Institutional Self-Evaluation Report
in Support of
Reaffirmation of Accreditation

Submitted by:
Cuyamaca College
900 Rancho San Diego Parkway
El Cajon, CA 92019

Submitted to:
Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

Date Submitted:
July 1, 2019

DRAFT
MAY 2019
ACCREDITATION STEERING COMMITTEE

Charge
The Accreditation Steering Committee (ASC) develops, coordinates, and implements the process for development of the Institutional Self-Evaluation Report in support of accreditation reaffirmation and preparation for site visits scheduled by ACCJC. The ASC establishes timelines and oversees the process for completion of the ISER and Quality Focus Essay (QFE), including but not limited to:

• Training and organization of work groups and writing teams for each accreditation standard,
• Gathering of information, documentation, and evidence, and
• Writing and editing the final ISER and QFE documents.

In collaboration with the Institutional Effectiveness Council, the ASC ensures compliance with the accreditation standards and advances a culture of evidence and continuous quality improvement across the College. In order to achieve this, ASC is responsible for the following:

• Facilitating accreditation-related training for the campus community,
• Making recommendations to appropriate campus committees, councils, and departments to ensure that accreditation standards are integrated into college structures and processes,
• Monitoring of actionable improvement plans arising from the self-evaluation process,
• Assessing progress on the QFE, and
• Ensuring any recommendations made by the peer review team are addressed.

Committee Members
Bri Hays, Senior Dean of Institutional Effectiveness, Success, and Equity/ALO
Marvelyn Bucky, Professor of English/Faculty Accreditation Co-Chair

Administrators
Pat Setzer, Vice President of Instruction
Jessica Robinson, Vice President of Student Service
Sahar Abushaban, Vice President of Administrative Services
Kerry Kilber-Rebman, Dean of Learning and Technology Resources

Faculty
Kim Dudzik, Professor of Biology/Academic Senate President
Steve Weinert, Professor of Psychology
Robert Stafford, Professor of English

Classified Staff
Ariane Ahmadian, Senior Admissions and Records Assistant/Classified Senate President
Valeri Wilson, Executive Assistant to the President
Brittany Gardner, Specialty Lab Technician
Rana Al-Shaikh, Business Services Specialist

Students
Jesus Suarez, Student/Associated Student Government President
Resources
Katie Cabral, Campus-Based Researcher

Revised: (Pending) May 17, 2019
Institutional Self-Evaluation Report Certification

To: Accrediting Commission for Community and Junior Colleges
   Western Association of Schools and Colleges

From: Cuyamaca College
       900 Rancho San Diego Parkway
       El Cajon, CA  92129

This Institutional Self-Evaluation Report is submitted to ACCJC for the purpose of assisting in the determination of the institution’s accreditation status. We certify that there was broad participation by the campus community, and we believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

_____________________________________
Julianna Barnes, Ed.D.
President
Cuyamaca College

________________________
Cindy Miles, Ph.D.
Chancellor
Grossmont-Cuyamaca Community College District

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Linda Cartwright
President
GCCCD Governing Board

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Bri Hays
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Senior Dean, Institutional Effectiveness, Success, and Equity

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Kim Dudzik
President
Academic Senate

________________________
Jesus Suarez
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________________________
Arianne Ahmadian
President
Classified Senate

________________________
Marvely Bucky
Accreditation Faculty Co-Chair
English Department
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A. INTRODUCTION

History of the College

Celebrating its 40th anniversary in 2018-19, Cuyamaca College is an accredited, comprehensive institution serving more than 9,000 students each semester and offering more than 90 degree and 70 certificate programs to a wide array of students – 40 percent of whom are 25 years old or older.

Cuyamaca College is one of two colleges in the Grossmont-Cuyamaca Community College District, which serves what is commonly referred to San Diego’s East County. Situated on 165 picturesque acres that were once part of the Old Monte Vista Ranch, Cuyamaca College officially opened on August 28, 1978, with an enrollment of 1,947 students and nine associate degree programs. The initial plan was for the campus to serve primarily as a vocational school for the Grossmont-Cuyamaca Community College District, but faster-than-expected urbanization resulted in greater growth potential than was originally planned. Facilities and education programs were expanded. The goal of becoming a fully comprehensive community college became firmly established. Today, Cuyamaca College is an educational leader that through four decades has awarded more than 4,099 degrees and 940 certificates over the past five years and is home of the Center for Water Studies, the Heritage of the Americas Museum, the Water Conservation Garden. The College is also home to an award-winning horticulture department that in 2018 launched the first viticulture apprenticeship program of its kind in California.

Responsible fiscal stewardship coupled with funds secured through Proposition R – a voter-approved, $208 million construction bond measure in 2002 – resulted in the construction of several new facilities, including the Communication Arts Building (Building C), the Science and Technology Center (now the Wendell Cutting Center), and the Student Services Building (Building I). Proposition V – a voter-approved, $398-million measure in 2012 – is paving the way to continue the work started with Proposition R, including a new Student Services and Administration Building housing a Welcome Center, financial aid offices, admissions, counseling services, DSPS, CalWORKS, administration, and more. Construction on the $34-million project is scheduled to begin by fall 2019, with a targeted completion date of summer 2021. In addition, Proposition V is financing a renovated Ornamental Horticulture Center and two new greenhouses, a $13.7-million project slated for completion in summer 2020. Meanwhile, Cuyamaca College is nearly tripling the size of its Veterans Resource Center and a state grant is paying for a part-time Veterans Resource Center coordinator, several new computers, a food pantry for veterans and their families, an expanded textbook library, and an ‘academic survival kit’ complete with a flash drive, calculator, stationery, and pens, pencils and highlighters.

Advancing Student Equity

Cuyamaca College is a recognized innovator, as evidenced by the 2018 Dr. John W. Rice Diversity & Equity Award from the California Community Colleges Chancellor’s Office for the college’s cutting-edge acceleration initiatives that are creating seamless pathways to completing college-level math and English classes while eliminating equity gaps, efforts which helped fuel support for California’s AB 705 legislation. In fact, Cuyamaca was the first community college in California to undertake a full-scale transformation in math. In fall 2016, it began using
students’ high school GPA and math coursework for placement, instead of relying on standardized tests that have proven to be unreliable indicators of student success, retention, and completion. It also replaced the previous one-size-fits-all remedial course sequence with math pathways where underprepared students enroll in the transferable, college-level math course for their major, with tailored co-requisite support. The vast majority of Cuyamaca College students can now complete their baccalaureate math requirements in one semester, instead of up to five semesters under the previous policies. Underprepared students’ completion of transfer-level math increased from 10 percent to 67 percent in one year, dramatically improving their chances of earning a degree and transferring to a four-year university.

The results from Cuyamaca College illustrate what students can achieve when colleges transform remediation, and Cuyamaca has been honored by the California Acceleration Project for its stunning successes. Among first-time students in the concurrent support classes, completion was higher across all math pathways and all racial and ethnic groups than in traditional remediation:

- Six times higher for students taking business and STEM courses (from 10 percent to 59 percent)
- Seven times higher for students in taking statistics (from 10 percent to 69 percent)
- Four times higher for Latino students (from 15 percent to 65 percent)
- Five times higher for white students (from 16 percent to 76 percent)
- Nine times higher for African American students (from 6 percent to 55 percent)

Cuyamaca College saw its largest gains among students who previously would have taken three or more remedial classes: their completion increased from 4 percent in two years to 56 percent in one year. Most students now complete math requirements in one semester, and students in math-intensive majors take, at most, one class that does not count toward a bachelor’s degree. Indeed, Cuyamaca College’s vision of Learning for the Future emphasizes its innovative, forward-thinking approach to education, and its 2016-2022 strategic plan and priorities, including its three “big bets” of accelerated basic skills, guided student pathways, and student validation and engagement codifies its commitment in this area.

Besides sending students to some of the top four-year colleges and universities in the country, Cuyamaca College is opening the doors to upward social and economic mobility through specialized career education programs (also known as career technical education, or CTE) in Accounting, CADD Technology, Computer and Information Sciences, Environmental Health and Safety, Graphic Design, Paralegal Studies, Real Estate, and more. Cuyamaca College most recently secured Strong Workforce Stars in Automotive Technology, where students were seeing a 66 percent increase in earnings; Environmental Technology, where 85 percent of students attained the regional living wage; Business and Commerce, where 63 percent of students experienced an increase in earnings; Real Estate, where 53 percent of students experienced an increase in earnings; Water and Wastewater Technology, where 84 percent of students attained the regional living wage; Office Technology, where students experienced a 112 percent increase in earnings; Computer Technology, where 85 percent of students attained the regional living wage; and Graphic Arts, where students experienced a 78 percent increase in earnings.
Cuyamaca College currently serves approximately 4,900 students through career education programs, and Cuyamaca’s successes in this area are in line with the California Community Colleges’ $200-million Strong Workforce Program, created by Assembly Bill 1602 in 2016-17 to expand and improve career education throughout the state.

Cuyamaca Milestones

Center for Water Studies
Touted as among the premier water and wastewater training facilities in California, Cuyamaca College’s Center for Water Studies relocated in 2018 to a renovated complex complete with new classrooms, a water quality analysis laboratory and a workshop for back-flow, cross-connection controls and related skills-based courses. The complex complements an adjacent state-of-the-art field operations skills yard opened earlier in the year with an above-ground water-distribution system and an underground wastewater collection system providing students with the kind of challenges they will face in today’s complex water and wastewater facilities. The Grossmont-Cuyamaca Community College District’s Proposition V construction bond covered approximately $1.2 million to gut and reconstruct the renovated building, and funds from the college’s National Science Foundation “California WaterWorks: Building the People Pipeline” grant helped pay for tools and equipment to foster a learn-by-doing environment. The Field Operations Skills Yard was built through approximately $200,0000 from a California Community Colleges Strong Workforce grant, more than $70,000 from the National Science Foundation grant, and approximately $130,000 in pipe fittings, valves, meters and other equipment donated by water industry manufacturers and distributors. The Center for Water Studies is having a major impact in a region where water industry officials are looking to replace more than 1,200 industry employees already at or nearing retirement age.

Hispanic Serving Institution
Cuyamaca College in summer 2016 was awarded a nearly $2.6 million, five-year, federal Title V Hispanic Serving Institution grant to raise achievement for Latino students and expand their educational opportunities. In the fall of that same year, Cuyamaca College received a five-year grant totaling nearly $6 million through the U.S. Department of Education’s Hispanic Serving Institutions STEM and Articulation Program to boost the number of science, technology, engineering, and mathematics graduates who transfer to the California State University and University of California systems.

Men of Color
Cuyamaca College in 2015 joined a national consortium dedicated to improving student success among men of color in community colleges. The National Consortium on College Men of Color, a project of the Minority Male Community College Collaborative, also known as M2C3, provides opportunities for member campuses to exchange ideas through webinars, discussion boards, and a symposium held annually in San Diego.
**Kumeyaay Studies**

Cuyamaca College became among the first community colleges in California to offer a degree program focusing on the language, culture, and history of a specific Native-American tribe when it unveiled its associate degree program in Kumeyaay Studies in 2015.

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**Student Enrollment Data**

Figure 1. Cuyamaca Student Headcount and Full-Time Equivalent Students (FTES)

![Graph showing student enrollment data]

Source: GCCCD Information System

<table>
<thead>
<tr>
<th>Distance Education Status</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-Campus Only</td>
<td>8,011</td>
<td>7,652</td>
<td>7,394</td>
<td>7,280</td>
<td>6,796</td>
</tr>
<tr>
<td>Online Only</td>
<td>2,267</td>
<td>2,272</td>
<td>2,574</td>
<td>2,807</td>
<td>3,024</td>
</tr>
<tr>
<td>On-Campus and Online</td>
<td>2,532</td>
<td>2,553</td>
<td>3,142</td>
<td>3,482</td>
<td>3,470</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12,810</strong></td>
<td><strong>12,477</strong></td>
<td><strong>13,110</strong></td>
<td><strong>13,569</strong></td>
<td><strong>13,290</strong></td>
</tr>
</tbody>
</table>

Source: GCCCD Information System; online includes hybrid courses
Instructional Offerings

Figure 2. Cuyamaca College Section Count by Distance Education Status

Source: GCCCD Information System
Figure 3. Cuyamaca College Section Count by Transfer Status

<table>
<thead>
<tr>
<th></th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Transferrable</td>
<td>390</td>
<td>393</td>
<td>454</td>
<td>447</td>
<td>437</td>
</tr>
<tr>
<td>Transferrable to CSU Only</td>
<td>179</td>
<td>147</td>
<td>167</td>
<td>162</td>
<td>162</td>
</tr>
<tr>
<td>Transferrable to CSU and UC</td>
<td>137</td>
<td>112</td>
<td>134</td>
<td>139</td>
<td>121</td>
</tr>
</tbody>
</table>
### Student Demographic Data

Table 2. Cuyamaca Student Headcount by Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American/Black</td>
<td>513</td>
<td>502</td>
<td>586</td>
<td>532</td>
<td>501</td>
</tr>
<tr>
<td></td>
<td>6%</td>
<td>5%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>American Indian</td>
<td>38</td>
<td>39</td>
<td>48</td>
<td>53</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Asian</td>
<td>284</td>
<td>292</td>
<td>313</td>
<td>315</td>
<td>280</td>
</tr>
<tr>
<td></td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Filipino</td>
<td>221</td>
<td>230</td>
<td>256</td>
<td>238</td>
<td>204</td>
</tr>
<tr>
<td></td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>2,881</td>
<td>2,928</td>
<td>3,312</td>
<td>3,180</td>
<td>3,040</td>
</tr>
<tr>
<td></td>
<td>33%</td>
<td>32%</td>
<td>33%</td>
<td>33%</td>
<td>34%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>41</td>
<td>32</td>
<td>37</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>White</td>
<td>3,981</td>
<td>4,264</td>
<td>4,484</td>
<td>4,411</td>
<td>4,121</td>
</tr>
<tr>
<td></td>
<td>45%</td>
<td>47%</td>
<td>45%</td>
<td>46%</td>
<td>46%</td>
</tr>
<tr>
<td>Two or More</td>
<td>673</td>
<td>741</td>
<td>789</td>
<td>746</td>
<td>707</td>
</tr>
<tr>
<td></td>
<td>8%</td>
<td>8%</td>
<td>8%</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Unknown/Other</td>
<td>133</td>
<td>117</td>
<td>92</td>
<td>82</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>8,765</td>
<td>9,145</td>
<td>9,917</td>
<td>9,586</td>
<td>9,002</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: GCCCD Information System
Table 3. Cuyamaca Student Headcount by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>4,633</td>
<td>4,933</td>
<td>5,367</td>
<td>5,229</td>
<td>4,926</td>
</tr>
<tr>
<td></td>
<td>53%</td>
<td>54%</td>
<td>54%</td>
<td>55%</td>
<td>55%</td>
</tr>
<tr>
<td>Male</td>
<td>4,078</td>
<td>4,130</td>
<td>4,423</td>
<td>4,242</td>
<td>3,960</td>
</tr>
<tr>
<td></td>
<td>47%</td>
<td>45%</td>
<td>45%</td>
<td>44%</td>
<td>44%</td>
</tr>
<tr>
<td>Unknown/Other</td>
<td>54</td>
<td>82</td>
<td>127</td>
<td>115</td>
<td>116</td>
</tr>
<tr>
<td></td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Total</td>
<td>8,765</td>
<td>9,145</td>
<td>9,917</td>
<td>9,586</td>
<td>9,002</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: GCCCD Information System

Table 4. Cuyamaca Student Headcount by Age

<table>
<thead>
<tr>
<th>Age (Years)</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 20</td>
<td>2,219</td>
<td>2,386</td>
<td>2,982</td>
<td>2,800</td>
<td>2,599</td>
</tr>
<tr>
<td></td>
<td>25%</td>
<td>26%</td>
<td>30%</td>
<td>29%</td>
<td>29%</td>
</tr>
<tr>
<td>20-24</td>
<td>2,994</td>
<td>3,053</td>
<td>3,085</td>
<td>2,984</td>
<td>2,717</td>
</tr>
<tr>
<td></td>
<td>34%</td>
<td>33%</td>
<td>31%</td>
<td>31%</td>
<td>30%</td>
</tr>
<tr>
<td>25-39</td>
<td>2,298</td>
<td>2,418</td>
<td>2,504</td>
<td>2,443</td>
<td>2,356</td>
</tr>
<tr>
<td></td>
<td>26%</td>
<td>26%</td>
<td>25%</td>
<td>25%</td>
<td>26%</td>
</tr>
<tr>
<td>40+</td>
<td>1,254</td>
<td>1,288</td>
<td>1,346</td>
<td>1,359</td>
<td>1,330</td>
</tr>
<tr>
<td></td>
<td>14%</td>
<td>14%</td>
<td>14%</td>
<td>14%</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>8,765</td>
<td>9,145</td>
<td>9,917</td>
<td>9,586</td>
<td>9,002</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: GCCCD Information System
### Table 5. Cuyamaca Student Headcount by Economically Disadvantaged Status

<table>
<thead>
<tr>
<th>Status</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economically Disadvantaged</td>
<td>5,668</td>
<td>5,910</td>
<td>6,097</td>
<td>6,063</td>
<td>5,573</td>
</tr>
<tr>
<td></td>
<td>65%</td>
<td>65%</td>
<td>61%</td>
<td>63%</td>
<td>62%</td>
</tr>
<tr>
<td>Not Economically Disadvantaged</td>
<td>3,097</td>
<td>3,235</td>
<td>3,820</td>
<td>3,523</td>
<td>3,429</td>
</tr>
<tr>
<td></td>
<td>35%</td>
<td>35%</td>
<td>39%</td>
<td>37%</td>
<td>38%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8,765</strong></td>
<td><strong>9,145</strong></td>
<td><strong>9,917</strong></td>
<td><strong>9,586</strong></td>
<td><strong>9,002</strong></td>
</tr>
<tr>
<td></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: GCCCD Information System

### Table 6. Cuyamaca Student Headcount by Disability Status

<table>
<thead>
<tr>
<th>Status</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Least One Disability</td>
<td>779</td>
<td>748</td>
<td>811</td>
<td>829</td>
<td>743</td>
</tr>
<tr>
<td></td>
<td>9%</td>
<td>8%</td>
<td>8%</td>
<td>9%</td>
<td>8%</td>
</tr>
<tr>
<td>No Disabilities</td>
<td>7,986</td>
<td>8,397</td>
<td>9,106</td>
<td>8,757</td>
<td>8,259</td>
</tr>
<tr>
<td></td>
<td>91%</td>
<td>92%</td>
<td>92%</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8,765</strong></td>
<td><strong>9,145</strong></td>
<td><strong>9,917</strong></td>
<td><strong>9,586</strong></td>
<td><strong>9,002</strong></td>
</tr>
<tr>
<td></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: GCCCD Information System

### Table 7. Cuyamaca Student Headcount by Veteran Status

<table>
<thead>
<tr>
<th>Status</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veteran</td>
<td>468</td>
<td>433</td>
<td>380</td>
<td>357</td>
<td>343</td>
</tr>
<tr>
<td></td>
<td>5%</td>
<td>5%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Not a Veteran</td>
<td>8,297</td>
<td>8,712</td>
<td>9,537</td>
<td>9,229</td>
<td>8,659</td>
</tr>
<tr>
<td></td>
<td>95%</td>
<td>95%</td>
<td>96%</td>
<td>96%</td>
<td>96%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8,765</strong></td>
<td><strong>9,145</strong></td>
<td><strong>9,917</strong></td>
<td><strong>9,586</strong></td>
<td><strong>9,002</strong></td>
</tr>
<tr>
<td></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: GCCCD Information System
Table 8. Cuyamaca Student Headcount by Foster Youth Status

<table>
<thead>
<tr>
<th>Status</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster Youth</td>
<td>30</td>
<td>&lt;1%</td>
<td>33</td>
<td>&lt;1%</td>
<td>40</td>
</tr>
<tr>
<td>Not Foster</td>
<td>8,735</td>
<td>100%</td>
<td>9,112</td>
<td>100%</td>
<td>9,877</td>
</tr>
<tr>
<td>Total</td>
<td>8,765</td>
<td>100%</td>
<td>9,145</td>
<td>100%</td>
<td>9,917</td>
</tr>
</tbody>
</table>

Source: GCCCD Information System

Table 9. Cuyamaca Student Headcount by Residency Status

<table>
<thead>
<tr>
<th>Status</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident</td>
<td>8,533</td>
<td>97%</td>
<td>8,870</td>
<td>97%</td>
<td>9,553</td>
</tr>
<tr>
<td>AB540</td>
<td>116</td>
<td>1%</td>
<td>129</td>
<td>1%</td>
<td>157</td>
</tr>
<tr>
<td>Non-Resident</td>
<td>70</td>
<td>1%</td>
<td>106</td>
<td>1%</td>
<td>144</td>
</tr>
<tr>
<td>International</td>
<td>46</td>
<td>1%</td>
<td>40</td>
<td>&lt;1%</td>
<td>63</td>
</tr>
<tr>
<td>Unknown/Other</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>8,765</td>
<td>100%</td>
<td>9,145</td>
<td>100%</td>
<td>9,917</td>
</tr>
</tbody>
</table>

Source: GCCCD Information System

Cuyamaca College Employee Demographics
Table 10. Employee Headcount by Occupational Category and Ethnicity: Fall 2018

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Administrator</th>
<th>Full-Time Faculty</th>
<th>Part-Time Faculty</th>
<th>Classified Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American/Black</td>
<td>3</td>
<td>14%</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>14</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9</td>
<td>6%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>1</td>
<td>5%</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>2%</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>5%</td>
<td>6</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>19</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12</td>
<td>8%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>7</td>
<td>32%</td>
<td>14</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>45</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>36</td>
<td>23%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>White</td>
<td>10</td>
<td>45%</td>
<td>65</td>
<td>73%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>206</td>
<td>69%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>86</td>
<td>56%</td>
</tr>
<tr>
<td>Unknown/Other</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>4%</td>
<td>89</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>298</td>
<td>53%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>154</td>
<td>27%</td>
</tr>
</tbody>
</table>

Source: CCCCO MIS Data Mart

Table 11. Employee Headcount by Occupational Category and Ethnicity: Fall 2018

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Administrator</th>
<th>Full-Time Faculty</th>
<th>Part-Time Faculty</th>
<th>Classified Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>11</td>
<td>50%</td>
<td>52</td>
<td>58%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>152</td>
<td>51%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>95</td>
<td>62%</td>
</tr>
<tr>
<td>Male</td>
<td>11</td>
<td>50%</td>
<td>37</td>
<td>42%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>146</td>
<td>49%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>59</td>
<td>38%</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>4%</td>
<td>89</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>298</td>
<td>53%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>154</td>
<td>27%</td>
</tr>
</tbody>
</table>

Source: CCCCO MIS Data Mart
Figure 4. Full-Time and Part-Time Faculty Race/Ethnicity Compared to Student Race/Ethnicity: Fall 2018

Source: CCCCO MIS Data Mart

Description of Service Area
Table 12. Cuyamaca College Service Area Population and Student Comparison by Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>CC Students</th>
<th>Service Area Pop.</th>
<th>CC Students</th>
<th>Service Area Pop.</th>
<th>CC Students</th>
<th>Service Area Pop.</th>
<th>CC Students</th>
<th>Service Area Pop.</th>
<th>CC Students</th>
<th>Service Area Pop.</th>
<th>CC Students</th>
<th>Service Area Pop.</th>
<th>Five-Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American/Black</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
<td>7%</td>
<td>6%</td>
<td>7%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>Asian</td>
<td>4%</td>
<td>12%</td>
<td>3%</td>
<td>10%</td>
<td>6%</td>
<td>10%</td>
<td>7%</td>
<td>10%</td>
<td>6%</td>
<td>11%</td>
<td>5%</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>31%</td>
<td>39%</td>
<td>32%</td>
<td>43%</td>
<td>32%</td>
<td>43%</td>
<td>33%</td>
<td>43%</td>
<td>33%</td>
<td>43%</td>
<td>32%</td>
<td>42%</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>45%</td>
<td>39%</td>
<td>46%</td>
<td>37%</td>
<td>46%</td>
<td>37%</td>
<td>45%</td>
<td>36%</td>
<td>46%</td>
<td>36%</td>
<td>46%</td>
<td>37%</td>
<td></td>
</tr>
<tr>
<td>Two or More</td>
<td>8%</td>
<td>3%</td>
<td>8%</td>
<td>3%</td>
<td>8%</td>
<td>3%</td>
<td>8%</td>
<td>3%</td>
<td>8%</td>
<td>3%</td>
<td>8%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Unknown/Other</td>
<td>6%</td>
<td>1%</td>
<td>5%</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>3%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Cuyamaca College (CC) student data from GCCCD Information System; service area population data from SANDAG.
Table 13. Cuyamaca College Service Area Population and Student Comparison by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>2013-14 CC Students</th>
<th>Service Area Pop.</th>
<th>2014-15 CC Students</th>
<th>Service Area Pop.</th>
<th>2015-16 CC Students</th>
<th>Service Area Pop.</th>
<th>2016-17 CC Students</th>
<th>Service Area Pop.</th>
<th>2017-18 CC Students</th>
<th>Service Area Pop.</th>
<th>Five-Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>54%</td>
<td>50%</td>
<td>54%</td>
<td>51%</td>
<td>55%</td>
<td>50%</td>
<td>55%</td>
<td>51%</td>
<td>56%</td>
<td>51%</td>
<td>55%</td>
</tr>
<tr>
<td>Male</td>
<td>46%</td>
<td>50%</td>
<td>46%</td>
<td>49%</td>
<td>44%</td>
<td>50%</td>
<td>44%</td>
<td>50%</td>
<td>43%</td>
<td>50%</td>
<td>45%</td>
</tr>
<tr>
<td>Unknown/Other</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Table 14. Cuyamaca College Service Area Population and Student Comparison by Age

<table>
<thead>
<tr>
<th>Age (Years)</th>
<th>2013-14 CC Students</th>
<th>Service Area Pop.</th>
<th>2014-15 CC Students</th>
<th>Service Area Pop.</th>
<th>2015-16 CC Students</th>
<th>Service Area Pop.</th>
<th>2016-17 CC Students</th>
<th>Service Area Pop.</th>
<th>2017-18 CC Students</th>
<th>Service Area Pop.</th>
<th>Five-Year Average CC Students</th>
<th>Service Area Pop.</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-17</td>
<td>3%</td>
<td>13%</td>
<td>4%</td>
<td>13%</td>
<td>6%</td>
<td>13%</td>
<td>8%</td>
<td>13%</td>
<td>8%</td>
<td>13%</td>
<td>6%</td>
<td>13%</td>
</tr>
<tr>
<td>18-24</td>
<td>56%</td>
<td>13%</td>
<td>56%</td>
<td>13%</td>
<td>54%</td>
<td>12%</td>
<td>52%</td>
<td>12%</td>
<td>52%</td>
<td>12%</td>
<td>54%</td>
<td>12%</td>
</tr>
<tr>
<td>25-29</td>
<td>13%</td>
<td>9%</td>
<td>14%</td>
<td>9%</td>
<td>14%</td>
<td>8%</td>
<td>13%</td>
<td>8%</td>
<td>14%</td>
<td>8%</td>
<td>13%</td>
<td>8%</td>
</tr>
<tr>
<td>30-39</td>
<td>13%</td>
<td>16%</td>
<td>13%</td>
<td>16%</td>
<td>13%</td>
<td>16%</td>
<td>13%</td>
<td>16%</td>
<td>13%</td>
<td>16%</td>
<td>13%</td>
<td>16%</td>
</tr>
<tr>
<td>40-64</td>
<td>14%</td>
<td>36%</td>
<td>13%</td>
<td>36%</td>
<td>13%</td>
<td>37%</td>
<td>12%</td>
<td>36%</td>
<td>13%</td>
<td>36%</td>
<td>13%</td>
<td>36%</td>
</tr>
<tr>
<td>65+</td>
<td>1%</td>
<td>13%</td>
<td>1%</td>
<td>14%</td>
<td>1%</td>
<td>15%</td>
<td>1%</td>
<td>15%</td>
<td>1%</td>
<td>16%</td>
<td>1%</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Cuyamaca College (CC) student data from GCCCD Information System; service area population data from SANDAG.
Figure 5. Cuyamaca College Fall 2018 Student Enrollment by Zip Code
Table 15. Cuyamaca College 2017-18 Student Enrollment: Top 10 Zip Codes

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>92019 (El Cajon)</td>
<td>1,639</td>
<td>13%</td>
<td>1,578</td>
<td>13%</td>
<td>1,675</td>
</tr>
<tr>
<td>92020 (El Cajon)</td>
<td>1,595</td>
<td>12%</td>
<td>1,635</td>
<td>13%</td>
<td>1,749</td>
</tr>
<tr>
<td>92021 (El Cajon)</td>
<td>1,387</td>
<td>11%</td>
<td>1,401</td>
<td>11%</td>
<td>1,589</td>
</tr>
<tr>
<td>91977 (Spring Valley)</td>
<td>1,238</td>
<td>10%</td>
<td>1,278</td>
<td>10%</td>
<td>1,261</td>
</tr>
<tr>
<td>92071 (Santee)</td>
<td>448</td>
<td>4%</td>
<td>423</td>
<td>3%</td>
<td>475</td>
</tr>
<tr>
<td>92114 (San Diego)</td>
<td>405</td>
<td>3%</td>
<td>413</td>
<td>3%</td>
<td>462</td>
</tr>
<tr>
<td>91941 (La Mesa)</td>
<td>465</td>
<td>4%</td>
<td>470</td>
<td>4%</td>
<td>459</td>
</tr>
<tr>
<td>92040 (Lakeside)</td>
<td>479</td>
<td>4%</td>
<td>440</td>
<td>4%</td>
<td>442</td>
</tr>
<tr>
<td>91942 (La Mesa)</td>
<td>354</td>
<td>3%</td>
<td>338</td>
<td>3%</td>
<td>318</td>
</tr>
<tr>
<td>91978 (Spring Valley)</td>
<td>310</td>
<td>2%</td>
<td>320</td>
<td>3%</td>
<td>342</td>
</tr>
<tr>
<td>All Zip Codes</td>
<td>12,835</td>
<td>100%</td>
<td>12,503</td>
<td>100%</td>
<td>13,121</td>
</tr>
</tbody>
</table>

Source: GCCCD Information System; top 10 zip codes are based on the 2017-18 academic year
Table 16. Top 10 Occupations Requiring Post-Secondary Certificate in San Diego-Carlsbad Metropolitan Statistical Area (MSA)

<table>
<thead>
<tr>
<th>Occupation</th>
<th>2017 Employment</th>
<th>2027 Employment</th>
<th>Change in Jobs (2017-2027)</th>
<th>Percent Change (2017-2027)</th>
<th>2017 Median Hourly Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Preparation and Serving-related</td>
<td>154,532</td>
<td>180,915</td>
<td>26,383</td>
<td>17%</td>
<td>$12.06</td>
</tr>
<tr>
<td>Business and Financial Operations</td>
<td>87,270</td>
<td>95,761</td>
<td>8,491</td>
<td>10%</td>
<td>$35.07</td>
</tr>
<tr>
<td>Education, Training, and Library</td>
<td>84,675</td>
<td>95,057</td>
<td>10,382</td>
<td>12%</td>
<td>$25.96</td>
</tr>
<tr>
<td>Healthcare Practitioners and Technical</td>
<td>72,684</td>
<td>90,286</td>
<td>17,602</td>
<td>24%</td>
<td>$41.28</td>
</tr>
<tr>
<td>Transportation and Material Moving</td>
<td>70,345</td>
<td>76,257</td>
<td>5,912</td>
<td>8%</td>
<td>$14.25</td>
</tr>
<tr>
<td>Personal Care and Service</td>
<td>68,760</td>
<td>88,711</td>
<td>19,951</td>
<td>29%</td>
<td>$11.98</td>
</tr>
<tr>
<td>Production</td>
<td>65,258</td>
<td>65,878</td>
<td>620</td>
<td>1%</td>
<td>$16.20</td>
</tr>
<tr>
<td>Installation, Maintenance, and Repair</td>
<td>45,810</td>
<td>50,293</td>
<td>4,483</td>
<td>10%</td>
<td>$22.93</td>
</tr>
<tr>
<td>Healthcare Support</td>
<td>34,996</td>
<td>47,930</td>
<td>12,934</td>
<td>37%</td>
<td>$16.49</td>
</tr>
<tr>
<td>Protective Service</td>
<td>34,170</td>
<td>38,671</td>
<td>4,501</td>
<td>13%</td>
<td>$22.92</td>
</tr>
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</table>

Source: Emsi 2018.2
Table 17. Top 10 Occupations Requiring an Associate’s Degree in San Diego-Carlsbad MSA

<table>
<thead>
<tr>
<th>Occupation</th>
<th>2017 Employment</th>
<th>2027 Employment</th>
<th>Change in Jobs (2017-2027)</th>
<th>Percent Change (2017-2027)</th>
<th>2017 Median Hourly Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office and Administrative Support</td>
<td>211,801</td>
<td>221,991</td>
<td>10,190</td>
<td>5%</td>
<td>$18.19</td>
</tr>
<tr>
<td>Education, Training, and Library</td>
<td>84,675</td>
<td>95,057</td>
<td>10,382</td>
<td>12%</td>
<td>$25.96</td>
</tr>
<tr>
<td>Management</td>
<td>83,551</td>
<td>93,025</td>
<td>9,474</td>
<td>11%</td>
<td>$52.46</td>
</tr>
<tr>
<td>Healthcare Practitioners and Technical</td>
<td>72,684</td>
<td>90,286</td>
<td>17,602</td>
<td>24%</td>
<td>$41.28</td>
</tr>
<tr>
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<td>88,711</td>
<td>19,951</td>
<td>29%</td>
<td>$11.98</td>
</tr>
<tr>
<td>Computer and Mathematical</td>
<td>51,068</td>
<td>57,227</td>
<td>6,159</td>
<td>12%</td>
<td>$45.04</td>
</tr>
<tr>
<td>Installation, Maintenance, and Repair</td>
<td>45,810</td>
<td>50,293</td>
<td>4,483</td>
<td>10%</td>
<td>$22.93</td>
</tr>
<tr>
<td>Architecture and Engineering</td>
<td>42,660</td>
<td>48,291</td>
<td>5,631</td>
<td>13%</td>
<td>$43.39</td>
</tr>
<tr>
<td>Healthcare Support</td>
<td>34,996</td>
<td>47,930</td>
<td>12,934</td>
<td>37%</td>
<td>$16.49</td>
</tr>
</tbody>
</table>

Source: Emsi 2018.2
<table>
<thead>
<tr>
<th>Occupation</th>
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<th>Change in Jobs (2017-2027)</th>
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</tr>
</thead>
<tbody>
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<td>211,801</td>
<td>221,991</td>
<td>10,190</td>
<td>5%</td>
<td>$18.19</td>
</tr>
<tr>
<td>Sales and Related</td>
<td>140,793</td>
<td>147,152</td>
<td>6,359</td>
<td>5%</td>
<td>$13.95</td>
</tr>
<tr>
<td>Business and Finance Operations</td>
<td>87,270</td>
<td>95,761</td>
<td>8,491</td>
<td>10%</td>
<td>$35.07</td>
</tr>
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<tr>
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<td>13%</td>
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</tr>
<tr>
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<td>34,170</td>
<td>38,671</td>
<td>4,501</td>
<td>13%</td>
<td>$22.92</td>
</tr>
</tbody>
</table>

Source: Emsi 2018.2
Programmatic Accreditation

Two of Cuyamaca College’s academic programs have received programmatic approval through a separate accreditation process. These two programs include the Automotive Technology program and the Paralegal Program.

Automotive Technology
The Cuyamaca College Automotive Technology program, and specifically the Master Automobile Service Technology program of study, is accredited by the Automotive Service Excellence (ASE) Educational Foundation/National Automotive Technicians Educational Foundation (NATEF). The program complies with all ASE Educational Foundation/NATEF Accreditation Requirements, including self-evaluation, ASE Educational Foundation review, and on-site evaluation by an ASE Certified Master Technician, and publishes its accredited status on the Automotive Technology webpage. The Automotive Technology program was initially approved by the ASE Educational Foundation in YEAR, the program’s most recent accreditation expires in September 2019.

Paralegal Program
The Cuyamaca Paralegal program is approved by the American Bar Association (ABA). The program was initially accredited by the ABA in YEAR. The program’s ABA accredited status is posted publicly on the program webpage. The program’s most recent renewal of ABA approval was in 2017, and the next accreditation renewal will take place in April 2022.

Evidence:
PA 1 - Automotive Technology Program ASE/NATEF Accreditation Certification
PA 2 - Automotive Technology Program Webpage
PA 3 - Paralegal Program ABA Approval Letter
PA 4 - Paralegal Program Webpage
### B. STUDENT ACHIEVEMENT DATA AND INSTITUTION-SET STANDARDS

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Definition</th>
<th>Institution-Set Standard</th>
<th>Stretch Goal</th>
<th>Most Recent Year’s Performance</th>
<th>Previous Year Performance</th>
<th>Multi-Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Success Rate</td>
<td>Percentage of students enrolled at census who receive a grade of A, B, C, or P.</td>
<td>75%</td>
<td>77%</td>
<td>75%</td>
<td>75%</td>
<td>74%</td>
</tr>
<tr>
<td>Fall-to-Spring Persistence – In District</td>
<td>Percentage of first-time to college students who enrolled in a fall term as of official census who received a grade notation or A, B, C, D, F, P, NP, I, or RD and who enrolled in at least one course in the subsequent spring term and received a grade notation of A, B, C, D, F, P, NP, I, or RD.</td>
<td>70%</td>
<td>75%</td>
<td>71%</td>
<td>72%</td>
<td>74%</td>
</tr>
<tr>
<td>Fall-to-Fall Persistence – In District</td>
<td>Percentage of first-time to college students who enrolled in a fall term as of official census who received a grade notation or A, B, C, D, F, P, NP, I, or RD and who enrolled in at least one course in the subsequent fall term and received a grade notation of A, B, C, D, F, P, NP, I, or RD.</td>
<td>54%</td>
<td>60%</td>
<td>55%</td>
<td>53%</td>
<td>56%</td>
</tr>
<tr>
<td>Performance Indicator</td>
<td>Definition</td>
<td>Institution- Set Standard</td>
<td>Stretch Goal</td>
<td>Most Recent Year’s Performance</td>
<td>Previous Year Performance</td>
<td>Multi-Year Average</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------</td>
<td>--------------</td>
<td>-------------------------------</td>
<td>----------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Fall-to-Fall Persistence – In District</td>
<td>Percentage of first-time to college students who enrolled in a fall term as of official census who received a grade notation or A, B, C, D, F, P, NP, I, or RD and who enrolled in at least one course in the subsequent fall term and received a grade notation of A, B, C, D, F, P, NP, I, or RD.</td>
<td>54%</td>
<td>60%</td>
<td>55%</td>
<td>53%</td>
<td>56%</td>
</tr>
<tr>
<td>First-Time Students One-Year Math Throughput (Scorecard)</td>
<td>Percentage of first-time to college students who completed a transfer-level math course in their first year.</td>
<td>55%</td>
<td>65%</td>
<td>46%</td>
<td>29%</td>
<td>28%</td>
</tr>
<tr>
<td>First-Time Students One-Year English Throughput (Scorecard)</td>
<td>Percentage of first-time to college students who completed a transfer-level English course in their first year.</td>
<td>60%</td>
<td>70%</td>
<td>60%</td>
<td>46%</td>
<td>43%</td>
</tr>
<tr>
<td>Number of Transfers</td>
<td>Number of students transferring to a four-year institution within an academic year (July 1 through June 30)</td>
<td>549</td>
<td>584</td>
<td>456</td>
<td>544</td>
<td>523</td>
</tr>
<tr>
<td>Performance Indicator</td>
<td>Definition</td>
<td>Institution- Set Standard</td>
<td>Stretch Goal</td>
<td>Most Recent Year's Performance</td>
<td>Previous Year Performance</td>
<td>Multi-Year Average</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------</td>
<td>--------------</td>
<td>-------------------------------</td>
<td>----------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Number of Associate Degrees Awarded (Duplicated)</td>
<td>Number of associate degrees awarded in an academic year (July 1 through June 30)</td>
<td>1,025</td>
<td>850</td>
<td>1,065</td>
<td>852</td>
<td>823</td>
</tr>
<tr>
<td>Number of Associate Degree Graduates (Unduplicated)</td>
<td>Unduplicated number of students graduating with an associate degree in an academic year (July 1 through June 30)</td>
<td>570</td>
<td>710</td>
<td>718</td>
<td>576</td>
<td>573</td>
</tr>
<tr>
<td>Number of Certificates Awarded (Duplicated)</td>
<td>Number of California Community College Chancellor’s Office-approved certificates awarded in the academic year (July 1 through June 30)</td>
<td>200</td>
<td>250</td>
<td>207</td>
<td>214</td>
<td>189</td>
</tr>
<tr>
<td>Number of Certificate Graduates (Unduplicated)</td>
<td>Unduplicated number of students graduating with a certificate in an academic year (July 1 through June 30)</td>
<td>170</td>
<td>200</td>
<td>184</td>
<td>177</td>
<td>157</td>
</tr>
<tr>
<td>Number of Degree and/or Certificate Graduates (Unduplicated)</td>
<td>Unduplicated number of students graduating with an associate degree or certificate in an academic year (July 1 through June 30)</td>
<td>643</td>
<td>828</td>
<td>798</td>
<td>636</td>
<td>642</td>
</tr>
</tbody>
</table>
C. ORGANIZATION OF THE SELF-EVALUATION PROCESS

Accreditation Leadership Team, Steering Committee Tri-Chairs, and Writing Teams

**Accreditation Leadership Team**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julianna Barnes, Ed.D.</td>
<td>President</td>
</tr>
<tr>
<td>Brianna Hays</td>
<td>Accreditation Liaison Officer</td>
</tr>
<tr>
<td></td>
<td>Senior Dean of Institutional Effectiveness,</td>
</tr>
<tr>
<td></td>
<td>Success, and Equity</td>
</tr>
<tr>
<td>Marvelyn Bucky</td>
<td>Accreditation Faculty Co-Chair</td>
</tr>
<tr>
<td></td>
<td>Associate Professor of English</td>
</tr>
<tr>
<td>Kim Dudzik</td>
<td>Academic Senate President</td>
</tr>
<tr>
<td></td>
<td>Associate Professor of Biology</td>
</tr>
<tr>
<td>Arianne Ahmadian</td>
<td>Classified Senate President</td>
</tr>
<tr>
<td></td>
<td>Admissions and Records Specialist</td>
</tr>
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</table>
## Accreditation Steering Committee Tri-Chairs

<table>
<thead>
<tr>
<th>Standard</th>
<th>Tri-Chair</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard I:</strong></td>
<td>Robert Stafford</td>
<td>Adjunct Instructor of English</td>
</tr>
<tr>
<td></td>
<td>Ari Ahmadian</td>
<td>Admissions and Records Specialist</td>
</tr>
<tr>
<td></td>
<td>Brianna Hays</td>
<td>Senior Dean of Institutional Effectiveness, Success, and Equity</td>
</tr>
<tr>
<td><strong>Standard II</strong></td>
<td>Marvelyn Bucky</td>
<td>Associate Professor of English</td>
</tr>
<tr>
<td></td>
<td>Brittany Gardner</td>
<td>Specialty Lab Technician II</td>
</tr>
<tr>
<td></td>
<td>Pat Setzer</td>
<td>Vice President of Instruction</td>
</tr>
<tr>
<td></td>
<td>Jessica Robinson</td>
<td>Vice President of Student Services</td>
</tr>
<tr>
<td><strong>Standard III</strong></td>
<td>Steve Weinert</td>
<td>Associate Professor of Psychology</td>
</tr>
<tr>
<td></td>
<td>Rana Al-Shaikh</td>
<td>Business Services Specialist</td>
</tr>
<tr>
<td></td>
<td>Sahar Abushaban</td>
<td>Vice President of Administrative Services</td>
</tr>
<tr>
<td><strong>Standard IV</strong></td>
<td>Kim Dudzik</td>
<td>Associate Professor of Biology</td>
</tr>
<tr>
<td></td>
<td>Valeri Wilson</td>
<td>Executive Assistant to the President</td>
</tr>
<tr>
<td></td>
<td>Kerry Kilber-Rebman</td>
<td>Dean of Learning and Technology Resources</td>
</tr>
</tbody>
</table>
### Additional Writing Team Members

<table>
<thead>
<tr>
<th>Member</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Katie Cabral</td>
<td>Campus-Based Researcher</td>
</tr>
<tr>
<td>Francisco Gonzalez</td>
<td>Interim Director of Facilities, Maintenance and Operations</td>
</tr>
<tr>
<td>Ticey Hosley</td>
<td>Associate Professor of Counseling/Articulation Officer</td>
</tr>
<tr>
<td>Tania Jabour</td>
<td>Assistant Professor of English/SLO Coordinator</td>
</tr>
<tr>
<td>Pam Kersey</td>
<td>Dean of Mathematics, Science, and Engineering</td>
</tr>
<tr>
<td>Karen Marrujo</td>
<td>Assistant Professor of English</td>
</tr>
<tr>
<td>Kristin McGregor</td>
<td>Associate Professor of English</td>
</tr>
<tr>
<td>Alicia Munoz</td>
<td>Dean of Arts, Humanities, and Social Sciences</td>
</tr>
<tr>
<td>Caitlin Tems</td>
<td>Assistant Professor of Earth Sciences</td>
</tr>
<tr>
<td>Veronica Nieves</td>
<td>Tutoring Center Specialist</td>
</tr>
</tbody>
</table>

### Additional Resources Who Participated in the ISER Development Process

<table>
<thead>
<tr>
<th>Member</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jordon Andrade</td>
<td>Assistant Professor of Library Science</td>
</tr>
<tr>
<td>Rhonda Bauerlein</td>
<td>Instructional Design Technology Specialist</td>
</tr>
<tr>
<td>Sherrie Braaksma</td>
<td>Instructional Computer Facilities Supervisor</td>
</tr>
<tr>
<td>Patty Branton</td>
<td>Senior Facilities Clerk</td>
</tr>
<tr>
<td>Marcella Brown</td>
<td>Student Services Assessment Specialist</td>
</tr>
<tr>
<td>Guillermo Colls</td>
<td>Associate Professor of ESL/ESL Coordinator</td>
</tr>
<tr>
<td>Dan Curtis</td>
<td>Associate Professor of Math/Instructional Program Review Steering Committee Faculty Co-Chair</td>
</tr>
<tr>
<td>Jennifer Danks</td>
<td>Executive Assistant to the Chancellor/Governing Board Office</td>
</tr>
<tr>
<td>Jeri Edelen</td>
<td>Associate Professor of Library Science/Academic Senate Vice President</td>
</tr>
<tr>
<td>John Escobedo</td>
<td>Title V/Pathways Director</td>
</tr>
<tr>
<td>Mary Graham</td>
<td>Associate Professor of English/Tutoring Center Coordinator</td>
</tr>
<tr>
<td>Jodi Reed</td>
<td>Associate Professor of Computer and Information Science Distance Education Coordinator</td>
</tr>
<tr>
<td>Name</td>
<td>Position and Department/Chair</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------------------------------------------------</td>
</tr>
<tr>
<td>Karla Gutierrez</td>
<td>Assistant Professor of Spanish/World Languages Chair</td>
</tr>
<tr>
<td>Donna Hajj</td>
<td>Professor of Counseling and Professional Development Coordinator</td>
</tr>
<tr>
<td>Sean Hancock</td>
<td>Vice Chancellor for Student and Institutional Success</td>
</tr>
<tr>
<td>Scott Herrin</td>
<td>Assistant Professor of Health Education/Health Education Department Chair</td>
</tr>
<tr>
<td>Raad Jerjis</td>
<td>Counseling Chair</td>
</tr>
<tr>
<td>Nicole Jones</td>
<td>Dean of Counseling Services</td>
</tr>
<tr>
<td>Julie Kahler</td>
<td>Instructional Operations Supervisor</td>
</tr>
<tr>
<td>Tammi Marshall</td>
<td>Associate Professor of Math/Math Department Chair</td>
</tr>
<tr>
<td>Larry McLemore</td>
<td>Dean of Career &amp; Technical Education</td>
</tr>
<tr>
<td>Jesus Miranda</td>
<td>Associate Dean of Student Equity &amp; Engagement</td>
</tr>
<tr>
<td>Jessica Murguia</td>
<td>Student Success Coordinator</td>
</tr>
<tr>
<td>Lyn Neylon</td>
<td>Professor of ESL</td>
</tr>
<tr>
<td>Ray Reyes</td>
<td>Financial Aid and Scholarships Director</td>
</tr>
<tr>
<td>Debi Ridulfo</td>
<td>Administrative Assistant to the Vice President of Instruction</td>
</tr>
<tr>
<td>Pete Utgaard</td>
<td>Professor of History/Curriculum Committee Faculty Co-Chair</td>
</tr>
<tr>
<td>Lauren Vaknin</td>
<td>Dean of Student Affairs</td>
</tr>
<tr>
<td>Greg Vega</td>
<td>Admissions and Records Director</td>
</tr>
<tr>
<td>Beth Viersen</td>
<td>Disabled Student Programs and Services Coordinator</td>
</tr>
<tr>
<td>Chris Tarman</td>
<td>Associate Vice Chancellor</td>
</tr>
<tr>
<td>Kristin Zink</td>
<td>Professor of Child Development/Child Development Chair</td>
</tr>
</tbody>
</table>
Figure 6. GCCCD Governing Board

GCCCDD Governing Board

Linda Cartwright
President

Debbie Justeson
Vice President

Elena Adams
Board Clerk

Bill Garrett
Board Member

Brad Monroe
Board Member

Edwin Hernandez
Armenta
GC Student Trustee

Kyrie Macogay
CC Student Trustee

Figure 7. GCCCD District Administration

District Administration

Cindy Miles
Chancellor

Stephanie Rodriguez
Executive Assistant III

Michael Williamson
Executive Assistant IV

Ann Krueger
Director, Communications and Public Information

Sean Hancock
Vice Chancellor, Student and Institutional Success

Sue Rearic
Vice Chancellor, Business Services

Timothy Corcoran
Vice Chancellor, Human Resources

Nabil Abu-Ghazaleh
President, Grossmont College

Juliana Barnes
President, Cuyamaca College

Sally Cox
Chief Executive Officer, Foundation for GCC
Figure 8. Cuyamaca College President’s Office

Figure 9. Cuyamaca College Instructional Division
Figure 10. Cuyamaca College Student Services Division

Figure 11. Cuyamaca College Administrative Services Division
Figure 12. Cuyamaca College Institutional Effectiveness, Success, and Equity Division

Institutional Effectiveness, Success & Equity

Brianna Hays
Senior Dean, Institutional Effectiveness, Success & Equity

Jane Lytle
Administrative Assistant III

Jesus Miranda
Associate Dean, Student Equity and Engagement

Katie Cabral
Campus-based Research & Planning Analyst

Vacant
Campus-based Research & Planning Analyst
Accreditation Functional Map

**P = Primary Responsibility**
Primary Responsibility (leadership and oversight of a given function including design, development, implementation, assessment and planning for improvement).

**S = Secondary Responsibility**
Secondary Responsibility (support of a given function including a level of coordination, input, feedback, or communication to assist the primary responsibility holders with the successful execution of their responsibility).

**SH = Shared Responsibility**
Shared Responsibility (the district and the college are mutually responsible for the leadership and oversight of a given function or that they engage in logically equivalent versions of a function—district and college mission statements).

### Current Standards

<table>
<thead>
<tr>
<th>Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity</th>
<th>Responsibility</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>College</td>
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<tr>
<td>A. Mission</td>
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</tr>
<tr>
<td>1.A.1. The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)</td>
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<tr>
<td>1.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.</td>
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<tr>
<td>1.A.3. The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.</td>
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</tr>
<tr>
<td>1.A.4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)</td>
<td>SH</td>
</tr>
</tbody>
</table>
### B. Assuring Academic Quality and Institutional Effectiveness

#### Academic Quality

1.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.  

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1.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)  

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1.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)  

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1.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.  

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#### Institutional Effectiveness

1.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.  

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1.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.  

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1.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.  

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1.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.  

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1.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)  

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<tr>
<td>C. Institutional Integrity</td>
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<tr>
<td>1.C.1. The institution assures the clarity, accuracy, and integrity of information</td>
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<tr>
<td>provided to students and prospective students, personnel, and all persons or organizations</td>
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<tr>
<td>related to its mission statement, learning outcomes, educational programs, and student</td>
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<tr>
<td>support services. The institution gives accurate information to students and the public</td>
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<tr>
<td>about its accreditation status with all of its accreditors. (ER 20)</td>
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<tr>
<td>1.C.2. The institution provides a print or online catalog for students and prospective</td>
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<tr>
<td>students with precise, accurate, and current information on all facts, requirements,</td>
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<tr>
<td>policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)</td>
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<tr>
<td>1.C.3. The institution uses documented assessment of student learning and evaluation of</td>
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<tr>
<td>student achievement to communicate matters of academic quality to appropriate</td>
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<tr>
<td>constituencies, including current and prospective students and the public. (ER 19)</td>
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<tr>
<td>1.C.4. The institution describes its certificates and degrees in terms of their purpose,</td>
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<tr>
<td>content, course requirements, and expected learning outcomes.</td>
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<tr>
<td>1.C.5. The institution regularly reviews institutional policies, procedures, and</td>
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<td>publications to assure integrity in all representations of its mission, programs, and</td>
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<tr>
<td>services.</td>
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<tr>
<td>1.C.6. The institution accurately informs current and prospective students regarding</td>
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<td>the total cost of education, including tuition, fees, and other required expenses,</td>
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<td>including textbooks, and other instructional materials.</td>
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<td>1.C.7. In order to assure institutional and academic integrity, the institution uses</td>
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<td>and publishes governing board policies on academic freedom and responsibility. These</td>
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<td>policies make clear the institution’s commitment to the free pursuit and dissemination</td>
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<tr>
<td>of knowledge, and its support for an atmosphere in which intellectual freedom exists for</td>
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<tr>
<td>all constituencies, including faculty and students. (ER 13)</td>
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<tr>
<td>1.C.8. The institution establishes and publishes clear policies and procedures that</td>
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<tr>
<td>promote honesty, responsibility and academic integrity. These policies apply to all</td>
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<tr>
<td>constituencies and include specifics relative to each, including student behavior,</td>
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<td>academic honesty and the consequences for dishonesty.</td>
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<tr>
<td>1.C.9. Faculty distinguish between personal conviction and professionally accepted views</td>
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<td>in a discipline. They present data and information fairly and objectively.</td>
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<tr>
<td>1.C.10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.</td>
<td>NA</td>
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<tr>
<td>1.C.11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.</td>
<td>NA</td>
</tr>
<tr>
<td>1.C.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)</td>
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<tr>
<td>1.C.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)</td>
<td>SH</td>
</tr>
<tr>
<td>1.C.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.</td>
<td>NA</td>
</tr>
<tr>
<td>Standard II: Student Learning Programs and Support Services</td>
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<tr>
<td><strong>A. Instructional Programs</strong></td>
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<tr>
<td>2.A.1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)</td>
<td>P</td>
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<tr>
<td>2.A.2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.</td>
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<tr>
<td>2.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.</td>
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<tr>
<td>2.A.4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.</td>
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<tr>
<td>2.A.5. The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)</td>
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<tr>
<td>2.A.6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)</td>
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<tr>
<td>2.A.7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.</td>
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<td>2.A.8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.</td>
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<tr>
<td>2.A.9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)</td>
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<tr>
<td>2.A.10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)</td>
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<tr>
<td>2.A.11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.</td>
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<td>2.A.12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)</td>
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<tr>
<td>2.A.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.</td>
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</table>
2.A.14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

2.A.15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

2.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

**B. Library and Learning Support Services**

2.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

2.B.2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

2.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.
### 2.B.4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

### C. Student Support Services

<table>
<thead>
<tr>
<th>2.C.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)</th>
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<tbody>
<tr>
<td>2.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.</td>
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<tr>
<td>2.C.3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)</td>
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<tr>
<td>2.C.4. Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.</td>
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<td>2.C.5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.</td>
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<td>2.C.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)</td>
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</table>
2.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

2.C.8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

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<tr>
<th>Standard III: Resources</th>
<th>College</th>
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<tr>
<td>A. Human Resources</td>
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<tr>
<td>3.A.1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.</td>
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<tr>
<td>3.A.2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)</td>
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<tr>
<td>3.A.3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.</td>
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<tr>
<td>3.A.4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.</td>
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<tr>
<td>3.A.5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.</td>
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<tr>
<td>3.A.6.</td>
<td>The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.</td>
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<td>3.A.7.</td>
<td>The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)</td>
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<tr>
<td>3.A.8.</td>
<td>An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.</td>
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<td>3.A.9.</td>
<td>The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)</td>
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<tr>
<td>3.A.10.</td>
<td>The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)</td>
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<td>3.A.11.</td>
<td>The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.</td>
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<tr>
<td>3.A.12.</td>
<td>Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.</td>
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<tr>
<td>3.A.13.</td>
<td>The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.</td>
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<tr>
<td>3.A.14.</td>
<td>The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.</td>
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<tr>
<td>3.A.15.</td>
<td>The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.</td>
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### B. Physical Resources

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<tr>
<td><strong>3.B.1.</strong> The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.</td>
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</tr>
<tr>
<td><strong>3.B.2.</strong> The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.</td>
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</tr>
<tr>
<td><strong>3.B.3.</strong> To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.</td>
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<tr>
<td><strong>3.B.4.</strong> Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.</td>
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### C. Technology Resources

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<tr>
<td><strong>3.C.1.</strong> Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.</td>
<td>SH</td>
</tr>
<tr>
<td><strong>3.C.2.</strong> The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.</td>
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</tr>
<tr>
<td><strong>3.C.3.</strong> The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.</td>
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<tr>
<td><strong>3.C.4.</strong> The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.</td>
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<tr>
<td><strong>3.C.5.</strong> The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.</td>
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<tr>
<td>D. Financial Resources</td>
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</tr>
<tr>
<td><strong>Planning</strong></td>
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<tr>
<td>3.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)</td>
<td>SH SH</td>
</tr>
<tr>
<td>3.D.2. The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.</td>
<td>SH SH</td>
</tr>
<tr>
<td>3.D.3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.</td>
<td>SH SH</td>
</tr>
<tr>
<td><strong>Fiscal Responsibility and Stability</strong></td>
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<tr>
<td>3.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.</td>
<td>SH SH</td>
</tr>
<tr>
<td>3.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.</td>
<td>SH SH</td>
</tr>
<tr>
<td>3.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.</td>
<td>SH SH</td>
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<tr>
<td>3.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.</td>
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<tr>
<td>3.D.8. The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.</td>
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</tbody>
</table>
3.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

3.D.10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

**Liabilities**

3.D.11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

3.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

3.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

3.D.14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

3.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

**Contractual Agreements**

3.D.16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.
### Standard IV: Leadership and Governance

**A. Decision-Making Roles and Processes**

<table>
<thead>
<tr>
<th>4.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.</th>
<th>College</th>
<th>District</th>
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<td>SH</td>
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<table>
<thead>
<tr>
<th>4.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.</th>
<th>College</th>
<th>District</th>
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<thead>
<tr>
<th>4.A.3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.</th>
<th>College</th>
<th>District</th>
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<thead>
<tr>
<th>4.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.</th>
<th>College</th>
<th>District</th>
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<tr>
<th>4.A.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.</th>
<th>College</th>
<th>District</th>
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<tr>
<th>4.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.</th>
<th>College</th>
<th>District</th>
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<tr>
<th>4.A.7. Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.</th>
<th>College</th>
<th>District</th>
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<tbody>
<tr>
<td>P</td>
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<tr>
<td>B. Chief Executive Officer</td>
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<tr>
<td>4.B.1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.</td>
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<tr>
<td>4.B.2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.</td>
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<tr>
<td>4.B.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: establishing a collegial process that sets values, goals, and priorities; ensuring the college sets institutional performance standards for student achievement; ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; ensuring that the allocation of resources supports and improves learning and achievement; and establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.</td>
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<tr>
<td>4.B.4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.</td>
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<tr>
<td>4.B.5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.</td>
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<tr>
<td>4.B.6. The CEO works and communicates effectively with the communities served by the institution.</td>
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<tr>
<td>C. Governing Board</td>
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<tr>
<td>4.C.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)</td>
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<tr>
<td>4.C.2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.</td>
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<tr>
<td>4.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.</td>
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<tr>
<td>4.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)</td>
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<tr>
<td>4.C.5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.</td>
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<tr>
<td>4.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.</td>
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<tr>
<td>4.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.</td>
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<tr>
<td>4.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.</td>
<td>S P</td>
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<tr>
<td>4.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.</td>
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</tbody>
</table>
4.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.  

4.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 11)  

4.C.12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.  

4.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.
| 4.D.1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system. | P |
| 4.D.2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution. | P |
| 4.D.3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures. | P |
| 4.D.4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO’s accountable for the operation of the colleges. | P |
| 4.D.5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness. | SH | SH |
| 4.D.6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively. | SH | SH |
| 4.D.7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement. | P |
C. ORGANIZATION OF THE SELF-EVALUATION PROCESS

Cuyamaca College is continuously engaging in an effort to ensure the College meets ACCJC Accreditation Standards, Eligibility Requirements, and Commission Policies. As part of the College’s institutional self-evaluation efforts, the Accreditation Steering Committee convened in 2017 to launch a comprehensive assessment of College policies, practices, processes, and structures. The Accreditation Steering Committee provided trainings, workshops, and presentations at campus events and governance group meetings to help communicate to the campus that the accreditation self-evaluation process was an opportunity to review where the College was in relation to the standards and what could be improved in order to advance student learning and achievement. The timeline for the Cuyamaca College self-evaluation process is provided below.

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Milestone</th>
<th>Activities</th>
</tr>
</thead>
</table>
| **Fall 2017** | Self-Evaluation Kick-Off and First Draft of ISER | • Organized writing teams and steering committee  
• Outlined initial responses to standards/criteria including evidence  
• Examine any areas for immediate improvement or action  
• Host campus workshops to increase awareness of the accreditation self-evaluation process  
• Participate in ACCJC ISER training  
• Completed ISER First Draft |
| **Spring 2018** | Second Draft of the ISER | • Transitioned outlines to full narrative responses with evidence links  
• Writing teams identified missing information, evidence, or possible items for actionable improvement plans  
• Continued trainings and provide presentations on accreditation self-evaluation progress to governance groups  
• Completed ISER Second Draft |
<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Milestone</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer 2018</strong></td>
<td>Identification of Actionable Improvement Plans</td>
<td>● Writing teams identify missing information, evidence, or items</td>
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<td>● Collaborated on Functional Map with District ALO and Grossmont College ALO and Accreditation Faculty Co-Chair</td>
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<td>● Incorporate District-specific responses and evidence</td>
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<td>● Identified actionable improvement plans</td>
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<td><strong>Fall 2018</strong></td>
<td>Third Draft of the ISER and Campus-Wide Vetting</td>
<td>● Completed ISER Third Draft</td>
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<td>● Accreditation Steering Committee and writing teams began meeting twice per month</td>
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<td>● Hosted college-wide Fall Retreat to review ISER draft and executive summaries for each standard as well as identify Quality Focus Essay areas</td>
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<td>● Launched online ISER feedback forms to collect input from the campus community</td>
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<td>● Submitted ISER Draft to the President and Chancellor</td>
</tr>
<tr>
<td><strong>Spring 2019</strong></td>
<td>Final ISER Vetting and QFE Development</td>
<td>● Presented QFE areas at convocation</td>
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<td>● Outlined QFE</td>
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<td>● Submitted ISER Draft to the Chancellor and Governing Board</td>
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<td>● Conducted ISER vetting with Academic Senate, Classified Senate, Associated Student Government, and College Council</td>
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<td>● Revised ISER based on feedback from the campus, Chancellor, and Governing Board</td>
</tr>
<tr>
<td><strong>Summer 2019</strong></td>
<td>ISER and QFE Finalized and Submitted</td>
<td>● Completed Final ISER and QFE</td>
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<td></td>
<td>● Submitted ISER Final Draft to Governing Board</td>
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<td></td>
<td></td>
<td>● Submit ISER to ACCJC</td>
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<tr>
<td>Time Frame</td>
<td>Milestone</td>
<td>Activities</td>
</tr>
<tr>
<td>------------</td>
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<td>-----------------------------------------------------------------</td>
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<tr>
<td>Fall 2019</td>
<td>Peer Review Team Site Visit</td>
<td>• Provide site visit overview at convocation</td>
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<tr>
<td></td>
<td></td>
<td>• Provide site visit orientation and training to college governance groups</td>
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<tr>
<td></td>
<td></td>
<td>• Host peer review team for site visit</td>
</tr>
</tbody>
</table>
E. CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

Eligibility Requirement 1: Authority
The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Grossmont-Cuyamaca Community College District (GCCCD) derives its Governing Board authority from California Education Code 70902 and from its status as the elected community entity holding the institution in trust for the benefits of the public.

Cuyamaca College is a public, two-year community College authorized by the California Community Colleges Chancellor’s Office to offer educational programs in accordance with the requirements of the Board of Governors of the California Community Colleges and with California Education Code.

The degrees and certificates that the College is authorized to award are listed in the Chancellor’s Office curriculum inventory [EG 1 - 1 COCI Program Report – CC].

Cuyamaca College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 10 Commercial Boulevard Suite 204, Novato, California 94949, a regional accrediting body recognized by the U.S. Department of Education [EG 1 - 2 CC ACCJC Status]. Cuyamaca College has been continuously accredited by the ACCJC of the Western Association of Schools and Colleges since 1980.

Evidence:
EG 1 - 1 COCI Program Report – CC
EG 1 - 2 CC ACCJC Status

Eligibility Requirement 2: Operational Status
The institution is operational, with students actively pursuing its degree programs.

Cuyamaca College is operational. In 2017-18, the College’s total student headcount was 14,278. Of these, 13,804 students were enrolled degree-applicable credit courses. In the 2017-18 academic year, the College awarded 1,065 associate degrees to 781 students [EG 2 - 1 ACCJC Annual Report 2019].

Evidence:
EG 2 - 1 ACCJC Annual Report 2019
**Eligibility Requirement 3: Degrees**
A substantial portion of the institution’s educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Cuyamaca College currently offers 95 associate degree programs. Each of these programs is designed to be two years in length. [ER 3 - 1 Catalog Degrees List]. In the 2017-18 academic year, the College offered 1,553 sections of degree-applicable courses, which accounted for 88% of all course enrollments [ER 3 - 2 Course Section and Enrollment Report].

