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Dear Faculty and Staff:

We are pleased to share with you our progress in completing the Accreditation Self Study. Via this electronic newsletter, the following pieces are included:

- Accreditation Timelines
- Weaving the Tapestry: The Accreditation Self Study (a one-page overview)
- An Executive Summary of the four major accreditation standards (9 pages)

In the weeks to come, all components of the Self Study will be posted piece by piece for your reading pleasure at www.cuyamaca.edu/accreditation. Your constituency representative bodies -- the Academic Senate, the Classified Senate, the Administrators Association, and the Associated Students of Cuyamaca College -- will lead the review process and channel your feedback to the college's shared governance Innovation and Planning Council for final approval.

This work reflects the hard work of the Accreditation Steering Committee (ASC) and the Standard Teams made up of your faculty and staff colleagues. Listed below are members of the ASC, and you may want to refer to the website for a full listing of all team members (access the Forum Power Point Presentation). The final document is a product of their writing and research.

Standard I: Kathryn Nette, Gerri Perri, Marvelyn Bucky, Connie Elder, Rocky Rose, Shari Ball, Henri Migala, Allen Brown, Rosalyn Johnson

Standard II: Angela Nesta, Joe Marron Cristina Chiriboga; (A) Al Taccone, Nancy Jennings, Jackie Hider, Susan Haber, Joan Burk; (B) Teresa McNeil, Mary Asher Fitzpatrick, Mary Graham, Inwon Leu, Marsha Fralick Aaron Keller; (C) Kari Wergerland, Fred Geoola, Poppy Bush, Bill Stanford

Standard III: Donna Riley Arlene Satele; (A) Alicia Munoz, Lyn Neylon, Ernest Williams, Barbara Takahashi, Beth Appenzeller, Maria Mendoza; (B) Brad Monroe, Tim Pagaard, Laurie Brown, Patty Stephenson, Vivian Bogue; (C) Madelaine Wolfe, Ted Chandler, Larry Sherwood, Steve Weinert, Carol Lloyd; (D) Tammi Marshall Bill Stanford, Lyn Neylon, Sara Grasmick, Ray Reyes.

Standard IV: Jan Ford, Gene Morones, Pat Setzer, Maggie Gonzales, Marie Ramos, Rosalyn Jonson, Deanna Weeks

We thank you in advance for your participation in our Accreditation Self Study process. Happy reading!

Michael Wangler   Cristina Chiriboga
Accreditation Faculty Co-chair   Accreditation Administrative Co-chair

ACCREDITATION SELF-STUDY
TIMELINE

Campus Forum II	***January 2007***
Finalize Draft of Self-Study report: post on website	February 2007

www.cuyamaca.edu/accreditation

Campus Constituent Review/Endorsements	March 2007

- Academic Senate
- Classified Senate
- ASCC
- Administrator's Association

Innovation & Planning Council Approval	April 2007
District Review/Approval	May 2007
First read to Governing Board	June 2007
Second read to Governing Board/Approval	July 2007
Final Production Self-Study (College)	August 2007
Self-Study submitted to ACCJC	***August 2007***
ACCJC Visiting Team to District, Grossmont and Cuyamaca	October 2007

The Accreditation Self Study: Weaving the Tapestry

Completing a Self Study is not unlike weaving a tapestry. The Self Study primarily focuses on the four accreditation standards: Institutional Mission and Effectiveness; Student Learning Programs and Services; Resources (Human, Physical, Technology, and Financial); and Leadership and Governance. These four elements compose the key figures of the tapestry which play against a background of the college history, demographics, student outcome data, and past accreditation results and directions. The whole of the design should ultimately represent a picture of how the college fulfills its mission within a framework of dialogue among members of the college community and how it continuously improves its programs, services and institutional processes to better serve students.

So where are we in terms of completing the tapestry? The four figures have been fleshed out. Each of the standard teams has completed a working draft consisting of descriptive and evaluative sections for all components of each of the standards. Plans of action for each standard, where appropriate, have been tentatively identified but are still in the development phase.

