

## Accreditation 2013 Summary

### What is accreditation?

- Voluntary system of self-regulation and peer review based on standards of good practice

### Why is accreditation important?

- Assures the public we meet standards of quality, and allows us to qualify for and distribute federal funds.

### Who accredits us?

- Accrediting Commission for Community and Junior Colleges (ACCJC)
- 19-member commission including faculty, administrators, board members, and community members

### What are the current areas of focus in accreditation?

- Integrated processes of planning that include program review, student outcomes assessment, and resource allocation
- Student learning and service outcomes assessment
- Data use for decision-making and continuous improvement
- Quality of online learning and support services
- Financial integrity and stability

### What are the standards we have to address?

- Standard I: Institutional Mission and Effectiveness
- Standard II: Student Learning Programs and Services
- Standard III: Resources
- Standard IV: Leadership and Governance

### What are the results of our self evaluation?

- See second sheet

### Who has been involved?

- EVERYONE!
- Although more specifically for writing:
  - Standard Writing Teams
  - Accreditation Steering Committee
  - Accreditation Self Evaluation Editor(s)
  - District Services and Governing Board reviewers

### What's the next step?

- Spring 2013 – Finalize Self Evaluation Report and submit to ACCJC
- October 14-17, 2013 – Site visit from External Evaluation Team

### What should we expect from the site visit?

Prior to visit:

- External team will read our Self Evaluation Report and examine our evidence (including requesting access to online resources such as planning software and DE courses)

During visit:

- External team will meet with campus constituency groups and individuals including, but not limited to:
  - Grossmont Councils and committees (P&RC, IEC, Basic Skills)
  - Cuyamaca Councils and committees (IERC, PRPC, SLOAC, Basic Skills, Research)
  - President's Cabinet
  - Academic Senate
  - ASGC/ASGCC
  - SLO Coordinators
- External team will craft and present draft findings

After visit:

- ACCJC will review external team report and issue action (we are shooting for "Reaffirmation of Accreditation")

## Cuyamaca College Responses to Previous Recommendations

- **Student Learning Outcomes** – By spring 2013, 100% of courses offered and 100% of programs identified SLO, with 100% of courses establishing methods of assessment. In addition, 74% of courses began assessing and use assessment results to improve student learning.
- **Program Review** – All units, departments and disciplines complete an annual Program Review and Planning report with a SLO update included within each.
- **Resources** – Even with the budget cuts and two Early Retirement Incentives in which the College lost quite a few key employees, the College has ensured that levels of full-time faculty and staff are adequate to support Instructional and student support service needs.
- **Communication** – Classified staff are more involved in committees throughout the College and District and have been instrumental in putting the Accreditation Self-Evaluation Report together. The leadership of the Classified Senate has been instrumental in leading this effort.
- **Dialogue** – Dialogue among the various entities in the District continues to improve relationships and collaboration among and between the Colleges and District. Collaboration and communication has been instrumental with preparing the Accreditation Self-Evaluation reports
- **District Leadership & Governance** – There is a regular cycle for Governing Board self-evaluation. In addition, formal policies and procedures for the selection of and regular evaluation of the College President have been established and implemented.

