

Guide to the
Accreditation2019
Reflections and New Directions
Site Visit



September 30th through
October 3rd, 2019



C U Y A M A C A
· C O L L E G E ·

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President's Message



Greetings Cuyamaca College community! I am happy to present this Guide to Accreditation 2019 in preparation for our upcoming site visit. This fall we will be hosting a team of peers from other two-year institutions to learn more about the campus, the work that we do, and how we are addressing each of the Standards of good practice that we have committed to as an

ACCJC member institution.

Our accreditation reaffirmation efforts began over two years ago, with the initiation of our institutional self-evaluation efforts. Our Accreditation Steering Committee – which includes faculty, staff, administrators and students – led this work and, with input from the campus community, prepared our Institutional Self-Evaluation Report (ISER) in support of accreditation reaffirmation, which was submitted to the ACCJC on July 29th, 2019.

The ACCJC Peer Review Team will be visiting our campus from Monday, September 30th through Thursday, October 3rd.

They will be touring the campus, fielding questions from members of the campus and community during two open forums, and meeting with faculty, classified, student, and administrative leaders to gather additional information about college structures and processes. We have prepared this guide to provide an overview of the accreditation process, key self-evaluation findings, and the site visit itself.

We ask for your help in welcoming our peers to the campus during their visit. Our college's Accreditation Liaison Officer, Bri Hays, will be coordinating tours, meetings, and interview dates and times with the Peer Review Team Assistant. If you have any questions about the accreditation site visit or process, please contact Bri at brianna.hays@gcccd.edu or 619-660-4046.

College Vision, Mission & Values

Vision

Learning for the Future

Mission

The mission of Cuyamaca College is to serve a diverse community of students who seek to benefit from the college's wide range of educational programs and services.

In order to fulfill its commitment to student learning, success and equity, the college provides:

- Instructional programs that meet student needs for transfer education, career technical education, general education and basic skills courses
- Programs that promote economic, civic and cultural development

To facilitate this mission, Cuyamaca College provides a comprehensive range of support services including: outreach, access, student success and equity initiatives, academic and learning resources, student development programs, and multicultural and co-curricular activities.

In support of its mission, Cuyamaca College structures its planning processes and engages the college community by pursuing the following priorities, which form the foundation of the 2016-2022 Strategic Plan:

- **Acceleration**
- **Guided Student Pathways**
- **Student Validation & Engagement**
- **Organizational Health**

Values

- Equitable Access
- Individual Student Success
- Academic Excellence
- Innovation and Creativity
- Diversity and Social Harmony
- Environmental Stewardship and Sustainability
- Strong Community Relations

Accreditation Overview

Accreditation exists primarily to assure students and the public of quality in education and to foster institutional improvement. While accreditation in many other countries is managed by the government, in the United States, accreditation is driven largely by a peer-review process. The United States includes 7 regional accreditors across 6 regions. **Cuyamaca College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC)**, which includes member institutions from California, Hawaii, and the Pacific Islands.

What does accreditation mean to students?

Financial Aid: Accredited institutions are able to receive and administer Title IV financial aid.

Transfer of Credit: Students are able to transfer credit from accredited institutions to other institutions. They are not able to transfer credits earned from an unaccredited institution to an accredited institution.

What is the accreditation cycle?

The ACCJC accreditation cycle was previously 6 years; however, with the implementation of a revised set of accreditation standards in 2014, the cycle changed to **7 years**, which will be in effect after the College undergoes its comprehensive evaluation this year.

What should I know about the accreditation peer review process?

A central component of the accreditation process, the peer review team, provides an independent review of the institution as part of its comprehensive evaluation. The peer review team reviews the information and evidence the College provided in the Institutional Self-Evaluation Report (ISER), and compares the information provided to each of the current accreditation standards. The team will prepare a report based on the information provided in the ISER and gathered during the accreditation site visit. This report will be submitted to the ACCJC, and the Commission will make the final decision regarding the institution's accreditation status.

