Self-Evaluation Report of Educational Quality and Institutional Effectiveness

October 2013
Institutional Self-Evaluation Report

of

Educational Quality and Institutional Effectiveness

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

August 2013
Institutional Self-Evaluation Report  
Certification Page  

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

From:  
Dr. Mark J. Zacovic, President  
Cuyamaca College  
900 Rancho San Diego Parkway  
El Cajon, CA 92019  

This Institutional Self-Evaluation Report is submitted to ACCJC for the purpose of assisting in the determination of Cuyamaca College’s accreditation status.  

I certify there was broad participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of Cuyamaca College.  

Dr. Mark J. Zacovic, Chief Executive Officer  
Date  8/1/2013  

Mr. Bill Garrett, President, Governing Board  
Date  8/7/13  

Dr. Cindy L. Miles, Chancellor  
Date  8/7/13  

Ms. Alicia Munoz, President, Academic Senate  
Date  8/8/13  

Ms. Avelina Mitchell, Vice President, Classified Senate  
Date  8/1/13  

Ms. Ariel Satele, President, Associated Student Government of Cuyamaca College  
Date  8/1/13  

Mr. Pat Setzer, Accreditation Liaison Officer and Self-Evaluation Co-Chair  
Date  8/9/13  

Dr. Tammi Marshall, Self-Evaluation Faculty Co-Chair  
Date  8/1/13
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<tr>
<td>A&amp;R</td>
<td>Admissions and Records</td>
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<tr>
<td>AA</td>
<td>Administrators Association, Associate of Arts</td>
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<td>ACCJC</td>
<td>Accrediting Commission for Community and Junior Colleges</td>
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<td>AFT</td>
<td>American Federation of Teachers</td>
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<td>AIP</td>
<td>Annual Implementation Plan, Actionable Improvement Plan</td>
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<tr>
<td>AMP</td>
<td>Academic Master Plan</td>
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<tr>
<td>AP</td>
<td>Administrative Procedures</td>
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<td>California Partnership for Achieving Student Success</td>
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<tr>
<td>Abbreviation</td>
<td>Full Form</td>
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<tr>
<td>DACC</td>
<td>District Accreditation Coordinating Council</td>
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<td>Diversity, Equity and Inclusion Committee</td>
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<td>Grossmont-Cuyamaca Community College District</td>
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<td>Institutional Learning Outcome(s)</td>
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<td>UF</td>
<td>United Faculty</td>
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<td>United States Department of Education</td>
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<td>Workforce Development Committee</td>
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<td>WSCH</td>
<td>Weekly Student Contact Hours</td>
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Abstract

Cuyamaca College opened its doors in the fall of 1978 as the second college in the Grossmont-Cuyamaca Community College District (GCCCD). Cuyamaca College serves the large and diverse East County region of San Diego County. The campus consists of eight classroom buildings and is also the site of the Heritage of the Americas Museum and the Water Conservation Garden. Cuyamaca College establishes planning processes that support mission-centered, purposeful and data informed decisions while focusing on the learning needs of approximately 9,000 students.

Standard I: Institutional Mission and Effectiveness

Standard I.A. Mission
Since 1980, Cuyamaca College has had a mission statement that defines the College’s educational purposes, intended student population and commitment to student learning. The mission statement is reviewed regularly, with the most recent revision occurring in July 2012. The Mission Statement was adopted by the Governing Board and published, and serves as the foundation for institutional planning and decision making. It effectively guides planning by setting the groundwork for the institution’s Strategic Plan 2010-2016, which contains the vision, values, areas of focus and activities for Cuyamaca College. The Mission Statement is the basis of institutional decisions that align with the Strategic Plan 2010-2016.

Standard I.B. Improving Institutional Effectiveness
Cuyamaca College has ongoing, self-reflective dialogue about the continuous improvement of student learning. Since the last accreditation site visit, the College revised its program review and planning processes to reduce redundancy and to create a mechanism for robust dialogue about continuous improvement that engages faculty, staff, administration and students. The College adopted an annual program review and planning sequence for Instruction, Student Services and Administrative Services. An Annual Implementation Plan, derived from the annual unit program reviews, clearly sets specific goals for each year and is fundamental in allocating human, fiscal, technical and physical resources necessary to achieve those goals. There is a clear and transparent link between planning and resource allocation, as well as a mechanism for the College to evaluate the success of its planning.

The Institutional Effectiveness and Resource Council (IERC) is responsible for implementing the College’s institutional effectiveness model. In this model, progress toward achieving stated goals is assessed, and decisions are made regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation and re-evaluation. Decisions are based on qualitative and quantitative data such as key performance indicators, surveys and other pertinent data. An evaluation of institutional effectiveness occurs twice per year; a status report is provided in the spring and a final report is prepared for IERC at the end of the fiscal year. The results of these assessments are used to refine key processes and improve student learning.
Standard II: Student Learning Programs and Services

Standard II.A. Instructional Programs
Cuyamaca College meets the varied educational needs of its students through programs and services which include collegiate, Career and Technical Education, developmental, continuing and community education, and short-term training courses. The College offers 73 Associate Degrees, 50 Certificates of Achievement and 18 Certificates of Specialization. All programs include appropriate breadth, depth, rigor, sequencing, time to completion and synthesis of learning.

The College offers full-term and short-term courses; open-entry/open-exit courses; 232 online and hybrid courses, noncredit courses, fee-based courses and Contract Education courses through Continuing Education and Workforce Training. Courses and programs, regardless of type of credit awarded, delivery mode, or location, undergo review by the Curriculum Committee and program review process to ensure quality and continuous improvement. Governing Board policies and administrative procedures clearly demonstrate a commitment to the free pursuit and dissemination of knowledge.

The College identifies Student Learning Outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements. Assessment results are included in the annual program review and planning process. All Student Services and Administrative Service areas, and many instructional programs, are at the Continuous Quality Improvement level. All courses and programs have Student Learning Outcomes, and by the end of fall 2013 instructional faculty will be assessing all active courses.

The first Actionable Improvement Plan emanates from Standard II.A.1.c.: The Institutional Effectiveness and Resource Council (IERC) will direct the Student Learning Outcomes and Assessment Committee (SLOAC) to hold disciplines, departments, programs, and service areas accountable for assessing learning outcomes and using the results to make improvements. Requests for funding will be evaluated against evidence of regular assessment of learning outcomes and subsequent improvements. IERC will require regular reports from SLOAC regarding the College’s progress toward continuous quality improvement. A second Actionable Improvement Plan is contained in Standard II.A.2.e: Cuyamaca College will develop a more systematic review process of course outlines and ensure that all disciplines adhere to this process.

Standard II.B. Student Support Services
Cuyamaca College is committed to providing a broad array of student support services at every point of contact with students: outreach and recruitment, assessment and placement, orientation, admissions and registration, counseling, financial aid, special programs such as Extended Opportunities Programs and Services and Disabled Student Programs and Services, and various life-enhancing programs such as Athletics, Health and Wellness, and Student Government. In addition, a Transfer Center assists students with crucial support; a Tutoring Center facilitates student success in the classroom; and the bookstore and food services complement essential services.
Cuyamaca College assures the quality of its Student Services through a program review process that incorporates the assessment of Student Learning Outcomes. Since the last accreditation site visit, the Student Services Program Review and Planning Committee implemented an annual cycle of program review and planning. The process is collaborative and includes faculty, staff and administrators from each department. The annual program review and SLO assessment process drives annual planning and resource allocation. It offers ongoing opportunity for reflection and dialogue regarding results and how they can be used for improvement.

A major element of the standard is concern for diversity in all of its dimensions. The College reaches out and admits a wide diversity of students as defined by ethnicity, income levels, educational preparation, education goals, and efforts are made to foster in students an appreciation and understanding of diversity and to promote social harmony as a core college value. A wide variety of cultural events, library displays and instructional initiatives contribute to a college environment that embraces diversity.

The College Catalog is complete and user friendly; it is an effective source for accurately representing courses and programs. There is an effective process for updating content each year and verifying the accuracy of information.

An Actionable Improvement Plan is contained in Standard II.B.3.e: Cuyamaca College, in collaboration with Grossmont College and the District’s Research, Planning and Institutional Effectiveness Department, will pilot Accuplacer, a new placement instrument, in fall 2013. Based on the pilot results, the College will conduct validation studies, finalize cut scores, and implement the new assessment instrument.

**Standard II.C. Library and Learning Support Services**

Cuyamaca College is committed to providing the full range of faculty and student learning resources, instructional materials, and technology and equipment that support the College curriculum and are designed to facilitate the teaching and learning process. Resources include the library collection that include print and electronic media, computer laboratories, instructional media services, tutoring and learning centers, and a faculty/staff training facility, the Learning and Technology Resource Center.

In addition to equipment and material support, a vital program of library services exists for learning support. Through a library instruction program, Cuyamaca College provides ongoing instruction to students to develop skills in information competency. A comprehensive library website, including “Ask-a-Librarian,” is provided, and professional leadership is provided by librarians who work closely with instructional faculty to update the book collection and facilitate information competency learning outcomes.
Standard III: Resources

Standard III.A. Human Resources
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 Qualification for Faculty and Administrators in California Community Colleges Handbook*. Recruitment, selection, and hiring policies for GCCCD are clearly stated and available at the Human Resources Office, in Board Policies and Administrative Procedures, and on the District’s shared public folders drive.

Recommendations for faculty and staff hiring take place through the College’s program review processes. Academic departments submit requests for new faculty to Instructional Program Review and Planning Council and Student Services departments submit their requests to Student Services Program Review and Planning Council. The respective committees rank staffing requests according to quantitative and qualitative criteria that take into account department needs, enrollment trends, part-time to full-time faculty ratios, institutional objectives, and program development objectives and present a list of hiring priorities to President’s Cabinet. President’s Cabinet in turn combines the staffing requests from all College units into one ranked list, which is then presented to Institutional Effectiveness and Resource Council for endorsement.

Cuyamaca College ensures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. GCCCD negotiates with four unions and two meet-and-confere groups to develop evaluation instruments that ensure staff members are evaluated consistently and uniformly.

Hiring freezes brought on by continuing revenue reductions and attrition resulting from Early Retirement Incentives have eroded the ranks of full-time faculty. Fortunately, the College has been able to maintain its Faculty Obligation Number. Cuyamaca College faces a challenge recruiting and retaining top-administrators and has experienced high turnover in the past several years. The President’s Cabinet and the Institutional Effectiveness and Resource Council continue to strategize ways to increase the number of full-time faculty as well as classified and administrative staff.

Cuyamaca College is committed to providing learning and working environments that ensure and promote diversity, equity and inclusion. People of diverse backgrounds, perspectives, socioeconomic levels, cultures, and abilities are valued, welcomed, and included in all aspects of our organization.

Two Actionable Improvement Plans are contained in Standard III. The first is in Standard III.A.2.: Despite the uncertain budget climate, Cuyamaca College, in collaboration with GCCCD, will support the work of the Salary Equity Task Force and champion the implementation of its recommendations. The second Actionable Improvement Plan emanates from Standard III.D.3.c.: In order to satisfy its long-term contractual commitment for Other Post-Employment Benefits (OPED), Cuyamaca
College will work with the Grossmont-Cuyamaca Community College District to identify a funding stream that meets the actuarially determined Annual Required Contribution (ARC).

**Standard III.B. Physical Resources**
College staff 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. The program review process evaluates whether facilities meet program needs. The Facilities Master Plan is periodically reviewed and updated, and all constituency groups provide input through the District Strategic Planning and Budget Council and the College’s Facilities Committee.

Since the last accreditation site visit, the College has witnessed a flurry of construction activity that has helped enhance the institution’s efficiency and support for its students, faculty, and staff. New buildings have been completed since 2007, including the Science and Mathematics, Communication Arts, Student Center, and Business and Technology buildings. In addition, a new 500-ton Carrier Evergreen Chiller and an Emergency Power Upgrade were added to the campus central plant to provide an energy efficient solution to the College’s future growth.

The College submits a Five Year Maintenance Plan to the state on a yearly basis. The Facilities Master Plan is periodically reviewed and updated with input from College and District constituent groups and community representatives.

**Standard III.C. Technology Resources**
Cuyamaca College is committed to providing students, faculty, and staff with the latest and most effective technology through a comprehensive process of planning, implementation, and evaluation of services provided. Various shared governance committees, including Instructional Program Review and Planning, Technology Planning, Instructional Technology, and Online Teaching and Learning Committees work with District Information Systems to assure that the College identifies technology support needs and assesses the effectiveness of solutions.

The College Technology Planning Committee works to build and implement an integrated technology planning model that enhances teaching and learning and supports environments that maximize student success.

The College recognizes the need for ongoing technology instruction and provides comprehensive, high quality training with ongoing support in information technology for students, faculty, administrators, and classified staff through professional development workshops.

Each year, the Technology Planning Committee compiles and evaluates new technology needs that have been identified through the program review process. Taking a holistic and analytic approach to technology requests while balancing available inventories, the
Committee meets essential needs through a combination of purchases, upgrades, reconfigurations, and replaced equipment.

**Standard III.D. Financial Resources**

The College maintains fiscal solvency through its planning processes and Strategic Plan that initially concentrate on fixed expenses and setting aside a 5% contingency reserve. While the annual budget is sufficient to meet basic College expenditure requirements, it does not provide adequate resources to fully fund its Strategic Plan. Even though the state budget has been reduced over the last several years, prudent planning and priority setting have provided the means for resource allocation to fund institutional improvements.

Financial planning at Cuyamaca College is fully integrated with institutional planning. The College structures its planning processes through Institutional Effectiveness and Resource Council (IERC) planning retreats, where constituent groups evaluate the College mission and goals to ensure that the mission aligns with the Strategic Plan, Educational Master Plan, and Unit Program Review Plans.

Prior to the close of the fiscal year, the IERC and President’s Cabinet begin budget projections for the upcoming year based on salary and benefit costs, utility and operational costs, and other fixed expenditures. College units develop their budget proposals using the allocation received in the previous year’s budget. Programs submit staffing, equipment, technology, and other budget requests through the program review process, which are then ranked according to their alignment with the College’s Strategic Plan. A ranked list of priorities is presented to IERC for endorsement; IERC is the primary vehicle for disseminating financial and budget information to the College community.

The College takes into account its long-range financial priorities before committing to short-term plans. Cuyamaca follows compliant accounting practices and consistently meets standards for exemplary audits. The Grossmont-Cuyamaca Community College District has continued to receive unqualified opinions for the last six years. 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.

**Standard IV: Leadership and Governance**

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

Cuyamaca College embraces the concept of participatory governance through a hierarchy of committees and councils that allow administration, faculty, classified staff, and students to provide input into the decision-making process. The principal shared governance body is the Institutional Effectiveness and Resource Council (IERC), and its membership includes representatives from all of the major planning and governance bodies in the College. Its tri-chairs consist of the College President, the Academic Senate President, and the Cuyamaca College Vice President of the Classified Senate. The Strategic Plan 2010-2016 identified five areas of focus that provide the foundation and
criteria for all planning processes. These are supported by an integrated planning process centered on three committees: Instructional Program Review and Planning, Student Services Program Review and Planning, and Administrative Program Review and Planning. Each of these committees relies on data from assessment as well as from the GCCCD Research, Planning and Institutional Department to evaluate outcomes and report results and recommendations to IERC. These data-driven reports drive budgetary and operational decisions to create a sustainable, continuous quality improvement planning process.

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 Organizational and Governance Structures Handbook. The College relies on the faculty, primarily through the Academic Senate, Curriculum Committee, Student Success and Basic Skills Committee, Online Teaching and Learning Committee, and Workforce Development Committee 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.

**Standard IV.B. Board and Administrative Organization**

Cuyamaca College functions in a two-college district with a Governing Board that is elected by the community to four-year terms that are staggered every two years to ensure continuity in the board membership. The Governing Board assumes responsibility for the integrity and quality of the District’s programs, its fiscal stability, and its compliance with all local, state, and federal regulations through it policies, procedures and oversight. The Board Policies and Administrative Procedures are periodically reviewed to maintain currency and effectiveness. Through fiscal oversight, the Governing Board assures that the College has the financial resources to provide and support its educational programs. The Governing Board holds monthly public meetings that comply with the Ralph M. Brown Act. The Governing Board hires and regularly evaluates the Chancellor using fair and open procedures, and delegates to the Chancellor the authority to apply, implement and administer its policies and procedures throughout the District. Twice each year the Governing Board approves all changes, additions, and modifications to the curriculum. The Governing Board undergoes an evaluation process every two years that includes self-assessment and input from the College and the community, and participates in the accreditation process through review of the Self-Evaluation, workshops and presentations, and discussion.

The President of Cuyamaca College plans, oversees, and evaluates the administrative structure of the institution, and is the chair of President’s Cabinet, Administrative Council, and the Institutional Effectiveness and Resource Council. While the President ultimately has authority over College operations, he delegates authority and responsibility to members of President’s Cabinet and other appropriate administrators and individuals in alignment with their job functions and responsibilities. The President works
collaboratively with Chancellor’s Cabinet to ensure that vital College functions are operative, and guides teaching and learning improvements through leadership in the implementation of the integrated planning process and the College’s Annual Implementation Plan. In addition, the President assures the implementation of statutes, regulations, and Governing Board Policies, and assures that institutional practices are consistent with the College mission and policies. The President effectively controls the budget and expenditures, and works with the Vice President of Administrative Services and shared governance bodies to effectively allocate College resources. Through various community roles, the President assumes a proactive leadership role in the educational community on a local, state, and federal level by representing the various issues and concerns of the College and other educational institutions in San Diego and Imperial counties.

The District operates under a clearly defined and consistently applied organizational structure that delineates responsibilities and leadership authority at every level. The District has primary responsibility for services related to human resources, fiscal affairs, and information technology, which provide critical support to the effective and efficient operation of Cuyamaca College. The College receives funding from the District through a budget allocation formula that was approved by the Governing Board in 1998. A Budget Allocation Taskforce was established in 2012 to review the budget allocation formula. The President has full authority to oversee College operations and is held accountable by the Chancellor for oversight of all College operations and the implementation of all Governing Board Policies and Administrative Procedures. The District Office, under direction of the Chancellor, acts as a liaison between the College and the Governing Board. District and College roles, governance, decisions, and processes undergo periodic evaluation as a result of a commitment to shared governance and student success.
Introduction
History and Background
Introduction

Cuyamaca College
History and Background

In 2007, “The Cuyamaca Way” became Cuyamaca College’s official motto, a tribute to the institution’s prevailing sense of community. Thirteen key words the campus community decided best describe “The Cuyamaca Way” were inscribed in curving concrete bands stretching across the newly paved quad: beautiful, collaborative, dedicated, innovative, integrity, teamwork, vision, welcoming, student-centered, community, excellence, passionate, and friendly.

The declaration of Cuyamaca’s distinct attributes harkens back to a time some 35 years prior, when District trustees first selected the name “Cuyamaca College” in envisioning an institution that exemplifies the “community” in the words “community college.”

The History of the Campus

The Cuyamaca College campus is located in the East San Diego County community of Rancho San Diego, nestled in a suburb just outside the city of El Cajon on a verdant 165-acre site that was at one time a part of the Old Monte Vista Ranch. Along with its sister campus, Grossmont College, it is part of the Grossmont-Cuyamaca Community College District.

The name for the College reflects the region’s history and heritage. A very old word linked to the land’s Native American past, “Cuyamaca” has been interpreted in various ways, including "above rain," "beyond rain" and "place where the rain comes from heavens."

The campus site was acquired by the Governing Board in September 1972 and the College officially opened in fall 1978, with 1,947 students and nine Associate Degree programs. The first president was Dr. Wallace F. Cohen. Today, Cuyamaca provides 140 degrees and certificates, including those in innovative green energy programs, to its 9,000 students. In addition, another 4,000 are enrolled in the District’s Noncredit Continuing Education and Workforce Training program based at Cuyamaca College.

Key Events

Thirty-eight students made up Cuyamaca College’s first graduating class in May 1979. The early 1980s saw the construction of facilities housing two highly regarded programs, Automotive Technology and Ornamental Horticulture, and Dr. Samuel Ciccati as the College’s second president.

The following years marked the expansion of Rancho San Diego and by fall 1988, Cuyamaca’s enrollment had reached 3,600 students. The 1980s came to a close with the opening of the Learning Resource Center (LRC), a 30,000 square-foot, glass-covered building with a distinctive architecture that has established itself as an often-photographed campus icon.

The 1990s were highlighted by the opening of the privately funded Heritage of the Americas
Museum, as well as the dedication of a new 20.3 acre physical education facility with a fitness center, gym, tennis and volleyball courts, soccer and ball fields, and an Olympic track. Dr. Sherrill Amador began her tenure as College President in 1994 and a year later, Rancho San Diego Parkway opened as the College’s new main entrance, providing better access to the campus. The 1990s ended with the opening of the Water Conservation Garden, a must-visit for all home gardening and landscaping enthusiasts, that is operated through a Joint Powers Agreement between the College and area water district agencies.

With the opening of a One-Stop Student Services Center, the 21st Century got off to a busy start for the College, which also celebrated the unveiling of the Child Development Center. The whimsical facility serves as both a childcare facility for the campus and community, and a learning lab for students in Cuyamaca’s Child Development Studies program.

Dr. Geraldine M. Perri became College President in 2002, the same year that East County residents approved Proposition R, a $207 million construction bond measure to finance upgrades and new building construction at the District’s two Colleges.

During a period of rapid enrollment growth, Proposition R transformed the campus into a high-tech learning magnet, bringing older facilities like the automotive technology center into the digital age and adding several state-of-the-art buildings, including the Science and Technology Center (now the Science and Mathematics Building), the Student Center, the Business and Technology buildings, and the jewel of the campus, a $45 million Communication Arts Center. There, a well-appointed performing arts theater built to professional acoustical standards is a major community asset as a high-demand site for community performances, assemblies, and business forums.

Proposition R’s major construction at Cuyamaca College drew to a close in 2011 with the expansion of the Learning Resource Center. Other campus highlights during those years included music instructor Pat Setzer’s selection as one of four community college instructors statewide to win the 2010 Hayward Award for Excellence in Education, and in 2011, the appointment of Dr. Mark J. Zacovic to the post of College President.

In November 2012, East County voters once again showed their support for the District with the passage of Proposition V, a $398 million bond measure that paves the way for Cuyamaca and Grossmont Colleges to address facility, infrastructure, and technology needs.

Also in 2012, Cuyamaca was selected as one of three California community colleges to be the recipient of the inaugural Energy and Sustainability Award from the California Community College Board of Governors. The College was recognized for its sustainable landscaping initiatives, including a conference that has attracted hundreds of industry professionals annually since 2008.

In addition, nearly 30% of the campus is a nature preserve which literally encircles the entire campus, creating a peaceful and natural setting for students to learn and study. In fact, an enduring value at Cuyamaca College is an emphasis on protecting, preserving and enhancing the natural environment. The “Grand Lawn,” the park-like setting in the center of the
campus, serves as the focal point. As the College has grown, a continued commitment exists to preserve the Grand Lawn and to be as noninvasive as possible in developing facilities to protect the College’s open spaces and natural environment.

As a recognized leader in green career training, the College’s Continuing Education and Workforce Training (CEWT) Division annually manages an average $2-3 million in workforce development grant funds. In 2009, the CEWT Division received a $1 million grant to train workers for jobs in the green building industry.

Cuyamaca College continues its development as a dynamic learning mecca, a unique campus with a strong allegiance to sustainability, reflective of its natural beauty. Yesterday, today and tomorrow, the College remains unwavering in its mission to meet the comprehensive educational and workforce training needs of residents in East County and beyond.
Major Developments Since the Last Educational Quality and Effectiveness Review
Major Developments Since the Last Educational Quality and Effectiveness Review

Since the development of the 2007 Institutional Self-Study in Support of Reaffirmation of Accreditation, Cuyamaca College has seen several major developments in its Strategic Plan, Educational Master Plan, Facilities Master Plan, College Mission Statement, and Program Review and Planning processes.

Strategic Plan
In fall 2008, the College began the process of developing the 2010–2016 Strategic Plan to affirm the College’s Core Values and identify needed Areas of Focus. Led by the Innovation and Planning Council (IPC), the process began by having IPC and Administrative Council review the most current Environmental Scan. On October 22, 2008, IPC held a retreat dedicated to reviewing the major themes of the data. As a result of the retreat, IPC developed a list of major goals and focus areas that directly addressed the themes reflected in the data from the scans. These goals would drive the rest of the planning process.

At a College wide professional development workshop in spring 2009, all faculty, staff, and administrators were invited to participate in an interactive exercise to gather ideas for the major themes of the Strategic Plan. For the first session, the College community was randomly divided into groups identified by Strategic Plan Focus Area. For the second session, participants were allowed to self-select in which Focus Area they wanted to participate. Each Focus Area group, for both sessions, had a facilitator and a recorder to capture all suggestions made by participants. This process (of randomly assigning people to one session and then allowing them to self-select another session) ensured that all members of the College community were allowed to participate in an Areas of Focus of their choice, in addition to one additional area. Nearly 250 activities were identified.

IPC then edited each of the activities to ensure they were clear and consistent. The lists of activities were carefully reviewed to eliminate redundancies and to ensure that the intent of each suggested activity was preserved. The Strategic Planning Writing Team then carefully sorted through the activities and matched them to specific goals within the Focus Areas. The Strategic Planning Writing Team then worked with the District Research Office to process through the many details of developing an online survey to prioritize the activities. The online survey was completed and made available to the College community in May 2009 so that everyone could have access to and complete the survey before the end of the spring semester.

The Strategic Planning Writing Team then reviewed the results of the survey, determining which of the activities should be included. The recommendations of the Writing Team, as well as the list of included activities, were made available to the Administrative Council and the Innovation and Planning Council to be shared with their constituents for review, input, and final approval. The activities were then organized by the year they would be addressed for a total of five years, leaving the sixth year open for any activity not completed. This is called the six-year Actionable Improvement Plan (AIP), which began in January 2010. Once drafted, the proposed timeline for implementing the activities was presented to
Administrative Council and IPC to be shared with their constituents for review, input and final approval.

Specific key indicators for each goal were then developed by the Strategic Planning Writing Team to help the College measure progress toward achieving each goal. The key indicators were intentionally written to allow for a more detailed AIP to be developed by IPC at the beginning of each fiscal year. The key indicators were presented to Administrative Council and IPC to be shared with their constituents for review, input and final approval.

As part of the development of the 2010-2016 Strategic Plan, and consistent with Board Policy (BP) 1200, which states that “the mission is evaluated and revised on a regular basis,” the Writing Team revisited and made minor edits to the College’s Mission Statement. These edits were shared with the Administrative Council and IPC for review and approval. The Writing Team deferred additional action on the College’s Mission Statement to allow the incoming College President the ability to initiate a more substantive and thorough review and possible revision of the College’s Mission Statement.

By the time President Zacovic arrived in July 2011, IPC had already been reorganized to become the Institutional Effectiveness and Resource Council (IERC). IERC established a taskforce to review the College Vision, Mission Statement, and Values. Changes were recommended, vetted through the shared governance process and adopted by the Governing Board in July 2012.

**Educational Master Plan (EMP)**

In fall 2010, the District began the process of developing a new Educational Master Plan by creating an Educational Master Plan Steering Committee. During spring 2011, the GCCCD participated in a “Scan Team” process to identify important trends and issues that should be considered in setting District and College priorities. Forums were held with community members, students, and District leadership to identify education and training needs for the next two decades. Six key areas were identified: education, technology, economy, environment, politics, and society. Faculty, staff, students, and community members were then asked to submit articles and information sources in these six areas.

The Scan Team read and analyzed the articles and information sources within a specific area to identify the external trends that will affect education, the Colleges, and the community. In the meantime, the GCCCD Institutional Research Office developed an Environmental Scan that highlighted trends in the local economy, student populations and enrollment, and student success. The results of the Scan Team analysis were presented to all GCCCD faculty, staff and administrators in August 2011.

The results of both the trend analysis and Environmental Scan were then presented to business representatives and community members at a public forum on September 22, 2011. Participants then worked together to identify the community’s educational and training needs over the next 10-20 years. In addition, student forums were held at both Cuyamaca and Grossmont Colleges on September 21 and 22, 2011 to present these same findings and obtain their input regarding the priorities and directions the Colleges should adopt. On September
20, 2011, the planning councils from Cuyamaca College, Grossmont College, and District Services met in a daylong retreat to take a closer look at the trend analysis, Environmental Scan, and results of the forums, consider their implications, and draft long-term priorities and directions for the Colleges and District. The vision and priorities developed at this retreat were then used by the Educational Master Plan Steering Committee to develop a draft of the Educational Master Plan. This draft was circulated to campus and District governance groups as well as the Governing Board for review and endorsement. The Governing Board approved the EMP on February 21, 2012. The Grossmont-Cuyamaca Community College District Educational Master Plan is a long-range, comprehensive document that will serve as the District’s blueprint for the next decade and guide institutional decisions on growth, development, and resource allocation at both the College and District levels.

**Facilities Master Plan (FMP)**

Using the Governing Board’s five strategic Areas of Focus and the long-term priorities established in the Grossmont-Cuyamaca Community College District Educational Master Plan as the starting point, the process for developing the GCCCD Facilities Master Plan (FMP) was launched in spring 2012. It was decided to use the following two-phased approach for the development of the FMP.

**Phase 1:**
- Educational Plan Analysis
- Existing Conditions Analysis
- Option Development
- Solution Development
- Documentation and Approvals

**Phase 2:**
- Develop Framework
- Define Complex Areas
- Develop Recommendations

Phase 1 was designed to include an analysis of existing site and facility conditions on both College campuses, an exploration of options to address the long-term priorities, and a high-level set of recommendations for site and facility improvements. It began with the detailed review and analysis of the District Educational Master Plan by the Master Planning Team to gain a thorough understanding of the District’s strategic Areas of Focus that needed to translate into facilities planning recommendations. On a parallel timeline, the Master Planning Team gathered site and facilities information, toured both campuses, and listened to the insights of multiple stakeholders regarding the condition and functionality of the existing campuses. The resulting analyses were presented to the Master Plan Taskforces and key issues to be addressed were identified. During this time period, a workshop was held to inaugurate the District-level Sustainability Taskforce and begin establishing a shared vision for District wide collaboration on environmental stewardship.

The analyses guided the discussion of development concepts and preliminary options, which took place in the College-level Master Plan Taskforce meetings. These discussions
culminated in decisions that led to facility recommendations for both College campuses and the District Services offices. The Phase 1 FMP was documented and approved by the Board on September 11, 2012.

Phase 2 commenced following the approval of Phase 1 and included a more detailed exploration of the facilities needs of both of the Colleges and of District Services with a larger group of representatives from each. This information was translated into more detailed recommendations for site and facilities improvements, including recommendations for sustainability and for the physical facilities and infrastructure needed to support the deployment of essential technology systems.

This planning process for the development of the Facilities Master Plan has been a highly participatory one involving the District’s many constituencies. During Phase 1, District- and College-level Master Plan Taskforces were established to participate in a series of interactive meetings, review and evaluate information, and make decisions that led to the development of high-level recommendations. During Phase 2, College-level Extended Master Plan Taskforces were convened to establish campus wide and project-level design goals and grouping disciplines and programs in each project. In addition to the meetings, presentations and discussions were held with a wider audience to broaden the planning perspective and provide the opportunity for dialogue and discussion.

Given that Fiscal and Physical Resources is one of the Governing Board’s five strategic Areas of Focus for all planning, the planning councils established District wide priorities related to fiscal and physical resources which follow. The site-specific sections of the Educational Master Plan related to fiscal and physical resources reflect the same priorities.

In general, the Facilities Master Plan builds on the District’s record of responsible use of public resources to provide excellent learning and workforce development opportunities for the communities of East San Diego County. More specifically, the Facilities Master Plan was guided by these District wide priorities for fiscal and physical resources. These priorities were the starting point for discussions related to facilities, and are central to the Facilities Planning Guiding Principles (p. 4) used to drive decisions related to recommendations for each site.

In 2012, GCCCD established our District wide priorities, one of which is to “Develop sustainability initiatives that make GCCCD a regional leader in responsible and accountable stewardship of all resources.” This priority is influencing the future development of facilities at both Colleges through the integration of sustainability as a key component of the 2013 GCCCD Facilities Master Plan.

In 2012, East County voters showed their support for Grossmont and Cuyamaca Colleges by approving Proposition V, a $398 million bond measure that will allow the District to make further improvements and upgrades to meet the academic needs of College students in a continually changing world. The 2013 Facilities Master Plan will be used as a guide to ensure the bond money is spent appropriately.
Program Review and Planning

The five strategic Areas of Focus for planning established by the Districtwide Strategic Planning & Budget Council in collaboration with the Governing Board are the basis for long-range educational planning and therefore are central in the GCCCD integrated planning model. The integrated planning model is a map of how the components in the District planning processes link to one another in a cycle of evaluation, development of goals and objectives, resource allocations, plan implementation, and re-evaluation. It is through the regular sequence of these planning practices that the District assesses institutional effectiveness and uses those assessments to continually improve its services to students.

In addition, Cuyamaca College significantly reformed its own Integrated Planning Model which is detailed in Standard I.B.3. Beginning in spring 2011, the Academic Planning and Institutional Effectiveness (APIE) Taskforce was established to determine what, if any, changes were needed with Program Review and Planning. It was determined that Program Review needed to have a stronger relationship with the annual planning process; therefore, the College decided to undergo a combined annual Program Review and Planning process. In this way, the College could ensure that Program Review and assessment were informing planning which would then inform resource allocation.
Through this process, APIE recognized that each unit in the College needed to have an annual Program Review and Planning process that would inform institutional effectiveness and resource allocation. Three committees were formed: Instructional Program Review and Planning Committee (IPRPC), Student Services Program Review and Planning Committee (SSPRPC) and Administrative Services Program Review and Planning Committee (ASPRPC). Each of these committees established an annual Program Review and Planning process that for their respective unit. As a result, many committees were deactivated such as Academic Master Plan, Instructional Program Review, Student Services Master Plan, Student Services Program Review, Facilities Master Plan, and Facilities Planning.

In addition, APIE recommended that each unit’s Program Review and Planning process come together to inform institutional effectiveness and resource allocation through a revised Integrated Planning Model (see above). Thus, each Program Review and Planning Committee (PRPC) would put together an annual report based on their units’ (Instruction, Student Services, Administrative Services) reports, which would in turn go to the newly revised central shared governance body at the College replacing IPC, known as the Institutional Effectiveness and Resource Council (IERC). Through this council, all annual Program Review and Planning reports are discussed and used to build the AIP, the guiding document the College uses to make decisions regarding resource allocation.

**Substantive Change Proposal – January 2013**
A Substantive Change Proposal requesting approval to offer 39 Associate Degrees and 32 Certificates with more than 50% of the program through distance education was submitted by Cuyamaca College in January 2013 and was approved by ACCJC on March 18, 2013.
Institutional Vision, Mission and Values

Vision:
- Learning for the Future

Mission:
- 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.

To fulfill its commitment to student learning, the College provides:
- Instructional programs that meet student needs for transfer education, career technical education, general education, and basic skills courses
- Community education programs and services
- Programs that promote economic, civic, and cultural development

To facilitate this mission, Cuyamaca College provides a comprehensive range of support services including: outreach and access initiatives, academic and learning resources, student development programs, and multicultural and co-curricular activities.

In support of its mission, Cuyamaca College structures its planning processes and engages the College community by pursuing the following Areas of Focus, which form the foundation of the 2010-2016 Strategic Plan:
- Student Access
- Learning and Student Success
- Value and Support of Employees
- Economic and Community Development
- Fiscal and Physical Resources

Values:
1. Equitable Access: We value equitable access that facilitates participation in academic programs and support services needed to meet students’ educational goals.
2. Individual Student Success: We offer courses and programs leading to degrees, certificates, transfer, employment, personal enhancement, and lifelong learning.
3. Academic Excellence: We employ a variety of methodologies and technologies responsive to students’ needs and conducive to students’ varied educational and experiential backgrounds and learning styles.
4. Innovation and Creativity: We value innovation and creativity in order to encourage our students to question and expand their thinking.
5. Diversity and Social Harmony: We value and embrace diversity and create opportunities for our College community to work together to meet the challenges of a complex global society.
6. Environmental Stewardship and Sustainability: We take pride in our campus and its resources and we strive to be on the forefront of sustainability and green technology.
7. Strong Community Relations: We recognize our role in the cultural, educational, technological, and economic/workforce development of the communities we serve.
Demographic Information
Demographic Information

Cuyamaca College uses data in purposeful ways to provide the best services possible to the community it serves. For decision-making purposes, data are presented to the College community in a variety of ways and formats so that informed decisions can be made. Data are also used to evaluate programs and services for purposes of improvement. Much of the data is collected by the GCCCD Research, Planning and Institutional Effectiveness Department (RPIE).

With the help of the GCCCD RPIE office, the College community works to create a data-informed culture. As both the makeup of students and the surrounding community change, it is the responsibility of Cuyamaca College to adjust practices and make decisions that support these new conditions. The data that follow will provide information as to who Cuyamaca College’s students are and how they have done in their individual efforts to achieve their educational goals.

Geographic Location

Cuyamaca College is part of the Grossmont-Cuyamaca Community College District. The District is the primary point of access to higher education in San Diego’s East County region. The Grossmont-Cuyamaca Community College District is bordered by Mexico on the south while the eastern portion includes an expansive mountainous region with many isolated communities that include several Native American reservations of the Kumeyaay Indians. In 2010, about 480,900 people lived in the GCCCD boundary area (Environmental Scan 2012).
GCCCD Regional Demographics

Figure 1 shows the ethnicity of the GCCCD population in 2008, 2010 and a projection to 2020 (SANDAG). The ethnicity in 2010 was 60% White, 25% Hispanic, 4% Asian, 6% African-American, and 5% other. The Hispanic population continues to rise with a projection of nearly 25,000 additional Hispanic residents in the District and a corresponding increase of only about 4,000 White non-Hispanic residents. In addition, the Black and Asian populations are increasing by more than 7,000 and 5,000 residents respectively during the same period. In addition, Figure 2 shows that the percent of refugees arriving in East San Diego County has increased significantly. In particular, the Middle Eastern population continues to rise in El Cajon, which now houses the second largest Iraqi refugee community in the United States.
In 2012, the San Diego Association of Governments estimated there were a little more than 472,000 residents in the GCCCD boundary area, with anticipated growth to 509,358 (9% increase) by the year 2020. As can be seen in Figure 3, much of this growth is expected to occur among older residents, with an increase of more than 38,000 residents over the age of 45. Residents age 25-34 are expected to increase by more than 12,000. Concurrent to these increases, there is expected to be a slight decrease of approximately 1,000 residents age 18 to 24, in addition to a decrease of almost 7,000 residents ages 35-44.

Figure 3
GCCCD Regional Distribution of Age
(SANDAG)

As seen in Figure 4, residents that live in the GCCCD boundary area are more likely to have a high school diploma or some college, and are as likely to have an Associate Degree as those who live in the greater San Diego region. GCCCD residents are less likely to have a Bachelor’s Degree, Master’s Degree or additional degrees than residents in the greater San Diego region. This identifies a significant opportunity for the Colleges in the District to strive toward increasing the number of residents with college degrees.

Figure 4
Educational Attainment
(Environmental Scan, 2012)
**Student Demographics**

More than half of the enrolled students are female, although this percent does seem to be slightly decreasing as can be seen in Figure 5. In 2008, the student enrollment was 56.5% female while in 2012 the female enrollment was at 52.9%. It is hard to speculate, but this could be in part due to the increase in the male Veteran population.

As indicated in Figure 6, the majority of fall Cuyamaca College students are under the age of 25. While the percentage of students age 20-24 has continued to rise, the percentage of students 19 or under continues to fall slightly. Having a majority of students under the age of 25 makes the College more “traditional” in terms of age and has led to the development of more degrees, with a focus on students completing a degree or certificate and transferring to a four-year university. It should, however, be noted that more than 25% of students at Cuyamaca College are over the age of 30, indicating that many students return to college as “older” adults.
In 2007, White non-Hispanic students comprised the majority of Cuyamaca College’s student body although, since then, enrollment of these students is less than 50%, and the data indicates this trend will continue (Figure 7). The College continues to become increasingly diverse, particularly with respect to students who identify themselves as Hispanic. In fall 2012, more than 29% of the students were Hispanic, and the College has been granted the Hispanic Serving Institution (HSI) designation by the federal government. According to 2010 Census figures, Cuyamaca College students are more diverse than residents within the GCCCD boundary (Figure 1, p. 26; Figure 7).

![Student Enrollment by Ethnicity](image)

Though not reflected in the ethnicity information presented above, various sources of information indicate an increasing population of Middle Eastern students at Cuyamaca College. Many of these students indicate White non-Hispanic or “Other” on their College application, but other indicators yield information about the Middle Eastern population. For example, the percentage of students who are refugees or asylees increased from 1.1% in 2004 to 7.2% in 2010.
Students attend Cuyamaca College for a wide variety of reasons. According to the Community College Survey of Student Engagement (CCSSE) that was administered by Cuyamaca College in spring 2012, more than 60% of the students stated that their primary goal is to transfer (Figure 8). It is important to note students were asked to check all that apply and indicate if it was a primary or secondary goal. In addition, more than 75% of students indicated they had as a primary goal to obtain an Associate Degree or Certificate.

The increase in students intending to earn degrees and/or transfer, combined with the increase in students below the age of 25, reinforce the belief that the Cuyamaca College student population is increasingly becoming more “traditional.” These are students who generally begin college shortly after completing high school and then enroll in a full course load of 12 or more units.
Enrollment Trends

Figure 9 shows student headcount for 10 academic semesters, from fall 2008 through spring 2013. Credit student headcount increased from fall 2008 through fall 2010 and then decreased heavily in fall 2011 and again slightly in fall 2012. As seen in Figure 10, the College had significant cuts in units from fall 2008 to fall 2009 (9.1%) and was relatively stable from fall 2009 to fall 2010. Fall 2009 is when the economy downturn occurred. Many people returned to school and at the same time, College budgets were drastically cut due to the state budget crisis. Cuyamaca College, like many others, had to cut classes and began focusing on increasing enrollment efficiency. Because of this, student headcount increased and most classes were full. There was another cut in units taught from fall 2010 to fall 2011 (11.9%). Since most classes throughout the College were full, this resulted in a huge decrease in student enrollment which can be seen in Figure 9.
Approximately one-fourth (26%) of fall 2008 credit students attempted a full load (12 or more semester units), a percentage that has decreased slightly to 23% in fall 2012 (Figure 11). Nearly 40% of the students enrolled in fewer than six units.

Subjects with the most enrollments during the fall 2012 and spring 2013 semesters are presented below in Table 1. The top two subjects are English and math and account for almost 20% of all enrollments. This is not surprising since there has been an increase in the percent of students working toward a degree, certificate, or transfer. The top 10 subjects account for just over 50% of all enrollments in each semester.

Table 1
Enrollments by Subject
(Reports)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Fall 2012 Number</th>
<th>Percent</th>
<th>Subject</th>
<th>Spring 2013 Number</th>
<th>Percent</th>
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<td>Math</td>
<td>1967</td>
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<td>9.8%</td>
<td>English</td>
<td>1931</td>
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<td>Biology</td>
<td>1116</td>
<td>5.3%</td>
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<td>4.5%</td>
<td>English as a Second Language</td>
<td>999</td>
<td>4.7%</td>
</tr>
<tr>
<td>Business</td>
<td>872</td>
<td>4.4%</td>
<td>Exercise Science</td>
<td>995</td>
<td>4.7%</td>
</tr>
<tr>
<td>History</td>
<td>860</td>
<td>4.3%</td>
<td>History</td>
<td>896</td>
<td>4.2%</td>
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<tr>
<td>English as a Second Language</td>
<td>734</td>
<td>3.7%</td>
<td>Business</td>
<td>886</td>
<td>4.2%</td>
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<tr>
<td>Computer Information Sciences</td>
<td>621</td>
<td>3.1%</td>
<td>Psychology</td>
<td>732</td>
<td>3.4%</td>
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<tr>
<td>Child Development</td>
<td>592</td>
<td>3.0%</td>
<td>Child Development</td>
<td>674</td>
<td>3.2%</td>
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<tr>
<td>Business Office Technology</td>
<td>577</td>
<td>2.9%</td>
<td>Computer Information Sciences</td>
<td>652</td>
<td>3.1%</td>
</tr>
</tbody>
</table>
As depicted in Figure 12, 48.2% of students who attend Cuyamaca College are placed in basic skills math courses and 69.6% are placed in basic skills English. In contrast, 25.9% of students are ready for a transfer-level math course while only 8.1% are ready for a transfer-level English course.

Figure 12
Math & English Placement Rates for New Students
Fall 2011
(Reports)
Online and Hybrid Course Enrollments

Online and hybrid course enrollments continued to rise through fall 2010 even though the College had to cut many sections of course offerings in fall 2009 (Figure 13). There was a slight decline in online enrollments seen in fall 2011 when additional course sections were cut. Overall, considering the College had to cut 9.1% of all course offerings in fall 2009 and 11.9% in fall 2011, this slight decrease shows how popular the flexibility of online and hybrid course offerings are to students.

![Figure 13](image)

In Figure 14, one can see that in fall 2012, the youngest students (under 20) are more likely to take a traditional course whereas students between age 20 and 49 are more likely to be in an online or hybrid course. This has been the same over the last five years, going back to fall 2008. When categorized by ethnicity, there is little difference with the percent of students taking an online or hybrid course about the same as the percent population.

![Figure 14](image)
**Community Learning**

As depicted in Figure 15, community learning enrollments have been declining rapidly since spring 2010. As has been previously mentioned, the College had to cut many course sections and community learning was cut particularly deeply as it was not seen as central to the College Mission Statement. Since spring 2012 community learning is back on the rise although very slowly.

![Community Learning Enrollments](image)

**Figure 15**

Community Learning
(Reports)

There is a disproportionate percent of female students enrolled in community learning and the gap is widening as seen in Figure 16. The ethnicity of students enrolled in community learning is slightly disproportionate with a higher percent of White students and a slightly lower percent of Hispanics (Figure 17).
Employee Demographics
The gender breakdown of the employees at Cuyamaca College (Figure 18) represents fairly well the same gender breakdown of the students. The ethnicity, on the other hand, as seen in Figure 19, does not represent the student population as well. The employees are disproportionately White and little change has been seen over the last five years. While there have been many faculty and staff retirements in the past few years, the College has been unable to replace them due to the recession, and therefore has not had the opportunity to diversify the employee base.
Figure 19
Employee Ethnicity
(Reports)
Student Achievement Data
Student Achievement Data

The retention rates for students have remained relatively stable with a slight increase this year (Figure 20). On the other hand, the success rates of all students have increased seven percentage points in the last five years. Figure 21 shows the success rate of students categorized by gender. Overall, female students are more successful than male students; however, the achievement gap is narrowing, with only three percentage points separating male and female success rates (Figure 21).
As one can see in Figure 22, the success rate of students disaggregated by ethnicity looks very similar to what we see at most schools. Generally speaking White and Asian students have the highest success rates along with Other. While the success rates of Hispanic and Black students are rising, they are not rising as fast as some of the other success rates. In response the college has developed interventions such as acceleration programs across math, English, and ESL.
Organization for the Self-Evaluation Process
The Self-Evaluation process began in fall 2010 with the selection of an Accreditation faculty co-chair. In spring 2011, the Accreditation Steering Committee (ASC) was formed and tri-chairs for each Standard were selected. The College felt it was important to involve students, classified staff, faculty, and administrators in the Self-Evaluation process. Based on this input, a tri-chair position was designed for each Standard that included faculty, classified, and administration. In addition, a student representative was appointed to both the ASC and each of the writing teams. To help get started in the process, the faculty Co-Chair of the ASC along with the Accreditation Liaison Officer and three identified members of the ASC attended the ASCCC Accreditation Institute in March 2011. The ASC began meeting in the middle of spring 2011 to review the Accreditation Standards, the 2007 Self-Study and plan activities for the next academic year.

In summer and fall 2011, the College began the process of conducting a regular survey to College employees and students. The ASC took a lead role in helping to develop the questions for the survey using the Accreditation Standards as a guide. The Institutional Effectiveness Survey was deployed in spring 2012. In addition, during fall 2011, writing teams were formed and the initial stages of writing drafts for the Self-Evaluation report began. The ASC continued to meet and developed a rubric on how to cite evidence as the writing unfolded. Additionally, the College Intranet moved the College toward electronic evidence and, thus, a rubric for how to name documents was created.

Furthermore, during fall 2011, a District Accreditation Coordinating Council (DACC) was established to bring the two Colleges and District Services together to foster open communication about the Accreditation process and to discuss ways to support each other’s efforts. The first product developed by this committee was the Functional Map, followed by the Processes and Evidence document. This document established a means for District Services to share their role in support of the Standards and provide evidence the Colleges would need for their reports. In addition, DACC created a Data Request Form for any data the Colleges required from District Services.

During spring 2012 and fall 2012, writing teams produced the majority of the content, with each team turning in four drafts of the report. In spring 2013, the fourth draft was placed on the College Intranet for six weeks, and the College community and District Services were requested to review the draft and provide feedback via an Accreditation email that was created. At this time, a Content Editor was hired to read the draft Self-Evaluation report and offer comments about any missing content. As feedback was received, it was forwarded to the Writing Teams who then made changes and submitted a final draft. A Technical Editor, also hired by the College, then reviewed the final draft of the Self-Evaluation report to ensure information is communicated in a “single voice” and to check for consistency and formatting.

Also during the spring 2013 semester, the faculty Co-Chair brought the Accreditation Self-Evaluation Report Highlights and Actionable Improvement Plans to committee meetings throughout the College sharing the results. The draft Self-Evaluation report was updated several times after receiving feedback. In April 2013, the draft Self-Evaluation report was...
sent to the Governing Board for review and feedback was received that was later incorporated into the report. In May 2013 the faculty Co-Chair along with the faculty Co-Chair of Grossmont College made a joint presentation to the GCCCD Governing Board with highlights of each 2013 Self-Evaluation report at a pre-Board workshop dedicated to Accreditation. At the subsequent meeting, the Governing Board voted to accept the reports.

During summer 2013, the Self-Evaluation report was finalized, including the complete text and graphics. All electronic links were checked and verified, and the report was put into an electronic format. The Self-Evaluation report was printed, and in August 2013, the printed copies and electronic version were sent to ACCJC.
# Accreditation Self-Evaluation Timeline and Milestones

<table>
<thead>
<tr>
<th>Activity</th>
<th>Month(s)</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation Consultant Visit</td>
<td>February</td>
<td>2011</td>
</tr>
<tr>
<td>Convene Steering Committee</td>
<td>March</td>
<td>2011</td>
</tr>
<tr>
<td>ASCCC Accreditation Institute</td>
<td>March</td>
<td>2011</td>
</tr>
<tr>
<td>Review of Standards and 2007 Self-Study</td>
<td>March/April/May</td>
<td>2011</td>
</tr>
<tr>
<td>Begin to Look at Survey Questions</td>
<td>June/July</td>
<td>2011</td>
</tr>
<tr>
<td>Professional Development Workshop</td>
<td>August</td>
<td>2011</td>
</tr>
<tr>
<td>Establish Writing Teams</td>
<td>August/September</td>
<td>2011</td>
</tr>
<tr>
<td>Writing Teams Begin Meeting</td>
<td>September</td>
<td>2011</td>
</tr>
<tr>
<td>Evidence Gathering and Writing</td>
<td>September-December</td>
<td>2011</td>
</tr>
<tr>
<td>Prepare Campus Climate Survey</td>
<td>October-December</td>
<td>2011</td>
</tr>
<tr>
<td>Continued Evidence Gathering</td>
<td>January-May</td>
<td>2012</td>
</tr>
<tr>
<td>Draft 1 of Self-Evaluation</td>
<td>March</td>
<td>2012</td>
</tr>
<tr>
<td>Deploy CCSSE and CCFSSE</td>
<td>April</td>
<td>2012</td>
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<tr>
<td>Deploy Institutional Effectiveness Survey</td>
<td>May</td>
<td>2012</td>
</tr>
<tr>
<td>Draft 2 of Self-Evaluation</td>
<td>May</td>
<td>2012</td>
</tr>
<tr>
<td>Professional Development Workshop</td>
<td>August</td>
<td>2012</td>
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<tr>
<td>Draft 3 of Self-Evaluation</td>
<td>October</td>
<td>2012</td>
</tr>
<tr>
<td>Draft 4 of Self-Evaluation</td>
<td>December</td>
<td>2012</td>
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<tr>
<td>Professional Development Workshop</td>
<td>January</td>
<td>2013</td>
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<tr>
<td>College Review of Self-Evaluation</td>
<td>January-February</td>
<td>2013</td>
</tr>
<tr>
<td>District Review</td>
<td>January-March</td>
<td>2013</td>
</tr>
<tr>
<td>First Read to Governing Board</td>
<td>April</td>
<td>2013</td>
</tr>
<tr>
<td>Second Read to Governing Board</td>
<td>May</td>
<td>2013</td>
</tr>
<tr>
<td>Finalize Self-Evaluation Report</td>
<td>June/July</td>
<td>2013</td>
</tr>
<tr>
<td>Evidence (Checking Hyperlinks)</td>
<td>July</td>
<td>2013</td>
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<tr>
<td>Self-Evaluation Report to Printer</td>
<td>August</td>
<td>2013</td>
</tr>
<tr>
<td>Self-Evaluation Report Submitted to ACCJC</td>
<td>August</td>
<td>2013</td>
</tr>
<tr>
<td>Site Visit</td>
<td>October</td>
<td>2013</td>
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Accreditation Steering Committee

As mentioned previously, the Self-Evaluation process was a broad effort involving students, classified staff, faculty, and administrators. The following individuals served as tri-chairs and thus comprised the Accreditation Steering Committee.

Robin Steinback/Danene Brown/Pat Setzer, Accreditation Liaison Officer
Tammi Marshall (Faculty), Accreditation Faculty Co-Chair
Debi Ridulfo (Classified), Project Assistant

<table>
<thead>
<tr>
<th>Standard I</th>
<th>Standard II</th>
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<tbody>
<tr>
<td>Madelaine Wolfe/Scott Herrin (Administrator)</td>
<td>Julianna Barnes/Wendy Craig/Pat Setzer (Administrator)</td>
</tr>
<tr>
<td>Nicole Jones (Faculty)</td>
<td>Connie Sterling/Jennifer Curtis (Classified)</td>
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<td>Rocky Rose (Classified)</td>
<td>Alicia Munoz (Faculty)</td>
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<th>Standard III</th>
<th>Standard IV</th>
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<tr>
<td>Sara Suter/Patrice Nya (Classified)</td>
<td>Connie Elder (Administrator)</td>
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<tr>
<td>Chris O’Byrne (Faculty)</td>
<td>Michael Wangler/Jesus Miranda (Faculty)</td>
</tr>
<tr>
<td>Arleen Satele (Administrator)</td>
<td>Avelina Mitchell (Classified)</td>
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<th>Resources</th>
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<tr>
<td>Erin Miller, Student Representative</td>
<td>Teri Denlinger (Technical)</td>
</tr>
<tr>
<td>Angela Nesta, Librarian</td>
<td>Madelaine Wolfe (Content)</td>
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<td>Pamela Wright, Institutional Research</td>
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<tr>
<td>Mark Zacovic, President</td>
<td></td>
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<tr>
<td>Anthony Zambelli, SLO Coordinator</td>
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## Accreditation Writing Teams

The following individuals served as members of the writing teams:

<table>
<thead>
<tr>
<th><strong>Standard I Writing Team</strong></th>
<th><strong>Standard IIA Writing Team</strong></th>
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<tbody>
<tr>
<td>Sharon Bullard – Foundation</td>
<td>Sheryl Ashley – Classified</td>
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<tr>
<td>David Burnett – Classified</td>
<td>Danene Brown – Administrator</td>
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<tr>
<td>Maria Gearhart – Classified</td>
<td>Jennifer Lewis – Administrator</td>
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<tr>
<td>Shirley Hughes – Classified</td>
<td>Manuel Mancillas-Gomez – Faculty</td>
</tr>
<tr>
<td>Jennifer Lewis – Administrator</td>
<td>Alicia Munoz – Tri-Chair, Faculty</td>
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<tr>
<td>Teresa McNeil – Counseling Faculty</td>
<td>Tim Pagaard – Faculty</td>
</tr>
<tr>
<td>Erin Miller – Student Body President</td>
<td>Christina Portillo – Student</td>
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<tr>
<td>Ryan Moore – Faculty</td>
<td>Brooke Stern – Faculty</td>
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<tr>
<td>Kathryn Nette – Faculty</td>
<td>Anthony Zambelli – Faculty</td>
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<tr>
<td>Terrie Nichols – Faculty</td>
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<tr>
<td>Don Shultz – Faculty</td>
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<td>Donnie Tran – Faculty</td>
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<th><strong>Standard IIB Writing Team</strong></th>
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<tr>
<td>Amaliya Blyumin – Faculty</td>
<td>Rhonda Bauerlein – Classified</td>
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<tr>
<td>Wendy Craig – Administrator</td>
<td>Guillermo Colls – Faculty</td>
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<tr>
<td>Victor DeVore – Classified</td>
<td>Diane Kew – Classified</td>
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<tr>
<td>Chris Hernandez – Student</td>
<td>Katherine Meek – Classified</td>
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<tr>
<td>Teresa McNeil – Faculty and Administrator</td>
<td>Angela Nesta – Faculty</td>
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<tr>
<td>Vanessa Saenz – Classified</td>
<td>Robert Stafford – Faculty</td>
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<tr>
<td>Marty Spring – Administrator</td>
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<tr>
<td>Susan Topham – Administrator</td>
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<tr>
<td>Lauren Vaknin – Administrator</td>
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<th><strong>Standard IIIA Writing Team</strong></th>
<th><strong>Standard IIIB Writing Team</strong></th>
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<tr>
<td>Corey Cole – Student</td>
<td>Bruce Farnham – Administrator</td>
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<td>Cheryl Houston – Classified</td>
<td>Eric Preibisius – Faculty</td>
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<tr>
<td>Zabdiel Munoz – Student</td>
<td>Patty Tackett – Classified</td>
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<tr>
<td>Judi Reyes-Smith – Classified</td>
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<tr>
<td>Linda Waring – Administrator</td>
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<tr>
<td>Kari Wergeland – Faculty</td>
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<td>Standard IIIC Writing Team</td>
<td>Standard IIID Writing Team</td>
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<td>------------------------------------</td>
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</tr>
<tr>
<td>Sandy Beasley – Classified</td>
<td>Sara Downs – Classified</td>
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<tr>
<td>Sherri Braaksma – Classified</td>
<td>Linda Haar – Administrator</td>
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<tr>
<td>Connie Elder – Administrator</td>
<td>Jonathan Krop – Classified</td>
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<tr>
<td>Don Jones – Faculty</td>
<td>Barbara Modica – Classified</td>
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<td>Gwen Nix – Classified</td>
<td>Ray Reyes - Administrator</td>
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<tr>
<td>Joy Tapscott – Classified</td>
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<td>Barbara Takahashi – Classified</td>
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<th>Standard IV Writing Team</th>
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<tr>
<td>Mohammed Alyasini – Student</td>
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<tr>
<td>Kim Dudzik – Faculty</td>
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<tr>
<td>Michelle Garcia – Faculty</td>
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<td>Jane Lytle – Classified</td>
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<tr>
<td>Debi Ridulfo - Classified</td>
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Institutional Organization

VISION
COMMUNITY
TEAMWORK
EXCELLENCE
PASSIONATE
INNOVATIVE
BEAUTIFUL
FRIENDLY
STUDENT-CENTERED
DEDICATED
COLLABORATIVE
INTEGRITY
WELCOMING
Institutional Organization

Below are the links to the Cuyamaca College organizational charts for the President and Executive Team (President’s Cabinet).

The additional charts, including functions and personnel presented, can also be found in the Cuyamaca College Shared Governance Handbook, Administrative Structure (pp. 5-14).

Because Cuyamaca College is part of a multi-college District, responsibilities for various functions related to the ACCJC Standards are distributed across both of the Colleges and District as outlined in the District Map of Functional Responsibilities (see Appendix A, p. 351)

GCCCDD Governing Board (p. 6)

GCCCDD District Services

President - General (p. 7)
    President – VP Organization (p. 8)

Vice President of Instruction - General (p. 11)
    Vice President of Instruction – Dean Organization (p. 12)

Vice President of Student Services - General (p. 13)
    Vice President of Student Services – Services Organization (p. 14)

Vice President of Administrative Services - General (p. 13)
    Vice President of Administrative Services – Department Organization (pgs. 14-16)
Eligibility
Requirements
Certification of Continued Compliance with Eligibility Requirements

Cuyamaca College affirms that the institution has remained in continued compliance with the Accrediting Commission for Community and Junior Colleges’ prescribed eligibility requirements as set forth below:

1. Authority:
   Cuyamaca College is a public, two-year community college authorized to operate as a degree granting institution by the State of California, the Board of Governors of the California Community Colleges, and the Governing Board for the Grossmont-Cuyamaca Community College District. Cuyamaca College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (WASC).

2. Mission:
   The Cuyamaca College Mission Statement defines the institution’s broad educational purposes, its intended student population and its commitment to student learning. The College’s Mission Statement was most recently revised by the College in spring 2012 and adopted by the Governing Board in July 2012.

3. Governing Board:
   A five-member Governing Board elected by the citizens of San Diego’s East County region sets policy and direction and provides leadership for the Grossmont-Cuyamaca Community College District. Each Governing Board member serves a term of four years and the terms are staggered to allow for continuity. Since 2012, each Trustee is elected by area. The Governing Board is an independent policy-making body that approves and oversees the educational mission of the District and the two Colleges. The Governing Board has two non-voting student members, each representing one of the two Colleges in the District. Meetings are held once per month, alternating between Cuyamaca College and Grossmont College.

4. Chief Executive Officer:
   Dr. Mark J. Zacovic serves as the President and Chief Executive Officer (CEO) of Cuyamaca College. Dr. Zacovic was hired for this position in July 2011. It is his full-time responsibility to lead and administer the institution, and he reports directly to the Chancellor of the Grossmont-Cuyamaca Community College District, Dr. Cindy L. Miles.

5. Administrative Capacity:
   The administration at Cuyamaca College consists of:
   - President;
   - Vice President of Instruction;
   - Vice President of Student Services;
   - Vice President of Administrative Services;
   - Three instructional deans (Divisions I, II and III);
   - Dean of Counseling;
• Dean of Learning and Technology Resources;
• Assistant Dean, EOPS/CARE;
• Associate Dean, Athletics;
• Associate Dean, Student Affairs;
• Associate Dean, Special Funded Programs;
• Director, San Diego Environmental Training Center;
• Director, San Diego-Imperial Region Center of Excellence;
• Director, Workplace Learning Resources Center;
• Director, Financial Aid;
• Manager, College Bookstore; and
• Manager, College Food Services.

6. Operational Status:
Cuyamaca College has been in continuous operation since its founding in 1978. Students actively pursue degree and certificate programs, career and technical education training, basic skills education, and noncredit course offerings. Courses are offered in the traditional classroom setting and distance education modality.

7. Degrees:
Cuyamaca College offers 73 Associate Degree programs and 68 certificates. The College prepares students for transfer to public and private colleges and universities through its academic programs. Students are also better equipped for employment opportunities through its wide variety of vocational training programs. In keeping with the mission of the California Community Colleges and the Education Code of California, Noncredit courses are offered in nine designated areas. Fee-based courses complement the Noncredit program and provide classes of interest to industry and the community.

A significant proportion of students are enrolled in programs leading to degrees. There are 8,539 students at Cuyamaca College as of fall 2012 in which 62% indicate that their primary educational goal is to obtain an Associate Degree or transfer to a four-year institution, 20% of the students are undeclared, 6% of the students are seeking a CTE degree or certificate, 4% have declared basic skills as their primary education goals, and 8% are seeking to develop or upgrade career skills.

8. Educational Programs:
The Associate Degree and Certificate programs at Cuyamaca College reflect the mission of the institution. They are based on recognized higher education fields of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. Distance education courses follow the same approval and evaluation processes as face-to-face courses.

9. Academic Credit:
Cuyamaca College awards credit based on the traditional Carnegie unit, which is the generally accepted standard for degree-granting institutions of higher education. The traditional classroom “lecture” class requires the equivalent of one hour per week for each semester unit awarded. “Laboratory” classes require three hours per week for each
semester unit awarded. The traditional semester is 16 weeks in length. Cuyamaca College also offers short-term classes throughout the year, including summer, that are four, six, or eight weeks in length.

10. Student Learning and Achievement:
Cuyamaca College identifies Student Learning Outcomes for courses, programs, certificates, and degrees, assesses student achievement of those outcomes, and uses assessment results to make improvements. The same Student Learning Outcomes are in place, regardless of the mode of instruction.

11. General Education:
Cuyamaca College defines and incorporates into all of its degree programs a substantial component of General Education (GE) designed to ensure breadth of knowledge and promote intellectual inquiry. The GE component includes demonstrated competence in writing and computational skills, an introduction to some major areas of knowledge, and several additional competencies. There are comprehensive learning outcomes for GE components. Courses submitted for GE are closely scrutinized by the College’s Curriculum Committee, and are consistent with levels of quality and rigor appropriate to higher education.

12. Academic Freedom:
Board Policy 4030 on Academic Freedom states, “The Board shall promote public understanding and support of academic freedom for the implementation of the educational philosophy of Grossmont-Cuyamaca Community College District. Academic freedom is fundamental for the protection of the rights of the instructor in teaching, and of the student in freedom in learning. It carries with it duties correlative with rights.” The College maintains an atmosphere in which intellectual freedom and independence exist.

13. Faculty:
Cuyamaca College has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution’s educational programs. Full-time faculty are represented in comparable numbers in all modes of instruction. Faculty responsibilities include the development and review of curriculum as stated in the United Faculty contract, the Academic Senate’s roles and responsibilities, and faculty job descriptions. The Curriculum Committee is under the purview of the Academic Senate and its co-chair is a faculty member. A faculty member also serves as the Instructional Student Learning Outcomes Coordinator.

14. Student Services:
Cuyamaca College provides a wide array of programs and services that support student learning and development within the context of the institutional mission. These include counseling, financial aid, CalWORKs, Extended Opportunity Programs and Services (EOPS), Cooperative Resources for Education (CARE), and Disabled Students Programs and Services (DSPS). A Tutoring Center, Reading and Writing Center, High Tech Center for the Disabled, and STEM Achievement Center provide for support for student
learning. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success.

15. Admissions:
In keeping with Title 5 and District policies, Cuyamaca College admission policies and practices are consistent with its mission. These guidelines are stated on the College website as well as in the College catalog.

16. Information and Learning Resources:
Cuyamaca College provides access to information and resources to support student learning and enhance the mission and instructional programs. Learning resources include a library collection, computer laboratories, Instructional Media Services, Tutoring/Learning Centers, and a variety of library services. The same information and resources are available to students, regardless of the format or location of the program.

17. Financial Resources:
In conjunction with the Grossmont-Cuyamaca Community College District, Cuyamaca College has a funding base, financial resources, and plans for financial development adequate to support student learning programs and services. These programs improve institutional effectiveness and assure financial stability to the extent possible. Cuyamaca College has a set of well-defined guidelines and processes for financial planning and budget development based on the mission, values, and goals of the College.

18. Financial Accountability:
Cuyamaca College undergoes an annual external financial audit by a certified public accountant as part of the District audit. For each of its two most recent fiscal years, Cuyamaca College submitted, with its ACCJC eligibility application, a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant that has no other relationship to the institution. From 2008 – 2012, the District received unqualified audits on its financial statements and federal and state compliance audits. All audits are available to the public on the District Website.

19. Institutional Planning and Evaluation:
Cuyamaca College has a clearly defined and systematic cycle of evaluation, integrated Program Review and Planning, resource allocation, implementation, and re-evaluation. The Program Review and Planning process is integrated with the College and District Strategic Plans as well as provides substantial data upon which annual budget decisions are based. The College develops goals and annually assesses progress toward these goals through the measurement of KPIs. Based on these assessments, decisions regarding improvements are made to achieve continuous quality improvement.

20. Public Information:
Cuyamaca College provides a catalog, both printed and electronic, and strives to ensure the information is precise, accurate, and current. The Cuyamaca College catalog is updated and published on an annual basis. The catalog includes the College mission, academic calendar, College and District administration and faculty, including their
degrees, names of the Governing Board members, College history and vision, academic policies, Associate Degree and certificate programs, individual course descriptions, and General Education, degree, and transfer information. In addition the College publishes its schedule of course offerings in electronic form every semester.

21. Relations with the Accrediting Commission:
Cuyamaca College adheres to the eligibility requirements, standards, and policies of the Accrediting Commission for Community and Junior Colleges (ACCJC). Cuyamaca College describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. A statement of Accreditation for Cuyamaca College appears in its catalog and on the College website.
Commission Policies
Certification of Continued Institutional Compliance with Commission Policies

Distance Education
Over the last decade, Cuyamaca College has provided distance education (DE) courses in various formats, including hybrid or blended and completely online via the Internet. Cuyamaca College students continue to embrace online and hybrid learning because it provides more flexibility in addressing work schedules, personal circumstances, the cost of transportation, time constraints and economic pressures. At Cuyamaca College, 14.3% of all enrollments were in DE classes during fall 2011 and spring 2012. Of that 10.9% of all enrollments were in completely online sections. The remaining 3.4% were in hybrid or blended sections. Each semester, approximately 1800 students enroll in one or more completely online course sections. The need to provide students with access to courses as a result of their varying needs is the impetus behind an ongoing expansion of the electronic delivery of courses and the submittal and approval of a recent Substantive Change Proposal to ACCJC.

Cuyamaca College meets all eligibility requirements, Accreditation Standards, and regulations related to its DE courses. Curriculum is reviewed to ensure regular, effective contact between the instructor and students. All DE courses are required to have an individual login for each student. This process verifies that the person who participates every time and completes the course or program is the same individual who receives the academic credit. In addition, if a faculty member is evaluated while teaching a DE course, the evaluation will be completed for that specific DE course. Effective pedagogical techniques appropriate to the DE mode are used to ensure that the curriculum of online courses is the same as on-campus courses.

The rigor, breadth, objectives, learning outcomes, and academic quality of DE courses and programs offered by the College meet the same course quality Standards of those provided in the traditional mode. Appropriate assessment of outcomes, dialogue of the assessment results and changes made to improve student learning as a result of the dialogue all occur in a DE course, just as with a traditional course. Equally significant is that the same or equivalent resources are available to students in a DE course as in a traditional course.

In Student Services, the Counseling Center offers online counseling and is in the process of developing an online orientation program for new students. Many forms and petitions for admissions and records, including graduation, can be completed online as well.

Institutional Compliance with Title IV
Cuyamaca College continues to keep loan default rates at an acceptably low level. The loan default rate in 2011 was 5.9%. In addition, the College complies with program responsibilities defined by the U.S. Department of Education (USDE).
Institutional Advertising, Student Recruitment, and Representation of Accredited Status
All advertising, whether in print or electronic, has as its primary emphasis the College’s educational programs and services. This includes, but is not limited to, advertisements, publications, promotional literature, and recruitment activities. Any statements and representations made by the College are clear, factually accurate, and current.

The College Catalog is available electronically on the College website or a print version can be purchased in the Bookstore and Cashier’s Office. Included within the College Catalog is all of the information required by ACCJC Policy including the Accreditation status of the College as well as the Accreditation status required for specialized programs. In addition, the term Accreditation is used in the correct manner, representing the Accreditation status of the College conferred by ACCJC. In the case where a specialized program is accredited, the source of the Accreditation is clear and given with reference to the specific program.

Student recruitment is guided by qualified personnel. Any scholarships or financial aid are offered only on the basis of specific criteria related to financial need as set forth by the United States Department of Education.

Institutional Degrees and Credits
All Associate Degrees awarded by the College require a minimum program length of 60 semester credit hours. There are written policies and procedures that use the accepted academic expectations applied consistently to all the College’s courses and programs.

