

Standard Five

Student Support and Development

The institution recruits and admits students appropriate to its program. It identifies and serves the diverse needs of its students with educational programs and learning support services, and it fosters a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, and success.

- 1. The institution publishes admissions policies consistent with its mission and appropriate to its programs and follows practices that are consistent with those policies.**

Descriptive Summary

Cuyamaca College follows practices that are in support of the mission of the Grossmont-Cuyamaca Community College District (GCCCD), as approved by the Governing Board and in compliance with Title V of the California Code of Regulations and the State Education Code regulations. General Admission policies, as well as policies specific to International Students and High School students, are published in the *Cuyamaca College Catalog*, *Cuyamaca College Class Schedule* and are also available on the College web site. Web site information is available in both English and Spanish. Admission policies, especially those specific to particular populations such as International Students, High School Students and those pertaining to specific academic programs, are also available in brochures and flyers. International student applications are available in either paper or electronic format and can be sent via e-mail to International student applicants. Additionally, Cuyamaca College participates in a number of Outreach activities and events with counselors and potential students, where admission information is distributed and presented.

Analysis

According to the Cuyamaca College Student Accreditation Survey, conducted in Spring 2000 as part of the College's self study, the

majority of students (60.14%) knew where to find information on admissions and registration procedures. The College provides this information in its College Catalog, which is also available to students on the College Web Site. In a workshop on student Support and Development, several individuals found that ours was a relatively smooth process. This facilitated process is consistent with the College's mission of providing access to a broad, diverse population. There appears to be a need to publish the step by step process for enrollment on the College Web Site.

Plan

- A step-by-step process for enrollment on the web should be implemented. The new One-Stop Student Services Center will provide more opportunities for improved enrollment practices.
 - Cuyamaca College is developing admission application materials in Spanish and has plans to possibly incorporate other languages represented in the Cuyamaca College region. Plans are underway to develop a web-enabled application that would allow potential students to apply via the Web.
- 2. The institution provides to all prospective and currently enrolled students current and accurate information about its programs, admissions policies and graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures.**

Descriptive Summary

The *Cuyamaca College Catalog*, which is updated and published every year, includes information on programs, admissions policies, refund policies, graduation requirements,

Standard Five

Student Support and Development

social and academic policies, student code of conduct standards, and complaint and grievance procedures. The Catalog is available for purchase. All faculty members have access to a copy, and copies are also available in the Counseling Center, Transfer Center, Library and various other student services and administrative offices on campus. Catalogs are mailed to local high schools, adult and continuation schools and local ROP (Regional Occupational Programs) Centers.

The *Schedule of Classes* is published for each of the Fall and Spring semesters and also for the Summer Session. There is no charge for schedules. The schedule provides information regarding admission and registration policies and procedures, fees and refund information, and complaint and grievance procedures.

A *Student Handbook* packet is given to all new students attending assessment and orientation sessions and is available to all students who meet with a counselor individually. The packet is also available in the Assessment Office. The packet contains an Orientation Handbook, a Math and English Assessment Handbook, flyers describing the tutoring program, information about reading improvement and college success classes, and a scheduling guide. Students unable to attend an assessment and orientation session can arrange an individual assessment session and a counseling appointment to follow up. Students can also view an orientation session on the College Web Site.

Analysis

The *Cuyamaca College Catalog* is published yearly. The *Schedule of Classes* is published prior to each semester and the summer session. The *Student Handbook* packet is also revised and/or updated prior to each semester. Since the *Schedule of Classes* and the *Student Handbook* packet are revised more often than the catalog, changes and updates can be more easily included in these two publications. For

example, new classes not covered in the catalog can be listed and described. In addition, the schedule announces new and changed policies and procedures, approved as needed during the academic year. An abbreviated schedule is mailed to all residents in the surrounding communities. Potential students receive a copy upon request. The schedule is also available at local businesses, public libraries, local high schools, adult and continuing education schools, and Regional Occupational Program (ROP) Centers. In addition, schedules are sent to all San Diego County community colleges. Program information—such as curriculum guides, transfer guide sheets, career and job placement information and the assessment testing process—are available in the Counseling Center, Financial Aid Office, Student Activities Office and at other locations around campus.

Plan

Continue current practice. Moving to the Student Services One-Stop Center will provide additional opportunities for students to get any and all enrollment or admissions information in one centralized location.