The Accreditation Process

The accreditation process includes three major steps:

1. Self-Evaluation

Cuyamaca College engaged in a two-year self-evaluation process to assess the degree to which the College aligned with the ACCJC standards. During the process, the College took steps to address any areas needing immediate improvement and identified Actionable Improvement Plans (AIPs) to improve alignment with the Standards over the next 4 years. The College also identified 2 Quality Focus Essay (QFE) projects it will undertake to improve student learning and achievement. The end-result of this combined work was the Institutional Self-Evaluation Report (ISER).

2. Peer Review

A team of faculty and administrators from other ACCJC member institutions reviews the ISER (including cited evidence), visits the College to gather additional information, and determines if the College is meeting or exceeding the ACCJC standards. The peer review team makes recommendations for improvement or compliance, if necessary, and makes commendations for exemplary College processes and practices. These recommendations and commendations are codified in a team evaluation report and forwarded to the ACCJC for a final determination.

3. Commission Decision

The ACCJC reviews and validates the College's ISER and team report to render an accreditation status.

The Cuyamaca College site visit will take place September 30th through October 3rd, and the ACCJC will discuss the College's accreditation status at its January 2020 meeting. The College will post any communications from the ACCJC regarding its accreditation status upon receiving them.

ACCJC Peer Review Team

Dr. Kristin Clark

Team Chair

President

West Hills College

James Preston

Team Assistant

Vice President of Educational Services

West Hills College

Rebecca Benas

English Instructor

Fresno City College

Christopher Howerton

Communication Studies Professor/SLO Coordinator

Woodland College

Dr. Tina Inzerilla

Library Coordinator

Las Positas College

Dr. Joumana McGowan

Associate Vice President of Instruction

Mount San Antonio College

Mario Tejada, Jr.

Professor

Diablo Valley College

Dr. Renee DeLong

Dean of Counseling Services

Orange Coast College

Alfred Gallegos

Dean of Institutional Advancement and Institutional Research

LA Southwest College

Dr. Sarah Schrader

Controller

Yosemite Community College District

Assisting the Team:

Dr. Stephanie Droker

ACCJC Vice President/Staff Liaison

Fall 2019 Site Visit FAQs

Our college's site visit will take place **Monday, September 30th through Thursday, October 3rd**. We are delighted to welcome the ACCJC peer review team to our college! Here are some Frequently Asked Questions (FAQs) and answers to help you prepare for the site visit.

Where can I find our college's Institutional Self-Evaluation Report (ISER)?

The final ISER is posted to the College's Accreditation 2019 webpage, which can be accessed via the About Us menu (click on Accreditation and then Accreditation 2019) on the college homepage or at this link: <https://www.cuyamaca.edu/college-info/accreditation/accreditation-2019.aspx>

How does the team prepare for the site visit?

The team reviews our ISER in advance of the site visit and begins writing an initial evaluation report. They will ask for additional evidence or information to get a deeper understanding of our college processes and structures.

What will the team do during the site visit?

The team will request to meet with various members of the campus community, such as Academic Senate and Classified Senate leadership, Associated Student Government leaders, administrators, and members of college participatory governance councils. They may visit council or committee meetings scheduled during their visit. They will also take a tour of the campus and will host two open forums.

Where can I meet the team?

You can meet the team during one of the two college and community open forums, which are scheduled for Tuesday, October 1st at 5:00pm in I-207 or Wednesday, October 2nd at 11:00am in I-207. The team will also conduct an exit session for the campus on Thursday, October 3rd at 11:00am in the Digital Theatre (B-101).

Who can I contact if I have questions?

Contact Accreditation Liaison Officer Bri Hays at brianna.hays@gccd.edu for more information.

