



Standard II.B: Student Support Services

Standard II.B.

Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Through a comprehensive network of support services and activities, Grossmont College provides access to college programs and strives to enhance the likelihood of student attainment of their educational goals. Support services are provided across college divisions but are the principal focus in the Student Services division. Processes, including evaluation procedures, are in place to provide comprehensive services designed to meet the varied and complex needs of current and future students.

Grossmont College has an open admissions policy for adults over the age of eighteen years and/or high school graduates. Students may begin college with very weak academic preparation due to a variety of circumstances, including non-native speaker status, non-high school graduate, developmental disabilities, or poor past academic performance. The matriculation process, which includes orientation, assessment, and advisement, is conducted in order to provide critical information to students regarding their ability to benefit from the college experience.

Matriculation policies and procedures relate to access, admissions, assessment, orientation, continued counseling and advisement, as well as ongoing evaluation and improvement. Through orientation, assessment, and advisement, students are made aware of prerequisites, co requisites, and recommended preparation in the academic programs. Through this process, the college identifies student needs and determines how to best meet these needs.

High school students at the junior and senior level have the opportunity to review the High School/College Credit Brochure ([3.1](#)) prior to enrolling in college courses. They are required to submit a High School/College Credit Enrollment Authorization Form ([3.2](#)) with the college application. The form is signed by the high school principal or designee and indicates the student has the ability to benefit from “advanced scholastic or vocational work.”

Enrollment starts with the submission of an application ([3.3](#), [3.4](#)), in which students identify their educational goal and indicate any special needs they might have. They are instructed to attend an assessment session to determine appropriate course placement in English and math. Before the assessment is conducted, a counselor provides an

orientation to college (3.5), including an overview of campus resources, college policies and procedures, general education patterns, and aspects of the college culture. An English instructor participates in the orientation portion and presents a summary of the writing classes including information on linked courses or learning communities known at Grossmont as Project Success (3.6). Both ESL and English provide ample linked reading and writing courses, which have proven to be more successful and retain more students than non-linked courses (3.7). After students have been assessed, they are asked to attend an advising session at which they receive their placement results and work individually with a counselor to plan their first semester schedule of classes. To better serve students who work during the week, Saturday sessions include all of the components: orientation, assessment, and advising. In addition to the traditional orientation sessions offered, there is also an online orientation to the college at www.grossmont.edu/counseling (3.8).

The college maintains a supportive environment for students by providing comprehensive services to address special needs. In addition to participating in the general matriculation process, students with special needs are encouraged to meet individually with counselors in the Disabled Student Programs and Services (DSPS) to determine what variations from the standard matriculation process may be desirable because of the individual's unique circumstances and limitations.

Program Review is an effective means for monitoring the quality of student service programs and for setting new goals to improve services. Each of the programs is committed to student success and regularly looks for ways to improve services and better support student learning. Student services program review is an ongoing, systematic process that occurs every five years for each program in the division. There is continuous evaluation of how new students are introduced to the college environment.

During collegewide discussions about student learning outcomes (SLOs), staff, faculty, and administrators in the Student Services Division agreed to focus their part of the Student Learning Outcome Assessment Initiative (SLOAI) (3.9) on providing the highest quality student services possible. Staff, faculty, and administrators all agreed to make a necessary distinction between SLOs, student learning outcomes and SSOs, student service outcomes. The Student Services Division of the college is focused on providing the best service possible that supports learning and achieving the college mission. The Instructional Division of the college is focused on SLOs, student learning outcomes, which also support the mission of the college. See II.A for a full discussion of SLOs. The college will use this distinction between SSOs and SLOs in the implementation of the SLOAI. The assessment of SSOs and SLOs will give the college another measure of accountability, which all in the Student Services Division have embraced. The plan is to report on all SSO assessment studies in the Educational Master Plan (3.10) done by each student service program and used for continued improvement.

In addition to the ongoing program review cycle and new SSO assessment studies, all programs in the Student Services Division have regular staff meetings. It is at these staff meeting that many problems concerning student service and program operation are

solved. By having these regular staff meetings, Student Services staff and administrators are constantly working to improve the effectiveness of the service they provide.

The New Student Orientation and Advising Task Force reviews the assessment, orientation, and advising components of the matriculation process yearly to determine ways to better serve students. Past student evaluations of the process resulted in revisions to the format, which included scheduling orientation before the assessment since most students are likely to view the placement tests as mandatory and the orientation as optional. Advising is now a separate event that occurs no sooner than the next day to give students a chance to review the information they receive before they are advised on what classes to take their first semester. Smaller advising sessions are offered in the Tech Mall classrooms so counselors can work individually with students who can then register for their classes online using the Tech Mall computers. A survey of the new student advising sessions (3.11) was conducted in fall 2006. Out of 428 students who completed the survey, 426 answered affirmatively to the following question: “Did this new student advising session answer your questions?”