3. ***The institution identifies the educational support needs of its student population and provides appropriate services and programs to address those needs.***

Descriptive Summary

Each Student Services program is evaluated periodically via a Program Review process. Assessment within the review process provides a foundation for improvement to services. Additionally, the District Office of Institutional Research and Strategic Planning conducts a variety of studies which assesses student and program outcomes. These studies assist in identifying whether new services or improvement to services are needed.

Standard Five

Student Support and Development

The College enrolled approximately 7300 students per semester in 1999/2000. This represents a 40% increase in enrollment over the 1995/96 academic year. With the increased enrollment, the diverse needs for student educational support have also grown. Student needs are identified through registration, matriculation, orientation, counseling sessions and various other application and information collecting processes of the College.

Services to meet a variety of student needs are provided. These services include: the Athletics Program, Disabled Student Programs and Services (DSP&S), Extended Opportunities Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), Financial Aid, Health Services, Student Government and Activities, Veterans Services, International Students, Counseling Services, Career Center, and the Transfer Center. These services and programs are under the charge of the Vice President, Student Development and Services. In addition, there are Cuyamaca Works, a Tutoring Center, the Bookstore and Food Services to serve students.

Athletics

Cuyamaca College has an active and growing intercollegiate Athletic Program which includes men's and women's cross country, soccer, basketball, track and field, men's golf, women's tennis and women's volleyball.

Disabled Student Programs and Services (DSP&S)

The services provided by DSP&S are in compliance with the Americans with Disabilities Act, Sections 503 and 504 of the Vocational Rehabilitation Act, and California law AB77 of 1977 and its regulations. DSP&S serves approximately 240 students each semester. Its goal is to "mainstream" students by providing a barrier-free environment with total access to programs. Students are assessed and assisted in developing a realistic educational plan. The services include: personal, vocational and

academic counseling, learning disability assessment, speech and language services, specialized classes, assistance with academic accommodations, temporary disabled parking, on-campus mobility assistance, interpreters for the deaf, readers for the blind, note-takers, specialized tutoring and test facilitation, TDD, and referrals to other College support services and outside agencies. In addition, DSP&S provides assistance and instruction to students using assistive technology and adaptive software and equipment through the High Tech Center Lab. The High-Tech Center schedule varies, but it is generally open two/three hours in the morning and two hours in the late afternoon/early evening Monday through Thursday. It is open 7 a.m. - 1 p.m. on Friday.

Extended Opportunities Programs and Services (EOPS)

The EOPS Program is designed to assist students who are California residents and have been identified as economically, socially and educationally disadvantaged. Services include, but are not limited to, financial assistance through work study, grants, and book loans. Services to EOPS students include an orientation to College, priority registration, instructional support services, peer advising and advocacy, personal and academic counseling and transfer advising.

Cooperative Agencies Resources for Education (CARE)

CARE is a state-funded program designed to recruit and assist single parents with at least one child under the age of 13 who are receiving (TANF) Temporary Assistance to Needy Families/CalWorks (formerly AFDC (Aid to Families with Dependent Children) and would like to attend college. Students determined to be CARE/EOPS eligible receive academic and personal counseling to develop strategies to meet demands of school and home, and educational planning to determine the appropriate courses to meet educational and/or vocational goals. These students also participate in vocational assessments to help them explore life and

Standard Five

Student Support and Development

career choices, and may receive grants to assist with childcare, transportation expenses and other school-related costs.

Financial Aid

The stated purpose of financial aid is to ensure access and eliminate financial barriers to post-secondary education for all eligible students. The Scholarship and Financial Aid Office administers approximately 3 million dollars of state, federal, private and institutional student aid programs. These programs include; The Board of Governors Waiver, Bureau of Indian Affairs grant, grants offered by the California Student Aid Commission, Federal Work Study Grants, New Horizons Single Parent grants, Federal Pell Grants, Federal Supplemental Educational Opportunity Grants and the Federal Stafford Student Loan Programs. Furthermore, a 30-day interest-free Emergency Book Loan is available to student to purchase books and supplies. The monies for emergency loan program were donated by faculty and community service organizations.