**Evidence:**
ER 3 - 1 Catalog Degrees List  
ER 3 - 2 Course Section and Enrollment Report

**Eligibility Requirement 4: Chief Executive Officer**
The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

Cuyamaca College’s Chief Executive Officer is Dr. Julianna Barnes, the College’s sixth President, who began her tenure in October 2015. Dr. Barnes was appointed by the Governing Board as the President of the College on September 8, 2015 [ER 4 - 1 Governing Board Minutes 9-8-19]. The President’s full-time responsibility is to the College. The President reports directly to the Chancellor. Neither the President nor the Chancellor serves as the chair of the Governing Board. When there is a change in the College’s chief executive officer, the College immediately informs ACCJC. The President’s primary responsibilities to the institution are to ensure the College provides an exceptional learning environment that improves the quality of life and well-being of its community members and fosters high levels of access and success for all students. The President is also responsible for ensuring the College’s continued focus on promoting diversity, student access, and success [ER 4 - 2 Cuyamaca College President Posting and Job Description]. Among the President’s other significant responsibilities are building and maintaining community relationships, facilitating a positive climate for participatory governance, ensuring the institution engages in long-range and strategic planning, and providing leadership for continued compliance with accreditation standards.

The Chancellor of GCCCD reports to and is appointed by the Governing Board. The current Chancellor is Dr. Cindy Miles, who began at GCCCD in 2009 [ER 4 - 3 Governing Board Minutes 1-13-09].

**Evidence**
ER 4 - 1 Governing Board Minutes 9-8-19  
ER 4 - 2 Cuyamaca College President Posting and Job Description  
ER 4 - 3 Governing Board Minutes 1-13-09
Eligibility Requirement 5: Financial Accountability
The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

GCCCD provides for an annual financial audit of its federal, state, grant, foundation, and bond funds by an independent CPA firm. GCCCD audit reports are presented at a variety of college and district committee and council meetings, including the District Strategic Planning and Budget Committee and Citizen’s Bond Oversight Committee [ER 5 - 1 DSP&C Minutes 2-11-19; ER 5 - 2 GCCCD Audit Report 2017-18; ER 5 - 3 GCCCD CBOC Audit Report 6-30-17]. The final audit report is reviewed and accepted by the GCCCD Governing Board.

For the most recent fiscal year, 2017-18, the District was issued an unmodified audit opinion. Cuyamaca College is not audited as a separate entity.

Based on the U.S. Department of Education’s 30% threshold, Cuyamaca College student loan default rates fall within an acceptable range. The College’s three-year cohort rates for the past three cohort years were as follows: 13% for the 2013 cohort, 19% for the 2014 cohort, and 13% for the 2015 cohort [ER 5 - 4 College Navigator Scorecard].

Evidence
ER 5 - 1 DSP&C Minutes 2-11-19
ER 5 - 2 GCCCD Audit Report 2017-18
ER 5 - 3 GCCCD CBOC Audit Report 6-30-17

Eligibility Requirements 6 through 21 are addressed in the College’s responses to the following Accreditation Standards:

<table>
<thead>
<tr>
<th>Eligibility Requirement</th>
<th>Standard(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ER 6. Mission</td>
<td>I.A.1, I.A.4</td>
</tr>
<tr>
<td>ER 7. Governing Board</td>
<td>IV.C.1, IV.C.4, IV.C.11</td>
</tr>
<tr>
<td>ER 8. Administrative Capacity</td>
<td>III.A.9, III.A.10</td>
</tr>
<tr>
<td>ER 9. Educational Programs</td>
<td>II.A.1, II.A.6</td>
</tr>
<tr>
<td>ER 10. Academic Credit</td>
<td>II.A.9, II.A.10</td>
</tr>
<tr>
<td>ER 11. Student Learning and Achievement</td>
<td>I.B.2, I.B.3, II.A.1</td>
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<tr>
<td>ER 12. General Education</td>
<td>II.A.5, II.A.12</td>
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<tr>
<td>ER 13. Academic Freedom</td>
<td>I.C.7</td>
</tr>
<tr>
<td>ER 14. Faculty</td>
<td>III.A.2, III.A.7</td>
</tr>
</tbody>
</table>
ER 15. Student Support Services
  II.C.1, II.C.3

ER 16. Admissions
  II.C.6

ER 17. Information and Learning Support Services
  II.B.1, II.B.4

ER 18. Financial Resources
  III.D.1

ER 19. Institutional Planning and Evaluation
  I.B.9, I.C.3

ER 20. Integrity in Communication with the Public
  I.C.2

ER 21. Integrity in Relations with the Accrediting Commission
  I.C.12, I.C.13
F. CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH COMMISSION POLICIES

Cuyamaca College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment
Regulation citation: 602.23(b).

The College maintains an accreditation webpage that is linked to the college homepage through the “About Us” menu. The Accreditation 2019 page includes links to information and resources about the College’s self evaluation efforts and opportunities for the campus and community to provide input regarding the self-evaluation. The College invited third-party comments via its Accreditation 2019 website starting on May XX, 2019. The invitation of third-party comments stated that the College is undergoing its accreditation review in fall 2019. Individuals wishing to make comments were directed to the Commission’s third-party comment form. Additional information regarding the College’s compliance with the Commission Policy on Rights and Responsibilities of Commission and Member Institutions can be found in the College’s response to Standard I.C.12.

Standards and Performance with Respect to Student Achievement
Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

Cuyamaca College has established standards and stretch goals for student achievement through its annual planning and evaluation process. Institution-Set Standards were initially established by the Cuyamaca College Council (CCC) in 2013. Stretch goals were established by the CCC for some performance indicators in 2015 in accordance with California Community College Chancellor’s Office requirements. In 2017, the Institutional Effectiveness Committee (now the Institutional Effectiveness Council) took on this responsibility and invites input from the campus community via its annual planning and evaluation retreat, which takes place in the late spring semester. The College has set standards for successful course completion rate, degrees awarded, certificates awarded, number of transfers to four-year institutions, and several other indicators.

Student achievement data are central to the College’s program review process. Academic programs began setting program-level standards for successful course completion rate, aligned with the College’s established standard and stretch goal, through the program review process in 2018-19. Programs set goals and identify activities to improve student achievement and mitigate equity gaps observed in student achievement data. The College established a standard for job placement rate across its career education programs in 2014. The Institutional Effectiveness, Success, and Equity Office is currently working with the Workforce Development Committee to identify updated program-specific standards for job placement rates. When performance levels
fall below the established standard, the College identifies activities for improvement with input
gathered through the annual planning and evaluation retreat, Institutional Effectiveness Council,
and Cuyamaca College Council.

Institution-Set Standards are reviewed and updated as appropriate each year at the annual
planning and evaluation retreat and through refinement by the Institutional Effectiveness
Council. The College’s response to Standard I.B.3 provides detailed information about the
establishment and continuous monitoring of Institution-Set Standards for student achievement.

Credits, Program Length, and Tuition
Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

The College’s credit hour assignments and degree program lengths programs fall within the
range of good practice in higher education. Cuyamaca College adheres to widely accepted
minimum program lengths for associate degrees. Credit hours are assigned locally by the
College’s Curriculum Committee and in accordance with the California Community Colleges
Program and Course Approval Handbook, Board Policy 4020, and Administrative Procedure
4020, which align with common practices in higher education. The Cuyamaca College
Curriculum Committee, which is a subcommittee of the Academic Senate, conducts established
curriculum review and approval processes. The Technical Review Subcommittee reviews
technical requirements and content of new and existing courses and programs. All programs and
courses are approved by the Curriculum Committee and Governing Board prior to being offered.
Tuition is consistent across all courses and programs and is set by the California legislature
based on the number of units in which a student is enrolled. Additional information on course
credit, program length, and tuition is located in the College’s response to Standards II.A.5,
II.A.9, and I.C.6.

Transfer Policies
Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

Transfer policies are disclosed to students and the public through the college catalog. The
College articulates courses with other institutions through the Common Course Numbering
System (C-ID) in order to facilitate the transfer of credit for students enrolling at and transferring
from Cuyamaca College. Additional information regarding transfer of credit policies and
disclosures are included in the College’s response to Standard II.A.10.

Distance Education and Correspondence Education
Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Cuyamaca College has established policies and procedures for defining and classifying a course
as offered as distance education, as outlined in Administrative Procedure 4105. Distance
education versions of courses have the same student learning outcomes and Course Outline of
Record as their face-to-face counterparts. All online classes at Cuyamaca College are of the same
quality and are held to the same standards as face-to-face classes. The College’s Curriculum
Committee reviews each course for appropriateness for distance education offering and ensures
the course meets established standards for quality and regular and effective contact. The College has established a policy for regular and effective contact for distance education courses and a checklist of best practices for effective online instruction. In order to ensure quality of distance education course, the College’s Distance Education Faculty Coordinator provides training in effective online instructional methods, and the College’s Instructional Design Technology Specialist provides training and support for the Canvas learning management system. The Online Teaching and Learning Committee reviews distance education student demographic, enrollment, and achievement data, as well as student and faculty survey results to inform improvements for online learning policies and processes. In order for the Curriculum Committee to approve a course for distance education, departments must demonstrate a process for maintaining regular and effective instructor contact.

Students enrolling in distance education courses must provide a login and password in order to access the Canvas learning management system. Canvas connects to the Student Information System and verifies the student’s identity with their College login credentials. All communications with students is conducted via their official email on record with the College and through Canvas. GCCCD Administrative Procedure 5040 outlines the District and College’s information privacy policies, which apply to all students regardless of course delivery method.

The GCCCD technology infrastructure meets the needs of distance education courses and programs. Resources needed to support online learning are identified through the program review and technology planning processes. The College offers distance education courses in fully online and hybrid formats, and professional development opportunities are provided both on campus and through regional and statewide conferences focused on effective online teaching and learning.

The College does not offer Correspondence Education. Detailed information on the College’s distance education courses and support for distance education students is provided in responses to Standard II.A.7, II.B.1, and II.C.1.

**Student Complaints**

*Regulation citations: 602.16(a)(1)(ix); 668.43.*

Cuyamaca College has clear policies and procedures in place for handling student complaints. GCCCD Administrative Procedures 5530 outlines the student grievance and due process procedure and is published in the college Catalog and via the Student Affairs website. The College maintains confidential records on student complaints in the Student Affairs office. These records have been maintained since the 2013 accreditation site visit and are available for the team to review. Records of formal complaints of harassment or discrimination are confidentially stored in the GCCCD Human Resources office. The College’s accreditation status is published on the College website. Programmatic accreditation information is located on the webpages for specific programs. Contact information for ACCJC is provided on the College’s Accreditation 2019 webpage, and the process for reporting a complaint to the Commission is outlined on the Student Affairs webpage.
**Institutional Disclosure and Advertising and Recruitment Materials**

*Regulation citations: 602.16(a)(1)(vii); 668.6.*

Cuyamaca College provides accurate and current information to students and the public regarding its programs and policies through the College Catalog and via the College website. The Catalog is updated annually, with addenda published as appropriate, to ensure up-to-date information is provided to students. The Instructional Operations Office produces the Catalog and collects updated information on departments and programs each spring. The College website also serves as a vehicle for conveying information to students and the public. The website is updated on an ongoing basis and as new information becomes available. The College’s accreditation status is clearly communicated to students and the public via the Catalog and on the accreditation webpage, which is one click away from the College homepage. Accreditation reports, documents, resources, and information about the Commission are also provided on the accreditation webpage. Programmatic accreditation is communicated to students and the public on specific program and department webpages. Additional information regarding institutional disclosure and recruitment materials can be found in the College’s response to Standard I.C.1, I.C.2, I.C.5, and I.C.12.

**Title IV Compliance**

*Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.*

GCCCD’s financial statements have received “unqualified” audit opinions for the previous six years. District programs, categorical funded programs, grants, and college financial aid programs are included in the audits. Each of the audits have resulted in positive reviews with no material findings.

The Financial Aid office meets with Grossmont Financial Aid annually in spring to review policies and procedures for the upcoming academic year and make updates accordingly to address federal, state, and district regulations and to address the needs of the students. The College’s Financial Aid Office staff conducts a compliance review annually in accordance with the US Department of Education’s Federal Student Aid Self-Assessment Guide, and department staff regularly participate in workshops, trainings, and conferences to stay current on compliance-related information.

The College addresses any issues raised by the US Department of Education and responds to requests for information in a timely manner. The College’s student loan default rates for the previous three years fall within the acceptable range noted in federal guidelines. Cuyamaca College’s student loan default rates for the most recent cohort (2015) were 13%, well below the 30% threshold. The College maintains a current Program Participation Agreement with the US Department of Education. The current agreement is approved through 2021.

Cuyamaca College ensures compliance with the Commission Policy on Contractual Relationships and Title IV requirements through it’s Financial Aid Department compliance review processes, college business office reviews, with oversight by GCCCD Business Services, as outlined by Board Policy 6300 and Administrative Procedure 6300.
Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity
Standard I.A.1.:
The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard:

Broad Educational Purposes
The Cuyamaca College is an open-access California Community College and, as such, offers program in support of student transfer to four-year institutions, associate degree programs, certificates, workforce preparation, and developmental education. Cuyamaca’s mission statement describes its commitment to student learning, success, and equity, as well as its broad educational purpose of providing instructional programs and support services to promote economic, civic, and cultural development. Cuyamaca College conveys its broad educational purpose collectively through its mission, vision, and values statements [Mission Webpage]. The College’s mission is appropriate to an institution of higher learning and is developed and revised by the College Council with input from the College’s various constituencies.

Intended Student Population
The College’s mission statement describes the intended student population as a “diverse community of students who seek to benefit from the College’s programs and services.” As a California Community College, Cuyamaca serves the GCCCD service area of East San Diego County but also draws students from cities and regions beyond the District boundaries. The College’s current student population is diverse and includes students transitioning from high school to college, students concurrently enrolled in high school, first generation students, working adults, active duty military members, veterans, and their dependents, former foster youth, single parents, and students with disabilities [Student Profile Dashboard].

Types of Degrees, Credentials, and Certificates Offered
The College’s mission statement describes the College’s major educational aims and goals. The College’s mission statement also broadly identifies the types of awards students may earn, including programs that prepare students for transfer and/or for careers, technical programs, and developmental programs that prepare students for success in college-level and transfer-level courses.

As a two-year college, Cuyamaca grants Associate of Arts and Associate of Science degrees, Associate Degrees for Transfer (ADTs), as well as Certificates of Achievement and Certificates of Specialization, which largely focus on career and technical areas. The College does not offer any bachelor’s degree programs. While the College does offer some foundational skills courses in ESL and English, it has recently moved to a focus on placing students directly into college-level or transfer-level math and English, with or without concurrent support, which is in alignment with California’s AB 705 legislation.

Commitment to Student Learning
The College’s vision of “Learning for the Future” emphasizes its innovative, forward-thinking approach to student learning. Moreover, the College’s 2016-2022 strategic plan and priorities, including its three “big bets” of Accelerated Basic Skills, Guided Student Pathways, and Student Validation and Engagement, further codifies its commitment to student learning [2016-2022 Strategic Plan]. The College has been recognized statewide and nationally for its innovative work in these areas. For example, Cuyamaca’s accelerated math, English, and ESL programs received the California Community Colleges’ John W. Rice Diversity and Equity Award in July 2018 [Rice Award Press Release] and have served as models for the California Acceleration Project (CAP) [CAP Leading the Way Paper]. In addition, in 2017, the College was selected to participate in the three-year California Guided Pathways demonstration project and to serve as one of 20 leading California Community Colleges in Guided Student Pathways implementation [CAGP Model]. These efforts are inclusive of the College’s third “big bet” of Student Validation and Engagement, which focuses on the validation of our diverse students social and cultural experiences both in and out of the classroom. This focus is woven into the acceleration and curriculum redesign efforts in math, English, and ESL, and into the inquiry and design efforts of Cuyamaca’s guided pathways work.

Cuyamaca’s Institutional Learning Outcomes (ILOs) further demonstrate the College’s commitment to student learning and outline the core competencies the College expects for students to develop during their college experience [ILO Webpage]. Course and program-level learning outcomes linked to ILOs are assessed and discussed in the program review process and ILOs are assessed through an annual survey of graduating students [2017 ILO Survey Report]. The results of these assessments are used to improve student learning. Furthermore, the College’s mission, vision, and values, along with its strategic priorities, serve as the framework for all planning and decision-making at the College.

GCCCD Board Policy 1200 (District and College Vision, Mission, and Value Statements) ensures alignment of the College and District missions to guide district-wide decision-making [BP 1200]. The District-wide six-year strategic planning process aligns planning and resource allocation across the two colleges and District Services, and maintains a constant focus on the District and College missions and commitment to student learning and achievement [Strategic Planning Process Presentation 4-19-16]. Governing Board district goals and strategic priorities of creating streamlined, student-centered pathways, closing achievement gaps by engaging students and removing structural barriers, and creating a student-center culture of excellence, trust, stewardship and service further demonstrate the district-wide commitment to student learning and achievement [GCCCD Board Goals].

**Analysis and Evaluation:**
Cuyamaca College’s mission statement is appropriate to an institution of higher learning and accurately reflects its broad educational purposes. Its mission, vision, values and strategic priorities, in concert, convey its intended student population, types of awards offered, and commitment to student learning and achievement.
Standard I.A.2.:  
The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

**Evidence of Meeting the Standard**  
Cuyamaca College revised its mission statement in 2016 in order to reflect its new, fully vetted, strategic priorities. These priorities, or “big bets,” were identified after an extensive analysis and discussion of performance indicator data overall and disaggregated for subpopulations of students as part of the district-wide Achieving the Dream (ATD) efforts [ATD Strategic Plan Slides 2016]. The College’s four strategic priorities, which served as the basis for the 2016-2022 Strategic Plan, include the following [2016-2022 Strategic Plan]:

1. Accelerated Basic Skills  
2. Guided Student Pathways  
3. Student Validation and Engagement  
4. Organizational Health

In fall 2016, the College established the Institutional Effectiveness, Success, and Equity (IESE) Office in order to foster a culture of inquiry and evidence, to build research and information capacity for the campus, and to strengthen institution-wide success and equity efforts. In 2017, the College also established the Institutional Effectiveness Committee [IEC Charge and Composition], which transitioned to the Institutional Effectiveness Council (IEC) in fall 2018 as part of the College’s governance redesign efforts, to bring together all institutional effectiveness processes across the campus and foster dialog regarding the assessment of college goals and achievement of the mission. To broaden dialog about research, data, and institutional assessment and leverage the dialog to inform College planning, the College began hosting a college-wide planning and evaluation retreat in spring 2017, facilitated by IEC.

In accordance with its annual evaluation and planning cycle [Spring 2017 Planning Retreat Slides], the College reviews and analyzes key performance indicator data linked to each of the four strategic goals and identifies priorities for the subsequent academic year to advance performance related to each goal. This process culminates in the annual planning and evaluation retreat, to which the entire campus is invited. Data examined through this process include transfer-level math and English course completion (“throughput”), ESL sequence completion, fall-to-spring and fall-to-fall persistence, course success, degrees and certificates awarded, transfers to four-year institutions, and median wage gains for students completing career technical courses [Spring 2018 Retreat Data Packet]. Priorities identified during the retreat are forwarded to the Institutional Effectiveness Council and the primary participatory governance council, the Cuyamaca College Council. The priorities are summarized, along with other college priorities, for the governing board during the annual strategic planning board workshop. The College leverages this process to assess progress toward successful implementation of each strategic priority and to ensure that it is meeting or exceeding its own standards of performance.
Each strategic priority is infused into every level of planning at the College and these priorities are central to the program review process. Through the program review and planning process, academic programs and service areas connect their unit-level goals to an appropriate strategic priority and develop action and assessment plans for unit goals [Communications PR 2017-18; Water/Wastewater Technology PR 2017-18]. Unit-level key performance indicator data, including student access data by demographic characteristics, course success rate data overall and disaggregated by gender, ethnicity, and online status, productivity data, and program award data are provided by the IESE office to instructional program review authors. Student access, performance, and persistence data are provided to student support program review authors through the District Research, Planning, and Institutional Effectiveness (RPIE) Office. Both instructional and student services data reports are posted to the College’s institutional effectiveness website [Business Program Review Data; EOPS Comparison Report], for ease of access. Additional data on student demographics and district-wide key performance indicators are made available via the District RPIE dashboards [Student Profile Dashboard].

To add to these college-level and unit-level planning and evaluation processes, Cuyamaca College conducts an annual survey to assess achievement of its Institutional Learning Outcomes (ILOs) among graduates. In the survey, students are asked to rate their growth or improvement in each of the five ILO areas. As noted in the most recent ILO Survey report, the vast majority of students indicated they had improved in each of the ILO areas [2017 ILO Survey Report].

**Analysis and Evaluation**

Cuyamaca College is actively engaged in a continuous cycle of inquiry, implementation, evaluation, and improvement and has made robust improvements to its infrastructure for college-wide planning and evaluation. Cuyamaca leverages these efforts to assess whether it is meeting its mission and strategic priorities and to identify strategies for improving its practices in support of student learning and achievement.
Evidence of Meeting the Standard:
Cuyamaca College’s academic programs and support services are closely aligned with the college mission. Collectively, the college mission, vision, and values serve as the overarching framework for college-wide planning, decision-making, evaluation, and improvement. The College’s mission statement includes the college strategic goals (Acceleration, Guided Student Pathways, Student Validation and Engagement, and Organizational Health), and these goals inform all planning and resource allocation at the College [College Mission]. These four strategic goals (or priorities) were identified in the most recent strategic planning process, which was completed in 2016. The six-year district-wide strategic planning cycle is aligned across the two colleges within the district as well as District Services offices [GCCCD Strategic Plan Slides].

In addition, the strategic goals serve as the foundation for college, division, and unit-level planning. In 2016, the College started its initial discussion of an improved governance structure, and by fall 2018, the College began implementing a new governance structure to more fully support the achievement of its strategic goals [Governance Redesign Timeline; Governance Structure Slides]. The Cuyamaca College Council is leading the College’s efforts to better document and integrate its planning structures and processes, including the development of templates for governance group meeting agendas and minutes, as well as annual goal setting and tracking documents to more explicitly link committee and council work to the four strategic goals. Furthermore, the College is developing an updated integrated planning model that illustrates how the four major participatory governance councils relate functionally in the decision-making process [Draft IP Model Fall 2018]. The College assesses its integrated planning process on an annual basis, both formally and informally. This includes an Integrated Planning Survey of program chairs or coordinators, program review authors and collaborators, and managers [2018 IP Survey Report].

The College ensures alignment and integration of all programs, services, and initiatives with its strategic goals, regardless of the funding source to implement these activities. For example, the College’s CCCCCO 2017-2019 Integrated Plan and 2017-19 CCCCCO IP Executive Summary was centered on Guided Student Pathways, one of the College’s strategic goals, and the plan addressed other college goals of Acceleration, Student Validation and Engagement, and Organizational Health [2017-19 CCCCCO IP Executive Summary]. Furthermore, the College’s Title III Hispanic-Serving Institutions grant is focused on developing and implementing Guided Student Pathways in STEM areas, and the Title V grant is centered on helping students connect with the College and enter a pathway to career or transfer.

At the unit level, all plans and major activities are explicitly linked to college strategic goals through the program review process. In 2017/18, the College developed new Program Review Annual Update templates across all operational areas (instruction, student services, and
administrative areas) to explicitly align unit-level planning with the new strategic goals. Each year, these templates are revised based on campus feedback as well as any changes to accountability and accreditation requirements [2018-19 Instructional Comprehensive RP Template; 2018-19 Student Services PR Template]. In addition, resource allocation rubrics were developed in fall 2016 and refined in fall 2017 based on feedback from the campus community. These rubrics guide prioritization of human, technology, and other resource requests linked to unit-level goals [Faculty Position Request Rubric; Classified Position Request Rubric; Technology Request Rubric]. The College’s strategic goals are explicitly stated as a criterion in the rubrics. In addition, college-wide budget priorities codify the College’s commitment to its strategic goals through resource allocation [2016-17 Budget Priorities]. The Cuyamaca College Council serves as the central participatory governance group that leads the development of budget priorities and approves resource allocation recommendations from each of the resource allocation prioritization groups [Faculty Position Rankings; Classified Position Ranking; Technology Request Ranking].

Each year the College engages in two campus-wide retreats, one in fall and one in spring. The fall retreat focuses on process evaluation and the spring retreat focuses on outcomes or performance [College Planning Webpage]. The Cuyamaca College Council initially identified Institution-Set Standards of performance in 2013 [ACCJC Annual Report 2013] and aspirational performance targets on a few key performance indicators in 2015 [2015 Standards and Targets]. However, in spring 2017, the College broadened the discussion of its key performance indicators, standards, and targets via a college-wide planning and evaluation retreat. This effort has continued since that time, with over 50 faculty, staff, administrators, and students participating in the spring 2018 retreat. During the retreat, participants reviewed campus data on core indicators of performance in relation to previously established standards and targets, where applicable. Additional standards and targets were added and key performance indicators were revised to better align with college-wide strategic priorities.

Furthermore, upon reviewing the performance data, retreat participants identified possible areas for action that would improve the College’s performance in specific areas in light of key performance indicator data [2017 Spring Retreat Outcomes]. Some of these action items are aggregated and presented, in summary form, along with ongoing College priorities during the College’s annual presentation to the Governing Board on its strategic plan implementation and progress [2018 Board Strategic Plan Presentation], and in 2018 were incorporated into the fall convocation during the President’s state-of-the-college address [Fall 2018 Convocation Slides]. Convocation serves as a way to communicate each year’s priorities, revisit highlights from the prior year’s performance, and provide opportunities for training, professional development, and dialog related to the College’s strategic goals [Fall 2017 GP Presentation; Spring 2018 Convocation Discussion Notes]. Convocation takes place each semester during Professional Development Week, the week before the start of classes, and serves as a way to engage personnel across the institution in discussions about the College’s mission and strategic goals, and to help participants understand how their roles further the College’s work toward these goals.
Analysis and Evaluation
The College’s programs and services are aligned with its mission and strategic goals. The mission, vision, values, and strategic goals serve as the overarching framework and foundation for institutional planning, decision-making, and resource allocation. Furthermore, the College’s mission, which includes its strategic goals, informs college goals for student learning and achievement.

Standard I.A.4.: The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard
The College’s formal mission statement has been in place since 1980 and is reviewed and revised on a regular basis [Mission Webpage]. The most recent revision of the mission statement occurred in July 2016 [CCC Minutes 7-26-16]. In spring 2018, the Cuyamaca College Council agreed to implement a biennial review process [CCC Minutes 5-8-18]. The biennial mission statement review process is led by the Cuyamaca College Council, which includes representation from all the major stakeholder groups on the campus, and is vetted by the Council [CCC Charge and Composition]. The District and College Vision, Mission, and Value Statements [BP 1200] form the basis for the six-year strategic plans at both the District level and the College level [GCCCD Strategic Plan; Cuyamaca Strategic Plan]. The strategic planning process was developed through the College’s Achieving the Dream data analysis and discussion surrounding its three “big bets” or new directions for improving student success. The 2016 mission statement consisted of an update of the strategic goals included in the statement itself. The strategic goals that represented the change to the mission statement were informed by college-wide forums and discussions with faculty, staff, administrators and students, which began in 2015 with the College’s Achieving the Dream work. The GCCCD Governing Board reviewed and approved the College’s strategic plan, revised mission statement, district strategic plan, and updated district mission statement in December 2016 [GCCCD Board Minutes 12-13-16].

The College began its most recent review of its mission statement in spring 2018 [CCC Minutes 5-1-18]. This process is ongoing through the 2018-2019 academic year, and has involved a robust discussion in the Cuyamaca College Council and in other councils and committees regarding the mission statement content. Representatives from faculty, classified staff, the Associated Student Government, and administrators have discussed the mission statement with a focus on continuous improvement. In May 2018 CCC Minutes 5-22-18, the Cuyamaca College Council identified the following guiding principles for the mission statement review and revision process: be inspirational, share the College’s collective vision for success, and be easier for employees, students, and community members to understand and remember [CCC Minutes 5-22-18].

The College regularly examines data related to the College’s key performance indicators, which are linked to each of the strategic goals. These strategic goals provide a link between the mission
statement and student learning and achievement data. Data on key performance indicators are made available via the College IESE website [Spring 2018 Retreat Data Packet] and District RPIE websites [RPIE KPI Summary 2016] and are discussed in various groups across the College, including Cuyamaca College Council, Institutional Effectiveness Council, Student Success and Equity Council, Student Learning Outcome and Assessment Committee, Program Review Steering Committee, Workforce Development Council, and Staffing Prioritization Committee. The Cuyamaca College Council leverages data to inform strategic goals as part of the strategic planning and evaluation process and, thus, in the review of the mission statement [CCC Minutes 5-6-16; CCC Governance Survey Slides 2018].

The College’s mission widely publicized both internally and externally. It is posted on the College’s website Mission Webpage, listed in the College Catalog [2018 Catalog History-Mission Section], codified in Board Policy 1200 [BP 1200], and is also physically posted across the campus, including in campus offices and meeting rooms in order to ensure broad awareness of the institutional mission across the campus. The District’s Mission Statement is also posted on the District website [GCCCD Mission Statement] and in District facilities.

Analysis and Evaluation
The College’s mission is widely publicized and follows a regular review and vetting process that includes broad input from campus constituencies. As evidenced above, various sources of data inform revisions to the mission statement, and the GCCCD Governing Board reviews and approves the College’s mission statement.

**Standard I.B.1.:**
The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

**Evidence of Meeting the Standard**
With a focus on continuous improvement, Cuyamaca College engages in widespread and ongoing dialog about student learning and achievement, institutional effectiveness, student equity, academic quality, and continuous improvement. The framework for all of these efforts is the College’s six-year strategic planning process, which centers on the college mission of serving “a diverse community of students who seek to benefit from the college's wide range of educational programs and services” and commitment to student learning, success and equity. The overarching strategic plan, annual integrated planning process, and multi-year, multi-level initiatives are centered on advancing institutional effectiveness to improve student learning and achievement.

One of the most significant examples of the College’s work to ensure academic quality, improvement in student learning, achievement, and equity in student outcomes is its innovative approaches to placing students directly into transfer-level English and math courses with support instead of directing students to extended remedial pathways. The accelerated approach has also been implemented in the ESL department, with the results of these efforts yielding significant
improvements in student learning and achievement and in equitable student outcomes [Math and English Data Summary 2018; ESL Throughput Report].

Another large-scale and notable college-wide effort is that of implementing the guided pathways framework across the College. Cuyamaca College first identified guided student pathways as a strategic priority after reviewing student achievement data as part of its Achieving the Dream and strategic plan internal scan process. In 2017, the College sought to expand its efforts to implement the guided pathways framework by applying for and subsequently being selected as one of the 20 pilot colleges in the California Guided Pathways demonstration project. This multi-year, college-wide reform effort began in 2017-18 [CAGP Short-Term Action Plan I; CAGP Short -Term Action Plan IIa; CAGP Short -Term Action Plan IIb] and has increased in scope in 2018-19, with four Inquiry-Design-and- Implementation Teams leading inquiry efforts around the four pathways pillars [Pathways IDI Team Summary].

**Student Equity**

In 2014, the College renewed its focus on student equity, as evidenced by the 2014-15 Student Equity Plan and subsequent participation in the national Achieving the Dream initiative [2014 Student Equity Plan; College ATD Website]. The plan evolved from a programmatic-focused plan to an institutional capacity-building plan by 2016. In 2015, the College combined several existing committees into the Student Success and Equity Committee in order to have a central governance body that would guide and champion student equity efforts, informed by college-wide disaggregated qualitative and quantitative data [SSEC Charge and Composition]. The Student Success and Equity Committee, which in fall 2018 transformed into the Student Success and Equity Council (SSEC), developed the College’s equity commitment statement, which guides college-wide equity-minded efforts and advocates equity mindedness, inclusivity, civility, and social justice [Equity Website].

Along with a workgroup of faculty, staff, and administrators, SSEC led the development of the College’s 2017-2019 CCCCO Integrated Plan, which focused on guided student pathways as a vehicle for improving successful course completion, persistence, unit accumulation at critical points along the pathway to completion, and overall completion (graduation with a degree, certificate, or transfer)[Cuyamaca Integrated Plan 2017-19].

SSEC analyzes disaggregated data for each planning cycle (Student Equity Plan, Integrated Plan, and now the Student Equity and Achievement Program Plan) and sets targets for eliminating equity gaps [2017 Equity Data Packet]. In addition, the committee reviews and discusses qualitative research findings related to student equity as well as relevant research originating from other sources, such as the Career Ladders Project, the Center for Urban Education, and the Community College Research Center [RP Group Focus Group Report; SSEC Minutes 4-6-18]. In 2017, the College commissioned the Research and Planning (RP) Group to conduct a campus equity scan, including focus groups with students from various demographic groups, full-time and part-time faculty, and classified staff. The results of the study were provided to instructional and student services department chairs, and discussed by the Student Success and Equity Committee. The committee identified action items based on the results of the study, and
department chairs were encouraged to integrate the focus group findings that were most relevant to their respective areas into their program reviews.

Disaggregated student access and achievement data are provided for every instructional program to inform the program review and planning at the unit level [Psychology Program Review Data Packet]. Program review data are compiled by the IESE Office and are posted on the College’s program review data webpage each fall semester [Program Review Webpage]. Additional data can be located on the District Research, Planning, and Institutional Effectiveness KPI Dashboard page [Persistence Tableau Dashboard] and can be disaggregated by student demographic and academic factors. Program review and planning committees incorporate the College’s overarching focus on student success and equity into the program review writing prompts and templates. Program review authors respond to these prompts regarding disaggregated data and discuss implications for practice [Child Development Comprehensive Program Review 2018-19; English Annual Update 2018-19].

The College’s Institutional Effectiveness, Success, and Equity Office houses the Associate Dean of Equity and Engagement and the Faculty Student Success and Equity Coordinator. Together, the Associate Dean and Faculty Coordinator facilitate conversations and develop programming to broaden awareness of equity-minded practices and processes [Equity Webpage]. The Student Success and Equity Faculty Coordinator develops workshops and professional development, such as the Equity in Teaching Institute, to advance equity-minded practices in the classroom, with the ultimate goal of eliminating equity gaps in student learning and achievement [Equity in Teaching Institute].

Academic Quality
Cuyamaca College has established structures and processes to ensure regular, action-oriented dialog on student outcomes. The College has three major systems in place to ensure academic quality. These include the curriculum review process, the program review process, and the student learning outcome assessment process. The Curriculum Committee, a subcommittee of the Academic Senate, sets the five-year curriculum review cycle, ensures curriculum meets regulations, California Title 5 regulations, and the guidelines set forth by the committee [Curriculum Review Process Document]. In order to ensure the accuracy of the College Catalog and curriculum offerings, the Curriculum Committee began a significant curriculum cleanup process to identify courses that had not been offered in more than five years were as candidates for deactivation [Curriculum Committee Minutes 3-20-18].

Student Outcomes
In addition, in 2017-18, the curriculum review process and student learning outcome assessment process were structurally integrated with the addition of the SLO Coordinator to the Curriculum Technical Review Subcommittee. The SLO Coordinator now plays a critical role during the curriculum review process and provides guidance on designing meaningful and measurable SLOs to individual departments whose courses are up for review in a given semester. In an effort to ensure dialog on student learning is occurring on an ongoing basis, the SLO Coordinator designed and disseminated a program assessment plan template [English Department SLO Assessment Plan]. Completed assessment plans are being collected as part of the 2018-19 program review process.
Dialog about student outcomes occurs at the unit level, in specific programs of study and student and administrative service areas, and is codified primarily in the program review process. All instructional programs review their student achievement and learning outcome data each year and report on their findings, improvement goals, and action plans through the program review process [Paralegal Program Review; Exercise Science Program Review]. The four-year program review process includes a comprehensive program review, which includes additional data analysis and review and planning of program curriculum and three subsequent annual program review updates to facilitate continuous analysis of program or service area data to inform program improvements [4-Year Program Review Cycle; Instructional Program Review Comprehensive Template 2018-19; Student Services Annual Update Template 2018-19].

Programs and service areas set goals, aligned with college-wide strategic priorities, to improve student outcomes and report on progress toward achieving these priorities on an annual basis.

These templates are revised each year based on annual Integrated Planning Survey results, feedback from program review authors, a review of previous year program review content, and to ensure alignment with the College’s strategic plan, statewide and accreditation requirements [2018-19 Comprehensive Template; 2017-18 Integrated Planning Survey Results]. In an effort to improve structures and processes for program review and ultimately improve student outcomes, in 2018-19, the College’s four program review committees were replaced by a single program review body. The charge and composition for the Program Review Steering Committee (PRSC) was developed between the spring 2018 and fall 2018 semesters and included input from the Instructional Program Review and Planning Committee, Student Services Program Review and Planning Committee, as well as other faculty, staff, and administrators [PRSC Charge; IPRPC Minutes 10-4-18; SSPRPC Minutes 9-27-18; SSPRPC Minutes 10-25-18]. The PRSC is charged with developing guidelines for the college-wide program review process, maintaining compliance with appropriate accreditation standards, summarizing program review results, and regularly assessing and improving the program review process.

**Institutional Effectiveness and Continuous Improvement of Student Learning and Achievement**

In fall 2016, the College created the Institutional Effectiveness, Success, and Equity (IESE) Office to fulfill an organizing and coordinative role for both student equity and institutional effectiveness efforts [IESE Website]. Relatively unique in its organizational structure, this office serves a facilitative and coordinative role for equity, institutional research and evaluation, strategic planning, program review, and assessment efforts across the campus. The IESE Office team works collaboratively with campus faculty, staff, administrators, and students to lead these efforts and ensure that equity, inquiry, evidence, and continuous improvement are integrated into the work of the College and are at the forefront of campus planning and implementation.

In addition, the College’s Institutional Effectiveness Committee (IEC) guides, informs, and facilitates discussions regarding the College’s key performance indicators, institutional planning, evaluation, and other work related to overall institutional effectiveness [IEC Charge and Composition]. In addition, the Student Learning Outcome and Assessment Committee (SLOAC) facilitates the evaluation and improvement of structures and processes related to learning outcome assessment across the College [SLOAC Charge]. The Cuyamaca College Council
reviews annual reports on student learning and achievement that are initially discussed by IEC [CCC Charge; 2016-17 KPIs, Standards, and Targets Report]. The College’s annual planning and evaluation retreat serves as a central repository for discussions on college-wide strategic priorities, key performance indicators, and implications for each subsequent year’s strategic plan implementation. During the retreat, IEC leads a large body of college constituents, including faculty, staff, administrators, and students, through deep discussions of college performance in relation to established standards and targets. In addition, retreat participants identify possible action items for the subsequent academic year in order to improve performance on indicators mapped to each strategic goal. Several of these action items, along with continuing action items from the College’s strategic plan and multi-year initiatives, are summarized and presented to the Governing Board in June of each year to ensure alignment with District strategic priorities and communication across the District regarding annual progress and subsequent year priorities [June 2018 Strategic Plan Presentation].

Program review authors also address student learning through the assessment, reflection, and program review processes. Instructional program review authors discuss the results of their assessments at both the course and program level, and any implications for curriculum, pedagogy, instructional mode and delivery, and other aspects of the teaching and learning process [Business Program Review Annual Update, 2018-19; Exercise Science Comprehensive Program Review, 2018-19]. Student Services program review authors also address student learning and service outcomes and implications for service delivery through the program review and planning process. Detailed information on the method of assessment and assessment results for each program, course, and service area learning outcome are recorded in the College’s accountability management system, TracDat [SLOs Example].

**Analysis and Evaluation**
Cuyamaca College demonstrates a sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. As evidenced by the curriculum review, program review, and student learning outcome assessment processes, as well as college-wide planning, evaluation, and improvement efforts, the College meets the standard.

| **Standard I.B.2.:** | The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11) |
|---------------------------------------------------------------|

**Evidence of Meeting the Standard**
Cuyamaca College defines and assesses learning outcomes for all instructional courses and student learning and support services. The College is engaged in regular assessment of student learning outcomes for all academic programs and student learning and support services. Since 2016, the College’s five institutional learning outcomes (ILOs) have also served as its general education learning outcomes [Curriculum Committee Minutes 4-16-16].
**Student Learning Outcomes for Instructional Programs**

Each instructional department identifies course learning outcomes through the curriculum development and review process [English 120 Course Outline of Record]. The Student Learning Outcomes Coordinator recently began serving on the Curriculum Technical Review Subcommittee to provide guidance on creating or revising course and program SLOs to be both meaningful and measurable [Tech Review Subcommittee Charge and Composition]. In this role, the SLO Coordinator has been able to proactively reach out to departments who are engaged in curriculum review each semester. This change was the result of the recommendation from the Student Learning Outcome and Assessment Committee after reviewing other colleges’ SLO infrastructures and processes related to SLO assessment and was informed by the College’s IEPI Innovation and Effectiveness Plan activities [IEPI Plan 2017].

All active college courses have identified SLOs as noted in the Course Outlines of Record [ARBC 110 COR; BIO 140 COR; CD 124 COR; COMM 110 COR; MUS 001 COR]. Periodically, Course SLOs are updated and published on the College’s Outcome and Assessment webpage [Outcome and Assessment Webpage].

Broad discussion of assessment findings and improvements to courses and programs is brought forward through the program review process. The College’s four-year program review process aligns with its four-year outcome assessment cycle, such that programs can assess each course and program-level outcome within the cycle in preparation for the comprehensive program review at the start of the next cycle. These cycles were aligned in 2016 [SLOAC Minutes 2-8-16], so programs are still transitioning to this new integrated cycle [4-Year Program Review Cycle]. Each course SLO is now expected to be assessed at least once during the four-year cycle, as noted in the SLO Assessment Plan Template [Assessment Plan Template]. Assessment results have previously been recorded in multiple ways, depending on the instructional division. The College purchased the TracDat accountability management system in 2013 and, while some instructional divisions had success in designating SLO leads for the department and having the lead enter assessment findings into TracDat directly, other divisions instituted an intermediary process by which chairs collected section-level assessment findings in individual spreadsheets and submitted them to the appropriate dean’s office.

This information was later entered into TracDat. In fall 2017, with the assistance of an Institutional Effectiveness Partnership Initiative (IEPI) grant, the College hired a temporary Institutional Effectiveness Specialist to help streamline instructional SLO data collection and ensure that assessment data are up to date in the TracDat system. In addition, the College began piloting an online SLO assessment information collection form in summer 2018, with the goal of improving assessment reporting among instructional areas and overcoming the technological barrier that exists for many faculty who struggled to use the TracDat system. The Institutional Effectiveness, Success, and Equity Office reviews the new and updated course outlines of record approved by the Curriculum Committee each month to ensure the appropriate SLOs are entered into the TracDat accountability management system.

Student learning outcomes are established for all courses and programs through the curriculum development and review process [Five-Year Curriculum Review Cycle Description]. Per the curriculum review schedule, the Curriculum Committee reviews each proposal and course
Courses and programs leverage learning outcome assessment to evaluate and improve teaching and learning, and student services areas refer to learning and service outcome assessment results in unit-level planning and improvement efforts. Examples of significant instructional program improvements made through the course assessment and program review process include:

- Accelerated courses in ESL [ESL 2015-16 Program Review]
- Math 281 and 180 Course Changes [Math 2015-16 Program Review]
- English department integration of reading and writing [English 2015-16 Program Review]
- Biology/Allied Health course sequences [Biology 2015-16 Program Review]

In addition to the above examples, the math department redesigned its entire program and implemented its new “math pathways” model in fall 2016. This emerged from department research and learning and achievement data analysis, as documented in the department’s program review and plan for 2016-17 [Math Department 2016-17 Program Review and Plan]. The math department recognized the existence of an equity gap in student success at both the course level and at the programmatic level. Thus, the math faculty agreed to leverage three high-impact strategies to improve student outcomes and equity in student outcomes beginning in fall 2016. These strategies included concurrent-enrollment support for transfer-level classes, accelerated remediation, and multiple measures placement processes.

Similarly, in program review and planning for the 2016-17 academic year, the World Languages department analyzed its student learning outcome and student achievement data and discussed the results in a department-level retreat [World Languages Department 2016-17 Program Review and Plan]. During the retreat, faculty discussed unevenness in student learning outcomes and possible explanations for these trends. Department faculty identified the following action items based on the discussion of SLO and achievement data: implement “lightbulb moments” for faculty to share effective practices, improve assessment tools/methods to better capture student learning, particularly in the area of cultural competency and speaking proficiency, and obtaining informal student reflections and feedback after completing assessments and exams.

Program learning outcomes (PLOs) are in place for the College’s degree and certificate programs. PLOs are posted on the College’s Outcome and Assessment webpage by division. The College has traditionally defined programs broadly as the set of courses offered within a discipline; however, the College is enlisting external assistance to help redefine and re-envision program learning outcomes to be focused on programs of study and authentic, direct assessments of PLOs for these programs. Currently, PLOs are assessed primarily through the mapping and assessment of course SLOs in the TracDat accountability management system, which has proven to be a technological challenge for many program faculty. Even so, many departments leverage the program review process as a way to take a holistic view of learning outcomes across the discipline and use this information to inform program improvements [Center for Water Studies PR Update 2018-19; Chemistry Comprehensive PR 2018-19; Communications PR Update 2018-19; English Comprehensive PR 2018-19]. The SLO Coordinator offers workshops and materials...
to assist departments with developing meaningful SLOs appropriate to their discipline and course level.

Based on the College’s 2017 IEPI plan, notable improvements were made in college-wide SLO assessment processes and the infrastructure for SLO assessments in several departments. However, the SLOAC identified a need for additional improvements, particularly in the areas of ILO and PLO assessment. Thus, SLOAC recommended that the College pursue an additional IEPI Partnership Resource Team (PRT) visit focused almost exclusively on SLOs, assessment, and communication regarding assessment across the College [PRT Treatment Description]. The College hosted its second PRT in fall 2018 and developed an Innovation and Effectiveness Plan to address the areas identified for PRT assistance [IEPI Plan 2019].

**Student Learning Outcomes for Student and Learning Support Services**

As with instructional programs, student services departments summarize the results of their learning outcome assessment efforts each year through the annual update process. Student Services Departments will undergo a comprehensive program review, as part of the new integrated, college-wide program review process, in 2019-20 [Four-Year PR Cycle]. The discussion of SLO and student services assessment results has led to a number of improvements to student services areas have been informed by discussions of student learning and achievement results. These improvements include the expansion of student activities, engagement and validation events, and increased training opportunities for student government, integrated services for veterans at the Veterans Resource Center and extended mental health services [Student Affairs 2017-18 Program Review; VRC 2017-18 Program Review; Student Health/Wellness 2017-18 Program Review].

While student services departments continue to assess outcomes, areas have experienced challenges in identifying meaningful, measurable SLOs and service area outcomes (SOAs) appropriate to their departments and unit-level goals. In light of this, in 2017, the Student Services Assessment Coordinator (also the Dean of Student Affairs) and Senior Dean of Institutional Effectiveness, Success, and Equity developed workshops and trainings for Student Services departments on assessment of student learning [Student Services SLOs Training]. The Student Services Assessment Coordinator also worked individually with Student Services departments to review their SLOs and offer guidance on making the SLOs more meaningful for service area planning.

**Institutional Learning Outcomes**

The College primarily assesses ILOs through an annual survey of graduating students. SLOAC guided the development and currently guides the revision and interpretation of the ILO Survey [2017 ILO Survey Report; 2018 ILO Survey Results]. The survey serves as an annual assessment, benchmark, and student self-report of development in each of the five ILO areas. SLOAC discusses the findings from the survey as well as any possible action items either for the ILO assessment process or for campus policies, processes, and practices [SLOAC Minutes 9-17-18]. Most recently, SLOAC discussed the results of the two most recent ILO surveys and determined it would be beneficial for the College to re-examine and clarify its ILOs [SLOAC Minutes 2-20-19].
Analysis and Evaluation
The College has established learning outcomes and assessments for all courses and programs and for student learning and support services. Learning outcomes are assessed within the four-year assessment cycle for instructional programs and learning and student support services, and learning outcome assessment results have led to evidence-based improvements to both instructional programs and student services.

Actionable Improvement Plan
While the College meets the standard, it recognizes that additional work is needed to more fully address all aspects of the standard and improve overall institutional effectiveness. The College is currently working to improve the infrastructure and culture of outcome assessment on the campus through its IEPI PRT experience. Specifically, the College has developed an IEPI Innovation and Effectiveness Plan to improve its processes for PLO and ILO assessment and improvement as well as SLO assessment tools, resources, and technology.

Standard I.B.3.: The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard
Cuyamaca College establishes institution-set standards for student achievement, appropriate to its mission, assess how well it is achieving them in pursuit of continuous improvement. The College initially established institution-set standards of performance in 2013 and has revised them as appropriate since then [2013 ACCJC Annual Report; 2014 Standards and Targets; College Council 5-9-14]. The College has assessed its performance on each of its core indicators of performance each year since that time and report both its standards and actual performance annually to ACCJC and to the community through its Accreditation Annual Reports, which are posted to the College’s accreditation website [ACCJC Annual Reports Page].

In 2015, aspirational targets were also identified, which enabled the College to evaluate its progress toward these goals rather than whether it was merely meeting its own standards of performance [2015 Standards and Targets]. The Cuyamaca College Council (CCC) worked with the District Research, Planning, and Institutional Effectiveness Office to identify the initial aspirational targets for student achievement indicators based on historical data. The District also identified some District-specific targets for fiscal indicator in order to address California Community Colleges (CCCCO) Institutional Effectiveness Partnership Initiative (IEPI) goal-reporting requirements.

The governance group leading the development and review of these standards has changed over the past two years. CCC led this process from 2013 to 2016. Prior to 2017, the CCC and Research Committee served as the primary venues for discussions of institutional performance in
relation to these standards; however the communication channels and reporting between these
two entities was relatively unstructured and informal. Thus, the CCC set aspirational targets with
the Research Committee minimally involved with in this process and was instead focused
primarily on ad hoc research requests.

Beginning in the spring of 2017, the College launched a spring planning and evaluation retreat to
broaden communication and dialog of performance in relation to institution-set standards on
course completion, student completion of degrees and certificates, transfer, and other key
performance indicators related to the College’s strategic goals. The Research Committee, which
was in the process of being reorganized into the Institutional Effectiveness Committee,
developed a list of retreat outcomes and received approval from the College Council to build the
infrastructure for the spring planning retreat and facilitate the event itself.

From 2017 forward, the College’s Institutional Effectiveness Committee, now the Institutional
Effectiveness Council, or IEC, has gathered input from the campus community, obtained via the
annual planning and evaluation retreat, to make recommendations to the CCC [2017
Recommended Standards and Targets; 2018 Standards and Targets]. For the now-annual event,
members of the entire campus community, are invited to participate in the retreat breakout
sessions centered on each of the College’s strategic goals to 1) discuss the College’s key
performance indicators in relation to established standards and aspirational targets, 2) provide
context to the data, and 3) identify opportunities and activities for improvement on indicators
that were not progressing toward aspirational targets.

In order to prepare for the retreat, IEC discusses the key performance indicator data in-depth in
advance of the retreat [2017 Retreat Data Packet; 2018 Retreat Data Packet; 2018 Retreat Slides;
2019 Retreat Data Packet; 2019 Retreat Discussion Questions; 2019 Retreat Slides]. Institution-
set standards and aspirational targets, as well as the context associated with the evaluation of
each indicator’s progress, discussed in the planning and evaluation retreat are documented on the
College’s Institutional Effectiveness, Success and Equity webpage [IESE Evaluation and
Planning Website]. After each year’s retreat, the IEC reviews the recommendations brought
forward at the retreat and makes any necessary reconciliations or adjustments. IEC also compiles
the list of activities identified by retreat participants as action items or priorities for the College
to implement in order to improve student achievement on each of the core indicators of
performance [IEC Minutes 6-4-19]. These recommendations are forwarded to the CCC for
adoption [CCC Minutes 12-11-19].

Job placement rates and other career education-focused metrics are reviewed by career education
program coordinators during data workshops and in the Workforce Development Council [Fall
2018 CTE Data Workshop Slides; 2017-28 CE Core Indicators]. Each career education
program’s faculty reviews relevant labor market, wage gain, and student achievement data and
develops recommendations that are incorporated into the program review and a bi-annual report
to the governing board that serves as a regular review of career education programs [2016-17
CTE Programs Report].
As shown in the figure above, IEC identifies key performance indicators for the College, reviews college performance on these indicators annually, and makes recommendations for additional research and inquiry to improve overall institutional effectiveness.

For example, in the spring 2018 semester, IEC began incorporating additional indicators into its framework for assessing institutional performance in relation to college strategic goals [IEC IP Metrics 4-4-18]. Included in these discussions were the California Guided Pathways momentum points, CCCCO-required aspirational targets, and the Department of Education Scorecard [IEC Minutes 3-21-18]. In spring 2018, IEC discussed the USDE College Scorecard for Cuyamaca College and noted its implications and limitations in light of local and statewide context [IEC Minutes 3-21-18]. The College continues to monitor its performance on a number of internal and external measures, including the USDE College Scorecard, CCCCO Student Success Metrics, and CCCCO Student Success Scorecard. In addition, the College, and specifically IEC, continues to seek new ways of integrating Institution-Set Standards and targets for performance into the program review process and bringing college-wide data down to the program level, as evidenced with the most recent iteration of instructional program review templates, which include a question about program-specific performance targets [2018-19 Instructional Comprehensive PR Template; 2018-19 Instructional PR Update Template].

**Analysis and Evaluation**

As shown in its annual planning and evaluation processes, efforts to engage a broader group of faculty, staff, and students with college-wide evaluation efforts, and governance structures and processes, Cuyamaca College establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes and communicates this information via its website and through its governance groups.
Evidence of Meeting the Standard

The College leverages results of learning assessments to improve student learning and achievement at the course, program, service area, and institutional levels. Individual instructors use the College’s new SLO Assessment Entry Form to report student level learning outcomes data, as well as to offer a reflection on the successes and challenges regarding student learning in their classrooms [SLO Assessment Entry Form Template]. The Institutional Effectiveness, Success, and Equity (IESE) Office compiles the data from those forms and provides department chairs and coordinators a report that details their specific department’s data and instructor reflections [English Spring 2018 SLO Report].

Department chairs and coordinators share that data and discuss instructor feedback in department-wide meetings, usually during Professional Development week, and use the data to make improvements to the program, such as setting an agenda for faculty professional development to meet student learning challenges [Arabic SLO Discussion Notes; ESL SLO Discussion Notes]. Department chairs and coordinators also use the compiled SLO data to assess their PLOs and to complete their Comprehensive Program Reviews and Annual Updates [Chemistry Comprehensive PR 2018-19; Center for Water Studies PR Update 2018-19; Math PR Update; Child Development Comprehensive PR 2017-18; Water/Wastewater 2017-18 PR Annual Update]. Instructional programs utilize learning outcome assessment data, in combination with student achievement data, to improve their programs.

The College recognizes that the integration and effective use of SLO data beyond the course and department levels needs improvement, and the College is currently revising its assessment infrastructure to facilitate more meaningful assessment practices. The College has made progress in the past two years to improve its assessment processes. To take a baseline measure of assessment practices, the IESE Office conducted a needs assessment related to learning outcome assessment in the spring 2017 semester [SLOAC and Accreditation Update]. The results of this assessment were presented to the Instructional Leadership Advisory Team, formerly Instructional Council, and led to the revision of a request for technical assistance through the CCCCIEPI Partnership Resource Team (PRT) Program [Instructional Council Minutes 5-1-18]. The revised scope of work for the PRT included the addition of student learning outcomes as an area of focus.

With the assistance of the PRT members, the College developed an Innovation and Effectiveness Plan to improve infrastructure for learning assessment [IEPI Plan 2017]. In fall 2017, the College launched a series of workshops and technical assistance opportunities to improve learning assessment and further leverage student achievement data for program planning. Workshops started during Professional Development week in the fall and spring semesters and continued throughout the academic year. In fall 2018, the SLO Coordinator initiated a new series of SLO workshops to support faculty in writing meaningful SLOs, assessing SLOs, and using SLO data
to inform course and program planning. The SLO Coordinator also reached out to department chairs and other faculty to solicit feedback for improving the SLO assessment process at the course, program and institutional levels [SLO Basics September 2018 Workshop; Meaningful SLO Data October 2018 Workshop].

Upon completion of the 2017 IEPI plan, the College realized it needed to make additional improvements to its learning assessment processes and structures. Thus, based on a recommendation from the Student Learning Outcome and Assessment Committee (SLOAC), the College requested the assistance of a second IEPI PRT to focus exclusively on learning assessment. The College developed a second IEPI Innovation and Effectiveness Plan in January 2019, informed by campus practitioner feedback and input from PRT members [IEPI Plan 2019]. The 2019 plan focuses on program-level outcomes and assessment, Institutional Learning Outcomes (ILOs), improved technology support for established processes, and the development of a vision for a new Center for Teaching and Learning.

The College has already taken steps to further integrate learning assessment into unit-level planning and the SLO Coordinator has created a number of resources for practitioners to develop meaningful SLOs, assess them, and utilize SLO results to improve their courses and programs. In addition, after reviewing Institutional Learning Outcome (ILO) Survey results for the previous two years, SLOAC determined a revision to the College’s ILOs was necessary. Revised ILOs have been recommended to and approved by the Academic Senate and will be implemented in 2019-20 [Academic Senate Minutes 4-25-19; SLOAC Minutes 2-20-19]. The goal of these changes is to improve college-wide awareness and utilization of ILO assessment results and to build a robust culture of direct assessment of ILOs and PLOs. The College is working to establish a distributed faculty leadership structure processes for continuous improvement in infrastructure and support for student learning and achievement.

**Governance Redesign to Advance Institutional Effectiveness**

The Student Learning Outcome Coordinator leads college-wide assessment efforts and works closely with the Student Learning Outcomes and Assessment Committee, Senior Dean of Institutional Effectiveness, Success, and Equity, and Student Services representative to ensure that the systems for collecting, documenting, analyzing, and using learning outcome assessment data are in place [SLO Coordinator Job Description; SLOAC Charge and Composition]. The SLO Assessment process and related professional development are discussed at each Instructional Leadership Advisory Team meeting, and the Student Learning Outcome Coordinator reports out to the Academic Senate [ILAT Minutes 11-05-18; AS Minutes 10-11-18].

In order to better align governance groups by function and reduce redundancy, the College’s recent governance redesign was implemented in spring 2019. In anticipation of the redesign, the Student learning Outcome Coordinator was added to the Institutional Effectiveness Council (IEC) membership and Curriculum Committee and Technical Review Subcommittee membership in 2018. These additions ensure communication flow and functional alignment between IEC and SLOAC and between SLOAC and the Curriculum Committee. Through its previously established governance processes, the College has shared ILO assessment results with
the College through convocation [Spring 2019 Convocation ILO Slides] and through SLOAC [ILO Survey 2017 Report; ILO Survey 2018 Results].

**Analysis and Evaluation**
Cuyamaca College uses assessment data to improve student learning and achievement and organizes its institutional processes to support student learning and student achievement, as evidenced by its recent governance redesign efforts, progress made through its Innovation and Effectiveness Plan, and improvement efforts.

**Actionable Improvement Plan**
While the College meets the standard, it recognizes that additional work is needed to more fully address all aspects of the standard and improve overall institutional effectiveness. The College is currently working to improve the infrastructure and culture of outcome assessment on the campus through its IEPI PRT experience. Specifically, the College has developed an IEPI Innovation and Effectiveness Plan to improve its processes for PLO and ILO assessment and improvement as well as SLO assessment tools, resources, and technology.

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**Standard I.B.5.:**
The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

**Evidence of Meeting the Standard**
Cuyamaca College leverages program review and planning processes to align and integrate college-level and program-level planning. The College has made significant improvements to the program review process and structure over the past year.

**Program Review Structure**
Prior to Spring 2019, the College had four separate program review and planning committees:

- **Instructional Program Review and Planning Committee (IPRPC),**
- **Student Services Program Review and Planning Committee (SSPRPC),**
- **Administrative Services Program Review and Planning Committee (ASPRPC),** and
- **Executive Program Review and Planning Committee (EPRPC)**

Before the 2017-18 academic year, these committees functioned independently of one another in terms of their timelines and peer review and evaluation processes. Each committee reviewed program review documents and prioritized resource requests arising during the program review and planning process, and resource requests were compiled, reviewed, and prioritized across the four areas by the Cuyamaca College Council (CCC).
In order to improve the efficiency and alignment of program review and integrated planning structures and processes across the College, the Senior Dean of Institutional Effectiveness, Success, and Equity (IESE) began convening meetings with the co-chairs of the four program review and planning committees in 2017 to discuss opportunities for condensing the committee structure and improving communication across the committees and their respective operational areas. In addition, the College requested assistance from an Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Team (PRT) to provide models and examples of effective integrated planning models and program review structures. The College later developed an IEPI Innovation and Effectiveness Plan to address its integrated planning process, among other things [IEPI Plan 2017]. During the 2017-2018 academic year, the program review cycle was aligned across non-instructional areas and the program review annual update template was aligned across all areas [Instructional PR Presentation; Student Services PR Presentation].

In fall 2018, in light of the College’s governance redesign efforts and previous efforts to align program review processes and structures across the College, the Program Review Steering Committee (PRSC) was developed [PRSC Charge and Composition; PRSC Discussion Slides 8-31-18]. This new committee was approved by IPRPC [IPRPC Minutes 10-4-18], was discussed by SSPRPC in fall 2018 [SSPRPC Minutes 9-27-18], and was developed with input from the campus community [PRSC Survey Results August 2018]. The PRSC replaced the four previous program review bodies (IPRPC, SSPRPC, ASPRPC, and EPRPC) and has effectively guided the program review process since the start of the Spring 2019 semester. The PRSC features a tri-chair model, including one instructional faculty program review coordinator and one student services faculty program review coordinator [Instructional Faculty PR Co-Chair Job Description; Student Services Faculty PR Co-Chair Job Description]. The recently established committee has also been charged with developing an annual planning process that reflects new college governance structures and communication channels [PRSC Minutes 2-7-19; PRSC Orientation Slides 2-7-19; PRSC Minutes 2-21-19].

Program Review Cycle
As of 2018-19, all four operational areas are on four-year program review cycles, with a comprehensive program review in Year 1 of the cycle, followed by three annual updates [4-Year Program Review Cycle]. In 2018-19, during governance and advisory group discussions of the new college-wide program review process, it was suggested that non-instructional areas be integrated into the four-year cycle such that instructional area comprehensive program reviews would be distributed over three years, with the fourth year set aside for all non-instructional area comprehensive program reviews.

Program Review Templates
Program review annual update authors respond to annual update prompts related to student learning outcomes, student achievement, and/or administrative outcomes [Instruction PR Annual Update Template; Student Services PR Annual Update Template; Administrative and Executive PR Annual Update]. Program review authors discuss student achievement disaggregated by student gender, ethnicity, and course online status, among other variables, as well as implications for practice. Student learning and achievement data inform program and service area planning. Similarly, the 2018-19 Comprehensive Program Review template included a number of questions pertaining to student achievement and student learning [Instruction Comprehensive PR
Comprehensive program review authors are expected to do an even deeper analysis of their program and course student achievement and learning data. Program and course-level student achievement data, as well as comparison data for the College as a whole, are made public and available to program review authors on the program review web page [Program Review Data Webpage; English PR Data Report].

**Program Review Evaluation**

With the launch of the PRSC, the College is re-evaluating its program review evaluation processes. PRSC members review and evaluate program reviews and provide feedback to program review authors and their respective departments using a standard feedback form [PRSC Feedback Form]. Prior to Spring 2019, a program review evaluation process was already well established for instructional programs; however, an evaluation process was only recently established for student services program reviews [SSPRPC Minutes 5-24-18; Student Services PR Feedback Form]. Program review authors are required to respond to any recommendations from the PRSC (previously IPRPC) in their subsequent comprehensive program review [Tutoring Comprehensive PR 2018-19; English Comprehensive PR 2018-19].

The PRSC evaluation process relies on a full-committee review of each comprehensive program review for planning quality, link to strategic goals, SLO and PLO assessment quality, and data analysis quality. As with the previous instructional program review evaluation process, the PRSC assigns a cross-functional team of PRSC members to review annual updates [Chemistry Annual Update Feedback 2017-18; Child Development Comprehensive PR Feedback 2017-18].

**Comprehensive Evaluation of the Program Review Process**

Continuous program review process evaluation improvement efforts are well underway. In fall 2017, the College embarked upon a participatory governance redesign process, which has implications for program review and integrated planning as a whole. The first annual Integrated Planning Survey was administered in spring 2018 to gather feedback from those involved in the program review and integrated planning process, to institute a regular process evaluation mechanism, and to inform future changes to the program review and integrated planning process. The results of the survey were compiled and shared with the co-chairs of the four existing program review and planning committees and the Staffing Prioritization Task Force to inform improvements to training, resources, documentation, and the program review and resource request processes [2018 IP Survey Report; IPRPC 5-3-19].

**Program Review and Improvements to Student Learning and Achievement**

A number of innovations and improvements have been implemented as a result of the program review process. These include the College’s forward-thinking acceleration efforts in math, English, and ESL over the past several years [Math PR 2015-16; English PR 2015-16; and ESL 2-15-16] as well as guided pathways pilot efforts in the sciences [Biology PR 2016-17; Chemistry PR 2017-18].

**Advancing Student Equity Through Program Review**

Through the program review process, academic programs and student and administrative service areas disaggregate student access and achievement data, identify equity gaps, and discuss action items to address disparities in student access and achievement [Earth Sciences Comprehensive.
Program review data reports include student demographic data and achievement data disaggregated by instructional modality as well as race/ethnicity and gender [Math PR Data Report]. In addition, through the equity planning process and the Student Success and Equity Council’s work, qualitative and quantitative data are routinely disaggregated and activities conduct additional inquiry and to address disparities are identified and implemented [Student Equity Focus Group Report; SSEC Minutes 4-6-18; Student Equity Data 2017; CCCCO Integrated Plan Executive Summary 2017; Student Equity Plan Slides 4-12-19].

Analysis and Evaluation

As evidenced by its continuous efforts to improve program review structures and processes in support of student learning and achievement, Cuyamaca College assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data appropriate to the program or service area are disaggregated for analysis by program type and mode of delivery.

Standard I.B.6.:
The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard
Student Equity and Disproportionate Impact at the Institutional Level

The College disaggregates student achievement data at the institutional and program levels and for various sub-populations of students. College-wide key performance indicators, such as overall course success rates, degree or certificate attainment rates, transfer rates, transfer math and English completion rates, persistence rates, and unit attainment rates (e.g., 30 units within a year to six years), are disaggregated by the following student characteristics:

- Ethnicity
- Gender
- Disability status
- Low-income status
- Veteran status

In addition, course success rate is disaggregated by foster youth status. Data for each of these groups is monitored for any disproportionate impact, in accordance with the College’s 2014-2015 and 2015-2017 Student Equity Plans and its 2017-2019 CCCCO Integrated Plan [Student Equity Plan 2014; Student Equity Plan 2015; CCCCO Integrated Plan 2017 Executive Summary].

Disaggregated data for these key performance indicators are initially reviewed and discussed by the Student Success and Equity Council, SSEC, formerly Student Success and Equity Committee. Data summaries are shared with the campus community via the Institutional
Effectiveness, Success, and Equity (IESE) Office’s webpage, through its annual planning and evaluation retreat, and through the SSEC [Equity Data 2017; Spring 2019 Retreat Slides; SSEC Equity Plan Slides 4-12-19]. In addition to college-wide key performance indicator data, SSEC also collaborates with the IESE Office, as well as external research experts, to conduct qualitative research related to the student experience with an equity lens [Equity Focus Groups Report 2017; SSEC Minutes 4-6-18]. The SSEC reviews these and other data to assess equity in student outcomes at the institutional level and make recommendations to College Council and other bodies regarding institutional priorities, strategies, and resources to mitigate any disproportionate impact [SSEC Minutes 5-4-18; SSEC Minutes 11-29-18].

