



C U Y A M A C A
· C O L L E G E ·

Follow-Up Report

Submitted by:

Cuyamaca College
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El Cajon, CA 92019

Submitted to:

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

October 15, 2014

FOLLOW-UP REPORT CERTIFICATION PAGE

Date: October 15, 2014

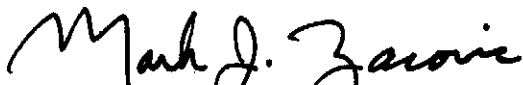
To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Dr. Mark J. Zacovic, President
Cuyamaca College
900 Rancho San Diego Parkway
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This Follow-Up Report is submitted to the ACCJC to document Cuyamaca College's resolution of deficiencies as requested in the February 7, 2014, letter of reaffirmation from the Commission. The college certifies that all Eligibility Requirements, Accreditation Standards, and Commission Policies are met, and affirms the institution will sustain the changes and improvements as noted.

I certify that there was broad participation by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:



Dr. Mark J. Zacovic, President, Cuyamaca College



Mr. Bill Garrett, President, Board of Trustees, Grossmont-Cuyamaca Community College District



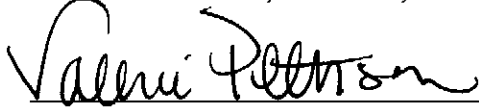
Dr. Cindy L. Miles, Chancellor, Grossmont-Cuyamaca Community College District



Dr. Wei Zhou, Accreditation Liaison Officer and Vice President, Instruction



Ms. Alicia Muñoz, President, Academic Senate, 2014-2016



Ms. Valerie Peterson, Member-at-Large, Classified Senate



Ms. Elsa Hernandez, President, Associated Student Government of Cuyamaca College

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REPORT PREPARATION

Cuyamaca College's accreditation was reaffirmed by the Accrediting Commission for Community and Junior Colleges (ACCJC) on the basis of a comprehensive evaluation that took place in October 2013. In the ACCJC action letter dated February 7, 2014, a Follow-Up Report was requested to address three recommendations to correct deficiencies, followed by a visit of Commission representatives, in October 2014.

Cuyamaca College submits this Follow-Up Report, following Grossmont-Cuyamaca Community College District (GCCCD) Governing Board approval on September 9, 2014 (RP-1), to the Commission. The recommendations identified in the October 2013 External Evaluation Report which this Follow-Up Report is addressing are:

1. Recommendation 6: Curriculum Review
2. Recommendation 7: Staffing Plans
3. Recommendation 8: Human Resources

Cuyamaca College's college-wide participatory governance committee, the Cuyamaca College Council (CCC), held its initial discussion of the Commission recommendations on February 11, 2014 (RP-2), following receipt of the Commission's letter reaffirming Cuyamaca College's accreditation (RP-3). Writing teams composed of individuals who participated in the Self-Evaluation Report were formed to begin the process of evaluating all of the recommendations and in particular, responding to the three recommendations in the Follow-Up Report as requested by the Commission. During spring 2014, the writing teams worked to gather information and data for the Follow-Up Report as well as to examine college procedures and practices that needed to improve in order to become fully compliant with the three noted recommendations and the related standards. At its meeting on March 13, 2014, the District Accreditation Coordinating Council (DACC) (RP-4) discussed the recommendations that were common to Grossmont and Cuyamaca Colleges and agreed to work together to address the common recommendations, 7 and 8.

The Follow-Up Report was developed in collaboration with District Accreditation Coordinating Council (DACC), Academic Senate, and Accreditation Steering Committee, and progress reports were shared with Cuyamaca College Council (CCC), Administrative Council, President's Cabinet, Student Success & Basic Skills Committee (SS&BSC), Instructional Council (IC), Instructional Program Review & Planning Committee (IPR&PC), and at college-wide open forums.