Institutional Integrity and Ethics
Cuyamaca College upholds and protects the integrity of its policies and practices. To this end, the College provides current, complete, and accurate information that is readily available when asked by the Commission or any other person or organization. In addition, the College has policies to ensure academic honesty and integrity in hiring practices as well as due process for students and employees. The policies describe how violations of integrity are resolved. These policies are reviewed regularly and available via the College Internet. The College has a good, collegial relationship with the Commission.
Responses to Previous Recommendations
Responses to Recommendations from the 2007 Comprehensive Site Visit

In October 2007, Cuyamaca College underwent a comprehensive evaluation by an ACCJC visiting team the result of which was the reaffirmation of its accreditation. Based on that visit and the College’s Self-Study, ACCJC developed six recommendations and asked that those recommendations be addressed in a series of reports. In October 2009, the College completed a Follow-Up Report on Recommendation #6 (District Leadership and Governance). In October 2010, the College submitted the Mid-Term Report providing a resolution on the remaining five recommendations.

The following sections summarize the responses to those 2007 recommendations and include any additional work that has occurred since the submission of the 2010 Mid-Term Report.

Recommendation 1: Student Learning Outcomes (2007)
“The team recommends that the College complete the process of identifying Student Learning Outcomes (SLO) for courses, programs, certificates, and degrees, identify SLOs for student services and other areas of the College, and develop and implement methods for assessing student achievement of those outcomes. The assessment results should be used to guide improvement (Standards I.B.1, I.B.7, II.A.2.b, II.A.2.f, II.A.3.a, II.A.2.b, II.A.c, II.B.4, II.C.2, III.A.1.c).”

Abridged Response from the Mid-Term Report (2010)
In fall 2007, an SLO Coordinator position was established to serve as a resource for faculty in writing and implementing their SLO Assessment Plans. In addition, the SLO Coordinator is co-chair of the College’s Student Learning Outcomes Assessment Committee (SLOAC), which is charged with the coordination of all SLO assessment activities at the College, including the assessment of all course, program, and institutional outcomes. As of fall 2010, the College had written SLOs and accompanying assessment methodologies into the official course outline of record for 77% of all courses, as well as program level outcomes for 65% of all instructional programs/disciplines.

In 2008-2009, the College’s instructional division established a process for departments to develop SLO Assessment Plans that link program and course-level SLOs, which include identifying assessment methodologies, establishing goals and criteria for assessment activities, and developing plans for closing the loop and using assessment results to improve student learning. Shortly thereafter, the process was revised to include the development of one-year SLO implementation plans to inform short-range planning and budgetary decisions on an annual basis. To facilitate the incorporation of SLO assessment outcomes into divisional and departmental planning cycles, the Instructional Program Review Committee added reporting requirements specific to SLO assessment outcomes, and the Academic Master Plan Committee added SLO-specific criteria to their evaluation process for prioritizing department needs. By fall 2010, 27% of all academic departments had completed a one-year SLO Implementation Plan and assessment activities began in 2010-2011.
In 2009, the College began the process of developing College-level outcomes that would include Institutional Level Outcomes (ILO), basic skills outcomes (BSO), General Education outcomes (GEO) and Career Technical Education (CTE) outcomes. By fall 2010, all of the outcomes were approved by the Academic Senate and the College’s shared governance committees.

In 2009, the College’s Student Services Division finalized its assessment plans, including the development of SLOs, identification of assessment methodologies, establishment of goals and criteria for assessment activities, and a planning mechanism for closing the loop and using assessment results to improve student learning. By spring 2010, all Student Services departments initiated their first assessment cycles and incorporated the results into the Student Services Master Planning process. The assessment plans and resulting outcomes were then used to inform both the Student Services Program Review (five-year cycle) and Student Services Master Planning (annual cycle) processes.

**Continued Progress (2013)**

Over the last two and a half years, the College has continued to work on the SLO process of identifying outcomes, establishing methods of assessment, assessing the outcomes and using the assessment results to improve student learning and close the loop toward sustainable continuous quality improvement. By spring 2013, 100% of the courses and 100% of the programs identified SLOs, with most working toward establishing methods of assessment for courses and programs. In addition, 74% of the courses had been assessed and the results used to improve student learning and close the loop. It is expected that by the end of fall 2013, 100% of courses will have been assessed and results used to guide improvement. In fact, many of the College’s instructional courses are at Continuous Quality Improvement after having done numerous cycles of assessment.

Each area in Student Services has identified SLOs as well as methods of assessment, assessed those SLOs and is using the assessment results to improve student learning. Some areas have gone through multiple cycles and Student Services has identified an SLO Coordinator.

In fall 2011, the College realized the need for outcome assessment within Administrative Services. Each department within Administrative Services identified Administrative Unit Outcomes (AUO) and methods of assessment and began assessing their AUO. In addition, in spring 2012, the College administered for the first time the Institutional Effectiveness Survey which helps assess the Institutional Level Outcomes (ILO). Other means for assessing the ILO are through the linkage of course and program outcomes to the ILO and the assessment of those course and program outcomes.

The SLO Coordinator was originally helping the entire College with SLO assessment. Beginning in fall 2012, the College realized the need to have not only an SLO Coordinator for Instruction, but also Coordinators for Student Services and Administrative Services. Therefore, SLO Coordinators for the three units in the College were selected to represent their respective unit on the Student Learning Outcome and
Assessment Committee (SLOAC). The committee works to move the College toward full compliance of SLO assessment and sustainable, continuous quality improvement.

A revised Program Review process for each unit (Instruction, Student Services and Administrative Services), which includes an annual report on SLO progress, was implemented in fall 2011. The College purchased TracDat in fall 2012 to better track institutional progress in assessment. Outcomes throughout the College have been listed and mapped on TracDat with many disciplines, departments, and areas having full cycles of assessment evident.

All Student Service departments and Administrative Service areas have assessed and are at the sustainable Continuous Quality Improvement level. Many instructional programs are at the Continuous Quality Improvement level, and all have identified SLOs at the program and course levels.


“The team recommends that the College complete the Program Review process for all student services and other areas of the College. The College should provide evidence that the Program Review process evaluates the achievement of Student Learning Outcomes, along with other assessments that yield quantitative and qualitative data for analysis, and use the results of these evaluations as the basis of improvement (Standards I.B, II.1.a, II.B.1, II.B.4).”

**Abridged Response from the Mid-Term Report (2010)**

By fall 2010, the identification and assessment of Student Learning Outcomes (SLO) were integrated into the Program Review process for Student Services. In 2009-2010, all student services areas were charged with evaluating the achievement of at least one SLO. The results of the pilot to assess the SLOs were submitted with each area’s Department Master Plan for 2010-2011.

Beginning in 2008-09, each department was asked to report their Program Level Outcomes (PLO) and include an Assessment Plan as part of the Instructional Program Review and Academic Master Plan process. Departments were asked to indicate an anticipated completion of the SLO Assessment Plan. Departments were also asked to explain their progress in detail, including a description of assessment methodologies, an analysis of assessment results, and an account of the subsequent changes that were made to pedagogy to improve learning. In 2007-2008, Library staff identified their PLO and in 2008-2009 began a pilot assessment of its Library Instruction Program. By fall 2010, the Library had assessed their PLO and analyzed the results of the assessment.

**Continued Progress (2013)**

In light of the need to evaluate SLOs on an annual basis, the Student Services Program Review Committee decided that a mini-review of each program would be beneficial. However, in fall 2011, the Program Review process throughout the college was redesigned and began an annual review cycle, thus eliminating the need for additional reviews throughout the year. As part of the annual Program Review, each department
reports on SLO methods of assessment, assessment results, discussions, and subsequent changes to improve student learning. Though this process was cumbersome, the implementation of TracDat has eased the reporting of SLO progress.

Just as within Student Services, Instruction also began an annual Program Review process in fall 2011. By fall 2012, PLO were written for each degree and Certificate of Achievement. As part of Program Review, each discipline reports on its progress of evaluating the achievement of SLOs, along with other assessments that yield quantitative and qualitative data for analysis, and how these results have been used as the basis of improvement. In addition, each discipline reports on its progress of PLO and any possible mapping to ILO.

Beginning in fall 2011, Administrative Services began an annual Program Review as well. Included within their Program Review they report on the assessment results of any Administrative Unit Outcomes (AUO), discussions and subsequent changes to improve the unit. With each unit of the College on an annual Program Review and the implementation of TracDat, it will be easier to produce reports on every area of the College and on the progress of outcome assessment.

**Recommendation 3: Resources (2007)**

“The team recommends that the College and the District ensure that the number of full-time faculty and staff is adequate to support the instructional needs and student support services to improve student learning and enhance the achievement of the mission of the institution (Standards II.C.1.a, II.A.2).”

**Abridged Response from the Mid-Term Report (2010)**

From 2000-2001 to 2008-2009, the College’s Full-Time Equivalent Students (FTES) increased 45% from 4320 FTES to a high of 6242 FTES. In 2006-2007 the GCCCD Governing Board allocated $400,000 a year for three years to each college to hire full-time faculty and staff in support of the new buildings. With these funds, the College was able to hire 14 faculty positions in various disciplines. The College also funded several classified staff positions with the Governing Board allocation, including several instructional lab aides, custodians, a grounds maintenance worker, and a general maintenance worker. In 2009-2010 due to a shortfall in the state budget, the College had to reduce its operating budget by 9.5%. To help balance the budget, District employees were offered an early retirement incentive (ERI). Twelve College employees took advantage of the incentive, including several long-time faculty members. As a result, the College’s Faculty Obligation Number (FON) percent decreased to 43.5 in 2009, which is considerably below the state mandate of 50.9 for the District. By fall 2010 the number of full-time faculty and staff had not kept up with the College’s instructional and student service needs, and the College continued to struggle with finding adequate resources to fund its strategic plan and carry out its mission.

**Continued Progress (2013)**

Unfortunately, the shortfall in the state budget was not a one-year occurrence but, rather, continued for several years. In an effort to balance the state budget cuts in 2011-2012,
the District again offered a mid-year ERI. Thirteen College employees took advantage of the offer, including several long-time faculty members who were very involved in the campus, an administrator, and several classified staff. In addition to these losses, two key administrators, Vice President of Instruction and Vice President of Student Services, resigned to take new jobs at other Colleges in winter 2013. These positions have been replaced, but the turnover of administrators and loss of faculty members have been difficult for the College.

With the 2012-2013 state budget, there were no cuts, but there was little restored to the College budget. While the College is still affected by the loss in personnel, there are active hiring committees for many key positions. A Critical Hire process was instituted to enable the College to provide justification to hire key positions, and a total of 14 positions are slated to be filled by July 1, 2013. Furthermore, the current local funding model is in the review process at the District level by the Budget Allocation Taskforce (BAT), a taskforce that was instituted in 2012 to address the income allocation formula. The College remains committed to hiring additional full-time faculty and staff as funding becomes available. The College will continue working with the District to identify additional funds through traditional and alternative means that ensure the number of full-time faculty and staff is adequate to support the instructional and student services needs of the College.

**Recommendation 4: Communication (2007)**

“The team recommends that the College improve communication with classified staff by engaging in dialogue that contributes to increased participation in planning and decision making. This dialogue must include formal and informal communication links leading to equally accessible information and contributions by classified staff to plans and decisions leading institutional change and improvement (Standards I.B.1, I.B.4, III.A.4, IV.A.1, IV.A.3).”

**Abridged Response from the Mid-Term Report (2010)**

Immediately following the 2007 Self-Study and Accreditation site visit, then president Dr. Geraldine Perri began to work closely with classified senate leaders to examine how communication with classified staff could be enhanced. It was clear that the College had ample shared governance structures and avenues of participation in place for classified staff. The key was to find ways to make staff more aware of opportunities to be involved and to have their voices heard. In collaboration with the leadership of the Classified Senate, many activities were identified as formal mechanisms for promoting involvement by and improving communication with the classified staff. In addition, the classified leadership worked to promote greater awareness among the staff about College shared governance processes through other, less formal, mechanisms. Classified representation within the shared governance process has received increased emphasis and the College’s new Strategic Plan includes Valuing and Support of Employees as one of its five primary priorities.
Continued Progress (2013)
Communication with classified staff as a whole has increased dramatically since 2007. More classified staff are involved on committees and shared governance opportunities College and District wide, including hiring committees. Some key examples include the main governance body, the Institutional Effectiveness and Resource Council (IERC), which incorporates a tri-chair system involving the College President, the Academic Senate President, and Classified Senate Vice President. In addition, the Accreditation Steering Committee includes tri-chairs for each Standard involving an administrator, a faculty member and a classified staff member. The idea stemmed from the fact that a stool only stands with all three legs; each leg represents one of the employee branches and the entire stool supports all students. Because of this, more classified staff than ever before have been involved with writing the 2013 Accreditation Self-evaluation report. Finally, more classified staff have become involved in the Program Review and Planning process across the campus which helps everyone understand the College and its activities better.

Although not specific to Cuyamaca College the role and representation of classified staff in District Services has been significantly strengthened in the last four years as can be seen in the GCCCD Governance Handbook for Effective Decision-Making. Classified staff now sit on the District Services Leadership Council, have a site Classified Senate Board representing them, and made key contributions to the GCCCD Processes and Evidence Accreditation document being used by both Colleges in the District. Classified Leadership has also been included in the composition of new District Councils and Taskforces that are formed. Some examples are: District Accreditation Coordinating Council, Budget Allocation Taskforce, and the Governance Taskforce. In addition, the President meets regularly with the Cuyamaca Classified Senate Vice-President and has an additional monthly with the Classified Senate Vice-President to preview the Governing Board meeting docket.

Generally speaking, more classified staff are engaging in dialogue, both formal and informal, that contributes to increased participation in planning and decision making. This contribution is leading to plans and decisions which influence institutional change and improvement.

“The team recommends that the College, the chancellor, and District develop and implement strategies for the improvement of dialogue among the various entities in the District, leading to improved relationships and collaboration among and between the Colleges and the District (Standard IV.A.1, IV.A.2, IV.A.3, IV.B.2).”

Abridged Response from the Mid-Term Report (2010)
There are many examples of topics where collaborative dialogue has taken place. Some of these include Open Chancellor Forums, Confidential Communications with the Chancellor, the Employee Intranet site, Chancellor Budget Messages, Budget Suggestion Box, District Strategic Planning and Budget Council (DSP&BC) Budget Taskforce, as well as hiring an outside consultant to do a review.
Through collaborative dialogue, the Strategic Planning process was improved and strengthened in 2009 with greater participation and integration among the Colleges, students, District Services, Chancellor’s Office and the Governing Board. Meetings were established to discuss concerns in the early stages before they become major issues. By fall 2010 there was an improvement in the frequency of the Chancellor’s communication with each of the District constituencies. In addition, monthly meetings were established with the Chancellor and Academic Senate Leaders, and Classified Senate Leaders to discuss pertinent issues.

Another example of dialogue which engaged the entire District including students, faculty, staff, administrators, and trustees is the ongoing effort to look openly at the College’s student success data as well as current integrated improvement projects to promote student success in the District and to explore ways to use data to inform decisions about improving student retention, student completion of basic skills sequences, and student graduation and transfer rates across all demographics. These occur in the form of a monthly, one-hour “pre-Board” meeting. In spring 2009 a survey was administered to obtain feedback from employees in the District regarding their satisfaction with the services and information provided by the various District Services departments and there was a high level of satisfaction.

**Continued Progress (2013)**
Since fall 2010, dialogue among the various entities in the District continues to improve relationships and collaboration among and between the Colleges and the District. There was District wide collaboration with the writing of the Educational Master Plan and Facilities Master Plan, both completed since fall 2010. The passage of Proposition V brought the various entities together on their personal time, to work toward a common goal. In addition, the District Accreditation Coordinating Committee (DACC) brought employees from Cuyamaca and Grossmont Colleges, as well as District Services together to coordinate preparation for the reaffirmation of Accreditation and ongoing Accreditation monitoring from a District wide perspective. This committee includes the Chancellor, College Presidents, the College Accreditation Liaison Officers (ALO), faculty co-chairs of Accreditation, and District wide President of the Classified Senate. This group, in particular, brought many District Services personnel together to establish the Process and Evidence document used to assist writing the 2013 Accreditation Self-evaluation reports. This document brought together all District Services’ efforts in support of the Accreditation Standards, with descriptions as well as evidence.

“The team recommends that the District, using appropriate consultation, develop and implement policies and procedures that lead to effective leadership and governance throughout the District. Specifically, the Governing Board must:

- establish and implement a formal process for consistent and regular self-evaluation for inclusion in its policies and by-laws (Standard IV.B.1.g).
- establish and implement formal policies and procedures for the selection of and regular evaluation of the College president (Standard IV.B.1.j).”
Abridged Response from the Mid-Term Report (2010)
The Governing Board addressed the first part of Recommendation #6 by approving the creation and/or revision of many pertinent Board Policies and Administrative Procedures. In addition, further revisions to Board Policy 2745 and the establishment of an accompanying Administrative Procedure 2745 (including a Self-Evaluation Form) were recommended by the District Executive Council (DEC) and approved by the Governing Board in 2008. Finally, additional revisions to Board Policy 2745 were recommended to the Governing Board by DEC in September 2008; those revisions were accepted and approved by the Governing Board at its September 16, 2008 meeting. The Governing Board, using the newly adopted Board Policy 2745 and Administrative Procedure 2745, conducted an initial self-evaluation in summer 2008.

The Governing Board addressed the second part of Recommendation #6 by revising Board Policy 7111, which addresses the selection of the College Presidents, which was approved by the Governing Board in July 2008. In similar fashion, Administrative Procedure 7111, which outlines the methodology for selection of a College president, was approved by the Governing Board in December 2008. Changes to Board Policy 7112, which addressed the evaluation of the College president, were approved by the Governing Board in December 2008. In similar fashion, Administrative Procedure 7112, which outlined the methodology for evaluating the College Presidents, was approved in February 2009.

Continued Progress (2013)
In fall 2011 Board Policy 2745 and Administrative Procedure 2745 were updated. A standard Governing Board self-evaluation occurs annually, while a comprehensive Governing Board self-evaluation occurs every two years. Comprehensive self-evaluations occurred in 2010 and 2012. These evaluations include a written self-assessment, feedback from College and community stakeholders, and verbal analysis of Governing Board goal achievement. The evaluation instrument incorporates criteria contained in the District’s Board Policies regarding Governing Board operations, as well as criteria defining Governing Board effectiveness promulgated by recognized practitioners in the field.

When the Cuyamaca College presidency was vacant, Administrative Procedure 7111 and Board Policy 7111 were used in the search for the current President, Dr. Mark J. Zacovcic. This made for a more formal process and had excellent results. Since the approval of Board Policy 7112 and Administrative Procedure 7112, annual evaluations of the Cuyamaca College and Grossmont College Presidents have occurred. An instrument with which District constituencies can provide feedback on the performance of the College presidents was developed and is in use in these evaluations.
VISION
COMMUNITY
TEAMWORK
EXCELLENCE
PASsionate
BEAUTIFUL
FRIENDLY
STUDENT-CENTERED
COLLABORATIVE
INTEGRITY
WELCOMING

Standard I
Standard I.A
Mission
STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Standard I.A. Mission
The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

Descriptive Summary
Cuyamaca College has had a formal Mission Statement since 1980. Refined on a regular basis, the Mission Statement of 2013 has evolved into one that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning. The Cuyamaca College Mission Statement is as follows:

The Cuyamaca College mission is to serve a diverse community of students who seek to benefit from the College’s wide range of educational programs and services.

The Cuyamaca College mission embraces the College vision of “Learning for the Future,” the 2010-2016 Strategic Plan, and the College Values that symbolize the ethical core and principles adopted by the College and supported by the District.

The most recent Mission Statement was drafted by the College’s shared governance body, the Institutional Effectiveness and Resource Council (IERC), shared widely with the College community, and adopted by the Grossmont-Cuyamaca Community College District Governing Board on July 17, 2012 (Board Policy 1200 and Minutes 7/17/2012), and it solidifies the foundation that supports the College’s systematic pursuit of academic excellence.

In support of its mission, Cuyamaca College structures its planning and allocation processes, and engages the College community by pursuing the District wide Areas of Focus that cultivate student learning achievements and innovative programs and services embodied in the 2010-2016 Strategic Plan:
- Student Access
- Learning and Student Success
- Value and Support of Employees
- Economic and Community Development
- Fiscal and Physical Resources.

The College’s seven Values reflect its commitment to scholastic leadership, exemplified in the institution’s Mission Statement:
1. Equitable Access: We value equitable access that facilitates participation in academic programs and support services needed to meet students’ educational goals.
2. Individual Student Success: We offer courses and programs leading to degrees, certificates, transfer, employment, personal enhancement, and lifelong learning.

3. Academic Excellence: We employ a variety of methodologies and technologies responsive to students’ needs and conducive to students’ varied educational and experiential backgrounds and learning styles.

4. Innovation and Creativity: We value innovation and creativity in order to encourage our students to question and expand their thinking.

5. Diversity and Social Harmony: We value and embrace diversity and create opportunities for our College community to work together to meet the challenges of a complex global society.

6. Environmental Stewardship and Sustainability: We take pride in our campus and its resources and we strive to be on the forefront of sustainability and green technology.

7. Strong Community Relations: We recognize our role in the cultural, educational, technological, and economic/workforce development of the communities we serve.

As characterized in its Mission Statement, Cuyamaca College serves a diverse group of students. The mission expresses a commitment to student learning that is manifested from the onset of a student’s experience to the completion of his/her goals. The College identifies incoming students’ learning needs through a matriculation process that incorporates assessment, orientation, and educational planning. A higher registration priority is offered to students who complete the student success process. Decision making related to student learning improvements is based on consistent, systematic cycles that include evaluation, planning, implementation, and repeated evaluation. Cuyamaca College analyzes quantitative and qualitative data through its Instructional, Student Services, and Administrative Services Program Review and Planning processes, as illustrated by the institution’s templates, forms, and ranking rubrics.

A strong manifestation of the College’s commitment to student learning emanates from the Grossmont-Cuyamaca Community College District (GCCCD) Governing Board where student success is top priority. This dedication toward student achievement guides and inspires both faculty and staff. Regularly, Governing Board meetings begin with a presentation depicting an aspect of student success in the District. Governing Board Pre-Board meetings, known as “Conversations About Student Success,” are open forums. The Governing Board is often presented with quantitative and qualitative data and general information about best practices occurring in the District, and attendees review and discuss the findings. Recent “Conversations About Student Success” topics include “Living the Dream: Transfer and Completion,” “More Than Just Basic Skills,” and “The Golden Gate Bridge: What It Can Teach Us About Our Core Indicators of Success.” This emphasis on Student Learning Outcomes underpins the Cuyamaca College Mission Statement.

Following the Chancellor’s and Governing Board’s lead, the Institutional Effectiveness and Resource Council (IERC), a shared governance council of Cuyamaca College, also has reports about student success during selected meetings. For example, the September 25, 2012, meeting included dialogue about findings of student engagement surveys conducted at Cuyamaca College in spring 2012. Charged with coordinating systematic and integrated planning processes to fulfill the College’s mission and strategic goals, IERC reinforces the
College’s effort to continually evaluate and improve operations to facilitate student learning and achievement.

**Self-Evaluation**
Cuyamaca College’s Mission Statement defines the College’s educational purposes, intended student population, and commitment to student learning. The mission is the foundation for institutional planning and decision making, and drives high expectations about student learning at the College. As evident by responses of the 2012 Cuyamaca College Institutional Effectiveness Survey, 89.2% of full-time faculty, 89.1% of part-time faculty, 88% of staff, and all administrators agreed that Cuyamaca College is committed to continuous student learning improvements (Q6). In addition, 82.6% of students believe the College is committed to continuous learning improvements. Just as important, 91.7% of full-time faculty, 75% of part-time faculty, 73.5% of staff, and 81.8% of administrators feel they have the opportunity to participate in dialogue with colleagues about how to improve student learning and institutional effectiveness (Q5).

**Actionable Improvement Plan**
Standard I.A. is met.

*I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.*

**Descriptive Summary**
Cuyamaca College, as defined by its mission, is a comprehensive and diverse educational institution and is responsive to the needs of the community it serves. Discussions are held among key constituents regarding the relevancy of the Mission Statement to student learning at the time the statement is reviewed, with the most recent College wide dialogue occurring in 2011-2012 (IERC Minutes – 09/13/2011, 01/24/2012, 02/14/2012; Academic Senate Minutes – 02/09/2012; Classified Senate Minutes – 02/07/2012).

In its Mission Statement, Cuyamaca College reaffirms its dedication to students achieving their goals, and is explicit that the institution is student-centered, comprehensive in nature, and focused on student achievement. In alignment with its mission, the College establishes student learning programs to meet students’ needs for (1) transfer education, (2) career and technical education, (3) General Education, and (4) developmental education. In fall 2012, the College offered 74 programs leading to an Associate Degree, 50 programs of study leading to a Certificate of Achievement, and 20 programs leading to a Certificate of Specialization (2012 College Catalog, p. 50).

Cuyamaca College provides transfer courses comparable to the lower division curriculum of universities and Colleges for students who plan to continue their education at baccalaureate degree granting institutions. As part of the transfer focus, the College provides students with the opportunity to complete the University Studies AA Degree. In response to California Senate Bill (SB) 1440, which requires community colleges to design degrees that provide clear pathways to certain California State University (CSU) majors and guarantees admission with junior standing somewhere in the CSU system, the College began with three AA-T
degrees to include the majors of Communication Studies for Transfer, Psychology for Transfer, and Sociology for Transfer. These are tailored to students planning to transfer to a California State University with similar degrees (2012 College Catalog, pp. 60, 77, 79). In addition, new Associate Degrees for Transfer were approved by the Curriculum Committee and the Governing Board in 2012-2013. They are: (1) History for Transfer; (2) Business Administration for Transfer; (3) Kinesiology for Transfer; (4) Mathematics for Transfer; (5) Political Science for Transfer; (6) Studio Arts for Transfer; and (7) English for Transfer.

Cuyamaca College offers a range of courses and programs in career education that provide students with the technical skills and knowledge for entry-level employment, retraining and advancement. In response to local business and industry, the College supports economic development and workforce training needs. Examples of career and technical degrees at the College include Automotive Technology; Paralegal Studies; Ornamental Horticulture; Child Development; Computer and Information Science; and Water/Wastewater Technology (2012 College Catalog, p. 50).

Cuyamaca College also supports student needs by offering General Education courses to broaden knowledge, attitudes, and values; develop analytical ability and critical thinking; and foster interest in lifelong learning in the educational, scientific and cultural fields essential for effective participation in a complex society. Through its basic skills course offerings, Cuyamaca College provides programs that address student needs for College studies in English, reading, and mathematics (2012 College Catalog, pp. 109, 110, 126). To meet a 6.1% increase of students requiring English skills between 2005 and 2012, the College recently offered 27 sections of English as a Second Language (Environmental Scan 2012, p. 4). In addition, the District provides a Continuing Education and Workforce Training (CEWT) division that serves Noncredit, community, contract education, and fee-based needs of East County. The CEWT division is housed at Cuyamaca College.

According to the 2012 Environmental Scan (p. 3), about 480,900 persons resided within the GCCCD boundary in 2010, with projected increases through 2030. The numbers of African-American, Asian, and Hispanic residents are also expected to rise through 2050 (2012 Environmental Scan, p. 11). GCCCD’s official boundary encompasses the eastern region of San Diego County, and stretches to Imperial County and to the Mexican border. The District includes the cities of El Cajon, La Mesa, Lemon Grove, and Santee along with the unincorporated areas Alpine, Bostonia, Boulevard, Campo, Casa de Oro, Crest, Dehesa, Descanso, Dulzura, Harbison Canyon, Jacumba, Jamul, Japatul, Julian, Lakeside, Mount Helix, Mount Laguna, Ocotillo Wells, Pine Valley, Potrero, Rancho San Diego, and Spring Valley. The county freeway system provides easy access for Cuyamaca College students and those attending other community colleges. At Cuyamaca College, 74.9% of students are more likely to live within District boundaries. The median income in 2010 for District residents is slightly lower than the median income for those residing in the greater San Diego region. The $42,699 median income for District residents compares to $44,771 for those residing in the greater San Diego region. Three of the six largest employers in the District are Native American casinos, with GCCCD serving as the fifth largest employer in the boundary area (2012 Environmental Scan).
In fall 2010, Cuyamaca College enrolled 10,240 students. Enrollment grew rapidly from 2000-2010, an increase of 44.8% according to the 2012 Environmental Scan (p. 20). Data indicate that 57% of Cuyamaca College students enroll with the goal of earning a degree or to transfer, and 22% of enrolling students are undecided about their future path, the second largest group by educational goal. Based on the 40% of students who completed the English assessment test in fall 2010, the percentage of entering students prepared for college-level or transfer-level coursework in English has decreased since 2005. Students are more likely to be prepared for college-level or transfer-level coursework in mathematics than in English. In 2010, 30.1% of new students tested ready for college or transfer-level coursework, down from 34.7% in fall 2005. Also, in 2010, 55.7% of new students tested ready for college or transfer-level coursework in mathematics, down from 59.3% in 2005.

As depicted in Table 2, the racial and ethnic composition of the student body has changed over time. The percent of White non-Hispanic students in the Grossmont-Cuyamaca Community College District dropped from 54% in 2004 to 46% in 2010 (47.1% at Cuyamaca College), while the percent of Hispanic students increased from 18% to 24.4%, and is expected to continue to rise as demonstrated by changes in the ethnicity of students enrolled in feeder high schools. Approximately 87% of GCCCD students report that English is their primary language.

In fall 2010, 55% of students were female, slightly reduced from 57% in 2005. Cuyamaca College students are somewhat older than the District average, with 28% over age 30. In 2012, 83.8% of students were U.S. citizens, down from 88.8% in 2004. The highest percent of increase represents refugees and asylees, which rose by 6.1% between 2004 and 2012 (2012 Environmental Scan, pp. 4-5). In particular, the Middle Eastern population continues to rise in El Cajon, which now is home to the second largest Iraqi refugee community in the United States.

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Cuyamaca College Fall 2010</th>
<th>GCCCD Boundary Area 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>47.1%</td>
<td>62.40%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>24.0%</td>
<td>22.38%</td>
</tr>
<tr>
<td>African American</td>
<td>6.8%</td>
<td>5.58%</td>
</tr>
<tr>
<td>Asian</td>
<td>7.3%</td>
<td>4.03%</td>
</tr>
<tr>
<td>Native American</td>
<td>0.6%</td>
<td>0.79%</td>
</tr>
<tr>
<td>Hawaiian/Pacific Islander</td>
<td>N/A</td>
<td>0.42%</td>
</tr>
<tr>
<td>Two Plus/Other</td>
<td>14.2%</td>
<td>4.41%</td>
</tr>
</tbody>
</table>

Cuyamaca College gauges its measures for addressing student needs through various methods. Regular progress reports regarding implementation of the Strategic Plan are provided to the Institutional Effectiveness and Resource Council, the primary shared governance structure for the College. The College’s divisions also routinely monitor and assess effectiveness through Program Review and Planning. In addition, institutional effectiveness measures are undertaken in the Instructional Program Review and Planning.
Committee, the Student Services Program Review and Planning Committee, and the Administrative Services Program Review and Planning Committee. For example, Section C of the Instructional Program Review and Planning Report requires disciplines to support their planning activities with quantifiable data, conduct appropriate analysis and formulate data-supported conclusions.

The College Program Review process includes ongoing evaluation that measures a discipline’s Student Learning Outcomes achievement at the course and program levels. Reports generally contain retention and graduation rates, as well as additional outcomes data (qualitative as well as quantitative) through a multiple-year period. The instructional Program Review process also encompasses a student-learning program analysis to include a review of Student Learning Outcomes, evaluation of methods employed to assess achievement of these outcomes, and analysis and reflection on learning results. Authors address how program-level outcomes compare to institutional outcomes, and then detail approaches to attaining the College’s learning outcomes. A narrative describes each program and how program completion allows students to meet the institutional learning outcomes once earning a degree or certificate.

Similarly, Student Services Program Review and Planning is a continuous quality improvement process that critically examines the College’s departmental, program, and service effectiveness that includes outcomes attainment, program improvement, and linkages with planning and resource allocation. Student Services Program Review, together with planning and Student Learning Outcomes assessment, are vital components of the College’s institutional effectiveness model, with the capacity to exponentially improve student achievement and learning. Authors align each SLO with one or more of the College wide Areas of Focus and on Institutional Learning Outcomes. They state their method of assessment (e.g. survey, pre-post test, etc.) and the measure of success for each SLO, followed by a report summarizing SLO results. Authors also indicate where there is "widespread institutional dialogue" about results and decision making (Student Services Council, Institutional Effectiveness and Resource Council), as well as documented evidence such as meeting minutes (Student Services Program Review and Planning Template).

Equally, the Administrative Services Program Review and Planning Committee (ASPRPC) certifies the effectiveness, achievement of outcomes, linkages with resource allocation, and continuous quality improvement for the Administrative Services Department. Each department is evaluated annually, incorporating data and goals. Plans are based on assessing department outcomes (ASPRPC Template).

The College’s career and technical education (CTE) programs are closely aligned with the changing needs of the workforce. These include credit, Noncredit and fee-based programs. The CTE advisory committee meetings are held annually.

Self-Evaluation
The Mission Statement emphasizes that Cuyamaca College is comprehensive, student centered, and responsive to community needs. The College establishes broad-based student learning programs and services aligned with its purposes, character, and the diverse student
population. Cuyamaca College seeks to meet student requirements for transfer, career and technical education, General Education, and developmental education. As evidenced in the 2012 Cuyamaca College Institutional Effectiveness Survey (Q101-108), students strongly support the College pledge to enrich their experiences at Cuyamaca College and contribute to knowledge, skills, and personal development, including 89.1% of students who stated they are more prepared to take responsibility for their own learning, and 83.6% recognize improvement of their critical and creative thinking processes.

Results also indicate that 82% of students are more engaged in lifelong learning, 76.6% seek enhanced proficiencies that are essential to career development, with 72.2% desiring to improve proficiencies essential for transfer. The survey also indicated that as a result of their attendance at Cuyamaca College, 68.9% of students increased their awareness of environmental sustainability, 60.6% are engaged in community service, and 79.2% act with sensitivity, respect and dignity while interacting with individuals from diverse backgrounds, with diverse perspectives and values.

**Actionable Improvement Plan**
Standard 1.A.1 is met.

*1.A.2. The Mission Statement is approved by the governing board and published.*

**Descriptive Summary**
The Cuyamaca College Mission Statement is approved by the Grossmont-Cuyamaca Community College District Governing Board and is stated in the GCCCD Board Policy Manual as BP1200. The Mission Statement is published in several documents, including the Cuyamaca College 2010-2016 Strategic Plan, the College Catalog that is published annually in hard copy and electronic formats, the Educational Master Plan, the Student Development and Services Master Plan, and individual instructional Program Reviews and plans (Instructional Program Review and Planning). All documents are available to constituencies as well as the general public on the website under College Planning Documents. The Mission Statement is also included on the College website (College Mission and Vision Statement) and is posted in every meeting room on campus. In addition, the District’s Mission Statement is similarly crafted and approved and is readily apparent on the District website and is posted in meeting rooms throughout the District offices.

**Self-Evaluation**
The Governing Board is active in the regular review and approval process of the Mission Statements of the colleges and the District which are communicated internally and externally via the College website, documents, postings and publications.

**Actionable Improvement Plan**
Standard 1.A.2 is met.
1.A.3. Using the institution’s governance and decision-making processes, the institution reviews its Mission Statement on a regular basis and revises it as necessary.

**Descriptive Summary**

Cuyamaca College reviews and revises its Mission Statement on a regular basis as part of the College’s integrated planning process. Revisions previous to the 2012 Mission Statement were approved by the Governing Board in 2001, 2006, and 2010. The *Institutional Effectiveness and Resource Council* (IERC), previously known as the *Innovation and Planning Council* (IPC), is the College’s primary shared governance council and is charged with coordinating the Mission Statement update. Because the IERC includes representatives from faculty, students, classified staff and administrators, input into the Mission Statement is participatory in nature. All participants collaborate to review and modify the statement to ensure alignment with the College and District vision and values.

In fall 2011, IERC formed a taskforce to review the Mission Statement and College Vision ([IERC Minutes September 13, 2011](#)). Although several new vision slogans were suggested, after thoughtful discussion over several meetings the IERC recommended retaining “Learning for the Future.” A revised Mission Statement that is more representative of the College’s extensive educational goals, its intended student population, and its commitment to achieve student learning was distributed to all constituent groups. The revised statement was presented to [IERC on January 24, 2012](#) where additional changes were suggested and then shared with the various constituent groups present. The Mission Statement was then recommended to the President by IERC on [February 14, 2012](#), and that recommendation was accepted.

During the [Special Meeting of the Governing Board on June 12, 2012](#), Chancellor Cindy Miles conducted a joint meeting of the Governing Board and DSP&BC on the integrated Strategic Planning processes. A PowerPoint presentation, [Linking Planning to Budget Presentation](#), was made and narrated by Grossmont College President Sunita V. Cooke, Cuyamaca College President Mark J. Zacovic, and Vice Chancellor Business Services Sue Rearic. The presentation included the following topics:

- Institutional Mission and Effectiveness
- Strategic Planning
- Accreditation planning and budget requirements
- Strategic Areas of Focus
- Collaboration processes for Grossmont College, Cuyamaca College, and District Services
- The integrated planning model
- Role of the Governing Board
- Model Planning and Budget Process
- Grossmont College, Cuyamaca College, and District Services goals, activities, and resource allocations
- Integrated planning, District wide planning coordination, and budget allocations and reductions
- Strategic resource reductions with conversation on constraints (state workload reductions, labor contracts, and fixed-cost increases)
• Value conflicts and choices (access vs. success, basic skills vs. transfer vs. CTE, quality vs. quantity, short-term vs. long-term needs and opportunities).

Self-Evaluation
In concert with BP 1200 that states “The mission is evaluated and revised on a regular basis,” the current College Mission Statement was approved by the Governing Board on July 17, 2012, following a Special Meeting of the Governing Board on June 12, 2012, to discuss the Strategic Planning process. The College is committed to a thorough, regular, and comprehensive Mission Statement analysis. Reviews are conducted to safeguard the Mission Statement’s value and to guide planning and implementation of instructional programs and student support services. Assessments also confirm the accurate representation of the College’s broad educational goals, its intended student population, and its commitment to achieve student learning.

An analysis of quantitative and qualitative data is used to evaluate, integrate, plan, implement, and re-evaluate all methods in place to improve the mission’s effectiveness (Special Governing Board Meeting, 6/12/2012). As Cuyamaca College undergoes the process to develop a new Strategic Plan scheduled to begin in 2016, the College will review its Mission Statement to qualify its accurate representation of the College’s educational goals, its student population, and its commitment to student learning. The process will include a review of data collected through the external and internal scans relative to the surrounding community and the College population.

Actionable Improvement Plan
Standard 1.A.3 is met.

1.A.4. The institution’s mission is central to institutional planning and decision making.

Descriptive Summary
The Cuyamaca College mission is central to institutional planning and decision making. The Mission Statement effectively guides planning and recommendations by constituency groups, setting the groundwork for the institution’s Strategic Plan which contains its vision, values, Areas of Focus, and planned activities. Periodic progress reports on implementation of the Strategic Plan 2010-2016 are provided to the Institutional Effectiveness and Resource Council, the primary shared governance structure for the College which is responsible for coordinating the institutional effectiveness process in support of the College’s mission.

Program review and planning processes include routine evaluations to gauge the effectiveness of student learning programs and services aligned with its purposes, character, and student population. The committees are the Instructional Program Review and Planning Committee (IPRPC), the Student Services Program Review and Planning Committee (SSPRPC), and the Administrative Services Review and Planning Committee (ASPRPC).

The College Mission Statement and goals comprise the Instructional Program Review and Planning Committee framework, and authors must tie Program Reviews and plans to the College mission and goals. This integration must be visible on the IPRPC template.
Similarly, the Student Services Program Review and Planning process requires the completion of a section entitled Annual Accomplishments by College Mission/Strategic Plan, and the Student Learning Outcomes for Student Services must tie directly to the College mission as illustrated in the SSPRPC template. These College committees are further complemented by the work of numerous career and technical programs’ community advisory committees that safeguard the quality of course and program offerings that align with changing workforce needs.

**Self-Evaluation**

Institutional planning and decision making are aligned with the College mission, vision and values. The mission parallels the Strategic Plan 2010-2016, and broad-based planning is carefully examined against the backdrop of the Strategic Plan. This is evidenced by linking all planning to a thorough evaluation and review that is conducted first by the divisions and then by the Institutional Effectiveness and Resource Council. The Mission Statement is an essential consideration to choices the College selects, and goals and activities are aligned with the institution’s mission, vision, and values. In fact, survey results indicate that 83.8% of full-time faculty, 86.1% of part-time faculty, 86% of staff, 81.8% of administrators, and 77.9% of students agreed the Mission Statement guides planning and the decision-making process (*2012 Cuyamaca College Institutional Effectiveness Survey*, Q1).

**Actionable Improvement Plan**

Standard 1.A.4 is met.
Standard I.B
Improving Institutional Effectiveness
Standard I.B. Improving Institutional Effectiveness
The institution demonstrates a conscious effort to produce and support student learning, measure that learning, assess how well learning is occurring, and make changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of Student Learning Outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary
The College maintains ongoing, self-reflective dialogue with regard to continuous teaching, learning, and institutional process improvements through its organizational structures and established consultation practices. The College is committed to sustained dialogue and process evaluation improvements.

Prior to fall 2011, the following committees provided the College community with a means for ongoing dialogue about continuous student learning and institutional process improvements as evidenced by the meeting minutes noted below:

- Academic Master Plan Committee (09/30/2010)
- Academic Senate (11/20/2008)
- Student Success and Basic Skills Committee (09/04/2009)
- Budget Committee (12/01/2009, 03/02/2010, 04/05/2011)
- Community Learning and Noncredit/Fee Based Advisory Committee (09/19/2012)
- Facilities Master Plan Committee (05/28/2010, 08/27/2010)
- Instructional Program Review Committee (2010-2011 Business and Professional Studies, 2009-2010 Communication Arts)
- Online Teaching and Learning Committee (10/09/2009, 10/08/2010, 03/04/2011)
- Student Learning Outcomes and Assessment Committee (01/22/2010, 06/14/2010, 04/25/2011)
- Student Services Program Review Committee (09/24/09, 04/15/2010)

In fall 2010, the College created the Academic Planning and Institutional Effectiveness (APIE) Taskforce in response to a widely felt need for more effective planning integration at the College. APIE was responsible for integrating the College’s planning processes more effectively (APIE Minutes, 12/06/2010). Beginning with the fall 2011 semester, the College implemented its revised processes to allow for dialogue more thoroughly integrated and based on student learning assessments. (Dialogue is not limited to the following College governing committees and councils):

- Administrative Council
- Facilities Planning Committee (12/06/2011)
Discussions also occur during Professional Development Week, as well as at Academic and Classified Senate meetings. During the previous Accreditation site visit, the College received a positive commendation for a shared governance planning process fully integrated at every level. This process also afforded ample opportunities for faculty and staff to provide input throughout the cycle. That process has since improved as College constituents recognized advantages if they incorporated several key enhancements. Prior to fall 2011, the annual Academic Master Plan and Student Development and Services Master Plan activities were correlated with their respective Program Review processes. This format created many layers of dialogue about institutional effectiveness for Student Learning Outcomes assessments at the course, program, and College levels.

To resolve the process, the Innovation and Planning Council established the Academic Planning and Institutional Effectiveness Taskforce, responsible for recommending a revised planning process to reduce redundancy, and to ensure processes are ongoing and systematic so they continually assess and improve student learning and achievement. The Taskforce also targeted results to sharpen program practices, resulting in appropriate improvements. Other avenues APIE explored include incorporating results in all areas of educational services (instruction, support services, library and learning resources) and providing for College wide integrated planning for Student Services, Administrative Services, and Instruction.

APIE included systematic evaluation at the institutional level to refine the College's key processes and student learning, while providing comprehensive dialogue based on data and analyses that include Student Learning Outcomes assessments at the course, program, and College levels. The information is widely distributed throughout the College. APIE also encouraged a more transparent link between planning and resource allocation processes, and established a mechanism for the College to evaluate the success of its integrated planning (APIE Charge).

As a result, the College revised its Program Review cycles and adopted an annual review and planning sequence that incorporated the Academic and Student Services Master Planning processes and a more integrated process for Administrative Services. Simultaneously, the College created the Institutional Effectiveness and Resource Council to replace the Innovation and Planning Council and the Budget Committee. The revised Program Review and Planning processes provide the College community with a means for robust dialogue about continuous improvement that engages faculty, staff, administration and students.
Assessment and evaluation cycles are coordinated with the annual Program Review cycle. All constituents within each respective area are invited to participate in the process, and Program Review authors seek input from staff, faculty, students, and administrators who are involved in the program.

Open communication led to a more community wide understanding regarding the types of evidence, data, and research that evaluate student learning, particularly with liberal arts and student administrative services staff. This interchange of ideas stimulates interest and creativity in developing new methods for evaluation (2012-2013 Operations Administrative Unit Outcomes).

A collective understanding is achieved with discussions that identify how data coordination, research, and evidence support growth and student learning success. Communication takes place among the Instructional Council, Administrative Council, and Student Services Council. Discussions detail development of Program Review and Planning committees, as well as the Educational Master Plan. Assessment results enable the College to evaluate the comprehensive data and implement planning decisions for resource allocation. Data and results are also disseminated at Academic Senate meetings, in Staff Development meetings, and in IERC. Revised processes rank activities and make recommendations to IERC based on dialogue that specifically relates to student learning assessment results at the course, program, and institutional levels, as well as other relevant data (IPRPC Charge; SSPRPC Charge; ASPRPC Charge).

Following dialogue summary reviews and further communication, IERC creates the Annual Implementation Plan, based on submissions by the three committees. IERC merges rankings from IPRPC, SSPRPC, and ASPRPC and reports their findings to College constituencies. All discussions are documented within the Program Review processes and throughout the institutional effectiveness cycles.

Cuyamaca College’s Shared Governance Handbook provides detailed information regarding committee and council responsibilities, inclusive of meeting dates and times. Committee members include administrators, faculty, classified staff, and students. In addition, consistent conversations occur with informal, open office hours throughout the academic year. These are offered by the Chancellor and the College President. In addition, open hours are provided each semester during Professional Development Week. Budget forums are also conducted throughout the year and provide unique opportunities for faculty and staff to provide comments directly to the President and the Vice Presidents regarding the budget. Dialogue is fostered through a variety of written modes including the President’s monthly Governing Board Report that is distributed to the entire College, and an Instructional Bulletin (Instructional Bulletin: fall 2009, spring 2011) distributed to all faculty each semester.

Discipline, departmental, and unit meetings are held regularly, and activities to improve program effectiveness are based on self-reflective dialogue about student learning assessment results at the course, program, and College levels. Relevant data and conversations are documented within the Program Review process (SLO Repository, TracDat). During each
semester, the Professional Development Committee organizes workshops and forums that present such topics as Student Learning Outcomes, Student Success, and Teaching Excellence. The workshops provide a venue for collegial dialogue regarding student learning and institutional process improvements.

Self-Evaluation
Agendas, minutes, and other documents illustrate ongoing dialogue and communication about student learning and process improvements. The integrated planning process allows for consistent dialogue on committees and within each unit. Staff development workshops, newsletters (Coyote Brief fall 2011, Cuyamaca Chronicle fall 2012), open forums, and committee and council meetings are a few examples that demonstrate conversations involving Student Learning Outcomes and assessments. The College has completed two cycles under the revised planning process, 2011-2012 and 2012-2013, and will continue efforts to ensure the process is thoroughly integrated in the College community.

Actionable Improvement Plan
Standard 1.B.1 is met.

I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary
The foundation supporting Cuyamaca College’s integrated planning is the College Mission Statement (Mission Statement), from which the Strategic Plan is enhanced on a six-year cycle (currently 2010-2016). The Mission Statement is the basis for the College’s values and Areas of Focus. These parallel and College wide discussions are ultimately used to establish a series of College wide goals and associated activities (2011-2013 Strategic Goals) during the six-year period. IERC maintains a constituency of representatives responsible for soliciting input, feedback, recommendations, and the ultimate endorsement for the overall plan.

Through its Strategic Planning process, Cuyamaca College establishes and articulates its goals and institutional objectives. The Strategic Plan is linked to the College’s organizational structure through IERC and drives all decision-making processes. IERC adopts goals with stated objectives that remain consistent with the College’s stated purposes. Identified goals are intended to improve student learning and institutional effectiveness and are based on Student Learning Assessment results and other data from the annual Instruction, Student Services, and Administrative Services Program Reviews. The process culminates with the Annual Implementation Plan, developed each year and aligned with established goals, objectives, and Areas of Focus. Within the AIP, activities developed from annual Program Reviews are tied directly to the Strategic Plan, creating the annual focus for the College.
This procedure helps the College concentrate on key activities, fundamental in allocating and mobilizing human, fiscal, technical, and physical resources necessary to achieve the institution’s goals. Periodic AIP progress reports are provided to IERC to ensure that activities are fully addressed and implemented. On occasion, the committee decides to carry an activity into the next academic year, providing additional time for activity review and implementation.

The 2010-2016 GCCCD Strategic Plan was developed with input from broad-based constituencies throughout the GCCCD community. In addition, key data from external and internal Environmental Scans, College community focus groups, and survey data were communicated, with future strategic directions identified for the Strategic Plan (2010-2016 Strategic Plan Development).

Beginning in 2008, staff, faculty, students, and administrators across the District participated in a variety of discussions, workshops, forums, research projects, benchmarking studies, and surveys that identified District wide strategic Areas of Focus. Cuyamaca and Grossmont Colleges both followed comprehensive, inclusive planning processes that resulted in College-specific Strategic Plans for 2010-2016. Throughout this 18-month process, constituents provided feedback through a range of information-gathering and planning activities.

Strategic Plan development for 2010-2016 began in spring 2008 by the Innovation and Planning Council, to highlight the College’s Core Values and enhancements for the Areas of Focus. In August 2008, College wide professional development occurred. Dialogue among faculty, staff, and administrators resulted in established activities that address the previously defined Areas of Focus. In spring 2009, faculty and staff prioritized activities within each Area of Focus through a College wide survey. Goals were developed and implemented through broad-based conversations among all College constituencies, a process that enlists creative ideas from all segments within the College community (spring 2009 IPC Newsletter, fall 2009 IPC Newsletter). Continuing dialogue among College constituencies ensures that goals are defined, implemented, assessed, and updated on a continuing basis. These goals became the driving force for all College councils and committees and culminated in the 2010-2016 Cuyamaca College Strategic Plan.

Through IERC, the College Research Committee was established. The RC is responsible for developing the College’s annual research agenda, and for building and implementing a culture of evidence and inquiry. Within these parameters, data leads to decision making, improves student learning and achievements, and enhances institutional effectiveness through the continuous quality improvement process (AS Minutes 09/22/2011- Attachment C). The RC reports to IERC and serves as liaison to the District Institutional Research and Planning Committee (IRPC Charge) and the Research, Planning and Institutional Effectiveness Department.

Self-Evaluation

The College Annual Implementation Plan clearly sets the specific goals for each year and is fundamental in allocating and mobilizing human, fiscal, technical, and physical resources necessary to achieve goals. There is broad-based understanding of the goals and the
processes necessary for implementation. Dialogue occurs across all units to include Instruction, Student Services, and Administration. Discussions also occur in the Academic and Classified Senates. The College engages in systematic, ongoing, and meaningful dialogue regarding continuous improvement of student learning and processes. This is evident in communication at the District level with Governing Board members, as well as at the College, division and council, and unit levels. District wide discussions include participation in the California Leadership Alliance for Student Success (CLASS) initiative and the “Conversations on Student Success” (CLASS data from the Math Department 05/2010, Conversations about Student Success, and First-time Students 02/22/2011).

College-level strategic goals and key performance indicators are shared through the College dashboard during Flex Week Workshops (Flex Week Activities spring 2013) and through departmental conversations and emails from the College President.

College departments participate in Program Review and Planning, and are engaged in College wide surveys in which faculty provides feedback and engages in dialogue about how to improve student learning and institutional processes (2012 Cuyamaca College Institutional Effectiveness Survey).

**Actionable Improvement Plan**

Standard 1.B.2 is met.

*1.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.*

**Descriptive Summary**

Cuyamaca College has an institutional effectiveness model (Page 20, Introduction) by which progress is assessed toward achieving stated goals. Decisions are based on an ongoing, systematic cycle of evaluation, integrated planning, resource allocation, implementation and re-evaluation. The central shared governance group, Institutional Effectiveness and Resource Council, is responsible for ensuring the efficacy of the model through regular review.

The institutional effectiveness model process begins in the spring, when IERC develops a set of College wide goals to drive the planning agenda for the following year. The goals are influenced by the Mission Statement and the College’s Strategic Plan as well as all current and relevant data and information available. At this time, each unit (Instruction, Student Services, and Administrative Services) submits to IERC a summary of the Program Reviews and plans generated by their individual disciplines/departments. The Program Review and Planning reports are tied to research data on program effectiveness and to discipline/department assessment data. The core of planning for departments and disciplines is obtained from assessment of SLOs and department/program outcomes. Each unit combines data-driven information with qualitative information. A distinct report template is used by each unit. In addition to coordinating the Program Reviews and Plans, each Program Review and Planning Committee (Instructional Program Review and Planning Committee, Student Services Program Review and Planning Committee, and Administrative Services
Program Review and Planning Committee) organize and prioritize their proposed activities and human resources requests.

IERC reviews the summary report submitted by each unit and integrates data from identified key performance indicators, the current Accountability Reporting for the Community Colleges (ARCC) Report, enrollment trends, job market data, and information from the Environmental Scan. The IERC also compiles and prioritizes all resources requests submitted through the three units. The IERC produces a resource allocation plan and an AIP for the following year.

The AIP is implemented in the fall, and is monitored alongside the year’s goals. A Progress Report on the AIP is given to IERC in the spring. For example, in spring 2013, this occurred at a retreat on April 26, 2013. The members of IERC discussed the status of the 2012-2013 AIP, as the progress of each activity in the plan was assessed toward achieving the College goals. At the end of the year, a Final Report similar to a “report card” on the AIP is presented to IERC. In this manner, Cuyamaca College continually and regularly assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness.

In addition to ongoing assessment of the AIP, there is also a regular evaluation of the planning and review processes undertaken by each unit (Administrative Services, Instruction, and Student Services). There is a formal debriefing process at the end of the year for each unit. The templates used by each unit include a section in which suggestions can be made for ways to improve the report structure or the overall Program Review and Planning process. In 2012, the Instructional Program Review and Planning Committee revised its process in order to make the report less cumbersome and time-consuming, yet retain its meaningfulness.

The Institutional Effectiveness Model is an enhancement of the College’s prior model. It is the result of a widespread assessment of the prior Program Review and Planning processes and systems. In 2010, it became apparent to many that it was time to take a broad, overall look at planning structures and processes. A taskforce, Academic Planning and Institutional Effectiveness was organized to complete the general review. The group was broad based, and consisted of representatives from all three College units, Instruction, Student Services and Administrative Services, as well as representatives from Student Services Program Review, Instructional Program Review, Student Services Master Plan, Academic Master Plan, Student Learning Outcomes and Assessment, the SLO Coordinator and the Accreditation Liaison Officer. Administrators, faculty and classified staff members were included in the group. The taskforce was co-chaired by the Vice-President of Instruction and an elected faculty member.

The APIE Taskforce identified a number of issues that needed to be addressed in order to develop cohesive, College wide planning recommendations including:
1. Program review and planning processes for Administrative Services were informal and not documented and they did not have a mechanism for assessment of goals.
2. Master planning for Student Services used the Council for Advancement of Standards in Higher Education, which some felt were not meeting the needs of the unit:
   a. SLO assessment was not integrated into the Student Services Master Plan
b. A new Vice President of Student Services, with extensive background in integrated planning, had been hired late fall 2010 and was already working with her unit to enhance their planning processes.

3. Integration of SLO assessment into the overall planning process in instruction was identified as another weakness:
   a. The further a department was from its last Program Review, the more poorly that last Program Review and the annual academic plans were integrated
   b. After two to three years, the Program Review and AMP processes were no longer tightly linked, and department goals often drifted away from the core goals of the College
   c. Although a six-year Program Review cycle might have been adequate in the past, the recent unstable state community college budget climate made it difficult to project future conditions for even a few months. Consequently, discussions became focused on the possibility of a much shorter Program Review cycle.

4. Each unit (Administrative Services, Student Services and Instruction) implemented a different process cycle, making it extremely difficult to pull information together to drive resource allocation on a College wide basis.

5. The key shared governance committee for the College, the Innovation and Planning Council, lost much of its focus and decision-making capabilities during several periods of transitional administrative leadership. Decisions were made through mechanisms that were not clearly understood by the College community and thus may not have had the benefit of broad based information and supporting data.

In **February 2011**, a consultant was hired by the District to evaluate the committee’s identification of issues and solutions regarding the planning processes at both Colleges. APIE members met with the consultant, who verified that the College was indeed on track in enhancing its institutional effectiveness model. By the time of the consultant’s second visit to the College in **April 2011**, an updated, integrated effectiveness model was proposed, supported by the consultant’s findings.

Based on recommendations of the APIE Taskforce, many existing councils, committees and processes were updated and integrated into the College’s current integrated planning and institutional effectiveness model in spring 2011. While many aspects of the older committees and processes were retained, additional, updated and more effective approaches were integrated with them to bring the College to the point where it could ensure proficiency in achievement of a continuous improvement cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

The updated planning structures and processes were vetted through the various shared governance structures and constituencies at the College including the Innovation and Planning Council, the College’s former shared governance group (03/22/2011; 04/12/2011; 05/10/2011; 05/24/2011); Academic Senate (02/24/2011; 04/28/2011); Instructional Council (03/07/2011; 03/28/2011; 05/02/2011), and Student Services Council (02/10/2011; 04/28/2011; 05/12/2011). Recognizing there were substantial changes in the proposed process and structures, significant discussions across the College regarding the proposed implementation timeline for the updates resulted in the recommendation for implementation
starting fall 2011. The updated model was adopted by the Innovation and Planning Council in May 2011 with full support of College constituencies. Extensive exposure, training and orientation of the new model occurred, and each fall, new members of IERC are oriented and trained in the process and in the work of the council.

**Self-Evaluation**

At Cuyamaca College, the Institutional Effectiveness and Resource Council is responsible for the ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation and re-evaluation. The model by which this occurs was revised and enhanced in 2010-2011 following a great deal of College dialogue. Prior processes were effective, but the old model was cumbersome and needed streamlining. In the current model, key processes and allocation of resources to effectively support student learning are much better organized. The model integrates more effective approaches to ensure proficiency in achieving a continuous improvement cycle of evaluation, integrated planning, resource allocation, implementation and re-evaluation. As per the 2013 Cuyamaca College Institutional Effectiveness Survey, 80.8% of full-time-faculty, 91.8% of staff, and 100% of administrators agreed that the Program Review and Planning model is effective in evaluating programs and services (Q3). Extensive exposure, training and orientation of the new model occurred. Each fall, new members of IERC are trained in the process.

Cuyamaca College evaluates its institutional effectiveness at least twice per year; a status report is provided in the spring and a final report is submitted at the end of the year. The results of these assessments are used to refine key processes and improve student learning. Decisions are based on analyses of both quantitative and qualitative data such as key performance indicators, surveys, and other pertinent College wide data. As identified in the 2013 Cuyamaca College Institutional Effectiveness Survey, 84% of full-time faculty, 100% of staff, and 90% of administrators agree that institutional planning decisions are data informed (Q8). The regular assessments are measured against the College wide goals for the year, which are set by IERC in the spring. These goals are influenced by the Mission Statement and the College’s Strategic Plan, and by available and relevant data.

**Actionable Improvement Plan**

Standard 1.B.3 is met.

1.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

**Descriptive Summary**

The Institutional Effectiveness and Resource Council represents the primary shared governance structure for the College. Membership is broad-based with representation from all College constituencies as well as ad hoc members. IERC is responsible for coordinating the institutional effectiveness process in support of the College mission and implementation of the College Strategic Plan. All College constituencies are engaged in the integrated planning models, spearheaded by IERC to endorse broad-based participation in outcomes.
assessment and campus planning. This integrated process is cyclical, participative, flexible, relevant, and focused on continuous quality improvement. In addition, the process:

- Facilitates the College strategic planning process by setting short, intermediate, and long-term goals developed within the context and ever-changing demands of the external and internal environments.
- Guarantees transparent cyclical planning integration, outcomes assessment, evaluation, and resource allocation across the College’s units (student services, instruction, and administration) to determine the most effective means for allocating its human, fiscal, and physical resources to support student learning.
- Ensures that individual College units, and the College as a whole, demonstrate continuous programs and services improvements that support the mission through effective planning, outcomes assessment, evaluation, and updating to meet the changing needs of the student population.
- Assures that every administrative, educational, and support area of the College demonstrates planning, evaluation and implementation of assessment results to improve programs and services (IERC Charge).

IERC utilizes an integrated planning model, described in I.B.3., which demonstrates a conscious continuous improvement effort to produce and support institutional effectiveness. The integrated planning model has its foundation in the following three shared governance Program Review committees to ensure the effectiveness, achievement of outcomes, linkage with resource allocation and continuous quality improvement for respective College units:

- Administrative Services Program Review and Planning Committee
- Student Services Program Review and Planning Committee
- Instructional Program Review and Planning Committee

The composition of each of the planning committees noted above is broad, inclusive and extensive, with representation including: administration, classified supervisors and staff, faculty, students, and a representative from each of the other two committees to ensure communication between the committees is continuous (IPRPC Charge; SSPRPC Charge; ASPRPC Charge). This structure also provides an opportunity for best practices to be shared and that the charges of the committees remain focused.

Each Program Review and Planning Committee carefully reviews individual department and discipline reports that are created by an author (typically a faculty chair, supervisor or administrator). These reports are created by the author through a strategic planning process that includes all constituencies within the department or division, in addition to input from the community (Administrative Services; Instruction; Student Services). This provides a general overview of the discipline/department, conditions affecting operations, and accomplishments from the prior year. The report evaluates department effectiveness data that might originate from the District, from surveys or other data gathered within the department, and from SLOs or DDOs, perhaps the most significant data assessed during the prior year. This assessment occurs in response to questions asked by the disciplines/departments regarding performance against SLOs or DDOs, and supports SLOs or DDOs achievements. Based on this data, or from the broader data analysis that occurs in
the report, a planning agenda is developed to support the discipline/department goals. Resources necessary to achieve activities attached to the planning agenda are also submitted.

Once the plans are vetted through the department or division, they are presented to the respective Program Review and Planning Committee for careful review and assessment. When all Instructional Program Review reports are submitted, associated activities are ranked. Evaluation rubrics rank the overall quality of the Program Review and Planning report, and individual activities within the report (Instruction; Student Services). The ranking process ultimately results in a prioritized list of activities for each unit (Administrative Services; Instruction). Faculty and staff position requests are also ranked within each unit (Administrative Services; Instruction; Student Services).

The process each Program Review and Planning Committee utilizes is slightly different, but is based on an outcomes worksheet assessment rubric that objectively rates specific activities and priorities within the respective division’s plan. Sample criteria include whether the activity is goal and data driven, aligned with the College strategic plan, linked to institutional effectiveness, feasible, clearly written, and sustainable. Once each plan is evaluated, based on the rubric (qualitatively and quantitatively), the Program Review Committee collectively agrees on assessment results for each plan.

Program Review and Planning Committee co-chairs create summary reports that are submitted to the IERC for review and evaluation (Administrative and Student Services; Instruction). Dependent on goals and activities of the multiple Program Reviews, IERC produces an AIP that utilizes additional internal and external data and information to monitor progress, resource allocation, and effectiveness for the following year. IERC also evaluates progress toward student learning and success, as well as continuous quality improvement achievements in support of the College mission and goals for improvement. In addition, Educational Master Plan, Facilities Master Plan, and Technology Master Plan are updated on a regular cycle to reflect current assessment and key indicator data. The AIP is submitted to President’s Cabinet for final review.

In addition to being reported to IERC through the aforementioned report, certain types of resource requests are submitted, following their initial ranking within their unit, to specialized committees. For example, basic skills funding requests, facilities requests, requests for Perkins funding, and technology requests from each of the three units are first ranked within the unit, and then forwarded to the Student Success and Basic Skills Committee, Facilities Planning Committee, Technology Planning Committee, and Workforce Development Committee, respectively. Each committee then applies its criteria for further ranking and funding. These recommendations are forwarded to IERC to be included in the Annual Implementation Plan.

Throughout the planning process, documents such as meeting minutes, rubrics, goals, reports, and other planning documents are available for the entire College community via the College Intranet. The process is transparent and institutional members understand they need to work collaboratively toward achieving the College mission and strategic plan. This broad-based process offers opportunities for input about improvements from the College community.
The Integrated Planning Model at the College supports an ongoing, collegial, self-reflective dialogue about student learning and institutional process continuous improvement. During each phase of the planning process, whether during department review, Program Review, or summary review, the structure and process are open to an ongoing and systemic cycle of evaluation and improvement. Committees keep the institutional goals as a focus to assure the process is consistent with its stated purposes.

**Self-Evaluation**
The planning process at Cuyamaca College is broad-based and offers opportunities for input by appropriate constituencies. Indeed, a high percentage of the College community agrees that the planning process offers opportunities for input and leads to improvement of institutional effectiveness. As per the [2012 Cuyamaca College Institutional Effectiveness Survey](#), 75.7% of the full-time faculty, 78.3% of the staff, and 81.8% of the administrators feel there is adequate opportunity to participate in Program Review and Planning (Q2). Moreover, 91.7% of full-time faculty, 75% of staff, and 81.8% of administrators agreed they have the opportunity to participate in dialogue with colleagues about how to improve student learning and institutional effectiveness (Q5).

The primary shared governance body, the Institutional Effectiveness and Resource Council, is large and broad-based. The three Program Review and Planning Committees (IPRPC, SSPRPC, and APRPC) are also broad, inclusive and extensive. Representation on each of these committees includes administration, classified supervisors and staff, faculty and students, and a representative from each of the other two committees to ensure communication among the committees. It is an integrated process that is cyclical, participative, flexible, and focused on continuous quality improvement. The [2012 Cuyamaca College Institutional Effectiveness Survey](#) reveals that 74.3% of full-time faculty feel they have the opportunity to review assessment results and participate in the recommendations for improvement in their units (Q12), and that 70.3% of full-time faculty state that their department has actually used the results of outcomes assessment to make improvements in their areas (Q14).

The model allocates necessary resources across the College’s units (student services, instruction and administration) to support student learning and to improve institutional effectiveness. In addition to reports to IERC, resource requests are submitted, following initial ranking within their units, to specialized committees. For example, basic skills funding requests, facilities requests, Perkins requests and technology requests are ranked within the respective committees and these recommendations are then forwarded to IERC. Throughout the planning process, documents such as meeting minutes, rubrics, goals, reports and other documents are available on the College Intranet. The process is transparent, ongoing, collegial and self-reflective about student learning and continuous quality improvement. As per the [2012 Cuyamaca College Institutional Effectiveness Survey](#), 60.6% of the full-time faculty, 62.8% of the staff, and 72.7% of the administrators feel that the process informs resource allocation (Q4).
Actionable Improvement Plan
Standard 1.B.4. is met.

I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary
Cuyamaca College uses assessment results to communicate matters of quality assurance to appropriate constituencies. Through the Research, Planning and Institutional Effectiveness Department planning services, as well as documented Student Learning Outcomes assessments at the course, program, and College levels, Cuyamaca College produces a variety of data-driven assessments to communicate matters of quality assurance, all accessed on the College Internet or Intranet. Established assessment reports are incorporated in the Program Review Data Warehouse, 2007-2011 Fact Book, ARCC Reports, the Environmental Scan, and CalPASS. Some examples include:

- Enrollment data consisting of student profiles and enrollment analysis data
- Comprehensive data analyses, used in institutional Program Reviews, some of which include results from Student Learning Outcomes assessments at the course, program, and College levels
- Student outcome reports regularly presented to constituencies and governance committees to provide information about the number of degrees and certificates awarded, transfer data, student performance, retention and persistence, and other milestones and momentum points
- Customized research studies provided by requests to College faculty, administrators, departments, and programs. In addition to assessments through the District RPIE Department, the College compiles and analyzes department-specific data. Examples include:
  - Quantitative reports for annual instructional, support services, and administrative services Program Reviews
  - User statistics for library, counseling, tutoring, and other similar support services
  - Course placements including assessments for math, English and English as a Second Language
  - Labor Market information
  - Program review reports
  - Scorecard & ARCC Report

As part of the annual Program Review process, data is disseminated to individual departments and programs, as well as to the President’s Cabinet, IPRPC, SSPRPC, ASPRPC, Student Services Advisory Council, and the Academic Senate. Program Review Committee research reports are based on results from Student Learning Outcomes assessments at the course, program, and College levels, as well as from other relevant data. This information is used extensively by the College community, including Instructional and Student Services departments, to establish curriculum direction and to influence planning.

An interactive online “Reports” system allows the College to access information relevant to all programs and services. Additionally, summaries of the Instructional, Student Services,
and Administrative Services Program Review reports are provided to IERC for ranking College wide activities that support annual goals and objectives set by IERC and, subsequently, to drive resource allocation. Finally, all rankings and recommendations made by IERC are reported back to the College constituencies as part of the institutional effectiveness cycle.

The District uses its comprehensive Environmental Scan, an extensive and thoroughly detailed research effort conducted at least every six years. The Scan was most recently completed in spring 2012. The Environmental Scan provides an in-depth analysis of both external and internal influences. External factors include demographic trends, occupational trends, comparative analyses, as well as regional, state, and federal issues. Internal data factors include student access and success, transfer information, and faculty and staff characteristics. Both external and internal data provided through the Environmental Scan help the College maintain the quality of its programs by informing Program Review and Planning committees.

In addition to having a systematic and ongoing process of assessments to ensure quality, assessment results are regularly communicated to a variety of constituencies and College committees. Demographic information and institutional outcomes are regularly disseminated at multiple events and through various committees and activities, some of which include:

- President’s Convocations and State of the College Address, presented at the beginning of fall and spring semesters (Spring 2011 State of College Address, Fall 2012 Convocation)
- Faculty and Administrative planning meetings and forums with Classified Senate and other major College councils and committees (Classified Senate Planning Retreat 09/16/2011)
- President’s Office Monthly Governing Board Report (President’s Report to Governing Board 04/21/2009, 10/19/2010)
- Instructional bulletins distributed to all faculty at the beginning of each semester (Instructional Bulletins Spring 2009, Fall 2009, Spring 2010)
- Departmental newsletters (Summer 2012 Urban Horticulturist, Fall 2011 One Stop Focus)

The College communicates its assessment results with the community and other outside audiences through:

- Web-based College Fact Book, updated by the District Research, Planning and Institutional Effectiveness Department, that includes information related to student demographics and outcomes, and local high school transfer data (2006-2010 Cuyamaca College Fact Book)
- Educational Master Plan Environmental Scan (03/2012)
- District Governing Board meetings (Governing Board Meeting Minutes: 01/15/2013, 11/13/2012, 03/20/2012, 08/16/2011)

The District’s Advancement and Communications Office is responsible for disseminating information to the public. This includes press releases, social media such as Facebook and
Twitter, a District blog, a monthly email newsletter about District events that is distributed to approximately 1,000 subscribers, and a monthly column by the Chancellor in the East County Herald. The office also coordinates public events in the District, such as a community forum as part of the Educational Master Plan process, and a Chancellor’s roundtable held as part of the Facilities Master Plan process.

College assessment methods for communication vary. For press releases, the College maintains information about specific media outlets. For 2012, the College received approximately 100 media mentions in print, broadcast, and online publications. More media can be included if considering brief mentions or stories about athletic events. The Cuyamaca College Facebook page now holds more than 1,800 likes, a good number for a College of its size. In addition, the College President has launched a Facebook page as well making posts a few times a month. Since May 2011, the District blog includes more than 25,000 pages were viewed from countries across the globe. The most popular post, with about 6,000 views, is an excerpt from a speech by Greg Koch, founder and president of Stone Brewery, at Cuyamaca College’s May 2012 commencement.

The most notable public affirmation of the work the Colleges and District are doing occurred during the November 2012 election for Proposition V, the District’s bond measure. More than 95,000 East County voters were in favor of Proposition V, giving the District a 58.2% margin of victory. Success at the polls was a clear indication the District has a positive reputation in East County and has the support of its residents (Proposition V Bond Measure).

