



**Institutional Self-Evaluation Report**  
**in Support of an Application for**  
**Reaffirmation of Accreditation**

Submitted by

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

to

Accrediting Commission for Community and Junior Colleges

December 2025

## Certification

To: Accrediting Commission for Community and Junior Colleges

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This Institutional Self-Evaluation Report is submitted to ACCJC in support of an Application for Reaffirmation of Accreditation. The Institutional Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

Signatures:

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## Forward to the Institutional Self-Evaluation Report

The Cuyamaca College 2025 Institutional Self-Evaluation Report (ISER) is the result of broad campus discussions and reflections on the College's performance, realization of its mission, and progress in advancing equitable student access and achievement in light of the ACCJC 2024 accreditation standards. The ISER preparation process included engagement from faculty, classified professionals, administrators, and students. Through regular dialog on early self-evaluation findings, the College was able to address some areas identified for improvement early on and make plans for additional, longer-term improvements to strengthen overall institutional effectiveness. Throughout the self-evaluation process, Cuyamaca College centered its vision of Equity, Excellence, and Social Justice through Education and commitment to providing high-quality education experiences to the diverse East San Diego County community.

During the first phase of the self-evaluation process, the College's Accreditation Core Evaluation (ACE) teams, which included faculty, classified professionals, and administrators from across the campus, completed an initial analysis of the College's efforts and evidence related to each accreditation standard. The Accreditation Liaison Officer and Accreditation Faculty Co-Chair then reviewed the analysis and began writing responses to each of the standards based on information gathered by the ACE teams and further informed by content areas experts across the College and the Grossmont-Cuyamaca Community College District (GCCCD). Early findings on strengths and areas for improvement were shared with college participatory governance groups, such as the Institutional Effectiveness Council, Instructional Leadership Advisory Team, College Council, and GCCCD Governing Board.

The self-evaluation revealed various strengths for the College, particularly in the areas of using data to develop innovative programs and services, equity-focused faculty professional development, holistic student support through college basic rights programs, culturally-responsive teaching and learning, more equitable access and success through dual enrollment, student feedback to improve services, and centering the college mission and student equity in planning and resource processes. Similarly, several themes for action items emerged from the self-evaluation process and were generally aligned with ongoing work at the College to strengthen its work in areas such as integrated planning and budget, enrollment management, student sense of belonging, governance, and sharing college achievements and performance with the campus and surrounding community in a more accessible, concise way. The following themes and action items emerged from the self-evaluation process:

- **Building a Stronger Planning Culture & Closing the Loop:** Improving integration of strategic and other college-wide plans and initiatives, including evaluations of progress in other plans and connections to college-wide goals (Standard 1.4)
- **Telling Our Story:** Creating more community-minded communication on college performance, achievements, and data story (Standard 1.5)
- **Student-Centered Scheduling:** Strengthening enrollment management processes to ensure students can complete degree requirements on time/on plan (Standard 2.5)
- **Sense of Belonging:** Strengthening and continually assessing student sense of belonging (2.8).
- **Strengthening Budget Processes and Communication:** Improving college budget-related communication, processes, and process documentation for the campus community (Standard 3.5)
- **Improving Governance Infrastructure:** Improving and updating college governance handbook/website, training materials, and member onboarding (Standard 4.2)

In summary, the results of the self-evaluation highlighted points of pride as well as areas for growth for the College. The College has seen significant improvements in student access to college, overall successful course completion, mitigation of equity gaps and successful course completion among dual enrollment students. However, equity gaps in successful course completion and completion of educational goals persist for historically marginalized populations. The College's commitment to closing equity gaps in access, successful course completion, persistence, and completion continues and is codified in its 2022-2028 Comprehensive Strategic and Facilities Plan. The College will continue to monitor its performance in each of these areas through its annual planning and evaluation activities and through continued conversations with students and student panels.

In summary, the Cuyamaca College self-evaluation process provided an additional dedicated space for focused reflection and reaffirmation of the College's commitment to continuous quality improvement and data-informed, equity-minded innovation. The College will leverage the findings from the self-evaluation to guide its annual priorities in the 2025-2026 academic year and beyond. Cuyamaca College remains steadfast in its commitment to serving the changing needs of the diverse East San Diego County community and to ensuring equitable student access and success from a student's first connection with the College through completion of their educational goals.

## **A. Introduction: Institutional Context**

Cuyamaca College is one of two public, two-year community colleges within the Grossmont-Cuyamaca Community College District (GCCCD). The GCCCD service area is geographically expansive, reaching from La Mesa, Lemon Grove and Spring Valley on the District's western border, to Potrero and the Mountain Empire region on the eastern border. The District is governed by a five-member Governing Board and two student trustees, one from each college. GCCCD is committed to its mission of transforming lives through high-quality educational programs and services that meet the needs of the diverse East San Diego County community.

### **Brief History of Cuyamaca College**

Established in 1978, Cuyamaca College is a comprehensive, two-year institution that has grown to serve approximately 9,000 students each semester and offer over 106 associate degree programs, 67 Certificate of Achievement programs, and 34 Certificate of Specialization programs to a diverse population of students. From the beginning, the college has remained committed to establishing a pathway to social and economic mobility, offering a comprehensive range of degrees and certificates that provide diverse students in East San Diego with transfer, career, and lifelong learning opportunities.

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. Upon its founding nearly forty years ago, the name "Cuyamaca College" was selected to honor the institution's historical roots and reflect its commitment to community and serving students in its unique East San Diego County location. Decades later, that commitment to community is stronger than ever. Cuyamaca College advances equity and social justice by employing educational strategies that build upon the strengths of its diverse socio-cultural student population.

Now entering its 47th year in operation, Cuyamaca College serves as an educational leader in San Diego County, with students earning 4,857 degrees and 1,348 certificates over the past five years. The College also serves as a hub for the East San Diego County community, serving as the home of The Water Conservation Garden and Heritage of the Americas Museum.

Cuyamaca is not just the college name; it reflects the region's rich Kumeyaay history, culture, and bright future. The word "Cuyamaca" originates from the Kumeyaay language, meaning "standing behind the rain clouds." The significance of this is far-reaching. San Diego is home to eighteen reservations, more than any other county in the nation, and twelve reservations are of the Kumeyaay people. The name "Cuyamaca" is an acknowledgement of the land upon which the campus is built and the people who have cared for the land since time immemorial. The College actively works to honor the Kumeyaay people through its Kumeyaay Studies program, which aims to preserve Kumeyaay language and culture while preparing students for success in transfer or in the workforce.

As codified in its vision, mission, and values, Cuyamaca College is deeply committed to advancing equity and social justice through education. These core values guide the College's academic programs, support services, and operations.

### **Cuyamaca College Service Area**

Cuyamaca College primarily serves the East San Diego County Community, including the cities and unincorporated areas in close proximity to the campus, such as Lemon Grove, Spring Valley, Rancho San Diego, El Cajon, La Mesa, and Jamul. The GCCCD service area includes Santee and Lakeside to the north, and Alpine and Potrero to the east. The Cuyamaca College student population generally aligns with the service area population in terms of race and ethnicity (see Table 1). However, compared to the service area, a greater percentage of Cuyamaca students identify as female and under 20 years of age (see Table 2 and Table 3).

Table 1. Cuyamaca College Service Area Population and Student Comparison by Race and Ethnicity

Race and Ethnicity	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	CC Student s	Service Area Pop.	CC Student s	Service Area Pop.	CC Student s	Service Area Pop.	CC Student s	Service Area Pop.	CC Student s	Service Area Pop.
African American/Black	6%	6%	6%	6%	6%	6%	6%	6%	5%	6%
Asian	6%	5%	6%	6%	6%	6%	6%	6%	6%	6%
Hispanic/Latiné	35%	29%	35%	29%	37%	30%	36%	30%	35%	30%
Indigenous	1%	<1%	1%	1%	1%	1%	1%	1%	1%	1%
Pacific Islander	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
White	46%	56%	45%	53%	43%	53%	45%	53%	46%	53%
Two or More	6%	4%	6%	4%	5%	4%	6%	4%	5%	4%
Unknown/Other	1%	<1%	2%	<1%	2%	<1%	2%	<1%	2%	<1%
<i>Total</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>

Source: Cuyamaca College (CC) student data from GCCCD Information System; service area population data from SANDAG Population and Housing Estimates (v21 and v23.1).

Table 2. Cuyamaca College Service Area Population and Student Comparison by Gender

Gender	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	CC Student s	Service Area Pop.	CC Student s	Service Area Pop.	CC Student s	Service Area Pop.	CC Student s	Service Area Pop.	CC Student s	Service Area Pop.
Female	57%	51%	58%	51%	58%	51%	56%	51%	55%	51%
Male	42%	49%	41%	49%	41%	49%	43%	49%	44%	49%
Unknown/Other	1%	0%	1%	0%	1%	0%	1%	0%	1%	0%
<i>Total</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>

Source: Cuyamaca College (CC) student data from GCCCD Information System; service area population data from SANDAG Population and Housing Estimates (v21 and v23.1).

Table 3. Cuyamaca College Service Area Population and Student Comparison by Age

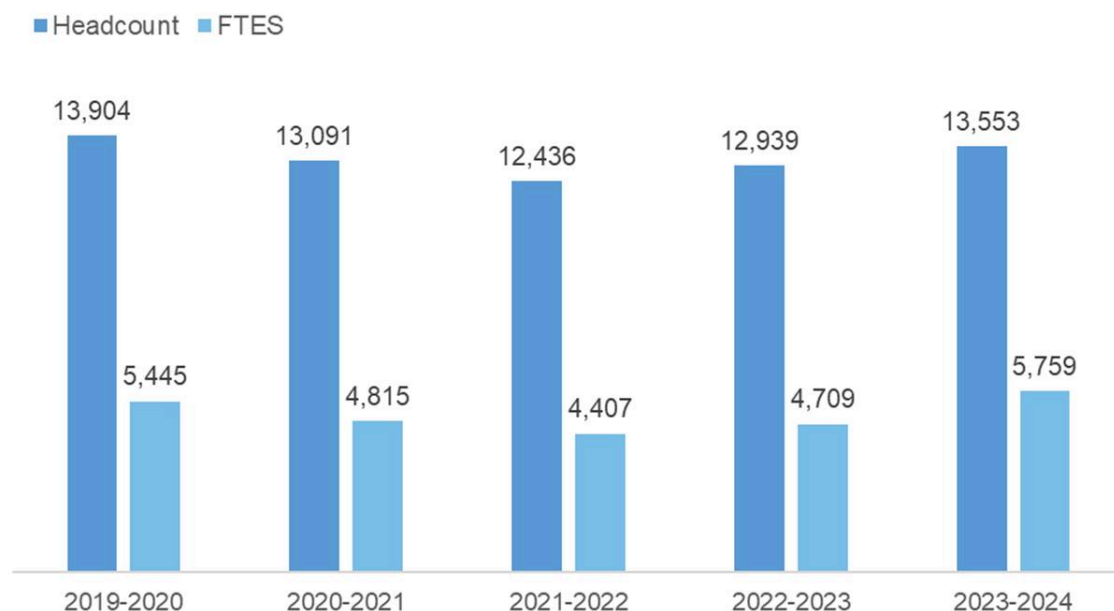
Age (Years)	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	CC Student s	Service Area Pop.	CC Student s	Service Area Pop.	CC Student s	Service Area Pop.	CC Student s	Service Area Pop.	CC Student s	Service Area Pop.
15-17	6%	5%	6%	5%	9%	5%	10%	5%	11%	5%
18-19	15%	3%	15%	3%	17%	3%	17%	3%	18%	3%
20-24	36%	9%	36%	6%	34%	7%	32%	6%	31%	6%
25-29	15%	8%	14%	7%	13%	7%	12%	7%	11%	7%
30-49	21%	31%	23%	33%	21%	32%	22%	32%	22%	33%
50+	7%	45%	6%	46%	6%	46%	7%	46%	7%	46%
<i>Total</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>

Source: Cuyamaca College (CC) student data from GCCCD Information System; service area population data from SANDAG Population and Housing Estimates (v21 and v23.1); excludes individuals under 15 years old.

### Increasing Equitable Enrollment Post-Pandemic

With intentional efforts to increase equitable access following the COVID-19 pandemic, Cuyamaca College has seen significant increases in student enrollment over the past two years, surpassing pre-pandemic figures for full-time equivalent students (see Figure 1). These increases represent the collaborative work across the College and District to create more community connections, improve student registration processes, and ensure students have access to the classes in the modalities and at the times of the day and week that they need.

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



Sources: GCCCD Information System and CCFS-320 Report (Resident and Non-Resident FTES)

### Service Area Labor Market

As one of several community colleges in San Diego County, Cuyamaca College strives to meet the needs of the regional labor market by providing high-quality career education programs that are accessible to students transitioning from high school, adult learners looking to train for a new job, and working adults that are seeking to enhance their skills and advance in their careers. Among the College's largest career education programs are the Child Development program, Automotive Technology program, Business Administration program, Accounting program, Real Estate program, and Business Office Technology program. The College also offers career education programs in graphic design, computer information systems and computer science, computer-aided drafting and design, ornamental horticulture, water/wastewater systems technology, and environmental health and safety. These programs align with the local labor market needs and projected job openings in San Diego County.

For example, the San Diego region's top occupations requiring an associate's degree include several administrative and technical occupations, such as office and administrative support, management, as well as transportation, education, computer and mathematical, maintenance and repair, personal care and service, and architecture and engineering. Among these occupations, those with the highest wages were management positions followed by computer and mathematical positions, healthcare practitioners, and architecture and engineering positions.



**Table 4. Top 10 Occupations Requiring an Associate's Degree in San Diego-Chula Vista-Carlsbad MSA**

Occupation	2024 Jobs	2034 Jobs	Change in Jobs (2024-2034)	Percent Change (2024-2034)	2024 Median Hourly Earnings
Office and Administrative Support	165,906	162,468	(3,438)	(2%)	\$24.93
Management	119,109	127,630	8,522	7%	\$70.57
Transportation and Material Moving	100,840	108,581	7,742	8%	\$19.83
Healthcare Practitioners and Technical	86,805	99,955	13,151	15%	\$58.53
Healthcare Support	85,263	107,278	22,015	26%	\$17.53
Educational Instruction and Library	83,327	91,490	8,163	10%	\$30.91
Computer and Mathematical	57,678	63,073	5,395	9%	\$60.53
Installation, Maintenance, and Repair	46,347	48,654	2,306	5%	\$30.24
Personal Care and Service	40,632	45,879	5,247	13%	\$17.81
Architecture and Engineering	38,492	40,624	2,132	6%	\$55.48

*Source: Lightcast 2025.2*

Within the San Diego-Chula Vista-Carlsbad MSA, some of top occupations requiring a bachelor's degree overlap with those requiring an associate's degree, including office and administrative, management, business and finance, transportation, healthcare, education, computer and mathematical, and architecture and engineering occupations. Additional top occupations requiring a bachelor's degree include sales and protective service. Among these occupations, those with the highest wages were management positions followed by computer and mathematical positions, healthcare practitioners, and architecture and engineering positions.

**Table 5. Top 10 Occupations Requiring a Bachelor's Degree in San Diego-Chula Vista-Carlsbad MSA**

Occupation	2024 Jobs	2034 Jobs	Change in Jobs (2024-2034)	Percent Change (2024-2034)	2024 Median Hourly Earnings
Office and Administrative Support	165,906	162,468	(3,438)	(2%)	\$24.93
Sales and Related	124,203	121,753	(2,450)	(2%)	\$20.00
Management	119,109	127,630	8,522	7%	\$70.57
Business and Financial Operations	111,037	115,825	4,788	4%	\$42.71
Transportation and Material Moving	100,840	108,581	7,742	8%	\$19.83
Healthcare Practitioners and Technical	86,805	99,955	13,151	15%	\$58.53
Educational Instruction and Library	83,327	91,490	8,163	10%	\$30.91
Computer and Mathematical	57,678	63,073	5,395	9%	\$60.53
Architecture and Engineering	38,492	40,624	2,132	6%	\$55.48
Protective Service	36,343	38,263	1,921	5%	\$27.14

*Source: Lightcast 2025.2*

Cuyamaca College is located in the San Diego-Chula Vista-Carlsbad Metropolitan Statistical Area (MSA). Within the MSA, the top occupations requiring a post-secondary certificate span a broad base of industries, including food service, business and finance, transportation and material moving, healthcare, education, production, maintenance and repair, personal care and service, and protective service, with the highest-paying positions being healthcare practitioners, as well as business and financial operations areas.

Table 6. Top 10 Occupations Requiring Post-Secondary Certificate in San Diego-Chula Vista-Carlsbad MSA

Occupation	2024 Jobs	2034 Jobs	Change in Jobs (2024-2034)	Percent Change (2024-2034)	2024 Median Hourly Earnings
Food Preparation and Serving-related	157,417	173,362	15,944	10%	\$17.55
Business and Financial Operations	111,037	115,825	4,788	4%	\$42.71
Transportation and Material Moving	100,840	108,581	7,742	8%	\$19.83
Healthcare Practitioners and Technical	86,805	99,955	13,151	15%	\$58.53
Healthcare Support	85,263	107,278	22,015	26%	\$17.53
Educational Instruction and Library	83,327	91,490	8,163	10%	\$30.91
Production	64,649	65,282	633	1%	\$23.19
Installation, Maintenance, and Repair	46,347	48,654	2,306	5%	\$30.24
Personal Care and Service	40,632	45,879	5,247	13%	\$17.81
Protective Service	36,343	38,263	1,921	5%	\$27.14

Source: Lightcast 2025.2

## Major Developments Since the Last Accreditation Cycle

Since the last accreditation cycle, Cuyamaca College has made significant strides in building a stronger culture of innovation and equity-minded practices. The College's new governance structure, vision, mission, values, and college-level plans are among its efforts to build a strong foundation for continuous improvement even in the midst of dramatic and swift changes to education at the national level.

### Development of New Vision, Mission, and Values

While the campus discussions about student equity had been taking place for many years, in 2020, the College embarked upon an even deeper campuswide discussion of racial equity and social justice at both the national and local level. The College saw this as a call to action and accordingly moved to not only to complete revamp its vision, mission, and values but to partner with Grossmont College to codify a regular cycle for equity-minded planning processes and mission, vision, and values review in a new district-level Administrative Procedure (AP) 3225. As part of this effort, the College surveyed students and employees, hosted multiple campus workshops and retreats, and engaged in deep discussions of college core commitments and values. The result was a shift from the *Learning for the Future* vision to the new vision of *Equity, Excellence, and Social Justice through Education*. Similarly, the mission statement was rewritten to center core college values of equity, innovation, social justice, excellence, community, mutual respect, student success, and student centeredness. The new mission statement also highlights the College's commitment to building upon students' social and cultural experiences. The new college vision, mission, and values became the foundation for the subsequent year's efforts to develop a new strategic plan.

### Creation of the 2022-2028 Comprehensive Strategic and Facilities Plan

The College's previous Strategic Plan was expected to sunset in 2022, and, as such, the College began its new strategic plan development in 2021. The Institutional Effectiveness, Success, and Equity (IESE) Office worked

closely with District Services and Grossmont College colleagues to ensure alignment in timelines for developing the plans themselves and to ensure integration of strategic and facilities planning, centered on the College's new vision and mission. The IESE Office completed an environmental scan and internal scan and worked closely with Gensler Architects to conduct surveys and focus groups with students and employees to inform the plan. Working with the College's Institutional Effectiveness Council (IEC), the IESE Office facilitated a series of college-wide workshops in which college students and employees discussed college and community data and identified five measurable and equity-minded strategic goals and associated strategic initiatives to achieve them. The same data that informed the strategic goals and initiatives also informed the 2022-2028 facilities planning priorities and initiatives.

### **Facilities Improvements to Support Student Learning and Success**

Strong fiscal stewardship combined with Proposition V funding, a voter-approved \$398-million bond measure passed in 2012, provided funding for new buildings, such as the new Student Services Building (Building G). After years of planning, the College's new Student Services Building was completed in Fall 2022. The building, which was constructed in the center of the Cuyamaca College campus, was designed to serve as a hub for students from the moment they first connect with the college through the new Welcome Center to enrollment in classes through the Admissions and Records Office to applying for financial aid to seeking counseling support and participating in special programs aimed at improving student retention and completion. The building was created with community and the student journey in mind, with the Welcome Center, Admissions and Records, and Financial Aid and Scholarships as well as the Cashiers Office on the first floor. The second floor includes Disabled Student Programs and Services (DSPS) and Counseling Services, and the third floor includes special program offices, such as EOPS and CalWORKS, as well as the President's Office.

In addition to the Student Services Building, Proposition V funded a renovated Ornamental Horticulture Center and two new greenhouses, completed in 2021. To address student needs emerging from the COVID-19 pandemic, as noted above, the College developed a new Comprehensive Strategic and Facilities Plan in 2022. Based on feedback obtained through surveys and focus groups, and further informed by the 2022-2025 Student Equity Plan, these efforts led to the development of three new student engagement centers aimed at increasing a sense of belonging among disproportionately impacted student groups: the Together We Rise Latine Student Center, the Black Student Success Center, and the Queer Student Center.

### **Scale-Up of Holistic Student Support: Basic Rights**

The College launched its Cuyamaca Cares basic needs support program for students in 2018-2019. The goal of Cuyamaca Cares is to provide on-campus wrap-around support to students to ensure they can focus on college. The program, which initially launched with mental health counseling, emergency grants, CalFresh application assistance, and a food pantry, has greatly expanded to include temporary and long-term housing support, book vouchers, hygiene closets, bus passes, clothing closets, community referrals, and several satellite food pantries. To date, the program has supported thousands of students and has received statewide recognition for its innovative work. In 2023, the College was awarded over \$2 million from the California Community Colleges Chancellor's Office to implement a rapid rehousing program for students, building upon the success of its Hotel Bridge program, in which students who are experiencing housing insecurity are immediately placed into a hotel for up to (and sometimes beyond) 30 days while they are paired with community support to find a longer-term housing solution. In 2024, the College launched its new Safe Parking program in partnership with Crisis House, a community housing support organization. Furthermore, to increase access to mental health services, the College is currently in the process of hiring its first full-time mental health counselor. The Cuyamaca Cares philosophy is to support the whole student, acknowledging that food, housing, mental health, and safety are not just basic needs but basic rights, which every student is entitled to. This philosophy guides all Cuyamaca Cares efforts to support each Cuyamaca College student in reaching their education goals.

### **Strengthening Student Success in Distance Education**

During the COVID-19 pandemic, all college classes temporarily shifted to online modality, but even before the pandemic, Cuyamaca College online enrollment growth was outpacing on-campus enrollment growth. This trend continued beyond the pandemic, with the majority of the College's students continuing to take at least one online class each semester. To support student success in online courses, professional development focused on

engaging students through online modalities was greatly expanded at the College. The College's Distance Education Coordinator reassigned time faculty position was scaled up to a fully-reassigned faculty position, and the College launched its Equity in Pedagogy and Practice Academy (EPPA) as well as its Peer Online Course Review (POCR) program.

Both programs are strongly encouraged for faculty teaching online classes and to date 47 faculty have completed the EPPA program. In addition to these offerings, the Cuyamaca College Distance Education Coordinator partners with the Grossmont College Distance Education Coordinators to offer Winter Camp and Summer Camp intensive professional development programs for faculty teaching online courses. As a result of these scaled up efforts, as well as department-level training for faculty on effective online and equity-minded teaching and learning practices, the College's successful course completion rate for online classes and on-campus classes are now comparable. Professional learning focused on effective and inclusive online teaching continues with a focus on eliminating equity gaps for historically marginalized students in online course success.

### **Expanding Access to Transfer-Level Math and English Pathways**

Cuyamaca College has long been at the forefront of national and statewide efforts to eliminate equity gaps in access and success in transfer-level math and English courses. The College's innovative work was lauded as exemplary when the California Community Colleges began implementing Assembly Bill (AB) 705 in 2017. As the College forges ahead with its work to advance equity in transfer-level math and English in a post-AB 705 era, its continued work in making English composition and calculus courses accessible to all entering students has yielded impressive results.

For example, from Fall 2023 to Fall 2024, the number of students enrolling in transfer-level calculus increased by 17%, and the successful course completion rate (success rate) increased by 20 percentage points. Similarly, from Fall 2023 to Fall 2024, the success rate for transfer English composition increased by three percentage points. The Math Department, English Department, and English as a Second Language Department have implemented department-wide faculty communities of practice to create space for faculty to reflect on student learning and achievement data, discuss effective classroom practices, and engage in collaborative reflection and problem-solving.

### **Expansion of Dual Enrollment Partnerships**

As an area of focus in the College's 2022-2028 Comprehensive Strategic and Facilities Plan, the College has expanded its dual enrollment both in terms of K-12 partners and in terms of students served. The College recently added partnerships with Altus Schools East County and renewed a partnership with Bostonia Global High School. The College also expanded its dual enrollment-specific (College and Career Access Pathways or CCAP) course offerings across its two feeder high school districts, Grossmont Union High School District and Mountain Empire School District. In addition, the College's largest feeder high school for dual enrollment, Mount Miguel High School, recently began its certification process to become an early college high school with Cuyamaca College as its partner.

From 2020-21 to 2024-25, the number of dual enrollment students at Cuyamaca College, including both concurrently enrolled students and students in CCAP courses, doubled – increasing from 1,570 to 3,165. A particularly diverse population of high school students enrolled in college courses during that time frame, with nearly half identifying as Latine and another 6% identifying as Black or African American. Dual enrollment students have driven many of the College's increases in student enrollment following the pandemic. As more high school students enrolled in Cuyamaca College courses over the past five years, it has become clear that dual enrollment is an effective initiative to increase equitable access and successful course completion, with many equity gaps partially or fully closed for disproportionately impacted groups.

Table 7. Cuyamaca Student Headcount by Race and Ethnicity: Dual Enrollment (CCAP and Special Admit)

Race and Ethnicity	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
African American/Black	208	13%	227	11%	191	9%	174	7%	202	6%
Asian	95	6%	119	6%	100	5%	138	5%	190	6%
Hispanic/Latiné	750	48%	990	50%	988	45%	1,089	42%	1,537	49%
Indigenous	*	1%	*	<1%	11	1%	19	1%	17	1%
Middle Eastern	134	9%	186	9%	284	13%	419	16%	423	13%
Pacific Islander	*	<1%	*	<1%	*	<1%	*	<1%	*	<1%
White	256	16%	310	16%	394	18%	507	19%	546	17%
Two or More	90	6%	102	5%	135	6%	175	7%	172	5%
Unknown/Other	27	2%	48	2%	78	4%	87	3%	74	2%
<i>Total</i>	<i>1,570</i>	<i>100%</i>	<i>1,994</i>	<i>100%</i>	<i>2,185</i>	<i>100%</i>	<i>2,610</i>	<i>100%</i>	<i>3,165</i>	<i>100%</i>

Source: GCCCD Information System; groups with fewer than 10 students are masked

Table 8. Cuyamaca Student Headcount by Gender: Dual Enrollment (CCAP and Special Admit)

Gender	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
Female	1,066	68%	1,222	61%	1,286	59%	1,449	56%	1,809	57%
Male	479	31%	745	37%	871	40%	1,115	43%	1,303	41%
Unknown/Other	25	2%	27	1%	28	1%	46	2%	53	2%
<i>Total</i>	<i>1,570</i>	<i>100%</i>	<i>1,994</i>	<i>100%</i>	<i>2,185</i>	<i>100%</i>	<i>2,610</i>	<i>100%</i>	<i>3,165</i>	<i>100%</i>

Source: GCCCD Information System

### Strengthening Student Engagement and Belonging

Cuyamaca College has brought an intentional focus to the importance of students' sense of belonging and engagement to student success. As such, over the past three years, the College has opened three student engagement centers – the Together We Rise Latine Student Center, the Queer Student Center, and the Black Student Success Center – to build a stronger sense of community for the College's historically marginalized and disproportionately impacted student populations. Each of these centers develops programming that validates and builds upon the socio-cultural experiences of students in each of these populations but is also open to all students. Each of these centers collaborates with other departments and programs on campus with community partners to enhance the student experience, create social and academic support networks, and improve students' sense of belonging. For example, the Umoja program counselor/coordinator works out of the Black Student Success Center part of week, and the Puente counselor/coordinator works out of the Together We Rise Latine Student Center for part of each week. Cuyamaca Cares satellite food pantries are also located at each of the centers.

To integrate the engagement centers' efforts with broader, campus-wide student engagement efforts, the College recently reorganized the centers under the former Student Affairs Division, which was renamed the Student Engagement and Belonging Division in 2025 to reflect its broader mission, which includes student outreach and in-reach functions. This new division coordinates new student orientation and onboarding, student government, student clubs and organizations, student leadership and civic engagement, and commencement activities. The new name for the division represents an intentional centering of the student experience and the College's commitment to creating a strong sense of community and belonging for students, and particularly for students from historically marginalized communities.