Follow-Up Report Authors

Recommendation	Writing Team Members/Job Title
<p><u>Recommendation 6: Curriculum Review</u> In order to meet the Standards, the team recommends that the College implement an ongoing, systematic review process of course outlines to ensure currency and relevancy for all disciplines (Standard II.A.2.e.).</p>	<p><i>Dr. Teresa McNeil</i>, Counselor and Articulation Officer <i>Ms. Alicia Muñoz</i>, Accreditation Co-Chair and Academic Senate President <i>Mr. Pat Setzer</i>, Dean of Arts, Humanities, and Social Sciences and 2013 Self-Evaluation Co-Chair <i>Dr. Wei Zhou</i>, Vice President of Instruction and Accreditation Liaison Officer</p>
<p><u>Recommendation 7: Staffing Plans</u> In order to meet the Standards, the team recommends that the College assess and analyze the level and diversity of its full-time faculty and staff. It further recommends that the College use the results of that assessment to develop, adopt, fund, and implement long-range staffing and resource allocation plans that will ensure a sufficient number of qualified, diverse, full-time faculty and staff to foster the institution's mission and purposes, assure the integrity and quality of its programs, and maintain services to students (Standard III.A.2, III.A.4.b., III.A.6, IV.B.3.c).</p>	<p><i>Ms. Alicia Muñoz</i>, Accreditation Co-Chair and Academic Senate President <i>Mr. Christopher Tarman</i>, Senior Dean of Research, Planning, & Institutional Effectiveness <i>Dr. Mark Zacovic</i>, President <i>Dr. Wei Zhou</i>, Vice President of Instruction and Accreditation Liaison Officer</p>
<p><u>Recommendation 8: Human Resources</u> In order to meet the Standards, the team recommends that the District and the College include, as a required component of formal evaluations of faculty and others directly responsible for student progress toward achieving stated student learning outcomes, a means to evaluate effectiveness in producing those outcomes (Standard III.A.1.c).</p>	<p><i>Ms. Alicia Muñoz</i>, Accreditation Co-Chair and Academic Senate President <i>Mr. Christopher Tarman</i>, Senior Dean of Research, Planning, & Institutional Effectiveness <i>Dr. Wei Zhou</i>, Vice President of Instruction and Accreditation Liaison Officer</p>

Assistance Provided By	Team Members/Job Title
<p>Report Preparation Assistance:</p>	<p><i>Mr. Dave Francis</i>, Graphic Design <i>Dr. Tammi Marshall</i>, TracDat/SLO Coordinator and 2013 Self-Evaluation Co-Chair <i>Ms. Gwen Nix</i>, Assistant to the Vice President of Student Services <i>Ms. Debi Ridulfo</i>, Assistant to the Vice President of Instruction <i>Dr. Arleen Satele</i>, Vice President Administrative Services <i>Dr. Scott Thayer</i>, Vice President Student Services <i>Ms. Valeri Wilson</i>, President's Assistant</p>

RESPONSE TO THE COMMISSION ACTION LETTER

College Recommendation 6:

Curriculum Review (Correct Deficiency)

In order to meet the Standards, the team recommends that the College implement an ongoing, systematic review process of course outlines to ensure currency and relevancy for all disciplines (II.A.2.e.).

Response to Recommendation 6

Description of Steps Taken to Address the Recommendation:

Cuyamaca College has long had a well-organized system of notifying faculty chairs and coordinators about the status of courses under their purview through the curriculum review process. An official Course Master List (R6-1) is maintained by the Office of Instruction and is disseminated widely at the start of each academic year to all chairs, coordinators, deans, and the Vice President of Instruction, and is posted to the college's intranet. In addition to identifying the title, discipline, and unit values for each course, the Course Master List also provides the dates when courses were first approved by the Curriculum, General Education and Academic Policies and Procedures Committee (Curriculum Committee) as well as the date when they were last reviewed for currency and relevancy.