Self-Evaluation
Cuyamaca College uses documented assessment results, i.e. Scorecard, ARCC Report, and institutional effectiveness data to communicate matters of quality assurance to appropriate constituents. The College embraces the use of assessment and outcomes data for purposes of planning and decision making. Data are accurate and accessible to internal and external audiences.

Actionable Improvement Plan
Standard 1.B.5. is met.

1.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary
The successful implementation of the updated Integrated Planning Model demonstrates the effectiveness of Cuyamaca College’s ongoing planning and resource allocation processes. For example, Section F in the Instructional Program Review and Planning Template asks authors to evaluate the Program Review process and make recommendations for improvements (p. 28). Evaluations and recommendations are reviewed by IPRPC each spring and incorporated, as feasible, into the next year’s templates/processes. In addition, the model has IERC in continuous dialogue with Student Services, Instruction, and Administrative Services. As stated in the model, “Institutional effectiveness = planning
strategies + outcomes reporting + dialogues and information sharing.” Assurance of the model’s effectiveness arises from the last component.

Program areas of Student Services, Instruction, and Administrative Services provide summary reports to IERC. IERC integrates these summaries with data analyses from committees, the President’s goals, the five foci, and the Mission Statement to establish College wide planning and resource allocation.

Self-Evaluation
Cuyamaca College methodically reviews its evaluation mechanisms for effectiveness in improving instructional programs, student support services, and library and other learning support services. Surveys, for example, are administered regularly to gather evidence about the effectiveness of programs and services. The instructional Program Review and Planning model is undergoing an assessment in spring 2013 in order to make it more effective and the template used for Instructional Program Review and Planning provides the opportunity for faculty and staff to debrief on the process on an annual basis (p. 28).

The Institutional Effectiveness Survey provides some measure of assessment of research efforts as part of the cycle. As per the 2012 Cuyamaca College Institutional Effectiveness Survey, 61.1% of full-time faculty, 72.4% of part-time faculty, 65% of staff, and 54.5% of administrators state that resources from the District Research Office are effective in providing information to help with outcomes assessment, Program Review, and planning (Q9).

Evidence suggests the College’s evaluation processes and results contribute to improvement in programs and services. According to the survey, 74.3% of full-time faculty stated they reviewed assessment results and recommended improvements for their unit (Q12). More important, 70.3% of full-time faculty stated their department/program/discipline used the results of Student Learning Outcomes assessment to implement improvements in Instruction, Student Services, or Administrative Services; only 8.1% disagreed (Q14). Integrated summative assessment reports (Administrative and Student Services; Instruction) are made to IERC, and acting on these reports assures the effectiveness of ongoing planning and resource allocation at Cuyamaca College.

Actionable Improvement Plan
Standard 1.B.6. is met.

1.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary
Cuyamaca College systematically reviews and modifies, as appropriate, all elements of the planning cycle, assuring the effectiveness of its ongoing planning and resource allocation processes. Although the College received commendations in the past for its planning processes, various College constituents began to realize that a more robust, integrated model
was necessary. Therefore, to strengthen assessments of evaluation mechanisms, a taskforce was introduced in August 2010, named the Academic Planning and Institutional Effectiveness Taskforce. The group was broad based, consisting of representatives from all three College units: Instruction, Student Services, and Administrative Services. The charge for this taskforce was to suggest recommendations for improvement to the Program Review and Planning processes of the Instructional, Student Services, and Administrative divisions to the Academic Senate and Innovation and Planning Council.

Working together, representatives from the three units developed a recommendation for a revised, more fully-integrated planning process and procedure, designed to:

- Reduce redundancy in planning
- Ensure the process is ongoing, systematic, and continually used to assess and improve student learning and achievement
- Provide results used continually to refine and improve program practices, resulting in appropriate improvements in student achievement and learning
- Incorporate results in all areas of educational services (instruction, support services, library, and learning resources);
- Provide for College wide, integrated planning for Student Services, Administrative Services, and Instruction
- Include systematic evaluation at the institutional level to refine the College's key processes and to improve student learning
- Provide robust, pervasive dialogue about institutional effectiveness based on data and analyses that are widely distributed and used throughout the College
- Link Program Review clearly to resource allocation processes in a manner that enables the College to demonstrate or provide specific examples
- Provide a mechanism for the College to evaluate the effectiveness of its integrated planning.

The result derived from the taskforce was a clearer, transparent planning model. At the same time, the Institutional and Effectiveness Resource Council was created to act as primary mechanism for Cuyamaca College to implement, evaluate, and ensure effectiveness of its integrated planning. The IERC is responsible for coordinating the institutional effectiveness process in support of the College’s mission. The Council facilitates the strategic planning process for the College and ensures the transparent integration of cyclical planning, outcomes assessment, evaluation, and resource allocation across Student Services, Instruction, and Administrative Services.

In conjunction with the more effective model and the creation of the IERC, three major College wide surveys were conducted to gather evidence about the effectiveness of programs and services. Commencing in spring 2012, Cuyamaca College administered an Institutional Effectiveness Survey, the Community College Survey of Student Engagement, and the Community College Faculty Survey of Student Engagement. The CCSSE provides Cuyamaca College with more data on how well it is fulfilling its mission and provides insight into students’ experiences with their services. The CCSSE also processes and informs institutional improvement efforts. The College plans to administer these surveys every three years.
In addition to surveys, another resource used by Cuyamaca College to gather evidence about the effectiveness of programs and services is the District research office. To verify effective data gathering, a Research Committee was established at Cuyamaca College in 2012. The Research Advisory Committee sets research priorities for the College.

**Self-Evaluation**
On an annual basis, Cuyamaca College reviews and modifies all segments of its evaluation cycle, thus assuring the effectiveness of its ongoing planning and resource allocation processes. The model underwent a revision in 2010 to formulate a more integrated, ongoing, and robust representation.

Surveys are administered annually to gather evidence about programs and services effectiveness, and data from the District’s research office is provided. Despite the major renovation in 2010, the implementation of the revised model and process has experienced some obstacles. For example, 56.8% of full-time faculty, 71% of staff, and 72.7% of administrators indicated the Program Review and Planning model is effective in evaluating programs and services at Cuyamaca College ([2012 Cuyamaca College Institutional Effectiveness Survey](#), Q3). For full-time faculty, this percentage is lower than it was in 2006, when 77.5% felt the Program Review is effective in evaluating strengths and weaknesses of individual College programs ([2006 Cuyamaca College Institutional Effectiveness Survey](#), Q9). The revised Instruction Program Review and Planning process is scrutinized as too time-consuming and unrealistic, and a taskforce comprised of interested constituents met and recommended changes to the template in January 2013. As a result of changes made, the [2013 Cuyamaca College Institutional Effectiveness Survey](#) shows 69.2% of full-time faculty, 89.2% of staff and 100% of administrators indicated the Program Review and Planning model was effective (Q3).

The perception of confidence in the District research office also struggled recently. As per the [2012 Cuyamaca College Institutional Effectiveness Survey](#), 61.1% of full-time faculty, 72.4% of part-time faculty, 65% of staff, and 54.5% of administrators state that resources from the District Research Office are effective in providing information to help with outcomes assessment, Program Review, and planning (Q9). With the hiring of a new Senior Dean for this office due to the 2012 resignation of the previous Senior Dean, the 2013 survey results (Q9) show this perception increasing to 65.4% of full-time faculty, 81% of part-time faculty, 97.3% of staff, and 70% of administrators.

Evidence suggests the College’s evaluation processes and results contribute to improvement in programs and services. According to the 2013 survey results, 88.9% of full-time faculty stated they reviewed assessment results and recommended improvements for their unit (Q12). More important, 84.6% of full-time faculty stated their department, program, or discipline used the results of Student Learning Outcomes assessment to implement improvements in Instruction, Student Services, and Administrative Services (Q14).

**Actionable Improvement Plan**
Standard 1.B.7. is met.
Standard II.A
Instructional Programs
STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated Student Learning Outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

Standard II.A. Instructional Programs
The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated Student Learning Outcomes. The provisions of this Standard are broadly applicable to all instructional activities offered in the name of the institution.

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Descriptive Summary
Cuyamaca College is a comprehensive community college dedicated to exceptional and innovative experiences that inspire its diverse student population. Students are encouraged to achieve individual goals and to contribute to the intellectual, cultural, and economic vitality of local, national, and global communities.

The College serves an expansive student community that enables individuals to benefit from a wide range of educational programs and services. Its primary mission is to provide instructional programs that meet student needs for higher education; career technical training; transfer and general education courses; and basic skills courses. The College vision, “Learning for the Future,” is reflected in the College’s seven Core Values: Equitable Access; Individual Student Success; Academic Excellence; Innovation and Creativity; Diversity and Social Harmony; Environmental Stewardship and Sustainability; and Strong Community Relations.

In support of its mission, Cuyamaca College structures its planning processes and engages the College community by pursuing the following Areas of Focus that comprise the foundation of the 2010-2016 Strategic Plan which are shared across the District:

- Student Access
- Learning and Student Success
- Value and Support of Employees
- Economic and Community Development
- Fiscal and Physical Resources
**Credit Courses and Programs**
The College’s primary participative governance body, the Institutional Effectiveness and Resource Council (IERC), ensures that all courses and programs support the Cuyamaca College mission by annually reviewing the [Mission Statement](#). The Council modifies its Mission Statement in response to significant conditional changes that occur within the community College system, and it is the basis for the planning processes implemented throughout the institution. All units within the College including Administrative Services, Instruction, and Student Services develop annual goals based on those supported by the College Mission Statement and the five Areas of Focus. The annual Program Review and Planning process is conducted by all three units during the fall semester and is endorsed by IERC in the spring, and then implemented the next academic year.

All course offerings, regardless of location or means of delivery, align with the College’s core mission to maintain high-quality educational programs that are regularly assessed by the College’s curriculum and Program Review processes. To maximize program quality, all new courses or modifications to existing courses and programs must be reviewed through the curriculum process, which includes a preliminary evaluation of curriculum by department chairs, coordinators, instructional deans, and the Curriculum Technical Review Committee. Twice a year the full committee prepares a report that documents all locally approved curriculum changes. Then each report is sent for final review and approval to the Academic Senate and Governing Board. The review process strengthens and supports the College’s [articulation agreements](#). Cuyamaca College maintains articulation agreements with all California State University and University of California campuses, as well as private and independent colleges to facilitate the transfer process for students.

Career and Technical Education (CTE) programs have advisory committees comprised of industry representatives and community leaders who annually review program offerings and make recommendations for improvement and relevance based on job trends and industry needs. For example, at the [Automotive Advisory Committee](#) meeting on August 17, 2011, industry advisors recommended the Automotive Technology Program provide a front wheel alignment class each semester. As a result, the department implemented the necessary changes to the spring 2012 class schedule that include the new course.

**Noncredit Courses and Programs**
Noncredit instruction is one of several educational options offered within the California community college system. This curriculum grants student access to a variety of low- and no-cost courses to help students reach their personal and professional goals. Noncredit courses are intended to assist with lifelong learning and career preparation opportunities. Although students might not need nor desire unit credit, Noncredit often serves as a first point of entry for many underserved students, and distinguishes a transition point for credit instruction. The placement of a course in a given instructional category is driven by the course objectives and target population served. California law authorizes nine eligible areas for Noncredit instruction, seven of which are part of the approved [course inventory](#) offered at Cuyamaca College. In recent years, the College reduced the FTES allocated to Noncredit as a way to protect the primary mission of the College (transfer, career technical education, and basic skills) in the face of severe budget reductions. Noncredit FTES is apportioned a lesser
amount than credit FTES, thus, as a result of the statewide budget situation, the College’s emphasis became credit instruction. Cuyamaca College continues to focus on English as a Second Language courses to improve the growing immigrant population’s literacy skills, to access higher education, and to improve earning power. For many students, particularly immigrants, refugees, the economically disadvantaged and re-entry students, the Noncredit Program presents their first opportunity to receive a college education.

Community Education and Workforce Training
The intent of the Community Education & Workforce Training (CEWT) Program, otherwise known as Community Services, not-for-credit, or fee-based education, is to be responsive to local community educational interests. Cuyamaca College’s CEWT Program is structured to provide these services District wide. Community Education courses are designed for physical, mental, moral, economic, and civic development. Courses are open to all students and are conducted in accordance with a predetermined strategy designed annually as part of the CEWT Program. The process results in a Program Review submitted to the Instructional Program Review and Planning Committee (IPRPC) whereby content and objectives are defined. Input is also provided by community leaders who review program offerings on an annual basis and propose recommendations for overall improvement. Community Education courses are not subject to State Chancellor Office approval, but are submitted to the College Curriculum Committee and Academic Senate on a semester-by-semester basis. Courses are approved annually by the Governing Board and are not supported by state funds, although they are sustained by fees paid by the students to cover instruction costs.

Grant Funded Education
Cuyamaca College actively seeks grant funds that promote cutting edge Workforce Development programs currently unavailable as credit or Noncredit offerings. Precise funding needs are identified and are based on specific criteria to include the College mission and Strategic Plan, the educational master plan, and current labor market information. Grant concept papers are drafted by CEWT staff and submitted to the President’s Cabinet for review. Once a concept is approved, a grant writing team is created to develop a formal grant proposal that is submitted to the identified funder. When the grant funded training program is launched, the curriculum is evaluated through a collaborative process involving industry and educational partners. Each grant funded program includes a sustainability plan to identify where programming will eventually reside: Noncredit, community education, or credit.

Contract Education
The intent of Contract Education is to respond in a flexible and expeditious manner to the learning needs of local employers as well as public and private institutions. Contract Education provides economic and workforce development in San Diego’s East County region, weaving a unique balance of content and objectives, as defined by the College, to meet specific customer/employer needs. Collaboration with subject matter experts from a variety of College departments, in addition to industry authorities, creates training programs specifically tailored for businesses and organizations. Admission to Contract Education is open only to the contracting organization’s workforce, not to the public. Because the curriculum is not supported by state funds, student fees must cover all costs incurred.
Coursework is not subject to Chancellor Office approval, but is approved by the Governing Board. The curriculum offered is Not-for-credit, and FTES apportionment is not collected for this training.

Cuyamaca College ensures that its programs and curricula focus on current and projected job market trends, utilizing a comprehensive annual Program and Curriculum Review process. Disciplines are charged with scrutinizing student success data to help distinguish specific goals and activities directly associated with Student Learning Outcomes. In addition to instructional program analysis, career and technical education programs undergo a detailed review with their advisory committees.

Self-Evaluation
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.

Actionable Improvement Plan
Standard II.A.1. is met.

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies on research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary
The Grossmont Cuyamaca Community College District’s Office of Research, Planning and Institutional Effectiveness assists disciplines, departments, and College units in planning efforts. All disciplines, programs, and units support their respective planning activities with quantifiable data. The data is used to analyze student achievement in relation to Student Learning Outcomes at the course and program levels. Disciplines examine Key Performance Indicator data that identify trends to assist faculty in designing activities that strengthen student learning.

The Office of Research, Planning, and Institutional Effectiveness provides annual enrollment reports that track key performance indicators such as student persistence, completion, and improvement rates that are sorted by ethnicity, age, and gender.

Data are incorporated in both the Instructional and Student Services Program Reviews whereby disciplines, departments, and programs identify their goals and link them to the College goals. Departments hold at least one discipline meeting each semester to discuss topics related to curriculum, course offerings, and student learning achievements. A record of discussions and action plans for Student Learning Outcomes was stored in a variety of ways through the past three years. Initially, work on Student Learning Outcomes assessment was saved on a dedicated Wiki Page, followed by an online repository that discipline faculty
could access to upload assessment documents. To facilitate and streamline the process of documenting SLO assessment data, the College purchased the software TracDat, and administrators and faculty are trained on how to use the software.

Programs assess prior accomplishments and goals, as well as plans for improvement aimed at increasing student success rates. Disciplines, departments, and programs must also analyze and provide performance indicator data that include enrollment patterns and course offerings, measures of discipline efficiency and effectiveness, student performance profiles, student access and demographics, degrees, certificates, and transfer rates. Data scrutiny strengthens these areas and provides opportunities for improvement.

Through the Instructional Program Review process, disciplines and departments identify program-level outcomes and indicate how these outcomes link to instruction and College goals. Disciplines report on the status of their assessment and action plans they initiated to improve student learning through the Program Review process.

Cuyamaca College meets the varied educational needs of its students through programs and services consistent with the College’s educational preparation and diversity. New students are encouraged to complete an assessment and or orientation process to identify their level of English, Math, Reading, and/or ESL preparedness. Following the process, students receive a recommendation on placement level and then meet with counselors and peer advisors who assist them with registration and course selection.

Self-Evaluation
Cuyamaca College meets the varied educational needs of its students through programs and services consistent with the College’s educational preparation and the diversity, demographics, and local economy. Program review and Institutional Research provide data by which student learning needs and progress are analyzed, conclusions drawn, and programs enhanced.

Actionable Improvement Plan
Standard II.A.1.a. is met.

II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary
Cuyamaca College delivery systems and methods of instruction are compatible with the objectives and course content is evaluated through regular instructor evaluations, college wide surveys, and departmental meetings, regardless of the delivery method as the courses are developed and sections scheduled. Discipline faculty discuss course objectives and intended Student Learning Outcomes to determine if the course will be offered entirely face-to-face, entirely online, in a blended format (50% online and 50% in the classroom), or in an open entry/open exit format. New courses and established courses adding a new mode of delivery must be submitted to the Curriculum General Education and Academic Policies and Procedures Committee for review and action. Courses are reviewed and approved based on
the specific guidelines outlined on the Distance Learning Instructions and Distance Learning Proposal forms.

Many courses are offered in multiple formats, thus meeting the needs of students with differing learning styles and abilities to work on campus or exercise the self discipline necessary to succeed in an online course. In some cases, a discipline might attempt one format and later eliminate that format as a successful mode of delivery for that course. One example of this is basic skills math. At first, faculty believed it could be offered successfully in an online format, but after offering it several times and reviewing the data, the faculty decided it did not meet students’ learning needs. While basic skills math is no longer offered online, the Math Department does offer several courses in a blended format.

After a course is approved and offered, regardless of its mode of delivery, the faculty undergoes the regular instructor evaluation process whereby Student Learning Outcomes are assessed and modifications implemented as needed.

Faculty members have discussed the efficacy of online or blended courses during department and discipline meetings. Some disciplines such as Business and History offer many online courses and believe that this mode of delivery provides students greater access and opportunities for success, while others such as Math and Science prefer not to use this form of instructional delivery because research indicates that math and science students benefit more from face to face classes. During Professional Development week, at the beginning of each semester, faculty present workshops and hold panel discussions focusing on best practices and strategies on using Blackboard, the online course management software used at the College. As a result of these discussions, the Online Teaching and Learning Committee developed an Online Instructor Certification Policy that stipulates instructor training for teaching online classes, as well as the skills and strategies that address learning issues found in online teaching. The Academic Senate endorsed the revised policy, Ensuring Quality Online Instruction, on March 14, 2013.

To ensure academic excellence, Cuyamaca College’s Online Teaching and Learning Committee developed an Online Instructor Certification Policy that stipulates the type of instructor training recommended for teaching online classes, prior to class assignment. Instructors who wish to teach any style of online instruction for the first time are asked to receive training in online teaching and pedagogy, course management systems and course material accessibility. Faculty demonstrate that they have received the necessary training through a variety of means, including by obtaining the California Community College @ONE Online Teaching Certification, completing a degree program in Educational Technology at a four-year institution, or by enrolling in a series of Cuyamaca College online teaching courses.

Evaluation plays an important role in student improvement. Subsequently, all faculty undergo a rigorous evaluation process that includes management, peer, and student components (Standards of Good Practice; Guidelines for Effective Online Instruction).
Self-Evaluation
The College utilizes a variety of delivery systems and methods of instruction. Courses are offered in multiple formats in an effort to address the diverse needs of students.

Actionable Improvement Plan
Standard II.A.1.b. is met.

II.A.1.c. The institution identifies Student Learning Outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary
Cuyamaca College has the following Institutional Learning Outcomes, which formulate the basis for its expansive educational programs in support of the College’s continuous quality improvement efforts:

- **Personal Responsibility** applies essential academic skills, establishes and monitors goals, and utilizes campus resources. The program also develops responsibility for students’ individual actions as they relate to achieving goals, and presents choices that enhance wellness and a healthy well-being.
- **Critical and Creative Thinking/Innovation** incorporates thinking, quantitative communication, and lifelong learning skills. It demonstrates adaptability to change and enhancement of personal values and promotes creativity and an ability to address challenges of a rapidly changing society.
- **Career and/or Transfer Readiness** reinforce proficiencies essential to employment, job retention, and a more productive lifestyle. It validates aptitude and skills essential for transfer to four-year colleges/universities.
- **Environmental Stewardship** recognizes the significance of environmental sustainability to balance economy, society, and environment. The outcome promotes values and behaviors that respect our natural environment.
- **Civic Responsibility** enables students to engage in educational and community service, as well as civic activities that promote community and democracy. The process helps cultivate honesty, empathy, interpersonal competence, and social responsibility.
- **Global Awareness/Cultural Competence** empowers the interdependence of societies with regard to world economies and political systems. Students learn to act with sensitivity, respect, and integrity during interactions with individuals of diverse backgrounds, perspectives, and values.

All of the courses and instructional programs at Cuyamaca College, without exception, have Student Learning Outcomes that have been approved by the Curriculum Committee. There are 613 active courses in the fall 2013 schedule out of a total of 686 courses listed in the catalog. In fall 2012, 72% of active courses were conducting ongoing assessment (2012 SLO Report). It is anticipated that by the end of fall 2013 100% of active courses will be conducting ongoing assessment. The implementation of TracDat has been institutionalized. TracDat is an established and proven software program used by many community colleges throughout the nation. Cuyamaca College’s adoption and implementation of TracDat as its SLO data warehouse will provide accurate, up to date and
useful SLO and assessment data. Training in the use and applicability of TracDat has been well received and is ongoing.

Disciplines and departments determine which specific courses, certificates, degrees, and program-level Student Learning Outcomes will be assessed and reviewed by faculty members in the discipline. Course-level outcomes are also mapped to program-level, unit-level, and institutional-level SLOs. The plan for this assessment and review is reflected in annual Instructional Program review.

The Cuyamaca College Academic Senate passed a resolution on December 4, 2003 to ensure that development of Student Learning Outcomes was a faculty-driven process, and would become part of the curriculum and Program Review process.

As is the case with other curriculum proposals, Student Learning Outcomes originate with the discipline faculty and work their way through the curriculum process. How the work is handled may vary according to the size of a department and the number of full-time faculty who work within it.

Assessment results shape the backdrop for a larger institutional dialogue on student learning in which faculty members discuss possible modifications to the curriculum, course, or instruction in the interest of program improvement and student success. This dialogue usually takes place throughout the year within various campus committees such as Curriculum, Basic Skills, and Student Learning Outcomes Assessment (SLOAC) Committees. Efforts are highlighted during Professional Development Weeks when department and discipline meetings bring together full-time and part-time faculty. Results from these discussions will be recorded using TracDat software.

At the course level, faculty members are responsible for identifying Student Learning Outcomes and assessing how well students demonstrate attainment of those outcomes. Each discipline determines assessment tools for measuring outcomes and Standards of success, reflecting fulfillment of these outcomes. As part of the annual Program Review, which is directly tied to resource allocation, disciplines report on progress achieved in course and program-level Student Learning Outcome assessment. These are compiled in an SLO Assessment Plan for disciplines. In addition, disciplines integrate course and program outcomes to the institutional outcomes and College goals.

Since the College embarked on identifying and assessing Student Learning Outcomes, steady progress is evident toward achieving a regular cycle of assessment and improvement, most notably among departments such as Math, Science, and ESL. Other programs operate at varying stages of completion; however, the entire institution is actively engaged in assessing both their Unit Learning Outcomes (ASPRPC; IPRPC; SSPRPC), as well as Institutional Level Outcomes.

The Student Learning Outcomes and Assessment Committee (SLOAC) was established to assist the College in its efforts to enhance program assessments. Although the Committee originally assisted instructional programs, its representation was expanded so that it has

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representation from the three divisions at the College: Instruction, Student Services and Administrative Services.

Results of SLO assessments are used to modify curriculum, assessment, pedagogy, and conversations about which improvements are needed occur in a variety of venues. At the discipline and department levels, faculty members hold meetings with both contract and adjunct faculty to review and discuss assessment results. In some cases, improvements lead to course content revisions, Student Learning Outcomes modifications, exam and assessment tool revisions, evaluation measures, and reconfiguring the sequence of courses for a degree or certificate. SLOAC (11/19/2012) spearheads College wide discussions during Professional Development Weeks (spring 2012; fall 2012) to address the impact SLO assessments have in course and program improvements.

One example of how data inform student learning assessment is in the Biology Department, where faculty revised the process for how students were assessed. The need for change was recognized when faculty observed some students demonstrating poor results with one lab exercise question about enzymes, while acceptable results were noted on other questions in the same exercise. Similarly, based on assessment data, American Sign Language faculty modified how they assessed expressive and receptive finger-spelling skills during tutoring sessions. These examples can be located in the annual Program Review and Planning reports.

Institutionally, SLO assessment results also informed budgetary decisions. For example, despite significant budgetary cutbacks as a result of the state’s fiscal crisis, Cuyamaca College made tutoring and supplemental instruction an institutional priority by leveraging Basic Skills, Perkins, and general funds to continue supporting these programs (Integrated Summative Report).

Self-Evaluation
Cuyamaca College identifies Student Learning Outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements. All courses have Student Learning Outcomes, and according to the results of the annual program review process in fall 2012, 72% of active courses were being assessed on a regular basis. It is anticipated that by the end of fall 2013, the instructional faculty will be assessing 100% of their active courses.

At the discipline and department levels, faculty members hold meetings with both contract and adjunct faculty to review and discuss assessment results. Results of SLO assessments are used to modify curriculum, assessment, and pedagogy, and conversations about which improvements are needed occur in a variety of venues. The results of these assessments and the dialogue and improvement plans associated with the assessments are being posted in TracDat.

Actionable Improvement Plan
The Institutional Effectiveness and Resource Council (IERC) will direct the Student Learning Outcomes and Assessment Committee (SLOAC) to hold disciplines, departments,
programs, and service areas accountable for assessing learning outcomes and using the results to make improvements. Requests for funding will be evaluated against evidence of regular assessment of learning outcomes and subsequent improvements. IERC will require regular reports from SLOAC regarding the College’s progress toward continuous quality improvement.

II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Descriptive Summary
Courses and programs undergo periodic curriculum review. Career and Technical Education courses are reviewed every four years. The Office of Instruction maintains a course master list that indicates when courses were originally approved by the Curriculum Committee, the date they were last reviewed by the Curriculum Committee, and the date they were last offered. Courses are reviewed by the Curriculum Committee every time they undergo a modification, but they are not reviewed on a regular cycle. The Continuing Education and Workforce Training Division retains a similar course list for continuing community education, short-term training courses and programs, and Contract Education or other grant-funded and special programs.

Program review occurs annually, as part of the institution’s integrated planning and resource allocation process. Thus, faculty members are presented with frequent opportunities to review the curriculum for its diverse appeal, timeliness, and quality.

To ensure instructional course and program quality, the College conducts regular course and faculty evaluations (p. 21). Administered and tracked by the Office of Instruction, faculty evaluation includes classroom observation by peers, student surveys, and discussion of the findings by the peer observer. Noncredit and Not-for-credit courses and programs are assessed no less than once a year by the Dean of Continuing Education and Workforce Training.

Online courses accordingly are evaluated with the same rigor but incorporate a different method. The evaluation process includes a manager/administrator and peer observation in which the manager and peer enter the online class as a guest during a given three week window. Students taking the online class receive an email requesting their evaluation of the course, and instructors are encouraged to conduct their own end of course appraisal. The College provides a dedicated web page with instructions and suggestions.

Instructional programs are designed to foster the development of students’ personal, social, and intellectual qualities and capabilities. To this end, the College provides the following:
- Transfer courses equivalent to College and university curriculum for students who plan to continue their education at baccalaureate institutions.
- Career technical education to provide technical skills and knowledge for beginning employment, retraining and advancement, and to respond to local business and industry economic and workforce development trends.
- General education courses to broaden knowledge, skills, attitudes, and values to develop analytical ability, critical thinking, and to foster interest in lifelong learning.
- Basic skills in English, Reading, English as a Second Language, and Mathematics to support student success in College coursework.
- Continuing education and community services that address the unique educational and training needs of the local community.

The College offers pre-collegiate courses in Math, English, Writing, Reading, and English as a Second Language based on trend analysis data provided by the Office of Institutional Research and the Office of Admissions and Records. This data includes information pertaining to the number of Math, English, and ESL assessment tests students completed during the year and how they placed on the Math, English, or ESL sequence.

Career Technical Education programs utilize labor market information, completion rates, persistence rates, and alignment with Perkins core indicators to assess and improve vocational programming.

Cuyamaca College utilizes delivery systems and methods for instruction compatible with the curriculum objectives applicable to current and future student needs. The majority of courses are offered in the traditional classroom setting, with lecture and discussion considered the most common instruction techniques. All Cuyamaca College classrooms are equipped with smart technology to facilitate instruction. Certain courses provide an online or blended format; no program is offered entirely online.

Continuing Education and Workforce Training (CEWT), a District wide division, provides Contract Education or fee-based/community education classes and Noncredit classes that include ESL and short-term vocational workforce development courses. Courses are offered online or in a traditional classroom format, many including labs that utilize state-of-the-art technologies. Instructors who meet minimum qualifications to teach, and who work in industrial environments, are hired to teach these courses. CEWT encourages flexibility to meet the community’s educational needs with a variety of coursework and methodologies. Most educational services are funded with restricted dollars, except for Noncredit courses, and provide a more adaptable environment to support community training needs, even during a decreasing economy.

Cuyamaca College ensures that its programs and curricula are current through a variety of mechanisms. The Articulation Officer works with four-year institutions to verify that lower division and transfer-level courses meet articulation and transfer requirements. Career Technical Education (CTE) programs integrate Industry Advisory Councils that meet on an annual basis to provide feedback and guidance regarding the type of workplace preparation and skills that graduating students need to succeed in the workforce.
In addition, all CEWT programs and disciplines engage in an annual process of Program Review in which full-time and part-time faculty reflect on student learning through assessment and mapping programs and course-level outcomes to the College Mission Statement and Strategic Plan.

Cuyamaca College does not operate a study abroad program, nor does it have a formal international student program.

**Self-Evaluation**
Cuyamaca College offers an array of quality courses and programs, which include collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, short-term training courses and programs, and contract programs. These courses and programs, regardless of type of credit awarded, delivery mode, or location, undergo periodic review by the Curriculum Committee and the Program Review process to ensure quality and continuous improvement.

**Actionable Improvement Plan**
Standard II.A.2. is met.

*II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.*

**Descriptive Summary**
Cuyamaca College utilizes established procedures and institutional processes through the Curriculum, General Education and Academic Policies and Procedures Committee (Curriculum) to guide the development and evaluation of courses and programs.

Faculty members play a central role in Learning Outcomes Assessment at the institutional, department, program, and course levels during annual program evaluation and review (IPRPC). During the fall semester, program chairs and discipline coordinators prepare a detailed Program Review report in which they report the status of SLO assessment, describe future assessments and improvement plans, and reflect on faculty dialogue centered on assessment results.

To launch and support a cycle of sustainable quality improvement in assessing student learning, Cuyamaca established the Student Learning Outcomes Assessment Committee (SLOAC) in 2010. An SLO Coordinator and the Accreditation Liaison Officer co-chair the committee, with faculty and administrative representatives from Instruction and Student Services providing essential input. The SLO Coordinator receives 0.60 reassigned time for these responsibilities. One of the committee’s first goals was to create a rubric to assess the institution’s efforts to improve the success rates of basic skills students (Basic Skills Rubric). Developed by faculty representatives from various basic skills programs, the rubric was submitted to the Student Success and Basic Skills Committee for endorsement on October 1, 2010 and the Academic Senate for approval on December 9, 2010. A similar process was
followed to create a rubric for measuring Institutional Level, General Education and Degree Programs, and Career and Technical Education program outcomes.

During Professional Development week, credit and Noncredit faculty members assess course-level outcomes each semester and conduct group norming sessions to score assessments based on faculty developed rubrics. At these meetings, faculty members also review assessment results and data to develop plans for improvement. Discussions, assessments, and improvement plans are recorded in the discipline’s Program Review Report, submitted to the Instructional Program Review Committee (IPRPC) in the fall. All recommendations are considered for resource allocation by the Institutional Effectiveness Resource Committee (IERC) in the spring semester (Integrated Summative Report).

Self-Evaluation
Cuyamaca College uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. Faculty play a key role in learning outcomes assessment at the College, thereby establishing quality and improving instructional courses and programs.

Actionable Improvement Plan
Standard II.A.2.a. is met.

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress toward achieving these outcomes.

Descriptive Summary
Cuyamaca College faculty determine competency levels and measurable Learning Outcomes for credit and Noncredit courses that include transfer, General Education, basic skills courses, and career technical education programs and degrees through the preparation and regular review of course outlines. Career and Technical Education (CTE) advisory committees have been introduced and exposed to the concepts of SLO and SLO assessment. Learning outcomes are discussed at CTE Advisory Committee meetings to assure that they comply with industry standards and reflect current best practice. The Curriculum Committee, predominantly comprised of faculty representatives, appointed and endorsed by the Academic Senate, is charged with the review and approval process for all curricula. Course-level SLOs are mapped to Program Learning Outcomes that directly link with Institutional Learning Outcomes and this can be seen in example Program Review reports (Biology). In addition, program review reports incorporate a schedule for assessment for all measurable learning outcomes.

To facilitate the review process, all course outlines and Curriculum Committee minutes are posted on the College’s website. In addition, SLOs incorporate General Education, basic skills, and program Learning Outcomes that network with institutional-level outcomes. The Program Review process allows faculty to integrate course-level SLOs into program-level
outcomes by analyzing student demographics, enrollment, and success rates in their disciplines.

**Self-Evaluation**
The faculty at Cuyamaca College are primarily responsible for determining the competency levels and measurable learning outcomes for courses, certificates and programs at the College. Student progress toward achieving these outcomes is assessed. CTE advisory committees assist in the process where appropriate.

**Actionable Improvement Plan**
Standard II.A.2.b. is met.

II.A.2.c. *High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.*

**Descriptive Summary**
Cuyamaca College is characterized by high-quality instruction in its programs. All programs include appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. Various processes are in place to ensure high-quality instruction.

First, in order to maintain high-quality instruction, the College has a systematic and comprehensive curriculum approval process and an annual program review process. All course offerings, regardless of type of credit awarded or mode of delivery, align with the College’s core mission goals to maintain high-quality educational programs. To maximize program quality, all new courses or modifications to existing courses and programs must be reviewed through the curriculum process, which includes a preliminary evaluation by the Curriculum Technical Review Committee.

The Curriculum, General Education, Academic Policies and Procedures Committee (Curriculum Committee) a subcommittee of Academic Senate, reviews course outlines and programs to validate that the College complies with Title 5 and District policies and procedures. The Curriculum Committee reviews each proposal for breadth, depth and rigor, carefully examining the content, objectives and student learning outcomes. Specific criteria include the requirements for assignments, critical thinking activities, required reading, writing, and outside assignments. The course content provides a good indication of the breadth and depth of each course. Students are also required to study and engage in learning activities outside of class time in order to meet the requirements of course rigor. Blooms Taxonomy is offered as a guide to develop curriculum. Appropriate breadth of programs is assured through the inclusion of general education requirements, including social and behavioral sciences, arts and humanities, language and rationality, and natural sciences. Synthesis of learning is assured through the inclusion of critical thinking in general education and degree requirements, a core set of major requirements and capstone classes. The Curriculum Committee prepares a report that documents all locally approved curriculum changes. The curriculum is approved by the Academic Senate and Governing Board.
Career and Technical Education (CTE) programs have Advisory Committees comprised of industry representatives who annually review the program offerings and make recommendations for improvement and relevance based on job trends and industry needs. The Advisory Committees meet on an annual basis to provide feedback and guidance regarding the type of workplace preparation.

Cuyamaca College also assures the quality and integrity of its programs and services by hiring appropriate full-time and part-time personnel sufficiently qualified by education and experience to meet programmatic needs. Minimum qualifications are stated for all faculty and administrators, in keeping with the Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook. Instructors avail themselves of the many opportunities for professional development throughout the year. Instructors have the ability to participate in sabbatical leave projects; these contribute to maintenance of high-quality programs and services. Moreover, evaluation of faculty plays an important role in maintaining high-quality programs, and the College conducts regular faculty evaluations through a process that includes management, peer, and student components.

Instructional scheduling is planned in a manner which provides students the opportunity to complete their educational goals in a timely manner. Courses are offered online, in semester length, short-term, evening and day schedule formats (Schedule). When required courses are not offered, students may petition to modify the major, and course substitutions or waivers may be approved to allow students to achieve their academic goals in a timely manner.

The Articulation Officer works with four-year institutions to verify that lower division and transfer-level courses meet articulation and transfer requirements. Courses are accepted by transfer institutions and appear on the CSU General Education (CSU GE) Breadth list and the Intersegmental General Education Transfer Curriculum list (IGETC). The College also quickly responded to the requirements of SB 1440. Cuyamaca College initially developed three Associate in Arts for Transfer (AA-T degrees)-Communication, Psychology and Sociology. These degrees guarantee students admittance into a CSU that has a similar degree. Currently, eight additional AA-T degrees have been locally approved and are pending the Chancellor’s Office approval. 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.

Self-Evaluation

Cuyamaca College places significance on high-quality instruction and successful learning programs. The quality of the institution’s instructional programs is maintained by well-qualified full-time and part-time faculty through a rigorous program of curriculum development, review, and approval. Program reviews and plans occur on an annual basis to ensure that instructional programs are characterized by quality, depth, breadth, and ways to improve the achievement of student learning outcomes. Efforts are made to align courses with Grossmont College, develop new programs and courses in response to statewide needs, and ensure that courses transfer to four-year colleges and universities.
The scheduling of courses is not haphazard; it is planned to give students the opportunity to complete their educational goals in a timely manner. A system is in place for students that need to modify their majors if necessary for completion in a timely manner.

According to the 2012 Cuyamaca College Institutional Effectiveness Survey, 89.2% of full-time faculty, 82.6% of part-time faculty, 85.4% of classified staff, 90% of administrators and 81.8% of students believe that excellence in teaching is expected at Cuyamaca College (Q30). The regular cycle of curriculum development and program review processes incorporate a coherent design to safeguard degree and certificate programs.

**Actionable Improvement Plan**

Standard II.A.2.c. is met.

**II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.**

**Descriptive Summary**

Cuyamaca College delivers courses in a variety of teaching methodologies that reflect the diverse needs and learning styles of its students. The College offers full-term and short-term classes; CTE laboratory classes on Saturdays; open-entry/open-exit classes; online classes; international study opportunities; Noncredit classes; fee-based courses, and Contract Education through Continuing Education and Workforce Training. In addition, every classroom at the College has “Smart” technology and thus, is used in the teaching and learning of most classes taught in a traditional classroom. Math classes and others in which mastering outcomes requires more time are not scheduled during short-term sessions. Such scheduling occurs within the context of faculty dialogue.

Cuyamaca College has approved 232 courses that may be offered fully online or in a blended format. Growth in the online delivery format was initiated and supported by instructional departments and is monitored for appropriateness by instructional deans, the Vice President of Instruction, and the College Curriculum Committee. Generally, the College provides choices in its course offerings. Courses are rotated between regular and online delivery methods or, if multiple sections of a single course are offered, a limited number might be available online.

The percentage of purely online courses at the College is steadily growing. Some courses are designed for a traditional classroom setting, while other instruction occurs online. These courses are often referred to as hybrid or blended distance education courses. In the past decade, 27% of all enrollments occurred in online or hybrid/blended sections. During each semester, approximately 1,800 students enroll in one or more fully online sections.

The Online Teaching and Learning Committee addressed three categories that research studies have identified as having a significant impact on student success in online class formats: instructor preparation, instructor support, and course structure ([Harrell, 2008](#), p. 26). To this end, the Committee developed a set of recommended preparations, **Best Practices in**
Online Education, endorsed by the Academic Senate and Instructional Council, for use by all online instructors.

The success rate of Cuyamaca College student experiences is steadily expanding for all instructional course methods as can be seen in Table 3. Within the past five years, the success rate in traditional classroom settings increased from 61% to 69% (College Technology Plan, p. 37). Success rates in hybrid classes increased from 58% to 67%, and online classes increased from 56% to 59% (College Technology Plan, p. 37). Although online course success rates are lower than those for conventional classes, Cuyamaca College statistics are positioned well above the national average indicating roughly 50% success for online instruction.

During Professional Development Week, faculty and staff present workshops to train faculty on new instructional techniques that meet the diverse needs and learning styles of students. These include collaborative learning, learning communities, paired activities, classroom assessment techniques, and technology integration into instruction.

### Table 3
Student Success Rate by Instructional Method

100% Online

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled</td>
<td>2211</td>
<td>3116</td>
<td>3238</td>
<td>3820</td>
<td>3915</td>
</tr>
<tr>
<td>Success</td>
<td>1237</td>
<td>1643</td>
<td>1893</td>
<td>2196</td>
<td>2297</td>
</tr>
<tr>
<td>Withdrew</td>
<td>648</td>
<td>1027</td>
<td>743</td>
<td>945</td>
<td>951</td>
</tr>
</tbody>
</table>

Less Than 50% Online

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled</td>
<td>N/A</td>
<td>N/A</td>
<td>1400</td>
<td>1677</td>
<td>1419</td>
</tr>
<tr>
<td>Success</td>
<td>N/A</td>
<td>N/A</td>
<td>822</td>
<td>1082</td>
<td>944</td>
</tr>
<tr>
<td>Withdrew</td>
<td>N/A</td>
<td>N/A</td>
<td>295</td>
<td>319</td>
<td>231</td>
</tr>
</tbody>
</table>

Face to Face

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled</td>
<td>14948</td>
<td>15936</td>
<td>17716</td>
<td>18201</td>
<td>19204</td>
</tr>
<tr>
<td>Success</td>
<td>9084</td>
<td>9724</td>
<td>11704</td>
<td>12254</td>
<td>13260</td>
</tr>
<tr>
<td>Withdrew</td>
<td>3132</td>
<td>3192</td>
<td>2587</td>
<td>2564</td>
<td>2856</td>
</tr>
</tbody>
</table>

A full range of English as a Second Language courses and Disabled Students Programs and Services workshops are offered in support of nontraditional and special populations. The Disabled Students Programs and Services “High Tech Center,” located in the Learning Resources Center, offers assistance to students with disabilities by providing a wide range of adaptive equipment to accommodate their learning needs.
Continuing Education and Workforce Training developed the ESL Link Pipeline Project to prepare low to intermediate ESL students for matriculation into credit ESL classes. Link classes are offered as Noncredit, which better serves the needs of this student population.

In an effort to improve student success rates by reducing the number of exit points, the Math, English, and English as Second Language departments launched innovations in their curriculum by participating in the California Acceleration Project. The primary objective for acceleration includes multiple pathways for students to achieve their learning goals. Faculty members in Math and ESL joined colleagues from other institutions across the state to receive professional support teaching developmental courses in pre-statistics and English.

Through Student Success and Basic Skills Committee support, Cuyamaca College launched various innovative projects designed to support students’ diverse learning styles. For example, the Math Department developed a highly successful program entitled Gear Up for Success. Students entering specific math and chemistry courses are invited to participate in a one or two day workshop before classes begin. This process enables them to refresh skills and practice concepts they will encounter in class, with support from peer tutors and instructors. Once the semester begins, students receive additional support in their math courses through After Math Workshops, available through the STEM Achievement Center, where students receive tutoring assistance.

In a similar fashion, the English, Reading, and ESL departments initiated a system of embedded tutoring to complement supplemental instruction already assigned to the Writing Center. Embedded tutors are placed in key courses particularly challenging to basic skills students. Students requiring additional support can work with the embedded tutor, both inside and outside the classroom.

In addition, instructors often change their teaching methodologies based on current research findings or assessment results. One example is in the math department where several instructors are incorporating a “flipped” learning model. The flipped model is one in which students do their homework in the classroom under the supervision of the instructor, and read the lecture material at home.

**Self-Evaluation**
A variety of delivery modes and teaching methodologies that reflect the diverse learning styles of its students is offered at Cuyamaca College. Regular staff development training is provided to faculty on new instructional techniques that might enhance the ability of students to successfully meet Student Learning Outcomes.

**Actionable Improvement Plan**
Standard II.A.2.d. is met.
II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary
Faculty, staff, and administrators at Cuyamaca College embrace student success as a primary objective that guides institutional planning and resource allocation. The College measures student success through continuous SLO review and assessment data, College generated performance indicators, labor market data, and statewide accountability reports such as the Accountability Reporting for the Community Colleges (ARCC) Report.

Cuyamaca College evaluates all courses and programs with an ongoing, systematic review through the Curriculum and Program Review processes. When courses are presented at the Curriculum Committee for revision, they are evaluated for their relevancy, currency of information, textbooks, and teaching methodology. Courses are not subject to a consistent review on a regular cycle; i.e. every six years, as they should. The Office of Instruction maintains a Course Master List, a record of all courses in the College, which is sent to deans, chairs and coordinators on an annual basis. The Master List includes information such as the timeframe when courses were last offered and reviewed by the Curriculum Committee, as well as their Distance Learning status. The Continuing Education and Workforce Training Division maintains a similar Noncredit course Master List.

Faculty members in all disciplines engage in an annual Program Review and Planning process, empowering them to evaluate the state of their discipline. Through this review, faculty members collect and analyze data to accomplish effective planning, continuous quality improvement, and resource allocation. The evaluation is conducted through a combination of Self-Evaluation and reflection on past accomplishments and future goals, which is followed with peer evaluation by external reviewers to the program or discipline (Program Review Rubric).

The Program Review process is outcomes based, and student learning assessment results are used to arrive at planning and budgeting decisions. In addition, the process provides a structure to foster continuous program improvement, aligned with the discipline, department, unit, and College wide goals. The Program Review process requires disciplines to define or refine student and program-level outcomes, develop interventions to improve retention and graduation rates, while implementing action plans for improvements and linking results to the College’s broader quality assurance efforts. IPRPC then compiles the information into the Program Review Discipline Allocation Report. All units in the College (Administrative Services, Instruction, Student Services) complete the annual planning process in which results lead to College wide decision making, planning and budgeting, and institutional improvements by way of Annual Implementation Plans (AIP).

Self-Evaluation
All courses and programs at the College are systematically reviewed and evaluated through an ongoing process to assure relevancy, appropriateness, currency, and future needs and
plans. That process has been facilitated by the College’s adoption of TracDat to review and monitor SLO assessment.

**Actionable Improvement Plan**
Cuyamaca College will develop a more systematic review process of course outlines and ensure that all disciplines adhere to this process.

**II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.**

**Descriptive Summary**
Cuyamaca College understands and embraces the notion of ongoing planning and, in fact, supports it through a long tradition of institutional planning through annual Instructional and Student Services Master Planning and cyclical Program Reviews. Following an extensive dialogue through the shared governance process, and feedback from members of the original Program Review and Academic Master Planning committees, planning processes were reorganized, updated, and integrated into the current Instructional and Student Services Program Review and Planning model that is outcomes based. As well, Administrative Services entered into the dialogue and developed a parallel planning process. Therefore, all three units at Cuyamaca College, Instruction, Student Services, and Administrative Services participate in the Program Review process and apply student learning results to budgetary and planning decisions.

In the updated model, instructional disciplines use annual data-driven outcomes based on self-studies to prepare a written Program Review report, encompassing discipline goals and resources, three-to-five-year planning themes, and data analysis of key performance indicators. The planning process provides a structure to foster continuous program improvement aligned with discipline, department, unit, and College wide goals. One example is the [Math Program Review Report](#), and others can be found on the [IPRPC Intranet site](#).

The Instructional Program Review and Planning Committee is tasked with reviewing, evaluating, and prioritizing all activities and reports based on a [Program Review Rubric](#) developed for this purpose. Faculty and staff position requests, basic skills funding, facilities improvements, technology requests, Perkins funding, and requests for department reorganization are submitted through the unit’s Program Review Process. Results of the review are summarized in a comprehensive report submitted to the Institutional Effectiveness and Resource Council whose responsibility is to identify College wide priorities and goals, and to recommend how resources are allocated. Each specialized request is reviewed, prioritized, and integrated into the [Integrated Summative Report](#).

All units have access to institutional data needed to prepare their Program Review reports. Performance data is available from the District’s Research, Planning and Institutional Effectiveness website and District reports. In addition, units can access data through the
State Chancellor’s Office Data Mart and the Basic Skills Cohort Tracker. The District’s Research, Planning, and Institutional Effectiveness Program Review Data Warehouse provides data sets on enrollment, course success and retention rates disaggregated by gender, age, ethnicity, and department as well as WSCH, FTEF and FTES trend data.

Self-Evaluation
In spring 2013, a taskforce was established to evaluate, streamline, and improve the overall Instructional Program Review process. Recommendations from the taskforce were presented to IPRPC for implementation to begin in fall 2013. The College remains committed to ongoing, systematic evaluation and integrated planning. In addition, detailed results of SLO assessments will be reported on TracDat. The institution systematically strives to improve these outcomes and to communicate available results to the appropriate constituencies.

Actionable Improvement Plan
Standard II.A.2.f. is met.

II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary
At Cuyamaca College, the World Languages Department incorporates departmental chapter and final exams to help measure and improve student learning. To create department exams and ensure their effectiveness while minimizing test biases, the World Languages Department holds monthly meetings with full-time and part-time faculty. Meaningful communication is paramount during these department meetings. Instructors create one or two exams and then assess them to confirm they accurately measure Student Learning Outcomes as stated in approved course outlines. No other departments currently use departmental exams.

Self-Evaluation
The World Languages Department will continue to use department-wide exam, and use the results of those exams to assess SLO achievement in monthly department meetings.

Actionable Improvement Plan
Standard II.A.2.g. is met.

II.A.2.h. The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary
Cuyamaca College awards credit based on student achievement of the course’s stated Learning Outcomes. This is reflected in both the course description in the Cuyamaca College Catalog and the official course outline of record. Units of credit are based on the Carnegie Unit System noted in the Cuyamaca College Catalog. The Cuyamaca College Catalog
contains the guidelines for awarding grades of A, B, C, D, F, pass (P), no pass (NP), incomplete (I), and in progress (IP). The College also awards plus and minus grades.

Criteria for evaluation of Student Learning Outcomes and subsequent credit awards are stated in the Cuyamaca College Catalog, as well as official course outlines and on individual instructor syllabi. Information on student performance evaluation relating to a specific course appears in course syllabi distributed by instructors during their first class meetings. Course syllabi are updated each semester to reflect the course’s Student Learning Outcomes and methods of evaluation. Course syllabi vary in format and form, but all contain specific information on grading criteria, Student Learning Outcomes, and methods of evaluation. The Faculty Handbook has a guide that illustrates items included in a syllabus and suggestions for format. Instructional deans’ offices maintain copies of all current syllabi. Instructors are required to submit syllabi to their instructional dean’s office and department chair by the end of the second week of class each semester. These procedures are identified in the Faculty Handbook, with reminders from division deans at the start of each semester.

Self-Evaluation
The College awards credit based on student achievement of the course’s Stated Learning Outcomes, and guidelines for awarding credit, which are stated in the catalog. Awarded units of credit are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Actionable Improvement Plan
Standard II.A.2.h. is met.

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.

Descriptive Summary
Cuyamaca College awards degrees and certificates based on student achievement of the program’s stated Student Learning Outcomes as set forth by the faculty. Learning outcomes for all programs at the College are delineated in the College Catalog. Students must complete with a grade of C or better the prescribed courses of study for each degree or certificate. All degree and certificate programs are approved by the Curriculum Committee, and those consisting of more than 18 units are submitted for review and approval by the State of California Chancellor’s Office. Modifications of major are available under certain circumstances, and must be approved by the department chair and dean.

Self-Evaluation
Faculty members develop their programs of study, which are approved by the College’s Curriculum Committee, the Academic Senate, the Governing Board and the Chancellor’s Office as required. Achieving the program’s stated learning outcomes as outlined in the College catalog is the basis for awarding a degree or certificate.

Actionable Improvement Plan
Standard II.A.2.i. is met.
II.A.3. The institution requires of all academic and vocational degree programs a component of General Education based on a carefully considered philosophy that is clearly stated in its catalogue. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the General Education curriculum by examining the stated learning outcomes for the course.

**Descriptive Summary**
The College requires all degree programs to encompass a General Education component that is based on a carefully considered philosophy stated in its College Catalog (p. 40). The faculty’s General Education philosophy serves as the basis for courses’ inclusion in General Education. The College relies on the expertise of its faculty during the Curriculum Committee review process and determines the appropriateness of each course by examining the stated learning outcomes of the course. Student Learning Outcomes are used to analyze courses for inclusion in General Education. The Curriculum Committee approves all courses for General Education via an application process that maps the course SLOs directly to the College General Education Student Learning Outcomes. The rationale behind General Education is communicated to all stakeholders via the College Catalog and on the College website.

The College Catalog (pp.50-83) clearly states the course requirements for every academic and vocational degree program. In every case, the associate degree requires both a demonstrated proficiency in a specialized field of study and completion of the College general education requirements.

**Self-Evaluation**
All academic and vocational Associate Degree programs require students to complete General Education courses. Required General Education courses are carefully selected and clearly stated in the College Catalog (p. 40). 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.

**Actionable Improvement Plan**
Standard II.A.3. is met.

*General education has comprehensive learning outcomes for the students who complete it, including the following:*

*II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.*

**Descriptive Summary**
General education requirements at Cuyamaca College encompass comprehensive Learning Outcomes. Students develop a breadth of knowledge that establishes competency in subject matter, encourages critical thinking, promotes diversity, and prepares students to recognize,
understand, and act on complex personal, social, political, and environmental issues through a General Education component of all Associate Degree programs.

Associate Degree programs require a minimum of 22 semester units of General Education and two activity classes in Exercise Science. General education requirements include courses in language and rationality, natural sciences, humanities (including fine arts), and social and behavioral sciences.

Cuyamaca College’s General Education component of all Associate Degree programs was established by the Academic Senate. Since the initial adoption of the College’s General Education package, the Senate granted authority to the College’s Curriculum Committee to develop and implement Standards and develop a process for revising all course outlines (including General Education) to meet standards that include Student Learning Outcomes. As stated in Standard II.A.3., the Curriculum Committee approves all courses for General Education by applying an application process that matches the course SLOs directly to the General Education Student Learning Outcomes. The faculty Curriculum Committee co-chair serves as an Ex-Officio member of the Academic Senate Officer’s Committee and reports regularly to the Academic Senate.

Self-Evaluation
All Associate Degree programs require a minimum of 22 semester General Education units and two exercise science activity classes. The General Education component for Associate Degree programs provides students with the opportunity to broaden their knowledge, skills, attitudes, and values; develop analytical ability and critical thinking; and foster interest in lifelong learning in educational, scientific and cultural fields essential for effective participation in a complex society. All General Education Learning Outcomes are outlined in the College Catalog (p. 40).

Actionable Improvement Plan
Standard II.A.3.a. is met.

II.A.3.b. The capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary
The General Education component of Cuyamaca College’s degree requirement is designed to develop a student’s ability to be a productive individual and lifelong learner. To assure the required skill level meets collegiate standards, students must demonstrate competency in College Composition and Reading (English 120) and Intermediate Algebra (Math 103 or 110). Additional General Education outcomes that are mapped to GE classes across all academic disciplines address information competency, scientific and quantitative reasoning, analytical and critical thinking, and the ability to acquire knowledge and insight through a broad range of activities and experiences. Oral communication classes are included in the courses that may be taken to satisfy the College General Education requirements.
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.

Learning outcomes are consistently monitored and validated through a regular curriculum review cycle. The College works to assure these measures are effective by regularly assessing all Student Learning Outcomes. Students apply the skills they have developed to subsequent coursework, employment, or other endeavors.

Self-Evaluation
All General Education program components are approved by the Curriculum Committee and include measurable Student Learning Outcomes.

Actionable Improvement Plan
Standard II.A.3.b. is met.

II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary
Cuyamaca College’s General Education requirements for all Associate Degree programs promote a student’s ability to be an effective citizen and to appreciate and embrace ethical principles. Through collaborative learning experiences in the classroom and active engagement with course content, students develop civility and interpersonal skills, respect, and a willingness to assume civic, political, and social responsibilities on a local, national, and global basis. The College-level General Education Student Learning Outcomes broaden their knowledge, skills, attitudes, and values; develop analytical ability and critical thinking; and foster interest in lifelong learning in educational, scientific and cultural fields essential for effective participation in a complex society. For example, students in World Religions (RELG 120) are required to visit three places of worship that are outside of their personal religious experience, and to write reports that analyze and compare different religious traditions. In addition, students can develop the interests and skills that they acquire in their General Education classes by participating in the various clubs and student organizations on campus.

Self-Evaluation
According to the 2012 Cuyamaca College Institutional Effectiveness Survey, 86.1% of full-time faculty, 80.4% of part-time faculty, 71.1% of classified staff, 60% of administrators, and 79.5% of students believe the College fosters an environment of ethical behavior (Q143). In addition, 60.6% of students agreed their experience at Cuyamaca College contributes to their knowledge. Finally, 83.8% of full-time faculty, 77.3% of part-time faculty, 83.3% of classified staff, 70% of administrators, and 79.2% of students believe the College contributes to students’ knowledge, skills, and personal development by enabling
them to act with sensitivity, respect, and integrity when interacting with individuals of diverse background, perspectives, and values (Q108).

**Actionable Improvement Plan**
Standard II.A.3.c. is met.

**II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.**

**Descriptive Summary**
The College offers 37 major program categories leading to more than 73 Associate Degrees, 50 certificates of achievement, and 18 certificates of specialization (College Catalog, p.50). The objective of these degree programs is to offer instruction in a focused area of inquiry. Each degree requires a minimum of 18 units of coursework specific to the major. Many degrees require more units than the minimum, particularly when designed to meet transfer in high-unit majors such as Engineering. Some degrees are subject to external approval or Accreditation, such as Paralegal Studies and Automotive Technology. The details of each degree are stated in the College Catalog, including program outcomes.

**Self-Evaluation**
Cuyamaca College’s Associate Degrees, certificate programs, and certificates of specialization provide focused study commensurate with the level of study.

**Actionable Improvement Plan**
Standard II.A.4. is met.

**II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.**

**Descriptive Summary**
Technical and professional assessment of competency achievement is conducted through feedback and recommendations from 14 occupational program advisory committees. The committees provide input regarding industry needs and standards, and the faculty bases student assessments on these recommendations. Each committee consists of the program’s coordinator, instructors, a counselor, and business or industry members with extensive knowledge and experience in the program’s field of emphasis. Additional input and support comes from the active involvement of the CTE faculty in regional and statewide professional organizations, and participation in industry-specific conferences.

Advisory committees recommend curriculum changes and needed materials and equipment that enable these programs to better meet industry standards. Such recommendations are documented in the Advisory Committee meeting agendas and minutes, which are submitted annually to the Dean who co-chairs the Workforce Development Committee. Ultimately all changes to courses and programs go through the Curriculum Committee for approval. As a result of this process, Student Learning Outcomes include the most recent technology and
standards that use state-of-the-art equipment and skills, which are appropriate for the field of employment. Program Accreditation through areas such as the National Institute for Automotive Service Excellent (ASE), National Automotive Technical Education Foundation (NATEF) in all three Automotive Technology programs, and approval from the American Bar Association (ABA) in the Paralegal Studies Program, and Cisco certification in the Computer and Information Sciences Program also accelerate students’ professional competence when completing these respective programs.

Advisory committees participate in the Program Review process for CTE programs, which includes a systematic analysis of specific job requirements and job relevance for each course. As part of the process, the Advisory Committee makes recommendations to the program coordinator regarding the development of new curriculum and the modification of existing curriculum. When new courses are submitted to the Curriculum Committee for approval, the committee verifies that course outlines include appropriate evaluation measurements for Student Learning Outcomes and, when pertinent, map to the requirements for industry-specific license or certification exams.

Biannual reports on CTE programs are prepared and presented to the Governing Board for their review in spring and fall. One half of the CTE programs are reported on each year, and these reports include descriptions of programs, current labor market demand, comparison to other similar regional programs, and statistics related to program completion and employment of students who complete the programs. The review is essential to assure Cuyamaca College CTE programs meet the community and regional workforce development needs. Curriculum is reviewed and revised to reflect Program Review results, biannual reviews of vocational training programs, and recommendations from advisory committees.

The Cuyamaca College CalWORKs program is designed to reduce welfare dependence by providing educational opportunities for students to develop necessary workplace skills. The program enrolls a large number of English language learners. The program coordinator works closely with credit and Noncredit ESL faculty and staff to develop appropriate pathways. These pathways specifically target CalWORKs students through the ESL learning sequence to vocational training programs, and eventual employment. Training includes orientation, assessment and educational plans for each CalWORKs student. Translation of information and materials in the appropriate language, and hiring staff that are conversant in that language are services provided by CalWORKs and other student service units.

Continuing Education and Workforce Training (CEWT) works closely with faculty in CTE departments to develop and offer fee-based test-prep workshops and seminars that help prepare students for external licensure and certification exams.

In addition, the College houses a dynamic workforce development grant function in CEWT. New and emerging technologies and curriculum are identified through review of labor market information, and partnerships with industry. The College works closely with the local Workforce Investment Board (WIB). Assisting the WIB, staff analyzes data, writes proposals for grant funding to purchase equipment, develops curriculum, provides professional development for faculty, and implements pilot programs. Capacity is built
through grant funding, which becomes sustainable through integration of the student into
credit, Noncredit or community education programs

Self-Evaluation
Program Advisory committees provide feedback and recommendations on course SLOs and
content as well as state-of-the-art equipment and technology appropriate for the fields of
employment. Advisory Committees participate in the Program Review process for
occupational programs, and a biannual review for vocational training (occupational)
programs is coordinated by the Workforce Dean of Instruction, Division I. All elements are
utilized by faculty to determine the most effective possible vocational and occupational
preparation.

Actionable Improvement Plan
Standard II.A.5 is met.

II.A.6. The institution assures that students and prospective students receive clear and
accurate information about educational courses and programs and transfer policies. The
institution describes its degrees and certificates in terms of their purpose, content, course
requirements, and expected Student Learning Outcomes. In every class section students
receive a course syllabus that specifies learning outcomes consistent with those in the
institution’s officially approved course outline.

Descriptive Summary
Cuyamaca College provides information about programs, degrees, certificates, and courses in
the College Catalog, published on an annual basis. The catalog also includes information
about transfer policies as well as the current transfer status of each course. The catalog
includes details of each degree and certificate, with a description, career options, transfer
applicability, requirements, and program outcomes.

An annual comprehensive review and update of the catalog ensures that information is
accurate and comprehensible. A well-established process includes reviews and updates to
the catalog, originating from the Office of Instruction. Catalog revision begins in the fall
semester when manuscripts are distributed to appropriate departments for additions,
corrections, and deletions. Modifications continue through the spring, and the catalog is
published annually in early summer. A catalog addendum will appear if necessary. Official
course outlines are available on the College Intranet.

For every course offered, Cuyamaca College requires the instructor to provide the students a
syllabus at the beginning of the semester. The Model Course Syllabus (p. 28), adopted by
the Academic Senate, includes the Student Learning Outcomes that are on the official course
outline of record. All syllabi must be current, with updates occurring every semester before
submission to the division dean and department chair/coordinator. A review of a course’s
syllabus for completeness is a component of the faculty evaluation procedure. Syllabi are
maintained by the division’s secretary. Faculty can refer to the official course outlines when
revising course syllabi which are available on the College Intranet.
Self-Evaluation
Students and prospective students receive clear and accurate information about courses, programs, and transfer policies. The purpose, content, and course requirements for all degrees and certificates offered at the College are properly described in various College publications and on the website. Students receive a course syllabus in every course in which they are enrolled at the College, specifying learning outcomes.

Actionable Improvement Plan
Standard II.A.6. is met.

II.A.6.a. 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.

Descriptive Summary
Cuyamaca College’s stated Transfer of Credit policies facilitate the mobility of students without penalty and are available to each student. Courses in the College catalog contain information about the general transferability status to the University of California (UC) and California State University (CSU), as well as the course’s inclusion on the Inter-segmental General Education Transfer Curriculum (IGETC) pattern and the California State University General Education (GE) Breadth pattern. In addition to transfer information under each course description, the IGETC and CSU GE Breadth patterns are listed in the College catalog (pp. 41-44). Information about Transfer Articulation Guarantee (TAG) agreements with other regional institutions of higher education, including the University of California San Diego (UCSD), and San Diego State University (SDSU), are also included in the College catalog. Information about UC credit limitations, the UCSD LINK Program, Associate of Arts for Transfer (AA-T) Degree, Associate of Science (AS-T) Degree, and the Course Identification Numbering System (C-ID) are also included.

Transfer related policies and specific information are available to students in hard copy format in the Counseling, DSPS, EOPS, Career Center, and CalWORKs offices, as well as on the Transfer Center website. The Transfer Center website includes transfer and articulation agreements for students interested in transferring to many private and out-of-state institutions.

Where patterns of student transfer between Cuyamaca College and other institutions are identified, Cuyamaca College develops articulation agreements as appropriate to its mission. For example, a historical pattern of transfer to SDSU resulted in a large number of articulation agreements to satisfy SDSU’s lower division major preparation requirements. Students use ASSIST, a computerized information system accessed over the Web, that lists articulation of courses by major or by department from each of the community colleges to the transferring institutions, and allows students to view how credits earned at Cuyamaca College articulate to a four year institution. ASSIST is the official repository of articulation...
for California’s colleges and universities, and provides the most accurate and timely information available regarding student transfers in California.

Cuyamaca College, through the Articulation Officer, works with representatives from private universities to develop transfer and/or articulation agreements. Such agreements are posted on the transfer and articulation websites. Some private institutions that Cuyamaca College has relationships to include the University of San Diego (USD), National University, Alliant University, and San Diego Christian College.

Previously established through Tech Prep funding, many CTE programs have agreements with similar introductory high school programs including: Automotive Technology, Business Office Technology, CADD Technology, Child Development, Computer and Information Science, Graphic Design, and Ornamental Horticulture.

Coursework completed at regionally accredited institutions is applied toward the student’s intended academic goal, as appropriate. In accepting transfer credit to fulfill degree and certificate requirements, Cuyamaca College makes determinations as to whether they are acceptable for General Education, major preparation, or elective credit. It is the job of College Evaluators to evaluate coursework by reviewing course descriptions and outlines. CollegeSource is a commonly used database appropriate for evaluators who search information about other colleges’ courses. It refers to the Accredited Institutions of Post-Secondary Education Programs and Transfer Credit Practices of Designated Educational Institutions. Evaluators also rely on faculty expertise in their determinations when course content is not clear-cut and requires subject-matter expertise.

In support of General Education reciprocity, courses used to meet General Education at another California Community College are applied toward General Education Areas A-D at Cuyamaca College. English and Mathematics competency levels are governed by California Education Code Title 5. Students requesting transfer of credit must have official transcripts on file in the Admissions and Records Office from all institutions attended. Transfer course information is entered online and is available to students by mail or during a counseling appointment, using a Degree Audit Reporting System (DARS) audit system.

Cuyamaca College grants credit toward its Associate Degrees for students who pass external examinations, including Advanced Placement (AP), International Baccalaureate (IB), and College Level Examination Program (CLEP). Guidelines for granting external examination credit must be approved by the Curriculum Committee and listed in the College catalog (pp. 45-46)

**Self-Evaluation**

Transfer of outgoing credit policies are clearly stated in the College catalog and are identified as transferable to the California State University system (CSU) and/or the University of California system (UC) or to their application to Associate of Arts or Associate of Science degrees. Articulation agreements are available and may be accessed online as well as in the Counseling Center and Transfer Center. Articulation agreements with the CSU and UC campuses are available on ASSIST. Information is clearly stated in English and the College
is reviewing options to include other languages to meet the needs of Cuyamaca College’s ever increasing diverse population. Update of software used in determination of transfer requirements occurs on a regular, usually annual, basis. In accepting transfer credits to fulfill degree requirements, the expected learning outcomes for transferred courses are compared to the learning outcomes of its own courses to assure the courses are equivalent. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

**Actionable Improvement Plan**
Standard II.A.6.a. is met.

**II.A.6.b. 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.**

**Descriptive Summary**
Cuyamaca College adheres to the District’s Program Discontinuance Board Policy (BP 4021) and Administrative Procedure (AP 4021) when elimination of a program is determined. If necessary, the Department Chair and the Dean develop a modification of a major to ensure that a student can complete his or her educational goal once a program is discontinued.

Cuyamaca College’s policy to address major changes or elimination of programs is found in the Cuyamaca College Catalog (p. 33), as well as on the District Website. In addition counselors, faculty and staff provide students in their programs with updated information about impending changes. If necessary, the department chair and dean develop the modification to a course major to ensure the student can complete his or her educational goal in the rare instances of program elimination.

**Self-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. 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. When programs are eliminated or program requirements are significantly changed, and the College makes appropriate arrangements to allow enrolled students to complete their education in a timely manner.

**Actionable Improvement Plan**
Standard II.A.6.b. is met.
II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures and publications to assure integrity in all representations about its mission, programs and services.

Descriptive Summary
Cuyamaca College represents its programs to current and prospective students, the public, and College personnel through its catalogs which are updated and published annually. Pertinent information is available on the College website including class schedules, electronically published for each semester in fall, spring, and summer. The website is kept up to date. The Cuyamaca College catalog provides a factual, consistent College representation of services and programs. Additional College and District publications, such as department brochures, College newsletters, and course schedules, are consistent with information published in the catalog. In addition, the College website provides accurate and current information on student achievement.

The Office of Instruction coordinates with other College and District departments to ensure that information contained in the catalog is accurate. The Office of Instruction, which also develops the class schedules, prepares numerous schedule drafts for departments and division deans to review and approve. Information is crosschecked for accuracy. Late catalog or schedule changes are distributed by the Office of Instruction and posted on the Cuyamaca College website.

Self-Evaluation
The College Catalog is an effective source for accurately representing the College and its programs. The College website provides access to the most timely information available.

Actionable Improvement Plan
Standard II.A.6.c. is met.

II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

Descriptive Summary
The Grossmont-Cuyamaca Community College District has adopted policies and procedures that support academic freedom, responsibility, and student academic honesty. The District Governing Board believes that faculty and students have the right to pursue teaching and learning in an environment characterized by freedom of inquiry (BP4030; BP4035). According to Board Policy 4030, Academic Freedom, “The board shall promote public understanding and support of academic freedom for the implementation of the educational philosophy of GCCCD. Academic freedom is fundamental for the protection of the rights of the instructor in teaching and the student in learning. It carries with it duties correlative with
rights.” BP4030, item one, states “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 which has no relation to their subject.” In the 2013 Institutional Effectiveness survey, 96.1% of the full-time faculty, 89.4% of the part-time faculty, 95.2% of the staff, and 90% of the administrators strongly agree or somewhat agree with the statement “Cuyamaca College, as a whole, supports academic freedom.”

GCCCD Board Policy 4035, Controversial Issues, states that controversial issues can be used as a learning tool; however, they must be presented in a manner free of malevolent intent. The policy notes “treatment of controversial issues will be free of malevolent intent when involving issues of race, religion, color, national origin, sex, sexual preference, handicap, medical condition, age, status as Vietnam-era veteran, or marital status.”

GCCCD Board Policy 5500 and Administrative Procedure 5500, Standards of Student Conduct, include specific prohibitions against “Cheating, plagiarism (including plagiarism in a student publication) or engaging in other academic dishonesty…” noting that they “shall constitute good cause for discipline, including but not limited to the removal, suspension or expulsion of a student.” In addition College policies regarding academic honesty are detailed in the College Catalog, p.28, “Academic Honesty/Dishonesty Policies.”

Self-Evaluation
The Grossmont-Cuyamaca Community College District’s Governing Board has adopted policies regarding academic freedom, responsibility, and student academic honesty in an effort to assure the academic integrity of the teaching and learning process. These policies clearly denote the College’s commitment to the free pursuit and dissemination of knowledge. Board policies are available on the District’s website.

