CUYAMACA
·COLLEGE·

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ACCREDITATION SELF-STUDY REPORT

Michael Wangler, Faculty Accreditation Co-Chair
Cristina Chiriboga, Administrative Accreditation Co-Chair

ACCREDITATION SELF-STUDY
CUYAMACA COLLEGE

- **Process and Structure**
- **Status**
- **Student Learning Outcomes**
- **Dissemination and Approval Process**

PROCESS AND STRUCTURE

SELF-STUDY TIMELINE

Event	Date
2005	
Identify Accreditation Faculty Chair	Spring 2005
Organize Teams	Spring 2005
Drafts Initiated for description section for Standards and information gathering	Fall 2005
2006	
Data Collection Initiated (Coordination with Institutional Research)	Spring 2006
Teams develop first drafts (includes description and analysis)	Spring 2006
Team circulation of drafts (on-going)	Fall 2006
Finalize Planning/Agenda	Fall 2006
Campus Forum I	***November 2006***

SELF-STUDY TIMELINE (cont'd)

2007

Campus Forum II	***January 2007***
Finalize Draft of Self-Study report	February 2007
(Team Revisions-incorporate inputs)	
Campus Constituent Review/Endorsements	March 2007
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

Accreditation Steering Committee

Faculty Co-Chair, Michael Wangler

Administrative Co-Chair, Cristina Chiriboga

Standard I

Co-Chairs: Gerri Perri and Kathryn Nette

Standard II

Co-Chairs: Cristina Chiriboga, Angela Nesta and Joe Marron

Standard III

Co-Chairs: Arleen Satele and Donna Riley

Standard IV

Co-Chairs: Gene Morones and Jan Ford

Constituency Group Representation

Classified Senate: Maggie Gonzales

District: Keren Brooks

Community: Allen Brown, Foundation Board Member

ASCC: Aaron Keller

Editor: Teresa McNeil

Recorder: Debi Miller

ACCREDITATION SELF-STUDY TEAM COMPOSITION

Standard I: Institutional Mission and Effectiveness

Co-Chairs: Gerri Perri and Kathryn Nette

Patricia Santana	Donna Troy	Marvelyn Bucky
Connie Elder	Rocky Rose	Shari Ball
Henri Migala	Allen Brown	Rosalyn Johnson

Standard II: Student Learning Programs & Services

Co-Chairs: Cristina Chiriboga, Angela Nesta and Joe Marron

A. Instructional Programs

Chair: Al Taccone

Nancy Jennings
Joan Burak
Jackie Hider
Alan Ridley
Susan Haber

B. Student Support Services

Chair: Teresa McNeil

Mary Asher Fitzpatrick
Teresa McNeil
Aaron Keller
Mary Graham
Joe Marron
Inwon Leu
Marsha Fralick

C. Library and Learning Resources

Chair: Angela Nesta

Kari Wergerland
Bill Stanford
Fred Geoola
Poppy Bush

Standard III: Resources
Co-Chairs: Arleen Satele and Donna Riley
Editor: Tim Pagaard

A. Human Resources
Chair: Arleen Satele

Alicia Munoz
Barbara Takahashi
Lyn Neylon
Beth Appenzeller
Ernest Williams
Maria Mendoza

B. Physical Resources
Chair: Arleen Satele

Brad Monroe
Patty Stephenson
Tim Pagaard
Vivian Bogue
Laurie Brown

C. Technology Resources
Chair: Madelaine Wolfe

Ted Chandler
Carol Lloyd
Larry Sherwood
Steve To
Steve Weinert

D. Financial Resources
Chair: Donna Riley

Tammi Marshall
Sara Grasmick
Bill Stanford
Ray Reyes
Lynn Neylon

Standard IV: Leadership and Governance

Co-Chairs: Gene Morones and Jan Ford

Pat Setzer

Maggie Gonzales

Marie Ramos

Rosalyn Johnson

Deanna Weeks

STATUS REPORT

COMPLETED

Drafts

- Eligibility Description
- Demographic Profile
- Descriptions for all Standards
- Evaluations for all Standards

