this additional support, the computer lab and multi-media areas are in need of full-time classified staffing. These positions will be addressed in conjunction with college-wide considerations of additional positions.

### **STANDARD 6E - LEARNING RESOURCES**

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

**PLANS:** (As stated in the 1989 Self Study Report)

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

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

**STATUS:** (As of October, 1992) The Library facility has been completed and data resources continue to be adequate. The District information systems will be discarding the present mainframe computer on which the current library automation system is maintained. A District committee has been meeting to examine alternative systems which are available. The College has made available the Wilson Line search system since shortly after moving into the new building and is in the process of adding a second system at this time.

## **STANDARD SEVEN: PHYSICAL RESOURCES**

### **RECOMMENDATION 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.

**RESPONSE:** As is noted in the recommendation, a Cuyamaca College Land Use Committee was existent at the time of the last accreditation visit. Following was the make-up of that committee:

- 2 Community Members (one was chair)
- 2 Governing Board Members
- 1 Cuyamaca College President
- 1 Academic Senate President
- 1 Faculty at Large
- 1 Classified at large
- 1 Student
- 1 Faculty Member - Grossmont College

In January 1990 the Cuyamaca College Land Use Committee completed its research and made recommendations to the District Governing Board. This report served as one of the driving forces behind the establishment of the District Strategic Planning Committee.

A copy of the Land Use Committee recommendations is attached. (Attachment B)

Once MGT consultants were hired, they were directed to perform a facilities analysis as a part of their master plan. The Board of Trustees has accepted the MGT report that incorporates the recommendations of the Cuyamaca College Land Use Committee and appears to be committed to the philosophy of implementing a Master Plan. The District has contracted with an architect, and several meetings have been held to develop a campus master plan for the college.

The MGT report includes a listing of facilities needed by Cuyamaca College as well as a recommendation on the vital issue of land availability at Cuyamaca College, and a time line for completing the campus. These recommendations are based upon projections of district growth.

The District Facilities Master Plan Committee conducted a thorough review of the facilities inventories within the district and has made recommendations for additional facilities and time lines for submittal of COBCP's which the Board has subsequently approved.

## **RECOMMENDATION 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.

**RESPONSE:** The District has assigned maintenance personnel to the Cuyamaca College campus. Grounds now have a stronger reporting relationship the college, while still having a line relationship to the District. Security services continues to report directly to the District, with only advisory ties to the College, a relationship which should be strengthened.

## **STANDARD 7A - PHYSICAL RESOURCES**

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.

**PLANS:** (As stated in the 1989 Self Study Report)

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.

Present 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.

**STATUS:** (As of October, 1992) The lighting associated with the new Library/Learning Resources Center seems to have addressed much of the concern with the dark walkway between the main campus and the parking lots. Campus Police continue to provide escort services, when requested.

All custodial positions are currently filled. One additional position was recently added by moving the full-time custodian from Theater East (formerly East County Performing Arts Center) to Cuyamaca College.

Space in the old Library has been allocated, based on recommendations of the campus Facilities Utilization Committee. Two rooms have been assigned to the Art Department. Financial Aid, Disabled Students Services, and EOPS have been moved from a trailer into these more permanent facilities. Plans have been submitted for a new Student Services building, which will eventually house these services in a permanent facility.

CalTrans is proceeding with their plans to widen Jamacha Boulevard in front of the college. With this in mind, the District has submitted plans for an entrance to the college from Fury Lane. It is currently ranked very high on the capital outlay projects for the state.

## **STANDARD 7B - PHYSICAL RESOURCES**

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

**PLANS:** (As stated in the 1989 Self Study Report)

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.

**STATUS:** (As of October, 1992) The District Facilities Master Plan Committee has recommended that a COBCP for the Math/Science/Engineering building be



submitted in February 1994. The Student Services building COBCP was submitted in February 1992, and has been approved by the State Chancellor's Office, but is low on the list of projects and may not get immediate funding. After the report by MGT and Associates, and additional review by the District Strategic Planning Committee, the District Board has included the reserved portion of land in the space needed for the master plan of the college. The College is currently working with an architect to develop a campus master plan.

## **STANDARD EIGHT: FINANCIAL RESOURCES**

### **RECOMMENDATION 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, including a growth policy and plan, should be the driving force in the allocation of resources for the College.

