

CUYAMACA COLLEGE

MIDTERM REPORT

October 15, 2004

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Responses to Team Recommendations

STANDARD TWO: INSTITUTIONAL INTEGRITY

Recommendation:

The college diversity policy and practices should align directly with district diversity goals, as noted in the District Strategic Plan, and that faculty and instructional administrators foster diversity awareness training opportunities for all college personnel, particularly instructional faculty.

Status: Ongoing

Response:

To address the goals of diversity outlined in the district's plan, the college will incorporate in its Annual Implementation Plan and on an ongoing basis activities that address the following specific points derived from the district's diversity goals as stated in the district strategic plan:

- To embrace the diversity of the changing population,
- To enhance teaching and learning strategies designed to meet students' diverse learning styles,
- To ensure that the district faculty and staff reflect the community service area,
- To infuse global perspective into educational programs and services.

The district intends to proceed to update its diversity plan despite the absence of guidelines and model plans from the State Chancellor's Office.

To this end, the college's Staff Development Committee planned, organized, and conducted five diversity workshops for Staff Development Week in spring 2004. Some workshops were designed to assist faculty in better incorporating diversity issues in their classroom and other workshops were designed to foster a general sensitivity and appreciation of diversity on the campus as a whole and in the hiring process. Workshop presenters included faculty and classified staff. It is anticipated that diversity training will be continued as an integral part of future staff development programs.

STANDARD THREE: INSTITUTIONAL EFFECTIVENESS

Recommendation:

The college should develop a Master Plan for Student Services that focuses on broad participation of Student Services staff, faculty and students and integrates research into planning and evaluation. The college should ensure that planning by

Student Services is integrated with instructional and administrative services to address common issues affecting all units.

Status: In process

Response:

The Student Services Division held a retreat in fall 2003 to begin the process to develop a comprehensive plan that will enable the division to strategically plan for services that will promote student achievement and success and collaboration with instructional programs for the next four years. The Student Services Master Plan will incorporate the division's three-year planning process. In addition, program review and evaluation data, along with divisional priorities will be integrated with the college's Strategic Plan and new accreditation student learning outcomes standards.

In spring 2004, the college formed a Student Services Master Plan Committee. This shared governance group will have official oversight responsibilities for development of the Student Services Master Plan and will also monitor ongoing progress. It is anticipated that the Student Services Master Plan will be completed in early fall 2004.

STANDARD SIX: INFORMATION AND LEARNING RESOURCES

Recommendation:

The college should develop and implement systematic planning, policies and procedures which will ensure the annual enhancement of a core book collection from a stable funding source.

Status: Ongoing

Response:

For the 2003-04 fiscal year, the college allocated \$10,000 from the general fund as a baseline budget to support the library book collection. This action created a budget line item in the unrestricted general fund account, a stable funding source. The college will incrementally increase the library baseline book budget each year until the collection size is adequate to meet the needs of students.

The development of the library core book collection is the number one priority in the library's Academic Master Plan which has been presented to the college Academic Master Plan Committee. The faculty and staff have formulated a collection development plan to address faculty and student needs. This plan is based on institutional data summarizing the number of instructional courses and the number of students supported through the library collection; a description of the book collection based on publication dates; and the State Minimum Standards for Community College Book Collections (Title 5, sec. 58724).

STANDARD SEVEN: FACULTY AND STAFF

Recommendation:

A. The college and district should ensure that formal evaluation of part-time faculty be completed in a timely manner, with consideration for maintaining appropriate protections for faculty and students as embedded in current practices.

Status: Completed

Response:

The Office of Instructional Operations has collaborated with chairpersons, program coordinators, and division deans to implement procedures to facilitate the completion of part-time faculty evaluations, including but not limited to, enhanced evaluation scheduling, sign-off procedures, follow-up activities and improved evaluation monitoring. In the past, district practices for contract management precluded the return of evaluations in the semester in which these were conducted to protect student confidentiality. Beginning in spring 2004, with the concurrence of district Human Resources, return of faculty evaluations has been expedited. The college is working towards the goal of returning evaluations to faculty in the term in which they were conducted.

In spite of this improvement in procedures, it is still a challenge to administer and complete all evaluations. One factor is the bargaining agreement provision that establishes complicated tracking requirements based on separate course preparations. As well, due to budget constraints, an approved Evaluations Clerk position that would facilitate the timely completion of all evaluations has been "frozen."

Recommendation:

B. Find effective ways to facilitate participation in appropriate staff development activities for more classified staff and part-time faculty.

Status: Ongoing

Response:

The Staff Development Committee has worked to ensure the participation of increased numbers of staff and part-time faculty. Ongoing efforts to facilitate participation have included the following activities: 1) disseminating information regarding staff development opportunities via hard copy, e-mail, online and by word of mouth; 2) providing more workshops for adjunct faculty, including a restructured part-time faculty orientation; 3) encouraging supervisors to release classified personnel to attend staff development activities; 4) meeting with the Instructional Council to inform its members of available staff development opportunities and to encourage chairpersons and coordinators to relay this information to their adjunct faculty members.

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Summary Discussion of Self-Identified Issues

Since Cuyamaca College's accreditation review in 2001, the college's self-identified issues have been diligently reviewed and significant progress has been made in implementing action plans to address these areas. Those issues that are unfinished continue to be addressed. The college's progress to date is reported in this section using ten accreditation standards. These areas are as follows:

1. Institutional Mission
2. Institutional Integrity
3. Institutional Effectiveness
4. Educational Programs
5. Student Support & Development
6. Information & Learning Resources
7. Faculty & Staff
8. Physical Resources
9. Financial Resources
10. Governance & Administration

Each of the following 72 self-identified issues is described in terms of outcomes.

1. INSTITUTIONAL MISSION

Action Plan:

1. Any changes in the district's mission statement will be reflected and published by the Innovation and Planning Council (IPC) as part of the planning cycle of the college.

Status: Completed

In spring 2003, the district's mission statement was reviewed and modified by the district's Strategic Planning and Budget Committee. Subsequent to the revision of the district's mission statement, Cuyamaca College's Innovation and Planning Council began its strategic planning process for the 2004-10 plan. This process began with a review of the new district mission statement, which also serves as the mission statement of Cuyamaca College.

The college's Strategic Plan 2004-10 is in alignment with the new district mission statement.

Action Plan:

2. Once a new mission statement is approved, the Innovation and Planning Council (IPC) will use it to guide the development and adoption of a set of college values and a new Strategic Plan for the three-year cycle, from 2001 to 2004. (Currently working on 2004-2010).

Status: Completed

The new mission statement has been used to guide the development of the college's new Strategic Plan 2004-10 and to set the college's values, areas of focus and future activities.

The Innovation and Planning Council in a special planning retreat, reviewed the revised mission statement and data from an environmental scan to begin the process for developing the college's Strategic Plan 2004-10.

2. INSTITUTIONAL INTEGRITY

Action Plan:

3. The Academic Senate will develop and implement a plan to ensure that all written policies concerning academic freedom and the integrity of the teaching-learning process are integrated into a single document that will be disseminated throughout the college community. During Staff Development Week, a workshop led by representatives from the Academic Senate will be held to inform interested parties about the college's policies on academic freedom.

Status: In Progress

The Academic Senate is in the process of revising the Faculty Handbook. This handbook will be the main dissemination tool for all written policies pertaining to academic freedom and the integrity of the teaching-learning process. The handbook will be reviewed with faculty at staff development workshops held at the beginning of each semester thus affording faculty the opportunity to become familiar with the contents of the handbook.

In addition, the Academic Senate will conduct workshops during Staff Development Week of each semester to inform interested parties about the college's policies on academic freedom.

Action Plan:

- 4A. To increase the students' sensitivity to diversity issues, College Hour programs will be presented to highlight diversity. The hosts of these events will, whenever possible, introduce and wrap-up the event with commentary and discussion designed to increase sensitivity to diversity issues. Faculty will be asked to

encourage students to attend these events by creating special assignments related to the event. These special events will be listed and schedules will be updated regularly on the college Web site.