As the college engaged in a comprehensive systematic review of institutional effectiveness, it became apparent that notifying faculty of the status of their courses was not enough to ensure a cyclical and timely review of course outlines. As a result, during the spring 2013 semester, the Curriculum Committee began developing a plan to formalize and institutionalize a regular, systematic review of all course outlines. This work unfolded in tandem with Cuyamaca College's Accreditation Self-Evaluation Report that was being prepared as part of the college's comprehensive evaluation, which culminated in a site visit in October 2013. Furthermore, because the college itself recognized that implementation of an ongoing, systematic review process of course outlines was an area for improvement, regular curriculum review was identified as an Actionable Improvement Plan in Standard IIA.2.e of the Self-Evaluation Report (page 134).

In a proactive nod to best practice, the Curriculum Committee determined that a five-year review cycle of course outlines would be preferable for Cuyamaca College in order to demonstrate best practice in curriculum review and articulation with specific criteria for C-ID approval. The Curriculum Committee, with the support of the Academic Senate (see minutes for September 12, 2013 (R6-2)), decided that it was important to institute a process that had clear consequences if courses were not reviewed regularly.

During spring and summer of 2013, members of the Curriculum Committee, with the support of the Vice President of Instruction, developed a Five-Year Curriculum Review Cycle Process (R6-3). This process was approved by the Curriculum Committee on September 17, 2013 (R6-4) and by the Academic Senate on September 26, 2013 (R6-5), and presented to IC on October 7, 2013 (R6-6).

The Five-Year Curriculum Review Cycle Process comprises the following components:

1. *At the beginning of each academic year, Instructional Operations will prepare and distribute a list of all courses that have not been reviewed for four or more years;*
2. *The Curriculum Committee will designate a member of the committee to work with discipline faculty who need to update course outlines over the ensuing academic year;*
3. *Those courses on the four-year list that are not updated by the end of the academic year will remain in the college catalog and on the master course list, but departments will not be allowed to offer them after the fall semester of the next academic year;*
4. *Once a course has been removed from the schedule due to lack of review of its outline, discipline faculty will have one additional year to either delete or update the course;*
5. *Any course that has not been updated by discipline faculty in the year following its removal from the schedule may be considered for deletion by the Curriculum Committee; and*
6. *The Curriculum Committee has been authorized by the Academic Senate to delete any course that has not been updated in the year following its removal from the schedule due to lack of revision. (R6-3)*

As of the date of this report, the college has made significant progress towards full compliance with the Five-Year Curriculum Review Cycle Process:

- Out of 727 currently active courses at the college, 188 were reviewed during the 2012-13 academic year. (R6-1)
- During the 2013-14 academic year, 306 courses were reviewed. (R6-1)
- In fall 2014 to date, 60 courses have been reviewed. (R6-7, R6-8, R6-9)
- By the end of the 2014-15 academic year, 100% of Cuyamaca College courses will be current with the Five-Year Curriculum Review Cycle Process, thus bringing the college into full compliance with Standard II.A.2.e and Recommendation 6.

In summary, since fall 2013, Cuyamaca College has had an on-going, systematic process of reviewing courses to ensure currency and relevancy for all disciplines. The process has clear consequences for courses not reviewed at least every five years. Implementation of this organized review process has resulted in an enthusiastic response by faculty members, as demonstrated by the large number of courses being reviewed.

Self Evaluation:

The college continues to develop and implement an ongoing, systematic review process of course outlines as indicated in the response to Recommendation 6, with coordination and direction by the college administration and the Curriculum Committee. Based on these actions, the college has addressed the recommendation and meets the referenced accreditation standard, and affirms that the improvements will be sustained.

Actionable Improvement Plan:

The college has no additional plan since the actions described above fully address Recommendation 6.

College Recommendation 7:

Staffing Plans (Correct Deficiency)

In order to meet the Standards, the team recommends that the College assess and analyze the level and diversity of its full-time faculty and staff. It further recommends that the College use the results of that assessment to develop, adopt, fund, and implement long-range staffing and resource allocation plans that will ensure a sufficient number of qualified, diverse, full-time faculty and staff to foster the institution's mission and purposes, assure the integrity and quality of its programs, and maintain services to students (Standard III.A.2, III.A.4.b, III.A.6, IV.B.3.c).

