



**ACCREDITING  
COMMISSION  
for COMMUNITY and  
JUNIOR COLLEGES**

*Western Association  
of Schools and Colleges*

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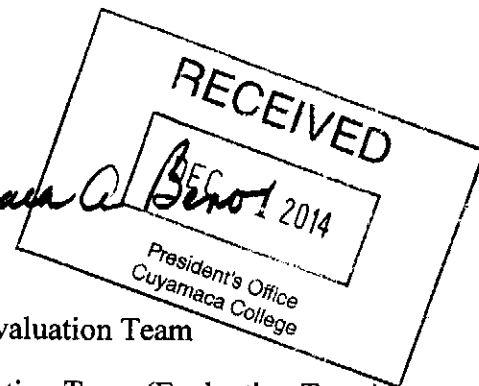
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MEMO TO: Dr. Mark Zacovic, President  
Cuyamaca College  
900 Rancho San Diego Parkway  
El Cajon, CA 92019

FROM: Barbara A. Beno, President

DATE: November 26, 2014

SUBJECT: Enclosed Report of the External Evaluation Team



Previously, the chairperson of the External Evaluation Team (Evaluation Team) that recently visited Cuyamaca College sent you a draft External Evaluation Report (Report) affording you the opportunity to correct errors of fact. We assume you have responded to the Team Chair. The Commission now has received the final version of the Report, a copy of which is enclosed for you. Please examine the enclosed Report.

- If you believe that the Report contains inaccuracies, you are invited to call them to the attention of the Commission. To do so, you should submit a letter stating recommended corrections to the ACCJC President. The letter should arrive at the Commission office by noon **Monday, December 16, 2014**, in order to be included in Commission materials. The letter may also be sent electronically as a PDF attachment.
- If the institution also wishes to submit additional material on issues of substance and to any Accreditation Standard deficiencies noted in the report to the Commission, it should exercise care, keeping in mind the Commission cannot read and absorb large amounts of material on short notice. Material should arrive at the ACCJC office no later than noon **Monday, December 16, 2014**.
- ACCJC policy provides that, if desired, the Chief Executive Officer (CEO) may request an appearance before the Commission to discuss the Report. The Commission requires that the institution notify the Commission office by noon **Monday, December 16, 2014**, or earlier, of its intent to attend the meeting. This enables the Commission to invite the Team Chair to attend. Any written materials must be handled as provided in the paragraph above. Materials will not be accepted after that date.

The next meeting of the Accrediting Commission will be held on **January 7-9, 2015**, at the Sheraton Grande Hotel, Sacramento, California. The enclosure, "Procedures for an Institutional Chief Executive Officer's Appearance Before the Commission," addresses the protocol of such appearances.

Please note that the Commission will not consider the institution as being indifferent if its CEO does not choose to appear before the Commission. If the institution does request to be heard at the Commission meeting, the chairperson of the Evaluation Team will also be asked to be present to explain the reasons for statements in the Report. Both parties will be allowed brief testimony before the Commission deliberates in private.

The enclosed Report should be considered confidential and not given general distribution until it has been acted upon by the Commission and you have been notified by letter of the action taken.

BAB/tl

Enclosure

cc: Dr. Wei Zhou, Accreditation Liaison Officer (w/o enclosure)



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Procedures for an Institutional Chief Executive Officer's  
Appearance Before the Commission

The Commission considers institutional accreditation actions in January and June of each calendar year. ACCJC policy provides that when the Commission is deliberating or acting upon matters that concern an institution, it will invite the Chief Executive Officer (CEO) of the institution to meet with the Commission in Executive Session.<sup>1</sup> The appearance is for the purpose of discussing issues of substance and any Accreditation Standards deficiencies noted in the report. There is no requirement that the CEO attend the Commission meeting. If the Commission is considering institutional action as a result of an evaluation team visit, and if the CEO elects to attend the meeting, the Commission will also invite the Chair of the Evaluation Team (Team Chair) or designee to attend.

An institution must send written notification to the ACCJC office at least 15 working days before the scheduled Commission meeting if the CEO wishes to attend. The institution should bear in mind the evaluation of the institution is based upon the conditions at the institution at the time of the team visit.

At the meeting, the institutional CEO will be invited to make a brief presentation, followed by questions from the Commission. The CEO is expected to be the presenter, and should consult with Commission staff if there are plans to invite other representatives to join the CEO. On the day of the Commission meeting, ACCJC staff will escort the CEO (and additional representatives) to and from the designated waiting area to the meeting at the appropriate time. An institution's presentation should not exceed five (5) minutes. The Commission reserves the right to establish a different time limit on such presentations.