## B. Institutional Self-Evaluation of Alignment with Accreditation Standards

### Standard 1: Institutional Mission and Effectiveness

*The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.*

#### 1.1. The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring equitable educational opportunities and outcomes for all students. (ER 6)

The College's vision of *Equity, Excellence, and Social Justice through Education* highlights its work centered on equity with the goal of creating a more just society. Cuyamaca College's mission codifies the college's commitment to ensure our students and the community have equitable access to higher education leading to the completion of certificates, degrees, transfer, and ultimately social and economic mobility. Each of these are appropriate aims for a public two-year college and encompass the core functions of the institution ([1.1 Cuyamaca Mission Vision and Values](#)).

Cuyamaca College's mission statement is grounded in a commitment to the diverse community the College serves in East San Diego County ([1.1 Cuyamaca College External Scan](#)). In addition, the mission statement refers to the diversity within the College's student population, which includes a large proportion of adult learners and part-time students. In addition, the College far exceeds the threshold to be designated as an Hispanic Serving Institution, with over one third of its students identifying as Latine/Latinx ([1.1 GCCCD Dashboard Cuyamaca College Student Profile](#)). Below is the College's mission statement:

- Cuyamaca College advances equity and social justice through student-centered and innovative approaches to education. We strive to create unique and meaningful learning experiences that build upon the strengths and socio-cultural experiences of our diverse student population and the communities we serve by providing programs that lead to certificates, degrees, transfer, career opportunities, and ultimately social and economic mobility.

The College's mission statement references its diverse population and communities served. Cuyamaca College's commitment to equitable educational outcomes, as specified in its mission, vision, values, and strategic goals, is continuously informed by student learning and achievement data as well as surveys and focus groups with students and the campus community. Cuyamaca College aligns its work with the ACCJC Policy on Social Justice in that:

- The college vision statement specifically speaks to both equity and social justice
- The college mission statement connects to the outcomes the College is seeking to achieve for students, including completion and social and economic mobility, and,

In addition, the College's values specifically center on equity - working collaboratively to identify racial equity gaps in the context of intersectionality and implement approaches to create and sustain a welcoming, supportive, and race-conscious culture and environment – and social justice – acknowledging social injustices that impact historically marginalized communities and making systemic changes to actively dismantle the racism and inequalities.

The College's values include the following:

- **Student-centered** – Our students are our guides. We put students first and ensure the student experience is the foundation of our work by seeking student input and being responsive to student needs. We value and honor student involvement in institutional decision-making. We are committed to supporting student completion of educational goals and opportunities for lifelong learning while providing equitable and accessible distribution of resources.



- **Equity** – We work intentionally to honor and validate our students' and employees' lived experiences and cultural capital. Building upon the concepts of mutual trust, respect, and accountability, we work collaboratively to identify racial equity gaps in the context of intersectionality, and implement approaches and practices that create and sustain a welcoming, supportive, and race-conscious culture and environment.
- **Student Success** – We meet students where they are and work collaboratively to transform students' lives through their experiences inside and outside of the classroom. Our purpose is to foster students' continuous growth and promote economic and social mobility. We take responsibility for creating and maintaining safe, supportive, and equitable spaces where students can thrive.
- **Innovation** – We aim to break away from traditional structures and approaches in order to open up more inclusive pathways to serving and supporting our students, employees, and community. We value and promote risk-taking, interdisciplinary collaboration, and creativity among students and employees in order to continuously learn, grow, and improve our practices.
- **Excellence** – We validate and support students' and employees' strengths, socio-cultural experiences, and perpetual thirst for learning and continuous growth. We value and honor the talents of each member of our community.
- **Social Justice** – We acknowledge social injustices that impact historically marginalized communities and work together to make systemic changes to actively dismantle the racism and inequalities ingrained in the fabric of traditional institutions in order to safeguard human rights, increase access, promote participation, and further equity.
- **Community** – We proudly stand as a member of a larger collective and recognize that together we thrive. Cuyamaca College values relationships with the many diverse local communities that we serve, including indigenous, border, and international communities. We acknowledge our role within larger historical and economic contexts, including recognizing the responsibilities we have as an educational institution occupying unceded Kumeyaay land.
- **Mutual Respect** – We honor and value students' and employees' diverse talents and cultural capital by centering kindness, empathy, and compassion in every interaction. Recognizing that our words and actions impact our community, we seek continuous growth by holding each other accountable and practice equity-minded communication. We aim to create safe, supportive, and equitable spaces to ensure all voices and perspectives, especially those from historically marginalized or excluded groups, can participate in governance and authentically share their insights, experiences, and feedback without intimidation.

The College's mission, vision, and values are linked on the About Cuyamaca webpage ([1.1 Cuyamaca About Us Webpage](#)), which is one click from the College's homepage. Grossmont-Cuyamaca Community College District (GCCCD) Board Policy 1200 ([1.1 GCCCD BP 1200 District and College Vision, Mission, and Values Statements](#)) highlights the District's goals of serving and providing tailored student-centered experiences, eliminating barriers, and recognizing the responsibility as an educational institution to provide equitable student access and learning opportunities. The College's mission, vision, and values are prominently displayed in conference rooms and classrooms around the College to build broad awareness across the campus. In addition, the mission statement is stated in college promotional materials and workshops, such as community presentations and outreach events.

The College's Vision, Mission, and Value Statement is revised on a six-year cycle, which is aligned with the review cycle Grossmont College GCCCD as a whole. Together these statements form the foundation for its strategic and facilities planning processes ([1.1 GCCCD AP 3225 Institutional Effectiveness and Planning](#)). The College's current mission statement was developed and approved by the College Council in April 2021. The mission, vision, and values revision process was facilitated by the College Council and Institutional Effectiveness, Success, and Equity Office, and was shaped by input from multiple campus workshops, surveys of students, and input from employees over the course of several campus workshops ([1.1 CCC Minutes 4-13-21](#), [1.1 CCC Minutes 4-27-21](#)). The college values were further articulated in fall 2022 by a subgroup of the College Council ([1.1 CCC Minutes 12-13-22](#), [1.1 CCC Minutes 11-8-22](#), [1.1 CCC Minutes 10-25-22](#)). The College's Vision, Mission, and Values serve as the foundation for unit-level planning and resource allocation through the program review and annual integrated planning process ([1.1 College Annual Planning Process](#)).

## **1.2 The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.**

Through its strategic planning process, Cuyamaca College establishes goals for improvement that are appropriate to its context as a public two-year college. The Cuyamaca College strategic planning process centers the college mission, vision, and values, and both the planning process and goals themselves are aligned across Grossmont College and District Services. The plans at all three sites share high-level aims, a focus on equitable outcomes, and a six-year review cycle ([1.1 GCCCD AP 3225 Institutional Effectiveness and Planning](#)). The College's most recent strategic planning process was undertaken in 2021-22, the year following the revision of the College's mission, vision, and values ([1.2 Fall 2021 Strategic Planning Workshop Slides](#)). The strategic planning timeline was intended to ensure the mission, vision, and values revisions were completed the year before the strategic plan and could serve as the foundation for the strategic planning process.

The College's strategic planning process included surveys of students and employees, focus groups with students, an environmental scan, and college-wide strategic planning workshops to identify areas of focus for the next six years ([1.2 Fall 2022 Strategic Planning Workshop Slides](#)). The strategic planning process was also integrated with the facilities planning process, resulting in the 2022-2028 Comprehensive Strategic and Facilities Plan ([1.2 Cuyamaca 2022-2028 Comprehensive Strategic & Facilities Plan](#)). Based on feedback from the data sources noted above, five strategic goals were established. Of these five goals, four focus on the student experience and student momentum points from initial connection with the College to completion of educational goals. The fifth goal focuses on diversity in employee hiring and retention, which builds upon research literature demonstrating the importance of historically marginalized students seeing themselves represented among college employees for college retention and success. All five goals focus on equity in access or outcomes, are measurable, informed by the mission, vision, and values, and are forward-looking:

### **2022-2028 Strategic Goals**

- Increase equitable access
- Eliminate equity gaps in course success
- Increase persistence and eliminate equity gaps
- Increase completion and eliminate equity gaps
- Increase hiring and retention of diverse employees

The College's 2022-2028 strategic goals include key initiatives intended to help the College meet its strategic goal performance targets ([1.2 2022-2028 College Strategic Initiatives](#)). The strategic plan is operationalized via unit-level goals and action steps identified in the program review process ([1.2 Math Comprehensive Program Review 2024-25](#), [1.2 Art Program Review Annual Update 2024-25](#)) and collaborative efforts identified in the 2022-2025 Student Equity Plan ([1.2 Student Equity Plan 2022-2025](#)). The Student Equity Plan goals and performance targets are directly linked to disaggregated student data on access and outcomes, and discussions in the Student Success and Equity Council inform the plan, which is prepared by the Institutional Effectiveness, Success, and Equity Office ([1.2 SSEC Minutes 5-13-22](#), [1.2 SSEC Minutes 6-1-22](#)).

Examples of initiatives already undertaken by the College include the following:

- Piloting a community liaison model focused on communities of color, in which community liaisons from the Outreach Department work with a specific community, partnering with community non-profits and educational organizations to advance equitable access for Black or African American students, Latine students, and Indigenous students
- Establishment of engagement centers to build a stronger sense of belonging and ultimately increase retention and completion among Latine students, Black or African American students, and queer students
- Expansion of open educational resources funded through state grants in programs ranging from Math to Kinesiology to Arabic studies to help eliminate barriers to course success and mitigate equity gaps



- Expansion of equity-minded communities of practice in Science, Technology, Engineering and Math (STEM) to eliminate equity gaps in course success
- Implementation of the THRIVE employee activity program with the goal of building a stronger sense of community, and ultimately retention, through shared employee activities and workshops open to the entire campus community
- Re-launch of the College's UMOJA program, including a fall learning community
- Launch of the College's first Puente Program cohort, including a fall learning community and mentoring

In addition to program goals set forth through the program review process, college committees and councils establish annual goals in alignment with the college mission, vision, and strategic goals ([1.2 Outcome As1.2 OAC Goals Form 2024-25](#), [1.2 IEC Goal-Setting Form 2023-2024](#)). These goals are shared with the College Council and each committee and council assesses progress made at the end of the year ([1.2 2024-12-10 CCC-Notes](#)).

### **1.3 The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)**

Cuyamaca College holds itself accountable for achieving its mission and strategic goals through an established cycle of strategic planning to establish equity-minded goals, annual collegewide and program or department-level review of performance data both overall and disaggregated by student demographics and other factors, and campus planning workshops in which employees and students share perspectives on how the College can improve its efforts to meet its goals and performance targets.

#### **Institutional Level Standards and Performance Targets**

The College's Institutional Effectiveness Council (IEC) regularly reviews institutional performance data both overall and through an equity lens ([1.3 IEC Minutes 3-11-24](#), [1.3 IEC Minutes 9-9-24](#)). IEC also reviews historical data and discusses institutional initiatives designed to advance college progress toward strategic goals and improve overall institutional effectiveness. IEC reviews data on initiatives, activities, surveys, and institutional performance through planning workshops to engage the campus community in discussions of key initiatives and progress in light of the College's strategic plan. Institution-set standards are integrated into both program review in the form of successful course completion, and into spring planning workshops and presentations on key performance indicators ([1.3 Spring 2025 Planning Workshop Slides](#), [1.3 KPI Summary 2023 with Standards & Targets](#), [1.3 Child Development PR Update 2024-25](#), [1.3 English PR Update 2024-25](#)). Institution-Set Standards are also noted in the College's ACCJC Annual Reports, which are posted to the College's website.

#### **Fall Planning Workshops**

During fall planning workshops, the Institutional Effectiveness, Success, and Equity (IESE) Office and IEC work together to present critical data points intended to help the College focus its efforts in one or more strategic goal areas. For example, in Fall 2022, the planning workshop included student panelists who shared their perspectives on the College's class schedule, course availability, and support from campus programs and services. IEC members facilitated breakout discussions following the panel presentations, and the IESE Office collated and summarized the feedback to draft guiding principles for student centered scheduling. This represented an important and foundational step toward strengthening college enrollment management efforts to increase equitable access ([1.3 Fall 2022 Planning Workshop Agenda](#)). Breakout discussions during these events center on future areas of focus, which may be operationalized at the division, department, or work group level, and at times within councils or committees ([1.3 Fall 2022 Workshop-Group 4 Notes](#), [1.3 SEM Fall 2022 Workshop Themes](#)).

#### **Spring Planning Workshops**

IEC also reviews historical data on key performance indicators, both overall and disaggregated by race/ethnicity, and develops Institution-Set Standards and aspirational performance targets based on historical data, contextual information, and current college initiatives ([1.3 IEC Minutes 2-27-23](#), [1.3 IEC Minutes](#)

[4-22-24](#)). The Council then brings them out to the College through its planning workshops, comparing college performance on core indicators versus Institution-Set Standards. These standards and targets are shared out at the College's spring planning workshops to provide context to the annual college performance and progress toward strategic goals. During spring planning workshops, students and employees discuss the College's performance and progress and identify areas of possible focus for the following year for each strategic goal based on these data ([1.3 Spring 2023 Planning Workshop Feedback](#)). These workshops include college faculty, staff, administrators, and students and provide breakout discussions with guided reflection questions and facilitation ([1.3 Spring 2024 Planning Workshop Resources](#), [1.3 Spring 2024 PLanning Workshop Group Notes Example](#)).

### **Student Equity Planning**

The College's Student Success and Equity Council (SSEC) regularly discusses college equity initiatives and data disaggregated by race/ethnicity and other student demographic factors ([1.3 SSEC Meeting Notes 10-027-23](#), [1.3 Chem 120 Data Dive for SSEC 10-27-23](#), [1.3 SSEC Meeting Notes 02-09-24](#), [1.3 SSEC Meeting Notes 5-10-24](#)). These discussions inform the Student Equity Plan, faculty professional development via communities of practice, and other strategic initiatives ([1.3 SSEC Meeting Notes 10-014-22](#)). Through the Student Equity Plan development, the College's Student Success and Equity Council reviews disaggregated data on core performance metrics and sets both aspirational performance targets and action plans to address equity gaps for specific subpopulations of students. For example, the 2022-2025 Student Equity Plan described the development of a Queer Student Center and a Black Student Success Center as critical steps toward improving retention for both of these student populations. In November 2023, the Queer Student Center was opened, and in February 2025, the Black Student Success Center was opened. As the College prepares for its next three-year Student Equity Plan, the Student Success and Equity Council has begun reviewing updated disaggregated data on core performance metrics to assess progress on the previous plan and identify areas of focus and action steps for the 2025-2028 Student Equity Plan.

### **Continuous Improvement of Institutional Effectiveness Processes**

To expand this important work, the College requested the assistance of an Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Team (PRT) to assist in developing an Innovation and Improvement Plan focused on enrollment management and budget ([1.3 Cuyamaca IEPI Plan 2023](#)). The PRT met with various campus constituent groups, asked questions, and provided a menu of options to help guide the plan development. The plan was finalized in Summer 2023 and implementation began in Fall 2023. To date, the College has made progress on a number of improvements directly and indirectly related to enrollment management and budget ([1.3 IEPI Plan Progress Report](#)).

### **Program/Department-Level Standards and Performance Targets**

Through the program review process, academic programs, student and academic support services, and administrative areas develop goals and action steps to achieve these goals ([1.3 Counseling PR Update 2024-25](#), [1.3 College & Community Relations PR Update 2024-25](#)). Goals are mapped to college strategic goals through the program review process in the Nuventive platform. The Program Review Steering Committee (PRSC) reviews each program or department's program review, including the four-year comprehensive review and annual updates, and provides an assessment related to the program or department's development ([1.3 Biology Program Review Feedback 2023-24](#), [1.3 EOPS Program Review Feedback 2023-24](#)) in areas such as:

- Use of data to inform goals and action steps
- Student learning or service area outcome assessment
- Implementation of plans to address equity gaps in student access or success
- Goal progress

Examples of recent improvements made and highlighted in the program review process include:

- The Art Department developed new digital art curriculum and hired a new full-time faculty member to meet student transfer and industry demand ([1.3 Art Comprehensive Program Review 2021-22](#))
- The Earth Sciences Department developed a new program that focuses on environmental and earth science, conservation, and climate science that infuses Indigenous ways of knowing and approaches

[\(1.3 Earth Sciences Program Review Annual Update 2023-24\)](#)

- The EOPS program reviewed its access data in depth and set goals and implemented action steps to diversify its participating student population and focus on Black or African American and Latino/a/e students, who have historically been underrepresented in the program ([1.3 EOPS Comprehensive Program Review 2023-24](#))
- The Library conducted surveys of faculty and students to assess use of its collections and find ways to bring more diverse perspectives into Library materials ([1.3 Library Program Review Annual Update 2023-24](#))

Through the program review process, career education programs establish, review, and revise institution-set standards and performance targets related to career outcomes, such as employment rate, based on historical data. Career education departments review these data and develop action plans to improve job placement. Examples include the Paralegal Studies program and Automotive Technology program, both of which have recently implemented changes to improve student job placement ([1.3 Paralegal Comprehensive Program Review 2024-25](#), [1.3 Automotive Technology Comprehensive Program Review 2024-25](#)).

#### **1.4 The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)**

The College's institutional planning processes are outlined in GCCCD administrative procedures. AP 3225 describes strategic, equity, facilities, and other institutional planning processes across both Cuyamaca College and Grossmont College as well as the district ([1.1 GCCCD AP 3225 Institutional Effectiveness and Planning](#)). AP 1200 details the connections between the college and district mission, vision, and values as the foundation for planning and resource prioritization. In practice, the Cuyamaca College mission, vision, and strategic goals serve as the focal points for college planning and resource allocation through the program review process, equity plan implementation, and strategic plan implementation ([1.1 GCCCD BP 1200 District and College Vision, Mission, and Values Statements](#)). The College mission, vision, values, and strategic plan were all developed with broad input from employees and students in special programs and were informed by college performance data ([1.4 Mission Vision and Values Approval Process](#), [1.4 Mission Vision and Values Refresh Slides](#), [1.4 Mission Statement Student Survey Results](#)).

The College's strategic plan guides overall institutional funding priorities beyond ongoing employee salaries and benefits, facilities, technology, and ongoing contract obligations, which serve as the base budget for the College ([1.4 College Budget Allocation Priorities](#)). Institutional plans, such as the Student Equity Plan and Guided Pathways Work Plan, which are mapped to college strategic goals and priorities, guide restricted fund allocation for California Community Colleges system-wide initiatives ([1.2 Cuyamaca College Student Equity Plan 2022-25](#), [1.4 Guided Pathways Work Plan 2022-23](#)). Examples of institutional investments to advance strategic goals are equity-minded communities of practice in English, math, and English as a Second Language (ESL); the launch of the College's Puente program to support Latine students, and the expansion of outdoor learning and lounge spaces to support community building among students, and the creation of the Dual Enrollment Coordinator position to advance equitable access to college for historically underserved communities ([1.4 English PR Annual Update 2023-24](#), [1.4 Counseling PR Annual Update 2023-25](#), [1.4 Counseling Puente Counselor Request](#), [1.4 A&R PR Annual Update 2024-25](#), [1.4 College Budget Allocation Model](#)).

At the unit level, departments and programs set four-year goals through the comprehensive program review process and update progress and action steps with each program review annual update ([1.2 Math Comprehensive Program Review 2024-25](#)). Departments and programs set goals that are intended to be completed within the four-year review period and indicate whether resources are needed to achieve their goals. Resource requests for items such as furniture, equipment, technology, minor facilities improvements, as well as staffing, are submitted by departments and programs through the program review process. As detailed in the College's annual planning process, requests are forwarded to the appropriate resource prioritization group ([1.1 College Annual Planning Process](#)). The members of each resource prioritization group use established rubrics, which specifically include links to college strategic goals and data to demonstrate need, to

rate each request and develop a ranked list of all requests submitted in each category ([1.4 ROC Rubric](#)). These lists are vetted through various participatory governance groups and go to the College Council for final review and recommendation to the President ([1.4 CCC Minutes 5-13-25](#)). Requests are funded in order based on available funding at the end of the budget cycle unless there are extenuating or unforeseen circumstances that require a critical resource to continue college program or service area operations.

Long-term facilities improvements are outlined in the College's 2022-2028 Comprehensive Strategic and Facilities Plan, which connects the strategic and facilities planning processes ([1.2 Cuyamaca Comprehensive Strategic & Facilities Plan 2022-2028](#)). On behalf of the College, GCCCD did not seek a facilities bond in 2022 or 2024, but plans to seek a bond in 2026 to support evolving large-scale facilities needs across the district. To date, even without a bond, the Comprehensive Strategic and Facilities Plan has guided smaller improvements to campus facilities, including facilities projects focused on building a stronger sense of belonging and community among students from historically marginalized groups. Examples of these recent projects include the opening of the Together We Rise Latino/a/e student center, the Queer Student Center, and the Black Student Success Center, as detailed in the College's 2022-2025 Student Equity Plan ([1.2 Student Equity Plan 2022-2025](#)). In the spirit of continuous improvement, the College is exploring opportunities to co-locate these three engagement centers to the College's Student Center.

### **1.5 The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)**

Cuyamaca College regularly communicates progress toward achieving its mission and goals with the campus community through its posted materials on its website, campus-wide presentations, and in participatory governance council and committee presentations. Through GCCCD publications, governing board presentations, and posted information on college and district webpages, the College communicates progress toward achieving its mission and goals with the external audiences and community members.

Cuyamaca College conducts an annual evaluation of its performance in relation to its strategic goals, which are derived from its mission and informed by historical performance data. Each spring semester, the President and Institutional Effectiveness Council send a campus-wide invitation for students and employees to participate in its spring planning workshops ([1.5 Spring College-wide Planning Workshops Flyer](#), [1.5 Spring College-wide Planning Workshops Email](#)). During these workshops, which are offered both on campus and online to facilitate maximum participation, the campus community comes together to discuss the College's progress in implementing strategic initiatives and key performance indicator data in relation to established standards and targets. Presentations and materials from these workshops are posted on the College's Planning and Evaluation webpage ([1.5 College Planning and Evaluation Webpage](#)). In addition, research and data reports highlighting access and success at the college level, discipline level, and course level are posted to the College's program review data webpage ([1.5 Program Review Data Webpage](#), [1.5 College-Wide Program Review Data](#)). Additionally, data on degrees and certificates conferred is also posted to the College's program review data webpage ([1.5. Degrees and Certificates Awarded 5-Year Trends](#)).

In addition, various college participatory governance groups discuss data on student access and success both overall and through an equity lens. For example, the Institutional Effectiveness Council reviews key performance indicator data, institution-set standards, and aspirational goals ([1.5 IEC Minutes 4-14-25](#)). Additional presentations on these data are made to other councils and committees, such as the Student Success and Equity Council ([1.5 SSEC Minutes 5-10-24](#)). Data are also regularly presented to the GCCCD Governing Board highlighting district-wide and college-level key performance indicators, such as student demographics, enrollment, successful course completion, degree and certificate attainment, transfer, and financial aid access ([1.5 Governing Board Minutes 9-10-24 see Item 9.2](#), [1.5 Governing Board Student Demographics Slides 9-10-24](#)).

To ensure data are publicly accessible beyond the College and the District, the GCCCD Research, Planning, and Institutional Effectiveness Office publishes key performance indicator dashboards on its webpage, which are accessible to the public and can be viewed at the district or college level and disaggregated by a variety of demographic and academic factors ([1.5 GCCCD Data Dashboards Home Page](#), [1.5 GCCCD Student Headcount Dashboard](#)). Through regular presentations to the GCCCD Governing Board, the College provides information about its performance in relation to the College and District missions and key performance indicators linked to strategic goals ([1.5 GCCCD Board Retreat KPIs and Goals Presentation 2024](#)). The GCCCD Marketing and Communications Office publishes an annual report and distributes the report to the community in both electronic and hard copy format ([1.5 GCCCD Annual Report](#)). Furthermore, in collaboration with its high school partners, GCCCD has held joint board meetings and hosts East County Education Alliance meetings to discuss dual enrollment efforts as well as student transition from high school to community college, including related performance indicators for student access and success ([1.5 ECEA Joint Board Meeting Agenda](#), [1.5 ECEA Annual Report 2024-25](#)). The College President serves on a number of boards for community partners, including the Valley De Oro Soroptimist, East Region Adult Education Consortium, and YMCA East Region Board, to share information on college programs, services, performance, and to learn how the College can better meet the needs of the surrounding community.



## Standard 2: Student Success

*In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.*

- 2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)**

The instructional programs offered at Cuyamaca College are centered on the College's mission of delivering high-quality educational programs that are designed through equity and innovation to meet the goal of increasing access for the diverse East San Diego County community ([2.1 College Vision, Mission, and Values Webpage](#)). Specifically, the College offers the following programs in accordance with its mission:

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

### Alignment with the College Mission

Through an established curriculum review process, new and ongoing academic programs are reviewed to ensure they are in alignment with the College's mission and reflect appropriate breadth, depth, and expected learning outcomes. Academic programs are grouped into Academic and Career Pathways (ACPs) to meet students' needs and help students hone their interests based on career goals ([2.1 ACP Webpage](#)). Each ACP includes multiple disciplines grouped by a unifying meta-major and career cluster across disciplines ([2.1 STEM ACP Webpage](#), [2.1 Visual and Performing Arts ACP Webpage](#)). Examples of programs that have recently been developed or significantly revised to meet changing student and industry needs are the Earth Sciences Program and Art (Digital Arts) program ([2.1 Earth Sciences Comprehensive Program Review 2022-23](#), [2.1 Art Comprehensive Program Review 2021-22](#)). These and other academic programs weave together the College mission and vision centered on social justice and student and labor market needs to maintain relevance and currency.

### Course Offerings and Modes of Delivery

Through a robust curriculum process, instructional programs are designed to meet students' needs across a variety of modalities and various educational goals, including: transfer to a four-year institution; career technical education, preparation and training to enter the workforce; continued training to advance in an existing career, and essential skill development, including English as a Second Language (ESL). Courses are offered in fully on-campus, fully online (synchronous or asynchronous), hybrid (mix of on-campus and online learning), HyFlex (offered on campus with a virtual option via Zoom), and full-term (16 weeks) and short-term (less than 16 weeks) formats ([2.1 Fall 2025 Enrollment Report 6-2-25](#)).

In alignment with the California Community Colleges Chancellor's Office strategic plan, *Vision 2030*, the College offers courses at local high schools through the College and Community Access Pathways (CCAP) program in general education pathways to help students earn college credits and increase access to postsecondary education ([2.1 Cuyamaca CCAP Course List](#)).

### Expected Learning Outcomes

Program-level learning outcomes (PLOs) are outlined for each degree and certificate program in the College Catalog ([2.1 College Catalog Biology AS-T](#), [2.1 College Catalog Child Development AA-T](#), [2.1 College Catalog Social Work COA](#)). Across all modalities, term lengths, and for CCAP classes, the curriculum and learning outcomes for a course remain constant, as noted in the Course Outline of Record (COR). Course student learning outcomes are included in the Curriculum, General Education, and Academic Policies and

Procedures Committee (Curriculum Committee) and Technical Review Subcommittee's review of each course and COR ([2.1 Curriculum Committee Charge & Composition](#), [2.1 COUN 120 COR](#), [2.1 HIST 118 COR](#), [2.1 POSC 121 COR](#)). One of the College's two Outcome Assessment Co-Coordinators serves on the Technical Review Subcommittee to provide an assessment perspective and support to faculty submitting curriculum changes ([2.1 Technical Review Subcommittee Charge & Composition](#)).

In addition, the College has gone through several changes designed to make outcome assessment more meaningful and to streamline assessment processes to ensure outcomes are assessed within the assessment cycle. Information collected on outcome assessment progress is exported from program reviews and provided to the Outcome Assessment Committee so that committee members and the two Outcome Assessment Faculty Coordinators can provide additional training, support, or resources ([2.1 OAC Minutes 3-17-25](#), [2.1 OAC Minutes 4-21-25](#)).

### **Program Review Process**

Through the College's program review process, academic programs go through a comprehensive analysis and planning process every four years, with annual updates to data, goal progress, and annual action plans in intervening years. The comprehensive program review process includes an overview of the review schedule and process for all courses within a program and a summary of course learning outcomes and Program Learning Outcome (PLO) assessments and key findings ([2.1 Business Office Technology Comprehensive PR 2024-25](#), [2.1 Math Comprehensive PR 2024-25](#)). The program review annual update process includes an annual overview of student learning outcome assessments in relation to assessment plans, relevant findings, and highlights of actions taken to improve student learning ([2.1 Environmental Health and Safety Management PR Update 2024-25](#), [2.1 Sociology PR Update 2024-25](#)).