Status: Ongoing

During the fall 2003 and spring 2004 semesters, several College Hour events which were designed to increase students' sensitivity to diversity were conducted. The college's goal is to acquaint as many students as possible with the variety of cultures represented by current students on campus. Included in these workshops are speakers and facilitators who address common stereotypes in an effort to promote a better understanding of cultures. Preparations are currently underway for College Hours highlighting the Chaldean, Native American, and Latino cultures. Additional activities will be planned to celebrate Black History and Women's History Month.

Activities will be promoted campus wide and faculty will be encouraged to offer extra credit for students who participate. These events will be maintained on the college Web site.

In addition, the Student Service administrators developed a series of retreats focusing on diversity. Topics have focused on the Chaldean and Chicano communities. It is anticipated that the emphasis on diversity will be continued in the college staff development program.

Action Plan:

- 4B. Staff Development will host a workshop that trains faculty and staff on facilitating diversity issues in the classroom.

Status: Ongoing

The Staff Development Committee organized and conducted faculty and staff workshops on how to incorporate diversity issues in the classroom. These workshops were held during spring Staff Development Week and throughout the spring 2004 semester. Diversity training will be continued as a regular segment of the staff development program.

Action Plan:

- 4C. The college will strongly encourage diversity training for all hiring committee members.

Status: Ongoing

District hiring procedures require training for committee members regarding district diversity goals and information about the organizational faculty/staff

composition. Beyond this effort, diversity training for committee members that would include diversity awareness and topics on intercultural communication is strongly encouraged. During the 2002-03 and 2003-04 academic years, budget constraints limited hiring of tenure-track faculty. Consequently, there has existed no opportunity for implementing this action recently.

Action Plan:

5. The college will develop a process to ensure that the college Web site is up-to-date and accurately maintained.

A system will be devised and implemented which will allow user-friendly access to all district and college publications located on the network drive.

Status: Ongoing

There is increasingly more interest in the use of the college Web site for a variety of communication and operational functions. From May 2002 through July 2003, a district-wide Web Standards Committee addressed the issue of aligning the three sites - district, Grossmont College and Cuyamaca College - so that navigation would be consistent for users from site to site. In the process, the sites were all redesigned, and ease of use improved with three new home pages going "live" in July 2003. The committee continues to meet regularly to ensure that the sites are improved. The district Director of Information Systems chairs this committee.

The Web and Technology Support Specialist serves in the Teaching and Learning Center (TLC). The TLC staff has identified and trained individuals, representing most college departments, to create and update web pages. The benefit of this process is that the actual content experts, rather than the Web and Technology Support Specialist (W&TSS), are responsible for the accurate maintenance of their web pages.

Approximately 80% of the new web pages, or those converted to the new formats, use one of the new templates available in the TLC. Web pages are continually checked to ensure they are up-to-date regarding Americans with Disabilities Act (ADA) Section 508 compliance (electronic format).

The standards developed by the Web Standards Committee will help to ensure that the design of each web page is carried out in a systematic and routine fashion. In addition, the district is investigating converting the college Web site to a logical directory structure, which will streamline the site, making it more efficient and easier to maintain.

3. INSTITUTIONAL EFFECTIVENESS

Action Plan:

6. & 7. Improve distribution of information to faculty and staff regarding the research request process. In consultation with potential users, review and clarification of the research request form is recommended.

Status: Completed.

The Research Request process is regularly disseminated to the college community via the Office of Instruction start-of-the-semester bulletins. In addition, a representative from the district Office of Institutional Research and Planning makes an annual presentation on this procedure to members of the college's Instructional Council (which includes all chairpersons and coordinators).

A staff development workshop was offered in spring 2004, and will be offered on an annual basis (fall semesters) featuring district reports and services provided by the Office of Institutional Research and Planning. The first workshop highlighted *Data-on-Demand* web accessible reports. Additionally, at least once a year, Research Office staff brief the Instructional Council on current research projects and/or provide training on accessing program data.

Action Plan:

- 8A. A process will be devised and implemented by the Innovation and Planning (IPC) that helps staff become more aware of the college's planning processes and activities.

Status: Ongoing

Major plans of the college are routinely reviewed by the Innovation and Planning Council (IPC) with an opportunity for members of this shared governance council to disseminate plans to their respective constituent groups. This provides a channel for input from all faculty and staff. In addition, commencing spring 2004 an electronic newsletter highlighting the major actions of the IPC was instituted and disseminated to the college community.

Recently, the IPC developed a Strategic Plan Writing Subcommittee. This subcommittee, in collaboration with the college's Staff Development Committee, worked to develop an institutional staff development activity aimed at encouraging both faculty and staff to become involved in developing the college's upcoming Strategic Plan 2004-10.

In fall 2003, more than 80 faculty and staff members participated in breakout groups to brainstorm on future college activities that would align with the major focus areas of the upcoming strategic plan. Faculty and staff involvement in these

planning processes was continued through a series of all-college surveys aimed at prioritizing the laundry list of possible college activities outlined at the fall 2003 strategic planning staff development breakout sessions.

Action Plan:

- 8B. The current Innovation and Planning Council (IPC) processes for feedback and information disclosure will be examined and, if necessary, modified in order to maximize college-wide dissemination of information concerning IPC actions.

Status: In Progress

Members of the Innovation and Planning Council (IPC) have been encouraged to ensure that data and critical decisions from IPC are relayed to their constituent groups. In addition, to broadly disseminate IPC activities and actions, a bimonthly electronic IPC newsletter has been instituted commencing spring 2004.

Action Plan:

- 8C. Efforts to coordinate parallel planning processes will be continued and expanded by the committees involved in order to facilitate college-wide initiatives that will enhance institutional effectiveness.

Status: Ongoing

To date, a number of college committees and councils coordinate planning functions, including the Innovation and Planning Council (IPC), the Academic Master Plan Committee, the Technology Plan Committee, the Instructional Technology Committee and the College Facilities Master Plan Committee.

In spring 2004, Student Services proposed the creation of a new Student Services Master Plan Committee which will integrate the unit's planning with college structures. In addition, *The Organizational and Governance Structures Handbook* was revised and disseminated to all college constituencies in an effort to clarify processes for planning and proposing new initiatives.

Action Plan:

9. Continue to expand the acquisition and use of institutional outcomes data to better support the planning process.

Status: Ongoing

In developing major college plans such as the recent Strategic Plan 2004-10, the college routinely begins all planning processes with a thorough analysis of pertinent data and/or works collaboratively with the district Office of Institutional Research and Planning to collect and analyze relevant data critical to planning.

The district Office of Institutional Research and Planning aims to provide the college with accurate and timely information which can support decision-making and policy formation. The research responsibilities of this office can be categorized into seven general areas: program review, validity studies, treatment studies, surveys, grants, informative documents and programs, and ad hoc analyses. The research office uses the Statistical Package for the Social Sciences (SPSS) software for both database management and statistical analyses. Microsoft Office programs are used to produce a variety of office products, such as presentations, reports, graphs, and charts.

Action Plan:

10. The college will continue to publish printed materials such as the *Annual Report* that convey the quality of its evaluation and planning activities to the public.

Public access to documents will be expanded via publication on the college Web Site.

Status: Ongoing

During the 2002-03 academic year, the district office instituted a district-wide publication in lieu of individual college Report Card publications. The merged publication highlights successful outcomes at each college along with major district initiatives and directions.

In spring 2003, the college instituted a college newsletter to be published semi-annually. This newsletter provides the college community with an update on college outcomes, recent activities and future directions for the college. The newsletter, which is available on the college's Web site under *News and Events*, is also disseminated to local governmental and educational institutions and throughout the California community college system.

Action Plan:

11. The Academic and Classified Senates need to design and implement plans for getting more of their constituents involved in the participative decision-making processes and programs.

Constituent groups will collaborate to define, propose and implement improvements in college-wide communication.