## Grossmont College Responses to Previous Recommendations

- **Ensure equity and diversity in human resources** – the GCCCD updated its Equal Employment Opportunity (EEO) Plan to guide the recruitment of more diverse candidates, developed training programs for screening committee members, and established Diversity, Equity, and Inclusion Committees at both the district and college levels.
- **Student Learning Outcomes** - the college has established student learning outcomes for 100% of its courses and programs, and has also established General Education/Institutional SLOs (GE/ISLOs). Each department has identified and instituted a regular, recurring cycle of assessment of course-level outcomes and/or service outcomes. The college has incorporated the results of those outcomes assessments in both the program review and planning processes.
- **Institutional planning processes** - the college revised its institutional planning processes to more thoroughly integrate program review and student learning/service outcomes assessment and to use the results of those assessments for resource allocation. In addition, it has worked to develop a culture in which data and evidence are used to better inform decision making. Information about the planning process and results is communicated by email, on the college planning website, during professional development workshops, and during the annual College Planning Forum.
- **District leadership and strategic planning** – The development and communication of expectations related to educational excellence and integrity are lead by the Governing Board and the chancellor of the GCCCD. The Governing Board developed strategic areas of focus that were used to guide the development of strategic plans for the colleges and District Services. Discussions related to the current allocation formula and future planning is ongoing.
- **Delegation of authority to presidents; selection and evaluation procedures** – A GCCCD taskforce worked to develop and update board policies (BPs) and procedures (APs) related to the delegation of authority to the college presidents. In addition, BPs and APs related to the selection and evaluation of the presidents were reviewed and revised.
- **Governing Board and District Services evaluation** – The Governing Board has developed and instituted a self evaluation cycle that includes the development and review of annual Board goals. District Services has also instituted a regular cycle of evaluation of their services to the colleges.
- **Improved relations among various constituency groups** – A taskforce identified issues related to existing tensions and recommended mechanisms for addressing those issues. The chancellor has worked diligently to open lines of communication via email, forums, and visits to the campuses as well as through participatory governance discussions.

## Cuyamaca College Self Evaluation Results:

<p><b>Standard I Highlights:</b></p> <ul style="list-style-type: none"> <li>• CC reviews its Mission Statement, Vision, and Values regularly with the latest review &amp; update in 2012</li> <li>• PRP is done on an annual basis with resource allocation tied to these plans and culminating in the Annual Implementation Plan (AIP)</li> <li>• CC demonstrates our effectiveness by tracking student learning outcomes, key performance indicators, and other student achievement data</li> </ul>	<p><b>Standard IIA Highlights:</b></p> <ul style="list-style-type: none"> <li>• CC developed a “Guide to Best Practices in Online Teaching” document &amp; encourages all faculty wishing to teach online to take the @ONE Training course</li> <li>• CC uses course SLO assessments to measure PLO, CTEO, GEO, BSO, and ILO</li> <li>• CC uses advisory committees to keep CTE programs up-to-date so students who graduate demonstrate technical and professional competencies that meet employment and other applicable standards</li> <li>• CC created innovative programs and initiatives to address the diverse learning needs of its students (FYE, Bridged courses, &amp; accelerated math, English &amp; ESL)</li> </ul>	<p><b>Standard IIB Highlights:</b></p> <ul style="list-style-type: none"> <li>• CC provides appropriate, comprehensive, and reliable services to students regardless of service location or delivery method</li> <li>• Student Services at CC is developing an online system for orientation and advising</li> <li>• Student Services at CC is at the Sustainable Continuous Quality Improvement with regards to assessing Student Service Outcomes</li> <li>• Students are engaged on campus through ASGCC and other campus clubs</li> </ul>