**Student Equity and Disproportionate Impact at the Program Level**

In addition, program review processes require the disaggregation and analysis of student achievement data at the program or service area level. Instructional and student services program review templates require programs and service areas to examine student access and achievement data by student demographics and identify action steps to mitigate equity gaps [Sociology Comprehensive PR 2017-18; Math PR Update 2017-18; EOPS PR Update 2017-18].

For instructional programs, student learning outcome assessment data are disaggregated by instructional delivery method [Child Development Comprehensive PR 2017-18]. Through the program review templates, program and service area requests for resources are aligned with program and service area goals, which in turn are aligned with college strategic goals. In addition, resource request prioritization relies on information provided in each program review and supplemental forms that include a strong emphasis on student learning and achievement data [Faculty Position Request Form; Classified Position Request Form; Technology Request Form]. Since the 2016-17 academic year, the Staffing Prioritization Task Force (SPTF) has reviewed and prioritized requests for new faculty and classified staff positions each year based on the current prioritization rubrics [Faculty Request Prioritization Rubric; Classified Staff Request Prioritization Rubric]. The SPTF examines the associated program review and consults relevant student achievement, access, demand, and program productivity data, as well as additional information presented in the request form itself, to rank each position request in order of priority, in accordance with the appropriate rubric [2017-18 Faculty Hiring Priorities List; 2017-18 Classified Hiring Priorities List]. Similarly, the College Technology Committee reviews requests for new technology and prioritizes requests based on information in the associated program review and the request form itself [College Technology Committee Charge; 2018 Technology Request Rankings].

**Distance Education**

The College’s Online Teaching and Learning Committee (OTLC) develops and implements a Distance Education (DE) Plan, which includes annual review of distance education course enrollment and outcomes, as well as the assessment of proposed courses and programs for other instructional delivery methods [OTLC Charge and Composition; Cuyamaca DE Plan]. The plan was informed by the DE Report, which provides data on enrollment trends and student outcomes in distance education courses, and is produced by the District Research, Planning, and Institutional Effectiveness Office for each college in the district every two to three years [2017 DE Report]. In addition, the plan is reviewed annually by the OTLC and is guided by the College’s strategic priorities [DE Plan 20019 Annual Review Slides].
Through the curriculum development and review process, proposed courses and programs are assessed in accordance with various distance education policy and practice guidance documents (Guide to Best Practices in Online Teaching 2019; Regular and Effective Contact Policy; Ensuring Quality in Online Instruction Guide). In addition, the DE Coordinator reviews relevant data on DE courses and programs, including enrollment, course success rates, course retention rates, student satisfaction with online instruction and support services, and online course scheduling. Furthermore, the IESE Office, in collaboration with the OTLC co-chairs, developed a DE Student Satisfaction Survey to assess student experiences in online learning environments. The survey was piloted in spring 2018 and will be administered on an annual basis with randomly selected online course sections (Spring 2018 DE Satisfaction Survey Results). The results of the survey are used to inform the work of the OTLC and improve the quality of the College’s distance education program.

At the program level, academic departments that offer DE courses are required to analyze student achievement data by instructional modality and race/ethnicity. Through the program review process, academic departments identify action steps to address any disparity in student achievement by distance education status (CIS Comprehensive PR 2018-19; Accounting PR Update 2018-19; Health Education Comprehensive PR 2018-19).

**Analysis and Evaluation**

Cuyamaca College institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students in accordance with its equity plan. When the College identifies performance gaps, it implements strategies, such as its innovative approaches to increasing the number and percentage of students completing transfer-level math and English in their first year, and allocates human, fiscal and other resources, to mitigate those gaps. The College continuously evaluates the efficacy of those strategies.

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**Standard I.B.7.:**
The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

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**Evidence of Meeting the Standard**

**Policies and Procedures**

Cuyamaca College regularly evaluates its policies and practices across all areas of the institution and assures the effectiveness of its governance processes to ensure accomplishment of its mission. Consistent with board policy, the Grossmont-Cuyamaca Community College District undergoes a comprehensive review of all board policies (BPs) and Administrative Procedures (APs) on a 5 year cycle to ensure currency and compliance with state and federal law (BP 2410/ AP 2410). In addition, the District Governing Board is subscribed to the Community College League of California (CCLC) Policy and Procedure Service, which provides updates on
legislation and recommendations on wording. These updates, as well as cyclical review, occur through our district-wide participatory governance structure. The District Executive Council (DEC) serves in an advisory capacity to the Chancellor and involves broad engagement from all stakeholder groups [DEC Charge and Composition]. DEC advises the Chancellor on District policy development and governance issues, and on matters referred to the council by the two colleges, District Services, and/or standing councils or committees across the District.

The District uses the Community College League of California (CCLC) policy manual structure that covers nearly all operational aspects of the College. The chapter delineations identify the topic and content of the policies and procedures.

These Board Policies and Administrative Procedures are posted for public viewing on the District website [GCCCD Policies and Procedures Webpage]. Consistent with a cycle of continuous quality improvement, and as part of a commitment to excellence, the College regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to ensure their efficacy in supporting the college mission and strategic plan. The College uses qualitative and quantitative measures to evaluate this effectiveness, and currently engages in program review, in the form of both 4-year comprehensive plans and annual updates across the four major divisions, including instructional, student services, and administrative areas, and specific college departments and programs as a means of planning and evaluation [4-Year Program Review Cycle].

**Evaluation and Improvement of Governance Structures**

In order to improve its overall institutional effectiveness, College recently initiated a governance redesign process [Processes webpage]. Initial discussions began in 2016 and led to a governance redesign retreat in December 2018, during which faculty, staff, students, and administrators met to identify the strengths and challenges of the existing governance structure as well as guiding principles for the governance redesign work [Governance Redesign Timeline; Governance Redesign Webpage]. Additional feedback was collected from campus stakeholders via a governance survey. These two source of data provided the foundation for the College’s governance work [Fall 2017 Governance Retreat Slides; 2018-18 Governance Survey Results].

The Cuyamaca College Council (CCC), serves as the highest-level participatory governance group and acts as a consultation council for the President. The CCC ultimately oversees the progress of the College with respect to Mission, Strategic Plan, and its integrated planning as a whole. To that end, the Program Review Steering Committee (PRSC) and Institutional Effectiveness Council, IEC, previously the Institutional Effectiveness Committee, conduct an annual evaluation of the College’s integrated planning process, including its program review and resource request prioritization and allocation processes. The evaluation is based largely on a stakeholder survey and the survey results inform changes to the process in the subsequent year [2018 IP Survey Results; PRSC Goals 2019]. In addition, the CCC evaluates the College’s governance structures, processes, and timelines. In order to institute a more robust and sustainable governance evaluation process, the CCC, in collaboration with the IESE Office, developed a governance group evaluation survey and goal-setting and reporting forms for use in
the 2019-20 academic year [Governance Group Evaluation Survey; Governance Group Goal-Setting Form; Governance Group Goal-Reporting Form].

In addition, through the College-wide planning and evaluation process, the IEC leads an annual college-wide retreat in which practitioners engage in deep discussions of college performance in light of Institution-Set Standards and established targets and recommend college-level priorities for the subsequent year [Spring 2017 Standards and Targets; Spring 2018 Standards and Targets].

Assessment and Improvement of Integrated Planning
As part of the governance redesign process, and in an effort to reinvigorate its integrated planning work and more directly link program review to college-wide planning, the College launched PRSC in Spring 2019 to guide program-level review and planning across all areas of the College [PRSC Orientation Slides 2019]. Prior to spring 2019, the college had three active program review bodies (SSPRPC, IPRPC, EPRPC), as well as an inactive body (ASPRPC) to oversee the comprehensive and annual program review processes for their respective units. PRSC was created to improve efficiency and effectiveness in linking college-level planning to unit-level planning. In its first year of existence, PRSC is charged with developing an annual planning process and facilitating the development of an updated Integrated Planning Model, as the College’s previous model is not aligned with its new governance structure [PRSC Minutes 2-7-19].

Assessment and Improvement of Program and Service Area Processes and Practices
Cuyamaca College engages in continuous self-reflection and improvement through its program review, student learning outcome assessment, and equity-focused inquiry and professional development. The program review process serves as a means for instructional programs and student services areas to reflect annually on their student achievement and learning data and develop plans to improve that are aligned with the College’s strategic priorities [English Comprehensive PR 2018-19; Career Services PR 2018-19]. In addition, through recent efforts led by the Student Learning Outcome and Assessment Committee, the College has provided resources to support innovation in learning assessment and improvement [IEPI Plan 2017 Progress Report]. In order to improve overall student learning and achievement while reducing equity gaps, the College launched the Equity in Teaching Institute (ETI), which consists of instructional departments collaborating with the Institutional Effectiveness Success and Equity office, Student Success and Equity Faculty Coordinator, and various content area experts to advance equity-minded practices inside and outside of the classroom [ETI Materials 2019].

Analysis and Evaluation
As evidenced by the College’s comprehensive efforts to assess and improve its governance structures and processes, as well as its focus on continuously improving its integrated planning and advancing equity-minded practices, Cuyamaca College regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.
Standard I.B.8.:
The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard
The principal means of communicating the results of assessment and evaluation activities to campus faculty, staff, students, and administrators is through participatory governance groups, including President’s Cabinet, Cuyamaca College Council (CCC), the Academic Senate, Classified Senate, Institutional Effectiveness Council (IEC) and other committees and councils.

With the formulation of an Institutional Effectiveness, Success and Equity (IESE) Unit in fall 2016, the college has been able to engage its internal and external stakeholders in more robust dialogue about the development and assessment of outcomes and about continuous quality improvement [IESE Website]. The IESE Office provides coordination, support, and collaborative leadership for the college’s planning, assessment, evaluation, and equity efforts to advance the College’s mission. Members of the IESE team serve as members or resources to each of the major participatory governance groups and work closely with the Academic Senate and Classified Senate leadership to ensure that information regarding data to college decisions is available for discussion. Recent examples of this collaboration include the participatory governance survey and governance redesign work that began in fall 2017 and included an internal analysis of strengths and weaknesses in governance structures and processes [Governance Redesign Timeline; Governance Mini Retreat April 2018 Presentation]. The result of this effort was the launch of a new governance structure in Spring 2019 that addressed the issues raised in the governance retreats and in the 2017-18 participatory governance survey [CCC Orientation Slides - Spring 2019].

In 2017, the College re-envisioned its former Research Committee as the new IEC, which has been charged with analyzing the College’s data, facilitating college planning and evaluation activities, and assessing the strengths and weaknesses of our efforts as reflected in our student achievement and learning outcome data. IEC works to build and implement a culture of evidence and inquiry in which data are used to inform decision-making, to improve student learning and achievement, and to enhance institutional effectiveness [IEC 2017-18 Goals].

In spring 2017, Cuyamaca College Council hosted its first annual planning and evaluation retreat in which outcomes, including standards and targets for each key performance indicator, were discussed and a review of college progress on each of its new strategic goals was conducted. This retreat serves as the primary college-wide communication and campus stakeholder engagement event related to the monitoring and evaluation of progress toward strategic goals and setting priorities for the next year. The College publishes a summary of its annual planning and evaluation activities to the spring planning and evaluation retreat webpage [Evaluation and Planning Website; 2017 Standards and Targets; 2018 Standards and Targets]. In addition, a summary of progress on strategic goals and subsequent year action items is presented to the Governing Board each June, and the presentation is made available to the public via the...
Another method by which the college informs its constituents about pertinent information is during Fall and Spring convocation. There, participants are given updates on planning activities and the spring evaluation retreat [Fall 2018 Convocation Slides]. Additionally, the President communicates critical information via a weekly newsletter sent out campus-wide [March 19 2018 Newsletter]. The newsletter includes information on important events, planning and decision-making, data, and other institutional-effectiveness related topics.

**Analysis and Evaluation:**
Cuyamaca College meets the standard by broadly communicating the results of its assessment and evaluation activities. This ensures that all members of the institution have the opportunity to develop a shared understanding of the institution’s strengths and weaknesses and in response, set appropriate priorities. However, Cuyamaca College recognizes that a more robust communication protocol should be developed. Through our governance redesign work, we have determined a need to expand communication efforts and determine the most effective means of communication for specific messages and specific groups. The College actively evaluates and implements improvement efforts to expand awareness of its progress in meeting its strategic goals and student learning and achievement.

**Standard I.B.9.:**
The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

**Evidence of Meeting the Standard**
The College has a long history of robust institutional planning centered on its mission, strategic goals, and equity-minded student success. The College’s planning process is closely aligned with the District’s planning process and the District’s Educational Master Plan, which was completed in 2012 [District Educational Master Plan]. The College and District develop strategic plans on a six-year cycle. The College’s 2016-2022 strategic plan was developed in the context of the District’s Educational Master Plan and the College’s Achieving the Dream plan. The College joined the Achieving the Dream (ATD) network in 2015, and the Achieving the Dream plan, the basis for the new Strategic Plan, was grounded in a deep analysis of student achievement data through an equity lens and informed by a broad range of campus stakeholders, including faculty, staff, students, and administrators [Achieving the Dream Plan; 2016 - 2022 Strategic Plan]. Various forums were held to invite input from the campus community, including faculty, staff, administrators, and students, in order to identify work in progress and focus areas for interventions aimed at improving student completion.
The Strategic Plan included the three “big bets” identified in the ATD Plan (Acceleration, Guided Student Pathways, and Student Validation and Engagement), as well as a fourth priority of Organizational Health. The College’s Strategic Plan serves as the primary guiding document for college-wide decision making. Unit level planning is connected to the strategic plan through the program review process. Through the program review process, each program, department, or service area links each unit-level goal to the College’s strategic priorities and mission. Major unit-level goals and activities linked to each strategic goal will be examined by the new Program Review Steering Committee and summarized for the Institutional Effectiveness Council (IEC), with the goal of more explicitly linking college-level planning to unit-level planning [English Comprehensive PR 2018-19; Chemistry Comprehensive PR 2018-19; CIS/CS Comprehensive PR 2018-19].

The College’s program review cycle is four years, with a comprehensive program review followed by three annual updates [4-Year Program Review Cycle]. Resource requests (faculty positions, classified positions, other full-time personnel, technology, and facilities requests, are linked to unit-level goals and submitted through the program review process, and requests are prioritized based on resource allocation rubrics, with direct relation to the strategic goals as one of the criteria [2017-18 Faculty Hiring Priorities Rubric; 2017-18 Classified Hiring Priorities Rubric; 2017-18 Technology Request Ranking Rubric]. The College’s other major plans, such as the CCCCO Integrated Plan, Basic Skills Student Outcome and Transformation Grant, Title V Hispanic-Serving Institutions Grant, Title III Hispanic-Serving Institutions STEM Grant, CCCCO Pathways Work Plan are each grounded in one or more of the College’s four strategic Priorities [CCCO Integrated Plan; CCCCO Pathways Work Plan].

In order to ensure institutional planning is meeting both short- and long-term needs, the College engages in regular evaluation of its planning processes and outcomes. In 2018, the College conducted surveys on both its governance process (in light of its strategic priorities) and its integrated planning processes [Governance Survey Results; 2018 IP Survey]. The goal of each of these surveys was to gather feedback on the processes from across the institution and identify areas for improvement in the subsequent academic year. The College is currently refining its integrated planning efforts in the pursuit of an authentic and transparent integrated planning model and timeline that is effective and comprehensive. With representation from each of the College’s constituency groups, the IEC and new Program Review Steering Committee (PRSC) are championing this work for the College [IEC Goals 2017-18; PRSC Minutes 2-7-19].

The College’s strategic planning process adheres to the District’s planning process guidelines and follows Administrative Procedure 3250, which outlines the district-wide approach to institutional planning guided by vision, mission, core values, and review of data on outcomes [AP 3250 Institutional Planning]. At the College level, IEC serves as the lead body guiding institutional planning and evaluation [IEC Charge and Composition]. IEC, in collaboration with the Institutional Effectiveness, Success, and Equity Office, facilitates the college-wide planning and evaluation process, which culminates each year in a spring planning and evaluation retreat, to which the entire campus community is invited. During the retreat, faculty, staff, students, and administrators review the College’s performance on a number of measures in light of Institution-Set Standards and aspirational targets. Retreat participants identify areas for improvement based on valid data obtained from internal and statewide sources [Spring 2017 Retreat Data; Spring
At the District level, the District Strategic Planning and Budget Council (DSP&BC) serves as an advisory body on integrating strategic planning and budgets across the two colleges in the District, as well as across District Services. Each June, the College provides an update to the GCCCD Governing Board regarding its strategic plan progress, reflections on prior year accomplishments, and opportunities for improvement in the subsequent year, with information obtained through its spring planning and evaluation retreat and governance group feedback. 

**Analysis and Evaluation**

As demonstrated by the College’s strategic planning, college-wide evaluation, and improvement efforts, Cuyamaca College engages in continuous, broad based, systematic evaluation and planning. The College integrates program review, planning, and resource allocation into a comprehensive process ensure progress in meetings its mission. The institution is focused on improvement of institutional effectiveness and academic quality. In addition, as shown by its Strategic Plan, the College addresses short- and long-range needs for educational programs and services.

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**Standard I.C.1.:**
The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

**Evidence of Meeting the Standard**

Through established processes, the College and District regularly review policies, procedures, and practices to ensure accuracy and currency. Per Administrative Policy 2410 (AP 2410), board policies and administrative procedures are reviewed on a five-year cycle. The Governing board sets policy direction, and the District Executive Council advises the Chancellor on policy development. Appropriate District governance groups review policies related to their areas of focus, per the GCCCD Governance Handbook. The District subscribes to the Community College League of California policy and procedure service for bi-annual updates.

The District Executive Council (DEC) serves as the primary district-wide, participatory governance body charged with reviewing policies and procedures for clarity, accuracy, and integrity. In addition, the District Coordinating Educational Council (DCEC) reviews policies and
provides recommendations to DEC on the matters related to instructional and student support services coordination across the District [DCEC Charge and Composition]. Together, DEC and DCEC address the review of practices and procedures in light of changes to education code, state and federal regulations, and statewide initiatives.

The College provides current and accurate information on student achievement via both college and district websites. The College posts data on key performance indicators (KPIs), including student successful course completion, persistence, degree and certificate completion, transfer, and wage gains on the Institutional Effectiveness, Success, and Equity (IESE) webpage. Student demographic data, course success and retention data, and degrees and certificates awarded are provided at the institutional and program levels [IESE Program Review Data Reports Webpage]. Data on institutional KPIs are provided and discussed at the annual spring planning and evaluation retreat and are posted to the Institutional Effectiveness, Success, and Equity webpage [Planning and Evaluation Retreat Data Packet]. Additional data on student services programs, college-wide survey results, and other research and evaluation reports are provided on the College’s Institutional Research completed reports webpage [EOPS Student Demographics and Outcomes Report 2016-17; Community College Survey of Student Engagement Report 2015; Math and English Throughput Report; IESE Completed Reports Webpage]. The District also provides information on student achievement for each college in the District via its performance indicator dashboards [District KPI Dashboard Example]. Student learning outcomes are posted publicly on the [IESE Outcomes and Assessment Webpage] by division for course, program, and institutional levels [AHSS Course Student Learning Outcomes].

The College posts its accredited status on its accreditation web page, and all accreditation-related documents, including completed annual reports, prior self-evaluations, mid-term reports, and substantive change requests, are available to the public [Accreditation Webpage].

**Analysis and Evaluation**

As evidenced by the the District and College governance documentation, minutes, the College has a process in place for reviewing and revising board policies and administrative procedures. DEC and DCEC are the primary bodies that review policies and procedures on a five-year cycle and make recommendations for updates. The College posts current and accurate data on student achievement via its IESE, Program Review, Institutional Research, and Outcomes and Assessment webpages. Furthermore, the College posts for the public its accredited status and all accreditation documents to its Accreditation webpage.
Evidence of Meeting the Standard

The College publishes an updated and comprehensive college catalog annually. The catalog is provided in both online format and printed format [Cuyamaca College Online Course Catalog 2018-19]. The online format is easily accessible to students, prospective students and the public from the College's website, where it can be downloaded as a pdf document. Printed catalogs are available in the College’s Counseling Services department as well as other departments that directly serve students. To ensure the catalog reflects the most accurate and current information for each college program and service area, it is updated each spring for publication in advance of the subsequent fall semester. The College also provides an online digital addendum to the catalog to advise the college community of any updates that occurred after the publication of the original document. The catalog addendum can be downloaded as a pdf document from the College’s website.

The catalog clearly and accurately conveys detailed information regarding the College’s Associate Degree Programs, certificates, and policies [Associate Degree Programs and Certificates Catalog 2018-19; Academic Policies and Procedures Catalog 2018-19]. The catalog also describes, in general, the expectations for online courses and directs students interested in online courses to the College’s Distance Education web page, which has links to readiness assessments, tutorials, and resources from the CCCCO Online Education Initiative that describe expectations for online courses [Online Success Webpage]. In addition, syllabi for individual courses outline expectations for interaction between faculty and students and accessibility of faculty and staff to students [Sample Online Syllabus for Art 100, Spring 2019; Sample Online Syllabus for Engl 120, Spring 2019]. To ensure syllabi include this information, the Online Teaching and Learning Committee has created the Cuyamaca College Regular and Effective Contact Policy for Distance Education, a resource document for faculty teaching online courses which includes policies related to effective contact through distance education [Cuyamaca College Regular and Effective Contact Policy for Distance Education].

The established catalog production process involves the collaboration of many departments and programs and is coordinated by the Office of Instructional Operations. During catalog development, each campus administrator receives a catalog development timeline; a list of catalog reviewer assignments, which outlines areas of responsibility; and a draft of the catalog [Catalog Production Timeline 2018-19; Catalog Reviewer Assignments 2018-19]. This process assigns individuals to specific sections within their areas of expertise that are in need of review. These drafts are sent out to all administrators twice during the catalog production process and are also edited by the Graphics Office and the Instructional Operations Department for accuracy review and formatting before a final draft is produced. The curriculum additions, modifications, and deletions are added to the catalog after the approval of the Governing Board, and the State Chancellor’s Office. Curriculum updates include any changes to programs of study, general
education patterns, and courses as approved by the Curriculum Committee. Program additions for Degrees and Certificates of Achievement are approved by ACCJC through the substantive change process prior to being placed in the catalog or addendum.

The College does not offer correspondence education courses; however, it does offer distance education courses. Faculty must submit a Distance Learning Proposal Form to the Curriculum Committee and the Governing Board for review and approval. No courses are placed in the class schedule as distance education until approved by the Governing Board [Distance Learning Proposal Form]. Courses that are offered in a distance education format for each semester or session are noted in the semester online course schedule that is provided online on the catalog webpage and the distance education webpage [Online Course Schedule Fall 2018].

**Analysis and Evaluation**
The College provides online and printed versions of the College Catalog, which are accessible to students via the college website and in specific student services offices on campus. Online courses are identified in the online course list and in individual course syllabi. There is an established catalog development, review, and revision process in place, and the College provides information regarding expectations for online courses via its distance education website and Online Teaching and Learning Committee intranet page.

**Standard I.C.3.:**
The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

**Evidence of Meeting the Standard**
Cuyamaca College collects assessment data on student achievement and student learning on course, program, and institutional levels. Various groups of practitioners, including individual programs and departments, as well as councils and committees, across the College review and analyze these data and make determinations regarding their meaning.

The College collects and analyzes assessment data and publishes data and reports on student achievement and on institutional learning outcome assessments. The College communicates matters of academic quality to the campus and community via its website. The Institutional Effectiveness, Success, and Equity (IESE) Office publishes reports of research findings as well as its annual planning and evaluation retreat performance report that details progress toward its strategic goals and against its own Institution-Set Standards and performance targets [IESE Webpage; Annual Planning and Evaluation Retreat Performance Report]. The IESE Office holds the primary responsibility for preparing, maintaining, and publishing institutional data reports, including program review data, student demographics, student equity data analysis, awards conferred, other key performance indicators, such as transfer and persistence, as well as topical studies ESL Report, surveys, and evaluation research reports [Program Review Data; Student Demographics; Student Equity Data Analysis; Awards Conferred; ESL Report; Title V Report Sample].
In addition, the GCCCD Office of Research, Planning, and Institutional Effectiveness (RPIE) publishes dashboards on student demographics and key performance indicators across the district and each college in the district [Demographics Dashboard; Course Success Dashboard]. The College’s Institutional Effectiveness Committee leads and facilitates campus-wide discussions regarding aggregate collegewide data, while the Student Success and Equity Committee makes determinations regarding equity implications of college-wide data [5-24-2017 IEC Minutes; 5-2-2018 IEC Minutes; 10-6-2017 SSEC Minutes]. Through the program review process, individual programs interpret program-level student achievement data and develop plans to improve student outcomes [Child Development Comprehensive PR 2017-18].

The ILOs are assessed on an annual basis via the College’s ILO Survey. The College’s Student Learning Outcome and Assessment Committee (SLOAC) takes the lead in advancing college-wide assessment and facilitating discussions of the ILO Survey results [2017 ILO Survey Report; SLOAC Minutes 5-21-18; SLOAC Minutes 9-17-18]. SLOs for each course and PLOs for each program are posted to the College’s Outcome and Assessment webpage. At this time, assessment results are being compiled for each course and program so that a summary may be posted to the Outcome and Assessment webpage, which is accessible to the public.

Analysis and Evaluation
The College collects data on student achievement and student learning and posts information to the public via its College Planning and Evaluation, Outcomes and Assessment, Program Review, Institutional Research, and Institutional Effectiveness, Success and Equity webpages. Various college committees and councils, as well as specific departments and programs, analyze learning and achievement data and make determinations regarding its meaning.

Standard I.C.4.: The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard
The College Catalog describes the College’s various programs of study, including certificates of achievement, certificates of specialization, and associate degrees [Cuyamaca College Course Catalog 2018-19]. The College’s five Institutional Learning Outcomes (ILOs) are also published on the College’s Institutional Learning Outcomes (ILO) website and in the Cuyamaca College Catalog (Part 3 General Information) [Institutional Learning Outcomes Webpage; Cuyamaca College Catalog (Part 3 General Information)]. The catalog description for each program of study includes program learning outcomes. Course learning outcomes are posted to the College’s Institutional Effectiveness, Success, and Equity webpage by division, discipline, and course [Course Level Student Learning Outcomes Webpage; Course Level Student Learning Outcomes for Math, Science, and Engineering].

Course SLOs are identified in the Course Outline of Record (COR) [English 120 COR; Art 100 COR; Child Development 115 COR]. The College’s Outcomes and Assessment webpage hosts a...
repository of every course and program learning outcome, as well as student services learning outcomes [IESE Outcomes and Assessment Webpage; CTE Course Student Learning Outcomes Example; University Studies PLO Example].

Course syllabi, which are based on the Course Outline of Record, identify the knowledge and skills students are expected to learn in the course [OCEA 112 Course Syllabus]. In accordance with the Cuyamaca College Faculty Handbook, faculty are required to submit their course syllabi to their respective instructional division deans prior to the end of the first week of instruction each semester [Course Outline of Record Webpage; Cuyamaca College Faculty Handbook (p.8)].

Instructional deans ensure that all faculty adhere to the College’s standards, which include the identification of expected student learning outcomes (Cuyamaca College Faculty Handbook, 38), as outlined in the Faculty Handbook [Cuyamaca College Faculty Handbook]. The faculty handbook further specifies that it is “essential to distribute a course syllabus to students at the first class meeting” (p. 8). To assist instructional deans with this effort, the Student Learning Outcome Coordinator also reviews course syllabi intermittently to ensure accuracy and currency in identification of SLOs in accordance with the Course Outline of Record. Some department chairs require syllabi to be turned in to them in order to provide an additional level of syllabi review and ensure consistency in SLOs.

**Analysis and Evaluation**

As evidenced above, Cuyamaca College meets the standard. Robust policies and procedures exist and are in use to make sure that all certificates & degrees are clearly described in the course catalog. These descriptions include student learning outcomes. Processes are in place to ensure that certain standards are met on syllabi (including accurately listing current student learning outcomes). Policies and procedures are also in place to provide all students with a copy of the syllabus and to make sure that those syllabi also include the current student learning outcomes for the course.

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**Standard I.C.5.:**
The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

**Evidence of Meeting the Standard**

As discussed in Standard I.B.7, the District regularly reviews policies and procedures on a five-year cycle as outlined in Board Policy 2410 [Standard I.B.7; Board Policy 2410]. As outlined in the GCCCD Governance Handbook, District governance groups review specific policies related to their areas of focus [GCCCD Governance Handbook]. The District Executive Council (DEC) is charged with reviewing policies and procedures for clarity, accuracy, and integrity [DEC Charge and Composition; DEC Meeting Minutes 03-12-18; DEC Minutes 06-11-18]. Additionally, the District Coordinating Educational Council (DCEC) reviews and provides recommendations to DEC regarding policies and matters with implications for instructional and
student support services [DCEC Charge and Composition]. DEC and DCEC serve as the primary district-wide participatory governance bodies that review practices and procedures in accordance with AP 2410.

College documents and publications are reviewed on a regular basis by a number of departments, including programs and student learning and support services areas and college administrative offices. The College Catalog is reviewed and updated annually to ensure that current and future students receive accurate information about College programs, policies and procedures [Cuyamaca College Catalog 2018-19]. A catalog addendum is published annually to provide updates information on programs, policies, and procedures that occur after the full catalog is published [Catalog Addendum].

The Cuyamaca College Shared Governance Handbook is currently updated on an annual basis, primarily as changes are made to Council or Committee charges and/or compositions [Shared Governance Handbook]. In light of the College’s governance redesign work, a new governance and decision-making handbook is being developed. The College acknowledges that its portions of its governance documentation are out of date and is actively working to address these areas.

The Faculty Handbook is reviewed and updated every other year by one or more members of the Academic Senate or Senate Officers Committee [Faculty Handbook]. The updated faculty handbook is posted on the Cuyamaca College [Academic Senate Webpage].

The District has established a Student Discipline Procedures Handbook [Student Discipline Procedures Handbook]. The handbook development and revision process is led by the Dean of Student Affairs at each of the two colleges in the District. DCEC serves as the district-wide participatory governance body that reviews and provides input regarding updates to the Student Discipline Procedures [DCEC Meeting Minutes 08-27-18]. Policies guiding student conduct are posted to the College’s Student Affairs webpage and are also documented in the Cuyamaca College Catalog [Student Affairs Webpage; Cuyamaca College Catalog Academic Policies and Procedures].

**Analysis and Evaluation**

Cuyamaca College regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services. Policies and procedures are reviewed at the district level by DEC and DCEC on a regular, five-year cycle. In addition, critical documents, such as the catalog and governance group documentation, are reviewed regularly by qualified administrators, faculty, and staff.

**Actionable Improvement Plan**

While the College meets the standard as evidenced by its established review cycles for critical documents, other college publications should also undergo regular review and updating by appropriate and designated groups. The Senate Officers Committee is currently finalizing and formalizing the updating process for the faculty handbook. In addition, while no single student handbook exists, several separate documents which serve a similar purpose (like a student discipline procedures handbook) are regularly updated. The College is also in the development
phase of a governance handbook that will be reviewed and updated on a regular basis by the College Council.

**Standard I.C.6.:**
The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

**Evidence of Meeting the Standard**
The College publishes information on the total cost of education, including tuition, fees, and other required expenses such as textbooks, and other instructional materials through a variety of online and printed resources. For example, the Cuyamaca College Catalog has a section specifying the breakdown of fees as does the college schedule which is made available every semester in pdf form through the college website [College Catalog Admission Information Section; Schedule of Classes Front Matter]. Any additional instructional fees accrued for a class are clearly published in the class schedule and under the course information on WebAdvisor, if applicable.

Current Tuition and Fee information is also published on the Admissions and Records website and on the College’s Financial Aid website, which includes a Cuyamaca Net Price Calculator [Admissions Tuition and Fees Webpage; Net Price Calculator]. This calculator is intended to provide estimated net price information (defined as estimated cost of attendance which includes tuition and required fees, books and supplies, room and board, meals and other related expenses) to current and prospective students and their families based on what similar students paid in a previous year.

Required textbooks and associated costs are outlined and available to students on WebAdvisor through the “My Textbooks” link under the Other Services” header once they register for a course. Textbook information is also made available through the bookstore website [Sample Course Textbook Page]. From there, students can look up all required course materials, compare prices, etc. Courses that offer zero-cost textbooks options for students are noted in the class schedule [Course Offerings Fall 2018] so that students may consider this information in their course registration.

**Analysis and Evaluation**
Cuyamaca College informs current and prospective students about the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials. The College publishes its tuition and fee, as well as total cost of education, information in a variety of printed and online formats, including in the catalog, schedule of classes, and Admissions and Records website.
Standard I.C.7.:  
In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.

**Evidence of Meeting the Standard**
The District and College assure institutional and academic integrity through Board Policy 4030 [Board Policy 4030]. The policy codifies the District’s support of academic freedom and its associated faculty responsibilities. All board policies are posted to the GCCCD Governing Board website and are adopted in accordance with Board Policy 2410, which outlines the process for developing, adopting, amending board policies. All board policies are revised on a five-year cycle [GCCCD Governing Board Policies and Procedures; Board Policy 2410]. The Governing Board consults with the Academic Senates of both colleges within the district, administrators, staff, and students per Board Policy 2510 and Administrative Procedure 2510, which describes the collegial consultation process for recommending policies and administrative procedures, including the academic and professional matters for which the Board primarily relies upon the Academic Senates [Board Policy 2510; Administrative Procedure 2510]. The District Executive Council and District Coordinating Education Council serve as the primary district-wide participatory governance groups that review and make recommendations for revisions to policies and procedures.

Board Policy 4030 outlines the District’s policy on academic freedom [Board Policy 4030]. The policy states that “Instructors are citizens, members of a learned profession, and may be viewed by those outside of the District as representatives of the District. When they speak or write as citizens outside of their roles with the District, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and instructors, they should remember that the public might judge their profession and Grossmont-Cuyamaca Community College District by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the District.” As with all GCCCD Board Policies, BP 4030 is reviewed on a regular, five-year cycle.

The Cuyamaca College Faculty Handbook, as well as guidance from the AFT Guild, the faculty collective bargaining unit, describe academic freedom and related board policies [Cuyamaca College Faculty Handbook]. This handbook is updated every two years and was last reviewed in 2017. The Cuyamaca College Code of Ethics also codifies the institution’s support academic freedom [Cuyamaca College Educational Philosophy and Code of Ethics]. This document was last updated in 2000. Through the ISER development process, it was noted by the Academic Senate Officers Committee (SOC) that the document was far outdated and required revision. SOC is working with the President’s Cabinet to ensure this document is revised on a regular basis.
Analysis and Evaluation
The Governing Board reviews and publishes relevant information on academic freedom and related matters and consults with appropriate constituencies per BP 2510. The Governing Board relies primarily upon input from Academic Senates of the two colleges within the District to provide input regarding academic and professional matters, including academic freedom, as stated in BP 2510 and AP 2510. The academic freedom policies are reviewed every five years and are published to the Governing Board website and are referenced in the Faculty Handbook.

Standard I.C.8.:
The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard
Grossmont-Cuyamaca Community College District, and thus, Cuyamaca College has established policies and procedures that promote honesty, responsibility, and academic integrity. Board Policy 3060 on Institutional Code of Conduct describes the District’s commitment to maintaining a positive and mutually respectful environment for Governing Board members, employees, students, and members of the public [Board Policy 3060]. Administrative Procedure 3060 details the code of conduct and addresses how violations to this code are to be addressed [Administrative Procedure 3060].

Board Policy 5500 on Standards of Student Conduct outlines the authority provided to the Chancellor to develop and administer the student code of conduct and student discipline policies [Board Policy 5500].

Two administrative procedures expand upon Board Policy 5500 and set the institutional parameters and process for student conduct and discipline. Administrative Procedure 5500 outlines behaviors that will result in discipline, including removal, suspension or expulsion of a student [Administrative Procedure 5500]. Administrative Procedure 5520 on Student Conduct Procedures outlines the discipline process and includes both the student academic information on the District’s Student Conduct Procedures Handbook [Administrative Procedure 5520; Student Discipline Procedures Handbook]. Administrative Procedure 5530 (Student Rights, Grievances, and Due Process Procedures Handbook) documents the student grievance process so that students are informed and aware of their recourse should they wish to pursue an issue covered by the procedure [Administrative Procedure 5530]. All of these board policies and administrative procedures are published on the district Governing Board policies and procedures webpage. Student Code of Conduct and Academic Dishonesty information is also found in the Cuyamaca College Catalog and the Cuyamaca College Student Affairs webpage [Cuyamaca College Catalog pg. 30; Student Affairs Code of Conduct Webpage]. In addition the Student Affairs office sponsors workshops throughout the year which are focused on the code of conduct and changing academic misconduct behaviors. The Dean, Student Affairs meets individually with...
students who engaged in some form of academic misconduct for a discussion on the code of conduct and academic integrity [Academic Integrity Survey].

To ensure adherence to the Student Code of Conduct, all GCCCD registered students are sent an email with the link to the Title IX Training- Get Inclusive Program. All GCCCD students will receive the link from Get Inclusive twice a semester. Student behaviors pertaining to Title IX violations are addressed during this online training [Title IX Training Results]. Student Affairs and the Health Center work closely with the Center for Community Solutions to develop student educational sessions which focus on Title IX issues. The GCCCD District recently contracted with the NCHERM Group to revise the policies pertaining to Title IX and the Student Code of Conduct [Title IX Policies and Consumer Information Webpage].

The table below summarizes the various board policies and administrative procedures that codify the District’s commitment to honesty, responsibility, and academic integrity.
Table 19. Board Policies and Administrative Procedures Related to Conduct

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<tr>
<th>Relevant Constituent Group</th>
<th>Board Policy</th>
<th>Administrative Procedure</th>
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<tbody>
<tr>
<td>Employees and Students</td>
<td>BP 3050: Institutional Code of Ethics</td>
<td>AP 3050: Institutional Code of Ethics</td>
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<td>Employees and Students</td>
<td>BP 3060: Institutional Code of Conduct</td>
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<td>Employees and Students</td>
<td>BP 3410: Nondiscrimination</td>
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<td>Employees and Students</td>
<td>BP 3430: Prohibition of Harassment</td>
<td>AP 3430: Prohibition of Harassment</td>
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<tr>
<td>Employees and Students</td>
<td>BP 3540: Sexual and Other Assaults Occurring on District Property</td>
<td>AP 3540: Sexual and Other Assaults Occurring on District Property</td>
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<tr>
<td>Employees and Students</td>
<td>BP 3550: Drug-Free Environment and Drug Prevention Program</td>
<td>AP 3550: Drug-Free Environment and Drug Prevention Program</td>
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<td>Employees and Students</td>
<td>BP 3720: Computer and Network Use</td>
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<td>Employees</td>
<td>BP 3820: Donations and Gifts</td>
<td>AP 3820: Donations and Gifts</td>
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<td>Employees</td>
<td>BP 3905: Political Activity</td>
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<td>Students</td>
<td>BP 5500: Standards of Student Conduct</td>
<td>AP 5500: Standards of Student Conduct</td>
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<td>Students</td>
<td>BP 5530: Student Rights, Grievances, and Due Process</td>
<td>AP 5530: Student Rights, Grievances, and Due Process</td>
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<td>Employees</td>
<td>BP 7360: Discipline and Dismissal: Academic Employees</td>
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<td>Employees</td>
<td>BP 7365: Discipline and Dismissal: Classified Employees</td>
<td>AP 7365: Discipline and Dismissal: Classified Employees</td>
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<td>Employees</td>
<td>BP 7700: Whistleblower Protection</td>
<td>AP 7700: Whistleblower Protection</td>
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<td>Governing Board</td>
<td>BP 2715: Board Code of Conduct and Ethics</td>
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<tr>
<td>Governing Board</td>
<td>BP 2717: Personal Use of Public Resources</td>
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</table>
Analysis and Evaluation
As evidenced by its board policies and administrative procedures, and communicated via college websites, handbooks, and the college catalog, Cuyamaca College meets the standard. Each of the relevant policies is approved by the Governing Board and specific policies and procedures state information that is relevant to the respective population (students or employees).

Standard I.C.9.:
Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard
GCCCD Board Policy 4035 (Controversial Issues) describes the District’s expectations of faculty in presenting controversial issues in a fair and objective way [Board Policy 4035]. The policy requires faculty to distinguish their personal opinion or point of view from the predominant or persuasive view of the topic. Division deans provide assistance to faculty in managing controversial issues in the classroom setting. In addition, the Curriculum Committee’s Five Year Curriculum Review Cycle Process, illustrates how course content is reviewed and updated on a regular basis in order to keep content in-line with current science, practices, and theories [Five Year Curriculum Review Cycle Process]. Board Policy 4030 (Academic Freedom) states that “Instructors are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching material that has no relationship to their subject” and that instructors “should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the District” [Board Policy 4030]. Further, the Cuyamaca College catalog and Faculty Handbook also reference and communicate this commitment to students, prospective students, and faculty [Cuyamaca College Catalog (pg. 8); Faculty Handbook].

Analysis and Evaluation
Cuyamaca College has policies in place to ensure that faculty distinguish between personal conviction and professionally accepted views. These policies are communicated to students, prospective students, faculty, and the campus community through a variety of sources, including the college catalog, faculty handbook, and on the Governing Board policies and procedures website.
Evidence of Meeting the Standard
Cuyamaca College is a public, open-access community college, and as such, does not promote nor seek to instill specific beliefs or worldviews in students, faculty, classified staff, or administrators. Moreover, the College does not require conformity to specific codes of conduct related to beliefs or world views.

The College is committed to its core values of equitable access, individual student success, academic excellence, innovation and creativity, diversity and social harmony, environmental stewardship and sustainability, and strong community relations. Employee codes of conduct are documented via Board Policy 3060 and Administrative Procedure 3060 [Board Policy 3600; Administrative Procedure 3060].

The College communicates information regarding policies through a public website that is designed to serve the College, District, and the larger community [College Website].

Students are expected to adhere to the Grossmont-Cuyamaca Community College District’s Student Code of Conduct as well as Administrative Procedure 5500 [Student Code of Conduct; Administrative Procedure 5500]. Information on the Student Code of Conduct is provided via the College’s Student Affairs website, the College Catalog, and the Student Discipline Procedure booklet [Student Discipline Procedure Booklet].

Analysis and Evaluation
Cuyamaca College does not seek to instill any specific belief or world view. The College communicates its codes of conduct for employees and students through its board policies, administrative procedures, student discipline handbook and documents, and various college websites.
Standard I.C.11.: Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard
Cuyamaca College does not have any instructional sites out of state or outside the United States, nor does the College operate its distance education programs in foreign locations. The College has not requested authorization from the Commission the authorization to operate in a foreign location.

Analysis and Evaluation
Cuyamaca College does not offer curricula in foreign locations.

Standard I.C.12.: The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard
The Grossmont-Cuyamaca Community College District ensures compliance with ACCJC standards reporting requirements through its Board Policy 3200 and expands upon its commitment to comply with Commission standards and requirements in its Administrative Policy 3200 [Board Policy 3200; Administrative Policy 3200].

Cuyamaca College demonstrates integrity in its communication and relationship with ACCJC and complies with all Eligibility Requirements. In accordance with BP 3200 and AP 3200, the College ensures timely report submissions, such as the Self-Evaluation Report, follow-up reports, midterm reports, and substantive change inquiries and reports and adheres to requirements within a time period set by the Commission.

The College discloses Commission-required information in print and electronic formats in fulfillment of its accreditation responsibilities. All reports submitted to and responses from the Commission are posted on the College’s accreditation website, which is just one click away from the home page, accessible through the “About Us” dropdown menu [“About Us” Cuyamaca College Webpage].
Cuyamaca College provides information and guidance to the students and to the public for initiating a complaint or a grievance. The student and community member complaint process is documented and communicated with students via the Student Affairs complaint webpage [Student Affairs Complaint Webpage]. The webpage provides information on making complaints locally, at the state level, and with ACCJC.

Information on the grievance process is provided to students via the Student Affairs webpage [Student Affairs Webpage]. In addition, information on both the student complaint and grievance processes is provided in the college catalog [College Catalog]. Board Policy 3435 and Administrative Procedure 3435 outline the policy and describe the District process for carrying out discrimination and harassment investigations [Board Policy 3435; Administrative Procedure 3435]. In addition, Board Policy 5530 and Administrative Procedure 5530 codify the District policy and the process guiding student grievances and due process [Board Policy 5530; Administrative Procedure 5530].

The College communicates matters of educational quality and institutional effectiveness primarily via its public website. The College’s various websites includes information on the College’s mission, student achievement data, student learning outcomes, planning and evaluation activities, and accreditation status [Cuyamaca College Mission; Institutional Research Completed Reports; Program Review Data Reports Webpage; Outcome and Assessment Webpage; College Planning and Evaluation Webpage; Accreditation Webpage].

**Analysis and Evaluation**

As evidenced by the College’s history of reporting and relationship with the Commission, as well as by the information provided through its public webpages, Cuyamaca College meets the standard. The College complies with all Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements. Furthermore, the College discloses information required by the Commission to carry out its accrediting responsibilities.

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**Evidence of Meeting the Standard**

The College demonstrates honesty and integrity and communicates clearly and accurately with external agencies and reports any changes in its accredited status to the Commission, students, and the public in a timely manner. Due to its role as part of the California Community Colleges system, its various federal grants and financial aid opportunities, and programmatic accreditation, these agencies include the California Community Colleges Chancellor’s Office, Department of Education, and American Bar Association. The College complies with federal and state accountability and reporting and information disclosure requirements for career technical education programs [Gainful Employment Page - Automotive].
The College describes itself in consistent terms with all of its accrediting agencies. Cuyamaca College communicates any changes to its accredited status to the Commission, students, and the public through the College’s accreditation website, catalog, and program web pages [Accreditation Webpage; Cuyamaca Catalog (pg. 1); Sample Program Webpage-Paralegal Studies]. Certificates of accreditation are posted for public viewing in the President’s Office.

**Analysis and Evaluation**
The College advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statues. Through its catalog, program web pages, and accreditation webpage, Cuyamaca College describes itself in consistent terms to all of its accrediting agencies and communicates changes in its accredited status to the Commission, students, and the public.

**Standard I.C.14.:**
The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

**Evidence of Meeting the Standard**
Cuyamaca College is a non-profit, state-funded, open-access institution of higher learning that explicitly details its commitment to student learning and achievement in its mission and through its strategic plan priorities. As evidenced by its mission and strategic plan, the College’s commitment to high-quality education is paramount; it has no investors or shareholders [Mission, Vision, and Values Webpage, 2016-22 Cuyamaca College Strategic Plan].

**Analysis and Evaluation**
The College is a publicly-funded, not-for-profit institution that does not generate financial returns for investors or contribute to a related or parent organization or external interests.
Standard II: Student Learning Programs and Support Services
Standard II.A.1.:
All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard
All course and program offerings align with the stated mission of Cuyamaca College, which focuses on serving a diverse community of students who seek to benefit from the college’s wide range of educational programs and services [Mission Statement]. While the College does not currently offer correspondence education, in order to fulfill its commitment to student learning, success, and equity, instructional programs are provided which meet student needs in the areas of 1) distance education, 2) transfer education, 3) career technical education, 4) general education, and 5) basic skills courses. The College also recently implemented more innovative acceleration models in math, English, and ESL, as well as Guided Pathways programs in order to further align with the mission and improve outcomes for diverse student populations. Specifically, the College offers the following programs in accordance with its mission, as noted in Standard I.A:

- Two-year programs in preparation for transfer pathway to a baccalaureate degree-granting institution
- Associate degree programs
- Certificates of Achievement
- Certificates of Specialization, particularly in career technical education areas
- Pre-collegiate courses in English and ESL as well as co-requisite support courses in math, English, and ESL that are aimed at improving student progress toward degrees, certificates, or transfer

The College offers courses at the Cuyamaca campus, online, and at local high schools through its dual enrollment programs. The College’s distance education courses are offered via online or hybrid modality. Online, hybrid, and on-campus courses adhere to the same learning outcomes, which are clearly stated in the College Catalog and in course syllabi. The College’s programs and courses are outlined in the College Catalog and through the California Community Colleges Chancellor’s Office Curriculum Inventory. As a California Community College, Cuyamaca College complies with Title 5 of the California Administrative Code.

In order to evaluate student progress and outcomes for all locations and means of delivery, the College ensures high-quality programs and courses through its program review and planning process and curriculum review process. Through the program review process, instructional programs link their program-level goals and action plans to college-wide strategic priorities and plans. The Program Review Steering Committee (PRSC) analyzes each discipline’s Student Learning Outcomes assessments for both the course and program level on a rotating four-year cycle, making recommendations for improvement based on the mission and goals of the College [PRSC Charge and Composition]. Each instructional program receives a program review data
packet every fall semester that includes program success and retention for distance education status and on-campus courses. Program Review authors are required to note and address any equity gaps that emerge from the data.

In addition to a robust Program Review process which leads to positive institutional changes, the Curriculum Committee reviews each course at the College on a five-year cycle for currency, relevancy, and updated SLOs [Five-Year Curriculum Review Cycle Process]. This process ensures that all courses across the campus are assessed for currency, appropriateness within higher education, teaching and learning strategies, and student learning outcomes. Any course failing to meet this updated five-year review process is no longer offered until it has been updated and reviewed by the Curriculum Committee [Five-Year Curriculum Review Cycle 2017-2018]. Therefore, the College provides up-to-date courses for students regardless of discipline or major.

Furthermore, CTE programs leverage data provided through the CTE LaunchBoard, Centers of Excellence, as well as the Institutional Effectiveness, Success, and Equity Office to review student progress, analyze student completion and employment outcomes, as well as wage gains, in the context of labor market data for each program. [LaunchBoard; Centers of Excellence; Institutional Effectiveness, Success, and Equity Office Website]. To ensure relevance, currency, and appropriateness, CTE programs also complete a bi-annual review for the Governing Board, including an analysis of labor market data, employment information, wages, and similar programs in the region [CTE Bi-Annual Review].

The Online Teaching and Learning Committee (OTLC) also reviews college-wide distance education (DE) data in district DE reports, as well as Program Review data reports each year, including online student headcount, enrollment, demographics, success, and retention [Online Teaching and Learning Committee (OTLC); District DE Reports (pg 14-27); Program Review Data Report Example]. Based on these data, the Online Teaching and Learning Committee updates the Distance Education Plan to improve student access and achievement in distance education courses [Online Teaching and Learning Committee; Distance Education Plan]. Additionally, the 2017 Annual Review presented to OTLC includes goals designed to improve success rates for online students [2017 Annual Review]. As a result of this review, the College recently implemented the following changes:

- Trained almost 250 faculty in successfully utilizing online Canvas course design
- Developed a new Regular and Effective Contact Policy [Contact Policy]
- Created Suggestions for Evaluating Online Courses [Evaluating Online Courses]
- Designed an accessible Online Course Syllabus Template [Syllabus Template]
- Piloted Quest/Smarter Measure to increase student success [Quest/Smarter Measure]
- Presented numerous workshops on excellence in online teaching, including one focused on improving student success rates [Online Teaching Excellence Workshops]

During 2018-19, improving success rates for online students will continue to be a primary goal. Specifically, expanding the Quest pilot and training faculty on the importance of regular, personalized intervention, encouragement, and feedback will be emphasized. The Online Teaching and Learning Committee will also analyze the degree to which Canvas training for instructors has increased student success rates in online courses to make further improvements.
Moreover, the Student Learning Outcomes & Assessment Committee (SLOAC) oversees ongoing outcomes-based assessment processes across the college, at the course, program, and institutional level with a focus on continuous quality improvement for individual departments, as well as organizational units of Student Services, Instruction, and Administrative Services [Student Learning Outcomes & Assessment Committee (SLOAC) Charge and Composition]. The committee coordinates input of assessment data into TracDat, prepares SLO reports for ACCJC, and reports SLO updates to the Institutional Effectiveness Council and the Academic Senate [IEC Minutes 4-4-18; Academic Senate Minutes 5-10-18].

The College also assesses student degree and certificate completion and transfer college-wide through its Annual Planning and Evaluation Retreat, which takes place each spring [Spring 2018 Planning and Evaluation Retreat Agenda]. At the retreat, practitioners examine degrees awarded, certificates awarded, number of transfers, number of graduates, completion rates, and other indicators to determine how well the College is performing in relation to its own standards and targets. During the retreat, participants discuss action plans for improving performance on each of these indicators, and these activities, along with feedback from appropriate college governance groups, are presented to the Governing Board as part of district-wide strategic planning and evaluation efforts each summer [Governing Board Strategic Planning Update June 2018; Spring 2018 Retreat Slides; KPIs Summary with Standards and Targets; Spring Retreat Group Discussion Questions].

The College’s current Math and English programs are a prime example of this process. As a result of analyzing student success at the course and program level, acceleration and multiple measures in placing students were recently piloted and then implemented in Math and English in order to increase math and English transfer-level course completion rates, degree and certificate completion, as well as transfer rates. Starting with program-level data analysis, review, and planning, acceleration efforts have emerged as a college-wide strategic priority, and accelerated and co-requisite models have demonstrated much success. According to recent comparative data collected for accelerated and traditional math and English pathways, throughput rates for traditionally underprepared students in the accelerated math sequence increased 29% (increasing transfer level success within one year from 11% to 40%), and throughput rates for students in the accelerated English sequence increased 39% (increasing transfer level success within one year from 12% to 51%) with the new acceleration and co-requisite programs [Math and English Throughput Comparison]. These increased throughput rates demonstrate that the College’s self-evaluation and program improvement efforts have significantly benefited traditionally underprepared students in completing their academic goals.

**Analysis and Evaluation**

The College meets this standard. All instructional programs offered by the College are in alignment with the College’s mission, which includes the delivery of high-quality educational programs, regardless of location or means of delivery. Courses and instructional programs are regularly assessed through the College’s Curriculum and Program Review processes.
Standard II.A.2.: Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

Cuyamaca College faculty ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Through the program review and curriculum review processes, faculty work to improve instructional courses, programs, and services, enhance teaching and learning, and ultimately improve student success [2019-20 Program Review IE Website; Spring 2019 English Comprehensive Four-Year Program Review; English Student Demographic Data; English Degrees and Certificates Data; English Success and Retention Data; Spring 2019 Chemistry Comprehensive Four-Year Program Review; Chemistry Degrees and Certificates Data; Chemistry Student Demographics and Success Data]. In addition, in department and division meetings and in tailored professional development workshops, faculty are encouraged to discuss the relationship between teaching methodologies and student performance to continuously improve student learning.

The 2016-22 Cuyamaca College Strategic Plan specifically identifies “Student Validation and Engagement” as one of four main college-wide strategic priorities, and these have led to several initiatives that encourage and train faculty to develop student-centered teaching methods and regularly review student learning outcomes [2016-22 Strategic Plan pg 31]. Examples include workshops with Professor Miguel Powers on growth mindset and Lisa Marchand on meaningful SLO development and assessment [CGM Invite; Marchand Powerpoint]. In addition, every academic department and Career Education program meets at least once per year to review SLO assessment results and identify opportunities for improvement. Department chairs and program coordinators document that dialog via an SLO tracking and documentation form or directly in TracDat/Improve [English SLO Report].

As part the College’s 2016-22 Strategic Plan, accelerated basic skills in Math, English, and ESL were identified as a college-wide strategic priority [2016-22 Strategic Plan pg 34]. The College’s math, English, and ESL departments regularly review data on student placement and success in order to improve student progress and completion of transfer-level math and English courses. These disciplines regularly provide training to the full and part-time faculty on the curricular and pedagogical practices that are central to accelerated learning. These trainings include both in-house with workshops and off-campus training opportunities exploring best practices in Math, English, and ESL acceleration pedagogy and inclusive teaching and learning [English Equity Project Slides; Math Equity in Teaching Institute Slides].

The program review process is consistently followed for all college programs, regardless of the type of program and modality, and criteria used to assess program reviews include relevance to strategic priorities, currency and alignment with workforce needs, appropriateness, assessment of learning outcomes, and planning for the future informed by qualitative and/or quantitative data.
Comprehensive instructional program review is conducted on a four-year cycle, with annual updates in the intervening years. With the creation of the Program Review Steering Committee (PRSC) [PRSC Charge and Composition], non-instructional program reviews are also moving to a four-year cycle, with the comprehensive program review for all of these programs moving to 2019-20 [PRSC 4-Year Cycle]. Both the comprehensive program review and annual update templates include questions regarding SLOs and assessment results, as well as questions documenting any changes in the program since the last annual update [Instructional Comprehensive PR Template; Instructional PR Annual Update Template]. The comprehensive program review addresses the regular curriculum review of course outlines of record. All programs in both instruction and student services are required to prepare regular program reviews using the templates approved by the appropriate participatory governance bodies, including the Academic Senate [Student Services PR Annual Update Template].

The results of program review are used in institutional planning, and improvements are made as a result of the consideration of program review. Program review and unit-level plans have led to several of the College’s current strategic goals and subsequent improvements. For example, the math department’s program review and analysis resulted in the development of the math pathways program, which has received statewide and national recognition for improving student access to and success in transfer level math courses. In previous years, this process has been more organic, with innovative approaches arising from the program review process becoming elevated in college-wide planning based on demonstrable results. With the College’s transition to an integrated program review structure and process in 2018-19, program review reports will be publicly posted on the College’s program review website and will be provided to the planning and resource allocation recommending bodies to inform resource request prioritization. Summaries of the program review goals and resources will be provided to the Institutional Effectiveness Council and Resource and Operations Council to inform college-wide planning and resource allocation.

Furthermore, the results of the English department’s program review led to the development of a corequisite support model and implementation of multiple measures placement. Similarly, the ESL department’s program reviews have driven innovation in the ESL sequence and placement models. Each of these departments’ own planning and resulting improvements led to the creation of the College’s strategic priority of accelerated basic skills.

Additionally, all requests for substantial resources including both materials and staff must be supported by Program Review reports to be considered. Barring unforeseen or emergency circumstances, funding allocations are driven by Program Review requests, which various college committees have ranked and prioritized. A perfect example of this is the College Tech Plan, which ranks campus technology needs based on descriptions and justifications provided in the Program Review reports [Technology Ranking Requests]. Another excellent example of this is the Faculty Position Requests for hiring new full-time tenure-track instructors, which is a direct result of Program Review requests that the Staffing Prioritization Task Force also ranks and prioritizes [Faculty Ranking Recommendations].

As a result of the College’s new governance structure, the implementation of which started in 2018-19, the Program Review Steering Committee will summarize the Program Review goals
and planning information, and forward these to the Institutional Effectiveness Council for analysis [Participatory Governance Redesign Webpage]. This information will be reviewed and incorporated into the College’s annual evaluation and planning cycle to ensure connections between college and unit-level planning. Also, the new Resource and Operations Council (ROC) will review and analyze resource needs linked to unit-level goals to identify common requests or shared needs across individual units. The ROC will use this information to identify college-wide budget priorities.

**Analysis and Evaluation**
All courses and programs at the College are systematically reviewed and evaluated through an ongoing process to ensure relevance, appropriateness, currency, and future needs and plans. That process has been facilitated by the College’s adoption of TracDat/Improve to review and monitor SLO assessment. Institutional planning and improvements occur as a result of the program review process.

**Standard II.A.3.**
The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.

**Evidence of Meeting the Standard**
Cuyamaca College identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees through the curriculum review, program review, and outcome assessment processes.

**Curriculum Review and Identification of Learning Outcomes**
Cuyamaca College has officially approved and current course outlines that include student learning outcomes [AUTO 122 COR; COMM 110 COR; WWTR 101 COR]. In fall 2018, the SLO Coordinator also joined the Curriculum Committee and the Curriculum Technical Review Subcommittee in order to provide further support to faculty who wish to revise learning outcomes statements as a part of the regular curriculum review process [Curriculum Committee Charge and Composition]. Faculty identify appropriate learning outcomes during the curriculum development or updating process and work as needed with the SLO Coordinator to ensure learning outcomes are measurable and will yield meaningful information for the program.

In every class section students receive a course syllabus that includes learning outcomes from the College’s officially approved Course Outline of Record. All courses and programs have defined learning outcomes, and each course offered by the College has a syllabus that lists the SLOs. The Academic Senate has approved a faculty handbook that contains “Syllabus Design Guidelines.” The Guidelines specify that instructors are required to develop a syllabus for each course which is provided to students during the first week of class [Faculty Handbook pg 38]. The faculty handbook offers further resources regarding the relationships between learning outcomes and
course objectives, and best practices for assessment. Instructional deans begin each semester with emails to all faculty members reminding them of the requirement to provide copies of their syllabi to both their deans and their department chairs or program coordinators [Sample Syllabus Email to Faculty—See Top Pg 3]. Instructional deans regularly address the inclusion of the current course SLOs in course syllabi as part of instructor evaluations. The SLO Coordinator works with instructional deans to ensure that all syllabi distributed to students contain current SLOs, as reflected in the COR.

Program Review and Assessment of Learning Outcomes
Cuyamaca College has incorporated regular assessment of Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) into its instructional program review processes [Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs)]. Course SLO data are collected at the section level and are disaggregated by online status. Assessment data are collected via TracDat/Nuventive Improve directly as well as through the College’s own SLO Assessment Entry Form [SLO Assessment Entry Form]. The college has implemented a review cycle that consists of an Instructional Comprehensive Program Review every four years, with an Instructional Program Review Annual Update in each of the intervening three years [Instructional Comprehensive Program Review Rotating Due Dates Every Four Years]. The four-year SLO assessment cycle coincides with the four-year program review cycle.

Based on the results of the 2018 Integrated Planning Survey, the SLO Coordinator developed an SLO Assessment Plan model in fall 2018 to provide additional guidance for SLO assessment across departments [2018 Integrated Planning Survey; SLO Assessment Plan Model]. In addition, the Integrated Planning Survey results prompts the College’s program review body, currently the Program Review Steering Committee (PRSC), and formerly the Instructional Program Review and Planning Committee (IPRPC) to collaborate with the SLO Coordinator to revise the SLO assessment sections of the annual update and comprehensive program review templates. The goals of these revisions are to ensure that departments and programs have active assessment plans on file and are working to build sustainable and meaningful assessment practices. Both the annual update and the comprehensive program review are written from templates that are approved by the Academic Senate [Academic Senate Minutes 9-13-18].

The revised annual update template asks instructional chairs and coordinators to ensure that they have an SLO Assessment Plan on file with the Student Learning Outcomes and Assessment Committee (SLOAC) [Revised Annual Update Template]. The revised annual update additionally requires that instructional chairs and coordinators ensure that their program’s SLO data are updated in TracDat/Nuventive Improve, and that the PLOs are updated with an assessment plan. The revised comprehensive program review template builds on the annual updates by asking instructional chairs and coordinators to analyze student learning successes and challenges that their SLO and PLO data reveal and to discuss changes being made to their courses and programs in light of the data [Revised Comprehensive Program Review Template]. To assist departments in their analysis, the Institutional Effectiveness, Success, and Equity (IESE) office provides department chairs and coordinators with resources, as well as a summary of course SLO assessment results disaggregated by online status [Child Development Comprehensive Program Review].
Each academic year during professional development week, faculty in each instructional program or department meet to discuss the results of course-level assessments; relevant SLO-related meetings are listed on the professional development calendar [Faculty Professional Development Calendar]. Discussions at department SLO meetings are typically devoted to interpreting the strengths and challenges revealed by SLO data, redesigning assessments, aligning departmental instructional practices, setting a faculty professional development agenda, and/or revising learning outcomes statements. Faculty are encouraged to submit notes from these SLO assessment meetings to the SLO Coordinator, for documentation in TracDat/Nuventive Improve [Example ESL SLO Meeting Notes; Example World Languages SLO Meeting Notes]. These processes are designed to ensure that departments take an active role in using SLO and PLO data to improve courses and programs.

The SLO Coordinator is currently developing further resources to support faculty with learning outcomes, as well as to promote a culture of inquiry and assessment at the College. In fall 2018, the SLO Coordinator instituted a professional development series to support faculty with a variety of aspects of learning outcomes; for example, the September 2018 workshops focused on “SLO Basics” and the October 2018 workshops focused on “Making SLO Data Meaningful” [September 2018 SLO Workshops; October 2018 SLO Workshops]. The SLO Coordinator is engaging in ongoing work to support a campus culture that makes learning outcomes and assessment an integral part of the innovative work of the College.

**Analysis and Evaluation**

The College’s recently revised program review templates ensure that all programs and departments have an active learning outcomes assessment plan, that data are current in TracDat/Nuventive Improve, and that data are used to facilitate course and program developments. All courses have syllabi that are distributed to students and that list SLOs consistent with those on the COR. The SLO Coordinator is engaging in ongoing work to support faculty with learning outcomes assessment, to foster a culture of inquiry and data-driven decision making, and to ensure that learning outcomes and assessments are integrated into institutional processes. Cuyamaca College meets Standard II.A.3.

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**Standard II.A.4.:**

If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

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**Evidence of Meeting the Standard**

Cuyamaca College has established criteria and processes for decision-making in related to developmental, pre-collegiate, study abroad, short-term training, or contract education. Although in the past Cuyamaca College did offer continuing and community education courses, the Continuing Education Division responsible for these courses was eliminated at the College in 2012. All College courses must be approved by the Curriculum Committee, which follows state regulations in the course approval process as well as rigorous College and District guidelines for
establishing and evaluating each type of course and program. In accordance with Title 5 and consistent with the governance structure of Cuyamaca College, the Curriculum Committee, under the authority of the Academic Senate, has oversight responsibility for the following:

1. Approving additions, deletions, and modification of courses and programs, and reviewing the student learning outcomes of the college credit and noncredit curriculum
2. Approving courses for inclusion in the General Education package
3. Developing procedures that relate to Curriculum Alignment, Articulation and Differentiation of courses at Grossmont and Cuyamaca Colleges
4. Providing regular updates to the Academic Senate

In terms of developing new curriculum or updating current courses, the college has a process and criteria for determining the appropriate credit type, delivery mode, and location of its courses and programs, which are all part of the curriculum review process. Faculty who wish to develop new courses or modify existing ones use curriculum-related forms that are posted on the online forms depot to ensure they are following procedures established by the Curriculum Committee. Once the forms have been completed, they are submitted to the Supervisor of Instructional Operations who manages the agendas for both the Curriculum Technical Review and the Curriculum Committees. The Instructional Operations Supervisor serves as a technical resource to both the Curriculum Technical Review Subcommittee and the Curriculum Committee. Once the proposals have been reviewed by Technical Review, they are forwarded to the Curriculum Committee for a first and second read and final approval. If areas of concern emerge during the Technical Review process, committee members on Technical Review contact the faculty who initiated the curriculum review process for clarification.

Information about developmental and college/transfer-level courses is communicated to current and prospective students through the published College Catalog with a comprehensive guide to degrees, certificates, courses, and other important materials. Pre-collegiate level and college-level curriculum are aligned in order to ensure clear and efficient pathways for students. Departments that offer pre-collegiate courses, such as math, English, and English as a Second Language, have embraced acceleration and a pathways-focused approach leading to transfer-level college courses within one or two semesters, as mandated by the recent California AB 705 legislation. For example, the math department now offers various pathways for students based on student major areas. Developmental courses also have entrance and exit skills embedded in the course outlines that clearly mark a path forward to transfer-level courses. Further, the alignment of developmental and college/transfer-level courses is embedded in the curriculum development and review process.

