

# Standard Two

## INSTITUTIONAL INTEGRITY

*The institution subscribes to, advocates and demonstrates honesty and truthfulness in representations to its constituencies and the public; in pursuit of truth and the dissemination of knowledge; in its treatment of and respect for administration, faculty, staff, and students; in the management of its affairs and in relationships with its accreditation association and other external agencies.*

- 1. The institution represents itself clearly, accurately, and consistently to its constituencies, the public, and prospective students through its catalogues, publications, and statements, including those presented in electronic formats. Precise, accurate, and current information is provided in the catalog concerning (a) educational purposes; (b) degrees, curricular offerings, educational resources, and course offerings; (c) fees and other financial obligations, student financial aid, and fee refund policies; (d) calendar and information regarding program length; and (e) the names of administrators, faculty, and governing board.**

### Descriptive Summary

The College represents itself through the following references: The *Cuyamaca College Catalog*, The *Cuyamaca College Class Schedule*, the *Cuyamaca College Website*, the *Cuyamaca College Student Guidebook*, and a variety of department and program-specific brochures. Every effort is made to ensure that the information contained in these documents is consistent with representations made by Cuyamaca College.

### Analysis

The *Cuyamaca College Catalog* provides a clear, factual, and consistent representation of Cuyamaca College. Other College and

District publications are consistent with information published in the *Cuyamaca College Catalog*.

### Plan

Continue current practice.

- 2. The institution has a readily available governing board-adopted policy protecting academic freedom and responsibility, which states the institutional commitment to the free pursuit and dissemination of knowledge and fosters the integrity of the teaching-learning process.**

### Descriptive Summary

On May 18, 1999, the Governing Board adopted a policy on academic freedom. The Academic Senate of Cuyamaca College approved the *1940 ASUP (American Society of University Professors) Statement of Principles on Academic Freedom and Tenure with 1970 Comments* and recommended it to the Governing Board. Portions of the ASUP document that were not applicable to California Education Code and Title 5 were deleted from the ASUP statement on academic freedom. Before the Governing Board adopted it as Governing Board Policy #327, the draft version was sent to the District Executive Council for approval. The Academic Senate Presidents of both Colleges in the District sit on this council and they were asked to go to their constituencies for approval of the final document.

Prior to the adoption of this Districtwide statement, the Academic Senate of Cuyamaca College adopted as its own ethics statement entitled *Faculty Ethics: Expanding the ASAUP Ethics Statement* from the Academic Senate of the State of California. Section III.A, of this document, addresses academic freedom.

*Governing Board Policy #112* also supports academic freedom. This policy, adopted July

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21, 1981 and revised June 27, 1989, concerns controversial issues. It states that faculty has the right to discuss controversial issues as long as the instructor identifies statements that are personal opinions and that the treatment of these topics “will be free of malevolent intent...” (Governing Board Policy #112).

Reference to the College’s formal policy on academic freedom is made, but not specifically delineated in College publications. In the *1999-2000 Orientation Handbook* under “Cuyamaca College Code of Ethics” it states that the College will strive to support “the standards of academic freedom.” A *Code of Ethics* for the College was approved by both the Academic Senate and the Innovation and Planning Council on May 25, 1999. It states, “We strive in all of our affairs to promote democratic principles, good citizenship, and the standards of academic freedom.”

Supporting the integrity of the teaching-learning process is *Governing Board Policy #114*, adopted July 21, 1981, relating to “on campus speakers.” This policy acknowledges the occasion to discuss controversial issues, as well as, partisan politics. It states “reasonable effort is made to make clear the conflicting viewpoints in an equitable manner.” (Governing Board Policy # 114).

Information concerning the integrity of the teaching-learning process is published in the *1999-2000 Orientation Handbook*, (page 6), “Cuyamaca College Code of Ethics.” The College promises to “strive in all our affairs to respect the opinions, values and traditions of others; to be honest, open and trustworthy, and fair and equitable in our treatment of others.” The document, *Faculty Ethics: Expanding the AAUP Ethics Statement*, adopted by the Cuyamaca College Academic Senate in 1995, contains clear and detailed statements of faculty responsibility in exercising high ethics in the teaching-learning process.

