

Grossmont College Accreditation Response Plan

February 2020

High-Level Timeline

WHEN	WHAT
February 2020	<ul style="list-style-type: none"> • Convene Accreditation Steering Committee • Draft action plan for each Requirement • Assemble work teams for each Requirement
March – November 2020	<ul style="list-style-type: none"> • Work teams engage in action plans, with monthly progress reports at Accreditation Steering Committee meetings • ALO & Faculty Co-Chair provide monthly progress updates to College Council, Academic Senate, & other groups as needed
December 2020	<ul style="list-style-type: none"> • Work teams provide final written progress reports to ALO • ALO & Faculty Co-Chair draft Follow-Up Report
January 2021	<ul style="list-style-type: none"> • Finalize evidence links in Follow-up Report • Present report draft to College Council (and others as appropriate) for final feedback and input
February 2021	<ul style="list-style-type: none"> • Integrate feedback into final draft of Follow-up Report • Present Follow-up Report to Governing Board for approval • Submit Follow-Up Report to ACCJC
March or April 2021	<ul style="list-style-type: none"> • Follow-up Site Visit

General Approach for Each ACCJC Requirement:

1. Confirm specific actionable improvements identified in each requirement and cross-reference with Team Report for additional context, as the basis for action plan categories
2. Convene work teams comprised of those most directly involved in current practices
3. Examine current practices with work teams to identify specific actions that can be taken for each action plan category
4. Assign implementation tasks to work team members, with expectations for reporting back to Accreditation Steering Committee

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DRAFT Action Plans

To be completed with input from Accreditation Steering Committee & Work Teams

COLLEGE REQUIREMENT I (DISTANCE ED)		
In order to meet the policy, the Commission requires the College ensure that all distance education courses demonstrate regular and substantive interaction as defined by the College. (Policy on Distance Education)		
WORK TEAM & STAKEHOLDERS LIKELY TO INCLUDE:		
LTR Dean (Potential Team Lead); Distance Education Coordinator; Instructional Design Specialist; Academic Senate and/or Distance Education Committee members; Professional Development Coordinator; Academic Affairs Council; others TBD as needed		
Components of the Requirement	Initial Response Activities	Resources Needed
Demonstrate regular and substantive interaction, as defined by the college	<ul style="list-style-type: none"> • Review college’s definition of regular and substantive interaction, and take steps to improve / strengthen if needed 	<ul style="list-style-type: none"> •
Ensure that all distance education courses demonstrate regular and substantive interaction	<ul style="list-style-type: none"> • Review current practices for ensuring regular & substantive interaction, including: <ul style="list-style-type: none"> ○ Process for preparing new online faculty (local certification, required PD, etc.) ○ Ongoing training & evaluation for existing online instructors ○ Evaluation components that specifically address regular & substantive interaction in the online setting • Improve and strengthen above processes as required 	<ul style="list-style-type: none"> •

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COLLEGE REQUIREMENT 2 (FULL IMPLEMENTATION OF LEARNING OUTCOMES)		
In order to meet the standards, the Commission requires that the college fully implement the assessment, collection, and use of student learning outcomes for all courses, programs, and units. (I.B.2, II.A.3, II.A.16)		
WORK TEAM & STAKEHOLDERS LIKELY TO INCLUDE:		
CPIE Sr. Dean (Potential Team Co-Lead); 1-2 Academic Deans; SLO Coordinators (Potential Team Co-Lead); Outcomes Assessment Team members; Professional Development Coordinators; Program Review Committee; Academic Senate and/or Chairs & Coordinators members		
Components of the Requirement	Initial Response Activities	Resources Needed
Fully implement the assessment ... of SLOs for all courses, programs, and units	<ul style="list-style-type: none"> • Confirm that assessment cycles are in place for all courses/programs/units • Review current PD offerings related to assessment and expand / systematize offerings 	<ul style="list-style-type: none"> • Improved system for tracking assessment cycles & results (Improve Analytics – can use remaining PRT funds for this)
Fully implement the ... collection ... of SLOs for all courses, programs, and units	<ul style="list-style-type: none"> • Confirm that all departments have documented assessment results (via AUP and Program Review) • Transition processes for collecting and documenting assessment results into TracDat 	<ul style="list-style-type: none"> • Improved processes for collecting assessment results (via Nuventive Platform or via existing staff – may be able to use remaining PRT funds)
Fully implement the ... use of SLOs for all courses, programs, and units	<ul style="list-style-type: none"> • Examine existing processes for “closing the loop” and connecting to resource allocation, including: <ul style="list-style-type: none"> ○ AUP templates ○ Program Review ○ College-level planning forums and strategic initiatives • May also want to investigate improved online system for quickly linking assessment results to department, college, & district plans (e.g., Nuventive Platform) 	<ul style="list-style-type: none"> •

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COLLEGE REQUIREMENT 3 (OFFICIAL SLOs ON ALL SYLLABI)		
In order to meet the standards, the Commission requires that the College ensure that, in every class section, students receive a syllabus that includes SLOs consistent with the officially approved course outline of record. (II.A.3)		
WORK TEAM & STAKEHOLDERS LIKELY TO INCLUDE:		
Academic Dean (Potential Team Lead); Instructional Operations staff; Academic Affairs Council members; Chairs & Coordinators members; Academic Senate members		
Components of the Requirement	Initial Response Activities	Resources Needed to Implement
Every syllabus includes SLOs consistent with official COR	<ul style="list-style-type: none"> • Ensure that all department chairs have access to CORs • Review requirements for syllabi to confirm that expectation to include SLOs from COR are clearly communicated to instructors 	•
Ensure that, in every class section, students receive a syllabus that includes SLOs consistent with CORs	<ul style="list-style-type: none"> • Review existing procedures for confirming that each syllabi includes current SLOs and outline improvements as needed 	•

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DISTRICT REQUIREMENT I (EVALUATION OF CLASSIFIED & MANAGEMENT EMPLOYEES) In order to meet the Standard, the Commission requires that the District ensure that all classified and management employees are systematically evaluated at stated intervals. (III.A.5)		
WORK TEAM & STAKEHOLDERS LIKELY TO INCLUDE: Grossmont College President (Potential Team Lead), in collaboration with District Human Resources; Administrative Leadership Roundtable members; supervisors; classified leaders		
Components of the Requirement	Initial Response Activities	Resources Needed to Implement
Classified and management employees are systematically evaluated at stated intervals	<ul style="list-style-type: none"> • Confirm status of evaluations for classified staff in each unit • Confirm status of evaluations for management employees in each unit • Complete overdue and scheduled evaluations for 2019-20 (by June 30) • Complete scheduled evaluations for fall 2020 on schedule 	<ul style="list-style-type: none"> • Information on status of 2019-20 evaluations on file with Human Resources office for classified and management employees
Ensure that classified and management evaluations occur as scheduled	<ul style="list-style-type: none"> • Confirm that intervals and process are documented • Review methods for communicating schedule • Identify and remedy potential barriers to completing evaluations as scheduled 	<ul style="list-style-type: none"> • Implement tracking/reporting system for classified and management employees