Site Visit Schedule at a Glance

Below is an outline of key events that will take place during the accreditation site visit. Please save the date for the college and community Open Forums and the Exit Session. Peer review team members will be on campus on the dates below and will be wearing team identification badges. If you see peer review team members on campus, please give them a warm Cuyamaca welcome!

Monday, September 30th

1:00 pm Team Meet and Greet (I-207) with the Accreditation Steering Committee, and select faculty, staff, student, and administrative leadership teams

2:00 pm Campus Tour for team members

Tuesday, October 1st

Interviews with selected members of the campus community*

5:00 pm Open Forum (I-207) for the campus community – all students, employees, and community members are invited to attend

Wednesday, October 2nd

Interviews with selected members of the campus community*

11:00 am Open Forum (I-207) for the campus community – all students, employees, and community members are invited to attend

Thursday, October 3rd

11:00 am Oral Report (Digital Theatre – B-101) for the campus community – all students, employees, and community members are invited to attend

*Individuals and councils/committees identified by the peer review team for interviews will be notified by the College's Accreditation Liaison Officer in advance (as early as possible).

Accreditation Steering Committee

The Accreditation Steering Committee (ASC) develops, coordinates, and implements the process for development of the Institutional Self-Evaluation Report (ISER) in support of accreditation reaffirmation and in preparation for site visits scheduled by the ACCJC. The ASC establishes timelines and oversees the process for completion of the ISER and Quality Focus Essay (QFE), including but not limited to:

- Training and organization of work groups and writing teams for each accreditation standard;
- Gathering of information, documentation, and evidence; and
- Writing and editing the final ISER and QFE documents.

In collaboration with the Institutional Effectiveness Council, the ASC ensures compliance with the accreditation standards and advances a culture of evidence and continuous quality improvement across the College. In order to achieve this, ASC is responsible for the following:

- Facilitating accreditation-related training for the campus community;
- Making recommendations to appropriate campus committees, councils, and departments to ensure that accreditation standards are integrated into college structures and processes;
- Monitoring of actionable improvement plans arising from the self-evaluation process;
- Assessing progress on the QFE; and
- Ensuring any recommendations made by the peer review team are addressed.

Accreditation Steering Committee Tri-Chairs

Standard I	Standard II
Bri Hays	Marvelyn Bucky
Robert Stafford	Pat Setzer
Ari Ahmadian	Jessica Robinson
	Brittney Gardner
Standard III	Standard IV
Sahar Abushaban	Kim Dudzik
Steve Weinert	Kerry Kilber-Rebman
Rana Al-Shaikh	Valeri Wilson

Self-Evaluation Highlights

The Accreditation Steering Committee and writing teams identified evidence and wrote narrative responses to address each of the ACCJC standards, organized into the following areas:

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

- A. Mission
- B. Assuring Academic Quality and Institutional Effectiveness
- C. Institutional Integrity

Standard II: Student Learning Programs and Support Services

- A. Instructional Programs
- B. Library and Learning Support Services
- C. Student Support Services

Standard III: Resources

- A. Human Resources
- B. Physical Resources
- C. Technology Resources
- D. Financial Resources

Standard IV: Leadership and Governance

- A. Decision-Making Roles and Processes
- B. Chief Executive Officer
- C. Governing Board
- D. Multi-College Districts or Systems

In preparing the Institutional Self-Evaluation Report (ISER), the College identified several areas for improvement, or **Actionable Improvement Plans**:

1. Implement an inclusive, robust triennial review of the College's mission statement to align with strategic planning cycle
2. Make learning assessment more meaningful
3. Implement a regular cycle of review for college documents, such as employee and student handbooks and the College Code of Ethics
4. Continue governance infrastructure improvements and document them in a revised governance handbook

Quality Focus Essay Projects

The Accreditation Steering Committee hosted the Fall 2018 Accreditation Retreat, during which the campus community was invited to learn about the key self-evaluation findings and prioritize projects that would significantly improve student learning and achievement. The following are the projects identified and prioritized at the Fall 2018 retreat:

1. Establish Center for Teaching and Learning

- Integrate professional development efforts to support the implementation of innovative, student-centered practices
- Online and physical space for collaboration, sharing of ideas, and professional learning for employees (including student mentors)
- Timeline for implementation: 2+ years
- Foundational work begins in Fall 2019

2. Expand Open-Educational Resources (OER)/Low-Cost Course Materials

- Provide access to high-quality course texts and learning materials at little to no cost to students in order to improve student learning and support successful course completion
- Provide infrastructure and support for faculty to implement OER
- Timeline for implementation: 3+ years
- A work group has been convened and work will expand in the 2019-20 academic year



College Resources and Links

Below are links to college websites for information on important topics and accreditation resources:

Cuyamaca Accreditation 2019 Information – Including Link to Institutional Self-Evaluation Report (ISER)

<https://www.cuyamaca.edu/college-info/accreditation/accreditation-2019.aspx>

Cuyamaca Institutional Effectiveness, Success, and Equity (IESE) Office

<https://www.cuyamaca.edu/college-info/planning/default.aspx>

Program Review Webpage

<https://www.cuyamaca.edu/college-info/planning/program-review.aspx>

Integrated Planning Webpage

<https://www.cuyamaca.edu/college-info/planning/integrated-planning.aspx>

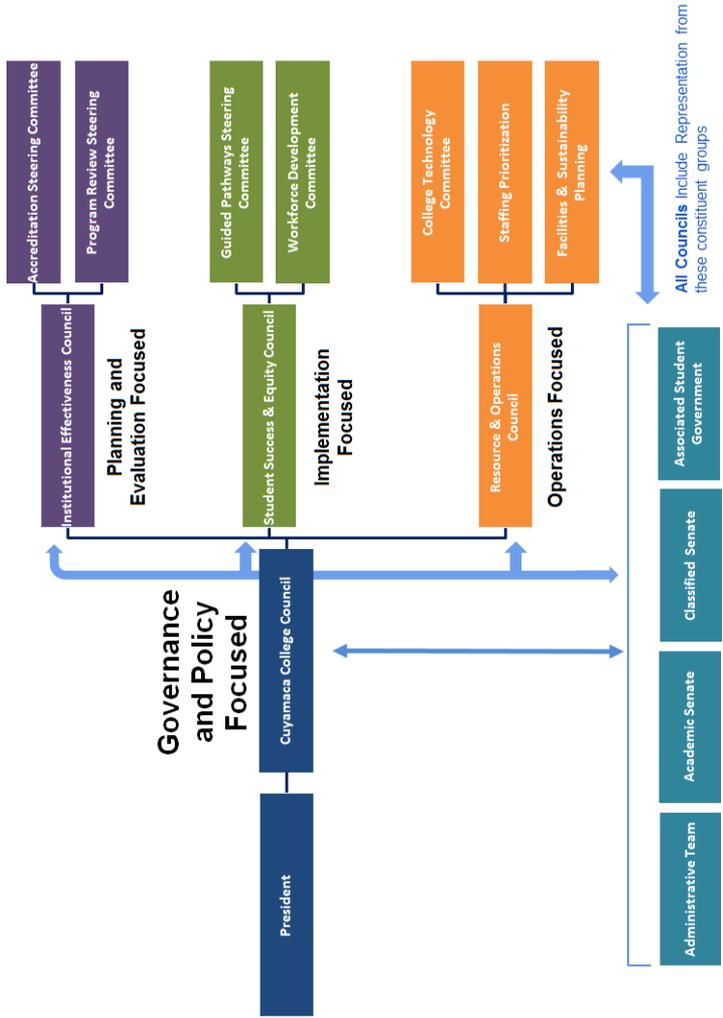
Cuyamaca IESE – Institutional Research

<https://www.cuyamaca.edu/college-info/planning/institutional-research.aspx>

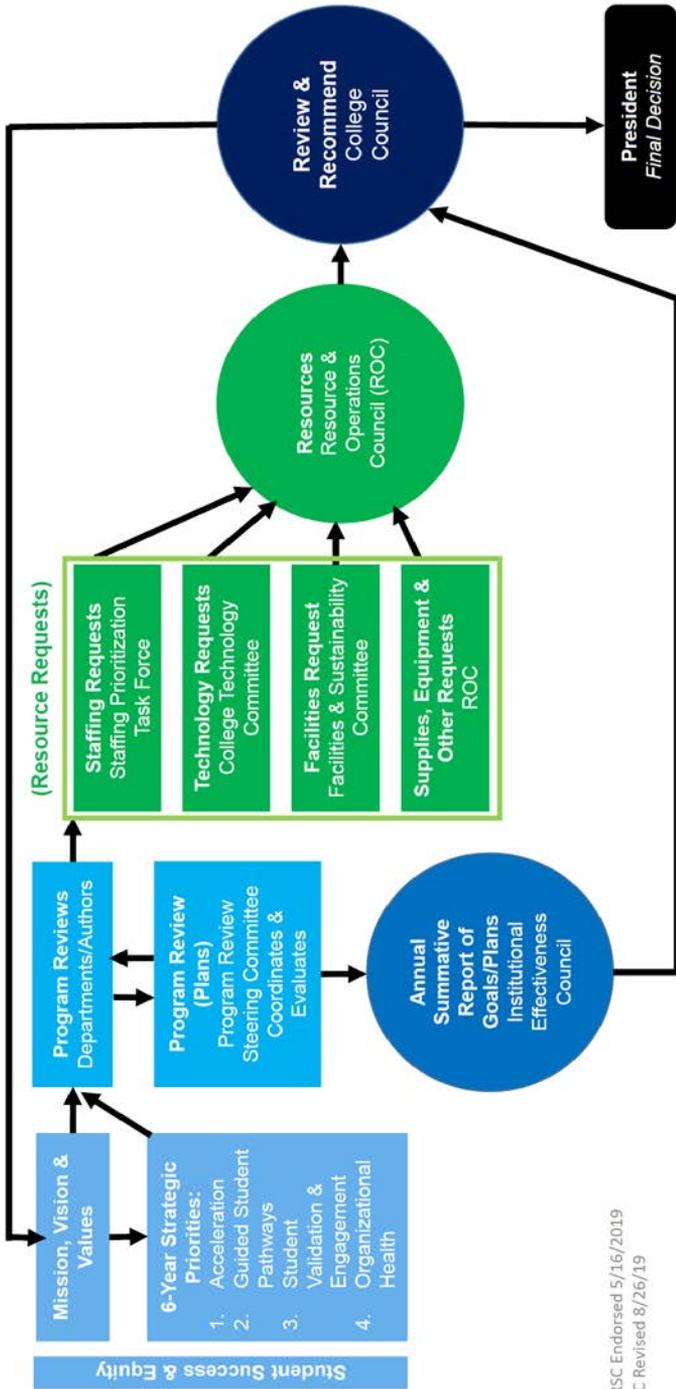
2016-2022 Strategic Plan

<https://www.cuyamaca.edu/college-info/about/files/strategic-plan/2016-2022-Strategic-Plan-Cuyamaca.pdf>

Cuyamaca College New Participatory Governance Structure (Spring 2019)



Annual Planning Process



PRSC Endorsed 5/16/2019
IEC Revised 8/26/19

Thank you for being part of this important process for our college!

Sincerely,
Your Accreditation Leadership Team



Julianna Barnes,
Ed.D.
President



Bri Hays
*Senior Dean of
Institutional
Effectiveness,
Success & Equity*

*Accreditation Liaison
Officer*



Marvelyn Bucky
*Associate Professor
of English*

*Accreditation Faculty
Co-Chair*



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