Additionally, there are a number of services on campus which directly support students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum, including the Writing, Reading, and ESL Center, the Academic Resource Center (ARC), the Science Technology Engineering and Math (STEM) Achievement Center, Extended Opportunity Employment and Services (EOPS), Disabled Students Programs and Services (DSPS), CALWorks, Pathway Academy (formerly Freshman Year Experience), as well as
c Campus scholar programs such as UMOJA with its own coordinators who monitor academic progress and success [The Academic Resource Center (ARC) (p.2); Writing, Reading, and ESL Center (p.3); The Science, Technology, Engineering and Math (STEM) Achievement Center (p.3-6); Extended Opportunity Employment and Services (EOPS); Disabled Students Programs and Services (DSPS); CALWorks; Pathway Academy; UMOJA].

**Analysis and Evaluation**

Cuyamaca College has a clear process for creating, modifying, and approving curriculum. Additionally, the College has instituted a number of programs that assist in the successful transition of students from pre-collegiate to transfer-level course work in math, English, and ESL. Furthermore, a number of support services are in place to help students successfully complete their course work, including tutoring centers and other student support services which significantly increase student achievement and lead to completing certificates, degrees, and transferring to universities.

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**Standard II.A.5.:**
The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

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**Evidence of Meeting the Standard**

Cuyamaca College demonstrates the quality of its instruction by following practices common to American higher education and has policies and procedures in place to define these practices. The College has a clearly delineated, faculty-driven curriculum process, based on the requirements and regulations in Title 5 for developing and evaluating degrees at the associate level, as well as certificates in Career and Technical Education (CTE) [Title 5 Course Repetition and Withdrawal Webpage]. The college also follows established criteria to decide the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning of each program it offers. The institution has developed a process for the systematic examination and assessment of Program Level Outcomes (PLOs) through the Program Review process [Comprehensive PR Template; Instructional PR Update Template]. Additionally, each program examines its degrees and certificates during the Program Review process to ensure that the College meets rigorous academic requirements, and that the course sequence is designed to be completed in a timely manner [Biology 2018-19 PR Annual Update; ASL 2018-19 PR Update].

Furthermore, the College provides services for students, including but not limited to tutoring, counseling, Extended Opportunity Programs and Services (EOPS), and peer mentoring through the Pathway Academy program, that help students complete their degrees [Campus Tutoring Centers Webpage; EOPS Webpage]. As part of the College’s recent Guided Pathways implementation, all departments and programs are developing degree maps that use sequential ordering of courses in the major and recommendations for both electives and general education courses to help students complete their degrees [Degree Map Template]. In accordance with
Board Policy 4025 and Administrative Procedure 4025 [BP 4025; AP 4025], all Cuyamaca College associate degree programs have been approved by the State Chancellor’s Office, have general education requirements that conform to California Title 5 regulations, and require a minimum of 60 units completed [Catalog Degree Requirements].

The college articulation officer works with four-year institutions to verify that lower division courses meet articulation and transfer requirements. General education courses that are accepted by transfer institutions appear on the CSU General Education (CSU GE) Breadth list, as well as the Intersegmental General Education Transfer Curriculum list (IGETC) [CSU General Education (CSU GE) Breadth; Intersegmental General Education Transfer Curriculum List (IGETC)]. In response to the requirements of SB 1440 Cuyamaca College has developed 21 AA-T and AS-T degrees approved by the State Chancellor’s Office [AA-T-AS-T Webpage]. The articulation officer also works closely with Grossmont College to align courses for the benefit of students attending both colleges in the district. Academic issues of importance to the district are brought to the District Coordinating Executive Council, and this council works to ensure high-quality academic programs and curriculum in the district [District Coordinating Executive Council Meeting Agenda 10-22-18].

Analysis and Evaluation
All Cuyamaca College degrees and programs, as listed in the College catalog, follow standard practices for higher education, including the attainment of at least 60 units for an associate degree. As evidenced by District policies and procedures and as outlined in the College Catalog, Cuyamaca’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning.

<table>
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<tr>
<th>Standard II.A.6.:</th>
<th>The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.3 (ER 9)</th>
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Evidence of Meeting the Standard
Evaluation of Learning Across Programs and Course Sequences
Cuyamaca College schedules courses in a manner that allows students to complete certificate and degree programs within a reasonable period of time that is consistent with established expectations in higher education. For programs that offer course sequences, department chairs and coordinators ensure that the learning outcomes and exit skills from lower courses map onto the entrance skills for the subsequent course in the Course Outline of Record (COR) [ENGL 99 COR; ENGL 120 COR]. Department chairs and coordinators additionally ensure that the learning outcomes align well within the sequence. For example, the Center for Water Studies, formerly the Water/Wastewater Technology program, examined their SLOs across the course sequences for degree and certificates and integrated additional math components into program courses in order to ensure student success in subsequent courses and successful completion of state certification exams.
In addition, the College recently adopted accelerated course sequences in English, Math, and ESL. In developing accelerated and co-requisite courses, which take the place of former basic skills courses in those programs, department chairs, coordinators, and faculty evaluated learning outcomes statements and student learning data to create new course sequences with aligned and laddered outcomes statements [ESL 2A COR, ESL 2B COR; Math, English, and ESL Throughput Rates]. Faculty in these programs regularly assess student learning outcomes at each level to determine the effectiveness of student skill acquisition throughout the course sequence. Faculty integrate these learning outcomes data into department meetings and professional development opportunities and make adjustments to the course sequences accordingly. For instance, the ESL department has been piloting different course sequence models, collecting success data, and revising course sequence patterns and support programs in order to best meet ESL student learning needs and increase completion of transfer level English courses. [Traditional and Accelerated ESL Pathways Throughput].

Aligning Class Schedules with Student Needs and Guided Pathways
As a result of analyzing enrollment management data, as well as course success and degree completion rates, over the past two years the instructional faculty and administrators assessed course offerings to see if they fit into the its guided pathways efforts, which began in fall 2017. These efforts are ongoing in light of the College’s focus on fully implementing Guided Student Pathways over the next several years [Guided Student Pathways E-Work Plan Submitted to CCCC]. As part of the College’s Guided Pathways work, a cross-functional team is addressing action items related to Pillar 1, Clarify the Path, which include finalizing meta-majors and degree maps for all associate degrees and certificates of achievement by the end of 2019. The degree maps will inform both the educational planning process and schedule development [Degree Map Template; ILAT Agenda 2-4-19].

A renewed focus on efficiency has been placed on the College’s Full-Time Equivalent Faculty (FTEF) expenditures in order to be more strategic in meeting student demand and in building an effective schedule that optimizes resource utilization. As such, the College created an enrollment management philosophy to better address student needs and interests while still maintaining a balance in curriculum. This philosophy resulted in a new allocation formula in which FTEF is assigned to departments and divisions with FTES targets. This approach was implemented in fall 2018 [Summary Presentation of College’s New Approach to Allocation Formula]. The College uses a three-year moving average to help set the expectations for departments, programs, disciplines, and courses [Three-year Moving Average Example: Biology]. Since the initial analysis and implementation, the College has increased course sections in areas with high demand, as evidenced by its improved efficiency in fall 2018 over fall 2017, as well as historical waitlist figures and fill rates. The College has already seen an increase in efficiency over the past year and expects to see further improvements over the next several years as a result of this shift in enrollment management practices [Daily Term Comparison Report].

In order to accommodate students’ scheduling needs, the college also analyzes enrollment data to implement block scheduling Monday through Friday, in which courses are primarily scheduled in standard time blocks between 8:00 a.m. and 2 p.m. This ensures students are able to seamlessly move between classes without the possibility of overlap. In order to better meet
students’ alternate scheduling needs, flexible scheduling is also offered in the afternoons, as well as Fridays and Saturdays. The Division Deans enforce the schedule blocks to ensure that sections are not offered unnecessarily across time blocks, thus freeing up rooms for ease of back-to-back scheduling and enabling students to take a full load during the day on either Tuesdays and Thursdays or Mondays and Wednesdays.

The regular rotation of program course offerings also addresses the College’s guided pathways and degree completion goals [College Standards and Targets for Key Performance Indicators]. Furthermore, the College offers Counseling services to help students plan their course-taking for their first year or across multiple years in order to fully meet their educational goals.

**Evaluation of Course Scheduling Effectiveness**

The College evaluates the effectiveness of its course schedule via a number of ways, including reviewing course fill rates, productivity figures, enrollment patterns, and student perception surveys. In order to ensure students are able to complete program and general education courses in a reasonable period of time, the College conducts the Institutional Effectiveness Survey and Institutional Learning Outcome Survey to assess student perceptions [2017 ILO Survey Report; 2018 IE Survey Report]. The results of these recent surveys revealed that the vast majority of students believed they were able to access the courses to needed complete their general education courses (82%) and courses within their program of study (72%) in a reasonable amount of time; however, among recent graduates, there were some students who noted this as a challenge. The College will continue to monitor student perceptions in these areas to ensure student access to courses needed for program completion. This information will be used as a baseline for future surveys and a measure of progress toward the College’s guided pathways transformation.

**Analysis and Evaluation**

The College schedules courses in a manner that allows students to complete their certificate and degree programs within a period of time consistent with established expectations in higher education. SLOs, entrance skills, and exit skills are clearly delineated in Course Outlines of Record. When courses are designed to be taken in sequence, the exit skills of the prerequisite class will match the entrance skills of the subsequent course to ensure the students are prepared for the next course and increase student success. The College uses block scheduling patterns to ensure that courses are scheduled in alignment with students’ varying needs and availability. Institutional data, such as FTEF expenditures, fill rate, productivity figures, enrollment patterns and student surveys, are continuously analyzed to help build effective schedules that facilitate student completion and optimize resources.
Standard II.A.7.: The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard
Cuyamaca College is committed to advancing equity in student access and success as stated in its mission [Mission Statement Webpage]. The College works to achieve equity in student success through its strategic priorities and equity and inclusivity framework [Strategic Plan 2016-22; Student Equity Webpage]. The institution identifies students by subpopulations in order to meet their diverse needs [5-year Student Demographics]. Through the Student Equity and Integrated Plan development process, the College examines equity gaps in student achievement and implements activities to address these gaps [2017 Student Equity Data]. In order to meet student needs, the College uses multiple modes of course delivery, instructional methods, and support services. These include both online, on-campus, and hybrid courses and support services that can be accessed remotely and in-person.

Distance Education
The College offers a wide variety of distance education courses. The Online Teaching and Learning Committee guides the planning and evaluation process for distance education courses [Online Teaching and Learning Committee]. The Committee develops the College’s Distance Education Plan, which provides recommendations regarding effective practices for online teaching and learning [College’s Distance Education Plan; Guide to Best Practices in Online Teaching]. The Committee also creates guidelines and criteria for determining appropriate delivery modes in order to support the success of the College’s diverse populations [Preparation and Practice for Online Teaching]. In developing annual action items to improve student success in online courses, the Distance Education Coordinator and Online Teaching and Learning Committee examine data on distance education student satisfaction, student demographics, and student achievement through the GCCCD Research, Planning, and Institutional Effectiveness dashboards and the Distance Education Report, which includes DE course success data [GCCCD RPIE Dashboards; DE Report; Fall 2018 DE Student Survey Results]. In addition, the College’s curriculum review process includes a method for assessing whether courses are appropriate for various delivery modes [Distance Learning Proposal Form]. The College also conducts student perception surveys to ensure its course delivery methods are meeting student needs. For example, based on the 2018 Institutional Effectiveness survey, the vast majority of students (81%) indicated that the course delivery modes (e.g. online, face-to-face, hybrid) offered at Cuyamaca College support their success as students [2018 IE Student Survey].

Assessing and Improving Student Learning
Through the established program review and SLO assessment processes, instructional faculty assess student learning and make adjustments to course delivery, instructional methods, and curriculum to ensure courses and programs are addressing the needs of the College’s diverse student population. Furthermore, individual departments engage in reflection and planning to address student needs and reduce equity gaps across their courses. For example, in 2017-18, the
English department conducted a series of department-wide workshops in which practitioners analyzed their own course-level retention and success data disaggregated by race and ethnicity, engaged in professional development on culturally responsive teaching and learning, and developed new approaches to implement in their courses to address equity gaps [English Department Equity Workshop Presentation]. Building upon previous efforts and using the English project as a model, the Student Success and Equity Faculty Coordinator now works with various departments to analyze their own practitioner-level data, engage in equity-minded professional development, such as the Cuyamaca Summer Institute, and develop innovative approaches to meet students’ diverse learning needs [SSE Faculty Coordinator Job Description; Summer Equity Institute Daily Agenda; Summer Institute CCEAL Presentation; ETI Math Presentation]. As of Spring 2019, the Equity in Teaching Institute has initiated two cohorts of faculty, including the Math Department and History and Social/Behavioral Sciences Department. Based on the 2018 Institutional Effectiveness survey, 81% of students report that the teaching methods Cuyamaca instructors use support their success as a student, demonstrating the positive results of these efforts.

Integration of Instruction and Student Support Services

The College has a number of programs that are specially designed to address the needs of first-year students, first-generation college students, low-income students, current and former foster youth, veterans, and students with disabilities, among others [Pathway Academy Program Webpage; EOPS Webpage; DSPS Webpage; Tutoring Services; Veteran Resource Center Webpage]. These programs work collaboratively with instructional areas, such as the math, English, and ESL departments, as well as the History, Social, and Behavioral Science Departments to provide comprehensive support to students and improve student learning and achievement.

Moreover, the College’s tutoring centers and learning assistance programs provide learning support to diverse students across a multitude of subjects. All tutors are trained to address the diverse student population’s needs, including different learning styles, learning preferences, ability variances, and neural diversity, as noted in the Tutoring Training Syllabus [Tutor Training Syllabus]. The STEM Achievement Center and the Writing, Reading, and ESL Center both assess student progress and retention rates to evaluate their teaching and training methodologies, utilizing data provided by the Cuyamaca Institutional Effectiveness, Success, and Equity Office and GCCCD Research, Planning and Institutional Effectiveness Office [2013-15 Writing Center Usage Course Success Rate Report; English 120 Math 160 Report; Tutoring Demographics Report].

Analysis and Evaluation

Cuyamaca College supports ongoing professional development for faculty and staff. The College offers workshops, trainings, and ongoing professional development for faculty on learning styles, culturally relevant teaching, growth mindset, and other topics to ensure faculty remain current in learning theory and adjust classroom practices to create supportive, engaging, and validating learning environments for all students. Regular collaboration efforts across the campus take place among Instruction, Student Services, and the Institutional Effectiveness, Success, and Equity Office to provide opportunities to the campus at large which promote engagement, validation, equity, and diversity. Because of campus-wide efforts to assist students in achieving
their goals, in a recent 2018 Institutional Effectiveness survey, 82% of students reported that the support services they receive at Cuyamaca College help to increase their academic success [2018 IE Student Survey].

**Standard II.A.8.:**
The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

**Evidence of Meeting the Standard**
Cuyamaca College does not use department-wide or program examinations.

**Standard II.A.9.:**
The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

**Evidence of Meeting the Standard**
Cuyamaca College awards course credit, degrees and certificates based on student attainment of learning outcomes, in accordance with accepted norms in higher education. Board Policy 4020 and Administrative Procedure 4020 outline the credit hour guidelines as part of the College’s curriculum development process [BP 4020; AP 4020]. Units of credit are based on the Carnegie Unit System, as noted in the Cuyamaca College Catalog, and adhere to applicable state and federal regulations [34 Code of Federal Regulations Part 600; CCR 55002; CCCC Student Attendance and Accounting Manual; Carnegie Unit System]. Units of credit are reflected in both the course description in the Cuyamaca College Catalog and the official course outline of record [Cuyamaca College Catalog]. All credit courses offered at the College are approved by the Governing Board and California Community College Chancellor’s Office (CCCCO) prior to being offered.

In line with the College’s educational philosophy and institutional learning outcomes, faculty members articulate the skills and abilities students will have upon successful completion of a course as Student Learning Outcomes (SLOs) on course outlines of record (COR) and syllabi [Catalog: Educational Philosophy/ILOs]. Course objectives reflect and align with the learning outcomes on CORs; for example, the SLOs for HIST 118 (U.S. History: Chicano/a Perspectives I) and BIO 130 (General Biology I) distill a wide range of course objectives into assessable, higher order skill-based outcome statements [BIO 130 COR; HIST 118 COR]. Similarly, the COR for ASL 120 (American Sign Language I) innovatively arranges course objectives by
thematic groupings, and then uses those same groupings for the learning outcomes statements to foster alignment [ASL 120 COR]. Faculty members specify methods of evaluation and assessment, such as quizzes, tests, formal essays, performances, projects, and portfolios, for learning outcomes on COR and the syllabi [MATH 160 COR; OH 120 COR]. These standards are outlined on the college’s Syllabus Design Guidelines [Syllabus Design Guidelines]. Criteria for evaluation of SLOs and subsequent credit awards are additionally stated in the Philosophy of General Education, which can be found in the Cuyamaca College Catalog [Philosophy of General Education, last paragraph].

Board Policy 4100 and Administrative Procedure 4100 outline the College’s degree and certificate graduation requirements [BP 4100; AP 4100]. All programs are approved by the Governing Board CCCCO prior to being offered at the College. The minimum number of credit hours required to complete a program of study is established in accordance with AP 4100 and are detailed in the college catalog [Catalog Degrees and Certificates]. The achievement of stated programmatic learning outcomes is the basis for awarding degrees and certificates. In several programs, program learning outcomes (PLOs) are formally mapped to course level outcome in TracDat, and assessments at the course level are reviewed from a program-level perspective [SLOs to PLOs Example]. The College has experienced challenges in implementing direct program learning outcome assessment; in addition, due to significant turnover in faculty assessment leadership, not all course SLOs are formally mapped to PLOs in the TracDat system. In order to improve the formal documentation of links between course SLOs and PLOs, the College is actively engaged in efforts to map SLOs and PLOs within the TracDat system and engage in more direct assessment of PLOs [IEPI Innovation and Improvement Plan 2019].

**Analysis and Evaluation**

The College awards credit based on student achievement of the course’s Student Learning Outcomes and guidelines for awarding credit, which are stated in the catalog. As evidenced by board policies, administrative procedures, and the College Catalog, units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. The College Federal standards are used for clock-to-credit-hour conversions in the awarding of credit. The achievement of student learning outcomes, as noted in Course Outlines of Record and throughout the curriculum development process, is the basis for awarding degrees and certificates.
Standard II.A.10.: The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard
Cuyamaca College makes its transfer-of-credit policies readily available to students through its college catalog and website [College Catalog Pg 18-19]. As stated in the catalog, students who completed coursework at regionally accredited institutions must submit an official transcript to the Admission and Records Office for formal evaluation. As outlined in Administrative Procedure 4235, the College also provides for transfer of Advanced Placement (AP) credit, International Baccalaureate (IB), College Level Examination Program (CLEP) and military credit [AP 4235; College Catalog Pg 47-49]. Information on transcript evaluation can be found on the College’s Admissions and Records Website [Admissions Transcript Evaluations Website]. Courses are evaluated to determine if they meet general education, major and/or elective credit. Admissions and Records evaluators utilize course outlines of records or COR’s, course syllabi, and course descriptions to determine equivalencies [BIO 140 COR; BUS 156 COR; MATH 60 COR; PSYC 120 COR]. Courses approved for general education at a California Community College are utilized to meet the College’s general education requirements. As courses from outside institutions are evaluated, the information is stored in the College’s Degree Audit System [Degree Audit Report Webpage].

For Associate Degrees for Transfer (ADT), the college follows Senate Bill 1440 legislation in awarding credit [Associate Degrees for Transfer (ADT); Senate Bill 1440; Reciprocity Agreement]. Students who earned college credit from a foreign institution must have their transcripts evaluated and translated by the National Association of Credential Evaluation Services (NACES) [NACES Webpage]. Once processed, official foreign transcripts can be formally evaluated by the College Admissions and Records Office.

As outlined in Administrative Procedure 4050 the Articulation Officer regularly works with four-year university staff and faculty to ensure that a range of course transfer options are available to students [AP 4050]. Course-to-course articulation occurs throughout the academic year for both CSUs and UCs, as gaps in articulation are identified. ASSIST.org is the repository for established CSU and UC articulation agreements [ASSIST.org]. The College’s Articulation Website includes links to articulation agreements for private and out-of-state institutions [Articulation Transfer Guides Website].

Analysis and Evaluation
Through the catalog and college website, Cuyamaca College makes available to students its transfer-of-credit policies. The College communicates clearly defined academic policies and
procedures through the college catalog to allow for the seamless transferring into and out of the institution for college credit. The Articulation Officer works to ensure courses are articulated to four-year universities, collaborating with faculty, evaluators, staff and administrators as necessary. Finally, the college regularly reviews and updates Administrative Procedures that guide the transferring in of Advanced Placement (AP) credit, International Baccalaureate (IB), College Level Examination Program (CLEP) and other military credit.

Standard II.A.11.: The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard
The college has institutional learning outcomes that are applied to all degrees and programs and address areas of Communication Competency, Information Literacy, Critical Thinking Competency, Cultural Competency, and Academic and Personal Responsibility [ILOs Approved in 2016]. Assessment of these institutional outcomes is achieved through an indirect assessment, the ILO Student Survey [ILO Survey Results 2017; ILO Survey Results 2018 Slides]. These core competencies, along with program learning outcomes (PLOs) serve as the expected learning outcomes for Cuyamaca College associate degree graduates.

As the Cuyamaca College Catalog notes, the ILOs are a promise to the community that the College’s graduates and those transferring to a four-year college or university will be able to demonstrate the knowledge, skills, and abilities contained within all of the ILOs. Student mastery of these core competencies is achieved through general education and discipline-specific courses [College Catalog p. 7]. Cuyamaca College students who earn a certificate, or have taken courses for personal educational development, will be expected to demonstrate the knowledge, skills, and abilities specified within one or more of the ILOs. The College’s Student Learning and Assessment Committee (SLOAC) facilitates the review and revision process for ILOs [SLOAC 09-17-18 agenda; SLOAC 09-17-18 minutes]. Based on a deep discussion of ILO Survey results from 2017 and 2018, as well as technical assistance provided by an Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Team, in spring 2019 SLOAC recommended revisions to the ILOs to eliminate redundancies, improve clarity, and reference the College’s core values [ILO Recommended Revisions; IEPI Innovation and Effectiveness Plan 2019]. The ILO revisions are currently being vetted by the Academic Senate and College Council and are expected to be adopted as of the 2019-20 academic year.

The College’s ILOs also serve as its General Education learning outcomes. The General Education component of Cuyamaca College’s associate degree requirements is designed to advance student knowledge, skills and abilities in the following areas: oral and written communication; physical and natural sciences; arts and humanities; and social and behavioral sciences [College Catalog p. 42]. The College’s General Education pattern is designed to ensure students build their competency in effective communication, identifying, evaluating, and
utilizing information, applying critical thinking skills to make informed decisions, interacting effectively with people of diverse backgrounds, and set and achieve academic and personal goals. All General Education program components adhere to curriculum standards that include clear Student Learning Outcomes and measurements of evaluation for those outcomes, and must be approved by the Curriculum Committee. Course SLOs are mapped to program learning outcomes and institutional learning outcomes through its TracDat accountability management system.

**Analysis and Evaluation**
Through its curriculum and student learning assessment processes and structures, Cuyamaca College has developed institutional learning outcomes (ILOs) that align with the following core competencies: communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. The College has historically assessed these learning outcomes through a student survey but exploring ways to engage in direct assessment of its revised (ILOs).

<table>
<thead>
<tr>
<th>Standard II.A.12.:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)</td>
</tr>
</tbody>
</table>

**Evidence of Meeting the Standard**
In line with District policies and procedures, Cuyamaca College requires all degree programs to integrate a General Education component in their curriculum based on a carefully-considered and faculty-developed philosophy as stated in the College Catalog [BP 4025; AP 4025; College Catalog p. 42]. The General Education philosophy is reflected in the College’s degree requirements, and students must complete a General Education pattern in order to obtain an associate degree. The college allows students to select their GE pattern from a menu of three choices: 1) the local GE pattern; 2) the IGETC CSU/IGETC UC GE pattern; or 3) the CSU GE pattern. The Cuyamaca College GE associate degree GE pattern consists of a minimum of 22 units across the following General Education breadth areas: A) Language and Rationality, B) Natural Sciences, C) Humanities, and D) Social and Behavioral Sciences. The College’s General Education pattern and associated courses align with its Institutional Learning Outcomes, as stated in the College Catalog. In addition, the College Catalog clearly states the course requirements for every academic and vocational degree program [College Catalog p. 56-59].
Each associate degree requires both a demonstrated proficiency in a specialized field of study and completion of the College general education requirements.

The Curriculum Committee, whose members are primarily faculty members representing various instructional programs, approves all courses for General Education via an application, robust peer review process, and a variety of associated documentation [Curriculum Committee Charge and Composition]. In addition to determining the appropriateness of a course for General Education, the Curriculum Committee also ascertains whether a course can be offered through distance education [Distance Learning Form]. Finally, the College relies on the expertise of the faculty during the Curriculum Committee review process to determine the appropriateness of each course for General Education by examining the courses’ stated learning outcomes. The Curriculum Committee has primacy in general education matters and makes recommendations to the Academic Senate regarding academic policies and procedures.

**Analysis and Evaluation**

All Cuyamaca College academic and vocational Associate Degree programs require students to complete a General Education pattern, as stated in the College Catalog. General Education courses are carefully selected and clearly communicated to students via the College Catalog. Through active participation on the Curriculum Committee, faculty use learning outcomes to determine the appropriateness of each course for inclusion in the General Education curriculum.

<table>
<thead>
<tr>
<th>Standard II.A.13:</th>
</tr>
</thead>
<tbody>
<tr>
<td>All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study.</td>
</tr>
</tbody>
</table>

**Evidence of Meeting the Standard**

Each Cuyamaca College academic program includes focused study in at least one area of focus or an interdisciplinary core. As part of the program review process, faculty discuss and assess the effectiveness of Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) to determine if changes are necessary [Exercise Science Comprehensive PR 2017-18]; Exercise Science SLO/PLO Mapping]. Per District policies and procedures, discipline faculty routinely update their SLOs and PLOs as programs are modified in order to align with four-year colleges and universities and/or to meet community or industry needs [BP 4050; AP 4050]. In addition, per Administrative Procedure 4022, all courses and programs go through the curriculum approval process to ensure that they are meeting the goals set forth in the College mission and strategic plan [AP 4022].

The Curriculum Committee incorporates a range of institutional stakeholders who are involved in the process of determining the appropriateness of courses and programs offered [Curriculum Committee Charge and Composition]. In an effort to ensure valid measures of student learning are in place, all programs go through the program review process, which includes one
comprehensive program review followed by three annual updates on a four-year cycle. Additionally, the Curriculum Committee reviews each course on a five-year cycle for currency, relevancy, and updated SLOs [Five-Year Curriculum Review Cycle Process]. This process ensures that all courses across the campus are assessed for currency, appropriateness within higher education, teaching and learning strategies, and student learning outcomes. Any course failing to meet this updated five-year review process will not appear on the class schedule until it has been updated and reviewed by the Curriculum Committee [Five-Year Curriculum Review Cycle 2017-2018]. New programs are required to meet rigorous standards set by the California Community Colleges Chancellor’s Office and Course Approval Handbook (PCAH) [(PCAH Course Approval Guidelines].

**Analysis and Evaluation**

Cuyamaca College’s Associate Degrees, certificate programs, and certificates of specialization provide focused study commensurate with the level of study. Programs and courses are subject to regular and rigorous review.

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**Standard II.A.14.:**

Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

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**Evidence of Meeting the Standard**

The institution verifies and maintains currency of employment opportunities and other external factors in all of its career-technical disciplines through the Workforce Development Committee (WDC) [WDC Charge and Composition]. WDC members engage in discussions of career education-related data for program planning [WDC Minutes 5-21-18; CTE Fall 2017 Data Workshop]. Numerous state and federal funding initiatives utilize similar outcome metrics for the establishment of performance-based funding expectations through the use of Labor Market Information (LMI) as well as completion and job placement data. In addition, each career education program is reviewed by the Governing Board on a bi-annual basis to ensure currency, relevance, and to document program outcomes [2016-17 Career Education Programs Report].

Cuyamaca College determines competency levels and measurable student learning outcomes based upon faculty expertise and input from industry representatives. Career technical education (CTE) programs are required to meet bi-annually with external industry advisory committees to evaluate and verify student learning outcomes which demonstrate the necessary technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification. The College’s instructional programs also conduct annual analysis and planning through the program review process. As part of the comprehensive program review process, which occurs every four years with annual updates in intervening years, CTE programs are required to analyze labor market needs assessments and submit evidence of advisory committee meetings and action plans [(Water Studies Comprehensive PR; Business Comprehensive PR; Child Development Comprehensive PR].

Prior to 2018-19, the program reviews were evaluated by the Instructional Program Review and
Planning Committee (IPRPC) and utilized as a tool for continuous improvement. Per the College’s governance redesign, all program reviews will now be evaluated by members of the new Program Review Steering Committee [PRSC Charge and Composition Webpage].

The College’s Career Education programs are designed to meet regional and national industry needs. Industry partnerships, such as the Ford ASSET program in Automotive Technology [Ford ASSET Program Website], CISCO Academy [CISCO Academy Website], and Center for Water Studies [Center for Water Studies Website], ensure the region’s students have access to training programs linked to specific in-demand career and industry areas. These partnerships help Cuyamaca College stay current regional workforce needs and provide future planning for how to prepare students for their respective professions [Career Education Programs Webpage].

Analysis and Evaluation
The College ensures graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards. Through its program review process and bi-annual Career Education program Governing Board review process, the College also ensures graduates exhibit preparation for external licensure and certification. In addition, the institution maintains currency of employment opportunities in all of its career-technical disciplines through faculty expertise and input from industry representatives through its external advisory committees.

Standard II.A.15.:
When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard
The institution has established procedures regarding program elimination, including the process for which enrolled students will be able to complete their education in a timely manner with a minimum of disruption. Cuyamaca College adheres to the District’s Program Discontinuance Board Policy 4021 and Administrative Procedure 4021 when elimination of a program is required [BP 4021; AP 4021]. If necessary, the department chair and the dean develop a modification of the major to ensure that students can complete their educational goals in the event that a program is discontinued. Cuyamaca College’s policy to address major changes or elimination of programs is found in the Cuyamaca College Catalog [Catalog pg 34].

In addition, the procedure for program discontinuance is clearly communicated directly to affected students. Counselors, faculty, and staff provide students in their programs with updated information about impending changes. If necessary, the department chair and dean develop modifications to the major to ensure students can complete their educational goals in the rare instances of program discontinuance [Modifications of Major Form]. A notice is placed in the College Catalog that explains the changes, and students are given a timeline for program completion and/or advised of options [Catalog pg 52]. When programs are eliminated or program
requirements are significantly changed, the College makes appropriate arrangements to allow enrolled students to complete their education in a timely manner.

**Analysis and Evaluation**
The College catalog, class schedules, website, counselors, and faculty provide students with notification or changes to program requirements and elimination of programs. Students are notified in writing of any program elimination.

### Standard II.A.16:
The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

**Evidence of Meeting the Standard**
The College engages in regular evaluation and continuous improvement of its courses and programs through its program review processes. These processes are linked to college-wide planning and resource allocation in order to ensure alignment across the College and to facilitate the achievement of the College’s strategic goals.

The program review process is consistently followed for all college programs, regardless of the type of program, including collegiate and developmental, online and in-person, general education and career education courses and programs. Every program on campus is required to submit comprehensive program reviews and annual updates, and peers who serve on the committee ensure that these reports accurately reflect the necessary criteria.

Each fall semester, instructional programs analyze their respective student learning and achievement data, overall and disaggregated, or service area outcome data and relevant performance indicators, report on previously-established goals, and develop action items for the subsequent academic year. All program reviews are submitted in February, and as of spring 2019, are reviewed by peers who serve on the new Program Review Steering Committee [PRSC Charge and Composition].

Prior to 2019, the College’s Instructional Program Review and Planning Committee (IPRPC) served as the instructional program review body. IPRPC evaluated the effectiveness of its courses and programs throughout the four-year program review cycle. The Program Review Steering Committee has taken on these responsibilities and includes committee members assisting and guiding the program review authors in meeting program review requirements in order to ensure high-quality analyses, evaluations, and action plans [PRSC Feedback Form].

During the first year of the program review cycle, instructional programs prepare a comprehensive program review, which includes an analysis of program strengths, challenges, opportunities, SLO and PLO results, and significant action items [Comprehensive PR Template;
This analysis includes student achievement data, labor market data as applicable, curriculum review cycle and associated updates to ensure relevancy, and goal-setting, aligned with college strategic goals, in order to address any issues noted in the review of the student learning and achievement data, enrollment demand and productivity data, labor market data, contextual program information, or labor market trends [Research and Planning Achievement Data]. Program review authors submit a summary of resource needs associated with program goals and action items. Therefore, each program is required to maintain relevancy, appropriateness, achievement of Student and Program Learning Outcomes, currency, and planning for the future.

In each subsequent year of the four-year program review cycle, instructional programs prepare an annual update that includes a summary of program changes in the previous year, an analysis of student learning and achievement data and implications for practice, updates on previously established goals and action items, and subsequent year goals and action items [Program Review Annual Update Template].

The results of program evaluation are used in institutional planning. As such, it:

- Facilitates program improvement through review of discipline analysis of Learning Outcomes assessment at the course and program levels
- Evaluates discipline plans and prioritizes activities based upon the college, unit, and department goals
- Uses program review data, goals, and plans as a foundation for prioritization for faculty and classified staffing, facilities improvements, professional development needs, curriculum planning, and budget allocation
- Provides a means for continuous dialogue among departments regarding department and unit effectiveness
- Provides the departments and college with feedback and suggestions on program effectiveness in relation to student learning, discipline, department and unit goals, with respect to the goals and mission of the college
- Evaluates the unit’s program review and planning practices and effectiveness and makes recommendations for improvement, when necessary, to the Cuyamaca College Council.

Several significant changes and improvements have occurred as a result of programs conducting self-evaluations for effectiveness. For example, as a result of analyzing student course success and retention rates, along with graduation rates in 2012, the College started acceleration in basic skills math courses through Math 096 Preparation for Statistics. Due to the success of this accelerated class, the College began a new acceleration program which resulted in the current Math Pathways Program [Math Pathways Program Webpage]. Previously, three levels below transfer were offered; however, now this has been revised to just one level below transfer, Math 110 Intermediate Algebra, with a support course, Math 010, for students who need additional assistance. In addition, supplemental support courses are provided for all first-tier transfer-level math classes and placement policies have been updated to include multiple measures such as high school GPA and highest math class taken. The College is consistently collecting data through Institutional Research, and other state-provided resources, such as Data Mart and the Student Success Scorecard, to assess the efficacy of these changes and to implement further improvements [Data Mart Webpage; Student Success Scorecard Webpage]. As a result of the
accelerated and corequisite math course accomplishments, Cuyamaca College has also begun to offer accelerated and corequisite courses in English. Based on recent data collected comparing math and English one-year throughput in traditional versus accelerated pathways, underprepared students in accelerated pathways are completing transfer-level math and English at much higher rates [Math and English Accelerated Pathways Data Charts]:

Table 20. One-Year Throughput Rates for First-time Underprepared Students

<table>
<thead>
<tr>
<th>Cuyamaca First-Time Underprepared Students</th>
<th>Traditional Math Pathway (Fall 2015)</th>
<th>Accelerated Math Pathway (Fall 2016)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cohort Throughput Rate</td>
<td>Cohort Size</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Foster youth</td>
<td>0%</td>
<td>5</td>
</tr>
<tr>
<td>At least one disability</td>
<td>4%</td>
<td>23</td>
</tr>
<tr>
<td>Veteran</td>
<td>20%</td>
<td>10</td>
</tr>
<tr>
<td>Economically disadvantaged</td>
<td>10%</td>
<td>223</td>
</tr>
<tr>
<td>Asian</td>
<td>14%</td>
<td>14</td>
</tr>
<tr>
<td>Black non-Hispanic/Latino</td>
<td>5%</td>
<td>19</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>7%</td>
<td>123</td>
</tr>
<tr>
<td>White non-Hispanic/Latino</td>
<td>14%</td>
<td>153</td>
</tr>
<tr>
<td>Two or more races/ethnicities</td>
<td>11%</td>
<td>28</td>
</tr>
<tr>
<td>Unknown/other</td>
<td>0%</td>
<td>3</td>
</tr>
<tr>
<td>B-STEM</td>
<td>14%</td>
<td>235</td>
</tr>
<tr>
<td>Not B-STEM</td>
<td>3%</td>
<td>105</td>
</tr>
<tr>
<td>STEM</td>
<td>14%</td>
<td>232</td>
</tr>
<tr>
<td>Not STEM</td>
<td>3%</td>
<td>108</td>
</tr>
<tr>
<td>Overall (underprepared)</td>
<td>11%</td>
<td>340</td>
</tr>
</tbody>
</table>

Source: Cuyamaca College Institutional Effectiveness, Success, and Equity Office (2018)
Moreover, Cuyamaca College has recently piloted accelerated courses for ESL students with promising data collected in a comparison of traditional and new ESL pathways through spring 2018, which also illustrates significantly higher success rates in transfer-level English within three semesters. In the traditional ESL 096 and 100 pathway, no students were able to complete transfer-level English within three semesters; however, with the new accelerated ESL 1A course, which replaced ESL 096 and ESL 100, 24% of students completed transfer-level English within three semesters [ESL Acceleration Data Charts]. Additionally, with the traditional ESL 106 pathway, no students completed transfer-level English within one year; however, with the new accelerated ESL 2A course, which replaced ESL 106, 48% of students completed transfer-level English within one year. Many of the students who did not complete are doing so now in their third semester.
These increased math, English, and ESL throughput rates in accelerated courses demonstrate that the College’s self-evaluation and program improvement efforts have significantly benefited traditionally underprepared students in completing their academic goals.

**Analysis and Evaluation**
Cuyamaca College meets the standard. The College has established a robust and aligned program review process focused on improvement, and program-level data are systematically examined and analyzed to inform program planning and continuous improvement. Departments reflect on program student learning and achievement, other applicable data, such as labor market information for career education programs, program curriculum, and contextual information in order to develop action plans to improve program outcomes.

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**Standard II.B.1.:**
The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

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**Evidence of Meeting the Standard**

**Library Resource Development**
The Cuyamaca College Library Mission is to develop student information literacy skills upon completion of their academic goals. The Library functions both as an instructional unit and as a student services unit which supports all students and faculty on campus and online. The Library staff consists of the Dean of Learning Technology and Resources (LTR), two full-time Library faculty, and four full-time Library technicians. Two full-time Library faculty provide instruction, reference services, and a collection to support students and faculty. Two adjunct faculty librarians provide reference instruction. Four full-time classified library technicians provide public and technical service support to students and faculty. Student workers, funded through the District, Federal Work Study, and CalWORKs Study, provide circulation services under the supervision of Library technicians.

The Library faculty and Library technicians work together to develop a current and balanced collection of print, multi-media, and electronic resources that support Cuyamaca College curricula. Library faculty select material according to the library Collection Development Policy [Collection Development Policy]. Librarians choose materials directly related to the curriculum of the College, and subject area faculty members are consulted as to needs for specific course content. Additional materials are selected by librarians through use of professional selection tools, such as library review journals, as well as through faculty and student requests. The Library inventories the collection in order to increase users’ ability to more easily locate...
materials listed on the College’s research database. Maintaining the book stacks so that students can find materials on the shelves is one of the most important functions performed by the Cuyamaca College Library Technicians. Inventory of the entire collection was completed in 2015 followed by partial inventory in 2018 [Library Inventory Statistics; Fall 2018 Inventory Update]. The Library has met its effectiveness criteria with 95% of the physical collection matching catalog records.

As of Fall 2018, the Library has a collection of 44,109 print titles, 78,675 e-books, 1067 AV titles, and 10 database subscriptions which provide access to over 20,000 full-text journals, news, and magazine titles [Library Item Count Fall 2018]. The Library's collection is searchable through the SirsiDynix Symphony library system which allows users to view the collections 24/7. In January 2019 the College will participate in the California statewide purchase and will collaborate with the District and Grossmont Library to ensure a smooth transition from SirsiDynix to the new Learning Service Platform (LSP) Ex-libris Statewide Purchase.

Library Access and Support for Instructional Programs
The Library Instructional Program supports Cuyamaca College’s academic transfer, career education, basic skills, and acceleration programs. To further support the College’s programs, Faculty librarians participate in various campus committees such as the Program Review Steering Committee, Online Learning and Teaching Committee, and College Technology Committee. The Library’s Dean of Learning Technology and Resources (LTR) also serves on a Guided Pathways inquiry team and Faculty librarians serve as resource specialists to inquiry teams. The Library is committed to continuous improvement of student learning and achievement and therefore closely aligns with the Institutional Learning Outcome (ILO) of Information Literacy. The Library provides information literacy instruction to help students build skills such as how to access and analyze library sources. The Library’s information literacy program consists of in-person library instruction sessions and reference instruction. The Library has a strong presence in CANVAS so students and faculty have a direct link to the Library.

Librarian Liaison Model for Instruction and Outreach
Librarians are assigned specific subject areas to serve as liaisons for faculty in different academic departments, promoting library instruction sessions, collaborating on assignments, keeping subject faculty up-to-date on library services and materials, and seeking input from faculty regarding the purchase of library materials [Librarian Liaison Model Subject Area Specialists]. Librarians periodically attend department meetings to provide information and solicit feedback, particularly for high-use programs such as the English Department.

Library in-class instruction sessions are the most popular instruction format. Sessions are designed in collaboration with faculty to support course objectives and specific assignments. Faculty can complete an online form to request a Library instruction session [Online Library Instruction Request Form]. A major focus of library instruction is to guide students to library databases and to expand their research skills beyond Google.

Embedded Librarian for ESL acceleration courses
To support the ESL acceleration program, Librarians created an embedded library assignment for ESL 2ab [Embedded Library Assignment for ESL 2ab]. Students who pass ESL 2ab are
encouraged to enroll in English 120. Library faculty will continue to work with ESL faculty to develop a series of embedded library assignments.

**Librarian partners with Pathways Academy Program**
The library is partnering with Pathways Academy Program to ensure that all peer-mentors receive a basic introduction to the library [Pathways Peer Mentors Program].

**Library Website available 24/7**
The Library website is used as an instructional tool to help students improve their research strategies [Library Website]. The library’s website is a portal to the catalog, database subscriptions, research tips, and other library-related information. The Library website can be accessed from any computer on the main campus or from off-campus. Off-campus accessibility requires a password which is available to all registered students, faculty, and staff.

**Library Presence in Canvas**
The Library has a strong presence in CANVAS so students and faculty have a direct link to the Library. The Library has a dedicated page in Canvas called “Distance Learning Library.” [Distance Education Online Library Guidelines]

**Embedded Librarian for Guided Pathways Counseling courses**
To support guided pathways, Librarians partnered with Counseling to pilot an online Embedded librarian-counseling module in Fall 2017-Spring 2018 [Embedded Librarian-Counseling Module]. In this module, librarians embed a library career assignment, participate in the discussion board, and track student progress.

**Online Services**
Students may also use the “Ask a Librarian” link from the Library homepage where they can ask questions and receive prompt replies from librarians throughout North America and Great Britain. The Cuyamaca Library is a member of the Online Computer Library Center (OCLC) Questionpoint Reference Cooperative, which is a global academic monitoring service [QuestionPoint Request Form]. Students can view a series of research guides that are customized to support course assignments [Research Guides]. These are created in collaboration with subject faculty and then linked to our library homepage. These guides can be linked by faculty into specific Canvas modules, and there is flexibility with guides specifically designed based on disciplinary/user needs.

- **Library Survey Form for course additions and program modifications**
  To ensure the quality, depth, and currency of the library collections, Librarians keep current on new course additions and program modifications. Library faculty work with subject faculty to complete a Library Survey Form that identifies any gaps in the library’s collection to support the course’s student learning objectives [Library Survey Form]

**Assessment and Evaluation of Library Services**
Each fall, the Dean of LTR, Library faculty, and Library technicians participate in the progress towards our Program Review and Program Learning Outcomes (PLOs). Library faculty and Library technicians provide input as to what has been accomplished in the past year, what needs
to be accomplished, and the resources needed for the next year. The Library’s latest Program Review Report was submitted in Spring 2018 and documents goals for the next four years [Library Program Review 2018-2022]. The Library also submits Annual Updates to track progress towards goals. The Library conducts surveys to assess its effectiveness in supporting students as well as faculty [Library Survey 2018]. The results of these surveys are used to improve Library services and tailor them to the College’s needs.

Assessment and Evaluation of Tutoring Services
Learning support services at Cuyamaca College are evaluated through a variety of measures to ensure quantity, quality, depth, and variety. In order to analyze the effectiveness of tutoring services for students, during each tutoring session two SLOs are assessed for student reflection on skills acquired, as well as next steps to create autonomous learners. These results are reported to instructors through Tutorial Record slips and the information is captured in excel spreadsheets [WC Current Tutor Record Slip 3-4-19; Tutoring Comprehensive Program Review 2018-19]. The quality and depth of tutoring services are assessed through student surveys which provide feedback on session outcomes [Fall 2018 Tutee Survey]. For example, based on the Fall 2018 Tutee Survey by Center, over 91% of students in the STEM, Writing Center, and Academic Resource Center tutoring programs report that working with the tutors helped them to feel “more confident in approaching new material or tasks” [Fall 2018 Tutee Survey Results by Center Side By Side]. Furthermore, based on institutional effectiveness data analyzed for the Tutoring Program Review report, students who use tutoring services have much higher course success rates [Tutoring Comprehensive Program Review 2018-19]. In fact, the most recent IE data analyzed in the Tutoring Program Review report on page 10 reveals that when compared to students who did not use tutoring, those who did receive tutoring for more than one session were much more likely to succeed with over 20.25% higher success rates in English 120/20, over 19.25% higher success rates in Math 160, 17% higher success rates in Chemistry, 21% higher success rates in Biology, and 23% higher success rates in Child Development classes.

Quantity of tutoring services are further assessed through a variety of analyses of program data which look not just at success, but access, among other impacts. In terms of access, based on the fall 2016 tutoring demographic data report, 1399 students utilized tutoring services, which is over 14% of the students population [Fall 2016 to Spring 2018 Cuyamaca Tutoring Access Results]. Among those who visited the tutoring centers only once, the group generally resembled the college-wide student population, with 33% Hispanic, and 47% White Non-Hispanic. However, among students who visited the centers more than once, Hispanic students were underrepresented by over 10% with 21% seeking multiple tutoring sessions. Therefore, the tutoring centers are currently working with the College's various academic departments and student services areas to encourage more diverse populations to utilize the tutoring centers on campus. As a result of these efforts, the College recently hired a new part-time classified staff member with seven years of experience in Hispanic mentoring programs to work in the Academic Resource Center. In Fall 2018, the College also hosted a movie night in the Writing Center featuring the film Coco followed by a guest speaker who discussed the significance of Dia de Los Muertos [Coco Film Screening; Altar Ofrenda Flyer]. The various learning support services on campus will continue to host future cultural events like these in order to help bring more students from diverse backgrounds in and make them feel comfortable with utilizing tutoring services.
Moreover, Cuyamaca College offers a variety of tutoring options to further increase access, including online, face-to-face, embedded, lab, test prep, one-on-one, and group sessions. In order to meet students’ needs, the tutoring centers work directly with academic departments to tailor services to their needs based on analyzing program data. Students who utilize the Learning Assistance Centers are served through direct collaboration with the disciplines, even if the Course Outline of Record does not require student participation. For example, many individual faculty, including Science and Math, collaborate with the Learning Assistance Center to offer activities and workshops to support student learning. These collaborations encourage students to seek help, allowing the Learning Assistance Centers to play a significant role in increased student success rates [Science Group Tutoring Schedule; Math Group Tutoring Schedule]. This is demonstrated in program review documents [Tutoring Program Review Annual Update 2015-2016; Tutoring Program Review Annual Update 2017-2018; Tutoring Comprehensive Program Review 2018-2019].

**Analysis and Evaluation**

The Library provides sufficient resources in a variety of formats to meet student learning needs, including a large number of electronic books and online databases. Learning assistance services are assessed regularly for their impact on student learning. Based on the 2018 Institutional Effectiveness Survey, 73% of students feel that the College’s Learning Resource Center (library) services are adequate to meet their educational needs. In addition, 81% of students report that the College’s learning technology resources are sufficient to meet their needs. Furthermore, 74% of students state that the College’s tutoring support services meet their educational needs [2018 Institutional Effectiveness Student Survey].

**Standard II.B.2.:**

Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

**Evidence of Meeting the Standard**

**Library**

Because the Cuyamaca College Mission, Strategic Plan, and Library Mission are at the forefront of ensuring quality library services, each fall the Dean of Learning and Technology Resources (LTR), Library faculty, and Library technicians participate in evaluating the progress towards Program Review Goals and Program Learning Outcomes (PLOs) [Library Mission, Program Review Goals, and PLOs Webpage]. Library faculty and Library technicians provide input as to what has been accomplished in the past year, what needs to be accomplished, and the resources needed for next year. The Dean of the LTR and the Library Chair work together to finalize resource requests as part of the annual update and program review process.

In order to provide the best services to students, the Cuyamaca College Library continues to develop assessment tools to systematically assess the effectiveness of its instruction program and
services. Currently, librarians give research assignments to students during library instructional sessions to reinforce library research skills demonstrated during the instructional session.

The Library regularly tracks multiple measures to identify the appropriateness of its collections. Library statistics such as circulation data of print materials, are used to assess overall usage of the collections [Library Statistics]. Faculty librarians complete collection assessment reports before purchasing new materials or databases [Collection Assessment Reports].

The Library uses a Librarian Liaison model to develop the collection. The responsibilities of the Librarian Liaisons are to enhance the collections and make informed subject collection decisions based on curriculum, curriculum trends, and usage data. Librarian experience with students after a reference interview and library instruction session give librarians further insights into collection purchases. Final decisions regarding additions to the collection remain with the faculty librarians. Library technicians work to process, repair, copy-catalog, and withdraw materials as needed. Library technicians maintain statistics for circulation usage.

Library collection development process is integrated into the College's curriculum review process as all course additions or program modifications need some level of collections development to support instruction and student learning. The curriculum review process requires faculty to complete a Library Survey Form in collaboration with librarians as part of the submission process for new course and program modifications [Library Survey Form]. The Cuyamaca Library gathers information about student learning needs and the effectiveness of the Library’s collection to meet student learning needs. At the forefront of these efforts are the College’s librarians, who integrate information literacy skills into curriculum, and library classified technicians, who are responsible for maintaining the Library’s resources.

The librarians, in addition to our Collection Development Policy, use standard collection development tools such as published reviews, publishers’ catalogs, and vendor-supplied collection development resources to ensure the quality and appropriateness of the Library’s collection [Collection Development Policy]. Librarians solicit input from the instructional faculty on the selection, evaluation, and ongoing de-selection of materials. Faculty may submit library resource requests to the librarian liaison serving their department. Librarians also contact faculty directly, particularly regarding new programs and courses. Most recently, the Library developed an Information Literacy Pilot Program to expand and innovate information literacy and research support services across the campus, and invited English faculty to participate in the pilot launch [Information Literacy Pilot Program Outline; Information Literacy Pilot English Faculty Invite].

The Library is open to all students, faculty, staff, and community members. Information about the hours of operation is available from the library’s web page, and Library hours ensure that the Library is open before the start of the first class of the day and after the start of the last class of the evening to provide access to reference assistance, library collections, and library study space. [Library Hours of Operation]. Furthermore, the Library website provides 24/7 support through databases, remote reference help for students via Questionpoint, and class-and discipline-specific research guides, [Questionpoint; Research Guides].
Learning Assistance Centers
The college has three Learning Assistance Centers stationed throughout the campus. The Academic Resource Center (ARC) is located in the Library building, the STEM Achievement Center is located in the H building, and the Writing Center is located in the B building [Learning Assistance Centers]. The Learning Assistance Centers offer students computer stations, access to various software to support course and learning needs, fee-based printing and photocopying services, free tutoring services, equipment and materials (such as textbook lending libraries and a calculator check-out system), and workshop spaces. Furthermore, the Writing Center conducts computer workshops at the beginning of each term and provides daily support to students in computer use [Computer Workshops]. A survey of student and instructor feedback on these services will be designed and distributed fall 2019.

The Learning Assistance Centers serve all students on campus, and learning assistance is voluntary. The Faculty Learning Assistance Coordinator, who is a faculty member from the English department on 100% reassigned time, attends department meetings and collaborates with discipline faculty to ensure that learning assistance is designed with the outcomes and objectives of the content courses in mind. Annual update documents, as well as the Tutoring Program Review outline such collaboration and demonstrate the Learning Assistance Centers’ commitment to directly support instruction, classroom learning, and student development [Tutoring Program Review Annual Update 2015-2016; Tutoring Program Review Annual Update 2017-2018; Tutoring Comprehensive PR 2018-2019].

Additionally, each semester, the ICS department provides an opportunity for software installation to be updated. Departments must submit a software installation request form [Software Installation Request Form]. Any malfunctioning equipment is also maintained or replaced by the ICS department.

Analysis and Evaluation
The College Library and Learning Assistance Centers select and maintain materials and equipment that are essential for student learning and success. Student needs form the basis for the instructional support materials and resources offered. Decisions about what materials and equipment to select are informed through collaboration with instructional faculty and rely on usage data, survey responses from students, and input from department faculty.

Standard II.B.3.: The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard
Library
The Cuyamaca College Library evaluates its library services, including assessment of use, access, and relationship of services to intended student learning, by incorporating input from
The Library obtains feedback from students and faculty both directly and indirectly. The Library uses three basic methods of assessment before adapting services and identifying new areas to investigate. First, Program Learning Outcome data is solicited through assessment of student information literacy skills in library instruction sessions and online embedded librarian sessions after students receive instruction from librarians [Library SLO #3 Assessment Summary; Online Embedded Librarian Pilot Assessment and Recommendations].

Second, Library statistics show trends in the use of collections, services, and space [Library Statistics]. Third, collection assessment reports are examples of applied assessment methods before selection or de-selection of materials [Collection Assessment Reports]. These assessment data help the faculty librarians and the Dean of LTR monitor cost of materials and how to improve the Library instruction and services.

Program Learning Outcomes (PLOs) for the Library are mapped out to Institutional Learning Outcomes (ILOs) [Library PLOs Mapping to ILOs]. The Library has created a unique set of Program Learning Outcomes (PLOs) to measure student information literacy skills. Library PLO assessment takes place in library instruction sessions, at reference desk instruction, and at the circulation counter.

The Library established the following five Program Learning Outcomes in 2009, which were recently revised in 2018 in the areas of library instruction and services:

- PLO 1: use keywords/subject strategies
- PLO 2: analyze search results from catalog and databases.
- PLO 3: evaluate sources
- PLO 4: use online research tools to access library sources
- PLO 5: identify library services, policies

Since 2008, the library has used a number of assessment strategies to gauge student progress in information literacy over the course of their academic careers. They include student learning surveys for reference services, student surveys for circulation services, library instruction session worksheets, and faculty feedback surveys for online research guides [Reference Services Surveys; Circulation Services Surveys; Instruction Session Worksheets; Feedback Surveys].

To this end, librarians have successfully 1) identified appropriate PLOs, 2) established an assessment schedule, 3) documented meeting notes in TracDat, and 4) made library instruction improvements such as redesign of online subject guides and development of online embedded librarian services to enhance student information literacy skills [Assessment Schedule; Library Program Review Meeting Minutes; Library TracDat PLO Discussion; Library PLO #4 Subject Guides Assessment; Library Online Embedded Librarian Assessment and Recommendations].

The library has a Collection Development Policy based on student needs and reflects the diversity of the population served (in terms of age, ethnicity, gender, special needs) [Collection Development Policy]. Most materials selected for quality, depth, and currency are based on librarian interactions with students at the reference desk, librarian experience with course assignments, librarian knowledge of curriculum changes, and librarian collaborations with faculty. Final decisions regarding additions to the collection remain with the faculty librarians.
The annual de-selection process by faculty librarians eliminates out-of-date or low-circulating items from the collection [Sample Library Auto-CADD Inactive Collections Weeding Project].

Below are a few examples of how the library uses data to make decisions around the collection:

- Based on library statistics the librarians decided to eliminate the print periodical collection in the Spring 2018, which resulted in the withdrawal of 147 periodicals titles, the removal of 26,558 individual periodicals and the modification of 22 records [Library Statistics].
- Faculty Librarians follow a database evaluation process. [Database Evaluation Process]. For example, the Librarians evaluated Art History course assignments and decided to acquire a new online database to meet the needs of Art History library research assignments [Program Review Goal #3 Sample Art History Database Evaluation]. Librarians trialed three databases and shared insights before acquiring new materials.
- The library staff conducted a physical comprehensive inventory in 2015-2016 of the collection to evaluate the integrity of the catalog and the library stacks [Comprehensive Physical Inventory 2015-16]. This resulted in the removal of 168 records from the catalog in order to accurately reflect current library holdings. In Fall 2018, the library staff completed a physical partial inventory of the children’s collections [Program Review Goal #4 Sample Partial Physical Inventory Child Development Collection]. The physical-partial inventories will be done every other year beginning Fall 2020.
- For the Library Program Review 2018-2022, one of the goals involves developing a balanced and usable collection that meets student research needs [Library Program Review 2018-2022]. The Library ensures student research needs are met by evaluating the College curriculum, collaborating with instructors, and reviewing course assignments. Based on the levels of assessment of student needs, the collection is effective and strong in subject disciplines, reference, and electronic resources.

Learning Assistance
The three Learning Assistance Centers mentioned previously in this standard conduct an annual update and comprehensive program review. The most recent program review was completed February 2019 [Tutoring Comprehensive Program Review 2018-2019]. The Learning Assistance Centers have a mission statement of “We Make Good Students Better” [Mission Statement]. In order to fulfill this mission, there are two tutoring SLOs which are assessed during each tutoring session:

- SLO 1. Tutees will be able to articulate specific skills or knowledge gained during each tutoring session. (These may include one or more of the following: concepts they have learned or clarified; steps necessary to complete specific tasks, problems or assignments; study habits or learning strategies they will apply; positive student behaviors they will engage in; awareness of their strengths or weaknesses as a student; and/or campus resources they may utilize for support.)
- SLO 2 Tutees will be able to articulate the next steps they will take after leaving the tutoring session in order to complete an assignment, learn a concept, or prepare for an exam.

This information is shared with students, as well as instructors, and the Student Learning Outcomes are analyzed and discussed in the Annual Updates as well as the most recent Program
Review completed in March of 2019 [Tutoring Comprehensive Program Review 2018-2019]. As a result of analyzing this data, all three Learning Assistance Centers now require students to engage in more in-depth reflection of learning during each tutoring session [WC Current Tutor Record Slip 3-4-19].

Tutees are surveyed about their SLO attainment once per year [Fall 2018 Tutee Survey; Fall 2018 Tutee Survey Results by Center Side By Side; Tutoring Comprehensive Program Review 2018-2019]. In Fall 2018, over 91% of all tutees surveyed from all three centers agreed that they had met SLO 1 by indicating that their work with tutors made them more confident in approaching new tasks. Over 88% of all tutees surveyed from all three centers agreed that they left their sessions with a plan for what to do next. This clearly demonstrates that tutoring and learning assistance sessions are helping students to improve their academic skills so that they can be successful in college.

Program Level Outcomes can be found on the Learning Assistance website, [Learning Assistance Center Website Program Level Outcomes], which are as follows:

- PLO 1. Promote tutee empowerment, independence, and long-term success through culturally conscious, learner-centered, process-oriented tutoring which promotes self-regulated learning.
- PLO 2. Positively impact student success, retention, persistence, improvement, and completion-- with special focus on issues of disproportionate impact.
- PLO 3: Support instructors and programs by providing individualized academic support that meets the specific needs of our diverse body of students.
- PLO 4. Promote pursuit of education and educational career goals among our diverse pool of Cuyamaca student and alumni tutors.

PLO Assessment results may be found in the Spring 2019 Tutoring Program Review Report [Tutoring Comprehensive Program Review 2018-2019]

Access is assessed using institutional research, and results are reported out in the spring 2019 Program Review [Tutoring Comprehensive Program Review 2018-2019; Cuyamaca Tutoring Access Results Fall 2016 to Spring 2018]. As indicated in the Program Review, the data is then utilized to focus outreach efforts the following year such as adding cultural events designed to make Latinx students feel more welcome in the learning assistance centers in order to increase their use of tutoring services.

Students also provide input through surveys and comment cards available in all centers. Student front-desk workers and tutors provide input through the roundtable portion of the end-of-term meetings held in each Center. The content of those discussions then forms the basis of pre-semester training and discussion. For example, student front-desk staff, tutors, and classified staff offered program review input at the pre-semester meeting and Spring 2019 training 1-18-19 [Fall 2018 Tutee Survey; Comment Card 2016; Fall 2017 End of Semester Tutoring Meeting Agenda; SP 19 Center Accomplishments, Areas of Improvement, Questions, and Vision; SP Pre Meeting Challenges, Questions, Successes, and Goals]. These documents then drive the Tutoring Program Review planning for the next four years. The Tutoring Coordinator also solicits input from faculty by email. All of that input is then included in the annual update or
Analysis and Evaluation
Through regular review and by soliciting input from faculty, staff and students, the College ensures that these resources and services are adequate, easily accessible, and utilized. The Library and Learning Assistance Centers are committed to evaluating services provided to ensure their effectiveness. Based on the 2018 Institutional Effectiveness Survey, 74% of students feel that the College’s tutoring services are adequate to meet their educational needs, and 73% report that the College’s Learning Resource Center (library) services are adequate to meet their academic goals [Fall 2018 Student Institutional Effectiveness Survey].

Standard II.B.4.: When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard
Cuyamaca College collaborates with other institutions and organizations for library and other learning support services for its instructional programs, documents this in formal contractual agreements, and reviews these contracts annually in order to continue to adequately meet the needs of both students and faculty. Each fiscal and calendar year, the Library renews its contracts and agreements with service providers for digital content and maintenance of the Library’s automated library system. Much of the Library’s digital content is contracted through the Community College League of California, in partnership with the Council of Chief Librarians which provides product selection, user trials, price negotiation, and invoicing on behalf of the digital content providers. In addition, some digital content is contracted directly with the individual vendors. The Library continually evaluates digital content usage through statistical reports [Films on Demand Usage Report; EBSCO Usage Report] generated through each vendor’s website and from proxy server login data. Faculty librarians also assess the value of the database content as it relates to the College’s curriculum to determine if the resources are meeting the needs of students and faculty through faculty surveys [Library Subject Guides Survey Results].

Below is a list of some of the contracts and agreements maintained by the library:
- SirsiDynix Symphony integrated library system (ILS) software, which includes Workflows for use in cataloging and circulating the Library’s collections and course reserves. The system provides statistical reporting and a web-based catalog for student use [SirsiDynix].
• EZproxy which allows students to access online databases on campus and off campus [EZproxy Contract].
• Online Computer Library Center (OCLC), a non-profit computer service and research organization, to help locate, acquire, catalog, and lend library materials [OCLC Service Agreement].
• Questionpoint via the San Diego and Imperial Counties Community Colleges Learning Resources Cooperative to provide 24/7 reference services [Questionpoint].
• Ten periodical and video streaming databases, such as EBSCO Discovery Service and Libguides [Libguides].
• The Library provides interlibrary loan service which allows users to order books and periodicals from other libraries throughout the United States [Interlibrary Loan Form].

Cuyamaca College Learning Assistance Centers also contract with NETTutor for online tutoring services; however, NETTutor does its own internal evaluation to assess the effectiveness of provided services [NETTutor Survey Report]. The Tutoring Coordinator follows up with NETTutor to personally evaluate sample feedback and provides suggestions for improvement as necessary.

Analysis and Evaluation
The Library provides students, faculty, and staff with access to resources and services that meet students’ needs and support the College’s intended purposes. The Library does this through establishing and maintaining formal agreements where appropriate to provide services and resources to the College campuses and students. These agreements include purchase, service, and maintenance contracts for physical equipment and library databases and are evaluated through usage reports and surveys.

Standard II.C.1.:
The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard
Cuyamaca College regularly evaluates the quality of student support services through the program review process. Through this process, student services areas and functions are aligned with the College’s mission, and services are regularly evaluated to ensure that they support student learning regardless of the means of service delivery or the location in which services were provided. Until the Spring 2019 semester, the Student Services Program Review and Planning Committee (SSPRPC) was responsible for ensuring the regular review and assessment of student services areas and the connection of service area goals to the resource allocation process, with the overall goal of continuous quality improvement for all Student Services departments. As of Spring 2019, student services program review is led by the new college-wide Program Review Steering Committee (PRSC) [PRSC Draft Charge and Composition].
With the recent alignment of the program review process across all areas of the College, student services areas complete a comprehensive program every four years [SSPRPC PR Slides 2017-18]. In the three years between comprehensive program reviews, student services areas complete program review annual updates. All student services areas are scheduled to complete a comprehensive program review in 2019-20 [PRSC PR 4-Year Cycle]. The student services program review process includes reflection on annual achievements and service area changes, student learning and achievement data collected and analyzed to inform service area goals, and unit-level goal setting or updating [Student Services PR Annual Update Template 2018-19]. As part of this process, service area goals are explicitly linked to college-wide strategic priorities to ensure alignment with the college mission.

The student services program review process has undergone significant changes over the past several years. Initially, student services areas only updated their goals each year in place of a full program review and published one-page summaries of service area goals [Student Affairs PR One-Page 2016-17]. Goal updates were submitted via the TracDat accountability management system. However, in 2017-18, with the College’s efforts to align and integrate program review across the institution, the program review templates, program review and resource request timelines, and the integrated planning process were aligned for student services, administrative areas, and instructional areas [SSPRPC Alignment Slides 2017]. In addition, in order to ensure a more robust process, expanded SLO and Student Services Outcome (SSO) sections were added to the student services program review template for the 2017-18 cycle [SS PR Annual Update Template 2017-18].

Student Services departments utilize individual assessments to inform the service area improvement process. For example, the Student Affairs Department utilizes individual assessments during all Diversity Dialogue and Cultural Competency Institute workshops [Student Affairs Event Assessment Form]. The evaluation information informs the selection of future workshops and speakers [Student Affairs PR 2017-18]. The Health and Wellness Department utilizes assessments to measure the effectiveness of the annual Health Fair [Health Fair Survey]. The results inform the planning process for future Health Fairs [Health and Wellness PR Annual Update 2017-18]. In addition, the High School and Community Relations Department utilizes assessment results from the campus tour program to improve the structure of the campus tour program [High School and Community Relations PR Annual Update 2017-18]. Furthermore, the DSPS department continually assesses student learning and perceptions of services as part of its program review and improvement processes [DSPS Survey Report - Spring 2017; DSPS PR Annual Update 2017-18]. All students services are delivered at the One-Stop Center Building A for ease of access. Additionally, a number of services are available online and assessment of online services is included in the Program Review for each program. For example, students can be served with an online counseling appointment using Zoom technology. Students can also participate in orientation using a web based option. In addition, students that have attended college outside of the district can apply for prerequisite clearance online [Prerequisite Clearance]. Having these web-based options available ensures students that are unable to come into the office can still access student services and complete processes necessary for their success at Cuyamaca.
In 2017-18, SSPRPC added a peer review component which included an overall evaluation of each program review as well as recommendations and commendations in an effort to ensure continuous improvement across all student services areas [SSPRPC Evaluation Slides 2018]. This practice will continue as we work to offer quality services to students that will ultimately contribute to their success.