Actionable Improvement Plan
Standard II.A.7. is met.

II.A.7.a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary
Cuyamaca College faculty members present data and information in a fair and objective method with support from College and District administrators and the Grossmont Cuyamaca Community District Governing Board. BP4030, item 3 states “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.”
Information concerning the integrity of the teaching and learning process is published in the Faculty Handbook. The College promises to strive in all affairs to respect the opinions, values and traditions of others; to be honest, open and trustworthy, and fair and equitable in treatment of others. The American Association of University Professors (AAUP) document, Faculty Ethics: Expanding the AAUP document, Faculty Ethics: Expanding the AAUP Ethics Statement, endorsed by the Academic Senate in 1995, contains a clear, detailed statement of faculty responsibility in exercising high ethics in the teaching/learning process.

Self-Evaluation
The Faculty Handbook serves as a key resource with regard to academic freedom and professionally accepted views. Information pertaining to the integrity of the teaching and learning process is also discussed in the New Faculty Orientation during Professional Development week offered prior to each semester.

Actionable Improvement Plan
Standard II.A.7.a. is met.

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Descriptive Summary
In an effort to streamline the academic misconduct reporting process, all issues from faculty regarding student misconduct are submitted to the department chair or coordinator, and the Division Dean and the Associate Dean of Student Affairs for documentation. Even if a faculty member handles the issue within the context of his or her class, the Associate Dean of Student Affairs meets with the student regarding academic dishonesty. During this process, the dean discusses policies and procedures with the student. Students also participate in an individual academic integrity workshop with the Associate Dean of Student Affairs. Workshops are also conducted every semester during Professional Development for faculty to discuss policies and procedures related to academic misconduct and disruptive behavior. The Associate Dean of Student Affairs is available to conduct classroom visits to discuss academic honesty policies. A brochure and resource section is available online with additional information regarding disruptive classroom behavior and academic misconduct is also available for faculty. Finally, the College employs SafeAssign, a software package designed to assist faculty in detecting plagiarism that is embedded in the Blackboard course management system. Every section automatically receives a Blackboard shell, ensuring that SafeAssign, plagiarism detecting software, is available to every instructor who wants to use it.

Self-Evaluation
The College’s policies related to academic honesty and consequences are published in several materials, including the College Catalog, and Student Discipline Procedures Handbook. Copies are available in hard cover or for review on the College website. Several departments, including English and ESL, publicize the College’s zero tolerance policy regarding plagiarism in their course syllabi.
**Actionable Improvement Plan**  
Standard II.A.7.b. is met.

II.A.7.c. *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 or student handbooks.*

**Descriptive Summary**  
As a public institution, Cuyamaca College does not seek to instill specific beliefs or world views. The College’s educational philosophy is clearly defined in [Board Policy BP1300](#), Educational Philosophy, which states the Grossmont-Cuyamaca Community College District Governing Board believes the College should provide experiences that greatly broaden students’ educational opportunities and strengthen the society’s democratic institutions. Cuyamaca College has a Student Code of Conduct, printed in the [Student Discipline Procedures Handbook](#), the [College Catalog](#) (p. 33) and on the [conduct website](#). The [Student Conduct](#) website also has the Student Grievance and Due Process Procedures Handbook and Student Discipline Issues Brochure. In addition, faculty can access a [resource link](#) which includes materials for faculty to use when dealing with student behavioral and academic misconduct issues.

**Self-Evaluation**  
The Student Code of Conduct and the Code of Ethics are distributed throughout the College community and are readily available and known.

**Actionable Improvement Plan**  
Standard II.A.7.c. is met.

II.A.8. *Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with Standards and applicable Commission policies.*

Not applicable.
Standard II.B
Student Support Services
Standard II.B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using Student Learning Outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Descriptive Summary

Student Services Mission

The Cuyamaca College Student Services Mission Statement aligns with the College mission and captures the essence of Student Support Services at the College:

“The Student Services unit provides equal access, advocacy, and services to Cuyamaca College’s diverse student population to facilitate student learning and achievement.”

In keeping with the College and Student Services unit missions, the College offers comprehensive support programs and services to its diverse student body. They include Admissions and Records, Assessment, California Work Opportunities and Responsibility to Kids (CalWORKs), Cooperative Agencies Resources for Education (CARE), Counseling, Disabled Students Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), First Year Experience (FYE), Financial Aid, High School and Community Relations, Student Affairs, Student Health Services, Transfer Center, and Veterans Affairs and Resource Center. These support services demonstrate a concern for all students, from basic skills to graduation and transfer.

Recruitment and Admission of Diverse Students

The College recruits and admits diverse students who, consistent with its mission, benefit from its programs in a number of ways that include opportunities employed by the High School and Community Relations Department through comprehensive matriculation services and newly-established enrollment priorities.

The High School and Community Relations Department embraces student learning and development through numerous programs and activities:

- First Year Experience (FYE)
- High school student advising
- Interactive high school classroom presentations
- Large group and individual campus tours
- Participation in community and high school fairs
- Welcome Week
- High School Counselors Luncheon
- Application workshops
Student Ambassadors are the core of these services. Student Ambassadors are current students who work as liaisons with local high school students. In addition to playing an instrumental role in the various activities, they provide a personalized, peer approach in helping each prospective and new student focus on their educational needs.

Comprehensive matriculation services provided by the College demonstrate a commitment to student success. There is a focus is getting students started on the right path and ensuring that they have a smooth transition into college by emphasizing:

- Mathematics, English, and English as a Second Language assessment
- Orientation to the College
- New student counseling/advising

In keeping with the regulation of the Board of Governors of the California Community Colleges to establish system-wide enrollment priorities, the GCCCD adopted BP 5055, and in 2012, Cuyamaca College embarked on a journey to revamp its enrollment procedures to facilitate admission for new and continuing students. One of the most significant changes was made to enrollment priorities for first-time students. First-time students who are fully matriculated have an enrollment advantage; those that participate in assessment, orientation, and advising receive a higher enrollment priority than first-time students who do not participate in matriculation services.

Another refinement in enrollment procedures is an enhanced enrollment program for incoming high school students. In 2012, an Early Admission Opportunity (EAO) program was designed to expand access to incoming high school students. As part of this program, assessment, orientation and advising sessions are held for high school seniors on Saturday mornings during the spring semester. By participating in EAO, these incoming students receive a higher priority than first-time students who are not fully matriculated.

II.B.1. The institution assures the quality of student development and support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary
Cuyamaca College offers Student Services on campus and online. Student Services are open during regular business hours with early evening hours in major service areas in the Student Services One Stop Center. The One Stop Center houses key programs such as Admissions and Records, Assessment, CalWORKs, Counseling, DSPS, EOPS, CARE, Financial Aid, First Year Experience (FYE), Transfer Center, and Veterans Affairs. Housing these services in one location provides easy access for students, and allows the various programs to collaborate to achieve exemplary, quality services. In addition to the Student Services One Stop Center, the Cuyamaca College Student Center houses Student Affairs, the Associated Student Government, High School and Community Relations, and the Student Health Center. Centrally located, these services are adjacent to the College bookstore and student dining services.
Online services are offered to students through “WebAdvisor,” a website where students can access applications for admission, class schedules, College catalog, and financial aid services including the e-BOGW and FAFSA. Also, primary student support areas offer comprehensive assistance in an online format, as detailed in section II.B.3.a.

Quality of Student Services
Student Support Services are assessed regularly to assure quality and adherence to the College Mission, Strategic Plan, and the Five Areas of Focus. A well-established system in Student Services begins with an annual Program Review of each department, as well as the development and assessment of departmental Student Learning Outcomes (SLO) (Student Services Program Review and Planning Committee) (SSPRPC). The Program Review and SLO assessment processes are collaborative and include classified staff, faculty, and administrators within each department. The Student Services Program Review and Planning Committee (SSPRPC) coordinates the annual effort for detailed reviews and assessments. The SSPRPC is comprised of members from each Student Services department and representatives from Instruction and Administrative Services.

The Vice President of Student Services and the Associate Dean of Student Affairs held SLO workshops during fall 2012 Professional Development Week and worked individually with lead members of departments to facilitate completion, or closing the loop, relating to SLO assessments for 2011-2012, and to finalize SLO statements and departmental goals for 2012-2013. Additionally, SSPRPC offers ongoing opportunity for reflection and dialogue regarding results, and how they can be used for improvement (Student Services Program Review and Planning Committee; Minutes 11/15/2012, 11/29/2012, 02/28/2013).

The annual Program Review and SLO assessment process in Student Services drives annual planning and resource allocation. Specifically, upon completion of the prior year’s Program Review and Student Learning Outcomes assessment processes, each department identifies annual goals and SLOs for the upcoming year to further improve student learning and achievement, and to identify resources to achieve their respective goals and learning outcomes (Student Services Program Review and Plan).

Processes in Student Services are aligned with those in Instruction through the Instructional Program Review and Planning Committee (IPRPC), and methods embedded in Administrative Services by means of the Administrative Services Program Review and Planning Committee (ASPRPC), an integrated planning model. This all-inclusive institutional model is a comprehensive, well-constructed systematic review model for outcomes assessment, planning, and resource allocation.

All three committees are represented in the College’s primary shared governance committee called the Institutional Effectiveness and Resource Council (IERC). Program review results and outcomes assessment processes are shared with members of IERC, allowing for data-informed decisions related to improvements and resource allocation (Summary Report). IERC also establishes strategic goals and Key Performance Indicators for the upcoming year that further advances student learning and achievement.
One measure of success was identified in fall 2012 when 100% of Student Services departments reached the highest level of achievement, “Sustainable Continuous Quality Improvement,” in Student Learning Outcomes assessment, with a majority completing two full cycles of “closing the loop” (SLOAC).

The departments use multiple data sources to complete their Program Review and SLO assessment, including detailed departmental point-of-service surveys, the Community College Survey of Student Engagement (CCSSE), the Community College Faculty Survey of Student Engagement (CCFSSE), and the 2012 Cuyamaca College Institutional Effectiveness Survey that provides different formats for students and employees. Additional resources such as the Fact Book, Cuyamaca College Key Performance Indicators Report, and the Transfer Behavior Report are utilized. Many of these resources are provided by Research, Planning, and Institutional Effectiveness (RPIE), the District’s Institutional Research department. To guide data and information needs, each College division, including Student Services, contributes to the development of an annual research agenda that drives data and research needs across the institution.

An assessment of online services is integrated into the annual Program Review process. Each department is asked to specify and evaluate the services provided online. For example, online orientation and advisory program assessment is an integral part of the overall Program Review process for the Counseling Department. In many cases, online services are assessed by means of student surveys that contain information relative to satisfaction and learning.

Self-Evaluation
Recruitment efforts and admissions policies and procedures confirm that diverse students are able to access the College and benefit from its services. 2012 Cuyamaca College Institutional Effectiveness Survey results indicate that 90.8% of students strongly agreed they are able to access Admissions and Records services (Q41). Additionally, 78% of students confirmed the Admissions and Records Office contributes to their learning and achievement (Q56).

Access to student services programs is on-campus and online. Student Services offer comprehensive assistance in an online format; for example, there is online access to counseling through “Ask a Counselor,” the class schedule, the College catalog, and financial aid services including the e-BOGW and FAFSA, and the College uses WebAdvisor, a website where students can access applications for admission.

Cuyamaca College continually strives for quality improvement in Student Services for its traditional, on-campus students as well as for those learning via distance education. There is a systematic Program Review and Student Learning Outcomes assessment that includes an assessment of online services. Participation includes all constituent groups. When asked if there is adequate opportunity to participate in Program Review and Planning, 81.8% of administrators agreed, 75.7% of full-time faculty agreed, and 78.3% of classified staff agreed these opportunities provide value (Q2).

Actionable Improvement Plan
Standard II.B.1 is met.
II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

II.B.2.a. General Information

**Descriptive Summary**

Cuyamaca College’s catalog is published annually. Catalog updates are coordinated by the Office of Instruction, and a strict production timeline is followed. This is a collaborative effort that promotes concise, accurate contributions from faculty and staff to improve overall quality.

The catalog is sold at the College bookstore, at the Cashier’s Office, and is available online in a PDF format at no cost. It contains information that describes Student Services and programs, financial aid and costs, student programs, academic and administrative policies, academic course listings, a faculty and staff directory, and general campus information. Per the Clery Act, campus crime data is included in the catalog. Additional material outlines academic, degree, and certificate requirements. Online archiving of catalogs began in 2002-2003, and the entire set of catalogs from 1978 on, are available in the College library.

The catalog includes the academic calendar, College and District administration and faculty names (including their degrees) and Governing Board member’s names. The College’s history, vision, mission, and general information are outlined as well. The catalog describes the admissions process, Student Services, academic policies and regulations, transfer information, degree requirements, including Associate Degree programs and certificates. Further information pertains to available courses and programs including credit, noncredit, and community learning.

Policies affecting students are included as part of the student code of conduct standards, complaint and grievance procedures, and information on sexual harassment, discrimination, and student fees, as well as other financial obligations including financial aid. Additional information is included in the catalog under the following areas:

- Official name, address(es), phone number(s), and website
- College address
- Educational Mission
- Course, program, and degree offerings
- Programs of study
- Degree requirements and offerings
- Course listings
- Academic calendar and program length
- Academic freedom statement
- Financial aid
- Learning resources
- Names and degrees of administrators and faculty
- Names of Governing Board members
- Names and job titles of classified employees
- Emeriti faculty and administrators
II.B.2.b. Requirements

**Descriptive Summary**
Under the Admission Information heading in the College catalog, admissions and registration policies are clearly defined. This section provides information regarding admissions requirements, assessment, orientation, and new student advising. Information about student fees and other financial obligations is contained in the Catalog, as well as information about residency, refunds and financial aid.

Degree, certificate, graduation, and transfer material is available in the “Degree Requirements and Transfer Information” section. Differences between degree and certificate conditions are detailed. The catalog informs students about graduation requirements for an associate’s degree and transfer policies to other institutions. Transfer requirements pertaining to the University of California (UC) and California State University (CSU) systems are well-defined; the California State University General Education (CSU GE) list and the Intersegmental General Education Transfer Curriculum (IGETC) choices are included in the catalog. Specific transfer material in the catalog also includes the UC Transfer Admission Guarantee (TAG) requirements, the University of California San Diego (UCSD) University Link Program, the UC Credit Limitation, the San Diego State University (SDSU) Upper Division Transfer Admission Guarantee program. There is also information about Associate Degrees for Transfer (ADTs), the Course Identification Numbering (C-ID) System, and how the college awards external exam credit, i.e. Advanced Placement and International Baccalaureate.

II.B.2.c. Major Policies Affecting Students

**Descriptive Summary**
Academic regulations including academic honesty are included in the Student Code of Conduct section of the Cuyamaca College catalog (p. 34). This information can also be found on the Student Affairs online page under Student Conduct, and hard copies are available in the Student Affairs office. Some of the major policies affecting students that may be found in the catalog include:
- Academic regulations, including academic honesty
- Computer software copyrights
- Non-discrimination policy
- Acceptance of transfer credits
- Complaint and grievance procedure
- Sexual harassment protection policy
- Fee Refunds

II.B.2.d. Locations or Publication Where Other Policies May be Found

**Descriptive Summary**
Policies that govern Cuyamaca College are located online and in the following publications:
- The Student Affairs section of Cuyamaca College’s website includes information on student conduct and policies on student grievances. The Student Discipline Handbook is
available in PDF online. The above-mentioned information is also located in the Student Affairs Office (I-113) in hardcopy and throughout the campus in various departmental offices.

- Although printed class schedules are no longer available, the information is now posted online on the registration portal (WebAdvisor) in PDF format on the college website. Cuyamaca College has transitioned to this delivery method to make the best use of the College’s financial resources. The PDF class schedule describes where students can obtain information on applying to the College, assessment, deadlines, and financial aid. While links to the appropriate pages are indicated so students can easily locate accurate information, it is still advisable for students to visit the WebAdvisor regarding policies, procedures, and updated class listings.
- The Grossmont-Cuyamaca Community College (GCCCD) website outlines all Board Policies and Administrative Procedures that govern the district and the colleges.

Grievance procedure
An established procedure for student grievances and complaints provides a prompt and equitable resolution for disputes or conflicts involving students. The policy is outlined in the College catalog under the heading Student Grievance and Due Process Procedure, and procedures are available on the Student Affairs webpage and in hard copy in the Student Affairs Office in Building I-113. The Grossmont-Cuyamaca Community College District Board Policies and Administrative Procedures can also be accessed online.

Self-Evaluation
The Cuyamaca College catalog is complete and designed for ease of use. It is available in hard copy or online. The College has established an effective process for updating its content each year and verifying the accuracy of information.

Actionable Improvement Plan
Standards II.B.2., II.B.2.a., II.B.2.b, II.B.2.c., and II.B.2.d are met.

II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary
Cuyamaca College conducts detailed studies to identify learning support needs of its students. The College utilizes multiple channels to gather qualitative and quantitative data about its student service programs. Student needs are assessed through processes such as the admission application, data gathered by Research, Planning and Institutional Effectiveness, annual Program Review, and student success data such as the ARCC report, assessment data, and student satisfaction surveys. The College also utilizes the Community College Survey of Student Engagement (CCSSE), the Community College Faculty Survey of Student Engagement (CCFSSE), and the College’s Institutional Effectiveness Survey to provide data on the effectiveness of Student Services.
II.B.3.a. 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.

**Descriptive Summary**

Cuyamaca College provides equitable access to all students through appropriate, comprehensive, and reliable services. The College does not have off-campus or satellite instructional sites. Subsequently, all services are provided on campus or online. Service delivery methods are offered through traditional means (e.g. Student Services One Stop) and various Internet technologies and methods. Each Student Services unit utilizes an information webpage accessible to all students. Additionally, the College employs social media and mobile web technologies, such as Facebook, Twitter, YouTube, and Blogger, to create an online community that facilitates student engagement. Through the Program Review process, the College addresses student needs through continuous self-study and improvement. Online Orientation and Advisement is an example of a program change resulting from Program Review procedures.

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<th>Online Information Available</th>
<th>Online Interactive Services</th>
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<td>University Transfer Center/Articulation</td>
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<td>Veterans’ Program</td>
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Table 4 describes each of the Student Service offices’ availability. Hours of operation for Student Services are Monday 8:00 a.m.-6:00 p.m., Tuesday through Thursday 8:00 a.m.-5:00 p.m., and Friday 9:00 a.m.-1:00 p.m. Most offices have multi-lingual staff and faculty who are fluent in English, Arabic, and Spanish. These languages are representative of the languages spoken by the College’s diverse student population.

Admissions and Records

The Admissions and Records office is located in the Student Services One Stop Center. Hours of operation are posted online, on the main entrance to the office, and are provided on the telephone answering system. Students can also submit an online application and register for classes online, either from home or by using the computers located in the lobby.

The Admissions and Records webpage provides online access to all services offered, as well as other pertinent information:

- Academic Calendar
- College Catalog
- Contact Us
- Enrollment Fees
- Enrollment Verifications
- Evaluations
- Getting Started
- Graduation
- High School Student Enrollment Important News
- International Students
- Map and Directions
- Online Forms
- Online Registration
- Residency
- Transcripts
  (Incoming and Outgoing)
- Voter Registration Information
- Online Application
- Veterans Information

The Admissions and Records office made significant improvements to its online services beginning fall 2011. Students can access all forms online, submit their graduation application online, and download the course schedule to their mobile Smartphone. Results of the 2012 Cuyamaca College Institutional Effectiveness survey indicated that 90.8% of students agreed they are able to access services offered through Admissions and Records, while 91.5% indicated they can navigate the online registration system (Q41). An online degree audit system to enable students to track their academic progress is expected to be operational by the end of fall 2013.

Assessment

The Assessment Center’s primary mission is to administer state-approved examinations in Mathematics, English, and English as a Second Language (ESL) to determine appropriate student placement in courses in these subject areas. To fulfill this mission, the Assessment Center provides individual and group assessment sessions throughout the year. The Assessment Center’s goals are based on the College’s strategic Goals of Access and Learning/Student Success, and the College conducts a comprehensive Program Review process to ensure those goals are met. The Assessment Center provides information on its webpage with news and updates regarding assessment tests. Students can register for an assessment session online and can check their placement through the online student registration system, WebAdvisor.

The Cuyamaca College Institutional Effectiveness Survey, administered in spring 2012, revealed that 82.1% of students understand the steps necessary to take the math and English
placement tests (Q75), while 67.9% indicated they can access their scores online (Q76). Based on this input, the department immediately launched updates to provide better communication on its website, allowing for easier student access of scores.

Articulation
The Articulation Office mission is to develop clear transfer pathways for Cuyamaca College students. The Articulation Officer is responsible for development and maintenance of course-to-course articulation agreements with public and private four-year colleges and universities, as well as the California State University (CSU) General Education Breadth list, the Intersegmental General Education Transfer Course (IGETC) list, and the University of California (UC) Transfer Course Agreement (TCA).

The Articulation Officer facilitates compliance on behalf of the College with statewide initiatives including SB 1440 and C-ID and by assisting faculty in the development of ADT degrees based on a Transfer Model Curriculum (TMC), and by submitting appropriate courses to C-ID for a common course number.

Online access to information is available through a website devoted to articulation/transfer agreements and guides for independent institutions. This information can also be located on the Transfer Center website at http://www.cuyamaca.edu/transfer_center/independents.asp. Articulation agreements for California public institutions of higher education are located online at www.assist.org. Both websites were publicized to students in the Counseling Center, in the College catalog, and in the Transfer Center.

Athletics
Cuyamaca College offers an intercollegiate athletic program featuring five sports each for men and women. These include Golf, Soccer, Basketball, Track and Field, and Cross Country. The Athletic Department mission is to provide all student athletes quality intercollegiate sports that complement the College’s instructional programs, enhance student life on campus, and foster community interest and support. Athletics is fully compliant with Title 9, and a full range of academic and Student Support Services is available to student athletes, including a designated counselor, mandatory education plans, and enhanced academic support services tailored to student athletes.

The athletics program webpage outlines information regarding all Cuyamaca intercollegiate sports, with additional information regarding eligibility, transfer, training, schedule of events, online newsletter, and academic support.

Bookstore
The Cuyamaca College bookstore is owned and operated by Barnes and Noble. Located centrally in the Student Center, the bookstore allows students to buy, borrow, and trade their textbooks. Students can make purchases, rent textbooks, and information on the bookstore’s website. The bookstore also provides services for their e-reader service “nook study” that is freely available to Cuyamaca College students. College insignia wear, study supplies, and limited food items are also available for sale in the bookstore.
CalWORKs
The Cuyamaca College CalWORKs (California Work Opportunities and Responsibility to Kids) Program helps students who receive family cash assistance to fulfill their Welfare-to-Work program requirements and provides additional support services. CalWORKs assists eligible students arrange subsidized child care, obtain necessary textbooks and supplies, and provides on-campus, paid work study. CalWORKs counselors work with each student to develop an education plan that leads to self-sufficiency and meets Welfare-to-Work requirements.

CalWORKs’ webpage is available to students with information regarding CalWORKs, eligibility, services, program forms, and referrals. CalWORKs is establishing a newsletter that will be available online and will connect CalWORKs students with available news and services.

Counseling
The Cuyamaca College Counseling Department’s mission is to assist students with decisions that affect educational, vocational, and personal goals, and provide appropriate support and instruction to enable students to implement these decisions. These include career, educational, academic choice, or personal-social decisions, as well as counseling instruction on topics such as career decision making and study skills. The spring 2012 Cuyamaca College Institutional Effectiveness Survey revealed that 76.1% of students strongly agreed or agreed that counseling services contribute to their learning and achievement (Q59).

The Counseling Department is involved with a variety of activities, including unique programs for special populations such as veterans, returning older students, the disabled, minorities, economically disadvantaged individuals, and those with learning differences. These programs reflect the underlying philosophy of the Department which is to provide information, clarification, and support that enable students to make realistic decisions in their own self-interest and for planning and implementing strategies to achieve success.

The Counseling Department is open year round, Monday through Friday. Counselors provide matriculation counseling for new and continuing students, including assistance with admissions, assessment, orientation, advisement, and referrals to appropriate support services. In addition to general counseling, the department provides specialized counseling for athletes and international students. Students receive counseling and advisory services in EOPS, DSPS, CalWORKs, and the Transfer Center.

Counselors provide career information, planning, and employment assistance to students, staff, and community members through individual appointments, workshops, and the annual Career Fair. Students receive assistance in the areas of career assessment, career exploration, goal setting, labor market information, and educational requirements for career decisions. In addition, counselors teach COUN 110, Career Decision Making, as another means of delivering career services.
Disabled Student Programs and Services (DSPS)

Disabled Student Programs and Services (DSPS) increases opportunities for access and success for students with verifiable disabilities through academic accommodations and innovative support services. In accordance with Title 5 and the American with Disabilities Act (ADA), DSPS seeks to ensure equitable treatment in all aspects of campus life for students with disabilities. Services include personal, vocational, and academic counseling, learning disability assessment, and speech and language services. Additional programs include readers and brailed media for the blind, assistance with registration, specialized classes, help with academic accommodations, temporary disabled parking, on-campus mobility support, interpreters for the deaf, note takers, test facilitation, TDD, and referrals to services and outside agencies.

In addition, DSPS provides assistance and instruction to students using supportive technology, adaptive software, and other computer equipment through the High Tech Center Computer Lab. In accordance with Title 5 and the American with Disabilities Act, Cuyamaca College’s DSPS seeks to maximize independence and educational opportunities by providing services that help eliminate barriers while promoting access for students with disabilities.

The DSPS website includes a full range of information available to students. Policies regarding accommodations, contact information, Personal Development Special Services (PDSS) courses, services and equipment, accessibility, test proctor, newsletters, LD assessment, resources, and other important information are accessible.

Extended Opportunities Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE) and Unlimited Potential! (UP!)

EOPS is a state-funded program designed for the orientation, recruitment, and retention of California residents who are economically and educationally disadvantaged. EOPS provides services that supplements those offered by the College. Students can receive some or all services that encompass grants and work study such as book vouchers; academic, career and personal counseling; peer advising; priority registration; student orientations; transfer assistance; and student advocacy.

CARE, a state funded program designed to complement EOPS, provides educational support services. CARE serves EOPS students who are at least 18 years of age and single heads of their households. TANF/CalWORKS (Temporary Assistance to Needy Families/California Work Opportunity and Responsibility to Kids) recipients have one child under the age of 14 and are enrolled full time. Students identified as eligible for CARE receive academic, personal, and career counseling, as well as personal development activities, workshops, and programs to plan and develop strategies that meet their educational and vocational goals. Students may be eligible to receive grants, allowances, and services for educational related expenditures. These funds can assist with dependent care needs, transportation, textbooks, and school supplies that may be awarded to strengthen a student’s retention, persistence, graduation, and transfer potential.
The **UP! Program** is sponsored by EOPS and Financial Aid and is designed to assist students who either were or are currently in foster care or guardianships. AB 2463 (Caldera) mandated that California Community College EOPS programs expand access and retention programs through services that encourage enrollment and improve service availabilities to foster youth and those preparing to enter the academic community.

All programs are available during office hours on Monday through Friday, and the College publishes a webpage with details on each program. The website enables students to access relevant information related to their specific needs, access forms and applications, and obtain details outlining available student resources.

**Financial Aid and Scholarship**
The purpose of financial aid is to eliminate financial barriers to post-secondary education for all eligible students. The 2012 Cuyamaca College Institutional Effectiveness Survey revealed that 73.5% of students understand the process to apply for financial aid (Q86), and 77.9% agree that financial aid contributes to their learning and achievement (Q62). The Financial Aid and Scholarship Office administer federal, state, private, and institutional student aid programs. Some of these programs include Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Stafford Student Loans, the Board of Governors Fee Waiver, Cal Grant, EOPS Grant, CARE Grant, Chaffee Grant, Child Development Grant, Bureau of Indian Affairs Grant, and various scholarships. Furthermore, a 30-day interest-free emergency book loan is available to help students purchase course textbooks.

Financial Aid offers online services through the Financial Aid website where students check financial aid award status, apply for financial aid, access forms, complete the online financial aid/academic planning workshop, gather information on various federal, state and local financial aid and scholarships, review frequently asked questions, and access information regarding changes to financial aid rules and regulations.

**Health and Wellness Center**
A registered nurse and support staff maintain the Health and Wellness Center. The Center works collaboratively with the entire College campus to provide far-reaching health services by meeting each student’s health care needs in a confidential environment. Services include first aid and urgent care, vision, hearing and blood pressure screening, body composition analysis, TB clearance testing, and referral to community resources. The Center also provides up-to-date information on nutrition, illness prevention, substance abuse, birth control, and sexually transmitted diseases. Health-related programs emphasizing wellness are presented throughout the year. A mandatory health fee of $18.00 supports the Health and Wellness Center programs and provides for insurance coverage should a student be injured during a supervised on-campus or school related activity. Students access basic information on the Health and Wellness Center’s website.

**Help Desk**
The Student Help Desk is a one-stop online resource containing information about using the online course maintenance system (Blackboard) and online resources, campus resources,
online course offerings, WebAdvisor, and online learning tips. Students contact the Help Desk via phone or email and access general information in the Library or the Tech Mall, an open computer lab available to currently enrolled students.

**High School and Community Relations**
The overall mission of High School and Community Relations is to facilitate access to Cuyamaca College by providing accurate information, appropriate referrals, and extensive programs and services that benefit the College’s diverse student community. High School and Community Relations, also known as “Outreach,” is a point of contact for comprehensive information and general descriptions regarding many aspects of the institution. Outreach addresses the introductory, informational needs of the campus community, as well as students, faculty members, staff, prospective students and their family members, and general visitors. The program serves 12 feeder high schools with professional staff and student ambassadors. Information nights for parents and students target First Year Experience partners, Monte Vista, and Mount Miguel high schools. The High School and Community Relations program recently revamped its [website](#) with updated contact information, campus tour schedules, and information on specific programs such as [First Year Experience (FYE)](#). The Outreach office is located in the Cuyamaca College One Stop Student Services building.

**Library**
The Cuyamaca College Library supports student learning through carefully selected resources in a variety of information formats such as books, periodicals, multimedia, and commercially produced electronic products. The library prepares students to become capable consumers of information, especially relating to their academic work. The library also provides a variety of study spaces within the building.

The library [webpage](#) publishes information about available books, articles, reference websites, general information, research assistance, and other resources. Students have access to live online reference assistance at all hours through Question Point (LINK).

**Student Affairs**
The mission of [Student Affairs](#) is to engage students in active learning by integrating their life experiences into the learning process, reflecting on their own and others’ perspectives as they expand their viewpoints, and applying new understandings to their own lives. Additionally, Student Affairs helps students develop coherent values and ethical standards by recognizing how values define a learning community through justice, honesty, equality, civility, freedom, dignity, and responsible citizenship.

The [Associated Student Government of Cuyamaca College](#) (ASGCC) Council is the official student governing body that represents all Cuyamaca College students. The ASGCC’s responsibilities include representing student interests on College, District, and statewide committees and participating in campus and District governance. Committees share in the development of College policies, planning, and activities, as well as enhancing student programs and services, and drafting, adopting, and supervising the ASGCC budget. The
Student Center, located inside the “I” building, provides a place for students to relax, socialize, interact, and network.

The Student Affairs department offers information regarding clubs, College hour, student conduct and grievance policies and procedures, student discipline information, and access to Student Support Services on the department’s website.

**Student Computer Labs**

Cuyamaca College has five computer labs available for student use:

1. **Open Computer Lab** (available to all currently enrolled students in Cuyamaca) – located in Building E, Business and Technology
2. **Computer and Information Science** (CIS) computer labs for students enrolled in CIS courses) – located in Building E, Business and Technology
3. **Math Computer Lab** (for students enrolled in Math courses) – located in the H Building
4. **Graphic Design Lab** (for students enrolled in graphic design courses) – located in Building E, Business and Technology
5. **CADD Lab** (for students enrolled in CADD courses) – located in the F Building

The 2012 Cuyamaca College Institutional Effectiveness Survey revealed that the computer labs contribute to students’ learning and achievement, citing 80.4% of students who agreed or strongly agreed with this statement (Q67), and 85.7% of students who indicated they have access to the Tech Mall/Open Computer Lab (Q52). Each currently enrolled student has a network account created automatically when they enroll at Cuyamaca College. The network account allows students to access:

- Their network computer account from any computer on campus
- A fast Internet connection
- A personalized email account
- Class related software applications
- Storage for a limited amount of work on the College's network

**Tutoring**

General tutoring is available to currently enrolled Cuyamaca students in the following subjects: American Sign Language, Biology, Business, CADD, Chemistry, Child Development, CISCO, Computer Information Systems, Economics, Engineering, French, Geography, Graphic Design, History, Math, Ornamental Horticulture, Physics, and Spanish.

Students learn about tutoring requirements, locations and hours for the Tutoring Centers, and are able to contact Tutoring staff via the Tutoring website. Three Tutoring Center locations support specific areas of learning:

- General Tutoring Center
- Science Technology Engineering and Math (STEM) Achievement Center
- Reading, Writing and ESL Center

According to the 2012 Cuyamaca College Institutional Effectiveness Survey, 75.2% of respondents stated they were able to access tutorial services (Q54), and 74.5% agreed or
strongly agreed that tutorial services contributed greatly to student learning and achievement (Q69).

**Transfer Center**
The Transfer Center (TC) is located at the Student Services One Stop Center and provides information on transfer planning, applications, and steps to transfer workshops. Transfer Agreement Guarantees (TAG) for various four-year universities are available to transfer students and assist the student in the coordination of transfer services with instructional programs. The TAGs are a huge benefit to students wishing to transfer by eliminating any uncertainty regarding acceptance. Furthermore, the Transfer Center coordinates these programs and services to help students accomplish their transfer goals and also communicates the availability of Transfer Center services to community members. The TC [website](#) provides extensive information to students, and maintains articulation agreements with private universities. Students may subscribe to a [newsletter](#) and are able to direct questions to the [transfer counselor](#).

**Veterans Services**
Cuyamaca College’s Veterans Services is a comprehensive student success program that requires multi-department coordination among Admissions and Records, Financial Aid, Disabled Students Programs and Services, and Counseling. Upon successful completion of the program, students are better prepared to make a successful transition from the military to civilian life. By connecting the various services available to students, while addressing the unique challenges of Veterans Services students, the program develops a holistic student support program.

Through the Program Review process, a Veterans Resource Center (VRC) was planned and opened in the Student Center in November 2012 to provide a three-way support structure through camaraderie, academics, and wellness for Veteran students.

Veterans Services recently revamped its [webpage](#) to enhance information relating to benefits, student resources, documents/forms, and additional pertinent news.

**Self-Evaluation**
Cuyamaca College is committed to assuring equitable access to all of its students so that they will achieve their education goals. Appropriate, comprehensive and reliable services to students are provided on campus as well as online. Each program undergoes a thorough annual program review to examine its effectiveness, with ongoing improvement to afford students the highest standard of service.

**Actionable Improvement Plan**
Standards II.B.3. and II.B.3.a. are met.
Standard II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for its students

Descriptive Summary
Cuyamaca College affords opportunities through services and programs that integrate the academic experience with a positive learning environment, creating a stronger sense of community and student well-being. These services and programs are developed in response to feedback from various sources, including an Associated Student Government leadership retreat, student government meetings, and InterClub Council meetings where student leaders initiate programs to engage the campus community, creating a welcoming environment.

Students seeking a greater involvement in campus life take advantage of the programs to develop and refine their leadership skills, enhance personal and civic responsibility, and increase intellectual, aesthetic, and personal development. For example, the Emerging Leadership Program, which began in fall 2011, prepares students to serve in future leadership roles on campus and in the community. Students have numerous experiential learning opportunities, including service on campus wide committees and shadowing other student leaders.

The Associated Student Government of Cuyamaca College (ASGCC) is another example of how the College engages student leaders in all aspects of campus life by creating a learning environment in which students develop leadership skills that contribute to their personal and civic roles in life. The Executive Board includes elected positions such as President, Executive Vice President, Secretary, Treasurer, Senator, and Student Trustee. In addition, there are also two appointed officer positions, an Activities Coordinator and a Publicity Assistant.

The College also offers a two-day Blanchard Situational Self-Leadership Training Program, funded by a grant through Work Place Learning. Upon completion of the program, students receive a certificate and an invitation to lead sessions at future training programs. Currently, Cuyamaca College is one of four colleges in Region X that offers this leadership series.

Every year, student government officers participate in leadership retreats that include a variety of workshops, with topics on items such as participatory governance and goal setting. These workshops focus on building teamwork within the organization, and they also cultivate a sense of community. Workshop presenters often include campus administrators.

Students are an integral part of the College’s committee structure. Participation on campus wide committees contributes to the learning environment and promotes intellectual, aesthetic, and personal development. The Associated Student Government is charged with appointing student leaders to all campus wide committees, and once students are appointed, they must attend a committee training workshop. Topics encompass “Roles of a Committee Representative” and “Professional Etiquette.” Student leaders complete pre- and post-program surveys, and the assessment results are woven into the program improvement process (Student Affairs website).
Student Affairs also incorporates one-on-one Academic Integrity workshops for students who have been involved with academic misconduct issues. By providing case scenarios and other examples, these individual workshops encourage good ethical decision making.

Student Affairs sponsors an annual reception for students, faculty and staff advisors, enabling them to interact with one another and to engage in dialogue with other student organization officers and faculty advisors. Faculty and staff advisors coordinate efforts to promote and publicize joint programs and develop new initiatives that promote out of class learning for students and complement the co-curricular learning environment (Resources).

During monthly Interclub Council meetings, registered representatives from student organizations work together to coordinate joint programs and increase campus participation through planned activities, such as Student Organizations Involvement Fairs. They also promote a sense of community on campus that contributes to the overall learning environment. The list of student organizations, advisors to organizations, and involvement opportunities can be found at the Student Organizations and Clubs website.

Associated Student Government and Student Affairs sponsor student activities designed to build community awareness on campus by encouraging student involvement to enhance leadership skills and promote aesthetic and personal development. Activities include a Halloween festival, a spring social, BBQ events, Coyote Café (where students exhibit their artistic talents in front of an audience), and pancake breakfasts. Student Affairs also sponsors monthly College Hour programs that focus on diverse topics such as Chaldean culture, Native American traditions, and Black history.

Student Affairs and Counseling sponsor programs such as a breakfast for veterans and presentations that address the challenges facing men and women who are transitioning from military to civilian life. Veteran students are offered a section of COUN 120, College and Career Success, which is specifically designed to address diversity and tolerance and to promote personal and civic responsibility. Student Affairs and the Associated Student Government also promote activities that focus on personal and civic responsibility, such as voter registration campaigns, Walk for Suicide Prevention, Veterans Community Service Project, Noah’s Homes Service Project, and Environmental Sustainability Project-A Day without a Bag Program.

Cuyamaca College’s counselors encourage intellectual, aesthetic, and personal development for its students. Throughout the year, the Counseling Department provides courses such as COUN 140, Life and Skills and Personal Adjustment, COUN 120, College and Career Success, COUN 130, Study Skills and Time Management, and COUN 110, Career Decision Making. The College’s Transfer Center instructs students about the San Diego State University transfer admission process as well as information about transferring to the UC or other CSUs (www.assist.org). To assist students achieve their long-range educational plans, Cuyamaca College’s Transfer Center also offers student workshops to encourage development of critical thinking skills.
Disabled Students Programs and Services (DSPS) staff serve as advisors to the Club ABLED program, which coordinates events and services to promote learning and personal development for disabled students on campus. Disabled Students Programs and Services and Club ABLED sponsor a Disabilities Awareness Month highlighted by a wheelchair basketball tournament that pits students versus a professional wheelchair team.

EOPS/CARE/UP success seminars, with topics including budgeting practices, résumé writing, career planning, time management, study skills, and strategies for success, are offered every semester to support single parents and other EOPS eligible students. In addition, EOPS/CARE/UP coordinates annual student orientations for new and continuing students that provide information on the College, resources, and programs with an opportunity for students to enhance their personal development.

The First Year Experience Program (FYE Program) requires first-year students to complete a counseling course on innovative methods for achieving success, in addition to taking part in an orientation class. The cohort is provided information about the program goals, with an opportunity to meet with faculty and staff.

The College encourages meaningful dialogue to create opportunities for an open learning environment. Certain programs and events assist with this process, such as the Student Organization Advisor Luncheon, InterClub Council meetings, and student government retreats. In addition, campus wide committees, including the Student Service Council and the Student Services Program Review and Planning Committee, promote communication and the exchange of ideas. During a recent Student Services Program Review Committee meeting, discussions resulted in positive Program Reviews, as chronicled in both the Institutional Effectiveness Survey and the Program Reviews. These results are utilized to implement improvements throughout the College’s learning environment.

Self-Evaluation
Utilizing the 2012 Cuyamaca College Institutional Effectiveness Survey, it is evident the College provides an environment that encourages students’ personal development. Responses in the survey illustrated that 81.8% of students strongly agreed or agreed their College experiences contribute to their overall knowledge, skills and personal development (Q56).

In another example, 68% of students surveyed strongly agreed or agreed that Cuyamaca College provides an environment that encourages personal and civic responsibility (Q75). Additionally, 53.2% of students strongly agreed or agreed that the their experiences at Cuyamaca College contributed to knowledge, skills, and personal development by engaging in College and community service and other civic activities that promote community, democracy, and civility (Q107).

Actionable Improvement Plan
Standard II.B.3.b. is met.
II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

**Descriptive Summary**

The Counseling Department’s mission is to provide quality educational, career, occupational, and personal counseling in a climate and structure where each student has the potential to reach maximum self-fulfillment. Counseling is also a key component of specialized programs such as **DSPS**, **EOPS**, and **CalWORKs**. All contract counselors meet minimum qualifications, as do counseling interns chosen from the San Diego-Imperial County Community College Association (SDICCCA) Internship Program.

Counselors play an active role in developing and providing counsel and advice from early admission to career training, graduation, and/or transfer. Services are provided one-on-one, either by scheduled appointments, walk-in, telephone, or email. Cuyamaca College’s online “**Ask a Counselor**” was introduced in 2005-2006. In its first year, 755 students took advantage of Ask a Counselor, and demand continues to grow each year. The College has contracted for a new online orientation and advisement program with a projected launch date of fall 2013. In support of its mission, the **Counseling Department** guides all students through the matriculation process by providing assessment testing, new student orientations, and the development of student education plans. Results of the District’s 2011 matriculation study indicate that “first-time, degree, certificate, or transfer-seeking students participating in matriculation showed higher first semester course success, course retention, and persistence rate than students who did not participate.”

Due to the recent budget crisis, fewer class sections were offered in the last several years, resulting in a drop of 20.7% in College enrollment from 2009-2010 to 2011-2012. Despite lower enrollment, scheduled counseling appointments only decreased 1.1%, suggesting that student demand is high despite the reduced number of sections.

Counselors also refer students to **Counseling classes** and the **Tutoring Center** to develop strong study strategies and improve their academic skills. During fall 2012 semester, all counseling courses were filled to capacity and waitlisted. Counseling 120, College and Career Success, is the most popular class with 15 sections, 10 of which are taught by full-time faculty. For the past four years, counseling courses ranked in the top five during each semester for total student enrollment.

Some Counseling Department faculty are allocated special assignments. One counselor is assigned 100% to Articulation. Another full-time counselor has a 30% assignment to advise student athletes. Another is assigned 100% to the **Transfer Center (TC)**. The TC recently created a database on its website for transfer students to voluntarily register for transfer related emails. The TC also provides application workshops to CSU and UC schools in the fall, and hosts transfer fairs during the fall and spring semesters. The TC Coordinator also oversees the international students at the College by providing new student orientations and creating individual educational plans.
A Counselor is assigned 50% to First Year Experience (FYE). FYE incorporates mandatory participation in matriculation services, and employs other effective practices to facilitate first-year success including full-time enrollment in math, English, and counseling courses, counseling support, and mentoring. FYE students work closely with the TC Coordinator. A part-time counselor is funded through Career Technical Education (CTE) to help create individual educational plans for basic skills and ESL students. Counselors also review and explain assessment scores and placement impact, and they direct students to support services on campus. A counselor is assigned 50% to Veterans and another 20% to the Career Center. Although no counselor is assigned specifically to crisis intervention, one full-time counselor is a licensed Marriage and Family Therapist (MFT), and another full-time counselor is presently pursuing an MFT license.

CalWORKs employs three part-time counselors who provide guidance and advice on educational and vocational goal planning, assisting students with required County of San Diego paperwork, offering personal counsel such as the transition from welfare planning, and advocacy with county agencies and Legal Aid. CalWORKs coordinates supportive services such as book requests, parking permits, and transportation assistance. CalWORKs also provides supportive services to students exempt from County of San Diego programs. Services include payment for books, parking permits, bus passes, and childcare if a child is placed at the Cuyamaca Child Development Center. All students receive school supplies. CalWORKs counselors and Program Specialists refer students to other Student Services programs and to outside agencies as warranted.

Two full-time and part-time counselors each in the EOPS/CARE/UP Programs refer students to the Transfer Center for the CSU/UC Application Workshops. Because funds for Disabled Students Programs and Services (DSPS) were cut up to 45% since 2009, academic counseling appointments have been limited in DSPS. The DSPS and Counseling incorporate two part-time counselors who assist students with an annual student educational contact and academic counseling appointments when needed.

The Cuyamaca College Counseling Department schedules weekly counseling meetings that incorporate other Student Services departments such as DSPS, EOPS and CalWORKs. Counselors utilize the Counselor Corner, an online faculty advising tool that provides quick links to four-year institutions, external examinations, equivalency grids, and allied health programs in the region. In addition, the counseling chair sits on the Student Services Council that meets on a monthly basis to address current student services issues. The Counseling Department provides online counseling services and is moving toward online orientation and advising.

The counselors participate in and provide innovative professional development activities throughout the academic year. For a list of activities, individuals should refer to the counseling minutes and/or Program Review documents. For example, in the fall 2011 semester, campus wide, all-counselor training sessions promoted such topics as educational planning for Veterans, coping with Post Traumatic Stress Disorder (PTSD), Blackboard training, Degree Audit Reporting System (DARS) training, and Meyers Briggs Type Indicator (MBTI) certification. Each semester during Staff Development week, counselors
complete training sessions and self-enrichment activities. Part-time faculty training sessions are scheduled on an annual basis with a full-time counselor from the Counseling and Matriculation Division. During training, part-time counselors receive updates related to university transfer, DARS audits, Scheduling and Reporting System (SARS), and curriculum changes/additions. Once a month, guest speakers from other areas on campus or from four-year universities are invited to the counseling meetings to update and inform counselors of upcoming program changes, or updates on admission procedures from four-year universities.

Counseling programs participate in the annual Program Review, Master Plan, and Student Learning Outcome assessment. Student Services’ areas are assessed regularly to assure quality and adherence to the College Mission, Strategic Plan, and Five Areas of Focus. This begins with the annual Program Review of each department, as well as the development and assessment of their departmental Student Learning Outcomes (SLO). The Program Review and SLO assessment processes are collaborative and include classified staff, faculty, and administrators from each department. Planning and budget allocations emanate from the Program Review, which includes a justification for resources, i.e. faculty and staff. Dialogue occurs on a continuous basis at nearly every Student Services Program Review and Planning Committee (SSPRPC) meeting, where each Student Services unit shares the results of their Program Review and SLO assessment, and all units discuss their needs and plans for the next year.

Based on the Counseling Program Review results, the following changes were implemented in services offered during the past four years:
- Employed an Arabic speaking peer advisor.
- Enhanced career counseling skills as full-time counselors were certified on the Meyers Briggs Type Indicator.
- Increased the number of computers in the Transfer/Career center from six to ten.
- Trained counselors on suicide prevention and Post Traumatic Stress Disorder.

Counseling programs review student data from the 2012 Cuyamaca College Institutional Effectiveness Survey to evaluate learning, adequacy, personal development, and effectiveness of support for student learning. For example, according to the survey, 78.4% of students agreed they can access Counseling services (Q44); 71.4% have access to orientation (Q49); 71.8% are able to access the Transfer Center (Q53); 68.1% access DSPS (Q45); 70% access EOPS (Q46); and 66.8% can access CalWORKs (Q42). The survey revealed that 76.1% of students reported that the Counseling office contributed to their learning and achievement (Q59), and the majority of students, more than 50%, reported that programs such as DSPS, EOPS, CalWORKs, and the Transfer Center contributed to their learning and achievements (Q57, Q60, Q61, Q68). Survey responses indicated (Q67, Q56, Q62, Q59, Q69), Student Services contributing most to students’ learning are the Tech Mall/Open Computer Lab (80.4%), Admissions and Records (78%), Financial Aid (77.9%), Counseling (76.1%), and Tutoring (74.5%).

Self-Evaluation
Cuyamaca College designs, maintains, and evaluates counseling and academic advising programs to support student development and success and helps prepare faculty and other
personnel who are responsible for the advisory function. All Counseling programs participate in the annual Program Review, Master Plan, and Student Learning Outcome assessment. Results are shared through dialogue in venues, including regular meetings of the Student Services Program Review and Planning Committee. Counseling programs also review student data from the annual 2012 Cuyamaca College Institutional Effectiveness Survey to evaluate learning, adequacy, personal development, and effectiveness of support for student learning.

**Actionable Improvement Plan**

Standard II.B.3.c. is met.

**II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**

**Descriptive Summary**

Diversity is an integral component of the Cuyamaca College educational experience and is incorporated into College programs, services, and academic coursework. The campus recognizes the importance of diversity, and plays an active role in promoting its values. In fall 2011, Cuyamaca College established a Diversity, Equity, and Inclusion (DEI) Committee to increase and support diversity on campus. The DEI Committee is charged with building a culture of inclusivity that promotes a global consciousness at Cuyamaca College and in its community. In addition, the DEI Committee is responsible for assessing progress and disseminating information regarding diversity and equity, recommending meaningful strategies for improvement, overseeing the implementation of the charge College wide, and ensuring compliance with relevant laws and regulations.

**DEI Committee** members are involved in several projects that promote an inclusive campus. These include the creation of a gender-neutral restroom on campus and identification of a contemplation room in the Student Center where students, staff, and faculty can utilize the quiet space to meditate or pray.

The Grossmont-Cuyamaca Community College District is also part of the American Council on Education, which encourages “diversity in the workforce, diversity in student population, globalizing curriculum, and seeking greater involvement in the international arena.”

In spring 2012, Student Affairs and the Associated Student Government initiated a Diversity Dialogue program consisting of an educational workshop series that is open to all students, staff, faculty, and community members. The workshops focus on a variety of diversity topics designed to increase student awareness and promote social justice. As an incentive for students to attend, they earn participation credit for every workshop they attend. Those students who attend three or more workshops during the academic year receive a certificate at the Student Leaders reception held in the spring.

**College Hour** promotes students’ understanding and appreciation of diversity through program topics such as Chaldean traditions, Native American heritage, disability awareness, Hispanic heritage, and Black history and through activities incorporated into Diversity
Month. These program topics often coincide with national months, such as Black History Month and Women’s Awareness Month. Students participate in a service project for specific holidays, such as MLK National Day of Service. The College library staff design a monthly educational display to contribute to students’ understanding and appreciation of diversity. Student Affairs and Counseling work together to coordinate month-long celebrations and a series of programs in honor of Veterans Week which highlights the diverse needs of veteran students.

Numerous student organizations on campus integrate diversity into their core mission. For example, the student organization Club Abled concentrates its efforts on appreciating and educating students about a range of disabilities. Each October, Club Abled and the Disabled Student Programs and Services (DSPS) sponsor a Disability Awareness Week and host various educational programs, including a wheelchair basketball tournament. Other student organizations whose core purpose is to promote diversity by sponsoring programs to reflect this appreciation on campus include the EOPS Club, Cuyamaca American Sign Language Association (CCASL), and MEChA.

Student organizations on campus, such as MEChA, sponsor numerous diversity activities and programs. Students participating in both EOPS and DSPS programs are honored during an annual recognition ceremony that acknowledges their contributions to the many outreach programs.

The Assessment Center at Cuyamaca College supports diversity by providing translators and counselors for the Arabic-speaking students to help with orientation and advisory sessions. CalWORKs includes Arabic-speaking staff and new student orientations in English and Arabic. In addition, the Counseling Department provides services in other languages, such as Spanish, Arabic, and Russian.

Diversity is integrated into an annual holiday presentation coordinated by the CARE and UP! Programs. Former students who now attend universities or are employed speak at the event about their pursuit of success and goal achievement. The Financial Aid program works with EOPS to support the UP! Program. Financial Aid assists former foster youth and individuals raised in kinship care.

Two of the College’s General Education (GE) Student Learning Outcomes embrace diversity, as documented in the College Catalog (p. 40). One of the outcomes for Humanities is: “express appreciation of numerous cultural and artistic styles,” and one of the outcomes for Social and Behavioral Sciences is to “examine interactions and interconnections across cultures.”

The First Year Experience Program incorporates diversity education into the content of several events. First Year students are required to complete a Counseling 124 course that includes diversity education. Students in the program are provided with opportunities to participate in events such as the Hermanos Unidos/Brothers United Conference.
Students with disabilities have the opportunity to take PDSS 081, Self-Advocacy for Students with Disabilities, designed to help understand and appreciate diversity. In addition to creating diversity awareness for all students, this class addresses students with disabilities and helps enhance their self-awareness skills to become better advocates for all aspects of disabilities.

**Self-Evaluation**
Cuyamaca College administered the [2012 Cuyamaca College Institutional Effectiveness Survey](#) in spring semester 2012 which included specific questions pertaining to the campus climate. A strong appreciation for diversity was indicated on students’ survey results. When asked if they feel a sense of community on campus (Q76), 59.2% of students agreed with the statement. When asked if students feel safe on campus (Q61), 84.9% agreed. When asked if, at GCCCD, there is a general respect for differences in Foreign Nationality/Country of Origin (Q78), 79.5% of Cuyamaca students agreed with the statement.

**Actionable Improvement Plan**
Standard II.B.3.d. is met.

*II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.*

**Descriptive Summary**
Cuyamaca College maintains an open-door admissions policy and offers admission to anyone who is a high school graduate or the equivalent, or at least 18 years of age. Once a student applies for admission, the Datatel Colleague Student Information System automatically creates an individual WebAdvisor and network account for email, as well as for Blackboard and other student support systems.

Cuyamaca and Grossmont Colleges use the same assessment instruments for placement into mathematics, English, and English as a Second Language (ESL). Instructional departments, in conjunction with their counterparts at Grossmont College, and the Dean of Counseling Services, review the instruments and make recommendations for changes.

The Research, Planning, and Institutional Effectiveness (RPIE) Office validates assessment instruments used for recommending student placement in the appropriate English, mathematics, and ESL courses at Cuyamaca College (Matriculation Reports). The office maintains state mandated validity standards for assessments and coordinates the assessment instruments with the state. This process generally involves course content validation, examination of disproportionate impact, and regression analysis to examine predictive validity. During the process, the RPIE Office surveys sample classes to receive feedback on student instrument perceptions of biases and cultural sensitivity.

Cuyamaca and Grossmont Colleges utilize the UC/CSU Mathematics Diagnostic Testing Project (MDTP) for student placement in mathematics courses, the APS Reading and Writing Test for student placement in English courses, and the Combined English Language Skills Assessment (CELSA) with a Writing Test for student placement in ESL courses.
Cuyamaca College also accepts Early Assessment Project (EAP) test results as a waiver to the College’s assessment process for students who demonstrate proficiency in English, allowing them to be placed in College-level English courses.

The use of MDTP, a Second Party Assessment Instrument, expired statewide March 1, 2012. APS Reading and Writing expired on July 1, 2013, CELSA expired July 1, 2011, and use of the ESL Writing test expired July 1, 2010 (Approved Assessments). The Chancellor’s Office did not conduct instrument reviews when these expired, although the review process has since been reinstated.

In fall 2012, the College began exploring the use of Accuplacer, an online testing instrument, to better meet the needs of students by providing greater access and more efficiency in the delivery of this service. Faculty members at both Colleges began reviewing the Accuplacer instrument for functionality to determine the level of customization that would be needed. Initial cut scores were set and questions were selected by Cuyamaca and Grossmont faculty members. Accuplacer is scheduled to be piloted with students at both colleges in fall 2013.

**Self-Evaluation**
Cuyamaca College and Grossmont College use the same assessment instruments for mathematics, English, and English as a Second Language. These are the UC/CSU Mathematics Diagnostic Testing Project (MDTP) for student placement in mathematics courses, the APS Reading and Writing Test for student placement in English courses, and the Combined English Language Skills Assessment (CELSA), together with a Writing Test for student placement in ESL courses. Statewide discussions continue regarding the use of a common assessment instrument, but the lack of selection of a common instrument review at the state-level has led both Colleges toward Accuplacer, a computerized assessment instrument, and a pilot is scheduled for fall 2013.

**Actionable Improvement Plan**
Cuyamaca College, in collaboration with Grossmont College and the District’s Research, Planning and Institutional Effectiveness Department, will pilot Accuplacer, a new placement instrument, in fall 2013. Based on the pilot results, the College will conduct validation studies, finalize cut scores, and implement the new assessment instrument.

*II.B.3.f. 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.*

**Descriptive Summary**
Student records are maintained by Cuyamaca College in compliance with Title 5 and California Education Code regulations, as well as in compliance with federal Family Educational Rights and Privacy Act (FERPA).
The Admissions & Records Office maintains student records in compliance with FERPA regulations regarding student records, as outlined in the Cuyamaca College Catalog (page 30). As directed by the regulations, student files are maintained in a secure, automated filing system, which is closed and locked nightly. Student records in the Counseling Center are also maintained in a locked cabinet. The Admissions and Records office is in the process of digitizing all student records to enhance security and improve operations. Students must produce photo identification when requesting unofficial transcripts. Regular reminders are made to staff regarding the need to shred all documents containing social security numbers and other personal information. The College asks for social security numbers only when absolutely necessary. The use of only the last four digits of the social security number is common throughout the district. Training on confidentiality occurs on a regular basis.

Students’ academic histories (transcripts) are maintained on the Student Record System and backed up nightly by the District’s Information Systems Department. Physical tapes are also taken to the District once a week for off-site storage. Student file information (applications, petitions, transcripts from other schools, residency documentation) is maintained in a “hard copy” file. Files of students no longer attending Cuyamaca College are imaged and electronic copies are maintained on a server backed up by Information Systems. Prior to 2003, documents were microfilmed rather than imaged. The microfilmed student files are maintained in the Admissions and Records Office.

Student records are only released when the student provides written authorization to release information such as transcripts and enrollment verification. Exceptions (release of information without student consent) include male student address and telephone information to military recruiters (authorized by the Solomon Act) and releasing information electronically to the Student Loan Clearing House for loan deferrals. The Research, Planning, and Institutional Effectiveness Office releases information to the California Partnership for Achieving Student Success (CalPASS) in which the Student ID is randomized for confidentiality purposes.

All employees who have access to the student information system, or those with administrative permission to view student records, receive mandatory Family Educational Rights and Privacy Act (FERPA) training. Each employee is then provided with FERPA guidelines and is required to sign a confidentiality agreement. Computer usage signed agreements are maintained by District Instructional Services.

**Self-Evaluation**

Student records maintained by Cuyamaca College are kept in compliance with Title 5, California Education Code, and all other relevant state and federal regulations. The College maintains student records permanently, securely, and confidentially. Online data is backed up by a server. Information regarding the release of student records is published, and policies are followed for their release.

**Actionable Improvement Plan**

Standard II.B.3.f. is met.
II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of Student Learning Outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary
The Student Services division at Cuyamaca College regularly and systematically evaluates its programs and services. As summarized in section II.B.1, the annual Student Services Program Review (SSPRPC) is tied closely to the assessment of Student Learning Outcomes. The Student Services Program Review and Planning Committee (SSPRPC) meets monthly to evaluate the effectiveness of each departmental Program Review (Program Review Rubric) and to engage in regular dialogue about the results to facilitate improvement (SSPRPC Minutes). SSPRPC membership includes representatives from each Student Services department, along with members from Instruction and Administrative Services (Committee Charge and Composition). The College’s three major divisions, which include Student Services, Instruction, and Administrative Services, are represented on the Institutional Effectiveness and Resource Council (IERC). At IERC, members discuss Program Review and assessment results that ultimately drive institutional improvements, planning, and resource allocation (IERC Summary Report).

Upon completion of SLO Program Review and assessment, the process moves to annual master planning with the identification of goals and SLOs for the future year. This planning then drives the identification of resources needed to fulfill goals and SLOs (Student Services Master Plan). All three College divisions complete the same resource request forms as an initial step in the resource allocation process (Resource Request Forms). In Student Services, resource requests are initially shared at SSPRPC, where a rubric is used to examine alignment with institutional, division, and departmental priorities. From there, requests are forwarded to the appropriate resource group such as the Student Success and Basic Skills Committee for ranking. Recommendations are made to the IERC which makes final recommendations for resource allocations.

Student Learning Outcomes
As indicated, part of the annual Program Review process involves each department establishing Student Learning Outcomes (SLO) as a means to measure and improve student learning and achievement. Cuyamaca College utilizes a five-column assessment model (Template) as a consistent framework to guide the Student Learning Outcomes process. As previously mentioned 100% of Student Services departments identified SLOs, assessed them, and have used the results to make improvements.

Upon establishing SLOs listed in the second column of the five-column model, departments identify ways to assess them through a variety of methods, including surveys, pre- and post-tests, and rubrics. These assessment processes are detailed in the third column, along with the criteria for success, such as “80% of students will demonstrate improvement per the stated SLOs.” Precise outcome language, together with specific assessment methods and criteria for success, ensure the College has measurable, actionable outcomes to facilitate improvements in student learning. Finally, the fifth column identifies recorded results, along
with information where dialogue took place, such as the Student Services Program Review and Planning Committee, and departmental meetings.

Many opportunities for dialogue exist at the department level, including Student Services Council, Student Services Program Review and Planning Committee, Institutional Effectiveness and Resource Council, and other College and District meetings.

**Self-Evaluation**
Student Support Services are evaluated regularly and meet student needs through a process of Program Review, Student Learning Outcomes assessment, master planning, and resource allocation.

**Actionable Improvement Plan**
Standard II.B.4. is met.
Standard II.C
Library and Learning Support Services
Standard II.C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using Student Learning Outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Descriptive Summary
Cuyamaca College supports the quality of its instructional programs by providing a variety of learning support services to its students. These services are housed in the Learning and Technology Resource Center (LTRC), online, and in other learning centers on campus.

II.C.1.a. 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 of the institution.

Descriptive Summary
Library Services
The Library’s Mission Statement on page five of the Library’s Instructional Program Review and Planning 2012-2013 exemplifies this Standard. It states, “The Cuyamaca College Library supports student learning by offering a carefully selected collection of resources in a variety of information formats.” These include books, periodicals, multimedia, and commercially produced electronic products. The library is committed to ensuring students are capable consumers of information, especially as this pertains to their academic work. The library also provides a variety of study spaces. Supporting the College vision, “Learning for the Future,” the library strives to cultivate the values outlined in the Cuyamaca College Mission Statement.

The Library supports instructional programs through its reference services, library instruction, information competency, library collections in print, non-print, and electronic formatted media collection, Reserves, LIR 110 (the library research course), Research Guides and the library website. The library also supports the intellectual, aesthetic, and cultural activities of the campus through its monthly displays.

Sufficient quantity, currency, depth, and variety of the library collection are met in several ways. The library collection consists of 33,948 print titles, 27,955 e-books (199 of which are e-reference books), 263 periodical titles, 77 audio recordings, 12 electronic databases that include three streaming video databases, 1,556 video recordings (discs and tape), and 247
maps. All but 11% of the video recordings are closed captioned, and all streaming video databases are closed captioned. The electronic resources of e-books, periodical databases, and streaming video databases have remote access for distance learners.

Maintenance of special collections is an activity listed on page seven of the Library’s Instructional Program Review and Planning 2012-2013. These collections, which include the Children’s Collection, the Law Collection and an ESL (English as a Second Language) collection, were created to support specific program’s needs. There are 1,640 children’s books or early childhood curriculum books in the Children’s Collection to support the unique curriculum of the Child Development program. In support of the Paralegal Studies program, the library possesses 189 titles of law materials which comprise 5,826 volumes on the law shelves. The shelves are arranged around a study/meeting area for specialized instruction by Paralegal instructors. In 2009, as part of a basic skills grant to draw ESL students into a pattern of regular library use, the library built an ESL collection of 234 titles targeting three levels of ESL classes.

Approximately 1,700 print and non-print materials comprise the course reserves collection which consists of texts primarily donated by campus faculty and instructors in an effort to support student success, particularly in these challenging economic times. Instructors also collaborate with subject area librarians for collection development of the reserves to enhance curricula. A small percentage of this collection consists of books and DVDs purchased with library funds. Occasionally, when instructors cannot provide copies of highly requested texts, additional funding from sources such as foundation grants are employed for purchase of additional copies. Non print materials in this collection include multimedia such as videos, DVDs, CDs and CD ROMS. Available equipment that supports the campus curricula and campus technology initiatives includes:

- Twelve backpacks with camcorders and Mac books
- Ten mini camcorders to support innovative assessment through classroom video assignments and projects
- More than 100 scientific and graphing calculators donated by the campus Math Department in support of the College’s math and science students.
- Seventy two portable hard drives added to the reserves collection by the Computer and Information Sciences Department in support of CIS students
- Eighteen professional digital cameras were added to the Graphic Design Department to assist students in achieving their goals

The library circulation staff regularly collaborates with instructional faculty and academic departments to update and maintain the reserve collection, as well as addressing improvements in circulation.

The library purchases e-book collections from the Community College Library Consortium (CCLC) on an annual basis. Often, individual e-reference books are purchased directly from vendors. The e-book collection, purchased by the library each year, is compiled annually by employing the expertise of College librarians for the CCLC. These e-books are published by well-regarded academic and trade publishers and include many university press titles. The collection brings bring currency, depth, and variety to the library.
The Cuyamaca College Library works with librarian colleagues at the Grossmont College Library to select up-to-date e-reference titles from the Gale Virtual Reference (GVRL) collection to receive a significant district discount rate for online reference titles.

In spring 2009, microfilm or microfiche copies of old newspapers and periodicals were withdrawn from the collection, since students no longer used this type of resource. On the few occasions when an older article is needed, interlibrary loan is used to obtain it.

Due to the changing media technology from VHS to DVD, the library is actively replacing VHS titles of media to DVD, but only if a closed captioned copy can be purchased. The library also attempts to obtain permission from the copyright holder to convert a VHS title to DVD if a closed captioned DVD cannot be found. All new media purchases are in closed captioned DVD format.

_Tutoring Center_

The recently expanded Learning and Technology Resource Center (LTRC) allowed for the redesign and expansion of the General Tutoring Center. The General Tutoring Center is available to assist student learning in a variety of academic and CTE programs delivered in a variety of methods, including one-on-one and small group workshops. In addition, program-specific supervised tutoring is provided in locations outside the General Tutoring Center, such as the STEM Achievement Center, the Graphic Design Lab, the CADD Lab, the CIS Lab, and the Cisco Lab to accommodate the licensed, specialized software required in these areas. Innovative programs were developed for Math and Science that augment tutoring with faculty-led, academically enriched workshops such as AfterMath and Gear-up for Success.

_Instructional Media Services_

The Instructional Media Services Department consists of three Instructional Media Service (IMS) technicians, responsible for all maintenance, repairs, and programming of classroom media equipment. Along with maintaining all classroom technology, the IMS Department manages setup and removal of AV equipment for internal and external campus events. The department also provides maintenance and setup of the AMX control system which enables faculty to manage and coordinate audio-visual and multi-media content for individual classrooms or throughout the facility. Instructional Media Services assists the theater technician when needed, provides media design and photography for campus events and special requests, and works collaboratively with the technology training staff and the Graphics department to develop instructional productions for classroom faculty.

Instructional Media Services staff regularly test and maintain Extron switchers and MediaLink/TouchLink panels, train faculty and administrators on SmartCart technologies, and install equipment and cables. Staff also test for functionality of all SmartCart equipment and dependencies, including PCs and monitors, document cameras, laptop connectivity, LCD projectors, and other external devices such as iPods and iPads in 89 classrooms. The IMS Department plays an active role in future technology recommendations to the Technology Planning Committee for purchase of campus wide technologies.
Instructional Technology Services
Two Network Support Specialists are housed in the LTRC and primarily support students and teachers with their teaching labs, classrooms, and smart classrooms.

They also provide lab hardware and software preparation, computer imaging and configuration, software management and computer cloning, and deployment to all labs on campus. Additionally, they work on faculty computer installations, configurations, antivirus software support, and malware removal. Specialists offer guidance and assistance to all instructional departments with software and hardware selection for classrooms and labs, students, instructional staff, and faculty account maintenance. Specialists also manage all behind-the-scenes active directory tasks, scripts, preferences, policies, security and mappings, and develop and maintain antivirus and malware strategies for the campus network protection.

Help Desk
The College’s computer Help Desk provides telephone, email, and walk-in support for faculty, staff, and student computer issues. The Help Desk is staffed primarily by the Help Desk Specialist, along with additional support from the Web and Technology Support Specialist and Computer Lab Technicians in the Open Computer Lab. The Open Computer Lab staff members provide extended evening hours for the Help Desk, which receives calls from instructors and staff regarding trouble using the hardware and software in the classroom, and from online students experiencing difficulty logging in or using Blackboard and Web Advisor. The Help Desk service also includes support for the four Faculty Workrooms located on campus (Buildings B, E, F, and H). The Help Desk is staffed Monday through Thursday from 7:00 a.m. – 8:00 p.m. and 8:00 a.m. – 5:00 p.m. on Fridays. All calls are logged and tabulated into a monthly usage report for the Dean of Learning and Technology Resources.

Technology Training (Teaching and Learning Center)
Technology training staff members work closely with faculty interested in expanding or improving the use of technology in their instruction. Workshops are presented during each Professional Development Week on a variety of technology tools such as Blackboard, iStream, EduStream, CCC Confer, and web development software. Workshops are also conducted on accessibility issues related to web-based course content and effective online teaching practices. In addition, faculty members can meet on an individual basis with technology training staff to discuss enhancements for student learning by expanding the instructor’s skills through innovative technology learning tools.

Web Development
The web team creates the College website and provides web editing software training for faculty and staff. The team is currently completing a rewrite of the College website, scheduled for completion during spring 2014.

Open Computer Lab
The Open Computer Lab, located in Room E-121 at Business and Technology, Building E, provides a necessary service to facilitate student learning and the College mission.
achievement. Students depend on computer and software resources for course related research and assignments. The Open Computer Lab has 117 work stations, all configured with MS Windows7, MS Office Suite 2010, multiple web browsers, and a T-1 connection to the Internet. Each student uses a personalized network account that provides access to the campus network, course related software, Internet access, limited space on the network for saving files, and a student email account. Printing, contracted out to Copy Vend, is provided for a nominal fee. In the Open Computer Lab, students receive a variety of guidance and assistance including basic skill guidance such as logging into a computer network, access student email, assistance saving or printing a document, or more complex skill instruction such as creating a video montage or using specialized software. Since many courses are also moving in the direction of distance education, the lab has a fast Internet connection and up-to-date Internet browsers that support online access. The lab also assists students with distance learning course management systems and provides instruction for basic tasks such as printing documents, using the discussion board feature, uploading assignments, and sending email.

A number of computers, both PC and Mac, are equipped with software for specific classes such as CADD Technology (SolidWorks 7.0, AutoCad 8.0, Revit), Graphic Design (Adobe Web and Design Premium CS 6.0), CIS (MYITLab, VMWARE), and Accounting (QuickBooks Pro 2010).

The Open Computer Lab also houses three large group study rooms with white boards and projectors for DVD or VHS viewing or use with laptops, and a video editing room with specialized video editing software. Additionally, the Open Computer Lab supports students in a student services capacity by providing a secondary location on campus to obtain a student ID.

**High Tech Center**

The High Tech Center (HTC), located adjacent to the Library, enables students to discuss and use alternative media formats. It provides a study zone for students with disabilities to work on homework assignments, enroll for classes, and learn to use assistive technology. Students with disabilities also use the HTC to see the Test Proctor and sign up for Test Proctoring if that is specified on their Academic Accommodation. The HTC houses the Alternate Media Specialist (faculty), the Test Proctor (staff), the Learning Assistance Center Specialist (staff), and up to three student workers who assist students with computers and assistive technology. The High Tech Center is currently open Monday 8:00 a.m.-6:00 p.m., Tuesday through Thursday 8:00 a.m.-5:00 p.m., and Friday 9:00 a.m.-1:00 p.m.