<p><b>Standard IIC Highlights:</b></p> <ul style="list-style-type: none"> <li>• CC provides learning support services (library, tutoring, computer labs, Help Desk) that facilitate learning regardless of location or means of delivery</li> <li>• The CC library has an “eResources by Discipline” link as well as many other online resources for students &amp; faculty</li> <li>• The CC library provides ongoing instruction to develop skills in information competency</li> <li>• The CC library and learning support services evaluate themselves to assure their adequacy in meeting identified student needs and the results of these evaluations are used as the basis for improvement</li> </ul>	<p><b>Standard IIIA Highlights:</b></p> <ul style="list-style-type: none"> <li>• GCCCD has an updated EEO plan that addresses the goal of finding the most qualified candidates from a diverse pool of applicants</li> <li>• GCCCD works through its Diversity, Equity, and Inclusion (DEI) Council and associated college and District Services committees to provide a welcoming environment that fosters cultural competence, equity, and respect for all employees and students</li> <li>• Human resource planning at CC is integrated with institutional planning through the PRP process</li> <li>• CC conducts regular and documented evaluations of its employees with a goal toward encouraging improvement</li> </ul>	<p><b>Standard IIIB Highlights:</b></p> <ul style="list-style-type: none"> <li>• CC evaluates the effectiveness of whether facilities meet the needs of programs and services through the PR process and works to ensure that facilities are safe, accessible, and maintained</li> <li>• CC has upgraded or replaced a number of facilities in support of its programs and services including: <ul style="list-style-type: none"> <li>○ Science &amp; Math Center</li> <li>○ Communication Arts Center</li> <li>○ Business &amp; Technology Building</li> <li>○ Student Center</li> <li>○ Center for Innovation</li> <li>○ LRC</li> </ul> </li> <li>• The CC FMP highlights technology upgrades and energy-efficiency measures to reduce operational costs</li> </ul>
<p><b>Standard IIIC Highlights:</b></p> <ul style="list-style-type: none"> <li>• Technology planning is integrated with institutional planning through the PRP process and CC completed a five-year Technology Plan</li> <li>• CC maintains approximately 1,480 computers</li> <li>• All instructional classrooms and meeting spaces are equipped with computers, high resolution overhead projectors, DVD players, document cameras, instructional network access for instructors, and wireless access for students</li> </ul>	<p><b>Standard IIID Highlights:</b></p> <ul style="list-style-type: none"> <li>• GCCCD and CC manage fiscal resources to remain mission focused and fiscally sound.</li> <li>• GCCCD received exemplary marks from state mandated audits for the last 6 years</li> <li>• The PRP process evaluates and prioritizes financial requests based on their alignment with the CC Strategic Plan</li> <li>• Financial information is communicated throughout GCCCD and CC in a timely manner. Budget forums at CC are commonplace</li> </ul>	<p><b>Standard IV Highlights:</b></p> <ul style="list-style-type: none"> <li>• CC leadership is instrumental in creating the AIP which supports the CC Strategic Plan and Mission</li> <li>• The CC Intranet communicates internal processes in a direct and transparent fashion</li> <li>• CC is fully committed to participatory governance</li> <li>• The GCCCD Board engages in ongoing discussion to act as a whole in reaching decisions</li> </ul>