Health Services

A registered nurse and support staff maintain the Health and Wellness Center. Confidential services available include first aid and urgent care; vision, hearing, and blood pressure screening; body composition analysis; TB clearance testing; and referral to community resources as needed. The Center is also a health education resource providing up-to-date information and direction on subjects including nutrition, illness prevention, substance abuse, birth control and sexually transmitted diseases. Special activities sponsored by Health Services include wellness and nutrition fairs, blood donation drives and health awareness forums and exhibits. The Health and Wellness Center is open during the hours the campus is open. A mandatory health fee supports the Health and Wellness Center programs and provides for insurance coverage should a student be injured during a supervised on-campus or school-related activity.

Student Government and Activities

The Associated Students of Cuyamaca College (ASCC) Council is the official student governing body that represents all Cuyamaca College students. The ASCC's responsibilities include representing student interests on College, District, and statewide committees; participating in campus and District governance by sharing in the development of College policies; planning and implementing activities, programs and services for students, and drafting, adopting and supervising the ASCC budget. The Student Center, which is located in a portable building near the center of the campus, provides a place for students to relax. It is generally open 8:00 a.m. to 3:00 p.m. contingent upon the availability of student workers.

The ASCC presents a yearlong series of cultural events, including lectures by persons of note in the political and scientific spheres; artists in the fields of music and dance; and art festivals. A selected period each month serves as "College Hour," when College-wide and specialized activities are held. These include both day and evening programs that are open to all students.

Currently there are 22 clubs/organizations at Cuyamaca College which offer a wide spectrum of special interest and program-related activities for students.

Veterans Services

The Admissions and Records (A & R) Office employs an A & R Specialist to assist students who are eligible for Veteran education benefits. Students who intend to receive benefits meet with the A & R Specialist prior to the semester to submit the necessary paperwork to the Veterans Administration (VA). This allows time for the application to be processed and previous coursework to be evaluated by the Evaluations Technician. Counseling and monitoring of VA benefit recipients is provided on a continuous basis during the semester.

Standard Five

Student Support and Development

International Students

Currently 71 international students representing 25 countries attend the College. The special needs of International students are coordinated by a Counselor, an Evaluations Technician and by a .5 Admissions and Records Specialist. Special services for International students include a specialized Orientation, a picnic and a special awards ceremony, in conjunction with Commencement. International Students must meet with a Counselor at least once per semester. Admissions and Records maintains a list of housing opportunities in the region. It is highly recommended that International students obtain health and accident insurance; the Health and Wellness Center has information regarding such insurance. The Student Affairs Office maintains a list of housing opportunities volunteered by community members for international students.

Counseling Services

Eight full-time and five part-time counselors staff the Counseling Center. The Center is staffed with professional counselors who provide educational, transfer, career, occupational, and personal counseling. Four Personal Development Classes are offered through the counseling program. One of these classes, Personal Development Counseling 120, uses career assessment tools and career decision-making models to assist the student in choosing a college major and career goal. All students are required to attend an orientation session presented by the counselors. Generally this session is offered after the assessment process has been completed. During the orientation, the student is introduced to the College's programs, services, academic policies, College/student expectations, and campus facilities. Student orientation is also available on the College's Web Site. The Counseling Department has developed a simple brochure detailing six steps in the student registration process. As a follow up to the orientations, students are encouraged to schedule appointments with counselors to develop an educational plan and more

detailed counseling. In addition, walk-in counseling is offered throughout hours of operation during peak periods as well as throughout the semester.

Career Center

The Career Center assists students in exploring occupational materials in order to determine a career focus based on an individual's interests, values, aptitudes and personality preferences. Services offered include job referrals that are posted on a bulletin board and updated weekly. Students can access employer files, are able to check out videos on resume writing, interviewing tips, and job search skills, and are invited to attend monthly job success workshops on resume writing, interviewing and other career topics. Each April over fifty employers attend a Career Fair that is free to all Cuyamaca students and to the public. The Career Center is open Monday, Tuesday and Friday 8:00 a.m. to 4:30 p.m. and Wednesday, Thursday 8:00 a.m. to 7:00 p.m.