Collegewide discussions about student access to programs occur at the departmental, divisional, and committee level. A counselor and a Disabled Student Programs and Services (DSPS) representative serve on the Curriculum Committee (3.12) and provide a perspective regarding new course submissions and their impact on student access and success. Changes in transfer requirements, including new deadlines for course completion, resulted in a very close working relationship between the Counseling faculty and their instructional colleagues (3.13). The Counseling faculty was asked to propose a list of short-term classes to meet transfer requirements and boost enrollment. Counseling also proposed adding a “bonus” month to the spring semester as a safety net for students who needed to complete 60 transferable units by the end of spring to transfer to San Diego State University (SDSU) in the fall semester. The college implemented the suggestions of the Counseling Department and continues to offer a spring bonus session.

The Student Success Committee (3.14), under the leadership of the dean of Counseling and Matriculation, meets periodically to discuss policies and procedures affecting student success. Recent topics under discussion included the process for allocation of the one-time state basic skills block grant, matriculation augmentation, the math self-assessment project, and middle college.

Counselors are responsible for conducting outreach to the local high schools. They plan and present an annual High School Counselors’ Luncheon, where data (3.15) are provided to every feeder high school regarding the percentage of students who enrolled in the college after high school graduation. New programs, services, and transfer updates (3.16) are shared with the high school counselors. Representatives from DSPS are often invited to give special presentations at local middle schools and high schools. These presentations address the unique needs of students who face various challenges and special circumstances as they consider postsecondary education.

Disabled Student Programs & Services, the Transfer Center, the Career Center, and CalWORKs/CARE/EOPS utilize advisory committees (3.17) in order to evaluate effectiveness and receive recommendations related to specific student populations.

Collegewide discussions have continued throughout campus on implementing student learning outcomes (SLOs) and student service outcomes (SSOs) to adhere more closely to the new accreditation standards in addition to utilizing another measure of accountability. All student service programs have identified SSOs and the assessments and are now ready to measure how well students are achieving the collectively agreed upon SSOs. Programs are committed to conducting SSO assessment studies and using the results of the studies for continued improvement, with reporting via the Educational Master Plan (EMP).

Self-Evaluation

The descriptive summary and supporting evidence show that the college meets Standard II.B. The findings introduced in relation to this standard above confirm that Grossmont recruits and admits students from a variety of backgrounds and skill levels that are able to benefit from the programs that lead to the mission of the college. Student support services identify student needs and help students meet those needs through supporting and maintaining a successful learning environment. Students are provided quality support services throughout their college experience from access to orientation and from achievement of learning outcomes to completion of the academic goal. Student Services programs systematically assess student support services through program review, periodic student and faculty evaluations and ongoing staff meetings. Now with the introduction to SSO studies, Student Services programs will have more systematic evaluative data to use to continuously improve the effectiveness of these services.

Grossmont College meets Standard II.B.

Planning Agenda

The college will commit fiscal and human resources to the development and maintenance of the student learning/service outcome assessment cycle. Student Services programs will implement SSO studies into their regular yearly review process by the end of the 2007 and 2008 academic year. Results of SSO studies performed in one academic year will facilitate improvement in the subsequent year. The SSO assessment cycle will continue annually, and results will be reported in the EMP. These data will also be analyzed and used for continual improvement by student service programs going through program review. These data and improvement plans will be reported in the 2013 accreditation document and in any midterm reports.

- 1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.**

Descriptive Summary

As stated in II.B, program review is an effective means by which the college assures the quality of student services by providing a systematic way to evaluate programs and set new goals to improve services.

Grossmont College utilizes the program review process (3.18) for the examination and evaluation of student services programs. The ultimate goal of program review is to improve and strengthen all the student services programs as well as the entire institution. All programs within the Student Services Division go through a complete program review every five years. The first step in the program review process occurs with a standard set of questions that an individual program responds to in order to identify general strengths and weaknesses. Programs then use the questions and initial evaluation to develop a self-study, which includes research and data collection. After the data are analyzed and incorporated into the self-study, the entire self-study is then read and evaluated by the Program Review Committee. The result is a report which includes an overall analysis, commendations, and recommendations to the specific program. After consultation with the vice president of student services and the president, revisions are made and a final report is written and released to the public. The program review report is used by the Staffing and Facilities Committees as well as the Planning and Budget Committee. The following are included in the self-study document:

1. A report on the current status of the program as well as commendations and recommendations for improvement.
2. A plan for addressing any recommendations for improvement and achieving new goals.
3. A review of the mission statement for the department.
4. Results of the student satisfaction surveys administered by the department for program review.
5. A five-year analysis of staffing for the department.
6. An analysis of student usage trends and an evaluation of services based on the data gathered from the student satisfaction surveys, concerning:
 - a. Overall quality of service offered by the department;
 - b. Trends driving changes that impact the department and the population(s) it serves;
 - c. Changes in procedures, processes and policies, and the potential impact on services; and

- d. Impact (if any) the department has on institutional retention rates.
7. A budget analysis including a five-year funding history for the department.
8. An analysis and strategic plan identifying departmental needs (what the department needs to be able to do, but cannot for whatever reason) and potential gaps in services and/or staffing.

Every student service program utilizes the findings of program review to improve the services it provides students. This is also done by linking program review to the annual updating of the Educational Master Plan (EMP) ([3.10](#)) for each specific student service area. The EMP addresses improvements or obstacles a particular program might be facing and includes strategies and new goals for the upcoming academic year which will help strengthen the services a department gives to both students and the college community as a whole.

Some programs, such as DSPS, EOPS and Financial Aid, are subject to additional program reviews conducted by the federal or state government or other affiliated agencies which have regulatory oversight. These additional reviews assure the quality of student services in these critical student-support services.

The college demonstrates that student services support learning through specialized studies conducted by student service programs and the research office. For example, Financial Aid, Counseling, and the research office conducted a study of financial aid students who enrolled in and completed PDC 095: Academic and Financial Aid Planning. The study examined 189 students who were enrolled one semester before taking PDC 095 and who continued at least one semester after the course. Students who took PDC 095 earned higher GPAs. Average semester GPAs for these students changed from 2.00 during the semester prior to their PDC 095 course, to 2.45 while enrolled in PDC 095 and 2.46 the following semester. The sample included in this report is limited to those students who were continuing students at Grossmont College during the semester before their PDC 95 course and who remained at Grossmont College at least one semester after their PDC 95 course.

The college believes that equitable and accurate assessment, placement, and advisement are keys to the ability of students to succeed in the college environment. Another study which demonstrates that student services support student learning was conducted by Counseling and the research office. The results ([3.19](#)) that student participation in the orientation, assessment, and advising, as described in II.B above, is a predictor of future academic success.

In the near future, data from Student Services Outcome (SSO) assessments will provide further evidence that student services support student success in the academic programs.

The results (3.9) studies will be used to make recommendations for improvement of services.

Student services programs continuously monitor, assess, and modify how and what they do to assist students in achieving academic success by having regular department meetings, updating the Educational Master Plan (3.10), and conducting peer and student evaluations on an ongoing basis. Although many of the programs are located in different areas of the campus, the student services faculty and staff work closely together to provide comprehensive services to students.

The increased access to and usage of online services, including the application process for admissions, financial aid and the Board of Governors (BOGW) waiver (3.20) as well as web counseling, attests to the great strides Grossmont College has made in providing services that support student learning. Currently all application and enrollment processes are available online; 96.76% of students register for classes using WebConnect (3.21). Since its inception in 2004, the Web Counseling site responds to approximately 3000 inquiries per year (3.22). The Career Center website (3.23) is another online resource students off campus can utilize. The site includes information on career counseling, assessments, resources, and student development services.

The Accreditation Survey Response Comparisons (3.24) data show that students are generally satisfied with student services. Out of the 1,171 Grossmont College students surveyed, over 70% rated the following departments as Excellent or Good: Admissions and Records, DSPS, EOPS/CalWORKs, International Student Services, Counseling, Financial Aid, and Job Placement (Question 27); however, the Student Affairs Office rated lower than most with 65.4% of students rating the office excellent or good. Overall, the results show improvement from the last accreditation. See the table below contrasting the results of the 2000 and 2006 accreditation surveys (3.25).

