

Standard Four

EDUCATIONAL PROGRAMS

The institution offers collegiate level programs in recognized fields of study that culminate in identified student competencies leading to degrees and certificates. The provisions of this standard are broadly applicable to all educational activities offered in the name of the institution, regardless of where or how presented, or by whom taught.

A. General Provisions

A1. The institution seeks to meet the varied educational needs of its students through programs consistent with its institutional mission and purposes and the demographics and economics of its community.

Descriptive Summary

Cuyamaca College's mission to "provide leadership for the community's future through innovative experiences and environments for learning" and the College's vision "Learning for the Future" are both realized through the implementation of the College's core values. These core values are: academic excellence, innovation and creativity, community, social responsibility, diversity and social harmony, natural environment, resource development, and technology.

The College's mission, vision, and core values as established in the 1995-2000 strategic plan provide the foundation for its comprehensive academic and vocational programs. Currently, the College offers thirty major program categories leading to over 43 associate degrees and 39 certificates. The objective of these instructional programs is to offer lower division courses that meet the needs of students who plan to transfer; obtain or upgrade vocational skills; or improve their basic skills in math, English, reading, and ESL.

Students enter Cuyamaca College from a wide-variety of socio-economic backgrounds

and academic preparedness. In order to meet the learning and/or lifestyle needs of Cuyamaca's students, classes are offered in a variety of formats including Afternoon College, Weekend College, Online, and Telecourses. Furthermore, over thirty of the regular offerings are conducted at off-campus sites. In addition to the credit offerings of the College, Cuyamaca serves as the District's center for Community Learning: a program with over 250 non-credit classes being offered in 26 different areas. ([Preview](#) catalog).

The ethnicity of students at Cuyamaca reflects that of the surrounding community. Nearly 80% of students identify themselves as White or Latino while the remainder is made up of Asian, Black and unknown ethnicity. Females make up 55% of the student population followed by 45% males.

Forty-six percent of the students indicate that their primary educational goal is to obtain an Associate Degree or transfer to a four-year institution followed by 25% who are undeclared. Nineteen percent of the students are seeking a vocational degree; 7% have declared basic skills as their primary educational goal; and 3% are seeking to develop or upgrade career skills.

Since resource development is an institutional priority, the College created a full-time grants writer position to assist faculty in obtaining funding to: research and develop innovative teaching methodologies, enhance existing programs, and partner with the community and local industry to provide relevant learning experiences. Additionally, these partnerships provide the College the opportunity to offer classes at off-campus sites such as Las Colinas Women's Detention Center, Mountain Empire High School, and other high schools in the Grossmont Union High School District and the Lemon Grove School District.

The College also provides labs for computer-integrated instruction in all basic skills classes, and to facilitate student success, persistence, and retention at all

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levels of study, ESL and reading programs have been added to the curriculum. The tutoring program offers special tutoring in the basics skills areas as well as serving other programs on campus. Many of these learning skills classes were funded by grants written by the faculty.

In 1998, the College implemented *Cuyamaca Works*, a program designed to facilitate welfare reform by providing educational opportunities for students to develop necessary workplace skills. The program coordinator worked closely with faculty to develop a two-semester sequence of courses that could help students become employable within one year. Thirteen programs of study now comprise the Cuyamaca Works program. Classes are offered as part of the credit and non-credit programs at the College during the day, evening, and on weekends.

Analysis

With 46% of the students indicating their goal as degree/transfer and 7% declaring basic skills as a goal, the College has focused on improving its educational offerings by building a more comprehensive program in the basic skills areas followed by strengthening and increasing offerings in general education. A new general education package was developed in collegial consultation with the Academic Senate. The primary objective of the new GE package is to make it possible for students to obtain an Associate Degree while also fulfilling their transfer requirements.

Within the department, each program develops an annual Academic Master Plan that responds to student educational needs. These plans which consist of the department's annual goals and supporting activities are evaluated and ranked by the Academic Master Plan Committee using criteria based on the mission and core values of the College. Department Academic Master Plans have been instrumental in changing the educational

environment as well as the learning opportunities of academic and vocational programs at Cuyamaca College and in driving the budgeting process for the past four years.

The results of the *Cuyamaca College Student Accreditation Survey, Spring 2000* indicate that 76% of the students who responded to the survey agree that instructional methods are compatible with their learning needs. Nineteen percent were neutral with only 5% disagreeing. The planning efforts by both the Academic Master Plan Committee and the Educational Facilities Master Plan Committee have been very responsive in meeting the various educational needs of students at Cuyamaca College.

Plan

Cuyamaca College currently has a number of successful planning processes in place that are consistent with the institutional mission and address the educational needs of the students. These processes need to continue and should remain open to change in student populations and their educational needs.

A2. Programs and courses leading to degrees are offered in a manner that provides students the opportunity to complete the program as announced, within a reasonable time.

Descriptive Summary

Most of the programs leading to an Associate Degree require no more than 60 units of study including a minimum of 22 units of general education to complete the degree requirements. With very few exceptions, notably the Automotive Technology and Chemistry programs, most degree programs do not exceed the 60-unit requirement, and therefore can be reasonably completed within two years of fulltime study. Furthermore, there is interdepartmental coordination in scheduling

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specialized courses so that these courses do not overlap and may be taken during the same semester (College Catalog 1999 – 2000, Spring and Fall 2000 Schedules). Additionally, if students must complete a two or three-course sequence to satisfy the degree requirements, counselors encourage them to begin the sequence as soon as possible.

Analysis

While most of the programs leading to the Associate Degree do not exceed 60 units or four semesters of full-time study, some vocational or occupational programs require the equivalent of more than five semesters of study or 77 units of study including 22 units of general education courses (Cuyamaca College Catalog, 1999-2000). Additionally, the Chemistry program requires students to complete a minimum of 64 units including 22 units of general education. Although it is possible that a student complete the Chemistry program within two years or four semesters of full-time study including two or more semesters carrying an 18-unit load, it is unlikely. The rigor of the courses in the program prevents many students from carrying such a heavy load.

Furthermore, many students struggle to complete a 60-unit degree program (including the 22 units of general education) within four semesters of full-time study. Most need at least one additional semester to complete their degree requirements primarily because they are under prepared for collegiate-level study when first enrolling at Cuyamaca College (**). These under-prepared students include students who do not speak English as their first language and students lacking basic skills in reading, writing, or mathematics (**).

Before Cuyamaca College reformed its General Education Package in 1998, students seeking to transfer to the University of California system who sought an Associate Degree from Cuyamaca College

were forced to take significantly more than 60 units of study.

To accommodate the general education needs of both transfer and vocational students, in 1998 (**) the Academic Senate adopted a new General Education package (commonly referred to as the reform package). The reform package allows for flexible choices in the selection of lower-division undergraduate general education courses. Additionally, to accommodate the vocational students, the general education requirements were reduced from 30 units to 22 units. Consequently, some vocational education program degree requirements were reduced from 85 units to 77 units.

Plan

Vocational and Occupational programs with degree requirements exceeding 60 units should explore the possibility of reducing the number of units in their programs.