**RESPONSE:** Since the MGT report was received, the District has been in the process of working through the recommendations. A subcommittee of the District Strategic Planning Committee was established to examine the enrollment of the District and determine the future growth patterns of the colleges. As a result of this study, the Strategic Planning Committee recommended and the District Board adopted an enrollment cap on Grossmont College with future growth in the district directed to Cuyamaca College.

The District has established a District Budget Planning Committee which has been meeting on a regular basis. Models for a defined allocation system will be discussed by this committee.

## **STANDARD 8A - FINANCIAL RESOURCES**

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

**PLANS:** (As stated in the 1989 Self Study Report)

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

**STATUS:** (As of October, 1992) Cuyamaca College has made significant strides toward becoming a more comprehensive campus. While allocation formulas have not yet been established, the groundwork has been clearly laid for a strong future for the college, both in terms of Governing Board support and commitment for facilities to complete the campus.

## **STANDARD 8B - FINANCIAL RESOURCES**

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

**PLANS:** (As stated in the 1989 Self Study Report)

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

**STATUS:** (As of October, 1992) The College continues to operate on a sound financial management basis, and has remained within the adopted budget.

## **STANDARD 8C - FINANCIAL RESOURCES**

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

**PLANS:** (As stated in the 1989 Self Study Report)

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.

**STATUS:** (As of October, 1992) The California Legislature continues to wrestle with the long range funding of community colleges. The College has continued to increase grant proposals and has been very successful in the last several years in being awarded grants. The College has been extremely successful in attracting the 18-23 year old students. The number of these students has continued to increase every semester.

## **STANDARD NINE: GOVERNANCE AND ADMINISTRATION**

### **RECOMMENDATION 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.

**RESPONSE:** Beginning with the development of the College's three-year plan, all college constituents have been included in the planning process. The planning process begins with an all day retreat including faculty, staff, students, and administration. The entire process continues with full involvement, through representation on the President's Advisory Council (PAC) by all constituent groups

When MGT Consultants gathered their information, they held both group and individual meetings and conferences with faculty, staff, students, and administration. The college held an all campus meeting to kick off the process, two faculty served on the MGT steering committee, and a campus coordinating group, with all constituent groups involved, was utilized throughout the process.

At the district level the Strategic Planning Committee, with representatives from all district constituents, will continue to meet on a regular basis in the future. Subcommittees of this group, also representing various constituent groups, have been established to address specific issues with regard to the many aspects of the district and institutional master plans.

Since the publication of the accreditation report a number of innovative ways to address the above recommendation have surfaced. AB 1725 provided a state mandated structure for shared governance. Responsibility for budget, facility use, enrollment management, land use, etc., are shared by faculty, staff, and the administration at both campuses. The Strategic Planning Committee was formed (with four subcommittees) to address these issues, and to establish a master plan for the District.

The concept of shared governance encouraged the Academic Senates at both Colleges to work together more closely, and as a result, joint Senate meetings are scheduled every semester and communication between departments at the two Colleges has increased. For example, a Master Curriculum is being planned to label like classes similarly, and a combined athletic programs committee made recommendations to the Board regarding non-duplication of sports, based on community need, budget, and educational goals.

On the campus a shared governance model has been developed and agreed to by the College President, administrative staff, Academic Senate, Classified Senate, and Associated Students. This model delineates the role of each constituency group and the manner in which decisions are made and the college is governed.

A Classified Senate has been established parallel to the structure of the Academic Senate, giving the classified staff a vehicle through which to provide representation on institutional issues.

**RECOMMENDATION 2:**

The College, in conjunction with the District, should codify existing policies and procedures and distribute such documentation to all appropriate personnel.

**RESPONSE:** The College, and the District, have taken steps to codify existing procedures and policies. At Cuyamaca, a Faculty Handbook is updated every year and distributed to all new faculty at the beginning of their first semester. Through the Campus Activities office, Student Rights and Responsibilities were codified and made available to students through the Student Handbook. A Matriculation Handbook, distributed to all new students at an Assessment and Orientation session, provides students with policies relating to registration, assessment, student services available, associate degree, and transfer requirements.

Additionally, a Safety Handbook was developed and distributed to all faculty and staff, including part-time and work-study employees. Every employee was required to sign off that he/she had read and understood the safety guidelines presented in the booklet. The recent "Worker Right to Know" state law resulted in an ongoing series of workshops on hazardous materials in the work place. A District AIDS committee formalized a policy on handling life-threatening disease.