The Team Chair or designee will also attend the presentation, normally by conference call. The Commissioners may ask questions of the Team Chair after college representatives have exited. The Team Chair will then be excused, and the Commission will continue its deliberations in closed session.

The CEO will be notified in writing of the subsequent action taken by the Commission.

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<sup>1</sup> Policies that are relevant to this process are the *Policy on Access to Commission Meetings*, *Policy on Commission Actions on Institutions*, *Policy on Commission Good Practice in Relations with Members Institutions*, and *Policy on the Rights and Responsibilities of ACCJC and Member Institutions*.

**RECEIVED**

**NOV 26 2014**

*Accrediting Commission for  
Community and Junior Colleges*

## **Follow-Up Visit Report**

Cuyamaca College  
900 Rancho San Diego Parkway  
El Cajon, CA 92019

This Report represents the findings of the External Evaluation Team that visited  
Cuyamaca College on October 27, 2014

*Submitted to:*  
the Accrediting Commission for Community and Junior Colleges

*Submitted by:*

Dr. Rachel Rosenthal, President, Folsom Lake College  
Dr. Adam Karp, Dean of Fine and Applied Arts, American River College

November 17, 2014

TO: Accrediting Commission for Community and Junior Colleges  
FROM: Rachel Rosenthal, President Folsom Lake College  
SUBJECT: Report of Follow-Up Visit to Cuyamaca College

**Introduction:**

At its meeting on January 8-10, 2014, the Commission acted to require Cuyamaca College (CC) to submit a Follow-Up Report by October 15, 2014 followed by a site visit by an external evaluation team. The Follow-Up visiting team, Dr. Rachel Rosenthal and Dr. Adam Karp, visited the College on October 27, 2014 and both were members of the original External Evaluation Team that visited the college in October 2013.

The purpose of the visit was to verify that the Follow-Up Report prepared by the College was accurate, to determine if sustained, continuous, and positive improvements had been made at the institution, and that the institution has addressed the recommendations made by the External Evaluation Team in 2013, resolved the deficiencies noted in those recommendations, and meets the Eligibility Requirements, Accreditation Standards and Commission policies.

The team found the Report to be concise, thorough, and clearly written. The College and the Grossmont Cuyamaca Community College District (GCCCCD) were both well prepared for the visit. Meetings were arranged in advance at both CC and GCCCCD with the individuals and groups requested by the Team Chair and appropriate documentation was provided before, during, and after the visit. Over the course of the day, the team met with the President of Cuyamaca College; Chancellor of GCCCCD, President of Grossmont College, and Vice Chancellor of Human Resources; Cuyamaca College's Accreditation Liaison Officer, Academic Senate President, Vice Presidents of Student Services and Administration, GCCCCD Senior Dean of Research, and members of the faculty and staff.

The College's Follow-Up Report and Visit were expected to document resolution of the following three recommendations:

**College Recommendations:**

Recommendation 6: Curriculum Review (Correct Deficiency)

In order to meet the Standards, the team recommends that the College implement an ongoing, systematic review process of course outlines to ensure currency and relevancy for all disciplines (II.A.2.e.).

Recommendation 7: Staffing Plans (Correct Deficiency)

In order to meet the Standards, the team recommends that the College assess and analyze the level and diversity of its full-time faculty and staff. It further recommends that the College use the results of that assessment to develop, adopt, fund, and implement long-range staffing and resource allocation plans that will ensure a sufficient number of qualified,

diverse, full-time faculty and staff to foster the institution's mission and purposes, assure the integrity and quality of its programs, and maintain services to students (Standard III.A.2, III.A.4.b, III.A.6, IV.B.3.c).

### **College and District Recommendation:**

#### **Recommendation 8: Human Resources (Correct Deficiency)**

In order to meet the Standards, 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 (Standard III.A.1.c).

### **College Responses to the 2013 External Evaluation Team Recommendations**

#### **Recommendation 6: Curriculum Review**

In order to meet the Standards, the team recommends that the College implement an ongoing, systematic review process of course outlines to ensure currency and relevancy for all disciplines (II.A.2.e.).

**Findings and Evidence:** At the time of the current visit, the College demonstrated that the curriculum review process is now systematic and that courses are reviewed to ensure currency and relevancy for all disciplines. In the Follow-Up Report, the college described its five-year course review process, which includes consequences for not maintaining curriculum current. After one year the course is removed from the schedule, at which time the faculty have one year to update the course or it may be considered for deletion. The academic senate has authorized the curriculum committee to delete any course that has not been updated within a year of being removed from the schedule for not being current.