### Draft Actionable Improvement Plans:

1. To address the shortfall in outcomes assessment, CC will restructure SLOAC to represent the three units of the College; hold areas accountable for conducting and documenting learning outcomes, assessment and dialogue about improvement; require all funding requests to be based on evidence of assessment and dialogue for improvement; ensure all inactive courses have SLO; and fully implement TracDat. (II.A.1.c.)
2. CC will develop a systematic review process of course outlines and ensure that all disciplines adhere to this process. (II.A.2.e.)
3. CC, in collaboration with GC and the RPIE, will pilot a new placement instrument in fall 2013, and based on the pilot results, Cuyamaca College will conduct validation studies, finalize cut scores, and implement the new assessment instrument. (II.B.3.e.)
4. CC, in collaboration with GCCCD, will work collaboratively to determine attainable compensation levels for all employees; develop strategies to attract and retain administrators; improve the full-time to part-time faculty ratio to support learning and achievement; and develop a plan to reestablish classified positions that were frozen in the last five years. (III.A.2.)
5. In order to satisfy its long-term contractual commitment for OPEB, CC will work with GCCCD to identify a funding stream that meets the actuarially determined ARC. (III.D.3.c.)

## Grossmont College Self Evaluation Results:

<p><b>Standard I Highlights:</b></p> <ul style="list-style-type: none"> <li>GC regularly reviews its mission statement that defines our educational purpose, our student population, and our commitment to achieving student learning.</li> <li>We address our mission via an integrated planning process in which we set goals, plan activities, allocate resources, evaluate results, and make adjustments for continuous improvement.</li> <li>We demonstrate our effectiveness by tracking student learning outcomes, key performance indicators, and other student achievement data.</li> </ul>	<p><b>Standard IIA Highlights:</b></p> <ul style="list-style-type: none"> <li>GC maintains a “Regular and Effective Contact Policy” for Distance Education and developed a best practices “Tools and Techniques for Online Teaching” document.</li> <li>The college regularly assesses its programs and services through robust program review processes and uses the results of those reviews for improvement.</li> <li>GC regularly assesses its course-level student learning outcomes and uses those outcomes to measure program-level and GE/ISLO outcomes.</li> <li>The college has created innovative programs/initiatives to address the diverse learning needs of its students (e.g., Freshman Academy, Math Academy, West Hills project).</li> </ul>	<p><b>Standard IIB Highlights:</b></p> <ul style="list-style-type: none"> <li>GC provides services and programs to address the learning support needs of its students (e.g., EOPS Summer Institute, EAO).</li> <li>Student Services is developing an online system (through Cynosure) for orientation and advising.</li> <li>Both Student and Administrative Services conduct regular student satisfaction surveys as a part of their service outcomes assessment.</li> <li>Students are engaged on campus through ASGC and the Inter-Club Council.</li> </ul>
<p><b>Standard IIC Highlights:</b></p> <ul style="list-style-type: none"> <li>The college provides a number of computer labs and tutoring centers to assist students in their studies.</li> <li>The library faculty have worked with discipline faculty to develop web-based course guides related to library resources.</li> <li>The library also has a “Library Resources for Online Students” webpage.</li> <li>The library and other learning support services have revised their comprehensive program review process to better integrate assessment and planning.</li> </ul>	<p><b>Standard IIIA Highlights:</b></p> <ul style="list-style-type: none"> <li>GCCCD has an updated EEO plan that addresses the goal of finding the most qualified candidates from a diverse pool of applicants.</li> <li>GCCCD works through its Diversity, Equity, and Inclusion (DEI) Council and associated college and District Services committees to provide a welcoming environment that fosters cultural competence, equity, and respect for all employees and students.</li> <li>The institution conducts regular and documented evaluations of its employees with a goal toward encouraging improvement.</li> <li>GC has implemented a year-round professional development (PD) program, overseen by a PD coordinator, to meet the needs of its personnel for continuous learning and improvement.</li> </ul>	<p><b>Standard IIIB Highlights:</b></p> <ul style="list-style-type: none"> <li>GC has upgraded or replaced a number of facilities in support of its programs and services including: <ul style="list-style-type: none"> <li>Exercise Science and Wellness</li> <li>Griffin Center</li> <li>Health and Sciences Complex</li> <li>Administration/Student Services</li> </ul> </li> <li>The college works to ensure that facilities are safe, accessible, and maintained.</li> </ul>
<p><b>Standard IIIC Highlights:</b></p> <ul style="list-style-type: none"> <li>GC supports a variety of learning technologies and equipment including: <ul style="list-style-type: none"> <li>Blackboard,</li> <li>Micrograde, and</li> <li>Classroom Smart Carts.</li> </ul> </li> <li>The college provides technology training for employees and students.</li> <li>GC systematically plans for upgrades and replacement of its technology.</li> </ul>	<p><b>Standard IIID Highlights:</b></p> <ul style="list-style-type: none"> <li>GCCCD and GC manage fiscal resources to remain mission focused and fiscally sound.</li> <li>College planning processes involve the realistic assessment of resource availability and the allocation of resources to best accomplish the strategic goals of the college.</li> <li>GCCCD has clearly defined financial policies and procedures and undergoes regular external audits.</li> <li>Financial information is communicated throughout the GCCCD and college in a timely manner.</li> </ul>	<p><b>Standard IV Highlights:</b></p> <ul style="list-style-type: none"> <li>At both the district- and college-levels, constituent groups participate in governance discussions and in developing recommendations.</li> <li>GC works with the Academic Senate and its related committees for recommendations on student learning programs and services.</li> <li>The GCCCD Governing Board has well-established policies to ensure, and works to support, the quality, integrity, and improvement of student learning programs and services.</li> </ul>

### Draft Actionable Improvement Plans:

- Grossmont College (GC) will review and revise its mission statement in late 2013. (I.A.3.)
- GC will continue to ensure that all multi-media and web presentations, as well as online services, meet accessibility standards. (II.B.3.a.)
- GC will continue to monitor and assess the level and effectiveness of services available online for DE students. (II.B.3.a.)
- GC will continue to work diligently through its established processes to ensure that staffing needs in classified, faculty, and administrative areas are identified, prioritized, and funded in order to support student success. (III.A.2.)
- GC will enhance the systematic evaluation of technology utilized by the college, as well as the technical support provided. (III.C.2.)
- GC will continue to work with colleagues throughout the GCCCD to plan for, and commit funds to, its long-term commitment to provide other post-employment benefits and to fully fund the annual required contribution (ARC). (III.D.3.c.)