The *1999-2000 Cuyamaca College Catalog* includes the College’s academic honesty and dishonesty policy.

### Analysis

The Governing Board policy #327 on academic freedom is available; however, this document is not widely distributed. As recently as May 25, 1999 the Innovation and Planning Council and Academic Senate approved a *Code of Ethics* for the College. It states, “We strive in all of our affairs to promote democratic principles, good citizenship and the standards of academic freedom”. The College’s formal policy on academic freedom is also delineated in the College’s *1999-2000 Orientation Handbook*, under “Cuyamaca College Code of Ethics”. It states that the College will strive to support “the standards of academic freedom.” With regard to whether faculty knew where to find information regarding the code of conduct, 21.3% answered in the negative in the *Cuyamaca College Faculty Accreditation Survey, Spring 2000*. While these formal policies exist, many faculty do not know where to find them. On the other hand in the same survey, 82% of the faculty stated that the College supports academic freedom and 91.9% were aware that a College code of conduct existed. (*Cuyamaca College Faculty Accreditation Survey, Spring 2000*). While faculty acknowledge the existence of a code of conduct and agree that the College supports academic freedom, the specific policies and documents should be more broadly distributed and communicated. With regard to academic freedom from a student’s perspective, 83.5% of student respondents to the *Student Accreditation Survey Spring 2000* agreed that instructors were attempting to be fair or objective in their presentation and that faculty foster open environment for discussion of ideas.

There are formal College policies that promote the integrity of the teaching-learning process. These are found in *Governing Board policy #327* on academic freedom as well as the *Faculty Ethics* policy that the Academic Senate adopted in 1995. These documents contain sections that discuss faculty responsibility to exercise ethical behavior in the teaching-learning

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process. In the *1999-2000 Orientation Handbook* under “Cuyamaca College Code of Ethics”, the College promises to “strive in all our affairs to respect the opinions, values, and traditions of others; to be honest, open, and trustworthy, and fair and equitable in our treatment of others.” Also the *2000-2001 Cuyamaca College Catalog* delineates the College’s academic honesty and dishonesty policy for students. The *Cuyamaca College Faculty Accreditation Survey, Spring 2000* revealed that 93.5% of faculty agrees that the College faculty cultivate an environment for the discussion of ideas (Q#7), yet only 63.9% of respondents knew where to find the information delineating the formal policy that describes the responsibility of faculty to insure the integrity of the teaching-learning process (Q#36). The survey revealed that most faculty were aware of the existence of a code of conduct (Q#26), but did not know where to access it (Q#36). While 70.3% of students responding to the *Cuyamaca College Student Accreditation Survey, Spring 2000* knew that a code of student conduct existed; only 47.4% reported that they knew where to find that information. While it is positive that both students and faculty agree that these policies exist, the whole College community still needs to know where to locate these specific policies.

### Plan

All written policies concerning academic freedom and the integrity of the teaching-learning process should be integrated into one document.

These policies should be widely distributed to the College community. One possible mechanism for their distribution is on the College Website. Other mechanisms for distribution should be explored, including the possibility of distribution of these documents to all new full time and adjunct faculty.

During staff development week, a workshop should be held to inform interested parties about the College’s policies on academic freedom.

3. ***Faculty and other college staff distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively to students and others.***

### Descriptive Summary

In *The Faculty Handbook*, it is stated

“Care enough about your students to require them to read, write and engage in critical thinking about your subject on a regular basis.”