The team was able to confirm these activities by interviewing faculty and administrators, who provided documentation for the Five Year Curriculum Review Cycle Process, which was approved in September 2013. The team also examined evidence of courses reviewed during the 2013-2014 cycle and courses up for review during the 2014-2015 cycle. Based on this evidence, the team found that the College is current for all but seven courses being offered this academic year. These remaining seven courses are either not offered in the spring semester or may be deleted. In addition, the College has clarified the role of discipline representatives on the Curriculum Committee to be proactive liaisons to their constituency members in reviewing and updating their curriculum. Also, deans encourage faculty to respond to the Five Year Curriculum Review list and take action to update courses accordingly. By the end of the 2014-2015 academic year it is expected that the College will be in full compliance with Standard II.A.2.e and Recommendation 6.

**Conclusion:** Based on the evidence examined, the team concludes that the College has implemented a systematic review process for course outlines for all disciplines. Since this process was implemented in fall 2013 and continued in fall 2014, the team finds that the process is ongoing. The team finds that the College has addressed this recommendation.

### **Recommendation 7: Staffing Plans**

In order to meet the Standards, the team recommends that the College assess and analyze the level and diversity of its full-time faculty and staff. It further recommends that the College use the results of that assessment to develop, adopt, fund, and implement long-range staffing and resource allocation plans that will ensure a sufficient number of qualified, diverse, full-time faculty and staff to foster the institution's mission and purposes, assure the integrity and quality of its programs, and maintain services to students (Standard III.A.2, III.A.4.b, III.A.6, IV.B.3.c).

**Findings and Evidence:** In spring 2014, the District enlisted the services of a consulting firm, the Collaborative Brain Trust, to provide the following services for Cuyamaca College, Grossmont College, and the District Office.

- Comparison of Staffing Levels Report
- Strategic Human Resources Process for Staffing and Retention
- Strategic Staffing Plan

The first project, Comparison of Staffing Levels Report, was completed over the summer and presented to the Cuyamaca College Council in September 2014. The Report provided a comparative staffing analysis for similarly sized California community colleges and districts. Interviews found that Cuyamaca staff noted differing organizational structures in the comparison colleges and questioned some of the data elements included in the Report, but accepted the Report as a "starting point" for further discussions.

The Strategic Human Resources Process for Staffing and Retention is designed to provide a review and analysis of recruitment, selection, retention, evaluation, training and development processes. The Strategic Staffing Plan will be developed in parallel, and address staffing goals for the next three to five years to include an identification of needs and gaps, criteria for local staffing decisions, recommendations for future action, and an analysis of the diversity of staffing.

At the time of the visit, contracts for the second and third projects had just been approved, with completion anticipated in early spring 2015. District staff confirmed their expectations that, in consultation with CC, GC, and GCCCD staff, criteria for hiring and priority staffing areas will be identified through these projects. College faculty and staff shared that the consultants held their initial meetings for the second and third projects with the CC Shared Governance Council the week prior to the team visit. Both District and College staff noted that implementation of the recommendations resulting from these two projects will be heavily dependent on completion of concomitant work in progress, revision of the district wide general fund budget allocation model, through the District's Budget Allocation Taskforce (BAT). District and College staff both noted that the BAT has resolved all but one issue, the determination of a differential growth model for the two colleges based upon growth forecasts.

Regarding ensuring proportionate hiring of a diverse workforce, the Team confirmed that the Vice Chancellor of Human Resources offered five workshops at CC entitled, "Hiring Smart," designed to share best practices for interviewing and hiring for selection committee members. All selection committee members are required to attend these workshops. The College stated in their Follow Up Report that 57% of newly hired full time faculty hired since

fall 2013 were diverse, but the district-provided 2009-2014 Equal Opportunity Data report indicates only slight changes in full time faculty demographics through spring 2014.

**Conclusion:** All constituencies acknowledge that initial progress has been made toward addressing this recommendation. The District and the College completed a significant first step by completion of the Comparison of Staffing Levels Report. Further commitment was evidenced by the recent hiring of consultants to lead two projects, the analysis of critical human resources processes and a long-range district wide staffing plan, both to be completed by spring 2015.

Given the early stages of implementation, however, the team concludes that the significant efforts remain before the College can be said to have met the Standards.

**Recommendation 8: Human Resources**

In order to meet the Standards, 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 (Standard III.A.1.c).

**Findings and Evidence:**

The District provided strong evidence that formal evaluations of full- and part-time faculty, managers, and supervisors all include progress toward and participation in the achievement of student learning outcomes, effective with new faculty and administrator agreements ratified just prior to the team visit.

The GCCCD Board approved the district's first contract with the American Federation of Teachers (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 managers and supervisor's January 1, 2014 to December 31, 2016 Administrator's Association contract was also approved by the Board of Trustees at the October 21, 2014 Board of Trustees 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.

**Conclusion:** The team acknowledges the District and College's effort necessary to address this recommendation and finds that the College meets the Standards.