A3. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary

During the past five years, eight programs including Electronic Technology, Aeronautics, and Architectural Graphics have been deleted or suspended based on the recommendations of the Instructional Program Review Committee and the Curriculum, General Education and Academic Policies and Procedures Committee (a.k.a the Curriculum Committee). Other programs such as Graphic Design and Computer Information Systems have undergone major revisions based on technological advances in their fields. After the Program Review Committee and the Curriculum Committee approves a program for deletion, the Academic Senate

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considers the deletion and makes a recommendation to the Vice-President of Instruction who then works with the Department Chair or Program Coordinator to establish a plan to minimize the impact on students and other programs. This may include announcing the proposed deletion in the appropriate classes, mailing letters to individual students inviting them to meet with the Chair or a counselor in order to discuss options, referring students to other programs in the geographic area, and contacting other College's on behalf of the referred students. For departments undergoing revision, the Modification of Major request forms allow the department faculty to substitute appropriate course work for courses no longer offered while accommodating program and student goals. Additionally, allowing classes in a program sequence to be offered without being held to minimum enrollments assists students in completing the program before the deletion is implemented.

Analysis

The success of the transitional period after a program has been approved for deletion has depended upon the timely sharing of information with students, counselor, and personnel in the Evaluations Office. Additionally, the willingness of departments to work with students on an individual basis has made it easier for students to attain their educational goals when a program is slated for deletion.

The Spring 2000 Cuyamaca College Faculty Survey results indicate that nearly 70% of faculty agree that the program review process is effective in evaluating the strengths and weaknesses of each program.

Plan

Current practice should be continued.

A4. The institution provides sufficient human, financial, and physical

(including technological) resources to support its educational programs and to facilitate achievement of the goals and objectives of those programs regardless of the service or instructional delivery method.

Descriptive Summary

The resources available to the College are distributed through a priority development process that is driven by the College's Strategic Planning. This process was developed within the College's existing participatory-governance structure and included input from all segments of the campus. The College has also developed a *Master Plan 2000* that outlines the College's plans accommodate the projected number of 15,000 students by the year 2015. The College's fiscal resources are a combination of federal and State funds with other funds received through partnerships, contracts, donations, and grants.

Analysis

The College's Strategic Planning process is efficiently distributing resources to accommodate the tremendous growth the college has experienced in the past five years. The process is fair and democratic. With the rapid developments in technology, the College has made a concerted effort to upgrade and maintain an increasing number of technologies in recent years.

Over the last five years, the College has spent over \$2.4 million on technology to improve the computing and technology environment (IFAS). Almost all the computers have been networked, giving the College community the ability to communicate more effectively through electronic mail and to share software for instructional, student services, and administrative purposes. Twelve Smart classrooms (which consist of a computer, display projector, and other specialized media equipment) have been constructed allowing faculty to use technology-integrated

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instruction in the classroom. Additionally, all classrooms are equipped with a VCR, monitor, and overhead projector.

Due to the College's emphasis on technology development, the Learning Resource Center is one of the most automated among community colleges (**). Open computer labs in the Library, including Math and English basic skills computer labs, are available to students during the hours the Library is open. Desktop publishing and other software necessary to support the instructional programs including Internet access and free e-mail accounts are available to students. The Disabled Students Programs and Services (DSP&S) Hi-Tech lab offers specialized equipment and software for DSP&S students.

Equipment and software in the lab has not been adequately updated for many years and the lack of appropriate technology has hindered its ability to provide appropriate services to all DSP&S students. However, this issue has recently been addressed and the lab will be equipped with new hardware and upgraded software this year.

The Cuyamaca College web page has been refined several times since its introduction in 1997. The web page now provides very thorough information in the following areas: academic services, library services, and student services.

The college continues to hire an increasing number of faculty and personnel to accommodate the increases in student enrollment. There are currently 82 full-time faculty, 265 adjunct faculty, and 143 staff and administrators. Furthermore the College administration has been very successful in procuring new facilities and remodeling existing buildings to increase the number of classrooms, labs, office space, and student facilities. A 20.3-acre physical education facility was completed in 1995. Temporary trailer modules have been installed to house the tutoring center and several classrooms. Buildings A, B, F, N, and P are being remodeled to add more classrooms. The new Students Services

Center (see map), which will house all Student Services departments, should be occupied by Spring 2001. A Child Development Center is currently being constructed, and a Student Activity Center and a Science/Technology Mall are currently in the planning stages [Master Plan 2000]. The faculty accreditation survey indicates that over 80% of the respondents are neutral or agree that the college provides sufficient resources to support its educational programs (AC34, 2000 Faculty Accreditation Survey, One Stop Center Map).

Plan

The College should continue its emphasis on technology upgrade and development.

A5. The institution designs and maintains academic advising programs to meet student needs for information and advice and adequately informs and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

Faculty in the Counseling Department are primarily responsible for Academic Advising. In an effort to stay current with the latest developments in the academic and vocational programs, counselors invite teaching faculty to their regular weekly planning meetings. At least twice a year counselors attend staff development workshops that focus on Associate Degree Programs. The Articulation Officer also serves on the Curriculum, General Education and Academic Policies and Procedures Committee. Academic Advising that pertains to transfer students is also a significant component of the counseling faculty's responsibility. The Transfer Center and Articulation Offices are located in, and are part of, the Counseling Center.

Academic advising begins with an orientation session for new students who may self-select to attend these orientations. Students are encouraged to meet with a

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counselor to prepare an individual educational plan that meets their educational goals. Then, as goals change, educational plans are adjusted and modified as necessary.

Numerous workshops are scheduled by the Transfer Center and are focused on groups of students who are pursuing a wide variety of objectives at Cuyamaca College. These objectives include the following General Education transfer patterns: University of California, San Diego TAG contracts, Intersegmental General Education Transfer Curriculum (IGETC), CSU General Education Breadth Certification as well as individual Public and Private University General Education patterns. To keep the faculty current on transfer issues, staff development workshops are frequently offered by the Counseling Department. Currently Cuyamaca College is a participant in a grant designed to train faculty members in the use of the Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) database and to utilize this database in answering students' questions about the transferability of courses. At the end of the third year of this grant, thirty faculty members will have completed this training.

Analysis

The academic advising services provided to students appear to be consistent, accurate, and comprehensive, with the majority of the students surveyed agreeing with the statement that students receive adequate academic advising at the college. The existing survey did not address specific practices nor the variety of services. At present, students come to the Counseling Center for academic advising on a voluntary basis, often after having completed one or more semesters. It may be necessary to mandate Orientation and some aspects of advising early to ensure that students get the information they need in a timely manner. Overall, students thought their experiences with the Counseling and

Transfer Center were excellent or good, (70%).

Plan

The Counseling Department will undergo a Student Services Program Review evaluation in the Spring 2002 semester. At that time students will be queried in greater depth regarding their use of an advisor with the academic advising function so that appropriate interventions can be made and their needs be better served.

B. Degree and Certificate Programs

B1. The institution demonstrates that its degrees and programs, wherever and however offered, support the mission of the institution. Degree and certificate programs have a coherent design and are characterized by appropriate length, breadth, depth, sequencing of courses, synthesis of learning, and use of information and learning resources.