Transfer Center

The Transfer Center provides students with the most current information on four-year universities and colleges. A full-time Transfer Center Counselor/Coordinator was hired this Spring 2001. The Center maintains current catalogs of California public universities and colleges, articulation agreements, CSU and UC admissions applications, college handbooks and a video collection of four-year universities and private colleges. The Center has a computer lab that allows students to access the various university web sites on the Internet. The Transfer Center Counselor Coordinator and Counseling staff provides individual academic planning and application workshops for admission to UC and CSU as well as to private institutions. Several times during each semester, representatives from four-year universities are available by appointment to evaluate students' records and facilitate the transfer process.

Standard Five

Student Support and Development

Cuyamaca WORKs Program (Cal Works)

The Executive Dean of Educational Development and Services directs the Cuyamaca WORKs program. Cuyamaca WORKs is a workforce development program designed to meet the growing need for short-term intensive training leading to employment. Courses are offered in modules to provide occupational training options for those who want a quick start on a career path. The courses are skills-based and closely aligned with business and industry standards. Students are helped to develop individual training plans. Various support services are offered including funds for child care, off-campus work-study, cooperative work experience, and career counseling.

Child Care

Plans for the new Child Care Center, which have been approved for funding by the State, call for an opening date of Fall, 2001. The Center will be licensed for seventy-five children. It will provide care for children of students, staff, and faculty, as well as provide Cuyamaca students with work experience in the child care field.

Tutoring Program

The Vice President of Instruction directs the Tutoring Program. The College offers academic tutoring at no cost to Cuyamaca College students. Both individual and group tutoring is available in all subjects during day and evening hours. There is a main tutoring center, a separate Writing Lab and a Math Tutoring Center. An ESL center opened April, 2000 and offers tutoring services to all ESL students. In addition, a Mathematics Engineering Science Achievement Program (MESA) opened on campus in May 2000. In addition to its other support services, this program offers tutoring and support in mathematics, engineering, and science to educationally disadvantaged community college students to help facilitate their transfer to four-year institutions.

Bookstore

The Director of College Business Services oversees the Bookstore and Food Services.

The bookstore, which is managed by a private company, Barnes & Noble, is located at the center of the campus next to the Coyote's Den. A wide variety of books, supplies, sportswear, accessories, and snacks are offered. The bookstore buys back textbooks at the end of each semester.

Food Services

Food Services, located in the Coyote's Den, is managed by an outside vendor, Fresh and Natural. The Coyotes' Den offers a wide range of cafeteria-style services serving hot and cold entrees. There are hot and cold drinks, snack items, and self-serve salads and sandwiches. A microwave is available for use by students. The facilities include the food preparation area, cold storage facilities, kitchen clean up area, small office space, a cash register island, upright coolers, and customer counter space. There is currently an outside (covered and open-air) patio seating area.

Analysis

In the *Cuyamaca College Accreditation Survey, Spring 2000*, 87% of faculty reported that they refer students to various support services on campus. Sixty seven percent agreed that the College provides appropriate, comprehensive, reliable, and accessible services to its students regardless of service location or delivery method. Seventy three percent of the faculty agrees that the College supports co-curricular activities that foster intellectual, ethical and personal development for all of its students.

In that survey, 60% of surveyed students reported that they know where to find information concerning student services, student government, and student activities. Twenty eight percent were neutral, and 11% did not know where to find the information. Sixty two percent felt that the College adequately supports co-curricular activities that foster intellectual, ethical and personal development for all its students, while 32% were neutral and 6% disagreed. Eighty three

Standard Five

Student Support and Development

percent of the students felt that the campus is making progress toward creating a better environment for all students. Fifty-eight percent of students felt that they receive adequate academic advising at the College, 28% were neutral, and 14% disagreed.

Each Student Services area was rated as Excellent, Good, Fair or Poor by students. All areas were rated Excellent/Good by at least 55% of the students, with Admissions and Records and Financial Aid ranked Excellent/Good by 71% of students respectively. The areas of greatest need, according to the survey results are Student Government and Student Affairs (55% & 60% excellent/good respectively) and adult re-entry (57% excellent/good.)

In a series of interviews with administrators and lead staff for the various Student Services departments, several areas of strength were identified. First, all areas described themselves as responsive to student concerns, fair, equitable, and flexible. Second, there is a close collaboration between all Student Services departments, and, generally, between Student Services and the Office of Instruction. Each Student Services area has a well-defined and understood published set of policies and procedures.