High Tech Center personnel utilize listservs and attend professional conferences and webinars to remain current with technology trends in assistive and adaptive equipment and computer software for disabled students. DSPS counselors conduct intake interviews with eligible students and complete accommodation forms so staff can determine specific equipment needs for each student.
**Business Office Technology Lab**
The Business Office Technology (BOT) Lab is located in the Business and Technology Building (Building E). The lab serves students enrolled in BOT courses and is equipped with 60 student PC computers with LCD monitors. Computers include Windows 7 operating system, Microsoft Office 2010 Suite and additional software: Keyboarding Pro, Glencoe Desktop Publishing, Data Entry, KeyChamp. MyITLab, and SNAP. The lab also contains a telephone training system, and a smart classroom projection system with a projection screen and microphone system. One teaching instructor, one classified staff member who manages the lab’s technology and maintenance, and four-to-six work study and hourly students operate the lab for student assistance Monday through Thursday from 9:30 a.m.-8:30 p.m. and Friday 9:30 a.m.-2:30 p.m.

**Graphic Design Lab**
Three Graphic Design labs of 30 computers each support student learning in the Graphic Design Department and are housed in the Business Office and Technology Building. Lab computers are equipped with the most current version of Adobe CS 6.0 Premium Suite and Office 2008. One full-time instructor and four adjunct instructors teach in the labs Monday through Fridays, and offer classes in the mornings, afternoons, and evenings. A full-time classified staff person manages lab technology and maintenance. A tutor is also available to students Monday through Thursday to assist with assignments.

**STEM Achievement Center**
The STEM Achievement Center is housed in the Science and Mathematics Building (H-Building). Until spring 2010, math tutoring was located in the L building and called the Math Study Center. Mathematics tutoring was provided on a walk-in basis for help with homework. In 2010, the math department relocated to the H building and began conversations with the science and engineering departments about their shared vision for the new STEM Achievement Tutoring Center located in the open area of the H building. The collaborative decision culminated with an open area for walk-in tutoring with group workshops, study groups, and computers equipped with discipline specific software to assist students with homework and tutoring. The STEM Achievement Center is designed as a resource center that provides individual and group tutoring assistance in mathematics, science, and engineering. Instructors and student tutors are available Monday through Thursday 9:00 a.m.-3:00 p.m., Tuesday and Wednesday 9:00 a.m.-7:00 p.m., and Friday from 9:00 a.m.-noon to help with homework questions, build student confidence, and support math, science, and engineering students. These hours are subject to change based on funding.

The STEM Achievement Center is also equipped with 36 computers that include Windows 7, Office 2010, web browsers, and web-based software (Math XL, MyMathLab and WebAssign). Additional software such as TinkerPlots, Logger Pro, Chem Draw Std, TIConnect, Chem Bio Office, Scientific Workplace, Math Type, and Minitab are installed. A pay-for-use printer and copier are available in the STEM Achievement Center, and students have access to textbooks and calculators that are available for checkout during tutoring hours.
**Writing Center**
The **Writing Center** supports students in writing and reading projects across the curriculum. The Center houses a 36-station computer laboratory and pay printer available to all Cuyamaca College students. The center is staffed with eight to fourteen tutors and aides, with three to four designated ESL tutors, at least one designated science writing tutor, and the Writing Center director.

For non-tutored sessions in the Center, available software for students with disabilities includes practice for writing, ESL, reading, and adaptive software. Some of the programs include the latest versions of Adobe Reader, Audacity, Bruce’s Unusual Typing Wizard, Microsoft Office, Microsoft Silverlight, SharePoint, and Read and Write Gold. ESL grammar packages include Practical Grammar, Focus on Grammar, and Grammar Sense.

**Self-Evaluation**

*Library Services*

A collection development policy is used to ensure the library’s collection is sufficient in depth with a variety of materials to meet the learning needs of its students. The library revised its **Collection Development Policy** in May 2009 to set guidelines for working with limited funds to serve the information needs of the College community with a comprehensive, relevant, balanced, and accessible collection.

Librarians work with instructional faculty to add, maintain, and update the collection of books, periodicals, electronic resources, and non-print materials that align with course curriculum. Each librarian is responsible for a number of **subject areas**. Faculty members contact the appropriate librarian when requesting library materials for their discipline. In turn, librarians select materials in the subject areas assigned to them when developing the library collection in those disciplines. Also, when instructors design new courses, a **Library Resources and Information Competency Support for Course Additions** form must be completed for librarians to evaluate the adequacy and sufficiency of library materials to support added curriculum. Subject topics, assignments, and titles in the **course addition outlines** are used to determine what materials will complement the curriculum.

The number of print holdings in the collection was recently reduced through a mass weeding of books no longer current or beneficial to the College curriculum. In turn, the electronic book collection grew sufficiently, which helps keep the library collection current and relevant.

In the **2012 Cuyamaca College Institutional Effectiveness Survey** (Q37), the campus community was asked if “The Learning Resource Center’s collection, such as books, periodicals, media resources, and online databases are adequate to meet the needs of student learning.” Results show that 77% of full-time faculty agreed, 83% of part-time faculty agreed, 86% of staff agreed, 100% of administrators agreed, and 82% of students agreed.

The evaluation of two assessment cycles for **SLO #5** illustrated that student service outcomes would be more appropriate for assessment with circulation and library services. Thus, the **Cuyamaca College Library Services Survey** was implemented in fall 2012. Students
were invited to share their level of satisfaction with a variety of library services and resources. Survey findings were encouraging and positive. The library learned that the most utilized resources were computers, books in the stacks, reserve textbooks, and quiet study areas. Studies indicate that 93% of students who use the computers relayed they are either satisfied or very satisfied with the computers, 97% of students who use reserve textbooks indicated they are satisfied or very satisfied with this resource, and 94% reported they are satisfied with the quiet study areas. Additionally, 98% of students said they are satisfied with help they received from the circulation staff.

The survey also revealed that the least utilized resources were videos, DVDs, and magazines. Students were invited to provide additional comments or suggestions for improvement and at the culmination of the survey, library staff, and faculty discussed the survey findings and student suggestions to begin a conversation about possible areas of improvement. The College found it helpful to combine the findings of the Cuyamaca College Library Services Survey with results of the campus wide 2012 Cuyamaca College Institutional Effectiveness Survey.

Tutoring Center
In previous semesters, students received two hours of free tutoring per class, per week. However, because of current budget constraints, only students who are part of a special population, such as Equal Opportunity Programs and Services (EOPS), CARE, CalWORKS, or Disabled Students Programs and Services (DSPS), are eligible to receive one to two hours of tutoring per class, per week. In an effort to reach as many students as possible while keeping costs low, the Tutoring Center coordinates and develops group study sessions and discipline specific workshops. In this model, many students meet with one tutor for several hours each week to provide academic support.

In the 2012 Cuyamaca College Institutional Effectiveness Survey (Q39), the campus community was asked if “Access to Learning Support Services (tutoring, computer labs, etc.) is adequate to meet educational needs.” Results show that 50% of the full-time faculty agreed, 65% of part-time faculty agreed, and 78% of staff, 56% of administrators, and 78% of students agreed. In the same survey, 75% of students agreed with the statement, “I am able to access the student support services at Cuyamaca College (Tutoring).”

Instructional Technology Services
Furniture, Fixtures and Equipment (FF&E) funds, available with the library remodel in spring 2011, helped obtain needed equipment and hardware in various areas in the LTRC.

In the 2012 Cuyamaca College Institutional Effectiveness Survey, (Q35) the campus community was asked if “Cuyamaca College provides sufficient technological resources to support its educational programs and services.” Results show that 78% of full-time faculty agreed, 91% of part-time faculty agreed, 81% of staff agreed, 70% of administrators agreed, and 68% of students agreed (30% of the students were “neutral”, indicating they might not use resources).
In the same survey, the student community was asked if “Wireless Internet access is available when and where I need it on campus.” Results show that 78% of full-time faculty, 91% of part-time faculty, 86% of staff, 100% of administrators, and 79% of students agreed.

**Help Desk**

Help Desk hours increased by four hours a day following the 2007 Accreditation report. The benefits associated with this increase are reflected in the overall satisfaction levels for the Help Desk as shown in the [2012 Cuyamaca College Institutional Effectiveness Survey](#). (Q91; Q92) Survey results indicated that 78% of full-time faculty, 88% of part-time faculty, 68% of staff, 80% of administrators, and 64% of students agreed, commenting that their questions and concerns are addressed quickly and to their satisfaction when they contact the College technology support Help Desk. In the same survey, 74% of full-time faculty, 83% of part-time faculty, 71% of staff, 75% of administrators, and 62% of students stated they were “successful in applying the information learned from the Cuyamaca College Help Desk.”

**Technology Training**

A survey was sent in May of 2012 to all faculty and staff who met with the Instructional Design Technology Specialist and the Web and Technology Support Specialist for individual training. Survey results were very positive, with 100% of respondents who found the question applicable to them answered “True” to the following statements:

- “As a result of my meeting(s) with Rhonda Bauerlein to discuss Blackboard or other instructional technology... My confidence in utilizing technology in my teaching has increased.”
- “I see value in the use of technology to support student learning.”
- “I would meet with Rhonda again if I had additional questions.”
- “My skill in using technology in my teaching has improved.” This statement was answered “True” by 97% of respondents,

Faculty attending technology training workshops during Professional Development Week report the training is effective in learning new technology and instructional skills that will benefit students (see [workshop evaluations](#)).

**Web Development**

In the [2012 Cuyamaca College Institutional Effectiveness Survey](#) (Q110), the campus community was asked if “Cuyamaca College publications (print and web-based) provide useful information.” Results show that 87% of full-time faculty agreed, 83% of part-time faculty agreed, 86% of staff agreed, 100% of administrators agreed, and 70% of students agreed. These results show a moderate level of satisfaction with print and web-based publications. Because the questions’ wording is unclear, it cannot be determined whether the satisfaction is with print or the website. In the future, the College will develop a different strategy to acquire more accurate feedback regarding website satisfaction.

For the most part, the current website appears to meet the needs of the College constituents although it should be updated with a greater level of standardization. Subsequently, the College is conducting a complete rewrite of the website to attain enhanced cohesion, clearer navigation, and improved usability.
Open Computer Lab
The College’s Technology Plan and Instructional Program Review and Planning processes determine the equipment and material needs of all campus labs. The campus Institutional Effectiveness and Resource Council reviews all requests generated by the Technology Planning Committee and the Instructional Program Review and Planning Committee, and makes recommendations based on levels of need and budgetary limitations. In the event faculty members later request additional software or equipment for the labs, the requests are first reviewed by department chairs and coordinators to reduce redundancy. Lab computer equipment is regularly tested and maintained by the Open Computer Lab technicians to ensure optimum usability, Information Systems network administrators, and, if needed, media technicians for the group study rooms.

Since the last Accreditation in 2007, the Open Computer Lab has undergone significant changes. A new location in Room E-121 of the Business and Technology Building has allowed for an increase from 100 to 125 computer stations. One entrance and two exits help facilitate a better view for assisting and managing students. With the new facility, there are more workstations with specialized coursework software. Additional study resources include three group study rooms and one video editing room. The facility is also Wi-Fi enhanced, enabling students to access the Internet from their laptops.

If computer issues arise, software and hardware are first triaged by the Computer Lab technicians on site before referring them to the appropriate Information Systems (IS) personnel. Equipment is maintained by the IS Department by either the network administrators for software or network/computer equipment technicians for hardware. Maintenance is timely and effective. The warranty on the computers is not due to expire for another two years.

Open Computer Lab hours are for the most part all-encompassing, from 7:30 a.m.-7:30 p.m. Monday through Thursday and Friday from 8:00 a.m.-1:00 p.m. The LTRC Program Review indicated a strong and regular use of the Open Computer Lab, with usage fairly distributed across regular school hours of Monday through Thursday from 7:30 a.m.-7:00 p.m., one-half hour before closing. Friday has significantly lower lab usage, as the average time a student is logged on, across the past two semesters, was 53 minutes. Before state budget cuts, the Open Computer Lab was open on Saturdays, although there has been little impact on student access since Saturday hours were eliminated.

In the 2012 Cuyamaca College Institutional Effectiveness Survey, 86% of students said they were able to access the Tech Mall and Open Computer Lab (Q52), whereas in the 2007 Cuyamaca Survey, 75.8% of students said access to the computer labs in the LRC was adequate for their educational needs. This shows a favorable 10% increase in student perception of the College’s provision of adequate technology support. In addition, 80% of students felt the Open Computer Lab contributed to their learning and achievement (Q67).

The Open Computer Lab staff has undergone additional training to maintain a level of proficiency in the use of pertinent course management systems, whether by attending the staff development trainings offered during Professional Development Week and or through
@One. The staff remains current on campus technology to provide students with Help Desk and classroom support as well.

STEM Achievement Center
The STEM Achievement Center continues to assist an increasing number of students each semester, and has become a model for effective and cost efficient tutoring. The College’s goal is to work collaboratively with Math and Science departments to assure the College meets students’ needs across all offered courses. The Center now incorporates science (Biology, Chemistry, Engineering, and Physics) tutors to staff the walk-in area. In addition, the Center hopes to obtain a Stats Academy tutor who can facilitate workshops for the newly-created Math 96 course. By providing walk-in tutoring and workshops for many disciplines, the College provides students with more tutoring options and platforms.

Data provided by the Research, Planning and Institutional Effectiveness (RPIE) department for the Mathematics Program Review (p. 16) shows a positive impact on students who utilize the STEM Achievement Center. Students who took advantage of the STEM Achievement Center realized significantly higher success and retention rates at both the basic skills and transfer-level courses. Outcomes for Math 80, Math 88, and Math 90 (pre-collegiate-level courses) indicated 8% higher retention rates and 14% higher course success rates when compared with students who didn’t utilize the STEM Achievement Center. In the 2013 Institutional Effectiveness Survey Results (Q69), 89.2% of students said that tutoring contributed to their learning and achievement, and 91.5% said they are able to access tutoring support on campus (Q54).

Writing Center
After the 2007 Accreditation site visit, the Learning Center, renamed the Writing Center, was moved to the new Communication Arts Building which provided additional space, allowing for expanded tutoring. On average (and dependent on budget) the Writing Center is open 50 hours a week and tutors approximately 200 students.

RPIE data shown in the 2013-2014 Program Review (pp. 23-29) from fall 2010 through summer 2011 indicates a positive impact on ESL, Reading, and English students’ success and retention at both the basic skills and transfer levels. During fall 2010 basic skills reading courses, students who visited the Center were 22.7% more likely to complete the course and 15.3 % were more likely to succeed in the course than students who did not visit the Center. In fall 2010, Basic Skills and transfer-level writing course students were 10.6% more likely to complete the course and 18.4% more likely to succeed if they utilized the Writing Center.

In spring 2011, the data showed that English and ESL students who used the Center had significantly higher rates of course completion (95.3% versus 84.6%) and course success (85.7% versus 71.7%) in their English and ESL courses. Spring 2011 Basic Skills Writing Courses in ESL and English showed that Center users were 13.2% more likely to complete the course and 19.3% more likely to succeed than non-users.

In summer 2011 data revealed a significant impact on English classes (ESL is not offered in summer), and content area courses took advantage of Writing Center services as well. Basic
skills students who utilized the Center were 18.5% more likely to complete the class and 22.2% more likely to succeed than their fellow students who did not use the Center. In summer 2011, Humanities 110 students who used the Center were 11.1% more likely to complete the class and 27.3% more likely to succeed than their counterparts who did not use the Writing Center.

**Actionable Improvement Plan**
Standard II.C.1.a is met.

**II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.**

**Descriptive Summary**
The library provides ongoing instruction to develop skills in information competency. The library instruction program is designed to teach students how to use the many resources available in the Cuyamaca College Library, while also developing their overall information competency. Each library instruction session is tailored to specific assignments for the visiting classes. Students can attend several library instruction sessions while attending the College, and through each session they learn about the varying levels of research and resources.

Ongoing instruction has expanded outside the library. The College’s Instruction Librarian provides extended library instructional sessions in the ESL lab, and presents storytelling presentations in Children’s Literature classes and specialized instruction on the Law collection in the Paralegal Studies classroom lab. LIR 110, Research Methods in an Online World, is a one-unit, eight-week course taught online by the Instruction Librarian that reinforces effective online research strategies. Each semester, the LIR Librarian provides research skills and Internet resource evaluation techniques to students with disabilities taking PDSS 085, Adaptive Computer Basics, and serves as an online guest librarian for COUN 120 and 130 courses.

The College’s Instruction Librarian collaborates with faculty to create and develop Research Guides that assist students with specific course assignments. Guides also provide an opportunity for faculty to incorporate information competency into their curriculum, and they are actively involved in the basic skills process of teaching library skills to ESL students. Additionally, the College library Web Tutorials page contains information on evaluating websites, literacy, and effective search strategy tutorials. The library provides video tutorials to assist students with Online Public Access Catalog (OPAC) searches for videos and DVDs.

**Self-Evaluation**
To determine if students develop skills in information competency, the library created three Student Learning Outcomes whereby students demonstrate specific abilities and skills. In library instruction sessions, a pre- and post-measurement test was created to assess whether students know the difference between a database and library catalog, and whether they could evaluate resources. The assessment has completed two cycles, and results clearly indicate that students demonstrate information competency skills.
**Actionable Improvement Plan**
Standard II.C.1.b. is met.

**II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.**

**Descriptive Summary**
Access to library and learning center resources is accomplished in multiple ways. The library home page is designed to help students easily locate library materials and services. An eResources by Discipline page helps users find electronic resources related to specific subject headings. A Films by Subject page allows for one-click access to all DVD and VHS programs on selected topics, and an electronic Interlibrary Loan Form enables students, faculty, and staff to request books and articles from other libraries and institutions at any time.

To further assist with access to library resources and services, various tutorial video clips demonstrate remote access to the library’s electronic resources, with instructions for obtaining resources through Interlibrary Loan, and how to access the individual’s library account. Since 2009, the Media Librarian regularly provides Staff Development Workshops and creates video clips for faculty to introduce new media resources and demonstrate how they are used.

From fall 2009 to spring 2012, library hours were Monday through Thursday 9:00 a.m.-8:00 p.m., Friday 9:00 a.m.-1:00 p.m., and closed Saturday. In addition to face-to-face and phone access, reference service is available online through QuestionPoint, a 24/7 online reference chat service.

**Self-Evaluation**
Due to the continuing budget shortfall for hourly and part-time librarian budgets, library hours for fall and spring semesters were steadily reduced from 63 to 48 hours. This reduction included the elimination of Saturday hours, with later opening and earlier closing times. In fall 2012, a further reduction in hours occurred with the closure of the library on Fridays bringing the total to 44 hours per week.

Until the fall 2011 semester, a librarian provided reference service during all hours the library was open. In fall 2011, the library was unable to hire part-time librarians, so reference desk coverage was reduced to 43 hours.

In the 2012 Cuyamaca College Institutional Effectiveness Survey, the campus community was asked if “Access to the Learning Resource Center (library) is adequate to meet educational needs” (Q38). Results show that 59% of full-time faculty agreed, 78% of part-time faculty agreed, 83% of staff agreed, 100% of administrators agreed, and 82% of students agreed. The relatively low support of full-time faculty support for this statement is probably the result of fewer available hours.
Library monthly and annual statistics reveal that a reduction in library hours in 2010 led to a drop in gate traffic and circulation. Since then, library visits and circulation have steadily increased to previous levels. This suggests that students adapted to the reduction of hours.

When assessing whether students could independently access and use the library collections available from the library homepage (one of the library’s SLOs), it was discovered that 61% of students surveyed are independently using some type of resource on the library homepage. In spring 2013, this SLO will be assessed again with a redesigned measurement tool.

**Actionable Improvement Plans**
Standard II.C.1.e. is met.

**II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.**

**Descriptive Summary**
Effective maintenance and security for the Learning and Technology Resource Center and other learning centers on the campus are always provided.

The two doors used for public entry and exit for the LTRC each have an alarm gate that sounds when material is not properly checked out. All library books and periodicals have Tattle-Tape security strips that are sensitized to trigger the security gates unless they are desensitized.

The entire library building is wired with a security alarm and is set every evening. If the alarm is not turned off when someone enters the building, campus security is alerted. All full-time staff members have a code to turn off the alarm. There is a log that records all alarm activity, including a list of codes entered.

All other campus learning centers, such as the High-Tech Mall, Tutoring Center, Writing Lab, STEM Achievement Center Math Lab, Cisco Lab, BOT Lab, and Computer Lab, are secured by key card each evening, and all buildings with these labs are equipped with an alarm system. The CADD Lab is located in a locked classroom.

Most classrooms on campus contain Smart Carts with audio visual equipment maintained by IMS. Smart Carts use locks, and keys are provided to classroom instructors and IMS departments. IMS thoroughly inventories classroom audiovisual Smart Cart equipment, and ITS maintains computer components of the Smart Carts.

**Self-Evaluation**
In the 2012 Cuyamaca College Institutional Effectiveness Survey, the campus community was asked if “Technology and equipment at the College are properly maintained in support of student learning” (Q36). Results show that 76% of full-time faculty agreed, 88% of part-time faculty agreed, 80% of staff agreed, 70% of administrators agreed, and 87% of students agreed. Positive responses might not be as high as anticipated due to older computers in the student services area.
Actionable Improvement Plans
Standard II.C.1.d. is met.

II.C.1.e. 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 performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary
Following are examples of collaboration and contracts between the Cuyamaca College Library and other institutions:

- The library maintains contact with Online Computer Library Center, a not-for-profit computer service and research organization with systems to help libraries locate, acquire, catalog, and lend library materials.
- Subscriptions to eight of the library’s periodical databases and two of its video streaming databases are made possible through the Community College Library Consortium. CCLC arranges a group/consortium price with database vendors for all community Colleges and are more cost effective than the price an individual College can negotiate on its own. The library relies on this service in support of the library’s instructional program.
- The College is a member of the San Diego and Imperial Counties Community Colleges Learning Resources Cooperative (SDICCLRC) that promotes professional and financial support for cooperative projects and needs. SDICCLRC consists of an Executive Board and the Media Committee, a standing committee. Both established a system for rotating officers and developing meeting minutes for review. All information is available to cooperative members in their wiki.
- Cuyamaca College is a member of the San Diego/Imperial County Libraries Disaster Response Network (SILDRN). Its purpose is to provide mutual aid in preparing for and coping with disasters affecting libraries and their collections.
- Contract for services between the Community College Districts and the County Superintendent of Schools establishes a common depository for maintenance and distribution of educational media through the San Diego County Office of Education--Joint Powers Authority (JPA), the San Diego County Superintendent of Schools, and San Diego and Imperial Counties Community Colleges.
- The GCCCD Institutional License Agreement with San Bernardino Community College District (SBCCD) was established for the use of EduStream, a web service and web access portal that provides faculty with availability to more than 5,000 close-captioned streaming videos for use in the classroom and distance education.
- GCCCD libraries share the cost of a daily courier for borrowing and lending library materials from each other’s library collections, as well as the collection from San Diego State University (SDSU).
Self-Evaluation
Collaboration and contracts exist between the Cuyamaca College Library and other entities, including the Online Computer Library Center, the Community College Library Consortium, and the San Diego and Imperial Counties Community Colleges Learning Resources Cooperative. The resources and services are adequate for Cuyamaca College’s purposes, are accessible, and are utilized. The SDICCLRC performance is regularly evaluated. Library monthly and annual statistics of the Interlibrary Loan requests and OCLC cataloging demonstrate service performance and assist with evaluating the service on a regular basis.

Actionable Improvement Plans
Standard II.C.1.e.is met.

II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of Student Learning Outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary
In support of the library’s mission and in recognition of its unique role as a provider of both information and services, library faculty and staff identified five Student Learning Outcomes (SLOs). The path to these SLOs was developed as part of the library’s mission to increase student development of information competency (IC) skills.

SLOs 1, 2 and 3 assess student IC skills after reference desk instruction and library orientation. SLO 4 assesses student IC skills after independent use of print and online collections through the library’s website. Originally, SLO 5 assessed student IC skill in identifying circulation and reserve collection policies for proper use of library materials. In fall 2012, SLO 5 changed to a Student Service Outcomes (SSO). Its goal is to provide effective and efficient service to all students in support of their academic success.

Self-Evaluation
The Library SLO Matrix includes all library SLOs, their measurement tools used for assessment, their expected outcome, the assessment completion timeline, and areas of strength and improvement identified through SLO assessment results. Assessments for SLOs 1, 2, 3 and 5 completed two cycles, while SLO 4 concluded one cycle. Changes were implemented as a result of SLO assessments, and are reflected in the Library SLO Matrix linked above.

Actionable Improvement Plans
Standard II.C.2. is met.
Standard III
Standard III.A Human Resources
STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated Student Learning Outcomes, and to improve institutional effectiveness. Accredited Colleges in multi-College systems may be organized such that responsibility for resources, allocation of resources, and planning rests with the system. In such cases, the system is responsible for meeting Standards on behalf of the accredited Colleges.

Standard III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Descriptive Summary

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 California Community Colleges Handbook. Employment Services staff verifies that applicants meet the required minimum qualifications. The Human Resources Office conducts compliance training with managers as well as supervisory training (AP 7125 Verification of Eligibility for employment; District Equivalency Instructions).

Self-Evaluation

Cuyamaca College uses recruiting and hiring processes for all faculty and staff to ensure that employees meet minimum qualifications for education and experience. In the 2012 Cuyamaca College Institutional Effectiveness Survey, 91.2% of full-time faculty, 75.7% of part-time faculty, 53.2% of staff, and 77.8% of administrators agreed that Cuyamaca College adheres to the Grossmont-Cuyamaca Community College District’s written policies for hiring and employment procedures (Q15).

Actionable Improvement Plan

Standard III.A.1 is met.
III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

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 Board Policies and Administrative Procedures and on the District’s shared public folders drive. Minimum qualifications are stated for all faculty and administrative postings to adhere to the standards published in the Cuyamaca Community College Handbook. In addition, job announcements contain language that GCCCD is an equal opportunity employer. Positions are posted for a minimum of 30 days to provide enough time for advertisement in diverse outreach publications. Various organizations and publications are identified and utilized, as appropriate, when recruiting for positions. Voluntary demographic information about applicants is collected and reported. HR provides Search Committee Orientation (EEO) training that selection committee members are required to attend. The EEO Officer assures fair hiring practices, and equity representatives review interview and screening committees (EEO Plan Document (Appendix D); Job Seeker; Equivalency information).

Screening criteria are based on the job announcement. HR staff verify that applicants meet the required minimum qualifications. For faculty hiring committees, Academic Senate-appointed subject-area experts are involved in the selection process. Applicants for faculty positions selected for an interview are asked to make presentations or teaching demonstrations of their teaching methods, as deemed appropriate by selection committee members and Human Resources. Applicants are also asked to respond to a series of questions related to subject matter and teaching strategies and methodologies (Sample Interview Questions). In some cases, a department will invite four to six final candidates back for a second series of more directed questions, including those related to departmental activities outside of the classroom and College wide shared governance. This process allows the committee to forward the most qualified candidates to the President for final selection.

If an applicant is hired to teach an online course section(s), 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.

Qualified applicants must be graduates of an accredited institution. Degrees awarded from non-U.S. institutions are screened by the Human Resources staff for minimum qualifications, and applicants must have their academic records reviewed by one of two outside agencies to
determine if their qualifications meet those for the College. In addition, applicants for non-teaching positions who are selected for an interview are asked to complete a measured task to demonstrate their abilities compared to those required for a specific position. The individual is judged by appropriately trained and qualified faculty, staff, and administrators. The HR department reviews all processes, as does the EEO Office. The Director of Employment Services and the Vice Chancellor of Human Resources review the final recruitments.

In addition, resources such as the United Faculty Agreement, the California School Employee Association (CSEA) Contract, the Administrator’s Association Handbook, the Hiring Regular Faculty Procedure Manual, and the Hiring Staff Procedures define District policies and procedures for personnel selection.

Degrees held by full-time faculty and administrators are listed in the Cuyamaca College Catalog, which is updated annually to ensure accuracy. Candidates with degrees from non-U.S. institutions are required to provide an evaluation which includes proof of equivalency. Full-time faculty members and academic administrators at Cuyamaca College all hold earned masters or doctorate degrees, established equivalencies granted by the Governing Board, and have appropriate training for their teaching and supervisory areas.

Specific information regarding the hiring process for administrators, faculty, and staff at Cuyamaca College follows.

Administrators
Procedures for hiring administrators are addressed in Board Policy, established Administrative Procedures, and California Education Code provisions. Minimum qualifications for administrators are established through the system wide California Community College Chancellor’s Office. Information about hiring management personnel is contained in Chapter III of the Administrator’s Handbook, which provides information about management position authorization, distribution of the committee chairperson and District Employment Services Office representatives, screening and interviewing procedures, and recommendations for selected candidates. Screening or selection committees for permanent management positions at Cuyamaca College follow standard District wide procedures. Job announcements are widely distributed, and advertisements are placed in local and national publications, the California Community Colleges Registry, and on the District website.

The Administrator’s Association acts as a meet-and-confer representative and enforces all procedures under applicable law. Discussions with the District led to revisions in the Administrator’s Association Handbook, as well as negotiated formal contract language for supervisors (Deans and below) who are exclusively represented by the Association.

Faculty
Conversations about full-time faculty needs originate in the Instructional and Student Services units. Academic departments submit their requests for new faculty to IPRPC, and Student Services departments submit their requests to SSPRPC. The respective committee ranks the positions according to quantitative and qualitative criteria including departmental and discipline needs, data regarding current enrollment and enrollment trends, Weekly
Student Contact Hours (WSCH), ratios of part-time to full-time faculty, institutional objectives, and program development priorities. IPRPC and SSPRPC submit their lists of ranked faculty recommendations to President’s Cabinet, and President’s Cabinet combines the two lists along with classified staff. One ranked list is presented to IERC. The topic is discussed in further detail in Standard III.A.6.

Individuals involved with the screening and/or selection of employees receive in-service training conducted by a representative from Employment Services. The hiring committee develops an announcement, paper screening criteria, and interview questions based on the official job description. Subject-area expertise, experience, and teaching effectiveness are the primary criteria for selection and hiring of faculty at Cuyamaca College.

For faculty, minimum qualifications are required, clearly stated in the Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook. Criteria for the selection of all personnel are affirmed by each hiring committee and the Vice Chancellor of Human Resources.

Faculty members play a significant role in the selection of new faculty. Hiring committees must be comprised of faculty, staff, and administrators. Faculty members on each committee are approved by the Academic Senate, and one member serves as the committee chairperson. The screening or selection committee reviews all applications, determines which applicants will be interviewed, conducts interviews with selected applicants, and forwards the names of three unranked candidates to the appropriate Vice President. These candidates are invited for a final interview. When hiring instructors, the interview process includes a teaching demonstration to evaluate the candidate’s ability to teach according to College standards. Additionally, in committee reviews and final screening by the President, questions are asked of the candidate to ensure his or her ability to contribute to the College mission. After the final interview, the President recommends the selected candidate to the Chancellor, who reviews the applicable materials and, if approved, forwards the recommended candidate to the Governing Board for ratification.

Applicants for part-time faculty positions are processed by Employment Services to ensure they meet the same statewide minimum qualifications required of full-time instructors. The need for part-time faculty is determined by the number of course sections offered in a particular academic term compared to the number of full-time faculty in the discipline. Since course sections vary each term, Employment Services accepts applications for part-time faculty positions on a continuous basis. Department chairs and coordinators hire part-time faculty from pools, using various selection methods deemed appropriate by individual departments.

Department chairs and coordinators are also responsible for assigning faculty to teach specific classes, though Deans have final right of assignment. It is the responsibility of each chair and coordinator to assess faculty preparation to teach in specific content areas and delivery modes. It is widely recognized that to effectively teach online courses an additional skill set, over and above content area expertise, is required. The Online Teaching and Learning Committee regularly evaluates and updates a set of recommended preparations for
faculty prior to being assigned to teach an online section. The specific preparations include the ability to:

- Describe and apply best practices for effective online instruction in their subject area.
- Use a course management system (e.g. Blackboard) to create an online environment course that incorporates clear instructions, effective communication, appropriate and varied learning activities, and helpful learning resources.
- Create online materials that are accessible to all students in accordance with federal and state ADA Standards.

The Online Teaching and Learning Committee recommends the California Community College @ONE Online Teaching Certification or a similar program that establishes faculty expertise in effective online teaching methodologies. This recommendation is endorsed by the Instructional Council, a group comprised of all department chairs and coordinators. Additionally, the Academic Senate endorsed the recommendation on March 14, 2013.

**Classified Staff**

Classified employees are covered by the provisions of the Local 707 California School Employees Association (CSEA) Negotiated Agreement. Classified staff selection committees follow District wide procedures. Recruitment for positions encompasses a variety of sources including local newspapers, college and career placement centers, the Employment Development Department, Department of Social Services, the District website, and the individuals in an active file who applied for the same or a similar position in the past. Applications are retained on file for a period of one year. During the search process, the Employment Services Department assists with tracking employment candidates.

**Self-Evaluation**

A well-defined role exists for faculty when hiring full-time and part-time faculty, resulting in a qualified, professional committee. Indeed, a strong 81.8% of student respondents to the 2012 Cuyamaca College Institutional Effectiveness Survey agreed that excellence in teaching was expected at Cuyamaca College (Q 30), and 78.6% indicated they were satisfied with the College’s overall quality of instruction (Q 32). Opinions regarding teaching excellence are mirrored by 89.2% of full-time faculty respondents and 82.6% of part-time faculty who agreed that excellence in teaching is an expectation at Cuyamaca College. A 64.97% majority of full-time faculty and 66.7% of part-time faculty respondents indicated there are adequate professional development opportunities related to student learning. These results clearly indicate faculty’s continued commitment to student success, and provide evidence of a strong endorsement to hire instructors who meet statewide Academic Senate-defined minimum qualifications, and demonstrate they are personally committed to excellence in teaching, learning, and student success.

The Grossmont-Cuyamaca Community College District has established well-defined criteria, qualifications, and procedures for the selection of personnel, and these are accessible to the general public and the College community. The 2012 Cuyamaca College Institutional Effectiveness Survey demonstrates that more than 91% of full-time faculty, 75% of part-time faculty, 77.8% of administrators, and 53.2% of staff agreed that the College adheres to the GCCCD written policies for hiring and employment procedures (Q15). Results of the 2013
Cuyamaca College Institutional Effectiveness Survey showed an increase: 96% of full-time faculty, 91.3% of part-time faculty, 80.4% of staff, and 80% of the administrators agreed that the College adheres to the GCCCD written policies for hiring and employment procedures (Q15). During 2012, there was a significant increase in classified staff participation in various shared governance committees. For example, the IERC tri-chairs consist of the Classified Senate Vice President, the College President, and the Academic Senate President. Another example is the Administrative Services Unit that established a Program Review committee (ASPRPC) which includes more than seven classified staff representatives and 10 Administrative Services Department members who submitted Program Review documents, involving more than 39 classified staff.

**Actionable Improvement Plan**

Standard III.A.1.a is met.

**III.A.1.b.** 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.

**Descriptive Summary**

Cuyamaca College assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The evaluation process for full-time and part-time faculty is set forth in Article 5.4 of the United Faculty Contract. Processes are in place to assure that evaluations lead to improvements in job performance. Generally, for full-time and part-time faculty, the procedure calls for a peer and manager review as well as a student evaluation questionnaire every six semesters or, for part time faculty, when they teach a course for the first time. An evaluation summary rating of 3.5 or less (on a five-point scale) initiates a process for improvement.

The Grossmont-Cuyamaca Community College District negotiates with four unions and two meet-and-confer groups to develop evaluation instruments that ensure staff is assessed consistently and uniformly. The primary goal of performance evaluations is to monitor ongoing improvement of services in support of the College’s and District’s missions, and the educational programs offered to the public. Employment Services administers the District’s Performance Appraisal Program (CSEA Contract, Article 12, p. 50), as directed by the collective bargaining units. A formalized notification system for evaluation due dates assures timely evaluations. Processes that connect personnel evaluations to institutional effectiveness and improvement include goal setting, a method highly encouraged for all evaluations found in the labor contracts. In addition, a work plan for improvement illustrating the basis of any deficiencies is developed to assist employees who fall below acceptable performance levels (per union contracts).

Since the last Accreditation site visit, significant improvements have been implemented at the College to ensure timely and complete evaluation reports, including but not limited to the...
following: early identification of full- and part-time faculty to be evaluated each semester or term, clear and early assignment of faculty and manager evaluators, an expedited process for return, review, and sign off by peer, manager, and the individual evaluated to facilitate follow-up action if needed, and careful tracking and review of recommendations made for subsequent evaluations.

Per the United Faculty Agreement (Article 5), a Tenure Review Committee is formed for each new hire and is comprised of two tenured faculty members who have been nominated by department faculty and confirmed by the Academic Senate and an administrator. The tenure process at GCCCD is four years. The Tenure Review Committee chair is tenured faculty, and the newly hired tenure track faculty member is evaluated at least once each year for four years, usually during the fall semester. Classroom visitations for observation in the candidate’s first semester of employment are completed after the sixth week for each section. During the candidate’s employment from the second through eighth semesters, observations are documented following the third week of classes, or after the equivalent time for short-term classes. Peers and the administrator summarize their observations and evaluations and provide the candidate with a summary rating on a five-point scale.

Student evaluations begin in the third week of classes, or the equivalent for short-term classes. The Summary Report contains a statistical summary of student evaluations, including one evaluation with an assigned rating from each Tenure Review Committee member, as well as copies of each committee member’s notes documenting his or her observations. A cover sheet containing student, peer, and management summary ratings is also included, with an overall summary rating based on the weight of each evaluation. The committee reviews the summary report with candidates in a formal meeting before the end of the semester. The committee makes a recommendation to the President that the candidate be continued as a contract faculty member for the next academic year, subject to the conditions specified in the report, or that the candidate not be rehired, based on justification specified in the summary report. The candidate could also be granted status as a tenured faculty member beginning with the next academic year following the end of the fourth year.

The evaluation process for classified staff at Cuyamaca College is set forth in Article 12.4 of the CSEA Agreement. Following the employee evaluation, the immediate supervisor meets with the employee and discusses each element of the report. Strong performance areas are noted and weak areas are explained, with specific recommendations for improvement. The evaluation is signed by the immediate supervisor, the administrator, and the employee, although the signature does not imply either concurrence or objection to the content. The employee has the opportunity to request a further review of the evaluation, or his or her intent to file a written rebuttal. Any deficiency reported in the progress evaluation is accompanied by written documentation demonstrating that the supervisor counseled the employee regarding the deficiency at the time it was noted. Such documentation must include the date the counseling took place, as well as instructions provided to the employee identifying methods to achieve improvement. All permanent classified employees are evaluated on an annual basis, and probationary classified employees are evaluated at least three times during the probationary period (PE15-Evaluation Process Classified Employees).
Evaluation procedures for Cuyamaca College administrators are set forth in Chapter VII, Employee Evaluation Section of the 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. The purpose of evaluation is to encourage frequent flow of information from a variety of relevant perspectives and provide clear communication of performance expectations. Ongoing feedback and exchange are a necessary part of this system. Administrators utilize a process of continuous self-evaluation, and an annual performance evaluation is conducted by the immediate supervisor and reviewed by the President. In addition, the District’s Human Resources Department monitors the District’s formal performance evaluation review process for individual administrators. The President is responsible for the evaluation of the Vice Presidents and the President’s office staff. The Chancellor conducts the evaluation of the College President.

Self-Evaluation
Systematic evaluations related directly to assigned duties are completed in a timely process. Results are discussed with the employees and placed in their personnel folders located in the Employment Services Office at the District office. According to the 2012 Cuyamaca College Institutional Effectiveness Survey, 89.2% of full-time faculty, 87.5% of part-time faculty, and 78.7% of staff respondents agreed that performance evaluations are conducted according to their contract (Q22). In addition, 62% of full-time faculty, 77.3% of part-time faculty, 60% of staff and 66.7% of administrators agreed that employee evaluation procedures encourage improvement (Q23).

Actionable Improvement Plan
Standard III.A.1.b. is met.

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary
According to Identifying and Measuring Student Learning Outcomes: Instructional Faculty Handbook, 2006-2007 (p. 1), the Curriculum and Instructional Program Review Committee began integrating Student Learning Outcomes (SLOs) into the College curricula at both the course and program levels in 2004 (pp. 1-3). The shift to Student Learning Outcomes encourages a focused thought process by faculty who collectively relate to learning outcomes in their courses and programs. Rather than focus on materials covered, instructors concentrate on what the student learned and achieved when the course concluded. Learning outcomes provide a standard for classroom and instructional programs. Instructional faculty are expected to articulate what the student learned at the completion of a course or program.

SLO assessments strengthen and enhance instructional and academic quality in a number of ways:
Facilitates updating course outlines, a much needed effort to ensure successful articulation in four-year institutions.

Enhances orientation and training for part-time faculty who teach by clarifying department expectations regarding content, process, and Student Learning Outcomes.

Strengthens course and syllabus planning activities by describing the links between expected Student Learning Outcomes content and the student assessment evaluation process.


Some examples of faculty changes with teaching methodologies and course content in the Mathematics Department to improve learning based on SLOs include:

- As a result of assessing SLOs in Math 088, faculty changed the textbook for more emphasis on course applications.
- In Math 088, students located errors in a problem that was already completed more often than before changes were implemented.
- In Math 103 and Math 110, as a result of SLO assessment, faculty decided to introduce exponential and logarithmic functions by the end of week eight.

Faculty participates throughout the Program Review process in discussions about SLOs as they relate to improving learning in their classes and programs. The Student Learning Outcome and Assessment Committee (SLOAC) guides faculty and ensures that the SLO process is implemented in a timely manner. SLOAC created a document entitled Processes and Procedures for Review and Approval of Student Learning Outcomes and Assessment at Cuyamaca College. In addition, an SLO Template was created to assist faculty with designing specific SLOs for their courses and programs.

While Cuyamaca College supports academic freedom and encourages faculty to utilize a variety of teaching methodologies in the classroom, faculty are required to use SLOs in measuring and evaluating student achievement. Cuyamaca College is in the eighth year of its initiative to incorporate Student Learning Outcomes into courses, degrees, and programs. At the course level, SLOs are written into the Objectives section of the official course outline, and faculty are required to include course-level SLOs into their course syllabi. In addition, the Methods of Evaluation section of the official course outline now requires faculty to explicitly describe the methods used to evaluate student achievement of the Student Learning Outcomes.

The faculty evaluation process is a negotiated procedure with three components for soliciting feedback on teaching and learning effectiveness from students, a faculty peer, and an administrator. The student component consists of a 25-question evaluation with three questions relating to learning outcomes:

- Course objectives are being achieved (#11 on student evaluation form)
- Course objectives have been expressed clearly (#13 on student evaluation form)
- The student is learning the course material (#15 on student evaluation form)
The Peer/Manager Instructor Evaluation is used during a classroom visit. This form focuses on a number of categories based on the official job description. Two of these categories speak to the effectiveness of producing learning outcomes:

- Under Organizational Skills, instructors are evaluated on the “Relationship of content to course objectives.”
- Under Teaching Skills, instructors are evaluated on their effectiveness with creating a “Learning climate.”

The Professional Development Committee included several training sessions on Student Learning Outcomes and how to develop, incorporate, and measure SLOs in classes and programs. These offerings occurred during Professional Development Week and are offered as part of individual training plans. Cuyamaca College continues to encourage discussion and resolve thinking among faculty to improve learning and student success. Through course evaluations, Program Review, and faculty evaluations, the College gathers information to continually improve on the SLO process, as well as student learning and success.

Self-Evaluation
Cuyamaca College places inclusion of SLOs into the curriculum as a top priority. Through the work of SLOAC, as approved by the Academic Senate on July 25, 2010, SLO processes and procedures are clearly addressed. Evaluation forms provide instructors with opportunities to comment on SLOs and to express written self-reflective comments during the instructor evaluation process. The 2012 Cuyamaca College Institutional Effectiveness Survey illustrates that 89.2% of full-time faculty and 87.5% of part-time faculty agreed overwhelmingly that evaluations are conducted according to their contract agreement (Q22). Also, 70.3% of full-time faculty and 64.9% of part-time faculty agreed their departmental program disciplines and Student Learning Outcomes assessment results for improvements were met in Instruction, Student Services, and Administrative Services (Q14). In addition, 83% of student respondents agreed their instructors informed them about the types of skills and learning outcomes they would be expected to master through classroom activities and assignments (Q34).

Actionable Improvement Plan
Standard III.A.1.c. is met.

III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary
California Education Code and Title 5 regulations set forth a permissible code of conduct for staff members. Board Policies provide the standards for professional conduct which include professional ethics, conflict of interest, and sexual harassment. Board Policy 2715, “Code of Ethics/Standards of Practice,” clearly affirms a Code of Ethics and Conduct for Governing Board members, and enumerates a list of responsibilities for trustees. Moreover, Cuyamaca College adopted a Code of Ethics that appears on posters located in various offices and is published in the College Catalog (p. 3).
Policies addressing personnel issues are monitored and administered by the Vice Chancellor of Human Resources. Appropriate policies, regulations, and manuals are updated in response to federal and state laws, legal decisions, collective bargaining, collegial consultation, and executive decisions. Updates are distributed by the appropriate administrators by means of email and the District website. Board Policies concerning personnel are readily available at the District’s HR office and on the District website (BP 2710-Conflict of Interest; AP 2710-Conflict of Interest; BP 3430-Prohibition of Harassment; AP 3430-Prohibition of Harassment; BP 3410 Non-Discrimination; AP 3410 Non-Discrimination; BP 3050/AP 3050 Institutional Code of Ethics).

Self-Evaluation
The Governing Board and Administration consistently enforce the established codes of conduct with zero tolerance toward any actions that would harm students and staff. Further, the College and District support freedom of expression for all segments of the College and District community.

In the 2012 Cuyamaca College Institutional Effectiveness Survey, 86.1% of full-time faculty, 80.4% of part-time faculty, 71.1% of staff, 60% of administrators, and 79.5% of students agreed the College fosters an environment of ethical behavior (Q143).

Actionable Improvement Plan
Standard III.A.1.d. is met.

III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.

Descriptive Summary
Due to the worst budget crisis ever faced by California community colleges, the District’s reliance on its plan for strategic staffing has been intensified. Cuyamaca College employs qualified faculty, administrators, and staff to maintain educational excellence and to meet the changing needs of students. Cuyamaca College adheres to the minimum qualification standards derived from the Education Code and Title 5, as well as the standards established by the State Chancellor’s Office for all faculty positions. This is noted in the Grossmont-Cuyamaca Community College District Governing Board/United Faculty Agreement (8.6.2). The current process allows applicants without exact qualifications to demonstrate equivalent qualifications. Of the full-time faculty, 16 earned doctorate degrees, 62 earned master’s degrees, three earned bachelor’s degrees, and three who teach CTE programs earned Associate Degrees. The Human Resources Department is charged with developing, maintaining and updating all job descriptions for the District.

The California Community College system has established a goal in regard to the ratio of full-time faculty to part-time faculty and the number of classes that are taught by each. This is commonly known as the 75/25 ratio. The goal translates into having 75% of the
system’s classes taught by full-time instructors. The College makes progress toward that goal each year there are growth dollars allocated by the State.

Table 5
GCCCD Faculty Obligation Number (FON)

<table>
<thead>
<tr>
<th>Period</th>
<th>FTEF (#)</th>
<th>FTEF (%)</th>
<th>FTEF (#)</th>
<th>FTEF (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2005</td>
<td>282.7</td>
<td>49.10%</td>
<td>299</td>
<td>51.90%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>271.7</td>
<td>43.10%</td>
<td>293.1</td>
<td>46.50%</td>
</tr>
<tr>
<td>Fall 2007</td>
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<td>47.30%</td>
<td>316</td>
<td>47.60%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>280.7</td>
<td>52.30%</td>
<td>333</td>
<td>50.92%</td>
</tr>
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<td>Fall 2009</td>
<td>280.7</td>
<td>46.80%</td>
<td>312</td>
<td>49.40%</td>
</tr>
<tr>
<td>Fall 2010</td>
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<td>42.50%</td>
<td>346.1</td>
<td>52.49%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>280.7</td>
<td>54.50%</td>
<td>295.5</td>
<td>55.97%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>269.7</td>
<td>55.97%</td>
<td>295.5</td>
<td>53.72%</td>
</tr>
</tbody>
</table>

The Faculty Obligation Number (FON) is a requirement established and tracked by the Chancellors Office, having to do with the minimum number of full-time faculty the College is to employ. The FON adjusts both ways based on new money that is provided by the State that is to be directed to hiring full-time faculty. On the College’s side of the FON, the actual number reported is impacted, again, both ways, by retirements, resignations, and hiring. No such minimum employee requirement exists for classified staff or administrators. Table 5 shows the last 7 years of the FON and the District/College’s compliance of it. In fact, the FON is exceeded each year. The FON has not been advanced by the State since 2008, due to the massive reductions to community college funding caused by the economic downturn. Also of note is the dramatic reduction in full-time faculty positions that occurred from 2010 to 2011 as a result of attrition and an Early Retirement Incentive (ERI). Fortunately, despite the fiscal crisis, the Grossmont-Cuyamaca Community College District did not lay off any employees, nor were employees forced to take furloughs or pay cuts.

The entire classified staff is deserving of mention for the reliance they have shown in continuing to support student needs and student success, despite staff reductions in every single department.

All three units at the College participate in the program review process, a part of which is a forecast and prioritization of new staffing positions. The IERC uses the program review data to guide its discussions of budget and its recommendations to the College president for increased staffing.
The District has recognized the difficulty in hiring that are the result of paying lower salaries at all levels as compared to local benchmark districts. The creation of a Salary Equity Taskforce in 2011 has provided the forum to verify salary data and promote a discussion of where the District wants to be on the salary continuum for faculty, classified staff and administrators, and to suggest ways to get there. The Taskforce examines data from multiple sources including a study commissioned by the district in 2011 (Ewing), and the annual compensation report produced by ACCCA.

A significant goal of the Governing Board and the GCCCD is to reach the 50% median of benchmark districts for all salary schedules, while continuing to provide excellent health and welfare benefits. Steps to reach this goal depend on completing a plan based on updating and verifying existing data, identifying greatest outliers, analyzing implementation costs, and drafting solutions for each challenge.

Cuyamaca College employs thirteen administrators. All positions are organized under a specific administrative structure. Of the 13 administrators, six have doctoral degrees, seven have master’s degrees, and three hold bachelor’s degrees. The administrative structure is consistent with the approved administrative and faculty staffing plans in accordance with the Shared Governance Handbook.

Self-Evaluation
Cuyamaca College maintains a sufficient number of qualified faculty members with full-time responsibility to the institution. Hiring freezes brought on by continuing revenue reductions, as well as positions left unfilled as a result of retirements and resignations and two Early Retirement Incentives (ERIs) since the last accreditation site visit, have eroded the ranks of full-time faculty. Fortunately, the College has been able to maintain its FON. The College’s ability to sustain its mission and purposes was somewhat eased with the passage of Proposition 30 in the November 2012 election, resulting in approval by the Governing Board to hire three new faculty members in spring 2013.

Cuyamaca College faces a challenge recruiting and retaining top-administrators, and has experienced high turnover in the past several years. Multiple searches are being conducted in spring 2013 for two vice presidents and three deans.

In the 2013 Cuyamaca College Institutional Effectiveness Survey, 18.5% of full-time faculty, 42.8% of part-time faculty, 25.5% of staff, and 40% of administrators agreed that Cuyamaca College is adequately staffed to support student learning and achievement (Q17). It is evident, however, that faculty members continue to provide high quality education and services, as 64.8% of student respondents agreed in 2012 that the College is adequately staffed to support student learning and achievement (Q17), and 79.3% agreed with the same statement in 2013 (Q17). While faculty members work hard to support the College’s mission and purposes despite being understaffed, the College continues to struggle with the full-time to part-time faculty ratio in an uncertain budgetary climate, as well as concerns regarding the ability to sustain adequate staffing levels. The President’s Cabinet and the IERC continue to strategize ways to increase the
full-time faculty ratios, staffing levels, and administrative levels during funding constraints.

**Actionable Improvement Plan**
The standard is partially met. Despite the uncertain budget climate, Cuyamaca College, in collaboration with GCCCD, will support the work of the Salary Equity Task Force and champion the implementation of its recommendations.

**III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.**

**Descriptive Summary**
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), 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 EEO policy and employment practices. 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 402, Affirmative Action Employment Practice, and BP 3410, Nondiscrimination, demonstrate the District’s commitment to fair and equal employment opportunities.

**Self-Evaluation**
The 2012 Cuyamaca College Institutional Effectiveness Survey (Q15) found that 91.2% of full-time faculty, 75.7% of part-time faculty, 53.2% of staff, and 77.8% of administrators agreed with the statement “Cuyamaca College adheres to the GCCCD written policies for hiring and employment procedures.”

**Actionable Improvement Plan**
Standard III.A.3 is met.

**III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.**

**Descriptive Summary**
The GCCCD EEO Plan serves as the foundation for fairness in all employment procedures. It reflects the District’s commitment to diversity, equity, and inclusion in employment. The EEO plan’s primary focus is equal employment opportunity in GCCCD recruitment and hiring policies and practices, pursuant to the areas of applicable Title 5 regulations (section 53000 et seq.) and the steps GCCCD shall take in the event of underrepresentation of monitored groups. The plan contains:
- Analysis of the demographic makeup of the GCCCD workforce population
• Analysis of whether underrepresentation of monitored groups exists
• Requirements for a complaint procedure for noncompliance with Title 5 provisions relating to EEO programs, and complaint procedures when instances of unlawful discrimination occur
• Establishment of an Equal Employment Opportunity Advisory Committee (EEOAC)
• Methods to support equal employment opportunity and an environment that is welcoming to all
• Procedures for dissemination of the plan.

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. These policies are reinforced through collective bargaining agreements with faculty and staff, and are clearly stated in the faculty and staff contracts. The policies and procedures are also monitored for compliance with all appropriate state and federal laws and regulations, resulting in fair treatment of personnel.

Personnel policies and procedures affecting staff are specified in the Board Policy manual and referred to in the CSEA and UF contracts, as well as the Administrators’ Association contract. These documents are appropriately placed on the District’s website for public and employee review. Hard copies are available upon request. All employee groups are consulted during the development of personnel policies and procedures by means of the District’s collegial consultation process. Attention is focused on adherence to state guidelines for equitable treatment of personnel. Personnel policies and procedures are documented or referenced in the collective bargaining contracts, Board Policy, and operating procedures.

Self-Evaluation
Employment Services demonstrates adherence to established policies ensuring fairness and equity in hiring. A strong track record of successfully filling positions with rare legal challenges exists. The College remains committed to fairness and, through its employment policies and practices, seeks to create an inclusive atmosphere for teaching, learning, and student success.

Actionable Improvement Plan
Standard III.A.3.a is met.

III.A.3.b. 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.

Descriptive Summary
Information privacy is clearly stated in faculty and staff contracts, Bylaws and Board Policies, and the Grossmont-Cuyamaca Community College District Governing Board/United Faculty Agreement.

The Employment Services Department maintains an official personnel file for each employee. Files located in the department office are secured by a locked door at the close
of each business day. Materials entered into computers are accessed through a security code. Personnel files are never destroyed, remaining in computer files for life.

Only authorized personnel in the Employment Services Department are permitted access to personnel files, and they are never to be removed from the premises. Confidential information, such as medical data, is maintained in a separate folder. All employees are provided the right to access their personnel files, and an appointment and identification are required when employees view their own records. Identification and permission by individuals are also required before authorized personnel may view employee records.

Health records are kept in the Health and Wellness Center at Cuyamaca College and locked each evening. All records are considered confidential, secured, and are released only with the approval and signature of the employee.

As described in faculty, staff, and administrator’s contracts, Board Policies and Administrative Procedures are in place for employees to view their personnel files. Procedures are available to all personnel, and employees have access to their personnel files in the presence of an Employment Services Department employee. Supervisors have access to personnel files for employees under their supervision, and they may also review employee files in the presence of an Employment Services Department employee. The department is open from 7:30 a.m-5:30 p.m. during the work week, and remains locked during all other times.

Self-Evaluation
The District has never faced a charge that employees’ confidentiality was violated in any of the areas referred to above, nor has the District ever been found to be non-compliant. The District is highly responsive to the numerous public records requests it receives. The Grossmont-Cuyamaca Community College District and Cuyamaca College demonstrate a commitment to secure all confidential personnel records. Employees have access to their personnel records in accordance with policy.

Actionable Improvement Plan
Standard III.A.3.b is met.

III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Descriptive Summary
The Grossmont-Cuyamaca Community College District and Cuyamaca College are committed to effectively serving a diverse community, reflected in the Mission Statement. The College adopts a multi-pronged approach to foster an appreciation for diversity through its adherence to the GCCCD Equal Employment Opportunity Plan, an action initiative which promotes diversity and harmony through the GCCCD Diversity, Equity and Inclusion (DEI) Council.
College policies and practices are measured through efforts by Diversity, Equity and Inclusion (DEI) Committee, in compliance with the EEO Plan, as well as action initiatives that promote equity, diversity, and harmony on campus. The College DEI Committee is charged with building a culture of inclusivity that promotes a global consciousness at Cuyamaca College and its community. The DEI Committee works to provide a welcoming environment that demonstrates cultural competence, equity, and respect for all employees and students. The committee is responsible for assessing progress and disseminating information regarding diversity and equity, and recommends meaningful strategies for improvement. The College receives feedback through surveys such as the 2012 Cuyamaca College Institutional Effectiveness Survey that provides the institution with information on the effectiveness of these policies and practices (Q144, Q145).

Self-Evaluation
In the 2012 Cuyamaca College Institutional Effectiveness Survey, 74.3% of full-time faculty, 75% of part-time faculty, 66.7% of staff, 70% of administrators, and 62.3% of students agreed with the statement, “Special events on campus have been effective in increasing my sensitivity to individuals who are different from me.” In addition, 83.8% of full-time faculty, 89.1% of part-time faculty, 76.1% of staff, 70% of administrators, and 72.6% of students agreed with the statement, “My experience at Cuyamaca College has given me a better understanding and appreciation of diversity” (Q145).

Actionable Improvement Plan
Standard III.A.4. is met.

III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary
The GCCCD Equal Employment Opportunity (EEO) Plan (p. 5) states:

“The Grossmont-Cuyamaca College District (GCCCD) is committed to providing learning and working environments that ensure and promote diversity, equity, and inclusion. People of diverse backgrounds, perspectives, socioeconomic levels, cultures, and abilities are valued, welcomed, and included in all aspects of our organization. GCCCD strives to provide and educational environment and fosters cultural awareness, mutual understanding, and respect that ultimately also benefits the global community.”

The GCCCD EEO Plan was updated by the Governing Board on July 23, 2013, and reflects the District’s commitment to diversity, equity, and inclusion. Cuyamaca College reaffirms this commitment through its action initiatives within the College mission and values statement Diversity and Social Harmony. This philosophy reinforces the pledge to provide an educational climate that recognizes and fosters the richness of diversity and enhances social harmony among students, staff, community, curriculum, and services.
The GCCCD EEO Plan’s immediate focus is equal employment opportunity in recruitment and hiring policies and practices, as well as the steps taken in the event of underrepresentation of monitored groups.

GCCCD, through BP 7100, recognizes the value and strengths of diverse backgrounds and perspectives, and commits to the following:

- Ensure and promote diversity, equity and inclusion.
- Value, welcome, and include people of diverse backgrounds, perspectives, socio-economic levels, cultures, and abilities in all aspects of the College community.
- Provide an educational environment that fosters cultural awareness, mutual understanding, and respect that ultimately benefits the global community.

With public statements on the District website, Board Policies in place, and an effective EEO plan, the College supports and determines its personnel needs and designs programs and services that encompass the breadth of diversity at Cuyamaca College. Additional information can be found on the District’s Employment and Benefit Services website under Diversity and Equal Employment Opportunity. These programs, available to all staff, are monitored by the Human Resources Staff who provides monthly email updates on programs and activities.

The Office of Student Affairs, in conjunction with ASGCC, presents a series of College Hours, forums, and events that address diversity from various perspectives such as ethnicity, gender, age, culture, geography, military experience, and learning styles.

Student Affairs currently conducts a series of diversity programs with the Cuyamaca College Diversity, Equity and Inclusion (DEI) Committee to promote dialogues that focus on a broad range of relative topics. Student organizations and clubs at Cuyamaca College, such as the Lesbian, Gay, Bisexual and Transgender Club, Club ABLED, MEChA club, Christian Club, and the Multi-Culture Union, have a spirit of inclusion to the campus and community. Students from ASGCC participated in the Community College Leadership Academy for two days. The event assists students with developing their leadership, cultural and generational diversity, and interpersonal communication skills.

The Cuyamaca Performing Arts Department promotes diversity in events offered in the Performing Arts Theatre. Every semester the department sponsors a series of concerts that range in style from classical to popular to global/world music. These events serve the surrounding community and student audiences by offering programs that celebrate the arts in all of their diversity, expounded by including innovative strategies for using the arts as teaching tools to inspire people of all ages and cultures.

The College DEI Committee is charged with building a culture of inclusivity that promotes a global consciousness at Cuyamaca College and its community. The objective is to provide a welcoming environment that demonstrates cultural competence, equity, and respect for all employees and students. The committee is responsible for assessing progress and disseminating information regarding diversity and equity, and recommends meaningful strategies for improvement. The committee also oversees the College wide implementation
of these strategies and ensures compliance with relevant laws and regulations. Development, implementation, and evaluation of all College wide diversity and equity plans in accordance with Title 5 is also the committee’s responsibility, along with other federal and state regulations and GCCCD’s Diversity Vision and Mission statements.

The College DEI Committee promotes acceptance of diverse age, ancestry, color, disability, ethnicity, perspective, national origin, religion, gender, sexual orientation, education, and socioeconomic status. The committee’s goal is to create a welcoming and inclusive educational environment that is conducive to student success and where all feel safe, valued, and respected.

**Self-Evaluation**
The College is aware that through its policies and practices, faculty, students, staff, and administrators are better able to understand and appreciate the issues faced by various cultures represented on the campus. The community is also aware that the College provides an atmosphere of tolerance, inclusion, and safety. This is reflected in the number of students, faculty, staff, and administrators who participate in a variety of activities held by clubs and committees that that embrace issues of diversity and inclusion. Institutional Effectiveness Surveys consistently produce positive results regarding questions asked about the College’s commitment to diversity and inclusion.

**Actionable Improvement Plan**
Standard III.A.4.a. is met.

**III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

**Descriptive Summary**
Information on employment equity is included in the Equal Employment Opportunity Plan (EEO). The District is responsible for supplying pertinent information on employment equity to the State Chancellor’s Office. The EEO Plan includes [Work Force Analysis](#) (Title 5, SEC. 53004) and [Utilization Analysis](#) (Title 5, SEC. 53003 and 53004). The plan calls for Work Force Analysis to be conducted on an annual basis.

Table 6 shows an analysis that portrays protected groups in existing staff that follows federal and state guidelines. The Work Force Analysis statistically determines the racial, ethnic, and gender composition of existing staff. The EEO Plan also contains a utilization analysis that incorporates a determination of whether minorities, women, and persons with disabilities are underutilized in any job category. Through this analysis, the institution clearly illustrates its record on employment equity and diversity. The College can also track and analyze the employment equity record and use this information for continuous improvement and compliance with federal and state guidelines. This [report](#) is prepared annually to track and analyze the District’s employment equity.
Table 6
Cuyamaca College Full-Time Employees
Ethnicity Headcount Distribution
(EEO-6 Report)

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>147</td>
<td>69.3%</td>
<td>161</td>
<td>79.6%</td>
<td>158</td>
</tr>
<tr>
<td>Hispanic</td>
<td>36</td>
<td>17%</td>
<td>36</td>
<td>15.8%</td>
<td>33</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>1</td>
<td>0.5%</td>
<td>1</td>
<td>0.4%</td>
<td>1</td>
</tr>
<tr>
<td>Filipino</td>
<td>8</td>
<td>3.8%</td>
<td>9</td>
<td>3.9%</td>
<td>7</td>
</tr>
<tr>
<td>African-American</td>
<td>9</td>
<td>4.2%</td>
<td>9</td>
<td>3.9%</td>
<td>7</td>
</tr>
<tr>
<td>Native American</td>
<td>4</td>
<td>1.9%</td>
<td>6</td>
<td>2.6%</td>
<td>6</td>
</tr>
<tr>
<td>Asian</td>
<td>6</td>
<td>2.8%</td>
<td>5</td>
<td>2.2%</td>
<td>6</td>
</tr>
</tbody>
</table>

**Self-Evaluation**

The District’s EEO Plan is reviewed annually by Human Resources staff. The plan conforms to state and federal guidelines and is consistent with the policies, procedures, practices, and principles described in the Mission and Vision Statements of GCCCD and Cuyamaca College.

**Actionable Improvement Plan**

Standard III.A.4.b. is met.

**III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.**

**Descriptive Summary**

The College demonstrates integrity in the treatment of its administration, faculty, staff and students as evidenced by its adherence to established Board Policies and Administrative Procedures. Policies are approved by the Governing Board after development, review, and approval through a process of collegial consultation that assures integrity in the treatment of administration, students, faculty, and staff. Policies and procedures are available on the website, on file with administrative staff, and available to other employees and employee groups for review as needed.

Improved communication and transparency were priorities for the academic year 2009-2010. These were achieved through a variety of methods, including the creation of an employee Intranet site, Chancellor and budget forums, Chancellor meetings with District and College leaders, dissemination of Chancellor messages, and Governing Board participation in a joint meeting with the District wide Strategic Planning and Budget Council to develop strategic priorities. A comprehensive Equal Employment Opportunity (EEO) Plan, developed in September 2009, remains in place and continues to support the District’s and College’s
commitment to build a culture of awareness, value, and inclusiveness. Despite the budget crisis, efforts and actions result with improved trust, collegiality, and morale across the District, as reflected during employee appreciation events.

College Administration dramatically improved communication with classified staff. Immediately following the 2007 Self-Study and Accreditation site visit, when the former president began to work collaboratively with Classified Senate leaders to examine how communication could be enhanced. It became evident that the College had ample shared governance structures and avenues of participation in place for classified staff. The key was to identify ways to enhance staff awareness for their involvement, and to allow their voices to be heard.

Many policies and procedures for faculty and classified staff are developed through collective bargaining and are detailed in respective contracts. Policies and procedures for faculty are located in the United Faculty Agreement, in the Administrator’s Handbook for the administrative team, and in the California School Employees Association Contract for classified employees. In addition, a District wide Affirmative Action Employee Policy and a Non Discrimination Policy identify required policies and procedures. Additional information is available in the EEO Plan.

Cuyamaca College publishes a comprehensive Shared Governance Handbook distributed to all administrators, supervisors, and employee groups, including the Academic Senate, Classified Senate, and exclusive bargaining agents. The handbook contains general principles of participative governance and affirms the primacy of the Academic Senate in academic and professional matters. The handbook also sets forth Administrative Procedures, explains the planning, budget, and policy development process, and describes responsibilities and membership of each College standing council, committee, and subcommittee.

The College ensures its personnel and students are treated fairly by complying with the guidelines and principles outlined in the GCCCD EEO Plan, demonstrating a commitment to issues of equity and diversity and supporting all staff and students. The College developed policies and procedures to guarantee the equitable treatment of all staff and students as demonstrated in the charge of the DEI Committee. All complaints, grievances, and charges related to discrimination, harassment, and other personnel issues are taken seriously and are thoroughly investigated. Depending on the type of complaint, either Human Resources staff or external legal consultants conduct investigations. Additionally, student discipline policies, procedures, and guidelines are published to insure that due process rights of everyone and the approaches for resolving disputes are understood by all.

Cuyamaca College further demonstrates integrity by encouraging shared decision making among all College constituencies. Employees are encouraged to serve on College committees, defined as collegial consultation committees that consistently include representation by all constituency groups.
Self-Evaluation
Cuyamaca College subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students. In the 2012 Cuyamaca College Institutional Effectiveness Survey, a strong 86.1% of full-time faculty, 80% of part-time faculty, 71% of staff, and 79.5% of students agreed that Cuyamaca College fosters an environment of ethical behavior (Q143).

Actionable Improvement Plan
Standard III.A.4.c. is met.

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary
Cuyamaca College and the District share responsibility for providing ongoing opportunities for professional development and mandated employee training. For classified employees, the District coordinates with the GCCCD Classified Senate to develop an annual training calendar. The District works with the Administrators Association to develop regular training for all supervisors and managers. Faculty collaborates closely with the Academic Senate on professional development opportunities, and numerous workshops are held during Professional Development Week, the week prior to the start of each semester (District Workshops-budget workshops, reorganization workshops, EMP workshops; BE3- Employee Enrollment Fees; BE4- Reimbursement of Credit Classes; Leadership Professional Development Training).

Cuyamaca College and the District share responsibility for professional development activities. The District provides funding for part-time faculty to teach sections normally taught by faculty on who are on sabbatical leaves. Professional development opportunities for classified staff are funded by the Classified Professional Development Committee for travel to conferences, tuition reimbursement, and leaves coordinated by the District. The District also surveys classified employees, managers, and supervisors to gather input on training.

The Professional Development Committee, with representation from administration, classified staff, faculty (both full-time and part-time), and classified and academic senates is responsible for coordinating the College’s professional development program. The Professional Development Coordinator (Job Description) is 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.

The committee developed a new, user-friendly Professional Development web page that provides a definition of professional development, information on the number of hours
required to meet the professional development standard, all necessary forms that faculty
members need to report plans and completion of staff development requirements, and a
calendar of events. Activities are planned for faculty, staff, and administrators.

As required by state and College guidelines, only faculty members are required to participate
in professional development. A Professional Development Week at the beginning of the fall
and spring semesters provides a multitude of professional growth opportunities. Recently,
one online professional development activities were implemented to better serve all faculty and to
enhance access to activities, especially for part-time faculty.

Professional development policies for all staff are designed to be consistent with the College
Mission Statement. Staff members are encouraged to apply for available funds to attend
conferences specific to their fields of expertise. Programs presented on campus to assist staff
in remaining current included topics such as innovative ideas for teaching, computer
technology training, and professional growth workshops for conflict resolution and
establishing a positive classroom climate. Academic staff is allocated time, as part of their
regular contract assignment, for participation in professional development activities.

Classified staff members are invited to participate in these activities as their work schedules
permit. Activities are publicized through professional development bulletins, interoffice
department notices, College email, and the College website.

Technology training facilitates instruction to maximize the appropriate use of technology in
the classroom. All teaching venues are configured as Smart classrooms; special workshops
are also offered on the use of technology as part of professional development.

The United Faculty Agreement (page 63) details sabbatical leave opportunities available for
all academic staff. Sabbatical leaves provide academic staff with the ability to increase their
professional expertise and remain current in their field. Additionally, faculty members
receive support for attending off-campus activities to further professional development. A
library of videos and online training activities, approved by the Professional Development
Committee, is available for use by any College staff member.

The Professional Development Committee meets once a month each semester to review,
evaluate, and plan for future staff development needs. The committee schedules special
workshops for professional development based on topics identified by an annual survey of
faculty and staff, and through special forums on topics of importance such as accreditation or
budget development. Opportunities are provided through other resources that include
auxiliary mini-grant funding and Economic and Workforce Development Initiative Grant
funding. An example of such funding would be new CTE faculty who were provided with
Teacher Training Pipeline workshops.

Administrators are required to attend managerial and leadership training events and
workshops, sponsored through the District Employment Services Office. As with faculty,
professional development funds for administrators are provided for conference attendance on
topics related to administrators’ areas of assignment.
Self-Evaluation
The 2012 Cuyamaca College Institutional Effectiveness Survey indicated that 64.9% of full-time faculty and 66.7% of part-time faculty agreed there are adequate professional development opportunities related to student learning (Q24). The College developed and updated the Professional Development Website to inform faculty and staff of upcoming activities. Contact information is also provided for faculty and staff to provide their comments or suggestions for activities.