**Analysis and Evaluation**

As evidenced by its continuous improvement efforts and robust program review process, Cuyamaca College regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery (including distance education and correspondence education), support student learning and enhance accomplishment of the college mission. The college has established ongoing processes to ensure the effectiveness and achievement of student services outcomes. The College meets the standard.

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**Standard II.C.2.:**
The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

**Evidence of Meeting the Standard**
The College identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. Cuyamaca College collects and analyzes assessment data to continuously improve student support programs and services. The primary venue in which student services areas assess learning and support outcomes is the program review process. As noted in Standard II.C.1, prior to 2019, the Student Services Program Review and Planning Committee (SSPRPC) was responsible for ensuring the effectiveness of student support services. Similarly, until the Spring 2019 semester, learning support services, such as the College’s tutoring centers participated in instructional program review, which was led by the Instructional Program Review and Planning Committee (IPRPC). As of Spring 2019, both student support services and learning support services will participate in the program review process as overseen by the new Program Review Steering Committee (PRSC) [PRSC Charge and Composition].

All student support and learning support services have identified SLOs or Student Services Outcomes (SSOs) [Student Services SLOs/SSOs 2017-18]. Student Services departments analyze SLOs and SSOs during the four-year college-wide assessment cycle and either send their assessment results to the Institutional Effectiveness, Success, and Equity Office to be entered into the TracDat accountability management system or enter the information directly into TracDat. In order to more fully integrate the SLO/SSO assessment process into the program review process as well as align program review across the College, the student service program review annual update template was revised in 2017-18 to include a more robust SLO/SSO and data analysis section [Student Services 2017-18 Annual PR Template]. This section requires an analysis of each service area’s SLO and SSO assessment efforts and findings. Each service area describes how these findings will be used to advance student success and improve services to
students. Examples of improvements resulting from the assessment of SLOs and SSOs include the following:

- The Veterans Resource Center began offering a variety of student learning and support services within the center in order to improve access as well as student learning and achievement for veterans [VRC PR Annual Update 2017-18]
- The Athletics Department expanded athletic counseling services and implemented study sessions for student athletes to improve athlete retention, persistence, and success [Athletics PR Annual Update 2017-18]

The staff and faculty in Student Services work closely with the Institutional Effectiveness, Success, and Equity Office (IESE) for training on SLO development and assessment and completing a meaningful program review [SLO/SSO Workshop Presentation - Fall 2017]. The IESE Office also provides research support for surveys to assess SLOs and SSOs and provides training to Student Services Departments on ways to develop effective assessment methods and to review data [Program Review Data Training - Fall 2017]. For example, the IESE Office collaborated with the DSPS department to conduct a survey to assess DSPS SLOs and satisfaction with DSPS services. In addition, the IESE Office worked with the Transfer Center to assess perceptions of transfer services [DSPS Survey Report - Spring 2017; Transfer Services Survey Report 2018]. Workshops are also offered during flex week and during the regular semester leading up to the February program review deadline. In the fall of 2018 all Student Services Departments, lead by the Vice-President of Student Services, met to collectively go over program review updates for all student service areas. This created a space and avenue for those outside of a single department to offer feedback on ways to improve services offered. As such, this broadened the scope of feedback and resulted in a more comprehensive review for each area.

**Analysis and Evaluation**

Cuyamaca College identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The College uses assessment data to continuously improve student support programs and services. Student Services departments participate in SLO/SSO assessment and the regular program review process. The College meets the standard.

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**Standard II.C.3.:**
The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

**Evidence of Meeting the Standard**

Cuyamaca College ensures equitable access by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. Student support services provide resources, information, and service to students in-person, online, and at local high schools. For example, the Admissions & Records Department provides a number of services to students via the Cuyamaca College website [Admissions & Records].
Beginning with the CCCApply college application and extending through the Web Advisor/Self Service course registration platforms, students can access information regarding their courses and programs which allow them to engage with the college either on campus or from a remote location [CCCApply; WebAdvisor]. Other services which are functions of Admissions & Records such as petitions, document submission, ordering official transcripts, and applying for graduation can all be done through the department webpage. Recently, an internal analysis of department procedures was conducted and areas for improvement with regard to equitable access were identified. As a result, the Admissions & Records Department has made changes to allow students whose identities have been authenticated to access certain information via the telephone, to order and receive official transcripts on demand, and have diplomas and certificates mailed instead of having to be picked up in person. The Department continuously translates informational materials into Spanish and Arabic for students whose native language is not English.

The Financial Aid and Scholarships Office delivers online services which provide general and student specific financial aid information [Financial Aid]. Through the department web pages, students can apply for financial aid and scholarships, download forms and applications, complete a loan counseling session, learn about financial literacy, and search for scholarships. Financial Aid TV provides general financial aid information via video clips that are available in multiple languages [Financial Aid TV]. Students are able to view their financial aid status, their award types and amounts, and disbursement information by logging into WebAdvisor. The Financial Aid Office conducts monthly financial aid workshops on and off campus and conducts financial aid nights at the local feeder high schools [Monthly Financial Aid Workshops]. The Financial Aid Directors at both colleges conduct a weekly call with IT support to review current and future system needs.

Disabled Students Programs and Services (DSPS) offers alternate media, adaptive equipment, assistive technology, preferential seating, ASL interpreters, CART services, note-taker(s),

Table 22. Student Services Offered by Location

<table>
<thead>
<tr>
<th>Department/Service</th>
<th>Services Available On Campus</th>
<th>Services Available Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Admissions and Records</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>DSPS</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>EOPS</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>High School and Community Relations</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>CalWORKS</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
mobility assistance, and testing accommodations to ensure equitable access for students with disabilities. Deaf and Hard of Hearing (Deaf/HOH) students have access to several video phones and UbiDuo, a two-way communication device for Deaf/HOH individuals. These accommodations are located in the Library, Student Services areas, Academic Resource Center and American Sign Language Department.

The High School & Community Relations Department (Outreach) provides community members, as well as current and prospective students with information regarding college pathways, programs, and services, all while encouraging, guiding, and empowering students to pursue higher education. Applications for admission, assessment, orientation, counseling, education planning, and advising services are delivered onsite at the college and off-site at local feeder high schools and adult schools via the Griffin-Coyote Connection [Griffin-Coyote Connection]. ESL onboarding services are also provided to refugees and speakers of other languages in collaboration with the department’s Interpreter and Community Liaison. Cuyamaca College staff, through technology such as CCCApply for the application and Cynosure for orientation, provide seamless transition services to students [ESL Onboarding Services]. Other services that are provided in the community or at local high schools are outreach presentations, dual enrollment workshops, and class registration workshops [Student Information Packet; Dual Enrollment Workshops; Class Registration Workshops]. Students seeking additional support can visit the outreach website to submit information requests [Outreach Website; Information Requests].

In order to assess student access to support services and information, as well as other aspects of the Cuyamaca student experience, the College conducted an Institutional Effectiveness Survey in Fall 2018. The results of the survey indicated that the vast majority of respondents accessed services such as assessment and counseling, with 81% of students indicating they participated in math placement, 78% reporting they participated in English or ESL placement, 75% reporting they participated in a college orientation, and 75% reporting being able to access a counselor within a reasonable amount of time. The College continues to monitor student access to specific services by conducting research on students participating in various services compared to those who do not and through student services satisfaction surveys [Counseling Comparison Report; EOPS Comparison Report; DSPS Comparison Report; EOPS Survey Report; DSPS Survey Report].

**Analysis and Evaluation**

Cuyamaca College provides equitable access to its students through appropriate, comprehensive, and reliable services delivered on campus and online, as evidenced by a variety of student support services offered both in person and online. In order to address the various needs of students, the College has allocated adequate resources and established procedures to ensure students are able to access the services they need, whether that be in person or via the College website. These procedures are assessed regularly and adjusted to enhance student access when necessary.
Standard II.C.4.:
Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs.

Evidence of Meeting the Standard
Cuyamaca College provides opportunities, through co-curricular activities and athletic programs, which contribute to the social and cultural dimensions of the educational experience for students. Co-curricular activities, athletic and engagement programs are informed by feedback from various constituent groups, including Student Engagement Ambassadors and Associated Student Government leaders. The overarching goal of these programs is to increase student connection and engagement on the Cuyamaca College campus, and ultimately, improve student learning, retention, and completion. The annual Student Validation and Engagement program of activities is centered on the College’s strategic goal of Student Validation and Engagement [Cuyamaca 2016-2022 Strategic Plan].

Student Validation and Engagement Programs and Events
For example, in 2016-17, Student Affairs partnered with the Institutional Effectiveness, Success, and Equity Office to develop the Student Engagement Ambassador program. Students are hired to assist with the coordination of co-curricular programs, such as welcome week activities, “College Hour” events, faculty-student mixers, and meet-and-greet events for subpopulations of students [Validation and Engagement Events Calendar; Welcome Week Program]. In addition, Student Engagement Ambassadors develop programming for College Hour activities, which include the Martin Luther King Jr. and Malcolm X Celebration, Cesar Chavez Celebration, Black History Month, and Women’s History Month events.

In partnership with instructional disciplines and faculty, the Student Affairs Office hosts cultural and historical events throughout the year to advance student appreciation and understanding of diversity and diverse perspectives [Latino Heritage Month Flyer; Black History Month Flyer]. To ensure a program meets student needs, Student Engagement Ambassadors survey students on an ongoing basis to assess interest for current and future student activities on campus.

To broaden students’ appreciation for diversity and provide a forum for the discussion of social justice topics, the Student Affairs Office coordinates the Diversity Dialogue program [Diversity Dialogue Flyer], which includes an ongoing workshop series for students. These workshops, which are offered on a monthly basis, focus on a variety of diversity and cultural awareness topics that connect not only to students on our campus, but also to broader concepts of social justice in their communities and in the world. As an incentive, students receive a stamp for every workshop they attended. Those who earn a minimum of three stamps during the Spring Semester receive a “Diversity and Leadership” certificate and are recognized for their efforts at the Student Leaders Reception.
The Student Affairs Office also offers the Cultural Competency Student Institute, a workshop series designed to prepare students to be successful in culturally diverse settings, as well as SafeZones training to improve campus climate and bring greater awareness to LGBTQIA issues [Cultural Competency Institute Flyer; SafeZones Training Website]. By completing the program, students develop greater appreciation of cultural similarities and differences and learn to interact with people of diverse backgrounds. Students are assessed after every workshop [Cultural Competency Institute Survey Results].

Student Government
Through the Associated Student Government (ASG), Cuyamaca College provides opportunities for students to develop leadership skills which enhances their personal and civic engagement. ASG serves as the representative body for Cuyamaca College students, and as such, appoints student representatives to positions on the College’s participatory governance groups, such as College Council, Institutional Effectiveness Council, and Student Success and Equity Council [CCC Charge and Composition; IEC Charge and Composition; SSEC Charge and Composition].

In order to foster students’ appreciation for diversity and provide a gathering place for students in culturally-based clubs and organizations, ASG hosts the Cross-Cultural Center on the Cuyamaca College campus [Cross Cultural Center Flyer]. ASGCC operates in accordance with its constitution [ASG Constitution] and bylaws [ASG bylaws], which conform to GCCCD policies [BP 5400; BP 5410; BP 5420] and administrative procedures [AP 5400; AP 5410; AP 5420] and California education regulations.

Athletics Program
In addition to co-curricular activities, the Athletics Department offers a wide variety of athletic involvement opportunities. The college determines future co-curricular athletic programs with support data provided through the CCCAA Statement of Compliance Title IX Gender Equity Form R-4 [Title IX Gender Equity Form R-4]. Title IX CCCAA data of community high school participation enables the College to evaluate future student interest in athletics co-curricular programs [Cuyamaca College Fall 2018 Womens Sports Student Interest Survey; Cuyamaca College Fall 2108 Mens Sports Student Interest Survey]. Internal data collection through the CCCApply process of new student applicant data is also reviewed as a central component of future developing program offerings. In order to provide opportunities for equitable participation in athletics, the College currently offers five men’s sports (basketball, cross country, golf, soccer, and track and field) and six women’s sports (cross country, golf, tennis, track and field, soccer, and volleyball).

The College’s co-curricular athletic programs are evaluated by the Pacific Coast Athletic Conference (PCAC). The PCAC is a component of the California Community Athletic Association(CCCAA). The PCAC evaluates each member institution’s athletic programs on a four-year cycle. The evaluation includes interviews of student athletes, coaches, academic counselors, clerical staff, and administrators to assess quality of service and effectiveness of the programs. PCAC also evaluates facilities, policies, and procedures. The most recent PCAC review of Cuyamaca College athletic programs occurred in fall 2018 [PCAC Program Review Report 2018]. The College is in the process of addressing the recommendations of this review to ensure the effectiveness of current and future programs. Current student athletes are also
surveyed annually to assess student perceptions of the effectiveness of the athletic programs [Athletics Survey 2018 Results].

To ensure alignment with the College’s mission, the Athletic Department hosts monthly meetings of Coaches and the Athletic Director to review policy, procedures, and develop activities to support the college and program mission [Athletics Mission and Philosophy]. In order to ensure the athletics program adheres to CCCAA standards, each department staff member is required to pass an annual proficiency test demonstrating knowledge of CCCAA rules and regulations. The athletics program operates in accordance with all applicable GCCCD policies and procedures [BP 5700; AP 5700]. These policies outline the operating principles of athletics.

Co-Curriculum Program Operations
The financial responsibility for athletic and co-curricular programs are overseen by the College and District accounting departments, which monitor and audit the expenditures of fees and appropriate use of funds. All contracts and purchase requests are approved by the College and District. After the Associated Student Government prepares and approves a budget, the College and District accounting department oversees expenditures.

Co-Curricular Program Evaluation
Co-curricular programs and activities are largely housed in the athletics department and Student Affairs, each of which participates in the college-wide program review process. Programs and activities in each of these departments are analyzed in each unit-level program review [Student Affairs 2017-18 PR Annual Update; Athletics 2017-18 PR Annual Update]. In addition, at a more granular level, the Athletics program annually reviews and analyzes student achievement data for student athletes in comparison to non-athletes in order to further evaluate the effectiveness of the program [Athletics 2018 Comparison Report; Athletics 2017 Comparison Report]. In addition, the Student Affairs Office conducts surveys to assess the efficacy of its programs and activities, such as the Diversity Dialogues workshop series and SafeZones training [SafeZones Training Assessment Results; Diversity Dialogue Workshop Assessment Results].

Lastly, the College evaluates student co-curricular programs and activities as part of its Student Validation and Engagement strategic priority. For example, Cuyamaca’s Institutional Effectiveness Survey, which was last administered in fall 2018, includes a question regarding co-curricular activities. Based on the fall 2018 Institutional Effectiveness Survey results, two in three students indicated that participating in student activities enhanced their educational experience [IE Student Survey 2018 Results]. In an effort to continuously improve, the College also collects data through the Survey of Entering Student Engagement (SENSE), which was administered in fall 2018, and the Community College Survey of Student Engagement (CCSSE), which was administered in 2012, 2015, and 2019 [SENSE Summary Report; CCSSE Summary Report 2015].

Analysis and Evaluation
As evidenced by its Diversity Dialogue workshops, Cultural Competency Student Institute, Welcome Week activities, student government activities, and athletic involvement opportunities, Cuyamaca College offers numerous co-curricular activities and athletic programs which
contribute to the social and cultural dimensions of the students’ educational experiences. These opportunities are well aligned with the college mission, evaluated primarily through the program review process, and are guided by appropriate board policies and administrative procedures as well as relevant laws and regulations.

**Evidence of Meeting the Standard**

In order to ensure counseling and academic advising programs support student development and success, Cuyamaca College offers counseling services to the general student population and to specific subpopulations through cohort-based and categorical programs. In addition, the College offers college and career success courses to help students successfully navigate their college experience and identify a career and possible program of study. The advising function lies primarily with the Counseling Division, which includes faculty in General Counseling as well as in specific categorical programs, such as EOPS, DSPS, CalWORKs, and CARE. In addition, the Counseling Division includes support services tailored to meet students’ specific needs. These program services include NextUP, UP, Borderless Spaces, Veterans Services, and UMOJA. The Counseling Division also leads the College’s Umoja program and work experience program and offers services specifically for athletic, career, and transfer support.

**Counseling Courses**

Cuyamaca College offers seven courses through the Counseling Department which focus on topics such college and career success, career decision making, time management and study skills, lifelong success and wellness [COUN 120 COR; COUN 130 COR; COUN150]. These core courses are offered selectively each semester online and face-to-face as well as off site at local feeder high schools. Counseling courses and curriculum development is faculty driven and cohesive, and follows the college-wide curriculum process [Curriculum Review Grid 2018-19]. Counseling courses are part of the five year curriculum review process and are updated as a part of this cycle [Course Master List]. Counseling faculty conduct student learning outcome assessment and review student achievement data to evaluate the efficacy of these courses [Counseling TracDat SLO Report].

**Counseling Services**

The Counseling Services Division offers academic, career, and personal counseling services to students in both in-person and online. To meet the requirements of the California Community Colleges Student Success and Support Program (SSSP), the Counseling Division includes matriculation-related programs, such as articulation, assessment, and outreach. These departments provide matriculation services to over 4,500 students each semester [2018].
Counseling services are developed according to California Title 5 regulations and are vetted throughout the institution through participatory governance structures. For example, the Student Success and Support Program (formerly Matriculation) guidelines drive the development of specific core services, such as counseling and advisement, orientation, and probation workshops. With recent changes to state legislation, such as AB 705 and the Student Equity and Achievement Program (SEAP), the College’s Counseling Division has played a critical role in ensuring compliance, maintaining high-quality services, and fostering student access and success. For example, counselors and assessment team members have partnered with the College’s math, English, and ESL departments to maximize student access to transfer-level courses. Counselors facilitate the implementation of multiple measures placement and provide guidance to students entering transfer-level math and English courses (with or without corequisite support). The Counseling Department works closely with the Admissions and Records Department, Financial Aid, and academic departments to ensure up-to-date and accurate information is provided to students [Counseling English/Math Guide 2018-19]. The College catalog is published and updated annually and is used to advise students on degree programs, transfer, and graduation requirements [College Catalog].

Counselors orient students to ensure they understand the requirements pertaining to their programs of study and receive timely and accurate information related to academic requirements, including graduation and transfer policies. Faculty leads in transfer services, career services, online counseling services, high school/matriculation services, UMOJA, EOPS and all other counseling areas come together to disseminate information to maintain currency and accuracy for college education planning, orientation, and career assessment. Veterans and Athletic counseling services are embedded within these specific departments. Veterans counselors collaborate with appropriate certification officials to ensure students are eligible for VA benefits. Athletics counselors work with eligibility specialists to ensure student athletes meet NCAA rules. Services are coded and documented in the College’s SARS database, and this information is used for program planning and improvement.

Training and Professional Development
The College provides training and professional development for counselors and other personnel responsible for student advising. Counseling services faculty developed a comprehensive, four module 60-hour training for all new counselors. These trainings are conducted over the course of several days during the semester or summer session. Counselors attend Flex Week professional development activities, participate in CSU and UC transfer conferences, the statewide Umoja Conference, equity-focused conferences, and are Meyers-Briggs Type Indicator-certified practitioners. Counselors also participate in California Guided Pathways Project Institutes and the Guided Pathways Steering Committee in order to play an active role in the College’s guided pathways implementation efforts. Counselors meet weekly to discuss updates and changes impacting student education and advising. Instructors teaching counseling courses meet each
semester to discuss student learning, student achievement, and any factors impacting counseling courses in the given semester [Counseling Department Equity Presentation; Counseling Data Presentation; Counseling Data Packet]. The articulation officer and transfer center coordinator provide regular updates at weekly meetings about changes regarding transfer and the Associate Degree for Transfer.

Analysis and Evaluation
Cuyamaca College provides counseling services in order to support student success and development. Student Learning Outcomes are supported by a strong faculty who are provided opportunities for growth and development in order to ensure that accurate information regarding their programs of study, academic information, transfer, and graduation are conveyed to students. Counselors are prepared to disseminate new information via professional development opportunities and consultation of the college catalog, which contains a comprehensive account of all programs, courses, policies, and procedures. All counseling services are evaluated annually as a part of the college-wide program review process and all counseling courses are evaluated and assessed through the curriculum review and student learning assessment processes in order to assure students are receiving information which is both accurate and up to date. [Counseling Program Review].

Evidence of Meeting the Standard
All admissions policies adhere to the regulations set forth in Title 5 of the California Code of Regulations and are detailed in the district Board Policies and Administrative Procedures [BP/AP 5010]. Criteria for admission is detailed in the college catalog and outlines aspects of the process including procedures, requirements, assessment, orientation, new student advising, enrollment priorities, enrollment verification, fees, instructional materials, the international student program, the refund schedule, residency information, transcripts, transfer credit, and veterans services. The academic calendar, which details important dates and deadlines throughout the academic year, is also published in the college catalog [College Catalog Introductory Section]. These dates and deadlines include registration, start dates for short term and regular length courses, add/drop dates, Pass/No Pass application deadline dates, census, instructor grade deadlines, and holidays.

The Admissions and Records department is responsible for all aspects of the admissions process, from application to graduation, and for the maintenance of all student records. All external records are scanned and stored electronically in the software program Image Now. Specific functions related to admission policies include the college application, residency, registration, enrollment or degree verification, transcripts, evaluation of external transcripts, prerequisite
verifications, grades collected from faculty, drops processed from students and faculty, degree audit, graduation, veterans’ eligibility, and petitions.

The College uses CCCApply for its admission application and provides advising on clear pathways through counseling, departmental/faculty advising, and courses focused on college and career planning and success. Students are able to complete an abbreviated student education plan online or in person with a counselor or a comprehensive education plan by appointment with a counselor. The plan is comprehensive and includes all courses required for the student to complete their educational objective. This includes general education courses, major preparation courses, transfer requirements (if applicable), catalog year, prerequisite courses, electives, units completed/required, anticipated date of completion and/or transfer, placement results, math, English, ESL sequences where applicable and any additional comments, dates or deadlines that will be helpful to the student in reaching his or her goal.

The college is committed to creating streamlined articulation agreements with colleges and universities. The Articulation Office exists to ensure clear transfer pathways so students have a smooth and timely transition from Cuyamaca College to a transfer institution [Articulation Office Website]. The Articulation Officer develops and maintains course-to-course articulation and transfer agreements with public and private four-year colleges and universities and ensures that the California State University (CSU) General Education Breadth list, the Intersegmental General Education Transfer Course (IGETC) list, the University of California Transfer Agreement list, and the CSU Baccalaureate list are accurate and appropriate for Cuyamaca College students. The Articulation Officer also helps to ensure compliance with Title V on curricular matters and assists with state projects including Associate Degrees for the Transfer and C-ID, the California Community Colleges course identification system [SDICCCA ADT Grid]. The College provides transfer worksheets to assist students in planning their educational pathway for transfer to a CSU or UC [CSU Transfer Worksheet; IGETC Transfer Worksheet].

In order to clarify and streamline student pathways to completion, Cuyamaca applied for and was accepted into the cohort of 20 California Community Colleges participating in the California Guided Pathways Project [Cuyamaca CAGP Application]. As part of this effort, the College is currently developing a set of “meta-majors,” informed by student and faculty feedback [Student Meta-Major Focus Group Results; Proposed Meta-Majors]. The goal of these meta-majors, formally called Academic and Career Pathways or ACPs, will be to group associate degree programs into academic and career clusters, align with career and transfer pathways, and eventually develop shared general education recommendations for students within each ACP [GP Pillar 1 Team Work Plan]. In order to assess progress toward guided pathways implementation and evaluate the effectiveness of the College’s guided pathways efforts, the College conducts an institutional effectiveness survey, and institutional learning outcome (ILO) survey, and the CCSSE [IE Student Survey 2018 Results; ILO Survey 2017 Results; ILO Survey 2018 Results].

**Analysis and Evaluation**

All policies at Cuyamaca College align with the regulations set forth in Title V of the California code of regulations. In addition to this compliance piece, the college also employs a student centered mission and implements administrative procedures that are intended to promote student success. All admissions information is published in the college catalog and the front facing
Admissions & Records office serves as an informational hub for prospective and current students. As the college embarks upon its Guided Pathways efforts, the requirements for program completion are becoming more clear for students. In fact, in a recent 2018 Institutional Effectiveness survey, 72% of students reported that the College clearly defines pathways in order to help them achieve their educational goals [2018 Institutional Effectiveness Student Survey]. The Counseling department serves as the primary point of contact for students to receive appropriate information on their course of study. Support services are provided throughout the matriculation process and as students work through the requirements of their academic programs.

| Standard II.C.7.: | The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. |

**Evidence of Meeting the Standard**
Cuyamaca College regularly assesses and evaluates its placement processes to ensure effectiveness and maximize student access. Prior to 2014, the College used the Mathematics Diagnostic Testing Project (MDTP) to place non-exempt students into math courses and the Assessment and Placement Services for Community College (APS) to place students into English courses [AP 5050]. Subsequently, Cuyamaca College moved to the Accuplacer assessment instrument as the primary source of math and English placement for incoming students. The District conducted validation studies of these two tools in 2014 and presented the results to both Cuyamaca and Grossmont Colleges [GCCCD Math Placement Validation 2015; GCCCD English Placement Validation 2015]. In order to assess disproportionate impact across both colleges in the district, in 2016 the District Research, Planning, and Institutional Effectiveness Office conducted an analysis of English and math placement by ethnicity, gender, and other student characteristics [2016 Cuyamaca College KPI Report - Placement]. The results of the study revealed that, in general, students of color were disproportionately less likely to be placed in transfer-level English and math. Therefore, in 2016, the College added self-reported high school grades and course-taking information to the Accuplacer assessment in order to improve effective and equitable math and English placements for incoming students. This new process has been evaluated on a continuous basis since implementation, and the process has improved access and yielded significant reductions in equity gaps for transfer-level math and English courses [Math and English CAP Report Fall 2017]. The process will continue to undergo evaluation to ensure increased, equitable access to transfer-level courses.

In response to California Assembly Bill 705, Cuyamaca College has moved forward with plans to fully implement multiple measures assessment, which has replaced the previously utilized Accuplacer standardized test [AB 705]. In order to comply with AB 705 requirements, the College’s math, English, and ESL faculty have collaborated with colleagues at Grossmont College and District Information Technology to develop an online tool to collect information, such as student self-reported high school GPA, highest level math course completed, and educational goals through the District’s WebAdvisor application. Based on answers provided to seven questions, students receive a recommendation for English and math courses. Students who...
may need ESL courses are directed to make an appointment with the Assessment Office where a
guided self-placement process is used to determine the student’s best placement in English or
ESL. The College will continue to evaluate these placement practices to ensure that students
have more equitable access to and success in transfer-level courses in math and English.

Analysis and Evaluation
Both admissions and assessment procedures are evaluated on a regular basis to ensure these
processes are student friendly and in compliance with state and federal regulations. Student
assessment processes have recently been updated to include multiple measures in the placement
of English, Math, and ESL courses for students. Utilizing multiple measures affords students an
opportunity to avoid the remedial pipeline and progress through their programs with fewer
barriers to success than in the past. The College now reviews its placement data on an annual
basis to ensure effectiveness and minimize bias.

Standard II.C.8.:
The institution maintains student records permanently, securely, and
confidentially, with provision for secure backup of all files, regardless of
the form in which those files are maintained. The institution publishes and
follows established policies for release of student records.

Evidence of Meeting the Standard
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**Analysis and Evaluation**
Both admissions and assessment procedures are evaluated on a regular basis to ensure these processes are student friendly and in compliance with state and federal regulations. Student assessment processes have recently been updated to include multiple measures in the placement of English, Math, and ESL courses for students. Utilizing multiple measures affords students an opportunity to avoid the remedial pipeline and progress through their programs with fewer barriers to success than in the past. The College now reviews its placement data on an annual basis to ensure effectiveness and minimize bias.
Standard III: Resources
Standard III.A.1.: The institution ensures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

Appropriate hiring criteria
Cuyamaca College and the district have developed appropriate and effective hiring criteria. The college assures the quality and integrity of its programs and services by hiring appropriate personnel that are sufficiently qualified by education and experience to meet defined programmatic needs. In order to assure the quality and integrity of the programs and services provided at the College, each new position must be linked to the mission and strategic goals in order to be considered for funding. Hiring requests are rated and ranked in order of priority by the Staffing Prioritization Task Force. Their recommendations are vetted through various governance groups and approved by the Cuyamaca College Council. The information on how to request staffing is available publicly on the college web page [Staffing Request Information]. The District in collaboration with the College sets forth official job descriptions that are appropriate to each position. The College consistently follows the hiring criteria that are maintained at the district level. There are administrative procedures in place to ensure that qualified personnel are employed and appropriately assigned. Specifically Administrative Procedure 7120 explains the selection process that the district follows [AP 7120, Recruitment and Selection].

The college advertises open positions using appropriate venues
The District leverages commonly-used mechanisms, such as the CCC Registry, the District Career Site Web Page, Craigslist, HigherEdJobs, and other appropriate and diverse venues to advertise open positions to attract quality candidates [CCC Registry; District Career Site Web Page; HigherEdJobs].

A process to verify qualifications
The District establishes qualifications for academic positions using ASCCC/CCC minimum qualifications and verifies these qualifications via academic transcripts [Minimum Qualifications]. When it is not immediately clear that faculty meet the ASCCC minimum qualifications, equivalency documents are submitted and may be approved by lead faculty, the division dean, and the Vice President of Instruction.

Equivalency of degrees from non-U.S. institutions
Qualified applicants must be graduates of an accredited institution. Foreign equivalency of qualifications and Foreign Degree Translation information is documented on the GCCCD HR website [Foreign Degree Translation].
Qualifications for positions are closely matched to specific programmatic needs and duties, responsibilities, and authority are clearly delineated as in this sample job posting. Departments may request the opportunity to hire faculty, staff or administrators during the annual program review processes or in a case of emergency. Positions may be requested to replace those who have left their positions for retirement or other reasons, or when there is a demand for a new position to be created. Faculty job announcements are developed by the division dean and faculty chair of the discipline in collaboration with HR and the screening committee [ESL Faculty Position Spring 2019]. If an applicant is hired to teach an online course, past experience, level of education and additional training is reviewed. Questions are asked pertaining to online strategies and methodologies during the interview. Instructors with experience in online instruction are appointed to serve on the screening or selection committee.

Job descriptions are directly related to the institutional mission
Administrative job descriptions are developed by the president and/or administrative designees in collaboration with the Human Resources Department (HR) and the respective union, the Administrator’s Association. Classified staff job descriptions for represented positions are negotiated between the College and their respective union, California School Employees Association (CSEA) Unrepresented positions’ job descriptions are developed by the administrative designee assigned to supervise the position. All of these job descriptions go to the Board of Trustees for approval. Faculty job descriptions are negotiated through the AFT Guild, Local 1931 union [Faculty Job Descriptions].

Hiring procedures are consistently followed
The Human Resources Department at the District has operating procedures in place for hiring. There is a procedure in place that is utilized for hiring regular faculty [PE9 for Hiring Regular Faculty]. A screening committee which may be composed of management representatives, staff appointed by the Classified Senate, and faculty members appointed by the Academic Senate from a specific and/or related discipline for faculty recruitments is formed for each hire. The screening committee may set additional criteria as stated in the job announcement under knowledge, skills, and abilities to meet program needs and the College’s strategic goals. After the initial application screening and interviews by the hiring committee, qualified candidates for full-time positions may be invited to a final interview with the President, vice president, and/or department manager. Included in this pre-employment process is a reference check before a final offer is made. The GCCCD Board Policies for hiring procedures are included in the Human Resources chapter [Chapter 7-Human Resources].

Analysis and Evaluation
Cuyamaca College has established and follows its policies and procedures with respect to selection and hiring and ensures administrators, faculty, and staff are qualified for their positions by meeting the education, training and experience requirements. Hiring practices are aligned to meet the College’s mission and strategic goals. The College uses data, reflection, and dialog to determine human resource needs for programs and services. Employment qualifications are based on criteria that are established in higher education. Finally, the hiring procedures are in writing and consistently applied across hiring categories.
Standard III.A.2.:
Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard
Utilizing a consistent hiring process for faculty that assures adequate and appropriate knowledge, Human Resources (HR) at the Grossmont-Cuyamaca Community College District (GCCCD) provides support for the College to employ qualified personnel. Recruitment selection and hiring policies for GCCCD are clearly stated and available at the HR Office, in the board policies and procedures, and on the District’s shared public folders drive on the intranet [Board Policies and Administrative Procedures]. The college in collaboration with the district has a consistent process to verify before they are hired, that faculty have adequate and appropriate knowledge of the subject that they will be teaching. Once the decision has been made to hire a full time faculty position, the description of the position is prepared. During this process the discipline chair or coordinator, dean and other appropriate faculty members participate in the development of the position description. They identify the unique tasks of the job, including individual knowledge, skills, abilities, and the experience required to perform essential functions of the job which cannot be learned in a brief orientation or will not be expected to be acquired on the job. A hiring committee is formed when the decision is made to hire faculty. Each hiring committee has a faculty presence from the respective field to ensure that candidates are qualified for positions. In addition, each member of the hiring committee must go through training [HIRE Training]. The hiring rubric is used for all applicants in order to ensure that necessary qualifications are met for each person which is consistent with board policies [BP 7211].

Through a formal process for vetting credentials, applicant materials are screened by the committee using necessary and minimum qualifications identified before interviews occur and again during the interview process. This screening is coordinated by the chair of the committee and human resources specialists. The College’s screening committees carefully review each candidate’s past experience and education based on criteria agreed to by committee members. Interviews are conducted to further clarify the candidate’s strengths as an instructor, to assess a candidate’s understanding of experience with diversity, and for the potential to contribute to the mission and strategic goals of Cuyamaca College. A teaching demonstration is often required during the interview process. Faculty who will be offered online sections must also prove they are qualified to teach online or willing to go through a process to become qualified. The District establishes qualifications for academic positions using ASCCC/CCC minimum qualifications and verifies these qualifications via academic transcripts [Minimum Qualifications]. When it is not immediately clear that faculty meet the ASCCC minimum qualifications, equivalency documents are submitted by the applicant and may be approved by lead faculty, the division dean, and the vice president of instruction. Foreign equivalency of qualifications is documented on the GCCCD HR website [Foreign Degree Translation].
The faculty job descriptions clearly delineate responsibility for curriculum oversight and student learning outcomes assessment [Faculty Job Description]:

- Participate in the development and review of curriculum as needed (See section C Pg 3).
- Periodically evaluate student progress toward meeting course objectives; advise the students of course objectives, methods of evaluation and the results of the evaluation. (See section B.1 Pg 1).
- Keep official records and collect data required by District policy and administrative procedures; submit records and data in accordance with college procedures. (See F.4 Pg 3).

In addition, article 5.3.4 of the Collective Bargaining Agreement with the American Federation of Teachers states “All faculty are required to acknowledge by checking the appropriate box on the evaluation form at the time of signing the summary report that he/she has participated in the assessment of student learning outcomes and discussions with colleagues about using the information to improve teaching and learning.” All full-time and part-time faculty being evaluated complete this section [2019-21 AFT Collective Bargaining Agreement pg 14]. This language was agreed upon through a collaborative effort between the AFT, the GCCCD Academic Senates, and the District Instructional deans and vice presidents.

Finally, the Faculty Handbook on page 24 instructs that faculty members are expected to use student learning outcomes (SLOs) in measuring and evaluating student achievement [Faculty Handbook pg 24]. In addition, faculty must include course-level SLOs into their course syllabi and specifically describe in the Methods of Evaluation section of the official course outline (course outlines are on intranet) which tools will be used to evaluate student achievement of these outcomes. The handbook also provides guidance and gives examples to assist faculty in meeting these requirements on page 38 [Faculty Handbook pg 38].

**Analysis and Evaluation**

The policies, processes and procedures in place confirm that the detailed review and screening of faculty applicant’s qualifications assures their potential to contribute to the strategic goals of the college. During this detailed and consistent selection process applicants are screened for; subject-area knowledge, skills have been evaluated, and additional qualifying factors have been considered, such as the appropriate degrees, professional experience, teaching ability, related scholarly activities, and a commitment to student success.
Standard III.A.3.: Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

The District establishes qualifications for administrators and other employees responsible for educational programs and services and verifies these qualifications via academic transcripts. Cuyamaca College assures the quality and integrity of its programs and services by hiring appropriate personnel sufficiently qualified by education and experience to meet defined programmatic needs. Minimum qualifications are stated for all faculty and administrators, in keeping with the Minimum Qualifications for Faculty and Administrators in the California Community Colleges Handbook [2017 Minimum Qualifications Handbook]. As stated in Board Policy (BP) and Administrative Procedures (AP) 7120 Recruitment and Selection, all academic and classified employees are hired in accordance with the criteria and procedures established for their positions and compliant with the District Equal Employment Opportunity (EEO) Plan, Title 5, and Board policies regarding nondiscrimination and local decision making [BP 7120; AP 7120].

Minimum qualifications for all administrators and other employees are clearly stated in job postings for each position under recruitment [Administrative Job Posting; Faculty Job Posting]. If an applicant does not meet the minimum qualifications as stated, they may still apply to the position under an Equivalency [Equivalency Instructions Website]. The Human Resources Department screens all applicants for minimum qualifications or equivalencies and forwards all qualified applicants to the position’s screening committee. Applicant materials are screened by the committee, and minimum and necessary qualifications are first assessed during the paper-screening process and further assessed during the interview process. This screening is coordinated by the chair of the committee and human resources specialists. For the successful candidates, Employment Services verifies qualifications via academic transcripts.

Grossmont-Cuyamaca Community College District (GCCCD) Governing Board policies and related procedures direct the processes for selecting all college personnel. The college follows district wide policies and procedures in hiring. Step-by-step procedures for the recruitment and selection of employees are detailed in Personnel Operating Procedures [PE9 Hiring Regular Faculty; PE12 Hiring Classified Personnel]. Operating Procedures may be found on the District shared network or by contacting Human Resources.

The annual evaluation process also helps assure administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. Administrators and faculty undergo an annual evaluation process as specified in their labor contracts and/or employee handbook [Administrators’ Association Handbook; American Federation of Teachers Agreement]. The evaluation process provides a forum to set, track, evaluate, and document
performance based on the previous year’s goals, relevant competencies, and to give direction to improve performance.

Shared Governance Handbook for GCCCD District explains the role of administrators, managers and supervisors including the responsibility for supporting the educational process and institution’s effectiveness [Shared Governance Handbook Pg 6].

**Analysis and Evaluation**
Administrators at Cuyamaca College are responsible for sustaining institutional effectiveness and the strategic goals of the college. To assure academic quality, administrators are hired based on meeting stated minimum qualifications that are verified throughout the recruitment process. Official transcripts and employment verifications for educational administrators are on file in the Human Resources Department.

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**Standard III.A.4.:**
Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-institutions are recognized only if equivalence has been established.

**Evidence of Meeting the Standard**
The Grossmont Cuyamaca Community College district verifies the qualifications of applicants and newly hired personnel. Applicants with degrees from non-U.S. institutions must have their transcripts validated for equivalency. According to Board Policy 7125 [BP 7125], “The District shall only employ persons determined to have authorization to be employed in the United States, and will require documentation of such authorization in accordance with United States Code.” Administrative Policy 7125 also addresses degrees from non-US institutions, stating, “The District shall only recruit or hire a person for employment if it is determined that the person is authorized to be employed in the United States [AP 7125]. The District will complete for each new employee the verification form or forms required by the United States government. For persons it does hire, the District will retain such forms for at least three years or until one year after the persons leaves the District’s employment, whichever is later. The District will protect the privacy of the information it collects pursuant to this procedure.”

Offers of employment are made with the understanding that candidates meet the minimum qualifications established by the Board of Governors [CCCCO Minimum Qualifications Handbook], or the equivalent [GCCCD Equivalency Webpage; GCCCD Equivalency Form], or the District Classification process, and that they possess any required licensure or certification for the position as stated. Provisions of the salary schedules adopted by the District govern initial salary placement. Salary placement on the schedule is contingent upon receipt within 90 calendar days of acceptance of the job offer, all official transcripts verifying academic degrees/units completed, and verification of employment to substantiate initial step placement. Failure to provide appropriate documentation results in pay adjustments.
If applicants have a degree from a college or university outside of the United States, the applicant must have the coursework evaluated by a professional association [Foreign Degree Translation Webpage]. Applicants for part-time faculty must have the evaluation completed and submitted in order for their application to be included in the applicant pools. The District requires evaluations to be conducted by a company that is a member of NACES, the National Association of Credential Evaluation Services. The evaluation must be a Detailed Report including course designations (lower & upper division) in the report. This detailed report should meet most transcript requirements for employment purposes. Transcript evaluation is at the expense of the applicant and applicant assumes all responsibility for the evaluation services.

**Analysis and Evaluation**
The District Human Resources office verifies the qualifications of applicants through an established process in accordance with California Community Colleges minimum qualifications for faculty and administrators and BP/AP 7125.

<table>
<thead>
<tr>
<th>Standard III.A.5.:</th>
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<td>The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.</td>
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</table>

**Evidence of Meeting the Standard**
The college has processes in place to ensure that evaluations are conducted systematically and at stated intervals and are designed to improved the job performance of all employees. The primary goal of performance evaluations is to recognize good performance and identify areas for improvement.

The Grossmont-Cuyamaca Community College District negotiates with three unions and two meet-and-confer groups to develop evaluation instruments that ensure staff is assessed consistently and uniformly. The evaluation processes for faculty, classified staff, and administrators are included in their respective contracts, and the evaluation criteria have been vetted through negotiation.

The evaluation process for full-time and part-time faculty is set forth in Article V of the current faculty contract. As detailed in Article 5.3, faculty evaluations include a peer and manager component as well as a student evaluation questionnaire [2019-21 AFT Collective Bargaining Agreement]. An evaluation summary rating of 3.5 or less (on a five-point scale) initiates a process for improvement. If the peer or manager include recommendations for improvement, the evaluee is given the opportunity to respond in writing within a specific time frame. The evaluators and evaluee may develop a written plan that clearly specifies areas for improvement that will be measured in a subsequent evaluation. The Instructional Operations Office tracks and
monitors the submission of all evaluation components and provides regular status reports to the division deans on what has been completed. The Tenure Review Coordinator guides the evaluation process for tenure track faculty by keeping them and their tenure review committee members informed of the procedures and timelines that must be observed during tenure review.

Article 13 and appendix D of the Classified Employees Contract explains the process for ensuring that evaluations of classified employees lead to improvement of job performance [CSEA Contract]. Managers are currently responsible for assuring that classified staff are evaluated regularly. The district is planning to employ a human resources component to Workday in the near future which will improve the ability to track evaluations and better support the process to assure they are completed on time.

Evaluation procedures for Cuyamaca College administrators are set forth in Chapter 14, Employee Evaluation Section of the Administrator’s Association Handbook [Administrator’s Association Handbook]. Annual evaluations are accomplished through a Performance Appraisal System which helps guarantee the fulfillment and development of administrators and is of critical importance to realizing the mission and values of the College and District [Confidential Administrator Evaluation Form].

**Analysis and Evaluation**

As evidenced above, Cuyamaca College meets the standard. The College evaluation criteria which are included in documents that have been vetted through negotiations have been successfully utilized to measure effectiveness of personnel in performing their duties. Cuyamaca relies on these processes to ensure that evaluations occur on time and that the results are utilized to improve job performance.

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**Standard III.A.6:**
The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Standard III.A.6 is no longer applicable.
Standard III.A.7:
The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

Evidence of Meeting the Standard
Cuyamaca College has a dedicated core of qualified faculty with full time responsibility to the institution as verified by annual reporting to the State Chancellor’s Office. Community College districts are required to increase their base number of full-time faculty over the prior year in proportion to the amount of growth in credit Full-Time Equivalent Students (FTES) that they obtain [California Code of Regulations (CCR), Title 5, Section 51025]. Districts are required to report their Faculty Obligation Number each fall, which is the base number of full-time faculty. GCCCD has consistently been in compliance with the FON expectation district-wide. Below is a summary of the last three years of the District FON reporting:

Table 23. GCCCD Faculty Obligation Numbers

<table>
<thead>
<tr>
<th></th>
<th>Fall 2016 Report</th>
<th>Fall 2017 Report</th>
<th>Fall 2018 Report</th>
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<tr>
<td>FTEF attributable to instructional and non-instructional for the District</td>
<td>307.5</td>
<td>312.65</td>
<td>310.7</td>
</tr>
<tr>
<td>Full-Time Faculty Obligation - State Compliance</td>
<td>304.1</td>
<td>311.5</td>
<td>307.5</td>
</tr>
<tr>
<td>Over (Under) Compliance - FTEF</td>
<td>3.4</td>
<td>1.15</td>
<td>3.2</td>
</tr>
<tr>
<td>Percentage of FTEF attributable to Full-Time Faculty</td>
<td>46.23%</td>
<td>48.74%</td>
<td>52.0%</td>
</tr>
</tbody>
</table>

The FON serves as a district-wide benchmark for full-time faculty; however, the number varies somewhat by college within the district. Based on internal data used to inform faculty hiring priorities, 25% to 30% of FTEF is accounted for by full-time faculty at Cuyamaca College [FHP Division FTEF Report 2017-18]. However, it should be noted that this percentage does not take into account all the full-time faculty who are reassigned for non-classroom duties, such as department chairs, special projects coordinators, program review authors, among others. The headcount of full-time Cuyamaca College faculty declined during the Great Recession years; however, in recent years, the College began replacing faculty positions following retirements and separations. In addition, the 2018-19 California statewide budget included an allocation to hire additional part-time faculty. In spring 2019 Cuyamaca College will be hiring seven new full-time faculty positions, informed by the Staffing Prioritization Task Force recommendations for faculty hiring priorities [SPTF Faculty Hiring Priorities List 2018]. These efforts are aimed at improving the number and percentage of full-time faculty on the Cuyamaca College campus and
ultimately improve student success. Based on the results of the Institutional Effectiveness Survey, only one in four employees who responded to the survey indicated the College has an adequate number of full-time faculty. Furthermore, a number of academic programs have no full-time faculty. The College will monitor the improvements made as a result of the additional faculty hiring and alignment of programs as part of its guided pathways work to more fully address the standard.

**Analysis and Evaluation**
The College meets the standard. The College ensures faculty positions are replaced after retirements and separations and has a process in place to identify priority areas of focus for new faculty hires. Still, the College has identified this as an area for improvement and will be hiring additional full-time faculty in spring 2019 to enhance staffing levels in instructional programs and improve student success.

**Evidence of Meeting the Standard**
All full-time and part-time faculty are required to complete and be compensated for professional development pursuant to Title 5, section 55720. The college has release time granted to a faculty Professional Development Coordinator. One of the offerings each semester is new faculty orientation for all full-time and part-time faculty. The Academic Senate also welcomes part-time faculty to join committees on campus and pays for participation in some of the more active committees. Funding from the Basic Skills Student Outcomes and Transformation (BSSOT) and Title III HSI/STEM grants have provided opportunities for part-time faculty to be paid for activities such as mentoring and training in new teaching methods [BSSOT; Title III HSI/STEM]. The results of an adjunct faculty professional development needs survey is posted on the Professional Development Webpage [Part-Time Faculty Survey Results; Professional Development Committee Webpage]. Before the start of each semester, the institution provides a professional development week for all faculty and staff. Within these weeks, faculty are encouraged to present and attend various workshops [Workshop Presentation Guidelines and Forms Website]. Attendance of these workshops is recorded via a sign-in sheet [Sign-In Sheet]. Furthermore, faculty are required to complete a minimum number of hours for professional development [State Guidelines for Professional Development Hours Requirements]. In addition to these designated professional development weeks, the institution also provides various workshops throughout the year faculty and staff can attend [Example PD Workshop].

To increase attendance and further align itself with the goals in the Professional Development Program Plan 2017-2022, the institution has created a Districtwide Professional Development Task Force [Professional Development Program Plan 2017-2022]. One duty the task force is charged with is formulating and gathering ideas to increase attendance for future workshops [PD Taskforce Meeting Notes 5-29-18].
As noted in Standard III A 5, the evaluation process for faculty (including part time faculty) is included in their respective contracts. Evaluation criteria which are included in the documents used for evaluation accurately measure the effectiveness of personnel in performing their duties. These documents have been vetted through negotiation according to the faculty contract [2019-21 AFT Collective Bargaining Agreement pg 17]. For evaluations, the evaluatee shall respond in writing to those recommendations. The evaluators and evaluatee may develop a written plan specifying the requirements for improvement of performance and follow-up, if deemed appropriate. Cuyamaca college holds a new faculty orientation during the professional development week before classes start. This provides an opportunity for new part time faculty to become familiar with teaching at Cuyamaca college.

**Analysis and Evaluation**
The college meets the standard as evidenced by detailed evaluation processes that are followed and tracked by the office of instruction, and the professional development opportunities and requirements. The college values adjunct faculty and the important role that they play in students’ success and so they are given the support that they need.

| Standard III.A.9.: |
| The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8) |

**Evidence of Meeting the Standard**
The College uses program review data, goals, and plans as a foundation for prioritizing faculty and classified staffing, facilities improvements, professional development needs, curriculum planning, and budget allocation. This supports determining the appropriate number of support personnel. Requests are prioritized by the Instructional Program Review and Planning Committee, and vetted through College Council. After the request goes through the internal budget and planning councils, it moves on to the district level including Presidents’ Cabinets, Chancellor’s Cabinet, District Strategic Planning and Budget Council, and finally the Governing Board. Supervisors are asked to provide justification using the Strategic Hire Request form. Instructions on the process and form are provided on a quick-reference guide found on the intranet. Submitted strategic hire request forms are added to the DSP&BC monthly agendas and discussed at that time [Sample DSP&BC Meeting Agenda]. Approved hires are added to the Summary of Strategic Hire Requests which is posted on the DSP&BC intranet page. When it comes to determining qualifications for support personnel, a hiring committee is formed and experts in the area contribute to forming the list of minimum and necessary qualifications. Human Resources works closely with hiring administrators, chairs, faculty and staff. The Instructional Program Review and Planning Committee reviews staffing requests [IPRPC; Rankings for Staff Position Requests; Sample Job Description].
Analysis and Evaluation
The college meets the standard as evidenced by the use of program review data, and the setting of goals and plans as a foundation for prioritizing faculty and classified staffing, facilities improvements, professional development needs, curriculum planning, and budget allocation. There are processes in place to ensure that the educational, technological, physical, and administrative operation needs of the institution are met. These processes have been vetted by various constituency groups, and are continuously evaluated for any signs that change is in order.

Standard III.A.10.: The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)

Evidence of Meeting the Standard
In order to support the mission of Cuyamaca College there are a total of 18 administrators which includes 14 Academic Administrators and 4 Classified Administrators. According to GCCCD Board Policy 7250, educational administrators supervise daily operations as well as creation of appropriate policies regarding instructional and student services programs [Board Policy 7250]. The District has operating procedures in place to explain the role and responsibilities of administrators. These may be found on the District shared network or by contacting Human Resources. When changes occur which produce a need for a new administrative position, a request is made through the Executive Program Review process [VPI PR Update 2018-19; VPSS PR Update 2018-19]. These requests are considered, analyzed, discussed, and prioritized in President’s Cabinet. Requests for additional administrative positions then go through the District review process, facilitated by GCCCD Human Resources, and require the completion of a District Organizational Modification Form, approval by the President, Chancellor, and Governing Board [GCCCD Org Modification Form].

To ensure administrators have the expertise appropriate to their areas of responsibility, including effective leadership and continuity in support of the District and College missions, Educational Administrators are only hired after the District verifies that they meet the California Community Colleges Minimum Qualifications [California Community College Minimum Qualifications; BP 7250]. The College is proactive in supporting its departments by appointing interim Deans and other leadership positions when these positions become vacant in order to ensure consistency in college leadership.

Analysis and Evaluation
Cuyamaca College maintains a sufficient number of administrators with appropriate preparation and expertise to advance the College’s mission. Through established processes, including program review, the College’s President’s Cabinet reviews and prioritizes requests for new or additional administrative positions and follows district processes for organizational modification. New administrative positions are subject to President, Chancellor, and Governing Board approval. The District follows California Community Colleges minimum qualifications to ensure
Educational Administrators have appropriate levels of education and experience to serve as effective leaders in advancing the College and District missions.

**Standard III.A.11.**
The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

**Evidence of Meeting the Standard**
The District establishes, publishes, and adheres to personnel policies and procedures including development, training and consistent implementation. Personnel policies and procedures are developed and updated by the Human Resources Department, and then discussed, evaluated and reviewed by the Human Resources Advisory Council. Draft policies and procedures are reviewed via a participatory governance process. They are reviewed by Chancellor’s Cabinet and discussed and evaluated by the District Executive Council [DEC Charge & Composition]. The District Executive Council is a standing council comprised of students, faculty, and staff representatives from throughout the District. The Council serves in an advisory capacity to the Chancellors. One of the charges of the Council is to advise the Chancellor on District policy development and governance issues. Final approval of policies is via action by the Board of Trustees.

All District policies, including those affecting personnel, are posted to the internet. The District and College make every effort to publicize all personnel, board, and administrative policies and procedures, as well as to administer them equitably and consistently.

Policies specific to Human Resources are posted on the Governing Board page in chapter 7, [Policies & Procedures, Chapter 7 Human Resources]. Review of board policies (BPs) and administrative procedures (APs) may be initiated at any time by a trustee or GCCCD District employee. The process is explained in [Board Administrative Procedure 2410]. To ensure regular review of BPs and APs, the District/ Governing Board subscribes to the Community College League of California (CCLC) Policy and Procedure Service, which provides bi-annual updates. In addition, a documented cycle for review of policies and procedures will occur every five years, based on date of last review, as tracked by the Chancellor & Governing Board Office. Outcomes of review are reported to the District Executive Council (DEC).

Moreover, processes and procedures ensuring fairness in the development and communication of the College’s personnel policies and employment procedures are specified in Board Policies (BP) and Administrative Procedures (AP), which are all accessible on the District website. Examples of Equal Employment Opportunity (EEO) language can be found on job announcements and professional development activities and in training materials regarding employment practices. [Equal Employment Opportunity Plan]. These policies, processes, and procedures are reviewed and updated through a process of collegial consultation and address a broad range of concerns related to fairness and equity, such as leave policies. This ensures the College administers its personnel policies and procedures consistently and equitably, and results in fair treatment of
personnel [BP 3415 Equal Access; BP 3410 Nondiscrimination; BP 3420 Equal Employment Opportunity; BP 3430 Prohibition of Harassment].

Analysis and Evaluation
The institution consistently and equitably administers its personnel policies and procedures, ensuring fairness and equity in hiring. The Human Resources Department regularly develops and reviews policies, which are then discussed and evaluated by the District Governance Council and Chancellor’s Cabinet Review. Policies and documents are made available to District and College employees on the College’s website.

Standard III.A.12.: Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard
Cuyamaca College has policies and practices in place which promote an understanding of equity and diversity. The detailed procedure that covers employment practices, personnel support, tracking employment equity, and how any complaints of discrimination are managed can be found in Administrative Procedure (AP) 3420 Equal Employment Opportunity. All policies and procedures including this one are evaluated on a regular cycle [AP 3420 Equal Employment Opportunity].

One specific way the Institution endeavors to promote equity and diversity is through its hiring practices. To properly serve an increasingly diverse population, the District endeavors to hire and retain faculty and staff who are sensitive to, knowledgeable of, and reflective of the needs of the continually changing community it serves. For example, Employment Services prepares statistical information about the applicant pool. The district and the president then assess the diversity of the pool. If the pool meets the standard for diversity, the district approves it and sends it to the president for approval. In addition, members of all Screening/Interviewing Committees receive Equal Employment Opportunity (EEO) training.

With support from the Human Resources Department at the District, the college has put in place an Equal Employment Opportunity Plan [Equal Employment Opportunity Plan]. The Plan’s immediate focus is equal employment opportunity in the District’s recruitment and hiring policies and practices pursuant to Title 5 regulations, section 53000 et seq. and the steps the District will take in the event of underrepresentation of monitored groups. The Plan contains:

- an analysis of the demographic makeup of the GCCCD workforce population;
- an analysis of whether monitored groups are underrepresented;
- requirements for a complaint procedure for noncompliance with the Title 5 provisions relating to EEO programs and complaint procedures in instances of unlawful discrimination;
• establishment of an Equal Employment Opportunity Advisory Committee within the charge of the District’s Human Resource Advisory Council (HRAC);
• methods to support equal employment opportunity and an environment that is welcoming to all;
• and procedures for dissemination of the Plan.

In order to evaluate progress in implementing the EEO Plan and to provide data needed for required analyses, an annual review of GCCCD employees and applicants for employment is conducted. Annual employee surveys provide necessary response and data. The annual report is submitted to the Chancellor’s Office of the California Community Colleges [2011-2016 EEO Data; 2012-2017 EEO Data].

Furthermore, in order to ensure that its personnel and students are treated fairly, the District’s Diversity, Equity and Inclusion (DEI) Council works cooperatively with the site DEI committees to enhance diversity, equity, and inclusion through its strategic goals, routine actions and public discussions. The District has adopted policies and procedures regarding nondiscrimination and equal employment opportunity to ensure fair equitable hiring practices. Board Policy and Administrative Policy 3410 demonstrate that GCCCD is committed to providing a learning and working environment that ensures and promotes diversity, equity, and inclusion [BP 3410 Nondiscrimination; AP 3410 Nondiscrimination]. Board Policy and Administrative Policy 3430 illustrate that GCCCD is committed to providing an academic and work environment which respects the dignity of individuals and groups [BP 3430 Prohibition of Harassment; AP 3430 Prohibition of Harassment]. District provides formal Equal Employment Opportunity Training for EEO representatives and members of college screening committees. The training covers recruitment, selection, cultural sensitivity, bias awareness, and legal compliance. The District conducts investigations of formal complaints of discrimination. An Equal Employment Opportunity Plan has also been adopted by the Governing Board, as described earlier in this section.

In addition to equity and diversity-minded hiring practices and support of personnel, the college also celebrates equity and diversity in other ways. For instance, the Professional Development Committee (PDC) and faculty members who teach courses related to diverse cultures also create programs that provide specialized information and training about the range of social groups that populate the campus. The PDC creates programs that promote cross-cultural understanding specifically for employees. There are also Student Services and Student Club sponsored celebrations of diversity and equity that occur on campus throughout the year. There are a diverse range of cultural programs that are held on the Cuyamaca Campus on a regular basis. Some examples of activities to promote diversity and equity that occurred on campus during 2018 include: Diversity Dialogues, Dr. Martin Luther King Jr. and Malcolm X Celebration, a Pow Wow, Learning About Filipino Culture and Traditions, Wheelchair Basketball, and Latinx Heritage Month [Diversity Event Posters, 2018].

Analysis and Evaluation
Cuyamaca College meets this standard as it works diligently to promote an understanding of equity and diversity. This is especially highlighted in the Institution’s hiring practices--beginning with the application and interview process and continuing throughout employee’s tenure with the College. The College also actively works to create an awareness of policies and procedures that
support its diverse personnel, and continually informs the campus community of resources available to assist them. Through surveys and available training, the College receives feedback on the needs of its employees, and works to address specific and diverse personnel needs. The College regularly analyzes its record in employment equity and diversity in the EEO Plan and makes adjustments accordingly to ensure that recruitment practices are in place to attract diverse applicants for available positions. In addition, the college ensures that there are programs available which promote cross-cultural understanding specifically for employees. Overall, the Institution's policies and practices promote an understanding of equity and diversity; the institution regularly evaluates these policies and practices to assure they are effective; the institution has methods to determine the kinds of support its personnel need and regularly evaluates the effectiveness of these programs and services; the institution tracks and analyzes its employment equity record; and, finally, the institution ensures that its personnel and students are treated fairly.

Standard III.A.13.: The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard
Cuyamaca College has an approved Ethics Board Policy (BP) and Administrative Procedure (AP) in place. The policy and procedure assure that the Institutional Code of Ethics applies to all employees of the District. The policy states the District’s expectation and requirement of ethical conduct by all personnel in carrying-out their duties for the benefit of the institution and the public in compliance with all applicable laws, policies, rules, and regulations [BP 3050 Institutional Code of Ethics]. Employees of the District shall conform their conduct to the Standards of Ethics which may be found in AP 3050. The Administrative Procedure further states the consequences for violation of the Ethics Policy: Employees of the District who fail to comply with this Institutional Code of Ethics will be subject to disciplinary action in accordance with established disciplinary procedures [AP 3050 Institutional Code of Ethics]. In addition to the ethics policy, the District has several policies and procedures addressing practical issues of ethical conduct, as well as the consequences for any violations. These procedures can be found in BP/AP 3060 Institutional Code of Conduct, BP/AP 3410 Nondiscrimination, and BP/AP 3430 Prohibition of Harassment [BP 3060 and AP 3060 Institutional Code of Conduct; BP 3410 and AP 3410 Nondiscrimination; BP 3430 and AP 3430 Prohibition of Harassment].

Analysis and Evaluation
The Governing Board and Administration consistently enforce the established codes of conduct with zero tolerance toward any actions that would harm students or employees. Further, the College and District support freedom of expression for all segments of the College and District community.
Standard III.A.14.: The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The college has resources in place to support professional development for employees. Even administrators and managers have the opportunity to utilize professional enhancement funds. The Professional Development Committee (PDC) conducts needs assessments on a regular basis to determine what professional development programs to offer [PDC Charge and Composition]. In the spring semester of 2018, the PDC conducted two needs assessments, one for faculty and another for staff [Part Time Faculty Survey Results Spring 2018]. The Professional Development Coordinator reviews the results and then recommends PD programs in collaboration with the Academic Senate and the Classified Senate [Professional Development Committee Meeting Sample Agenda]. One change that has occurred since the last accreditation visit is that the Professional Development Coordinator is now a full time position, selected through a formal process of application and interview, and is responsible for assessing needs, developing the budget, reviewing proposals, and approving funds for activities. Additionally, as a facet of the governance redesign project that the college participated in during late 2018, the Professional Development Committee is no longer a separate committee, but instead the Professional Development Coordinator has become part of the Student Success and Equity Council (SSEC), which also serves as the professional development advisory group. This satisfies Title V requirements and also supports the focus on student success which is critical to professional development goals. The SSEC includes workgroups, one of which is dedicated to professional development of faculty and staff. The end goal of the redesign is to have fewer committees on campus. The SSEC is now consulted on Professional Development matters when needed.

All Professional Development activities require an online evaluation form be submitted at the activity’s conclusion to assess the effectiveness and relevance, as well as to assist in scheduling or modification of programs in order to address the needs of the employees. The evaluation must be completed first before the employees log their attendance. These evaluations are tabulated and discussed at Professional Development Committee meetings with the intent of improving programs. An example is the September 2017 Growth Mindset workshop, when pre and post surveys were conducted. The results were reviewed and discussed and the information contributed to planning for future workshops. The college measures the impact of the professional development activities on improvement of teaching and learning. This is done at the program/department level. For example, the Math Department measured the impact of professional development activities such as acceleration workshops with 3CSN on teaching and learning. Classified staff have one day a year on campus specifically set aside for their professional development. They are able to leave their workstations to attend the activities on this day. This is in addition to the activities that they are invited to participate in at the beginning of each semester during convocation week. Provisions for each category of staff to participate in staff development activities are delineated and referenced through the appropriate handbook or
contract. Additionally, the Professional Development Committee (PDC) comprised of faculty, staff, and administrators meet occasionally during the academic year to review, evaluate, and plan for future professional development needs.

Human Resources launched a new program in 2018, the New Employee First Year Experience (FYE), designed to establish shared values and clarity for all new employees on the work that all GCCCD employees contribute to in support of student success and learning [District Services Governing Board Report 8-21-18]. Participants will also receive guidance on the fundamentals of being a GCCCD employee. Additional benefits of the program include an increase in employee retention for all employee groups, long-term job satisfaction, and increased overall organizational health. The New Employee FYE consists of two components: a half-day orientation session and ongoing monthly roundtable sessions. The inaugural orientation sessions were held in August 2018. The four-hour orientation covered a broad range of topics, including:

- GCCCD Values and Strategic Goals
- Participatory Governance
- Building Relationships in the District
- Employee Expectations
- Safety Requirements
- Technology Resources
- Using Workday

**Analysis and Evaluation**
The college meets the standard as evidenced by dedication to the professional development for employees. The process is constantly being assessed and improved in order to meet the needs of the staff and faculty. An example of this dedication is the recent increase of the professional development coordinator position to full time. This was done to ensure that professional development activities are not only made available but they are also assessed in order to meet the needs and interests of employees and to evaluate their effectiveness.

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**Standard III.A.15.:**
The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

**Evidence of Meeting the Standard**
GCCCD personnel records are maintained, secure, and kept confidential. All personnel files follow the mandates outlined in the California Education Code and California Labor Code. Only individuals authorized by District policies and procedures, or as named in Collective Bargaining Agreements, have access to personnel records. AP 7145 Personnel Files establishes procedures for accessing personnel files in accordance with applicable labor law [AP 7145 Personnel Files]. Personnel files are converted from paper to electronic documents and stored on a secure cloud-based document management and storage archive site. This website is only accessible to designated HR staff. Once documents are scanned and converted, original paper documents are
destroyed via a secure process through a third party document destruction company. Other personnel records are also housed within the Human Resources Information System (Workday) as electronic information or documentation. These records are accessible via security roles granted to HR staff. Such files that relate to employee discipline or leave of absences and currently not converted to electronic documents are housed in locked cabinets in the Office of Human Resources and may be accessed only by HR staff. The Office of Human Resources is locked to the public and non-HR staff. Entry into the office is only allowed by an HR staff member.

The college has board policies which are in place to assure the security and confidentiality of personnel records [BP 7145 Personnel Files; AP 7145 Personnel Files]. The GCCCD/AFT Collective Bargaining Agreement (CBA) addresses the ability of faculty to review their personnel records in Article VI. In summary, the article states: There shall be only one official personnel file for each unit member and it shall be maintained at the District Personnel Office. Official personnel files shall be kept in confidence in the District Office of Human Resources and shall be available for inspection only by the unit member, a representative of the AFT (with the unit member's written authorization), or authorized administrative employees of the District when necessary in the proper administration of the District's affairs or the supervision of the faculty member, or as required by law, warrant, subpoena or court order. These agreements can be accessed in the various labor contracts [2019-21 AFT Collective Bargaining Agreement pg 22-23; CSEA Labor Contract. Article III, pg 4; Administrators’ Association Handbook, Chapter 15 pg 38]. Employees also have access to manage certain limited human resource files electronically, including but not limited to personal information, benefits and Payroll, through Workday. Workday is a secured system.