COMMENTS

BY STANDARDS

IN PROGRESS

- **Theme Essays**
  - Dialogue
  - Student Learning Outcomes
  - Institutional Commitments
  - Evaluation, Planning and Improvement
  - Organization
  - Institutional Integrity

- **Planning Agendas**
- **College Review and Approval Spring 2007**

STUDENT LEARNING OUTCOMES

Student Learning Outcomes (SLOs)

- Milestones
- Institutional Process
  - All Course/Curriculum SLOs approved through Curriculum, General Education and Academic Policies and Procedures Committee
  - All Program SLOs reviewed by Program Review
  - Service Area (Library and Student Services) in the process of developing SLOs
- Curriculum - Before & After Outlines
  - Geography and Exercise Science
- Program Review
  - CIS
- Service Area
  - Library SLOs

MILESTONES

Spring & Fall, 2003	College faculty/administrative team participates in statewide RP Student Learning Outcomes (SLO) Workshops (MiraCosta & Miramar Colleges).
December, 2003	Academic Senate adopts *Resolution Regarding the Integration of Measurable Student Learning Outcomes into Curriculum.*
January, 2004	Academic Senate presents the Cuyamaca College SLO resolution and proposed implementation model at the Joint Academic Senate Meeting.
March, 2004	Academic Senate adopts *Resolution Regarding the Integration of Measurable Student Learning Outcomes into Student Services.*
March, 2004	Director of Institutional research presents Student Learning Outcomes workshop to Curriculum and Program Review Committees.
Spring, 2004	Curriculum and Program Review Committees (including the College Accreditation Liaison Officer) research, design and draft processes for integrating SLO's into the Curriculum.

May, 2004	Academic Senate adopts proposed SLO implementation package from Curriculum and Program Review Committees.
Fall, 2004	Curriculum Committee begins reviewing new and existing course outlines for SLO's.
November, 2004	College faculty/administrative team presents Cuyamaca's SLO implementation model at CCLC Conference.
March, 2005	College faculty/administrative team presents Cuyamaca's SLO implementation model at Joint CIO-CSSO Conference.
April, 2005	Academic Senate approves 24 new and existing course outlines for SLO's and forwards to Governing Board for adoption.
April 2006	Academic Senate approves 19 new course outlines and 20% of existing course outlines for SLOs and forwards to Governing Board for adoption.

CURRICULUM BEFORE & AFTER OUTLINES

Exercise Science

ES 060 (Before SLOs)

(Page 35 in SLO Handbook)

Course Objectives

Students will be able to:

1) Learn the basic skills and rules of the game
2) Develop an activity which can be continued as a hobby and provides relaxation during leisure time
3) Exhibit the ethical codes of behavior traditional in the game of badminton
4) Engage in physical activity of a vigorous nature

Method of Evaluation

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be written exams, skills demonstration or, where appropriate, the symbol system.

1) Observation of performance skills: long serve, short serve, clear, drop, dink, smash, and drive.
2) Objective skill testing demonstrating above techniques.
3) Exams (written)

ES 060 (After SLOs)

(Page 35 in SLO Handbook)

Course Objectives (Expected Student Learning Outcomes)

Students will be able to:

1) Describe the rules of play, codes of behavior, and scoring for badminton, and explain how they apply to singles and doubles games
2) Identify the basic strategies of court coverage for singles and doubles play, and utilize these strategies to improve court play
3) Display individual performance skills for singles and doubles play (including basic footwork and strokes for serve & play), and demonstrate proficiency and improvement of these skills throughout the semester
4) Use the above knowledge and performance based skills to competitively engage in class competitions & tournaments
5) Assess the relationship between physical fitness and good health, and apply the skills gained in class to promote good health and fitness throughout one's life

Method of Evaluation (Measuring Student Learning Outcomes with Representative Assignments)

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be written exams, skills demonstration or, where appropriate, the symbol system.