Actionable Improvement Plan
Standard III.A.5. and III.A.5.a. are met.

III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary
Cuyamaca College and the District share responsibility for evaluating Professional Development programs and using evaluation results to improve Professional Development programs on campus.

The District Services Leadership Council addresses the needs of classified training and development. Survey results are analyzed, and feedback from training sessions are reviewed to guarantee that employee needs are met. Manager and supervisor developmental training is evaluated once the training is complete, with feedback incorporated into future training.

With the assistance of Professional Development Committee participants, an annual needs assessment survey is developed and implemented for faculty and staff. Survey results are used to plan activities within nine authorized uses of AB1725 funds, as outlined by the State Chancellor’s Office. The Professional Development Coordinator is a member of the Senate Officers Committee and confirms that professional development activities are coordinated with the College vision and goals of the Strategic Plan and AIP. Upon completion of Professional Development Week activities, evaluations are collected and analyzed (flex week statistics) to determine needed improvements or process changes that would ensure a more meaningful experience and improve teaching and learning at Cuyamaca College.

Professional Development Week occurs the week prior to the fall and spring semesters. The schedule of activities is located on the Professional Development website and includes workshops as well as department and division-based meetings. During the semester, faculty and staff have the opportunity to create their individual professional development activity plan. Each proposed plan is submitted to the Professional Development Committee with a detailed proposed activity, and the state guideline with which it complies for final approval. Other college supported activities are available through the Teaching and Learning Center, including training for Blackboard, online teaching strategies, and multimedia technology. Specialized departments such as Paralegal Studies, Automotive Technology, and Cisco initiated professional development opportunities and requirements for staff to remain current.
in their individual field. Due to budget restrictions, there is currently no specified financial
support for Professional Development.

An annual survey is distributed to faculty and staff concerning training availability during
Professional Development Week. To implement meaningful feedback, participants complete
evaluation forms and provide comments regarding the workshop and presenter. This input is
shared with the presenter and the Professional Development Committee to assess workshop
effectiveness, the presenter, and the usefulness of information. Following Professional
Development Week, the Professional Development Committee reviews and evaluates Flex
Week activities and makes recommendations for improvement. Through surveys and
individual activities, faculty at Cuyamaca College engage in specific activities to improve
teaching and learning.

In the 2012 Cuyamaca College Institutional Effectiveness Survey, more than two-thirds of
faculty respondents agreed there are adequate Professional Development activities related to
student learning (Q24). The Professional Development Committee utilizes survey tools to
evaluate process improvements and addresses continued quality enhancements as part of the
committee’s ongoing responsibilities.

Faculty sabbaticals are recommended to the Governing Board and prioritized by AFT in
conjunction with the Academic Senate. On completion of a sabbatical, the faculty member is
required to submit an activity report to the committee, demonstrating that sabbatical goals
were accomplished. Instructors returning from sabbatical often share their experiences in
reports presented at Governing Board meetings and Professional Development workshops.

Self-Evaluation
Faculty and staff evaluate Professional Development activities and submit evaluation forms
to the committee chair. Evaluation forms are tabulated and shared with the committee, and
are used as the foundation for continued quality improvement. In addition, a periodic survey
is distributed to the entire College community as a means to assess needs for training and, at
the same time, retrieve additional feedback. Survey results are incorporated in the Staff
Development Plan which is submitted to the state.

Actionable Improvement Plan
Standard III.A.5.b. is met.

III.A.6. Human resource planning is integrated with institutional planning. The institution
systematically assesses the effective use of human resources and uses the results of the
evaluation as the basis for improvement.

Descriptive Summary
Cuyamaca College has a culture of strategic planning and has clear processes for college
wide planning and decision making for human resources. The 2010-2016 Strategic Plan, the
Educational Master Plan (EMP) and the College mission statement form the basis for
institutional planning, of which human resources is a part. The Student Services Program
Review and Planning Committee (SSPRPC), the Instructional Program Review and Planning
Committee (IPRPC), and the Administrative Services Review and Planning Committee (ASPRPC) develop plans that are tied to the mission and goals of the institution.

The College Mission Statement and goals are fundamental in the Instructional Program Review and Planning Committee framework, and authors must tie Program Reviews and plans to the College mission and goals in concert with College and District planning initiatives. This integration must be visible on the IPRPC template. Similarly, the Student Services Program Review and Planning process requires the completion of a section entitled Annual Accomplishments by College Mission/Strategic Plan, and the Student Learning Outcomes for Student Services must tie directly to the College mission as illustrated in the SSPRPC template. These College committees are further complemented by the work of numerous career and technical programs’ community advisory committees that safeguard the quality of course and program offerings that align with changing workforce needs.

As part of the annual program review and planning cycle, IPRPC, SSPRPC, and ASPRPC use evidence, data, and research to determine human resource needs for their respective unit. Each unit develops a prioritized list of human resource needs based on input for each department and discipline, and all program review and planning reports are submitted to the IERC. The President’s Cabinet merges rankings from IPRPC, SSPRPC, and ASPRPC and shares a final staffing plan with IERC.

Periodic progress reports on implementation of the Strategic Plan 2010-2016 are provided to the Institutional Effectiveness and Resource Council, the primary shared governance structure for the College which is responsible for coordinating the institutional effectiveness process in support of the College’s mission.

In the last several years, due to the budget crisis, only critical staffing positions have been filled. A Critical Hire process has been in place for four years (Criteria for Staffing Decisions, Status of Approved Recruitments and Critical Hire Justification), that requires each proposed hire be reviewed by Chancellor’s Cabinet and the District Strategic Planning and Budget Council (DSP&BC). The general prioritization of positions is based on the following criteria:

- Legal mandates
- Accreditation requirements
- Health and safety priorities
- Critical threshold of educational or support services, and/or
- Essential operations and supervision

Planning processes continue, and the College is committed to hiring additional positions as funding becomes available. As opportunities for hiring occur during these difficult financial times, decisions about where positions will be allocated must support the College’s focus on student learning, with the goal of becoming a more comprehensive institution.

Finally, the District has taken proactive measures to increase revenue, which in turn, can be used for hiring, through the reorganization of the Auxiliary, the Foundation for Grossmont and Cuyamaca Colleges, and partnering with Global Corporate College, among others.
**Self-Evaluation**
Planning for human resources is integrated with institutional planning. Cuyamaca College assesses the effective use of its human resources through the annual program review and planning process and this forms the basis for improving the institution. Departments and disciplines review staffing and changing needs of the institution by reviewing data presented during the annual program review and planning process. Since the last accreditation site visit, the College established the Institutional Effectiveness and Resource Council (IERC) and adopted an annual review and planning process for instruction, student services, and administrative services. Cuyamaca College has an effective mechanism for merging human resources planning with institutional planning. In addition, there is a clear path to input and decision making for human resources planning through the annual program review and planning cycle.

**Actionable Improvement Plan**
Standard III.A.6. is met.
Standard III.B
Physical Resources
Standard III.B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Descriptive Summary
The College staff 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. 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 Facilities Master Plan is periodically reviewed and updated, and all College constituency groups provide input through the District wide Strategic Planning and Budget Council, and the Cuyamaca College Facilities Committee.

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, Facilities Master Plan, Educational Master Plan, and 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. As part of the review, departments and divisions may submit a Facilities Request form.

To assure excellence within the framework of campus wide programs and services, the District Safety Committee meets once a month to assess safety in its facilities and to discuss campus safety issues and training for Cuyamaca and Grossmont Colleges. In addition, Cuyamaca College’s Facility Safety Committee was recently renamed the Facility Operation Committee and meets monthly during the school year. The committee represents various constituency groups comprised of students, faculty, staff, public safety participants, and administrators. The committee evaluates the condition of College facilities and discusses the resolution of any safety issues. The College also uses an Unsafe Condition Report online that all College employees can access to report safety issues. The report is 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.

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. Public Safety has officers patrolling the campus and is supplemented by contract Security Services so that 7/24 security is present on campus. Campus and Parking Services (CAPS) department personnel are also assigned to the
campus during normal operating hours to provide services which include. Foot patrol of campus and buildings, secure doors, windows, and gates, respond to building alarms, provide automobile assistance such as door unlocks and battery jumping, provide escorts to vehicles, maintain lost and found items, and assist regular Public Safety personnel on responding to campus issues and emergencies. The College also has a Facilities Operations Committee (FOC) that meets monthly during the semester to discuss Emergency Operations planning and campus safety.

The Facilities Director confirms that all periodic inspections by city, county, state, and federal system 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 of all campus fire extinguishers by a certified contractor.
- 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 submission to, and inspection by the San Diego County Health Department
- Bi-annual food service inspection by the San Diego County Health Department
- And as necessary, the California Department of Industrial Relations

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. Some documents utilized in the planning of facilities include:

- **The Taxonomy of Program (TOP):** This 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.
- **California Community College Space Inventory:** The annual California Community College Space Inventory provides a centralized legal record of assignable square feet for community college planning purposes. The Space Inventory provides 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 under District ownership and/or control.
- **Capital Outlay Project Prioritization:** The state reviews projects to provide access to a quality education for the state’s community College students and funds projects based on the limited state capital outlay funds available.
- **California Community College Facilities Building and Equipment Cost Guidelines:** The guidelines assist in determining costs for spaces within a facility, including construction and equipment.
- **Five-year capital outlay plan**
- **In addition, The GCCCD FMP guides the development of the campus**
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. 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), managed by the state’s Department of General Services, reviews and provides approval for all College initial project proposals (IPP), and final project proposals (FPP). This procedure assures compliance with structural, fire/life, safety, and accessibility requirements. Energy efficiency is also reviewed, and all aspects of projects must comply with code requirements. Final Project Proposals (FPP) are the responsibility of the District Services Facilities Planning, Development, and Maintenance office. There are no off-campus sites administered by Cuyamaca College. Contract education training courses are offered by area agencies in off-site facilities that are not maintained by the College. There is a contract or memorandum of understanding for each off-site location to ensure a safe learning environment.

The College utilizes facility evaluation results from the Facilities Program Review and Institutional Effectiveness Survey. All evaluations are reviewed by the Facility Planning Committee (FPC). After the FPC completes their review, the committee records priority recommendations (pg. 75-82) for improvement, and submits the report to the Institutional Effectiveness and Resources Council (IERC) for review. IERC ranks and approves (pg. 75-82) the recommendations, based on available funding and resources. The College uses the same processes from the Facilities Program Review and the Institutional Effectiveness Survey to enforce the safety and sufficiency of its equipment.

The College supports equipment needs of the distance delivery modes it offers, and technology support for online learning is extensive and facilitated by the Blackboard Learning Management System. District Information Systems generates a Blackboard 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 with Internet access. Six adjunct faculty workrooms assist staff and include nearly 30 computers with similarly up-to-date computers.

Additionally, the College supports a Multimedia Instructional Design Lab (MIDL). This is an office in the technical support area of the Library, next to the Instructional Technology Design Specialist, with high-end computers (both Windows and Macintosh platforms) and video production software to support instructors interested in adding video recordings to their online content. A recent study conducted at Santa Barbara Community College demonstrates that increasing the sociability of interactions in online courses results in higher success and retention rates. In response to this data, the Learning and Technology Resources Division is promoting a concept to instructors encompassing a one- to three-minute video introducing the instructor to students linked from their Blackboard course container. The idea has been
introduced in various Professional Development Week workshops and committees, including Instructional Council and IPRPC.

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 the back-up option of the Open Computer Lab which offers 123 computers, both PC and Mac platforms, that are networked and available to all Cuyamaca students. Facilities for video editing are also available in the Open Computer Lab. This room is specifically designed for students to edit their videos for classes and includes webcams to assist students with foreign language class assignments. The lab is open 53 hours a week, with a lab technician available to assist students. Student help desk support is available 53 hours a week and can be accessed by telephone or email for assistance with Blackboard or other online course questions, not related to the course content area.

Self-Evaluation
Overall, students, staff, and administrators feel safe on campus. Results of the 2012 Cuyamaca College Institutional Effectiveness Survey (Q114) demonstrate that 95% of full-time faculty, 100% of part-time faculty, 88% of staff, 100% of administrators, and 87% of students agreed they feel safe on campus. Additionally, the faculty, staff, and students believe that safety hazards are promptly addressed, as evidenced with 65% of full-time faculty, 76.5% of part-time faculty, 68% of staff, 90% of administrators, and 75% of students agreeing with the statement that “Safety hazards are promptly addressed.” A number of those responding were neutral, and very few disagreed with this statement (Q128). There is also a high level of agreement with the statement that the physical facilities (classrooms, labs, offices, buildings) are adequately maintained, as 61% of full-time faculty, 89% of part-time faculty, 74% of staff, 100% of administrators, and 81.5% of students agreed with this statement (Q132).

Actionable Improvement Plan
Standard III.B.1. is met.

III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary
Physical resource planning includes the needs of educational programs and services that are integrated with institutional planning. The College 2010-2016 Strategic Plan and GCCCD Educational Master Plan 2012 are the basis for the GCCCD Facilities Master Plan. 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.

In 2002, voters approved Proposition R to fund growth and improvements at colleges within GCCCD. The result for Cuyamaca College from this measure was the building of the Student
Center, Science & Mathematics, Communication Arts, and Business & Technology, as well as the expansion of the existing Learning & Resources building. All projects were completed between 2007 and 2011.

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. 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. The passage of Proposition V paves the way for Grossmont and Cuyamaca Colleges to address longstanding facility, infrastructure, and technology needs. In addition, the College will be able to address certain needs from the 2013 Facilities Master Plan.

The ballot measure was approved by more than 58% of voters in the East County cities and communities located within the College District, which stretches from El Cajon, La Mesa, Lemon Grove, and Santee to the Imperial County and Mexican borders. The measure required approval by at least 55% support of the votes cast. This bond measure is the result of a two-year comprehensive needs assessment and planning process based on an Educational Master Plan that guides the District for the next decade and beyond. Phase 1 of a Facilities Master Plan, which identifies more than $600 million in facility needs, grew out of that planning process.

The Facilities Master Plan highlights numerous building, technology, and sustainability needs at the two campuses that enroll approximately 30,000 students. Cuyamaca College opened in 1978, and many of its buildings, roads, mechanical systems, and fixtures are no longer adequate to serve the campus and its nearly 10,000 students. In addition to technology upgrades, energy-efficiency measures are needed to reduce operational costs and to direct the savings to the instructional program. Prior to 2012, the College utilized Master Plan 2000 as the primary planning document for the College, incorporating educational and facility planning directives through 2012.

The College considers program and service needs when planning its buildings. The District Strategic Planning and Budget Council meets monthly and serves in an advisory capacity to the Chancellor on development and evaluation of College and District Strategic Plans and budget planning priorities, all based on the District wide vision and goals. This shared governance council brings the District and College faculty and staff together to determine District wide priorities and needs. The Cuyamaca College Facilities Committee meets monthly with District and construction program staff to coordinate College facility repair, upgrades, and construction. College employees complete routine maintenance and repair. Larger projects are overseen by the District’s Facilities Planning Department.

The Division of the State Architect (DSA), overseen by the Department of General Services, assesses and approves College Initial Project Proposals, (IPP) and Final Project Proposals (FPP). The process ensures compliance with structural, fire/life, energy efficiency, safety code, and accessibility requirements. Final Project Proposals are developed and maintained in the District Services Facilities Planning, Development, and Maintenance office.
The College uses a process in determining equipment replacement and equipment maintenance that emanates from the Program Review process and work requests submitted by College employees and departments. 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 Planning Committee (FPC). FPC reviews all requests using the criteria (pg. 74) developed by the committee 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 FPC prioritizes the requests, they are presented to IERC, which reviews and recommends the facility planning priority list. The list is then distributed to the President’s Cabinet for final review and a plan of action.

The Facilities Department strives for multi-purpose and flexible environments to provide maximum use for any instructional or student service areas. Modifications to buildings, whether renovation or scheduled maintenance, are scheduled to minimize the impact on classes and facility usage. District and College Facilities personnel discuss schedules and impact on facilities while the work is being completed. To maximize a facility’s useful life, the College uses a Five-Year Construction Plan to track and prioritize projects, extending the use of the physical resources. Periodic preventive maintenance is conducted at the College to assure that costly repairs and replacements are not required as often. Operations staff annually strips and reseals all tile, vinyl, and concrete flooring. The gym flooring is annually stripped and resealed by a qualified outside floor care contractor. Selected lab and science equipment is serviced and calibrated at manufacturers’ recommended intervals by factory authorized vendors. The Maintenance staff performs bi-annual filter changes and coil cleaning on campus air-handling units. Grounds staff continuously trims trees and vegetation, applies herbicides and pesticides, maintains pedestrian pathways, and ensures that daily cleaning and trash removal are accomplished.

The College evaluates facilities and equipment effectiveness in meeting the needs of programs and services by applying for state scheduled maintenance funds, earmarked for repairs to existing structures, to ensure a safe learning and working environment for students, faculty, and staff. Availability of these funds varies from year to year, with specific guidelines for the types of projects that qualify. Fund allocations require a College match. Each project submitted is then rated against a state formula, and available funding determines the number of projects funded. The College has completed new facilities based on the institutional needs from the Master Plan 2000. With the passage of Proposition R, many facility projects, as well as projects from the Scheduled Maintenance Plan, were completed.

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.

**Self-Evaluation**

Since the last Accreditation cycle, 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. Maintenance and repairs for existing facilities are currently a challenge, as staffing in these areas is impacted by the budget shortfall.

Newly improved signage on campus is more visible and effective, with 80.2% of students surveyed agreeing they could easily locate all classes on the first day of school (2012 Cuyamaca College Institutional Effectiveness Survey, Q94). In the area of classroom repairs, only 48.6% of full-time faculty, 60% of part-time faculty, and 66.6% of students agreed that classroom repairs are promptly addressed (Q129). This presents an area of concern and can most likely be explained by maintenance crews that are understaffed due to present economic conditions. When economic conditions improve, the College will endeavor to increase the staffing levels. This is expected to improve overall maintenance efficiency in all campus areas.

**Actionable Improvement Plan**

Standard III.B.1.a. is met.

*III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.*

**Descriptive Summary**

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. Since 2007 multiple new buildings, renovations and facility projects were completed as follows:

*Science and Mathematics (Building-H)*

This 63,864 square foot facility was completed in 2007. In spring 2010, with the opening of Business and Technology Building (Building E), the Computer and Information Science Department that occupied the first floor of Building H was relocated, as planned, to Building E. The Mathematics Department then moved to the first floor, making it possible for all mathematics courses and faculty to be located in one area. The second floor supports Biology, Chemistry, Physics, and Earth Science labs, as well as an innovative Instrumentation Lab to serve both Biology and Chemistry. This project allowed for an expansion and upgrade of vital transfer programs that offer advanced and specialized classes, such as Anatomy and Physiology and higher level organic chemistry. In addition, the Mathematics, Science, and Engineering Departments worked closely to transform the central part of the first floor (previously the Tech Mall-a computer center) into the STEM
Achievement Center, providing students with a central location for studying, tutoring, and group meetings.

**Communication Arts (Building-B)**

This 95,089 square feet facility, completed in 2008, is a visual landmark as people enter the campus. The location has shortened the walking time from the parking lots for many students attending classes in these buildings, along with offering disabled students access from the lower to the upper campus by elevator. This project has multi-disciplinary laboratory and independent learning facilities for English as a Second Language, Reading, Fine and Performing Arts, Communications, American Sign Language, Performing Arts, and related Assisted Learning. A unique feature is the 100-seat digital theater which can present virtual environments and a 364-seat auditorium for College and community theatrical, concert, and seminar events.

**The Student Center (Building I)**

The Student Center opened in September 2007 and addresses the need for enhanced campus life by providing a central hub for student activities and retail services. Services include a bookstore, food service (including a convenience store opened extended hours and Starbucks), student health center, offices for student government conference room, and a large, multi-purpose room that can be partitioned into three smaller meeting rooms. The center is also used extensively by outside agencies and the community, often for a modest fee.

**Central Plant Chiller Addition**

In 2009, a new 500-ton Carrier Evergreen chiller was added to the campus central plant to provide an energy efficient solution to the planned growth of the College, and to supplement the two existing Carrier 350-ton chillers.

**Business and Technology (Building-E)**

The Business and Technology Building (Building E) opened in January 2011, consisting of two separate buildings that add 50,570 square feet of lecture and lab classrooms to the campus. This addition allowed the College to remove the final three modular classroom buildings. Programs housed in this building include Accounting, Business Administration, Business Office Technology, Computer and Information Science, Computer Science, Economics, Entrepreneurship, Graphic Design, Paralegal Studies, and Real Estate, in addition to faculty offices and conference rooms.

**Emergency Power Upgrade**

The power upgrade was completed in 2011. Enhanced and expanded server capabilities were realized by adding emergency power and air conditioning to the F Building. A new generator at the One Stop Service Center (Building A) replaced a generator that was no longer able to meet California emission standards. Also, a new transformer and switchgear were added to the upper campus for improved and efficient power distribution to the F Building complex and to lighting in the parking lot.
Learning Resource Center Expansion/Remodel (Building C)
In January 2011, the Learning Resource Center expansion and remodel was completed, adding an additional 3,754 square feet. The expansion included a new conference room, additional tutoring areas, self-study rooms, and an upgraded high-tech center for special needs students.

Campus Signage
As part of the strategic planning process, a comprehensive campus signage plan became a priority. The College hired a signage consultant (Harmon-Nelson) to develop a signage standard for the campus that included the College entrance marquee, exterior building signage, and interior signage. During summer 2012, the campus completed the exterior building and directional signage campus wide.

Cuyamaca College facilities provide effective utilization and the continuing quality necessary to support the College’s programs and services, accomplished by evaluating quantitative data. A state Space Inventory, for example, is required by the Chancellor’s office to include annual updates. Cuyamaca College’s report identifies space in every building scheduled to be vacated, occupied, and/or operational by the end of each calendar year. This includes modular and portable buildings as well. The report provides justification for a Five-Year Construction Plan. The state uses these figures, along with projected enrollment growth, to develop capacity and load ratios when prioritizing state projects.

All facilities are constructed and maintained to assure access, safety, security, and a healthy learning environment, and a working environment that strives to exceed the institution’s instructional and institutional goals. Buildings are constructed to meet state standards and are approved by the Division of the State Architect (DSA). California community colleges are subject to the Field Act of 1933, a stringent building code based on earthquake hazards. Thus, the College retains the services of a Department of the State Architect (DSA) inspector on site during construction to ensure buildings meet all specifications.

All new and remodeled facilities are fully accessible and meet or exceed all American Disabilities Act (ADA) Standards and buildings codes. The College has addressed architectural barrier removal on campus, and in recent years, the College improved accessibility by replacing all classroom door handles with levered handles, adding two automatic doors to the Career and Student Employment Center and the Health and Wellness Center, and remodeling the F-100 restrooms’ stalls. Since the last Accreditation report, a new ADA approved path was constructed, improving access for disabled students and staff to travel from the parking lot to the main campus by way of the MTS transfer point and Student Center.

With construction occurring throughout the last 12 years, building plans were submitted and reviewed by the Division of the State Architect to assure ADA compliance. In addition to addressing specific ADA concerns of new buildings, construction has also addressed issues of proximity to the buildings by removing obstacles, improving parking accessibility and providing a path to the buildings that meets ADA code requirements.
The College assures safety, security, and emergency preparedness through coordination with the District Public Safety Department. In addition, the Facilities Operations Committee considers issues regarding facility conditions and safety training to be critical issues on campus, beginning with construction and continuing through the time when students and staff occupy the buildings. The College conducts annual tabletop exercises that address emergency situations such as earthquakes and wildfires and in 2012 was the site for two days of Active Shooter Training by local law enforcement. In addition, the College maintains an Emergency Operations Center, and keeps supplies on site such as earthquake preparedness and search and rescue kits with additional phones and radios to be used for emergency operations.

The College’s Facilities Director, who oversees maintenance, operations, custodial and grounds, meets weekly with the Vice President of Administrative Services and holds weekly meetings with staff to review and schedule campus work projects. Staff meets daily to prioritize workload. Custodial staff performs task-oriented cleaning procedures, and a quality assurance inspection plan is used to evaluate custodial services. Currently, preventive maintenance and predictive management are scheduled through the Act 1000 computer database. The system tracks work orders with weekly, monthly, and quarterly computer-generated reports. Work requests are tracked by a computer database and reviewed monthly.

Cuyamaca College is dedicated to environmental sustainability. The Campus Recycling Coordinator is responsible for filing a mandatory Annual Report to the California State Waste Management Agency. The Facilities Department coordinates the two components of the College’s recycling program to include the single stream collection of all metal, paper, plastic, glass, aluminum, and cardboard which are placed in recycle containers that divert contents from the landfill. All batteries and lamps containing mercury are collected, picked up and disposed by a recycle vendor. The campus Recycling Program is self-financed due to a contractual agreement between the College and a recycling vendor whereby the College exchanges collected cardboard materials for the free use of the vendor’s collection bins. A key player in the College’s success and reputation with its recycling and sustainability efforts is the Environmental Sustainability Committee, responsible for the institution’s initial awareness and continued attention to these issues. Committee membership represents a cross-section of the active organizations and individuals on campus dedicated to these collective goals, as well as community members. Throughout the academic year, the committee sponsors several campus, community, and regional events and activities related to issues of sustainability, natural resources, green job development and training, environmental responsibility, and enhanced quality of life.

The College hosts an annual Sustainability Conference in March which features keynote speakers and experts in the sustainability fields. An annual Spring Garden Festival is also held in April each year. This festival is supported by the Water Conservation Garden and the Rancho San Diego Farmers Market.

The College is committed to the efficient use of energy and has completed many Energy Reduction projects throughout the campus. One example is the utilization of the Alerton BacTalk Building Automation System that schedules HVAC systems campus wide for
optimal heating and cooling. Energy use is tracked with monthly utility bills to measure scheduling results and provide data for future scheduling and budgeting. Scheduling is based on building occupancies throughout the year, taking into account spring and fall semester occupancies, holiday schedules, event scheduling, and summer occupancies. Data from the past five years illustrates consistent improvement in energy savings. To continue with good stewardship in the use of energy, HVAC control systems are scheduled for upgrades on a regular basis under the Scheduled Maintenance summaries. Through grant funding the College is installing 6 Electric Vehicle Charging (EVC) Stations in the parking lot for use by the public and college users. The stations will be the only ones currently installed in East County. These energy conservation concepts form the standard for systems in all future building remodels and new construction to ensure new construction project designs maximize the use of energy reduction technologies.

To provide additional emergency power for the physical plant, Cuyamaca College hired Johnson Consulting to design extended emergency circuits to connect Building F to the new emergency generator power provided from the Central Plant Project. Now completed, the primary purpose was to provide egress lighting to the upper campus during a power outage, and to keep the computer server room operating. The Science and Mathematics Building was also connected to the central plant generator during this project. The Communication Arts Building is equipped with a backup generator to provide egress lighting in the case of a power outage. The campus emergency generators are tested weekly by the District Electrical Maintenance staff and repairs are performed by qualified contractors.

The College irrigation system is a computerized CalSense automated system consisting of 17 “clocks” located throughout the campus that control irrigation zones based on user input, accumulated rainfall, and daily trans-evaporation rates as measured by sensors that communicate with the system. System installation was completed in July 2010 and is maintained by the College Grounds Department, with support from the system vendor.

The College maintains a fire buffer zone which is the access road and concrete swale behind the upper campus, designated as a high-risk fire zone. A landscape consultant was hired to design a protective irrigation system with a landscape design that included removing existing vegetation, installing automatic irrigation systems, and fire resistive vegetation. The Firescape Plan Project began in spring 2008 and was completed in spring 2009.

Cuyamaca College offers courses at various off-site facilities. For example, Community Learning classes are held in various off-site locations. A contract or Memorandum of Understanding (MOU) for each location requires a safe, secure, and healthful learning environment.

**Self-Evaluation**

Cuyamaca College has many programs and safeguards in place to ensure access, safety, security, and a healthful learning and working environment. Buildings are constructed to meet state standards and are approved by the DSA. All new and remodeled facilities are constructed to meet or exceed Americans with Disabilities Act (ADA) standards and building codes. Cuyamaca College is dedicated to environmental sustainability and the efficient use
of energy. The majority of faculty, staff, and students at Cuyamaca College agreed that water management for the College grounds illustrates a concern for water conservation and efficient use of resources. 2012 Cuyamaca College Institutional Effectiveness Survey (Q130) results showed that 77.4% of full-time faculty, 83.8% of part-time faculty, 89.1% of staff, 80.0% of administrators, and 78.3% of students agreed. In addition, 94.6% of full-time faculty, 100% of part-time faculty, 87.8% of staff, 100% of administrators, and 86.6% of students reported they felt safe on campus (Q114). In the Community College Survey of Student Engagement, 96.5% of students surveyed stated they would recommend this College to a friend or family member (Q26).

Overall, the faculty, staff, and students feel that safety hazards are promptly addressed and physical facilities are adequately maintained, with 61.1% of full-time faculty, 89.1% of part-time faculty, 73.8% of staff, 100% of administrators, and 81.5% of students who agreed that safety hazards receive prompt attention (Q128). Additional results indicated that 61.1% of full-time faculty, 89.1% of part-time faculty, 73.8% of staff, 100% of administrators, and 81.5% of students agreed the physical facilities (classrooms, labs, offices, and buildings) are adequately maintained (Q132). Similar results demonstrate the restrooms are adequately maintained as well, with 73% of full-time faculty, 89.1% of part-time faculty, 55.1% of staff, 60% of administrators, and 73% of students agreeing with this statement (Q133).

**Actionable Improvement Plan**

Standard III.B.1.b is met.

**III.B.2. 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.**

**Descriptive Summary**

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. In this review, each department evaluates prior year completion of facility requests and equipment including information on the success of requests through the prior year accomplishments report. If further action is required, 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 Facility Planning Committee (FPC). The committee drafts a report from the information, and the report is forwarded to IERC for recommendation and inclusion in the AIP.

The College also submits a Five-Year Maintenance Plan to the state on an annual basis. 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 Planning Committee regarding any updates, project status, or recommendations.
The **Facilities Master Plan** is periodically reviewed and updated, as it was in 2012. All College and District constituent groups and community representatives provide input through the **District wide Strategic Planning and Budget Council, Citizen’s Bond Oversight Committee**, and the Cuyamaca College **Facilities Planning Committee**. Facility planning is an ongoing process throughout the year, culminating in the development of the Cuyamaca College **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 incorporates evaluation results into facility and equipment improvements through the Facilities Planning Committee. The committee reviews the needs for new spaces as well as existing space that may necessitate remodeling. The District Facilities Planning and Development Department participates in these discussions and provides guidance. College capital projects are then prioritized and budgeted. Efforts to support the College’s goals in the **Facilities Master Plan** include planning and implementing **bond programs**, seeking state capital outlay funds, or becoming part of a planned scheduled maintenance funding cycle. Other funds may be utilized for smaller projects to upgrade facilities.

**Self-Evaluation**

Cuyamaca College meets this Standard and is committed to its use of planning to reach decisions regarding physical resources that enhance student learning. This finding is evident from information gained from the [2012 Cuyamaca College Institutional Effectiveness Survey](#). In responding to the statement that Cuyamaca College Strategic Educational and Facilities Master Plans are effective at guiding long-range institutional planning, 60% of full-time faculty, 74% of part-time faculty, 73% of staff, 73% of administrators, and 71% of students agreed with this statement (Q10). It is also clear that the faculty, staff, and students believe the planning processes in use inform how resources are allocated, with 61% of full-time faculty, 73% of part-time faculty, 63% of staff, and 73% of administrators who agreed that Cuyamaca College’s planning processes inform resource allocation (Q4).

Another critical component is the strong agreement among the faculty, staff, and administration that institutional planning decisions at Cuyamaca College are data-informed as illustrated by 63% of full-time faculty, 79% of part-time faculty, 78% of staff, and 73% of administration who agreed with the statement that Cuyamaca College institutional planning decisions are data-informed (Q8). There is overall agreement among the faculty, staff, and administrators that opportunities exist with the planning processes that form the basis for important decisions, including resource allocation on campus. Survey results indicated that 76% of full-time faculty, 60.5% of part-time faculty, 78% of staff, and 82% of administrators agreed with the statement that adequate opportunity to participate in Program Review and Planning exists (Q2).

**Actionable Improvement Plan**

Standard III.B.2. is met.
III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary
All long-range capital plans to support institutional improvements begin with the District wide integrated planning process. The process includes the GCCCD Strategic Plan 2010-2016, Cuyamaca College Strategic Plan 2010-2016, Facilities Master Plan 2012, Educational Master Plan, Facilities Condition Assessment (3D/I), Five-Year Construction Plan, Technology Plan, and unit Program Review reports. “Fiscal and Physical Resources” is one of five Areas of Focus in both the GCCCD and Cuyamaca College Strategic Plans. The strategic planning processes throughout Cuyamaca College share common approaches to support the five Areas of Focus, and formulate goals with key performance indicators based on the College’s mission, vision, and values. The College, in concert with the District and Grossmont College, developed and modified the Educational Master Plan and Facilities Master Plan in 2012 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. 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
- Amount of hours from a specific type of high-dollar light and project bulb
- Appliances and energy savings
- Return on investments

Self-Evaluation
Planning processes at Cuyamaca College embrace long-range capital plans. Results from the 2012 Cuyamaca College Institutional Effectiveness Survey indicate that 60% of full-time faculty, 74.1% of part-time faculty, 72.7% of staff, 72.7% of administrators, and 70.9% of students agreed the Cuyamaca College Strategic Master Plan, Educational Master Plan, and Facilities Master Plan are effective in guiding long-range institutional planning (Q10).
Relatedly, 60.6% of full-time faculty, 73.1% of part-time faculty, 62.8% of staff, and 72.7% of administrators agreed that Cuyamaca College’s planning processes inform resource allocation (Q4).

The College has successfully developed a variety of funding sources for facility improvements and equipment to include federal, state, local bonds, facility rental income, and the student center construction fund allocations. The College continues to practice more efficient ways to reduce the total cost of ownership by properly maintaining equipment per the manufacturer’s recommendations and implementing a preventive maintenance plan and certified repair vendors. Equipment inventories (computers, machinery, furniture, etc.) are annually reviewed through unit program review and the College’s technology committee to determine a replacement schedule.

Total cost of ownership is a budget concern with which Cuyamaca College, like every other California community college, grapples. The college community is well aware of the importance of considering the total cost of ownership in both short and long-range planning. The Colleges and the District are calculating total cost of ownership for all new capital outlay projects and equipment acquisition. The College’s emphasis of “being green” is an important factor in total cost of ownership. By considering long-range efficiencies, total cost of ownership is reduced.

The recent passage of Proposition V will provide immense relief to the College and its total cost of ownership concerns. The replacement of old, aging, inefficient, and expensive to operate buildings and equipment will dramatically reduce the College’s total cost of ownership obligation. The IERC has been educated on the concept of total cost of ownership as it is part of the budget discussions each year. Districtwide, committees and taskforces that focus on facilities and budget are well aware of the concept of total cost of ownership. Discussions in these forums include the assignment of total cost of ownership to the College or to the District. The College’s recently published Sustainability Plan and the Districtwide Sustainability Plan each address the total cost of ownership concept.

**Actionable Improvement Plan**

Standard III.B.2.a. is met.

*III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.*

**Descriptive Summary**

The College ensures that facilities decisions are developed from Program Reviews and institutional needs. Plans for improvements are included in the Educational Master Plan (EMP) which addresses institutional and program development. Projected enrollment growth for the College helps guide EMP development. The EMP serves to guide College decisions regarding growth, development, and resource allocation, as well as align with the five strategic Areas of Focus established by the GCCCD Governing Board and supported by the College. The Facilities Master Plan utilizes information from the EMP about existing
conditions. A set of planning principles (page XVI of Facilities Planning Guiding Principles) were developed to guide discussion and evaluation regarding facilities planning options.

The College bases its physical resource decisions on evaluation results and program needs as submitted by each department. As discussed earlier in this Standard, each department conducts an annual Program Review that includes facilities requests and equipment evaluations from the prior year.

The College verifies that physical resource needs for programs and service areas are met by evaluating the Program Review process. In addition, the five-year construction plan and the technology plan annual reviews entail a systematic assessment of the use of physical resources. The results are evaluated and serve as the basis for improvement. Facility needs including safety, energy reduction, and information technology are also evaluated at that time to ensure the completeness of the process.

**Self-Evaluation**

The College bases its physical resource decisions on annual Program Review reports submitted from each unit. These reports are submitted to the Facility Planning Committee for review and prioritization, and then to IERC for recommendations. The process ensures that recommendations are inclusive of all College constituents. The College also submits an annual Five-Year Maintenance Plan to the state to assure a systematic assessment on the effective use of physical resources.

In fact, 60% of full-time faculty, 74.1% of part-time faculty, 72.7% of staff, 72.7% of administrators, and 70.9% of students agreed the Cuyamaca College Strategic Master Plan, Educational Master Plan, and Facilities Master Plan are effective in guiding long-range institutional planning ([2012 Cuyamaca College Institutional Effectiveness Survey](http://example.com), Q10). Survey results also showed that 63.9% of full-time faculty, 60.6% of part-time faculty, 73.5% of staff, 81.8% of administrators, and 65.7% of students agreed there is adequate opportunity to participate in the assessment and development of the Cuyamaca College Master Plans (Q7). It is apparent that College faculty, staff, administrators, and students believe they have an opportunity to be part of the planning processes.

**Actionable Improvement Plan**

Standard III.B.2.b. is met.
Standard III.C
Technology Resources
Standard III.C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, College wide communications, research, and operational systems.

Descriptive Summary

Cuyamaca College is committed to providing students, faculty, and staff with the latest and most effective technology through a comprehensive process of planning, implementation, and support. Technology processes and procedures are designed to enhance and support the College’s mission, operation, and effectiveness. Responsibility for these processes lies with interrelated shared governance committees that promote institutional dialogue as follows:

- The Instructional Program Review and Planning Committee (IPRPC), the Student Services Program Review and Planning Committee (SSRPC), and the Administrative Program Review and Planning Committee (APRPC) use the College Strategic Plan 2010-2016 as a guide for recommendations to the Institutional Effectiveness and Resource Council.

- The Technology Plan Committee (TPC) prioritizes all technology requests based on clearly established criteria, identified instructional trends, recommendations concerning College wide acquisitions, and instructional technology upgrades. Final recommendations are communicated in the three Program Review plans and then submitted to the Instructional Technology Committee (ITC) and IERC as the annual College Technology Implementation Plan.

- ITC provides a forum for discussion of current and emerging technology issues, trends, innovations, changes, and needs related to instructional programs.

- The Online Teaching and Learning Committee (OTLC) submits recommendations for consideration and approval to ITC, Academic Senate, and Curriculum, General Education and Academic Policies and Procedures Committee for online course planning, standards of good practice, accessibility of online content, and technology standards for online teaching and learning.

- District Information Systems (IS) provides District wide technology support and communicates regularly with the College through the Instructional Technology Advisory Committee and the Administrative Technology Advisory Committee. These committees assure that the District and College work together to identify technology support needs and assess the effectiveness of solutions.

The campus wide Intranet and Internet access information technology and telecommunications infrastructure, which comprise a robust, high-speed network that features reliability, data backup and disaster recovery, privacy, and security. The infrastructure includes a redundant fiber optic backbone; one gigabit/second switched Ethernet to the desktops, redundant gigabit Internet access, redundant firewall protection, spam/virus suppression systems, virtualized and redundant server farm, and uninterruptible power supplies (UPS) protecting all College servers. Data backup is performed daily.
Currently, the College maintains approximately 1,005 student-accessible PC or Apple computers using current operating systems, with approximately 1,480 computers on campus. All 123 instructional classrooms are equipped with computers, high resolution overhead projectors, DVD players, document cameras, instructional network access for instructors, and wireless access for students.

Cuyamaca College provides all full-time staff and faculty members with at least one computer with Internet access, and several part-time faculty workrooms throughout the College equipped with similar access to technology. “Hot spots” are located throughout the campus for student, faculty, and staff wireless Internet access. All students are allocated hard drive space on the instructional network. The College Technology Plan Committee (TPC) works to build and implement an integrated technology planning model for the College that enhances teaching and learning, and supports environments that maximize student success. TPC is an integral part of Cuyamaca’s integrated planning process and, as such, is responsible for developing the College’s annual technology plan and providing updates to the Cuyamaca College Technology Plan 2013-2018. Each spring semester, TPC reviews and ranks technology requests submitted to the three Program Review and Planning committees (ASPRPC, IPRPC, SSPRPC). Based on these rankings, TPC generates a report outlining the recommended College technology priorities for the following year.

The TPC reports to the Institutional Effectiveness and Resource Council (IERC), and works in conjunction with the Instructional Technology Committee and the District Instructional Technology Advisory Committee. TPC is also responsible for developing, assessing, and revising committee goals on an annual basis, and reporting the results to IERC each spring semester. From 2007-2011, TPC was successful in satisfying all expressed technology needs identified by the Academic Master Plan Committee (a precursor to IPRPC). The most critical needs were identified as priority “one”. In 2011-2012, the College reorganized critical planning processes, as described in Standard I.B.3., with a similar end result. All expressed technology needs assigned a priority one status by ASPRPC, IPRPC, or SSPRPC and TPC were satisfied (Integrated Summative Report, pg 70-73).

The College is well supported by technology, and all needs are identified, implemented, and supported in the Technology Plans by the Learning and Technology Resources Division.

Self-Evaluation
Currently the College Instructional Program Review Planning Committee and regularly scheduled Instructional Technology Committee meetings provide faculty with a voice that has the ability to convey input and address any needs that might arise. In addition, a variety of high-end faculty programs and editing equipment is supported by PC and Mac platforms in the STEM Achievement Center, and seven available student stations also support this software. With committee and software support, faculty and students have adequate resources for their projects.

Actionable Improvement Plan
Standard III.C.1. is met.
III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary
As outlined in Standard II.C.1., the College Technology Planning Committee (TPC) works to build and implement an integrated technology planning model for the College that enhances teaching and learning, and supports environments that maximize student success. TPC is a supporting link to Cuyamaca’s integrated planning process and is responsible for developing the College’s Annual Technology Plan and providing updates to the Cuyamaca College Technology Plan 2013-2018. The Annual Technology Plan is presented to the Institutional Effectiveness and Planning Council where annual budget allocations are determined.

College Network Specialists, the Instructional Computer Facilities Supervisor, and the Dean of Learning and Technology Resources meet monthly with the Senior Director of Information Systems and other District technicians to align service delivery to the campus. Informal problem-solving technical discussions work to assure that integrated efforts in service are delivered. A formal monthly meeting of the Instructional Technology Advisory Committee creates an environment in which the Colleges communicate their short and long-term needs for District IS instruction support. A corresponding group, the Administrative Technology Advisory Committee, plays a similar role in communicating needs for District IS support of operational and administrative priorities.

Technology support for online learning is extensive and is facilitated by the Blackboard Learning Management System. District Information Systems generates a Blackboard container for every credit course section offered each semester. It is up to faculty to activate their containers. Instructional Council, comprised of all department chairs and coordinators, endorsed an expectation that, at a minimum, all faculty should utilize their course container(s) for recording student grades. Increasingly, students expect basic course documents, such as syllabi and scheduled assignments, to be provided online.

Platform support for Blackboard provides extensive monitoring capabilities. In addition to backing up data, a separate off-campus storage facility also supports campus data once a week.

Five broad categories detailed below positively impact online student success to include student readiness and orientation, student support, instructor preparation, and course structure.

Student Readiness and Student Orientation
Cuyamaca College does not enforce mandatory orientations, but many instructors provide quality online orientations, or they refer students to information on the District and College websites. In fact, the District Online Success website provides a readiness self-assessment inventory, as well as an orientation to the Blackboard Learning Management System. Orientation to a specific course and face-to-face orientation sessions are identified by the instructor and take place during the first week of classes, when necessary.
Student Support
According to the 2011 Distance Education Survey (Page 8) conducted by the Instructional Technology Council (ITC), an affiliated council of the American Association of Community Colleges, the greatest challenge for distance education program administrators at Cuyamaca College is providing “adequate student services,” especially as resources continue to be stretched over the next few years.

- Online Tutoring infrastructure is established, and tutoring services are provided synchronously for Computer and Information Sciences and Graphic Design courses. The tutoring center responds to any student requesting assistance in the content of a class, assuming a tutor is available to provide the service. In an effort to become more proactive in serving the tutoring needs of all students, the College is currently examining the feasibility of utilizing a third-party vendor, such as SmartThinking, to provide 24/7 online tutoring assistance for students.
- The Help Desk provides limited technical support for Cuyamaca College students from 8:00 a.m.-8:00 p.m. Monday through Thursday, and 8:00-1:00 p.m. Friday. The Help Desk answers questions about Blackboard and communications software such as email. It does not provide diagnostic services regarding student hardware or software configurations on their home computers. In addition, the District Online Success website is designed to answer some of the more common technical problems, including tutorials on how to configure a browser, enable java, enable cookies, clear cache, etc. This website also refers students to a variety of campus online resources which include a comprehensive online library complete with 24/7 synchronous “Ask a Librarian” service, an email-based “Ask a Counselor service, and a link to the bookstore’s webpage.
- Library reference services are provided through QuestionPoint, a 24/7 online reference chat service. The library subscribes to eleven electronic and two video streaming databases that can be accessed from the library’s website. Remote access is also included. Students can also access 184 e-reference resources and 27,513 e-books from a remote location. One of the librarians serves as a guest lecturer for online classes that provide library instruction sessions.
- An Ask a Counselor email-based service responds to student online inquiries in no more than three working days. This website also provides contact information for financial aid.
- The Bookstore provides assistance for students when they register for classes by linking to the Barnes and Noble Bookstore (a GCCCD vendor on campus). Information about textbooks and other supplies required for each course is identified, and these can be purchased online.
- Student Services provides additional beneficial information by incorporating commonly-asked questions, tutorials, and phone numbers for all offices.

Instructor Preparation
The Instructional Design Technology Specialist’s primary responsibility is training and assisting faculty to provide the most effective online content. More than a dozen workshops covering various levels and topics in instructional technology are presented at the beginning of each semester and continue through the semester as one-on-one sessions with faculty (see FLEX workshop schedule). The Online Teaching and Learning Committee created a set of recommended preparations for all online instructors, endorsed by the Academic Senate and
Instructional Council. One option is the ED 214 class, an annual, in-house online course for teaching effective online classes. In addition, the committee authored recommendations for effective online instruction, available on the website and distributed at training sessions. Together, these recommendations address federal, state, and Accreditation mandates, as well as best practices.

**Multimedia Instructional Design Lab (MIDL)**
An office is housed in the Technical Support area of the Library, next to the Instructional Technology Design Specialist, with high-end computers (both platforms) and video production software to support instructors interested in adding video recordings to their online courses. A recent study conducted at Santa Barbara Community College demonstrates that increasing the sociability of interactions in online courses results in higher success and retention rates. In response to this data, the Learning and Technology Resources Division is promoting a concept to faculty regarding a one to three minute video in which instructors introduce themselves to students who are linked from their Blackboard course container. This is accomplished in a variety of FLEX week workshops and committees, including Instructional Council and IPRPC.

**Accessibility**
The Online Teaching and Learning Committee has drawn a great deal of attention to the accessibility of online instructional content. The committee created a checklist for instructors to evaluate the degree to which they are compliant with ADA guidelines for online content. In 2009–2010, the committee rolled out a series of workshops during Professional Development Week in which all elements on the checklist were explained, and assistance was provided to bring online content into compliance. Initially, these elements were grouped into three logical topics and offered through three consecutive semesters. Currently, all topics are combined into one session each semester.

**Faculty Evaluations**
The second greatest challenge to Distance Education program administrators, according to the 2011 Distance Education Survey, is adequate distance education course assessments (page 2). Accreditation Standards require that distance education courses are equivalent or better than those taught in a face-to-face environment. Up to this point, the discussion in this document focuses on proactive efforts to encourage good design and implementation of online content. Recommended preparations for online teachers are only as effective as the willingness of department chairs and coordinators to comply with them in their hiring practices. This is particularly important because the College still struggles with a lower response rate for student evaluations. Implementing an effective online course is labor intensive, not only during the design phase but throughout the semester. The College will continue to take advantage of opportunities presented with regular faculty evaluation processes.

Workshops are frequently offered during Professional Development Week, during which faculty peers offer suggestions for evaluating online instructional content. Cuyamaca College Instructional Deans generally prefer to evaluate face-to-face or blended courses and most often, the Dean of Learning and Technology Resources is the administrator who
performs online course evaluations. The Standards of Good Practice serves as a guide when conducting evaluations and provides opportunities for constructive, supportive feedback that identifies effective methods for including electronic media in course instruction:

- **Navigating the Course:** In the absence of mandatory orientation for students taking online courses, it is still essential that instructors provide a specific orientation targeted to their particular course. This typically involves a reference or link to the Blackboard orientations and tutorials provided on the District website, and guidance for effective ways to approach the class. A well-designed course in any venue affords routine characteristics such as a quiz in the first five minutes, a 10-minute summary prior to the new lecture, or perhaps student reports on readings. Also, a carefully planned online course frequently incorporates a weekly routine. Instructors can alleviate student confusion and frustration if they prescribe the best practices and weekly occurrences in their course.

- **Regular and Effective Contact:** When visiting an online class, regular and effective contact between the instructor and students is monitored. Most instructors engage in one-on-one emails with students, which can be used to verify that contact occurred. However, this approach is not enough, and evaluators search for evidence of the instructor’s presence in weekly announcements and discussion board forums.

- **Accessibility:** Content accessibility for students, including those with disabilities, is a critical aspect of online content and must be considered with the evaluation.

**Self-Evaluation**

All College standards and criteria are up-to-date and under constant review due to the quick pace of technology changes. Ongoing review and evaluation are critical to identify possible trends with new technology that could specifically meet faculty and student needs. This enables the College to anticipate changes that could occur at the federal or state level. Further evidence may be found in the 2012 Cuyamaca College Institutional Effectiveness Survey. More than 83% of employees and 86% of students agreed the College provides sufficient technology resources to support its educational programs and services (Q27). In addition, 80% of faculty and 86% of students agreed the College’s technology and equipment are properly maintained for quality student learning (Q28). This data indicates that employees and students receive sufficient technology resources to support the College’s educational programs and services. Topics are suggested from various sources such as faculty and input from The Professional Development Committee. These recommendations are presented during Professional Development Week and receive valuable feedback from faculty and staff evaluations. Students can enroll in classes offered by the Business Office Technology (BOT) program which instructs students on the different College software programs. These classes are generally one unit, open enrollment courses that are self-paced.

**Actionable Improvement Plan**

Standard III.C.1.a. is met.
III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary
Cuyamaca College and the Grossmont-Cuyamaca Community College District (GCCCD) recognize the need for ongoing technology instruction and provide comprehensive, high quality training with ongoing support in information technology. This training is provided to College groups including students, faculty, administrators, and classified staff. The College responds quickly to technological changes and requests for training. The Curriculum, General Education and Academic Policies and Procedures Committee and Industry Advisory committees contribute guidance and assistance to faculty members in planning, development, and evaluating academic courses and programs. This effort ensures that students receive requisite and relevant information technology training. Faculty experts, District IS, and vendor personnel provide planning, development, and information technology training to other faculty members and classified staff. Participants targeting quality of instruction and relevancy to their assignment evaluate the training sessions. Faculty and staff receive evaluations at the conclusion of each presentation during Professional Development week. Evaluations include a request for presentation feedback, as well as suggestions from evaluators. Evaluations are then reviewed, stored, and reported to the state.

Students
Cuyamaca College offers students a diverse selection of entry and advanced courses in Computer and Information Science (CIS) and Business Office Technology (BOT). Technology is regularly integrated into other course offerings. An Open Lab with 120 computers is available 60 hours per week and is staffed by lab technicians prepared to assist students with common technical questions. Lab technicians and aides are present in most instructional labs to support instructors and to assist students with their information technology needs. Students receive quality online course experiences using Blackboard Learning Management Program. Online and call-in Help Desk services are available to students who require training and assistance in online course navigation, technical assistance, and informal training for use with online registration, class enrollment, counseling, and library services and systems. Students with special needs, disabilities, or limited basic technology skills receive tutoring and additional training and support in information technology. In January 2011, a High Tech Center opened in the Learning and Resource Center with new equipment that provides specialized, adaptive technology, such as a voice-activated computer system, large print format monitors, tape recorders, and smart pads for writing electronic notes.

Faculty
Faculty members can select comprehensive technology training during Professional Development Week each semester. Examples from fall 2012 include Accessibility, Great Practices in Online Teaching, Lecture Capture with Camtasia Relay, Blackboard I, Blackboard II, Blackboard III, Blackboard IV, Blackboard V, and Open Lab with Teaching and Learning Center staff. All workshops are regularly evaluated and the Professional Development Committee uses the information gleaned to design the next Professional Development Week schedule. Whenever new software is rolled out campus wide, such as a
new operating system or a new version of Microsoft Word, training sessions for the new software are added to the Professional Development Week schedule. LRC staff offer faculty members individual technology training and group workshops throughout the year. Historically, faculty attends numerous off-campus technology seminars and workshops, such as the Tech-Ed Conferences and those sponsored by the League for Innovation in Community Colleges and the Community College Foundation. In February and March 2011, the District co-sponsored the League for Innovation’s annual conference in San Diego, and Cuyamaca College contributed five presentations. Faculty and staff attended the conference in exchange for volunteering at the event. As League for Innovation members, faculty has access to iStream, a multimedia portal to videos, articles, publications, and learning programs that support instructional research and references. The Teaching and Learning Center maintains a website with faculty resources on a variety of topics.

Staff
Classified staff and administrators receive training and support in the advanced technology infrastructure and systems that efficiently support and facilitate campus wide operations. In addition, training and support with Microsoft Office Suite, Outlook, and Internet browser programs are provided. Staff members receive additional specialized training and ongoing support from District IS and vendors for using Insight, Colleague, Degree Audit Reporting System (DARS), and IFAS. The Teaching and Learning Center is available to staff and contains links to a number of tutorials on software use.

Self-Evaluation
Recognized as a leader in information technology education, Cuyamaca College is committed to student success and ensuring that faculty, staff, and administrative personnel are well trained in information technology. CIS and BOT offer dozens of information technology classes, professional certifications, and degree programs, and other course offerings containing technology components. Subsequently, students receive effective and appropriate information technology skills and training before entering the workforce or transferring to a four-year college or university. Moreover, students receive valuable and relevant technology assistance and support to meet their needs and to facilitate a successful College experience.

The Help Desk and Open Computer Lab are available and staffed 60 hours per week. Specifically, from the 2012 Cuyamaca College Institutional Effectiveness Survey, 87.3% of employees and 84.3% of students agreed College technology supporting the Help Desk addresses their questions or concerns quickly (Q91). In addition, 74% of employees and 61.5% of students can successfully apply the information they receive from the College Help Desk (Q92). A great deal of information may be found on the College website to support technical skill development in the form of Frequently Asked Questions (FAQs), tutorials, and training videos. Students can enroll in College classes, such as the BOT program that supports the College software programs, and classes are offered at varying difficulty levels. These courses are generally one-unit and are self-paced with open enrollment. During the required Professional Development Week, faculty members receive appropriate information technology training that is either planned and presented by other faculty members or delivered by the College’s full-time instructional technology design specialist or
web designer. This is further supported through the survey results. When asked if Cuyamaca College provides sufficient technology resources to support its educational programs and services, 85.4% of faculty, 81.4% of staff, and 86.2% of students agreed (Q35).

**Actionable Improvement Plan**
Standard III.C.1.b is met.

**III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.**

**Descriptive Summary**

**Historical process**
From 2007 -2011, Cuyamaca College produced an annual Instructional Technology Plan as part of the Academic Master Planning (AMP) process. A presentation detailing technology resources required for the following year accompanied a department’s AMP submission. The Instructional Technology Planning Committee compiled requests and analyzed department needs, existing resources, and vision. The committee then coordinated its review of all requests with concurrent and pertinent AMP rankings.

Requests were assigned priority rankings on a scale of one to four. During the previous decade, some priority one items were satisfied, either with new purchases or through creative re-allocation of available resources. Instructional technology needs were typically funded by state block grants that included instructional equipment, library materials, and technology or Career Technical Education (Perkins Act) funds. Similarly, the Student Services Master Plan Committee provided recommendations to the Innovation and Planning Council through its annual, comprehensive Student Services Master Plan.

**Current Status**
In fall 2011, Cuyamaca College transitioned to a revised, integrated planning model whereby each of the three units, Instruction, Student Services, and Administrative Services, developed annual Program Reviews. From these reviews emerged critical resource needs, including technology and those identified to drive budget allocation. As part of the revised planning process, a College Technology Plan was developed that includes computer technology for student and administrative services, as well as instruction. The Instructional Technology Plan Committee was restructured to form the Technology Plan Committee (TPC), with representatives from all three campus units.

The Technology Planning Committee (TPC) works to build and implement an integrated technology planning model for the College that enhances the teaching and learning environment to improve student success. Each spring semester, the TPC reviews and ranks technology requests submitted to the three Program Review and Planning committees. Based on these rankings, a report is produced that outlines recommended College technology priorities for the following year (see annual technology plans and the six-year technology plan at College Planning Documents webpage). The TPC reports to the Institutional Effectiveness and Resource Council (IERC), and works in conjunction with the Instructional
The Technology Committee, the District Instructional Technology Advisory Committee, and the District Administrative Technology Advisory Committee to assure a holistic and systemic technology support perspective. The TPC is responsible for developing, assessing, and revising College technology goals on an annual basis, and reports its results to IERC each spring semester.

The goals of the Cuyamaca College Technology Plan are to:

- Promote and support efforts to effectively utilize technology to maximize student success and retention
- Provide student access to appropriate technology to support learning and skill acquisition goals, regardless of race, ethnicity, income, geographic location, or disability
- Initiate proactive and responsive state-of-the-art technology training opportunities to faculty, staff, and administrators
- Support and assist faculty to assure effective, challenging, engaging, and compliant online instruction
- Ensure adequate support staff, as well as hardware and software resources, to fully realize and implement technology’s potential to enhance institutional effectiveness
- Confirm the College has the capacity, infrastructure, staffing, and equipment to effectively carry out its mission
- Plan and implement long-term solutions to the campus’s technology needs of the growing campus.

Several inventories are maintained to assist the technology planning process. Information Systems generates a Systems Management Server (SMS) report that provides detailed specifications of every computer on the network. This includes motherboard model number, processing speed, RAM, and other critical performance indicators. The SMS report assesses computer replacement needs in offices, since the computer is identified by the name of the last person to login to the network. Specifications of “Smart” classroom computers, instructional learning labs, and student computers in the library are maintained in a manual inventory that is regularly updated. Each summer, a systematic review confirms that the inventories are reliable. In 2011-2012, the College initiated a focused effort to establish a reliable software inventory, a challenge because software is frequently purchased by individual departments and not necessarily communicated to Instructional Computer Services (ICS). Instructional Program Review and Planning forms include a place to document all instructional software, and the information provided is used to update the inventory. Department chairs, coordinators, and Deans direct software purchases to ICS to increase the reliability of the software inventory.

Each year, the Technology Plan Committee compiles and evaluates new technology needs identified through the Program Review processes. Taking a holistic, analytic approach to technology requests, in conjunction with available inventories, allows for possible solutions for meeting essential needs through a combination of purchases, upgrades, re-configurations, and using replaced equipment. If the annual budget is sufficient to replace aging desktops, laptops, monitors, printers, scanners, and clickers, as well as to maintain existing (critical) software licenses, the Learning and Technology Resources Division continues its technology support. Annual Program Reviews also help determine necessary modifications or additions.
to the Cuyamaca College Technology Plan 2013-2018. Current trends in technology, specifically related to education technology, are extensively evaluated. Technology plan recommendations are then submitted to the Institutional Effectiveness Resource Council (see minutes of 03-13-2012), Instructional Technology Committee (see minutes of 03-09-2012), Instructional Technology Advisory Committee (see minutes 03-15-2012), and Academic Senate.

Criteria and ranking categories are used by the TPC, and technology proposals are required to address one or more of the following:

- Student access, including cost effectiveness discussion and the number of students served
- Learning and student success
- Employee value and Support (includes professional development potential)
- Economic and community development
- Fiscal and physical resources to maximize efficiency and productivity
- Evidence of a critical need for state-of-the-art technology
- Support for Student Learning Outcomes to include students, program, College, and/or services
- Indication of staff’s willingness and readiness to implement

Extra consideration is given to proposals containing the following:

- A segment of a phased-in project already in progress or one that demonstrates foundational preparedness
- Assistance to multiple departments
- Technology requests critical to department compliance requirements
- Program can be implemented as a pilot project to evaluate effectiveness or impact

Priority Rankings:

- 1-Critical to base operations
- 2-Critical to base operations but can be postponed in the short term
- 3-Important to delivery of services but can be postponed for longer term
- 4-Definitely desirable

Self-Evaluation

Planning, acquisition, and maintenance of equipment and technology infrastructure is well organized and functions effectively at Cuyamaca College. A shared governance approach to technology planning was central to the College when the Instructional Technology Committee and the Instructional Technology Planning Committee were first created.

Overall, institutional planning places significant emphasis and priority on the College’s technology planning. Campus wide Internet access, information technology, and telecommunications infrastructure feature reliability, data backup and disaster recovery, privacy, and security to ensure appropriate reliability. From Open Lab access for students who need to prepare their assignments, to planning and implementing the latest technology for buildings, the College recognizes the need to accommodate future student community growth.
The **2012 Cuyamaca College Institutional Effectiveness Survey** indicated that 82.6% of faculty, 86.6% of students, 79.1% of staff, and 70% of administrators believed technology and equipment at the College are properly maintained in support of student learning (Q36). In another question, 80.7% of faculty, 82.1% of students, 86.1% of staff, and 100% of administrators agreed that book resources, such as periodicals, media, and online databases, are adequate to support student learning (Q37). In addition, 69.2% of faculty, 81.7% of students, 82.5% of staff, and 100% of administrators agreed that access to the Learning Resource Center is adequate to meet educational needs (Q38). Finally, 85.3% of faculty, 79.4% of students, 85.7% of staff, and 100% of administrators agreed that wireless Internet access is available when and where it is needed on campus (Q40).

**Actionable Improvement Plan**
Standard III.C.1.c. is met.

***III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.***

**Descriptive Summary**
Even with serious budget constraints, all priority one items in the Technology Plan are satisfied and identified in the [Annual Technology Plan](#). Although there are no specific funds set aside, a strong commitment to identify resources exists.

Distribution and technology resource utilization result from comprehensive and careful institutional evaluation, planning, and implementation. Students, faculty, and staff receive up-to-date equipment through a process of equipment rotation that is well-supported by professional personnel and by a robust, reliable, and secure technical College infrastructure. As indicated above, the [Annual Technology Plan](#) and the **2013-2018 Cuyamaca College Technology Plan** are the primary documents used in the decision-making process for acquisition, distribution, and technology resources.

District IS personnel, in concert with various District and College committee members, play a key role in the planning, development, and support for technology resources. The [Learning and Technology Resource Center](#) (LTRC) and Information Services (IS) provide effective campus and online support to students, faculty, and staff. As previously emphasized, the institution demonstrates a solid College infrastructure for networking. All classrooms currently in use are equipped with Smart technology (networked computer, data projection, digital camera, and DVD player). American Sign Language and ESL classrooms include specialized equipment and software. Classroom laboratories in Computer and Information Science, Mathematics, Communication Arts, Business Office Technology, Graphic Design, Computer Aided Drafting and Design (CADD) Technology, and Automotive Technology are used daily from morning to night, and are often shared by other disciplines. In the Science Department, laptops provide flexibility among disciplines, with the ability to move the computers from classroom to classroom as needed for scientific data collection. Course management systems, such as Blackboard, are now commonplace, with training and technical support available to faculty and students.
Since 2007, the College has built three instructional buildings, each with Smart classrooms throughout. All new buildings include a high-speed network cabling infrastructure and are connected to the existing College infrastructure by appropriate levels of fiber optic cable. The Science and Mathematics building is fully equipped, with a STEM Achievement Center on the first floor that has 36 computers with digital registration to track activity, as well as a Math lab classroom. The Communication Arts building includes a Learning Skills Center for reading, writing, and ESL, with approximately 50 computers, two English-as-a-Second Language (ESL) labs, and two English labs each with 25-35 computer stations. In addition, a state-of-the-art Musical Instrument Digital Interface lab (MIDI) provides 24 student workstations for recording, composition, and music notation; two reading labs and an American Sign Language (ASL) lab, each supported by computer technology, complete the resources of the Communication Arts building. The third new building, Business and Technology, houses Computer and Information Science (CIS), Graphic Design (GD), Business Office Technology (BOT), Paralegal Studies, Business and Professional Studies, Economics, Real Estate, and the Open Computer Lab that houses 117 PC and five Mac computers for students from 8:00 a.m.-8:00 p.m. Monday through Thursday and 8:00 a.m.-1:00 p.m. on Friday.

The Open Computer Lab features facilities for video editing with a room specifically designed for students to edit videos for classes. The room serves a double purpose since webcams were also installed for foreign language class assignments. The webcams establish electronic pen pals in various countries to assist students who are studying speech and comprehension of a specific language. Ongoing research is investigating additional software for accent training, and lab technicians are sufficiently trained to help students with the equipment and software. The Open Computer Lab provides two group study rooms, and the Learning Resource Center includes two additional group study rooms equipped with data projection equipment to enable students to practice electronic presentations for their class assignments. This infusion of technology and technological resources throughout all new buildings demonstrates the College’s commitment to “Learning for the Future” and the core values of Academic Excellence, Learning and Student Success, Innovation and Creativity, and Diversity and Social Harmony as documented in the 2010-2016 Strategic Plan.

Counseling, Admissions and Records (A&R), Financial Aid, and Outreach contribute to extensive College wide technology services. In A&R, technology provides information and services to students, faculty, staff, and the general public. The Colleague System is central to processing and managing admissions and registration functions, degree audit functions used by Counseling, and maintaining students' academic histories. The online system, WebAdvisor, allows students to apply for admission, register for classes, update their demographic information, and view their grades from prior terms. Scanning technology processes applications, drop rosters, and grade rosters, and imaging technology is extensively employed to facilitate higher quality Student Learning Outcomes.

The Financial Aid system is highly automated from the initial application for financial aid to the final delivery of funds. Varied technological systems help maintain a database of contacts for the High School and Community Outreach Department in response to prospective student
inquiries received on the web or by email. These technologies assist in providing effective enrollment strategies that encourage prospective students to apply and enroll.

**Self-Evaluation**

In cooperation with District Information Systems, technology resources support and enhance programs and services. Students have access to a range of resources through WebConnect, including the ability to apply for admission, register for classes, and preview grades from previous terms. Students can apply for financial aid online, receive payments through direct deposit, access online counseling, and utilize online library resources. Students also have access to open computer labs five days per week to complete homework or obtain assistance with online or web enhanced courses. Training and technical support are available to faculty and students through the Blackboard Course Management System. Technology resource distribution and application help support, facilitate, and enhance student learning. In the 2012 Cuyamaca College Institutional Effectiveness Survey, 82.6% of faculty, 86.6% of students, 79.1% of staff, and 70% of administrators agreed that technology and equipment at the College are properly maintained in support of student learning (Q36).

**Actionable Improvement Plan**

Standard III.C.1.d. is met.

*III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.*

**Descriptive Summary**

The integrated planning model used to drive decision-making in the distribution of technology resources is covered in greater depth in Standard I.B.3 and III.C.1.c. All College departments participate in the annual Program Review process, which involves extensive self-analysis and performance evaluation. The overall process is based on Student Learning Outcomes, Student Service Outcomes, and Administrative Unit Outcomes. Departments identify resources necessary to support systematic improvement. The Administrative Program Review and Planning Committee (APRPC), Student Services Program Review and Planning Committee (SSPRPC), and the Instructional Program Review and Planning Committee (IPRPC) compile requests and generate reports presented to IERC (pp. 72-73). The technology request process requires a demonstration and justification for actual need, and is then reviewed by the Technology Planning Committee, comprised of participants from Administrative Services, Student Services, Instruction, and the student body. Each requested item is discussed and evaluated by the committee and is ultimately ranked according to the degree to which the criteria were followed.

Each technology support area, including Network Services, Instruction Media Services, Instructional Design Services, Open Computer Lab, and Help Desk Services is evaluated using a variety of tools. From 2011-2012, these departments identified Service Learning Outcomes and began to collect performance indicator data, as presented and discussed on pages 15-20 of the Learning and Technology Resources Program Review. On pages 21-25 of the same document, additional Service Learning Outcomes data is scheduled to be
collected and documented in 2012–2013. The TPC is also responsible for developing, assessing, and revising committee goals on an annual basis, and reporting the results to IERC each spring semester.

Self-Evaluation
Technology at Cuyamaca College is integrated with institutional planning. The College systematically assesses the effective use of technology resources, and evaluation results become the basis for improvement. The 2012 Cuyamaca College Institutional Effectiveness Survey indicates that 67.3% of faculty, 78.3% of staff, and 81.8% of administrators agreed there is adequate opportunity to participate in Program Review and Planning (Q2). In addition, 64.7% of faculty, 69.8% of staff, and 72.7% of administrators agreed the Cuyamaca College Program Review and Planning model effectively evaluates programs and services (Q3).

Actionable Improvement Plan
Standard III.C.2. is met.
Standard III.D
Financial Resources
Standard III.D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning at both College and District/system levels in multi-College systems.

Descriptive Summary

Cuyamaca College is primarily dependent on state funding, and an income allocation model determines the actual amount allocated to the College from the Grossmont-Cuyamaca Community College District. Financial resources are distributed among a number of funds, each representing a separate fiscal and accounting entity designed to verify categories that contribute to the College’s mission, strategic goals, and overall operations. General Fund finances include three categories of activities as described below:

General Fund-Unrestricted

The College’s primary operating fund is the unrestricted General Fund that represents revenues and expenditures supporting instructional programs, instructional support services, student services, maintenance and operations, and business and institutional services. All funded programs are instrumental to the successful fulfillment of the College mission. An Income Allocation Process determines the level of appropriation to the College. Table 7 shows the unrestricted adopted budgets through the last five years, and the percentage of change from each preceding year.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Amount</th>
<th>Percent Change</th>
</tr>
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<tbody>
<tr>
<td>2007-2008</td>
<td>$26,991,767</td>
<td>9%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>$27,517,051</td>
<td>2%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>$26,529,214</td>
<td>-4%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>$27,360,156</td>
<td>3%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>$26,775,957</td>
<td>-2%</td>
</tr>
</tbody>
</table>

In 2009-2010 and 2011-2012, the College’s general fund allocation was reduced by 4% and 2%, respectively. The reduction was due to a significant loss in State revenues, which reduced the allocation distributed to the Colleges during those years. In 2010-2011, the State continued to reduce funding, but because the College made drastic cuts in operations the prior year and offered an early retirement incentive, those cuts were offset.

General Fund-Restricted

The fund encompasses revenues and expenditures largely comprised of categorical programs, grants, or contracts that must be utilized in accordance with directives provided either by federal or state law, the public, or a private funding agency. Some restricted accounts
include Equal Opportunity Programs and Services (EOPS), Disabled Students Programs and Services (DSPS), Basic Skills, State General Child Care, Matriculation, CalWORKs, TANF, Environmental Training Center (ETC), Career Technical Education, and Industry Driven Regional Collaborative (Adoption Budget Booklet).

Supplemental Funds
Supplemental funds characterize 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, Associated Students of Cuyamaca College, Cuyamaca College Student Center Fund, and Capital Outlay Projects Fund (Capital Outlay Projects and Proposition “R” construction) (Adoption Budget Booklet).

As described in Standard 1.B.3., the Institutional Effectiveness and Resource Council (IERC) is comprised of representatives from all College constituency groups to include administrative, faculty, classified, and students. The council is 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. Discussions focus on state and local funding and the non-collective bargaining tools of the expenditure budget. Institutional goals are discussed in general, with responsibility for ensuring that priorities and decisions meet the College mission and goals.

IERC proposes budget goals each year that help guide the budgeting process. Based on committee input, the President and Cabinet members set spending priorities and adhere to the District Budget Calendar and internal IERC timelines when developing spending priorities to verify accuracy in budget development.