Status: Ongoing

The Academic Senate is currently revising its processes for identifying, publicizing, and filling vacancies on shared governance groups. The Senate

Officers Committee has met as a task force to explore the appropriate changes to the Senate processes.

The Academic Senate fulfilled its goal to implement its revised procedures by the end of the spring 2004 semester. The Senate President has already added a formal item, called "Committee Appointments," to the President's Report that begins the agenda for every senate meeting. In addition, the college President and Academic Senate President co-presented a workshop on the college's *Organizational Structures and Governance Handbook* during the spring 2004 Staff Development Week. It is anticipated that this type of workshop will be offered on an annual basis.

The Classified Senate is currently revising and updating its processes for identifying, publicizing, and filling vacancies on shared governance groups. The Senate's Communications Sub-Committee has met and sent out e-mail to all current classified committee members to verify assignments. A grid was created and disseminated that lists all of the current campus and district committees, classified representatives, vacancies, and request for updates on any changes in status.

The Classified Senate produced and distributed the first issue of their newsletter designed to improve communications and to notify membership of upcoming opportunities for participating in college and state-wide activities. As well, the Classified Senate has implemented a new web e-mail announcement for all recipients of the Chancellor's Classified Senate Award, a monthly selection. This effort seeks to promote awareness of the nomination process for recognizing outstanding staff.

4. EDUCATIONAL PROGRAMS

Action Plan:

12. Programs with degree requirements exceeding 60 units need to consider the possibility of reducing the number of units required for their programs.

Status: Completed.

The Curriculum, General Education and Academic Policies and Procedures Committee addressed this recommendation as part of its spring 2003 business. After careful review of all programs, the committee found that the programs that exceed a 60-unit graduation requirement are designed as such to meet specific certifications or licensing requirements for graduates. Automotive Technology ASSET, Automotive Technology ASEP, and Child Development programs require special coursework as prescribed by certification or licensing agencies.

Science programs, which are typically transferable, require a large number of mathematics and interdisciplinary science courses, generally in chemistry and in

physics. The biology program is 63 units, chemistry is 67 units, physical science is 73 units, and physics is 62 units. For science programs, biology, chemistry, and physics have an appropriate number of units though slightly above 60. The division dean has asked the department to re-evaluate the physical science program requirements.

The Environmental Health and Safety Technology program has two degrees and two certificates each in the areas of environmental management and in occupational safety and health. Each of the degrees has a 67-unit requirement. In recognition of this high-unit requirement, largely due to the requirements in the sciences, the department developed certificate programs not designed to meet transfer requirements that eliminated most hard science requirements and focus on requirements in the major discipline alone. With this strategy, it is the assessment of the department that the needs of all students are addressed.

Monitoring of unit requirements for the degree will continue to be the responsibility for the Curriculum Committee.

Action Plan:

13. Continue to implement existing course outline revision tracking through the Office of Instructional Operations and the Curriculum Committee.

Status: Completed.

The Office of Instructional Operations annually updates the college Master Course list to track course outline updates and revisions as approved through the college Curriculum Committee.

Action Plan:

14. Changes to the Counseling Program will be made based on recommendations of the Spring 2001 Program Review.

Status: Ongoing

The recommendations derived from the self-study addressed three primary areas:

1. Improving delivery of services through the retention of classified contract positions; improving delivery of services by increasing the number of appointment hours available to students; and improving the retention of students and increasing transfer through implementation of earlier intervention strategies.

The department has been able to fill two partial classified contract positions, which has offered some stability. However, the department is in need of full-time

contract classified positions to ensure efficiency and continuity during hours of operation. There is still a heavy reliance on student hourly.

2. Improving delivery of services by increasing the number of appointment hours available to students.

With the current budget constraints, the Student Services division reduced its hours of operation. However, Counseling has attempted to provide access to appointments within the current parameters. Announcements of available appointments are posted at the beginning of each month. Students who are on academic or lack of progress probation and students who have completed 12 or more units and are undecided as to their major are called by a counselor to come in and make an appointment.

3. Improving the retention of students and increasing transfer through implementation of earlier intervention strategies.

The "Early Alert System" was revised and re-implemented during the 2002-2003 academic year. Two workshops were conducted during Staff Development Week to inform faculty of the process. Counselor department liaisons were established to strengthen communication with the instructional departments. Counseling information on the college's Web site is regularly updated for easy student access.

Counselors have conducted classroom presentations providing general information and encouraging students to come in and utilize counseling services. Transfer Workshops are provided throughout the year, and the Transfer Coordinator regularly makes classroom presentations. Transfer rates have steadily increased over the last several years. Counselors participate on the Student Success Committee which is charged with developing recommendations for a college-wide Student Success Model and recommendations to increase retention and persistence.

The Title III Project will provide an Online Counselor/Retention Specialist who will be responsible for establishing an online advising process as well as work closely with Instruction to develop campus-wide retention strategies.

Action Plan:

15. Departments offering classes on a rotating, sequential basis will develop and implement plans to facilitate student understanding of options available to complete their program in a timely manner.

Status: Ongoing

Currently, the Cuyamaca College Schedule of Classes lists "Proposed Course Offerings" for the following semester. Counseling has advocated for this listing

for many years as it serves to assist them in making course recommendations to students, particularly in vocational areas and at advanced levels where courses may be offered on rotation. Additionally, some programs such as Ornamental Horticulture regularly publish their course rotations and recommended sequences for each program in the department.

In the college's Program Review report template, question #9.b. asks: "Please explain the rationale behind the sequencing of courses. Explain how classes are scheduled to allow students to complete a degree/certificate in a reasonable amount of time." Question #43 asks the author to "Describe how the program encourages student commitment toward completion of a baccalaureate degree."

In spring 2003, the Deans of Instruction discussed a standardized format by which all vocational programs would be able to publish their course sequences. It was decided that the Ornamental Horticulture Department offered a good model, and therefore, they would work with department coordinators to develop similar sequences. Those sequences will be published in the Schedule of Classes and replace the current "proposed course offerings" that are often difficult to keep current. Ability to implement this plan is dependent upon the number of pages needed and availability of those pages given the size and budget for schedule production.

Action Plan:

16. Ensure that part-time faculty has an opportunity to participate in the Program Review Process as a large percentage of classes are taught by this segment. Annual Program Review workshops will be conducted.

Status: Completed.

Each May, the Program Review Committee conducts an introductory workshop for faculty who will be writing the program review report for their department the following fall. Beginning in May 2003, the committee added, as one of their recommendations for a complete and effective report, the idea of surveying part-time as well as full-time faculty for program review input. Faculty authors are encouraged to survey part-time faculty regarding opinions on departmental status, instructional strategies, needs for change, and/or concerns. It is suggested that program review should be a topic for department meetings during Staff Development Week when both full- and part-time faculty are in attendance.

Additionally, question #30 of the Program Review report specifically asks authors to "Consider the variety of instructional strategies used by different instructors."

1. What efforts are being made to ensure consistency in (1) academic rigor, (2) grading practices, and (3) course content among the various faculty members teaching in the program?

2. How do department faculty members (full- and part-time) communicate on these issues?"

In the instructions for writing the report, section C, processes for completing Program Review, authors are asked to "Encourage all faculty members (full- and part-time) in the program to review the questions and contribute responses." And again in section D, how to begin, authors are advised to "Read the questions again and begin gathering data and information from other faculty members."

Action Plan:

17. All students who indicate that they plan to obtain an associate degree or transfer to a four-year institution need to receive academic counseling in the first two semesters of their attendance. With the guidance of a counselor, the student should be encouraged to develop a Student Educational Plan.

Status: Ongoing

The Counseling Department is committed to providing academic counseling to students. The ideal goal is to provide students with a Student Educational Plan. Activities that have been implemented include regularly scheduled assessments and orientations, an online orientation, classroom visits encouraging students to come in and meet with a counselor, advising workshops, Counseling Corner Newsletter, and web access to counseling information, which includes a section, entitled "Ask a Counselor."