### **Curriculum Review Processes**

The College's programs and courses are outlined in the College Catalog and through the California Community Colleges Chancellor's Office (CCCCO) Curriculum Inventory ([2.1 CCCCCO COCI Program List](#)). As a California Community College, Cuyamaca College's degree programs are developed in alignment with BP 4020, AP 4020, and AP 4022 ([2.1 GCCCD BP 4020 Program, Curriculum, and Course Development](#), [2.1 GCCCD AP 4020 Program, Curriculum and Course Development](#), [GCCCD AP 4022 Course Approval](#)). Courses are reviewed on a 5-year cycle, initiated by the program faculty and reviewed by the dean and Curriculum, General Education, and Academic Policies and Procedures Review Committee (also referred to as the Curriculum Committee) and Technical Review Subcommittee, which includes representation from one of the College's two Outcome Assessment Faculty Coordinators ([2.1 Curriculum Committee Minutes 3-21-23](#), [2.1 Curriculum Committee Minutes 10-1-24](#), [Curriculum Committee Meeting Minutes 2-18-25](#)). The Curriculum Committee reports to the Academic Senate.

## **2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals. (ER 3, ER 9, ER 11, ER 14)**

Cuyamaca College designs and delivers programs and courses to meet community and industry needs and support equitable student learning and achievement. Through the College's curriculum review process, faculty use data and input from industry partners and employers to develop and refine courses to ensure relevance. The Curriculum Committee oversees and facilitates the curriculum process and reports to the Academic Senate, providing regular updates on curriculum and submitting curriculum changes for approval before sending them on to the Governing Board ([2.2 Academic Senate Minutes 2-13-25](#)). The Program Review Steering Committee (PRSC) oversees and facilitates the program review process, and the Outcome Assessment Committee (OAC) oversees learning outcome assessment processes. Both PRSC and OAC report to the Institutional Effectiveness Council and Academic Senate and are co-chaired by two faculty coordinators and one administrator each ([2.2 Participatory Governance Structure](#), [2.2 PRSC Charge & Composition](#), [2.2 OAC Charge & Composition](#)).

## **Curriculum Review Processes**

The College has an established five-year curriculum review cycle, and a 4-year cycle for program review and student learning outcome assessment ([2.2 Curriculum Review Cycle Overview](#), [2.2 Curriculum Review Cycle 2024-25](#)). The Cuyamaca curriculum review process adheres to the California Community Colleges Program and Course Approval Handbook, which outlines the state-level curriculum review process, degree standards, and minimum units by type of award ([2.2 CCCCC PCAH](#)). As part of this process, program faculty submit new course proposals and course revisions as well as rationale to their Division Dean and to the Curriculum Committee for review and approval ([2.2 Course Addition Timeline](#), [2.2 Curriculum Guidelines](#), [2.2 Curriculum Committee Minutes 2-4-25](#)). Through Spring 2025, the Curriculum Committee utilized a rubric to assess Cuyamaca College classes for fulfillment of the Cultural Diversity Degree Requirements ([2.2 Cultural Diversity Curriculum Rubric](#)). Based on Curriculum Committee discussions in 2024-25, starting in Fall 2025, a new Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) in Curriculum process went into effect as a more holistic approach to integrating equity, diversity, inclusion, anti-racism, and accessibility across the College's curriculum ([2.2 IDEAA Curriculum Process](#)). This change coincides with the College's and District's adoption of a curriculum management system, CourseLeaf's CIM and is aligned with Grossmont College's curriculum processes.

## **Identification of Learning Outcomes**

Through the curriculum process, faculty identify student learning outcomes for courses and academic programs. Course student learning outcomes are stated in the COR and are consistent across modalities, term lengths, and CCAP and non-CCAP courses ([2.2 - ASL 120 Course Outline of Record](#), [2.2 ENGL 120 Course Outline of Record](#), [2.2 MATH 180 Course Outline of Record](#)). Course learning outcomes are presented to students on course syllabi and are aligned across instructors ([2.2 ASL 120 Syllabus Marks](#), [2.2 ASL 120 Syllabus Smith](#), [2.2 ENGL 120 Syllabus Brazil](#), [2.2 ENGL 120+20 Syllabus Bucky](#), [2.2 ENGL 120+20 Syllabus Luna](#), [2.2 MATH 180 Syllabus Curtis](#), [2.2 MATH 180+80 Syllabus Arroyo](#), [2.2 MATH 180 Syllabus Raffo](#)).

## **Equitable Student Achievement**

Faculty also provide a holistic overview of curriculum changes and rationale when they prepare their comprehensive program reviews every four years ([2.1 Engineering Comprehensive PR 2024-25](#), [Business/Accounting Comprehensive PR 2024-25](#), [2.1 Economics Comprehensive PR 2022-23](#)). Both comprehensive program review and annual update templates for academic programs include a discussion of student achievement and student learning from an equity lens. Through this established analysis and reflection process, program faculty develop goals for improving the student experience and mitigating equity gaps ([2.2 Chemistry PR Update 2024-25](#), [2.2 Sociology & Social Work PR Update 2024-25](#)).

## **Industry Feedback to Continuously Improve Career Education Programs**

In addition to the regular program review process, each Career Education program also goes through a biennial program review process that includes a review of labor market data, discussion of how each program is meeting community and workforce needs, and plans for new and updated career education programs ([2.2 Career Education Board Report 2024](#)). Career education programs host employer advisory board meetings at least once per academic year to ensure programs address employer and labor market needs ([2.2 EHSM Advisory Board Minutes 11-15-22](#), [2.2 CIS Advisory Board Minutes 2023](#), [2.2 OH - Irrigation Advisory Board Minutes 2024](#)). Feedback from these employer advisory boards informs changes to courses and programs, such as the addition of an observation video library for faculty to use in their courses and addition of work-based learning assignments to the program capstone course ([2.2 Child Development Advisory Board Minutes 2023](#), [2.2 Child Development Program Review Annual Update 2023-24](#)).



**2.3. All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives. (ER 12)**

Cuyamaca College provides a responsive and comprehensive general education (GE) framework as the foundation of all associate degree programs. Over the past several years, several revisions have been proposed to the College's GE framework, most notably in 2024-25 with the implementation of Assembly Bill 928 and the new Cal-GETC general education changes across the California Community Colleges system. Throughout these changes, the GE framework remains centered on essential knowledge, skills, and competencies in each major competency area.

**General Education Philosophy**

GCCCD BP 4025 and AP 4025 guide the general education framework at both Cuyamaca College and Grossmont College ([2.3 GCCCD BP 4025 Philosophy and Criteria for Associate Degree and General Education](#), [2.3 GCCCD AP 4025 Philosophy and Criteria for Associate Degree and General Education](#)). General education courses at Cuyamaca College are designed to broaden knowledge and skills in each of the following areas:

- Area 1: English Composition, Oral Communication, and Critical Thinking
- Area 2: Mathematical Concepts and Quantitative Reasoning
- Area 3: Arts and Humanities
- Area 4: Social and Behavioral Sciences
- Area 5: Natural Sciences and Laboratory
- Area 6: Ethnic Studies
- Area 7: Lifelong Learning Exercise Science and Wellness

Students can choose between the local GE pattern described above or the Cal-GETC GE pattern, as noted in the College Catalog ([2.3 College Catalog GE Pages](#)). For a course to be considered for inclusion in the GE pattern, it must demonstrate that it leads to better self-understanding and introduces students to a variety of means through which people comprehend the modern world. Courses are reviewed by the Curriculum Committee for inclusion in the GE pattern. Academic program faculty can propose that a course be added to the GE pattern by submitting an appropriate GE curriculum form ([2.3 Local GE Area 1A 1B Form](#), [2.3 Local GE Area 2 Form](#), [2.3 Local GE Area 6 Form](#)).

Prior to 2025-26, the College had a local GE pattern that referenced Areas A, B, C, and D. Table 9 below highlights the differences between the prior local GE pattern, current local GE pattern, and the College's Institutional Learning Outcomes (ILOs). The College's primary means of assessing ILOs is via a student self-assessment ([2.3 Graduating Student Survey Results 2025](#)). In 2021-22, with the support of an Institutional Effectiveness Partnership Initiative (IEPI) grant, the College piloted a direct assessment of ILOs. The project yielded results that gave participating faculty insights into how their courses contributed to the attainment of the ILO ([2.3 Communication ILO Direct Assessment Rubric](#), [2.3 ILO Direct Assessment Project Report](#)). The College shifted to the Nuventive Improve platform for program review and outcome assessment in 2024-25, and with the updated technology and Canvas learning management system integration, additional opportunities for examining course, program, and institutional learning outcomes overall and disaggregated by student demographics are now possible. OAC is discussing these opportunities as the two Outcome Assessment Co-Coordinator train faculty across the campus how to assess learning outcomes in Canvas ([2.3 OAC Minutes 3-17-25](#), [2.3 Outcome Assessment in Canvas Flyer](#)).

Table 9. ACCJC Competencies Crosswalked to Cuyamaca GE Areas and ILOs

ACCJC Competency Area	Cuyamaca General Education (prior to 2025-26)	Cuyamaca General Education (2025-26)	Institutional Learning Outcome
Communication	A. Language & Rationality	1. English Composition, Oral Communication & Critical Thinking	Communication
Quantitative Reasoning	A. Language & Rationality	2. Mathematical Concepts & Quantitative Reasoning	Critical Thinking
Critical Thinking	A. Language & Rationality	1. English Composition, Oral Communication & Critical Thinking  5. Natural Sciences & Laboratory	Critical Thinking
Information Literacy	A. Language & Rationality	1. English Composition, Oral Communication & Critical Thinking	Critical Thinking
Civic Responsibility	D. Social & Behavioral Sciences	4. Social & Behavioral Sciences 7. Lifelong Learning, Exercise Science, and Wellness	Professional Responsibility
Ability to Engage with Diverse Perspectives	D. Social & Behavioral Sciences	3. Arts & Humanities 6. Ethnic Studies	Cultural Competency

Cuyamaca College's commitment to diversity, equity, and inclusion has long been discussed in the curriculum process, culminating in the creation of a cultural diversity requirement in 2019 and a resolution in support of diversity, equity, and inclusion in 2022 ([2.3 Cultural Diversity Requirement](#), [2.3 Curriculum Committee Minutes 11-5-19](#), [2.3 Curriculum Cultural Diversity Resolution](#)). In Spring 2025, the Curriculum Committee formed the IDEAA work group to further integrate diversity, equity, and inclusion into curriculum processes ([2.3 Curriculum Committee Minutes 5-6-25](#)).

From Spring 2024 to Fall 2024, the College went through a large-scale revision of its GE framework in light of AB 928. The Curriculum Committee formed a work group to facilitate the GE framework revisions, including hosting GE forums and providing a menu of options for the Curriculum Committee to choose from ([2.3 GE Forum Slides 5-1-24](#), [2.3 Curriculum Committee Minutes 9-3-24](#)). This work was led by faculty with support from the Vice President of Instruction and included robust and broad input from faculty across the College.

#### **2.4. The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys. (ER 20)**

Since 2019, Cuyamaca College has taken meaningful steps to improve and streamline communication processes and ensure communication regarding college programs, services, and resources is clear, concise, accurate, and accessible.

### **Website Refresh**

In 2019, Cuyamaca hired its inaugural Director of College and Community Relations and migrated its website to a new, more modern and accessible content management system. This change improved accessibility of web content and the overall user interface. In 2025, the Director of College and Community Relations began a project to redesign key student-facing college webpages, including the Admissions and Records webpage, Financial Aid and Scholarships webpage, and home page. The goal of these redesigns is to improve navigation and access to key information, forms, and resources with the student journey from connection to completion at the center ([2.4 Admissions Webpage](#), [2.4 Financial Aid Webpage](#)). The College has also taken steps to ensure Academic and Career Pathways are front and center on the college homepage and that the College Catalog and schedule of classes are easily accessible from the Academics webpage ([2.4 Academics Webpage](#)).

### **Catalog Improvements**

In 2021-22, the College and District went forward with the purchase of a curriculum management system and online catalog system, which was noted in the College's 2019 IEPI Plan ([3.4 Cuyamaca IEPI Plan 2019](#)). After two years of system development and piloting, the 2024-25 College Catalog launched in summer 2024 with the fully online capabilities. The CourseLeaf catalog system allows for students to search by keyword, course number, discipline, and easily navigate catalog content areas ([2.4 College Catalog Menu](#)). The catalog system integrates with the curriculum system, also through CourseLeaf, and will launch in 2025-26, and will streamline curriculum review and catalog development processes. Prior to the launch of the new catalog system, the College had a robust, albeit manual, process for review and production, led by the Instructional Operations unit. This structured process, in which managers and content leads have a specified responsibility for reviewing and updating their assigned section of the catalog in a timely manner, was brought into the new system, which allows for simultaneous electronic review and edit in the catalog system and multiple review and approval levels ([2.4 Catalog Production Timeline](#), [2.4 Catalog Assigned Areas](#)).

### **Communication Strategies**

Cuyamaca College uses a variety of media to communicate with students about academic programs, support services, and campus resources. Along with the College Catalog, the College's website serves as a primary means of communicating information on policies, resources, student supports, and campus resources ([2.4 Cuyamaca Homepage](#)). In addition to these methods, the College communicates important information to students via student newsletters, official communications sent by the College or District using the Constant Contact platform, and through social media ([2.4 Student Newsletter](#), [2.4 Districtwide Student Message](#), [2.4 Cuyamaca College Instagram](#)).

### **Emergency Communications**

The College and District use the InformaCast emergency notification system to text students and employees in the event of an emergency that impacts the campus. Students are advised to ensure that their contact information is up to date so they receive text notifications in case of emergency or campus closure ([2.4 Emergency Notifications Webpage](#)). Emergency information is also published to the college and district webpages and sent via email to students and employees ([2.4 Emergency Notification Email](#)).

## **2.5. The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time. (ER 9)**

The College's commitment to students' success is reflected in a robust career exploration journey that guides students to find the career that is right for them, which the institution supports with a student-centered program completion process. Cuyamaca's eight Academic and Career Pathways (ACPs) serve as meta-majors, or clusters of majors, that are also communities for students. At the heart of these ACPs is connections with faculty in the ACP, student-centered course scheduling, student learning assessment, and data collection and reflection that culminate in a robust program review process.

## Clarifying the Path for Students

Each ACP includes opportunities for students to connect with faculty and counselors who help guide students through a program leading to transfer or entry into the workforce. ACPs are grouped as similar majors leading to related career clusters, such as Business and Professional Studies ([2.1 ACP Webpage](#)). Within each ACP, many programs include degree maps, which list required courses in a recommended sequence leading to completion within 4 semesters ([2.5 Communication IGETC Degree Map](#), [2.5 Paralegal Degree Degree Map](#)). To further assist students with planning their course schedules and to help counselors guide students through their comprehensive education plans, departments include course rotation schedules on the ACP websites, indicating which semesters each course is offered ([2.5 Economics Course Rotation](#), [2.5 Center for Water Studies Course Rotation](#)). While course rotations and degree maps are current for many programs, the College is working to strengthen processes for ensuring all programs have current course rotations and have degree maps that are posted to the college website. One of the first steps in this process has been incorporating course rotations into comprehensive program reviews for 2025-26. For those students who are unsure of which ACP is right for them, the Exploratory Pre-ACP provides resources, counselor meet-and-greet activities, and support to guide students in determining a pathway that aligns with their career interests, as well as a recommended first semester course schedule ([2.5 Exploratory ACP Webpage](#), [2.5 Exploratory ACP First Semester Map](#)).

## Keeping Students on the Path: Course scheduling

In order to ensure students have the opportunity to complete programs within a reasonable amount of time, Cuyamaca College has developed data-driven processes to schedule classes in alignment with student needs. The needs of students are assessed by a variety of means, such as surveys ([2.5 Student Return to Campus Planning Survey Report](#)), focus groups, and student panels ([2.5 Fall 2022 SEM Workshop Themes](#)). Prior to Spring 2025, the College had included median units completed among associate degree earners as a measure of effectiveness, but as of Spring 2025, the College added the median number of primary terms students to complete an associate degree as a key performance indicator and another way to measure scheduling effectiveness ([2.5 Spring 20205 Planning Workshop Slides](#)). To ensure courses are meeting student needs in terms of term length and modality, individual departments work with the Institutional Effectiveness, Success, and Equity (IESE) Office to administer surveys to students each semester or they administer surveys of their own ([2.5 BOT Scheduling Survey Results](#), [2.5 Paralegal Scheduling Survey Results](#)). To assist departments in regularly gathering student feedback on scheduling, the IESE Office created a template scheduling survey for departments to modify and administer on their own if they so choose ([2.5 Course Scheduling Survey Template](#)).

## Collaborative Enrollment Management Process

The course scheduling process is the responsibility of department chairs and the deans. The College's Instructional Leadership Advisory Team (ILAT), which is co-chaired by the Vice President of Instruction and Chair of Chairs and includes all instructional deans and faculty department chairs and coordinators, serves as a major vehicle for schedule development ([2.5 ILAT Charge & Composition](#)). Enrollment management initiatives are discussed in ILAT, and factors impacting schedule development are regularly on ILAT agendas ([2.5 ILAT Minutes 2-3-25](#)). The Vice President of Instruction regularly sends enrollment reports to the college leadership team to ensure regular communication and build awareness of student enrollment patterns and progress toward enrollment targets ([2.5 Spring 2025 Enrollment Report 2-24-25](#)). Enrollment updates are also shared at ILAT, College Council, and in district-level committees ([2.5 DBC Minutes 2-12-24](#)). Departments and instructional divisions have brought innovative approaches to enrollment management to the College. For example, in 2022, the Math, Science and Engineering Division began using the Airtable interactive spreadsheet software to highlight potential conflicts between courses within a program. Chairs and the dean use this feature to identify potential bottlenecks in the degree pathways to create a well planned course schedule that facilitates timely completion of degrees, certifications, and transfer ([2.5 MSE Airtable Degree Map View](#)). While course scheduling has traditionally been the responsibility of each division, the need to share information and schedule across divisions has been recognized as a necessity, especially when taking degree maps into consideration. Currently the Art, Humanities and Social Sciences (AHSS) division dean and chairs are in training to learn how to use Airtable.

### **New SEM Committee**

In July 2024, guided by the College's 2023 IEPI Plan, the College sent a team of faculty and administrators to the University of California San Diego Enrollment Management Academy (EMA). During the week-long institute, the team learned effective practices for schedule development, continuous assessment, and implementing student supports outside of the classroom to support students in completing their degrees on time or on plan. In Fall 2024, with the information and resources from EMA, the College began developing the blueprint for a new campus committee, the Strategic Enrollment Management Committee (SEMC). Rooted in the College's mission and values, scheduling and program pathways is highlighted within the committee's core dimensions, with a push toward creating flexible, student-centered scheduling and removing inequities in access at a campus level ([2.5 SEMC Quick Start Guide](#)). The Committee began meeting in Spring 2025 and now reports to the College Council and works closely with the Institutional Effectiveness Council ([2.5 SEMC Charge & Composition](#)). During the Spring 2025 semester, working with the Institutional Effectiveness, Success, and Equity (IESE) Office, SEMC piloted a survey of students to inform schedule development ([2.5 SEMC Slides 4-28-25](#), [2.5 Student Scheduling Survey Report](#)).

### **Program Review**

The College is in the process of incorporating time to completion data into the Program Review process. The IESE office provides data on student success, number of certificates/degrees awarded by program, enrollment changes, and student retention. Faculty reflect on student enrollment patterns and whether students are able to graduate within two years for associate degree programs in each discipline ([2.1 Engineering Comprehensive PR 2024-25](#), [2.5 Political Science Comprehensive PR 2024-25](#)). Action items are then created in the form of recommended program improvements and the type of support and resources needed to implement improvements.

## **2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.**

As part of the College's mission of advancing equity and social justice through student-centered and innovative approaches to education, flexible learning modalities help to expand equitable access to college courses and programs for historically marginalized and underserved communities. Courses offered in distance education modality, such as fully online, partially online, or hyflex, allow the College to reach remote areas within East San Diego County, including students who may not have transportation or the ability to take classes on campus due to work, life, and family responsibilities.

### **Building a Strong Foundation for Expanded Distance Education**

Cuyamaca College has long served a diverse population of students that includes greater proportions of adult learners, returning students, parents, and low-income students. To meet these students' needs, the College began significantly growing its distance education offerings as far back as 2016. Even before the COVID-19 pandemic, roughly one in three course enrollments was in an online class, and approximately half of the College's students were taking at least one online class. As of Spring 2025, four in five Cuyamaca College students were taking a distance education class. Fully online classes continue to demonstrate strong demand, with recent enrollment data showing that online classes have higher fill rates than in-person classes ([2.6 Fall 2024 Enrollment Report 9-3-24](#)).

Given the significant increase in students taking distance education classes, the College's 2022-2028 Comprehensive Plan includes the priority of improving the student experience in distance education classes, increasing successful course completion rates, and eliminating equity gaps ([2.6 Cuyamaca 2022-2028 Strategic Priorities](#)). To advance this goal, the College has greatly expanded its professional development offerings focused on teaching and learning in the distance education modality.

### **Program Review Process**

Cuyamaca College has incorporated distance education data into its regular review of relevant data for several years. Instructional program review data provided by the IESE Office includes disaggregated program-or-discipline-level data by distance education status ([2.6 Accounting Program Review Data](#)). As part of the



four-year program review and outcome assessment cycle, instructional comprehensive program reviews and annual update templates include reflection- and action-oriented questions related to improving online teaching and learning and addressing disparities in course success by modality ([2.6 Communication Comprehensive PR 2024-25](#), [2.6 Humanities PR Annual Update 2024-25](#)). Instructional program review templates also include questions about how each program ensures regular and substantive interaction across all program courses.

### **Distance Education Plan**

In addition, the College's Online Teaching and Learning Committee (OTLC) regularly reviews distance education course offerings and success data ([2.6 OTLC Charge & Composition](#), [2.6 OTLC Minutes 5-13-22](#)). OTLC develops a Distance Education (DE) Plan every six years, which is informed by course enrollment, retention, and success data by modality, and aligns with the College's strategic plan ([2.6 Cuyamaca DE Plan](#)). The DE Plan sets goals for improvement of online teaching and learning through professional development, resource creation and dissemination, and evaluation strategies for online courses. The OTLC develops, implements, and evaluates the plan. Examples of action steps that have been taken to address the Distance Education Plan's goals include the following:

- Creation of the College's Equity Affirmation ([2.6 Cuyamaca College Equity Affirmation](#))
- Development of the Online Equity Rubric, inspired by the Peralta Community College District's Equity Rubric, for use in professional development and assessment of online courses
- Regular review of course outcome data disaggregated by modality ([2.6 DE Data Presentation Fall 2024](#))
- Expansion of the Peer Online Course Review (POCR) program ([2.6 Cuyamaca POCR Reviewer Checklist](#))
- Participation in the California Virtual Campus Initiative, first as a home college then as a teaching college
- Create and implement Equitable Grading Strategies Community of Practice ([2.6 EPPA Grant Proposal](#))

### **Curriculum Review**

The College regularly assesses and shares course enrollment, success, and retention by modality and student demographics as part of its commitment to achieving equitable student outcomes. Cuyamaca College has created an infrastructure that supports equitable student learning across both on-campus and online classes, built largely upon college curriculum review and program review processes. The College's robust curriculum review process must be completed before a class is approved to be delivered in a distance education format. The College's Curriculum Committee guides and implements the five-year curriculum review process for all courses and programs. Courses must be current and reviewed within the previous five years to be offered, and a Distance Education Proposal Form must be completed and approved for the course ([2.6 Course Addition & DE Approval Form GEND 116](#)). Courses share the same Course Outline of Record, same student learning outcomes (SLOs), and same methods of evaluation, regardless of whether they are offered on campus or online ([2.6 BUS 110 COR](#), [2.6 CHEM 102 COR](#)). In addition, through the curriculum review process, any course that is proposed to be taught in a distance education format must receive the following assurances and acknowledgements:

- Faculty are expected to provide a variety of types of instructor-initiated interaction (as defined by the Regular and Substantive Interaction Policy) when the course is taught online.
- The program chair understands the Title 5 requirements related to regular and substantive interaction
- All instructors who teach the course in an online modality must be educated on legal requirements and principles of regular and substantive interaction

### **Program Review**

In addition, through the College's program review process which occurs on a four-year cycle, programs are required to analyze distance education enrollment, retention and success data and identify ways to eliminate disparities in course success and retention across on-campus and online courses. Course enrollment, success, and retention are further disaggregated by race/ethnicity and gender so that faculty can examine and identify ways to address equity gaps within the on-campus and online modalities ([2.6 History PR Annual Update 2023-24](#)). Faculty also often survey students to assess course needs by modality and discuss assignment and/or assessment

results to inform course scheduling by modality. Results of these analyses have led some departments, such as Art, to expand online course offerings following the pandemic, and other departments such as Biology, to reduce online course offerings based on student learning and student needs ([2.1 Art Comprehensive PR 2021-22](#), [2.6 Biology Comprehensive PR 2021-22](#)). Furthermore, Cuyamaca College's program review process has long included reflection questions focused on how instructional programs ensure regular and effective contact. For 2024-25 program reviews, reflection questions for instructional programs included updated language on Regular and Substantive Interaction ([2.6 Business Comprehensive PR](#), [2.6 Physics PR Annual Update](#)). The IESE Office exports responses to distance education-related program review questions and provides summaries to the Distance Education team so that the team can reach out to departments who need additional support.

### **Learning Outcomes Across Modalities**

Beginning in 2021-22, the College launched a project focused on assessing student learning outcomes via the Canvas learning management system ([2.6 SLO Assessment on Canvas Slides](#)). This project has grown in scope, with greater numbers of faculty participating each semester. Assessing learning outcomes in Canvas allows faculty to efficiently store and retrieve SLO data for both online and on-campus (web-enhanced with Canvas) courses so they can compare results and make informed changes to the student learning experience online or in-person based on assessment data. The College recently implemented the Nuventive Improve platform, which allows for some exchange of data between the Nuventive accountability management system for SLOs and program review and the Canvas learning management system in the form of dashboards ([2.6 Math SLO Canvas Dashboard](#)).

### **Strengthening Online Teaching and Learning through Policy and Professional Development**

Cuyamaca College ensures regular and substantive interaction through policy, program review processes, curriculum review processes, and peer review of online courses. Prior to 2023, Cuyamaca College had a longstanding Regular and Effective Contact Policy, which specified standards for instructor and student communication and engagement in distance education courses. In 2023, the College's Online Teaching and Learning Committee (OTLC) began updating this policy to reflect guidance at the federal level on Regular and Substantive Interaction. The OTLC completed its revision of the Regular and Substantive Interaction Policy in November 2023 ([2.6 Cuyamaca RSI Policy](#), [2.6 OTLC Minutes 11-3-23](#)). The Policy was approved by the Academic Senate in November 2023, and training on the new policy began in January 2024 ([2.6 Academic Senate Minutes 11-16-23](#)).

The College's Peer Online Course Review (POCR) process serves as a mechanism for assessing Regular and Substantive Interaction. Through POCR, the instructor teaching the class and trained faculty reviewers examine the selected course against the California Virtual Campus Course Design Rubric ([2.6 CVC Course Design Rubric](#)). Courses and instructors who complete this iterative review process receive a POCR badge for quality assurance ([2.6 Cuyamaca POCR Checklist](#)).

To ensure regular and substantive interaction, the OTLC and Distance Education Faculty Coordinator provide regular training through both individual workshops and through cohort professional learning in the form of distance education "summer camp" or "winter camp" that focus on effective methods for equitable online instruction, assessment, and grading. In addition, full-time faculty members teaching distance education classes conduct office hours for students via Zoom. Many part-time faculty members offer Zoom office hours as well. To ensure broad communication and training following the 2024 adoption of the College's Regular and Substantive Interaction Policy, the Distance Education team, including the Distance Education faculty coordinator, met with each department across the College to share the new policy, requirements, and expectations as well as the latest resources developed by the OTLC and Distance Education team ([2.6 RSI Training Schedule](#), [2.6 RSI Training Slides](#)).

**2.7. The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)**

Cuyamaca College provides a comprehensive suite of support services and programs that build upon students' social and cultural experiences and are tailored to students' unique educational journeys. These holistic supports are designed to ensure students have resources and services to support their academic and non-academic success.

**Outreach and New Student Onboarding**

The Cuyamaca College Outreach Department visits local high schools various times throughout the year to conduct application workshops and present at parent information nights to assist prospective students and their families in learning about college programs, support services, and how to complete a free application. In addition, the Outreach team tables at local community events, such as Spring Valley Day, Chicano Park Day, and the San Diego Pacific Islander Festival to share information on academic programs and support services. The Cuyamaca Outreach Department collaborates with Grossmont College's Outreach team and the Grossmont Union High School District team to host a Future Fest event each fall, which alternates between the two college campuses and includes tabling for campus academic programs support services, community resources, and four-year university partners ([2.7 Future Fest Flyer 2022](#), [2.7 Future Fest Flyer 2023](#)).