Percentage of Students Rating the Student Services Program Excellent or Good

Student Services Programs	2000	2006
Student Government	61.8	72.5
Assessment Center	67.2	73.1
Transfer Center	60.2	68.9
Tutoring Center	69.1	77.5
Admissions and Records	71.3	78.2
Veterans Affairs Office	71.4	75.2
Career Center	68.2	72.8
Job Placement	63.7	70.6
Disabled Student Services	64.3	77.8
Counseling	65.1	71.5
EOPS	71.3	74.5
Health Services	73.1	73.1
Bookstore	71.3	75.6
Financial Aid	69.6	71
Cafeteria	58.3	66.3
Student Affairs Office	68.5	65.4
International Student Services	NA	73.5
Adult Reentry Center	71.9	NA

Even though students rated student services relatively high in the accreditation survey, student services staff are constantly striving to improve. The Student Services Program Review Committee (SSPRC) makes recommendations for continued improvement, which are documented in the Student Services Program Review Committee Report (3.18). A need which reoccurs is that of more sufficient, accessible physical space. For example, the Spring 2005 DSPS report recommends that the college preserve the space currently allocated to DSPS in the plan for a new student services building; the report also recommends the college provide critical additional space for conducting classes, accommodating testing, training, and wheelchair-accessibility within offices. Also, in Spring 2005 the Health Services Department was recommended to seek additional space through the “Building 100 Secondary Effects Task Force.” In Fall 2004, the Adult Reentry Program was recommended to seek more space in the proposed Gateway Building due to increasing numbers of reentry students. Also, in Fall 2004, the first recommendation made by the SSPRC to EOPS was to seek additional space in the proposed Gateway Building. Expanding EOPS facilities will also allow the program to expand staffing and service. Moreover, the only SSPRC recommendation to the Financial Aid Program was to seek more space in the proposed Gateway Building. The Spring 2002 Counseling report recommends that Counseling, as well as other areas of student services, needs more space, including a room to accommodate large groups of students. Also, in Spring 2002, the SSPRC recommended that Admissions and Records continue to address the need for more office space.

Sufficient space and proximity of student services locations continue to be serious problems facing the effective delivery of student services. In November 2002, the voters

of East County approved Proposition R (Prop R) specifically for the renovations of existing facilities and the construction of new buildings in the Grossmont Cuyamaca College District. The one-stop Student Service Complex, which included a new Student Center, had the third highest priority in the 1997 Grossmont College Facility Master Plan behind the building of a new library and the renovating and converting of the old library into the Technology Mall. When Prop R monies were allocated, the library and Technology Mall were already built, leaving the Student Services Complex with the highest priority for funding. Since the allocation of Prop R funds, countless delays have postponed the approval of the construction of the Grossmont College Student Services Complex (3.26). A persistent core group of the Gateway Center Task Force continued to meet between 2005 and 2006 to expedite the approval process. In the meantime, Prop R funds have been greatly depleted because of the allocation of money for other building projects, which were given priority over the building of the one-stop Student Services Complex. Also, escalating construction costs have significantly reduced the amount of money available to build the Student Services Complex.

In February 2007, all the members of the Gateway Center Task Force reconvened to discuss a modified plan that reflected a 12 to 23% reduction in gross square footage; this new plan does not include the construction of a new Student Center (3.26). In May 2007, the Planning and Budget Council (3.27) was informed that construction of the project will not begin until approximately 2010, and the estimated 42 million dollars in Prop R funds has been reduced to 20 million dollars due to competing priorities.

The college and district support the original design, which includes a new Student Services Building adjacent to a new Student Center; thus, the college and district are currently seeking additional funding sources so that the original design can be realized. If additional funding can not be raised, the college will have to settle for a much smaller Student Services Building and a modestly renovated Student Center (3.26). Standard III.B: Physical Resources provides more specific information about this proposed facility. Refer to III.B.1, III.B.1.a, and III.B.2.a.

In spite of obstacles due to proximity of student service facilities and insufficient office space, the Student Services staff and faculty will continue to ensure that students receive quality services. In fact, according to the accreditation survey (3.24, Question 25), 80.3% of faculty and nearly 71% of students indicated that adequate support services are available regardless of service location or delivery method

Self-Evaluation

The descriptive summary and supporting evidence show that the college meets Standard II.B.1. Grossmont assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and lead to achievement of the college mission through various means: program review, special federal and state accreditation self-studies, special studies done by the research office, regular department meetings, and student service outcome studies, which begin Fall 2007. The survey results are positive, but student service faculty and staff are committed to doing better. Improving the quality and access of student service facilities

is an effective way to improve the quality of student services and increase student satisfaction. The college and district are committed to building a centrally-located student service building and renovating the Student Center. Once this plan is realized, Grossmont students, faculty, staff, and administrators will be better served by improved student service facilities.

Grossmont College meets Standard II.B.1.

Planning Agenda

See III.B.2.a. Planning Agenda 2: The college will complete the planning and initiate construction of the Student Services Building by the end of the Fall Semester of 2010.