As well, the tapestry background has been developed. With the assistance of the Institutional Research Office, and Keren Brooks in particular, the demographic information has been written. Teresa McNeil, working closely with the Accreditation Self Study co-chairs, Mike Wangler and Cristina Chiriboga, has taken point in drafting the sections on institutional history, eligibility standards, results of the last comprehensive site visit and progress achieved in meeting past accreditation recommendations.

One major strand that runs through the entire Self Study tapestry traces progress in the area of Student Learning Outcomes. Mike Wangler has balanced leadership for implementing student learning outcomes in the college with editorial responsibilities for describing and documenting efforts in the Self Study.

Finally, the Steering Committee plans to unveil the Self Study by posting drafts on the college accreditation web site www.cuyamaca.edu/accreditation. Other dissemination activities planned for spring 2007 include a Flex Week Accreditation Forum held on January 17, 2007, shared governance constituent review through the Academic Senate, Classified Senate, and the college Innovation and Planning Council. Via these channels, it is intended that all members of the college family will have the opportunity to read and assess the college Self Study and provide input to the Accreditation Steering Committee.

ACCREDITATION SELF STUDY EXECUTIVE SUMMARY
Accreditation Standards Highlights

Standard I: Institutional Mission and Effectiveness

A. Does the institution provide evidence for demonstrating strong commitment to its mission that emphasizes achievement of student learning and to communicating its mission internally and externally?

As of fall 2006, the GCCCD Governing Board adopted a new mission statement proposed by Cuyamaca College in a joint effort with Grossmont College and the District to update both college and district mission statements to better meet not only accreditation mission criteria but also to better illuminate the nature of the college student population and programs. The college's new mission statement reads as follows:

Cuyamaca College serves a broad and diverse community of individuals who seek to benefit from the college's wide range of educational programs and services. The primary mission of Cuyamaca College in order to fulfill its commitment to student learning is to provide:

- Instructional programs that meet student needs for transfer education, vocational and career education, general education and developmental courses,
- Community education programs and services
- Programs that promote economic development.

The mission statement goes on to elaborate the comprehensive range of support services and links the mission statement to internal planning processes by way of the college's Strategic Plan, 2004-2010 that established areas of focus and direction for college development.

Evaluation: The adoption of the revised mission statement as well as the clear linkage of mission to the college planning process leads to the conclusion that the college meets the standard.

B. Does the institution use analysis of quantitative and qualitative data in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission statement is accomplished?

Fundamentally, the college maintains ongoing, collegial and self-reflective dialogue about continuous improvement of student learning and institutional processes through its active organizational and governance structures and processes. Each year the college addresses its Annual Implementation Plan (AIP) derived from the college Strategic Plan 2004-2010, a comprehensive action agenda that identifies objectives to advance in selected key focus areas: Academic Excellence and Program Development; Student Success; Facilities and the

Physical Environment; Community Relations; and Resource Development. The college assesses progress toward achieving its stated goals and publishes an AIP Final Report annually and establishes the following year's agenda.

Simultaneously, annual cycles of Academic and Student Services Master Planning drive continuous improvement processes throughout all major institutional units. Program Review recommendations and results in both Instruction and Student Services reflect serious self assessment and goal setting at the department level and flow into master planning priorities and activities. Assessments are data-driven and make use of institutional research, including but not limited to program review data, environmental scan data and a variety of program-specific annual reports, as well as *Data on Demand* information regarding enrollments, student learning and achievement, and other relevant data elements. Via planning committee activities (Academic and Student Service Master Planning), planning objectives and hiring recommendations are forwarded to the budget development processes in order to insure integrated planning and resource allocation. All of these activities are conducted in an environment of open dialogue and participative governance.

Finally, the institution assures the effectiveness of its ongoing planning and resource allocation processes by reviewing and modifying these as appropriate and making use of institutional research as needed.