Descriptive Summary

Through the Academic Master Planning, program review, and curriculum review processes, Department Chairs, Program Coordinators, faculty, and representatives from other interest groups such as student services and the college administration participate in evaluating the college degree and certificate programs. Academic Master Planning and Program Review ensure that these programs support the College mission to "provide educational leadership through learning opportunities that anticipate, prepare for, and meet the future challenges of a complex democracy and global society." Furthermore the Program Review and Curriculum processes ensure that the degree and certificate programs have a coherent design and are characterized by appropriate length, breadth, depth, and sequencing of courses. Additionally, these processes ensure that synthesis of learning and that the use of information and learning

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resources is integrated throughout the curriculum by facilitating the development of connections among topics both within and between disciplines as well as the high-performance workplace (Criteria for GE certification, Program Review).

Each degree, certificate, and vocational program conducts a comprehensive self-study through Program Review every five years as well as an annual review and self-study through Academic Master Planning. Curriculum review, development, and modification are on-going processes that are often initiated by the other two processes. The Academic Master Plan process requires that program goals and objectives and supporting activities be tied to the college's core values and mission (Academic Master Plan worksheet). Annually, Coordinators of vocational programs meet with their advisory boards to make recommendations for future programs and curriculum revisions.

As with other Community Colleges, any degree program over 18 units is submitted to the State Chancellor's office for review and final approval.

Analysis

The Spring 2000 Cuyamaca College Student Accreditation Survey indicates that 66% of those responding agree that the college provides enough GE courses to complete their program of study and 22% were neutral. Forty-nine percent of the respondents indicated that courses in their major were offered frequently enough to complete their program.

The College catalog, which is updated on an annual basis, clearly identifies the requirements for each degree or certificate offered and recommends support courses for given programs to provide the students with a more complete educational experience to better prepare them for the future. The catalog also clearly identifies for the student the total number of units required for a degree or certificate and also

provides recommendations for prerequisite or co-requisite courses.

Plan

Current practice should be continued.

B2. The institution identifies its degrees and certificates in ways which are consistent with the program content, degree objectives, and student mastery of knowledge and skills including, where appropriate, career preparation and competencies.

Descriptive Summary

Many of the degree objectives at Cuyamaca College include transfer to a four-year institution. Therefore, all students and transfer students in particular are encouraged to meet with counselors, select a program of study, and create a *Student Educational Plan*. Although this is not mandatory, every student has the opportunity to explore programs, develop a transfer plan, and/or learn about the career opportunities related to that program of study. Students also have the opportunity to discover which programs are transferable and which are terminal. In the counseling office, there are worksheets that explain which courses should be taken at Cuyamaca before transfer to local four year colleges. For students who are unsure of their direction, Cuyamaca College offers a course in *College and Career Success* to provide information about a variety of careers and the training needed to obtain a position in those fields.

Degree and certificate programs are outlined in the *College Catalog*, *College Website*, and a variety of *Brochures*. Additionally a related career list accompanies each degree program printed in the *College Catalog*. All programs are reviewed by the Instructional Program Review Committee every 5 years to ensure that program content, degree objectives, and student mastery of skills are consistent with current trends in the field of

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study. The program review reports are submitted to the Program Review Committee. The Committee then responds with program modification recommendations to improve the program.

Each course in a degree or certificate program has specific student-learning objectives listed in the official course outline. Courses with pre-requisites or co-requisites also include validated entrance and exit skills to ensure students acquire appropriate skill mastery and concept attainment. Official course outlines also delineate appropriate evaluative measurements of student learning including measurements of technical and professional competence. Every instructor is expected to use the official course outline in developing his or her course syllabus.

Additionally, Cuyamaca College faculty and staff recognize that it is important to meet the educational needs of today's rapidly changing and highly competitive workplace. The U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS) has provided a guideline that Cuyamaca College incorporates into its programs and general education courses to ensure that students have the basic and necessary skills for today's workplace (Component 5: Workplace Skills Outcomes of the General Education Criteria).

Analysis

The Cuyamaca College matriculation plan mandates that all students who indicate that part of their degree objective is to transfer to a four-year institution must develop a plan to facilitate that goal. However, the development of the *Student Educational Plan* is optional for all students including transfer students. Faculty often comment that many students seem to lack direction and do not know how or where to obtain the information they need in order to adequately prepare themselves for transfer to a four-year institution – even though Cuyamaca College identifies the particulars of degree

and certificate programs in several different manners to ensure that students are aware of program requirements and their future applications.

The Counseling Office provides a variety of services to ensure students are aware of the many choices available, such as educational plans, catalogues, transfer worksheets, and more. However, only 57.9% of students surveyed feel that “Students receive adequate academic advising,” while 28% were neutral. [Student Accreditation Survey Q25] Although many resources are available, it could be that students are unaware of them.

Each department submits an *Academic Master Plan* each year that includes the recommendations from Program Review and from department members for the improvement of certificate and degree programs. In this fashion, programs are modernized yearly and reviewed every five years to ensure that the program content is updated regularly and courses are revamped to include new information and sent to the Curriculum Committee for evaluation. Approved changes are then published in brochures, the College catalog, course outline, and subsequently, instructor syllabi. However, only 69.5% of instructors feel that the “College has a clearly defined process to establish and evaluate educational programs” (Faculty Accreditation Survey Q39). It is apparent that more instructors need to be made aware of this process and their role in it.

The Curriculum Committee has adopted a program of Course Outline Review. Every four years, departments will need to review course outlines to ensure course content is consistent with the changing trends in their field. Departments will then update course materials, methodology, and entrance/exit skills to make certain that student mastery of skills is consistent with course content. This review process seems very effective in the updating of courses and course outlines as 80.6% of students and 90.2% of teachers agree that course outlines “clearly specify

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subject matter/skills acquired". (Student Accreditation Survey Q20 & Faculty Accreditation Survey Q37).

Plan

All students who indicate that they plan to obtain an Associate Degree or transfer to a four-year institution should be required to meet with a counselor in the first two semesters of attendance. With the guidance of a counselor, the student should then be expected to create a *Student Educational Plan*.

Annual Staff Development workshops should be given to explain the Program Review process and each instructors' role in the process. Furthermore, part-time instructors should be invited to participate in the Program Review process as they teach a large percentage of the classes.

B3. The institution identifies and makes public expected learning outcomes for its degree and certificate programs. Students completing programs demonstrate achievement of those stated learning outcomes.

Descriptive Summary

The Cuyamaca College Catalog contains all necessary information concerning degree and certificate programs. The catalog is reviewed, updated, and reprinted annually. The catalog also contains requirements for graduation and information on transfer to four-year institutions (CC Catalog). The Cuyamaca College Catalog can also be accessed on the College website.

The Counseling Office provides academic advising and makes available information sheets pertaining to the requirements of individual programs.

Information on course content, grading policies and learning outcomes are established for each course in the official course outline (on record in the Office of

Instruction). Every instructor is expected to use the official course outline in developing his or her course syllabus. Additionally, the course syllabus must include the components in the Academic Senate's minimum standard course syllabus. Each instructor must submit a copy of his or her course syllabus to the Office of Instruction and his or her Chair or Coordinator during the first week of each semester. The official course outlines as well as course syllabi indicate that multiple measurements including but not limited to written exams, projects, skill mastery homework assignments, research papers, and credit for experiential learning opportunities are used to evaluate student-learning outcomes.