2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

a. General Information

Official Name, Address(es), Telephone Number(s), and Web Site
Address of the Institution
Educational Mission
Course, Program, and Degree Offerings
Academic Calendar and Program Length
Academic Freedom Statement
Available Student Financial Aid
Available Learning Resources
Names and Degrees of Administrators and Faculty
Names of Governing Board Members

b. Requirements

Admissions
Student Fees and Other Financial Obligations
Degree, Certificates, Graduation and Transfer

c. Major Policies Affecting Students

Academic Regulations, including Academic Honesty
Nondiscrimination
Acceptance of Transfer Credits
Grievance and Complaint Procedures
Sexual Harassment
Refund of Fees

Descriptive Summary

The current catalog (3.28) contains precise, accurate, and current information on all of the required General Information components. Included as part of this section are the college's official name, address, telephone number, and website address; in addition to sections on Educational Mission; Course, Program and Degree Offerings; Academic Calendar and Program Length; Academic Freedom Statement; Available Student Financial Aid; Available Learning Resources; Names and Degrees of Administrators and Faculty; and Names of Governing Board Members.

Detailed information on admissions, tuition and other fees, degrees, certificates, as well as graduation and transfer is presented in the college catalog. More specific details are included in the schedule of classes, which is published three times a year. In the college catalog, course requirements are listed under each specific program for both certificates and degrees. Graduation and transfer requirements are clear and are provided as individual handouts (3.29) in the Counseling Center and Transfer Center. The information is reviewed thoroughly on an annual basis in concert with the articulation approval and review process.

All components are addressed with sufficient information in language that is understood by Grossmont College students. Academic regulations, including academic honesty, nondiscrimination, grievance and complaint procedures, and the sexual harassment policy are found in the Admissions Procedures/Academic Policies section of the catalog. Sections on Nondiscrimination, Student Code of Conduct, Smoking and Parking Regulations are included in the schedule. Information on acceptance of transfer credits and refund of fees is found in the Admission Procedures. The Sexual Harassment policy is found in the Student Code of Conduct and Nondiscrimination Notice in the catalog.

The catalog contains comprehensive and current information and serves as a legal contract regarding policies for students. Detailed information on major policies, which include addressing grievance issues, enforcing student rights, and instructing students on initiating the process to rectify or enforce their rights, is provided, (3.28, pgs. 8-30) and accessible to all students online or in a hard copy. Major policies are also addressed in the class schedule that is printed and fully accessible electronically each term. Throughout the academic year, the Instructional Operations director reviews the catalog and class schedule for accuracy, legal requirements, and changes to policies, and procedures. GCCCD Board Policies (3.30) are also published and kept in the President's Office for public access, distributed campuswide, and appear on the college website. Every department and program is provided with a reference copy of the catalog, and any faculty or staff member who needs a catalog can obtain one from the Operations Office.

As a result of the institutional partnership with high schools in the district, high school counselors and career center staff are provided with reference copies. As part of the matriculation process, new students are encouraged to buy a catalog during new student orientation. The instructional design technology specialist ensures that the catalog is uploaded to the website, and the public has the opportunity to use the catalog via the Internet. See website at <http://www.grossmont.edu/admissions/catalog.asp> (3.8). The library maintains copies for review and the college bookstore has an inventory of catalogs available for purchase.

The Student Affairs Office maintains information related to the Student Disciplinary Procedures, the Student Grievance Procedures, and the Students Rights and Due Process Procedures. These procedures are published in the Student Grievance and Disciplinary Handbook ([3.31](#)).

Self-Evaluation

The descriptive summary and supporting evidence show that the college meets Standard II.B.2. The college provides a catalog and course schedule for its constituencies with precise, accurate, and current information concerning all of the topics listed in II.B.2. Grossmont provides both hard copies of the catalog and schedule and electronic versions on the college website.

Grossmont College meets Standard II.B.

Planning Agenda

None.

- 3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.**

Descriptive Summary

The college determines the support needs of its students by conducting a variety of surveys and studies in a continuous effort to understand and address its student population. As stated in II.B.1, the college utilizes program review, accreditation self-studies, department meetings, student evaluations, and specialized research studies conducted by student service programs and the research office. The research includes the assessment of how well student services are supporting student learning.

One way the college has successfully responded to student needs assessment is through providing greater access to the admissions and registration process through providing online services. Grossmont College was one of the first colleges to utilize [CCCApply](#), which enables students to apply online at any time. The college also provides an array of other online services, including the [Board of Governors Waiver](#) (BOGW) application ([3.20](#)) and the [class registration](#) and [dynamic class schedule](#) at the college website ([3.8](#)) [WebConnect](#) or telephone systems, students have remote access to the registration system between 7:00 a.m. and 10:00 p.m. These two systems ([3.21](#)) provide students the ability to apply to the college, add and drop classes, review and print class schedules and pay fees by credit card. Students can utilize computer access to WebConnect at the college Learning and Technology Resource Center, Counseling Center, Transfer Center or Admissions Office. The Admissions and Records Office (A&R) also includes the Veterans Affairs Office, which assists over 600 students to access their VA benefits to achieve their academic goals. Making it easy for students to apply and register has enhanced services to students.