The College maintains financial solvency through its planning processes and Strategic Plan that initially concentrates on fixed expenses, setting aside a 5% contingency reserve. In 2011-2012, 2012-2013 and 2013-2014, the District set aside approximately 4% additional in reserve to provide flexibility and fiscal security as state support has fluctuated. The annual budget is sufficient to meet the College’s expenditure requirements, but it does not provide adequate funding to meet all College needs or fully fund its Strategic Plan. In this fiscal environment, planning becomes crucial to managing finances with integrity and protecting the College’s financial stability. It is through disciplined planning that decisions are reached for allocating funds. Within the planning context, additional funds are used to increase the number of faculty and classified positions to support instruction, student services, infrastructure technology needs, and adequate facilities. Evidence of the detailed planning process can be found in IERC, the College planning documents, and the Strategic Plan.

Self-Evaluation
While the state budget has seen a reduction over the last several years, prudent planning and priority setting have provided the means for resource allocation for funding institutional improvements. The 2013 Cuyamaca College Institutional Effectiveness Survey (Q112) indicates that 24% of full-time faculty, 36.7% of part-time faculty, 32.6% of staff and 30% of administrators agree that the College receives adequate funding to carry out its mission.

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Since the College is primarily funded by the state which has seen a reduction in funding over the past several years, this result is not surprising. On the other hand, 80% of full-time faculty, 94.5% of part-time faculty, 76.8% of staff and 50% of administrators agree the College seeks alternate funding sources to enhance educational programs and services (Q113). In addition, 100% of full-time faculty, 96.4% of part-time faculty, 100% of staff, and 90% of administrators agree the College’s Mission Statement guides institutional planning and institutional decision-making (Q1). Overall, the College’s finances are managed with integrity to ensure financial stability.

**Actionable Improvement Plans**

Standard III.D.1. is met.

**III.D.1. The institution’s mission and goals are the foundation for financial planning.**

**III.D.1.a. Financial planning is integrated with and supports all institutional planning.**

**Descriptive Summary**

Financial planning at Cuyamaca College is fully integrated with institutional planning. In an institution that prides itself on academic excellence, the demand for continuous improvement and innovation often exceeds the capacity of financial resources. Therefore, the importance of linking financial planning to institutional planning is critical to arrive at fair, justifiable, and appropriate decisions.

The primary mission of Cuyamaca College is to provide instructional programs that meet student needs for transfer education, vocational and career education, General Education and developmental courses, community education programs and services, and programs that promote economic development. To facilitate this mission, Cuyamaca College provides a comprehensive range of support services, including outreach and access initiatives, academic and learning resources, student development programs, and multicultural and co-curricular activities. The College structures its planning processes and engages the College community to pursue academic excellence and program development, student success, facilities and physical environmental needs, community relations, and resource development. An annual review through IERC planning retreats evaluates the College mission and goals as part of the fiscal planning process to ensure the mission aligns with the Strategic Plan, Educational Master Plan, and Unit Program Review Plans.

The College embraces a strong planning culture built on criteria-driven processes. These procedures advance Strategic Planning goals and drive budget development and resource allocation decisions. The District and College align their budgets with the District Strategic Plan and College goals, objectives, and Areas of Focus, all developed by constituency representatives. Grossmont-Cuyamaca Community College District maintains an extensive budget development process that consistently prioritizes current equipment and staffing needs through Unit Program Review Plans. An important component of the decision-making process is the Educational Master Plan (EMP), used as a basis to allocate new funds. The EMP is an important tool for connecting financial resources with institutional planning because it clearly links resource needs with the College’s goals and Areas of Focus.
Several major planning processes drive financial planning at the College, beginning with Strategic Plan 2010-2016, the foundation for financial planning that outlines the mission, vision, values, key priorities, and activities that advance the College. This plan identifies the Five Areas of Focus, with specific goals and activities accomplished over the six-year time frame. Activities scheduled annually are outlined by each department in their Program Review plans. Plans are incorporated into the Program Review that mobilize and allocate institutional, human, fiscal, technical, and physical resources on an annual basis. Program review plans are reviewed by IERC to ensure they tie into the Strategic Plan and provide evidence that past fiscal expenditures supported institutional plan achievement. IERC is the primary shared governance structure for the College, responsible for coordinating the institutional effectiveness process in support of the College mission. All College constituencies are engaged to promote broad-based participation in outcomes assessments and campus planning. The integrated process is cyclical, participative, flexible, relevant, and focused on continuous quality improvement. IERC is also responsible for annual review of the College mission and goals. One of the Council’s primary charges is facilitating the Strategic Planning process for the College.

Instruction, Administrative Services, and Student Services Program Review and Planning are strongly linked to Strategic Plan 2010-2016 and drive the budget process. Planning committees for the three major Units review individual department plans and determine priorities based on specific criteria developed by each Program Review committee. Priorities and criteria are rooted in the College’s values and strategic goals. The annual tentative budget, which is based on the Strategic Plan, is presented to the Governing Board and other institutional leadership bodies to ensure all parties are in alignment with institutional planning.

Self-Evaluation
The annual budget is sufficient to meet the College’s expenditure requirements, yet there is not sufficient funding to meet all Program Review needs or to fully fund its Strategic Plan. Prudent financial planning during the current budget deficit becomes a crucial tool in allocating resources at the College. Only through disciplined planning processes throughout the institution can decisions be made about the allocating funds. Results from the 2012 Cuyamaca College Institutional Effective Survey illustrated that 73% of administrators, 67% of faculty, and 63% of staff agreed that Cuyamaca College planning processes help determine resource allocation (Q4). Within the planning context, additional funds are used to increase the number of faculty and classified positions, support instruction, student services and infrastructure technology needs, and address the need for adequate facilities. Survey results showed 70% or above for faculty, staff, administrators, and students who agreed that Cuyamaca College’s Strategic, Educational and Facilities Master Plans are effective in guiding long range institutional planning (Q10).

Actionable Improvement Plan
Standard III.III.D.1 and III.III.D.1.a. are met.
Descriptive Summary
Institutional planning at Cuyamaca College represents a practical financial resource assessment along with the development of financial resource partnerships and determination of expenditure requirements. Prior to the close of the fiscal year, the Institutional Effectiveness and Resource Council (IERC) and President’s Cabinet begin fiscal projections for the upcoming year based on salary and benefit costs, utility and operational costs, and other fixed expenditures. Because the College’s budget process begins well before state budget approval, the Vice President of Administrative Services takes a conservative and flexible approach for revenues and expenditures at or below the previous year’s budget. Concurrently, IERC proposes budget goals each year that help guide the budgeting process and serve as a guide for the Council to review all requests for the following fiscal year.

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.

College units develop their budget proposals using a Baseline Budget Allocation that takes into account the previous year’s budget. Program Review committees evaluate identified department requests including staffing, equipment, technology, and other budget needs. Committees then prioritize the requests according to their alignment with the College Strategic Plan. Program Review plans are presented to IERC using priorities in the Strategic Plan 2010-2016, as well as the Educational Master Plan, Facilities Master Plan, Sustainability Strategic Plan and the Technology Plan. Any consideration that focuses on student learning is treated as a priority, as defined in the Student Access section of the Strategic Plan.

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 allocation funding formula. In 2012-2013, the College’s adopted budget was $24.4 million. Institutional planning also includes acquisition of external funding through grants, contracts, and partnerships with external groups. In 2012-2013, the total amount of external funds budgeted reached $6.3 million, which includes the Environmental Training Center (ETC), Career Technical Education (CTE), Workplace Learning, Workforce Development, Industry Driven Regional Collaborative (IDRC), and categorical allocations. The GCCCD Auxiliary assists in managing grants. The College community remains current with its annual budget and fiscal commitments by attending the open Governing Board Meeting in which the budget is approved, and the President sponsors various open forums throughout the budget development process as a way of sharing information.
Self-Evaluation
The College takes a conservative approach to budget allocation, relying on sources from general and categorical funds. Following comprehensive dialogue and strategic planning through a realistic needs analysis, priorities are identified and decisions reached. A baseline approach forecasts future projections, and all new requests must support the College mission, with approval from Program Review committees. The College emphasizes continued communication throughout the budget development process, with 2012 Cuyamaca College Institutional Effective Survey results reflecting that 54% of full-time faculty, 56% of staff, and 62% of administrators know how to access information regarding financial planning and budget decisions (Q13).

Actionable Improvement Plan
Standard III.D.1.b is met.

III.D.1.c. 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.

Descriptive Summary
Cuyamaca College considers long range financial priorities when making short term financial plans. The Grossmont-Cuyamaca Community College District is committed to maintaining significant reserves to meet long range financial priorities and assure financial stability for District Colleges. The College’s financial resources and the District’s prudent and conservative financial practices provide a reasonable expectation of both short term and long-term financial solvency. The California Community College Chancellor’s Office identified a desired reserve on the General Fund of at least 5% (2011-2012 Adoption Budget Formula). Due to the State budget crisis from 2011 through 2013, the District set aside additional money in reserve (approximately 4%) to provide flexibility and fiscal security. In addition, the GCCCD Board adopted policies that identify contingency reserve in the General Fund this amount. The District’s financial plan also reflects an ongoing commitment to provide open access to programs and services for the community.

The District Strategic Plan and the Cuyamaca College Strategic Plan are the basis for long-term planning and for establishing fiscal priorities to achieve planning objectives. Short-term plans tend to be more responsive to immediate fiscal realities, and more priorities are addressed if funding increases. A typical short term financial plan for a fiscal year consists of the following:
- Current year estimates for ongoing operations and obligations (salary and benefit costs, utilities and operational costs)
- Prior year actual expenses and revenues (baseline budgets)
- Future year’s obligations and revenue projects used to determine the amount to be added or reduced from current year accounts (new buildings, new educational programs, new staffing)

Financial planning involves a conservative outlook when projecting liabilities and obligations covered by the General Fund to meet projected costs. District revenue projections include
only those amounts and items that indicate a high degree of certainty. Currently, the District has long-term liabilities, including a general obligation bond approved by a local election in 2002, Proposition R. The total amount approved was $207,000,000, and the bond is paid through a property tax levy not to exceed $25 per $100,000 of assessed property value. Another bond, Proposition V was approved by a local election in 2012. The total amount was $398,000,000 and the bond is paid through a property levy not to exceed $25 per $100,000 of assessed property value. None of the Proposition V money has been obtained or utilized as of July 2013. Resources are also directed to actuarially developed plans for Other Post Employment Retirement Benefits (OPEB) obligations. A Budget Allocation Taskforce, initiated in 2012, is discussing the possibility of setting aside designated funds annually to increase the funds within that account. Currently, the District process for funding new retirees’ benefits is “pay as you go.”

**Self-Evaluation**
The College takes into account its long range financial priorities before committing to short term financial plans and obligations to assure financial stability. In 2011-2012, the Grossmont-Cuyamaca Community College District set aside 5% of the total budget for reserves, amounting to $4.8 million.

In light of the College and District’s conservative fiscal approach, most faculty and staff feel a certain amount of financial security. [2012 Cuyamaca College Institutional Effective Survey](https://example.com) results indicated that 70% or above of faculty, staff, administrators, and students agreed that Cuyamaca College’s Strategic, Educational, and Facilities Master Plans effectively guide long range institutional planning (Q10).

**Actionable Improvement Plan**
Standard III.D.1.c. is met.

*III.D.1.d. 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.*

**Descriptive Summary**
Cuyamaca College implements a clearly-defined budget process that involves open dialogue and discussion. The process begins with the District Strategic Planning & Budget Council that uses the California Code of Regulations to determine timelines and requirements for the publication and availability of California Community College District budgets. GCCCD establishes and publishes a [budget calendar](https://example.com) to comply with code requirements and establish an orderly timeline for budget development, consistent with the District’s goals and priorities. At the same time, the College establishes the IERC calendar to ensure that deadlines are met and all constituent groups have appropriate opportunities to participate in the budgeting process (IERC Calendar).

An important component of this decision-making process is the [Educational Master Plan](https://example.com) (EMP), used as a basis to make decisions on the allocation of new funds. The EMP is an important tool for connecting financial resources with institutional planning to link resource
needs with the College’s goals and Areas of Focus. Cuyamaca College developed an Integrated Planning Model that incorporates the Program Review process in a continuous planning, improvement, and resource allocation cycle. Cuyamaca has College wide shared governance committees and other bodies that contribute to the planning process, some with a more specialized focus than others. College wide shared governance committees include representation from all constituency groups on campus.

Cuyamaca College receives its allocation based on a formula in the District’s allocation model. Each year, departments and units receive a baseline budget allocation based on the previous year’s budget. Items requested beyond the previous year’s baseline allocation are prioritized within the department based on one of the planning documents, and submitted to the Instructional Program Review and Planning Committee (IPRPC), Student Services Program Review and Planning Committee (SSPRPC), or Administrative Services Program Review and Planning Committee (ASPRPC). Department chairs and program coordinators disseminate budget information to department members. Committees submit their plans to IERC for review. IERC is the College’s primary shared governance structure and is responsible for coordinating the instructional effectiveness process in support of the College Mission.

Priorities set by IERC, as noted in the Annual Implementation Plan (AIP), are presented to the President and included in the annual budget. The President’s Cabinet then determines appropriate funding sources for the approved budget items, such as the General Fund, categorical funds, and supplemental funds. Multiple factors are considered in fiscal planning. Cost increases in liabilities and obligations covered by the General Fund have affected areas such as health and retirement benefit costs, Worker’s Compensation insurance, and energy rates. Nondiscretionary funds are spent according to a set of collectively prioritized District and campus wide needs.

There is widespread dissemination of the College budget. Budget forums are conducted routinely to inform faculty and staff about the tentative budget, the adoption budget, and the state of the budget. All faculty and staff are invited to attend the forums through email announcements. Regular budget presentations are made to the Academic Senate and IERC. The Governing Board also holds special meetings open to the public to review and approve the College tentative and adoption budgets. In addition to the regular District budget communications, the Chancellor developed the Budget Suggestion Box to ensure all faculty, staff, and students have the ability to submit budget ideas or solutions for consideration.

**Self-Evaluation**

A set of well-defined guidelines and processes for financial planning and budget development is established, based on the College mission, values, and goals. Every year, GCCCD establishes and publishes a budget calendar to ensure an orderly timeline for budget development consistent with the District’s goals and priorities. The College also establishes the IERC calendar to ensure that deadlines are met and all constituent groups have appropriate opportunities to participate in the budgeting process (IERC Calendar).
The state of the College budget is disseminated broadly at IERC, budget forums, and Governing Board workshops. Survey results indicate that 60% of College staff agreed there are adequate opportunities for all constituencies to participate in the development of District wide financial plans and budgets (Q140).

**Actionable Improvement Plan**

Standard III.D.1.d. is met.

*III.D.2. 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.*

*III.D.2.a. Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.*

**Descriptive Summary**

Financial documents reflect the appropriate use of financial resources to support student learning programs and services. Throughout the budget planning process, funds are initially allocated to fixed costs such as salaries, benefits, utilities, and baseline expenses, as well as anticipated increases in those expenses. Additional funds are allocated to support institutional objectives established through the planning process to support College goals, primarily directed at improving student learning. The District thoroughly and accurately reviews prior year expenses when developing budgets for institutional spending in the new year. As shown in the Adoption Budget booklet (p. 24), prior year expenses are compared with the current proposed budget to determine whether discrepancies exist that require attention and possible alterations.

The Institutional Effectiveness and Resource Council (IERC) is the primary mechanism for disseminating financial and budget information to the College community. Representatives from each constituent group serve on the committee and are charged with reporting back to their respective groups.

Departments receive a copy of their baseline budgets prior to the beginning of each fiscal year for review and modifications. At the same time, departments can request additional funding for resource development.

For the past six years, the District has received exemplary marks from state mandated audits. The District received unqualified opinions for each of the last six years. For 2010-2011, independent auditors again presented the Governing Board with reports that reflect unqualified, or “clean”, opinions for the District’s general audit, the alternative pension plan, the Grossmont-Cuyamaca College Foundation, and the District’s Auxiliary. An unqualified opinion is the highest rating for a report issued from an external auditor, indicating no deficiencies in internal control or compliance. In the 2011 audit, an auditor’s report identified a procedural error in financial aid to two Cuyamaca College students, as noted on page 71 of the 2010-2011 annual audit. The report determined that students who were
ineligible received financial aid disbursements in error, ultimately caused by a malfunction in the District’s financial aid software system. The District identified the two students and correctly remitted all funds within the same fiscal year. The finding was reported to the Governing Board and is available on the District website for review. Several processes were implemented to proactively monitor and report any discrepancies. Since these processes were implemented, no discrepancies have surfaced. The District and the College continues to monitor disbursements to remain compliant with federal regulations codes.

Cuyamaca College Administrative Services operates to keep the College in compliance with federal, state, District, and College regulations and guidelines. The Vice President of Administrative Services, along with the budget analyst and business services staff, routinely conducts internal audits and continually monitoring all processes and expenditures. The Grossmont-Cuyamaca Community College District and Cuyamaca College follow Generally Accepted Accounting Principles (GAAP), and reporting requirements set forth by the California Community College Budget and Accounting Manual (BAM). GCCCD contracts annually with a certified public accounting firm to serve as an independent external auditor. The most recent audit review included the financial statement as of June 30, 2011. In addition to the annual District audit, Cuyamaca College audits various grants, as evident in the successful audit of the San Diego Workforce Partnership Green Building Grant. If an issue arises during a preliminary audit debriefing, the College promptly provides the necessary information prior to the release of the final audit report’s release.

The College utilizes a multi-stage process to ensure appropriate financial resource allocation to support its institutional programs and services. Budgets are routinely scrutinized during the year. Program Review committees review their department’s budgets for accuracy and to ensure credibility with constituents. As discussed in Standard III.D.1.b., the Program Review Committee evaluates and prioritizes financial requests based on their alignment with the College Strategic Plan, as shown in the Administrative Services Program Review Final Summary Report.

Each year, following adoption by the District Governing Board, the College and District budget are submitted to the State Chancellor’s Office and the San Diego County Department of Education. The District Business/Fiscal Operations Office also provides a quarterly report to the GCCCD Governing Board that outlines the District’s financial status. As shown in Standard III.D.1., Cuyamaca College’s budget and allocation decisions follow the mission, goals, and objectives identified by the College. District allocations to the College are based on the District income allocation funding formula.

In addition, the College meets the provisions of Education Code Section 84362 (referred to here as the 50% Law) by spending more than 50% of the “current education expense as defined by classroom instructors’ salaries” as can be seen in Table 8. Only the unrestricted General Fund is used in this calculation. The 50% Law is designed to ensure the College places the highest priority on direct instructional expenses for teaching and learning, as reflected in its budget allocations. Although many aspects of this regulation were discussed statewide, particularly the calculation’s exclusion of non-teaching professional salaries
(counselors and librarians), the College meets the law’s requirements, evidence of the College’s strong institutional support placed on student learning.

Table 8
50% Law Calculation

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>55.28%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>55.27%</td>
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<td>52.00%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>52.43%</td>
</tr>
</tbody>
</table>

Self-Evaluation
Cuyamaca College follows compliant accounting practices and consistently meets standards for exemplary audits. The Grossmont-Cuyamaca Community College District has continued to receive unqualified opinions for the last six years. 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.

Actionable Improvement Plan
Standards III.D.2. and III.D.2.a. are met.

III.D.2.b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary
Financial information is provided throughout the institution in several ways. In addition to the annual audit and budget reports presented to the Governing Board in public sessions (December 2012, Item #652), audit report copies are distributed to leadership of the bargaining units and the Academic and Classified Senates. The annual audit is available in the College library, the College Business Office and is posted on the College website for ready public access. As the body ultimately responsible for certifying the College’s financial position, the Governing Board provides regular updates with regard to changes to the current budget, with the projected impact of legislation, funding agency requirements, and externally driven changes in expenditures. District financial information is often presented at monthly Governing Board public meetings. All attendees have the opportunity to initiate dialogue.

For the past six years, the District has received unqualified opinions from an independent auditor. Some of the audits conducted were the District’s general audit, an alternative pension audit, The Foundation of Grossmont and Cuyamaca College’s audit, the District Auxiliary audit, a financial aid audit, and grants’ audits. In the 2011 audit, an auditor’s report identified a procedural error, and the finding was reported to the Governing Board and
is available on the District website for review. Several processes were implemented to proactively monitor and report any discrepancies.

**Self-Evaluation**
The College follows compliant accounting practices and consistently meets standards for exemplary audits. In the [2012 Cuyamaca College Institutional Effectiveness Survey](#), 70% of administrators, 78% of College staff, 73% of full-time faculty and 76% of part-time faculty agreed the Governing Board demonstrates responsibility for financial integrity (Q141). The College responds to external audit findings in a comprehensive and timely manner and responses are communicated appropriately.

**Actionable Improvement Plan**
Standard III.D.2.b. is met.

*III.D.2.c. Appropriate financial information is provided throughout the institution, in a timely manner.*

**Descriptive Summary**
The Institutional Effectiveness and Resource Council (IERC) is the primary mechanism for disseminating financial and budget information to the College community. Representatives from each constituent group serve on the council, and are charged with reporting back to their respective groups. Minutes of IERC, DSP&BC, Governing Board Meetings, program review committees are available online. In addition, budget forums are conducted prior to each budget cycle, and to communicate information about tentative and adoption budgets. Also, during the President’s convocations and State of the College addresses, he highlights budget matters.

The District Strategic Planning and Budget Council (DSP&BC), which includes College representatives and constituent groups, reviews and provides recommendations on the District budget process. Committee members serve a vital role in providing communication to and from the areas they represent on budget issues.

Departments receive a copy of their baseline budgets for review and modification prior to the beginning of each fiscal year. At the same time, they request additional funding for resource development through their [Program Review committees](#).

Budgets are assigned to a system of cost centers, generally tied to departments, programs, and specific offices or functions. Each cost center can be accessed daily, indicating current expenditures and encumbrances. Administrators, managers, and directors are accountable for ensuring cost centers, assigned to their areas of responsibilities, remain within budget. The District’s financial information system is the Integrated Financial and Administrative Solution (IFAS), accessed through a web-based interface called Dashboard. IFAS provides information for budget development and control and is accessed through the District’s computer network. Authorized District employees are allowed access to the system upon completing IFAS training, conducted by the District.
An Adoption Budget booklet provides information about the budget process and is available to all employees. The booklet is accessible on the District Internet and offers another tool for providing budget information throughout the College community.

Self-Evaluation
There is wide dissemination of financial information through budget forums, committee and department meetings, IERC, and public Governing Board meetings. Detailed financial information is easily accessed through IFAS. The state of the College budget is disseminated broadly including IERC, budget forums, and Governing Board workshops. In the 2012 Cuyamaca College Institutional Effectiveness Survey, 70% of administrators, 78% of College staff, 73% of full-time faculty, and 76% of part-time faculty agreed the Governing Board demonstrates responsibility for financial integrity (Q141).

Actionable Improvement Plan
Standard III.D.2.c. is met.

III.D.2.d. 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.

Descriptive Summary
Financial resource management is controlled at the College level under the direction of the Vice President of Administrative Services, with oversight occurring at the District level under the Vice Chancellor of Business Services. Cuyamaca’s Business Services personnel establish and maintain internal control procedures that support financial integrity and ensure that financial resources are utilized for institutional programs and services. An independent CPA firm conducts a complete annual audit of all financial records and internal controls, along with an annual assessment of debt repayment obligations. Payments on general obligation bonds are made by the bond interest and redemption funds, with local property tax collections. The long-term obligations schedule is updated annually and reviewed by auditors, providing the District with outstanding balances due in the upcoming year.

Internal self-audits are conducted regularly, both formally and informally, within the Business Services offices and by programs and departments through the review of monthly budget reports. For the past six years, the District received exemplary marks from the state mandated audits, with an unqualified, also known as a clean, opinion. For 2010-2011, independent auditors presented the Governing Board with reports reflecting unqualified opinions for the District’s general audit, its alternative pension plan, Grossmont-Cuyamaca College Foundations, and the District’s Auxiliary.

Financial Aid is subject to ongoing internal review and an annual audit from the independent CPA firm due to regular draw-downs of student funds. The Financial Aid Office is subject to program compliance reviews by the California Student Aid Commission. Annual audits review student loan default rates, revenues, and related matters to ensure compliance with federal regulations.
Auxiliary operations monitor staffing for multiple restricted grants, including the Environmental Training Center, Workplace Learning Resource Center, Green Building Partnership, Regional Consortium Teacher Preparation Pipeline, two Workforce Innovation Partnership grants, and industry driven collaboratives. Business Services has oversight for various departments with trust accounts derived from fundraising activities conducted by individual departments. Associated Students receives revenue generated by a Student Representation Fee of $1.00 per semester. Bookstore and food service commissions support student activities as well. Revenues generated from the Student Representation Fee can be used for any purpose that represents student views of governmental bodies. This revenue also allows for travel to and from conferences, sponsored by student organizations, where legislative matters will be discussed. Income and expenditure statements are generated for each auxiliary and trust account, as requested by the account holder who monitors the reports for accuracy.

Final fiscal responsibility for the College rests with the Governing Board, which reviews budget reports, as well as reports on financial aid, auxiliary services, and The Foundation for Grossmont and Cuyamaca Colleges. All grants and externally funded programs must be accepted by the Governing Board, and contractual relationships are also Governing Board approved. Creating budgets for grants and other externally funded projects, issuing purchase orders, as well as payments to contractors and vendors, all depend on Governing Board approval and evidence that fiscal procedures were followed.

**Self-Evaluation**

Recent reviews by external auditors yielded excellent outcomes. In addition to providing oversight, the District has regular budget workshops for the District community and public at large during Governing Board meetings, allowing for questions or concerns to be addressed. As 2012 Cuyamaca College Institutional Effective Survey results indicated, 63% of full-time and 62% of part-time faculty agreed or were neutral about understanding how to access information regarding financial planning and budget decisions (Q13). Additionally, 74% of staff knew where to access the information. The College implements procedures that ensure all auxiliary activities, fundraising, and grants are used with integrity and in a manner consistent with the College mission and goals. Appropriate approval processes and reviews verify that grant activities and fundraising efforts support the College’s programs and services based on evidence in the annual audit, which is reviewed by the Board of Governors. According to the survey results, 64% of full-time faculty agreed or were neutral that they receive adequate support in grant processing and development (Q126). Additionally, 80% of part-time faculty agreed or were neutral, and 90% of staff agreed, or were neutral.

**Actionable Improvement**

Standard III.D.2.d. is met.
III.D.2.e. The institution’s internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.

**Descriptive Summary**
GCCC’s institutional planning processes ensure that all financial resources are used in accordance with its mission and goals. Communication and dialogue that support institutional planning are overseen by the District Strategic Planning and Budget Council, and use of all financial resources must reflect Cuyamaca College mission and goals. The Citizens Bond Oversight Committee ensures that all bond expenditures are consistent with regulatory and legal restrictions. Special funds are audited or reviewed by the funding agency through quarterly reporting, and the College consistently demonstrates the integrity of financial management practices. These funds are also included in the annual audit conducted under the auspices of the District.

Annual audits are the primary external sources for evaluating financial management processes. Audit feedback and findings are used to improve financial management systems. Informal evaluation sources include feedback from the Program Review process and from end users. The District website also contains audits for the Foundation for Grossmont and Cuyamaca Colleges (FGCC), the Auxiliary, and the Pension Eligible Alternative Retirement Plan (PEAR).

In 2013-2013, the College participated in a business process analysis with various constituent groups for Human Resources, Purchasing and Contracts, and Financial aid process to assist on an ERP selection and implementation. Currently the College is fiscally dependent on the San Diego County Schools (SDCS) office to process payroll and warrants and that part of the ERP decision is the increasing costs for the SDCS to provide this service.

Faculty, staff, and administrators who wish to apply for grants must first justify their proposal based on criteria that reflects the College mission, vision, and value, and planning processes.

Cuyamaca College developed a procedure for grant requests that recommends the writing team first contact the Cabinet with a request to submit a new grant, modify an existing grant, or enter into an MOU, located on the Cuyamaca Forms Depot. The grant must align with the College mission, vision, and values before it is completed and routed for approvals through the Business Office and the District with a Request for Grant form. Upon receipt of grant funds, the College develops a specific income and expense account for each program to appropriately track the funds. The College Business Office works directly with all grant managers to assure program expenditures conform to grant guidelines and that reporting timelines are met.

**Self-Evaluation**
Cuyamaca College’s internal control systems are evaluated for validity and effectiveness and the results of this assessment are used for improvement. Evidence is identified in the annual audit, which is reviewed by the Governing Board. The appropriate approval processes and
reviews emphasize that grant activities and fundraising efforts support the College’s programs and services.

**Actionable Improvement Plan**

Standard III.D.2.e. is met.

**III.D.3. The institution has policies and procedures to ensure sound financial practices and financial stability.**

**III.D.3.a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.**

**Descriptive Summary**

Within the realm of a publicly funded institution of higher education, provisions exist at Cuyamaca College for financial stability. Modest reserves meet anticipated and unanticipated requirements. The primary source of financial support for the institution originates with state apportionment, property taxes, and enrollment fees, representing 91% of the unrestricted General Fund. In addition to apportionment, the institution receives categorical and restricted funds through the state. Cash flow can decrease during certain periods of the year, especially in May and June, due to the continued increase of state apportionment deferrals, amounting to $15 million for GCCCD in 2011-2012. The institution implemented a Governing Board resolution with the San Diego County Office of Education for temporarily borrowing cash when needed. The institution monitors its cash flow to ensure adequate cash is available for payroll and expenditures.

The California Community College Chancellor’s Office recommends a 5% General Fund reserve as a prudent reserve level. In addition, the GCCCD Governing Board requires the institution to build a balanced budget and maintain a 5% reserve, as illustrated in the Income Allocation Formula for unrestricted General Funds. From FY 2011 through 2013, due to the State budget crisis, the district was able to set aside additional reserve dollars of about 4% to provide flexibility and fiscal security as State support has fluctuated.

The institution has measures in place to ensure sufficient insurance coverage. The District contracts with the Alliance of Schools for Cooperative Insurance Programs (ASCP) and the Joint Powers Authority (JPA) for property and liability insurance and Workers’ Compensation coverage. They also contract with the San Diego and Imperial County Schools Fringe Benefits Consortium Insurance Services (FBC), a self-funded pool for some employee benefit plans. The institution incorporates several strategies for appropriate risk management and plans to meet financial emergencies through its membership in the ASCIP and JPA self-insurance pools.

As evident in the 2008-2009, 2009-2010, 2010-2011, and 2011-2012 adoption budgets, the College’s response to unforeseen fiscal/financial emergencies depends on the nature and scope of the financial emergency. The District funds emergencies due to facilities and maintenance issues. Other emergencies caused by unanticipated issues with educational
programs and services, or those of a lesser significance ($15,000-$25,000), become the College’s responsibility. Examples of these would be unplanned needs to accommodate disabled students or breakdowns in instructional equipment. The District has not experienced any unforeseen emergencies in the last several years.

As shown in Table 9, the College maintains an ending balance at the conclusion of each fiscal year that is carried over to the next fiscal year to remain fiscally stable. In 2009-2010 the difference in ending balance was significantly higher due to funds being set aside to offset the funding shortfall for the following year. Most of the ending balance funds were not used, but were set aside for the next three years in anticipation of additional cuts.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Amount</th>
<th>Percent Change</th>
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<tbody>
<tr>
<td>2007-2008</td>
<td>$813,581</td>
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<tr>
<td>2008-2009</td>
<td>$366,831</td>
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<tr>
<td>2009-2010</td>
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<tr>
<td>2011-2012</td>
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</table>

Self-Evaluation
The College response to unforeseen emergencies depends on the nature and scope of the financial emergency. Emergencies that result due to unanticipated situations concerning educational programs and services, and those considered of a lesser significance ($15,000-$25,000), are the College’s responsibility. Through the JPA, the College conducts periodic workshops, ongoing inspections of District facilities, and active Safety Committee meetings to preclude emergencies in these areas. Due to the 5% Governing Board reserve of $4.68 million in 2012-2013, the College’s financial stability is very strong. More communication regarding Governing Board reserves, ending balances, JPA, and TRANs transactions will help illustrate the College’s fiscal health.

In the 2012 Cuyamaca College Institutional Effectiveness Survey, 70% of administrators, 78% of College staff, 73% of full-time faculty, and 76% of part-time faculty agreed the Governing Board demonstrates responsibility for financial integrity (Q141).

Actionable Improvement Plan
Standards III.D.3. and III.D.3.a. are met.

III.D.3.b. 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.

Descriptive Summary
The College practices effective oversight of finances under the direction of the Vice President of Administrative Services, along with oversight at the District level under the Vice
Chancellor of Business Services. Business Services’ personnel establish and maintain internal control procedures that support financial integrity and ensure that financial resources are being utilized for institutional programs and services. An independent CPA firm conducts a complete audit of all financial records and internal controls annually. There is an annual assessment of debt repayment obligations. Payments on the general obligation bonds are made by the bond interest and redemption funds with local property tax collections. The long-term obligations schedule is updated annually and reviewed by the auditors. This schedule provides the District with the outstanding balances due in the upcoming year.

In addition, internal self-audits are conducted regularly, both formally and informally, within the Business Services offices and by program and departments through the review of monthly budget reports. For the past six years the District has received exemplary marks from the state mandated audits. The District received an unqualified opinion for the last six years. For 2010-2011, independent auditors once again presented the Governing Board with reports reflecting unqualified opinions for the Districts general audit; its alternative pension plan; The Foundation for Grossmont and Cuyamaca Colleges; and the District’s Auxiliary. Financial Aid is subject to ongoing internal review and an annual audit from the independent CPA firm, due to regular draw-downs of funds for students. The Financial Aid Office is subject to program compliance reviews by the California Student Aid Commission. The annual audit reviews student loan default rates, revenues, and related matters to ensure compliance with federal regulations. The District continues to monitor disbursements to ensure compliance with federal regulations codes.

The Foundation for Grossmont and Cuyamaca Colleges (FGCC) was incorporated as a nonprofit public benefit corporation (501 (C) 3) in the State of California in June 2011 and commenced operation effective July 1, 2011. The District formed the FGCC to create a vehicle to better support the student and programs of both Colleges within the District by combining the operational activities of Cuyamaca College Foundation and Grossmont College Foundation creating an entirely new entity. The Foundation Board is responsible for overseeing the management of Foundation investments and distributing the income in accordance with donor wishes. The Foundation has an independent Board of Directors made up of no more than thirty (30) members and included the offices of President, Vice President, Secretary and Treasurer. The Foundation is a major fund-raising entity that supports the Colleges, students and faculty by providing scholarships for students, financing initiatives that foster innovative learning, and funding capital improvements. The Foundation Board meets monthly and is subject to an annual audit, independent of the annual College audit.

The auxiliary operations for the College consist of monitoring staffing for multiple restricted grants including but not limited to: the Environmental Training Center, Workplace Learning Resource Center, Green Building Partnership, Regional Consortium Teacher Preparation Pipeline, two Workforce Innovation Partnership grants and a couple Industry Driven Regional Collaborative. Business Services also has oversight over several departments that have trust accounts. Trust accounts are derived from fundraising activities conducted by individual departments. Income and expenditure statements are generated for each auxiliary and trust account, as requested by the account holder. Account holders are expected to monitor these reports for accuracy.
The final fiscal responsibility for the College rests with the Governing Board, which reviews budget reports, as well as reports on financial aid, auxiliary services and the Foundation. All grants and externally funded programs must be accepted by the Governing Board, and contractual relationships are also board-approved. Creating budgets for grants and other externally funded projects, issuing purchase orders, and payments to contractors and vendors are dependent upon Board approval and evidence that College fiscal procedures have been followed.

The College uses the results from the audit reports, performance audits, program review reports by each unit (Administrative Services, Instruction, and Student Services), shared governance meetings (IERC, ASPRPC, ISPRPC, and SSPRC) as the basis in providing continuous quality improvement.

**Self-Evaluation**
Recent reviews by external auditors produced excellent results. In addition to oversight plans listed above, the District provides regular budget workshops for the District community and public at large during Governing Board meetings. This allows any questions or concerns to be addressed. Per 2012 Cuyamaca College Institutional Effective Survey results, 63% of full-time and 62% of part-time faculty agreed with or were neutral regarding knowledge about accessing information regarding financial planning and budget decisions (Q13).

**Actionable Improvement Plan**
Standard III.D.3.b. is met.

III.D.3.c. 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.

**Descriptive Summary**
Cuyamaca College considers long range financial priorities when making short term financial plans. As a safety measure, the Grossmont-Cuyamaca Community College District is committed to maintaining significant reserves to meet long-range financial priorities and stability. The level of the College’s financial resources and the District’s prudent and conservative financial practices provide a reasonable expectation of both short- and long-term financial solvency. The California Community College Chancellor’s Office identified a desired reserve on the General Fund of at least 5% (2011-2012 Adoption Budget Formula). In addition, the GCCCD Board adopted policies that identify 5% contingency reserves in the General Fund. The District’s financial plan also reflects an ongoing commitment to provide open access to programs and services for the community. Financial planning takes a conservative approach when projecting liabilities and obligations covered by the General Fund to protect under projected costs.

The District fully funds compensated absences (sick leave, vacation accrual) and other employee related obligations. The District annually reviews employee related obligations and makes recommendations as needed regarding increased costs or adjustments.
Resources are also directed to actuarially developed plans for Other Post-Employment Retirement Benefits (OPEB) obligations during the budget development process (2012-2013 Adoption Budget Booklet, p. 47). The District provides post-employment healthcare benefits in accordance with District employment contracts to all 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 District Annual Audit report summarizes the OPEB, based on the actuarial valuation. The actuarially developed plans provide estimates of reported amounts and assumptions regarding the probability of future events. Actuarially determined amounts identified in the annual audit (June 2011, p. 45) are subject to continual revision, as actual results are compared with past expectations, and new estimates are determined about the institution’s future.

In accordance with GASB statements 43 and 45, the District identified its future liabilities for Other Post-Employment Benefits (OPEB) expenses through actuarial study by an independent actuary. According to the most recent actuarial report, the District’s Actuarial Accrued Liability (AAL) as of November 1, 2011 is $14,925,672 (GASB Actuarial Study, p. 4). This amount includes both the normal cost and the past service liability for the District’s employees. These are determined by using various assumptions for trend rate, mortality rates, employment termination rates, discount rate, participation rates, and retirement rates. To mitigate liability, the District established a separate fund and transferred $2.5 million into the fund, located at the County of San Diego Treasurer’s Office. Beginning in FY 2011-2012, the District began allocating a portion of current costs to program budgets, along with other employee benefits costs. The District’s GASB 45 Actuarial Study was prepared by Total Compensation Systems, Inc. and is available on the employee Intranet.

Self-Evaluation
The College takes into account its long range financial priorities before committing to short term financial plans and obligations to assure financial stability. A conservative approach is used for financial planning, and for safeguards, the Grossmont-Cuyamaca Community College District sets aside a reserve of 5%. Financial resources are allocated to actuarially developed plans including Other Post-Employment Benefits (OPEB) obligations and other employee related obligations. A Budget Allocation Task Force is discussing the possibility of setting aside funds annually to increase the amount of funds in the OPEB account. Currently, the District process for funding new retirees’ benefits is “pay as you go.”

Actionable Improvement Plan
In order to satisfy its long-term contractual commitment for Other Post-Employment Benefits (OPEB), Cuyamaca College will work with the Grossmont-Cuyamaca Community College District to identify a funding stream that meets the actuarially determined Annual Required Contribution (ARC).
III.D.3.d. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.

Descriptive Summary
Resources are directed to actuarially developed plans for Other Post-Employment Retirement Benefits (OPEB) obligations during the budget development process (2012-2013 Adoption Budget Booklet, p. 47). The District provides post-employment health care benefits in accordance with District employment contracts to all employees with at least 10 years in service and their eligible dependents who retire from the District until attaining age 65. When the retiree attains age 65, all postemployment benefits cease. The District contributes 100% of the amount of the benefit premium costs incurred by retirees and their dependents. The District Annual Audit report shows a summary of the OPEB based on the actuarial valuation. The actuarially developed plans involve estimates of the reported amounts and assumptions about the probability of occurrence of events in the future. Actuarially determined amounts identified in the annual audit (June 2011, p. 45) are subject to continual revision as actual results are compared with past expectations and new estimates are made about the institution’s future.

Self-Evaluation
The District has an actuarial plan to determine OPEB and has followed appropriate accounting standards.

Actionable Improvement Plan
Standard III.D.3.d. is met.

III.D.3.e. 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.

Descriptive Summary
The fiscal services branch of GCCCD, District Business Services, is responsible for all District financial activity on an annual basis. The College is not involved in incurring any type of debt instrument in the College’s name. The District has not participated in any Tax Revenue Anticipation Notes (TRANs) borrowing in recent years. The debt the District has incurred for Proposition R, and will soon for Proposition V, by design, is the responsibility of the County of San Diego, which collects the taxes used for repayment of the bonds.

The Vice Chancellor of Business Services is responsible for overseeing the sale of the bonds, and a part of that oversight is a review and conversation with County officials regarding the amortization schedule for the bond repayment. Any debt that is to be incurred for the District must first receive the approval of the Governing Board. The Citizen’s Bond Oversight Committee receives this financial information.

Recent delayed apportionment payments from the State have caused an instance of cash flow difficulty. In September of 2012, the District asked for and received a temporary loan of $16 million from the County of San Diego to ameliorate the cash flow issue. The authorization
and approval of short-term borrowing is in place annually to be utilized on an as-needed basis. Such an arrangement is not a “debt instrument” in the true sense of the concept.

Self-Evaluation
The District is in excellent financial condition, as is the College. Financial matters are communicated well throughout the District. The annual budget process at the College and at the District incorporate any and all assessment, allocation and repayment issues. In the 2012 Cuyamaca College Institutional Effectiveness Survey, 70% of administrators, 78% of College staff, 73% of full-time faculty, and 76% of part-time faculty agreed the Governing Board demonstrates responsibility for financial integrity (Q141).

Actionable Improvement Plan
Standard III.D.3.e. is met.

III.D.3.f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

Descriptive Summary
The Cuyamaca College Cohort Default Rate (CDR) for the past three years is as follows: The most recent CDR 2010 two-year rate is 19.5%, the 2009 two-year rate was 20.9%, with the 2009 three-year rate at 31.7%. The 2008 two-year rate was 13.3%.

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%. The College's two-year CDR is within federal guidelines; however the three-year CDR, which the Department of Education introduced for the first time in 2009, is above the 25% rate threshold. The College submitted a default prevention plan which outlines the steps it will take to reduce future CDR’s.

The loan volume at Cuyamaca College is extremely low, averaging 135 student borrowers per year over the past 10 years. Yet, over that same span of time the average number of students going into default in the CDR calculation is less than 10 per year, causing the CDR to go up or down several percentage points when only one or two borrowers go into, or out of, default.

The College’s default prevention plan was approved by the Department of Education in March 2013. Some of the strategies to reduce future CDR’s and to keep the loan volume low: continue to provide additional loan counseling to student borrowers who have exceeded $15,000 in loans; require students who want to take out an unsubsidized student loan to meet with the financial aid supervisor to review the student’s academic/economic status and loan request to determine their eligibility; contact students who are in delinquent status to provide them their status and options to avoid going into default; continue to provide students more information on financial literacy, the responsibilities of taking out a loan, and money management tips through various media, including Financial Aid TV, which will be implemented in fall 2013.
Self-Evaluation
The rates for student loan default at Cuyamaca College fall within federal requirement guidelines. The College monitors and manages student loan default rates to remain fiscally responsible, and has a default prevent plan in place.

Actionable Improvement Plan
Standard III.D.3.f. is met.

III.D.3.g. 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.

Descriptive Summary
Contracts with external agencies are consistent with the Cuyamaca College mission and goals. The College has a variety of contractual agreements, ranging from purchase orders to construction contracts, consultant contracts, service contracts, and lease purchase agreements. Standard terminology protecting the College is on the back of all purchase orders. Legal counsel has reviewed this terminology and the standard consultant agreement to assure the institution’s integrity is maintained.

Board Policies, Administrative Procedures, and Operating Procedures define bidding and expenditure limits of purchasing activities. The conflict of interest policy prohibits the purchase of materials or services from any District employee or student, except under specific conditions. The Governing Board has established purchasing policies to ensure goods and services are obtained in a prompt and cost-effective manner that complies with pertinent laws. Pursuant to those policies, the District established purchasing procedures to ensure that all purchase requests receive the proper review and approval.

The District Purchasing Department has sole authority to prepare and issue District purchase orders for goods and services. This practice helps guarantee compliance with laws and regulations pertaining to all purchases. The department employs both formal and informal bidding processes, depending on the projected value of a purchase order (PO) and/or whether it falls above or below the state mandated threshold requiring competitive bidding.

Consistent with established District wide procedures, Cuyamaca College personnel submit a Request for Contract through the appropriate administrator to the Business Services Department, where they are reviewed and then forwarded to the President for approval prior to District processing. The District Purchasing and Contract Department then processes all contractual expenditures or income agreements with external entities. The District wide Request for Contract procedures document tracks contract recipients and beneficiaries, contractor data, contract type and information, contract purpose and justification, and authoritative approval.

The District Purchasing and Contracts Department is responsible for reviewing all contractual agreements with external entities for compliance with established codes, regulations, policies, and procedures. Following review, contract documents are prepared for
the Purchasing and Contracts Senior Director’s signature to commit the District to expend or accept funds. The Purchasing Department follows established guidelines, ensuring that contractors are licensed and approved to perform the services specified and, when necessary, have appropriate insurance to cover students, staff and the College. Executed contracts can be amended to accommodate contractor or GCCCD needs, and a new Request for Contract form indicates changes requiring approval by way of applicable policies. Thus, the institution employs the proper controls and diligence for contracts, allowing the department to change or terminate contracts that do not meet the College’s needs or quality Standards. Many contracts require Governing Board approval and are included in the monthly open Governing Board meeting agenda, providing an opportunity for public comment and open discussion by the Governing Board.

Contracts for more than $15,000 require either the use of a public government contract or a bid process, with the contract awarded to the lowest responsive bidder. Large equipment purchases and construction contracts constitute the majority of bids solicited by the College. This process affects planning to the extent that extra time must be incorporated into the process for any purchase or project requiring a bid process.

Self-Evaluation
Cuyamaca College ensures that all contractual agreements with external entities are consistent with the College’s mission and goals. Cuyamaca College and the GCCCD adhere to policies and procedures regarding contractual agreements, and conform to policies adopted by the District’s Governing Board. Evidence of this is found in the annual audit, which is reviewed by the Governing Board.

Actionable Improvement Plan
Standard III.D.3.g. is met.

III.D.3.h. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.

Descriptive Summary
Annual audits are the primary external sources for evaluating financial management processes. Feedback and findings from the audit spur discussion and are used to improve financial management systems. In addition to the general audit, many categorical programs, particularly Financial Aid, have specific independent audits. Sources of informal evaluation include feedback from the Program Review process and from end users.

The Governing Board approves both a Tentative Budget and an Adoption Budget. At the end of each budget development process, the District and the College meet to discuss areas for process improvement. Quarterly fiscal reports to the Governing Board include the status of all funds, deposits, and investments. In addition, the District submits the FS311 report annually to the State Chancellor’s office.

Once the annual budgets are loaded into the accounting systems, budget printouts can easily be accessed through the IFAS Dashboard system for reference and review. Throughout the
fiscal year, supervisors, managers, and other administrators consistently monitor expenditures to ensure units are spending according to their plans. As discussed in Standard I.B.3., the Institutional Effectiveness and Resource Council (IERC) serves as the primary participative decision-making body of the College. IERC continually reviews planning priorities and related budget allocations, and prioritizes all resource requests on a College wide basis. Program review committees, (ASPRPC, SSPRPC, ISPRPC), evaluate Cuyamaca College departmental needs and the effectiveness of its fiscal planning. Program review committees meet monthly to assess current and future fiscal needs of the departments. The purchasing process is an integral part of the financial management system. Once requisitions are entered into IFAS, a requisition number is assigned and a purchase order is issued by Purchasing at a later date. Requisition and purchase order numbers are used to track activity and an item’s location. Most purchases are delivered to the warehouse at each campus, which certifies receipt of the item(s) and approves payment of the purchase order by Accounts Payable. The process is relatively smooth. District Purchasing Department staff and College Business Services communicate regularly by email regarding the status of purchase orders, and staff also meets on a quarterly basis to evaluate and improve the process. The Purchasing Department recently participated in an intensive business process analysis (BPA) regarding its services. The district is moving ahead on the purchase and conversion to an ERP to improve internal controls and to have more efficient and timely processing. The move is precipitated by the District’s decision to become fiscally independent from the County of San Diego school system.

**Self-Evaluation**
An annual evaluation and audit of the financial management processes is regularly completed. The College then uses the results to improve its financial management systems. Evidence can be found in the District annual audit report.

**Actionable Improvement Plan**
Standard III.D.3.h. is met.

**III.D.4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.**

**Descriptive Summary**
Financial assessment is a shared responsibility between the Colleges and District. DSP&BC continually reviews Strategic Planning priorities and related budget allocations. The College systematically assesses the effective use of financial resources, using a variety of methods and tools such as audits, Program Review, educational master plans, productivity reports, key performance indicators, staffing analysis, budget committees, and external Program Review.

IERC, comprised of representatives from all College constituency groups including administrative, faculty, classified, and students, and members are responsible for reviewing expenditures and income, making recommendations, and reporting the status of funding, expenditures, and budget modifications based on a planning calendar and a budget development calendar to the College constituency groups. Discussions focus on state and
local funding and the non-collective bargaining areas of the expenditure budget. IERC assesses the use of financial resources, and utilizes the results as the basis for improvement. This is accomplished through active involvement in reviewing all unit Program Review Summary Reports, contributing to council dialogue regarding unit and College wide effectiveness, and participating in prioritization of College wide resources (IERC Retreat Spring 2012 with KPIs). IERC also conducts an annual assessment of expenditures and goals to ensure funds are utilized effectively and to identify areas for improvement (IERC Integrated Summative Report 2011-2012).

The District Vice Chancellor of Business Services is charged with maintaining and monitoring the District and Cuyamaca College’s finances, financial aid allocations, externally funded programs, contractual relationships, auxiliary organization/foundation, institutional investments, and assets. The College President and Vice President of Administrative Services control the Cuyamaca College budget, with oversight by the District Vice Chancellor. All College level requests for equipment, services, and contracts are submitted by the units and departments to their deans or directors for approval. The requests are then forwarded to the appropriate Vice Presidents, who direct them for budget review and approval by the Vice President of Administrative Services. The College President reviews and submits approved requests to the District Vice Chancellor of Business Services for submission to the Chancellor and, finally, to the Governing Board.

The Governing Board approves a Tentative and an Adoption Budget. Quarterly fiscal reports to the Governing Board include the status of all funds, deposits, and investments. Independent auditors, selected through a RFP process every three years, evaluate the District’s financial management on an annual basis. The audits make suggestions in the College’s business services processes, timelines, procedures, and internal/external procedures and processes. Procedure and process improvements are then implemented, based on the suggestions.

In addition, General Fund account administrators and managers assess their respective budgets on a regular basis to effectively utilize non-personnel line items. Any request for additional staffing, equipment, large supply orders, or facility repairs is vetted through the Units Program Review committees for approvals (Administrative Services, Instruction, and Student Services).

Self-Evaluation
An annual evaluation and audit of the financial management processes is regularly completed. The College then implements evaluation results to improve its financial management systems. Evidence can be found in the annual audit report, the Program Review, and planning documents in each unit, as well as the Governing Board minutes when the audit is presented for review. The College’s integrated planning systems are well-designed and well-understood by all constituent groups. Evidence of budget driven planning and employee engagement emerged from the 2012 Cuyamaca College Institutional Effectiveness Survey for employees. In response to the statement, “Cuyamaca College’s planning processes inform resource allocation,” 72% of administrators agreed or strongly
agreed, 61% of full-time faculty agreed or strongly agreed, 73% of the part-time faculty agreed or strongly agreed, and 73% of staff and management agreed or strongly agreed (Q4).

**Actionable Improvement Plan**

Standard III.D.4. is met.
Standard IV
Standard IV.A
Decision-Making Roles and Processes
Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Standard IV.A. Decision-Making Roles and Processes
The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.1. Institutional leaders create an environment of empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in 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 discussion, planning, and implementation.

Descriptive Summary
Cuyamaca College fully embraces the concept of shared governance, comprised of staff, faculty, administrators, and students in the decision-making process. This commitment is evident by the fact that constituents feel empowered to influence the direction of the institution. 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 membership and attendance at the various College committee meetings.

College constituency representatives, to 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 taskforces as delineated by the approved charge of that committee or council.

In an effort to maximize the number of College participants in the development of the 2010-2016 Strategic Plan, an interactive exercise was designed during the spring 2009 Convocation to generate ideas and create a vision for the future of the College and the District. For the first session, the College community was randomly divided into groups that were identified by Strategic Plan Focus Areas. For the second session, participants were allowed to select the Focus Area in which they wanted to participate. Each Focus Area group for both sessions included a facilitator and recorder who captured all suggestions. Randomly assigning people to one session and then allowing them to self-select another Focus Area fostered a greater level of interest among participants, and enabled the College community to develop a comprehensive long-range vision. As a result, the five Areas of
Focus, listed below, were identified and became the foundation of the 2010-2016 Strategic Plan:

- Student Access
- Learning and Student Success
- Value and Support of Employees
- Economic and Community Development
- Fiscal and Physical Resources.

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 Institutional Effectiveness Resource Council (IERC). Membership of IERC includes delegates from all major College constituency groups including the President, the three College Vice Presidents, President of the Academic Senate, Cuyamaca Vice President of the Classified Senate, representatives from each of the bargaining groups, President of ASGCC, co-chairs from each of the three Program Review committees, the Student Learning Outcomes coordinator, and an at-large faculty and classified member. IERC receives planning and budget recommendations from a number of standing committees, including the following:

- Administrative Services Program Review and Planning Committee (03/27/2012; 04/16/2013)
- Student Success and Basic Skills Committee (04/10/2012; 04/09/2013)
- Environmental Sustainability Planning Committee (05/28/2013)
- Facilities Planning Committee (04/09/2013)
- Instructional Program Review and Planning Committee (04/10/2012; 04/16/2013)
- Student Services Program Review and Planning Committee (03/27/2012; 04/16/2013)
- Technology Planning Committee (03/13/2012; 04/09/2013)
- Workforce Development Committee (03/13/2012; 04/24/2012; 05/14/2013)

Committee and taskforce recommendations are presented to IERC for discussion, review, and recommendation prior to implementation. As part of its decision-making process, and through the membership of the council, IERC 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. BP 3250 and AP 3250 define the general parameters for institutional planning processes. AP 3250 asserts 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.”

At the same time that Cuyamaca College created its Strategic Plan, the District also developed its own 2010-2016 Strategic Plan, in which seven Core Values were adopted using the District’s shared governance processes. The seven Core Values address institutional excellence by emphasizing instruction, student services, leadership, and innovation, all impacting the success of Student Access; Learning and Student Success; Value and Support of Employees; Economic and Community Development; and Fiscal and Physical Resources.
The GCCCD Core Values were reviewed and adopted by the Governing Board on 12/11/2009 and are accessible through the College Intranet and the IERC committee Intranet web page. Once adopted, they were disseminated to the entire District and community it serves through College catalogs, the Strategic Plan, and the District webpage.

**Self-Evaluation**

College leaders create an environment for empowerment, innovation and institutional excellence. Faculty, staff, and administrators are involved in improving the practices and programs in which they are involved, regardless of their titles. Individual committee composition is determined largely by function, but the vast majority of College committees include representation from students, faculty, staff, and administration from all College constituencies. This method provides a mechanism for College wide dialogue, problem solving, and decision making.

As discussed in Standard I.B.3., the Instructional Program Review and Planning Committee, the Student Services Program Review and Planning Committee, and the Administrative Program Review and Planning Committee perform an annual, critical self-analysis of their respective programs and services. These discussions are supported by Institutional Research data, available through both the District and College Intranet in an increasingly user-friendly and interactive format. While specific process characteristics of these three committees may vary, each endeavors to include a comprehensive dialogue involving virtually every College employee. The integration of learning outcomes into each of these three service areas ensures that sustainable quality improvement takes place through evidenced-based dialogue and evaluation of student needs.

Additionally, the three Program Review reports are submitted annually to IERC for action, and budget decisions are driven by these reports. IERC functions as the highest participatory College council. This Council serves as an advisory committee to the President. Evidence of budget driven planning and employee engagement emerged from the 2012 Cuyamaca College Institutional Effectiveness Survey for employees. In response to the statement, “Cuyamaca College’s planning processes inform resource allocation,” 72% of administrators agreed or strongly agreed, 61% of full-time faculty agreed or strongly agreed, 73% of the part-time faculty agreed or strongly agreed, and 73% of staff and management agreed or strongly agreed (Q4).

The level of employee engagement was measured in the Cuyamaca College Institutional Effectiveness Survey for Employees conducted in spring 2012. In response to the statement, “There is adequate opportunity to participate in Program Review and Planning,” 82% of administrators, 75% of full-time faculty, 60% of part-time faculty, and 78% of staff and management either agreed or strongly agreed (Q2). Similarly, in response to the statement “There is adequate opportunity to participate in assessment and development of the Cuyamaca College Strategic and Master Plans,” 83% of administrators, 64% of full-time faculty, 61% of part-time faculty, and 74% of staff and management either agreed or strongly agreed (Q7). Finally, in response to the statement “I have the opportunity to participate in dialogue with colleagues about how to improve student learning and institutional
effectiveness,” 82% of administrators, 92% of full-time faculty, 75% of part-time faculty, and 75% of staff and management agreed or strongly agreed (Q5).

In an effort to include as many individuals as possible in a variety of roles, the Academic and Classified Senates select committee representatives to serve two-year terms. At the conclusion of two years, a process for renewal or recruitment of a new representative is implemented, as evidenced in the Cuyamaca College Organizational and Governance Handbook. Students are appointed by ASGCC and administrators are appointed by the President.

**Actionable Improvement Plan**

Standard IV.A.1. is met.

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in College governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

**Descriptive Summary**

Cuyamaca College is fully committed to shared governance. The College’s organizational and governance handbook, Shared Governance Handbook, is located on the College Policy and Procedure Committee (CPPC) Intranet page. The site includes a complete description of the principles, goals, organizational structures, and processes that govern decision making at Cuyamaca College. The Handbook includes:

- Organizational charts that provide specific areas of responsibility and supervision for all College administrators
- A list of the general principles that guide shared governance at the College
- 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

The CPPC reviews and recommends campus wide committees, councils, policies and procedures to the President who approves changes made to the Shared Governance Handbook. The CPPC is comprised of administrators, the Academic Senate President, the Vice President of the Classified Senate, representatives from both the classified and faculty collective bargaining units, and the President of the ASGCC.

The roles throughout the District are also defined in the GCCCD Governance Handbook.
Self-Evaluation

Employee agreement regarding inclusion in the planning and decision-making processes is demonstrated in Table 10. Shared governance committees and councils serve as mechanisms for faculty, staff, administrators, and students to engage in dialogue and have a voice in institutional decision making. Publication of agendas, minutes, and other materials occurs in a timely fashion and the materials are accessible to all employees on the College Intranet. The charge and composition of these committees and councils are clearly outlined in the Shared Governance Handbook.

Table 10

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>Full-Time Faculty</th>
<th>Part-Time Faculty</th>
<th>Staff</th>
<th>Administrators</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Cuyamaca College Mission Statement guides institutional planning and decision making. (Q1)</td>
<td>83.8%</td>
<td>86.1%</td>
<td>86.0%</td>
<td>81.8%</td>
<td>77.9%</td>
</tr>
<tr>
<td>There is adequate opportunity to participate in Program Review and Planning. (Q2)</td>
<td>75.7%</td>
<td>60.5%</td>
<td>78.3%</td>
<td>81.8%</td>
<td>N/A</td>
</tr>
<tr>
<td>I have the opportunity to participate in dialogue with colleagues about how to improve student learning and institutional effectiveness. (Q5)</td>
<td>97.1%</td>
<td>75.0%</td>
<td>73.5%</td>
<td>81.8%</td>
<td>N/A</td>
</tr>
<tr>
<td>There is adequate opportunity to participate in the assessment and development of the Cuyamaca College Strategic and Master Plans. (Q7)</td>
<td>63.9%</td>
<td>60.6%</td>
<td>73.5%</td>
<td>81.8%</td>
<td>65.7%</td>
</tr>
<tr>
<td>I had the opportunity to provide input during the revision of the Integrated Planning Model. (Q11)</td>
<td>56.7%</td>
<td>42.4%</td>
<td>46.5%</td>
<td>70.0%</td>
<td>N/A</td>
</tr>
<tr>
<td>I know how to access information regarding financial planning and budget decisions. (Q13)</td>
<td>54.3%</td>
<td>33.3%</td>
<td>56.5%</td>
<td>63.6%</td>
<td>N/A</td>
</tr>
<tr>
<td>Cuyamaca College priorities are determined collegially through shared governance. (Q19)</td>
<td>75.7%</td>
<td>60.7%</td>
<td>61.4%</td>
<td>70.0%</td>
<td>64.0%</td>
</tr>
</tbody>
</table>
As the data above indicates, the College might benefit from an improved process for communicating information to employees about accessing planning and budget allocation information. Beginning in the 2011-2012 academic year, the College made a concerted effort to utilize the College Intranet as the central information resource. Notes and agendas from all College committees are now routinely posted in a timely manner.

Based on feedback from discipline authors, a second area identified for improvement is the inclusion of all instructional constituents in a revised instructional Program Review process. In response to this concern, an instructional Program Review taskforce was established in fall 2012 to consider a more streamlined approach. As a result, the Instructional Program Review and Planning template was revised.

**Actionable Improvement Plan**
Standards IV.A.2. and IV.2.a. are met.

*IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.*

**Descriptive Summary**
Cuyamaca College relies on the faculty, primarily through the Academic Senate, Curriculum Committee, Student Success and Basic Skills 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 and a faculty member. Every effort is made to achieve consensus-based decisions. The College's governance handbook, Shared Governance Handbook, identifies the Academic Senate as the official faculty representative (p. 19) and further states “in academic and professional matters, as defined by AB1725, the President will rely primarily on the judgment of the Academic Senate” (p. 18).

The Academic Senate is further empowered by Board Policies and Administrative Procedures. For example, BP 4020 and AP 4020, clearly establish the Senate role in program, curriculum, and course development. AP 2510 Participation in local decision making by the Academic Senate further outlines collegial consultation between the Governing Board or its designees and the Academic Senate.

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 majority of faculty in its membership, and its charge explicitly places it under the authority of the Academic Senate. Academic administrators are also members of this
committee. Faculty also participate on the IPRPC, SSPRPC and ASPRPC. IPRPC members make key decisions including the ranking of activities in discipline plans. The Academic Senate reviews the planning recommendations and reports from the Technology Planning Committee, Student Services Program Review and Planning Committee, Online Teaching and Learning Committee, Workforce Development Committee, and Student Success and Basic Skills Committee on an annual basis. In addition, and the Academic Senate generates a recommended faculty hiring slate from this information.

Self-Evaluation
The faculty, through the Academic Senate, the Curriculum, General Education and Academic Policies and Procedures Committee, the Instructional Program Review and Planning Committee, the Student Services Program Review and Planning Committee, the Student Success and Basic Skills Committee, the Online Teaching and Learning Committee, and the Workforce Development Committee, in particular, assumes a leadership role in developing recommendations about student learning programs and services. Faculty members serve as co-chairs and share committee leadership. Thus, it is not surprising that 97% of full-time faculty and 75% of part-time faculty who responded to the 2012 Cuyamaca College Institutional Effectiveness Survey (Q5) agreed they have the opportunity to participate in dialogue with colleagues about how to improve student learning and institutional processes. On February 9, 2012, the Academic Senate endorsed the District Educational Master Plan. At the Academic Senate’s October 11, 2012 meeting the 2013-2014 Technology Plan was endorsed. At its May 9, 2013 meeting, the Academic Senate approved the 2013-2014 curriculum packet of new and revised courses and programs submitted by the Curriculum Committee, prior to its submission to the Governing Board. On May 9, 2013, the Academic Senate endorsed the College’s 2013-2014 IPRPC full-time faculty rankings. On May 23, 2013, the Academic Senate approved the SSPRPC and SSBSC Reports. In addition, on May 23, 2013, the WDC Report was presented to the Academic Senate for endorsement.

Actionable Improvement Plan
Standards IV.A.2.b. is met.

IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

Descriptive Summary
The College’s policies on governance, collected in the Shared Governance Handbook, detail the roles of faculty, students, administrators, and staff. The Governing Board outlined similar governance structures in the District Governance Structure and implemented Board Policies that further clarify the roles of constituency groups. In BP 2015, 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 2510 Participation in Local Decision Making – Academic Senates, BP 2515 Participation in Local Decision Making - Staff, and BP 2520 Participation in Local Decision Making – Students.
reinforce the Governing Board’s pledge to consult with the Academic Senate, provide opportunities for staff to participate in developing District policies and procedures that affect staff, and to provide Associated Students with a similar opportunity to provide input regarding District policies and procedures that impact students. The College and the committee structure for the GCCCD Governance Handbook for Effective Decision Making 2013 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. 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 significantly improved in the last few years due to a strong and committed Associated Student leadership.

The Program Review and Planning processes, outlined in detail in Standard I.B.3., provide ongoing involvement in planning and learning outcomes analysis by all employees. Because all service areas are evaluated on learning or service outcomes results, all employees are given the opportunity to engage in the dialogue.

The College website serves as an effective communication tool, for example the Campus Events Calendar is available on the website. The College also offers a Facebook and Twitter presence with a number of different stakeholders responsible for posting College events and accomplishments. The President presents monthly Governing Board Reports and produces a bi-annual newsletter, which is emailed to all employees and posted online.

**Self-Evaluation**

Constituent groups are aware of their roles and responsibilities in the shared governance process, and are informed when new opportunities arise for participation in those processes. Results from the 2012 Cuyamaca College Institutional Effectiveness Survey (Q7) showed that 63.9% of faculty, 73.5% of staff, and 65.7% of students agreed there is “adequate opportunity to participate in the assessment and development of the College Strategic and Master Plans”. The College incorporates a high degree of transparency in terms of committee agendas, minutes, and documents. Increased efforts in the last two years successfully enhanced student participation in planning, and established two-year committee terms for Classified Staff, which provided opportunities for participation on more than one committee.

**Actionable Improvement Plan**

Standard IV.A.3. is met.
IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission Standards, policies, and guidelines, and Commission requirements for public disclosure, self evaluation, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary
Cuyamaca College strives to maintain the highest standards of honesty and integrity. College programs and departments regularly undergo financial audits, compliance reviews, and accreditations. Federal and state agencies regularly conduct compliance reviews of academic and student services programs and departments.

The College continues to maintain an excellent relationship with the U.S. Department of Education as evidenced by the recent Financial Aid approval for a Program Participation Agreement to renew College certification for administering federal financial aid programs. In addition, several academic programs include subject-area, specific agreements or Accreditations that must be periodically reviewed or resubmitted. The Automotive Technology program possesses a General Motors sponsored ASEP program and an ASSET program sponsored by Ford Motor Company. Both require specialized training for instructors, and each conducts periodic reviews.

The Child Development Program is a member of the Child Development Training Consortium which provides services, training, technical assistance, and resources to benefit California’s children and families. In addition, the Computer Information Science Department is a certified Cisco Networking Academy with a long and active partnership with Cisco Systems. This requires that all instructors be certified by Cisco, and that regular updates, training, and other quality assurance measures be verified. Cuyamaca College’s Paralegal Studies Program was first approved by the American Bar Association in 2002 and requires re-approval every seven years, with interim reports every three years. The most recent Interim Report was completed in 2012.

In 2002, East County voters approved Proposition R, a $207,000,000 building bond measure. Construction projects, including renovated, refitted, and newly-constructed buildings at Cuyamaca College were monitored by the Citizens Bond Oversight Committee, which made regular reports to the Governing Board. Annual financial audits were conducted with flawless results. A District Facilities Master Plan Committee was formed in summer 2012 to prepare plans to implement Education Master Plan goals. A Governing Board presentation on July 17, 2012 reviewed the District vision for future facility planning. On November 6, 2012, voters in East County approved Proposition V, the Grossmont-Cuyamaca Community College District’s $398 million bond measure. 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.

The ballot measure, which required 55% for approval, was supported by 58% of voters in East County cities and communities located within the College District. The District
stretches to the Imperial County and Mexican borders and includes the cities of El Cajon, La Mesa, Lemon Grove, and Santee.

Institutional integrity is exemplified by continuous efforts to incorporate the AIP in a systematic and comprehensive manner. Institutional compliance with Commission Standards is illustrated by the timely submission of the 2010 Midterm Report, as well as the College’s responses to the reports. In spring 2013, a Substantive Change Report, addressing changes to the Distance Education offerings was presented to the Governing Board and submitted to the Commission.

The College worked earnestly and conscientiously to prepare this Accreditation Self-Evaluation. Following are some of the major steps involved in preparing the document:

- A steering committee was formed that included faculty, administrators, and student representatives, classified as tri-chairs for each Standard.
- Monthly meetings and writing teams were established for each of the four Standards.
- A College Intranet and Internet website was designed and placed online.
- An annual survey questionnaire was distributed, and results were compiled.

In an effort to coordinate the District Services components of the Self-Evaluation, a District wide Accreditation Coordinating Committee was formed that includes Accreditation Liaison Officers (ALOs) and faculty co-chairs of each College’s Accreditation Steering Committee, along with District administrators, classified staff, and the Chancellor. The committee’s charge is to coordinate activities and prepare for College Accreditation from a District wide perspective. On October 21, 2011, an ACCJC Regional Accreditation training workshop was conducted for several Colleges in Southern California, preparing those in attendance for their reaffirmation. Accreditation team members from both Colleges in the Grossmont-Cuyamaca Community College District (GCCCD) attended.

On October 21, 2011, all GCCCD Governing Board members and the Chancellor attended an ACCJC Governing Board training workshop where the Vice President of Instruction was the point person. The notification was sent by email through the Chancellor’s office on October 18, 2011 that included the agenda. Workshop activities are recorded in the Chancellor’s Extended Cabinet notes from September 6, 2011 and October 10, 2011. A Governing Board ACCJC Workshop was also conducted on January 17, 2012 (Governing Board minutes 01/17/2012). In addition, a Governing Board representative was in attendance at the 2013 Accreditation Institute and is involved in the review of the self-evaluation.

**Self-Evaluation**

Cuyamaca College advocates and demonstrates honesty and integrity in its relationships with external agencies. These are exemplified by the College’s participation in compliance reviews and fiscal audits undergone by a broad spectrum of academic and student services programs. In addition, these qualities go to the very core of meeting the rigorous Standards of agencies and commissions that accredit the institution as a whole, as well as individual programs such as Automotive Technology, Paralegal Studies, Cisco, and Child Development.
Institutional honesty and integrity are also demonstrated by the College’s commitment to produce a fair and accurate Accreditation Self-Evaluation, requiring the College to solicit and obtain a broad base of perspectives from students, faculty, staff, and administrators, as well as direct committee participation by all of these constituency groups.

**Actionable Improvement Plan**

Standard IV.A.4. is met.

**IV.A.5. The role of leadership and the institution’s governance and decision-making structures 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.**

**Descriptive Summary**

The Strategic Plan 2010-2016 and its shared governance handbook, Organizational and Governance Structures, outline the College’s leadership, governance, and participatory decision-making processes. The Strategic Plan provides the College’s primary direction for the next six years. The main shared governance council, Institutional Effectiveness and Resource Council (IERC), reviews planning, resources and assessments, and develops an AIP, in conjunction with the Strategic Plan. The AIP includes Key Performance Indicator (KPIs) as well as activities and priorities derived from the Program Review processes.

Activities pursued through the AIP parallel College and unit goals. These activities are vetted through the College constituency groups before the plan is finalized. Throughout the year, periodic progress updates for achieving activity goals are reported to members of IERC (03/13/2012; 05/14/2013). During the spring semester, IERC reviews Program Review reports and verifies the connection to KPIs in the AIP. An Integrated Summative Report is distributed, through the constituency group leaders of IERC, and posted to the College Internet site for ease of accessibility by the College and the community.