Analysis

A majority of students surveyed in the Spring 2000 student survey felt that students receive adequate academic advising through the Counseling Office (Q20).

Students consider instruction at Cuyamaca College to be of good quality overall (Q23, Q25, CC13, CC17). Additionally, students responded that instructors clearly communicated grading guidelines to them (Q23). Every faculty member in establishing and communicating expected student outcomes and the grading guidelines for evaluating student-learning outcomes uses the Academic Senate's minimum standard course syllabus format. The Senate's standard course syllabus requires faculty to inform all students that accommodations are available to students with learning and/or physical disabilities.

In response to the 1995 self-study, the Academic Senate developed a minimum standard course syllabus format to ensure that syllabi are uniformly prepared and presented. Furthermore, in the Spring 2000 Faculty Survey, 90% of faculty agreed that the course outlines clearly delineate subject matter and skills to be acquired for each course (Q37).

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The primary method of determining student achievement of learning outcomes is through instructor grading systems as recommended in each official course outline and as established in each course syllabus. A majority of students surveyed felt that instructor evaluation of students at Cuyamaca College is fair and impartial (CC25).

Plan

Current practice should be continued.

B4. All degree programs are designed to provide students a significant introduction to the broad areas of knowledge, their theories and methods of inquiry, and focused study in at least one area of inquiry or established interdisciplinary core.

Descriptive Summary

In 1998 when the Academic Senate reformed the General Education package, it adopted the philosophy that “general education courses provide a broad base of knowledge and skills and are intended to introduce a field of study and/or to prepare students for the workplace and community life. General Education courses are meant to be introductory in nature, and course outlines shall include a clear plan for assessing student learning so that students are held accountable for utilizing their General Education skills.” Furthermore the Senate required that all courses certified for general education provide for the following six components: Information Competency, Writing Across the Curriculum, Linkages, General Education Outcomes, Workplace Skills Outcomes, and Diversity Outcomes. Finally, the Senate adopted a comprehensive set of criteria for determining that these components are included in every general education course (Cuyamaca College General Education Course Criteria).

All students graduating with an Associate Degree must complete, as part of their 60-

unit curriculum, a minimum of 22 units in general education for an Associate of Arts or an Associate of Science Degree. Students must complete coursework in the following areas: Language and Rationality, Natural Sciences, Humanities, and Social and Behavioral Science. Additionally, all students graduating with an Associate Degree must complete 2 units of Exercise Science courses. A minimum of 18 semester units must be completed in the major area selected by the student (Cuyamaca College Catalog **).

Analysis

When the Academic Senate adopted the General Education Course Criteria, all general education courses were “grand-fathered” in for no more than 2.5 years. During that time period, faculty reviewed their courses, revised them to meet the new six component criteria, and submitted them for “GE re-certification” review by the Curriculum Committee. Since all general education courses must demonstrate inclusion of all six-component criteria, a “general education” at Cuyamaca College ensures students are provided with an introduction to the broad areas of knowledge and their theories and methods of inquiry. Programs of study in major areas provide students with significant knowledge in the course subject matter as evidenced by the degree requirements listed in the College Catalog.

Plan

Current practice should be continued.

B5. Students completing degree programs demonstrate competence in the use of language and computation.

Descriptive Summary

Cuyamaca College will confer the Degree of Associate in Science or Associate in Arts upon students who successfully complete

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the requirements including competency in the use of language and computation. Competency in language is met by successfully completing English 120, *College Composition and Reading*, with a grade of *C* or better or a grade of *Credit*. Computation competency is met by successfully completing Math 103, *Intermediate Algebra*, or higher with a grade of *C* or better or a grade of *Credit*. Additionally, computation competency may be met through the articulation agreement between Cuyamaca College and the Grossmont Union High School District (**). Students who have completed Geometry and a second year high school Algebra course at a Grossmont Union high school with a grade of *B* or higher within one year of enrolling at Cuyamaca College may be awarded 5 units of credit in Math 110. Efforts are underway to adopt a subject examination that would allow students to receive three units of credit in Math 103.

Analysis

In addition to the graduation requirements that students demonstrate competency in the use of language and computation by successfully completing a specific course, the Faculty of Cuyamaca College feel that students should practice the use of language and computation in their interdisciplinary studies. Therefore, as evidenced in the General Education Course Criteria **, all courses certified for general education must provide for the application of language skills (i. Component 2: Writing Across the Curriculum; ii. Area 3: Apply Communication Skills of Component 4: General Education Outcomes; and iii. Area 2: Foundation Academics of Component 5: Workplace Skill Outcomes). Furthermore two of the components of the General Education Course Criteria provide for the application of computational skills (i. Area 2: Apply Quantitative Skills of Component 4: General Education Outcomes; and ii. Area 2: Foundation Academics of Component 5: Workplace Skill Outcomes).

The Curriculum Committee does not approve General Education courses that do not meet the requirements of the six components of the General Education Course Criteria.

Plan

Current practice should be continued.

B6. The institution documents the technical and professional competence of students completing its vocational and occupational programs.

Descriptive Summary

The membership of each vocational or occupational advisory committee consists of the program's coordinator and instructors, a counselor, and business/industry members with extensive knowledge and/or experience in the program's field of emphasis. The advisory committee recommends equipment and curriculum changes for the program. This ensures that students are being taught the most recent technology with state of the art equipment appropriate for the field of employment. Program accreditation through ASE and NATEF in Automotive Technology and ABA in the Paralegal program assists in ensuring the professional competence of students completing the programs.

Additionally, the advisory committee participates in the Program Review process, which includes a systematic analysis of specific job requirements and job relevance for each course. As part of the Curriculum process, the advisory committee makes recommendations to the program coordinator regarding the development of new curriculum and the modification of existing curriculum. When new courses and course modifications are submitted to the Curriculum Committee for approval, the Committee verifies that the course outlines include appropriate evaluative measurements of student learning including

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measurements of technical and professional competence.

Analysis

In the Carl Perkins Vocational Technical Education Act, one of the Core Indicators of success program is a grade of C or better in a vocational or occupational course. Cuyamaca college examines annual state completion rates to compare the success rate of Cuyamaca vocational and occupational students to other community college students. Another Core Indicator is job placement. The State uses UI Wage Data to track student employment. Cuyamaca participates in this state accountability system required for the use of VTEA funds.

Plan

Current practice should be continued.

C. General Education

C1. The institution requires of all degree programs a component of general education that is published in clear and complete terms in its general catalog.

Descriptive Summary

The general education component of Cuyamaca College's degree requirements is designed to develop in students a breadth of knowledge that encourages critical thinking, promotes diversity, and prepares students to recognize, understand, and act upon the complex personal, social, political and environmental issues of the modern world.

All associate degrees require a minimum of twenty-two semester units of general education plus two activity classes in Exercise Science. General education requirements include courses from the following areas: Language & Rationality (includes written & oral communication and

analytical thinking), Natural Sciences, Humanities, and Social & Behavioral Sciences.

General education and graduation requirements are published in clear and complete terms each year in the *Cuyamaca College Catalog*.

