

Follow-Up Report

Grossmont College

**A Confidential Report Prepared for the Accrediting Commission
For Community and Junior Colleges**

This report represents the findings of the evaluation team that visited

Grossmont College

October 27, 2014

Visiting Team Members

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Date: November 21, 2014
To: Accrediting Commission of Community and Junior Colleges
From: Kindred Murillo, Team Chair
Subject: Report of Follow-Up Visit Team to Grossmont College, October 27, 2014

Introduction:

An External Evaluation team visit was conducted at Grossmont College (College) on October 27, 2014. At its meeting, on January 8-10, 2014, the Accrediting Commission for Community and Junior Colleges (Commission) acted to reaffirm accreditation for the College and required the College to submit a Follow-Up Report (Report) by October 15, 2014, addressing six recommendations. It also required a site visit by an external evaluation team to verify the College has addressed one identified deficiency and now meets the Eligibility Requirements (ERs), Accreditation Standards, and Commission policies.

The Follow-Up visiting team, Dr. Kindred Murillo, Dr. Janet Fulks, and Sara Pierce, visited the College on October 27, 2014. Dr. Murillo and Dr. Fulks were both on the comprehensive review team in October 2013.

Prior to the visit, the team members reviewed the Report, Commission action letter, and evidence provided. The team found the Report organized, succinct, and easy to read. The College and District were highly organized and prepared for the visit. The team had access to appropriate faculty, staff, and administrators who answered questions and provided additional documentation.

The purpose of the external evaluation team visit is to verify the college has addressed one identified deficiency as noted below, and ensure the College is making progress on the other five recommendations for improvement of institutional effectiveness.

College and District Recommendation 4 - Human Resources

In order to meet the standard, the team recommends that the District and the College include, as a required component of the formal evaluations of faculty and others directly responsible for student progress toward achieving stated student-learning outcomes, a means to evaluate effectiveness in producing those outcomes. (III.A.1.c)

The Commission identified five areas for improvement of Institutional Effectiveness.

College Recommendation 1 - Institutional Effectiveness

In order to increase effectiveness and to measure progress toward achieving specific goals, the team encourages the College to identify future benchmarks or targets based upon their data analysis (i.e., develop specific measureable benchmarks or targets for the dashboard) and other institutional metrics, so that the degree to which they are achieved can be determined and widely discussed. (I.B.2, I.B.3)

College Recommendation 2 - Student Services

In order to increase effectiveness, the team recommends that the College maintain consistency in providing information on all the Major Policies Affecting Students in its catalogue, schedule of classes, and website. Specifically, that the information, processes, rules and internal practices for complaints surrounding student grievances, student discipline, claims of unlawful sexual harassment and/or discrimination contain accurate, precise and current information that is organized and easily accessible on the College website. (II.B.2.c)

College Recommendation 3 - Human Resources

In order to increase effectiveness, the team recommends that the College assess and analyze the level and stability of its future workforce requirements. It further recommends that the College use the results of that assessment to ensure the necessary conditions exist into the future for a stable and sufficient number of faculty, staff, and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes and assure the integrity and quality of its programs. (III.A.6, IV.B.2.a)

College and District Recommendation 5 - Leadership and Governance

In order to meet the standard, the team recommends the District and Governing Board regularly evaluate its policies and practices, and revise them as necessary along established timelines. (IV.V.1.e)

College and District Recommendation 6 - Leadership and Governance

In order to meet the standard, the team recommends that the District and College clearly, consistently, and broadly communicate the delineation of the operational responsibilities and functions of the District and the colleges. Additionally, the District and the College should ensure that all information provided to constituents and the public regarding the functions of the District and the college is aligned and consistent. (IV.B.3.a)

College and District Responses to the 2013 External Evaluation Team Recommendation

College Recommendation 1 (Improvement of Institutional Effectiveness): In order to increase effectiveness and to measure progress toward achieving specific goals, the team encourages the College to identify future benchmarks or targets based upon their data analysis (i.e., develop specific measurable benchmarks or targets for the dashboard) and other institutional metrics, so that the degree to which they are achieved can be determined and widely discussed. (I.B.2, I.B.3)

Grossmont College has continued to develop their institutional scorecard based upon locally defined Key Performance Indicators (KPIs) and other meaningful institutional metrics. In January 2014, a collaborative process at the annual planning retreat took a first look at setting benchmarks; further dialog with major committees refined the scorecard components, including standards for each metric. The institutional standards received a detailed look and validation by the College's Institutional Excellence Council (IEC).