Following the pandemic, community requests for campus tours have increased significantly, and the College began hosting Open House events to invite the community to learn more about the campus, tour campus facilities, ask questions, and even apply for admission ([2.7 Open House 2025 Flyer](#)). The Outreach team hosts registration labs in partnership with various campus departments, such as Student Engagement and Belonging, Financial Aid, Admissions and Records, and EOPS to provide real-time, hand-on assistance for students during open registration periods ([2.7 Reg Labs Flyer Fall 2024](#), [2.7 Reg Labs Flyer Spring 2023](#)). The College and District also provide registration videos in English, Spanish, and Arabic ([2.7 Cuyamaca Registration How-To-Videos Website](#)).

At the start of each semester, the College staffs several Welcome Week tables to help students with wayfinding around the campus, to answer questions, and help students connect with members of the campus community from their first day on campus ([2.7 Welcome Week Booth Sign-Up Invitation](#)). In addition, the Student Engagement and Belonging unit develops a robust Welcome Week schedule to connect students to campus supports and resources and offer student engagement and community-building opportunities ([2.7 Spring 2025 Welcome Week Flyer](#)). For dual enrollment students, the College's Outreach team and Admissions and Records team provide information sessions and application workshops in the community to support high school students in enrolling in college classes ([2.7 GSS Fall 2023 CCAP Flyer](#), [2.7 CCAP Dual Enrollment Altus Flyer](#)).

The College utilizes an online orientation platform, Comevo, to build awareness of support services, college and district policies, and guide students through the matriculation process. All students are directed to this online orientation that includes short videos and interactive questions to help students learn about ACPs and explore career and educational goals ([2.7 Comevo Orientation Homepage](#)). Students are strongly encouraged to meet with a counselor to create a comprehensive education plan that addresses their career goals, educational goals, and personal interests ([2.7 Education Planning Webpage](#)).

**Counseling and Education Planning**

Cuyamaca College has a robust counseling department that provides education planning support, transfer assistance, career exploration and counseling, petition support, and community referrals ([2.7 Counseling Services Homepage](#)). Among its several counseling courses Cuyamaca College offers a popular Counseling 120 course, College and Career Success, which is recommended for new students to learn academic and career success strategies, discover their interests, and set personal, educational, and career goals. Counseling



is offered both in person and online via Zoom. Students indicate their preference when they schedule their counseling appointment, and the Counseling Office schedules the appointment accordingly.

### **Retention-Focused Services and Special Programs**

The College offers a variety of retention services designed to help students enroll and re-enroll through the completion of their educational goals ([2.7 Student Resources Flyer](#)). Services are available in person and online via Zoom appointments and workshops. These services include:

- *Disabled Students Programs and Services (DSPS)*: The DSPS office provides counseling, disability management, self-advocacy workshops, note-taking assistance, speech and language services, American Sign Language (ASL) interpreting or closed captioning, alternative media, and test proctoring services to differently-abled students ([2.7 DSPS Webpage](#)).
- *Extended Opportunity Program and Services (EOPS)*: The EOPS office serves as the main hub for EOPS as well as the Cooperative Agencies Resources for Education (CARE) program, NextUp Program, and Resources for Immigrant Students in Education (RISE) program. The EOPS program provides counseling, priority registration and financial assistance in the form of grants and book vouchers, and workshops focused on college success strategies for low-income, full-time enrolled students ([2.7 EOPS Webpage](#)). The CARE program provides textbook assistance, supplies, laptop and wifi hotspot lending, food pantry and other resources to single parents who receive Temporary Assistance for Needy Families (TANF) and are EOPS eligible ([2.7 CARE Webpage](#)). The NextUp program provides counseling, peer mentoring, life skills workshops, community building events, grants, transportation assistance, food pantry, a hygiene closet, and life skills workshops to students who are current or former foster youth ([2.7 NextUp Webpage](#)). The RISE program provides counseling, case management, personalized financial assistance, community resource referrals, mentoring, workshops, and community-building events for undocumented and nonresident students ([2.7 RISE Webpage](#)).
- *CalWORKs Program*: The CalWORKs program provides counseling, priority registration, coordination of costs with the San Diego County Health and Human Services Department, childcare funding, work-study opportunities, and job preparation and placement services to students who receive TANF ([2.7 CalWORKs Webpage](#)).
- *Veterans Center*: The Cuyamaca Veterans Center provides counseling, priority registration, veteran life workshops, community referrals, study and community-building space, engagement events, work-study opportunities, and Veterans Administration (VA) benefit certification services to military service members, veterans, and military and veteran dependents ([2.7 Veterans Center Webpage](#)). In part due to the wrap-around support services in the Veterans Center, Cuyamaca College has been named a Best for Vets college by the Military Times for three years in a row.
- *Student Engagement Centers*: Cuyamaca College has three student engagement centers focused on building a sense of belonging and providing wrap-around support services for historically marginalized communities. Through the implementation of the 2022-2025 Student Equity Plan, the College opened the Together We Rise (TWR) Latine Student Center in 2022, the Queer Student Center in 2023, and the Black Student Success Center (BSSC) in 2025. These centers are housed within the Student Engagement and Belonging unit and host workshops, cultural events, and student networking and community-building events focused on Latine students, LGBTQ+ students, and Black or African American students, respectively ([2.7 BSSC Workshop Flyer](#), [2.7 TWR Workshop Flyer](#), [2.7 Lavender Graduation Flyer](#), [2.7 Queer Student Center Webpage](#)). All students are welcome in each center and at all center activities. The College is currently exploring spaces for the BSSC and TWR Center in the Student Center, in which the Queer Student Center is currently located, so that the three centers can be in close proximity for event collaboration and student community-building across centers.
- *Health and Wellness Center*: The Cuyamaca Health and Wellness Center provides a range of wellness and health services, including blood pressure screening, health assessment, first aid, community referrals, wellness events, administration of non-prescriptive medication, and other health-related services ([2.7 Health & Wellness Center Webpage](#)). The Center also provides personal counseling services and resources ([2.7 Personal Counseling Resource Guide](#)).
- *Cuyamaca Cares Basic Rights Program*: The Cuyamaca Cares program's purpose is to ensure

students have access to housing, food, mental health, and overall wellness. The program refers to these as basic rights because every student has a right to housing, food, mental health, and wellness. In addition, the College recently installed lactation pods to improve support for student parents. The program provides CalFresh registration assistance, recently ranking second in the state for CalFresh enrollment. Recently, Cuyamaca Cares has been able to expand its housing services through the new Safe Parking program on campus and a state-funded rapid rehousing program. The program includes a number of food pantries across the campus as well as Kudapaw's Closet, a clothes closet for students, and personal/mental health counseling services through the Health and Wellness Center ([2.7 Cuyamaca Cares Satellite Pantries Map](#), [2.7 Cuyamaca Cares Housing Webpage](#), [2.7 Mental Health Services Webpage](#), [2.7 Kudapaw's Closet Webpage](#)).

### **Learning Support Services**

The Learning and Technology Resources Division includes the college library, tutoring services, and instructional technology services functional areas.

- *Library Services:* The library provides services to support student learning through in-class presentations and workshops, course reserves, library resources that can be added to Canvas for online courses, online research databases, and research guidance ([2.7 Library Webpage](#)). In addition, the library offers a technology lending program in which students can request laptops and wifi hotspots for a semester at a time, study spaces, and computer labs for student use. The library also hosts events such as Open Mic nights, student art exhibits, family story time in different languages, and heritage month events that spotlight authors and works focused on the month's theme, such as Black History Month, Pride Month, and Asian American and Pacific Islander Month ([2.7 Library Asian American Pacific Islander LibGuide](#), [2.7 Library Queer Voices LibGuide](#)). Students can access library services both in person and online via online search tools, virtual workshops, and the Ask a Librarian 24/7 Online Chat Service via the library website ([2.7 Ask a Librarian Webpage](#)).
- *Tutoring Services:* Cuyamaca College provides tutoring services to support student success inside and outside of the classroom. The College currently has two tutoring centers, the Science Technology Engineering and Math (STEM) Achievement Center and the Writing Center. Tutoring is available for a wide range of subjects and courses and is offered in individual and group formats as well as on campus and online via Zoom. In addition, the College has a subscription to the NetTutor online tutoring service, which is available to students 24 hours a day and seven days a week ([2.7 Tutoring Policies Webpage](#)). The tutoring webpage also links to resources to support students in specific disciplines and classes, such as tutorials, citation guides, and worksheets ([2.7 Tutoring Resources Webpage](#)).

### **Evaluation of Student and Learning Support Services**

All student and learning support programs and services are included in the college-wide program review process. Each support program completes a comprehensive program review every four years, with annual updates in the intervening years ([2.7 Counseling Comprehensive PR 2023-24](#), [2.7 Student Affairs Comprehensive PR 2023-24](#), [2.7 Veterans Center Comprehensive PR 2023-24](#), [2.7 Veterans Center PR Update 2024-25](#), [2.7 Library PR Update 2024-25](#)). In addition, individual departments engage in regular review of student access data and/or survey data to inform their practices, processes, and policies.

For example, the Library conducts surveys of students to learn about their experiences with library services and gather suggestions for how to improve services in support of student learning and success ([2.7 Library 2023 Services Survey Report](#)). Working with the IESE Office, the library also reviews access to specific services and course success by participation in the service disaggregated by student demographics ([2.7 Library Services Technology Supports Data Report](#), [2.7 Library 2023 Events & Programs Data Report](#)). These data are used to inform changes in the subsequent semester or academic year, such as additional laptop purchases, more workshops, additional support for Zero Cost Textbook initiatives, and improved Canvas library resources content.

Similarly, the Student Engagement and Belonging unit (formerly Student Affairs) assessed student conduct

interventions and, along with faculty partners, redesigned its academic integrity resources and processes. As part of the President's Racial Equity and Social Justice Task Force, an inquiry group led by a faculty member and the Dean of Student Engagement and Belonging engaged in a year-long inquiry project to review student conduct procedures and data and as a result developed a whole new training and communication plan. The number of academic misconduct reports decreased by 51% following these changes ([2.7 Student Affairs PR Update 2024-25](#)).

Student and learning support services regularly work with the IESE Office to gather student input through surveys, focus groups, service utilization, and student outcome data to inform and support student-centered decision-making on services and processes ([2.7 Cuyamaca Cares Report 2023-24](#), [2.7 CalWORKS Report 2023-24](#)).

**2.8. The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys. (ER 15)**

Cuyamaca College strives to create a strong sense of belonging and community among students through equity-minded programming, engagement activities, and events that provide opportunities for students to connect with other students as well as with faculty and staff.

**Culture and Community Circle Events**

The Student Engagement and Belonging unit (formerly the Student Affairs office) facilitates a college-wide effort to create monthly events centered on specific days or heritage month themes, such as Women's History Month, Black History Month, Middle Eastern Heritage Month, and Mental Health Awareness Week. Specific events within each heritage month or focused week are sourced, presented, or curated by members of the campus community or specific departments who have expertised, lived experience, or a functional responsibility related to the month or week theme. Departments across the campus collaborate to share information on these events with students, employees, and community partners. The Student Success and Equity Council serves in a high-level advisory role for these events and recently created guidelines for Culture and Community Circles ([2.8 SSEC Minutes 3-22-24](#), [2.8 SSEC Minutes 5-10-24](#)).

Examples of community-building Culture and Community Circle events are the following ([2.8 Culture & Community Circles April 2024](#)):

- HBCU Transfer Workshops
- Middle Eastern Art and Culture Bazaar during Middle Eastern Heritage Month
- Youth Empowerment from volunteering with Dolores Huerta
- Open Mic Events

Additional heritage month and week-specific Culture & Community Circle events include the following:

- Film Screenings based on heritage month themes ([2.8 Eduardo Chavez Film Screening](#))
- Dia de los Muertos Events ([2.8 Dia de los Muertos Event Flyer](#))
- Hush and Study Sessions with Soul Food during Black Student Success Week ([2.8 BSSW 2024 Flyer](#))
- Black Art Gala during Black History Month ([2.8 Culture & Community Circles February 2025](#))

**Student Leadership and Student Organizations**

In addition to these larger scale, more formal events, the College also offers networking, career, athletics, and wellness focused events on a smaller scale, ranging from leadership and civic engagement events to student meditation workshops ([2.8 Leadership Program Flyer](#), [2.8 Student Meditation Flyer](#)). The Associated Students of Cuyamaca College (ASGCC) hosts events and activities for students to build a stronger sense of belonging ([2.8 ASGCC Webpage](#)). The College is also home to a variety of student clubs and organizations, ranging from major-focused clubs to identity-based clubs ([2.8 Student Clubs Webpage](#)).

### **Cohort-Based Programs to Strengthen Students' Sense of Belonging**

Furthermore, the College offers specific resources, events, and activities for participants in cohort programs designed to strengthen a sense of belonging, particularly among disproportionately impacted student populations, including Rising Scholars, Puente, and Umoja:

- *The Rising Scholars Program* provides resources, mentorship, and regular meetings to build community among justice-impacted students ([2.8 Rising Scholars Webpage](#)).
- *The Cuyamaca Umoja Program* hosts events and activities designed to build community and enhance the cultural and educational experiences of Black or African American and other students ([2.8 Umoja Events Calendar](#)).
- In Fall 2025, Cuyamaca College launched its new *Puente Program* to bring together instruction and student services to create learning communities to support transfer pathways for Latine students. The program includes learning communities, mentoring, and activities designed to validate Latine student experiences and build a stronger sense of community and belonging.
- *CalWORKs, EOPS, CARE and NextUp* co-sponsor several events and activities designed to build awareness of resources, networking, and community among program participants ([2.8 Special Programs Midterms Connection Flyer](#)).
- *DSPS* develops and hosts events to increase disability awareness and build community among DSPS-participating students ([2.8 Disability Awareness Week Flyer](#)).

### **Student Engagement Centers**

As a complement to the activities hosted by special programs, the College's engagement centers, library, and Career Center host a number of events each year to build a stronger sense of community among students. These include the following:

- *Together We Rise Latine Student Center* provides a welcoming and supportive environment for all students, including lounge and study space, support services, and cultural events
- *The Career Center* provides career development career workshops, job search assistance, career resources, job fairs to help students network and find employment, internships, and careers that connect to their coursework and programs of study.
- *The Queer Student Center* prioritizes LGBTQIA2s+ students and creates an environment that enhances the well-being of its community, sees strength in individuality, and fosters dignity and pride. Some of the supporting events include:
  - Lavender Recognition Celebration
  - Drag Show ([2.8 Drag Show Flyer](#))
  - Queer Center Watch Parties ([2.8 Queer Center Watch Parties](#))
  - LGBTQIA2s+ themed film screenings ([2.8 Riley Film Screening](#))
- *The Veterans Center* serves as a communal space and one-stop shop for support services to ease the transition of student veterans into the academic setting. The center provides meeting and study space for student veterans and hosts celebrations and activities, as well as informational and informal gatherings ([2.8 Buffalo Soldiers Event Flyer](#); [2.8 Veterans Pancake Breakfast Flyer](#); [2.8 Veteran's Week Movies](#)).

### **Co-Curricular Activities**

Various academic departments as well as the Athletics Department develop and co-sponsor activities to create an engaging and inclusive co-curricular environment for students. Examples of these activities include:

- *The Library* has worked to increase a sense of community among students by hosting performances, workshops, cultural displays, and family-friendly events, including multicultural storytime, open mic events for emerging poets, musicians, and other artists, and hosting student club receptions ([2.8 Multicultural Family Storytime Flyer](#), [2.8 Open Mic Flyer](#), [2.8 Art Club Library Reception](#)).
- *The Athletics Department* supports student-athletes by coordinating quality intercollegiate sports that complement the college's instructional programs, enhance student life on campus, and foster community interest and support. Cuyamaca Athletics currently offers Men's and Women's Basketball, Cross Country, Golf, Soccer, Track & Field, and women's Volleyball. The College's Athletics Department fosters academic and athletic success through academic and non-academic supports as well as strong athlete community-building events ([2.8 Cuyamaca Athletics Website](#), [2.8 Coyote Cookout Flyer](#)). The Athletics Department has seen great success in recent years, with the Men's Soccer team winning the



statewide championship in 2024 and individual athletes receiving statewide honors in track and field and golf. Athletic events are open to students, families, and community members. Employees are encouraged to attend in support of the College's commUNITY events ([2.8 CommUNITY Events Flyer Fall 2024](#))

- *The Engineering Department* hosts a Discord group for students in Engineering courses to opt in to receive information about internships, scholarships, and to be able to ask questions and obtain answers from peers, talk about hobbies, and connect with the department chair ([2.8 Engineering Webpage](#)).
- *The Art Department* hosts student and faculty art exhibitions to help bring awareness to the College's talented students and faculty while creating a strong sense of community centered on graphic and fine arts ([2.8 Graphic and Fine Arts Exhibition](#)).
- *The Paralegal Studies Program* offers events and workshops for Paralegal program students, including a special Paralegal Studies graduate celebration and legal questions and answers sessions ([2.8 Paralegal Legal Q&A Flyer](#))

To assess the impact of these programs, activities, and supports, the College assesses participation in special programs, student surveys, and student panels that speak to the overall student experience at the College ([2.7 Student Affairs PR Update 2024-25](#), [2.8 EOPS Survey Results Fall 2024](#), [2.8 Spring 2025 Planning Workshop Student Panel Notes](#)). In addition, in May 2025, the College piloted an updated survey of graduates that sought to assess their sense of belonging and connect it to participation in a variety of special programs and activities. This information was presented to the Outcome Assessment Committee, Institutional Effectiveness Council, and in other committees and councils to inform improvements to the student experience ([2.8 OAC Agenda 9-15-25](#), [2.8 IEC Minutes 9-22-25](#)). Similarly, a survey of employees was conducted in May 2025 to assess employee satisfaction, professional development needs, and sense of belonging and trust. The information gathered from the survey will be used to inform professional development and retention efforts through the THRIVE employee retention program, which includes community-building events for students and employees ([2.9 Employee Satisfaction and PD Survey](#)).

## **2.9. The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement. (ER 11, ER 14)**

Through systematic review from the institutional level to the program or department level, Cuyamaca College ensures the quality and continuous improvement of its academic, learning support, and student services programs to support equitable student access and success.

### **Processes for Evaluating and Improving Programs and Services**

Cuyamaca College integrates its program review, outcome assessment, and curriculum review processes to create regular intervals for review and analysis of student learning and achievement data to guide program-, department-, and, ultimately, college-level improvements.

The College's established five-year curriculum review cycle requires courses to be assessed and updated every five years in order to be offered as part of the class schedule. The College's four-year program review and student learning outcome assessment cycle are integrated with the curriculum process in several ways, each centered on student learning and achievement. As part of the comprehensive program review process, academic programs summarize their course curriculum review cycle, discuss planned changes to programs and courses, analyze degree and certificate data, course- and program-level learning outcomes, and overall and disaggregated student enrollment and success data to inform program goal-setting ([2.1 Engineering Comprehensive PR 2024-25](#), [2.1 Math Comprehensive PR 2024-25](#)).

In both the comprehensive program review and in three subsequent annual updates, academic programs reflect and discuss their assessment findings and assessment-informed improvements.

Similarly, student learning and support programs complete comprehensive program reviews every four years, including new goals informed by student access, achievement, and service area outcome data ([2.9 Transfer Center Comprehensive PR 2023-24](#), [2.9 Career Center Comprehensive PR 2023-24](#)). Outcome assessment information collected through the program review process is exported from the Nuventive platform and provided to OAC to guide assessment liaisons in their outreach and support efforts ([2.9 OAC Priorities Fall 2024](#), [2.9 OAC Member Overview](#), [2.9 OAC SLO & Data PR Export 2024-25](#), [2.9 OAC SAO & Data PR Export 2024-25](#)).

In addition, one of the two Outcome and Assessment Co-Coordinator serves on the Curriculum Committee and Technical Review Subcommittee to provide guidance and direct support to faculty as they prepare revisions to their courses ([2.1 Technical Review Subcommittee Charge & Composition](#)). This structure ensures the Outcome and Assessment Co-Coordinator has a chance to review revisions to outcome statements and assist faculty as needed in creating meaningful course and program learning outcomes. The connections between outcome assessment and curriculum review will be further strengthened with the implementation of the new CourseLeaf curriculum management system, which will transfer outcome statements into the Nuventive accountability management system, used to report outcome assessment findings and submit program reviews.

Examples of recent curricular and learning and support program improvements informed by student learning and achievement data include the following:

- The library increased the number of outreach events, co-sponsored events, and partnerships with external organizations to increase awareness and utilization of library services. The library also repurposes two rooms to become Zoom rooms for students to use for online classes and individual study ([2.7 Library PR Update 2024-25](#))
- The EOPS Department implemented operational improvements to improve services to students and ensure more students are able to access additional contacts with counselors and EOPS team members to improve retention ([2.9 EOPS PR Update 2024-25](#)).
- The Health Services unit began offering personal counseling in different modalities and using different platforms based on service area outcome student survey feedback ([2.9 Health Services PR Update 2024-25](#)).

### **Key Performance Indicators: Student Access and Success**

In 2022, the College established its new slate of key performance indicators (KPIs) linked to its 2022-2028 strategic goals. These KPIs included overall and disaggregated measures of student access (enrollment), course success, retention (locally referred to as persistence), and completion (degree, certificate, transfer, or becoming transfer-prepared). The College's IESE Office and Institutional Effectiveness Council (IEC) host college-wide planning workshops in both the fall semester and spring semester, the latter of which is focused explicitly on college progress toward strategic goals and KPIs. These workshops are offered in both in-person and online formats to maximize opportunities for participation. During these workshops, college employees and students engage in dialog about KPIs, strategic plan progress, and areas of focus for the subsequent academic year based on these data ([2.9 Spring 2023 Virtual Planning Workshop Padlet](#), [2.9 Spring 2024 Planning Workshop Summary](#), [2.5 Spring Planning Workshop 2025 Slides](#)). Examples of improvements implemented following spring planning workshops include the following:

- Creation of an enrollment management infrastructure and new enrollment management committee (2023 workshop)
- Surveying students about class scheduling (2023 workshop)
- Expanding faculty communities of practice (2023 workshop)
- College-wide focus on community-building following the pandemic (2023 workshop and 2024 workshop)

Cuyamaca College engaged in systematic evaluation and assessment of learning and support programs to ensure high quality programming, continuous improvement, and innovation in support of equitable student access and success.

## Standard 3: Infrastructure and Resources

*The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.*

### **3.1. The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and mission fulfillment. (ER 8, ER 14)**

As one of two Grossmont-Cuyamaca Community College District (GCCCD) colleges, Cuyamaca College employs the faculty, staff, administrators, and other administrative and support personnel necessary to deliver and sustain educational services and improve student success. Through established hiring processes, employee onboarding and retention programs, and through continuous assessment through program review and annual planning processes, the College identifies staffing needs and prioritizes positions to support the College's mission, vision, and strategic goals.

#### **Hiring Policies and Practices**

The College has established hiring processes that aim to improve equity in hiring and has implemented an employee retention program focused on community building to support equity, diversity, and advancement of the College's mission and strategic goals. GCCCD board policies (BPs) and administrative procedures (APs) guide hiring processes and practices at the College and outline the district's commitment to a diverse workforce reflective of the community it serves, emphasizing the value of inclusivity, and outlining the steps to ensure diversity in recruitment and hiring ([3.1 GCCCD BP 7100 Commitment to Diversity](#), [3.1 GCCCD AP 7100 Commitment to Diversity](#)). District hiring procedures focus on proactive outreach, implicit bias training for hiring committee members, and monitoring diversity metrics to make progress in achieving equitable representation across all employment levels.

District policies and procedures establish both the principles and the specific steps for recruiting, interviewing, and selecting qualified candidates, ensuring alignment with the district's mission and strategic priorities, including equity and student success ([3.1 GCCCD BP 7120 Recruitment and Selection](#), [3.1 GCCCD AP 7120 Recruitment and Selection](#)). District hiring procedures include guidelines for screening committees, interview procedures, and adherence to Equal Employment Opportunity (EEO) requirements.

#### **EEO Plan and Program**

In 2023, the District established its new EEO office, guided by district policies and procedures, which aims to ensure fair treatment in hiring and employment practices and prevent discrimination in hiring ([3.1 GCCCD BP 3420 Equal Employment Opportunity](#), [3.1 GCCCD AP 3420 Equal Employment Opportunity](#)). The EEO Office provides guidance on implementing EEO practices and hosts required training for hiring committees. As the lead for this new office, GCCCD created a new director position and hired its first Director of Equal Employment Opportunity (EEO) and Title IX. This position, which is within the Human Resources Department, provides training, guidance, monitors applicant pools and procedures in support of EEO processes in hiring. This position also serves as the district EEO Officer and lead for GCCCD EEO planning. The District has an EEO Advisory Committee that provides input to inform the plan and reviews plan progress ([3.1 EEOAC Charge & Composition](#)). The most recent EEO plan was developed in Spring 2024 and approved by the GCCCD Governing Board in June 2024 ([3.1 GCCCD EEO Plan](#)). The plan outlines the priorities the District will undertake to improve equity in hiring through 2027, including expanding training for hiring committee members and the campus community, improving onboarding processes, and strengthening the EEO evaluation and communication plan.

## Assessment of Equity in Hiring Processes

Prior to the establishment of the District EEO Office, the College was engaging in deep reflection on its own practices related to hiring. In 2020, the College's Racial Equity and Social Justice Task Force was formed to conduct inquiry and recommend improvements to address systemic racial inequities and advance equity across the College. The task force included three work groups focused on areas identified by the campus community for improvement. These included the following:

- Student Conduct and Academic Integrity
- Professional Development
- Hiring Processes

Each work group began in Fall 2020 with inquiry protocols and information gathering on existing structures and processes in each of these areas. In 2021, after the year-long process, the Equity in Hiring Processes work group developed several recommendations for improvement ([3.1 RESJ Task Force Hiring Process Recommendations](#)). Among these improvements were revisions to district hiring processes, which also eventually led to the establishment of the EEO Office and the significant revision of the following hiring procedures:

- Part-Time Faculty ([3.1 PE 2 - Part-Time Faculty](#))
- Full-Time, Tenure-Track Faculty ([3.1 PE 9 - Tenure-Track Faculty](#))
- Classified Professionals ([2.1 PE 12 - Classified Professionals](#))

In addition, at Cuyamaca College, a similar revised hiring process was piloted for administrators starting in 2022 ([3.1 PE 13 - Administrators](#)). These revised hiring processes continue to be piloted for faculty and academic administrators. However, in 2022, classified professionals voted to move to a merit system, which included the establishment of a new Personnel Commission, which would oversee the hiring of all classified personnel, including classified administrators. The Personnel Commission was established and operating by early 2024, and all classified hiring adheres to Personnel Commission rules ([3.1 GCCCD Personnel Commission Rules](#)). The Personnel Commission operates as a separate entity with its own rules and processes, guided by California state law but partners closely with the GCCCD Human Resources Department to review job descriptions and classifications and ensure that open positions are filled ([3.1 PC Minutes 3-5-25](#)). Both the College and District monitor employee data by demographics to assess progress in achieving equity in hiring and retention ([3.1 Spring 2025 Planning Workshop Slides](#), [3.1 Governing Board Minutes 4-8-25](#)).

## Determination of Staffing Needs

Needs for additional staffing are analyzed during the program review and annual planning process ([3.1 College Annual Planning Process](#)). Departments requesting positions are required to describe the need for the position as well as how the position will support the department's established goals as well as the College's strategic goals ([3.1 Ethnic Studies Faculty Request 2023-24](#), [3.1 Transfer Center Classified Request 2023-24](#)). Faculty position requests are reviewed and ranked by the Faculty Hiring Priorities Committee, and classified position requests are reviewed and ranked by the Classified Hiring Priorities Committee ([3.1 Faculty Hiring Priorities 2023-24](#), [3.1 Classified Hiring Priorities 2024-25](#)). Administrative positions can be requested through the administrative program review process and are reviewed for need and feasibility by the President's Cabinet.

When full-time faculty positions are vacated, they are typically replaced according to the Faculty Hiring Priorities list, based on available funding, and informed by the College's Faculty Obligation Number (FON). The FON is determined by the California Community Colleges Chancellor's Office and is correlated with the number of credit Full-Time Equivalent Students (FTES) at the District and then at each college ([3.1 DBC Minutes 11-8-24](#)). When classified positions are vacated, they are reviewed by the hiring manager and the President's Cabinet in light of college and department goals, staffing levels, and support of student learning, success, and essential college operations. When funding is available, new classified positions are typically hired in the order on the Classified Hiring Priorities list. When full-time faculty or new classified positions are hired in an order that differs from the Faculty Hiring Priorities list or Classified Hiring Priorities list, the President and relevant President's Cabinet member discusses the decision and rationale for the hire with campus constituents, including College Council, the Academic Senate, and/or Classified Senate as appropriate ([3.1 Classified Senate 5-28-24](#), [3.1 Academic Senate Minutes 9-12-24](#)).