Analysis

The *Cuyamaca College Catalog* details the general education categories and minimum unit requirements, and provides a complete listing of courses that fulfill general education requirements. The college widely disseminates the catalog free (***) of charge.

General education requirements are regularly reviewed and revised when appropriate. The most recent review led to a revision of the GE requirements in 1998. The new GE requirements went into effect in Fall 2000 and are published in the most recent College catalog.

All courses included in the new GE package have been reviewed and certified by the Curriculum, General Education and Academic Policies and Procedures Committee as well as the Governing Board to ensure that all GE courses meet strict academic standards. To maintain academic integrity, the Curriculum, General Education and Academic Policies and Procedures Committee regularly monitors the status of all GE certified courses and regularly reviews all new courses submitted for inclusion in the general education package.

Plan

Efforts are underway to develop a district wide General Education package. Faculty representatives from both Cuyamaca College and our sister institution, Grossmont College are working to develop a common GE package that will best serve all students in the district while maintaining academic rigor and integrity. The Curriculum

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Committees at both colleges are frequent and regular contributors to this effort.

C2. *The general education component is based on a philosophy and rationale that are clearly stated. Criteria are provided by which the appropriateness of each course in the general education component is determined.*

Descriptive Summary

Several years ago the Academic Senate reformed Cuyamaca College's General Education package based on the following philosophy:

General education courses provide a broad base of knowledge and skills and are intended to introduce a field of study and/or to prepare students for the workplace and community life. General Education courses are meant to be introductory in nature, and course outlines shall include a clear plan for assessing student learning so that students are held accountable for utilizing their General Education skills.

Furthermore the Senate required that all courses certified for general education provide for the following six components: Information Competency, Writing Across the Curriculum, Linkages, General Education Outcomes, Workplace Skills Outcomes, and Diversity Outcomes. Finally the Senate adopted a comprehensive set of criteria for determining that these components are included in every general education course (Cuyamaca College General Education Course Criteria).

Analysis

When the Academic Senate adopted the General Education Course Criteria, all general education courses were "grand-fathered" in for no more than 2.5 years. During that time period, faculty reviewed their courses, revised them to meet the new

six component criteria, and submitted them for "GE re-certification" review by the Curriculum Committee. All new courses and course modifications submitted for General Education certification are reviewed by the Curriculum Committee to verify that GE course criteria have been met. Faculty requesting GE certification for a course must submit a GE certification worksheet and annotated course outline indicating how the GE course criteria have been met (GE Certification Survival Kit).

Plan

Current practice should be continued.

C3. *The general education program introduces the content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences, and the social sciences. The general education program provides the opportunity for students to develop the intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity that will make them effective learners and citizens **.*

Descriptive Summary

As defined in the College catalog, general education is a primary element of the Associate in Science and the Associate in Arts Degree programs. The program requirements include 22 semester units of general education selected from five areas: Language & Rationality, which includes written and oral communications and analytical thinking; Natural Sciences; Humanities; and Social and Behavioral Science. Additionally, Cuyamaca College requires students receiving Associate Degrees fulfill minimum competencies in reading, writing, mathematics, and exercise science. A GPA of 2.0 within the major and

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2.0 GPA overall must also be achieved for graduation. The Cuyamaca College general education requirements ensure that a student is exposed to a wide range of disciplines.

To prepare students for the workplace and community life with a broad base of knowledge and skills, Cuyamaca College has instituted a formal general education approach to course development comprising six components: Information Competency, Writing across the Curriculum, Linkages, General Education Outcomes, Workplace Outcomes, and Diversity Outcomes. These components include requirements to acquire and develop competency in information technology, such as computer applications and Internet research using 210 computers in six labs. A variety of writing assignments is also required, as well as the requirement for interdisciplinary curriculum assignments.

To meet general education requirements, Cuyamaca College requires that all courses incorporate a minimum of seven outcomes from at least three areas, such as applying thinking, quantitative, and communication skills; learning throughout life; adapting to change; and enhancing personal values. Additionally, to address the social attitudes and cultural diversity requirements, all courses require three outcomes from the following areas: Working Effectively with Persons from Diverse Populations; Demonstrating Respect for Persons from Diverse Populations; and Applying Knowledge of Different Cultures, Abilities, and Life Styles – making students effective learners and citizens.

Analysis

An assessment of the six components comprising the general education course development process indicate that the expected outcome results are clearly defined and that students are held strictly accountable for utilizing their general education skills. Additionally, the appraisal of the overall general education program

shows that it exceeds minimal state guidelines and effectively prepares students for the workplace, community life, and higher educational pursuits.

The accreditation survey results also indicate that most student respondents feel positively about the extent to which general education requirements have contributed to their development in written and oral communication skills, critical thinking skills, math/quantitative skills, intellectual curiosity and an appreciation of cultural diversity. Moreover, the vast majority of faculty responded that they have effectively integrated most of the general education requirements into their curriculum.

Plan

Efforts are currently in progress to develop a district-wide General Education package that provides a unified approach to general education for re-certifying and developing courses at Cuyamaca College and Grossmont College. Faculty representatives from both colleges are working to develop a common General Education Program that meets the general education needs of all students in the district.

C4. Students completing the institution's general education program demonstrate competence in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking.

Descriptive Summary

The general education component of Cuyamaca College's degree requirements is designed to develop in students the ability to communicate, reason, and critically evaluate information both orally and in writing.

Students demonstrate competencies in these areas by successfully completing general education courses in written composition, oral communication &

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analytical thinking, natural sciences, humanities, and social & behavioral sciences. Furthermore, students must demonstrate competency in English 120 (College Composition and Reading) and Math 103 (Intermediate Algebra.).

Analysis

All general education courses that fulfill competency requirements satisfy Title 5 requirements; as well, the Curriculum, General Education and Academic Policies and Procedures Committee and the Governing Board, contingent on meeting these requirements, have approved the course outlines.

All courses approved for general education include writing and critical thinking components, as specified in the course outlines. The variety, breadth and scope of courses available to meet general education requirements afford the opportunity for students to demonstrate competence in both oral and written communication, as well as critical thinking and scientific and quantitative reasoning.

With the adoption of new GE requirements in 1998, all general education courses have been required to undergo a rigorous review and re-certification process to insure all GE competency criteria are met.

Students demonstrate competence in written communication by completing a required three unit college composition course with a grade of "C" or better. Students demonstrate oral communication competency by completing a three unit speech communication course from the oral communication and analytical thinking category, or demonstrate oral competencies through oral presentations required in many classes College wide.

The scientific reasoning competency is met with a four-unit natural sciences requirement, which must include a laboratory component, and the quantitative

reasoning competency is fulfilled with the degree requirement for mathematics, where students must complete, at a minimum, a three-unit intermediate algebra course with a grade of "C" or better.

Finally, all GE courses at Cuyamaca College must have written and critical thinking components, thus students fulfill the critical analysis/logical thinking competency in all certified GE courses.

The college encourages students who plan to transfer to a university to demonstrate competencies by completing courses that satisfy the lower division general education requirements of the transfer institution. To facilitate this, the Curriculum, General Education and Academic Policies and Procedures Committee have approved a transfer degree program, which incorporates the requirements for Intersegmental General Education Transfer Curriculum (IGETC) and the California State University General Education Breadth. These and others ways to satisfy lower division transfer coursework are published in the College catalog.

