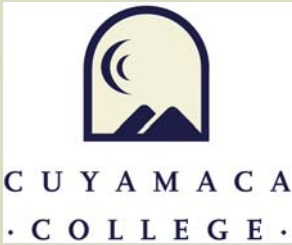




ACCREDITATION SELF-STUDY REPORT

Michael Wangler, Faculty Accreditation Co-Chair

Cristina Chiriboga, Administrative Accreditation Co-Chair

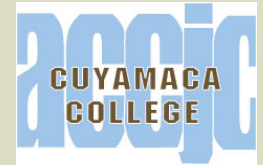


ACCREDITATION SELF-STUDY CUYAMACA COLLEGE

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

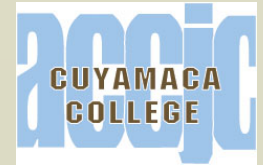


PROCESS AND STRUCTURE



SELF-STUDY TIMELINE

Spring 2005	Organize Teams & Steering Committee; First Steering Committee meeting May 2005.
Fall 2005	Initiate drafts for description section. Jointly develop surveys with Grossmont College and Office of Institutional Research.
Spring 2006	Survey administered, data compiled and distributed to teams. Drafts of description and evaluation sections completed.
Fall 2006	Draft reviewed by Steering Committee and returned to Teams for final edits. Development of Planning Agenda begins.
February 2007	Final draft of Self-Study Report.
March/April 2007	Shared Governance review and endorsements (Academic Senate, Classified Senate, Innovation & Planning Council).
May 2007	First read to Governing Board.
July 2007	Self-Study submitted to ACCJC Commission.
October 2007	Site Visit by ACCJC Commission Team.



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, Joe Marron and Angela Nesta

Standard III

Co-Chairs: Arleen Satele and Donna Riley

Standard IV

Co-Chairs: Gene Morones and Jan Ford

Constituency Group Representation

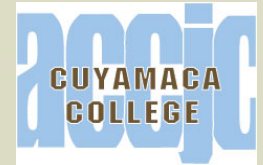
CSEA: Maggie Gonzales

District: Keren Brooks

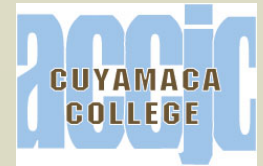
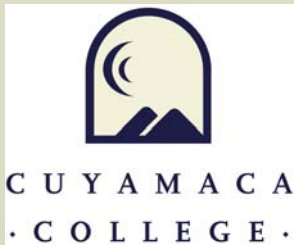
Community: Allen Brown, Foundation Board Member

ASCC: Aaron Keller

Recorder: Debi Miller



ACCREDITATION SELF-STUDY TEAM COMPOSITION



Standard I: Institutional Mission and Effectiveness

Co-Chairs: Gerri Perri and Kathryn Nette

Patricia Santana

Connie Elder

Henri Migala

Donna Troy

Rocky Rose

Allen Brown

Duncan McGehee

Sherri Braaksma

Rosalyn Johnson



Standard II: Student Learning Programs & Services

Co-Chairs: Cristina Chiriboga and Angela Nesta

A. Instructional Programs

Chair: Al Taccone

Nancy Jennings
Barbara Pescar

Jackie Hider
Joan Burak

Susan Haber
Alan Ridley

B. Student Support Services

Chair: Marsha Fralick

Mary Asher Fitzpatrick
Teresa McNeil

Mary Graham
Joe Marron

Inwon Leu

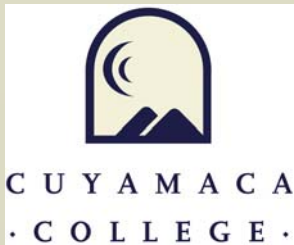
C. Library and Learning Resources

Chair: Angela Nesta

Kari Wergerland

Fred Geoola

Poppy Bush



Standard III: Resources

Co-Chairs: Arleen Satele and Donna Riley

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

Peter Haro
Ray Reyes

Tony Zambelli



Standard IV: Leadership and Governance

Co-Chairs: Gene Morones and Jan Ford

Jim Custeau

Maggie Gonzales

Deanna Weeks

Peter Utgaard

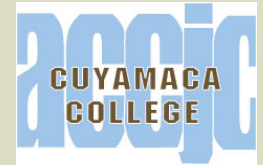
Rosalyn Johnson

Pat Setzer

Marie Ramos

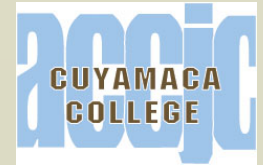


STATUS REPORT



COMPLETED

- **Description Evaluation Drafts**
- **Eligibility Description Draft**

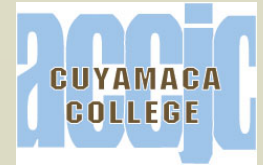


IN PROGRESS

- **Theme Essays**
 - Dialogue
 - Student Learning Outcomes
 - Institutional Commitments
 - Evaluation, Planning and Improvement
 - Organization
 - Institutional Integrity
- **Planning Agendas Fall 2006**
- **College Review and Approval Spring 2007**



STUDENT LEARNING OUTCOMES



Student Learning Outcomes (SLOs)