### **Employee Qualifications**

GCCCD verifies the qualifications of applicants and newly hired personnel at the College and ensures all employees are eligible to work in the United States per established policies and procedures ([3.1 GCCCD BP 7125 Verification of Eligibility for Employment](#), [3.1 GCCCD AP 7125 Verification of Eligibility for Employment](#)). The District also verifies the education (including equivalency of degrees for non-U.S. institutions), training, and experience of all new hires to ensure they possess the minimum qualifications outlined in job descriptions. If applicants have a degree from a college or university outside of the United States, the applicant must have the coursework evaluated by a professional association ([3.1 Foreign Degree Translation Webpage](#)). Applicants for part-time faculty must have the evaluation completed and submitted in order for their application to be included in the applicant pools. The District requires evaluations to be conducted by a company that is a member of, the National Association of Credential Evaluation Services (NACES).

### **Faculty-Specific Qualifications**

Per established district policies and procedures, all faculty hired across the College and GCCCD must meet [established California Community Colleges minimum qualifications or equivalency](#) for their designated discipline ([3.1 GCCCD BP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies](#), [3.1 GCCCD AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies](#), [3.1 CCCCCO Minimum Qualifications](#)). Faculty job descriptions are appropriate to a two-year comprehensive community college and specify the following responsibilities ([3.1 Full-Time Faculty Job Description](#), [3.1 Part-Time Faculty Job Description](#)):

- Classroom responsibilities
- Evaluation of students
- Curriculum
- Student Advising
- Professional development

Cuyamaca College and GCCCD employ qualified faculty, staff, and administrators to provide high-quality educational programs, support services, and to support college and district operations in support of student success. The College and District monitor employee demographics to promote and assess equity in hiring and retention of diverse employees.

### **3.2. The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.**

Cuyamaca College and GCCCD support employees with robust professional learning opportunities, aligned with the college and district missions and strategic goals, to promote equitable student success, and address employee needs. Professional learning opportunities are regularly evaluated to ensure effectiveness and alignment with institutional goals.

#### **Essential Professional Development for All Employees**

Through the GCCCD Human Resources office, professional learning opportunities are offered on critical employee topics in both in person and virtual formats. These workshops and training sessions cover technical topics, such as mandated reporting, first aid/CPR training, hiring committee member training, EEO training, District technology systems training, and manager/supervisory training ([3.2 GCCCD VRC Training](#), [3.2 GCCCD Mandated Reporter Training](#), [3.2 Mental Health First Aid Training](#), [3.2 HIRE Training Calendar](#)). Each employee group has a virtual orientation curated by the Human Resources Department, and new-full time employees participate in monthly new employee training sessions facilitated by Human Resources team members, bargaining unit leaders, and other content areas experts from across the District ([3.2 HR Welcome Email for New Employees](#)).

### **Faculty-Specific Professional Development**

The College's faculty professional development program includes a wide variety of workshops, cohort programs, and professional learning sessions specifically focused on improving teaching and learning, including the Equity-Minded Teaching and Learning Institute (EMTLI), Equity in Pedagogy and Practice (EPPA) cohort program, Teaching Dialogs, Summer Camp and Winter Camp for faculty who teach distance education courses, Student Learning Outcomes 101 workshops and refreshers, Assessing Student Learning in Canvas, and the Strong Workforce Faculty and Counselor Institutes ([3.2 EMTLI Webpage](#), [3.2 Teaching Dialogs Webpage](#), [3.2 Online Teaching Winter Camp](#), [3.2 SLO Assessment in Canvas Workshop](#)). In addition, the College supports discipline-specific communities of practices, such as Science Engineering Educational Design (SEED), Culturally Relevant Activities in Biology (CRAB), and Math Department and English Department communities of practice ([3.2 Biology PR Update 2023-24](#), [3.2 Physics PR Update 2023-24](#), [3.2 English PR Update 2023-24](#)).

Each of these professional learning programs and activities is designed to strengthen culturally responsive practices inside and outside the classroom and support equitable student learning and success. To support these efforts, the College President's Discretionary Funds support the following faculty reassigned time positions:

- 2 Teaching and Learning Co-Coordinator ([3.2 T&L Coordinator Job Description](#))
- 2 Outcome and Assessment Co-Coordinator ([3.2 OA Coordinator Job Description](#))
- 1 Distance Education Coordinator ([3.2 DE Coordinator Job Description](#))
- Open Educational Resources Coordinator ([3.2 OER Coordinator Job Description](#))

### **Professional Development for Classified Professionals and Administrators**

The GCCCD Human Resources Department plans and hosts an annual Classified Professional Development Day, which includes a full day of workshops, ranging from motivational speakers to wellness and creative arts workshops to technical workshops on accessibility and marketing for services, programs and events ([3.2 GCCCD Classified PD Day 2025](#)). Additional workshops for classified professionals at the college level are informed by the Classified Senate and have most recently focused on wellness and de-escalation training. Administrator and supervisor-specific professional development opportunities are coordinated by the District Human Resources Department and informed by federal and statewide policy and programmatic changes and updates and requests from administrators via the Administrators Association, the collective bargaining unit for deans, directors, and supervisors, and the Administrative Leadership Advisory Team (ALAT). Based on feedback from the campus community, in Fall 2024, the College launched the ALAT Academy, a monthly professional learning meeting for deans and directors as well as the President's Cabinet. ALAT Academy topics have ranged in topics from distance education student success and support to SafeZones training to better support LGBTQ+ students ([3.2 ALAT Academic Training Calendar 2024-25](#)). A variety of local and statewide virtual, self-paced and live learning opportunities are also available to the entire campus community through the Vision Resource Center.

### **Professional Development Needs Assessment, Planning, and Evaluation**

The College's Teaching and Learning Committee advises the College on professional learning topics and modalities and develops the College's Professional Development Plan, particularly in the area of faculty professional development ([3.2 Teaching & Learning Plan 2023-2028](#)). Professional development for all employees is informed by the Teaching and Learning Plan, Teaching and Learning Committee, and from needs assessments conducted with employee groups, which are completed at least every two years ([3.2 Employee Satisfaction & PD Survey 2025](#), [3.2 PD Needs Assessment 2023](#)).

Professional development workshops and programs are assessed via participation metrics and surveys. Cohort-based professional learning programs, such as EMTLI, SEED, the Strong Workforce Faculty and Counselor Institutes, and POER, also undergo in-depth evaluation, including pre-post program participation comparisons for disaggregated student success rates, student surveys, and faculty participant surveys ([3.2 EMTLI Survey Results 2023-24](#), [3.2 POER Evaluation Report](#)). Results of these evaluations are used to improve these programs for future implementation.

Based on recent feedback from faculty, classified professionals, and administrators, the College is in the process of developing a new, more structured local employee onboarding guide and program that dovetails with the

district-level employee orientation ([3.2 College-Level Onboarding Outline](#)). This is an area of continuous focus and improvement for the College.

### **Employee Retention Program**

In addition to its professional development offerings, the College hosts workshops and community-building events for all employees each semester through the THRIVE employee retention program, which was developed in light of the recommendations of the Racial Equity and Social Justice Task Force's hiring processes inquiry group. THRIVE in its current form includes events focused on welcoming new and returning employees back to campus each semester and building community through teambuilding activities and wellness-focused activities and workshops ([3.2 THRIVE Welcome Slides Spring 2025](#), [3.2 THRIVE Burnout Event Spring 2025](#), [3.2 THRIVE Game Night Spring 2025](#), [3.2 THRIVE Wellness Event Spring 2025](#)).

### **3.3. The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution's mission and goals.**

Through established district policies and processes, Cuyamaca College evaluates its faculty, classified professionals, and administrators regularly using criteria derived from each group's professional responsibilities and that align with the college and district mission and goals.

#### **Evaluation of Faculty**

Cuyamaca College evaluates both full-time and part-time faculty using established processes outlined in the collective bargaining agreement with the faculty union, the American Federation of Teachers. The collective bargaining agreement specifies that faculty are to be evaluated on the following schedule ([3.3 AFT CBA Article V](#)):

- Part-time faculty: once in their first semester and then again every six semesters of teaching
- Full-time faculty in the tenure review process: each fall semester for the first four years; once every three years thereafter
- Tenured faculty: once every three years

Through this process, faculty are evaluated at regular intervals through a systematic process that is facilitated by the College's Instructional Operations unit. The faculty evaluation process includes, per the AFT contract, student evaluation, peer review, and administrator review. Criteria for faculty evaluation focus on instructional quality for classroom faculty and responsiveness to student needs for counselors and librarians ([3.3 Instructor Evaluation Form](#), [3.3 Counselor Evaluation Form](#), [3.3 Librarian Evaluation Form](#)). In addition, similar evaluation forms with adapted or additional context-specific criteria exist for online instructional faculty, coaches, and for DSPS faculty ([3.3 Online Instructor Evaluation Form](#), [3.3 Coach Evaluation Form](#), [3.3 DSPS Faculty Evaluation Form](#)).

#### **Evaluation of Classified Professionals and Administrators**

For classified professionals, evaluations are completed on an annual basis and include both an employee self-evaluation and supervisory evaluation component. Criteria for evaluation are outlined in the California School Employee Association (CSEA) contract and include core areas such as communication, interactions with students, employees, and community members, and quality of work in the specific area of responsibility ([3.3 Classified CBA Article 12](#), [3.3 Classified Evaluation Form](#)).

For deans, directors, and supervisors, employee evaluations are conducted annually and follow the process outlined in the GCCCD Administrators Association contract ([3.3 Administrators Association CBA Chapter 14](#)). These evaluations include both a self-evaluation component and a supervisory evaluation component, as well as an annual goal setting and evaluation process. Criteria for evaluation include core competencies such as leadership, project management, communication, and support of student learning and achievement ([3.3 Administrator Evaluation Form](#)).

The evaluation process for confidential administrators follows established district procedures and includes

feedback from direct reports, peers, and other members of the campus community as well as the supervisory evaluation ([3.3 GCCCD AP 7241 Confidential Administrator Evaluation](#)).

Classified professional, supervisor, director, and dean evaluations are facilitated by the GCCCD Human Resources office and are completed via the WorkDay online human resources system ([3.3 Classified WorkDay Evaluation Guide](#), [3.3 Administrator WorkDay Evaluation Guide](#)). Confidential administrator evaluations are facilitated by Human Resources outside of the WorkDay system.

Cuyamaca College and GCCCD have prioritized the systemic and timely evaluation of employees to support professional learning and growth, goal-setting, and to ensure alignment of professional responsibilities with the district and college missions and goals. To this end, the District Human Resources Department conducts training for managers to support meaningful evaluation processes ([3.3 Manager Training Email](#)). Moreover, the District Human Resources Department monitors classified and administrator evaluation schedules to ensure self-evaluations and manager evaluations are launched on time in the WorkDay system ([3.3 Cuyamaca College Non-Faculty Evaluations](#)). Similarly, the Instructional Operations unit monitors faculty evaluation schedules and launches student, peer, and administrator evaluations of faculty each semester based on established cycles per the faculty contract ([3.3 Faculty Evaluation Overview](#), [3.3. Faculty Evaluation Timeline Fall 2024](#)).

#### **3.4. The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success. (ER 18)**

Cuyamaca College's mission and strategic goals serve as the foundation for financial planning at the college level, and the district mission and strategic goals guide financial planning across the District ([3.4 GCCCD Adoption Budget 2024-25](#), [3.4 GCCCD Adoption Budget 2024-25 Board Workshop](#), [3.4 GCCCD Tentative Budget 2025-26](#), [3.4 GCCCD Tentative Budget 2025-26 Workshop Slides](#)). The College's strategic priorities are developed collaboratively with input from various college constituents and are widely communicated across the College ([3.4 Cuyamaca 2022-2028 Strategic Priorities](#)). The College develops, maintains, and enhances its educational services and operations to achieve its mission through effective use of college and district financial resources. The College and GCCCD have established processes to ensure fiscal resources are adequate to sustain instruction and student support. The GCCCD Governing Board provides fiscal oversight of the District and approves district policies that govern budget-related procedures. The District's Chief Business Officer, the Vice Chancellor of Business Services, provides regular reports to the Governing Board regarding district finances, including annual and quarterly budget reports, bond project reports, grant information, and other areas of significant fiscal impact ([3.4 GCCCD Quarterly Fiscal Report 5-20-25](#), [3.4 GCCCD Governing Board Minutes 5-20-25](#), [3.4 GCCCD Quarterly Fiscal Report 2-11-25](#), [3.4 GCCCD Governing Board Minutes 2-11-25](#), [3.4 Monthly Facilities Projects Report to Governing Board March 2025](#)). The Vice Chancellor of Business Services provides regular budget reports to the Districtwide Budget Council (DBC), formerly the District Strategic Planning and Budget Council (DSP&BC), which includes representatives from each constituent group (faculty, classified professionals, administrators, and students) at both colleges ([3.4 DBC Charge & Composition](#), [3.4 DBC Minutes 2-10-25](#), [3.4 DSP&BC Minutes 5-13-24](#)). DBC provides input on district priorities, student fees, business-related policies, and other budgetary matters.

The GCCCD Income Allocation Model (IAM) allows for a responsive process for allocating fiscal resources based on college enrollment. The IAM, which was revised most recently in 2023 by the Budget Allocation Task Force (BAT) in response to feedback from the colleges, now follows a three-year average for Full-Time Equivalent Students (FTES) to allocate financial resources to the two colleges ([3.4 BAT Minutes 4-10-23](#), [3.4 BAT Minutes 2-21-23](#), [3.4 BAT Memo 5-1-23](#)). This ensures that one year of unusual FTES growth at one of the colleges will not shift budgetary resources so greatly that it would have an adverse impact on the other college, similar to the California Community Colleges Student-Centered Funding Formula. Revenue from international students and non-resident tuition is directly allocated to each of the colleges. In addition, ending balances remain at each college to be rolled into the next fiscal year budget.

At the college level, funds are prioritized to maintain staffing for academic programs and student support services as well as critical operations. Technology and facilities maintenance and replacement are also among top budget priorities ([3.4 GCCCD AP 6250 Budget and Reserve Management](#)). In building the 2025-26 tentative budget, the College allocated \$500,000 to support preventative maintenance because the state budget has not provided funding for deferred maintenance projects for several years ([3.4 College Preventative Maintenance Budget](#)). The College also transfers a portion of its fiscal year ending balances to the Capital Fund for critical capital outlay projects and improvements. In 2023-24, the College set aside \$2.6 million to support these projects, and in 2022-23, the College set aside \$3.8 million. For 2024-25, the College is estimating \$5.2 million to augment critical projects as the District's Prop V (Prop 39) bond monies are nearly fully expended. Critical technology projects are ranked by the Technology Operations Group (TOG), resulting in an IT projects list. The IT projects list is reviewed by the Technology Planning and Policy Council (TPPC) and is discussed by college and district leadership teams to ensure broad awareness of district-wide technology priorities ([3.4 TOG Charge & Composition](#), [3.4 TPPC Charge & Composition](#), [3.4 Districtwide Technology Projects List](#)).

### **Annual Resource Requests**

Annual requests for new faculty positions, classified positions, technology, supplies, equipment, or small-scale facilities changes are submitted through the program review process ([3.4 College Annual Planning Process](#)). These requests are vetted and prioritized by the appropriate campus committee using established criteria, including relationship to college strategic goals and impact on the student experience ([3.4 Classified Hiring Priorities Committee Rubric](#), [3.4 College Technology Committee Rubric](#), [3.4 Faculty Hiring Priorities Committee Rubric](#), [3.4 Resource and Operations Council Rubric](#)). Among recent positions created and funded through these processes are a Transfer Center Specialist to support equitable student transfers to four-year institutions and a Chicano Studies faculty member to help build a Chicano Studies program. As part of the budget-building process, the College sets aside year-end funds to support non-staffing requests, and amounts available are based on the previous year's ending balance. The College's Resource and Operations Council (ROC) shepherds this process each year and reviews rankings for resource requests submitted by the four other resource prioritization groups ([3.4 ROC Charge & Composition](#)).

If additional funds are available or as grants and categorical funds become available, the College prioritizes activities noted in its strategic plan and the Student Equity Plan ([3.4 2022-28 Strategic Goals Overview](#), [3.4 Student Equity Plan Executive Summary](#)). For example, the College prioritized funding for English Department and Math Department communities of practice, piloted new models for community outreach, increased funding to reinvigorate its athletics program following the pandemic, and an alternate media specialist for the DSPS program. Additionally, in Spring 2025, based on critical infrastructure and facilities needs, the President brought forward to the campus a plan to reallocate funds to ensure these critical needs are addressed, though it also required a shifting of funds away from a new instructional building ([3.4 Cuyamaca College Council Minutes 4-22-25](#)).

### **Continuous Improvement Efforts: Budget**

The process for funding strategic priorities has evolved over the past several years and improved documentation and communication on this process is needed. The College acknowledges this as an area for improvement and has identified specific action steps in its 2023 Institutional Effectiveness Partnership Initiative (IEPI) Plan ([3.4 Cuyamaca IEPI Plan 2023](#)). To this end, the College has developed documentation highlighting annual budget priorities and has created budget workshop materials and training ([3.4 Fall 2023 Budget Workshop Slides](#)). In addition, a budget website is being developed and will house budget communication and resources ([3.4 Program Review Request Funding Timeline](#)).



**3.5. The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.**

**Mission-Based Budget Development**

Cuyamaca College's mission and strategic plan serve as the basis for its annual planning and resource allocation processes. The mission guides all planning across the College, including program-level, facilities, and equity plans as well as other college-wide plans ([3.5 GCCCD BP 6200 Budget Preparation](#), [3.5 GCCCD AP 6200 Budget Preparation](#)). The College's annual planning process centers the mission, strategic plan, and program or service area goals for annual resource allocation processes ([3.4 College Annual Planning Process](#)). Each year, the District and College undergo a budget preparation process, which begins with the State of California's initial budget proposal. The District prepares an initial budget based on tentative assumptions with allocations for District Services, Cuyamaca College, and Grossmont College based on the Income Allocation Model (IAM) ([3.5 GCCCD 2024-25 Adoption Budget IAM](#)). Based on this initial budget plan, the College drafts a budget that prioritizes permanent personnel for instructional areas, student support areas, and operational areas, followed by critical facilities maintenance allocations and ongoing technology and operational costs ([3.5 GCCCD BP 6300 Fiscal Management](#), [3.5 GCCCD AP 6300 Fiscal Management](#), [3.5 GCCCD BP 6335 Technology Replacement](#)).

**Campus and District Community Participation in Budget Development**

The District begins developing a tentative budget in February of each year based on the Governor's proposed budget, which is released in January, as well as the District's First Principal Apportionment Report and the Prior Year Apportionment Recalculation Report ([3.5 GCCCD 2024-25 Budget Preparation Calendar](#), [3.5 Governor's January Budget Summary 2025-26](#)). The Governor's Budget Summary, Joint Analysis, and Budget Preparation Calendar, as well as any proposed changes to fees and changes to revenue projections, are used to inform budget development. Each of these items is discussed in the District Budget Council, which includes representatives from each constituent group ([3.4 DBC Minutes 2-10-25](#), [3.5 DBC Minutes 2-12-24](#)). Through the DBC, previous year revenues and actual expenditures are shared and discussed for each site within the District ([3.5 DBC Minutes 11-8-24](#)). State apportionment reports are also presented in DBC ([3.5 DBC Minutes 8-12-24](#)). In May, the state revises its budget, and the District begins developing the adoption budget process based on the state final budget and district budget planning assumptions, updating the college allocations accordingly.

A tentative budget is prepared at both the district and college levels and is disseminated to stakeholders through DBC and then to the Governing Board in June of each year ([3.5 DBC Minutes 6-10-24](#)). The District presents a tentative budget workshop at the June Governing Board pre-meeting workshop including an overview of the state budget, overview of the district budget, and the fiscal outlook for the District ([3.4 GCCCD TB 2025-26 Workshop Slides](#)). A final adoption budget is prepared at the district and college level in August, and the adoption budget is presented to the Governing Board in September ([3.4 GCCCD Adoption Budget 2024-25 Board Workshop](#)).

**Annual Budget and Resource Requests**

At the college level, funding is allocated to ongoing commitments first (existing personnel and benefits, critical facilities maintenance, and ongoing technology and operational contracts). If additional funds are available, they are allocated to fund requests submitted through the program review process for technology, small-scale facilities improvements, furniture, equipment, supplies and other one-time funding items in order of ranking by the appropriate resource allocation prioritization body, each of which includes representatives from campus constituent groups ([3.5 College Technology Committee Charge & Composition](#), [3.5 Facilities & Sustainability Planning Committee Charge & Composition](#)). In addition, the College sets aside funds to support the College 5-Year Technology Replacement Plan implementation ([3.4 College 5-Year Technology Replacement Plan](#)).

If additional ongoing funds are available to support new permanent classified positions, these positions are funded in the order they are ranked by the appropriate resource allocation recommendation body unless a



critical hire for a position is needed ([3.5 Classified Hiring Priorities Committee Charge & Composition](#), [3.5 CHPC Rankings 2024](#), [3.5 CCC Minutes 10-8-24](#)). When existing classified positions are vacated, they are typically replaced. When faculty positions are vacated, the College utilizes the ranked faculty position request list developed by the Faculty Hiring Priorities Committee (FHPC) and follows the order recommended by the committee unless there is categorical funding available or a critical need that would require a position to be hired out of order ([3.5 FHPC Charge & Composition](#), [3.5 FHPC Rankings 2024](#)). If a faculty or classified position is hired out of ranked order, the President shares rationale for the hire with the Academic Senate or Classified Senate as appropriate ([3.5 Academic Senate Minutes 4-10-25](#), [3.5 Classified Senate Minutes 9-24-24](#)). Once positions are ready to hire, the next step in the process is for the hiring manager to submit a Strategic Hire Request form, which is routed to Cuyamaca College Council and the District Budget Council for information purposes ([3.5 CCC Minutes 5-13-25](#), [3.5 DBC Minutes 2-10-25](#)).

### **Sound Financial Planning**

To ensure fiscal stability, the College monitors the percentage of total budget excluding beginning balance and one-time funds, that is accounted for by employee salaries and benefits. As of the 2025-26 tentative budget, 81% of the ongoing funds budgeted is accounted for by employee salaries and benefits. This percentage has historically been much higher in previous years, and this change represents the district-wide efforts to improve fiscal sustainability. This sound financial planning allows the College to ensure it can be responsive to changing fiscal environments and campus and community needs in alignment with its mission.

### **Grant Funding**

If any new categorical or grant funds are added at the Adoption Budget or working budget stage, they are used to fund initiatives that support the college mission and strategic goals and address system, federal, or private funder goals. Recent examples include Zero Textbook Cost (ZTC) Acceleration Grants and Assembly Bill 928 funding, each of which is summarized and shared with DBC ([3.5 GCCCD 2024-25 New State Funding](#), [3.5 DBC Minutes 2-10-25](#)). Grant proposals go through an internal review process that focuses on connection to college mission and goals as well as impact to budget and operations ([3.5 GCCCD Grant Development Process](#)). Once grants are approved internally, they are submitted to the grantmaker or government agency, and if approved, are routed through the Business Services office for budgeting and entry into WorkDay, the district finance system.

### **Continuous Improvement Efforts: Budget**

The College recognizes the need to improve documentation and communication of budget processes and overall budget information. As such, the College developed its 2023 IEPI Plan to address these areas for improvement ([3.4 Cuyamaca IEPI Plan 2023](#)). Thus far the College's Business Services Office has created resources that it disseminates through the Resource and Operations Council (ROC). As part of these improvement efforts, the College is currently discussing changes to ROC's charge and composition and a draft budget handbook is being developed ([3.5 ROC Minutes 9-4-24](#), [3.5 ROC Minutes 5-7-25](#)).

## **3.6. The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.**

GCCCD and Cuyamaca College ensure the responsible use of fiscal resources through systematic controls, review of fiscal outcomes, and effective financial management practices in support of the district and college missions.

### **Internal Controls and Financial Management**

The District maintains financial integrity through the adherence to established board policies and administrative procedures, which align with California Education Code and federal requirements where applicable ([3.5 GCCCD BP 6300 Fiscal Management](#), [3.5 GCCCD AP 6300 Fiscal Management](#), [3.6 GCCCD AP 6307 Debt Issuance and Management](#), [3.6 GCCCD BP 6320 Investments](#), [3.6 AP GCCCD 6320 Investments](#), [3.6 GCCCD AP 6330 Purchasing](#), [3.6 GCCCD BP 6340 Bids and Contracts](#), [3.6 GCCCD AP](#)

[6340 Bids and Contracts](#)). The district employs comprehensive internal and external controls, including guidance, documentation of fiscal responsibilities, and checks and balances that are implemented at the college level in the Business Services Office and at the District level in the Purchasing Department. Purchase requisitions are created and submitted via the WorkDay finance system and are routed to the appropriate approving managers for administrative approval, budgetary approval, college Business Services approval, and Purchasing Department approval. Managers are trained on purchasing requirements and documentation during Administrative Leadership Advisory Team (ALAT) meetings and the ALAT Academy as well as through district purchasing training ([3.6 ALAT Minutes 5-13-25](#), [3.6 GCCCD Funding Source Checklist](#), [3.6 GCCCD Purchasing Reference Guide](#)).

### **External Controls and Audits**

At both the district and college levels, fiscal accountability is guided by GCCCD policies and procedures, ([3.5 GCCCD BP 6200 Budget Preparation](#), [3.5 GCCCD AP 6200 Budget Preparation](#), [3.4 GCCCD AP 6250 Budget and Reserve Management](#)). The District commissions annual audit reports for the District as a whole as well as for the Prop V Bond Fund. All audit findings are presented annually to the Governing Board, ensuring a high level of oversight and fiscal accountability ([3.6 GCCCD BP 6400 Fiscal Audits](#), [3.6 GCCCD AP 6400 Fiscal Audits](#), [3.4 GCCCD Audit Report for 2023-24](#), [3.6 GCCCD Audit Report for 2022-23](#), [3.6 GCCCD Audit Report for 2021-22](#), [3.4 Governing Board Minutes 1-15-25](#), [3.6 Governing Board Minutes 1-16-24](#), [3.6 Governing Board Minutes 1-17-23](#)). The District reports any audit findings to the Districtwide Executive Council (DEC), which includes representatives from each of the college and district constituent groups, and the Governing Board ([3.4 DEC Minutes 1-17-25](#)). If any findings are noted, the District takes prompt action to address them. For example, in response to the 2022-23 audit findings on federal student aid, the District took swift action to implement additional internal controls, policies, a new integrated financial aid system, and financial aid office protocols to better ensure students are awarded the proper amount of financial aid based on enrollment at the time of disbursement ([3.6 GCCCD Audit Report for 2022-23](#)). While some of these findings were also noted in the 2023-24 audit, the District and College have made significant progress in addressing each of these issues through its Corrective Action Plan and anticipates no audit findings for 2024-25 ([3.6 GCCCD Audit Report for 2023-24](#)). The District has had an unmodified opinion for its audit results for the past 10 years. Annual external audits demonstrate the integrity of district and college financial management practices.

### **Prop V and Foundation Audits**

In addition to district audits, the District engages an external auditor to review the Prop V Bond Fund. The auditor completes both a financial and performance audit. In the past few years, the District implemented additional criteria under the performance audit to reflect recommendations from the San Diego County Tax Payers Association. The San Diego County Tax Payers Association completes an annual School Bond Transparency Scorecard to assess school bond projects. For the most recent year assessment, GCCCD's Prop V fund received a rating of A+ and a full score, achieving each of the report card criteria ([3.6 SDCTPA School Bond Transparency Report Card 2024](#), [3.6 GCCCD School Bond Transparency Report Card](#)). Additionally, GCCCD maintains a Moody's bond rating of AA2 and a Standard and Poor's (S&P) Rating of AA ([3.6 Moody's Rating for GCCCD](#), [3.6 S&P Rating for GCCCD](#)). These reports and ratings reflect the high level of transparency and sound financial decision-making across the District.

The Foundation for Grossmont and Cuyamaca College also undergoes regular audits and presents findings to the GCCCD Governing Board and the Foundation Board of Directors ([3.6 Foundation Audit Report for 2023-24](#), [3.6 FGCC Board Minutes 2-21-25](#), [3.6 Foundation Audit Report for 2022-23](#), [3.6 FGCC Board Minutes 2-23-24](#)). This ensures a high level of financial oversight for the Foundation and its auxiliary mission in support of Cuyamaca College and Grossmont College.