Students need to be placed in appropriate English and math proficiency levels. The research office staff works with faculty to identify or design and validate assessment instruments used for placement. Assessment Center staff administers the assessment and placement along with faculty. Presently, students are assessed for placement in English, ESL, math, and chemistry. For example, ESL students are assessed using the Comprehensive English Language Skills Assessment (CELSA) testing in addition to completing a writing sample on prompts that have been validated by the research office and approved by the State. In addition to ESL assessment, the Ability to Benefit Test (ATB) is used to qualify students for financial aid who have not earned a high school diploma or GED. The Districtwide Academic, Student, Planning, and Research Services (IR-PASS) has collected student success data that demonstrate the testing instruments support student learning. The college meets and maintains the state requirements for validation of assessment and placement instruments through the research office (3.32). Along with the research office, the Assessment Center provides information to the Student Success Committee, which is charged with reviewing the effectiveness of the assessment and placement process and recommending changes when appropriate. The English, ESL, and Math chairs and Counseling department faculty meet periodically to discuss the assessment placement process to ensure that students are placed in the appropriate level of English, ESL, and math courses (3.7).

As stated in II.B.1, research has shown that students who participate in orientation and advisement have greater success than students do not (3.19). That is why new students matriculating to the college are strongly encouraged to participate in orientation and advisement conducted by counselors and faculty. Orientation and advisement sessions are designed to help students achieve their academic goals by providing information about college policies and procedures and students' role and responsibilities in the college environment. For a more detailed explanation of the matriculation process, refer to II.B.

Counselors not only support student learning but also deliver it. Counselors assist students in identifying academic goals and majors by offering Personal Development Counseling classes, inviting new and continuing students to meet individually with counselors, and providing workshops. Career, academic and personal counseling is made available to all students. PDC courses are regularly evaluated by students, and the results of the evaluations are used for continued improvement. As stated in II.B.1, research has shown how PDC 095: Academic and Financial Aid Planning helped students increase their GPA (3.19) (3.32).

Meeting the needs of the disabled is the sole focus of the DSPPS, which offers a variety of courses providing support to students with special needs in the areas of study skills, developmental writing, developmental math, and speech and language development (3.33).

The college makes every effort to support probationary and disqualified students who are identified each semester, except summer, after final grades have been submitted. Counseling contacts every probationary student by letter, with the invitation to meet with

a counselor individually, attend a workshop, or take a Personal Development course, and/or utilize campus support services. Chronically disqualified students who petition for readmission are given an option to complete a contract with a counselor, which includes a review of the student's unit load, academic goal, course history, and work obligation. The counselor recommends strategies and campus resources and the student chooses whether to agree to the conditions of the contract or sit out a semester (3.34). A treatment for first-time probationary students was attempted two years ago, which required students to complete a series of self-assessments on the College Success Profile website: http://www.grossmont.edu/counseling/college_success/ (3.8). Results show that the website is a good tool for probationary students; 27% of students who did the series of online self-assessments came off of probation, compared to only 11% who did not do the self-assessments.

Many Grossmont students choose to transfer to four-year institutions. Counseling targets transfer students during the months of October and November, which coincide with the fall priority application period for both the University of California and the California State University systems. An extensive outreach effort is made to heighten student awareness of critical deadlines and procedures. Organized by the transfer coordinator, workshops and presentations are conducted by financial aid advisors, counselors, faculty, and university representatives on a variety of transfer issues (3.35).

The goal of the Transfer Center is to provide students, college faculty and staff with current information for effective transfer planning to a California State University, University of California, or independent colleges and universities. The Transfer Center is committed to serving underrepresented students to increase the number of ethnically diverse students transferring to four-year institutions. Activities are coordinated with UniversityLink, Puente, EOPS, and DSPS to reach underrepresented student groups. Representatives from four-year colleges and universities visit the campus regularly to advise students. Campus tours to various local universities are available to Grossmont College students, free of charge. Workshops on transfer-related topics are presented throughout the year and students are assisted with completing university admission applications. The Transfer Center staff coordinates an Annual College Transfer Day during fall semester with representatives from 40-50 universities attending the event and a Transfer Achievement Celebration is arranged for students and their families at the end of the year. The University Link program is coordinated through the Student Transfer Center (3.35) and is growing larger every year.