Students who are on academic and lack of progress probation and students that have completed 12 units or more receive a phone call from a counselor inviting them to make an appointment to meet and develop a Student Educational Plan. This activity is conducted each semester. The Student Success Committee will be making recommendations on establishing institutional structures to provide academic counseling and Student Educational Planning opportunities for more students.

During this period of budget constraints it has been a challenge to keep pace with students' request for counseling. Peak periods are handled by 15-minute walk-in sessions, and during slower periods both walk-in and individual appointments are available. With impending retirements of several counselors, and the inability to replace these retirees, it will become even more challenging to meet student demand for services.

Action Plan:

18. The *Faculty Handbook* will be updated by the Academic Senate.

Status: In process

In fall 2003, a task force including the Academic Senate President, six faculty members and two instructional administrators was formed to update the Faculty Handbook. Models were reviewed, and department chairpersons' and coordinators' input as well as broad-based faculty feedback was solicited regarding information needs. Preliminary decisions as to scope and delivery formats were made (hard copy and online posting). The draft was completed in spring 2004, and it is anticipated that the final document will be approved and disseminated in fall 2004.

Action Plan:

19. A clearly-stated transfer of credit policy will be added to the college catalog.

Status: Completed

A statement on transfer of credit policy has been added to the 2003 – 2004 Cuyamaca College catalog and will be updated on a continuing basis.

Action Plan:

20. The college will continue to review alternative methods of instruction through the curriculum and program review processes.

Status: Ongoing.

Cuyamaca College offers instruction using a variety of distance education methods including web and blended courses (part web/part on-campus). The curriculum process requires that all proposed distance education courses be scrutinized for feasibility of implementation. All traditional and alternative methods of delivery are assessed through the program review process for effectiveness. Meeting technology needs to facilitate alternative methods of instruction is addressed through Academic Master Planning and the college's Technology Plan.

The recent decision to move away from telecourse offerings has prompted faculty interest in transitioning some of the former telecourses to an online format. Under discussion are Business Law (BUS 125), Principles of Management (BUS 156), Entrepreneurship (BUS 111), Managerial Accounting (BUS 121), and selected Business Office Technology (BOT) courses are approved for online instruction and planned to be offered in fall 2004. The Computer Information

Science Department continually modifies its offerings to incorporate more online options for students.

The Business Office Technology open-entry/open-exit program expands their curricular offerings annually (and sometimes each semester) and has recently added Essential Access (BOT 116), Access Levels I, II, and III (BOT 126, 127, and 128), and Building Keyboarding Skill I, II, and III (BOT 103A, B and C). For spring 2004, they have added MS Publisher (BOT 150) to the course offerings.

In Program Review, departments are asked to respond to specific questions pertaining to instructional strategies:

#11 – “In what approximate proportion does your program currently offer alternative delivery systems such as online, short-term, intersession, etc.?”

#29 – “What are the varieties of instructional strategies and delivery systems used to support the learning process in classes?

- a. How do these strategies and delivery systems promote student success?
- b. How could this be improved?”

#30 – “Consider the variety of instructional strategies used by different instructors.

- a. What efforts are being made to ensure consistency in (1) academic rigor, (2) grading practices, and (3) course content among the various faculty members teaching in the program?
- b. How do department faculty members (full- and part-time) communicate on these issues?
- c. How could this be improved?”

#48 – “What new courses or program changes are you planning in the next three-to-five years?” Each of these questions is designed to stimulate faculty to think about alternative methods of instruction which will assist a program in remaining viable and relevant.

Action Plan:

21. The GCCCD Office of Institutional Research and Planning will design a new community learning course evaluation and survey form.

Status: Completed

The Grossmont-Cuyamaca Community College District Community Learning “We want your opinion...” evaluation and survey form was completed in 2002.

Action Plan:

22. Working in concert with the district, the administration will continue to work to improve the technical support for distance education courses offered at the college. Faculty and staff will continue to research and implement new distance learning methodologies to make education more accessible.

Status: Ongoing

The college has well-defined structures and processes to improve distance education. The college has a very active Online Teaching and Learning Committee (OITLC) which reports to the Instructional Technology Council (ITC). The faculty and administrative co-chairs of the OITLC both attend ITC and report at each monthly meeting. These meetings are also attended by district Information Systems (IS) staff.

A number of significant steps have been taken toward ensuring academic excellence in online courses. The OITLC worked with district IS staff to develop a Help Desk for online students. The Committee also offered staff development sessions on online teaching. A *Standards for Good Practice* guide for faculty is being developed by OITLC. Peer and management evaluations of online instructors have been implemented and training provided for instructors. The United Faculty recently approved student evaluations for online implementation. These efforts show the collaboration of district, faculty and administration to benefit students.

Improved accessibility for online students is also being addressed. The High Tech Center/Access Specialist provides a workshop during Staff Development Week to assist instructors in becoming compliant regarding the Americans with Disabilities Act (ADA), section 508 regulations regarding electronic format. District IS researches and provides the most current versions of course management software for online instructors. The Cuyamaca and district Web sites post an improved course schedule and notes to provide better access for students. Another significant recent improvement is providing class rosters on WebCT for faculty teaching online classes.

5. STUDENT SUPPORT & DEVELOPMENT

Action Plan:

23. A user-friendly, multi-lingual process for application and enrollment via the web will be evaluated and, if successful, implemented.

Status: In process

Admissions and Records is currently using the product *cccapply* as the college's online application. The district is participating on the steering committee for the *cccapply application* which was developed and maintained by XAP, the vendor company. A Spanish version of *cccapply* is one of the tasks that is planned by the steering committee. The Admissions and Records web-page includes most information in Spanish; however, the current online registration system is only in English. Various options to provide registration capabilities in alternate languages will be readdressed in 2004 when the Admissions and Records Department begins implementation of a new Student Records System.

Action Plan:

24. Fund construction of the Student Center.

Status: Completed

With the fall 2002 passage of Proposition R, the district local bond measure, the funding of the Cuyamaca College Student Center became a reality. The Student Center is projected to be 40,000 square feet in scope at a cost of approximately \$13 million. The Center, which is slated for groundbreaking in late 2005, will accommodate a bookstore, food services, student affairs administration, health center, student government, club offices, meeting rooms, and student development services and support staff.

Action Plan:

25. The Student Success Task Force will develop a working definition of student success, develop links between the various student services departments and the Office of Instruction, and make recommendations for improvement of the early alert system.

Status: Completed

The Student Success Task Force now includes instructional faculty, counselors and administrators in its membership. The early alert system has been completely changed to a process where faculty are the first contact with students regarding intervention. The committee devised a working document and communication tools to assist faculty in notifying students in need of intervention. The Task Force also held two staff development workshops prior to the start of the fall 2003 semester, to introduce the new early alert system and tools to faculty. It is anticipated that workshops addressing the needs of high risk students will be regularly presented. Two such workshops are planned for fall 2004.

The Task Force created a working definition of student success that supports its mission and responds to the need for improved student success and retention at

the college. The group will continue to evaluate and recommend actions to the College with the goal of continually improving student success.

Action Plan:

26. The Office of Instruction will set up an advisory committee for the Tutoring Program that will advise, coordinate services, and address related aspects of tutoring services.

Status: Completed

In accordance with the procedures for changing the Cuyamaca College governance structure, a committee/council request to approve a Tutoring Advisory Committee was submitted to the president on August 11, 2003, for consideration by the college's Policies and Procedures committee and Innovation and Planning Council. This newly formed advisory committee was officially approved in fall 2003. The charge of the committee is to provide ongoing oversight and advice to the college for enhancing tutorial support services.

Action Plan:

27. More specific training will be provided for individuals who participate in student government during their bi-annual retreat.
- Plans will be developed to strengthen the continuity of faculty leadership for various clubs on campus

Status: In process

Approximately two weeks prior to each semester, students involved in the Associated Student Government (ASG) are invited to a 2-3 day retreat which focuses on leadership training. Students who are interested in, but not members of ASG, are also invited to attend. Group discussions include training in Robert's Rules of Order, brainstorming for fundraising activities, developing of student events to encourage membership, and team building activities.