Analysis and Evaluation
The college meets this standard as evidenced by clear standards and practices that are in place with the various bargaining groups representing the employees. These details are outlined in handbooks and bargaining agreements and employees may refer to them to find out how to gain access to their files. Human Resources uses the latest in technology to assure that employee files are safe and secure.

Standard III.B.1.:
The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard
The Cuyamaca College Facilities and Sustainability Planning Committee meets regularly to assure that physical resources remain safe and sufficiently maintained and equipped to sustain the integrity and quality of the College’s programs and services [Cuyamaca College Facilities and Sustainability Planning Committee; Facilities Meeting Minutes 10-19-18]. Proper planning for buildings, maintenance, and replacement of physical resources is critical in determining whether programs and services meet the College community’s needs. The 2013 Facilities Master
Plan is periodically reviewed and updated, most recently with the 2016 Facilities Master Plan Refresh, which was reviewed by the board on July 19, 2016 prior to the Measure X bond vote November 2016 [2013 Facilities Master Plan; 2016 Facilities Master Plan Refresh; Governing Board Meeting Minutes 2016]. Even though this did not pass, Cuyamaca College was able to identify the needs of the campus, and a new bond measure is planned for the fall 2020 election [2016 Facilities Master Plan Refresh Project List].

Cuyamaca College determines the sufficiency of its classrooms, laboratories, and other facilities by using data from the space allocation report through the California Community College Space Inventory Report, 2013 Facilities Master Plan, Educational Master Plan, and Five Year Construction Plan [California Community College Space Inventory Report; 2013 Facilities Master Plan; Educational Master Plan; Five Year Construction Plan]. The College evaluates the effectiveness of whether facilities meet the needs of programs and services through the Program Review process. As described in Standard I.B.3., each division, including Instruction, Student Services, and Administrative Services completes an annual Program Review [Instructional Comprehensive Program Review Template; Instructional Program Review Annual Update Template]. As part of the review, departments and divisions may submit a Facilities Request Form to request major facilities repairs, minor modifications, furniture and equipment [Facilities Request Form].

To assure excellence within the framework of campus-wide programs and services, the Districtwide Public Safety and Emergency Preparedness Council meets once a month on matters concerning public safety, emergency readiness, parking and facilities safety, as well as safety and emergency preparedness training for Cuyamaca and Grossmont College employees [Districtwide Public Safety and Emergency Preparedness Council]. In addition, the Cuyamaca College Emergency Preparedness Committee (EPC), comprised of students, faculty, staff, public safety participants, and administrators, meets monthly during the school year [Emergency Preparedness Committee (EPC)]. The EPC serves in an advisory capacity to the President’s Cabinet on matters related to public safety and emergency preparedness. The committee is responsible for the overall coordination of emergency preparedness efforts at the college, including the Active Shooter Plan and the General Evacuation Plan, which outline practices and methods to mitigate, prepare for, respond to, and recover from any possible emergencies that might affect the college [Active Shooter Plan; General Evacuation Plan]. The EPC develops, assesses, and revises committee goals on an annual basis.

Moreover, on an annual basis, the District prepares the Annual Security Report, which includes the Emergency Response and Evacuation Procedures (Pg 18), as well as the Security Awareness Programs and Crime Prevention Education (Pg 20) [Annual Security Report]. This report is published annually to disclose campus security policies and three years’ worth of specified crime and arrest statistics. Included in the document are reports of timely warnings to the campus community about any crimes that may pose an ongoing threat to students and employees. Furthermore, the report is compiled and prepared in a cumulative effort with many campus departments, including the San Diego Sheriff’s Department, Campus and Parking Services Department, Grossmont and Cuyamaca Health Services Departments, Grossmont and Cuyamaca Student Affairs Departments, the GCCCD Title IX Coordinator, Human Resources, and the Districtwide Public Information Officer for timely and emergency notification information.
Furthermore, the College has a Facilities webpage with a link prominently displayed, “Report Any Facilities Issues,” where students, faculty, and staff can report any unsafe facilities conditions, such as cleaning up spills, reporting irrigation concerns, or campus lighting issues [Report Any Facilities Issues]. The link connects directly to the Facilities Clerk’s email, where the safety issue can be described in detail. The report is then distributed to the Public Safety and/or the Facilities Departments for resolution. The College follows the criteria summarized on the District website under Health and Safety [Health and Safety].

District Electrical Maintenance (DEM) personnel maintain all exterior and parking lot lighting. Monthly inspections are performed to determine what lighting is not functioning and repairs are implemented at that time. The campus lighting is controlled by a MicroLite system that adjusts to daylight times and is manually adjusted by DEM to accommodate safe lighting during events and weekend activities. San Diego County Sheriff’s Officers patrol the campus. A sheriff’s sergeant and four deputies are assigned to the Grossmont and Cuyamaca college campuses. If necessary, the District also has access to Sheriff’s Department specialized units that investigate crimes such as illegal drug sales, domestic violence, auto theft, or gang-related crime. The sheriff’s deputies who are working at Grossmont and Cuyamaca colleges are all experienced and highly trained law enforcement professionals. In addition, Campus and Parking Services (CAPS) department personnel are also assigned to the campus during normal operating hours to provide services including unlocking rooms, enforcing parking regulations, patrolling the campus and buildings, securing doors, windows, and gates, responding to building alarms, providing automobile assistance such as door unlocks and battery jumping, providing escorts to vehicles, maintaining lost and found items, and assisting Sheriff’s personnel in responding to campus issues and emergencies. The Vice Chancellor of Business Services oversees the Sheriff’s and CAPS personnel duties districtwide.

The District created Design Guidelines and Standards, which serve as a reference to ensure each project meets the Districts’ overall performance, aesthetic, and standardized requirements. They are provided to each architectural firm when they are contracted for work [Design Guidelines and Standards]. The District has revised and updated the original Proposition R Standards. The revised standards focus on three key areas:

- Campus Design Guidelines - Updated and aligned with 2013 Facilities Master Plan
- Space Standards - Developed for instructional, administrative, and support spaces
- Materials and Systems Standards - Performance criteria developed for typical building and site systems and materials

A Design Standards Task Force and sub-groups were formed to review a set of draft standards. Participants were asked to review existing design standards in the following areas:

- Space Standards for Classrooms and Offices
- Technology and Acoustics
- Plumbing and Mechanical
- Electrical and Lighting
- Interior Finishes and Signage
Participants included representatives from the colleges and the District. Their review and input was solicited by the Design Standards Task Force at key milestones.

Furthermore, the Facilities Director confirms that all periodic inspections by city, county, state, and federal systems are current and performed by the regulatory agencies and qualified contractors. These include: annual elevator permit inspections by California Department of Industrial Relations, bi-annual kitchen hood fire suppression system inspection by a certified contractor, bi-annual kitchen hood cleaning by a qualified contractor, annual fire extinguisher certification, quarterly campus wide fire sprinkler and alarm testing by a certified contractor, bi-annual hazardous waste removal by a certified contractor, annual fire/safety inspection by San Miguel Fire Department Fire Marshall, annual Hazardous Material Business Plan inspection by the San Diego County Health Department, bi-annual food service inspection by the San Diego County Health Department.

The College meets the criteria and processes for determining the safety and sufficiency of facilities uniformly. State Chancellor’s Facilities Planning Unit resources are used to evaluate the growth, replacement, and renovation for all planned facilities [State Chancellor’s Facilities Planning Unit]. Some documents utilized in the planning of facilities includes the Taxonomy of Program (TOP), which is a system of numerical codes used at the state level to collect and report information on programs and courses in different colleges throughout the state that have similar outcomes [Taxonomy of Program]. California Community College Space Inventory, which provides a centralized legal record of assignable square feet for community college planning purposes, basic information used in calculating state funding for capital outlay projects, maintenance, and operations, as well as evaluating, planning, and administering all community college facilities [California Community College Space Inventory]. Capital Outlay Project Prioritization involves State review of projects to provide access to a quality education for California community College students and funds projects based on the limited state capital outlay funds available [Capital Outlay Project Prioritization]. California Community College Facilities Building and Equipment Cost Guidelines determine costs for spaces within a facility, including construction and equipment [California Community College Facilities Building and Equipment Cost Guidelines]. In addition, The five-year construction plan must be submitted to the State to verify the needs of the District [Five-Year Construction Plan]. The Chancellor's Office requires that each community college district prepare a Five-Year Construction Plan showing all projects that are planned to be constructed, both with State and local funding. This Construction Plan summarizes all projects, calculating the capacity load ratios for offices, labs, classrooms, library, and AV/TV, based on growth projections. This plan also includes educational statements for the District and each of the colleges, along with statements of energy plans. The plan includes descriptions of each of the projects proposed for the campus and the District as a whole.

Additionally, in a recent Governing Board meeting on August 21, 2018, as part of the District Services Report, the Vice Chancellor of Business Services presented information about the
District Public Safety department, which worked in collaboration with representatives from the San Diego Law Enforcement Coordination Center to create a virtual walkthrough of the buildings for law enforcement to use during training or emergencies [District Services Report]. The Law Enforcement Coordination Center is a collaborative partnership among federal, state, and local law enforcement agencies focused on enhancing coordination, information sharing, regional preparedness, training, and investigative support/analysis for first responders and other public and private partners in the region.

Using capacity load ratio analysis as described in the State Facilities Planning Manual, and gleaned from the Facilities Utilization Space Inventory Option Net (FUSION) program, projects are evaluated to assure that adequate space is planned and that costs for the facilities are within appropriate guidelines [State Facilities Planning Manual]. Project budgets are based on these guidelines as well as projections for adequate space in the appropriate categories, as supported by the state. Project analysis determines the best way to utilize state and local monies to fully fund a project.

The Division of the State Architect (DSA) reviews construction projects under its jurisdiction for Title 24 compliance, focusing on new construction and alteration projects for community college districts. DSA's oversight for structural safety of school facilities is governed by the provisions of the Field Act contained in the California Education Code section 81130 for community colleges [California Education Code]. The Field Act imposes important requirements on California schools that are not present in other types of construction approval processes:

- Licensed design professionals must prepare drawings and specifications for proposed construction work.
- Drawings and specifications have to be verified by DSA for compliance with applicable building codes.
- The building codes utilized in the design of school buildings contain structural provisions superior to many other types of facilities, with consideration for known seismic activity in California.
- The community college district must hire a DSA-certified inspector to oversee construction. The inspector selection must be approved by the design professionals and DSA.
- Changes to approved drawings and specifications for DSA-regulated portions of the project shall be submitted and approved by DSA prior to commencement of work.
- At the conclusion of construction, the design professionals, the inspector, and the contractor shall file verified reports with DSA indicating the work has been performed in compliance with the approved plans and specifications.

The College utilizes facility evaluation results from the Facilities Program Review and Institutional Effectiveness Survey. All evaluations are reviewed by the Facilities and Sustainability Planning Committee [Facilities and Sustainability Planning Committee]. After the FSPC completes their review, the committee records priority recommendations for improvement, and submits the report to the Cuyamaca College Council, which ranks and approves the recommendations based on available funding and resources [Priority Recommendations; Cuyamaca College Council]. The College uses the same processes from the Facilities Program
Review and the Institutional Effectiveness Survey to update the safety and sufficiency of its equipment.

The Institution also has sufficient physical resources at all locations to support a healthful learning and working environment. The College supports equipment needs of the distance delivery modes it offers, and technology support for online learning is extensive and facilitated by the Canvas Learning Management System. District Information Technology generates a Canvas container for every credit course section offered each semester. Faculty decide when to activate their containers. Many online teachers choose to utilize their home computers when teaching their classes. All full-time faculty have an office with reasonably updated computers, printers, internet and Wi-Fi access. All adjunct faculty have access to workrooms, which provides them with almost everything faculty may need to assist them in a successful semester. Services and technology available include PC’s, MAC, scanners, GradeMasters, printers, telephones, Wi-Fi for mobile devices and basic office supplies.

Most students enrolled in online courses prefer to work on computers away from the campus. However, it is common for problems to arise with home computers. To address this issue, the campus provides four “open” computer labs for student use: Tech Mall (E-121), STEM Center, High Tech Center (C-114) and the Writing Center (B-167) [Computer Labs]. In addition, the library houses 33 OPAC (Online public access catalog) computers that are designed for research. The Tech Mall offers 110 personal computers, 4 IMacs, 2 printers, 1 scanner and secure Wi-Fi access for student use. There are also three quiet study rooms equipped with projectors, with various cable connections, for students utilizing their own devices. Students are encouraged to use this lab for word processing, business applications, engineering, and research. There are four departmental clusters of computers (6 per cluster) that have been configured for a particular discipline such as CADD, Web Development, Programming and Data Analysis courses. All computers are networked providing Internet access, full web e-mail access, and resource sharing. The Tech Mall is open 53 hours a week, with three lab technicians available to assist students. The STEM Center computer lab is open 41 hours per week and has 36 computers with Windows 7 and Microsoft Office. The High Tech Center is open 43 hours per week and has tools and software available to help students with disabilities succeed with their courses [DSPS High Tech Center]. The High Tech Center, also known as the HTC, is located near the Library in room C-114. The HTC houses a state of the art computer facility for students with disabilities. Students are encouraged to come to the HTC to learn about assistive computer technologies appropriate to their disability. The HTC is also where students would go to discuss and pick up Alternative Media Formats of their textbooks. The Writing Center is open 41 hours per week and has 38 computers with Windows 7 and Microsoft Office.

Student and faculty technical support is available 55.5 hours a week via the Help Desk and can be accessed by telephone or email. The Help Desk staff assists with smart classrooms, computer labs, faculty offices and workrooms and Canvas or other online course questions, not related to the course content area. Students and faculty members also have 24/7 access to Canvas support via a 1-800 number [Canvas].

In addition to these open computer labs, Cuyamaca College has 33 instructional labs which are mainly used for instructional purposes. All labs are equipped with either computers, laptops or
IMacs, ranging between 24 - 64 student workstations and 1 student printer. Each lab provides the instructors with a projector, speakers, DVD/VCR, document camera, ADA accommodations, along with a high-tech lectern equipped with an instructor’s workstation and Extron technology that is fully-customizable to meet the specific needs of each academic department. Each workstation not only has the core software, but also specialized software for particular disciplines. All computers are networked providing Internet access, full web e-mail access, and resource sharing. Each computer lab has access to the college’s new wireless networking which is encrypted with Wi-Fi Protected Access-Enterprise (WPA2-E) technology, offering students a more secure connection.

**Analysis and Evaluation**

Cuyamaca College ensures that all facilities are safe and sufficient for students, staff, and administrators. The College regularly evaluates the effectiveness of campus physical resources through its Facilities Master Plan, Educational Master Plan, and Five Year Construction Plan process. The College also evaluates and updates campus safety through the Districtwide Public Safety and Emergency Preparedness Council, Emergency Preparedness Committee (EPC), Active Shooter Plan, General Evacuation Plan, and Annual Security Report. Additionally, the institution has a process by which all personnel and students can report any potentially unsafe conditions using the Facilities webpage link, “Report Any Facilities Issues,” which is then routed and addressed by the appropriate campus personnel to create a secure, healthful learning and working environment.

**Standard III.B.2.:**
The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

**Evidence of Meeting the Standard**

Physical resource planning includes the needs of educational programs and services that are integrated with institutional planning. The College 2016-2022 Strategic Plan and GCCCD Educational Master Plan 2012 are the basis for the GCCCD Facilities Master Plan and 2016 Master Plan Refresh [2016-2022 Strategic Plan; Educational Master Plan 2012; Facilities Master Plan; 2016 Master Plan Refresh]. The overall purpose of the GCCCD Facilities Master Plan is to translate each of the College priorities for student learning and success into recommendations for facility development. Every College member was asked to provide input in the development of the 2013 Facilities Master Plan for Cuyamaca College [2013 Facilities Master Plan for Cuyamaca College].

On November 6, 2012, voters in East County approved Proposition V, the Grossmont-Cuyamaca Community College District's $398 million bond measure with 58% approval [Proposition V]. The District's Governing Board voted unanimously to place the measure on the ballot, citing the need for expanded career training facilities, veterans’ centers to assist former and active duty military, and updating aging classrooms, infrastructure, and technology systems. Additionally,
Proposition 39, the state measure to raise taxes on out-of-state corporations to pay for clean energy projects at schools and campuses in California, passed in November 2012 [Proposition 39]. The state allocated an estimated $2.5 billion over five years to eligible projects in order to increase energy efficiency and broaden clean energy. The passage of Proposition V and Proposition 39 paved the way for Grossmont and Cuyamaca Colleges to address long standing facility, infrastructure, technology, and clean energy needs.

Several facilities projects have been completed since 2013, including Campuswide Lighting and Fixture Upgrades, Campus Electric Switchgear Replacement, Campuswide Interior Lighting and Rooftop Mechanical Units Upgrade, Learning Resource Center Boiler and Building D Heat Pump Replacement, Temporary Weight Training Facility, Parking Lot Repair, Child Development Center Roof Replacement, Track and Field Upgrade, Exercise Science Building D Renovation, Center for Water Studies Building L Remodel, and Learning Resource Center Renovation [Campuswide Lighting and Fixture Upgrades; Campus Electric Switchgear Replacement; Campuswide Interior Lighting and Rooftop Mechanical Units Upgrade; Learning Resource Center Boiler and Building D Heat Pump Replacement; Temporary Weight Training Facility; Parking Lot Repair; Child Development Center Roof Replacement; Track and Field Upgrade; Exercise Science Building D Renovation; Center for Water Studies Building L Remodel; Learning Resource Center Renovation].

Additionally, the College has begun several new facilities projects including the New Ornamental Horticulture Complex and Building M Renovation, Building I Student Center /Veteran’s Center Renovation, Building C Library Resource Center Roofing Project Replacement, Chilled Water System Water Loop Tie-In, Central Plant Chiller Upgrades, New Student Services and Administration Building, and Central Park Landscape Improvements [New Ornamental Horticulture Complex and Building M Renovation; Building I Student Center /Veteran’s Center Renovation; Building C Library Resource Center Roofing Project Replacement; Chilled Water System Water Loop Tie-In; Central Plant Chiller Upgrades; New Student Services and Administration Building; Central Park Landscape Improvements].

Additionally facilities projects beginning in the near future currently identified as part of the 2013 Facilities Master Plan (pgs 2.31 - 2.63) include replacing outdated classrooms and labs in the F Building with a new Instructional Building Complex, as well as improvements to the Exercise Science/Athletics Facilities, the Nature Preserve, and the Child Development Center and intergenerational garden [2013 Facilities Master Plan]. (Please see Standard III.B.3 for a more detailed list of all completed, ongoing, and future projects at Cuyamaca College).

The College uses Program Review Facilities Request Form in determining major facilities repairs, minor modifications, furniture and equipment [Facilities Request Form]. Each division reviews its equipment and maintenance needs and documents these in their annual Program Review as described in Standard I.B.3. The requests are compiled and reviewed by the Facilities and Sustainability Planning Committee (FSPC) [Facilities and Sustainability Planning Committee]. FSPC reviews all requests using specific criteria as follows:

1. Requests support the College Mission and Strategic Plan;
2. Requests ensure health, safety, and security to support building program service needs;
3. Requests promote department and work area growth; and
4. Requests demonstrate the need for continuous quality improvement for departments or work areas.

After FSPC prioritizes the requests, they are presented to Cuyamaca College Council, which reviews and recommends the facility planning priority list [Cuyamaca College Council]. The College conducts an Institutional Effectiveness Survey on a regular basis that includes the evaluation of units’ and departments’ physical resource needs. Also, the College conducts an annual Program Review that evaluates the previous year’s facility requests. This process determines how successfully needs were met that were prioritized and approved.

**Analysis and Evaluation**
Since the last accreditation site visit, Cuyamaca College has seen a flurry of building activities that helped enhance the College’s efficiency and support for its students, faculty, and staff. All facility needs for improvement are integrated with institutional planning.

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**Standard III.B.3.**
To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

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**Evidence of Meeting the Standard**
The College assesses facility use and facility needs through the annual Program Review process. Each department conducts a Program Review indicating its facility improvement and equipment needs [Instructional Comprehensive Program Review Template; Instructional Program Review Annual Update Template]. In this review, each department evaluates prior year completion of the Facilities Request Form and equipment needs [Facilities Request Form]. If further action is required, due to unmet needs stemming from budget constraints or feasibility issues, the department can include this information in its Program Review under facility requests for the following year. All Program Review facility requests are reviewed, analyzed, and prioritized by the Facilities and Sustainability Planning Committee (FSPC) [Facilities and Sustainability Planning Committee]. The committee drafts a report from the information, and the report is forwarded to Cuyamaca College Council for review and recommendations.

As part of the participatory governance redesign which is being implemented in 2018-19, the College is currently in the process of creating a new Resource and Operations Council (ROC), which will take over the budgetary duties of the Cuyamaca College Council (CCC) [Resource and Operations Council (ROC)]. This participatory governance council is responsible for developing integrated budget priorities, procedures, and processes. Its purpose is to provide recommendations for resource allocation to the CCC in the areas of technology, staffing, facilities, and other budget needs. Within the new governance structure, the ROC oversees the work of other resource prioritization groups (e.g., staffing, technology, facilities) to ensure alignment and integration of campus-wide budget priorities.
The College also submits a Five-Year Maintenance Plan to the state on an annual basis [Five-Year Maintenance Plan]. This entails an annual, systematic assessment on the effective use of physical resources. The results are evaluated and serve as the basis for improvement. The facility needs including safety, energy reduction, and information technology are also evaluated at that time. The Facilities Director continually evaluates the improvement of facilities and/or equipment, via work orders, building projects, scheduled maintenance projects, and other facility related projects. The Facilities Director reports to the Facility and Sustainability Planning Committee regarding any updates, project status, or recommendations.

The Facilities Master Plan is periodically reviewed and updated, as it was in 2013, with a Facilities Master Plan Refresh completed in 2016 [Facilities Master Plan; Facilities Master Plan Refresh]. All College and District constituent groups and community representatives provide input through the District Strategic Planning and Budget Council, Citizen Bond Oversight Committee, and the Cuyamaca College Facilities and Sustainability Planning Committee [District Strategic Planning and Budget Council; Citizen Bond Oversight Committee]. Facility planning is an ongoing process throughout the year, culminating in the development of the Cuyamaca College Five-Year Construction Plan [Five-Year Construction Plan]. Maintenance plan development includes the Space Inventory Plan that considers changes to facilities occurring in the past year through capacity load ratio calculations.

The College prides itself on assuring that physical resources at all locations are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. As a result of the Program Review Facilities Requests, the Five-Year Maintenance Plan, and the Five-Year Construction Plan the following new buildings, renovations, and facilities projects have been completed since 2013:

- Campuswide Lighting and Fixture Upgrades (Proposition 39 Districtwide Energy Conservation Measures Year One) - This project replaced a majority of exterior lighting with new LED lighting and fixtures. The new fixtures have motion detection sensors that allow the lights to remain at half power until motion is detected by vehicles or pedestrians which they then illuminate to full brightness for 5 minutes allowing increased visibility for the passing vehicle / pedestrian [Campuswide Lighting and Fixture Upgrades].
- Campus Electric Switchgear Replacement (Adjacent to Facilities) - This project replaced the aging incoming campus power switchgear giving the campus a reliable 21Kv switchgear and state of the art power supply to serve the growing electrical needs of the campus [Campus Electric Switchgear Replacement].
- Campuswide Interior Lighting and Rooftop Mechanical Units Upgrade (Proposition 39 Districtwide Energy Conservation Measures Year Two) - This project replaced most interior campus lighting with low wattage and LED lights and fixtures. Rooftop HVAC units have been replaced with Title 24 compliant heating and cooling systems on the following buildings: A,C,D,K,L,M, and R [Campuswide Interior Lighting and Rooftop Mechanical Units Upgrade].
- Learning Resource Center Boiler and Building D Heat Pump (Proposition 39 Districtwide Energy Conservation Measures Year Three) - This project replaced the
Learning Resource Center boiler and building D heat pump [Learning Resource Center Boiler and Building D Heat Pump].

- Temporary Weight Training Facility - This project was installed next to the Gym to replace an outdated outdoor training pad next to the track [Temporary Weight Training Facility].
- Facilities Yard Upgrade -- This project repaved the service drive (which also serves as a fire lane) and maintenance/warehouse loading dock and yards with 2 inches of new asphalt. Carport structures were also added to maintain equipment.
- Parking Lot Repair - This project repaired lots 1, 2, & 5 with a new slurry seal coat as well as new asphalt to repair all cracks and damaged areas [Parking Lot Repair].
- The Child Development Center Roof Replacement -- This project installed a new insulated roof system to replace an aging and leaking roof [The Child Development Center Roof Replacement].
- Track and Field Upgrade - This project provided new track rubberized surfacing to replace the old and damaged track surface, as well as storm water drainage upgrades. New field athletics facilities were also installed, including a shot put, javelin, long jump, pole vault, and steeplechase. Fencing was installed around the new track and field perimeter fencing to mitigate damage to the turf fields from rabbits [Track and Field Upgrade].
- The Exercise Science Building D Renovation - This project included new flooring and kinesiology equipment in the Fitness Center, a new 50 seat classroom with technology, and new men’s and women's locker and shower facilities [Exercise Science Building D Renovation].
- Entrance Median Remediation - This project upgraded both entrance medians with drought tolerant landscaping and a drip irrigation system. New barriers were added at the college entrances to provide increased security and prevent vehicle traffic from entering the campus during closed periods [Entrance Median Remediation].
- Center for Water Studies Building L Remodel - This project included renovation of the interior spaces by converting the existing classrooms into Water/Waste Water Technology labs, as well as dividing the existing computer lab and grant office area into two classroom spaces. The work also included site work and Americans with Disabilities Act (ADA) restroom upgrades [Center for Water Studies Building L Remodel].
- Learning Resource Center Renovation - This project upgraded Learning Center rooftop air handling units, as well as interior drywall, carpet, ceiling tiles, paint, and fire alarm devices [Learning Resource Center Renovation].

Additionally, the College has begun several new facilities projects:

- New Ornamental Horticulture Complex and Building M Renovation - The project consists of building a new greenhouse, shadehouse structure, maintenance building, sales building, and other complimentary spaces. In addition to the new facilities, the laboratory building M will be renovated along with the stand alone restroom building [New Ornamental Horticulture Complex and Building M Renovation].
- STEM Building H Renovation - The project consists of expanding building H to include two science labs (chemistry and biology) and a teacher's preparatory room. Classroom F-606 will be remodeled and converted into a science laboratory [STEM Building H Renovation].
- Building I Renovation (Student Center /Veteran’s Center) - The project consists of tenant improvements of approximately 17,000 square feet of space, including the bookstore, food services, Veteran’s Center, and Student Affairs Office [Building I Renovation (Student Center /Veteran’s Center)].

- Building C Roofing Project (The Library Resource Center) - The project consists of replacing the existing roofing system with a membrane roofing system, which is comprised of approximately 20,000 square feet. The project will start in Spring 2019 [Building C Roofing Project].

- Chilled Water System Water Loop Tie-In - (Proposition 39 Districtwide Energy Conservation Measures Year Four) The project connects Building D to the campus chilled water system by installing underground pipes for supply and return, adding approximately 105 linear feet of pipes from the point of connection to the building, as well as pipe and control modifications to allow for the interconnection to work effectively [Chilled Water System Water Loop Tie-In].

- Central Plant Chiller Upgrades - (Proposition 39 Districtwide Energy Conservation Measures Year Five) The project consists of expanding the Central Plant Chiller, including 1) reconstruction of the water chiller system 2) replacement of chilled water pumps; 3) replacement of a 350 ton chiller to a 500 ton chiller; 4) replacement of an existing cooling tower from a 350 ton to a 500 ton capacity tower; 5) adding controls needed to support the new chiller configuration; 6) building expansion to house the revised chiller arrangement; 7) install new utility infrastructure to support existing and future building projects on campus; and 8) add new high efficiency heated water boilers to replace existing boilers [Central Plant Chiller Upgrades].

- Building D Renovation (Exercise Science) - The project consists of replacing the existing carpet with new laminated wood flooring, painting of all interior doors and frames, removal of the existing exterior windows spandrel glass and installing insulation and plaster (stucco) finish, cleaning of existing mechanical ducts, installing a new exterior shade trellis system along the north and east facing windows, painting of the existing gymnasium steel covered structure and front entrance elevation [Building D Renovation].

- Campus Site Improvements - Construction of a new cart storage covered structure, installation of campus wide fire hydrant protective pipe bollards, repair of backflow preventer valves, repair of existing damaged concrete stair nosings and handrails at building F and asphalt replacement in front of the building F entrance [Campus Site Improvements].

- New Student Services and Administration Building - The project consists of building a new structure located west of the existing Student Center (Building I) on the Central Park south lawn area. The building will house a welcome center, financial aid, admissions and records, cashiers, counseling, administration, classroom space, multi purpose room, DSPS, EOPS, and CalWORKs. In addition, the project will redesign the existing bus loop and will reconstruct the pathways to meet ADA accessibility requirements [New Student Services and Administration Building].

- Central Park Landscape Improvements - The project will improve the Central Park landscape, including the grand lawn area outside the LRC (Building C), and Student Center (Building I). The total affected area is approximately 5 acres. Work will include the establishment of pathways and reconstruction of pathways to meet ADA accessibility requirements, landscape improvements including stairways, sitting and congregation
areas, and transportation access paths. The existing lawn areas will remain as lawn areas and trees will remain except as needed for removal in order to accommodate the construction of the new Student Services and Administration Building project [Central Park Landscape Improvements].

Moreover, there are additional facilities projects which will begin in the near future currently identified as part of the 2013 Facilities Master Plan (pg 2.31 - 2.63):

- Instructional Building Complex to replace the aged and outdated classrooms and labs in the F building.
- Exercise Science/Athletic facilities improvements.
- Nature Preserve improvements.
- Child Development building, intergenerational garden, and site improvements [2013 Facilities Master Plan].

Analysis and Evaluation
As evidenced by the integrated planning and facilities planning processes, Cuyamaca College meets this standard and is committed to its use of planning to reach decisions regarding physical resources that enhance student learning.

Standard III.B.4.:
Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard:
All long-range capital plans to support institutional improvements begin with the District wide integrated planning process. The process includes the District Strategic Plan 2016-2022, Cuyamaca College Strategic Plan 2016-2022, 2016 Facilities Master Plan Refresh, Facilities Master Plan 2013, Educational Master Plan, Five-Year Construction Plan, Technology Plan, and unit Program Review reports [District Strategic Plan 2016-2022; Cuyamaca College Strategic Plan 2016-2022; 2016 Facilities Master Plan Refresh; Facilities Master Plan 2013; Educational Master Plan; Five-Year Construction Plan; Technology Plan]. As stated on page 40 of the District Strategic Plan 2016-2022, “Cuyamaca College effectively uses its human, physical, technology, and financial resources to achieve its mission and strategic priorities [District Strategic Plan 2016-2022]. The College will assess and refine its structures, processes, and practices to improve effectiveness and foster student success and equity.” The governing processes throughout Cuyamaca College share common approaches to support this strategic plan and formulate goals with key performance indicators based on the College’s mission, vision, and values. Cuyamaca College, in concert with the District and Grossmont College, developed and modified the Educational Master Plan and Facilities Master Plan in 2013, with a Facilities Master Plan Refresh in 2016, based on changing student and community needs. The planning process is subject to ongoing evaluation, modification, and updating.
The College maintains a Five-Year Construction Plan, which is submitted to the State Chancellor’s Office, indicating the construction of new and improved facilities to maximize available funds, assuring support of the institution’s strategic goals [Five-Year Construction Plan]. This plan is used to anticipate needs and develop a means to implement new facilities and modernize existing buildings that comply with all required codes. The five-year plan consists of program needs, costs, and schedules. Also included are the secondary effects of each project, involving temporary relocation of faculty and staff along with building secondary effect facilities during construction.

Some of the elements that comprise the definition of total cost of ownership for Cuyamaca College include: projected soft costs for capital improvement projects (design, government review, inspections), projected hard costs (construction), annual utility costs, infrastructure costs to install equipment, annual allocations for repairs and upgrades, life cycle costs for equipment, maintenance costs, appliances and energy savings, and return on investments.

**Analysis and Evaluation**

Long-range capital projects are linked to institutional planning through the District Strategic Plan, Cuyamaca College Strategic Plan, Five-Year Construction Plan, Facilities Master Plan Refresh, Facilities Master Plan, Educational Master Plan, and Technology Plan. When making decisions about facilities and equipment, Cuyamaca College considers "total cost of ownership" in order to function in a fiscally responsible manner. The institution further assesses the effectiveness of long-range capital planning in advancing the college’s improvement goals through the facilities planning process.

**Evidence of Meeting the Standard**

Prior to 2017, Cuyamaca College had an Instructional Technology Committee (ITC) which held regular meetings for technology users and staff to discuss upcoming needs and identify potential instructional technology challenges prior to impacting students [Instructional Technology Committee Charge and Composition]. An offshoot of the initial committee was the Technology Planning Committee (TPC), which collected requests from departments for technology needs for the upcoming year based on their program review documents [Technology Planning Committee Charge and Composition]. After the District completed a Technology Business Process Analysis (BPA), the college decided to create a College Technology Committee (CTC) that would replace ITC and TPC, and include not only instructional technology, but also student services and administrative services technology [Technology Business Process Analysis Report; College Technology Committee Charge and Composition]. This new committee started in the Fall of 2017 and began to implement the new technology processes [Technology Processes Defined].
During the regular program review/annual update cycle, formal technology requests are reviewed and prioritized by the CTC using a scoring rubric [Tech Request Form; Program Review Webpage; Technology Scoring Rubric]. The co-chairs of the committee then present the information to the Cuyamaca College Council [2017 Tech Status Report; 2017-18 Tech Rankings; 2018-19 Tech Rankings]. When funding becomes available, the Dean of Learning & Technology Resources contacts individuals whose requests have been funded to purchase equipment.

For requests that fall outside the annual planning cycle, an Off-Cycle Request may be submitted for consideration [Off-Cycle Request]. Note that Employee computers and printers do not require a Technology Request.

Technology is currently evaluated through a question on the college Institutional Effectiveness survey as well as questions on the District Services Satisfaction survey. The Instructional Computing Services department also conducted a survey in the spring of 2017 to assess the instructional equipment, software, and support available [2017 ICS Survey]. Additionally, a comprehensive program review was completed in spring of 2018 for the Instructional Technology Services area [Instructional Technology Services program review]. This included an assessment of the area’s Instructional Service Outcomes and data usage for various computer labs on campus.

Districtwide technology planning discussions occur in many different venues. Comprised of representative constituencies including faculty, classified staff, and administrators, the Technology Coordinating Council (TCC) discusses and prioritizes technology needs that flow up through the Colleges' and District Services’ planning processes [Technology Coordinating Council]. The TCC will also approve and monitor the new five-year Technology Plan. Reporting to TCC, the Administrative Technology Advisory Committee (ATAC) and Instructional Technology Advisory Committee (ITAC) meet monthly to review ongoing projects and provide input from representative operational groups from instruction, student, and administrative services. Because of the increased attention to information security, the IT Security Workgroup was formed in January 2017 to create an official IT Security Plan, and shepherd new security projects and initiatives districtwide [Information Security Plan; Security Updates; Updated Security Plan Version 8; IT Security Workgroup Agendas].

The GCCCD Information Technology Department (IT) is responsible for the technology infrastructure and the administrative systems districtwide. The department is supervised by the Associate Vice Chancellor of Research, Planning and Technology who reports to the Vice Chancellor of Student and Institutional Success. Three directors of technology manage the operations of the department in the areas of technical services, computer services, and enterprise resource planning (ERP) systems. Currently, the Department is staffed by twenty-five full-time employees and several IT consultants.

The technical services team manages technology infrastructure, such as servers, firewalls, wireless network, network switches and routers, fiber and copper cabling for data and telephone, internet connectivity, telephone systems and support for anti-virus software and MS Office/Office 365.
The computer services team oversees computer hardware support and repair, including faculty and labs, office computers and imaging, moves and relocations for staff and administrators, Help Desk services, purchase of desktop computers, printers and related equipment for students, faculty and staff for use in the district office. This area also handles the operation and maintenance of server rooms at Grossmont, Cuyamaca, and District office.

The ERP group supports the operation and maintenance of enterprise (ERP and related information systems) such as Colleague – student information system, SAM – financial aid system, Workday – finance and human resource system, Cascade – content management system (soon to be Omni Updates’ OU Campus), DARS – degree audit system, SARS – appointment scheduling system, SIRSI – library information system (soon to be Ex Libris), ACT – maintenance system, 25 Live – scheduling system, and ImageNow – document imaging system. This area also handles training on ERP systems, as well as support and maintenance of Learning Management Systems such as Canvas and Gradebook software. The ERP group is also responsible for data security and backups for both college and district resources, licensing and maintenance and districtwide software agreements.

GCCCD maintains vendor support contracts for enterprise systems, including hardware and software. For example, Ellucian Colleague (the student information system) is maintained on hardware that is supported by both Hewlett Packard for hardware and operating system, as well as Ellucian for application-based support for issues that cannot be resolved by GCCCD IT staff. Other technical services and systems that are maintained through vendor support contracts include, but are not limited to, document imaging, web content management system, storage area network, library system, and system backup software.

Depending on the service or system, critical data is backed up regularly on a daily, weekly, or monthly cycle. The IT System Backup Summary document contains District backup policies and procedures and can be found on the Emergency Preparedness page on the District website [System Backup Summary].

**Analysis and Evaluation**

The college identifies technology needs through its program review and annual update processes. It also has a process for addressing technology needs that arise outside the annual review cycle. Recommendations and decisions are made in various committees at both the college and district level regarding technology, and the college and district evaluate technology and technology support services. District IT makes provisions for reliability, disaster recovery, privacy, and security.
Standard III.C.2.
The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard
The institution has established provisions to ensure a robust, current, sustainable, and secure technical infrastructure is maintained that provides maximum reliability for students and faculty. In 2013, the college’s Technology Planning Committee produced a five-year Technology Plan for the 2013-2018 time period [2013-2018 Technology Plan]. This document outlined the technology planning process for the college at that time. It also outlined technology goals and overarching themes to assist with decision making. The document provided an assessment of current “as-is” state of various areas such as computer hardware, software, technical support, and distance education. It also provided a plan for visioning forward in each area. In coordination with District IT, the college is in the process of writing an updated technology plan for 2019 and beyond.

District IT is responsible for providing a secure technical infrastructure. In 2012 East County voters approved the Proposition V bond measure, and a portion of those funds have been used to support new and replacement technology, including [Prop V]:

- Purchasing and implementing a new Finance/HR/Payroll system (Workday);
- Upgrading the network infrastructure districtwide;
- Upgrading the Wifi infrastructure districtwide;
- Upgrading the storage area networks (SANs);
- Replacing servers;
- Upgrading the Fiber Optic backbone;
- Upgrading the server virtualization environment;
- Upgrading the Student Information System (Colleague);
- Purchasing and installing a new VOIP telephone system;
- Upgrading information security and the Firewall system;
- Upgrading to cloud-based email and office systems (Office 365);
- Purchasing backup disk systems, offsite storage, disaster recovery; and,
- Installing infrastructure to connect to new and remodeled buildings.

The institution bases its technology decisions on the results of evaluating program and service needs. As mentioned in Standard III.C.1, technology is currently evaluated through a question on the college Institutional Effectiveness survey as well as questions on the District Services Satisfaction survey. The Instructional Computing Services (ICS) department also conducted a survey in the spring of 2017 to assess the instructional equipment, software, and support available [2017 ICS Survey].

The institution has developed a process to prioritize needs when making decisions about technology purchases. As mentioned in Standard III.C.1, the college established new processes for requesting and prioritizing technology in 2017 [Technology Processes Defined].
Departments request technology based on the program review/annual update cycle, and these requests are reviewed and prioritized by the College Technology Committee (CTC) [Tech Request Form; Program Review Webpage]. A scoring rubric is used to prioritize requests based on multiple factors, and those rankings and recommendations are made to the new Resource & Operations Council [Technology Scoring Rubric; 2017-18 Tech Rankings]. In addition, an Off-Cycle Request may be submitted for consideration for those requests that fall outside the annual planning cycle [Off-Cycle Request].

Analysis and Evaluation
The College and District provide a wide variety of services, including technical and hardware support, infrastructure, Internet and telecommunications, and instructional platforms. The college has a process for identifying and prioritizing technology needs and works with District IT to ensure those needs are met. Technology is connected to larger integrated planning efforts at the College.

Standard III.C.3.: The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard
The institution allocates resources for the management, maintenance, and operation of its technological infrastructure and equipment. In support of the Grossmont College, Cuyamaca College, and District Services technology needs, the District has established districtwide budgets with specific account codes that provide yearly funding for support and maintenance of IT hardware and software systems. In the most recent fiscal year, over $2.2 million has been budgeted maintenance and license fees, support contracts, and software subscriptions. These budgets are reviewed throughout the year and adjusted, if necessary, based on Districtwide Technology and Budgeting prioritization and planning processes [District IT Org Chart; Technology Coordinating Council 1-18-18 Meeting Minutes].

In 2012, the District was successful in passing the Proposition V bond measure brought to East County voters. A significant portion of those funds have been used to support new and replacement technology, including purchasing and implementing a new Workday Finance/HR/Payroll system; upgrading the network infrastructure districtwide (see below); upgrading the Wifi infrastructure districtwide (see below); upgrading the storage area networks (SANs); upgrading the Colleague Student Information System; purchasing and installing a new VOIP telephone system; and many other important system and infrastructure upgrades. Utilizing the District Services planning process, the IT Department has undergone two reorganizations in 2013 and 2018 in order to address changing and growing technology needs. These IT reorganizations increased staffing to provide more support, oversight, monitoring, and maintenance of existing systems, such as one ERP Systems Director; two Security and Systems
Technology Programs Managers; two Student Services Technology Programs Managers; two Computer Help Desk Specialists; and one additional Network Specialist II [Technology Coordinating Council 1-18-18 Meeting Minutes; District IT Org Chart].

The college provides an appropriate system for reliability and emergency backup. In 2017, District IT upgraded the legacy EMC Storage Area Network (SAN) to an HP 3Par SAN. This included an upgrade of our VMware virtual hosts and the infrastructure for the SAN. In addition, the implementation of the Grossmont and Cuyamaca SANs allowed a disaster recovery option that was not possible with the old SAN. The two SANs at the colleges replicate on a daily basis and give us the opportunity to push all of the Grossmont SAN data to our Cuyamaca SAN, and all of the data on the Cuyamaca SAN is replicated to the Grossmont SAN. We also have expanded our storage capabilities from 50TB to 200TB per campus.

**Aruba Wireless Replacement Project**
The Aruba Wireless Replacement project began with a wireless survey being conducted at all buildings at both campuses. The survey determined how many access points were needed and the locations that would best serve the needs of the colleges. The total number of wireless access points replaced at both campuses was approximately 480, including replacement access points and additional access points to improve coverage [Wireless Network Information Webpage; Wireless Hotspots Map].

**Aruba Switch Replacement Project**
In 2018, District IT replaced all legacy switches at the Grossmont and Cuyamaca campuses. The previous switches were Hewlett Packard brand switches and included chassis, blades, and optics. The new switches used were the Aruba brand switches, and the connectivity to many of these switches was upgraded to 10GB. The routers, which were previously Cisco routers, were replaced with Aruba layer three routers.

**Data Centers**
The Grossmont-Cuyamaca Community College District has a total of three data centers across the two campuses. Two of the data centers are physically located at Grossmont College and the other data center is located at Cuyamaca College.

**Grossmont College District Data Center 1**
The first Grossmont College District Data Center is located in building 86 at the north end of the campus. This is the main data center between the two campuses and houses the district VMware environment and the Grossmont College Instructional Computing Services (ICS) VMware environment. This data center contains 237 virtual servers. The District Storage Area Network (SAN) is also located in this data center along with a legacy SAN supporting our Hewlett Packard legacy servers. This data center is protected by a UPS and a generator in case of power failure. It is also secured with a keypad code that must be entered in order to access the equipment. The air conditioning and temperature are being monitored regularly and will generate alerts if the temperature rises above the predetermined threshold.

**Grossmont College District Data Center 2**
The second data center at Grossmont College is located in building 70 adjacent to the ICS department. This data center houses ICS servers, the Tadiran phone system, voicemail server, circuits for the phone system and external connectivity, the Palo Alto Firewalls and our Cenic connection to the internet. This room is also protected from a power outage by a UPS and entry into this data center is mediated by a door card reader that allows entry if the permissions are allowed within our key card system. The air conditioning and temperature are being monitored and will generate alerts if the temperature rises above the predetermined threshold.

**Cuyamaca College District Data Center**

The Cuyamaca College Data Center is located in building “H” and contains the VMware environment for Cuyamaca College and Instructional Computing Services. There are approximately 60 virtual servers located within this data center. This data center also houses the Cuyamaca 3Par SAN, switches, routers and the controllers for the Aruba Wireless. The Cuyamaca Data Center also has a UPS and a generator in case of a power failure and requires keycard entry for employees that have permission to access this data center. The air conditioning and temperature are being monitored and will generate alerts if the temperature rises above the predetermined threshold.

The District IT department manages and monitors all aspects of our IT environment using several different systems.

**Asset Management:**
1. Lansweeper – The Lansweeper system provides District IT staff with asset management including hardware, software and alerting information related to the assets.

**Network Monitoring & Alerting:**
2. PRTG – The PRTG system provides District IT staff with alerting information related to infrastructure and systems. Below is an example of a switch at the Foundation trailer. If any of these switches had an issue the device legend would be colored red. A visual display shows the ping status, CPU load and free memory available on the device that is being monitored.

**Virtual Server Monitoring and Alerting**
3. VMware - Most of the servers are virtual servers based in the VMware virtual environment. The VMware interface allows District IT staff to create, manage and monitor virtual servers. In addition, this system sends out alerts if any of the virtual servers are having issues.

**VMware Interface**
4. Intermapper - is the system used to view the logical connections across the enterprise. It shows what systems are connected and how they connect via switches, routers and other devices that are created in the Intermapper system.

**Intermapper Map**
5. HP-IMC - is the tool used for switch configuration, the GUI within IMC will allow configuration and management of switches and also displays the interconnectivity of the switches for troubleshooting purposes.
Depending on the service or system, critical data is backed up regularly on a daily, weekly, or monthly cycle. The IT System Backup Summary document contains District backup policies and procedures and can be found on the Emergency Preparedness page on the District website [IT Systems Back-up Summary].

The District has developed an Information Security Program Document that details the various types of data and ways to keep personal information secure [Information Security Program Document]. The District IT Security Workgroup meets monthly and reports to the Technology Coordinating Council [IT Security Workgroup Webpage; Technology Coordinating Council Charge and Composition].

**Analysis and Evaluation**

District IT provides funding and support for the campus IT infrastructure in terms of the wireless network, data centers, and equipment used to develop, test, operate, monitor, manage and/or support information technology services. In addition, District IT is responsible for reliability and disaster recovery.

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**Standard III.C.4.:**
The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

**Evidence of Meeting the Standard**
The college analyzes the need for information technology training for students and personnel through Institutional Effectiveness surveys, as well as the results of professional development workshop evaluations each semester [Institutional Effectiveness Survey; Professional Development Workshop Evaluations]. The college also consults with the Associated Student Government of Cuyamaca College (ASGCC) at ASGCC meetings to get feedback on student technology training needs [ASGCC Webpage; ASGCC Meeting Agenda 10-21-16].

The institution effectively allocates resources for faculty, staff and student information technology training in several ways. For faculty and staff, the college Instructional Design Technology Specialist provides an average of seven to 10 workshops each semester, online courses, and individual training on a variety of technology topics [Instructional Design Technology Specialist Webpage]. Extensive teaching and learning resources are provided for instructional faculty in use of Canvas [Faculty Canvas Resources Webpage]. Additionally, the Web Development Specialist offers training and support to faculty and staff for maintaining the college website, which is currently managed in Cascade, as content management system [Cascade Resources; Web Development Specialist Webpage; Web Trainings Fall 2018]. The Help Desk also supports faculty and staff with classroom and office technology needs [Help Desk Webpage].

For students, there is a dedicated Help Desk which offers assistance with software issues or discussion of hardware needs for access [Help Desk Webpage]. Students may further receive
personal assistance in the open computer labs on campus [Computer Labs Webpage]. There is also a free course to orient students to Canvas, the college’s learning management system [Learn Canvas Webpage]. Faculty and students can also call the 24/7 Canvas help desk when the college help desk is closed [Canvas Webpage].

The college also has a robust culture of Professional Development where faculty and staff can learn about online pedagogy and technology innovations related to instruction [Professional Development Webpage; Professional Development Workshops Offered January 2016 to June 2018]. From specialized one-on-one training with the Instructional Design Technology Specialist to scheduled Professional Development workshops, there are many opportunities for technology advancement [Instructional Design Technology Specialist Webpage; Professional Development Webpage].

To ensure effectiveness of training and technical support, faculty fill out evaluation forms to assess the effectiveness of the material and the presenter of Professional Development sessions [Professional Development Workshop Evaluations]. Furthermore, the college Institutional Effectiveness surveys evaluate the training and technical support provided for faculty and staff to ensure these programs are appropriate and useful. Moreover, the Online Teaching and Learning Committee has established requirements for faculty who are interested in teaching online to ensure student success in online learning environments [Online Teaching and Learning Committee Charge and Composition; Teaching Online Webpage].

In addition, training is provided to faculty and staff in a variety of forms. District IT provides college employees face-to-face training on the college’s finance, HR, and payroll system; Workday; and other administrative applications as needed [Workday Training Webpage; Software Training Webpage]. Additionally, training documentation on Workday is available for College personnel online, along with various other tutorials and training [Workday Training Resources Webpage].

**Analysis and Evaluation**

The College continues to assess and review training opportunities offered at the College, and uses that information to improve current offerings and augment future sessions. While a variety of training and documentation is currently provided for various systems and processes, the College is currently looking at additional opportunities to expand offerings to students, faculty, and staff.

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**Standard III.C.5.:**
The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

**Evidence of Meeting the Standard**

Cuyamaca College has clear policies and procedures in place which are publicly posted on the District website that guide the appropriate use of technology in the teaching and learning...
process. Board Policy 3720 states that employees and students who use District computers and networks, as well as related resources, have a responsibility not to abuse those resources and to respect the rights of others [BP 3720]. Administrative Procedure 3720 explains further that District computer and network systems are the sole property of the District and may not be used without proper authorization [AP 3720]. The procedure further describes academic freedom in the context of District computer and network use and identifies the conditions of use, legal process, relevant information on copyrights and licenses, integrity of information resources, authorization for access, and parameters of usage. Users are provided copies of the procedure and guidelines for appropriate use of technology.

**Analysis and Evaluation**

As evidenced by the college- district-wide technology planning processes and policies, the College meets the standard. Cuyamaca College and GCCCD have policies and procedures that guide the appropriate use of technology in the teaching and learning process.

### Standard III.D.1.

**Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

**Evidence of Meeting the Standard**

Resource allocation to the sister colleges of Grossmont and Cuyamaca is formulated from full-time equivalent student (FTES) targets, which are based on the State cap assigned to the District. In 2012, the Budget Allocation Task Force was created to serve as an advisory to the Chancellor for assessment, analysis, and recommendations regarding the District budget allocation model. The outcome of the Task Force established the current Income Allocation Model for allocation of Unrestricted General funds to help the District fulfill its mission and goals [Income Allocation Model]. The model provides the vehicle to implement strategic planning objectives at the overall District and individual site levels—Cuyamaca College, Grossmont College, District Services, and District-Wide. As the model illustrates, for fiscal year 2018-19 Adoption Budget, there are sufficient resources available to fund all four sites [2018-19 Adoption Budget pg 15-29].

Previously the Cuyamaca College Council (CCC), comprised of representatives from all constituency groups including administrative, faculty, classified, and students, was responsible for reviewing expenditures and income, making recommendations, and informing various College constituency groups of funding and expenditures, as well as budget modifications throughout the year in response to funding alterations.

As part of the College’s participatory governance redesign which was implemented in 2018-19, [Participatory Governance Redesign Process], the College created a new Resource and Operations Council (ROC), which will take over the budgetary duties of the Cuyamaca College
Council (CCC) [Resource and Operations Council (ROC)]. This participatory governance council is responsible for developing integrated budget priorities, procedures, and processes. Its purpose is to provide recommendations for resource allocation to the CCC in the areas of technology, staffing, facilities, and other budget needs. Within the new governance structure, the ROC oversees the work of other resource prioritization groups (e.g., staffing, technology, facilities) to ensure alignment and integration of campus-wide budget priorities.

The annual budget for the College ensures that it meets the commitments for the College programs. The 2018-19 Adoption Budget indicates the College’s total available in the Unrestricted General Fund is $34,351,751 [2018-19 Adoption Budget pg 20]. This budget covers campus-wide projected expenses including the cost increases for salaries and benefits for current positions, as well as vacant positions that are approved to be replaced. In addition, the 2018-19 Adoption Budget indicates the College’s total available in the Restricted General Fund is $19,494,534, which includes federal, state, and local funding [2018-19 Adoption Budget pg 21].

Table 23. Cuyamaca College Unrestricted General Fund:

<table>
<thead>
<tr>
<th>Year</th>
<th>Budget</th>
<th>Expenditures</th>
<th>Reserve Fund Balance</th>
<th>Carryover Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 15-16</td>
<td>$28,571,517</td>
<td>$27,532,344</td>
<td>$700,000</td>
<td>$339,173</td>
</tr>
<tr>
<td>FY 16-17</td>
<td>$32,242,407</td>
<td>$29,579,896</td>
<td>$2,000,000</td>
<td>$662,511</td>
</tr>
<tr>
<td>FY 17-18</td>
<td>$32,602,287</td>
<td>$31,156,122</td>
<td>$1,000,000</td>
<td>$446,371</td>
</tr>
<tr>
<td>FY 18-19</td>
<td>$34,351,751</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>

The College has sufficient revenues to maintain and grow educational programs. Unrestricted General Fund revenues increased from $24.4 million in 2012-13 to $34.4 million in 2018-19.

The College has sought alternative resources, specifically through federal grants, to provide funding for new initiatives. In October 2016, the College was the recipient of the Title III Hispanic Serving Institution federal grant entitled STEM Guided Pathways and Transformational Teaching Practices in the amount of $5.9 million over 5 years [Grant Award Notification]. The STEM grant is designed to increase participation, academic success, transfer-readiness and transfer into a STEM baccalaureate program for Hispanic and low-income students. This grant has enabled growth in the educational programs, improved teaching tools, and allowed for upgraded classrooms and labs.

In addition, the College was the recipient of the Pathway Academy Title V Hispanic Serving Institution federal grant entitled The Pathway Academy in the amount of $2.5 million over five years [Grant Award Notification]. The Pathway Academy grant is designed to improve academic outcomes for Hispanic and low-income students through Accelerated English, Math, and ESL pathways to completion, expansion of student support, and professional development for faculty and staff.
In 2016, the College also received a grant through the Basic Skills Student Outcomes and Transformation (BSSOT) Program in the amount of $1.5 million over three years [Grant Award Notification]. The BSSOT program is designed to provide all students with an achievable pathway to earning a degree or certificate, transferring to a four-year institution, or acquiring the requisite skills to compete for a career in high-performance workplace by implementing three high-leverage strategies to benefit students:

- Accelerate remediation
- Implement concurrent-enrollment support models
- Change placement policies

Moreover, the College has a wide range of revenues and expenditures from specific restricted sources. These funds include the Child Development Center Fund, College Bookstore Special Revenue Fund, Ornamental Horticulture Fund, Associated Students of Cuyamaca College Fund, Cuyamaca College Student Center Fund, and Capital Outlay Projects Fund (Capital Outlay Projects and Proposition “V” construction) [2018-19 Adoption Budget pg 31].

The College has an established process to request additional resources through Program Review [Program Review Webpage]. All requests for additional resources must be described and linked to unit-level goals through the Program Review process in order to be considered for funding. Resource requests from Program Review are comprised of several categories--staffing, technology, Perkins, supplies and equipment, facilities, professional development and other resource requests. Resource allocation rubrics, which outline the specific criteria considered for each type of resource request, are developed through participatory governance bodies, such as the Staffing Prioritization Task Force and College Technology Committee and are used to provide a ranked list of recommended funding priorities within each category [Faculty Prioritization Rubric; Classified Staff Prioritization Rubric; Technology Prioritization Rubric].

Personnel needs, faculty, and classified staff that are requested through Program Review are prioritized using the staffing prioritization process [Staffing Prioritization Overview & FAQs]. The prioritized list is forwarded to Cuyamaca College Council for review and endorsement, then the list is forwarded to President’s Cabinet for further discussion, with final approval provided by the President. For example, on May 22, 2018, both faculty and classified staff priority lists were discussed at the CCC meeting and then these recommendations were sent to the President’s Cabinet for further analysis, with the President providing the final approval [CCC Meeting Minutes 5-22-18; 2017-18 Faculty Hiring Priority List; 2017-18 Classified Hiring Priority List]. In 2018-19 the College leadership was able to identify funds to hire the top 13 faculty on the list and the top three classified staff positions on the list.

**Analysis and Evaluation**

Cuyamaca College has formalized processes and practices to ensure that available financial resources are used to support student learning programs and services that improve student outcomes for institutional effectiveness as evidenced by the annual revenues and the fund reserve balances over the last four years. The College demonstrates sound financial planning and execution annually through meeting its annual goals within the budget. Prudent planning and
priority setting have provided the means for resource allocation for funding institutional improvements.

### Standard III.D.2.

The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

### Evidence of Meeting the Standard

The College mission and strategic priorities serve as the basis for financial planning at the college level, and the District mission and strategic priorities guide financial planning district-wide. The mission and strategic priorities are developed collaboratively with input from various college constituents and are widely communicated across the College.

### College Financial Planning

The mission of Cuyamaca College is “to serve a diverse community of students who seek to benefit from the college’s wide range of educational programs and services” [Mission Webpage]. The mission guides all planning across the College, including program-level, facilities, technology, and other college-wide plans [Instructional Program Review; 2016 Facilities Master Plan Refresh; 2013-18 Technology Plan; 2017-19 Integrated Plan]. In support of its mission, Cuyamaca College structures its planning processes and engages the college community by pursuing the following priorities, which form the foundation of the college strategic plan [2016-22 Strategic Plan]:

- Acceleration
- Guided Student Pathways
- Student Validation & Engagement
- Organizational Health

The College currently reviews its mission statement on a bi-annual basis [CCC Meeting Minutes 7-10-18]. The mission and strategic priorities serve as the basis for College-wide budget priorities and fiscal planning. The College’s budget criteria ensure that decisions about resource allocation are based on evidence and that they have the ability to advance and improve student success and equity as per the college’s strategic priorities [Budget Criteria]. The College uses the four strategic priorities, as well as quantitative and qualitative data provided through the program review process, to inform resource request prioritization [Faculty Prioritization Rubric; Classified Prioritization Rubric; Technology Prioritization Rubric; Facilities Prioritization Rubric]. Each year, the College will focus its resources most prominently on its four strategic priorities identified above.

As part of the participatory governance redesign which was implemented in 2018-19, the College created a new council [Resource and Operations Council (ROC)], which will take over the budgetary duties of the Cuyamaca College Council (CCC). This participatory governance
council is responsible for developing integrated budget priorities, procedures, and processes. Its purpose is to provide recommendations for resource allocation to the CCC in the areas of technology, staffing, facilities, and other budget needs. Within the new governance structure, the ROC oversees the work of other resource prioritization groups (e.g., staffing, technology, facilities) to ensure alignment and integration of campus-wide budget priorities.

**District Financial Planning**
The GCCCD Governing Board has established policies to ensure sound financial planning and practices that center on the District and College missions and strategic plans. Board policies and administrative procedures guide financial planning and budget management and are posted publicly to the Governing Board internet site [Governing Board Webpage]. Board Policy 6100 (Delegation of Authority, Business and Fiscal Affairs) delegates authority to the Chancellor for overseeing general business procedures and budgeting and requires the regular reporting of financial status to the Board [BP 6100]. Board Policy 6200 (Budget Preparation) outlines the budget development criteria for the district and connects financial planning to District educational and master plans [BP 6200]. Board Policy 6250 (Budget and Reserve Management) ensures budget management practices that align with California Title 5 education code and that maintain an appropriate reserve of at least 5%, with the reserve increasing each year toward a goal of covering at least one month’s operating costs [BP 6250].

Several budget reports are provided to the Governing Board on a quarterly basis in order to keep the Board informed of the district budget status. These reports include quarterly investment reports and State reports [Quarterly Schedule of Cash Balances and Investments Report as of June 2018; Governing Board Meeting Minutes 5-15-18; Board Agenda Item 8-21-18; California Community Colleges Chancellor’s Office CCFS 311Q Report].

In addition, the Governing Board reviews budget transfers and increases on a monthly basis [May 2018 Report; June 2018 Report]. Each year, the Board reviews and approves the tentative budget in June and the adoption budget in September [Tentative Budget; Board Agenda Item June 2018; Adoption Budget; Board Agenda Item September 2018]

Furthermore, Board Policy 6300 (Fiscal Management) requires that the District adhere to sound financial principles and maintain effective operations and internal controls, ensures that fiscal objectives, procedures, and constraints are communicated to the Board, and quarterly financial status reports are presented to the Governing Board [BP 6300]. College investments are governed by Board Policy 6320 (Investments) [BP 6320]. Investment reports are presented to the Board quarterly, and the District Investment Plan is presented to the Board annually [Quarterly Schedule of Cash Balances and Investments Report as of June 2018; District Investment Plan]. The primary investment objectives are safety, liquidity, and return on investment. To verify sound financial practices and fiscal stability, Board Policy 6400 (Financial Audits) requires that an outside certified public accountancy firm conducts an audit of all funds on an annual basis [BP 6400].

The District receives funds under a state apportionment formula that includes property taxes, enrollment fees, Educational Protection Act funding, and allocations from the State general fund. In 2014-15 Governor Brown had eliminated Inter-Year Deferrals from the State budget. The
State Chancellor’s Office defers monthly payments to districts with the repayment of the deferred amount occurring in mid-July of the following year. During the years prior to this, the deferred payment had a fiscal impact on the cash flow of the district. However, the District has experienced a positive cash flow over the past five years and has not borrowed funds through a tax revenue anticipation note (TRANs) since FY 2012-2013. The District has sufficient cash flow as evidenced by its quarterly investment report. The June 30, 2018 Quarterly Investment Report to the Board of Trustees showed a deposit of $73,538,097 to District accounts with San Diego County Office of Education Treasury, which is available to meet District cash requirements, including capital outlay project funds and Other Post Employee Benefits (OPEB) funds [Quarterly Investment Report 6-30-18].

Every year, the District provides an Integrated Strategic Plan Implementation and Budget Workshop [2016-22 Strategic Plan Implementation 6-19-18]. It is an annual joint workshop with the Governing Board and the District Strategic Planning & Budget Council (DSP&BC) to discuss the Strategic Plan implementation and how the plan is linked to the budget. The workshop covers updates from each of the sites including District Services, Grossmont College, and Cuyamaca College which presents the Annual Plan Outcomes for the current fiscal year and the Annual Plans and Budget Priorities for the next fiscal year.

As part of closing the books for the fiscal year, the College identifies financial resources within the ending balance and dedicates resources to fund the College reserve, the expected increase for PERS & STRS, and to fund facilities needs. Below is a three year summary of unrestricted reserve funds needed in the event of emergencies:

Table 24. Cuyamaca College Unrestricted Reserve Funds

<table>
<thead>
<tr>
<th></th>
<th>FY 2015-16</th>
<th>FY 2016-17</th>
<th>FY 2017-18</th>
<th>Total Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contingency Reserve</td>
<td>$700,000</td>
<td>$1,000,000</td>
<td>$1,000,000</td>
<td>$2,700,000</td>
</tr>
<tr>
<td>STRS &amp; PERS Reserve</td>
<td>$0</td>
<td>$1,000,000</td>
<td>$0</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>Facilities Reserve</td>
<td>$300,000</td>
<td>$500,000</td>
<td>$1,500,000</td>
<td>$2,300,000</td>
</tr>
<tr>
<td>Carry-Over Balance</td>
<td>$338,725</td>
<td>$622,511</td>
<td>$446,371</td>
<td></td>
</tr>
</tbody>
</table>

As per Board Policy 6540 (Insurance), the District has sufficient insurance to cover its needs in the categories of liability, property, and workers’ compensation [BP 6540]. The District pays annual premiums for its property liability and workers’ compensation to Alliance of Schools for Cooperative Insurance Programs (ASCIP), Joint Powers Authority (JPA), an insurance purchasing pool [2018-19 ASCIP Coverage]. The intent of the JPA is to achieve the benefit of reduced premiums for the District by virtue of its grouping and representation with other participants in the JPA.

**Achievement of Institutional Plans**

Fiscal expenditures have supported the achievement of multiple institutional plans and initiatives, including the following:
● Staffing:
  ○ Since 2016-17, the College has replaced full-time faculty positions that became vacant due to retirement in accordance with the faculty hiring priorities process, and the College has replaced classified staff positions as they become vacant.
  ○ In 2015-16 the District received $1 million from the State to hire new full-time faculty to address needs identified through the program review and institutional planning processes, which allowed the College to increase full-time faculty staffing to achieve objectives in enrollment, programs and services in support of student success [2017-18 Faculty Hiring Priorities List].
  ○ In addition, in 2018-19 the District received $765,000 to hire additional new full-time faculty. Cuyamaca College will be hiring six additional faculty to address its staffing needs as identified through the program review process.

● Research and Information Capacity:
  ○ Created the Institutional Effectiveness, Success, and Equity Office to address research and information needs as well as the College equity commitment.

● Facilities:
  ○ Invested in capital improvement projects to enhance the learning experience for students that include environmentally sustainable initiatives. In 2017-18 the college spent $8.4 million capital construction and improvements [2018-19 Adoption Budget Pages 46-47 and 52-53 ]

Analysis and Evaluation
There is regular dissemination of financial information, including the state of the College budget, through the Resource and Operations Council (ROC), the Cuyamaca College Council (CCC), and public Governing Board meetings.

Standard III.D.3.: The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard
Cuyamaca College follows clearly defined processes for financial planning and budget development. Board Policy 6200 (Budget Preparation) requires that the Chancellor present a budget to the Board prepared in accordance with Title 5 and the California Community Colleges Budget and Accounting Manual on an annual basis [BP 6200; CCC Budget and Accounting Manual]. The schedule for presentation and review of budget proposals complies with state law and regulations. The Administrative Procedure 6200 (Budget Preparation) requires that budget planning supports institutional goals and is linked to the Strategic Plan [AP 6200]. As part of 2018-19 Tentative Budget, on June 19, 2018 at the Joint Board of Trustees and District Strategic Planning and Budget Council presentation, Cuyamaca College, Grossmont College, and District Services presented the 2017-18 Reflections and 2018-19 Opportunities for the 2016-2022 Strategic Plan Implementation and how planning reflected in budget priorities [GCCCD 2016-22 Strategic Plan].
The District Budget Calendar includes a presentation of the tentative and adoption budgets development. The tentative budget is presented to the Board no later than July 1, and the adopted budget no later than September 15 [Budget Calendar 2018-19].