*Governing Board Policy #112*, entitled “Controversial Issues” states that controversial issues can be used as a learning tool; however, they must be presented in a manner free of malevolent intent. It goes on to say that “treatment of controversial issues will be free of malevolent intent when involving issues such as race, religion, color, national origin, sex, handicap, medical condition, age, status as a Vietnam-era veteran, or marital status.” Additionally, *Governing Board Policy #114* entitled “On Campus Speakers” addresses controversial issues and the relevance of those issues “so long as reasonable effort is made to make clear the conflicting viewpoints in an equitable manner.” Faculty members must teach objectively and require critical thinking by their students in order to adequately comply with the requirements imposed by many course outlines, as well as, by the Intersegmental General Education Transfer Curriculum (IGETC) standards required by the state university systems.

### Analysis

The *Cuyamaca College Student Accreditation Survey, Spring 2000*, revealed that 84% of students at Cuyamaca College believe that instructors are fair and objective in their presentation of course materials. Fourteen percent do not. This six to one ratio is a strong indicator that instructors are

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doing a good job in presenting course material in an objective manner. When compared to the accreditation survey done in the Fall of 1990, with responses of 80% positive and 15% negative to the same question, the College appears to be maintaining consistency in this area.

### Plan

Continue current practice.

- 4. Institutions which strive to instill specific beliefs or worldviews or to require codes of conduct of faculty, administrative and support staff, or students give clear prior notice of such policies.**

### Descriptive Summary

In the *Cuyamaca College Catalog*, under "Educational Philosophy," it is stated that

"The democratic way of life allows each individual personal freedom and initiative consistent with responsibilities to one another."

It also points out that,

"All segments of the College community are encouraged to contribute and participate in the operation of the College."

In a state-supported institution such as Cuyamaca College, the lack of a specific belief or worldview to control the educational process is most appropriate.

The College provides information regarding the student code of conduct in its *College Catalog*, *Class Schedules*, *Student Discipline Procedures Manual*, and *Student Orientation Handbook*. Information regarding codes of conduct for faculty, administrative and support staff is provided in the *Cuyamaca College Code of Ethics*, which is currently posted in each Cuyamaca College classroom.

### Analysis

Included in the *Cuyamaca College Catalog* and *Class Schedule* is information regarding "Student and College Responsibilities/Expectations." College responsibilities include "publish a student code of conduct and administer it consistently." The College's expectations of its students note that "student(s) will be aware of and observe all college rules and regulations." Included in the College Catalog is detailed information regarding a student code of conduct that "functions within a basic framework that relies on the personal honor and integrity of its students and staff." In addition, the Grossmont-Cuyamaca Community College District recently completed a *Student Discipline Procedures Manual* for Districtwide implementation. This manual details the standards of student conduct expected of all GCCCD students, along with applicable penalties for violation of these standards. In as much as community college districts are required by law to adopt standards of student conduct along with applicable penalties for violation, the GCCCD has complied with this requirement by formulating and implementing a *Student Discipline Procedures Manual*, to be used by all District students, staff, faculty, and administration.

### Plan

Cuyamaca College currently includes the new GCCCD *Student Discipline Procedures Manual* on its web site. It is recommended that a hard copy of this Manual also be distributed to all new and continuing students of the District, as well as to all District faculty, staff, and administration.

- 5. The institution provides faculty and students with clear expectations concerning the principles of academic honesty and the sanctions for violation.**

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### Descriptive Summary

The College's policies on academic honesty and the sanctions for violations are stated in the *College Catalog* under "Student Code of Conduct," in the *Student Discipline Procedures Manual*, and in the *Student Orientation Handbook*. Academic honesty is also addressed in the *Code of Ethics* approved by both the Academic Senate and the Innovation and Planning Council on May 25, 1999.

### Analysis

The *College Catalog*, *College Class Schedule*, *Orientation Handbook*, and *Student Discipline Procedures Manual* are the logical places for policies of this kind to be published. The policies are clear and unambiguous. The *College Catalog* and *College Class Schedule* are available in the college bookstore; the *Orientation Handbook* is available to students in the Counseling Center and through the High School Outreach Office. The *Student Discipline Procedures Manual* is available on the College's web site.