### **Communication on Budget and Fiscal Conditions**

The District ensures regular communication through the District Budget Council, governing board meetings, and the Chancellor's campus forums ([3.4 DBC Minutes 2-10-25](#), [3.6 Chancellor's Forum Slides Fall 2024](#), [3.6 Chancellor's Forum Slides Fall 2023](#), [3.6 Chancellor's Forum Slides Fall 2022](#)). In addition, the Chancellor sends district-wide messages to inform the District and colleges about the January state budget

and May Revise budget and any district budget implications ([3.6 Chancellor Budget Message 5-19-25](#), [3.6 Chancellor Budget Message May 2025 1-16-25](#)).

At the college level, presentations on the district and college budget occur in College Council and Resource and Operations Council. Additionally, budget overview information is provided to the campus community at fall convocation ([3.6 CCC Minutes 8-26-25](#), [3.6 CCC Income Allocation Model Overview](#), [3.6 Fall 2024 Convocation Budget Slide](#)).

### **Timely and Accurate Budget Information**

At the college, department, and categorical or grant program level, the College and District ensure dependable and accurate financial data is available for decision-making through the WorkDay finance system, internal reviews by the Business Services Office at both the College and the District, and through internal and external reporting mechanisms. Department managers can access budget information through WorkDay at any time in order to ensure accurate expenditure and remaining balance information by object code, which is used to inform unit-level decision-making ([3.6 Art Department General Budget](#), [3.6 Class Lab Maintenance Budget](#)) in alignment with college-wide plans and the college mission.

### **3.7. The institution ensures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability. (ER 18)**

Cuyamaca College and GCCCD ensure financial solvency through sound fiscal planning processes that take into account long-range financial priorities as well as future obligations.

### **Budget Planning and Preparation**

The Governing Board has established policies to ensure sound financial planning and processes that center the district and college missions and strategic plans ([3.5 GCCCD BP 6200 Budget Preparation](#)). The college and district annual budget preparation processes incorporate past financial data to inform the immediate year budget and also to set aside funds for future fiscal needs through reserves ([3.4 GCCCD AP 6250 Budget and Reserve Management](#), [3.5 GCCCD 2024-25 Budget Preparation Calendar](#), [3.7 2025-26 Tentative Budget Assumptions](#)). Both the College and District Business Services teams continually monitor and evaluate budgets at the institutional level to ensure financial solvency. In addition, college budget managers, which typically include deans, directors, and vice presidents, regularly monitor their assigned budgets to ensure adequate funds are available for events, activities, and supplies throughout the academic year.

### **Long-Term Financial Planning and Debt Management**

Established district policies outline budget and reserve management requirements. The District and College adhere to Government Accounting Standards Board (GASB) standards, aligning one-time funds with one-time expenses and ongoing revenues with ongoing costs. With the support of state one-time funds, such as the Retention and Enrollment funding, the College was able to engage in strategic outreach and pilot retention strategies to increase equitable access to college following the COVID-19 pandemic ([3.7 State Retention & Enrollment Allocation](#)). The College experienced a significant decline in enrollment and students served during the pandemic, with a loss of nearly 2,000 served per semester – 7,898 as of Fall 2021. With the infusion of these funds to support the strategic plan outreach and retention initiatives, the College has significantly increased its unduplicated student headcount, surpassing pre-pandemic levels, at 9,258 as of Spring 2025.

As part of the budget development process, the District provides budget and Full-Time Equivalent Student (FTES) projections annually with reflections on the previous five years. In addition, the District uses previous data to project its future funding based on the state's Student Centered Funding Formula (SCFF) to establish FTES targets and build the subsequent year's budget ([3.7 GCCCD FTES 2025-26 Target](#), [3.7 GCCCD 2024-25 SCFF Projections](#)).

The District has a long-established Other Post-Employment Benefits (OPEB) funding process. As part of the annual budget development process, the District allocates 2% of contract salaries to fund OPEB each year. The District has established an irrevocable trust to fund OPEB ([3.7 Irrevocable Trust Statement as of May 2025](#)). The District is projected to have a total of \$16.1 million in the OPEB fund as of the 2024-25 fiscal year, of which \$13 million is in the irrevocable trust, with an additional estimated \$2 million to be added in 2025-26. Every year, the District performs an actuarial study of retiree health liabilities under GASB 74/75 to assess and project OPEB liabilities ([3.7 GCCCD Actuarial Report 2024-25](#)). The Total OPEB Liability (TOL) was \$21.2 million and the Net OPEB Liability (NOL) was \$9.2 million as of June 30, 2024.

### **Reserve Policies and Cash Flow Management**

Per GCCCD BP 6250, the District maintains an Unrestricted General Fund reserve at the level recommended by both the California Community Colleges Chancellor's Office and the Government Finance Officers Association of two months of total operating expenditures ([3.7 GCCCD BP 6250 Budget and Reserve Management](#)). Transfers from the reserve for contingencies to any expenditure classification must be approved by a two-thirds vote of the members of the Board.

GCCCD receives funds under a state apportionment formula that includes property taxes, enrollment fees, California Educational Protection Act funding, and allocations from the state general fund ([3.4 DBC Minutes 2-10-25](#), [3.7 CCCCCO 2024-25 First Principal Apportionment Memo](#)). The District has sufficient cash flow as evidenced by its Quarterly Financial Reports ([3.4 GCCCD Quarterly Fiscal Report 5-20-25](#), [3.7 GCCCD Cash Balances as of 3-31-25](#), [3.4 GCCCD Quarterly Fiscal Report 2-11-25](#), [3.7 GCCCD Cash Balances & Investments as of 12-31-24](#), [3.7 GCCCD Quarterly Fiscal Report 11-12-24](#), [3.7 GCCCD Cash Balances & Investments as of 9-30-24](#)). The May 20, 2025, Schedule of Cash Balances and Investments showed an account balance of \$192,140,481 across district accounts with the San Diego County Office of Education Treasury ([3.7 GCCCD Cash Balances as of 3-31-25](#)). Quarterly reports on district cash balances and investments are provided to the Governing Board ([3.4 GCCCD Governing Board Minutes 5-20-25](#)). These funds are available to meet district cash requirements, including capital outlay project funds and Other Post Employee Benefits (OPEB) funds. In addition, the District has an established Investment Plan that details its commitment to the safety and liquidity of its funds, which is also provided to the Governing Board for review on an annual basis ([3.7 GCCCD Investment Plan 6-11-24](#)).

As part of the annual closing of the books for the fiscal year, the College identifies financial resources within the ending balance and dedicates resources to fund the college reserve, any expected increases for employer retirement programs (PERS and STRS), and to fund facilities and technology needs. Below is a four-year summary of unrestricted reserve funds needed in the event of emergencies. For 2024-25, the College directed a larger portion of its ending balance to critical facilities projects based on emerging campus needs, as noted in the table below.

Table 10. Cuyamaca College and GCCCD Unrestricted Reserve Fund Annual Increases  
(Funds Added to Reserves)

	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25 (Estimated)
Contingency Reserve (District Level)	\$5,412,277	\$1,141,613	\$660,222	\$201,069
STRS and PERS Reserve (District Level)	\$3,000,000	\$570,807	\$330,111	\$0
Facilities Reserve (College Level)	\$3,441,169	\$3,810,249	\$2,596,840	\$5,243,769
Technology Reserve (College Level)	\$0	\$369,682	\$819,304	\$41,621
Carry-Over Balance (College Level)	\$1,320,668	\$1,487,300	\$1,347,262	\$291,347

*Note: At Tentative Budget the District increased the reserve level by \$201,069, which was the 10% of ending balance per BP 6250, but the District is planning to increase the reserve by at least an additional \$1 million as part of Adoption Budget using ending balance. Since the STRS employer contribution rate has not increased for the last few years and the PERS employer Contribution rate went down in 25-26, the District decided not to increase the STRS and PERS reserve for 2024-202.*

### **3.8. The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers instruction, student services, and/or learning supports.**

Cuyamaca College and GCCCD construct and maintain physical resources to ensure continuity of operations and continuous improvement of educational, support, and operational functions through integrated planning processes, self-assessment processes, and regular maintenance practices.

#### **Facilities Planning**

The foundation for all college planning is the Comprehensive Strategic and Facilities Plan, which aligns educational plans and facilities plans and is derived from the College's mission, vision, and values ([3.8 Comprehensive Strategic & Facilities Plan 2022-2028](#)). The plan was completed in 2022 and was intentionally integrated from the beginning of the planning process, with qualitative and quantitative data, including employee and student feedback, simultaneously informing shared goals and strategic priorities across the strategic and facilities plans ([3.8 Facilities Student Focus Groups Summary](#), [3.8 Student Education Engagement Index Results](#)). Prior to this plan, previous facilities and strategic plans were completed on different planning cycles, although goals were aligned between the plans.

In addition, the facilities and strategic planning processes are integrated across the District, with the District Comprehensive Plan informed by both the Cuyamaca College and Grossmont College strategic and facilities plans and goals ([3.8 GCCCD Comprehensive Strategic & Facilities Plan](#)). The District plan spans a 6-year time period and was informed by the data and feedback gathered for both colleges' plans. Given the significant decline during the pandemic and subsequent rapid enrollment increases, as well as the evolving facilities needs across both colleges, the District is planning on doing an update to the facilities plan to reflect current college and district needs. The District is projecting annual enrollment growth of 5% and many of the College's facilities are reaching critical building age milestones that will require major capital improvements.



Regular updates on bond projects and monthly status updates on facilities projects are presented to the Governing Board. The Vice Chancellor of Business Services along with the District Program Management (GafCon, Inc.) presents semi-annual facilities updates to the Governing Board ([3.8 Facilities Construction Update to the Governing Board January 2025](#), [3.8 Facilities Construction Update to the Governing Board January 2024](#)). In addition, the Governing Board receives monthly project status reports ([3.8 Facilities Project Status Report 5-20-25](#), [3.8 Facilities Project Status Report 5-14-24](#)). The College and District have been actively assessing the feasibility of a facilities bond to fund both the Cuyamaca College and Grossmont College facilities plans and emerging facilities needs; however, the most recent bond feasibility study, completed in 2023, revealed that a bond was not feasible for the 2024 ballot ([3.8 Governing Board Minutes 2-13-24](#), [3.8 GCCCD Bond Feasibility Study 2023](#)). The College and District continue to actively assess and monitor facilities conditions, evaluate large-scale facilities needs, and seek funding to address these evolving needs to advance the college and district missions and support educational excellence, including a possible 2026 bond.

The District annually prepares a 5-year Construction Plan to report the District's priorities for facilities construction projects, and the District seeks additional funding by preparing Initial Project Proposals (IPPs) and Final Project Proposals (FPPs) for the State ([3.8 GCCCD Five-Year Construction Plan](#), [3.8 Cuyamaca Chiller Plan IPP June 2025](#)). These reports highlight emerging college facilities priorities and needs and are shared with the Governing Board ([3.8 Governing Board Docket Item 13.1 6-24-25](#)). The District shares information on its Five-Year Construction Plan via the District Facilities webpage ([3.8 District Facilities 5-Year Construction Plan Webpage](#)).

### **Facilities Safety and Maintenance**

Cuyamaca College constructs and maintains physical resources to ensure continuity and continuous improvement of educational, support, and operational functions through its integrated planning processes, self-assessment processes, and regular maintenance practices.

#### *Annual Planning Process*

The College's Annual Planning Process highlights the connection between annual unit planning (program review) and resource prioritization, including small-scale facilities requests, which are linked to the college mission and strategic goals ([3.1 College Annual Planning Process](#)). The Facilities and Sustainability Planning Committee (FSPC), which includes representatives from each campus constituent group, reviews and ranks requests for small-scale facilities improvements and changes using an established rubric ([3.8 FSPC Charge & Composition](#), [3.8 FSPC Facilities Request Rubric](#)). FSPC meets monthly to discuss facilities requests, processes, and overall campus needs ([3.8 FSPC Minutes 5-17-24](#); [FSPC Minutes 11-15-24](#)). In the 2024-25 academic year, the College began discussions about how to best leverage FSPC and other resource prioritization groups to fully address the campus's facilities and resource needs through a more responsive and efficient approach while streamlining resource prioritization as a whole.

#### *Facilities Self-Assessment*

The College's Facilities, Maintenance, and Operations (FMO) Department assesses facilities for safety and integrity. In order to ensure that physical resources remain safe and are sufficiently maintained to sustain the integrity and quality of the College's programs and services, the FMO Department conducts a Facilities Condition Assessment, which identifies the most critical facilities issues for each building and provides information that can be used for future facilities planning ([3.8 Facilities Condition Assessment](#), [3.8 Facilities Inspection Rating Matrix](#)). The District recently launched a new Health and Safety Committee, which is responsible for reviewing facilities, health, and public safety operational matters and ensuring the campus facilities are safe and well maintained for students, employees, and community members ([3.8 HSC Charge & Composition](#)).

For urgent facilities issues, the FMO Department long had a facilities reporting tool linked to the Facilities Services webpage, which allows anyone, including employees, students, and members of the public, to submit a report of a facilities issue via email to be identified and addressed by the FMO team ([3.8 Facilities Services webpage](#)). However, in the spirit of continuous quality improvement, in spring 2025 the FMO Department, in



partnership with the District, launched the new Facilitron facilities management platform to help streamline facilities work orders as well as other facilities operations ([3.8 Facilitron Training](#)).

Cuyamaca College assesses the adequacy of its classroom, laboratory, student engagement, offices, and other spaces by using data from the California Community College Space Inventory Report. The College determines the sufficiency of its classrooms, laboratories, and other facilities by using data from the space allocation report through the California Community Colleges Space Inventory Report ([3.8 California Community College Space Utilization Report](#)). In addition, after the completion of the new Student Services Building in 2022, the College commissioned DLR Group to complete an in-depth space utilization study to assist the College in making the most efficient and informed use of space, given previous college plans to decommission the original F Instructional Building (built in 1978) and build a smaller version of the building in a different space on campus ([3.8 Space Study and Migration Plan](#)). The College used this report and other data to inform changes to its major facilities projects, including the F Building and the A Building (vacant Student Services Building). The College and District are investing in critical facilities infrastructure projects and have determined that the new F Instructional Building plans are no longer viable given rapidly increasing facilities construction costs and the sunseting of the Prop V bond funds ([3.8 Governing Board 6-24-25 Docket Item 13.4](#)).

For topics such as campus capital improvement projects, the College President discusses issues, challenges, and opportunities with campus constituent groups as well as the College Council to share updates, gather input, and field questions. The most recent discussion occurred in Spring 2025, following the completion of the space utilization report ([3.8 CCC Minutes 4-22-25](#), [3.8 Academic Senate Minutes 2-27-25](#), [3.7 Classified Senate Minutes 5-29-25](#)).

Given the increasing volume of facilities projects, and to improve district facilities infrastructure, efficiency, and support for the colleges, the District established a new Associate Vice Chancellor of Facilities Planning, Public Safety, and Risk Management position in 2024. The District plans to evaluate the new structure over the next few years as it works to strengthen facilities planning, support, and operations across the District.

To ensure accountability and transparency for bond fund expenditures and large capital improvement projects, GCCCD has an established Citizens Bond Oversight Committee (CBOC). CBOC's role is to review and report on district spending of taxpayer funds for construction and provide a public accounting of the District's compliance with legal requirements. CBOC meets quarterly to review bond project progress and fiscal updates ([3.8 CBOC Meeting Schedule 2024](#), [3.8 CBOC Annual Report 2024](#)).

As evidenced by its integrated facilities planning processes, assessment processes, and improvement efforts, Cuyamaca College is committed to maintaining its physical resources and improving facilities to support its educational programs and services as well as college operations. Through a comprehensive and integrated approach, ongoing assessment of facilities conditions, capacity and use, the College ensures that its physical resources support its mission, vision, equitable student success, and service to the surrounding community.

### **3.9. The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.**

Cuyamaca College and GCCCD ensure technology resources are in place to support and sustain educational services and operational functions. College and District technology operational and governance processes are aligned to support continuous improvement and security of technology resources. Through district policies and procedures and employee and student onboarding, GCCCD clearly communicates requirements for safe and appropriate use of technology. Through regular assessment and improvement efforts, intentional planning, and constantly evolving cybersecurity measures, the District and College utilize technology to advance student success and overall institutional effectiveness. The GCCCD Information Technology (IT) Department works closely with Cuyamaca College's Instructional Technology Services (ITS) to provide

comprehensive technology systems and support to the College.

### **Technology Planning and Evaluation**

Grounded in the GCCCD mission, vision, and goals, the 2023-2029 GCCCD Technology Plan was developed to ensure accessibility of technology, center on equity and security, and foster a student focus, sustainability, and transparency through a new IT governance structure and overarching goals ([3.9 2023-2029 GCCCD Technology Plan](#)). The plan was informed by constituency feedback gathered through district governance groups and the 2022 Technology Planning Summit ([3.9 Technology Planning Summit Summary 2022](#)). Technology Plans are completed on a six-year cycle, starting the year after the district strategic plan is completed, which is also on a six-year cycle. The College's IT Department has gone through a number of reorganizations in recent years to better position the department to the District and College's changing needs. The District's 2020 Institutional Effectiveness Partnership Initiative (IEPI) Innovation and Effectiveness Plan included an assessment and evaluation of the District IT Department ([3.9 GCCCD IEPI Plan 2020](#)).

Based on the findings and recommendations from the 2021 IT assessment completed by Cambridge West Partnership, the District IT governance structures were redesigned to clarify operational versus governance matters and improve effectiveness, and the entire IT Department was reorganized to build a more sustainable infrastructure to support educational services and operations ([3.9 Executive Summary of IT Assessment 2021](#), [3.9 IT Governance Redesign Summit Slides](#), [3.9 IT Department Reorganization](#)). The IT Department reorganization included the creation of a Chief Technology Officer position, and the Associate Vice Chancellor of Technology, which has been in place since 2021.

The IT governance redesign resulted in the creation of the new Technology Planning and Policy Council (TPPC) as the governance group responsible for guiding technology-related policy and planning processes and the reorganization of other committees into the Technology Operations Group, which advises the Associate Vice Chancellor of Technology and prioritizes technology projects across the district ([3.4 TOG Charge & Composition](#), [3.4 TPPC Charge & Composition](#)). Through the TPPC, the District regularly assesses the effectiveness of its IT functions ([3.9 TPPC Minutes 2-19-25](#), [3.9 TPPC Minutes 4-16-25](#)). Regular project updates are provided to the Technology Operations Group (TOG), and new project requests are prioritized by TOG using a rubric informed by TPPC ([3.9 Technology Project Prioritization Rubric](#), [3.4 Districtwide Partnership Technology Projects List](#)). At the college level, department-level technology requests are submitted to the College Technology Committee (CTC), then prioritized and vetted through the college, and if funding is available, requestors are notified by the Dean of Learning and Technology Resources ([3.5 CTC Charge & Composition](#)). However, if a technology request has broader implications across departments or requires district IT support, it goes through a district vetting and prioritization with TOG. To improve transparency and communication in technology project prioritization, the IT Department recently created a Major Projects webpage to provide overviews, timelines, and project charters for constituents across the District in a succinct and accessible format ([3.9 Major IT Projects Webpage](#)).

### **Technology Infrastructure**

The GCCCD IT Department oversees the development, implementation, and maintenance of administrative and educational support technology solutions across Cuyamaca College, Grossmont College, and District Services. In addition, the IT Department includes the following functions:

- Technology infrastructure and information systems
- Computer networking
- Telecommunications
- Cybersecurity
- Web applications
- Desktop computing
- Help Desk services

The IT Department works closely with the Educational Support Services Department to advance the district mission and support student success. Recently completed district-wide technology projects include the implementation of Colleague Self-Service, California Virtual Campus integration, Single Sign-On for

employees and students, system migration for financial aid, Colleague modernization upgrade, and enhanced security through multi-factor authentication for district technology users. Ongoing projects include the large-scale projects such as implementation of the Colleague Degree Audit system and aligning the SARS student scheduling and attendance software for statewide Vision-Aligned Reporting. The IT Department, along with other District Services units, completes an annual program review with goal-setting and progress updates informed by data ([3.9 IT Program Review 2025](#)). The District created Technology Project Manager positions in 2022 and is in the process of creating a Project Management Office (PMO) to create standards and processes for IT project management across the District. The goal of these positions and ultimately to leverage project management expertise to streamline technology project vetting and approval processes as well as refine and improve guidelines, templates, and other resources for IT project requestors.

The College Instructional Technology Services (ITS) unit includes the Instructional Media Services team and Help Desk team and oversees instructional computing facilities. The ITS team oversees and supports open computer labs, classroom and conference room technology and audio/visual support, and installation, configuration and troubleshooting for district-owned desktops and laptops ([3.9 Instructional Media Services Webpage](#), [3.9 Instructional Computer Facilities Webpage](#), [3.9 HelpDesk Webpage](#)). The ITS team works closely with the District IT Department and staffs the College's Technology Mall, a large-scale computer lab available to students. The Tech Mall also offers technical and software support for students and employees. Students can also visit the Tech Mall to reset their Self-Service passwords and obtain login assistance. The College provides technology support to students and to employees on campus who need Canvas technical support and assistance is available 24 hours a day, seven days per week for Cuyamaca College students and employees ([3.9 Canvas Help Page](#)).

### **Communication and Guidelines Related to Technology Use**

The District communicates guidelines and requirements on appropriate technology use to employees during the onboarding process and through regular technology bulletin updates to go out to all employees via email. These communications are based on established district policies and procedures ([3.9 GCCCD BP 3720 Computer and Network Use](#), [3.9 GCCCD AP 3720 Computer and Network Use](#)). New employees are required to review and sign a GCCCD Network Account Request Form that indicates they have reviewed AP 3720 and will adhere to the procedure ([3.9 GCCCD Network Account Request Form](#)). Regular technology bulletins are sent to employees district-wide to provide updates and reminders on district technology guidelines, system changes, and procedures ([3.9 Tech Bulletin 2-6-25](#), [3.9 Tech Bulletin 3-27-25](#)). When student accounts are created, students receive a notification that references appropriate use and adherence to AP 3720 ([3.9 Student Technology Access Acknowledgement](#)).

### **Network and Data Security**

As part of the IT reorganization, GCCCD created a Director of Information Security position, which oversees cybersecurity operations and provides expertise and guidance to the District on evolving cybersecurity measures. The District IT Department maintains a Cybersecurity Incident Response Plan that outlines steps that will be taken should a cybersecurity incident occur. The District has not had any recent incidents that required the Department to initiate the plan or contact the District's cybersecurity insurance company. Technology updates and critical information are provided to all employees via Tech Bulletins ([3.9 Tech Bulletin 10-29-24](#), [3.9 Tech Bulletin 5-22-25](#)). In an effort to continuously improve district information security processes, the District is pursuing alignment with the strict security configurations prescribed by the Defense Information Systems Agency (DISA) cybersecurity standards.

In addition, following the reorganization of the IT Department, new administrative procedures were developed to strengthen guidance and provide clear expectations for secure and confidential data access, transfer, processing and management ([3.9 GCCCD AP 3727 Data Classification](#), [3.9 GCCCD AP 3728 Email Encryption](#)). In addition, to strengthen technology infrastructure and protect the District from risks associated with vendor-provided services and software, the District established a new policy to guide vendor selection as it relates to data security and risk management ([3.9 GCCCD AP 3729 Vendors Risk Management](#)).

To support student learning and college operations, wifi internet access is provided for employees and students in all Cuyamaca College buildings and in outdoor student study and meeting spaces between buildings. Use of campus wifi is subject to and included in the provisions of the District Acceptable Use policy.

**3.10. The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.**

Cuyamaca College and GCCCD are committed to maintaining a safe environment for students to learn, for employees to thrive, and for community members to access campus events, activities, and supports, while still protecting district assets. GCCCD has established risk management policies and procedures that guide college and district contingency planning to ensure continuity of services across the District in the event of financial, environmental, or technological emergencies or other unforeseen circumstances.

**Safety, Security, and Emergency Preparedness**

GCCCD develops, refines, and adheres to risk management policies and procedures to support safety for students and employees, security of district assets, and to ensure continuity of district operations in the event of emergency ([3.10 GCCCD BP 3505 Emergency Preparedness and Management Plan](#), [3.10 GCCCD AP 3500 Campus Safety](#), [3.10 GCCCD AP 3501 Campus Security and Access](#), [3.10 GCCCD AP 3505 Emergency Preparedness and Management Plan](#), [3.10 GCCCD AP 6520 Security for District Property](#)).

Across the District, recent initiatives have brought a greater focus on risk management and emergency preparedness. The College's Emergency Preparedness Committee, an operational group, undergoes monthly trainings to ensure administrators are prepared to respond to various types of emergencies, such as fires, health emergencies, opioid overdose response and reversal, and de-escalation of potentially violent situations ([3.10 EPC Minutes 5-13-25](#)). The reimagined districtwide Health and Safety Committee (HSC) reviews facilities, health, and safety operational matters in light of established policy ([3.8 HSC Charge & Composition](#)). Similarly, the College is in the process of revising the local Emergency Preparedness Committee to encompass safety matters and ensure the campus is prepared to respond quickly and effectively to safety issues or emergency situations.

The District Emergency Preparedness team provides evacuation maps to employees via on campus trainings and the GCCCD Emergency Preparedness webpage ([3.10 Emergency Preparedness Webpage](#), [3.10 Cuyamaca Evacuation Map](#)). In addition, the district Emergency Guidelines and Response webpages include instructions on how to respond to different types of emergencies ([3.10 Emergency Guidelines Webpage](#), [3.10 Emergency Response Webpage](#)). The Student Engagement and Belonging unit, District Public Safety team, and Human Resources Department deliver workshops to the campus related to de-escalation, emergency response, and responding to specific scenarios, such as active shooter situations ([3.10 District De-Escalation Training Flyer](#), [3.10 Cuyamaca De-Escalation Training Slides](#), [3.10 Active Shooter Training Announcement](#)).

The College uses the RAVE emergency notification system, which recently replaced the InformaCast system, to notify students and employees via text, phone, and email about safety incidents on campus. The system is regularly assessed and tested, and students and employees are strongly encouraged to opt in to these important notifications ([3.10 Emergency Notifications Webpage](#)).

To improve risk management across the District, GCCCD enlisted the assistance of a risk management consultant in 2024 to help build a more sustainable and effective risk management structure and infrastructure, including regular review of district policies, procedures, processes, and guidelines. The District recently re-invisioned its Risk Management structure, creating a new Risk Management Office under the leadership of a new Director of Risk Management, who reports to the Associate Vice Chancellor of Facilities Planning, Public Safety, and Risk Management. The Risk Management Office works to ensure a safe environment for all employees, students, and guests, and protects the assets of the District under the guidance of district policies and procedures. The Office oversees the District health and safety functions, ergonomics



program, injury and illness prevention training, workplace violence prevention program, workers' compensation program, and property and liability program ([3.10 GCCCD Risk Management Webpage](#)).

### **Reserves to Address Financial Emergencies**

The District has sufficient reserves to meet its financial obligations, including emergencies or other costs arising from unforeseen circumstances. The District Business Services unit plans for annual increases to employee benefits, including health insurance and incorporates projected increases into the annual District budget ([3.7 2025-26 TB Budget Assumptions](#)). In addition, the District has contingency plans and budget allocations for facilities, technology, and other expenses arising from unforeseen circumstances ([3.4 GCCCD TB 2025-26 Workshop Slides](#)). Per established policy, the District and College engage in sound financial management practices to mitigate financial risks ([3.7 GCCCD BP 6250 Budget and Reserve Management](#)). In accordance with AP 6250, the District sets aside 10% of its ending balance to increase its contingency reserve, with the tentative budget for 2025-26 showing Contingency Board Reserve balance of \$16.4 million ([3.4 GCCCD AP 6250 Budget and Reserve Management](#), [3.10 GCCCD Tentative Budget 2025-26 Page 3](#)). Furthermore, the District Vice Chancellor of Business Services regularly submits reports to the Governing Board on revenues and general fund balances to expenditures ratios as well as cash balances ([3.4 GCCCD Quarterly Fiscal Report 5-20-25](#), [3.7 GCCCD Cash Balances as of 3-31-25](#)).