In fall 2003, a new Associated Students Cuyamaca College Advisor was hired to work directly with the ASG. Throughout the semester, specific workshops are offered to help ASG members stay abreast of current events on campus. The Advisor encourages ASG members to attend Governing Board meetings and participate as members of various college committees.

The Assistant Dean of Student Affairs has been invited to attend Academic Senate meetings to interface with faculty to encourage them to become club advisors. In fall 2003, three new clubs were formed and faculty advisors were identified for the Cuyamaca College Association of Paralegal Students (CAPS), which serves the educational, professional development and employment needs of present, past and future paralegal students; Circle K, which is a service-

oriented club affiliated with the Kiwanis Club; and the Cuyamaca College Muslim Club, which is designed to assist students who wish to meet and discuss Muslim cultural and educational objectives.

Action Plan:

28. Access sufficient numbers of students so that the Math Diagnostic Test Project instrument (MDTP) will be accurately validated.
- Identify and validate a new English assessment tool,
 - Obtain Chancellor's office approval for the new tool,
 - Determine at what level to enforce assessment and orientation requirements for students,
 - Continue to validate testing every six years.

Status: Completed

Through the joint efforts of Cuyamaca College and Grossmont College, the Office of Institutional Research was able to access a sufficient number of students to validate the Math Diagnostic Training Project instrument (MDTP) and meet the requirements for the Chancellor's Office approval of this assessment tool. These efforts also validated cut-scores and determined placement levels. The implementation of the MDTP began June 2003 for fall classes. Both colleges will ensure that the math assessment tool will be validated every six years.

Action Plan:

29. The Student Services division needs to augment the services available at the Economic Development Center.

Status: Completed

At the time of the accreditation visit, the college had a Call Center laboratory classroom located at the Economic Development Center at 500 Fesler Street in El Cajon. In the fall of 2003, the lab was moved on campus eliminating the need for Student Services support to be augmented at the Fesler site.

Action Plan:

30. Utilize the new high density, locked and secure filing system as soon as the new Student Services Center is completed and the Admissions and Records Department is able to move into its new office. Implement the new imaging software program to scan student records as soon as it is available.

Status: Completed

The new filing system has been utilized since the Admissions and Records department staff moved into the new Student Services Center in June 2001. The Admissions and Records Office has acquired a scanner and a new computer workstation and is now in the process of imaging contents of folders to be archived. The staff will also begin imaging all incoming transcripts from other colleges and universities once the Counseling Department has the appropriate software installed. This will allow counselors to review transcripts for counseling sessions, and they will be able to clear pre-requisites without the need to retrieve the physical copy of the transcript.

Action Plan:

31. Conduct a Program Review of Student Services during spring 2001 and implement recommendations.

Status: Completed

The 2000-2002 Program Review process was completed in fall 2002. During spring 2003, all departments of the Student Services Division departments were asked to develop a three-year plan that defines program goals and objectives, how the programs align with Cuyamaca College's Strategic Plan, and address Program Review recommendations. The three-year plan includes activities, resources needed, and implementation timelines for addressing respective Program Review recommendations.

6. INFORMATION & LEARNING RESOURCES

Action Plan:

32. The Library collection will be augmented as necessary to support the academic needs of the institution.

Status: Ongoing

The library staff continues to pursue a number of strategies to build the collection: purchase of 1800 *e-books* in a number of content areas; continued use of the library surveying form as part of the curriculum process to ensure that library materials are identified for new courses and programs; and expanded use of remote access. These activities will continue to serve the college in future years to build the collection.

Action Plan:

33. Implement planned improvements in technology to meet academic needs.

Status: Completed

The college was able to increase a 19 hour/week Library Resource Center Computer lab assistant position to full-time to support academic needs. The college currently utilizes two different lab rooms as open labs. Each has been equipped with distinct configurations, a variable number of work stations, and can be utilized for general purpose instruction.

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A college Technology Plan to meet instructional needs has been developed annually since the 1995-96 academic year, and the process continues to the present. Each year department chairpersons and program coordinators develop an Academic Master Plan (AMP) outlining program goals, objectives, and activities for the coming year. A section of the AMP is devoted to the department needs for technology. Faculty identify new and upgraded equipment, software, and room renovations needed to advance their instructional programs. To provide linkages, membership of the Academic Master Plan Committee includes two representatives from the college Technology Plan Committee.

Based on the department activities ranked by the AMP Committee, the Technology Plan Committee (co-chaired by a faculty member and an administrator) develops the plan in time to be included in the budget process for the next year. The plan is prioritized into three levels of need, and these are sequentially implemented based on the availability of funds. Through this process, planned improvements in technology are implemented in an ongoing way to meet academic needs.

Action Plan:

34. The college will use its planning process and *Master Plan 2000* to ensure that learning and information services are appropriate to support the growth of the college and the needs of students.

Status: Completed

As detailed in No. 35, steps have been taken to fully incorporate the college's Learning Resource Center unit into the mainstream of the institution's planning system as well as its organizational structure. In fall 2003, the college established an unrestricted fund allocation for the book collection (in addition to funding through block grants).

Action Plan:

35. Cuyamaca College will continue through its existing planning process to evaluate the staffing needs and make changes as necessary to meet the growing demands for Learning Resource Center (LRC) services.

Status: Ongoing

As the college's growth has reached its 8,000 enrollment mark, Library staffing gains have been modest. Due to budget constraints, services have not grown in proportion to student numbers. In terms of classified staff, a 19-hour/week technician for the Library and a 19-hour/week computer lab assistant were increased to full-time. No additional librarians have been added.

College planning processes fully incorporate the needs of the LRC. The LRC annually submits its unit plans for review and ranking by the Academic Master Plan Committee. As well, its technology needs are reviewed through the Instructional Technology Committee. In summer 2003, the LRC was organizationally shifted to the Office of Instruction facilitating access to all instructional work groups and standing committees. Further, the LRC needs (Teaching Learning Center and information literacy activities) have been addressed in the newly funded Title III grant, thus exemplifying a continued commitment to this effort.

Action Plan:

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36. The Learning Resource Center (LRC) will continue to evaluate the needs of students and faculty to ensure adequate support for the college's educational program. Staff will continue to look for additional funding sources to enhance the book collection and support services. Book collection development efforts will also continue through the Academic Master Planning and the college's budgeting processes.

Status: Ongoing

The LRC is evaluating the needs of supporting student learning and faculty teaching, and sends plans and requests annually through the Academic Master Planning Committee and the college budget process.

Action Plan:

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37. The college will continue to document formal agreements, as appropriate, when it relies on other institutions or sources for information and learning resources to support its educational programs. The college will continue to have procedures in place to ensure that resources and services are adequate and easily accessible.

Status: Ongoing

The college continues to have a formal agreement with San Diego State University for a two-day turn around interlibrary loan process to expand the support of instructional resource needs. This service is provided free of charge to students and staff. In addition, the college library now processes many of its interlibrary loan requests online. The establishment of the online interlibrary loan system is an outcome of a two-year telecommunications grant to serve distance learners.

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Action Plan:

38. The college will use its planning processes and the projects included in the *Master Plan 2000* to ensure that learning and information services are appropriate to support the growth of the college and the needs of the students.

Status: Ongoing

As described in Nos. 33, 34, and 35, the college has established systems to ensure that learning and information sources are appropriate to support the growth of the college and the needs of the students.

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7. **FACULTY & STAFF**

Action Plan:

39. The administration, in collaboration with the Academic Senate, will continue to strive to improve the full-time/part-time faculty ratio by working with the district to achieve statewide funding equalization and by exploring other funding options.

The college, through its planning processes, needs to evaluate the feasibility of providing sufficient full-time faculty and classified support staff through novel funding mechanisms.

Status: Ongoing

The college administration and Academic Senate have been very active in collaborating with the district office, which has taken the lead in working with community college organizations, the State Chancellor's Office, individual legislators, legislative caucuses, and the state administration, to lobby in support of needed funds to increase the college's resources in an effort to improve the full-time/part-time faculty ratio. The district office has also worked with private industry clusters and organizations to encourage their contributions and support of efforts to achieve adequate funding.