The budget development process initially takes place in the District Strategic Planning and Budget Council (DSP&BC) [DSP&BC Charge and Composition]. DSP&BC serves in an advisory capacity to the Chancellor on development and evaluation of College and District strategic plans and budget planning priorities based upon the District vision and goals. The Council includes consultation with constituent groups, including Academic and Classified Senate, American Federation of Teacher guild (AFT), California School Employees Association (CSEA), Associated Student Government, and the Administrative Association. Subsequent recommendations are provided to the Chancellor who then presents the final recommendations to the Governing Board. After Board approval, the budget is posted on the District website [GCCCD Budget Website].

Cuyamaca College receives its allocation based on a formula in the Income Allocation Model for allocation of Unrestricted General funds to help the College fulfill its mission and goals [Income Allocation Model]. Prior to implementing Workday as the financial software for the district, each year during budget development, campus managers including vice presidents, deans, and directors are given budget worksheets that indicate prior year actual expenditures, current year budget, and current year-to-date expenses. Campus managers review the budgets and submit the changes to the college Business Services Department. The College uses an incremental base budget; therefore, the prior year adopted budget is moved to the next year budget after any one-time items are removed and after salary adjustments for the new fiscal year. Budget managers can request changes through the budget worksheets which may include transfers among non-salaries accounts. Currently the College is working on implementing the same process in Workday.

As part of the participatory governance redesign which was implemented in 2018-19, the College is currently in the process of creating a new Resource and Operations Council (ROC), which will take over the budgetary duties of the Cuyamaca College Council (CCC) [ROC Charge and Composition]. This participatory governance council is responsible for developing integrated budget priorities, procedures, and processes. Its purpose is to provide recommendations for resource allocation to the CCC in the areas of technology, staffing, facilities, and other budget needs. Within the new governance structure, the ROC oversees the work of other resource prioritization groups (e.g., staffing, technology, facilities) to ensure alignment and integration of campus-wide budget priorities.

**Analysis and Evaluation**
The College meets the standard. The College has clearly defined processes for financial planning and budget development, and it follows those processes. The annual program review process allows departments an opportunity to develop action plans and request resources. Department managers are included in the preparation of the budget.
Evidence of Meeting the Standard

Cuyamaca College annual budget is developed based on a realistic assessment of financial resources. Board Policy 6200 (Budget Preparation) and Administrative Procedure 6200 (Budget Preparation) require that the annual budget shall support the District’s master and educational plans which reflect the college’s planning processes and the budget development process for the next fiscal year begins early in the current year so that a tentative budget is available for the new fiscal year [BP 6200; AP 6200]. The budget begins with the release of the governor’s annual budget in January for the following fiscal year. Using this information, the District Services Business Office determines the total projected revenue for next year. The tentative budget is presented to the Board of Trustees no later than July 1, and the adopted budget is presented no later than September 15.

Planning at the District level is accomplished through the District Strategic Planning and Budget Council (DSP&BC). DSP&BC serves in an advisory capacity to the Chancellor on development and evaluation of College and District Strategic Plans and budget planning priorities. Establishing priorities is based on the District vision and goals. DSP&BC includes members from both Colleges and District Services to ensure all areas are informed of budget information and priorities [DSP&BC Meeting Minutes 1-7-19].

College departments develop their budget proposals using a Baseline Budget Allocation that takes into account the previous year’s budget. The College has an established process to request additional resources through Program Review, which must be described and linked to unit-level goals through the Program Review process in order to be considered for funding [Program Review Webpage]. Program Review requests are comprised of several categories—staffing, technology, Perkins, supplies and equipment, facilities, professional development and other resource requests. Resource allocation rubrics are developed through participatory governance bodies and used to provide a ranked list of recommended funding priorities.

Furthermore, as part of the participatory governance redesign, the College created a new Resource and Operations Council (ROC), consisting of faculty, staff, administrators, and students [ROC Charge and Composition]. This council will ensure essential college operations and will make recommendations to Cuyamaca College Council regarding college-wide priorities for resource allocation, coordinate targeted planning, and provide oversight for essential college operations and facilities functions including budget, capital improvement, technology, public safety and emergency preparedness [ROC Meeting Minutes 2-6-19].

Once the state budget is finalized by the Legislature, the Grossmont-Cuyamaca Community College District receives its allocation, and Cuyamaca College receives its share as determined
by the District’s income allocation formula. In 2017-18, the College’s adopted budget was $32.6 million.

The College receives significant federal, state categorical, grant, and local funds. For fiscal year 2017-18, these funds were approximately $21 million, representing 39% of general fund revenues. These funds support numerous specialized programs and activities to increase student success. Programs are planned and developed as funds become available.

**Analysis and Evaluation**
The College meets the standard. The College takes a conservative approach to budget allocation, relying on several different funding sources. Following comprehensive dialogue and strategic planning through a realistic needs analysis, priorities are identified and decisions reached. All new budget requests support the College mission, with endorsement from various committees and councils, including Program Review, the ROC, and CCC. The College emphasizes continued communication throughout the budget development process through the participatory governance structure.

**Standard III.D.5.**
To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

**Evidence of Meeting the Standard**
Cuyamaca College and the Grossmont-Cuyamaca Community College District assure the integrity of the institution and responsible use of financial resources. Internal control structures have appropriate control mechanisms, and the District and College widely disseminate dependable information for sound financial decision-making. Cuyamaca College follows established Board Policies and applies internal controls to its financial resources. Board Policy 6300 (Fiscal Management) describes the basic tenets of the District’s fiscal management and ensures the District’s fiscal processes align with California regulations, California Community Colleges Chancellor’s Office requirements, and federal Department of Education regulations [BP 6300]. Specifically, this policy addresses the need to maintain internal controls in the administration of District’s financial resources consistent with Title 5 section 58311, Education Code section 84040 [Title 5 Regulations]. The policy encourages departments to develop internal procedures that delineate the need for separation of duties, fiscal responsibilities, and staff accountability. Administrative Procedure 6300 (Fiscal Management) outlines the specific aims of District fiscal processes to ensure responsible stewardship of resources [AP 6300].

The District assumes primary responsibility for implementation of appropriate internal control mechanisms. To further enhance internal controls, the District employs its own auditor who conducts regular internal audits and provides advice to management on financial control issues. The District ensures effort is made to anticipate a control weakness before it becomes a problem.
Furthermore, the District engages an external audit firm to conduct a comprehensive annual audit of its financial statements, as required by Board Policy 6400 (Financial Audits) [BP 6400]. These audits include a thorough review of the District procedures and a disbursements test to ensure proper accounting and compliance requirements.

To ensure the financial management system is transparent and widely communicated, the District posts minutes and financial documents on the employee intranet. District-wide and college-specific budget information is discussed in the District Strategic Planning and Budget Council (DSP&BC) and to the Governing Board [2017-18 Adoption Budget Presentation; 2018-19 Tentative Budget Presentation; 2018-19 Adoption Budget Presentation]. Regular budget updates are provided at the college level in Cuyamaca College Council (CCC) [CCC Meeting Minutes 4-10-18; CCC Meeting Minutes 9-25-18]. The Chancellor communicates budget information during her Chancellor’s Colloquia each semester, as well as through email updates [Fall 2018 Colloquia Presentation; Spring 2018 Colloquia Presentation; Chancellor Email Budget Update 1-14-19].

Internal controls are continually monitored as operational transitions are reviewed and related business processes are evaluated annually by the independent auditors. The external 2017-2018 Audit Report shows that the District met internal controls over financial reporting and there were no deficiencies reported [Audit Report 6-30-18]. The final audit is presented to the Board of Trustees in January each year. Audit findings are communicated to appropriate institutional leadership and constituents at the Board of Trustees meetings and are posted online [Audit Report 6-30-18 Board Agenda Item].

Analysis and Evaluation
Cuyamaca assures its financial integrity and the responsible use of its financial resources. The College has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. Annual budget reports and annual audits are freely available online for review and are also communicated to institutional leadership. The Board of Trustees reviews the annual audit at a regular public Board meeting.

Evidence of Meeting the Standard
Cuyamaca College follows compliant accounting practices and consistently meets standards for exemplary audits. All financial documents, including the budget and independent audits, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services. To assure the accuracy of the records of college spending an internal auditor who is employed by the district conducts regular internal audits and provides advice to management on financial control issues. The District audit report, which includes all funds within the District and the Foundation has received an
unmodified opinion from the independent auditors over financial reporting. The report is presented to the Governing Board and is made available online.

Every year, two budgets are presented to the Board of Trustees. The Tentative Budget is presented in June and the Adoption Budget is presented in September [2018-19 Tentative Budget; 2018-19 Adoption Budget]. Included in the budget presentation are detailed revenue received and expenditures for the last three years for all funds of the District. The District has an Internal Auditor that periodically reviews payroll and other financial transactions, which adds additional oversight and internal controls.

**Analysis and Evaluation**
The College meets the standard. The College financial activity is monitored through internal and external audits. Over the past ten years, the District received clean audit reports that had no material weaknesses or significant deficiencies, and no audit adjustment required. All financial documents, including the budget and independent audits, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

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**Standard III.D.7.:**
**Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

**Evidence of Meeting the Standard**
Board Policy BP 6400 (Financial Audits) mandates that an annual independent audit of all funds be conducted in accordance with the regulations of Title 5 [BP 6400]. The annual budget and the annual audit are uploaded and available on the District website. The information is made available in a timely manner. Both Tentative and Adoption budgets are presented to the Board of Trustees.

The District engages with an independent certified public accounting firm to perform an annual audit of the District. The scope of the annual fiscal audit includes all funds within the District and the District’s internal controls over financial reporting and compliance [Audit Report 6-30-18]. The final audit is presented to the Board of Trustees in January each year. Audit findings are communicated to appropriate institutional leadership and constituents at the Board of Trustees meetings and are posted online [Audit Report 6-30-18 Board Agenda Item].

In addition, the District engages with another independent certified public accounting firm to perform the annual financial and performance audits for Proposition V approved by the voters in 2012 [Prop V Audit Report 6-30-18]. The audit reports are presented to the Citizens’ Bond Oversight Audit Sub-Committee [CBOC Meeting Minutes 1-9-19]. CBOC is an advisory body to the District on matters related to Proposition V construction bond program implementation as required by California’s Proposition 39, which mandates that citizen advisory panels be established to assure accountability for the use of public funds.
The District’s audits have consistently been identified by the external auditors as “unmodified” audits. In addition, over the past ten annual audits, through fiscal year ended June 30, 2017, the District has had no financial findings noted in any of its five audits performed by the external independent auditors.

Each year, a summary of the current audits is reviewed by District Strategic Planning & Budget Council (DSP&BC). The audits are posted to the District website. Any audit findings are reviewed in detail along with the site business offices for a comprehensive and timely response including a plan of action. The District response is discussed at DSP&BC as well as the specific department impacted by the finding.

Below is a summary of the 2017-18 District Audit Reports [Summary):

- Financial Statements - **Unmodified**
- Report on Internal Controls - **No deficiency**
- Report on Federal Compliance - **No deficiency**
- Report on State Compliance - **Complied with all requirements**
- Financial Statements Findings - **None**
- Federal Award Findings - **None**
- State Award Findings - **None**

**Analysis and Evaluation**
The College meets the standard. Audits are conducted on an annual basis. Budget and audit information are freely available on the District website and are presented to the Board of Trustees. Over the past ten years, the District received clean audit reports that had no material weaknesses or significant deficiencies, and no audit adjustment required.

**Standard III.D.8.:**
The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

**Evidence of Meeting the Standard**
The District has several methods to evaluate the financial and internal controls, including the annual external audits, bond audits, periodic audits from outside entities, and audits performed by the District’s internal auditor. The District engages an independent certified public accounting firm to perform an annual audit of its financial, special funds, and internal control systems.

In addition, the annual fiscal audit includes the Foundation for Grossmont and Cuyamaca Colleges. Part of the Foundation mission involves raising awareness and financial resources for both colleges as well as their respective students. [Foundation Mission; Audit Report 6-30-18]
Furthermore, the District engages with another independent certified public accounting firm to perform the annual financial and performance audit for Proposition V approved by voters in 2012 [Audit Report 6-30-18]. The Citizens’ Bond Oversight Committee (CBOC) is an advisory body to the District on matters related to Proposition V construction bond program implementation as required by California’s Proposition 39, which mandates that citizen advisory panels be established to assure accountability for the use of public funds. The committee’s role is to review and report on district spending of taxpayers’ money for construction and to provide a public accounting of the District's compliance with legal requirements. Committee members are appointed by the Governing Board. There are three subcommittees that exist: Construction, Communication, and Audit. The audit reports are presented to the Audit Sub-Committee [CBOC Meeting Minutes 1-9-19].

The District’s audits have consistently been identified by the external auditors as “unmodified” audits. In addition, over the past ten annual audits, through fiscal year ended June 30, 2017, the District has had no financial findings noted in any of its five audits performed by the external independent auditors [Summary of 2017-18 Audits].

**Analysis and Evaluation**

GCCCD’s financial and internal control systems are regularly evaluated and assessed for validity and effectiveness. As a result of the review by the external auditors, no deficiencies in internal control that would be considered material weaknesses or significant deficiencies have been identified in the annual audits for the last ten years.

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**Evidence of Meeting the Standard**

The District maintains sufficient cash reserves to meet all of its financial obligations including emergency needs. The June 30, 2017 report from the County Treasury showed a total cash balance of $37.4 million for the General Fund [Page 5 of Annual Financial and Budget Report CCFS 311]. The District monthly General Fund payroll including mandated benefits and health and welfare averages about $10 million.

GCCCD recognizes promised obligations and liabilities and accounts appropriately. Board Policy 6250 (Budget and Reserve Management) requires maintaining the District’s unrestricted general reserve to be at least 5% reserve [BP 6250]. A prudent reserve is defined by the California Community College Chancellor's Office/Fiscal Policy guidelines as 5%. In September 2013, a recommendation was presented to District Strategic Planning & Budget Council (DSP&BC) to increase the reserve level of 5% every year by .5% of current year budget until the reserve level equals at least one month of payroll and related benefits [DSP&BC Memo 9-9-13]. The Governing Board incorporated the recommendation from DSP&BC into Board
Policy 6250 (Budget and Reserve Management) on October 16, 2018 to increase the reserve level each year toward a goal of covering at least one month’s operating costs.

The 2018-19 Adoption Budget shows the unrestricted general reserve at $8.4 million, which is 6.5% of budgeted unrestricted general fund expenditures [2018-19 Adoption Budget pg 4]. Below is a chart summarizing the reserve amount for the last four years:

Table 25. GCCCD General Reserve and Unrestricted General Fund Expenditures

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Unrestricted General Reserve Amount</th>
<th>Percent of Budgeted UGF Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>$5,935,170</td>
<td>5.50%</td>
</tr>
<tr>
<td>2015-16</td>
<td>$6,561,662</td>
<td>5.75%</td>
</tr>
<tr>
<td>2016-17</td>
<td>$7,367,860</td>
<td>6.0%</td>
</tr>
<tr>
<td>2017-18</td>
<td>$7,700,150</td>
<td>6.25%</td>
</tr>
<tr>
<td>2018-19</td>
<td>$8,418,922</td>
<td>6.5%</td>
</tr>
</tbody>
</table>

Cuyamaca College maintains a campus contingency reserve of $2.7 million, which is used to address unanticipated emergencies and college commitments during economic recessions [Contingency Reserve]. In addition, Cuyamaca College has dedicated funds to cover the STRS and PERS annual increases. In fiscal year 2016-17 the college dedicated $1 million to fund STRS/PERS increases [STRS/PERS Reserve].

The most significant long-term liability for the District is the participation in CalPERS and CalSTRS retirement systems. Based on estimates from California Public Employees’ Retirement System (CalPERS) and California State Teachers’ Retirement System (CalSTRS), the District’s CalPERS and CalSTRS employer costs are projected to increase through 2020-21 [CalPERS; CalSTRS]. Each year, the District fully funds its obligation in each of these systems. In 2015/2016 the District has received one-time funds from the State in the amount of $10 million. A total of $9 million was dedicated to help to fund the increases in employer rates for CalPERS and CalSTRS. Each year the District uses the fund to pay half of the STRS/PERS annual increase. The balance of the STRS/PERS dedicated fund as of 6-30-18 is $7.5 million [STRS/PERS dedicated fund].

**Analysis and Evaluation**

The District maintains sufficient cash reserves to meet all of its financial obligations and continues to increase the reserve annually until it reaches at least one month of operating cost.
Evidence of Meeting the Standard

Cuyamaca College and GCCCD practice effective oversight of all finances. Financial oversight occurs at the College and the District Services level. Grant requirements are monitored by the designated grant coordinator, the College Business Office, and District Business Office. Equipment valued over $500 is tracked by the District’s inventory system. A complete inventory assessment by physical count of all District building contents is conducted annually and documented by a property record system that is maintained on a continuous inventory basis [OP-FA3 Equipment Receiving and Inventory].

Board Policy 6200 (Budget Preparation) requires that the District adhere to Title 5 and the California Community Colleges Budget and Accounting Manual in budgeting and accounting methods [BP 6200].

The Purchasing and Contracts Department reviews and executes all contracts for the District. Contracts are presented to the Board each month for review and ratification. Purchasing processes are conducted pursuant to Governing Board Policy 6330 (Purchasing) and Administrative Procedure 6330 (Purchasing) [BP 6330; AP 6330].

Both the Director of Financial Aid and the Sr. Director of Fiscal Services monitor financial aid funds and disbursements on a regular basis. The Financial Aid Office is subject to program compliance reviews by the California Student Aid Commission. The annual audit performed by an external auditor reviews student loan default rates, revenues, and related matters to ensure compliance with federal regulations [GCCCD Audit Report 2017-18; GCCCD Audit Report 2016-17; GCCCD Audit Report 2015-16]. The District continues to monitor disbursements to ensure compliance with federal regulations codes.

Board policy 6250 (Budget and Reserve Management), states the Governing Board shall manage the budget in accordance with Title 5 Education Code requirements and the California Community Colleges Budget and Accounting Manual [BP 6250]. The policy also allows transfers between expenditure categories to be processed and ratified in total. Each month a Budget Status Changes report on the current budget status and any additional revenues received by the District are presented to the Governing Board for ratification [Budget Status Changes].

An independent certified public accountant performs the annual audit of all finances, including special revenue funds, bond funds, financial aid, grants, contracts, and the Foundation to ensure that the District is maintaining high standards of internal controls and fiscal oversight [Summary of 2017-18 Audits].
Analysis and Evaluation
Cuyamaca College and GCCCD practice effective oversight of finances, including financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets. External audits confirm that the District practices effective oversight of finances in compliance with Federal Title IV regulations and requirements. The District has not received any modified opinions for its financial statements for over ten years.

Standard III.D.11.:
The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard
The District ensures that sufficient financial resources are available to meet obligations, commitments, and operational needs. Board Policy 6250 (Budget and Reserve Management) ensures budget management practices that align with California Title 5 Education Code and maintain an appropriate reserve of at least 5%, with the reserve increasing each year toward a goal of covering at least one month’s operating costs [BP 6250].

Compensated absence costs are accrued when earned by employees. Accumulated unpaid employee vacation benefits are recognized at year-end as a liability of the District. The District also participates in and accrues “load banking” with eligible academic employees whereby the employee may teach extra courses in one period in exchange for time off in another period. The compensated absence liability is reported on the entity-wide financial statements. Accumulated sick leave is accumulated without limit for each employee based upon negotiated contracts. The District records sick leave as an operating expense in the period taken. Employees are not paid sick leave balances at termination of employment; instead, unused sick leave is added to the creditable service period for calculation of retirement benefits for eligible employees when they retire. Therefore the value of accumulated sick leave is not recognized as a liability in the District’s financial statement. Long-term liabilities included in the Annual Audit Report are bonds payable, compensated absences, other post employment benefits, and pension liability [Audit Report 6-30-18 pg 8].

The District has set aside funds for retiree health benefits through the Other Post Employment Benefits (OPEB) irrevocable trust. As of 6-30-18 the District account balance deposited in the irrevocable trust is $8,165,320 [Irrevocable Trust - Summary of District’s Plan]. An actuarial firm is engaged prepare an actuarial study and to analyze the retiree health benefits and determine the Total OPEB Liability and the OPEB Expense [Actuarial Study 6-30-17].

The District has addressed the future rate increase for CalSTRS and CalPERS. Each year, the District fully funds its obligation in each of these systems. In 2015-16 the District received one-
time funds from the State, which included $9 million specifically dedicated to help to fund the
increases in employer rates for CalPERS and CalSTRS.

The District submits a five-year construction plan that summarizes all projects, calculating the
capacity load ratios for offices, labs, classrooms, library, and AV/TV based on growth
projections. The plan includes descriptions of each of the projects proposed for the District
[Five-Year Construction Plan].

In 2002 the District received a $207 million bond, and in 2012 the District received a $398
million bond. The County of San Diego Auditor and Controller’s office administers both bond
debts, including the collection of fees from taxpayers and the debt payment. The District
reviews bond debt and consults with outside financial managers to ensure the financing is
efficient.

Analysis and Evaluation
In building the annual budget, the District ensures outstanding obligations are addressed.
Outstanding debt is budgeted according to existing agreements, plans, and debt schedules. In
2017-18 the District successfully paid off the long term liability of the Early Retirement
Incentive Plan (ERI) that was in the amount of $3.3 million over five years. The District is
compliant with GASB standards and, pursuant to the OPEB irrevocable trust, has been funding
the outstanding liability.

<table>
<thead>
<tr>
<th>Standard III.D.12.:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.</td>
</tr>
</tbody>
</table>

Evidence of Meeting the Standard
GCCCD plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The District provides post-employment healthcare benefits in accordance with District employment contracts to all contract employees with at least 10 years of service who retired from the District, and their eligible dependents until attaining age 65. When the retiree reaches age 65, all post-employment benefits cease. The District contributes 100% of benefit premium costs incurred by retirees and their dependents.

The actuarial plan to determine OPEB liability is prepared pursuant to accounting standards and Governmental Accounting Standards Board (GASB) guidelines. The OPEB actuarial study is current and was completed in October 2018 with a valuation date of 6-30-17 and is scheduled to be updated every two years. The District contracts with an actuarial firm every two years to analyze the retiree health benefits and determine the Annual Required Contribution (ARC) and the outstanding liability.
According to the most recent actuarial study, had the District begun accruing retiree health benefits when each current employee and retiree was hired, the estimated accumulated liability amount would have been $18,370,984 [Actuarial Study 6-30-17]. This amount is called the "Total OPEB Liability." The District has set aside funds to cover retiree health liabilities in a GASB 75 qualifying trust. The Fiduciary Net Position of this trust at 6-30-17 was $5,297,033. This leaves a Net OPEB Liability (NOL) of $13,073,951. The OPEB Expense, previously known as the Annual Required Contribution (ARC), for the fiscal year ending 6-30-18 is $2,117,650.

While the District has been setting funds aside since fiscal year 2006-07 for retiree health benefits at the County Office of Education, on February 16, 2016, the Governing Board adopted a resolution to establish an irrevocable trust for the Other Post Employment Benefit (OPEB) with the authorization to transfer funds into the trust established with Public Agency Retirement Services (PARS) [Board Resolution 16-011]. As of 6-30-18 the District account balance with PARS is $8,165,320 [PARS Statement, 6-30-18]. On an annual basis, the District and the Colleges Chief Business Officers meet with PARS representatives to discuss the status of the plan, the return on investment, and next steps. The last meeting occurred on September 14, 2018 [Meeting Minutes 9-14-18].

The District budgets $1 million annually to be deposited into the OPEB funds to cover liabilities for current employees. In addition, as part of closing the books, the District dedicates 10% of uncommitted ending balances for the Unrestricted General Fund to be deposited into the OPEB to allocate resources for unfunded prior liabilities. Below is a chart summarizing the amount deposited into OPEB fund for the last few years of which $8,165,320 is deposited in the trust and the remaining balance is deposited at the County Office of Education [2018-19 Adoption Budget pg 42]:

Table 26. Beginning Balance and OPEB Deposited Amount

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Beginning Balance</th>
<th>Amount Deposited into OPEB plus Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>$3,701,301</td>
<td>$1,116,174</td>
</tr>
<tr>
<td>2015-16</td>
<td>$4,817,481</td>
<td>$1,487,306</td>
</tr>
<tr>
<td>2016-17</td>
<td>$6,304,787</td>
<td>$1,722,557</td>
</tr>
<tr>
<td>2017-18</td>
<td>$8,027,344</td>
<td>$9,573,868</td>
</tr>
</tbody>
</table>

Analysis and Evaluation

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine OPEB liability is prepared pursuant to GASB standards and guidelines. The OPEB actuarial study is current and was completed in October 2018. The recent actuarial study indicated the District’s Net OPEB
Liability (NOL) is $13,073,951 and the OPEB Expense as $2,117,650. The District continues to fund the OPEB liability on an annual basis.

**Standard III.D.13.:**

On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

**Evidence of Meeting the Standard**

GCCCD annually assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the District. During the budget development process, the District assesses short-term and long-term debts and allocates resources to meet debt service requirements.

Payments on the general obligation bonds are made by the bond interest and redemption fund with the local property tax collections. The General Fund makes payments for the lease revenue bonds and retiree health benefits. An accrued vacation will be paid by the department budget for which the employee worked. The lease revenue bonds were issued in July 2001 in the amount of $2,480,000 to provide funds for capital improvements. As of 6-30-18 $610,000 remained outstanding. The lease revenue bonds mature through 2021.

As noted in the 2017-18 Annual Audit Report, District long-term debt includes the following:

- 2008 General Obligation Bonds & Refunding Bonds
- 2002 General obligation Bonds & Refunding Bonds
- Lease Revenue Bond, Series 2001A

The County of San Diego Auditor and Controller’s office administers bond debts, including the collection of fees from taxpayers and the debt payment. The District reviews bond debt and consults with outside financial managers to ensure the financing is efficient.

**Analysis and Evaluation**

The District regularly assesses locally incurred debt and appropriately allocates resources to address the debt.
Evidence of Meeting the Standard
The District has procedures in place to ensure that financial resources are used in a manner consistent with the intended purpose of the funding sources. Effective oversight begins with Board Policy 6300 (Fiscal Management) and Board Policy 6400 (Financial Audits) [BP 6300], [BP 6400]. In addition, Administrative Procedure 6300 (Fiscal Management) and Administrative Procedure 6400 (Financial Audits) set forth the operational infrastructure and processes to ensure adequate internal controls exist [AP 6300; AP 6400]. Cuyamaca College adheres to all District policies and procedures. An independent certified public accountant performs the annual audit of all financial records of the District to ensure that the District is maintaining high standards of internal controls and all financial resources are spent with integrity and in an appropriate manner [Summary of 2017-18 Audits].

The District passed Measure V in 2012 for 398 million to fund facilities projects districtwide [Board Resolution]. Pursuant to the requirements of Proposition 39, the Board of Trustees of the District established a Citizens’ Bond Oversight Committee (CBOC) and appointed its members. The principal purpose of the CBOC is to inform the public as to the expenditures of the proceeds of the bonds issued pursuant to the bond authorization [CBOC Website]. The CBOC is required to issue at least one report annually as to its activities and findings [CBOC 2018 Annual Report]. Two audits are conducted each year, a financial and performance audit. A financial audit is performed to express an opinion on the Proposition V financial statements to ensure that the financial statements are free from material misstatement. A performance audit is conducted to ensure that the expenditures are charged to the District Proposition V Bond Building Fund, to determine whether expenditures charged to the Proposition V Bond Building Fund have been made in accordance with the bond project list approved by the voters through the approval of Proposition V in November 2012, and to provide the District Board and CBOC with a performance audit as required under the provisions of the California Constitution [Financial and Performance Audits 6-30-18].

Restricted General Fund programs, which include grants and categorical programs, are established for the purpose of providing specialized services. Restricted programs are funded through federal, state, or local agency. Approval must be obtained by the appropriate vice president before preparing a proposal to complete for a grant. Categorical programs are those state programs that provide funding, restricting the use of the funds for a particular purpose. Grants and categorical programs are audited annually by an independent auditor [Audit Report 6-30-18]. All grants and categorical programs are accounted for separately with each assigned its own unique budget account number. Each grant is also assigned a grant coordinator to ensure compliance with individual grant regulations. All quarterly and annual reports are reviewed by the College Business Office and then routed to the District Business Office for a final review and submittal.
The Foundation for both Grossmont and Cuyamaca College is a separate, nonprofit, public benefit corporation. The Foundation’s mission is to receive and manage philanthropic gifts made on behalf of the District for the purpose of raising awareness and resources for the colleges’ programs and students. The foundation maintains a separate board that monitors the financial activity of the Foundation which maintains assets of $2.7 million. All expenditures are approved by the Director of Operations. In addition, the Sr. Director of Fiscal Services and Vice Chancellor of Business Services review and sign all the Foundation checks. Any checks that are over $10,000 are also signed by a Foundation board member. The Foundation is audited annually by an independent auditor. The Foundation has obtained unmodified audit opinions since its establishment in 2011 [Foundation Audit Report 6-30-18].

Analysis and Evaluation
As evidenced by the District’s audit findings, all financial resources, including short-term and long-term debt instruments, auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source. The District uses its financial resources with integrity and for their intended use.

Standard III.D.15.: The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard
Cuyamaca College monitors and manages student loan default rates, revenue streams, and assets, and works with the District to ensure compliance with federal requirements, including Title IV of the Higher Education Act. Specifically, the College’s Financial Aid Office is responsible for monitoring student loan default rates, revenue streams, and assets. The student loan cohort default rate (CDR) for Cuyamaca College for the last data report cycle is as follows:

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Student Loan Default Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>15%</td>
</tr>
<tr>
<td>2012</td>
<td>14.5%</td>
</tr>
<tr>
<td>2013</td>
<td>13.6%</td>
</tr>
<tr>
<td>2014</td>
<td>18.6%</td>
</tr>
<tr>
<td>2015</td>
<td>13.4%</td>
</tr>
</tbody>
</table>
The college’s CDR falls within federal guidelines as Title IV regulations stipulate that an institution may not be considered administratively capable if the CDR equals or exceeds 25% for the three most recent consecutive fiscal years, or if the most recent CDR is greater than 40%.[Cohort Default Rate Thresholds]. The financial aid director or supervisor reviews the contents of the draft for accuracy. Any suggested corrections are submitted to correct the report which may result in lowering the final official CDR. The 2015 13.4% Cohort Default Rate, which falls well within government guidelines, is the most recent data. The report is based on a 3-year period with the next official CDR for 2016-2018 published October 2019. Financial Aid staff at Cuyamaca and Grossmont Colleges meet annually in spring to review and update the financial aid policies and procedures manual to address changes in federal, state, and local regulations and processes for the upcoming year [Meeting Agenda 4-13-18]. The loan policies and procedures are included in this review. To help reduce or maintain a CDR below federal requirement, students must meet with a financial aid advisor or supervisor in certain scenarios before taking out another loan. All students are also provided online financial literacy tools to assist them in managing their finances [Financial Aid Website].

In addition, as part of the annual audit, the external auditors selects Title IV Federal Financial Aid as the major program to be audited for federal purposes. The audit focuses on compliance with federal regulations including revenue streams and cash management. During the fiscal years of 2011-12 through 2017-18, the external auditors’ opinions over federal awards have been unmodified, identifying no material weaknesses or significant deficiencies [Audit Report 6-30-18 pg 75-76].

Analysis and Evaluation
As evidenced by the College’s CDR, the rates for student loan default at Cuyamaca College fall within federal requirement guidelines. The College has established processes for monitoring and managing student loan default rates and adheres to these processes in order to maintain compliance with federal regulations.

Standard III.D.16.: Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard
Board Policy 6100 and Administrative Procedure 6100 (Delegation of Authority) require that no contract shall constitute an enforceable obligation against the District unless it has been approved or ratified by the Governing Board [BP 6100; AP 6100]. Board Policy 6340 (Bids and Contracts) outlines that all contracts are presented in detail to the Governing Board for ratification the following month after they have been fully executed [BP 6340].

Board Policy 6150 and Administrative Procedure 6150 (Designation of Authorized Signature) requires that only those authorized according to the District’s signature list may contractually execute a contract [BP 6150; AP 6150]. The authorized signatures shall be filed with the San
Diego County Office of Education. There are three positions which have been delegated the authority to sign contracts—the Chancellor, Vice Chancellor of Business Services, and Senior Director of Purchasing and Contracts. The majority of contracts are executed by the Vice Chancellor of Business Services and the Senior Director of Purchasing and Contracts with established internal criteria. The internal criteria specifies that the Senior Director of Purchasing and Contracts has authority to sign all contracts up to $15,000 except for capital construction or legal services. All contracts that exceed $15,000, or capital construction contracts or legal services contracts are signed by the Vice Chancellor of Business Services. In addition, the Vice Chancellor delegates the signing authority to the Senior Director of Purchasing and Contracts for all contracts during extended absences such as vacation, conferences, etc.

Administrative Procedure 6330 (Purchasing), addresses that only specific individuals have the authority to commit the District to certain categories of purchases and contracts and anyone who signs any contract or purchase agreement without authorization by the Governing Board risks potential personal liability [AP 6330]. As well, this AP states that all requests for contracts shall be routed to the centralized Purchasing Department for processing.

Contracts and contract amendments are submitted to the Governing Board for ratification at its monthly meetings. All contracts include indemnification and termination clauses to protect the District. The termination language specifies the requirements for termination of the contract. All contracts can be amended for changes if mutually agreeable by both parties and all amendments are in writing, signed by both parties and are ratified by the Governing Board. In order to initiate an agreed upon amendment, requests are electronically submitted and processed through the Workday system [Contract Sample].

Operating Procedure CO2 (Overview of Contracts Process) addresses several types of contracts which include Professional Services, Clinical Agreements, Facility Use, Rental and/or Lease Agreements, Maintenance Contracts, Software License Agreements, Construction Contracts, Advertising Agreements, and Public Works Under $15,000 [OP CO2].

The District has several administrative procedures for bids and contracts that are strictly followed:

Table 28. Administrative Procedures Related to Bids and Contracts

<table>
<thead>
<tr>
<th>Bids and Contracts</th>
<th>AP 6340</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contracts--Construction</td>
<td>AP 6340.1</td>
</tr>
<tr>
<td>Contracts--Electronic Systems and Materials (Computers)</td>
<td>AP 6340.2</td>
</tr>
<tr>
<td>Contracts--Accessibility of Information Technology</td>
<td>AP 6340.3</td>
</tr>
<tr>
<td>Contracts--Personal Services</td>
<td>AP 6370</td>
</tr>
</tbody>
</table>

Contracts that are funded with federal or grant sources follow the process specified in the award language of the grant. If grants or federally funded contracts require three quotes, proposals, or
the formal bid process, this requirement would override the District’s process and would be followed to maintain compliance with the funding source.

Operating Procedure PU2 (Purchasing Processes) addresses purchasing specifications, purchasing descriptions, “Brand Name or Equal” description, cooperative purchasing options, bid awards, receiving, and document retention [OP PU2].

All requests for contracts begin by entering a request in the District’s system of record for financial, human resources, and payroll transactions (Workday) as a “Service” requisition type that includes a description of the service requested, the vendor’s information, cost, funding source, and a proposal. This requisition electronically moves through the College for various approvals before routing to the Purchasing and Contracts Department, where it is reviewed for legality and then appropriately executed. The requestor determines the context of the services and payment terms, etc. Purchasing & Contracts ensures that the contract is a legally binding document that protects the District and the College [Service Requisition].

There is a Contract Specialist in the Purchasing Department that primarily processes contracts, but there are four other staff members that also process contracts and all contracts are reviewed by the Senior Director of Purchasing and Contracts prior to execution. When the Vice Chancellor of Business Services is required to sign contracts, they are sent over in a pink folder from the Purchasing and Contracts Department, which have been flagged ready for signature so that the Vice Chancellor of Business Services is confident that the contracts have been reviewed by the Senior Director of Purchasing and Contracts.

Because employees cannot also be consultants, there is a review process to ensure that employees are not hired as independent contractors. Where applicable, the Independent Contractor Checklist form is required to be completed and approved by the requesting manager to ensure that College duties are not being performed by independent consultants. This form is reviewed and signed by the Senior Director of Purchasing and Contracts as well [Independent Contractor Checklist form].

**Analysis and Evaluation**

The College meets the standard. Contracting practices support the College mission, goals, and priorities and are in compliance with Board policies and administrative procedures. The District has not received any audit findings or recommendations regarding contracts, nor has the District been part of any litigation or court process to enforce any contract during the past twelve years under the current Senior Director of Purchasing and Contracts. The District is not aware of any prior issues regarding contracts. The staff in the Purchasing and Contracts department ensure that the contracts are legally binding documents that protect the District and the College.
Standard IV: Leadership and Governance
Standard IV.A.1.:
Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard
The shared governance process at Cuyamaca College is open and transparent, with minutes and agendas from every committee and council available on the College intranet. The roles of all participants as well as the charge and membership structure for every council and committee are delineated in the [College Shared Governance Handbook]. The College relies on the faculty through various committees and councils for recommendations about student learning programs and services. All planning processes include an annual self-evaluation component and may be adjusted to respond effectively to changing circumstances. All of the participatory governance processes are supported by Governing Board policies and procedures.

Cuyamaca College fully embraces the concept of shared governance, comprised of staff, faculty, administrators, and students in the decision-making process. The shared governance process allows the institution to effectively identify its values and establish goals in a cycle of continuous quality improvement. Evidence of the commitment to shared governance is indicated in the composition of College committees charges, found in the College Shared Governance Handbook referenced in the previous paragraph.

College constituency representatives, which include students, faculty, staff, and administration, are essential to the shared governance process. These constituencies are represented by the Associated Student Government of Cuyamaca College (ASGCC), the Academic Senate, the Classified Senate, and the Administrative Council. Representatives are included on major College councils, committees, and task forces as delineated by the approved charge of that committee or council.

Cuyamaca College engages in a continuous cycle of planning, implementation, evaluation, and improvement. The 2016-2022 Strategic Plan serves as the basis for college planning and resource allocation priorities [2016-2022 Cuyamaca Strategic Plan]. The College's 2016-2022 strategic goals are:

- Acceleration
- Guided Student Pathways
- Student Validation and Engagement
- Organizational Health
The College's strategic goals are linked to unit-level planning through the college-wide program review process. The College has identified several indicators of performance related to each of these strategic goals and evaluates progress on each goal throughout the year [Spring 2017 Retreat Data; Spring 2018 Retreat Data; Spring 2019 Retreat Data]. The annual planning and evaluation retreat, held each spring, represents the culmination of the College’s evaluation efforts for the academic year. During the retreat, members of the College's various constituent and governance groups discuss key performance indicator data and progress toward strategic goals in light of college-established standards of performance and aspirational performance targets, which include California Community College system-wide indicators. Documentation and materials from each of the retreats can be accessed on the Institutional Effectiveness, Success and Equity (IESE) page via the Evaluation and Planning link [Evaluation and Planning Retreat Webpage; 2017 Standards and Targets; 2018 Standards and Targets].

Institutional decision making at Cuyamaca College is the result of inter-committee communication, consultation, and collaboration. The principal authority and decision-making body of the College is the Cuyamaca College Council (CCC) [CCC Charge Composition]. Membership of CCC includes delegates from all major College constituency groups including President of the College, Vice Presidents (Instruction, Student Services & Administrative Services), Sr. Dean of Institutional Effectiveness, Success, & Equity, Academic Senate President and Classified Senate President (or designee), Bargaining Representatives (Faculty & Classified & Administration), Associated Students President, and one at-large faculty member. Prior to 2019, CCC received planning and budget recommendations from a number of standing committees, including the following:

- Administrative Services Program Review and Planning Committee [CCC Minutes 10-25-16]
- Student Success and Equity Committee [CCC Minutes 10-25-16]
- Facilities and Sustainability Planning Committee [CCC Minutes 10-13-15]
- Instructional Program Review and Planning Committee [CCC Minutes 10-25-16]
- Student Services Program Review and Planning Committee [CCC Minutes 10-25-16]
- College Technology Committee [CCC Minutes 4-25-17; CCC Minutes 5-8-18]
- Workforce Development Committee [CCC Minutes 12-8-15; CCC Minutes 5-22-18]

In January 2019 the College completed a governance redesign process that resulted in a new committee structure [CCC Orientation Slides 2-12-19]. As part of its decision-making process, and through the membership of the council, CCC solicits direct feedback from the Academic and Classified Senates, as well as the Administrative Council and the ASGCC. The College defines and publishes its planning processes and involves appropriate segments of the College community in the development of institutional plans [Integrated Planning Webpage]. Board Policy 3250 and Administrative Procedure 3250 define the general parameters for institutional planning processes [BP 3250 Institutional Planning and AP 3250 Institutional Planning]. AP 3250 states that “institutional effectiveness data and research, program reviews, and individual unit plans will be utilized for data-based decision making in the planning process, and to complement and inform the resource allocation process.”

The District updated its 2016-2022 Strategic Plan through an extensive process that began with a January 2015 Governing Board workshop, in which trustees outlined visionary priorities for the
District’s strategic planning process [2016-2022 District Strategic Plan]. Working together with members of the District Strategic Planning & Budget Council, the Governing Board identified three overarching District goals:

- Create streamlined, student-centered pathways to educational goal completion
- Close achievement gaps by engaging individual students with diverse needs and removing structural barriers to their success
- Cultivate a student-centered culture of excellence, trust, safety, stewardship, and service

A key aspect of the planning process has been the District’s membership in Achieving the Dream (ATD), a national network of community colleges developed to close achievement and equity gaps and to accelerate student success by creating evidence-based institutional change. Using ATD resources to integrate goals and activities from their Student Success and Support Program plans (SSSP) and Student Equity Plans (SEP), both colleges developed key priorities using an equity-minded approach to improve student outcomes [CCCO Integrated Plan 2017].

Analysis and Evaluation

The shared governance process at Cuyamaca College is open and transparent, with minutes and agendas from every committee and council available on the College intranet, as well as the charge and composition for each committee in the accessible Governance Handbook. Employees from all areas have a seat on each committee/council, as well as the opportunity to contact their constituency representative to participate. These shared governance councils/committees are then engaged in a continuous cycle of planning, implementation, evaluation, and improvement, thus ensuring that participative processes are used for effective planning and implementation.

Standard IV.A.2.:
The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

Most shared governance committees have a spot for a student representative. Every effort is made to fill this role on committees to help ensure the student perspective is included in decision making. Student focus groups are conducted on various topics through Student Affairs as needed.

All committees and councils review their charge and compositions annually. In addition, the College has developed a new standard committee evaluation that will be conducted at the end of the academic year.

As mentioned in Standard IV.A.1, Cuyamaca College is dedicated to the shared governance concept, and has codified policies and procedures to encourage participation from all constituent
groups. The College’s organizational and governance handbook is located on the colleges homepage, under Faculty/Staff in the shared governance section [Shared Governance Handbook]. The Handbook includes:

- A list of the general principles that guide shared governance at the College
- The roles that each constituency group play in the governance process
- Description of governance structures at the College
- Specific language delineating which individuals or groups have authority to appoint members of governance bodies
- Descriptions of the charge, membership structure, and reporting responsibilities of every council and standing committee at the College

The Organizational Structure has recently been moved to Workday, which can be found on the District’s Intranet site. The site contains organizational charts that provide specific areas of responsibility and supervision for all College administrators. In addition, the Grossmont-Cuyamaca Community College District governance structure provides each constituency group with the opportunity to participate in planning processes, initiatives, and the development of District and college policies and procedures through their representatives. The District is committed to effective participatory governance as a foundation for all policy-making within the District, as evidenced through Board Policy and Administrative Procedure 2510 [BP 2510 Participation in Local Decision Making and AP 2510 Participation in Local Decision Making].

Student participation in the shared governance process is not only encouraged, but is promoted by Cuyamaca College through official compositions as indicated in the charge of 20* committees, including the four program review committees (Executive, Instruction, Student services, and Administrative), Cuyamaca College Council (CCC), Administration Council, the Institutional Effectiveness Committee, Student Success and Equity Committee, and Student Learning Outcomes and Assessment Committee.

The Cuyamaca College Council encourages all committees and councils review their charge and compositions annually [CCC Minutes 9-12-17 and CCC Minutes 9-26-17].

The 20 Committees include the following:

- College Technology Committee
- Diversity Equity and Inclusion
- Emergency Preparedness
- Enrollment Management and Marketing
- Program Reviews Steering Committee
- Facilities and Sustainability Planning Committee
- Institutional Effectiveness Council
- Learning Assistance Center Advisory Committee
- Scholarship Committee
- Student Center Advisory Committee
- Student Discipline and Grievance
- Student Learning Outcomes and Assessment
- Student Success and Equity Council
- Administrative Council
Cuyamaca College Council
Student Services Leadership Advisory Team
Cashiering Appeals

**Analysis and Evaluation**
Cuyamaca College clearly outlines the role of each constituent group in the decision making process in the Shared Governance Handbook. The college embraces student participation and respects the authority of faculty and academic administrators in curricular and other educational matters by instituting the Administrative Procedure set by the Governing Board that delineates the roles of each group. In practice, students are encouraged to participate, not only in the program review process, but have seats in at least 20 other college committees which have a direct effect on student policies and procedures.

**Standard IV.A.3.:**
Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

**Evidence of Meeting the Standard**
Cuyamaca College takes great pride in fostering a collegial and participatory approach to the planning and decision-making processes of the college. Clearly defined organizational and governance structures have been instituted at Cuyamaca College to ensure optimal participation for all constituency groups. The Shared Governance Handbook provides an overview of the college’s administrative structures and its various councils, committees and sub-units, including their memberships, functions, and reporting responsibilities, and follows the parameters as set forth in Board Policy 2510 and Administrative Policy 2510 Participation in Local Decision-Making [The Shared Governance Handbook; BP 2510; AP 2510]. This Governance Handbook is located on the “Committees” Intranet page. The Handbook includes:

- The relationship of the five major focus areas of the College’s Strategic Plan to the shared governance structure
- Descriptions of constituency groups that participate in the governance process
- Description of governance structures at the College
- Specific language delineating which individuals or groups have authority to appoint members of governance bodies
- Descriptions of the charge, membership structure, and reporting responsibilities of every council and standing committee at the College

As noted in AP 2510, The Academic Senate serves as the body upon which the Governing Board relies primarily upon for matters related to curriculum, degree and certificate requirements, grading policies, standards and policies related to student preparation, faculty roles in the accreditation process, and faculty professional development. The Cuyamaca College governance structure follows the parameters set forth by AP 2510 on these matters.
The Cuyamaca College governance structure also aligns with the provisions for institutional planning as set forth in AP 3250 [AP 3250]. The Cuyamaca College Council (CCC) is the primary participatory governance body for the College [CCC Charge and Composition]. Its purpose is to provide recommendations to the College President on matters pertaining to the college’s mission, strategic priorities, policies and procedures, institutional effectiveness, and resource allocation. The Council’s work is grounded in research, high impact practices, and effective outcomes. Prior to 2019, the College’s governance structure was primarily flat, with various planning-related committees, including Administrative Services Program Review and Planning, Executive Program Review and Planning, Curriculum, Instructional Review and Program Committee, and committees reporting back to Cuyamaca College Council [6-20-16 Minutes].

However, with the College’s recent governance redesign, the new Program Review Steering Committee (PRSC) was created and aligned with the Institutional Effectiveness Council (IEC), which reports to CCC [PRSC Charge and Composition; Governance Structure]. IEC serves a planning and evaluation coordination function and makes recommendations to the CCC for final consideration [IEC Charge and Composition]. The College’s new structure also created a new Resource and Operations Council (ROC), which will serve a coordinative function for resource prioritization processes. ROC receives staffing priorities from the Staffing Prioritization Task Force, facilities priorities from the respective Facilities and Sustainability Committee, and technology priorities from the College Technology Committee [ROC Charge; Integrated Planning Webpage].

**Analysis and Evaluation**

The College’s Shared Governance Handbook clearly defines the roles for participants of each constituency group. The College evaluates its governance structures and processes to ensure effectiveness and representation, as evidenced by its recent governance redesign, which significantly changed the participatory governance structure at the College to improve alignment, efficiency, effectiveness, and communication.

| Standard IV.A.4.: Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services. |

**Evidence of Meeting the Standard**

Cuyamaca College relies on the faculty, primarily through the Academic Senate, Curriculum Committee, Online Teaching and Learning Committee, and Workforce Development Committee for recommendations about student learning programs and services. These committees are co-chaired by an administrator (Vice President of Instruction or an Instructional dean) and a faculty member. The faculty co-chair is the coordinator of the respective area, receiving reassign time for the position (.20 for Workforce Development, and .40 each for Curriculum and Distance Education). Every effort is made to achieve consensus-based decisions. The College's Shared
Governance Handbook, identifies the Academic Senate as the official faculty representative and further states “in academic and professional matters, as defined by Assembly Bill 1725, the President will rely primarily on the advice and judgment of the Academic Senate” [Assembly Bill 1725; Shared Governance Handbook].

The Academic Senate is further empowered by Board Policies and Administrative Procedures. For example, Board Policy and Administrative Procedure 4020 Program, Curriculum, and Course Development, clearly establish the Academic Senate role in these areas [BP 4020/AP 4020]. While Board Policy and Administrative Procedure 2510 Participation in Local Decision further outlines collegial consultation between the Governing Board or its designees and the Academic Senate [BP 2510; AP 2510]. The District Coordinating Education Council (DCEC) regularly evaluates board policies and administrative procedures that pertain to educational matters [DCEC 8-27-18 Agenda]. While any district employee or trustee may initiate the a review at any time, Administrative Procedure 2410, Review, Preparation and Revision of Board Policies and Administrative Procedures, documents a regular review cycle of every 5 years to be tracked by the Chancellor and the Governing Board Office and reported to the District Executive Council (DEC) [AP 2410]. Both DCEC and DEC are attended by the Academic Senate Presidents with Curriculum Co-chairs also attending DCEC [council composition listed on DEC agenda and DCEC agenda].

Cuyamaca College takes the professional role of the Academic Senate very seriously. The Academic Senate President receives 1.0 reassigned time and the Vice President receives .20 reassigned time. One of the Vice President’s responsibilities is to ensure that all committees are staffed with the necessary number of faculty members. The Academic Senate also plays a prominent role at Governing Board meetings, where the Academic Senate Presidents provide regular reports.

The Curriculum, General Education and Academic Policies and Procedures Committee includes a faculty representative from each discipline as well as 2 at-large faculty from any area in its membership [Curriculum Committee Charge]. Its charge explicitly places it under the authority of the Academic Senate, although Academic administrators are members of this committee as well. Faculty also participate on the Program Review Steering Committee, which guides the college-wide program review process [PRSC Charge and Composition]. The Academic Senate also reviews the planning recommendations and reports from the Online Teaching and Learning Committee (OTLC) and the Learning Assistance Center Advisory Committee (LACAC) on at least a bi-annual basis [OTLC Charge; LACAC Charge].

**Analysis and Evaluation**

Official responsibilities and authority of faculty and academic administrators are not only codified in GCCCD Governing Board policies and administrative procedures, but they are put into practice as evidenced by our committee charges. A regular review cycle at the district councils, which include faculty, ensures these policies and procedures are being practiced and functioning appropriately. Further, the importance of faculty authority is upheld by the administration with the support of reassign time positions to oversee the various educational matters.
Evidence of Meeting the Standard

The College’s policies on governance detail the roles of faculty, students, administrators, and staff [Cuyamaca Shared Governance Handbook]. The Governing Board outlined similar governance structures in the District Governance Structure Handbook and implemented Board Policies that further clarify the roles of constituency groups. In BP 2015 Student Governing Board members, Student Trustee responsibilities are outlined, and the Governing Board’s commitment to recognizing Student Trustees as members of the Governing Board at meetings is well established [BP 2015 Student Governing Board Members]. BP 2510 Participation in Local Decision Making reinforces the Governing Board’s pledge to consult with the Academic Senate, provide opportunities for administrators and classified staff to participate in developing District policies and procedures that have a significant effect on staff. Associated Students is provided with a similar opportunity to provide input regarding District policies and procedures that impact students [BP 2510 Participation in Local Decision Making]. The committee structures outlined in the College Shared Governance Handbook and the District Governance Structure Handbook mentioned above provide many opportunities for all constituencies to work together in the best interest of the institution.

Cuyamaca College endeavors to achieve transparency in the processes and outcomes of its committees and to communicate in a timely fashion to all stakeholders. Communication is formalized through the college intranet, where committee agendas and minutes are regularly posted [College Intranet: Councils Committees & Organizations]. The minutes demonstrate ongoing participation in institutional dialogue by all constituency groups, as documented in the attendees’ list at meetings. When openings for representation on committees occur on two-year cycles, the Academic and Classified Senates send email alerts to all members at the College with an invitation to participate. Student committee representation occurs due to a strong and committed Associated Student leadership.

The Program Review and Planning processes, outlined in detail in Standards I.B.5 and IIA.16, provide opportunities for ongoing dialog related to planning and assessment for all college programs and service areas. Fall retreats have recently been instituted as a way to engage college constituents in dialog about college processes and structures, most recently related to governance and accreditation [Fall 2017 Retreat Slides; Fall 2018 Retreat Slides]. Information about the retreats, as well as outcomes and recommendations identified during the retreat, are posted on the Institutional Effectiveness Success and Equity internet page [Evaluation and Planning Webpage; Spring 2017 Data; Spring 2018 Data; Spring 2019 Data].

The College website also serves as an effective communication tool for the campus and the community [Cuyamaca Home Page]. Through the website, the Campus Events Calendar is easily
accessible on the homepage [Campus Events Calendar]. The College also offers a Facebook and Twitter presence with a number of different stakeholders responsible for posting College events and accomplishments [Cuyamaca Twitter Page]. In addition, the GCCCD Chancellor presents monthly Governing Board Reports which are published in a bi-annual newsletter [The Courier Newsletter]. This newsletter is emailed to all employees and posted online [Email - Courier]. Essential information about institutional efforts are communicated weekly via email through the college president’s Weekly Digest newsletter [Weekly Digest 5-7-18; Weekly Digest 5-28-18].

**Analysis and Evaluation**
In accordance with Board Policies, the College’s governance structures and processes clearly define appropriate roles for faculty, staff, administrators, and students. In order to ensure appropriate representation of diverse perspectives, the composition of each of Cuyamaca’s major councils includes at least one seat for each of these groups. Continuous expansion and improvement of the College’s website helps communicate information from committees and councils to the college as a whole. In addition, information on important campus events and activities is disseminated through different platforms such as Twitter, Facebook, and email.

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**Standard IV.A.6.:**
The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

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**Evidence of Meeting the Standard**
All college committees and councils post meeting agendas, minutes, and associated materials to the respective group’s intranet site. Intranet sites are provided for all shared governance committees and councils which are located on the college’s intranet and internet [CCC Intranet Page]. In addition, information related to college decision-making is shared through the Academic Senate website [Academic Senate Website] and Classified Senate website [Classified Senate Website]. All sites can be updated by either the committee or council co-chairs, the group’s recorder, or the College’s web and tech support specialist with an email request from the administrative or faculty co-chair of the committee or council.

Any significant information wished to be communicated campus-wide can be submitted for the college president’s Weekly Digest [Weekly Digest Example]. Directions for how to do so are provided at the bottom of each Weekly Digest. In the interest of transparency, the Institutional Effectiveness, Success, and Equity Division (IESE) has moved information and documents from the college’s intranet site to the internet, via the IESE website [IESE Website]. Information, decision-making processes, and resources on topics such as accreditation, college planning, integrated planning, program review, outcomes and assessment, participatory governance redesign and program review are also publicly available via the IESE site [Integrated Planning Website; Program Review Website; Governance Redesign Website]. In addition, important information related to the College’s decision-making is shared directly with faculty through the Academic Senate, Classified Staff through the Classified Senate, students through ASG, and administrators through the Administrative Leadership Advisory Team.
Analysis and Evaluation
The College relies primarily on intranet and internet sites, governance group meetings, emails, and a weekly newsletter to convey information regarding decision-making to the campus community. The College provides website space to all committee and councils to ensure documentation and communication of decisions to all employees and students. The College is currently in the process of migrating information from the college intranet to the internet with the goal of reaching not only employees and students but the community as well.

Standard IV.A.7.: Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard
In 2016, the Cuyamaca College Council began documenting and discussing opportunities to improve its participatory governance structure [CCC Minutes 6-20-2016; Governance Redesign Timeline]. The initial product of this work was an illustration of the College's governance structure and the elimination or re-envisioning of a few specific committees. In 2017, the College engaged the assistance of an Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Team (PRT) to assist with this governance redesign process (as well as student learning outcome assessment and integrated planning). With the help of the PRT members, the College developed an Innovation and Effectiveness Plan that included a one-year timeline for planning and implementing a redesigned and improved governance structure [IEPI Plan 2017].

In December 2017, the faculty, staff, administrators, and students were invited to participate in a governance redesign retreat to kick off the process. Roughly 30 members of the campus community participated in the retreat and identified the following guiding principles for the governance redesign process:
- Transparency
- Efficiency
- Representation
- Accountability
- Evaluation/Continuous Improvement
- Alignment
- Clarification of Roles

Two more “Mini-Retreats” were held in the Spring of 2018, in which 90 administrators, faculty, and classified staff were invited [List of Governance Retreat Invitees; Governance Redesign Invitee Email]. Participants reviewed the outcomes from the earlier retreats, proposed and discussed a new governance structure, and made recommendations for improving efficiency of the governance structure, communication, and accountability. For anyone not in attendance or unable to participate, a Participatory Governance Feedback Form is available on the Institutional Effectiveness Success and Equity Division’s “Participatory Governance” link located on the
internet [Participatory Governance]. Each new proposal is communicated and vetted through the Academic Senate, Classified Senate, and Cuyamaca College Council [AS Minutes 5-10-2018; CS Agenda 4-25-2018 CCC Minutes 4-10-2018 and CCC Minutes 5-8-2018].

Analysis and Evaluation
Through surveys, retreats, and easily accessible feedback forms conducted through the Institutional Effectiveness Success and Equity Division, the college is able to get feedback from the college community in order to evaluate our shared governance processes. Participants are able to identify and discuss weaknesses in order to develop and implement an improvement plan. Any changes to be implemented are first vetted through Academic and Classified senates, taking into consideration any feedback. Final versions are then reviewed and accepted via the Cuyamaca College Council, with representatives from Faculty, Classified staff, Administrators, and a student representative.

| Standard IV.B.1: | The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. |

Evidence of Meeting the Standard
The President has primary responsibility for the quality of Cuyamaca College. The President reports to the Chancellor and is delegated the executive authority and responsibility to lead, direct, and supervise the College, and administer programs and operations in compliance with legal requirements and policies, under Board Policy (BP) 7113 Delegation of Authority to the College Presidents [BP 7113]. Since taking on the role as President in the fall 2015, she has established herself as an effective and collaborative leader, strengthening various aspects of the institution, as delineated below.

Planning and Organizing
As chief executive officer of the College, the President has primary responsibility for, and provides leadership that advances, the quality of the College. The President embarked upon a year-long journey in leading the development of the 2016-2022 Strategic Plan [Strategic Plan 2016-2022], with broad engagement with all constituent groups. The strategic plan drew upon the deeply engaged, data-informed Achieving the Dream planning efforts, where the President also took a lead role in collaboration with the senates and equity administrator, which allowed the College to provide distinct focus on a handful of key priorities referred to as the College’s “Big Bets” or strategic priorities. The four Big Bets or strategic priorities include: Acceleration, Guided Student Pathways, Student Validation and Engagement, and Organizational Health [ATD Implementation Plan]. The College takes pride in the fact that these strategic priorities truly drive institutional inquiry, dialogue, planning and decision-making, which ensures that the strategic plan is indeed a living, breathing document.

Throughout the year, the President engages in regular dialogue about the strategic priorities through the College’s established governance structure. Key committees, many of which she
leads, have agendas which are structured around the strategic priorities to facilitate related
dialogue. The President engages with college constituents to set the annual planning priorities
during Convocation, and at the Spring Evaluation & Planning Retreat to set institutional
standards and goals [2017 Standards and Targets]. The President also provides direction in the
development and implementation of other college plans, including the CCCCO Integrated Plan
and the Facilities Master Plan Refresh, along with several other grant-funded plans, including the
Title III HSI STEM Grant--STEM Guided Pathways and Transformational Teaching Practices,
in the amount of $5.8 million over five years; Title V HSI Grant--The Pathway Academy, A
College Degree for All, in the amount of $2.57 million over five years; National Science
Foundation Grant--California WaterWorks: Building the People Pipeline, in the amount of
nearly $900,000; and Basic Skills and Student Outcomes Transformation (BSSOT) Program
Grant in the amount of $1.5 million over three years.

The College operates within a participative governance structure inclusive of faculty, staff
(administrative, supervisory, and classified), and students [Shared Governance Handbook]. This
structure provides each constituency group the opportunity to participate in the planning process
and decisions are made with collegial consultation, feedback, and communication. The President
serves as Chair of the President's Cabinet and the Administrative Leadership Advisory Team;
and as a Tri-Chair for the Cuyamaca College Council (CCC) the primary participatory
governance body for the College [CCC Charge and Composition].

**Budgeting**
The President provides leadership in budgeting and assures that the College operates in a sound
financial manner. The President makes final institutional budget decisions as recommended by
CCC and in consultation with President’s Cabinet. As stated in the Cuyamaca College Budget
Criteria developed with CCC, decisions about resource allocation are based on evidence that they
have the ability to advance the College’s strategic priorities and improve student success and
equity [Cuyamaca College Budget Criteria]. The President works closely with the Vice
President of Administrative Services to develop and monitor the institutional budget in
accordance with district and State policies and procedures, and budget updates are included in
the Convocation presentation at the start of each semester. The President also works closely with
the Vice President of Instruction regarding enrollment management and related fiscal
implications, and with the District Strategic Planning & Budget Council (DSP&BC) to align
college and district budgets.

**Leadership in Selecting and Developing Personnel**
The President provides leadership in selecting and developing personnel. She makes final hiring
decisions for all administrative, faculty, and staff positions in consultation with members of the
search committee. She is a member of the second-round interview committee for all
administrative and full-time faculty positions and has final approval on hiring of all contract
classified staff.

The President established the Staffing Prioritization Task Force (SPTF) to strengthen the process
for looking holistically at the personnel resource needs of the College. The SPTF is charged
with prioritizing the staffing requests brought forward through the program review process, with
data and support of the strategic plan included in the scoring rubrics [Faculty Scoring Rubric].
The SPTF ranks faculty and classified staff in separate lists [Ranked Faculty List; Ranked Classified List] which are vetted through the Academic Senate and Classified Senate, respectively, for support, and make recommendations to the President. In consultation with the CCC and President's Cabinet, the President makes the final decision regarding prioritized staffing lists.

To strengthen professional development efforts at the College, the President supported increasing the Professional Development Coordinator's reassigned time to 100%. She commits institutional funds, and works with the Professional Development Coordinator, to support professional development to advance strategic priorities. For example, the College holds a Professional Development Week before the start of each semester. The Call for Presentations from the Professional Development Committee emphasize the desire for workshops related to the Strategic Plan [Fall 2017 Call for Presentations; Spring 2018 Call for Presentations].

The President also sits on the district-wide Professional Development Task Force (PDTF), which provides a venue for cross-collaboration in order to enhance and leverage professional development efforts across the district [PDTF Charge and Composition]. The district-wide professional development efforts are also focused on advancing the vision, mission, and strategic priorities.

**Leadership in Assessing Institutional Effectiveness**

In fall 2016, to advance a culture focused on evidence and continuous improvement with student learning at the forefront, the President gained support from the college community and established the Institutional Effectiveness, Success, and Equity (IESE) Office [IESE website]. This new unit reports directly to the President and combines what is traditionally research and institutional effectiveness with success and equity. The rationale for this combination is grounded in the thought that success and equity is the driver behind institutional effectiveness, a thought that has drawn statewide attention. When first established, IESE members spent time attending various council and committee meetings to communicate who they are, areas in which they provide leadership, and reinforcing the College's commitment to providing evidence and to the evaluation and continuous improvement of programs and services [IESE Department Update at CCC].

The President is working closely with the Sr. Dean of Institutional Effectiveness, Success & Equity, who is the administrative leader in IESE, and key college stakeholders to re-envision the integrated planning model [Draft Annual Planning Process Model, Fall 2018]. Part of this work included strengthening the program review process, ensuring a strong link between institutional research and the institutional planning and resource allocation processes [Program Review Website].

With the President’s leadership and direction, the College applied for technical assistance from the Institutional Effectiveness Partnership Initiative (IEPI). In spring 2017, the College received assistance from a Partnership in 3 keys areas: integrated planning, student learning outcome assessment, and an improved participatory governance model [IEPI Institutional Innovation and Effectiveness Plan Update]. Together these areas helped the College refocus on continuous
improvement, strengthened the culture of evidence with a focus on student learning, and enhanced the decision-making process including communication thereof.

**Communication**
The President ensures that the institutional priorities, goals, and other relevant information are communicated to the college community. At the college-wide Convocation meeting at the start of each semester, information is shared regarding strategic priorities and goals. For the past several years, the Convocation theme has been based on one of the strategic priorities [Spring 2017 Convocation Program; Fall 2017 Convocation Program], which have also been emphasized with training during Professional Development Week. In addition, meeting agendas for groups such as the CCC, Administrative Council (AC), and the Classified Senate, are organized around the strategic priorities to ensure decisions are made in support of these priorities [CCC Agenda; AC Agenda; Classified Senate Agenda]. Other college-wide forums, such as visits with the Achieving the Dream coaches and the Spring Planning and Evaluation Retreats, also provide opportunities for communication with the college community.

To further assist with both internal and external communication, the President contracted with a part-time Public Information Officer (PIO). The PIO prepares internal communications (including the Weekly Digest email) and social media updates and press releases, which have often led to articles in the San Diego Union-Tribune [Example Weekly Digest; Example Social Media Updates; Example Press Release; San Diego Union-Tribune feature]. In addition, a full-time public information officer position is being established in spring 2019.

**Analysis and Evaluation**
As evidenced above, the College President has the primary responsibility for the overall quality of the institution. The President provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

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**Standard IV.B.2:**
The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

**Evidence of Meeting the Standard**
The President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the College’s purposes, size and complexity. The administrative organizational chart shows the reporting structure for the College [Administrative Organizational Chart]. The President serves as the chief executive officer for the College, with direct reporting from the Vice Presidents of Instruction, Student Services, and Administrative Services, the Senior Dean of Institutional Effectiveness, Success, & Equity (IESE), and the newly established Director of College and Community Relations. Together with the President, these positions comprise the President’s Cabinet.
The President delegates authority to the President’s Cabinet members consistent with their areas of responsibility as illustrated on the College’s Administration website [Administration website]. The Cabinet members administer their divisions according to their specific internal administrative processes, requirements, and needs. The President regularly engages with the administrative team through President’s Cabinet and Administrative Leadership Advisory Team (ALAT) meetings, and through standing one-on-one meetings with the Cabinet members, during which issues of importance to the College and district are discussed and leadership kept apprised of work at all divisional levels [ALAT Charge and Composition].