The Counseling Center faculty, staff, and student ambassadors provide outreach to local high schools (3.16). Through this program, staff members from Admissions & Records and the Financial Aid Office lead application workshops conducted at the local high schools. Counselors meet with potential high school students individually for academic advising and provide classroom presentations on college-related topics. The outreach team also participates in college fairs. Student ambassadors conduct on-campus tours. DSPS representatives also do frequent outreach presentations to middle school and high school audiences throughout the community.

Many Grossmont students need financial support. The Financial Aid Office (FAO) supports student learning by providing access to financial support to cover tuition and materials (3.36). To make this service more accessible to the community, Financial Aid staff members schedule numerous off-campus presentations to potential students and their parents. Additionally, the FAO designed and implemented an innovative online program for access to Free Application of Federal Student Aid (FAFSA) applications and local and national scholarships. In addition to governmental financial support, Grossmont provides scholarships sponsored by Grossmont staff, faculty, administrators, the Grossmont Foundation, as well as various community and professional organizations. The scholarship specialist leads workshops and meets with scholarship candidates and recipients. There is also a comprehensive scholarship website (3.37).

Grossmont students want to prepare for a career. The Career Center provides an on-campus site for students to identify and pursue their career goals. Assistance includes vocational assessment, including the following interactive computer software programs: DISCOVER and Career Cruising. The Career/Job Search Library contains an extensive range of the most current occupational and educational resources. Career Center services include resume and cover letter writing, job search assistance, career preparedness workshops, and occupation and employer files. An annual job fair, Career EXPO, is held in October; this service has been offered to students for more than 25 years and involves more than 100 employers. Career development and job search workshops (3.23) are held throughout the academic year.

Most Grossmont students need to find work, so Job Placement assists all former and current Grossmont and Cuyamaca College students in finding employment that best suits the student's skills, interests, education, and needs. New job listings are posted on the Grossmont College job board every day, Monday through Friday. The various job opportunities include part-time, full-time, paid internships, temporary, and summer employment (3.23).

Disabled Grossmont students need accommodations, so Disabled Student Programs and Services (DSPS) provides services which enable students with disabilities to become independent, responsible, and productive members of the community. The DSPS program at Grossmont College was established to accommodate the academic and support needs of students with disabilities, as mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. DSPS offers eligible students access to a variety of specialized support services and assistive equipment. These services are intended to accommodate students with disabilities in regular college programs and activities in order to get the most from their college learning experiences. Depending on their need, students may receive transportation around the campus, sign language interpreters, in-class note takers, special testing accommodations, special computer technologies, printed materials in alternate formats such as Braille, special classes, and a host of other services. Currently, DSPS (3.38) staff and faculty provide services for over one thousand students.

Extended Opportunities Programs and Services (EOPS) (3.39) provide a variety of special support services that help reduce hardships for academically and financially

disadvantaged individuals. Services include additional counseling, a mentor program, workshops, financial aid, and specialized events, including the Summer Readiness Institute targeting newly graduated high school seniors or 17 to 19-year-old first-time college students.

Project Workplace is a CalWORKs program that serves students who participate in training and education as part of their Welfare-to-Work plan. Project Workplace provides intensive counseling and support services such as childcare assistance, and work experience/work study opportunities for students (3.39).

Health Services (3.40) help students maintain their physical and mental health so that they may focus on their studies. The office also conducts health awareness events and provides information on health issues, which by themselves are student learning opportunities. Although these services exist for students enrolled in credit classes, students in the Regional Occupation Program (ROP) receive emergency first aid and health education services as well.

Associated Students of Grossmont College (ASGC) (3.41) provides students with activities that teach students leadership skills, responsibility, appreciation for diversity, and personal development.

Grossmont College has long been recognized for pioneering a support program for student athletes. Grossmont College has developed the Griffins Academic Assistance Program (GAAP) (3.42) designed specifically to meet the needs of the student athlete. The GAAP provides assistance to all student athletes helping them to balance academics and athletics. GAAP is a comprehensive support framework that provides all Griffin student athletes with the tools necessary for academic success. The program prepares student athletes to transfer to some of the finest four-year universities in the country. Counselors work closely with athletic coaches to ensure student athletes understand and follow the appropriate academic path.

Self-Evaluation

The descriptive summary and supporting evidence show that the college meets Standard II.B.3. The findings introduced in relation to this standard above confirm that Grossmont researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs. Research, evaluation, and recommendations for improvement are done through program review, department meetings, specialized studies, and accreditation self-studies. With the addition of student service outcome studies, the college will have a clearer means of measuring how well student services are achieving student service outcomes.