Response to Recommendation 7

Description of Steps Taken to Address the Recommendation:

Maintaining and improving full-time to part-time faculty staffing ratios, as well as having robust and effective numbers of classified staff and administrators, have always been and continue to be high priorities for Cuyamaca College. Implementing and maintaining these desired levels of staffing have been challenging for Cuyamaca College because of the impact of the state's financial crisis on the college budget. The attrition of employees due to restructuring, resignations, and retirements that the institution might normally experience was exacerbated by Early Retirement Incentives (ERIs) offered by the district in 2009 and 2012. While the ERIs were fiscally prudent for the times, 24 Cuyamaca College employees availed themselves of the ERI, including 11 faculty, 8 classified, and 5 administrators. (The current contract employee headcount for Cuyamaca College is approximately 210.) The trifecta of staff attrition, program growth and budget contraction has been particularly challenging for a college the size of Cuyamaca. Hiring that has occurred in the last few years has not been at the pace needed to keep abreast of staffing losses. Our sister college has faced much the same challenge, as have many colleges across the state.

Additionally, because of the profound challenges that community colleges are facing as a result of student success mandates, coupled with the need to position qualified staff in both instruction and student services to meet student needs, GCCCD decided that a comprehensive staffing analysis would assist the two colleges and the district in developing long-range staffing plans. As a result, GCCCD selected a consulting firm, the Collaborative Brain Trust (CBT) (R7-1), to work with the district and the two colleges in spring 2014 to analyze and assess the staffing levels at each of the three sites (District Services, Cuyamaca College, and Grossmont College) and develop long-term staffing plans.

The project began in earnest on April 25, 2014 when the District Accreditation Coordinating Council (DACC) met (R7-2) to discuss the parameters and schedule of the work, and provide guidance for the consultants. On April 28 and 29, 2014 (R7-4) the consultants came to the district and to the colleges to meet with various constituent groups to discuss the project and to seek district-wide input on which colleges should be used as comparisons for each site. The Chancellor's Extended Cabinet had the opportunity to meet separately with the consultants for a similar discussion on April 28, 2014 (R7-3).

The Chancellor's Extended Cabinet is comprised of district-wide executive administrators as follows:

District:

Chancellor (*Cindy Miles*)

Vice Chancellor Business Services (*Sue Rearic*)

Vice Chancellor Human Resources (*Tim Corcoran*)

Associate Vice Chancellor Advancement & Communications (*John Valencia*)

Associate Vice Chancellor Business Services (*Sahar Abushaban*)

Director Employee and Labor Relations (*Vacant*)

Cuyamaca College:

President (*Mark Zacovic*)

Vice President Administrative Services (*Arleen Satele*)

Vice President Instruction (*Wei Zhou*)

Vice President Student Services (*Scott Thayer*)

Grossmont College:

President (*Sunita Cooke*)

Vice President Administrative Services (*Tim Flood*)

Vice President Academic Affairs (*Katrina VanderWoude*)

Vice President Student Services (*Chris Hill*)

Resources as needed:

Senior Dean, Research, Planning and Institutional Effectiveness (*Christopher Tarman*)

Director, Communications and Public Information (*Anne Krueger*)

DACC committee composition consists of the following representatives from each college: President, Accreditation Liaison Officer, and Accreditation Co-Chair, along with the Chancellor, Vice Chancellor of Business Services, Senior Dean of Research, Planning & Institutional Effectiveness, Classified Senate President, and resources as needed.

Following the initial meeting with the district and college executive leadership and the constituency group leadership, the consultants spent approximately two hours on each of the three sites (District Services, Cuyamaca College, and Grossmont College) and met with the executive team and with participatory governance councils responsible for making recommendations to the college presidents regarding staffing needs.