The Shared Governance Handbook describes in detail the College’s council and committee structures, and explains each constituency group’s role. Regular review of the Handbook is the responsibility of the College Policies and Procedures Committee, encompassing representation from each constituency group. Recommendations for changes to a committee structure or composition can be initiated by any member of the College. Once changes are recommended, they are presented to CPPC for review and the approval reading process. Pertinent information is vetted through the appropriate College constituency group before voting on the change. One example is combining AMP and IPRC into a single committee, Instructional Program Review and Planning Committee.

Each planning committee reflects and evaluates the year’s work in the spirit of continuous quality improvement. As an example, the IPRPC template asks authors to provide feedback on the Program Review process and recommendations for improvement (p. 38). IPRPC then debriefs at the end of the year taking these comments into consideration to discuss what was effective and what needed improvement (04/19/2012; 05/03/2012; 05/17/2012). These
recommendations for improvement are recorded in the minutes and shared with IERC, the Academic Senate, and Instructional Council for further refinement before implementation.

SSPRPC (12/15/2011; 02/23/2012) discussed process effectiveness, revealing changes that coincide with the timeline and the number of programs expected for review in the updated integrated planning model. The recommendation process was followed, and went to the Academic Senate and IERC, with both bodies supporting the changes.

Self-Evaluation
Cuyamaca College continues to have a strong planning culture, which evaluates structures and processes on a regular basis. In 2013, the Shared Governance Handbook was reviewed thoroughly and revised where necessary. Prior to fall 2011, Innovation and Planning Council, Academic Master Plan, Student Services Master Plan, and the Facilities Master Plan evaluated their processes each year and results were available to the College’s constituency groups through the Innovation and Planning Council, Academic Senate, Classified Senate, Associated Students, and President’s Cabinet. After fall 2011, the Institutional Effectiveness and Resource Council receives the planning reports for the three units and through this process, reviews College wide concerns that emerge from Academic Senate, Classified Senate, ASGCC, and Administrative Council.

In addition, College employees play a role in modifying the evaluation and planning process. This is evidenced by responses received in the 2012 Cuyamaca College Institutional Effectiveness Survey (Q11) 56.7% of full-time faculty, 42.4% of part-time faculty, 46.5% of staff, and 63.6% of administrators agreed they “had the opportunity to provide input during the revision of the Integrated Planning Model”. With the process continuing to be revised, in the 2013 Institutional Effectiveness Survey, 65.4% of full-time faculty, 52.4% of part-time faculty, 61.1% of staff and 87.5% of administrators felt they had the opportunity to provide input during the revision process (Q11). In response to the statement in 2012, “There is adequate opportunity to participate in the assessment and development of the Cuyamaca College Strategic and Master Plans,” 63.9% of full-time faculty, 60.6% of part-time faculty, 73.5% of staff, and 81.8% of administrators agreed (Q7) whereas in 2013 (Q7) 84% of full-time faculty, 80% of part-time faculty, 84.8% of staff and 88.9% of administrators agreed. It is clear the College is making great strides in the inclusion of its employees.

Actionable Improvement Plan
Standard IV.A.5. is met.
Standard IV.B
Board and Administrative Organization
Standard IV.B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-College Districts/systems clearly define the organizational roles of the District/system and the Colleges.

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the College or the District/system.

Descriptive Summary

As part of the Grossmont-Cuyamaca Community College District (GCCCD), Cuyamaca College falls under the oversight of the GCCCD Governing Board, which is responsible for establishing policies that assure the quality, integrity, and effectiveness of student learning programs and services and the financial stability of the institution (BP 2200). The Governing Board is an elected body that reflects the public interest in District activities and decisions when implementing policy. The Governing Board consists of five elected members, who are elected by their service area for four-year terms. Elections are held every two years, in even-numbered years, and terms are staggered so that three of the Trustees are elected in one election and two in the next election (BP 2100). In addition, the Associated Student Government of Cuyamaca College (ASGCC) and Associated Students of Grossmont College (ASGC) each annually elect a Student Trustee who is a non-voting Governing Board member (BP2105).

The Governing Board establishes all District policies that are deemed necessary for its efficient operation. The Governing Board is committed to periodically reviewing its policies through the District Coordinating Education Council (DCEC), and the District Executive Council (DEC). Policies might be adopted or revised at any regular Governing Board meeting by a majority vote (BP 2410). Administrative procedures (AP) are issued by the Chancellor to implement board policy. All Board Policies and Administrative Procedures for the District are available on the GCCCD website. 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 policy and procedural review occurs every six years (AP 2410).

The process for selecting the Chancellor is outlined in BP 2431, which states that a fair and open search process must comply with relevant regulations. With the selection of the current Chancellor in 2010, this process was established and implemented. The process for evaluating the Chancellor is outlined in BP 2435 and AP 2435. 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 a year, a formative performance review of the Chancellor is
conducted during one of the monthly closed sessions, held prior to the regular Governing Board meetings.

The Governing Board has direct responsibility for Board Policies and Administrative Procedures that address the quality, integrity, and effectiveness of the College’s student learning programs and services. The District Vision, Mission, and Values are focused on excellence in education and maintenance of comprehensive student support services. Specifically, BP 4020 states that programs and curricula will “be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality, currency, and intra-District alignment.” An associated administrative procedure, AP 4020, delegates responsibility to the Chancellor to establish procedures that assure regular curricula review, action, and evaluation. The Chancellor also holds the authority to supervise the District’s general business procedures to assure proper administration of property and contacts, financial accounting for the budget and audit, acquisition of supplies, equipment, and property, as well as the protection of assets and persons (BP 6100). In turn, the Chancellor (AP 6100) delegates authority to the Vice Chancellor of Business Services to supervise budget preparation and management, oversee the District’s fiscal management, and contract for the purchase, sale, lease, or license for real and personal property in accordance with Board Policy and law. Board Policy and Administrative Procedures (BP 6300, AP 6300) provide assurance that sound fiscal management principles and controls are established and followed.

Table 11
2013 Cuyamaca College Institutional Effectiveness Survey Responses

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>Full-Time Faculty</th>
<th>Part-Time Faculty</th>
<th>Staff</th>
<th>Administrators</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Governing Board’s decision-making processes are consistent with its Mission Statement and policies. (Q125)</td>
<td>88.8%</td>
<td>90.0%</td>
<td>81.6%</td>
<td>100%</td>
<td>91.8%</td>
</tr>
<tr>
<td>The Chancellor fosters adequate communication among the Governing Board, Cuyamaca College personnel, and students. (Q128)</td>
<td>73.9%</td>
<td>88.5%</td>
<td>80.0%</td>
<td>66.6%</td>
<td>N/A</td>
</tr>
<tr>
<td>The Governing Board demonstrates responsibility for financial integrity. (Q132)</td>
<td>90.0%</td>
<td>100%</td>
<td>88.1%</td>
<td>87.5%</td>
<td>90.4%</td>
</tr>
</tbody>
</table>
Self-Evaluation
The Governing Board is an elected body that advocates for and supports the institution in its policy decision making. The Governing Board engages in ongoing discussion to act as a whole in reaching any decision. A majority vote of its five members will designate approval, except when two-thirds vote is required under special circumstances.

The Governing Board President speaks to the media on behalf of the Governing Board through In the News and speaks to various organizations to promote the Grossmont-Cuyamaca Community College District. Additionally, individual Governing Board members are involved with community service clubs, Chambers of Commerce, and other community groups and forums. Table 11 confirms the positive perception that employees and students have regarding Governing Board processes and responsibilities.

Actionable Improvement Plan
Standard IV.B.1. is met.

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary
The GCCCD Governing Board is an elected body that reflects the public interest in Governing Board activities and decisions when implementing policy (BP 2200). Once the Governing Board reaches a decision, it acts as a single body in the best interest of the District.

The location of the monthly Governing Board meetings alternates between the two Colleges, with even numbered months at Grossmont College and odd numbered months at Cuyamaca College. Other than special meetings, the Governing Board meets in closed session starting at 5:20 p.m., followed by the regular meeting at 6:30 p.m. All meetings are accessible to persons with disabilities, are open to the public, and comply with provision of the Ralph M. Brown Act, California's open meeting law (BP 2310). Governing Board meeting agendas and minutes are posted on the District website. There is also a link on this website to The Courier, an online publication distributed to GCCCD employees in a monthly email that provides highlights of all meetings.

As part of ongoing improvement in assuring appropriate representation of the community and to comply with the California Voting Rights Act of 2001 (CVRA), the Governing Board approved a plan to move from an at-large election system to a Trustee area election system beginning in 2012 (Governing Board Minutes 12/13/2011). It is generally believed that 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. In drawing the boundary lines for the five Trustee areas, the District sought to ensure each area had an equivalent population. Other factors considered in creating the Districts included keeping cities within the same Trustee area, identifying natural
boundaries such as canyons or highways, and establishing Trustee areas with compact, contiguous territory as often as possible (Docket 205, Governing Board Meeting 12/13/2011).

Self-Evaluation
The Governing Board acts as an elected body that creates and implements policy, advocates for the institution, and defends the College against undue influence. Through BP 2330 (Quorum and Vote), the Governing Board acts by majority vote of its five members, except when a two-thirds vote is required in special circumstances. Upon reaching a decision, it acts as a whole. No conflict of interest exists between Governing Boards members and the District. A District employee cannot be sworn into office as an elected or appointed member of the Governing Board unless he or she resigns as an employee. No member of the Governing Board shall, during the term for which he or she is elected, act in a manner that conflicts between public and private interests (BP 2010).

In response to the statement in the 2012 Cuyamaca College Institutional Effectiveness Survey, “The Governing Board advocates for and acts in the best interest of the GCCCD relative to the external community,” 75.8% of full-time faculty, 85.2% of part-time faculty, 78.6% of staff, 50.0% of administrators, 65.4% of District employees, and 61.2% of students agreed (Q142). While these results are great, in the 2013 Cuyamaca College Institutional Effectiveness Survey (Q133) 100% of faculty, 88.1% of staff, 75% of administrators and 90.9% of students agreed with this statement.

Actionable Improvement Plan
Standard IV.B.1.a. is met.

IV.B.1.b. The governing board establishes policies consistent with the Mission Statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary
The Governing Board establishes policies consistent with the District and College missions to ensure quality, integrity, and improvement of student learning programs and services. Each year, the Chancellor’s Office provides updates to existing Board Policies and develops new policies as needed, recommended by the Community College League of California (CCLC). In this manner, the institution remains consistent with the Mission Statement and ensures the quality, integrity, and improvement of student learning programs and services, as well as the resources necessary to support them.

Reviewing, updating, and evaluating Board Policies allow constituency groups to provide input in a timely manner. The Governing Board is committed to periodic policy review. In collaboration with the District wide Executive Council (DEC) and the District Coordinating Educational Council (DCEC), a procedure was implemented to streamline review of Board Policies and Administrative Procedures. The Governing Board commits to fulfilling its responsibilities to monitor institutional performance and educational quality (BP 2200). This process, (AP 2410) was established in 2010:
• Preparation and draft of the proposed new or revised Board Policy and/or Administrative Procedure
• Chancellor review
• Chancellor’s Cabinet review
• DEC consideration with a 60-day review period
• Governing Board approval of policies and the Chancellor’s procedures

According to BP 4020, twice a year in late spring and December the Governing Board approves new curriculum and proposed revisions to existing curriculum for both Colleges. The Governing Board’s fiscal responsibility guarantees that resources are available to support the educational programs, services, and other District and College operations that sustain student learning achievements (BP 6200, BP 6250, BP 6300 and AP 6300).

Self-Evaluation
Governance Board Policies and procedures are established in keeping with the College mission. This is accomplished by initiating discussions with key stakeholders, maintaining a tracking system on policies and procedures under review, placing these on DEC and DCEC agendas, and prioritizing them based on required legal compliance, such as required, legally recommended, or suggested as good practice. Suggested policy or procedural tracking is then forwarded to the Governing Board for action and to the Chancellor to issue procedures (BP 2410, AP 2410; DEC Minutes 06/08/2009; DEC Minutes 11/09/2009; DEC Minutes 02/13/2012).

Actionable Improvement Plan
Standard IV.B.1.b. is met.

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary
The Grossmont-Cuyamaca Community College District Governing Board holds ultimate responsibility for educational quality; as stated in Program and Curriculum Development (BP 4020) and Philosophy and Criteria for Associate Degree and General Education (BP 4025). In terms of meeting its responsibility to ensure educational quality, the Governing Board regularly reviews and takes action on matters dealing with curriculum approval (05/15/2012; 12/13/2011; 05/17/2011; 04/05/2011; 05/18/2010). On March 20, 2012, the Governing Board approved the Educational Master Plan. On April 5, 2011 and April 17, 2012, the Governing Board approved the annual Review of Vocational Training Programs, and September 13, 2011, the Governing Board approved the Distance Education Report program. In the April 17, 2012 Governing Board Meeting, the Governing Board heard a report on Core Indicators of Student Success. At the following monthly meeting, May 17, 2011 the Governing Board received a detailed report on Accountability Reporting for the Community Colleges (ARCC) and an analysis on the College’s performance. The 2012 ARCC report was also reported and discussed at the Governing Board meeting on May 15, 2012.
The Governing Board establishes policies regarding student academic preparation and success through mutual agreement with the two College Academic Senates. Until 2011-2012 (05/15/2012; 05/15/2011; 05/18/2010), the Governing Board reviewed and took action on all new and modified curriculum developed at both Colleges in the spring. As of 2012-2013, the Governing Board evaluates and acts on curricular changes and additions in December and in late spring. Highlights from annual Program Review reports are presented to the Governing Board during budget planning to show the linkage between College planning and budget decision making (06/12/2012; 06/11/13).

**BP 2200**, Board Duties and Responsibilities include establishing ethical and legal standards for College operations, as well as monitoring institutional performance and educational quality. The Governing Board’s responsibility includes financial integrity and establishing policies and procedures regulating District business activities and financial obligations. For example, BP 6320 establishes an investment policy for all financial assets. BP 6340 and AP 6340 identify procedures for contract awards, and BP 6400 and AP 6400 outline requirements for an annual external audit of all funds and accounts.

An annual investment plan is approved by the Governing Board (06/19/2012; 06/21/2011; 06/15/2010). Reports and action items from the Vice Chancellor of Business Services are placed on every regular Governing Board meeting agenda (01/17/2012; 02/21/2012; 03/20/2012; 04/17/2012). Additionally, quarterly District financial reports are presented at regular Governing Board meetings (05/15/2012; 02/21/2012; 11/15/2011; 08/18/2011; 02/22/2011).

The Governing Board is responsible to ensure that the operation of the District meets all federal, state and local legal requirements. They fulfill this responsibility by establishing a complex set of board policies and administrative procedures (BP 2430). The Board delegates the implementation of board policy to the Chancellor. In turn, the Chancellor holds the College presidents and the Vice Chancellors accountable for policies in their individual areas of expertise. For example, the Vice Chancellor of Human Resources is the compliance officer for Equal Employment Opportunity and Americans with Disabilities Act (ADA). The District Vice Chancellor of Business Services is charged with the responsibility for the business operation of the District. In matters of law, the District retains legal counsel for advice and direction. Discussions of legal matters regularly occur during closed session and it is the practice of the Governing Board to have legal counsel present at each closed session and at each Governing Board meeting. Governing Board agendas that document such discussions include 07/17/2012, 06/19/2012, 05/15/2012, 02/21/2012, 01/17/2012, 08/16/2011, and 12/14/2010.

**Self-Evaluation**
The Governing Board has ultimate responsibility for educational quality, legal matters, and financial integrity. In response to the statement, “The Governing Board demonstrates responsibility for financial integrity, “72.7% full-time faculty, 76% of part-time faculty, 78% of staff, 70% of administrators, 64.3% of District employees, and 60.1% of students agreed (2012 Cuyamaca College Institutional Effectiveness Survey, Q141). Once the Governing Board acts on its agenda items, these actions are final. Regular review of Board Policies
related to student academic preparation is completed at the College by the Academic Senate and the shared Governance Committee, IERC, to ensure quality education is evident throughout the District.

The District Coordinating Educational Council and District Executive Council discuss and revise Board Policies before they go before the Governing Board for action. All revised Board Policies and Administrative Procedures can be easily viewed on the meeting agenda under the 200’s docket item section. Annual curriculum changes, new courses, and new programs are forwarded to the Governing Board for information and action in December and late spring. Curriculum committee co-chairs are available to answer questions and address concerns during Governing Board meetings.

**BP 2430** assigns responsibilities related to legal matters and financial integrity to the Chancellor. The Chancellor is empowered to reasonably interpret Board Policy and to act in cases where no Board Policy direction is provided. However, the Chancellor’s decisions are subject to review by the Governing Board ([2013 Governing Board goals](#)).

**Actionable Improvement Plan**
Standard IV.B.1.c. is met.

*IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure and operating procedures.*

**Descriptive Summary**
The Governing Board publishes the number of members, Governing Board duties, responsibilities, structure, and operating procedures, as well as other Board Policies. These are accessed on the [Governing Board website](#) per **BP 2410** and included in Chapter Two of the Board Policy Manual as BP ’s **2100, 2310, 2315, 2010, 2015, 2105, 2110,** and **2210**. Monthly compensation for Board members is $463 and Student Trustees is $289.

**Self-Evaluation**
All board policies and administrative procedures are posted on the [District website](#) and available to all District employees and the public. Operating procedures can also be obtained from the Chancellor’s office.

**Actionable Improvement Plan**
Standard IV.B.1.d. is met.

*IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.*

**Descriptive Summary**
The GCCCD Governing Board acts in a manner consistent with its policies and bylaws. The Governing Board approves and adopts policies appropriate for the District’s organization and operation, and regularly evaluates these policies. The Governing Board delegates certain responsibilities to the Chancellor, including updating board policies and ensuring their
completeness by adopting annual recommendations from Community College League of California (CCLC). New policies are based on legislation. Regular updates to Board Policies and Administrative Procedures appear frequently on Governing Board meeting agendas (07/17/2012; 06/19/2012; 05/15/2012; 04/17/2012; 02/21/2012; 11/15/2011). The Governing Board, in concert with the Chancellor, develops annual goals for the coming year and prepares a report on accomplishments from the previous year (01/20/2012; 01/28/2011; 03/16/2010; 06/18/2009).

The streamlined approach for shepherding new and revised policies and procedures through the review process (AP 2410) initiates discussions with key stakeholders, maintains a tracking system, and prioritizes policies and procedures under review. Items under review are placed on DEC agendas, and input from all constituents regarding revisions to board policies has dramatically increased.

Self-Evaluation
The Governing Board effectively evaluates policies and practices, as demonstrated by regular updates cited on Governing Board agendas. The Governing Board acts in a manner consistent with its policies and bylaws, as evidenced in Governing Board meeting minutes. Board Policy relating to its policies and Administrative Procedures was last updated on February 21, 2012 and grants the Chancellor amendment rights to Administrative Procedures. In addition to regular policy and procedural updates driven by the CCLC, there is a documented cycle for policy and procedural review every six years. Chapters one and two are reviewed in the first year, followed by the remaining chapters at one per year. Members of the District Executive Council continue to refine the process to ensure the Governing Board receives updated policies in a timely manner for consideration. The latest revision of the Review, Preparation and Revision of Board Policies and Administrative Procedures (AP 2410) occurred on February 11, 2013. Any Trustee or employee within the District, with manager or supervisor approval, can initiate the process to review or create a new policy or procedure.

Actionable Improvement Plan
Standard IV.B.1.e. is met.

IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of Board membership and staggered terms of office.

Descriptive Summary
The Governing Board has a policy (BP 2740) for Governing Board education, and an associated Administrative Procedure (AP 2740). The Chancellor facilitates the development and orientation of Trustees. Individual meetings take place between new Trustees and stakeholders such as the Classified Senate, the Academic Senate, District officials, and College administrators. New Trustees are encouraged to attend and participate in College events including convocations, ground-breaking ceremonies, and commencement, to name a few.
New Trustees are also encouraged to attend Trustee orientation meetings at the Community College League of California (CCLC) annual Trustees conference, the Association of California Community College Administrators (ACCCA), and the Accreditation Institute. Trustees Hiel and Justeson joined the Governing Board in December 2010. According to the February 22, 2011 Governing Board meeting minutes, Trustees Hiel and Justeson attended the CCLC Legislative and new Trustee Conferences in Sacramento. At the same meeting, Trustees Rosinski and Barr announced they attended the American Community College Trustees Legislative Summit in Washington D.C. The following year, on May 15, 2012, Trustee Hiel attended the Community College League of California annual Trustees conference.

Evidence of Governing Board member participation is cited in Governing Board minutes through individual Governing Board members’ monthly reports and in The Courier, a monthly summary of Board action. A sample includes:

- Trustee Barr reported attending the President’s Holiday Celebration at Cuyamaca College (12/14/2010)
- Trustee Hiel attended a Cuyamaca College Academic Senate meeting (04/05/2011)
- Trustee Justeson attended a Cuyamaca College Academic Senate meeting (04/05/2011)
- Trustee Hiel “appreciated attending the Cuyamaca College ceremony honoring emeritus faculty members” (10/18/2011)
- Trustee Hiel “enjoyed attending the Recently Tenured Faculty Ceremony at the Water Conservation Garden” (04/17/2012)
- Trustee Justeson attended the Cuyamaca College Spring Garden Festival (05/15/2012)
- Trustees extended compliments on the Cuyamaca College Commencement ceremonies and keynote speakers (all Trustees attended (06/19/2012)

Governing Board members subscribe to publications and communication from professional associations and attend conferences and workshops (02/29/2012 DACC meeting with Governing Board members). The following is a partial list of recently attended conference and meetings by Board members:

- Governing Board orientation
- BP 2740 Governing Board Education and AP 2740
- Community College League of California (CCLC)
- Association of Community College Trustees (ACCT)
- San Diego and Imperial County Community College Association and SDICCCA Board Alliance representation
- CCLC State Legislative Conference whereby Trustees attend each year
- ACCT National Legislative Summit where Trustees attend most years (except in 2012 due to budget cuts)
- CCCAOE (California Community Colleges Association for Occupational Education) Conference in fall 2011
- AB 680 Re-Districting hearings in Sacramento in 2011
- Governing Board Evaluation and Goal-setting annual workshop
- Annual DSP&BC/Governing Board Planning meeting
- Tentative and Adoption Budget annual workshops

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Pre-Board discussions on Student Success beginning October 2009

Examples of other special Governing Board workshops include:
- Trustee Role in Accreditation Workshop in January 2012
- California Voting Right Act for Re-Districting in October 2011
- 2010-2011 Strategic Plan Outcomes in August 2011
- 2011-2012 Strategic Plan Outcomes in November 2012

Up until December 2011, Trustees were elected District wide. In order to comply with the California Voting Rights Act of 2001, which ensures that there is equitable representation at the voting booth, BP 2100 established five Trustee areas within the Grossmont-Cuyamaca Community College District. From each, a Trustee is elected. BP 2100 ensures staggered terms of office and continuity of membership of the Board of Trustees, and BP 2110 outlines the filling of vacancies.

Self-Evaluation
Chapter 2 of Governing Board Policies and Procedures contains all policies and procedures related to the Governing Board Trustees of the GCCCD. There is a process for new Governing Board member orientation and continued development of Trustees, as stated in BP 2740. New members attend orientation meetings at the Community College League of California (CCLC) annual conference, the Association of California Community College Administrators (ACCCA), and the Accreditation Institute. Information about Trustee elections is contained in BP 2100; this Board policy ensures staggered terms of office and continuity of membership. BP 2110 outlines the process to be followed when there is the need to fill vacancies on the Governing Board.

Actionable Improvement Plan
Standard IV.B.1.f. is met.

IV.B.1.g. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies and bylaws.

Descriptive Summary
The Governing Board conducts evaluations in conjunction with goal setting on an annual basis, and comprehensive evaluations every two years. The most recent comprehensive evaluations were conducted March 5, 2010 and January 20, 2012. Evidence of continuing efforts to meet expectations for this Standard was initially established in the 2007 Self-Evaluation report to ACCJC. A revised Administrative Procedures report AP 2745 on Governing Board Self-Evaluation was issued on July 15, 2008 and revised on November 15, 2011. The report committed the Governing Board to a comprehensive evaluation every two years. Evaluation includes self-assessment, feedback from College and community stakeholders, and analysis of the Governing Board’s ability to achieve its goals. During the annual Governing Board Goal-setting Workshop (01/20/2012; 01/28/2011), a self-assessment survey is completed by all Governing Board members and distributed to College and community stakeholders for input. Completed surveys are submitted to the Chancellor’s Office, where information is compiled and a Governing Board Self-Evaluation Summary is created in which results identify accomplishments from the previous year and goals for the

**Self-Evaluation**

BP 2745 and AP 2745 (Board Self-Evaluation) are fully implemented. AP 2745 outlines Governing Board responsibilities for Self-Evaluation including the following:

- Develop and review Governing Board Self-Evaluation policy and procedures
- Conduct an honest and thoughtful Governing Board Self-Evaluation discussion
- Use evaluation results to continuously improve Governing Board effectiveness

Governing Board members spend significant time reflecting on information gathered in the Governing Board evaluation process through Self-Evaluation, feedback from DEC, feedback from the community, and progress toward meeting Governing Board goals. Areas where feedback was less than the highest rating generated discussions that identified areas for improvement, as noted in the Annual Governing Board Evaluation Cumulative Appraisal document. Governing Board goals are updated each year to reflect needs that emerge from the evaluation process (01/15/13; 01/20/12; 01/28/11).

**Actionable Improvement Plan**

Standard IV.B.1.g. is met.

*IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.*

**Descriptive Summary**

Code of Ethics/Standards of Practice (BP 2715) was revised on February 21, 2012, and outlines the Governing Board’s ethical practices as they apply to conduct and other code compliance areas. Conflict of interest and ethics violations are addressed specifically in BP 2710, AP 2710, BP 2717, Personal Use of Public Resources; and BP 2720, Communication Among Governing Board Members. Trustees attend training sessions on the code of ethics at the annual CCLC State Legislative Conference.

**Self-Evaluation**

The Governing Board has an established code of ethics and engages Trustees in discussions to ensure ethical conduct is maintained. For example, on March 20, 2012, a special workshop was conducted on “Conflicts of Interest Law” by District legal counsel.

In an effort to ensure adherence to the code of ethics, an annual Trustee Self-Evaluation is conducted by each individual Trustee. As stated in BP2715, actions are clearly outlined in the event a violation occurs. Possible actions range from a public statement by the Governing Board in which the Governing Board expresses concern with regard to a behavior, to censorship that prompts a referral to the San Diego County District Attorney.

**Actionable Improvement Plan**

Standard IV.B.1.h. is met.
IV.B.1.i. The governing board is informed in and involved with the Accreditation process.

Descriptive Summary
The Chancellor ensures that the District complies with the Accreditation process, Standards of ACCJC, and other District programs that seek special accreditation. All reports to the Commission are presented to the Governing Board at regular meetings, as per BP 3200. Trustees remain informed on issues related to Accreditation through presentations, discussions and approved midterm reports at Governing Board meetings (08/17/10; 09/14/10).

A special session was conducted on January 17, 2012 for a report from Accreditation Consultant Dr. John Nixon from ACCJC. His report included training regarding the role of the Governing Board members and the Governing Board in the Accreditation process. On March 30, 2012 Trustee Hiel reported on his experience serving on an Accreditation site visit team. Trustee Rosinski attended the 2013 Accreditation Institute. Additionally, the Governing Board reviews and approves Accreditation Self-Evaluations prior to submission to ACCJC. In preparation for the current Accreditation Self-Evaluation, the Standard IV writing team met with Governing Board members twice for question and answer sessions.

On February 29, 2012, the Governing Board met with the District Accreditation Coordinating Council (DACC) for a discussion about the Governing Board’s role in Accreditation and information regarding the College’s Self-Evaluation progress. The Governing Board also reviewed and acted on Accreditation-related, substantive change requests (04/17/2012). The Governing Board is regularly involved in discussions regarding strategic planning goals and achievements (06/12/2012; 06/13/2011; 12/07/2010) which are intrinsically related to the Accreditation processes.

Self-Evaluation
The Governing Board was introduced to the new Accreditation Standards by attending the ACCJC Training Workshop on October 21, 2011. In addition, Governing Board members attended a training session on Accreditation at CCLC statewide workshops. The Governing Board has committed to annually reviewing how it meets the recommendations for best practices outlined in section 3.3 of “Guide to Accreditation for Governing Board.”

BP 3200 and the associated AP 3200 states the Governing Board is involved in Accreditation processes and is provided with summaries of any Accreditation report. The Governing Board receives Accreditation updates through presentations, discussions, and approval of midterm reports at Governing Board meetings (08/17/2010; 09/14/2010). The Governing Board held a special session on January 1, 2012 to hear a report from Dr. John Nixon from the Accrediting Commission for Community and Junior Colleges. This report included training for Governing Board members in the Accreditation process. On March 20, 2012 Trustee Hiel reported on his experience serving on an Accreditation team. On March 30, 2012, Trustee Barr was invited to and participated in early drafting of Standard IV. Both Trustees Rosinski and Barr reviewed and submitted suggested edits to Standards I and IV. The Governing Board reviews and approves Accreditation Self-Evaluations prior to submission to ACCJC.
**Actionable Improvement Plan**

Standard IV.B.1.i. is met.

**IV.B.1.j.** The governing board has the responsibility for selecting and evaluating the District/system chief administrator (most often known as the chancellor in a multi-College District/system, or the College chief administrator (most often known as the president) in the case of a single College. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the District/system or College, respectively.

**Descriptive Summary**

As described in BP 2435 Evaluation of the Chancellor and BP 2431 Chancellor Selection, the Governing Board is responsible for the recruitment of qualified candidates, the employment process, and evaluation of the Chancellor. The Governing Board shall establish a search procedure to fill the vacancy that is fair and complies with all regulations. The Governing Board establishes qualifications for the position and a timeline for the search, in accordance with state regulations. The Governing Board entrusts the Chancellor with the full responsibility for implementation and administration of board policies, as illustrated in BP 2430. The GCCCD administration is delegated to the Chancellor, who carries out administrative responsibilities and functions in accordance with the policies adopted by the Governing Board. The Governing Board also delegates the execution of all Governing Board decisions concerning the internal operation of the District. This delegation is clear in both policy and practice. The Governing Board regularly receives reports and updates on District operations at its regular public meetings, and requests additional information when necessary.

The Chancellor is expected to perform the duties outlined in the Chancellor's job description and fulfill other responsibilities as determined in annual goal-setting or evaluation sessions. The Governing Board, in concert with the Chancellor, develops annual goals for the following year and receives a report from the Chancellor on accomplishments from the previous year (01/20/2012; 01/28/2011). Based on previously confirmed goals, and the Chancellor’s report, the Governing Board reviews the Chancellor’s performance monthly, conducting a cumulative annual appraisal (07/12/2012; 07/10/2011). The Governing Board conducts formal evaluation of the Chancellor in closed session at its regular business meeting in July. The evaluation includes evaluation instruments completed by Governing Board members, constituent group and community leader input; and the Chancellor’s Self-Evaluation. BP 2435 specifies that “criteria for evaluation shall be based on board policies, the Chancellor’s job description, and performance goals and objectives developed in conjunction with the Chancellor.” While evaluation content is confidential, copies of the desired outcomes and evaluation instruments are available in Human Resources.

In terms of receiving regular reports on institutional performance, a number of regular semi-annual workshops occur that provide the Governing Board with updates:

- Governing Board Evaluation and goal-setting workshops (08/17/2010; 07/19/2011; 06/19/2012; 07/17/2012). Evaluation outcomes are filed in personnel files in Human Resources.
Annual joint meeting between Governing Board and DSP&BC that includes planning updates (06/13/2011; 11/13/2012)
Annual Tentative and Adoption Budget Workshops that provide fiscal updates (06/12/2012; 09/06/2011; 06/14/2011; 09/07/2010; 06/08/2010; 09/08/2009)
Strategic Plan Outcomes Workshops with updates on each College and District progress toward annual service goals achievement (08/16/2011; 11/13/2012)
Pre-Board meeting with more than 20 presentations regarding Conversations on Student Success occurring since October 2009 that provide data-informed progress reports on specific programs and initiatives designed to improve student learning and success.

Self-Evaluation
GCCCD policies and procedures for selecting and evaluating the Chancellor are clearly defined. Finding the current Chancellor included a nationwide search with transparent processes and representation of all stakeholders on the Search and Interview Committee. Finalists were invited to forums at both Colleges, and input from the College communities was requested by the Governing Board.

The Governing Board evaluates the Chancellor’s performance annually in a well-documented process. The evaluation process is publically documented when the Chancellor was issued a second three-year contract on July 1, 2012. The Governing Board is consistent when delegating matters to the Chancellor and responsibly fulfilling its duties as they align with District policy.

Actionable Improvement Plan
Standard IV.B.1.j. is met.

IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IV.B.2.a. The president plans, oversees and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary
The President of Cuyamaca College plans, oversees, and evaluates the administrative structure of the institution in alignment with its mission, purposes and activities in keeping with its size and complexity. The President directly oversees and evaluates members of the President’s Cabinet, which includes the Vice President of Instruction, Vice President of Student Services, and Vice President of Administrative Services (Shared Governance Handbook, p. 6).
The College’s administrative structure also includes the Administrative Council that includes the President’s Cabinet and five Deans, two Associate Deans, one Assistant Dean, two Managers, and four Directors. Vice Presidents are considered confidential administrators, as BP 7241 and AP 7241 outline the evaluation procedures for confidential administrators which must be conducted prior to the end of each fiscal year. While the President directly evaluates members of the President’s Cabinet, Vice Presidents directly oversee and evaluate administrators in their respective units. Per the Administrative Association Contract, administrators and managers must be evaluated annually by their immediate supervisor.

The President is the chair of the President’s Cabinet, the Administrative Council, and IERC (co-chaired). The meeting schedule for the Administrative Council is outlined in the Shared Governance Handbook (p. 19). Weekly Cabinet meetings provide an opportunity for the Cabinet to update information on their respective units relative to the College’s mission and vision. Cabinet meeting minutes and agendas are confidential and not available to the larger community. The Administrative Council meets twice monthly to receive updates from the Cabinet and other administrators; discuss short- and long-term College plans; and provide and receive informational updates on their units. While the President ultimately has authority over College operations, the President delegates authority and responsibility to members of the President’s Cabinet and other appropriate administrators and individuals in alignment with their job functions and responsibilities.

Self-Evaluation
The President seeks to assure the institution’s administrative structure is appropriately organized to address the College’s purposes, size, and complexity. The President and President’s Cabinet work to ensure that critical functions receive attention and are carried out. For example, in 2012, the Division I Dean retired and the Associate Dean of Athletics began to fill an interim position which required delegating portions of his responsibilities to full-time faculty coaches, while another Dean assumed responsibility for management of the Perkins Career and Technical Education Grant (VTEA).

The Sustainability Staffing Plan was outlined in the Chancellor’s October 2010 Cabinet Message. The plan provides criteria required for a position to be considered for any critical hiring. Sustainability staffing decisions are based on the following criteria: legal mandates; Accreditation requirements; health and safety priorities; critical threshold of educational or support services; and essential operations and supervision. All critical hire requests (independent of the Program Review process) are reviewed and approved by both the President’s and Chancellor’s Cabinets.

The President works collaboratively with the Chancellor’s Cabinet to ensure that vital functions are overseen through reevaluating, restructuring, or shifting functions within the organization. For example, in 2010, the Institutional Advancement Executive Dean was reassigned to the District Auxiliary to oversee grant development for the District. In an effort to ensure the Executive Dean’s critical functions were implemented, a newly-developed plan enabled functions to shift to several leadership service areas. The reorganization satisfied new and emerging needs within the District, with one restructured area including Admissions, and Records and Counseling. The Admissions and Records
offices were previously led by a dedicated dean. Several years ago, these responsibilities were combined with those for the Counseling Services Dean to create a single position with the title Dean of Counseling and Enrollment Services. In 2012, the Dean of Counseling Services was re-established.

**Actionable Improvement Plan**
Standards IV.B.2. and IV.B.2.a. are met.

**IV.B.2.b.** The president guides institutional improvement of the teaching and learning environment by the following:
- Establishing a collegial process that sets values, goals, and priorities
- Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions
- Assuring educational planning is integrated with resource planning and distribution to achieve Student Learning Outcomes
- Establishing procedures to evaluate overall institutional planning and implementation efforts

**Descriptive Summary**
The Cuyamaca College President, under the leadership of the Chancellor, guides teaching and learning improvements. As a regular member and contributor to the pre-Board meetings, the President takes part in conversations about student success. These forums provide a vehicle for exploring and discussing available data on student predictors for success and retention, as well as local data on a variety of pilot initiatives designed to increase success and retention. The President incorporates a routine strategic planning process that establishes a collegial procedure that links to the College mission, values, goals, and priorities during the annual IERC Retreat held in the spring semester.

College Goals and Key Performance Indicators (KPI) are established through **IERC**. In addition to leading the process that sets the College’s planning direction, the President ensures that evaluation and planning rely on high quality research and analysis related to both internal and external conditions and factors that could potentially influence the College.

The President is focused on linking educational planning to institutional effectiveness, resource planning, and sustainable, continuous quality improvements that achieve Institutional Learning Outcomes. The President, through the Cabinet, SLOAC, IERC and the Academic Senate, establishes procedures to evaluate overall institutional planning, resource allocation, assessment, and implementation efforts.

The Institutional Research and Planning Committee (IRPC), chaired by the Senior Dean of RPIE with College Vice Presidents as committee members, informs the President of ongoing projects and concerns which involve research components. **RPIE** provides data on the department’s website that is used for data-driven input decisions at the College.
The President, IERC, and its subcommittee, College Policy and Procedure Committee, provide oversight for organizational and governance structure of the College. The President maintains a collegial process that develops broader College values, goals, and priorities.

The President assures educational planning is integrated with resource planning and distribution to achieve Student Learning Outcomes through the development of the College’s AIP. Periodic progress reports presented to IERC give a status of the AIP. Each unit (Administrative Services, Student Services, and Instruction) develops its annual Program Review and Planning report that includes the Six-Year Technology Plan 2012-2018, the annual Technology Implementation Plans (2012-2013; 2011-2012; 2010-2011; 2009-2010), Workforce Development Plan, Student Success and Basic Skills Plan, Facilities Master Plan, and Faculty and Staffing Plans.

The President works directly with the President’s Cabinet and the IERC, to ensure the College’s Strategic Plan 2010-2016 and unit reports are linked to resource planning and assessment. Each unit presents its prioritized resource requests. The President, in concert with the President’s Cabinet and IERC, develops prioritization for the College’s resource allocation plan. Proposed, tentative, and adoption budgets are presented to the College community in a College wide forum, allowing for open dialogue on the budget and College planning priorities. In addition, the proposed budgets are later presented to the Governing Board in an open public meeting (06/19/2012; 09/06/2011; 06/21/2011; 09/07/2010).

Self-Evaluation
Prior to the hiring of the current President in 2011, there was inconsistent institutional dialogue on institutional improvement due to the absence of a permanent President. Since hiring the current President, College wide dialogue has improved. Updates on budget, hiring, recommendations, commendations, and recognition are provided on a regular basis. The President has assured educational planning is integrated with resource planning and distribution to achieve Student Learning Outcomes through the development of the College’s AIP. Periodic progress reports presented to IERC give a status of the AIP.

The President ensures that evaluation and planning rely on high quality research and analysis on external and internal conditions by working with RPIE. RPIE provides data that the College uses for integrated educational and resource planning to achieve Student Learning Outcomes. This is reflected in the responses to the 2012 Cuyamaca College Institutional Effectiveness Survey (Q8), “College institutional planning decisions are data-informed,” 62.9% of full-time and 79.3% of part-time faculty, 78% staff, and 72.7% of administrators agreed. The President has established a collegial process that sets values, goals, and priorities by effectively interacting with the President’s Cabinet, the Academic Senate, and IERC to develop, review, implement, assess, and improve College plans.

Actionable Improvement Plan
Standard IV.B.2.b. is met.
IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary
The President has primary responsibility for assuring that statutes, regulations, and board policies are implemented and that practices are consistent with the College mission and policies. According to BP 7113, Delegation of Authority to the College Presidents, the President has the “responsibility to lead, direct, and supervise the College, and administer programs and operations in compliance with legal requirements and policies.”

The President is a member of the Chancellor’s Cabinet and the District Executive Council (DEC), which reviews new and existing policies and procedures. The President is also a member of the DSP&BC, responsible for reviewing District planning and resource allocations. The President participates in all Governing Board meetings and District training sessions provided by the Employee and Labor Relations office. District management trainings focus on such topics as Evaluations, Plans for Improvement, Management Rights, Investigations, Job Descriptions, Sexual Harassment, and Discipline.

The President chairs IERC and CPPC. These two shared governance bodies are charged with reviewing College and District policies and procedures. All revisions to existing policies are discussed at the College and District level. College and District constituency groups are provided opportunities to review modifications to policies and procedures, and evaluate proposed policies and procedures before the Governing Board takes action. Once District policies and procedures are adopted by the Governing Board, the President is held accountable to guarantee they are implemented and followed. The President is charged with adhering to state and federal statutes and educational codes.

Self-Evaluation
The President assures the implementation of statutes, regulations, and Governing Board Policies, and assures that institutional practices are consistent with the College mission and policies. Through its shared governance processes, the College considers new and revised District and College policies and procedures. According to the 2012 Cuyamaca College Institutional Effectiveness Survey (Q5), “Faculty exercises a substantial voice in establishing College-level procedures,” 91% of full-time and 75% of part-time faculty agreed with this statement.

The President reinforces the College’s commitment to board policies and Administrative Procedures, compliance with state and federal regulations, and the educational code. An example of the College’s compliance with external reviews is reflected by the annual certified audit that includes a detailed review of the Financial Aid Office and categorical programs.

Actionable Improvement Plan
Standard IV.B.2.c. is met.
**IV.B.2.d. The president effectively controls the budget and expenditures.**

**Descriptive Summary**
The President shares his responsibilities as tri-chair on IERC with the Academic Senate President and Classified Senate Vice President to ensure that planning drives resource allocations in the development of the budget. The AIP, developed by IERC, outlines activities, initiatives, personnel, and facility requests. In addition, budget forums are held to offer the campus community a greater understanding of the budget process.

The Vice President of Administrative Services (VPAS) has oversight responsibility for the institutional budget. The President works closely with the VPAS to effectively allocate College resources. The VPAS reviews all College expenditures and budget transfer requests to ensure fiscal compliance. In addition, the President works with the VPAS to review and monitor individual department budgets to comply with board policies and Administrative Procedures (Chapter 6), and external funding regulations. In addition to working with IERC and the VPAS, the President interacts directly with other members of the President’s Cabinet to confirm budgets are monitored within their respective units.

**Self-Evaluation**
The President of Cuyamaca College effectively controls the budget and expenditures. Once IERC determines appropriate ranking for staffing and resource requests, the President reviews IERC’s recommendations with the Cabinet to finalize the College budget. The College President shares these recommendations with the Chancellor’s Cabinet, and a final decision is made on fundable requests.

**Actionable Improvement Plan**
Standard IV.B.2.d. is met.

**IV.B.2.e. The president works and communicates effectively with the communities serviced by the institution.**

**Descriptive Summary**
The Cuyamaca College President proactively reaches out to communities served by the College. The President is a member of several community organizations and actively participates with the local Chamber of Commerce, local businesses, and educational institutions. The President also cultivates relationships with key community leaders.

The President is a member of the San Diego and Imperial Counties Community Colleges Association (SDICCCA), a consortium of educational leaders from regional community Colleges, San Diego State University, California State University San Marcos, and the University of California San Diego. In addition, the President is a member of San Diego Workforce Partnerships, GCCCD Auxiliary, Association of California Community College Administrators (ACCCA), and the Economic Development Council of East County and its Support Education and Economic Development (SEED) committees.

The President is also a board member of the Foundation for Grossmont-Cuyamaca
Community College Foundation. In this capacity, the President works to increase the College’s ties to the local community, and is instrumental in garnering financial support for the College through fundraising efforts of the Grossmont and Cuyamaca College Foundation. The President is also a member of the East County Economic Development Council, the Heritage of the Americas Board of Directors, the Rancho San Diego Spring Valley Rotary Club, East County Chamber of Commerce, and the GCCCD Auxiliary Board of Directors.

As summarized on the President’s webpage, the President serves on many organizations such as the Grossmont-Cuyamaca Community College District Auxiliary, and the California Community Colleges Economic and Workforce Development Program Advisory Committee. The President actively participates, representing the concerns of the Colleges on a statewide level. Through this leadership role with economic development, the President reached out to local San Diego and Imperial County Colleges to facilitate dialogue among statewide economic development directors in the San Diego area. With the recent change in leadership, the President continues a commitment to provide ongoing support and collaboration with the San Diego East County Chamber of Commerce.

The Cuyamaca Chronicle is sent electronically to the campus and local communities. Several College events are open to the public and assist the President with communicating to the broader community served by the College.

Self-Evaluation
The President serves on a number of Boards and committees and is extremely active in the community. Through these various community roles, the President assumes a proactive leadership role in the educational community on a local, state, and federal level by representing the various issues and concerns of the College and other educational institutions in San Diego and Imperial counties. Through Board and committee seats, the President establishes strong community partnerships with local business communities and industries.

Actionable Improvement Plan
Standard IV.B.2.e. is met.

IV.B.3. In multi-College Districts or systems, the District/system provides primary 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. It establishes clearly defined roles of authority and responsibility between the Colleges and the District/system and acts as the liaison between the Colleges and the governing board.

IV.B.3.a. The District/system clearly delineates and communicates the operational responsibilities and functions of the District/system from those of the Colleges and consistently adheres to this delineation in practice.

Descriptive Summary
The District’s policy-making body is the publicly elected Governing Board. Its authority is defined in the Education Code of California, and its mandate is to provide oversight and
direction to the District. The Governing Board established a Policy Manual that outlines the process by which policies are adopted, amended, and repealed. The Governing Board appoints the Chancellor, who serves as the District’s Chief Administrative Officer and has the delegated authority to implement and enforce board policies and procedures per Board Policy 2430. The GCCCD Governance Handbook details the District and Colleges’ reporting structure, as well as operational responsibilities and functions. 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. The Handbook, Cuyamaca College Organizational and Governance Structures, summarizes how operational responsibilities and functions are distributed within the Cuyamaca College administrative structure.

Self-Evaluation
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 Department’s main web page provides in-depth information on each department’s function. The District maintains a Who You Gonna Call? website with a list of each department’s primary functions, with a telephone number for each. The Governing Board has Policy and Administrative Procedures Manuals that are available on the Internet for the community to reference.

The College is guided by the Shared Governance Handbook that contains comprehensive charts illustrating the administrative structure, its programs, and departments within the purviews of each administrator (pp. 5-12). According to the 2012 Cuyamaca College Institutional Effectiveness Survey (Q16), 78.8% of full-time faculty, 83.3% of part-time faculty, 51.1% of classified staff, 40% of administrators and 66.7% of District staff agreed there are clear divisions of authority and responsibility between the Governing Board, District Office, and the College. While the percentage of classified staff who agreed represented only 51.1%, there was a large percent (38.3%) of neutral respondents. Similarly, 14.8% of District Office respondents were neutral.

While half of the administrators responding to this question in 2012 did not agree there are clear divisions of authority and responsibility between the Governing Board, District Office, and the College, in the 2013 Cuyamaca College Institutional Effectiveness Survey (Q16), there was a significant shift, with a large percent (75%) of administrators now agreeing that clear divisions of authority and responsibility exist between the Governing Board, District Office and the College. When the 2012 survey was conducted, the President was relatively new; by 2013, the divisions of authority had crystallized and become more clearly defined. Indeed, responses to this same question by the other groups in 2013 confirmed the perception: 94.7% of full-time faculty, 80% of part-time faculty, and 92.8% of staff agree there are clear divisions of authority and responsibility between the Governing Board, District Office, and the College.
**Actionable Improvement Plan**
Standards IV.B.3. and IV.B.3.a. are met.

**IV.B.3.b. The District/system provides effective services that support the Colleges in their missions and functions.**

**Descriptive Summary**
The GCCCD provides a variety of centralized services to the two Colleges in the District. The District has primary responsibility for services related to human resources, fiscal affairs, and information technology. District services are critical to the effective and efficient operation of Cuyamaca College. As seen in the list of **District Departments**, GCCCD partners with the Colleges to provide a number of vital services that support the District and College mission:

- **Human Resources**: Employee benefits, payroll, job application processing, EEO compliance, employee and retiree benefits, health and safety, processing and maintaining personnel records, labor contracts and handbooks, salary schedules, and union negotiations
- **District Business Services**:
  - **Purchasing and Contracts**: Purchasing, accounts payable, contract and bid negotiations, vendor information
  - **Information Systems** (IS): Provides assistance for the Colleges’ technology departments, PeopleAdmin, BlackBoard, network infrastructure, phones and voice mail, accounting system (IFAS), Colleague, and the District website. The relationship between IS and College Instructional Computer Services departments are clearly defined in the **Cuyamaca College Technology Plan 2013-2018** (pp. 4-6).
  - **Public Safety**: Fire safety, campus services, parking services.
  - **Facilities Planning and Maintenance**: Works closely with campus facilities planning and manages capital College construction projects (Governing Board minutes 09/13/2011; 09/14/2010)
- **Research and Planning**: Supports data-driven decisions at all levels. A Research Analyst from **RPIE** serves as a regular member of the College Research Committee and works to build and implement a culture of evidence and inquiry to inform decision-making, improve student learning and enhance institutional effectiveness
- **Auxiliary**: Support for College grants
- **Foundation**: Capital campaigns and scholarships

**Self-Evaluation**
Clear communication between the College and District administrators, as well as a commitment to shared governance, is evidenced by College representation on District committees. Since the current Chancellor joined the District in 2009, regular **annual 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, inform changes, particularly those for personnel in various District offices. In the 2011 annual survey of District Services, each office was rated on a one to five Likert scale for the following statements: “Handles my requests efficiently,” “Provides helpful information,” “Communicates effectively,” “Shows consideration and respect,” and “Demonstrates
competence in their field.” The average rating across departments on all items was 4.10, slightly above the “Satisfied” rating of 4.0 on the five-point rating scale.

For six of the 13 departments, ratings were 4.0 or above. In most departments, those employees who interacted more with the department were more satisfied than those with less interaction. Also, across most departments, administrators were more satisfied than Classified Staff or faculty. On the 2013 Cuyamaca College Institutional Effectiveness Survey, in response to the statement, “The District offices are structured to provide effective services,” 77.8% of full-time faculty, 91.3% of part-time faculty, 73.3% of staff, 50.0% of administrators, and 61.8% of District staff (2012 survey, Q135) agreed (Q126).

**Actionable Improvement Plan**

Standard IV.B.3.b. is met.

*IV.B.3.c. The District/system provides fair distribution of resources that are adequate to support the effective operations of the Colleges.*

**Descriptive Summary**

The initial step to provide resources to each District College begins with the funded FTES goal, established at the state level. Once the goal is determined, the District FTES Taskforce, chaired by the Vice Chancellor of Business and comprised of representatives from the constituency groups at each College, meets to set FTES goals for each College, taking into account an assessment of potential growth for the coming year. The Colleges are then funded, based on goals utilizing a budget allocation formula agreed to by the District and both Colleges in 1998.

**Self-Evaluation**

The College, like the District, is in the midst of severe funding shortfalls. As part of a multi-College District, Cuyamaca College recognizes that budgetary issues must be addressed on a District wide basis, and that division of resources must be accomplished in an equitable manner. Although funding allows the College to operate at a basic level, this does not indicate that the College receives sufficient resources to adequately fund its strategic plan. On the 2012 Cuyamaca College Institutional Effectiveness Survey (Q112), a very low percentage was demonstrated with 0% of full-time faculty, 10% of part-time faculty, 28.4% of classified staff, and 0% of administrators who agreed the College receives adequate financial support to effectively carry out its mission. In fact, only 40% of District staff agreed with this statement.

While results from the 2013 Cuyamaca College Institutional Effectiveness Survey are better, with 24% of full-time faculty, 36.7% of part-time faculty, 32.6% of staff, 30% of administrators, and 74% of students agreeing that the College receives adequate financial support, there is still much improvement to be made, especially among employees (Q112).

Based on the survey results (Q112), faculty and staff do not feel Cuyamaca College receives adequate resources. This could stem from the fact the current budget allocation model did not address the needs of Cuyamaca College to implement the Strategic Plan 2004-2010 or the Strategic Plan 2010-2016. As reflected in the unit Program Reviews, the current funding
The model does not address the critical needs of full-time faculty and staff. For example, IPRPC faculty ranking are based on a number of criteria, including the calculation of Reassigned Time needs, and part-time and full-time ratios. These criteria are also utilized when requests are made for departmental reorganizations. The current funding model is in the review process at the District level by the Budget Allocation Taskforce (BAT). The BAT is addressing the income allocation formula, budget transparency, improving communication and automation. The College’s next Institutional Effectiveness Survey will ask more specific questions regarding adequacy of funding in order to determine if the concern of inadequate funding is internal to the District or related to state funding.

Since the last Accreditation Self-Study, the College added three new buildings, but the College was unable to increase the number of faculty, lab aids, technicians and custodial staff to address growth. As the College continues to provide effective services, and operations to students, faculty, and staff, insufficient resources to fund key positions leaves the existing College’s staff burdened.

**Actionable Improvement Plan**

Standard IV.B.3.c. is met.

**IV.B.3.d. The District/system effectively controls its expenditures.**

**Descriptive Summary**

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, with the [2010-2011 audit](#) illustrating the eighth consecutive year of unqualified audits. 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 Budget Preparation](#) and associated [AP 6200](#). The Governing Board approves the District budget, and GCCCD is among the most financially stable Districts in the state. GCCCD does not spend money until the funds are available. The District has a history of preparedness when mid-year state budgets are adjusted. GCCCD is committed to its employees and only resorted to downsizing of hourly staff support rather than induce staffing cuts, layoffs, or furloughs during challenging financial times.

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 [BP 6300](#) for Fiscal Management, the Chancellor establishes procedures to assure the District’s fiscal management is in accordance with the principles contained in Title 5. 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.

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 per AP 6100. The Chancellor and Vice Chancellor submit quarterly financial reports to the Governing Board at Governing Board meetings (06/12/2012; 02/21/2012; 11/15/2011; 08/16/2011) and to the Chancellor’s Extended Cabinet meetings. 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.

**Self-Evaluation**

Since the last Accreditation site visit, annual comprehensive audits have been unqualified. Year end balances meet state guidelines of 5% of the unrestricted General Fund. The College President and Vice President for Administrative Services hold budget forums at least once each semester that are open to the entire College community. The forums include information about total revenue to the District, how the funds flow through the funding formula to both Colleges, criteria used to develop the College budget, the development cycle, and the budget for the year. Despite the openness and transparency, results of the 2012 Cuyamaca College Institutional Effectiveness Survey (Q138) show that 17.4% of full-time faculty, 54.5% of part-time faculty, 36.4% of staff, 12.5% of administrators, and 77.8% of District staff agree that “District offices control their expenditures to ensure adequate funding for both Colleges”. In response, the BAT was formed to review and analyze the income allocation formula. BAT is considering the adoption of a new budget allocation model in the District that would be effective in 2014-2015. The perception by all constituents improved by 2013 Cuyamaca College Institutional Effectiveness Survey (Q129) with the results of the 2013 survey showed that 41.2% of full-time faculty, 64.3% of part-time faculty, 62.1% of staff, 50% of administrators agree that the District controls expenditures to ensure adequate funding for both Colleges.

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 for the Institutional Effectiveness and Resource Council (IERC). Current District budget information is available on the DSP&BC Intranet website. Through the Intranet and the Governing Board minutes, District and College budgets are disclosed in a transparent manner.
Actionable Improvement Plan
Standard IV.B.3.d is met.

IV.B.3.e. The chancellor gives full responsibility and authority to the presidents of the Colleges to implement and administer delegated District/system policies without his/her interference and holds them accountable for the operation of the Colleges.

Descriptive Summary
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 per BP 7113. The Chancellor meets weekly with the two College presidents at Chancellor’s Cabinet meetings; at annual meetings to review their evaluation (BP 7112); and as needed throughout the year.

The Chancellor’s Extended Cabinet, DEC, the President, and members of Cuyamaca College’s shared 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 (BP 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. AP 7112 outlines eight performance factors:

- 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. 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.2.e. 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. Cuyamaca College realized its eighth consecutive unqualified audit in 2011-2012. Throughout his administration, the College President continues to pledge adherence to College and District policies and procedures in concert with governmental laws and regulations, and that represent the best interests of the community the College serves.

Long-range planning consists of collaboration with various segments of the community, District, and College to prepare College goals and priorities (Strategic Plan 2010-2016, ASPRPC 2012-2013 and SSPRPC 2012-2013, ISPRPC 2012-2013). 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. The President also exhibits leadership qualities while cultivating and incorporating the College’s organizational structure.

**Self-Evaluation**
The Chancellor delegates full responsibility and authority to the President to implement and administer District policies without interference from the Chancellor. Furthermore, the President is held accountable for all College operations.

The Cuyamaca College President implements and administers District policies at the institutions through his leadership and support from Cabinet members, the Administrative Council, and various shared governance structures and processes. The President exemplifies leadership in the District and in state organizations while administering District policies and providing oversight for College operations. The President acts as the chairperson for two shared governance bodies, IERC and CPPC. In addition to his role on each of these bodies, the President chairs the President’s Cabinet and Administrative Council.

On a District level, the President actively participates in the development and modification of District policies and regulations that impact the College’s operations. The President is a member of the Chancellor’s Cabinet, the Chancellor’s Extended Cabinet, DEC, DSP&BC, and DCEC. The President also serves on the Board of Directors for the Foundation for Grossmont and Cuyamaca Colleges and the GCCCD Auxiliary.

The Chancellor holds the President accountable for the implementation and administration of delegated District policies and College operations. The President demonstrates accountability through a monthly written report to the Chancellor and a monthly written and verbal report to the Governing Board.

**Actionable Improvement Plan**
Standard IV.B.3.e. is met.
**IV.B.3.f. The District/system acts as the liaison between the Colleges and the governing board. The District/system and the Colleges use effective methods of communication, and they exchange information in a timely manner.**

**Descriptive Summary**
Within the organizational structure of the GCCCD (page vii of GCCCD Governance Handbook for Effective Decision-Making 2013), the Chancellor and District staff comprise the only organizational entity connected directly to the Governing Board and the College President. The use of technology facilitates timely communication, and email enables the rapid dissemination of documents, meeting minutes, and research data. Computer networks allow for instantaneous communication between the District and Colleges. Half of Governing Board meetings are scheduled on the Cuyamaca campus, and all Governing Board meetings are videotaped and available for viewing at the Learning and Technology Resource Center. Minutes of Governing Board meetings are available on the District website. College administrators make it a priority to attend Governing Board meetings and are available for spontaneous questions from Trustees. Governing Board meetings are attended by Classified Staff, faculty and students.

A variety of College publications, such as newsletters, the Campus Events Calendar and associated links, and News Releases and Updates, serve to communicate campus information to the Governing Board, District staff, and the community at large. Each month, the President provides a report to the Governing Board, summarizing major College events during the previous month. Publications from the Governing Board and Chancellor inform the College community of significant regional and state matters affecting the College. In addition, the Courier, which presents monthly highlights of Governing Board meetings, is distributed by email to all faculty and staff, and is posted on the website.

**Self-Evaluation**
The District Office acts as a liaison between the College and the Governing Board. Information from the Chancellor’s Office flows in two directions. Through extensive participation on committees and councils, the President communicates with campus and community constituents regarding their ideas, issues, and concerns. The President then takes that information to the Chancellor’s Executive Cabinet and the Chancellor, in turn, shares this knowledge with the Governing Board. Trustees and the Chancellor share ideas and address specific issues and responses that directly pertain to the District and College. The Chancellor then communicates Governing Board directives to the President. The District Office and College, as well as District committees comprised of members from campus constituencies, share efficient and timely communication by way of the Internet and Intranet. Attendance at Governing Board meetings by College administrators, faculty, and staff promotes effective dialogue and engenders a sense of community within the District.

According to the 2012 Cuyamaca College Institutional Effectiveness Survey (Q139), 55% of full-time faculty, 75% of part-time faculty, 71.1% of staff, 44.4% of administrators, and 84.3% of District staff agreed the “Chancellor and District offices provide appropriate and timely financial information to Cuyamaca College employees.” In addition, 82.9% of full-time faculty, 78.8% of part-time faculty, 76.7% of staff, 60.0% of administrators, and 67.9%
of District staff are of the opinion the “Chancellor fosters communication among the Governing Board, College personnel, and students” (Q137).

**Actionable Improvement Plan**

Standard IV.B.3.f. is met.

*IV.B.3.g. The District/system regularly evaluates District/system role delineation and governance and decision-making structures and processes to assure integrity and effectiveness in assisting the Colleges in meeting educational goals. The District/system widely communicates the results of these evaluations and uses them as the basis for improvement.*

**Descriptive Summary**

District and College roles, governance, decisions, and processes undergo periodic evaluation as a result of a commitment to the shared governance process. The [GCCCD Governance Handbook for Effective Decision Making 2013](#), was prepared by the Chancellor’s Office. The 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.

Committee deliberations, recommendations, decisions, and directives are published and available through the Intranet, as well as formal reports. Since 2009, District Services conducts confidential annual surveys which are emailed to all College contract employees. Another significant component of internal District and College evaluation and continuous quality improvement is the overall Accreditation process. Examples include District wide surveys and DAAC which is responsible for charting District Services Process and Evidence and mapping College and District Functional Responsibilities.

**Self-Evaluation**

The [GCCCD Governance Handbook for Effective Decision Making](#) was updated in 2013. In preparation of the Self-Evaluation Report, the Colleges and District offices, through the DAAC, developed the Map of Functional Responsibilities and the Chart of District Services Processes and Evidence. At the College, the CPPC, a subcommittee of IERC, evaluates, reviews, and revises its publication Shared Governance Handbook.

**Actionable Improvement Plan**

Standard IV.B.3.g. is met.
2013 Actionable Improvement Plans
Actionable Improvement Plans for the 2013 Institutional Self-Evaluation Report

Actionable Improvement Plan #1
Standard II.A.1.c.
The Institutional Effectiveness and Resource Council (IERC) will direct the Student Learning Outcomes and Assessment Committee (SLOAC) to hold disciplines, departments, programs, and service areas accountable for assessing learning outcomes and using the results to make improvements. Requests for funding will be evaluated against evidence of regular assessment of learning outcomes and subsequent improvements. IERC will require regular reports from SLOAC regarding the College’s progress toward continuous quality improvement.

Actionable Improvement Plan #2
Standard II.A.2.e.
Cuyamaca College will develop a more systematic review process of course outlines and ensure that all disciplines adhere to this process.

Actionable Improvement Plan #3
Standard II.B.3.e.
Cuyamaca College, in collaboration with Grossmont College and the District’s Research, Planning and Institutional Effectiveness Department, will pilot Accuplacer, a new placement instrument, in fall 2013. Based on the pilot results, the College will conduct validation studies, finalize cut scores, and implement the new assessment instrument.

Actionable Improvement Plan #4
Standard III.A.2.
Despite the uncertain budget climate, Cuyamaca College, in collaboration with GCCCD, will support the work of the Salary Equity Task Force and champion the implementation of its recommendations.

Actionable Improvement Plan #5
Standard III.D.3.c.
In order to satisfy its long-term contractual commitment for Other Post-Employment Benefits (OPEB), Cuyamaca College will work with the Grossmont-Cuyamaca Community College District to identify a funding stream that meets the actuarially determined Annual Required Contribution (ARC).
Appendix A
District Map of Functional Responsibilities

The Accrediting Commission for Community and Junior Colleges (ACCJC) requires that colleges in multi-college districts/systems must show whether the college or district has primary responsibility for all or parts of specific functions that relate to the accreditation standards. The overview of the responsibilities for key functions in institutions within multi-college districts must be presented in the form of a Functional ‘Map.’ The following document details the division of those responsibilities within the Grossmont-Cuyamaca Community College District (GCCCD).

Explanation of Codes

P = Primary Responsibility: Primary responsibility indicates leadership and oversight of a given function. This primary leadership may include design, development, implementation, assessment and planning for improvement.

S = Secondary Responsibility: Secondary responsibility indicates support of a given function. This support may include some levels of coordination, input, feedback, or communication to assist the primary responsibility holders with successful execution of their responsibility.

SH = Shared Responsibility: Shared responsibility indicates that 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 (for instance, there are mission statements at the Colleges and at the District). This leadership may include design, development, implementation, assessment and communication processes.

<table>
<thead>
<tr>
<th>Colleges</th>
<th>GCCCD District Services</th>
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**Standard I: Institutional Mission & Effectiveness**

I.A. **Mission:** The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

<table>
<thead>
<tr>
<th>I.A.1.</th>
<th>The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.</th>
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<tbody>
<tr>
<td>I.A.2.</td>
<td>The mission statement is approved by the governing board and published.</td>
<td>S</td>
<td>P</td>
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<tr>
<td>I.A.3.</td>
<td>Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.</td>
<td>SH</td>
<td>SH</td>
</tr>
<tr>
<td>I.A.4.</td>
<td>The institution’s mission is central to institutional planning and decision making.</td>
<td>SH</td>
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</table>
**I.B. Improving Institutional Effectiveness:** The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing (1) evidence of the achievement of student learning outcomes, and (2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

<table>
<thead>
<tr>
<th>I.B.1</th>
<th>The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.</th>
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<tr>
<td>I.B.2.</td>
<td>The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measureable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.</td>
<td>SH</td>
<td>SH</td>
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<tr>
<td>I.B.3.</td>
<td>The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.</td>
<td>SH</td>
<td>SH</td>
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<tr>
<td>I.B.4.</td>
<td>The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources and leads to improvement of institutional effectiveness.</td>
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<tr>
<td>I.B.5.</td>
<td>The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.</td>
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<tr>
<td>I.B.6.</td>
<td>The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.</td>
<td>SH</td>
<td>SH</td>
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<tr>
<td>I.B.7.</td>
<td>The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services and library and other learning support services.</td>
<td>P</td>
<td>S</td>
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</table>
### Standard II. Student Learning Programs & Services

#### II.A. Instructional Programs:

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

<table>
<thead>
<tr>
<th>II.A.1.</th>
<th>The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.</td>
</tr>
<tr>
<td>b.</td>
<td>The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.</td>
</tr>
<tr>
<td>c.</td>
<td>The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.</td>
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<table>
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<tr>
<th>II.A.2.</th>
<th>The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode or location.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.</td>
</tr>
<tr>
<td></td>
<td>The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.</td>
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<tr>
<td>c.</td>
<td>High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.</td>
</tr>
<tr>
<td>d.</td>
<td>The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.</td>
</tr>
<tr>
<td>e.</td>
<td>The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.</td>
</tr>
<tr>
<td>f.</td>
<td>The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.</td>
</tr>
<tr>
<td>g.</td>
<td>If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.</td>
</tr>
<tr>
<td>h.</td>
<td>The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.</td>
</tr>
<tr>
<td>i.</td>
<td>The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.</td>
</tr>
<tr>
<td>II.A.3.</td>
<td>The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.</td>
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</tr>
<tr>
<td><strong>a.</strong></td>
<td>An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.</td>
</tr>
<tr>
<td><strong>b.</strong></td>
<td>A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.</td>
</tr>
<tr>
<td><strong>c.</strong></td>
<td>A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.</td>
</tr>
<tr>
<td><strong>II.A.4.</strong></td>
<td>All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.</td>
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<tr>
<td><strong>II.A.5.</strong></td>
<td>Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.</td>
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<tr>
<td><strong>II.A.6.</strong></td>
<td>The institution assures that students and prospective students receive clear and accurate information about educational courses and programs, and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements and expected student learning outcomes. In every class section, students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline.</td>
</tr>
<tr>
<td><strong>a.</strong></td>
<td>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.</td>
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<tr>
<td><strong>b.</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>
c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty and specific institutional beliefs or worldviews. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

| a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively. | P | S |
| b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty. | P | S |
| c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks. | SH | SH |

II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable commission policies.

II.B. Student Support Services: The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

| II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution. | P | S |
II.B.2. The institution provides a catalog for its constituencies with precise, accurate and current information concerning the following: a) General information, b) requirements, c) major policies affecting students, and d) locations of policies where other publications might be found.

II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

a. 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.

b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

f. 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.

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.
II.C. Library And Learning Support Services:
Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

| II.C.1. | The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth and variety to facilitate educational offerings, regardless of location or means of delivery. | P | S |
| II.C.2. | The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement. | P | S |

Standard III. Resources

III.A. Human Resources: The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

| III.A.1. | The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training and experience to provide and support these programs and services. | SH | SH |
| a. | Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. | S | P |
Degrees from non-U.S. institutions are recognized only if equivalence has been established.

| b. | 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. | SH | SH |
| c. | Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes. | P | S |
| d. | The institution upholds a written code of professional ethics for all of its personnel. | SH | SH |

III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.

| III.A.3. | The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered. | S | P |

| a. | The institution establishes and adheres to written policies ensuring fairness in all employment procedures. | S | P |
| b. | 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. | S | P |

III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

| a. | The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. | SH | SH |
| b. | The institution regularly assesses its record in employment equity and diversity consistent with its mission. | S | P |
c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

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III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

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a. The institution plans professional development activities to meet the needs of its personnel.

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b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

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III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

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III.B. Physical Resources: Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

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III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

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a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

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b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

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III.B.2. 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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</table>

a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

| SH | SH |
b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

### III.C. Technology Resources:
Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

#### III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, collegewide communications, research and operational systems.

| a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution. | SH | SH |
| b. The institution provides quality training in the effective application of its information technology to students and personnel. | SH | SH |
| c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs. | SH | SH |
| d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services. | SH | SH |

#### III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

### III.D. Financial Resources:
Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

#### III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

| a. Financial planning is integrated with and supports all institutional planning. | SH | SH |
| b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. | SH | SH |
c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

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d. 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.

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III.D.2. To assure the financial integrity of the institution and responsible use of its financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

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b. Appropriate financial information is provided throughout the institution.

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c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

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d. 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.

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e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

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f. 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.

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g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

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<tr>
<td>III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.</td>
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**Standard IV. Leadership & Governance**

**IV.A. Decision-Making Roles And Processes:** The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

**IV.A.1.** Institutional leaders create an environment for empowerment, innovation and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in 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 discussion, planning and implementation.

**IV.A.2.** The institution establishes and implements a written policy providing for faculty, staff, administrator and student participation in decision-making processes. The policy specifies the manner in which Individuals bring forward Ideas from their constituencies and work together on appropriate policy, planning and special-purpose bodies.

- **a.** Faculty and administrators 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. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

- **b.** The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

**IV.A.3.** Through established governance structures, processes and practices, the governing board, administrators, faculty, staff and students work together for the good of the institution. These collegial consultation processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

**IV.A.4.** The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with accrediting commission standards, policies and guidelines, and commission requirements for public disclosure, self-study and other reports, team visit and prior approval of
substantive changes. The institution moves expeditiously to respond to recommendations made by the commission.

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<th>IV.A.5. The role of leadership and the institution’s governance and decision-making structures 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>
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**IV.B. Board and Administrative Organization:** In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

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<th>IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity and effectiveness of student learning programs and services, and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.</th>
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  a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure. | S | P |

  b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. | S | P |

  c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity. | S | P |

  d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures. | S | P |

  e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary. | S | P |

  f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office. | S | P |

  g. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws. | S | P |
h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.  

i. The governing board is informed about and involved in the accreditation process.  

j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

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<th>IV.B.2.</th>
<th>The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.</th>
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<td>a.</td>
<td>The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.</td>
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| b. | The president guides institutional improvement of the teaching and learning environment by the following:  
  - establishing a collegial process that sets values, goals, and priorities;  
  - ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;  
  - ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and  
  - establishing procedures to evaluate overall institutional planning and implementation efforts. |
| c. | The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies. |
| d. | The president effectively controls budget and expenditures. |
e. The president works and communicates effectively with the communities served by the institution.

IV.B.3. In multi-college districts or systems, the district/system provides primary 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. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

b. The district/system provides effective services that support the colleges in their missions and functions.

c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

d. The district/system effectively controls its expenditures.

e. The Chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.