IEC requested additional data in the future such as standard deviations for specific metrics and economic indicators for particular areas. This thorough review and dialog validates that

the college has deliberately developed measureable benchmarks, which have been widely engaged and continue to improve through iterative work. Upon review of the data and discussions with college employees, the team concluded that this recommendation has been thoroughly addressed and includes annual evaluation to guarantee continuous improvement thereby addressing this recommendation.

Conclusion: The College meets the Standard and continues to improve its institutional effectiveness.

College Recommendation 2 (Improvement of Institutional Effectiveness): In order to increase effectiveness, the team recommends that the College maintain consistency in providing information on all the Major Policies Affecting Students in its catalogue, schedule of classes, and website. Specifically, that the information, processes, rules and internal practices for complaints surrounding student grievances, student discipline, claims of unlawful sexual harassment and/or discrimination contain accurate, precise and current information that is organized and easily accessible on the College website. (II.B.2.c)

Grossmont College reviewed materials posted on the website and various publications, such as the catalog and class schedule for consistency. The review included downloadable material as well as brochures and class schedules. Information was carefully aligned for consistency and reorganized to provide better access and understanding for students. The College website is currently undergoing a complete redesign that will be published in December 2014. Examination of the draft website materials indicated careful attention to organization, access, and clarity. Students' feedback indicated a preference for materials to be posted on the Grossmont website.

The College developed an entirely new, integrated complaint/grievance policy. Annually, (two per semester) presentations are conducted to educate students about their rights and responsibilities including the location and use of this centralized grievance/complaint website. Complaint documents are filled out, submitted, and tracked through the web. Students reported that the central location for this grievance process was useful and accessible because it represented a single location for all student complaint processes and grievances (evidence 2.3). The complaint/grievance process informs students immediately, via electronic messaging, after submission and begins a series of linked messages to every office and individual involved in resolving the issue within a ten (10) day timeline. The successful resolution of issues and evaluation of the processes occur regularly.

Conclusion: The team concluded that the College has adequately addressed consistency of materials and made accessible information on Major Policies Affecting Students such as: the Student Code of Conduct, grounds for disciplinary action, grievance/complaint processes, sexual harassment and discrimination, and due process. The team concludes that the College has fully met the expectations of the recommendation and has made improvements for institutional effectiveness.

College Recommendation 3 (Improvement of Institutional Effectiveness): In order to increase effectiveness, the team recommends that the College assess and analyze the level and stability of its future workforce requirements. It further recommends that the College use the results of that assessment to ensure the necessary conditions exist into the future for a stable and sufficient number of faculty, staff, and administrators with

appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes and assure the integrity and quality of its programs. (III.A.6, IV.B.2.a)

Findings and Evidence: During the spring of 2014, the District selected a consulting firm to analyze and assess the staffing levels at the two colleges and the district office. In order to gather feedback and develop an appropriate approach to the project, the two consultants began meeting with Chancellor's Extended Cabinet (Cabinet), which includes the leadership of the District, and the District Accreditation Coordinating Council (DACC). The consultants also conducted site visits and met with the leadership and governance councils of both colleges. Benchmark institutions were selected based upon similarity of size and general characteristics, and an approach and projected phases were developed. The consultants began an analysis, which benchmarked the staffing levels of other similarly sized colleges within multi-college districts.

The benchmarking phase of the project concluded in August of 2014, and results were discussed broadly across the College and throughout the District. Using the results of the analysis, the College is working on a long-term staffing plan based on best practices. The College has identified an additional improvement plan to begin discussions with college constituents and develop a long-term staffing plan. The plan is projected for completion in spring of 2015.