Several new staff positions have been added to the various Student Services departments. A Dean of Counseling and Matriculation, an administrative secretary, a Coordinator of High School and Community Outreach and a part-time Assessment Specialist have been added to the Counseling Department. Counseling has hired a full-time Counselor/Coordinator for the Transfer Center. EOPS has added a new full-time coordinator and a new Counselor/Coordinator for the CARE program. The Financial Aid Office has added a Financial Aid Advisor, a part-time Secretary/Scholarship Specialist, and a part-time Financial Aid Assistant. The Health and Wellness Center Nurse position was increased to full-time, and a part-time nurse position has been added. DSP&S has been

approved to hire a part-time Speech and Language Specialist, a part-time test facilitator, and a part-time lab aid. DSP&S has been reorganized and is now under Special Funded Programs.

All tutoring services are now part of the Office of Instruction. Selection of a new Tutoring Center Coordinator is in progress. The College is working to improve tutor training. A tutor training grant has been received, working to increase faculty roles in tutoring training. Reading, writing and ESL Tutoring are expanding and a full-time tenure-track instructor has been hired to oversee the expansion. In addition, tutoring is also available for math, science and engineering students as one component of the MESA program.

Areas of concern were also commonly defined. The student body has experienced dramatic growth in both numbers and diversity. This growth has presented several challenges in terms of staffing, facilities, and the delivery of services to students. The various Student Services departments need to find ways to better connect students with the services being offered and to connect Student Services with instructional programs. All Student Services staff interviewed reported an inadequate number of staff members to deal with the increase in the student population, and inadequate facilities.

The early alert system currently in place, which informs students their mid-semester academic performance does not systematically provide teaching and counseling faculty the means to communicate directly with students about their academic progress and the learning support services available. Discussions have taken place in Counseling, the Student Success Task Force, and Matriculation Committee to seek ways of strengthening and improving this process. Also, students on probation are not offered a comprehensive program of counseling and remediation. However the Counseling Department will be completely reviewing the

Standard Five

Student Support and Development

probation/disqualification process as a result of a counselor's Fall 2000 sabbatical leave project. Discussions have also taken place at the District level regarding ways to strengthen and align our processes for probationary and disqualified students.

Students do not currently have a centralized place to meet, which inhibits the development of student learning communities and student participation in campus activities.

Tutoring Services are underutilized. Because the various tutoring programs are housed in different buildings, there is some confusion about what academic areas the each tutoring program is responsible for, and exactly where a student should go for help.

Plan

- The new Student Services Center will be completed in Spring, 2001. This facility will house Admissions and Records, Assessment, Counseling, the Transfer and Career Centers, Financial, EOPS, High School and Community Outreach, Community Learning, and Student Development & Services. This facility will give students easy access to comprehensive services, expanded office space, add classrooms and provide additional counter space for Admissions and Records.
- DSP&S and the High-Tech Computer Center will move to the LRC in Fall, 2001. This facility will increase office space, allow better wheelchair access and will enable the Computer Center to increase its hours.
- A new Child Development Center is under construction and is scheduled to open Fall, 2001. Plans for staffing the Center are also in progress. The Center, when fully operational, will

offer childcare facilities for seventy-five children.

- Final architectural plans for a Student Center will be completed and presented to the Governing Board in Spring, 2001. Proposed groundbreaking is planned for 2003. The Student Center will provide a place for students to congregate, socialize and study, a place for student government to meet, and space for the clubs on campus to meet and store materials.
- The new English Skills Center will be remodeled to provide more work stations, areas for small classes, an open-lab area, more computer stations, and a storage area.
- In Fall, 2000, the Student Success Task Force was formed. This task force, which is chaired by the Dean of Counseling and Matriculation, is identifying all the services related to student success, persistence, and retention. This task force will develop a working definition of student success, develop links between the various Student Services Department and between Student Services and the Office of Instruction. The Task Force is also planning to make recommendations that will improve the Early Alert process. This committee has initiated a "Jump Start to Excellence" program to begin during the summer semester, 2001, and is in the process of defining and planning "New Student Experience" activities.
- Plans are being developed to completely review the probation/disqualification process and develop effective and more comprehensive intervention strategies. These discussions will take place at the annual Counselors' Retreat that is held each spring. Recommendations will then be made

Standard Five

Student Support and Development

to the appropriate College constituencies.