Given the dire condition of the state budget from 2002 to the present, the college administration and faculty have explored alternative funding mechanisms to support the college in carrying out its mission. As of fall 2003, the college was able to garner additional funding through such avenues as Title III, National Science Foundation, and a congressional grant award. Efforts such as these are ongoing.

Action Plan:

40. The college recommends that hiring procedures be reviewed jointly by the United Faculty, Academic and Classified Senates, and California School Employees Association (CSEA) to ensure that all personnel hiring procedures are equitable.

Status: Completed

The district has reviewed all personnel policies, and the Governing Board has adopted revised policies. The California School Employees Association (CSEA) participated in the process. The district governance structure calls for the Human Resources Procedures Committee to finalize procedures and forward any recommended changes to the District Executive Council for constituency group review, including that of CSEA. The Chancellor considers these recommendations in authorizing procedural changes.

Action Plan:

41. Union requirements that do not allow adjunct faculty evaluations to be presented until the following semester will be reviewed.

The availability of sufficient classified staff necessary to complete evaluations in a timely manner will be reviewed.

Methods to improve overall understanding of the evaluation process among college employees will be implemented.

Status: Completed

Beginning in spring 2004, with the concurrence of the district Human Resources Office, return of evaluations in the term in which they are conducted has been confirmed. Nonetheless, there exist complex employee agreement provisions that call for multiple methods of evaluation tracking (by specific course rather than discipline assignment). These have necessitated the implementation of a number of labor-intensive procedures to ensure faculty understanding of the process:

1. The preparation of proposed evaluation lists each semester that are reviewed by department chairpersons and coordinators;
2. Constant monitoring by the Class Scheduler and division deans to ensure the completion of evaluation components (peer, manager and student review);
3. Timely evaluation report compilation and production; and
4. A review and sign off process by peer, manager and evaluatee as well as Vice President of Instruction and the college President.

To publicize and train faculty and staff on these procedures, a number of committee briefings, staff development workshops, and academic department discussions have taken place. It is anticipated that these efforts will be continued in an ongoing way. As well, written materials and instructions are continually disseminated regarding these procedures.

In the past few semesters, careful tracking and constant follow-up has resulted in a better completion rate. Student evaluations and management evaluations are close to 100% complete. An evaluation clerk position is pending (currently “frozen” due to budget constraints), and this will also expedite the faculty evaluation process.

Action Plan:

42. The college and district administrations need to develop and implement an administrator evaluation process that is acceptable to all college constituencies.

Status: Completed

A uniform evaluation procedure has been approved by the Governing Board and is being administered annually.

Action Plan:

43. Representatives from each employee group need to make recommendations for improving the effectiveness of the employee evaluation process.

Status: Completed

The district has addressed the evaluation procedures with all employee groups through the collective bargaining or meet and confer processes. All classified employees, supervisory/confidential, and administrators have been trained on the revised systems. Evaluation training sessions are regularly included in the Staff Development Week program for faculty. Each new classified employee receives a copy of the evaluation manual as a part of their introductory materials, and language describing the procedures is included in all employee handbooks and/or collective bargaining agreements.

Action Plan:

44. The United Faculty, in negotiations with the district, will determine whether the evaluation process needs to be updated to include new teaching methodologies.

Status: Completed

Beginning in spring 2003, negotiations were conducted between district and United Faculty to address online course evaluators. By fall 2003, a pilot was

initiated to administer online evaluations electronically to enrolled students. Additionally, training workshops were held at the college to acquaint faculty (peer evaluators) and administrators (management evaluators) with the new procedure, and more importantly, with best practices and techniques for evaluating online course instructors in accordance with established faculty evaluation goals and objectives.

Action Plan:

45. The Staff Development Committee will evaluate the effectiveness of the current process and, if necessary, develop procedures to ensure that newly hired adjunct faculty are informed about Staff Development Week in a timely manner.

Status: Completed

In 2001, the district Human Resources Vice Chancellor, the staff development coordinators, and administrators from the two colleges formed a Task Force on Staff Development to evaluate adjunct faculty staff development process and procedures. The Task Force established the following procedures to enhance the effectiveness of the process:

1. All staff development requirements and the timeline for adjunct faculty are printed on the back of the hire letters.
2. Chairs/coordinators provide all newly hired faculty members with staff development information as distributed by the Staff Development Committee.
3. Newly hired adjunct faculty are informed about Staff Development Week information by mail when hire letters are issued. All staff development information is on the college Web site.

Action Plan:

46. An *ad hoc* task force representing appropriate constituencies should be formed to evaluate and make recommendations concerning the mechanism for allocation of staff development funds.

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Status: Completed.

After reviewing the need to establish a separate *ad hoc* task force by the Staff Development Committee, it was determined that given that the membership of the Staff Development Committee represents all constituencies, it is appropriate for all staff development funds to be allocated by the Staff Development Committee.

Action Plan:

47. The administration, in collaboration with the Classified Senate and California School Employee Association (CSEA), will evaluate current hiring practices for

classified staff. Possible weaknesses will be identified and, if found necessary, steps will be taken to improve them. A new set of personnel policies and procedures will be reviewed for adoption by the GCCCD Governing Board.

Status: Completed

In conjunction with the policy update and development services offered by the Community College League of California, the district has reviewed all personnel policies, and the Governing Board has adopted revised policies. The Employment Services Office has completed a review of the classified hiring procedures. The district governance structure calls for the Human Resources Procedures Committee to finalize the procedures and forward any recommended changes to the District Executive Council for additional constituency group review. The Chancellor will consider the recommendation of the District Executive Council in making changes to procedures.

8. PHYSICAL RESOURCES

Action Plan:

48. The Cuyamaca College administration will explore the possibility of collaborations with private sector or community agencies to assist with development of new facilities.

The Cuyamaca College administration will continue to work toward resolving space issues through the participative decision-making process.

Status: Completed

In fall 2002, the district successfully passed Proposition R, a local bond measure providing \$207 million for both the construction of new facilities and the renovation of existing facilities at the two colleges of the district. In addition, in fall 2002 and spring 2004, two state bond facility measures successfully passed.

Through funding from the local and state bond measures, Cuyamaca College will be able to advance its *Master Plan 2000* and construct four new buildings and renovate a host of existing facilities, thereby eliminating the need for the college to pursue collaborations with the private sector or community agencies for assistance with the development of new facilities.

As new facilities are constructed and existing facilities are remodeled, the college's Educational Facilities Master Plan Task Force (a shared governance group) will develop plans for secondary effects to ensure the efficient utilization of vacated and remodeled facilities in an effort to resolve ongoing space issues.

Action Plan:

- 49A. Support for Grounds, Maintenance and Operations will be increased as required to accommodate the growth and new facilities of the college.
- 49B. The college grounds and facilities will continue to be maintained at existing high levels.

Status: Ongoing

49A. Requirements for custodial and maintenance services to support the new square footage are currently under analysis by Administrative Services. Additionally, grounds personnel are needed to support the new landscaping, and funding options for this purpose are being explored.

49B. Given recent budget constraints, college grounds, maintenance and custodial staffs are currently at a minimum level to maintain facilities. Open positions will be filled as funds become available to increase the level of services as appropriate.

Action Plan:

- 50A. Cuyamaca College will implement recommendations from the Effective Communications Work Group to ensure constant and accurate dissemination of information including public safety and crisis response.

Status: Completed

The Effective Communications Work Group has the responsibility for annually publishing the *Who, What, and Where Directory* disseminating information regarding college offices, department functions, and appropriate contact persons. Crisis response procedures were developed through the leadership of the Special Programs Office, and this information is posted in all classrooms and disseminated through in-service training. Public safety information is published in the *Emergency Operations Center Handbook* and is posted in classrooms throughout the college also. Periodic written updates and related training opportunities ensure ongoing attention to these matters.