Plan

Efforts are underway to develop a district wide General Education package, in collaboration with our sister institute, Grossmont College. If successful, the new GE package will be certified to maintain written and critical thinking competencies already in place. The Curriculum Committees at both colleges are frequent and regular contributors to this effort.

D. Curriculum and Instruction

D1. The institution has clearly defined processes for establishing and evaluating all of its educational programs. These processes recognize the central role of faculty in developing, implementing, and evaluating the educational programs. Program evaluations are integrated into overall institutional evaluation

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and planning and are conducted on a regular basis.

Descriptive Summary

Cuyamaca College has clearly defined processes for establishing and evaluating all of the educational programs. The responsibility for establishing and evaluating the educational programs at Cuyamaca College is shared among the Academic Senate, department faculty, instructional administrators, and with the College's councils and committees. Of the 22 College committees, Academic Master Plan Committee, College Policy and Procedure Committee, Curriculum, General Education and Academic Policies and Procedures Committee, Enrollment Management Committee, Instructional Program Review Committee, and the Matriculation Committee are charged to review and make recommendations related to academic policies and procedures College-wide. The composition of the councils and committees reflects the institution's commitment to the shared governance process that recognizes the central role of faculty in developing, implementing, and evaluating the educational programs. All appropriate constituencies are involved in this process (document *Organizational & Governance Structures 2000-2001*).

Cuyamaca College acknowledges to the authority of the Academic Senate and in accordance with Title 5 (T.5 55002 (a) (1)). The Curriculum, General Education and Academic Policies and Procedures Committee is responsible for:

- approving additions, deletions and modifications of courses and programs of the College curriculum;
- approving courses for inclusion in the general education package;
- establishing alignment, articulation and differentiation procedures between Grossmont and Cuyamaca Colleges; and
- reporting regularly to the Academic Senate regarding all of the above.

Faculty, administrators and staff, and in some cases student representatives, undertake the evaluation of each educational program regularly to provide the administration and the Governing Board with information concerning currency, quality, cost, and responsiveness to perceived student and community needs.

In addition, the College adopted a program review process to review the College's educational programming. The results of program review are incorporated into the College's Academic Master Plan.

As an ongoing professional responsibility, the Program Review Committee members also assess the quality and effectiveness of the educational programs. As published in *Organizational & Governance Structures 2000-2001*, program review at Cuyamaca College is a process by which the College evaluates instructional programs and support services within the context of the mission and goals of the College. Its purpose is to improve the quality of instruction and services, to meet accountability mandates and to demonstrate institutional effectiveness. Program review is linked to departmental plans and institutional accreditation. All programs, both instructional and non-instructional, are reviewed regularly.

Analysis

As indicated by the Cuyamaca College Faculty Accreditation Survey, 70% of the faculty surveyed agreed that the "college has clearly defined processes for establishing and evaluating all of its educational programs." These educational programs are implemented by the Curriculum, General Education and Academic Policies and Procedures Committee, as stated by the *Organizational and Governance Structures Handbook 2000-2001*. The Curriculum, General Education and Academic Policies and Procedures Committee membership

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recognizes the dominant role of the faculty members, including the curriculum faculty co-chair and vice president of instruction. This effort is an ongoing administrative and faculty function that is conducted regularly.

According to the Cuyamaca College Faculty Accreditation Survey, Spring 2000, 79.3% of the faculty surveyed agreed that they “sufficiently [were] involved in the development plan for general education through the GE/Curriculum Committee.” As stated previously, the Academic Senate has a role in the development and approval of curriculum changes and additions. Also, the Governing Board relies on the professional judgment of the Curriculum, General Education and Academic Policies and Procedures Committee and approves actions associated with the addition, deletion, and modification of courses and programs for the next catalog year.

The Instructional Program Review process uses both quantitative and qualitative data to evaluate the program and make recommendations. The Program Review Committee then prepares a summary report, and the final recommendations are presented to the College President and Vice President of Instruction. Also, a copy of the report is submitted to the Academic Senate and the Academic Master Plan Committee as well as the department chair or program coordinator. All Program Review summary reports are presented to the Governing Board and President’s Cabinet.

Currently, the Instructional Program Review committee is composed of faculty from each division, including a counselor, a librarian, and one administrator. The administrator and one faculty member function as co-chairs. The Program Review’s top-ranked priorities are incorporated into the College’s strategic planning process.

Plan

Current practice should be continued.

D2. The institution ensures the quality of instruction, academic rigor, and educational effectiveness of all of its courses and programs regardless of service location or instructional delivery method.

Descriptive Summary

The Curriculum, General Education and Academic Policies and Procedures Committee and the Program review Committee have established processes by which the quality of instruction, academic rigor, and educational effectiveness are evaluated. All instructors, regardless of service location, are required to follow the official course outline as approved by the Curriculum, General Education and Academic Policies and Procedures Committee. Each department is encouraged to review its curriculum on a regular basis, and comprehensive program review is completed every six years. The program review process uses data collected from the 6 years since the previous report, as well as qualitative measures. Department faculty address a series of qualitatively- and quantitatively-based questions and/or criteria. This process results in an Action Plan and the Program Review committee makes additional recommendations to the department, which are supported by and/or used to develop the department’s Academic Master Plan. Program data are gathered from MIS reports, department staff, Educational Services (Instruction and Student Services) staff, Institutional Research and students.

The Curriculum, General Education and Academic Policies and Procedures Committee course review includes scrutiny of courses being offered via distance education delivery methods. The Associate Dean of Learning Resources conducts surveys to assess the quality of all distance education courses. The same curriculum review and program review process are used where the classroom, course, or program is being offered.

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The faculty evaluation process is the same regardless of service location and is implemented as a measure of educational effectiveness and quality of instruction. Full-time faculty evaluation procedures comply with all California Title 5 requirements and the requirements outlined in the United Faculty contract. In addition, the District has developed, adopted, and implemented part-time faculty evaluation procedures. Evaluation forms are distributed to students of all instructors who are being evaluated and the results are used by the instructional administrators during the faculty evaluation process.

Analysis

Utilization of the Curriculum, General Education and Academic Policies and Procedures Committee and the Program Review Committee to establish the processes by which the quality of instruction, academic rigor, and educational effectiveness are evaluated has proven to be effective. Each continues to be more and more efficient in responding to the implementation of new curriculum. According to the Faculty Accreditation Survey (Spring 2000), Question 39, 69.5% of all faculty agree that the college has clearly defined processes to establish and evaluate its educational programs. Additionally, in this survey, 89.4% of the faculty surveyed believe that excellence in teaching is expected at Cuyamaca College.

The college continues to pursue methods of streamlining new curriculum approval while maintaining the high standards of coursework dictated by the colleges Academic Master Plan and Program Review Standards.

Plan

To ensure the high academic quality of the courses and programs at Cuyamaca College, the faculty, staff, and administration

should continue to make concerted efforts to increase the full-time/part-time faculty ratio.

D3. The evaluation of student learning and the award of credit are based upon clearly stated and published criteria. Credit awarded is consistent with student learning and is based upon generally accepted norms or equivalencies.