The College has an organizational structure and institutional culture of participatory governance, which includes full participation by faculty, staff, administrators, and students [Shared Governance Handbook]. The President serves as a Tri-Chair for the Cuyamaca College Council (CCC), along with the Academic Senate President and Classified Senate President [CCC Charge and Composition]. Membership of the CCC includes members from each of the constituent groups. The CCC serves as the primary participatory governance body at the College and makes recommendations to the President on matters pertaining to institutional effectiveness, student success & equity, resource allocation & operations, and related policies, practices, and procedures.

The administrative structure and staffing levels are reviewed as part of the annual program review process, and through the District’s organizational modification process. Program review templates include a section to request resources, including staffing, needed to achieve goals, administrative unit outcomes, and strategic priorities actions. Examples from recent years include the reclassification of the Dean of Student Affairs and the Associate Dean, Special Programs positions, as well as a new full-time Director of College and Community Relations position [Vice President, Student Services Program Review, with reclassification requests on page 7; President’s Office Program Review, with Public Information Officer/Director of College and Community Relations request on page 8]. In addition, the Staffing Prioritization Task Force was created to strengthen the process for prioritizing faculty and staffing needs for the overall, college-wide structure [SPTF Website].

Requests for organizational modifications can also be brought forward to address specific needs. For example, until 2018 the Athletics program was under the Associate Dean of Athletics, reporting to the Vice President of Student Services. The intercollegiate athletic teams which are offered as credit classes and health education classes were under the supervision of the Dean of Math, Science and Engineering reporting to the Vice President of Instruction, which created an awkward administrative structure where some employees reported to both the Student Services and Instructional divisions. Through efforts of both vice presidents, a Request for Organizational Staff Modification was routed and approved, moving Kinesiology, Health Education, and Athletics under one instructional division [Request for Organizational Staff Modification]. The Associate Dean of Athletics position was changed to the Dean of Athletics, Kinesiology and Health Education reporting to the Vice President of Instruction. The new division provides oversight to meet the needs of student athletes, instructional programs, and the ongoing goals of the college.
Analysis and Evaluation
As evidenced by the President’s role in various governance processes and leadership roles on the campus, the President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The President delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Standard IV.B.3:
Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

Evidence of Meeting the Standard
Establishing a Collegial Process That Sets Values, Goals, and Priorities
Through established policies and procedures, the President guides institutional improvement of the teaching and learning environment, and ensures that the college engages in a continuous cycle of planning, implementation, evaluation, and improvement.

The President led robust, institution-wide dialogue in the establishment of the 2016-2022 Strategic Plan, which serves as the basis for college planning and resource allocation priorities [2016-2022 Strategic Plan]. The College’s mission, vision and values served as the foundation for the strategic planning process, with the College leveraging its work through Achieving the Dream. Emerging from the strategic planning process were four goals or priorities including: Acceleration, Guided Student Pathways, Student Validation and Engagement and Organizational Health. These strategic goals, which are broadly known and embraced throughout campus, are linked to unit-level planning through the program review process [Instructional Comprehensive Program review; see sections V and VI; Student Services Program Review; see sections IV and V]. The college has identified several indicators of performance related to each of these strategic goals and assesses its progress toward meeting these goals via college-wide planning retreats.

Ensuring that Evaluation and Planning Rely on High Quality Research and Analysis of External and Internal Conditions

The College initially established institution-set standards of performance in 2013 and has revised them as appropriate since that time [2013 ACCJC Annual Report; 2014 Standards and Targets; Cuyamaca College Council Meeting Notes, 5-9-14] . The College has assessed its performance on each of its core performance indicators each year and reports both its standards and actual performance annually to ACCJC and to the community through its Accreditation Annual Reports, which are posted to the College’s accreditation website [ACCJC Annual Reports Page]. In 2015, aspirational targets were also identified, which enabled the College to evaluate its progress toward these goals rather than whether it was merely meeting its own standards of performance [2015 Standards and Targets]. The Cuyamaca College Council (CCC) worked with the District Research, Planning, and Institutional Effectiveness Office to identify the initial aspirational targets for student achievement indicators based on historical data. The District also identified some District-specific targets for fiscal indicator in order to address California
Community Colleges (CCCCCO) Institutional Effectiveness Partnership Initiative (IEPI) goal-reporting requirements. Prior to 2017, the Cuyamaca College Council and Research Committee (now the Institutional Effectiveness Council) served as the primary venues for discussions of institutional performance in relation to these standards.

At the President's direction, beginning in the spring of 2017, the College holds a Planning and Evaluation Retreat each spring as part of the annual planning cycle. During the retreat, campus faculty, staff, and administrators review college performance on key performance indicators (KPIs) for student achievement. Based on historical data, robust discussions of internal and external factors associated with each of the indicators, and various scenarios (such as the number of additional students or enrollments required to reach each target), retreat participants establish, validate, and/or refine existing standards and targets for each of the college’s KPIs [2017 retreat outcomes, recommendations, and rationale]. These recommendations are then forwarded to the Institutional Effectiveness Council (IEC) for review and refinement, if applicable, and then to the Cuyamaca College Council (CCC), which is the primary participatory governance council for the College.

Ensuring That Educational Planning Is Integrated with Resource Planning and Allocation to Support Student Achievement and Learning

The President was instrumental in establishing the new Institutional Effectiveness, Success & Equity (IESE) division [IESE Division Website]. The IESE unit is led by a Senior Dean who reports directly to the President and also serves as the Accreditation Liaison Officer (ALO). The IESE unit is comprised of the institutional effectiveness, equity and engagement, and institutional research teams [Equity and Engagement Website; Institutional Research Website]. The IESE unit has strengthened the institution’s capacity to use research and analysis to drive planning and strengthen success and equity efforts. For example, IESE has created a webpage where it is easy to find program review data, which includes useful reports developed for use in the program review process [Example Program Review Data Report; Example Program Review Data Report]. IESE also provides data summaries for discussion during the annual Planning and Evaluation Retreats, and for data workshops for career education program coordinators [KPI Data Summaries; CTE Data Workshops].

Ensuring That Educational Planning Is Integrated with Resource Planning and Allocation to Support Student Achievement and Learning

Program review at Cuyamaca College serves as the major vehicle for unit-level planning, evaluation, and improvement to support student achievement and learning. Each year every program completes a program review using a template customized for each major functional area but aligned so that unit-level goals can be linked back to the college's strategic goals and resource allocation [Instructional Program Review Annual Update Template]. Program reviews include a reflection of prior year's student (SLO) and program learning outcomes (PLO) and student achievement data (such as success and retention rates), and planning for how those findings will be used to advance student learning and achievement moving forward. The program review templates include a section for resource requests, including personnel, technology, facilities, and supplies. The personnel and technology requests are reviewed and prioritized by the Staffing Prioritization Task Force and the Technology Planning Committee, respectively. The two groups prioritize requests with data and support of the strategic plan included in the
scoring rubrics [Faculty Scoring Rubric; Technology Scoring Rubric on page 8]. The prioritized lists are vetted broadly by the various constituent groups, through the Resource and Operations Council (ROC), and ultimately submitted to the Cuyamaca College Council (CCC). Once the lists are vetted by constituent groups and endorsed by the CCC, they are forwarded to the President’s Cabinet for discussion and recommendation to the President for consideration and funding.

**Ensuring That the Allocation of Resources Supports and Improves Achievement and Learning**

Budget criteria developed with CCC, is heavily informed by the institution’s strategic priorities which focus on student success and equity [Cuyamaca College Budget Criteria]. In addition, planning efforts and resource requests brought forward through the program review process all tie in to the college’s strategic priorities and the ability to advance student learning and achievement.

In 2016, to strengthen the focus on student achievement and learning, the Student Success & Equity Committee (SSEC) was created. Effective spring 2109 with the establishment of the new governance structure, this committee was elevated to a Council. The primary purpose of SSEC is to inform, support, and lead campus initiatives that strengthen student access, success, and equity, with the use of student success and equity data and research [SSEC Charge and Composition]. The council provides a platform for collaboration and communication across the college that will result in the integration of student success and equity efforts campus-wide.

In the past several years, the college has been successful in acquiring several state and national grants focused on improving student achievement and learning. Grants received include: Title III HSI STEM Grant--STEM Guided Pathways and Transformational Teaching Practices, in the amount of $5.8 million over five years; Title V HSI Grant--The Pathway Academy, A College Degree for All, in the amount of $2.57 million over five years; National Science Foundation Grant--California WaterWorks: Building the People Pipeline, in the amount of nearly $900,000; and Basic Skills and Student Outcomes Transformation (BSSOT) Program Grant in the amount of $1.5 million over three years. These grants align distinctly with the College’s strategic plan priorities and have advanced student achievement and learning. For example, the College leveraged the BSSOT grant to completely reform its developmental education (basic skills) program, scaling the use of multiple measures and co-requisite instruction in math and English. The College was honored to have received the John W. Rice Equity Award as a result.

**Establishing Procedures to Evaluate Institutional Planning and Implementation Efforts to Achieve the Mission**

The annual planning and evaluation retreat, held each spring, is the culmination of college evaluation efforts for the academic year. During the retreat, members of the college’s various constituent and governance groups discuss key performance indicator data and progress toward strategic goals in light of established standards of performance and aspirational performance targets, which include Institutional Effectiveness Partnership Initiative (IEPI) indicator targets.

To further strengthen the evaluation and integrated planning process, the President led the college in applying for technical assistance from the IEPI. The visiting Partnership Resource Team (PRT) assisted the college in improving systems, structures, processes, and infrastructure
in three designated areas of focus: Learning Outcome Assessment, Integrated Planning, and Effective Participatory Governance [IEPI Plan 2017 Progress Report]. This process was so successful that the College applied for a second IEPI PRT visit focused specifically on Learning Outcomes Assessment. The process allowed for deep dialogue, reflection, and evaluation of the institutional planning efforts.

The Cuyamaca College Council, Institutional Effectiveness Council, and the Program Review Committee are currently evaluating the planning efforts to advance the college’s mission.

**Analysis and Evaluation**

Under the president’s leadership, the 2016-2022 Strategic Plan was collegially developed and established values, goals, and priorities of the institution in accordance with the mission. With the establishment of the IESE office and through the technical assistance of the IEPI, the president strengthened the college’s culture of evidence-informed planning, evaluation, and decision making using high quality research. Additionally, through the Strategic Plan, annual program review, and the work of the related committees, resource planning and allocation support student achievement and learning, and institutional effectiveness in a mission-driven manner.

**Standard IV.B.4:**

The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

**Evidence of Meeting the Standard**

The President ensures the College meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Each spring, the College submits an annual report and an annual fiscal report to the Accreditation Commission for Community and Junior Colleges (ACCJC), reporting on its compliance [Annual Report website; 2018 Annual Report; 2018 Annual Fiscal Report].

The President has the primary leadership role for the accreditation process. She has served as a member on several external evaluation teams and shared her experience with the college community. She encourages and supports faculty, staff, and administrators to participate on external evaluation teams in order to gain more knowledge about accreditation. The President ensures adequate information is posted on the College’s Accreditation website to provide others on campus with an understanding of the accreditation process [Accreditation Website].

To advance a culture focused on continuous improvement, the President established the Institutional Effectiveness, Success, & Equity (IESE) unit. She designated the Senior Dean of IESE as the Accreditation Liaison Officer (ALO) for the College. Throughout the process of writing this Institutional Self-Evaluation Report (ISER), the President has worked closely with
the ALO to guide accreditation efforts. To help facilitate this, the President and ALO have a standing meeting time twice each month.

The Accreditation Steering Committee (ASC) serves to oversee, coordinate, and organize the process for development of this ISER. The ASC uses a Tri-Chair model for each standard so that administrators, faculty, and staff have leadership roles in the development of the ISER [ASC Agenda and Composition]. At the kick-off meeting for the development of this ISER on September 1, 2017, the ASC discussed goals for the self-evaluation process, emphasizing the focus on continuous improvement [Self-evaluation Goals]. In addition, the President and the ALO regularly communicate and engage with the broader college community regarding accreditation [Accreditation Slides from Fall 2017 Convocation; Accreditation Slide from Spring 2019 Convocation; Announcement for 2018 Fall Retreat Regarding Accreditation].

**Analysis and Evaluation**
The President leads accreditation processes by overseeing submission of annual compliance reports, encouraging others on campus to improve their understanding of accreditation by serving on external evaluation teams, maintaining the college’s Accreditation webpage, and collaborating with the ALO to write the ISER and reinforce a campus-wide commitment to continuous quality improvement.

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**Standard IV.B.5:**
The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

**Evidence of Meeting the Standard**
The President assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with the college’s mission and policies, including effective control of budget and expenditures.

As a member of the Chancellor’s Cabinet, the District Executive Council and the District Coordinating Educational Council, the President is engaged in the process of developing and revising board policies and administrative procedures that govern the district [AP 2410 Review, Preparation, and Revision of Board Policies and Administrative Procedures]. As a standing attendee and resource at the monthly Governing Board meetings, she is kept well-informed of Board actions and changes in statutes and regulations.

The President works along with the Chancellor’s Cabinet and the college administrators to communicate statutory and compliance expectations to the governing board. For example, the Board receives reports on Title IX requirements, Student Success Framework, Scorecard Data, Key Performance Indicators, Institution Set Standards and Six-Year Targets Core Indicators of Success, and Accreditation [Title IX Presentation; Student Success Framework Presentation; Governing Board Minutes 2-2-18; page 1 Governing Board Minutes 1-23-15; page 3 of Governing Board Minutes 9-13-16].
Under Board Policy and Administrative Procedure 3250 Institutional Planning, planning councils review and recommend planning decisions related to educational, human, physical, technology, and financial resources through a broad-based, comprehensive, systematic, and integrated planning process [BP 3250; AP 3250]. One way this is seen at the college is through the program review process. Program review templates are aligned so that unit-level goals can be linked back to the college's strategic priorities [Instructional Program Review Template]. Rubrics for prioritizing staffing and technology requests include support of the strategic priorities [Faculty Scoring Rubric; Technology Scoring Rubric]. In addition, per the College’s budget criteria, decisions about resource allocation are based on evidence that they have the ability to advance and improve student success and equity as per the college’s strategic priorities as outlined in the institutional planning documents [CC Budget Criteria].

**Analysis and Evaluation**
The President assures that the implementation of governing board policies, institutional practices, and effective control of the budget are consistent with the college’s mission and policies. The President works with the Chancellor’s Cabinet and college administrators to communicate statutory and compliance expectations to the governing board. After following a broad-based, comprehensive, systematic, and integrated planning process, planning councils submit recommendations on educational, human, physical, technology, and financial resources to the College President. Resource allocations are made based on evidence that they have the ability to advance and improve student success and equity as per the college’s strategic priorities.

**Standard IV.B.6:**
The CEO works and communicates effectively with the communities served by the institution.

**Evidence of Meeting the Standard**
The President regularly communicates and engages with the internal and external college communities to ensure they are informed about the institution.

The College’s participatory governance structure provides a formal communication framework that allows the President to work and communicate with internal communities. As outlined in the Shared Governance Handbook, the Cuyamaca College Council (CCC) serves as the College’s primary governance body with membership from all constituent groups [Shared Governance Handbook]. The President is one of the Council tri-chairs, along with the Academic Senate President and the Classified Senate President. Council members are charged with communicating information with their constituent groups. In addition, the meetings are open to all, and meeting materials are available to all district employees on the College’s Intranet site [CCC Meeting website]. The participatory governance structure ensures that all constituency groups have an opportunity to receive and provide feedback through both meetings and websites.

To encourage the free flow of information, the President holds regular meetings with the President’s Cabinet, Administrative Leadership Advisory Team, and leaders of constituent
groups. Each week the President’s office sends a Weekly Digest email to all faculty and staff containing college announcements and highlighting upcoming events [Weekly Digest, 5-7-18; Weekly Digest, 11-26-18]. The President serves as a member of the Chancellor’s Cabinet, District Executive Council, and District Planning & Budget Council, among others, which provide opportunities for open dialogue with Grossmont College and District Services.

To help advance both internal and external communications, the President contracted with a part-time public information professional. Examples of his efforts include social media updates and press releases, which have often led to articles in the San Diego Union-Tribune [Example Social Media Updates; Example Press Release; San Diego Union-Tribune feature]. In addition, a full-time public information officer position is being established in spring 2019.

The President represents the College in the local, regional, state and national communities through participation in organizations such as the East County Chamber of Commerce, San Diego and Imperial Counties Community Colleges Association (SDICCCA), the CCCC0 CEO Board, Community College League of California (CCLC), Hispanic Association of Colleges and Universities (HACU), and the National Community College Hispanic Council (NCCHC). In 2017 and 2018, the President was a featured speaker at the Association of Colleges for Tutoring and Learning Assistance Annual 2018 Conference, a Board of Governors meeting and legislative briefing for the California State Chancellor’s Office, Community College League of California’s 2017 Annual Convention, an AACC Pathways Institute, 2018 DREAM conference, and NCORE 2018, among others. She has also served on Partner Resource Teams for the Institutional Effectiveness Partnership Initiative and on external evaluation teams for the Accrediting Commission for Community and Junior Colleges.

**Analysis and Evaluation**

The institution’s participatory governance structure ensures regular, effective and open communication between the President and the college’s internal communities. The President has established formal channels of communication to receive and disseminate information across the campus community. Furthermore, the President actively represents the college in numerous local, regional, state, and national organizations.

**Standard IV.C.1:**
The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

**Evidence of Meeting the Standard**

Grossmont-Cuyamaca Community College District (GCCCD) is led by a Governing Board with authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services, and the financial stability of the institution. GCCCD’s commitment to the quality, integrity, and improvement of student learning programs begins with its vision of “Transforming Lives Through Learning” and continues with its mission statement to “Provide outstanding diverse learning opportunities that prepare students
to meet community needs, promotes a global responsibility, and fosters opportunities for all;” and to “Cultivate a student-centered culture of excellence, trust, stewardship and service” [BP 1200 District and College Vision, Mission, and Value Statements].

The primary duties and responsibilities of the GCCCD Governing Board are outlined in BP 2005 Student Success, Equity, and Access, to ensure visible, persistent leadership for, and focus on, student success, equity and access; maintain high standards for effective education; and monitor progress and differences in student access and achievement [BP 2005 Student Success, Equity, and Access]. Additional responsibilities are outlined in BP 2200 Board Duties and Responsibilities, and includes the responsibility to establish board policies (BPs) that define the institutional mission and set prudent, ethical, and legal standards for college operations [BP 2200 Board Duties and Responsibilities]. Board policies are approved and/or revised by a majority vote of the Board during a regular and open Board meeting [Docket items 204 and 201]. Administrative procedures (APs) are issued by the Chancellor to implement board policy [Docket items 652 and 654]. Approved policies and procedures are posted and available to the public on the District’s Policies and Procedures website in accordance with BP 2410 Board Policies and Administrative Procedures [Policies and Procedures website; BP 2410 Board Policies and Administrative Procedures].

Policies and procedures are reviewed on a regular basis in accordance with AP 2410 Review, Preparation, and Revision of Board Policies and Administrative Procedures [AP 2410 Review, Preparation, and Revision of Board Policies and Administrative Procedures]. Review of BPs and APs may be initiated at any time by a trustee or District employee. To ensure regular review of BPs and APs, the District/Governing Board is subscribed to the Community College League of California (CCLC) Policy and Procedure Service, which provides bi-annual updates. In addition, a documented cycle for review of policies and procedures shall occur every five years, based on date of last review. Each month, the Chancellor’s office sends a district-wide communication to ensure board action on policies and procedures is broadly disseminated [May 2018 Update, January 2018 Update].

Board policies and administrative procedures address the district’s commitment to quality improvement and adherence to the institution’s mission and vision, as evidenced in numerous policies and procedures. For example, BP 1200 reflects the institution’s primary mission, essential and important functions, vision, and values [BP 1200 District and College Vision, Mission, and Value Statements]. BP 2200 states the Board’s commitment to fulfilling its responsibilities, including monitoring the institutional performance and educational quality [BP 2200 Board Duties and Responsibilities]. BP 3225 and AP 3225 address the district’s commitment to institutional effectiveness and BP 3250 and AP 3250 outline the process for institutional planning guided by the vision, mission, and core values statements, and including requirements for review, evaluation, and improvements [BP 3225/AP 3225 Institutional Effectiveness; BP 3250/AP 3250 Institutional Planning]. BP 4020 states that programs and curricula shall “be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality, currency, and intra-District alignment” [BP 4020 Program, Curriculum, and Course Development]. Numerous policies and procedures in Chapter 6, Business and Fiscal Affairs, address standards to assure the institution’s fiscal stability, including
Analysis and Evaluation
The College meets this standard as evidenced by the fact that the governing board's authority, responsibilities, and accountability—including accountability to the institution’s financial stability—are delineated and available to the public on the District’s Policies and Procedures website. The authority over and responsibility for policies by the board is specifically noted in BP 2005 and BP 2200, which include the responsibility to establish board policies that define the institutional mission and set prudent, ethical, and legal standards for college operations. These policies address quality improvement and adherence to the institution’s mission and vision. Furthermore, to ensure regular review of these policies, the District/Governing Board is subscribed to the Community College League of California (CCLC) Policy and Procedure Service, which provides bi-annual updates. The institution also takes additional steps to guarantee regular review, evaluation, and improvement.

Standard IV.C.2:
The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard
The Governing Board maintains high standards of ethics and conduct, and understands that the strength and effectiveness of the Board is as a unit. BP 2715 Board Code of Ethics and Conduct sets forth the Board’s commitment to “Recognize that a trustee is a member of a legal entity, that the strength and effectiveness of the Board is as a unit, not a group of individuals; and that majority decisions of the Board shall be abided by” [BP 2715 Board Code of Ethics and Conduct]. It further acknowledges the understanding that “trustees have authority only when they act as a Board; individual members cannot bind the Board.” The Board reviews BP 2715 on an annual basis at the Board Planning Retreat.

Each month the Board meets to discuss and act on items regarding the district’s educational, organizational, and fiscal matters [March 2018 Board Meeting Agenda]. The monthly Board agendas include standing docket items for adoption of new and revised board policies and administrative procedures [Docket Item 205, Board Policies Update; Docket Item 651, Administrative Procedures Update]. The adoption action requires individual trustees to review, ask questions, and cast votes. A quorum consists of a majority of members and the Board acts by a majority vote except in particular circumstances as addressed in BP 2330 Quorum and Voting [BP 2330 Quorum and Voting].

Once a decision is reached, all Board members act in support of the decision and speak with one voice. The Board’s commitment to high standards and acting as a whole is reflected in the previously-referenced BP 2715 Board Code of Ethics and Conduct. The expectation that Board members demonstrate support of board policies is referred to under bullet #3 in BP 2715, when
stating that Board members have the responsibility to, “Keep current with the Board’s policies, operating rules, and statewide guidelines and priorities set by the Board of Governors.” Under bullet #9 another responsibility includes, “...that majority decisions of the Board shall be abided by.”

**Analysis and Evaluation**
The governing board acts as a collective unit and maintains high standards of ethics and conduct. The board meets monthly to discuss and act on the district’s educational, organizational, and fiscal matters. Before adopting new and revised board policies and administrative procedures, individual trustees are required to review, ask questions, and cast votes. Once a decision is reached, all Board members act in support of the decision and speak with one voice.

| Standard IV.C.3: | The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system. |

**Evidence of Meeting the Standard**
The process for selecting the Chancellor is outlined in Board Policy (BP) 2431, which states that a fair and open search process must comply with relevant regulations [BP 2431 Chancellor Selection]. For temporary absence of the Chancellor, BP 2432 delegates authority to the Chancellor to appoint an acting Chancellor for a period not exceeding 30 days and for the Board to appoint an acting Chancellor for periods exceeding 30 days [BP 2432 Chancellor Succession]. The process for evaluating the Chancellor is outlined in BP 2435 and Administrative Procedure (AP) 2435 [BP 2435/ AP 2435 Evaluation of the Chancellor]. The Chancellor is held accountable for the District operation, and an evaluation is conducted at least once each year. The criteria for the evaluation are based on board policies, the Chancellor’s job description, and performance goals and objectives developed by the Governing Board in consultation with the Chancellor. Once each year, a formative performance review of the Chancellor is conducted during one of the monthly closed session meeting, usually in July or August [July 2017 Board Meeting Agenda, agenda item 104].

The Board is responsible for monitoring institutional performance and educational quality [BP 2200 Board Duties and Responsibilities]. As such, the Board sets clear expectations for regular reports on institutional performance from the Chancellor. This is evidenced by presentations made during the Board’s Annual Board Evaluation and Goal-Setting Workshop, Board Workshops and Meeting Presentations schedules, and other presentations during regular monthly meetings [GB Workshop Minutes January 2017; GB Workshop Minutes February 2018; 2018 GB Quality and Effectiveness Goals; 2017 Workshop and Presentation Schedule; 2018 Workshop and Presentation Schedule; June 2017 Board Meeting Agenda and associated Strategic Plan Implementation presentation].
**Analysis and Evaluation**
The board has a fair and open process that complies with relevant regulations, established by board policy, for conducting the search and selection of the CEO. The board has an established process, outlined in board policies, to evaluate the CEO's performance in implementing board policies in achievement of institutional goals. The Board expects and receives regular reports on institutional performance from the CEO, as demonstrated by the minutes of the Board’s Annual Board Evaluation and Goal-Setting Workshop.

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**Standard IV.C.4:**
The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

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**Evidence of Meeting the Standard**
The Governing Board is an elected body that advocates for and supports the institution in its policy decision making. To assure appropriate representation of the community, Board members are elected by service areas, referred to as “trustee areas.” Election of a board member residing in and registered to vote in the trustee area he or she seeks to represent shall be only by the registered voters of the same trustee area [BP 2100 Board Member Elections; Trustee Area map]. The trustee service areas serve the community by ensuring that populations are equitably represented at the voting booth, and that residents have access to their representatives on the District’s Governing Board.

To protect against undue influence or political pressure, Board members cannot be a district employee, hold an incompatible office, or serve on the governing board of a high school district whose boundaries are coterminous with those of the community college district [BP 2010 Board Membership]. BP 2710 and AP 2710 outline the conflict of interest policies and procedures for Board members and employees [BP 2710 AP 2710 Conflict of Interest]. To further prevent conflict of interest, Board members are required to annually file a Statement of Economic Interests under the Political Reform Act [AP 2710.1 Conflict of Interest Code].

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**Analysis and Evaluation**
The Governing Board is an elected body that represents the local community surrounding the college. To avoid conflicts of interest Board members cannot be a district employee, hold an incompatible office, or serve on the governing board of a high school district whose boundaries are close to those of the community college district. To further assure a lack of conflict of interest, Board members are required to annually file a Statement of Economic Interests under the Political Reform Act.
Standard IV.C.5:
The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard
The Governing Board establishes policies that define the institutional mission and set prudent, ethical, legal standards for college operations, and for monitoring institutional performance and educational quality [BP 2200 Board Duties and Responsibilities]. The board is committed to ensuring the district provides excellence in academics; to maintaining and promoting a culture of evidence and a climate for innovation and creativity; and to monitoring progress and differences in student success and achievement [BP 2005 and AP 2005 Student Success, Equity, and Access].

The main method the board employees communicate their expectations for quality, integrity, and improvement of student learning programs and services is through the formal board policies (BPs) and administrative procedures (APs) posted on the Policies and Procedures website [Policies and Procedures website]. These policies and procedures include BP 1200, which reflects the institution’s primary mission, essential and important functions, vision, and values [BP 1200 District and College Vision, Mission, and Value Statements]. Previously-mentioned BP 2200 Board Duties and Responsibilities states the Board’s commitment to fulfilling its responsibilities, including monitoring the institutional performance and educational quality. BP/AP 3225 Institutional Effectiveness address the development, adoption, and posting of goals related to student performance and outcomes; and that goals should be challenging and quantifiable and address achievement gaps for underrepresented populations [BP 3225 and AP 3225]. BP/AP 3250 Institutional Planning outline the process for institutional planning guided by the vision, mission, and core values statements, and including requirements for review, evaluation, and improvements [BP 3250/AP 3250]. BP 4020 Program, Curriculum, and Course Development states that programs and curricula shall “be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality, currency, and intra-District alignment” [BP 4020]. Chapter 5, Student Services, addresses various support services available, such as BP 5050 and AP 5050 Student Success and Support Program, and BP 5110 and AP 5110 Counseling Services [BP 5050/AP 5050 Student Success and Support Program; BP 5110/AP 5110 Counseling Services]. BP 6300 and AP 6300 Fiscal Management provide assurance that sound fiscal management principles and controls are established and followed [BP 6300/AP 6300].

In addition to the BP/APs, the governing board annually develops Districtwide Goals and Strategic Priorities which address expectations for the district. The Governing Board’s 2018 Districtwide Goals & Strategic Priorities and 2017 Districtwide Goals include:

- Create streamlined, student-centered pathways to educational goal completion
- Close achievement gaps by engaging individual students with diverse needs and removing structural barriers to their success
Cultivate a student-centered culture of excellence, trust, safety, stewardship, and service [2018 Districtwide Goals & Strategic Priorities; 2017 Districtwide Goals]

As they have the ultimate responsibility for educational quality of the district, the Board receives reports and presentations throughout the year regarding various metrics and analysis of results that have led to the improvement of student achievement and learning. During their Annual Board Evaluation and Goal-Setting Workshop, discussions include a review and discussion of the colleges’ Scorecard data [January 20, 2017 minutes, page 2; February 2, 2018 minutes, page 3]. In addition, each year the Governing Board is presented with the previous year’s outcomes on institution-set standards and opportunities for the current/upcoming year related to the district’s Strategic Priorities [2016-17 Reflections and 2017-18 Opportunities; 2015-16 Progress Report with 2014-15 Strategic Plan Outcomes]. The Board members also review metrics on the Strategic Planning Dashboard, which contains the college’s institution-set standards and six-year goals [Strategic Planning Dashboard]. Other reports to the Board include the Institutional Effectiveness Indicator goals and metrics [2016-17 Institutional Effectiveness Indicator goals and metrics; 2017-18 Institutional Effectiveness Indicator goals and metrics].

The Board is an independent decision making body, and the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. As stated in BP 2715, trustees recognize that serving on the Board is a sacred trust; they have no legal authority outside meetings; and have authority only when they act as a Board; individual members cannot bind the Board [BP 2715 Board Code of Ethics and Conduct].

**Analysis and Evaluation**

As evidenced by Board Policy 2200, the Governing Board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The Board has codified its commitment to advancing student success and equity, as well as the continuous improvement of learning programs and support services, through various board policies and through its board goals and action plans. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

**Standard IV.C.6:**
The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

**Evidence of Meeting the Standard**

All board policies (BPs) and administrative procedures (APs) are published on the district’s Policies and Procedures website and are available to the public [Policies and Procedures website]. The BPs and APs include policies related to the board’s size, duties and responsibilities, structure, and operating procedures [BP 2010 Board Membership; BP 2015 Student Governing Board Members; BP 2200 Board Duties and Responsibilities; BP 2210 Officers of the Board; Chapter 2: Governing Board].
Analysis and Evaluation
Board bylaws, policies, and administrative procedures are published online and available to the public through on the District website. The policies and procedures specify the governing board size, duties, responsibilities, structure, and operating procedures.

Standard IV.C.7:
The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard
The Governing Board acts in a manner consistent with its policies and bylaws. This can be seen in the minutes from regular Board meetings, where trustees engage in presentations and discussions, act on items as appropriate, and receive information on matters regarding the district [examples: meeting minutes from April 17, 2018, March 20, 2018, and February 20, 2018].

The Board approves and adopts policies appropriate for the District’s organization and operation, and regularly evaluates these policies. To ensure policies and procedures are reviewed on a regular basis, the District/Governing Board is subscribed to the Community College League of California (CCLC) Policy and Procedure Service, which provides bi-annual updates. In addition, all policies and procedures are reviewed on a five-year review cycle, based on date of last review as tracked by the Chancellor’s office [Status of Review tracking form]. The process is detailed in AP 2410 [AP 2410 Review, Preparation, and Revision of Board Policies and Administrative Procedures]. Board policies are approved and/or revised by a majority vote of the Board in a regular and open Board meeting [examples: Docket items 204 from May 15, 2018 and 201 from January 16, 2018].

Analysis and Evaluation
The Governing Board’s meeting minutes reflect the board’s actions as consistent with its policies and bylaws. The Board’s policy manual includes procedures for reviewing and revising its policies on a regular basis.

Standard IV.C.8:
To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard
The governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality during regular board meetings and board retreats. Each year the Board holds an Annual Evaluation and Goal-Setting Workshop. During
the workshop, the Board reviews and discusses metrics and key indicators of student learning and achievement, such as Key Performance Indicators with institution-set standards and six-year targets for higher level metrics, and Scorecard data, for both colleges [Key Performance Indicators; 2/2/18 minutes, page 3; 1/20/17 minutes, page 3; Strategic Planning Dashboard]. The Board also receives and reviews information regarding the metrics and goals required by the California Community Colleges system-wide requirements [7/18/17 minutes, page 4; 6/21/16 minutes, page 4 with attached 654 docket item and 2016-2017 goals; 6/21/16 IEPI presentation]. Annual discussions regarding implementation of the 2016-2022 Strategic Plan include discussions of the college’s plans, or action steps, for improving academic quality [12/13/16 minutes, page 1; 12/13/16 presentation; 6/20/17 minutes, page 1; 6/20/17 presentation].

**Analysis and Evaluation**
The governing board regularly reviews data on student performance such as Key Performance Indicators, metrics and goals required by the California Community Colleges system-wide requirements and the annual implementation of the strategic plan.

<table>
<thead>
<tr>
<th>Standard IV.C.9:</th>
<th>The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.</th>
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**Evidence of Meeting the Standard**
The Governing Board has a Board Policy (BP) and associated Administrative Procedure (AP) for Governing Board education [BP 2740, AP 2740 Board Education]. The Chancellor facilitates a trustee orientation and education program that includes a new trustee orientation, study sessions and support of conference attendance and other activities to foster trustee education [Trustee Orientation Agenda]. Trustees are encouraged to attend and participate in college events including convocations, ground-breaking ceremonies, and commencement, to name a few.

In order to provide continuity of board membership, BP 2100 Board Member Elections, provides for staggered terms of office [BP 2100 Board Member Elections]. Trustees are elected for four-year terms. Elections are held every two years in even-numbered years. Terms of trustees are staggered so that, as nearly as practical, one-half of the trustees shall be elected (or re-elected) at each trustee election.

**Analysis and Evaluation**
The Governing Board has policies and procedures in place to provide training and orientation, facilitated by the Chancellor, for new members. Continuity of membership is supported through a board policy requiring that the four-year terms of the trustees are staggered across elections in even-numbered years.
Standard IV.C.10: Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

**Evidence of Meeting the Standard**
The Governing Board is committed to holding itself as a model for accountability and to promoting a culture of continuous quality improvement. As specified in BP 2745 and AP 2745 Board Self-Evaluation, the Board undertakes a comprehensive evaluation process, which includes a 360 evaluation, at a minimum of every other year [BP 2745 and AP 2745 Board Self-Evaluation]. The comprehensive evaluation includes the self-assessment, feedback from college and community stakeholders, and analysis of Board goal achievement. Comprehensive evaluations were last completed on February 2, 2018 and February 5, 2016 [February 2, 2018 Governing Board Evaluation; February 5, 2016 Governing Board Evaluation]. In addition, the Board has committed to completing a self-evaluation each year [examples: January 20, 2017 Governing Board Self-Evaluation; January 23, 2015 Governing Board Self-Evaluation].

During the Governing Board’s Annual Evaluation and Goal-Setting Workshop at the beginning of each year, Board members discuss their annual self-evaluation or comprehensive evaluation in conjunction with the prior year’s Board Quality & Effectiveness Goals and Governing Board District-wide Goals & Priorities. The Board discusses strengths, weaknesses, and achievements, which helps identify goals for the future. Governing Board Quality & Effectiveness Goals are updated each year to reflect needs that emerge from the evaluation process. This can be seen in the minutes from the board workshops held on February 2, 2018, January 20, 2017, and February 5, 2016, which are posted on the Governing Board’s Meeting Agendas & Minutes website and available to the public [February 2, 2018 Board workshop minutes; January 20, 2017 Board workshop minutes; February 5, 2016 Board workshop minutes; Meeting Agendas & Minutes website].

**Analysis and Evaluation**
The effectiveness of the Governing Board is comprehensively evaluated on biannual cycles through self assessment, feedback from college and community stakeholders, and analysis of goal achievement. Annual Goal-Setting Workshops promote discussion of strengths, weaknesses and achievements which allow for the implementation of improvements in the Governing Board’s role, functioning, and effectiveness.
Standard IV.C.11:
The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard
Board policy (BP) 2715 Board Code of Ethics and Conduct, outlines Board members’ ethical practices as they apply to conduct and other code compliance areas, and lists specific violations in areas such as financial interest, fair and open decision-making, use of public funds, and illegal or unethical behavior during a Board meeting [BP 2715 Board Code of Ethics and Conduct]. In the event a trustee violates BP 2715, actions to be taken are clearly stated on page three of the policy.

Conflict of interest and ethics violations are addressed specifically in BP 2710 and AP 2710 Conflict of Interest, BP 2712 and AP 2712 Conflict of Interest Code (Form 700 Filers), BP 2717 Personal Use of Public Resources, and BP 2720 Communications Among Board Members [BP 2710 and AP 2710 Conflict of Interest; BP 2712 and AP 2712 Conflict of Interest Code (Form 700 Filers); BP 2717 Personal Use of Public Resources; and BP 2720 Communications Among Board Members]. To further assure there is no conflict of interest, Board members cannot be district employees, hold an incompatible office, or serve on the governing board of a high school district whose boundaries are coterminous with those of the community college district [BP 2010 Board Membership]. As the college is a public institution, no board members have an ownership interest in the college or district.

As required under BP 2715, Trustees have abstained from Board votes when there is or appears to be a conflict of interest [examples: June 16, 2015, meeting minutes, page 4; January 16, 2018 meeting minutes, page 3; and August 21, 2018, meeting minutes, page 2].

Analysis and Evaluation
The College meets the standard. The board follows its conflict of interest policy BP 2710, conflict of interest code policy BP 2712, and personal use of public resources policy BP 2717. In the event a trustee violates BP 2715, actions to be taken are clearly stated on page three of the policy. As the college is a public institution, no board members have an ownership interest in the college or district.
Standard IV.C.12:
The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard
The Governing Board delegates administrative authority to the Chancellor under board policies BP 2430 Delegation of Authority to the Chancellor, BP 3200 Organizational Structure, and BP 7110 Delegation of Authority, Human Resources. The Governing Board entrusts the Chancellor with the full responsibility for implementation and administration of board policies, as illustrated in BP 2430. District administration is delegated to the Chancellor, who carries out administrative responsibilities and functions in accordance with the policies adopted by the Governing Board. The Board holds the Chancellor accountable for the operation of the district. This delegation of authority is clear to all parties, as is evidenced by BP 2435 Evaluation of the Chancellor.

The Board sets clear expectations for regular reporting on institutional performance to ensure that it can fulfill its responsibility for educational quality, legal matters, and financial integrity. This is evidenced by presentations made during the Board’s Annual Board Evaluation and Goal-Setting Workshop, Board Workshops and Meeting Presentations schedules, and presentations during regular Board meetings.

Analysis and Evaluation
According to board policy the governing board delegates full responsibility and authority to the Chancellor to implement and administer board policies without board interference and holds the Chancellor accountable for the operation of the district or college, respectively. The Board sets expectations based on evaluation, goal setting workshops and presentations that occur during regular Board meetings.
Standard IV.C.13:
The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard
Governing board members are informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status through a variety of methods. A special Governing Board Workshop on Accreditation was conducted on December 11, 2018, facilitated by Dr. Stephanie Droker, Vice President, ACCJC, concerning the role of the Governing Board in the accreditation process. [Governing Board Workshop, Dec. 2018]. Trustees receive accreditation training at annual conferences through the Community College League of California (CCLC) and the Association of Community College Trustees (ACCT) [examples: CCLC’s 2018 Annual Legislative Conference (program schedule starts on page 15) and ACCT’s 2018 Trustees Conference (program schedule starts on page 8)].

Board members and the District Strategic Planning & Budget Council meet together annually for a Strategic Planning Workshop [Strategic Planning Workshop meeting minutes for April 21, 2015, April 19, 2016, June 20, 2017]. The Board also holds an Annual Board Evaluation and Goal-Setting Workshop to perform a self-evaluation and develop goals for the upcoming year. During the February 7, 2014 workshop, page 2 shows the Board added “Ongoing monitoring of accreditation standards compliance” as a Board goal [February 7, 2014 workshop; Board Goal #5 on page 2 of 2014 Board Goals]. The Board is committed to improvements planned as part of the institutional self-evaluation and accreditation processes. This is seen in their 2018 Districtwide Goals & Strategic Priorities of “Advance the District through institutional policies and accreditation standards that guide quality, ethics, and prudence with Student Success as the most important goal” (Goal 3.C.3.) developed during the February 2, 2018 workshop [2018 Districtwide Goals & Strategic Priorities; February 2, 2018 workshop meeting minutes].

All reports to Commission are presented to the Governing Board, as per BP 3200 [BP 3200 Compliance with Accreditation Standards]. Trustees remain informed on issues related to accreditation through presentations, discussions, and approval of self-evaluation, follow-up, and midterm reports at Governing Board meetings. For example, during the previous accreditation cycle Trustees participated in a Board Workshop on May 21, 2013, regarding accreditation, and reviewed, discussed, and approved the college’s Institutional Self-Evaluation Report [Board Workshop on May 21, 2013; May 21, 2013 meeting minutes]. A presentation to the Board on August 19, 2014, highlighted the resulting commendations, recommendations, and actions taken by the college [Board Presentation on August 19, 2014]. The Board reviewed, discussed, and approved the college’s 2014 Follow-up Report on September 9, 2014, and the 2016 Midterm Report on September 13, 2016 [Board minutes Review of Follow Up Report September 9, 2014; Board minutes Review of Midterm Report on September 13, 2016]. In preparation of this Institutional Self-Evaluation Report (ISER), there was a college wide retreat for the vetting of the ISER in December 2018 [Fall 2018 Retreat]. As part of this college wide retreat the ISER
Standard IV Executive Summary was also reviewed and discussed [ISER Standard IV Executive Summary]. Board members will participate in a special workshop to review the draft ISER in Spring 2019, and will also participate in an additional workshop in Fall 2019 to prepare for the accreditation site visits.

**Analysis and Evaluation**
The Governing Board receives training and orientation about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, from both outside consultants from ACCJC and through local workshops. The Board participates in regular self-evaluation, and has affirmed its commitment to improvements as part of the self-evaluation and accreditation processes. The Board approves all reports submitted to ACCJC by the College, and receives regular updates and reports regarding associated commendations, recommendations, and actions taken by the College.

**Standard IV.D.1:**
In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

**Evidence of Meeting the Standard**
The District’s policy-making body is the publicly elected Governing Board and its mandate is to provide oversight and direction to the District as outlined in Board Policy 2200 [Board Policy 2200]. The Governing Board established a Policy Manual that is published online and outlines the process by which policies are adopted, amended, and repealed [Governing Board Policy Manual]. The Governing Board appoints the Chancellor, who serves as the District’s Chief Executive Officer and has the delegated authority to implement and enforce board policies and procedures per Board Policy 2430 [Board Policy 2430], and authorize employment subject to Board ratification per Board Policy 7110 [Board Policy 7110]. The GCCCD Governance Handbook details the District and Colleges’ reporting structure, as well as operational responsibilities and functions [GCCCD Governance Handbook]. At the College level, authority and responsibility for incorporating board policies and procedures, as well as Chancellor’s directives, rest with the College President per Board Policy 7113 [Board Policy 7113]. The operational responsibilities and functions and how they are distributed within the District and Colleges’ administrative structure is demonstrated in the organizational charts posted to the District’s intranet site, under Workday [Office of Cuyamaca President Organizational Chart].

A distinct outline of District and College operational responsibilities reinforces the community’s commitment to be consistently accountable for their decisions. The Chancellor serves as the liaison between the Colleges and Governing Board. The District and College adhere to written statements detailing their respective responsibilities. The District Departments web page provides in-depth information on each district department’s function [District Departments Webpage]. The District maintains a Who You Gonna Call? website with a list of each
department’s primary functions, with a telephone number for each [Who You Gonna Call Information]. The Governing Board has a Policy Manual that describes policy and administrative procedures that are available on the Internet for the community to reference [Governing Board Policy Manual].

Analysis and Evaluation
The established policies and practices delineating the roles and responsibilities for the district/system and the colleges are outlined in the GCCCD Governance Handbook and within appropriate board policies. These policies and practices are adopted, amended and repealed according to the process outlined in the Policy and Administrative Procedures manual. All of these are found on the District’s internet page for easy access.

Standard IV.D.2:
The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard
The Governing Board appoints the Chancellor, who serves as the District’s Chief Executive Officer and has the delegated authority to implement and enforce board policies and procedures per Board Policy 2430 [Board Policy 2430]. Further, authority is delegated to the Chancellor in matters of employment, job responsibilities, and personnel which is outlined in Board Policy 7110 [Board Policy 7110]. At the College level, authority and responsibility for incorporating board policies and procedures, as well as Chancellor’s directives, rest with the College President per Board Policy 7113 [Board Policy 7113]. District and College roles, governance, decisions, and processes undergo periodic evaluation as a result of a commitment to the participatory governance process. After consultation with the various District councils and committees, the GCCCD Governance Structure Handbook was approved by the Governing Board in 2017 [GCCCD Governance Structure Handbook].

The governance handbook includes the administrative structure at the District level and provides a comprehensive listing of all District committees with their charges and compositions. Representatives from key constituencies are an integral part of the interrelated committees’ extensive network, designed to inform and guide decision-making processes at all levels of the system. All District employees have constituent representatives on District Executive Council (DEC), District Strategic Planning and Budget Council (DSP&BC), District Coordinating Educational Council (DCEC), and the Student Equity and Success Council (SESC) [District Executive Council Charge; District Strategic Planning & Budget Council Charge; District Coordinating Education Council Charge; Student Equity and Success Council Charge].
- DEC advises the Chancellor on District policy development and governance issues, and on matters referred to the council by the colleges or District Services departments. DEC reviews and recommends items for the Governing Board meeting dockets, and discusses organization charts and staffing changes [DEC Minutes 11-06-17; DEC Minutes 02-12-18; DEC Minutes 05-07-18]. DCEC anticipates and serves the educational needs of students in the District by reviewing, facilitating, and recommending educational initiatives, services, and programs, consistent with District policies, procedures and strategic priorities.

- DSP&BC serves in an advisory capacity to the Chancellor on development and evaluation of college and District strategic plans and budget planning priorities based upon the District vision and goals. The District Strategic Planning & Budget Council monitors the distribution of resources through the Income Allocation Model (IAM) [DSP&BC Meeting Notes 7-11-16 pg 1 Triennial Evaluation].

- DCEC provides coordination and leadership for instructional and student support services throughout the District and regularly discusses and reviews board policies and administrative procedures [DCEC Minutes 10-23-17; DCEC Minutes 01-22-18; DCEC Agenda 05-21-18].

- SESC objectives include providing “strategic direction to the District Planning & Budget Council, District Institutional Effectiveness Committee, and Workforce Training Coordinating to inform strategic allocation of resources and Assessment of student success efforts” [SESC Charge].

For evaluation and continuous improvement of the governance system, the Governance Structure Handbook requires triennial evaluation of the governance system to solicit feedback to evaluate the purpose, charge and composition of all District councils, committees and task forces [Governance Structure Handbook, pg 4].

District Services provide a variety of centralized services to the two Colleges which are delineated on the GCCCD Functional Map [GCCCD Functional Map]. Services provided relate to human resources, fiscal affairs, facilities, research and planning, and information technology. District services are critical to the effective and efficient operation of the colleges. As seen in the online list of District Departments, GCCCD partners with the Colleges to provide a number of vital services that support the District and College Missions [District Departments Webpage]. Biennial surveys are conducted to assess the degree to which District services are successful in their support of institutional goals. Survey feedback from both campuses and the District office informs changes, particularly those for personnel in various District offices [District Services Satisfaction Survey Data 2015 and 2017].

**Analysis and Evaluation**

District and College roles and governance are clearly delineated in the GCCCD Governance Structure Handbook. Roles, governance, and policies are evaluated on three year cycles and updated as necessary. The Chancellor serves as the District’s Chief Executive Officer and has the authority to implement and enforce Governing Board policies, determine employment, job responsibilities, and personnel at the District level. The District offers effective and adequate services to support the College and its mission which are related to human resources, fiscal
affairs, facilities, research and planning, as well as information and technology. Every two years the impact of how services support institutional goals are evaluated. The President of the College implements Governing Board policies at the College level. The District Strategic Planning & Budget Council monitors the distribution of resources through the Income Allocation Model and is advised by the Student Equity & Success Council based on student success efforts.

Standard IV.D.3:
The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard
The District controls its expenditures by budgeting within available resources. The District manages a clearly defined control mechanism with a hierarchy of approvals and reviews to control its expenditures. The District is also audited annually as required by state law, and a summary of the audits is presented to the District Strategic Planning & Budget Council (DSP&BC) and the Governing Board [2018-19 Tentative Budget Plan]. The District maintains a long history of conservative financial management that contributes to stability and consistency in District operations. DSP&BC ensures broad-based constituency input for District fiscal policies. Budget process guidelines, DSP&BC membership, and the District budget calendar are described in Board Policy 6200 and the associated Administrative Procedure 6200 [Board Policy 6200; Administrative Procedure 6200]. The Governing Board approves the District budget and GCCCD is among the most financially stable Districts in the state. The District has a history of preparedness when mid-year state budgets are adjusted. The district distributes resources in alignment with Budget Management Board Policy and Administrative Policy 6250 and the Income Allocation Model (IAM) [Board Policy 6250; Administrative Procedure 6250]. The IAM is based on the FTES target for each of the colleges [GCCCD 2017-18 Income Allocation Model Calculation Formula]. The college receives the budget allocation according to the IAM, and then the college allocates funds based on identified needs and priorities.

The College President is responsible for maintaining College expenditures within the College budget. One method the District uses to control expenditures is the practice of allowing one-time revenue streams to be used only for one-time expenditures, and not for ongoing expenses. The Chancellor, as Chief Executive Officer for Grossmont-Cuyamaca Community College District, has overall responsibility and accountability for resource management, budgetary development, and control of expenditures. According to Board Policy 6300 on Fiscal Management, the Chancellor establishes procedures to assure the District’s fiscal management is in accordance with the principles contained in Title 5 [Board Policy 6300]. These include assuring that adequate internal controls exist; fiscal objectives, procedures, and constraints are communicated to the Governing Board and employees; adjustments to the budget are made in a timely manner; the management information system provides timely, accurate, and reliable fiscal information; and responsibility and accountability for fiscal management are clearly delineated [Administrative Procedure 6300].
The Chancellor consults regularly with the District’s Vice Chancellor for Business Services, who is charged with the development, approval, and control of the District budget and expenditures [Administrative Procedure 6100]. The Chancellor and Vice Chancellor submit quarterly financial reports to the Governing Board at Governing Board meetings and to the Chancellor’s Extended Cabinet meetings [Governing Board Minutes 06-20-17; 02-21-17; 11-15-16; 08-16-16]. The Vice Chancellor and Governing Board review expenditures and the budget status, as well as the projected year-end budget. The Governing Board reviews and approves the list of expenditures at each monthly Governing Board meeting. Other financial reports are provided as appropriate or requested by Governing Board members. Both Adoption Budgets and Tentative Budgets are available through the District Business Services website [Adoption Budgets; Tentative Budgets].

Academic and Classified Senate members receive reports on the budget process, and materials indicate how the money that is received is divided between the four entities, Cuyamaca College, Grossmont College, District wide functions, and District Services. The Academic and Classified Senators are encouraged to share this information with their constituencies. Current College budget information is also available on the College Intranet site as a standing item for the Cuyamaca College Council [Cuyamaca College Council Agenda 05-23-17; Cuyamaca College Council Minutes 5-23-17]. Current District budget information is available on the DSP&BC Intranet website [2017-18 Adoption Budget]. Through the Intranet and the Governing Board minutes, District and College budgets are disclosed in a transparent manner.

**Analysis and Evaluation**

The district distributes resources in alignment with BP/AP 6250 Budget Management and the Income Allocation Model (IAM). The policy is discussed by the District Executive Council and the District Strategic Planning & Budget Council, both of which include representatives from all of the college’s various employee/constituency groups. The Income Allocation Model, including FTES target for each of the colleges, is approved twice each year by the Governing Board as part of the Tentative Budget and Adoption Budget board actions. The college receives the unrestricted general fund budget allocation according to the IAM, and then the college allocates funds based on needs and priorities of the college.

**Standard IV.D.4:**

The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO’s accountable for the operation of the colleges.

**Evidence of Meeting the Standard**

The Cuyamaca College President reports to the Chancellor and has full administrative responsibility and authority for the College. The President is charged with ensuring that programs and operations are administered in compliance with all rules, regulations, policies, and legal requirements which is specified in Board Policy 7113 [Board Policy 7113]. The Chancellor meets weekly with the two College presidents at Chancellor’s Cabinet meetings; at
annual meetings to review their evaluation as clarified in Board Policy 7112; and as needed throughout the year [Board Policy 7112].

The Chancellor’s Extended Cabinet, District Executive Council, the President, and members of Cuyamaca College’s participatory governance leadership team participate in developing and modifying District board policies and Administrative Procedures that guide District and College operations. Once these policies are adopted by the Governing Board, the President is charged with their administration and implementation. While the President might rely on the Chancellor, members of the Chancellor’s Cabinet, or legal counsel for guidance on administering a particular District policy, it is incumbent upon the President to ensure College compliance. The President is afforded full authority to oversee College operations and is held accountable by the Chancellor which is stated in previously referenced Board Policy 7113.

The President, in addition to ensuring the implementation of District policies, is charged with oversight responsibility for College operations. The President has specific responsibilities for institutional leadership. Administrative Procedure 7112 outlines eight performance factors for the college president’s evaluation [Administrative Procedure 7112]:

- Planning, organizing, and executing
- Problem solving and arriving at decisions
- Job knowledge
- Leadership and development
- Communication
- Working relationships
- Contributions to the advancement of the District and College mission
- Commitment to the principles of effective collegial consultation

Although faculty and employee leadership is directly affected by the President’s role, they still participate in the evaluation process. The President is expected to lead by exercising dynamic, institutional, and academic leadership to advance the College mission and relationships. The President provides leadership to all segments of the College community to promote effective and productive relationships within the District.

The President also provides faculty, staff, students, and community perspectives to the Chancellor and the Governing Board in monthly Governing Board reports which are made available on the District website [Governing Board Reports Archive]. With regard to community relations, the President promotes and maintains close contact between the College and the local community, as demonstrated in the community roles outlined in IV.B.6. The President works closely with the Vice President of Administrative Services to promote oversight, responsibility, and fiscal integrity for development, implementation, and management of the College budget.

Long-range planning consists of collaboration with various segments of the community, District, and College to prepare College goals and priorities which is outlined in the College’s 2016-22 Strategic Plan [Cuyamaca College Strategic Plan 2016-22] and Comprehensive Program Reviews [Comprehensive Program Review Example for Child Development Program].
This is also reflected in the Governing Board Vision for 2016-22 Strategic Planning Process which resulted from the January 23, 2015, Annual Board Evaluation and Goal-Setting Retreat [Governing Board Vision for 2016-22 Strategic Planning Process]. Adhering to a commitment to shared governance, the President creates a climate of mutual shared governance; the best evidence of active participation as recorded in committee minutes for all constituency groups, located on the intranet site for committees. The President also exhibits leadership qualities while cultivating and incorporating the College’s organizational structure.

**Analysis and Evaluation**

The Chancellor of the District delegates full responsibility and authority to the President of the College to implement policies. The Chancellor’s Extended Cabinet, the District Executive Council, the President of the College, and the governance leadership team work collaboratively to develop and update board policies and administrative procedures and the Chancellor holds the President accountable for executing the policies and overseeing campus operations. The President is expected to lead by exercising dynamic, institutional, and academic leadership to advance the College mission and provides leadership to all segments of the College community in order to promote effective and productive relationships within the District. The President’s performance, implementation of policy, and overseeing of operations is evaluated by the Chancellor and faculty on a regular basis.

**Standard IV.D.5:**
District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

**Evidence of Meeting the Standard**

The District and Colleges engage in integrated planning and evaluation processes as outlined in the GCCCD Educational Master Plan, “The strategic priorities and activities developed through the integrated planning process drive local budget development and resource allocation. GCCCD bases resource allocation and District budgets on the plans for facilities, technology, human resources, diversity and sustainability developed on a districtwide basis” [GCCCD Educational Master Plan, Chapter 9, pg. 102].

As described in the Educational Master Plan, the integrated planning structure is centered around the College and District strategic plans, which set 6-year strategies to achieve the priorities established by the Educational Master Plan and drive the resource allocation process which is outlined in the GCCCD Integrated Planning Model [GCCCD Integrated Planning Model]. In addition, the GCCCD Educational Master Plan calls for the development of four comprehensive plans that will integrate with these Strategic Plans, meet Federal and State requirements and inform program development and resource allocation [GCCCD Educational Master Plan, Chapter 1, pg. 7-8]:

- Human Resources Plan
- Facilities Master Plan
- 5-Year Technology Plan
Diversity, Equity & Inclusion Plan

Annually the June Governing Board meeting includes a workshop or special meeting that provides the opportunity for Board and District Strategic Planning & Budget Council members to engage in an Integrated Strategic Planning & Budget review and discussion. The discussion includes reflection on annual plan outcomes, development of annual plans, and setting strategic budget priorities, as well as assess the effectiveness of the established process which is outlined in Governing Board Meeting Minutes [Governing Board Minutes 06-19-18, item 4.7; Board Governing Board Minutes 06-20-17, pg. 1; Governing Board Minutes 06-14-16; Governing Board Minutes 06-09-15].

The Grossmont-Cuyamaca Community College District has codified in its administrative procedures (AP) on Institutional Effectiveness to develop, adopt, and publicly post goals that address accreditation status, fiscal viability, student performance and outcomes, and programmatic compliance with state and federal guidelines [Administrative Procedure 3225]. The Chancellor then ensures that District implements a broad-based comprehensive, systematic, and integrated system of planning that involves appropriate segments of the college. The planning and evaluation system is guided by the District’s vision and mission and supported by institutional effectiveness research which is in accordance with Board Policy 3250 [Board Policy 3250]. The Institutional Effectiveness Committee at Cuyamaca College, with representation from faculty, administration, classified staff, and students, reviews and recommends planning decisions through a broad-based, comprehensive, systematic, and integrated planning process [IEC Agenda 05-24-17; IEC Minutes 05-24-17].

Institutional effectiveness data and research, program reviews, and individual unit plans will be utilized for data-based decision making in the planning process and to complement and inform the resource allocation process as provided in Administrative Procedure 3250 [Administrative Procedure 3250].

The Institutional Effectiveness Committee assures the effectiveness of its ongoing planning processes by systematically reviewing, evaluating, and modifying as appropriate, all parts of the cycle, including institutional and other research efforts [2017 Cuyamaca KPI’s].

The District Strategic Planning and Budget Council (DSP&BC) serves in an advisory capacity on the integration, development, and evaluation of site strategic plans and budget planning priorities [DSP&BC Agenda 06-12-17; DSP&BC Minutes 06-12-17]. The Governing Board assists in developing the general institutional mission and goals for the comprehensive plans through a variety of means, including, joint Governing Board/District Strategic Planning & Budget Council (DSP&BC) workshops. Every year, the Governing board has a joint meeting with DSP&BC, which is the Integrated Strategic Planning & Budget Workshop [Governing Board Agenda 06-14-16]. It includes a review of previous year Annual Plan Outcomes, current year Annual Plans, and strategic budget priorities and institutional effectiveness metrics and goals [Governing Board Minutes 06-21-16; Governing Board Minutes 06-20-17].
Analysis and Evaluation

The District planning process informs budget development and is integrated with the college’s planning process with the ultimate goal of improving student learning and institutional effectiveness. To guide growth and program development, the District has developed an Educational Master Plan, a Human Resources Plan, a Facilities Master Plan, a five-year Technology Plan, and a Diversity, Equity and Inclusion Plan. Each year in June, the Governing Board holds a workshop to review and evaluate the plans and budget which includes annual plan outcomes, development of annual plans, setting strategic budget priorities, and evaluation of the effectiveness of the process. The District Strategic Planning and Budget Council (DSP&BC) advises the Governing Board on the integration, development, and evaluation of site strategic plans and budget planning priorities. At Cuyamaca College, the Institutional Effectiveness Committee reviews and recommends planning decisions through a broad-based, comprehensive, systematic, and integrated planning process. The planning process and decisions regarding resource allocation are supported by institutional effectiveness data collected by the District and College, comprehensive program reviews, and annual program updates.

Standard IV.D.6:
Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

GCCCD values strong communication between the District Office and its colleges. To ensure effectiveness, communication is two-way. The District Office employs a variety of methods to ensure strong two-way communication exists allowing for information to be shared easily. These methods include:

- The Chancellor regularly distributes district-wide strategic messages of importance concerning news related to student achievement, budget, personnel, construction projects, etc. [Chancellor’s Messages Archive].
- Chancellor’s Cabinet: The GCCCD Chancellor’s Cabinet holds bi-monthly 3 hour meetings which consist of campus Presidents, District Vice Chancellors. Members of the Cabinet share information about both colleges and the District, and the effects their issues have on one another.
- Participatory Governance Councils and Committees: The District Executive Council (DEC) advises the Chancellor on District policy development and governance issues, and on matters referred to the council by the colleges, District Services, and/or college/District standing councils or committees. The Student Equity & Success Council (SESC) serves as a platform for collaboration, coordination, support, and communication about district-wide efforts to promote equity-minded student success. The council also works to promote a culture of inclusivity and global consciousness in the District. The District Coordinating Educational Council (DCEC) anticipates and serves the educational needs of students in the District by reviewing, facilitating, and recommending educational initiatives, services, and programs, consistent with District policies,
procedures and strategic priorities. DCEC provides coordination and leadership for instructional and student support services throughout the District. Each of these councils is composed of the Chancellor, college presidents and/or vice presidents, academic senate presidents from each college, and appropriate administrators and classified staff representatives. The meeting agendas and minutes for each of these councils are posted on the District’s intranet webpage, to which every employee has access.

- Monthly Governing Board Workshops and reports: Reports are made to the Governing Board by representatives from each college and district services as appropriate. These reports are posted along with the agendas and minutes of each governing board meeting on the Governing Boards internet site, which is open to the public [Governing Board Meeting Reports Archive 2018]. Monthly board workshops are held to review information in more depth [Governing Board Workshops].

- Governing Board agendas and meetings are posted publicly on the district website and follow the Brown Act [Administrative Procedure 2340; Administrative Procedure 2360; Board Policy 2310].

- Governing Board meetings are highlighted for faculty, staff, and the community via the electronic (and posted) newsletter, The Courier [The Courier].

- Presidents’ Reports to the Governing Board are distributed monthly as part of The Courier and are posted on the District website.

- Quarterly newsletters from the Public Safety & Emergency Preparedness Council are sent to all District employees [Public Safety & Emergency Preparedness Quarterly Newsletters].

The Academic Senate president takes the responsibility of informing the faculty on issues raised/discussed at the board meetings, and district and college councils by making these updates a standing item on the Academic Senate agenda [Academic Senate Agendas]. News and events regarding the college are regularly emailed by the College President via the Weekly Digests [Weekly Digest 05-7-18; Weekly Digest 05-21-18, Weekly Digest 05-28-18]. Campus safety information is emailed via monthly Public Safety and Emergency Preparedness Newsletter [Public Safety and Emergency Preparedness Newsletter Summer 2018]. And information can also be found by the community via the college’s social media on Facebook, Twitter, and Blogspot linked on the bottom of the Cuyamaca College homepage [Cuyamaca College Homepage].

**Analysis and Evaluation**

A multifaceted protocol is in place to ensure effective communication between the district and colleges with the goal of continuously improving educational quality, operation efficiency, and stability within the district. The Chancellor holds bimonthly cabinet meetings to meet with the Presidents of both colleges and District Vice Chancellors to provide updated information and facilitate collaboration and communication between the two campuses. To keep faculty and staff informed, the Chancellor additionally emails information about district news updates and issues. The District Executive Council (DEC) advises the Chancellor on district issues concerning policies and procedures, governance, other councils, and committees. The Presidents of both colleges provide reports and updates to the Governing Board at monthly meetings. The agenda for each Governing Board meeting is published in advance and the minutes of the meeting are distributed to faculty and staff via the electronic newsletter, The Courier. The Academic Senate
meets biweekly to discuss issues pertaining to the development and maintenance of educational excellence and participate in campus governance. The Academic Senate President (and appointed department senators) share the information communicated at the meeting with faculty and staff. This protocol ensures effective communication district issues, which enables the development of a collaborative strategic approach to addressing issues that arise.

**Standard IV.D.7:**
The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

**Evidence of Meeting the Standard**
The Chancellor orchestrates periodic reviews and evaluation of the District governance structure and function. Through two systematic review processes, one completed on an annual basis and one completed every three years, the District Governance Handbook is maintained to reflect changes identified in the District’s cycle of continuous quality improvement [District Governance Structure Handbook, pg 4].

The handbook is reviewed each year by Chancellor’s Office staff and council and/or committee members and updated to maintain accuracy. Review includes council/committee charge, composition, and meeting schedule. The effectiveness of the structures and processes described in the handbook are evaluated every three years as a part of the District’s assessment of its planning processes. This assessment includes gathering districtwide feedback about the quality and effectiveness of the District’s participatory governance process for review by the District Executive Council (DEC). DEC reviews this information and recommends revisions to the Chancellor. The updated Governance Structure handbook is presented to the Governing Board for review and approval.

In May of 2016, each district council began the process of the triennial review and evaluation [District Executive Council Meeting Agenda 05-09-16; GCCCD Council Evaluation Form]. This was followed up by committee member discussion and collated responses [District Executive Council Meeting Minutes 05-09-16]. The final Triennial Council Review with all of the district council evaluations was analyzed by the District Executive Council later in the year [Triennial Council Review 05-09-16; DEC Meeting Minutes 10-10-16]. The recommendations were reviewed and subsequently approved by the Governing Board [Governing Board Docket Item Action 201; Governing Board Meeting Agenda 02-21-17; Governing Board Meeting Minutes 02-21-17].

All information from Governing Board meetings are widely distributed through an online newsletter, which is emailed districtwide and available on the District’s internet page [The Courier].
Analysis and Evaluation

The Chancellor (CEO) of the district evaluates the roles of governance and decision making processes through two review cycles. The governing procedures are outlined in the District Governance Handbook which is evaluated on one and three year cycles. Annually, the handbook is updated to reflect changes council/committee charge, composition, and meeting schedule. The effectiveness of procedures outlined by the handbook are reviewed every three years by the District Executive Council (DEC) through assessment of district wide feedback. Policies and procedures are updated based on the data collected and the handbook is presented to the Governing Board for review and approval. Upon approval the updated handbook is made available through the district website and faculty and staff are notified.