### Plan

An additional, hard copy means of distribution should be devised to be sure that the *Student Discipline Procedures Manual* is readily available to all GCCCD students, faculty, staff and administration.

- 6. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.***

### Descriptive Summary

Cuyamaca College's commitment to diversity is expressed in the mission statement and values as described in the

College's *Strategic Plan*. The *Student Equity Plan* addresses the College's commitment to equity for all students. The *Student Success and Outreach Plan* addresses the importance of faculty and staff diversity awareness. The plan states "it is beneficial to develop and provide through staff development and related activities, programs which aim specifically to inform and teach faculty and staff about ethnic and cultural heritages students bring with them when they attend the college." The College's nondiscrimination policy is defined in the *Cuyamaca College Catalog*. The College's Web Site also includes a statement about the importance of diversity. Under a link entitled President's Message, is the statement,

"As a student at Cuyamaca College, you have the opportunity to share ideas, concepts, and thoughts on a wide variety of subjects with people of all ages, ethnicities, backgrounds, cultures, religions, and value systems."

Districtwide, issues of nondiscrimination in hiring are stated in the *Human Resources Equity Plan*. All job announcements include the statement

"Grossmont-Cuyamaca Community College District is an Equal Employment Opportunity, Affirmative Action and Title IX Employer."

The District sponsors training workshops on diversity policies and regulations for individuals serving on hiring committees. The College's nondiscrimination in hiring is also outlined in the Staff Diversity Plan.

### Analysis

Overall, diversity is highlighted clearly in campus documents. The *Student Success and Outreach Plan* addresses the importance of faculty and staff awareness of diversity. The college's web page also includes a statement about the importance of diversity. Under a link entitled *President's*

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*Message* there is a statement regarding the importance of diversity. The Spring 2000 *Faculty Accreditation Survey* results indicate that faculty and staff on campus value diversity. Eighty-eight percent of respondents agreed, "Diversity on this campus is beneficial and should be actively promoted." Sixty-nine percent agreed "This campus is making progress toward creating a better work environment for all employees." Students' perceptions of diversity on campus were not as strong, however. In response to the statement, "Opportunities are available on campus for me to learn about other cultures" seventy percent agreed and twenty-five percent were neutral. The students were also asked to respond to the statement, "Special events on campus have been effective in increasing my sensitivity to other racial/ethnic groups." Only forty percent agreed with the statement, while forty-two percent were neutral and seventeen percent disagreed.

In hiring policies, diversity is clearly valued and respected. Cuyamaca College has spelled out its nondiscrimination policy, as illustrated in the Description above. In addition, diversity-training workshops are offered to members of hiring committees. The most recent training was held on October 13, 2000. At least one member of each hiring committee is strongly encouraged to attend diversity training, although at this time hiring committee members are not required to attend the training.

The *Institutional Midterm Report* from October 1998 reflects action on one aspect of diversity. In the PLAN section, the report states "Cuyamaca will publish in appropriate places a strong statement regarding the value of diversity to the educational process. The statement will make specific reference to discrimination on the basis of race, ethnicity, gender, disability, sexual orientation, and age." Under the STATUS section, the report states, "Completed. The diversity and social harmony value is detailed in the College's *Strategic Plan*, part of the annual objectives and in the College

Catalog." The *Strategic Plan* (1995-2000) states, on page 12, under "Diversity and Social Harmony," "To provide an educational climate which recognizes and fosters the richness of diversity and enhances social harmony among our students, staff, community, curriculum and services." The five bullet points listed beneath that statement do not mention any of the specific groups that the plan required the College to address. The College Catalog lists (in the President's Message) age, ethnicity, cultures, religions and value systems. The College's policy on disabilities is also spelled out in the Catalog. Sexual orientation and the College policy on discrimination on the basis of sexual orientation is not mentioned in any campus document.