Specifically, the consultants met with the Cuyamaca College Council (CCC) and with the President's Cabinet (President, Vice Presidents of Instruction, Student Services, and Administrative Services) on April 29, 2014 (R7-5). Through a standing meeting of the Administrative Council, a separate invitation was extended to Administrative Council members to attend the Staffing Plan Workshop (R7-6) to discuss the approach and the stages of the project.

As explained by the consultants, their assignment was to produce a comparative staffing analysis for Cuyamaca College using three colleges that are similar in size and characteristics (Contra Costa, Folsom Lake, and Oxnard Colleges). The analysis would include a five-year historical overview of the diversity and staffing levels to identify current gaps and future needs resulting from projected resignations, retirements, and advancements within the institution. The study was completed in fall 2014 (R7-7) and presented to CCC on September 23, 2014 (R7-8).

As a result of further discussions and in response to comments made at the meetings with the consultants in April, the specifics of the work were refined. The Chancellor's September 29, 2014 district-wide email message (R7-21) provides an excellent summary of the work and its phasing. It was particularly important to Cuyamaca College that the issues of staff diversity, as noted in Recommendation 7, be addressed in the work, and they are. The consultants anticipate completing their work in spring 2015.

Simultaneously, the college has made great efforts to promote diversity and equity in hiring practices. The Vice Chancellor of Human Resources presented at the Academic Senate meeting on March 27, 2014 (R7-9), outlining a series of workshops entitled "Hiring Smart," designed to provide information regarding current best practices in interviewing and hiring job applicants to future selection committee members. The workshops were presented at Cuyamaca College on February 11, March 21, April 11, May 22 and June 13, 2014 (R7-10, R7-11), and were very well attended.

The college has also taken great strides to increase the diversity among full-time faculty. Since fall 2013, 57% of the college's newly hired tenure-track faculty members come from diverse backgrounds (minorities and persons with disabilities).

In conjunction with the development of the Comparison of Staffing Levels report and the workforce planning projects, the college continues to work with the district and Grossmont College on the income allocation formula through the Budget Allocation Taskforce (BAT) (R7-12). The BAT's charge is to analyze the current formula and create a revised model that incorporates data generated by (1) Enrollment Projection Studies; (2) FTES Restoration Forecasts; (3) the Comparison of Staffing Levels report; and (4) other relevant data sources. The objective is to allow the college to effectively carry out its mission (R7-13) by implementing an updated income allocation model (R7-14) using indicators (R7-15) to assess equitability and adequacy of budgets as they relate to the workforce planning projects. The philosophy behind the income allocation model is that it will be strategic, transparent, clear, and collaborative. The model will facilitate the district's Mission and Goals (R7-16) and the college's Mission and Goals (R7-13), and will seek to integrate and to implement district and college Strategic Planning Objectives (R7-17).

TIMELINE FOR STAFFING ANALYSIS AND STRATEGIC STAFFING PLAN

Project Identified

October 2013 Accreditation External Evaluation Team Site Visit
April 2014 CBT hired

Phase I—Comparison of Staffing Levels (Project 1) (R7-18)

May 2014 CBT identified comparison colleges
Summer 2014 CBT conducted study
August 2014 CBT presented the Comparison of Staffing Levels findings
September 2014 Findings presented to and reviewed by college leadership

Phase II—Comprehensive workforce planning projects (R7-19, R7-20)

October 2014 CBT hired for two separate, concurrent, workforce planning projects

Spring 2015 **Project 2: Strategic Human Resources Process for Staffing and Retention**

- Comprehensive human resource processes plan completed
- Findings presented to and reviewed by college leadership

Spring 2015 **Project 3: Strategic Staffing Plan**

- Comprehensive workforce plan completed
- Findings presented to and reviewed by college leadership
- Strategic Staffing Plan approved by the Governing Board
- Resource allocation for the Strategic Staffing Plan considered by District Strategic Planning & Budget Council (DSP&BC)

As noted previously, on September 29, 2014 the GCCCD Chancellor sent a district-wide message via e-mail (R7-21) that included the status of the development of Project 2—Strategic Human Resources Process for Staffing and Retention, and Project 3—Strategic Staffing Plan. The Chancellor highlighted the expectations and next steps for the consulting firm for the development of the comprehensive workforce plans. The documents related to this project are readily accessible to college and district employees on the district Intranet.