Descriptive Summary

Criteria for evaluation of student learning and the award of credit are stated in the College catalog, in course outlines, on individual instructor syllabus and is generally understood by faculty and students.

Information on student performance evaluation for a specific course appears in the course syllabi distributed to students during the first class meeting. Course syllabi are updated each semester to reflect the course objectives and grading policies of each course and instructor. Course syllabi vary in format and form from instructor to instructor but all contain specific information on grading and performance evaluation methods. The Office of Instruction has available a guide showing the items to be included in a syllabus, a recommended format and a copy of all current course syllabi.

The College catalog contains guidelines for awarding grades A-F, CR, NC, I, IP, RD. The Faculty Handbook, (prepared by the Faculty Handbook Committee, printed August 1990, revised November 1992) page 7 and 8, contains guidelines for awarding grades A-F, I (incomplete), and CR/NC.

The Carnegie Unit System of credit is based upon one unit per one lecture hour and one unit per three laboratory hours per week. (College catalog, pg. 46). The Carnegie Unit System conforms with the universal academic practice in American colleges and universities and with the appropriate

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provisions of the Education Code and Title 5.

Analysis

** See also Laurie's B3 or B4. Faculty have the primary responsibility for evaluating student performance and grading standards. Area administrators assist faculty in the development of new course proposals and review all course syllabi. Course objectives and grade procedures can be found in course outlines and on individual syllabi (College catalog pg. 38-40).

In the Spring 2000 Student Accreditation Survey, 83% of the respondents agreed that "Instructors clearly define how I will be graded." In the Spring 2000 Faculty Accreditation Survey, Q39, 69% of the faculty agreed with the statement, "The College has a clearly defined process to evaluate educational programs."

Plan

The Faculty Handbook should be updated.

D4. The institution has clearly stated transfer of credit policies. In accepting transfer credits to fulfill degree requirements, the institution certifies that the credits accepted, including those for general education, achieve educational objectives comparable to its own courses. Where patterns of transfer between institutions are established, efforts are undertaken to formulate articulation agreements.

Descriptive Summary

Cuyamaca College is accredited by WASC, the Western Association of Schools and Colleges, and follows the guidelines set forth by that body in awarding credit towards its associate degree. All accredited California community colleges, state colleges, and universities follow rigorous Title 5 guidelines when determining whether a course will be

awarded general education or elective credit. When an institution is awarded accreditation, it has demonstrated that it has followed those Title 5 guidelines as well as applicable Commission policies and guidelines. Out-of-state institutions having similar accreditation policies are listed in Accredited Institutions of Post Secondary Education Programs Candidates and follow policies described in Transfer Credit Practices of Designated Educational Institutions. Course descriptions are accessed on-line from the College catalog or mailed from the sending institution for evaluation of credit. Students requesting transfer of credit must have official transcripts on file with our evaluations office from all institutions attended prior to an evaluation being made. General education will be granted if Cuyamaca or Grossmont College has an equal or similar course offered. This transfer course information is entered on-line and is made available to the student by mail or during a counseling appointment. In addition, each course is identified in the College catalog as to its transferability to the CSU or UC, to which GE pattern it applies, and its application to AA/AS degree. In addition to the catalog, this information is also available in the Orientation Handbook given to all new students attending orientation.

The ASSIST program is the official repository of up-to-date articulation between the 3 systems of public education in California and can be accessed through www.assist.org. It lists articulation of courses major by major or by department from each of the community colleges to the transferring institutions. Articulation agreements are written documents that list equivalent courses between Cuyamaca College and specific universities. Cuyamaca College has articulation agreements with 25 public California universities on ASSIST and approximately _____ additional articulation agreements with private universities. The two major general education transfer agreements, the Intersegmental General Education Transfer Curriculum (IGETC), and the General

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Education Breadth requirements to California State Universities are also available on the site for evaluators, counselors and students. This articulation information by major is also available on Cuyamaca's Articulation web site for our local CSUs, San Diego State and San Marcos, and for the University of California, San Diego. The California Articulation Number System (CAN), also available on ASSIST, is the system wide attempt to identify a common numbering system for use in applying transfer credit.

Analysis

The process of awarding transfer credit toward the Certificate or Associate Degree from other institutions appears to be working well, although there is no clearly stated transfer of credit policy, nor is how it is initiated described in the catalog. If there is a challenge to the amount or quality of credit awarded from another school, a student may petition to have transfer credit reevaluated. The faculty in the discipline may be called upon to determine course equivalency and rigor. Both students and faculty surveyed indicate satisfaction with the process (**).

The articulation available on ASSIST is as comprehensive and accurate as the commitment of each participating institution. In general, fewer California State Universities complete annual major or department updates on ASSIST. Several UC campuses limit the amount of articulation based on the number of students transferring to them from a requesting institution. This places a small to mid-size campus at a significant disadvantage. As a result, a student planning to transfer to a school without formalized major to major articulation, is subject to petitioning for course equivalency approval and therefore unsure as to their transfer status until after they arrive on campus. At the local level, articulation is usually conscientious and current, though at other CSUs institutional commitment is compromised. Additional resources are needed to ensure the

seamless transfer of the community college students to California institutions.

Plan

A clearly stated transfer of credit policy is recommended for addition to the College catalog. Continue to submit courses for articulation to the UC and CSU systems and encourage these systems to recognize the necessity of such articulation to fulfill the mission of the California Master Plan for Education.

D5. The institution utilizes a range of delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the needs of its students.

Descriptive Summary

A variety of delivery systems and modes of instruction are used by Cuyamaca College faculty based on the objectives of the course, the type of course, and the students. In addition to traditional face-to-face delivery systems held on the campus or in off-campus classes, Cuyamaca College uses telecourses, evening courses, weekend courses, and short term courses in the following formats: Afternoon College, Summer Intersession, Winter Intersession and Weekend College.

Telecourses continue to service a wide population of students. To access the televised broadcasts, students can choose from several options: (1) watch the segments at their scheduled time of broadcast, (2) tape the broadcast segments for later viewing, (3) view videotapes of the broadcast in the Cuyamaca College Library, and/or (4) rent entire semester tapings and view at home.

The instructor meets with enrolled students five times on campus for seminars and exams. All seminars are held on Saturdays. In the Fall 2000 semester there were eleven

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courses offered and in the Spring 2001 semester there were twelve courses offered.

Lecture and discussion are the most used modes of instruction. The faculty employ other methods including computer lab components in the areas of English and Math. Demonstration and hands-on experiences are also used, particularly in the vocational/ occupational areas. It is also common to see faculty using groups and other collaborative learning techniques.

Actual work experience for students is provided in numerous programs, such as the Cuyamaca Works, General Motors ASEP/BSEP and Ford Motor Company ASSET.

Students with disabilities receive support services to enhance their probability for success. These services are considered over and above other services that are available to all students. The Disabled Students Programs and Services (DSPS) staff consults with faculty to determine which accommodations, if any, are required.

Analysis

Cuyamaca College has clearly offered an up-to-date technological approach to educational offerings.