### Plan

Increase Cuyamaca College student's awareness of diversity. Special events on campus will be listed and updated regularly on the College website. College Hour programs should be presented that highlight diversity.

Hosts for special events on campus should highlight how the activities on campus promote diversity. Each special event should begin with an introduction that highlights what the students should be learning and a wrap-up that focuses on increasing sensitivity.

Staff Development should host a workshop that trains faculty and staff in how to facilitate sensitivity training.

Faculty should encourage students to attend events during College Hour by creating assignments related to College Hour activities.

Cuyamaca College should strengthen requirements for diversity training among hiring committee members (if contracts allow).

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Cuyamaca College should publish a strongly worded statement regarding diversity including specific reference to sexual orientation.

### **7. *The institution demonstrates honesty and integrity in its athletic programs.***

#### **Descriptive Summary**

Cuyamaca College currently offers eleven (11) intercollegiate sports:

- Men & Women's Teams:
  - Track & Field
  - Cross Country
- Men's Teams:
  - Basketball
  - Soccer
  - Golf
- Women's Teams
  - Tennis
  - Soccer
  - Volleyball
  - Basketball

Cuyamaca College follows the provisions outlined in the *Commission on Athletics (COA) Constitution for California Community Colleges*. The following statement appears in the *COA Constitution* introduction:

"College representatives are expected to conduct their participation with the highest degree of honesty, integrity, and good sportsmanship. Their behavior reflects a desire to achieve the positive goals that characterize wholesome competitive sports at the collegiate level."

Head coaches, assistant coaches and students complete orientation meetings at the beginning of each sport season to ensure compliance with the policies of the COA. At the coaches' in-service training session, the Athletic Director reviews all state and conference rules and regulations, and specifically, the conference's decorum policy. Coaches conduct follow-up orientation sessions for their teams,

distributing the *Student Athlete Information Handbook*, reviewing the conference decorum policy and the Colleges' guidelines for conduct. Each athlete completes a verification of academic eligibility form on which he or she indicates the completion of a student education plan. Eligibility forms are reviewed weekly by the Athletic Director to ensure continued compliance.

#### **Analysis**

"Gender Equity in intercollegiate athletics describes an environment in which equitable athletic opportunities, benefits, and resources are available to all students. In the athletic environment, student athletes and athletic personnel shall experience equitable treatment and fairness. The COA shall promote an atmosphere of respect for and sensitivity to the dignity of every person. It is the policy of the COA to refrain from discrimination with respect of its governance policies, educational programs, activities, and employment policies."

The Athletic Director and coaches at Cuyamaca College ensure that athletes are considered scholars first, and athletes second. To comply with academic eligibility requirements of the California Community College Commission on Athletics (COA), the counseling staff provides the athletes with guidance in following their individual Education Plans. Academic eligibility, as outlined in the Cuyamaca College Student-Athletic Information Handbook requires a student athlete to be enrolled in 12 units and maintaining a "C" average. In addition, eligibility requires an educational plan with 9 of 12 units towards an approved goal. A student athlete must complete and pass 24 units between seasons of competition.

Cuyamaca College adheres to the policies and procedures defined in the Pacific Coast Conference Constitution, the California Community Colleges Commission on

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Athletics, and Title IX of the Education Amendments of 1972. These documents are maintained in the Athletic Director's office and govern the practices and procedures of the athletic department for Cuyamaca College.

The Athletic Director has been addressing issues of gender equity in athletics through a committee composed of both College and District personnel. The College has in place a gender equity plan that addresses the opportunities for women to participate in athletic programs.

As a California Community College, Cuyamaca College's commitment to honesty and integrity in its athletic programs includes compliance with Title IX of the Educational Amendments of 1972, as amended P.L. 98-318 (1972) and P.L. 93-568 (1974). The Gender Equity Policy Statement adopted by Cuyamaca College states "It is the policy of Grossmont-Cuyamaca Community College District to provide an educational, employment, and business environment free of discrimination based on gender". Cuyamaca College has demonstrated willing compliance with Title IX with the addition of the Women's Intercollegiate Basketball Team in the Fall 2000-2001 academic year, and the hiring of a female, full-time head coach for 2001-2002.