Action Plan:

- 50B. An implementation plan, including timelines, will be developed to achieve Americans with Disabilities Act (ADA) accessibility in compliance with Self Study and Disabled Student Programs and Services Review recommendations.

Status: In process

The Accessibility Committee was reconvened in spring 2004 to evaluate the college's compliance with Americans with Disabilities Act (ADA) accessibility regulations. The college Accessibility Committee's charge is to review the California Community Colleges Operational Program review of the Disabled Students Programs and Services (DSPS) and the district's ADA Self-Evaluation and Transition Plan to identify outstanding compliance issues, recommendations, and findings. The committee will make recommendations to the college administration for planning process, funding and implementation.

The composition of the Accessibility Committee includes the Directors of Risk Management and Public Safety and representatives from Academic Senate, Administrative Council, Classified Senate and Associated Students Cuyamaca College. The Committee is chaired by the Vice President of Student Development and Services, and the DSPS coordinator.

Action Plan:

- 50C. The college will find space for seven additional disabled parking stalls to maintain compliance with the California Building Code.

Status: Completed

The college and district Public Safety Office have worked to re-stripe existing spaces and add new spaces to provide better access to disabled students and continue to meet the standards set by the building codes. As part of the college's Master Plan, a new parking lot will be added in summer 2004 which will provide additional spaces designated for the disabled.

Action Plan:

51. The college, utilizing the plans from the Instructional Technology Committee, will work toward increasing the level of support, maintenance, upgrades and replacement in all technology areas of the college. The college, through the Innovation and Planning Council, will devise a plan to optimize access to computers, printers and ancillary equipment for all students, faculty and staff.

Status: Ongoing

From 1996-1997 until the 2002-2003 academic year, the college received a significant state allocation for Instructional Equipment and Library Materials known as the Block Grant. These funds were used to acquire the majority of the priority one items in the college's Technology Plan. Vocational Technology Education Act (VTEA), and block grant funds, were used to purchase technology for qualified vocational programs.

In 2002-2003 the college, as well as all colleges in the state, saw a significant reduction in State Block Grant funds. With a significant commitment to

instructional technology, the college sought other funding for technology. The college Grants Office, in collaboration with faculty, submitted a request to the National Science Foundation for \$882,804 over three years. The grant was fully funded beginning September 1, 2003, and includes \$96,000 for lab instrumentation equipment and materials. A Title III grant was also developed, submitted, and subsequently funded for \$1,750,000 over five years. This grant provides significant funding for technology support.

In 2003-04, the college also received a congressional grant of \$695,450 to support the areas of math and science education. The award includes \$335,264 for new and replacement computers, peripherals, software and other related equipment. In short, the college has a track record of pursuing external funding to support technology needs as well as maximizing institutional sources of funding for this purpose.

Action Plan:

52. The college will continue using its participative decision-making approach and the Master Plan 2000 to plan for and meet the needs of our growing student, staff and faculty populations.

Status: Ongoing

In spring 2002, through a participative decision-making process, the college modified its *Master Plan 2000* to better align college facility priorities in anticipation of the passage of a local bond measure. In fall 2002, the district's local bond measure was successfully passed enabling the college to begin planning for several new facilities in addition to the remodel of existing facilities. The priorities and enrollment goals set forth in *Master Plan 2000* have driven the college's planning processes.

9. FINANCIAL RESOURCES

Action Plan:

53. The college will continue to refine the ongoing, comprehensive planning process to ensure that financial planning supports and reflects institutional goals.

Status: Ongoing

The college has an effective system of aligning the major institutional plans with financial planning. The college's Strategic Plan, Annual Implementation Plan, Academic Master Plan, and Technology Plan are among some of the major institutional planning efforts that are closely aligned with the budget planning process. Priorities set by these plans drive the allocation of resources.

Action Plan:

54. The college and the district will continue to impress upon State legislators the need for funding equality from the State in order to best serve our students.

Status: Ongoing

The college and district have identified very specific strategies for legislative action related to funding equity.

An ongoing college strategy has been active participation on the district Legislative Strategy Committee, which is responsible for identifying district and college priorities, challenges, and potential solutions. This committee also plays a major role in developing an annual legislative program which is adopted by the Governing Board and conveyed to legislators. In addition, the district Legislative Strategy Committee, which includes college participation from all constituencies (staff, faculty, administrators and students), arranges for legislative visits on- and off-campus.

College and district constituencies have also developed and passed resolutions detailing desired action on funding equity and carried them forward to statewide organizations.

The district led the way in creating the San Diego and Imperial Counties Community College Association (SDICCCA) Board Alliance, an avenue for district trustees to initiate additional advocacy activities with state legislators. Furthermore, the district has actively worked with legislators in support of legislation that would improve funding equity.

Action Plan:

55. The appropriate college constituencies will implement the *Master Plan 2000* over the stated time period, modifying the Plan through the participative decision-making system as the college grows and additional or different needs arise.

Status: Completed

As documented under item #52, in spring 2002, through a participative decision-making process, the college modified its *Master Plan 2000* to better align college facility priorities in anticipation of the passage of a local bond measure.

In fall 2002, the district's local bond measure passed thus enabling the college to begin planning for several new facilities in addition to the remodel of existing facilities. In addition, in fall 2002 and spring 2004, State bond facility measures providing additional funding were successful. The priorities and enrollment goals set forth in *Master Plan 2000* have driven the college's planning processes.

Action Plan:

56. The college will continue to act in an open and inclusive manner in all financial planning processes, modifying existing processes as deemed necessary by involved campus constituencies. Participation in this process by all faculty and staff will be encouraged.

Status: Ongoing

The financial planning processes of the college are carried out in an open and inclusive manner. The college's Budget Committee, a shared governance committee, works directly with the college President and Dean of Administration to review the budget, set college planning assumptions and priorities, develop budget strategies, and implement budget plans institutionally.

The financial planning of the institution is aligned with the major planning processes of the college, which are developed in an open and inclusive manner with participation from faculty, staff, and students.

Action Plan:

57. The college Business Office will work with district Information Systems to explore ways to ensure that the Interactive Financial Accounting System (IFAS) system experiences minimal down time during operating hours.

Status: Completed

The district Information Services works closely with the college on all aspects of our computing services. This department provides direct support on site, as well as responsive services during system down-time. The Business Office and the Dean of Administrative Services coordinate daily with district services to provide access, training and improvements on the financial system.

10. GOVERNANCE & ADMINISTRATION

Action Plan:

58. The Chancellor should continue to work closely with the Academic and Classified Senates of both colleges to update and amend current Governing Board policies and procedures to ensure the continuation of a clear division of authority between the Board, district and college.

Status: Completed

The district continues to utilize the policy and procedures update and development services offered by the Community College League of California. Since the initial comprehensive review of policies and procedures the Governing

Board has considered five subsequent packages of updates. A sixth update package has been received as of March 2004 and is undergoing shared governance review.

Action Plan:

59. The process for evaluating the college President should be revised to include participation by faculty and staff.

Status: Ongoing

The terms and conditions for evaluation of the college president is defined within the employment contract between the president and the Governing Board. Opportunity for change to the process may be considered at the renewal of the contract.

Action Plan:

60. The campuses in the district are constantly seeking ways to work more effectively with each other. Continuous review of the management structure by interested constituency groups should continue.

Status: Ongoing

The President of Cuyamaca College has set up regular meetings with the President of Grossmont College to discuss issues and to work to align the colleges in setting goals and priorities and to work through possible issues of contention. In addition, both college presidents have encouraged the presidents of the Academic Senates to work more closely in an effort to promote camaraderie and unity within the district. To date, the outcome has been most positive with a noted difference in the relationship between both institutions. As well, a District Coordinating Educational Council has been established to foster collaboration; members include the Chancellor, college Presidents, Academic Senate Presidents, Curriculum Co-Chairs, Vice Presidents of Instruction and Student Services, and the district Director of Institutional Planning and Research. The governance structure at each college and at the district includes the opportunity for review of management structure as a part of the planning process.