### **Insurance**

The District has established policies and procedures to ensure insurance is sufficient to cover its needs ([3.7 GCCCD BP 6540 Insurance](#), [3.7 GCCCD AP 6540 Insurance](#)). The District regularly reviews and updates its insurance coverages in order to ensure effectiveness of its program. As a result of a recent analysis of the GCCCD insurance programs, as of 2025-26, the District shifted to the Protected Insurance Program for Schools and Community Colleges (PIPS), a JPA that provides workers compensation coverage for schools and community colleges in California. This move minimized future risk and functions like a "fully insured" program, providing member districts more than 99% of their actuarially determined probability level and offering training for district personnel to enhance loss control ([3.7 Governing Board Minutes 3-10-25 Item 11.1](#)). Similarly, the District also shifted to Statewide Association of Community Colleges (SWACC), a JPA focused specifically on California Community Colleges, as its insurer for property and liability insurance. These changes are expected to improve coverage and risk mitigation support while also projected to have saved the District nearly \$400,000 for the 2024-25 academic year ([3.7 Governing Board Minutes 3-11-25 Item 11.2](#)). The Protected Insurance Program for Schools (PIPS) provides a variety of cost containment services and employee training opportunities ([3.10 PIPS Services Overview](#)). SWACC provides resources to help community college districts control risk and protect assets with programs such as loss control services, property and liability safety inspections and audits, loss driver reduction programs, and litigation management services ([3.10 SWACC Overview](#)).

In addition, based on a recent assessment completed by a risk management consultant, the District identified a need to streamline and improve its facilities maintenance and reservations system while improving its risk mitigation strategies. To this end, the District began migrating to the Facilitron system for facilities maintenance work orders in spring 2025 and is planning to implement Facilitron for facility use and rental in the next few years. This change is expected to streamline facilities request documentation, reservation processes, and data collection, and improve the District's approach to addressing statewide facilities use regulations and requirements ([3.10 Facilitron Reservations Dashboard](#)).

### **Backup and Recovery of Student and Employee Information Systems**

The College and GCCCD maintain the security of sensitive data systems, including student and employee information systems in accordance with established district policies and procedures ([3.10 GCCCD BP 3310 Records Retention and Destruction](#), [3.10 GCCCD AP 3010 Records Retention and Destruction](#)). In addition, the College and District follow established policies and procedures for maintaining and securing student records, directory information and privacy ([3.10 GCCCD BP 5040 Student Records, Directory Information and Privacy](#), [3.10 GCCCD AP 5040 Student Records, Directory Information and Privacy](#)). The District has an established backup and recovery strategy, which follows industry standards for data protection and backup (3.10 GCCCD Systems Backup Strategy). These standards include at least three data copies on two different

media and at least one data copy located at a separate site for disaster recovery.

GCCCD has multiple backups of digital files in two data centers at the two college campuses, which are approximately 10 miles apart. In addition, the District's servers and file storage utilize redundant LAN switches and increasing amounts of data are backed up on a secure cloud storage service. Any dataset that becomes corrupted or if a data center is breached can be recovered via backup. The District has shifted much of its traditional file servers to Microsoft 365, with OneDrive as an option for computer backup and document storage. The District recently implemented Microsoft's Single Sign-On portal and is in its initial stages of implementing Microsoft SharePoint, which will improve business continuity.



## **Standard 4: Governance and Decision-Making**

***The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.***

### **4.1. The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13)**

Cuyamaca College and Grossmont-Cuyamaca Community College District (GCCCD) are strongly committed to principles of academic freedom, academic integrity, and freedom of inquiry. These principles are critical to building and sustaining an environment in which diverse perspectives are valued, exchange of ideas is promoted, and exploration and inquiry are encouraged.

#### **Academic Freedom and Freedom of Inquiry**

A hallmark of any higher learning institution is the fundamental protection of the rights of the instructor in teaching and the student in learning. These fundamental rights are protected with the District's commitment to Academic Freedom as codified in Board Policy 4030, which describes expectations for faculty in the classroom and in their role within the District ([4.1 GCCCD BP 4030 Academic Freedom](#)). As noted in the policy, faculty also have full freedom in academic research and publication. The District's commitment to academic freedom is based upon the value that free expression is essential to excellence in teaching, learning, critical inquiry and service to the community and is also upheld in the GCCCD faculty collective bargaining agreement ([4.1 GCCCD Faculty CBA](#), Section 2.5). The College communicates its commitment to academic freedom via its Educational Philosophy webpage and the College Catalog ([4.1 Educational Philosophy Webpage](#), [4.1 College Catalog Educational Philosophy](#)). Further, the Governing Board recently reaffirmed its commitment to academic freedom, citing the recent executive orders and legislative proposals at the federal and state levels that potentially threaten the academic and professional integrity of higher education institutions by seeking to limit academic freedom, restrict curriculum content, and impose undue political influence over faculty governance and institutional policy ([4.1 Resolution in Support of Academic Freedom and Constructive Engagement](#)).

Furthermore, GCCCD's commitment to the quality, integrity, and improvement of student learning programs begins with its vision of "Transforming lives through high-quality educational programs and services that meet the needs of the diverse communities we serve," and continues with its mission of providing "high-quality, equitable learning opportunities to eastern San Diego County and beyond" ([4.1 GCCCD BP 1200 District and College Vision, Mission, and Value Statements](#)). Cuyamaca College's values build upon and embrace this commitment by furthering academic inquiry into innovative approaches to inclusive experiences in support of the college's mission of creating unique and meaningful learning experiences that build upon the strengths and socio-cultural experiences of its diverse students and community ([4.1 College Mission, Vision & Values](#)). The District further recognizes that properly introduced and thoughtfully discussed controversial issues have a legitimate and important place in instructional programs and ensures that college administration assists the faculty in developing techniques for the management of controversial issues which do not stifle the spirit of free inquiry ([4.1 GCCCD BP 4035 Controversial Issues](#)).

#### **Academic Integrity**

At the heart of academic freedom and freedom of inquiry is academic integrity. To advance more equitable processes and practices, the Student Engagement and Belonging unit (formerly Student Affairs) recently embarked on an overhaul of its student conduct processes. Under the leadership of the dean and a faculty leader, the Academic Integrity Workgroup was formed. This coalition of faculty, students, and classified professionals work to promote a culture of academic integrity by creating trainings for faculty, workshops for students, informational materials for students, and processes that are continuously assessed to determine if they are having a disproportionate impact on a specific group of students ([4.1 Academic Integrity Team Webpage](#)). In 2020 and 2021, the Academic Integrity Work Group members reviewed existing academic

integrity policies and procedures, learned about the root causes of integrity violations and student perspectives on the process, created resources for students and practitioners, and shared these resources with departments across the college ([4.1 Academic Integrity Team Goals 2021](#)).

Rather than having a reactive orientation, the student conduct process now focuses on being proactive by fostering a culture of academic integrity, mutual respect, trust, responsibility, fairness, honesty and courage. To sustain this approach, a series of training sessions were developed for students. These trainings explain academic misconduct and how to avoid it, and most recently the role of artificial intelligence and how to use it responsibly ([4.1 Academic Integrity Training Module](#); [4.1 Cuyamaca College Academic Integrity Resource Guide](#)). These trainings equip students with knowledge on how to avoid behaviors that would trigger a misconduct inquiry. Similarly, various trainings for faculty focus on how to apply an equity lens and growth mindset to academic integrity, with the goal of reaching greater understanding between students and faculty, offering early intervention, and helping students find the resources they need before an academic integrity issue arises. Students are made aware of academic conduct expectations and as well as standards of student conduct via the college catalog, new student orientation online module, class syllabi, and the Student Conduct Procedures Handbook ([4.1 Catalog - Academic Policies and Procedures](#), [4.1 Student Conduct Handbook](#)). The Student Code of Conduct makes clear the expectations of student conduct, including academic integrity, at the College and within the District ([4.1 GCCCD AP 5500 Standards of Student Conduct](#)).

### **Freedom of Expression**

The College and District upholds the rights of students and faculty to freedom of expression so long as it does not disrupt the regular operations of the college or district or college programs and activities. This commitment is codified in established policies and procedures, which outline appropriate time, place, and manner for freedom of expression ([4.1 GCCCD BP 3900 Speech: Time, Place and Manner](#), [4.1 GCCCD AP 3900 Speech: Time, Place and Manner](#)).

## **4.2. Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.**

Cuyamaca College and GCCCD fosters collegial and participatory approach to the planning and decision-making processes at the college and district levels through established policies, procedures, robust and documented governance structures, and continuous quality improvement measures. Students, faculty, classified professionals, and administrators have defined roles in the college and district governance structures and processes to ensure inclusion of each group's perspectives in decision-making processes to advance the College and district missions.

### **Documented Governance and Decision-Making Processes**

Through established policies and procedures, the District clearly defines and communicates roles, responsibilities and authority for decision-making across the District ([4.2 GCCCD BP 2510 Participation in Local Decision-Making](#); [4.2 GCCCD AP 2510 Participation in Local Decision-Making](#)). At the College level, current organizational and governance structures have been in place since the launch of the College's new governance structure in 2019 ([4.2 College Governance Structure](#)). This new governance structure was informed by broad campus input, employee surveys, and analysis of governance structures at other California Community Colleges ([4.2 College Governance Redesign Overview 2018](#)). The College communicated the governance structure to the campus through convocation, council and committee meetings, the Academic Senate, and a website created to document its governance journey.

College-level councils and committees review their charge and composition as well as their governance group member survey results at the start of each fall semester ([4.2 11-14-2023 CCC Minutes](#); [4.2 IEC Goals 2024-2025](#)). Often these discussions also reference the college governance structure, which is presented to new and continuing employees each semester during the THRIVE welcome event ([4.2 THRIVE Welcome Slides Spring 2025](#)). If changes to the council or committee charge are deemed necessary by the group,

revisions are documented and sent to the College Council and out to constituent groups for review before being approved by the College Council and subsequently implemented and documented in the College's Participatory governance handbook ([4.2 5-14-2024 CCC Minutes](#)).

The College's Participatory Governance Handbook provides an overview of the college's administrative structures and its various councils, committees and sub-units, including their memberships, functions, and reporting responsibilities ([4.2 College Governance Handbook 2022](#)). The College recognizes the need to refresh its governance handbook to more accurately represent the College's evolving governance guiding principles and community norms. As such, the Institutional Effectiveness Council initially established a governance work group in fall 2024, then transitioned the information gathered to the College Council, which established a governance handbook workgroup in spring 2025. The work group has developed new contextual information as a preference for the governance handbook to address its short-term goal of ensuring the college governance handbook is clear, current, and represents the college's current governance guiding principles and values (4.2 College Governance Handbook Draft Fall 2025).

Similarly, the GCCCD governance structures, processes, and documentation were revised over the course of a two-year governance redesign process, supported by an IEPI Partnership Resource Team (PRT) and grant ([4.2 GCCCD IEPI Plan 2023](#)). The District began transitioning to a new governance structure in the 2024-25 academic year to more clearly delineate participatory governance committees versus operational groups, clarify roles and responsibilities of each participatory governance committee and operational group, and document decision-making processes, as outlined in the new district governance handbook ([4.2 GCCCD Participatory Governance Handbook](#)).

### **Effective Participation**

The College ensures effective participation in decision-making processes through its established policies and procedures as well as its governance group compositions. For both college and district governance processes, the Academic Senate serves as the body upon which the Governing Board primarily relies for matters related to curriculum, degree and certificate requirements, grading policies, standards and policies related to student preparation, faculty roles in the accreditation process, and faculty professional development, as noted in established policies and procedures ([4.2 GCCCD AP 2510 Participation in Local Decision-Making](#)). In addition, the Academic Senate serves as the body that represents faculty in college governance discussions and appoints faculty to participatory governance committees and councils. The Classified Senate serves as the body that represents classified professionals in college governance discussions and appoints classified representatives to college participatory governance committees and councils. The Associated Student Government of Cuyamaca College represents the student body in college governance and appoints student representatives to college participatory governance committees and councils.

The charge of each college participatory governance committee and council includes the list of representative members which consist of participants from classified professional, faculty, administrator and student constituent groups (4.2 College Governance Handbook Draft 2025). Members are determined by position held or through selection by constituency groups. For example, the Academic Senate sends a "Call out" email to all faculty for opportunities to serve on committees ([4.2 Academic Senate Governance Opportunities](#)). Interested faculty fill out a brief application which is reviewed by members of the Academic Senate's Senate Officers Committee (SOC) who makes appointments based on senate approved criteria ([4.2 Participatory Governance Application Form](#)). The Classified Senate and Administrators Association (AA) appoint their members through a similar callout procedure ([4.2 Classified Senate Participatory Governance](#); [4.2 Classified Senate Participatory Governance Form](#)). Students are recruited through the Associated Student Government of Cuyamaca College (ASGCC) ([4.2 ASGCC Webpage](#)). This approach of appointments by respective constituency groups ensures inclusion of relevant constituent perspectives in the development of college policies, procedures, and planning documents.

### **Advancing the Mission through Governance**

The Cuyamaca's entire governance structure exists to advance the College's mission, embody the College's values, and create space for important campus dialog around critical issues impacting students and the

College as a whole. To that end, each fall, college participatory governance councils and committees set annual goals and align them with the college mission and strategic goals. These goals are presented to the College Council, which serves as the College's consultation council and makes recommendations to the President ([4.2 CCC Minutes 12-10-25](#), [4.2 CCC Minutes 11-14-23](#)). In spring, participatory governance councils and committees reflect on their progress related to each annual goal and complete a goal evaluation form ([4.2 IEC Minutes 5-12-25](#), [4.2 IEC Goals Form 2024-25](#)). The information gathered in each goal form gives committees and councils an opportunity to reflect on their achievements and contributions to the college mission and strategic goals each year while planning improvements for the subsequent year.

Examples of structures that have advanced the College's mission and strategic goals include:

- The Online Teaching and Learning Committee's work to advance equity in student learning in online classes through a robust professional development program and process that received a state grant to support expanded efforts in 2023 ([4.2 Equity Pedagogy and Practice Academy Grant 2023](#)).
- The Open Educational Resources Committee's work to build a more sustainable approach to expanding open educational resources and Zero Textbook Cost programs, including state grant funds to support several OER pathways ([4.2 OER Presentation 9-13-24](#)).

At the heart of college governance processes is input from a variety of constituency groups, including students, faculty, classified professionals, and administrators, as demonstrated across the range of college participatory governance groups ([4.2 CCC Minutes 5-14-24](#), [4.2 PRSC Minutes 3-27-25](#)).

#### **4.3. The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes equitable student outcomes.**

Cuyamaca College holds itself accountable for implementing decision-making practices that include input from the campus community with the goal of advancing the college mission and centering equitable student access and success. Through its governance structures, long-term and annual planning processes, and communication through governance structures and constituent groups, the College fosters a shared understanding of decisions, in alignment with Administrative Procedure 2510 ([4.2 GCCCD AP 2510 Participation in Local Decision Making](#)).

##### **Decision-Making Structures**

Cuyamaca College's participatory governance structure was re-envisioned in 2017-18 to align specific committees by function with councils that coordinate work at a high level in each of the following functional areas ([4.2 College Governance Structure](#)):

- Planning and evaluation
- Resources and prioritization processes
- Student success and equity initiatives (including instruction and student services as well)
- Consultation council (recommends to the President)

An essential component of decision-making and planning processes is the annual planning process, which centers the college mission, vision, and strategic goals as the basis for unit-level planning and resource prioritization ([4.3 College Annual Planning Process](#)). Cuyamaca College engages in a continuous cycle of planning, implementation, evaluation, and improvement by holding regular workshops, town halls and planning sessions that are open to all employees and students ([4.3 Fall 2022 Town Hall Flyer](#), [4.3 Spring 2025 Planning Workshop Flyers](#), [4.3 Fall Planning Workshop Flyer](#)). These are scheduled in modalities and times that facilitate maximum participation by faculty, classified professionals, students, and administrators.

A prominent example that illustrates this college-wide approach is the development of the College's Comprehensive Strategic and Facilities Plan, which provides the umbrella under which every council, committee, workgroup, and college-wide planning operates. In Spring 2022, the College developed its new 2022-2028 Strategic Plan goals, strategies, and performance measures ([4.3 College Comprehensive Strategic](#)



[and Facilities Plan 2022-2028](#)). As an annual follow-up to the strategic planning workshops, the College's spring planning and evaluation workshop is the culmination of college evaluation efforts for each academic year. During the workshop, members of the College's various constituent and governance groups discuss key performance indicator data and progress toward strategic goals in light of established standards of performance and aspirational performance targets ([4.3 2023 KPI Summary with Standards & Targets](#), [4.3 Spring 2023 Planning Workshop Feedback](#)).

Other examples of recent plans and initiatives that were initiated through participatory governance work and college workshops and planning sessions include:

- 2022-2025 Student Equity Plan ([4.3 Student Equity Plan 2022-2025](#))
- 2023 IEPI Innovation and Effectiveness Plan ([4.3 Cuyamaca IEPI Plan 2023](#))
- Puente Program
- THRIVE Employee Retention Program
- New Student Orientation ([4.3 SSEC Notes on Student Equity Plan Activities 2025-2028](#))
- Strategic Enrollment Management ([4.3 Fall 2024 Workshop Feedback Coded](#))

At the district level, the District Executive Council (DEC) serves as the primary participatory governance group, with representation from each constituent group, including students, and employee bargaining groups. DEC serves as an advisory to the GCCCD Chancellor. Other district-level participatory governance councils include the following:

- District Budget Council (DBC), which makes recommendation to the Chancellor on budget planning and fiscal matters
- Educational Support Services Council (previously Student and Institutional Success Council), which makes recommendations to DEC regarding instructional and student support policy matters
- Human Resources Council (HRC), which serves as an advisory to the GCCCD Human Resources Department and makes recommendations to the Chancellor through DEC on matters related to human resources
- Technology Planning and Policy Council, which makes recommendations to DEC on policies and plans related to technology

Each of the above councils connects to an operational group that focuses on policy implementation and administrative procedures ([4.2 GCCCD Participatory Governance Handbook](#)).

### **Assessment and Improvement of Decision-Making Structures and Processes**

To ensure effectiveness of college decision-making structures, a continuous assessment and improvement process is implemented, whereby governance groups and the overall governance structure are evaluated on a regular basis, with annual surveys of governance group members, annual governance group goal-setting and evaluation processes. To continuously assess and improve the College's governance structures and processes, a participatory governance group member survey is conducted each spring with employees and students who serve on participatory governance councils and committees. The survey assesses operations of each committee and council as well as governance structures and processes as a whole ([4.3 College Governance Group Member Survey Results 2024](#)). Survey results specific to each committee and council are shared with the respective committee or council co-chairs and action items are brought forward to the council or committee at the start of each academic year to inform current-year goals and improvements ([4.3 CCC Minutes 8-27-24](#)). Aggregate results across all participatory governance councils and committees are discussed in the College Council ([4.3 CCC Minutes 8-27-24](#), [4.3 PRSC Minutes 9-21-23](#), [4.3 ROC Minutes 9-20-23](#)).

Results of the survey help committees and councils establish new goals at the beginning of each academic year ([4.3 IEC Minutes 8-26-24](#)). At the end of the academic year, members of the council or committee discuss progress on annual goals, which are documented in the Council/Committee Goal Form and are used to help inform the subsequent year's goals ([4.3 Learning Assistance Center Advisory Committee Goals 2024-25](#), [4.3 Outcomes and Assessment Committee Goals 2024-25](#), [4.3 Online Teaching and Learning Committee Goals 2024-25](#)).

At the district level, participatory governance group members complete a survey each spring and results of the aggregate survey are shared at the annual district-wide governance summit ([4.3 District Governance Survey Results](#)). The GCCCD governance structures have recently gone through significant changes based on input from the colleges, District Services team, and guidance from an Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Team (PRT) and statewide Collegiality in Action experts ([4.2 GCCCD IEPI Plan 2023](#), [4.3 GCCCD Governance Summit 2023 Slides](#)).

### **Continuous Improvement Efforts**

In the spirit of continuous quality improvement, the College has established multiple evaluation tools and mechanisms to evaluate its governance structures and processes on an annual basis. Participatory governance at Cuyamaca College is achieved in the spirit of cooperation, collaboration, and collegiality. The Cuyamaca College governance structure was designed to provide each constituency group the opportunity to participate in planning processes, initiatives, and the development of college policies and procedures through representatives as outlined in AP 2510 ([4.2 GCCCD AP 2510 Participation in Local Decision-Making](#)). The College began its governance redesign journey in 2019 and has made significant progress since that time. However, the College recognizes the need to improve its documentation related to participatory governance processes and training for participatory governance group members. Through its IEPI Plan, the College has partnered with the District IT Department to migrate all participatory governance group documentation from the intranet (which is only accessible on campus and requires authentication) to the internet, linked on the college home page. In addition, the College Council formed a work group to revise the participatory governance handbook and vet the revised handbook with the campus in Fall 2025. The Institutional Effectiveness Council also formed a governance work group and developed a list of considerations and training points for both governance group co-chairs and governance group members, which will inform governance group chair and member onboarding and training.

#### **4.4. Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution, and regularly monitors progress towards its goals and fiscal health. (ER 7)**

The GCCCD Governing Board takes responsibility for the overall quality, integrity, and stability of the District, including its academic and student support programs, overall performance, and fiscal health. Through established board policies, the Governing Board ensures Cuyamaca College, Grossmont College, and District Services advance the district and college missions and equitable success for students. The Governing Board's role and responsibilities are outlined in Board Policy 2200 and include establishing policies that define the institutional mission and set prudent, ethical, and legal standards for college operations, delegating power and authority to the Chancellor to effectively lead the District, and monitoring institutional performance and educational quality ([4.4 GCCCD BP 2200 Board Duties and Responsibilities](#)).

### **Ensuring Academic Quality and Integrity**

Board policies are in place to ensure the academic quality, integrity, and effectiveness of the student learning programs and services. Board Policy 4020 summarizes the Governing Board's role in reviewing and approving new or updated curriculum, as submitted by the Curriculum Committee as a subcommittee of the Academic Senate ([4.4 GCCCD BP 4020 Program, Curriculum and Course Development](#)). In fulfilling this role, the board reviews and approves curriculum changes designed to better meet the needs of the diverse population in the district service area ([4.4 Governing Board Agenda 4-8-25 Item 10.1](#), [4.4 Cuyamaca College Curriculum Board Packet 4-8-25](#), [4.4 Governing Board Agenda 4-16-24 Item 10.3](#), [4.4 Cuyamaca College Curriculum Board Packet 4-15-24](#)). In addition, the Governing Board receives and discusses presentations on specific curricular and student support programs at each college during pre-board meeting workshops and during board meetings ([4.4 Governing Board Agenda 8-19-25 Item 3.8](#), [4.4 Governing Board Agenda 11-12-24 Item 10.2](#), [4.4 Cuyamaca ESL Presentation to the Governing Board 3-14-23](#), [4.4 Cuyamaca Student Services Presentation to the Governing Board 3-8-22](#)).



### **Monitoring Institutional Performance and Academic Quality**

Working as a collective body, the Governing Board regularly monitors the performance of the District as a whole and of each college. The Governing Board reviews and approves the district and college missions and assesses progress toward district-wide goals that are codified in the district-wide strategic goals ([4.4 GCCCD BP 1200 District and College Vision, Mission, and Value Statements](#)). Board Policy 3225 outlines the Governing Board's commitment to developing goals that measure the ongoing condition of the District's operational environment and regularly assessing the District's institutional effectiveness, including the assessment of goals and objectives with respect to the District's commitment to diversity, equity and inclusion ([4.4 GCCCD BP 3225 Institutional Effectiveness and Planning](#)). Each year, the Governing Board reviews district-wide and college performance on district key performance indicators (KPIs) and uses this information, along with information on strategic initiative progress, at the annual Governing Board Retreat ([4.4 Governing Board Agenda 8-23-25](#), [4.4 GCCCD Board Retreat KPIs & Goals Presentation 2025](#), [4.4 Governing Board Agenda 8-17-24](#), [4.4 Governing Board Retreat KPIs & Goals Presentation 2024](#)).

In addition to this annual review, the Governing Board establishes an annual calendar of board workshops on college and district initiatives, student access, and student outcomes to continuously evaluate progress toward achieving the district mission and strategic goals ([4.4 2025 Governing Board Workshops & Presentation Calendar](#)). Presentations during the board workshops and during governing board meetings have included diversity, equity, and inclusion initiatives, enrollment trends, career education outcomes, and district-wide Equal Employment Opportunity plan implementation progress ([4.4 2025 Governing Board Workshops & Presentations Calendar](#), [4.4 Cuyamaca Career Education Report 2024](#), [4.4 Governing Board Minutes 8-19-25 Item 13.2](#), [4.4 District EEO Plan Applicant & Employee Data 8-19-2025](#), [4.4 Cuyamaca Student Demographic Trends Board Presentation 9-10-24](#)). Furthermore, the Governing Board has codified its commitment to equity and anti-racism through both policy and through board resolutions ([4.4 GCCCD BP 2005 Student Success, Equity and Access through Anti-Racism](#), [4.4 Governing Board Resolution 25-001](#)).

### **Ensuring Institutional Stability through Fiscal Monitoring**

The Governing Board ensures fiscal stability through review of financial status reports and documents and annual review and approval of budgets in alignment with established board policies ([4.4 GCCCD BP 6200 Budget Preparation](#), [4.4 GCCCD BP 6300 Fiscal Management](#)). Additionally, the board's role in the financial stability of the institution is outlined in policies and procedures requiring the completion and review of annual financial audits ([4.4 GCCCD BP 6400 Financial Audits](#)). The board grants authority for Business and Fiscal Affairs to the chancellor in Board Policy 6100 ([4.4 GCCCD BP 6100 Delegation of Authority, Business and Fiscal Affairs](#)). In fulfilling this role, the Governing Board regularly reviews key fiscal information and documents regarding the stability of the institution. The Vice Chancellor of Business Services provides quarterly financial reports to the Governing Board ([4.4 GB Agenda 5-20-25 Item 10.2](#), [4.4 GCCCD Quarterly Fiscal Report 5-20-25](#)). In addition, the Vice Chancellor of Business Services presents the Tentative Budget to the Governing Board in June of each year and the Adoption Budget in September of each year ([4.4 GB Agenda 6-24-25 Item 12.1](#), [4.4 GB Agenda 9-10-25 Item 11.2](#)). Furthermore, in accordance with BP 6330, new and modified purchase orders and warrants are presented for review and approval ([4.4 GCCCD BP 6330 Fiscal Management](#)). The governing board receives and reviews for approval a summary of modified purchase orders, which includes information on available funds within the district ([4.4 GB Agenda 4-8-25 Item 11.2](#)). Each of these regular review processes ensure the Governing Board has the information necessary to monitor the District's fiscal condition and support overall institutional effectiveness.

### **Policy Review and Revision**

Per BP 2200, the Governing Board is responsible for establishing board policies that define the institutional mission, as well as setting prudent, ethical, and legal standards for college operations ([4.4 GCCCD BP 2200 Board Duties and Responsibilities](#)). Policies are organized in seven chapters, and the Chancellor, working through the District Executive Council (DEC) ensures a regular and comprehensive review of board policies on a six-year cycle in accordance with AP 2410, which delineates the district-level participatory governance groups that are tasked with gathering community input for policy and procedure revisions ([4.4 GCCCD AP 2410 Board Policies and Administrative Procedures](#), [4.4 DEC Minutes 12-16-24](#); [4.4 DEC Minutes 4-7-25](#)). Board policies are approved and/or revised by a majority vote of the Board during a regular and open board meeting ([4.4 GB](#)

[Agenda 1-21-25 Item 8.2](#); [4.4 GB Agenda 1-16-24 Item 8.2](#)). Once approved, these policies and procedures are posted publicly on the GCCCD Policies and Procedures website in accordance with Board Policy 2410 ([4.4 GCCCD Policies & Procedures Webpage](#), [4.4 GCCCD BP 2410 Board Policies and Administrative Procedures](#)). Per Board Policy 2410, the review of policies and procedures may be initiated at any time by a trustee or district employee. To ensure regular review of policies and procedures, the District subscribes to the Community College League of California (CCLC) Policy and Procedure Service, which provides bi-annual updates based on legislative changes. Finalized board policies and administrative procedures are sent to the Governing Board for final review and approval ([4.4 GB Agenda 8-19-25 Item 8.1](#)).

#### **4.5. The governing board selects and evaluates the institution's chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.**

The GCCCD Governing Board follows clear and well-documented policies for selecting and evaluating the District Chancellor and College President. Through established board policies, the Governing Board delegates authority to the Chancellor to implement and administer Board policies and ensure effective operations in support of the district mission ([4.5 GCCCD BP 2430 Delegation of Authority to the Chancellor](#)).

##### **Selection and Evaluation of the Chancellor**

The Governing Board is responsible for selecting and evaluating the Chancellor, who serves as the Chief Executive Officer for the District. Dr. Lynn Ceresino Neault has served as the GCCCD Chancellor since 2020. The process for selecting the Chancellor is outlined in Board Policy 2431, which states that a fair and open search process must comply with relevant regulations ([4.5 GCCCD BP 2431 Chancellor Selection](#)). For temporary absence of the Chancellor, the governing board delegates authority to the Chancellor to appoint an acting Chancellor for a period 30 days or less and for the Board to appoint an acting Chancellor for periods over 30 days ([4.5 GCCCD BP 2432 Chancellor Succession](#)).