1) Quizzes and exams that measure the student's ability to identify, explain, and provide examples of the rules, ethics, and strategies of play for badminton and how they apply to both singles and doubles games (CO 1, 2)
2) Objective skills testing that measure the student's proficiency and improvement in the following: strategic court coverage, basic footwork, and strokes for serve & play, including long serve, short serve, clear, drop, dink, smash, and drive (CO 2, 3)
3) Objective assessment of student participation and performance in class competitions and tournaments (singles and doubles) based on the following criteria: appropriate use of rules and scoring, sportsmanship and teamwork, and skills development and improvement (CO 3, 4)
4) In class activities and/or homework assignments that measure the student's ability to evaluate the relationship between physical fitness and good health throughout one's life (CO 5)

PROGRAM REVIEW

CIS

CIS PROGRAM REVIEW

Networking Program Outcomes

a. What are the learning outcomes for each discipline in your department? (See handout for examples.)

Students who complete this program should be able to:

1) Demonstrate the ability to install, configure, upgrade, diagnose and troubleshoot personal computer hardware. Describe the functionality of personal computer motherboards, processors, memory, storage, printers, and mobile systems.
2) Develop hands-on skills relating to installation and testing of structured cabling and use of cable test equipment. Describe Industry Cabling Design Standards.
3) Design, plan, build and implement a database. Understand how to maintain and modify databases in order to adapt to changing information requirements.
4) Use command line and graphical user interface tools to install, configure, manage users, implement security, troubleshoot and restore a networked Windows or Linux operating system.
5) Identify and describe the functions of each of the seven layers of the OSI reference model.
6) Define and describe the function of a MAC address. Define and describe the different classes of IP addresses, subnetting, CIDR and VLSM.
7) Perform tasks in the planning, design, installation, operation, and troubleshooting of Ethernet and TCP/IP networks, including networking mathematics and terminology.

CIS PROGRAM REVIEW (cont'd)

8) Demonstrate proper care, maintenance and use of networking software, tools and equipment, and all local, state and federal safety, building and environmental codes and regulations.
9) Install and configure switches and routers in a multiprotocol internetwork using LAN and WAN interfaces.
10) Examine Routing and switching theory, router and switch components, and routed and routing protocols.
11) Describe Wide Area Network (WAN) protocols, standards and technologies including ISDN, Frame Relay and SMNP.
12) Demonstrate knowledge and skills involving network security systems by securing a computer network from internal and external threats.
13) Apply communication and people skills to work effectively as part of a team.
14) Learn basic documentation skills and demonstrate effective written communication.
15) Resolve technical problems by researching and applying logic to troubleshoot common networking problems.

b. How do students demonstrate achievement of these learning outcomes?

Skills are demonstrated through projects and work performed in labs and these skills correlate with those specified in the syllabi and in course outlines. For example, students in the Network Cabling class actually build cables and successfully cable a local area network. Students in the web classes actually develop web sites that utilize sound design and technical skills. Outlines are based on measurable student learning outcomes and provided with the necessary texts and technology will produce grades that reliably measure achievement of the outcomes.

c. How are learning outcomes made public?

Learning outcomes are documented on the CIS website.

SERVICE AREA

Library

LIBRARY

Outcome No. 1:

Locate information using information management skills to utilize a variety of library resources effectively, including books, published articles, multi-media, and web sites.

Outcome No. 2:

Evaluate information using critical thinking skills and problem solving to evaluate resources in order to determine reliability, validity, authority, and point of view

In order to practice these skills the library created several student-paced on-line tutorials, such as *"How to Do a Research Paper"* and *" Creating an MLA Works Cited Page*" that can be accessed from the library's home page.

STUDENT LEARNING OUTCOMES

NEXT STEPS

- **Continue Developing and Implementing SLOs in all areas**
- **Conduct Assessment Activities**

DISSEMINATION
AND
APPROVAL PROCESS

Dissemination and Approval Process for Accreditation Self Study

- Post final drafts on website
- Submit self-study through College shared governance constituency groups:
  - Academic Senate
  - Classified Senate
  - Associated Students
  - Innovation & Planning Council
- Submit to Grossmont-Cuyamaca Community College District Governing Board for review and approval
- Submit to Western Association of Schools and Colleges
- Site Visit October 2007