Standard II. Student Learning Programs and Services

A. Instructional Programs

Does the institution offer high quality instructional programs that facilitate and demonstrate the achievement of stated student learning outcomes?

Cuyamaca College offers 32 major programs leading to 56 associate degrees and 46 certificates. Student learning outcomes include meeting lower division transfer requirements, obtaining or upgrading vocational skills, and improving basic skills in math, English, reading, and English-as-a-Second-language. In addition, Community Learning serves the entire district by providing courses in the nine designated non-credit areas approved by the California Community College system: parenting, elementary and secondary basic skills, English-as-a-Second-Language, citizenship, adults with disabilities, short-term vocational, older adults, home economics, and health and safety.

The variety of scheduling formats ranging from semester length, short term, day/evening, intensive, weekend, as well as the diversity of delivery systems such as traditional face-to-face instruction, blended, online, self paced open entry/open exit give evidence to the conclusion that the college provides instruction appropriate to the current and future needs of its students. *Quality control* activities include systematic curriculum approval and update procedures and practices, program review, biannual vocational program reviews, use of advisory committees in vocational programs, and other similar efforts.

Front and center in terms of initiatives has been the commitment to develop and incorporate *student learning outcomes* at the course and program levels. Already, general education offerings are designed to incorporate a core set of student learning outcomes in areas such as cultural diversity, writing-across-the-curriculum, and work skill competencies (SCANS).

Additionally, appropriate outcomes are incorporated in areas of critical thinking, inter-disciplinary linkages, and quantitative and communication skills, and information competency.

Notwithstanding major strides in the accreditation theme area of student learning outcomes, the college recognizes that future emphasis lies in the assessment of student learning outcomes to facilitate an ongoing cycle of continuous improvement and student achievement. For these reasons, the college has proposed an action plan to pursue systematic assessment activities in instructional areas. Continued emphasis on faculty driven approaches to assessment is an integral aspect of this effort.

B. Student Support Services

Does the institution recruit and admit diverse students who are able to benefit from its programs, consistent with its mission? Do student services address the identified needs of students and enhance a supportive learning environment?

The college is highly committed to providing a broad array of student support services at every point of contact with students: outreach and recruitment; matriculation processes that range from assessment and placement, orientation, admissions and registration as well as ongoing counseling and advisement; articulation and evaluation; financial aid, scholarships and special programs such as Extended Opportunities Programs and Services (EOPS) and Disabled Student Programs and Services (DSP&S); and various student life-enhancing programs such as Athletics, Health and Wellness, Student Government and Activities. As well, a Career and Student Employment Center and a University Transfer Center assist students with critical supports, and a Tutoring Center facilitates student success in classes. The bookstore and food services round out essential campus services. Finally a state-of-the-art Child Development Center provides students and community with quality child care services and offers the extra benefit of liaison with the Child Development instructional program to ensure model educational approaches. All such services are designed to facilitate student pathways through the college by strengthening student access, progress, learning and success.

Another major aspect that characterizes the standard is concern for institutional diversity in all of its dimensions. Not only does the college reach out and admit a wide diversity of students as defined ethnicity, income levels, educational preparation, and educational goals, efforts are also made to foster appreciation and understanding of diversity and to promote social harmony as a core college value. A myriad of student cultural events, library cultural displays, and instructional initiatives contribute to a college environment that embraces diversity.

Since the last accreditation site visit, Student Development and Services has dedicated attention and effort to strengthening internal evaluation, program review, and planning activities. Recently, the college adopted the Council for the Advancement Standards in Higher Education model (CAS) for future program review. As well, a comprehensive Student Services Master Planning Committee and procedures ensure integration with college planning processes.

C. Library and Learning Support Services

Are library and other learning support services sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered?