Self Evaluation:

The college continues to develop and implement the response to Recommendation 7 in coordination with the district administration. The college has participated fully in the district's planning process and implementation timeline and has a clear goal to complete its staffing plan within a reasonable time frame.

Actionable Improvement Plan:

The college will continue to work with all constituency groups by reviewing the Comparison of Staffing Levels Final Report as one source of data, to move toward developing, adopting, funding, and implementing, with the assistance of the CBT Consultants, a long-range Strategic Staffing Plan. Additionally, the college and district leadership will research and identify resources that will ensure a sufficient number of qualified, diverse, full-time faculty and staff members, and develop a funding plan for implementation. The goal is to complete the plan development work in spring 2015, and to begin implementation in the 2015-16 academic year.

College and District Recommendation 8:

Human Resources (Correct Deficiency)

In order to meet the Standards, the team recommends that the District and the College include, as a required component of the formal evaluations of faculty and others directly responsible for student progress toward achieving stated student learning outcomes, a means to evaluate effectiveness in producing those outcomes (Standard III.A.1.c).

Response to Recommendation 8

Description of Steps Taken to Address the Recommendation

Cuyamaca College places inclusion and evaluation of Student Learning Outcomes (SLOs) into the curriculum as a top priority. Processes and procedures that evaluate student progress in achieving stated SLOs have been clearly identified through the college's institutional effectiveness planning processes, which include the instruction, student services, administrative services, and executive office units.

Cuyamaca College faculty members actively use SLOs in measuring and evaluating student learning and in making changes for improvement. Faculty include course-level SLOs in their course syllabi and the official course outlines of record. The "Methods of Evaluation" section of the official course outline specifically describes which tools will be used to evaluate student achievement of these outcomes. The Faculty Handbook provides guidance and gives examples to assist faculty in meeting these requirements (pages 6, 27-32) (R8-1, examples: R8-2, R8-3, R8-4, R8-5).

By integrating the assessment of SLOs throughout the curriculum and program review processes, the college is able to evaluate effectiveness in producing those learning outcomes. This integration supports and exemplifies the connection between SLO assessment and the improvement of instruction.

As a result of contract negotiations this fall, the American Federation of Teachers (AFT) and the Grossmont-Cuyamaca Community College District reached agreement to include language on the faculty evaluation form that addresses SLO assessment. The evaluation form requires each faculty member to confirm his/her role in the SLO assessment process. The evaluation form (R8-6) will specifically state: *"I have participated in the assessment of student learning outcomes and in discussions with colleagues about using the information to improve teaching and learning."* All full-time and part-time faculty being evaluated will complete this section. This language was agreed upon through a collaborative effort between the AFT, the GCCCD Academic Senates, and the district.

Instructional deans and vice presidents are also evaluated based on their roles in promoting student success through their efforts to support student learning. For example, instructional deans are expected to *"Lead in ensuring the College meets ACCJC standards on student learning outcomes, program review and planning,"* and the Vice President of Instruction is expected to *"Bring the college up to required standards for SLO and SLO Assessment."*

At the executive level, board policies and administrative procedures regarding the Governing Board Self-Evaluation (BP/AP 2745) (R8-7, R8-8, R8-9, R8-10) and the performance evaluations the Chancellor (BP/AP 2435) (R8-11, R8-12, R8-13, R8-14) and the college president (BP/AP 7112) (R8-15, R8-16, R8-17), include a component that discusses his/her contributions to improving student learning. For example, the annual performance feedback questionnaire for the college president, which is distributed college- and district-wide, has three areas of focus that are directly related to student learning outcomes:

1. *“The president engages in dialogue about continuous improvement outcomes and processes.*
2. *The president supports a planning and evaluation process that promotes institutional effectiveness and student learning.*
3. *The president understands the accreditation process and accepts responsibility for implementation of its recommendations.”*

Finally, the Governing Board Members also evaluate their contributions to student learning by regularly seeking input from internal and external constituents. A portion of the board self-evaluation includes a focus on quality educational programs and student success.

Self Evaluation:

The college has addressed and resolved the associated deficiencies. Recommendation 8 is met for faculty, educational managers, executives, the Chancellor, and the Governing Board in their collective responsibility for student learning. The college will continue to be diligent in sustaining the improvements.

Actionable Improvement Plan:

The college has no additional plan since the actions described above fully address Recommendation 8.

Evidence List

Evidence No. Description

Report Preparation - Evidence

RP-1 Governing Board Approval September 9, 2014
RP-2 CCC Minutes February 11, 2014
RP-3 ACCJC Reaffirming Letter February 7, 2014
RP-4 DACC Agenda & Minutes March 13, 2014

Recommendation 6 Correct Deficiency- Evidence

R6-1 Course Master List
R6-2 Academic Senate Minutes September 12, 2013
R6-3 Five-Year Curriculum Review Cycle Process
R6-4 Curriculum Minutes September 17, 2013
R6-5 Academic Senate Minutes September 26, 2013
R6-6 IC Minutes October 7, 2013
R6-7 Curriculum Agenda October 7, 2014
R6-8 Curriculum Minutes September 16, 2014
R6-9 Curriculum Minutes September 2, 2014

Recommendation 7 Correct Deficiency- Evidence

R7-1 Collaborative Brain Trust Contract
R7-2 DACC Minutes April 25, 2014
R7-3 Extended Cabinet Joint Meeting w/ CBT Minutes April 28, 2014
R7-4 District Email April 29, 2014
R7-5 CCC Meeting April 29, 2014
R7-6 Administrative Council Minutes April 22, 2014
R7-7 GCCCD Comparison of Staffing Levels
R7-8 CCC Agenda September 23, 2014
R7-9 Academic Senate Minutes March 27, 2014
R7-10 Hiring Smart Presentation
R7-11 Hiring Smart Workshop Schedule
R7-12 BAT Charge
R7-13 Cuyamaca College Mission & Goals
R7-14 BAT Resource Allocation Models
R7-15 BAT Resource Allocation Indicators
R7-16 District Mission & Goals
R7-17 District & College Strategic Planning Objectives
R7-18 Phase I—GCCCD Comparison of Staffing Levels (Project 1)
R7-19 Phase II—Strategic Human Resources Process for Staffing and Retention (Project 2)
R7-20 Phase II—Strategic Staffing Plan (Project 3)
R7-21 District Email September 29, 2014

Evidence No. Description

Recommendation 8 Correct Deficiency- Evidence

R8-1	Faculty Handbook (pages 6, 27-32)
R8-2	Example: LTR Course Syllabus & Outline
R8-3	Example: MSE Course Syllabus & Outline
R8-4	Example: AHSS Course Syllabus & Outline
R8-5	Example: CTE Course Syllabus & Outline
R8-6	Faculty Evaluation – Draft
R8-7	BP 2745, AP 2745
R8-8	Board Evaluation Survey External
R8-9	Board Evaluation Survey Internal
R8-10	Board Evaluation Survey Summary
R8-11	BP 2435, AP 2435
R8-12	Chancellor Evaluation External
R8-13	Chancellor Evaluation Internal
R8-14	Chancellor Evaluation Summary
R8-15	BP 7112, AP 7112
R8-16	Performance Feedback Questionnaire
R8-17	President Evaluation Summary