The District has adopted policies and procedures to establish equivalencies for the State minimum qualifications for instruction within each department, in a manner which eliminates unnecessary and cumbersome restrictions.

Finally, an existing Emergency Information brochure has been supplemented by development of guidelines to handle crises on campus.

**RECOMMENDATION 3:**

The College should review its committees for possible consolidation, evaluate the function of each committee and provide accountability related to committee actions.

**RESPONSE:** In response to the above recommendation, a Committee on Committees was established to evaluate the existing committee structure. A booklet was produced, titled Cuyamaca College Committees and Councils, which lists every existing committee by category, charge, representation, meeting dates, etc. There are now five categories of committees. The first category is Councils, membership on which is determined by job description, e.g. Administrative Staff, and President's Advisory Committee (PAC.) The second category is College Committees. Academic Senate committees is the third category. The fourth category is Student Clubs and Organizations. A final category includes all known District Committees. A grid was established that lists each faculty member and all the committees to which he or she is assigned each academic year. The grid provides a more formal way for faculty to select committees on which they wish to serve, and also to demonstrate faculty participation. Given a limited participant pool, and the demands made by shared governance, this process attempts to keep in check the flood of committee assignments that engulf faculty and staff. To prevent a casual proliferation of committees, the College implemented a procedure that requires every proposed committee to be approved by the President's Advisory Council.

Committee actions which have institutional significance are brought to the President's Advisory Council to be discussed and approved.

#### **STANDARD 9A - GOVERNANCE AND ADMINISTRATION**

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.

#### **PLANS:** (As stated in the 1989 Self Study Report)

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 College, 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.

**STATUS:** (As of October, 1992) The District Governing Board has increased their visibility on the Cuyamaca College Campus, with individual Board members attending most functions on the campus. As a result of new members being elected to the Board, several now live in the area and are more familiar with the issues of the College.

Space in the new library building has not allowed for meetings on the Cuyamaca College campus more frequently than had been the pattern in the past. The Board meets twice a year on the Cuyamaca College campus. A new Chancellor will begin her duties in the next few months, and will be encouraged to be more visible on the Cuyamaca campus.

### **STANDARD 9B - GOVERNANCE AND ADMINISTRATION**

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.

**PLANS:** (As stated in the 1989 Self Study Report)

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 Business and 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 Business and 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.

**STATUS:** (As of October, 1992) In an effort to continue to provide an effective teaching and learning environment, the college hired a Dean of Business & Vocational Education and a Dean of Student Services in 1989. Both positions provide the leadership necessary for growth in their respective areas.

Demonstrating a commitment to the concept of a comprehensive college, the District has submitted plans to the State Chancellor's Office for a new Student Services building. These plans have been approved by the Chancellor's Office. Construction of the new indoor and outdoor Physical Education facilities, although delayed, is expected to begin in the Fall 1992 semester. Requests for a Student Services building and the remodeling of the N building were submitted in February 1992. A request to construct a child care facility will be submitted in February 1993. A request to construct a Math/Science/Engineering building will be submitted in February 1994.

To increase public awareness of programs at Cuyamaca College, a number of outreach activities have been instituted. Among these are an annual open house, an annual single parent conference, and the Cuyamaca College NOW program.

## **STANDARD 9C - GOVERNANCE AND ADMINISTRATION**

**The role of faculty in institutional governance is clearly defined.**

**PLANS:** (As stated in the 1989 Self Study Report)

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 College grows, the Board and District will equitably allocate their time to understand the concerns and needs of Cuyamaca College.

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.



**STATUS:** (As of October, 1992) The faculty continues to be integrally involved in institutional governance through participation in District and College committees, the Faculty Senate, and the voice of department chairs. Adjunct faculty participation in institutional governance has increased since the time of the accreditation team visit. A shared governance model was developed and agreed to by the College President, administrative staff, Academic Senate, Classified Senate, and Associated Students. This model delineates the role of each constituency group and the manner in which decisions are made and the college is governed.

### **STANDARD 9D - GOVERNANCE AND ADMINISTRATION**

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

**PLANS:** (As stated in the 1989 Self Study Report)

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.

**STATUS:** (As of October, 1992) In an effort to include all college staff in institutional governance, the Governing Board recently approved the establishment of a Classified Senate. Intended to provide a parallel to the Academic Senate, the Classified Senate provides a forum for discussion of issues that concern the classified staff and representation on institutional committees.