The institution is committed to providing the full range of faculty and student learning resources, instructional materials, and technology and equipment that support the college curriculum and are designed to facilitate the teaching and learning process. Resources include the library collection that include print and electronic media, computer laboratories, instructional media services, tutoring and learning centers, and a faculty/staff training facility, the Teaching and Learning Center. Expert staff actively select, maintain and assist students and faculty with a wide variety of functions: the Learning Resource Specialist selects equipment and the Instructional Media Services Coordinator maintains it. As well, shared governance groups such as the Instructional Technology Council (ITC) and the Technology Planning Committee ensure that faculty input drives decision making in collaboration with staff experts drawn from Information Services (IS) and the Learning Resource Center (LRC).

In addition to equipment and material support, a vital program of library services and a broad-based staff development program round out learning support services. The Professional Development Committee, in addition to providing direction and coordination for the college staff development program, advises on purchases of books, videos, and related materials. For instance, recently, 4Faculty.Org was introduced to provide online professional development services. Web site, home page development and the comprehensive library website, including "Ask-a-Librarian," are provided as is a college Help Desk to assist faculty and students. Professional leadership is provided by librarians who work closely with instructional faculty to update the book collection and facilitate Information Competency learning outcomes.

In the past few years in the face of severe budget cuts, funding for all library and learning support services has been a challenge. The book collection lags behind desirable state standards and the general fund budget for tutoring services has been reduced significantly. The institution has sought creative ways of augmenting support, especially to tutoring, by utilizing a number of grant resources: the Congressional Award, VTEA (vocational/technical grant funds), federal Title III grant monies, and similar sources. It is noteworthy that both the Writing Center and the Math Center have piloted innovative projects such as *Aftermath* workshops through Title III (specialized math supplemental instruction activities). Nonetheless, it is recognized that the college needs to continue seeking funding for these critical services and replace needed position vacancies. Planning agendas have been established:

- To continue to update the library book collection along with a balanced collection of electronic resources,
- To explore funding for video materials that require close captioning,
- To expand tutoring services, particularly as facilities are opened in the Science/Technology Mall and Communication Arts building.

Standard III. Resources

A. Human Resources

Does the institution employ qualified personnel to support student learning programs and services, and are personnel treated equitably, evaluated regularly, an provided opportunities for professional development?

The college utilizes established Human Resources policies and procedures in the hiring of all faculty, staff, and administrators. Qualifications are posted and vacancies are publicized; selection processes are standardized and well monitored. In accordance with regulations, faculty in all areas must meet Minimum Qualifications or possess the equivalent education and experience as verified through the equivalency process.

In response to this Standard which establishes student learning outcomes to be central to faculty evaluation, the college abides by its collective bargaining agreement which specifies evaluation processes that call for student, peer, and manager components. All components include items directly related to course objectives and the progress of student learning. It is recommended that the college Curriculum, General Education, and Academic Policies Committee continue to work with departments to develop course-level Student Learning Outcomes (SLO's). Further, it is recommended that the Academic Senate, in conjunction with the Curriculum Committee and academic departments, establish a procedure for inclusion of SLO's into course syllabi.

The college is highly committed to maintaining a sufficient number of qualified faculty along with appropriate numbers of administrators and staff. Nonetheless, there is a large issue with the full-time/part-time faculty ratio. The institution relies in great part on part-time faculty; indeed, not all disciplines have a full-time faculty member on staff. Both Academic and Student Service Master Planning processes give great attention to the identification of full-time faculty hiring priorities, and recommendations for hiring are made in a shared governance environment. Full time professional hiring remains a number one need across the institution, and the college continues to work with the Chancellor and Governing Board to reassess the current funding system to ensure equal access to quality providers of instruction and student services at both colleges.

The colleges in conjunction with the District seek to adhere to fair employment procedures. As well, a professional Code of Ethics has been adopted for all college personnel. Ongoing efforts are made to ensure equitable hiring. The college recognizes the value and strengths of diversity and has made a number of efforts to foster opportunity of understanding and respect for all through professional development workshops, cultural events, and instructional initiatives.