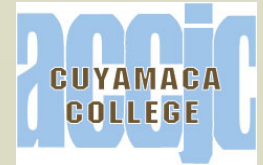
- **Milestones**
- **Institutional Process**
 - All Course/Curriculum SLOs approved through Curriculum, General Education and Academic Policies and Procedures Committee
 - All Program SLOs reviewed by Program Review
 - Service Area (Library and Student Services) in the process of developing SLOs
- **Curriculum - 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 <i>Resolution Regarding the Integration of Measurable Student Learning Outcomes into Curriculum</i> .
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 <i>Resolution Regarding the Integration of Measurable Student Learning Outcomes into Student Services</i> .
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

Geography
Exercise Science

GEOG 120 (Before SLOs)

(Page 31 in SLO Handbook)

Course Objectives

Students will be able to:

- 1) Analyze and evaluate the relationships within and between Earth's natural systems
- 2) Recognize and comprehend spatial and temporal patterns on Earth's surface
- 3) Examine and decipher Earth-Sun relations and resulting physical phenomena on Earth's surface
- 4) Investigate and delineate cycles and patterns within the biosphere
- 5) Analyze and explain atmosphere-hydrosphere interactions and related processes
- 6) Investigate and interpret geologic and geomorphic processes that shape Earth's lithosphere
- 7) Compare and contrast competing scientific theories used to explain geologic and geomorphic phenomena
- 8) Analyze and interpret maps
- 9) Explore and evaluate the relationships between humans and their surrounding environment
- 10) Identify and assess the significance of the human imprint upon and within Earth's natural systems

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 essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Quizzes, exams
- 2) Homework assignments
- 3) In-class activities
- 4) Participation
- 5) Research project

GEOG 120 (After SLOs)

(Page 32 in SLO Handbook)

Course Objectives (Expected Student Learning Outcomes)

Students will be able to:

- a) Identify and utilize the guiding principles of physical geography to analyze & interpret geospatial relationships within & between Earth's 4 major environmental spheres (atmosphere, hydrosphere, lithosphere, & biosphere)
- b) Outline the scientific method, describe its applications, and explain its relevance to real world problem solving
- c) Analyze geospatial data on maps, tables & graphs, and draw conclusions based on subsequent interpretations
- d) Describe seasonal Earth-Sun relations and explain resulting physical phenomena on Earth's surface
- e) Model atmospheric & oceanic circulation patterns in order to predict seasonal changes in the weather
- f) Utilize basic meteorological information to describe daily weather patterns, and explain the necessary conditions for the development of severe weather
- g) Compare and contrast daily, seasonal and annual atmospheric phenomena in order to differentiate between short-term weather processes and resulting long-term climate patterns
- h) Identify local, regional and global scale biogeographic patterns based on soil and climate factors, and evaluate their significance within the context of Earth's biosphere
- i) Describe the Theory of Plate Tectonics, provide scientific evidence in its support, and explain its significance within the field of geography
- j) Model surficial geomorphic processes, and apply to the real world in order to explain the development and evolution of common landforms
- k) Compare and contrast competing scientific interpretations of geospatial data, and explain how divergent conclusions can be drawn from the analysis of similar data
- l) Evaluate the relationships between humans and their surrounding environment, and assess the significance of the human imprint on Earth's natural systems

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 essay exams, skills demonstration or, where appropriate, the symbol system.

- a) Quizzes and exams that measure students' ability to recognize, explain, and provide examples of the patterns, processes, and relationships associated with Earth's natural systems (all objectives; a-l)
- b) Spatial problem solving exercises in which students model real world applications of classroom and textbook materials (e.g. map reading & interpretation, daily & seasonal earth-sun relationships, watershed analyses, etc.) (objectives c, d, e, g, j, k)
- c) Physical geography research project(s) in which students are required to analyze, interpret and draw conclusions from scientific sources (objectives a, b, c, f, g, h, i, k, l)
- d) Written student analysis of contemporary environmental concerns based on historic and modern scientific evidence (objectives a, c, g, h, k, l)

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)

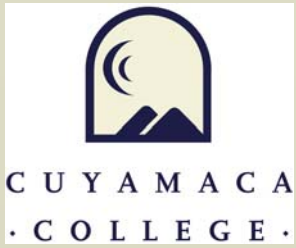
Students will be able to:

- 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)

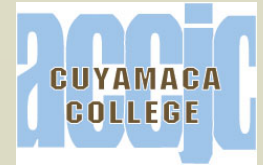
A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be written exams, skills demonstration or, where appropriate, the symbol system.

- 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:

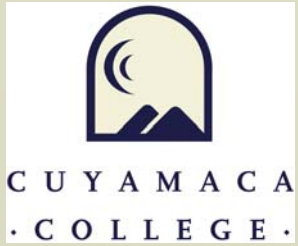
- 1) Demonstrate the ability to install, configure, upgrade, diagnose and troubleshoot personal computer hardware. Describe the functionality of personal computer motherboards, processors, memory, storage, printers, and mobile systems.
- 2) Develop hands-on skills relating to installation and testing 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.
- 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.

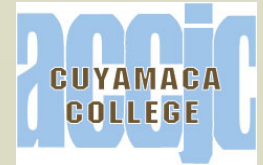
c. How are learning outcomes made public?

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

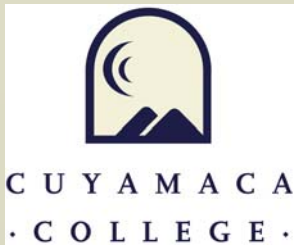
In order to practice these skills the library created several student-paced on-line tutorials, such as *“How to Do a Research Paper”* and *“Creating an MLA Works Cited Page”* that can be accessed from the library’s home page.

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 approved 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**