The Associated Students of Cuyamaca College (ASCC) appoints student representatives to all major College and District committees. With the appointment

of a Campus Activities Coordinator the ASCC has become more visible in the college community. The recruitment and subsequent participation of interested students in the ASCC continues to be an important goal of the program.

Both the Classified Senate and the Associated Students have a role in the governance of the institution, as defined in the recently adopted college governance model.

## **STANDARD TEN: DISTRICT OR SYSTEM RELATIONSHIPS**

### **RECOMMENDATION 1:**

The College and District should clarify lines of communication and areas of responsibility regarding district employees working on the college campus.

**RESPONSE:** Services such as maintenance, grounds, security, and warehouse operations remain centralized at the District level. Some progress has been made in clarifying lines of communication and areas of responsibility in the operation of the grounds unit. There is now a supervisor of grounds on campus. This new arrangement has resulted in better services and communication between the College and the District.

In the other areas of maintenance, security, and warehouse operations, the status quo has been maintained with management at the District level. Some problems continue with communication and the efficient provision of services to the campus.

Future plans are uncertain because of reorganization which is still going on in the District office.

### **RECOMMENDATION 2:**

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.

**RESPONSE:** The District Research Office was very much involved in providing information to MGT Consultants in the study and analysis of future district growth projections. The District Research Office was represented on the MGT steering committee. The subcommittee of the District Strategic Planning Committee was chaired by the Associate Director of Information Systems. This subcommittee examined and updated projected enrollments for the next decade. There is now a consensus regarding the necessary role of projections in the planning process and this aspect is clearly moving ahead.

The District Research Office has published a "Fact Book" which provides data on enrollment, courses, staff, and fiscal matters for the district and college planning committees.

Each college now has a researcher with a portion of their time assigned to analyze enrollment and projection data in support of the planning process.

### **RECOMMENDATION 3:**

The District should provide, as part of a comprehensive master plan, a growth policy and plan.

**RESPONSE:** MGT Consultants were hired to develop a master plan for the District with input from all constituent groups. Part of the master plan which was developed included the recommendation that Grossmont College cap enrollment at around 18,000 students and that future growth be directed to Cuyamaca College. The Strategic Planning Committee, after reviewing information from various subcommittees, recommended this plan to the District Board, where it was adopted.

The Facilities Master Plan and Academic Master Plan subcommittees have made recommendations for implementing the enrollment management plan. These recommendations have been adopted by the District Board.

### **STANDARD 10A - DISTRICT OR SYSTEM RELATIONSHIPS**

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.

#### **PLANS:** (As stated in the 1989 Self Study Report)

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.

**STATUS:** (As of October, 1992) No progress has been made on an official set of objectives or policies which define the system-college relationships. While lines of authority are quite clear, delineation of responsibilities between the College and the District are not clearly stated.

### **STANDARD 10B - DISTRICT OR SYSTEMS RELATIONSHIPS**

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

**PLANS:** (As stated in the 1989 Self Study Report)

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.

**STATUS:** (As of October, 1992) While the Curriculum Committee meeting minutes are not sent to all faculty, because of financial considerations, and there is no faculty reading room, the other plans have been implemented.

### **STANDARD 10C - DISTRICT OR SYSTEMS RELATIONSHIPS**

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

**PLANS:** (As stated in the 1989 Self Study Report)

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.

**STATUS:** (As of October, 1992) The District has only recently established an organized process for facilities planning and budgeting. With a new Chancellor being hired, these processes may be re-evaluated. There is not yet an organized system for development and evaluation.

The minutes of the Curriculum Committee meetings and Program Review Committee meetings are not distributed, because of financial constraints. The issue of land use has been dealt with, and the College is now in the process of working

with an architect on the development of a long range campus master plan. The District Strategic Planning Committee has become the long range planning committee for the district.

### **STANDARD 10D - DISTRICT OR SYSTEMS RELATIONSHIPS**

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

#### **PLANS:** (As stated in the 1989 Self Study Report)

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.

**STATUS:** (As of October, 1992) The District has published an update to the United Faculty contract, but is in need of distributing copies of recent modifications. An updated copy of the CSEA contract has not been received since the last accreditation visit. A management handbook has been developed and distributed to all Management personnel.