B. Physical Resources

Does the institution provide physical resources-- including facilities, equipment, land and other assets to support learning programs and services, and is resource planning integrated with institutional planning?

Since 1997 the college embarked on a fully integrated and broad-based planning effort to ensure that facilities, equipment maintenance, and other functions such as energy/hazardous materials procedures were developed with an eye to supporting the institutional educational master plan. Via an impressive network of committee/task force structures, such as the Facility Mster Planning Council, the Technology Plan Committee, and the College Accessibility Committee, the college has sought to identify physical resource needs to support student learning and to provide maximum student access to programs. Through the support of the district Governing Board and District Services, the college has acquired state and community funding to implement a comprehensive educational facility. As well, the college has consistently been guided by its Educational Master Plan in bringing major projects to fruition. Since the last accreditation site visit in 2001 and the success of Proposition R, a community bond measure, a number of critical facility and scheduled maintenance projects have been realized including:

- Student Services Center
- Child Development Center
- Remodel of "N" building into a Math Center
- Biology and Chemistry lab remodels ("B" Building)
- Administrative Offices ("F" Building remodel)
- New parking lot 5 and expanded staff parking
- Automotives Technology Complex ("K" Building)
- Bus Stop enhancements
- Roads and safety access improvements
- Track resurfacing project.

Pending and in-progress projects include but are not limited to:

- Science Technology mall
- Communication Arts Building
- Student Center
- Business/CIS Building
- Remodel of buildings B.B,E,F, and G
- Library/LRC expansion and remodel.

All segments of the college community have taken part in physical resource planning and development. Challenges remain, namely providing full staffing and ongoing technology upgrades and maintenance and, in general, ensuring support for the "total cost of ownership." Nonetheless, the college continues to evaluate and plan physical resources in support of instructional programs and services that are essential for ensuring student learning.

C. Technology Resources

Does the institution provide appropriate technology support to meet the needs of learning, college wide communications, research, and operational systems?

Cuyamaca College is committed to providing students, faculty and staff with the most effective technology through comprehensive processes for planning, development, implementation, and support. Shared governance committees, such as the Instructional Technology Council (ITC), the Technology Plan Committee, and the Online Teaching and Learning Committee, promote institutional dialogue and channel faculty and staff input for purposes of technology decision making.

The college maintains 575 student-accessible PC or Apple computers; twenty-six classrooms equipped with computers, high resolution overhead projectors, DVD and VHS players, and wireless access. All full-time faculty and staff are provided with one computer, printer, and Internet access as a minimum. As well technology support for online learning is extensive; both Blackboard and WebCT course management systems are provided.

College WebConnect systems allow students to apply and enroll in classes online, and a college website is fully maintained and operational. Innovations made possible through such programs as the federal Title III grant include "Ask a Counselor." Finally, the college technology infrastructure is maintained by eight qualified hardware/software networking staff who work in conjunction with District Information Services (IS) staff to provide a variety of services such as web development, Help Desk, audio/video installations, and online courseware training.

A core aspect of technology services is the provision of quality training to its students, faculty and staff. Comprehensive technology training is available primarily during Staff Development Week. However, LRC staff offer individual technology training and group workshops throughout the year and are available to respond to immediate needs. Off campus technology seminars and workshops are also open to faculty such as the League for Innovation in Community Colleges Conference and the Tech Ed Conference.

A strong relationship exists between planning and oversight committees to provide for technology planning and implementation. Generally speaking, distribution and utilization of technology resources result from comprehensive and careful institutional evaluation. Nonetheless, the college relies in great part on state technology block funding and occasional special grant resources. Thus, the college recognizes the need to develop a plan to support the total cost of ownership for computer labs and smart classrooms.

D. Financial Resources

Is financial planning centered on the institutional mission and goals, and is financial planning integrated with institutional planning?