### Plan

Monitoring of the student athlete academic progress is ongoing and effective. However, because of continued growth of the program, the need for added academic advising staff should be evaluated. No other changes in the current plan are proposed.

- 8. The institution demonstrates honesty and integrity in its relationships with the Commission and agrees to comply with Commission standards, policies, guidelines, public disclosure, and self study requirements.***

### Descriptive Summary

The College submits full term, interim, and comprehensive mid-term reports to the Commission. In addition, as requested in the last approved Accreditation Report (1995), the College has submitted updates on specific recommendations made by the Commission.

During the Spring 2000 semester, Cuyamaca College faculty, staff, students and District staff were surveyed in order to gather supporting data as a part of the self-study process.

A faculty member was designated as the Self-Study Chair and given reassigned time and independent authority to organize subcommittees and coordinate the appraisal process. The subcommittees included representatives of faculty, staff, and administration of the College.

### Analysis

The College has expended a great deal of time and energy to comply honestly with the requirements of the Commission. The work on the Cuyamaca College Accreditation Self Study reflects the involvement of the faculty, classified staff, students and administrators.

The intent of the College to support the Commission's policies and requirements is demonstrated by the following: (1) a draft report of the committees' finding and recommendations will be published for public comment four months before the final report will be issued; (2) all documents used in the self-study evaluation process will be made available to the visiting team at the time of their visit; and finally (3) the visiting team will be encouraged to meet with any member of the College staff or person from the community to verify the Accreditation Self-Study's findings and recommendations.

The Accreditation Steering Committee, composed of faculty, classified staff, students and administrators of the College,



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believes that it has complied with the Commission's standards, policies and guidelines.

### Plan

Establish a procedure for public disclosure of the Accreditation self study report.

Publish the *Cuyamaca College Accreditation Survey, Spring 2000* on the College Website.

- 9. *The institution regularly evaluates and revises institutional policies, practices, and publications to ensure integrity in all representations about its mission, programs and services.***

### Descriptive Summary

The institution, through the Governing Board and a Shared Governance Model (composed of the College President, Faculty, Administration, Classified Personnel, and Student representation) establishes District goals and adopts policies with final approval of the Chancellor. District Governing Board Meetings are held monthly.

Constituency representatives are designated or selected to act in advisory capacities and meet on a regular basis to review, revise, and update *Academic Master Plans, Policies, and Administrative Procedures*. A comprehensive Master Plan Workshop was held in April 1996 to discuss needs of specific departments, existing programs and services, and to propose activities to strengthen quality or promote program development. The final draft of this *Academic Master Plan* was completed in March 1997 and is effective through the year 2002. Each year all academic departments, including the Library, participate in reviewing and updating their Department Master Plan. The Innovation and Planning Council (IPC) is currently updating the College's existing 1995-2000 *Strategic Plan* for the years 2001-2004.

The College regularly presents the process for the adoption, revision, and addition of policies as reflected in the *College Catalog*. The *College Catalog* is updated yearly. The College Mission Statement was approved in 1994 as part of the college's *Strategic Plan*. The District Mission Statement was updated in 1997-'98 and is currently undergoing revision. The District and College Missions, student guidelines/rules/expectations and educational objectives stated in the District Mission Statement have not been changed since it was written. The *Class Schedule* is updated each semester.

Both District and College Web Sites are available and can be accessed for general District and College information including the *College Catalog, Class Schedule*, and academic calendar, as well as academic policies and student services. District Policies and Procedures are listed, but not currently accessible at this time. The College Web Site is continually updated and expanded.

General College publications including brochures, pamphlets, and fliers are updated as needed, and as financially feasible, based on availability of funds.