The Board has an established process outlined in board policies to evaluate the Chancellor's performance in implementing board policies and achieving institutional goals ([4.5 GCCCD BP 2435 Evaluation of the Chancellor](#), [4.5 GCCCD AP 2435 Evaluation of the Chancellor](#)). The Chancellor is held accountable for the District operation, and an evaluation is conducted at least once each year. The Chancellor's evaluation is based upon the duties in the Chancellor's job description, upon goals and objectives developed annually by the Governing Board with the Chancellor, and on the Chancellor's contributions to student learning and success. Once each year, a formative performance review of the Chancellor is conducted during one of the monthly closed session meetings, usually in July or August ([4.5 GB Agenda 7-9-24 Item 16.1](#)).

##### **Selection and Evaluation of the College President**

As noted in Board Policy 7111, the Chancellor recommends to the Governing Board a process for filling a college president vacancy, which is subject to approval by the Governing Board ([4.5 GCCCD BP 7111 College President Selection](#)). The Governing Board delegates the evaluation of the college presidents to the Chancellor ([4.5 GCCCD BP 7112 College President Evaluation](#)). The Chancellor delegates full responsibility and authority to the college presidents to implement and administer district policies. The President serves as the Chief Executive Officer of Cuyamaca College. Dr. Jessica Robinson has served as Cuyamaca College's president since 2022.

The Chancellor holds the college presidents responsible for the operation of the colleges using an annual evaluation process based on board policies, the president's job description, and performance goals developed by the Chancellor with the College President ([4.5 GCCCD AP 7112 College President Evaluation](#)). Evaluation criteria may include but are not limited to a set of factors, such as planning, organizing, and executing; leadership and development; communication, and contributions to the advancement of the district and college missions.

### **Authority to Implement Policies, Ensure Effective Operations, and Fulfill the Mission**

Board Policy 3100 codifies the Chancellor's authority to organize the District's administrative structure and assign personnel as appropriate to achieve the District's mission, and Board Policy 7110 delegates authority to the Chancellor to authorize employment, assign job responsibilities, and perform other personnel actions, subject to ratification of the Board ([4.5 GCCCD BP 3100 Organizational Structure](#); [4.5 GCCCD BP 7110 Delegation of Authority, Human Resources](#)). As delegated by the Chancellor, the college president has full decision-making authority to lead, direct, and supervise the College; implement and administer District and college policies, procedures, and practices; and delegate duties as appropriate ([4.5 GCCCD BP 7113 Delegation of Authority to the College Presidents](#)).

Through established board policies and practices, the Governing Board demonstrates its commitment to regular assessment of effectiveness and continuous quality improvement ([4.4 GCCCD BP 3225 Institutional Effectiveness and Planning](#), [4.4 GB Agenda 8-23-25](#), [4.4 GCCCD Board Retreat KPIs & Goals Presentation 2025](#), [4.4 GB Agenda 8-17-24](#), [4.4 GB Retreat KPIs & Goals Presentation 2024](#)). The Governing Board uses multiple measures, including data on student access, achievement, the student experience, and input from various practitioners and students across the District to establish and evaluate annual Quality and Effectiveness Goals ([4.5 Governing Board Quality & Effectiveness Goals 2024-25](#), [4.5 GB Minutes 8-17-24](#), [4.5 Governing Board Quality & Effectiveness Goals 2023-24](#), [4.5 GB Minutes 9-16-23](#)).

### **4.6. The governing board functions effectively as a collective entity to promote the institution's values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance. (ER 7)**

The GCCCD Governing Board functions as a collective entity and advances the district mission through its advocacy for the district at the local, regional, state, and national levels; continuous focus on equitable student access and outcomes, including regular monitoring; and engagement in both campus and community events to share information about the district, its colleges, academic programs, and support services.

#### **Governing Board Structure and Function as a Collective Entity**

The GCCCD Governing Board is composed of five publicly-elected members, each of which is elected to four-year terms ([4.6 GCCCD BP 2010 Board Membership](#)). The Governing Board maintains high standards of ethics and conduct, and understands that the Board operates most effectively as a unit. This commitment is codified in Board Policy 2715, which outlines the Board Code of Ethics. The policy notes that a trustee is a member of a legal entity, and its strength and effectiveness is as a unit, not a group of individuals. The policy further acknowledges the understanding that trustees have authority only when they act as a Board and that individual members cannot bind the Board ([4.6 GCCCD BP 2715 Board Code of Ethics and Conduct](#)). To ensure adherence to the policy, the Board receives training on related legal requirements and reviews this policy on an annual basis at the board planning retreat ([4.6 Governing Board Brown Act Presentation 3-14-23](#), [4.6 GB Minutes 1-21-2023](#); [4.5 GB Minutes 8-17-24](#), [4.5 GB Minutes 9-16-23](#)). In addition to the five elected Governing Board members, GCCCD has two student trustees, one from each college ([4.6 GCCCD BP 2015 Student Governing Board Members](#)). Student trustees are elected by the student body at each college and serve one-year terms.

#### **Governing Board Independence and Decision-Making**

The Governing Board plays a central role in policy-making at the district-level. Acting through policy, the Governing Board ensures that educational programs and services meet the needs of the diverse service area population and support the success of all students, especially those from historical marginalized groups ([4.4 GCCCD BP 2200 Board Duties and Responsibilities](#), [4.4 GCCCD BP 2005 Student Success, Equity and Access through Anti-Racism](#)). As demonstrated by meeting minutes, the Governing Board ensures educational quality and fulfills its fiduciary responsibility by agendaizing, discussing, and approving reports on college programs and services as well as fiscal matters ([4.6 GB Minutes 7-15-25](#), [4.4 GB Agenda 6-24-25 Item 12.1](#), [4.4 GB Agenda 9-10-25 Item 11.2](#), [4.6 GB Minutes 5-20-25](#), [4.6 GB Minutes 3-11-25](#)).

The GCCCD Governing Board maintains its independence as a governing body and adheres to established policies and expectations of conduct. These include:

- A Board Code of Ethics and Conduct, as previously noted, which codifies expectations for board members to ensure the financial stability of the District by reviewing and understanding financial reports, establishing priorities, and periodically reviewing the mission, goals, and objectives of the district ([4.6 GCCCD BP 2715 Board Code of Ethics and Conduct](#)).
- The Conflict of Interest policy intended to ensure board members disclose any financial interests and recuse themselves from votes on any related matters ([4.6 GCCCD BP 2710 Conflict of Interest](#)). Administrative Procedure 2712 specifies the types of conflict of interest covered by the disclosure requirement and includes an appendix that clarifies board members' required disclosures ([4.6 GCCCD AP 1712 Conflict of Interest Code](#), [4.6 AP 2712 Appendix](#)).
- Communication protocols to set guidelines for board member communication with one another, with employees, with the public, and via social media or other means related to board business ([4.6 GCCCD BP 2720 Communications Among Board Members](#)).

As noted in applicable board policies, the Governing Board follows standard protocols for announcing, running, and reporting out on regular, closed session, and special board meetings ([4.6 GCCCD BP 2310 Regular Meetings of the Board](#), [4.6 GCCCD BP 2315 Closed Session Meetings](#), [4.6 GCCCD 2320 Special and Emergency Meetings](#)). Board decision-making and voting processes are also highlighted in established policies, with motions requiring a simple majority to pass ([4.6 GCCCD BP 2330 Quorum and Voting](#)). Within the week following each board meeting, the District publishes a newsletter highlighting key actions and discussions from the meeting ([4.6 The Courier July 2025](#)).

### **Governing Board Training and Onboarding**

Governing Board members undergo regular training on various topics related to their work. These trainings include Brown Act workshops, accreditation training, trustee conferences, legislative conferences, regional networking, and diversity, equity, inclusion, and anti-racism trainings and board workshops ([4.6 GCCCD BP 2740 Board Education](#), [4.6 GCCCD AP 2740 Board Education](#), [4.6 Governing Board Minutes 12-17-24](#)).

New board members attend orientation sessions with the Chancellor's Office and trustee workshops offered at the state and national level ([4.6 The Courier February 2025](#), [4.6 The Courier November 2024](#)).

### **Governing Board Evaluation and Policy Review Cycle**

GCCCD board policies are reviewed on a six-year cycle, with the Chancellor's Office maintaining a database of policy revision dates and next date of review. Board policies may be adopted, revised, amended, or added to at any regular board meeting and changes are typically introduced at least one board meeting before they are brought to a vote for adoption ([4.4 GCCCD BP 2410 Board Policy and Administrative Procedures](#)).

The Governing Board engages in a continuous cycle of evaluation and improvement, as outlined in Board Policy 2745 ([4.6 GCCCD BP 2745 Board Self-Evaluation](#)). The evaluation consists of an evaluation survey that is sent to all board members annually as a board self-assessment. The results of the survey are discussed at a subsequent board meeting and used to document accomplishments and inform annual board goals and priorities ([4.6 GCCCD AP 2745 Board Self-Evaluation](#), [4.5 GB Minutes 8-17-24](#), [4.5 GB Minutes 9-16-23](#), [4.6 Governing Board Self-Evaluation Survey](#)).

The GCCCD Governing Board engages in a continuous cycle of assessment, learning, and improvement that is grounded in district policies and reflects the vision, mission, and values of the District. The Governing Board ensures regular communication, follows standard protocols for meetings, and participates in ongoing trainings and workshops to support high-quality educational programs and services that meet the needs of the East San Diego County community.

## C. Required Documentation

Within the Institutional Self-Evaluation Report, the institution should provide narratives and a variety of evidence sources to describe and demonstrate alignment with each Standard and related Commission policies. Institutions must also include the required items below. This documentation can be included as supporting evidence for the Standard narratives if appropriate, or they may be provided as stand-alone files. Peer Review Teams will confirm these items during the comprehensive review process.

### Standard 1: Mission and Institutional Effectiveness

Required Item	Documentation
i. Documentation of institution's authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	<a href="#">1.i ACCJC Accreditation Reaffirmation Action Letter 6-28-21</a> <a href="#">1.i BP 1100</a>
ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	See Standard 1.1 <a href="#">1.ii BP 1200</a> <a href="#">1.ii BP 3225</a> <a href="#">1.ii AP 3225</a>
iii. Documentation of the governing board's approval of the institutional mission (ER 6)	<a href="#">1.iii Governing Board Minutes 7-20-21 Item 8.2</a>
iv. Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution	See Standard 1.2, which describes the College's process for setting institutional goals and its process for gathering input from the campus community on a 6-year strategic planning cycle and 3-year equity planning cycle  <a href="#">1.iv Comprehensive Strategic &amp; Facilities Plan 2022-2028</a>
v. Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for successful course completion, certificate completion, degree completion, transfer rates, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)	See Standard 1.3 <a href="#">1.v IEC Minutes 3-24-25</a> <a href="#">1.v Spring 2025 Planning Workshop Slides</a> <a href="#">1.v IEC Minutes 3-11-24</a> <a href="#">1.v Spring 2025 Planning Workshop Slides</a>  Career Education program job placement/employment rates are set during the comprehensive program review process, which occurs on a 4-year cycle <a href="#">1.v EHSM Comprehensive PR 2022-23</a> <a href="#">1.v Cuyamaca ACCJC Annual Report 2025</a>



## Standard 2: Student Success

Required Item	Documentation
<p>i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including:</p> <ul style="list-style-type: none"> <li>• Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees</li> <li>• Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities</li> <li>• Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable (ER 10)</li> <li>• Methodology to reasonably equate the direct assessment program to credit or clock hours, if applicable</li> </ul> <p>(See Commission <a href="#">Policy on Competency Based Education</a> and <a href="#">Policy on Credit Hour, Clock Hour, and Academic Year</a>)</p>	<p><a href="#">2.i BP 4010</a>  <a href="#">2.i AP 4010</a>  <a href="#">2.i BP 4020</a>  <a href="#">2.i AP 4020</a>  <a href="#">2.i BP 4025</a>  <a href="#">2.i AP 4025</a></p>
<p>ii. Documentation that the institution's transfer of credit policies include the following:</p> <ul style="list-style-type: none"> <li>• Any established criteria the institution uses regarding the transfer of credit earned at another institution</li> <li>• Any types of institutions or sources from which the institution will not accept credits</li> <li>• A list of institutions with which the institution has established an articulation agreement</li> <li>• Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning</li> </ul> <p>See <a href="#">Policy on Transfer of Credit</a></p>	<p><a href="#">2.ii BP 4050</a>  <a href="#">2.ii AP 4050</a>  <a href="#">2.ii BP 4235</a>  <a href="#">2.ii AP 4235</a>  <a href="#">2.ii Articulation Webpage</a></p>
<p>iii. Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the <a href="#">Policy on Institutional Advertising and Student Recruitment</a> (ER 16)</p>	<p><a href="#">2.iii BP 5010</a>  <a href="#">2.iii AP 5010</a>  <a href="#">2.iii AP 5011</a>  <a href="#">2.iii BP 5052</a>  <a href="#">2.iii AP 5052</a>  <a href="#">2.iii AP 5055</a>  <a href="#">2.iii Outreach Webpage</a></p>
<p>iv. Documentation of clear policies and procedures for handling student complaints, including:</p> <ul style="list-style-type: none"> <li>• Evidence that these policies/procedures are accessible to students in the catalog and online;</li> <li>• Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs</li> </ul>	<p><a href="#">2.iv BP 5530</a>  <a href="#">2.iv AP 5530</a>  <a href="#">2.iv Consumer Information Webpage - Student Complaints Section</a>  <a href="#">2.iv Student Complaints Webpage</a>  <a href="#">2.iv College Catalog - Complaints</a></p>
<p>v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating:</p> <ul style="list-style-type: none"> <li>• Accurate and consistent implementation of complaint policies and procedures</li> <li>• No issues indicative of noncompliance with Standards</li> </ul>	<p>No link required; to be verified by the team during in-person site visit</p>
<p>vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup</p>	<p>No link required; to be verified by the team during in-person site visit</p>

Required Item	Documentation
vii. Documentation of the institution's policies and/or practices for the release of student records	<a href="#">2.vii BP 5035</a> <a href="#">2.vii AP 5035</a> <a href="#">2.vii BP 5040</a> <a href="#">2.vii AP 5040</a> <a href="#">2.vii Cuyamaca FERPA Guide for Parents</a>
viii. Documentation that the institution's policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination	<a href="#">2.viii BP 4021</a> <a href="#">2.viii AP 4021</a>
<b>FOR TITLE IV PARTICIPANTS:</b>	
ix. Documentation of institution's implementation of the required components of the Title IV Program, including: <ul style="list-style-type: none"> <li>Findings from any audits and program/other review activities by the U.S. Department of Education (ED)</li> <li>Evidence of timely corrective action taken in response to any Title IV audits or program reviews</li> </ul> See <a href="#">Policy on Institutional Compliance with Title IV</a>	<a href="#">2.ix Cuyamaca College Eligibility and Certification Approval Report (ECAR)</a> <a href="#">2.ix GCCCD Audit Report 2022-23</a> <a href="#">2.ix GCCCD Audit Report 2023-24</a> <a href="#">2.ix Cuyamaca College Narrative Response to Audit Findings</a>
<b>FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:</b>	
x. Documentation of institution's: <ul style="list-style-type: none"> <li>Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit</li> <li>Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable)</li> <li>Policies regarding protection of student privacy</li> </ul> See <a href="#">Policy on Distance Education and on Correspondence Education</a>	<a href="#">2.vii BP 5040</a> <a href="#">2.vii AP 5040</a> <a href="#">2.x AP 4105</a> <a href="#">2.x Cuyamaca College Authentication of Student Identity in DE Courses</a> <a href="#">2.x Guidance for DE Instructors</a>
<b>REQUIRED ONLY IF APPLICABLE</b>	
xi. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum	<a href="#">2.xi AP 4222</a>
xii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit	<a href="#">2.xii BP 4235</a> <a href="#">2.xii AP 4235</a>
xiii. Documentation of agreements with other external parties regarding the provision of student and/or learning support services	x.iii Net Tutor Agreement
xiv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs	Not applicable

## Standard 3: Infrastructure and Resources

Checklist Item	Documentation
i. Written policies and procedures for human resources, including hiring procedures	<a href="#">3.i PE 2 Part-Time Faculty Hiring</a> <a href="#">3.i PE 9 Full-Time Faculty Hiring</a> <a href="#">3.i PE12 Classified Professionals Hiring</a> <a href="#">3.i PE13 Administrator Hiring</a>
ii. Employee handbooks or similar documents that communicate expectations to employees	<a href="#">3.ii AP 3050</a> <a href="#">3.ii AP 3060</a>
iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)	<a href="#">3.iii GCCCD Audit Report 2021-22</a> <a href="#">3.iii GCCCD Audit Report 2022-23</a> <a href="#">3.iii GCCCD Audit Report 2023-24</a> <a href="#">3.iii Foundation Audit Report 2021-22</a> <a href="#">3.iii Foundation Audit Report 2022-23</a> <a href="#">3.iii Foundation Audit Report 2023-24</a>
iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)	<a href="#">3.iv GCCCD Income Allocation Model</a> <a href="#">3.iv GCCCD Income Allocation Model Overview</a> <a href="#">3.iv GCCCD 24-25 AB IAM</a>
v. Policies guiding fiscal management (e.g., related to reserves, budget development)	<a href="#">3.v BP 6100</a> <a href="#">3.v AP 6100</a> <a href="#">3.v BP 6200</a> <a href="#">3.v AP 6200</a> <a href="#">3.v BP 6250</a> <a href="#">3.v AP 6250</a> <a href="#">3.v BP 6300</a> <a href="#">3.v AP 6300</a>
vi. Policies, procedures, or agreements (e.g., AUAs) related to appropriate use of technology systems	<a href="#">3.vi BP 3720</a> <a href="#">3.vi AP 3720</a> <a href="#">3.vi AP 3727</a> <a href="#">3.vi AP 3728</a>
<b>FOR TITLE IV PARTICIPANTS:</b>	
vii. Documentation that the institution's student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue	<a href="#">3.vii Cuyamaca College NSLDS Cohort Default Rates</a>
<b>REQUIRED ONLY IF APPLICABLE</b>	
viii. Documentation of any agreements that fall under ACCJC's <a href="#">Policy on Contractual Relationships with Non-accredited Organizations</a>	Not applicable
ix. Written code of professional ethics for all personnel including consequences for violations	<a href="#">3.ii AP 3050</a>

## Standard 4: Governance and Decision-Making

Checklist Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	<a href="#">4.i BP 2431</a> <a href="#">4.i BP 2435</a> <a href="#">4.i AP 2435</a> <a href="#">4.i BP 7111</a> <a href="#">4.i AP 7111</a> <a href="#">4.i BP 7112</a> <a href="#">4.i AP 7112</a>
ii. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)	<a href="#">4.ii BP 2010</a> <a href="#">4.ii BP 2210</a>
iii. Governing board policies/procedures/bylaws related to Board Ethics	<a href="#">4.iii BP 2715</a>
iv. Governing board policies/procedures/bylaws related to conflict of interest	<a href="#">4.iv BP 2710</a> <a href="#">4.iv AP 2710</a>

## Other Federal Regulations and Related Commission Policies

Checklist Item	Documentation
i. Documentation of the institution's appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up  See <a href="#">Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions</a> , Section D	<a href="#">Cuyamaca College Accreditation 2026 Webpage</a>
ii. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page  See <a href="#">Policy on Representation of Accredited Status</a>	<a href="#">Cuyamaca College Home Page</a> (Click Accreditation on the bottom-of-the-page navigation menu)  <a href="#">Cuyamaca College Accreditation Webpage</a>

## D. Appendix 1: Verification of Catalog Requirements (ER 20)

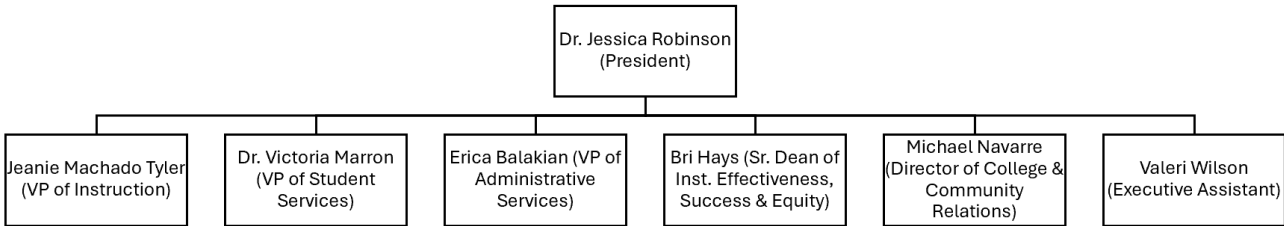
REQUIRED ELEMENT	CATALOG LOCATION
<b>General Information</b>	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	Page 6 (PDF), <a href="#">Catalog Home Page</a>
Educational Mission	Page 11 (PDF), <a href="#">College History and Vision</a>
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	Page 6 (PDF), <a href="#">Catalog Home Page</a>
Course, Program, and Degree Offerings	Courses: Page 203-313 (PDF), <a href="#">Course Descriptions</a> Programs/Degree Offerings: Page 78-202 (PDF), <a href="#">Associate Degree Programs &amp; Certificates</a>
Student Learning Outcomes of Programs and Degrees	Programs/Degree Offerings: Page 81-202 (PDF), <a href="#">Associate Degree Programs &amp; Certificates</a>
Academic Calendar and Program Length	Page 8 (PDF), <a href="#">Academic Calendar</a>
Academic Freedom Statement	Page 13 (PDF), <a href="#">College History and Vision</a>
Available Student Financial Aid	Page 32 (PDF), <a href="#">Services for Students - Financial Aid</a>
Available Learning Resources	Page 36 (PDF), <a href="#">Services for Students - Tutoring</a>
Names and Degrees of Administrators and Faculty	Page 314-318 (PDF), <a href="#">Faculty, Administration &amp; Classified Personnel</a>
Names of Governing Board Members	Page 6 (PDF), <a href="#">Catalog Home Page</a>
<b>Requirements</b>	
Admissions	Page 18 (PDF), <a href="#">Admission Information</a>
Student Tuition, Fees, and Other Financial Obligations	Page 21 (PDF), <a href="#">Admission Information - Fees</a>
Degrees, Certificates, Graduation and Transfer	Programs/Degree Offerings: Page 78-202 (PDF), <a href="#">Associate Degree Programs &amp; Certificates</a> Transfer: Page 57 (PDF), <a href="#">Degree Requirements &amp; Transfer Information</a>
<b>Major Policies and Procedures Affecting Students</b>	
Academic Regulations, including Academic Honesty	Page 49 (PDF), <a href="#">Academic Policies &amp; Procedures</a>
Nondiscrimination	Page 15-16 (PDF), <a href="#">General Information - Nondiscrimination</a>
Acceptance and Transfer of Credits	Page 26 (PDF),



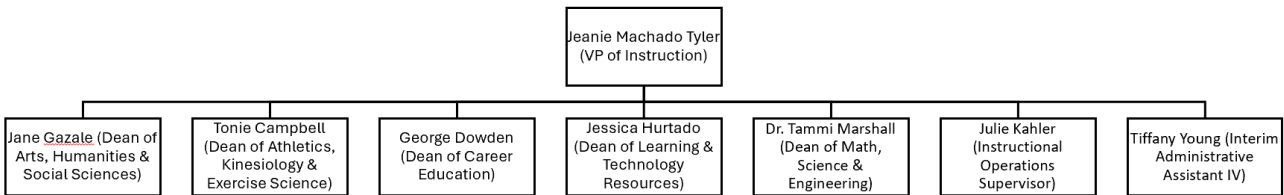
	<a href="#">Admission Information - Transfer Credit</a>
Transcripts	Page 26 (PDF), <a href="#">Admission Information - Transcripts</a>
Grievance and Complaint Procedures	Page 50-54 (PDF), <a href="#">Academic Policies &amp; Procedures - Student Rights, Grievances &amp; Due Process</a>
Sexual Harassment	Page 48-49 (PDF), <a href="#">Academic Policies &amp; Procedures - Sexual Harassment</a>
Refund of Fees	Page 23 (PDF), <a href="#">Admission Information - Refund Schedule</a>
<b>Locations or Publications Where Other Policies May be Found</b>	
N/A	

E. Appendix 2: Organizational Structure

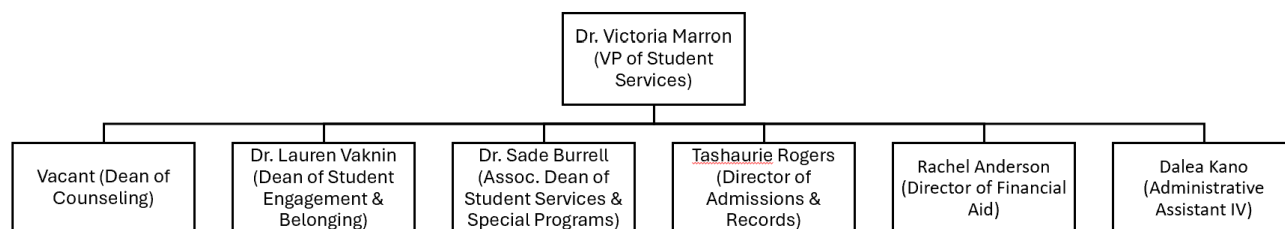
Cuyamaca College  
Organizational Chart: President’s Office & Direct Reports



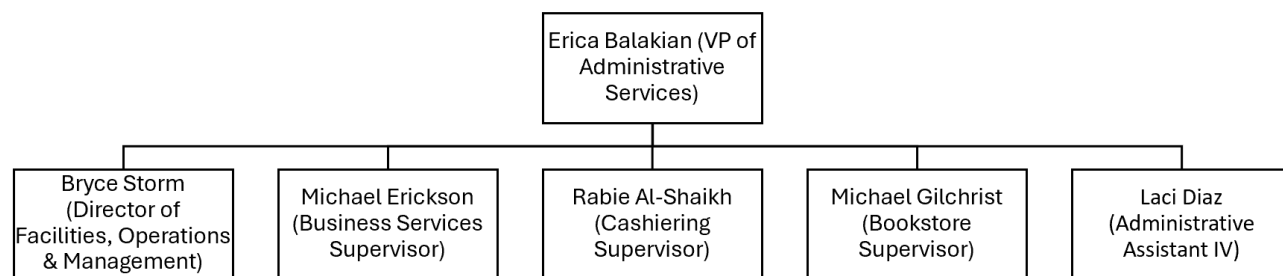
Cuyamaca College  
Organizational Chart: Instruction



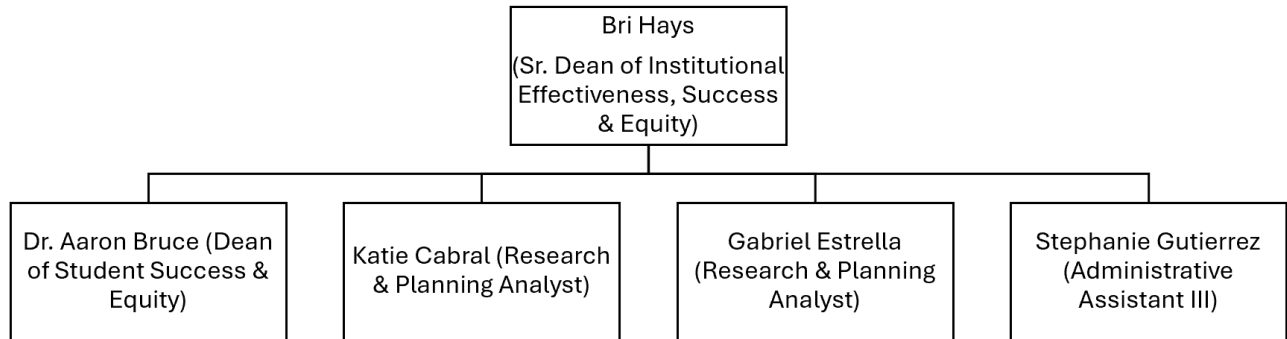
## Cuyamaca College Organizational Chart: Student Services



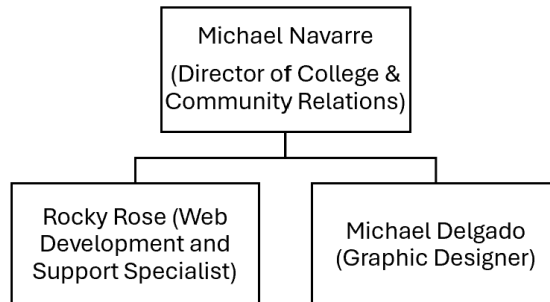
## Cuyamaca College Organizational Chart: Administrative Services



## Cuyamaca College Organizational Chart: Institutional Effectiveness, Success & Equity



## Cuyamaca College Organizational Chart: College & Community Relations



## GCCCD Organizational Chart: Chancellor's Office & Direct Reports