A highly structured network of committees and planning processes, including Academic Master Planning, Student Service Master Planning, Facilities Master Planning, and Technology Planning ensure that all college segments are guided by the college's Strategic Plan. In turn, these plans drive college budget development and allocation processes. Based on faculty responses in the survey, 72.9% of respondents said that the college's financial planning supports institutional goals and student learning outcomes.

Financial planning is balanced by a careful realistic assessment of financial resources. The District is committed to maintaining significant reserves to meet long-range financial priorities and assure financial stability for the colleges. Provisions exist at the college to respond to unanticipated needs. Management of financial resources is under the direction of the Vice President of Administrative Services, with oversight from District Business Services. Recent reviews by external auditors attest to the effectiveness of college and district financial management systems.

As well, the college practices effective oversight of finances, including financial aid, grants, externally funded programs, foundation, and other contractual relationships. A variety of internal, district-level, and Governing Board processes contribute to the systematic assessment of the uses of financial resources and result in continuous improvement of these processes.

Standard IV. Leadership and Governance

Does the institution recognize that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve? When ideas for improvement have policy or significant institution-wide implications, are systematic participative processes used to assure effective discussion, planning, and implementation?

This standard comprises key elements: the existence of internal college participative decision-making structures and processes; the role of the governing board in setting policies and of the chief executive officer, the President, for providing effective operation of the institution; and the role of the district/system in providing overall leadership and for supporting appropriate district services with clear delineation of operational responsibilities among the colleges and the district.

In terms of internal shared governance processes, the college points with pride to not only the existence of appropriate governance structures but also to the collegial and effective decision making processes that characterize the institution. The roles of the key college constituencies—faculty, staff and administration as represented by the Academic senate, Classified Senate, and Administrative Council respectively—are well understood. As well, a wide array of functions such as academic and student services planning, budget development, facility, master planning, and broad policy and curriculum approval are all channeled through appropriate governance structures and constituencies. Finally, the college

seeks to maintain open and genuine dialogue with all members of the college community and facilitates internal communication through newsletters, agendas and minutes, open forums, President's Convocation, and other similar activities.

One trend did emerge in terms of evaluation in the standard: consistently gaps in perception exist between faculty and classified staff in assessing college systems. Generally, faculty rated higher levels of understanding and satisfaction with college governance systems and processes. Whether gaps are due to communication issues, difference in roles and responsibilities between faculty and classified staff, or unaddressed concerns on the part of staff is not known. Still the college is seeking ways of dialoguing via the classified staff leadership regarding these questions and seeking to strengthen understanding among all segments of the college community.

The role of the governing board is well documented in the Self Study. Evidence supports the conclusion that the governing board takes primary responsibility for assuring the quality, integrity, effectiveness of student learning programs and services, and the financial stability of the institution. Governing board meeting procedures and internal board policies and bylaws further attest to appropriate governance systems. Finally, the governing board has been fully accountable for the selection of the district/system chief administrator, the chancellor. Overall, faculty and staff survey responses demonstrate a solid understanding of the governing board's role and responsibilities.

The role of the president in assuming primary responsibility for the quality of the institution and for providing effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness is well appreciated by the college community. Among the many examples given for supporting this view are the governance structures in place at the college as well as the documented efforts to support and develop faculty, staff, and administrators notwithstanding severe budget cuts. Further the college looks to the president for representation at district levels and throughout the community and the San Diego and Imperial County Community College region (SDICCCA). In general, faculty and staff expressed high levels of understanding and satisfaction regarding the president's role in the institution.

The district role in providing leadership in setting and communicating expectations of educational excellence and for supporting the effective operation of the colleges is well documented in the Self Study. While it is documented that the college does receive an adequate level of funding to provide for basic operations, the need to further fund the college Strategic Plan objectives was strongly noted. The college has unquestionably progressed in terms of facilities but lags behind in terms of structural human resource needs at all levels, especially faculty.

A map of delineation of functions has been developed to show district support services to the colleges and to depict lines of authority and governance for the administration and participative governance systems in place to ensure open and active intra-district communication and collaboration.