The College has made tremendous progress in securing audio, visual, computer and other technology-based teaching/ learning aids for its faculty. In addition, computer labs and learning resources have been significantly increased and updated over the last two years, resulting in more choices for faculty and students to use in the teaching and learning process. As increasingly more technology-mediated learning approaches are employed, concern increases regarding sufficient resources to support educational programs (Faculty Accreditation Survey, Spring 2000, Q34). The majority of faculty (69.5%) agrees that Cuyamaca College has clearly defined the process, which

establishes and evaluates its educational programs (Q39).

The program review process requires evaluation of teaching/ learning techniques, of scheduling patterns, use of technology, and changes for the next five years.

Results from the Student Accreditation Survey, Spring 2000, regarding instructional methods and class scheduling remain favorable as indicated by the following:

- The majority of students agree that the instructional methods used at Cuyamaca College, were compatible with their learning needs (Q2).
- The majority of students agree that Cuyamaca College offers its General Education courses frequently enough to complete their program (Q10).
- The majority of students agree that Cuyamaca College offers courses in major enough to complete their program. The majority of students are satisfied with the frequency of course offerings in their major.

Plan

Through the curriculum and program review process, Cuyamaca College will continue to evaluate these alternative methods of instruction. The Instructional Technology Committee will have as its challenge the prioritization of technology requests from faculty and departments with the maintenance of existing resources.

D6. The institution provides evidence that all courses and programs, both credit and non-credit, whether conducted on or off-campus by traditional or non-traditional delivery systems, are designed, approved, administered, and periodically evaluated under established institutional procedures. This provision applies to continuing and community education, contract and

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other special programs conducted in the name of the institution.

Descriptive Summary

Cuyamaca College provides assurance and evidence that all courses and programs, both credit and non-credit are designed, approved, administered, and periodically evaluated through established policies and procedures. These are set by the State of California Curriculum Standards Handbook, Instructional Program Review Process and Guidelines, Governing Board approval outlined in the district policies and published in the Grossmont-Cuyamaca Community College District (GCCCD) Bylaws and Policies, and per Title 5 regulations. The College's institutional evaluation procedures also apply to continuing and community education, contract and other special programs conducted in the name of the institution.

Analysis

The College utilizes comprehensive institutional procedures for the development and approval or modification of new credit and non-credit courses as outlined, required and mandated by the State, District, College, and per Title 5 regulations. The institutional procedures work effectively and involve appropriate faculty, faculty senate representatives, staff, and administrators. As a check and balance, periodic review of existing courses result in revisions and/or deletions as appropriate on a regular basis.

All courses and programs, whether conducted on or off-campus by traditional or non-traditional delivery systems, including distance education courses, are planned, approved and evaluated in the same manner by the Curriculum, General Education and Academic Policies and Procedures Committee, Governing Board, and as described in the GCCCD Bylaws and Policies. These courses and programs are regularly reviewed.

In addition, services tied to grants or special project/programs, such as REBRAC, follow the conditions of the grants in conjunction with the mission and goals of Cuyamaca College. The appropriate constituents review and evaluate these courses/services regularly.

All outlines for credit courses and programs, whether conducted on or off-campus by traditional or non-traditional delivery systems, are kept on file in the Office of Instruction. Likewise, outlines for non-credit courses, whether conducted on or off-campus by traditional or non-traditional delivery systems, are kept on file in the Community Learning Office.

At a minimum, the Associate Dean, Continuing Education and Special Programs reviews non-credit courses regularly. Occasionally, a non-credit course is not offered where the noncredit content is no longer current or timely, or the title becomes obsolete. In these cases, the noncredit course change forms are forwarded to the state to update its records.

In addition, student evaluations of courses and instruction are performed on a semester-by-semester basis for non-credit and fee-based courses. However, the current questionnaire is inadequate.

The established institutional procedures for community service, fee based, or contract education classes is somewhat less formal than the processes for credit and non-credit courses. However, the informal procedure that is in place has resulted in a spectrum of community service/fee based course offerings and contract education that is generally well received and positively evaluated by students and businesses. The current process for community service, fee based, or contract education allows for rapid response to community requests and needs.

Also, the College provides contract education through community education as fee based. Fee based courses meet the employee training needs of local businesses

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and government agencies, such as the FBI. Renewals of contracts and favorable employer input and referrals attest to the value of the contract education when meeting the specific community needs for services and training. Due to the outreach efforts of the College, tremendous growth has occurred, thus resources (facilities) and support staff to accommodate the increase numbers of faculty and student populations to the campus are limited and strained

Plan

Currently, the GCCCD Institute of Research and Planning is designing a new community learning student and course survey. Also, efforts to replace the missing noncredit outlines are underway.

D7. Institutions offering curricula through electronic delivery systems operate in conformity with applicable Commission policies and statements on Principles of Good Practice in Distance Education.

Descriptive Summary

Telecourses have been offered on the Cuyamaca campus since the summer of 1985. Currently 12 telecourses are offered each semester and approximately two in the summer session. The courses are broadcast on television and are also available on tape in the Learning Resource Center. Seminars and testing by the instructor are held at the college on Saturdays. The Telecourse program is described in the College Catalog.

The Telecourse Program is administered by the Associate Dean of Learning Resources. Although the actual telecourse programs are developed nationally, all control of course requirements are handled by the college. The Telecourse Program Policies and Guidelines handbook states that telecourses have a current course equivalent. If an equivalent course does not exist in the college curriculum for a projected

telecourse, the Curriculum, General Education and Academic Policies and Procedures Committee follow an established process for approval.

Telecourse faculty are compensated in the same way as faculty in the traditional teaching program and are expected to provide the same level of service to students.

Enrollment in telecourses has been consistent for the past several years. The Telecourse Program has been successful for Cuyamaca College.

The College continues to develop curricula to be delivered via the Internet. Three on-line courses were offered in Spring 2000, and more are scheduled to be developed. In developing these new curricula the College abides by all existing state-wide criteria and policies for distance education as they apply to curricula delivered over the Internet.

Internet faculty are compensated in the same way as faculty in the traditional teaching program and are expected to provide the same level of service to students.

Analysis

In applying the same academic standards to web-based courses and telecourses as are applied to all courses through the College curriculum process, the institution is providing multiple instructional methods that meet student learning needs. According to the Student Accreditation Survey, 76.3% agreed with the statement "Instructional methods [are] compatible with my learning needs."

Telecourses maintain the same academic standards as regular campus programs and are planned and evaluated by the same processes as the regular educational program.

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The Curriculum, General Education and Academic Policies and Procedures Committee course review process includes courses being proposed for distance education delivery methods. The same proposed review process is utilized for all courses and programs wherever the classroom may be located, including Telecourses.

Internet courses maintain the same academic standards as regular campus programs and are planned and evaluated by the same processes as the regular educational program.

The Curriculum, General Education and Academic Policies and Procedures Committee course review process includes courses being proposed for via distance education delivery methods. The same proposed review process is utilized for all courses and programs wherever the classroom may be located, including those offered via the Internet.

Plan

The College should continue to increase technical support for the increasing number of distance education courses offered at Cuyamaca College, including telecourses, on-line web-based courses, and two-way interactive courses. Faculty and staff should continue to research and implement new distance learning methodologies to make education more accessible.

D8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with applicable Commission policies and guidelines.

Not applicable to Cuyamaca College.