- The College is looking into a system for mandatory assessment and orientation of all non-exempt, first-time students.
- To continue to improve the tutoring, it is planned to set up an advisory committee composed of faculty and students. This committee will advise, coordinate services and standardize tutor pay and training.

4. *The institution involves students, as appropriate, in planning and evaluating student support and development services.*

Descriptive Summary

Students have opportunities to be directly involved in the planning, development and delivery of student services. Students are surveyed and have the opportunity to serve on committees directly relating to planning and development of student services. Currently, the committees that have a student representative are: Innovation and Planning Council, Bookstore and Food Services Advisory Committee, Budget Committee, Campus Accessibility Committee, College Policy and Procedure Committee, Enrollment Management Committee, Matriculation Committee, Petition Review Committee, Scholarship Committee, Student Due Process Committee and Student Services Program Review Committee. A student also serves as a non-voting Trustee on the District Governing Board.

Analysis

Historically, Cuyamaca College has supported student involvement in governance. Students, primarily those involved with student government, are encouraged to sit as student members of

committees and most notably as advisory members of the District Governing Board.

According to *Cuyamaca College Student Accreditation Survey, Spring 2000*, 60% of surveyed students indicated that they knew where to find information concerning student services, student government etc. Twenty eight percent were neutral and 11% disagreed. The same survey measured the performance of student government; 14.4% rated it excellent, 41.3% rated it good, 34.7% rated it fair and 9.6% poor. When queried regarding the effectiveness of the evaluation process for improving the Student Service Programs, 42% of faculty agreed that the evaluation process was effective, 28% were neutral and 30% disagreed. Classified staff responded 53% in agreement, 23% neutral and 23% disagreed.

The 1995 Accreditation report noted shared governance by students and faculty as an area of weakness. *The Accreditation Midterm Report* done in 1998 recommended increased leadership in Student Affairs/Activities. In response to this a new Student Services administrator was hired in 1998. Noted deficiencies in the Student government area are the lack of leadership courses on campus and lack of specialized training during the biannual student government retreats.

Plan

- Provide more specific training for individuals who participate in student government during their biannual retreats.
- Strengthen the continuity of faculty leadership for various clubs.

5. *Admissions and assessment instructions and placement practices are designed to minimize test and other biases are regularly evaluated to assure effectiveness.*

Standard Five

Student Support and Development

Descriptive Summary

The administration of validated assessment tests is vital to students' success in college. Currently the College is using the following testing materials:

DTLS – Descriptive Test of Learning Skills for English (English Placement)

APS-Assessment & Placement Services. The District will be using the APS beginning Spring 2002. The District Research Office is working with both English departments to prepare the necessary documentation for approval of this instrument.

CELSA – Combined English Language Skills Assessment (ESL Placement)

The College is currently pilot testing the MDTP – Math Diagnostic Testing Project.

Counselors utilize the results of these student assessments during orientation and/or scheduled appointments to advise students on appropriate placement in Math and English classes. Students are strongly advised to take courses consistent with their assessment scores.

Matriculation regulations require the College to adhere to the *Standards, Policies and Procedures for the Evaluation of Assessment Instruments Used in the Community Colleges*. All of the assessments that we use must be on the State Chancellor's approved list. Validation studies were recently completed to comply with the renewal process. The District Office of Institutional Research has conducted the necessary validation studies that were requested at the last accreditation review, as well as for the College multiple measures process. Cut-off scores have been validated for English placement purposes, as requested.

Admissions policies are based on the Education Code, other statewide regulations that govern all California Community Colleges, and Governing Board policies.

Provisions for the admission of all students, including international students, accelerated students and non-high school graduates, are established and designed to be consistent with the norms of other public community colleges.

Analysis

Cuyamaca College utilizes assessment protocols that are designed to evaluate placement options, while minimizing bias that might result from such testing. The College is currently pilot-testing the Math Diagnostic Testing Project (MDTP) for math placement. Since there is a District priority for alignment, the Cuyamaca College Math Department has been working with the Grossmont College math faculty to also assist in the pilot-testing of this instrument. There has been some difficulty getting sufficient numbers in the pilot.