Action Plan:

61. & The college recommends to the Chancellor that the new Trustee orientation process be expanded to include college-specific briefings and orientations.

Status: Completed

As of fall 2002, the Board and Chancellor instituted a system whereby the Board alternates on-site visits to each college prior to every Board meeting. The pre-Board meeting visits provide the Board with an opportunity to learn about college programs and services and to get a firsthand look at new facilities, meet faculty and staff, and hear about ongoing and new college initiatives.

Action Plan:

63. The Administration will continue to improve communication with all campus constituencies regarding college goals, planning and priorities. The possibility of a semi-annual newsletter devoted exclusively to these topics, to be distributed district-wide to all faculty, staff and administration will be explored.

Status: Completed

As of spring 2003, the college instituted a semi-annual newsletter. This newsletter, which is distributed college-wide, is also disseminated throughout the local educational and governmental community and the state community college system. The newsletter has a regular component dedicated to updating faculty and staff on the latest planning initiatives at the college.

In addition, in fall 2003, the Faculty and Staff Convocation included a special component of the program dedicated to developing the college's new *Strategic Plan: 2004-10*. In this planning session, faculty and staff had the opportunity to participate in breakout groups to brainstorm on future college activities, which aligned with the goals and focus areas of the new strategic plan.

The college President routinely sends out all-campus updates to inform faculty and staff of new developments and progress in meeting semester goals. In addition, the college President has instituted a practice of visiting the Academic Senate monthly meeting to update faculty on college developments, planning activities, and budget.

Action Plan:

64. A system will be devised and implemented which allows user-friendly access to all district and college policies and procedures located on the network drive.

Status: Completed

All district policies and procedures are available on the network on the "M" Drive in the Public Folder. New updates to policies are sent electronically to all employees via e-mail. The college follows district policies and procedures as posted on the network. Recently, college curriculum forms were added to the Forms Depot under Online Services which can be accessed through the district or college Web sites. Efforts will be ongoing to provide more easily accessible information and forms.

Action Plan:

65. The administration will continue to lobby the district, State and private industry for funds to improve and increase the instructional capabilities of the college.

Status: Ongoing

The college administration has worked diligently to lobby the Chancellor and district office for additional resources. In both the spring and fall 2003 semesters, the college was successful in its attempts to garner additional resources from the district. The college developed a detailed request for “mitigation” funds for the college to lessen the impact of a declining budget.

The district office works continually with community college organizations, the State Chancellor's Office, individual legislators, legislative caucuses, and the State administration in support of badly needed funds to increase the college's resources. The office also works with private industry clusters and organizations to encourage their contributions and their support of efforts to achieve adequate funding. The success of local efforts was seen in fall 2002 when Prop. R passed with more than 60% of a very conservative district's vote. Economic development organizations and chambers of commerce were among the most active supporters.

The district Intergovernmental Office also advocates for funds at the federal level, supporting college grant requests such as the National Science Foundation grant and Title III, and pursuing special congressionally earmarked funds.

Action Plan:

66. The Vice President of Instruction, should work closely with faculty to perform an institutional analysis of teaching and learning practices and then develop a series of workshops and seminars that focus on promoting best teaching and learning practices for new faculty, as well as senior faculty.

Status: Ongoing

Through the collaboration of the college Staff Development Committee and all instructional administrators, a plan for providing an ongoing program of workshops and seminars that focus on promoting best teaching and learning practices has been developed. Activities include both recursive types of workshops, such as the Adjunct Faculty Orientation conducted at the beginning of each semester, as well as presentations on unique topics.

Examples of proposed workshop activities include:

- Classroom assessment

- Learning outcomes
- Teaching hybrid classes (on-line/lecture)
- Incorporating technology into your curriculum
- Methods of increasing student participation in the classroom
- Learning styles

Additionally, a survey of faculty to determine other topics of interest as well as potential faculty presenters is under development.

The Staff Development Committee is organizing workshops that focus on promoting best teaching and learning practices for faculty during the spring Staff Development Week and throughout each semester.

Action Plan:

67. The college will work with the district administration to develop and implement an administrator evaluation process that is acceptable to all college constituencies.

Status: Completed

A uniform evaluation procedure has been approved by the Governing Board and is being administered annually. The process includes a bi-annual performance feedback survey. The survey process provides input from the various college constituencies.

Action Plan:

68. The administration will continue active participation in the participatory decision-making process. The *Cuyamaca College Organizational and Governance Structures Handbook* will continue to be updated as necessary to reflect governance and organizational changes at the college.

Status: Completed

The college administration actively participates in the decision-making process through its membership on college committees and councils. The main shared governance council of the college, the Innovation and Planning Council, has representation from the full President's Cabinet (President, Vice President of Instruction, Vice President of Student Development and Services, and the Dean of Administrative Services). In addition, the Innovation and Planning Council has administrative representation from the Administrative Council.

The *Cuyamaca College Organizational and Governance Handbook* was updated in spring 2004. At that time the college issued the *Handbook* in a new binder format so as to accommodate updates as they occur. The *Handbook* is reviewed

with faculty and staff as part of the staff development activities each fall semester.

Action Plan:

69. The *Cuyamaca College Organizational and Governance Structures Handbook* will be made available to all members of the campus community on the college Web site.

Administrators and supervisors need to actively support staff involvement in college-wide participative decision-making.

Status: In progress

In summer 2003, the college and district went live with updated Web sites. The Web sites were streamlined to be more user-friendly and to afford students and faculty and staff with a host of new online services. The college is currently in the process of further expanding the Web site to include additional online services and to make readily available various documents and resource information.

The *Cuyamaca College Organizational and Governance Structures Handbook* was updated in spring 2004 and disseminated to the college community. As well, a workshop was conducted on the governance process and is planned to be repeated once annually as part of Staff Development Week.

Administrators and supervisors have encouraged staff involvement in college-wide participative decision-making by promoting staff membership and participation on college and district committees and councils, and by supporting staff leadership development.

Action Plan:

70. Methods need to be developed to inform all students of their role in the participative decision-making governance system.

Status: Ongoing

Beginning spring 2003, e-mails are routinely sent to the college community requesting the assistance of faculty to encourage students to participate on college committees. In addition, flyers are posted on campus bulletin boards to advertise the college's request for student participation on district and college committees.

The Assistant Dean of Student Affairs attends Academic Senate meetings to request the support of faculty in announcing to their classes that Cuyamaca College supports and encourages active student participation in shared governance. The Coyote Express, the college's student newspaper, also features

articles informing students that Cuyamaca functions within a participative decision-making governance system.

Starting spring 2003 semester, the ASCC has maintained and staffed an informational booth located in the bookstore area which provides information to students on shared governance. The ASCC also provides mailboxes throughout campus, which afford opportunities for student feedback regarding college issues and concerns.

Action Plan:

71. *The Way Forward* will be used as a guide in developing policy and procedures for both campus and district.

Status: Completed

In fall 2003, *The Way Forward* was reviewed and updated in alignment with district and college priorities. *The Way Forward* is used as the guiding element in setting policy, developing procedures, and determining college major planning directions. It is used routinely in the Board approval process.

Action Plan:

72. The college will work to foster community and camaraderie between the faculties at the two district colleges.

A district-wide faculty newsletter needs to be developed and distributed semi-monthly.

Status: Completed

As noted in #60, the President of Cuyamaca College has set up regular meetings with the President of Grossmont College to discuss issues and to work to align the colleges in setting goals and priorities and to work through possible issues of contention. In addition, the both college presidents have encouraged the presidents of the Academic Senates to work more closely in an effort to promote camaraderie and unity within the district. To date, the outcome has been most positive with a noted difference in the relationship between both institutions.

A district-wide newsletter (the Courier) is produced for all faculty and staff following each Governing Board meeting. District-wide memos from the Chancellor are periodically distributed to all faculty and staff on selected subjects, including budget updates and other information; news releases prepared by the district office about the college and the district are distributed to managers and forwarded as needed to faculty; news releases are posted on the district Web site; and a comprehensive Web site specific to college construction projects is available for all staff.