Conclusion: The team found the District and colleges made significant progress addressing the recommendation. The team concludes that the College has fully met the expectations of the recommendation and has made improvements for institutional effectiveness.

College and District Recommendation 4 (Deficiency): In order to meet the standard, the team recommends that the District and the College include, as a required component of the formal evaluations of faculty and others directly responsible for student progress toward achieving stated student-learning outcomes, a means to evaluate effectiveness in producing those outcomes. (III.A.1.c)

Findings and Evidence: The team found evidence the District and College made significant progress on addressing and resolving the deficiency. At the time of the visit, the District had just completed negotiations with the American Federation of Teachers (AFT) and the Administrator's Association (Association). The District and College provided evidence that formal evaluations of all faculty, administrators, managers, and the Governing Board (Board) all include progress toward and participation in the achievement of student learning outcomes, effective with new faculty and administrator agreements ratified on October 21, 2014.

The Grossmont-Cuyamaca Community College District (GCCCCD) Board approved the district's first contract with the AFT at its October 21, 2014 meeting. Following ratification by the membership, the November 1, 2014 to June 30, 2017 AFT Guild Agreement Section 5.3.4 states that, "All faculty are required to acknowledge...that he/she has participated in the assessment of student learning outcomes and discussions with colleagues about using the information to improve teaching and learning."

The manager's and supervisor's January 1, 2014 to December 31, 2016 Association's contract was also approved by the Board at the October 21, 2014 Board meeting. This contract

stipulates a new Manager and Supervisor Performance Appraisal form that includes the “Impact on Students/Student Learning Outcomes” as a competency. Participants are directed to “describe their involvement in the assessment of student learning outcomes and the use of those assessment results to improve student learning.” It is noted that this performance appraisal form is marked as a pilot program from 2014-2016.

The team verified that significant efforts were made to correct a deficiency to resolution, and the deficiency is resolved.

Conclusion: The team concludes the District and College have resolved the deficiency and now meet the Accreditation Standard.

College and District Recommendation 5 (Improvement of Institutional Effectiveness): In order to meet standard, the team recommends the District and Governing Board regularly evaluate its policies and practices, and revise them as necessary along established timelines. (IV.V.1.e)

Findings and Evidence: The team found evidence the District regularly evaluates its policies and practices, and revised them as necessary along established timelines. Board Policy 2410 and Administrative Procedure 2410 were revised on February 19, 2013, and delineate the commitment to reviewing its policies, process, and timelines associated with evaluation and revisions for policies and procedures.

The District belongs to the Community College League of California (CCLC) Policy and Procedure Service, which provides bi-annual updates. The District provided clear evidence in the form of revised policies and procedures that the process and timelines are followed.

Conclusion: The team found the District regularly evaluates its policies and practices and revises them as necessary per board policy and administrative procedure and has made significant progress in updating policies and procedures. The team concludes that the District has fully met the expectations of the recommendation and has made improvements for institutional effectiveness.

College and District Recommendation 6 (Improvement of Institutional Effectiveness): In order to meet the standard, the team recommends that the District and College clearly, consistently, and broadly communicate the delineation of the operational responsibilities and functions of the District and the colleges. Additionally, the District and the College should ensure that all information provided to constituents and the public regarding the functions of the District and the college is aligned and consistent. (IV.B.3.a)

Findings and Evidence: The District had developed a district functional mapping document during the process of their comprehensive self-evaluation. As identified by college constituents during the comprehensive visit, there was some concern about whether the operational responsibilities and functions of the District and College were clearly delineated, and whether those functions were consistently communicated to college constituents and the community.

In an effort to address the recommendation for improvement, the College prepared a supplement to the functional mapping document that outlines the operational areas of responsibility that are shared between the College and District services. The supplement was

reviewed broadly by college constituents and then shared with all collegial consultation groups, and communicated throughout the college and website.

Conclusion: The team found the College had addressed the clarification of the operational responsibilities and functions between the District and the College. The team concludes that the College has fully met the expectations of the recommendation and has made improvement for institutional effectiveness.