Our current English skills assessment (DTLS) test approval expires June 2001. Both colleges have agreed to utilize the APS beginning Spring 2002. In the meantime, the current math assessment helps counselors to place students in addition to the use of EngLand and MathLand questions for multiple measures of assessment. The Dean of Counseling and Matriculation is continuing to work with the Office of Research and Planning to ensure that assessment instruments used by the College are appropriate, free of bias, and in accordance with the approved assessment list of the State Chancellor's office.

Based on results of the *Cuyamaca College Student Accreditation Survey, Spring 2000*, 18% of students rate the Assessment Office as excellent, 52% as good, 27% as fair and only 2% as poor.

A more in-depth assessment of whether testing services is meeting the needs of students and faculty will be made in the Student Services Program Review that is currently scheduled for Spring 2001.

Standard Five

Student Support and Development

Plan

- Assess sufficient numbers of students so that the 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.
- 6. *The institution provides appropriate, comprehensive, reliable, and accessible services to its students regardless of service, location, or delivery method.***

Descriptive Summary

The College provides a comprehensive array of student services to accommodate day, evening, telecourse and Weekend College students. The new Student Services Center now under construction will provide Admission and Records, Counseling, Financial Aid, EOPS, Cashiering, Community Learning and Public Safety in a one-stop center. The High School and Community Outreach office provides services to these groups on and off campus. Off-campus classes are offered in eight locations to serve students.

Analysis

The College telephone registration system, College Connection, offers grade information and the ability to add and drop classes after the start of the semester.

Plan

- Add more student services at the Customer Service Training Center to the registration and financial aid services already offered.

- 7. *The institution, in keeping with its mission, creates and maintains a campus climate, which serves and supports its diverse student population.***

Descriptive Summary

According to Spring 2000 figures from the Office of Institutional Research and Planning, the Cuyamaca student population is composed of the following groups: 63% White, 16% Hispanic, 8% Asian, 6% Black, and 7% unknown (*Resource and Development Web Page, 2001*).

Programs at the College such as EOPS and CARE, DSP&S, and Cuyamaca WORKS, actively seek to identify and bring to the campus students who are from diverse backgrounds and, in the case of EOPS, students who have financial and economic need. A student Equity Plan was approved by the Chancellor's Office in Spring 1995 and is currently printed in the General Information section of the Cuyamaca catalog. The Student Equity and Matriculation Committees actively attempt to identify and break down barriers to diversity and to address matters of disproportionate impact.

Analysis

The campus population reflects the makeup of the community that Cuyamaca College serves. The College has actively and successfully sought to increase the enrollment of students from diverse backgrounds.

Plan

No changes in current practice are planned. The addition of the new One-Stop Center will allow centralization of student services.

- 8. *The institution supports a co-curricular environment that fosters***

Standard Five

Student Support and Development

intellectual, ethical, and personal development for all of its students and encourages personal and civic responsibility.

Descriptive Summary

The Associated Students of Cuyamaca College (ASCC) is involved with the shared governance system at the College. Students are members of many of the College-wide committees here on campus, giving all students a vote on key issues that affect their education. In addition, a student is elected to sit on the District Governing Board.

The Associated Students of Cuyamaca College (ASCC) organizes, promotes, and sponsors numerous activities. Monthly activities include a College Hour that focuses on educational and cultural activities for all students. The ASCC also is a major contributor to such events as the Career Fair, Health Fair, awards ceremonies, and the commencement exercises.

There are currently 22 student clubs on campus overseen by faculty and staff members (*Cuyamaca College Student Clubs/Organizations, 2001*). At the beginning of each semester, a Club Day is organized to introduce students to the various opportunities for their participation. In addition, students can join the Phi Theta Kappa, an honors organization that promotes scholarship, leadership, service and fellowship. Cuyamaca College also participates in and supports intercollegiate programs.

Analysis

Based on results of the *Cuyamaca College Accreditation Survey, Spring 2000*, both faculty and staff indicated satisfaction with the co-curricular activities provided on campus. According to the faculty survey, 72.9% of faculty felt that the College supports co-curricular activities that foster development of students. Sixty-one percent of students agreed that the College

supported co-curricular activities for all students. In general, 55.7% of students felt that Student Government was Excellent or Good and 59.8% responded that the Student Affairs Office was Excellent or Good.

There has been improvement in Student Affairs now that there is a full-time administrator in charge of that division. The ASCC is gaining strength. In summer 2001, student government members will be participating in a retreat focusing on leadership skills. After having a successful election, there will be a full quorum for the upcoming academic year. The Executive Officers and Senators have been active in College campus and budget meetings. In Fall 2001, a review and revision of the ASCC constitution will take place.