### Analysis

District goals and policy revisions are presented through proposals submitted by the Governing Board. District goal proposals are also based on the *District's Strategic Plan*. District policies support the Chancellor's *The Way Forward*, goals. Depending upon the specific goals and policies being addressed at the time, input from the Cuyamaca College Academic Senate and the Districtwide Executive Council, which have representatives from all constituencies, may be included in the process of revising goals and policy proposals. The Chancellor's Cabinet, which includes the two College Presidents, two Vice Chancellors and the Director of Intergovernmental Relations, Economic Development, and Public Information is also

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a part of the final approval process on goals and policies.

The District has developed a Mission Statement that both Colleges have used as a basis for developing their own mission statements. The College mission statement is published in the *Cuyamaca College Catalog*.

The College, through the Governing Board, adopts, revises and adds policies on an on-going basis as needed. A major revision for all District Policies is now occurring this 2000-2001 year in order to come into compliance with new legislation and current practices and to edit any redundancy. This revision is scheduled for completion beginning the year 2001. The District is now subscribing to the Community College's League of California (CCLC) policy service, which is used as a framework for sample policies.

The Innovation and Planning Council is currently updating the *College's Strategic Plan* to be completed by Spring 2001. The new *Strategic Plan* will cover the years 2001-2004. Goals are based on the *Facilities Master Plan* and the *Academic Master Plan*. In addition to this process, Faculty and Staff feedback from a 217-item questionnaire, developed through brainstorming sessions during a Staff Development workshop in August 2000, will also be considered in this particular update for the *Strategic Plan*. This feedback will be reviewed by a committee with seventeen members consisting of the College President, the Interim Vice President, and representatives from Instruction, Educational Development, Student and Business Services, the Library, Administrators, Faculty, Staff, and Students.

Academic Master Plans for each instructional department are updated annually between August and October. The Academic Master Plan Committee meets from November through February to review proposed department plans. The recommendations of the Committee are

published in late February, in time for the budget process in March.

The Academic Master Plan Committee follows a well-defined process for evaluation, ranking and comment on plans. The criteria used for evaluation are based on the Cuyamaca College strategic plan and goals. All seventeen academic departments and the library are included in this process.

The District and College Web Sites continue to undergo ongoing updates in an effort to make them a source for general College information. Policies and Procedures are listed on this website, but still are not currently accessible. The addition of Policies and Procedures to the web site has not been a priority item on the list of items to be updated. Other College procedures such as Academic Time Sheets and other forms currently hold a higher priority based on need and demand. Policies and Procedures are available, accurate, and up-to-date on the College District Internal Network Drive ("M Drive") but this information is difficult to access. Unless a Faculty/Staff member knows how to access this information, it is confusing and cumbersome to find what you are looking for.

Results from the Cuyamaca College *Faculty and Student Accreditation Surveys, Spring 2000* reflected that 93.5% of faculty and 86% of students agreed that the College publications were current and accurate. General College publications are updated on an as needed basis when major changes in programs occur. Included are the following programs/services: DSP&S updated their brochures in the year 2000, EOPS will update in Spring 2001, Financial Aid publishes a *Student Guide* that is updated every year in August; one year in advance of the next academic year. The CARE program will update their brochure along with EOPS and will be available before the next academic school year begins. Career/Transfer Center brochures are updated yearly and flyers regarding specific careers are updated every two years.

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Counseling brochures are updated yearly along with the *Cuyamaca College Catalog*. Tutoring has no brochure at this time, but does publicize its services with flyers posted on student information boards around the campus, on bookmarkers in the Counseling Center, and in the *Cuyamaca College Class Schedule* that is updated each semester. The *Organization and Governance* structures handbook is updated yearly.

#### Plan

Devise a method for faster development and maintenance of the College Website.

Ensure that current publications are more easily visible and accessible to students.

Create more descriptive titles for the College and District Policies and procedures folders on the network.

Policies and procedures should ultimately be put on the District Website for easier access.