The ASCC has added a Halloween Carnival, and will assist with both the Latino and the main Commencement exercises. This year they also operated a snack bar at the gymnasium for special events and home basketball games.

Plan

It is planned that construction of a new Student Center will begin sometime in the next three years. Included will be ASCC offices, a boardroom, and workspace. In addition, it will provide a much bigger area for students to gather fostering more participation in extra curricular activities.

9. Student records are maintained permanently, securely, and confidentially with the provision for secure backup of all files regardless of the form in which those files are maintained.

Descriptive Summary

Student records are maintained according to the directives of Title V and the California Education Code.

Standard Five

Student Support and Development

Official student records are maintained within the Admissions and Records Department office. All records are kept in locked filing cabinets. Approximately one-half of the student records are located in filing cabinets inside a vault in the Admissions and Records Department office. The remaining records are stored in the filing cabinets in a separate room within the Admissions and Records office. The room is accessible to employees only and is within view of Admissions and Records office staff. Transcripts are maintained through an on-line system. Back up of student records is through a microfilming process. The microfilming of Student Records through 1994 has been completed.

Student records are accessible to Admissions and Records staff, counselors, and faculty. Procedures are in place that are designed to maintain confidentiality of the student records.

Analysis

Currently, the Admissions and Records Department, the Business Services Department, and the Administrative offices are located in one building, side by side, with very little separation. Faculty, staff and students are able to enter the Admissions and Records Department area where student record files may be placed. The records of prospective students are maintained outside of the locked filing cabinets. Add and drop slips, which are part of student records, are stored in the warehouse.

The Admissions and Records Department will be moving to the new Student Services Center early in 2001. A new, high-density, locked, and secure, filing system has been designed for the new Admissions and Records office. The filing system has the capability of storing all student records until they are ready to be microfilmed.

The District is now piloting a new imaging software program that will enhance the

ability to scan student record documents. It is anticipated that the new software will be available to the Admissions and Records Department within the year.

Plan

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.

10. The institution systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.

Descriptive Summary

Cuyamaca College carries out a systematic process that evaluates the appropriateness, adequacy, and effectiveness of its student services. In the past, student services were evaluated every four years. In addition, a report card was produced every year between reviews. The reviews are done by the Student Services Program Review Committee, which is comprised primarily of staff and faculty, as well as a representative from the student government. Students participate in the planning and development of programs by being part of an advisory committee or being represented by student government. Categorical programs, such as EOPS, DSP&S, CARE, and Matriculation, undergo external reviews by the State Chancellor's office every four years. For certain Federal programs like EOPS, the State mandates that a student be part of the advisory committee. District student demographic data regarding disabilities/needs are used in planning programs like DSP&S.

Standard Five

Student Support and Development

Analysis

Individual Student Services programs at Cuyamaca College periodically query students about the effectiveness and adequacy of the programs. In addition to these informal reviews, categorical programs such as EOPS, CARE, and DSP&S must undergo a program review conducted by the State Chancellor's Office every 4-6 years. However, the last formal Student Service Program Review was conducted in 1995.

In 1990, Cuyamaca College's Student Services Program Review Committee (SSPRC) developed a three-year timeline to review its thirteen Student Services programs. The plan was to review the programs in four-year cycles. The first review was conducted during the Spring 1990 semester. Due to a number of factors including the impact of rapid enrollment growth, administrator vacancies, and staffing constraints in various Student Services departments, a program review has not been done since 1995.

In the Spring of 2000, the SSPRC revised the instrument and procedures for reviewing the various programs that are part of Student Services. The process will now be conducted in a five-year cycle, with a mid-cycle review consisting of an analysis and progress report.

A reported in the results of the *Cuyamaca College Accreditation Survey, Spring 2000*, 53% of the College staff and only 42% of the faculty stated that they feel the campus process for evaluating the College's student services programs is effective in improving the quality of services. It is hoped that the Spring 2001 program review process will be helpful, as there will be a multiple measure approach in obtaining information from students, faculty and staff regarding the delivery of program services.

Plan

Conduct a program review of Student Services during Spring 2001 and implement recommendations.