Grossmont provides an array of student-support services focused on meeting the needs of a diverse student body. These services strive to meet the learning-support needs of Grossmont students as identified through continuous, systematic research, evaluation, and improvement.

Grossmont College meets Standard II.B.3.

Planning Agenda

None.

3. a. **The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.**

Descriptive Summary

The college assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. Aside from classes offered on the college campus, courses are available at three local high schools, on an Indian reservation, a variety of health care facilities, and at the San Diego County Office of Education. See page 24 of the *Spring 2007 Grossmont College Class Schedule* (3.43). The services at these sites are evaluated using the same means as discussed in II.B and II.B.1.

Grossmont College assures equitable access to all students by providing a comprehensive array of student services to both day and evening students. Initial access to the college is typically gained through Admissions and Records, Extended Opportunity Programs and Services (EOPS), outreach to high schools, Athletic Program, International Programs, and the college website. Additionally, the college offers extensive ongoing academic support through Counseling (offered in workshops, by appointment, by phone, on-line and on a walk-in basis), Financial Aid, Extended Opportunities Programs and Services (EOPS), CalWORKs/CARE, Disabled Student Programs and Services (DSPS), Assessment, Athletic Advising, International Programs, Transfer Center, including University Link, Health Services, Adult Reentry, Veterans' Office, Job Placement, Career Center, and the Student Affairs Office.

In addition to a traditional format of service delivery, Grossmont College offers access through its well-established website: <http://www.grossmont.edu> (3.8). Students on campus and off use this valuable resource. Comprehensive information, resources, and services such as resident and nonresident college applications; admission information and services; financial aid information and services; course registration; campus orientation, assessment, and advising schedules for both native and non-native English speakers; on-line counseling; degree requirements; articulation and transfer information; prerequisite information; office hours and locations; distance-learning program; electronic class schedule; catalog, and much more information is available through the website. In addition, the college employs a fulltime assistive technology alternate media specialist to ensure that the website is in compliance with section 508 of the Rehabilitation Act. Online services are evaluated by the means described in II.B and II.B.1.

One way the college assures equitable access to all high school students is through high school outreach (3.16). The institutional high school outreach team—including general and EOPS counselors, student ambassadors, and financial aid staff, in conjunction with many student services departments—has done extensive outreach in the feeder high

schools. An important mission of the outreach team is to inform high school students, particularly juniors and seniors, of the advantages and opportunities available through the academic and student-support programs at the college. The outreach team conducts classroom presentations, one-on-one appointments, workshops, campus tours, and attends parent nights, and college fairs (3.44) In an effort to keep communication up-to-date and accessible, the high school outreach coordinator and the Counseling Department host a luncheon for high school counselors and faculty on an annual basis.

DSPS ensures equitable student access to all students with disabilities. As stated in II.B and II.B.1, the college provides all students with orientation, assessment, and advisement. DSPS has a clearly defined in-take procedure to assess student needs. Once a student's disability is identified, staff members apply appropriate services including counseling, use of adaptive equipment, enrollment in specialized classes, ASL interpreters, note takers, on-campus transportation, test accommodations, or whatever services are necessary as a result of the needs assessment. Furthermore, any high school students with disabilities are assisted by college DSPS counselors and staff during the outreach sessions and at Grossmont to assure an easy transition into college.

As stated in II.B, Counseling invites all first-time college students, native and non-speaker English speakers, to attend an orientation, assessment, and advisement session offered at various days and times and on Saturdays (3.16). Each student is given a student handbook (3.5) filled with information that will help them succeed in college. Students are strongly encouraged to attend an advising session in which counselors help students develop a first-semester educational plan. Assistance with online class registration is provided at the workshops and during scheduled hours. International (F1-VISA) students participate in a specialized matriculation process, which includes acceptance to the college, issuance of an F1-VISA, orientation, assessment, advisement, and registration. Counseling, Assessment, ESL, and student ambassadors all work together to help new international students to begin their college careers at the appropriate math and English proficiency level and in courses that fit their schedules. In addition to student orientation and advisement sessions, Counseling, in conjunction with several student services programs, conducts Parent Night; parents and students are informed about degree and transfer opportunities, financial aid, DSPS, student life, the rigor of college, and the role parents can play in supporting their students (3.44).

All of the student-support services discussed above, traditional and online, are evaluated using the means discussed in II.B and II.B.1. In addition to these data, 93.6% faculty and 96.4% staff in the accreditation survey indicated that they refer students to the various support services (3.24, Question 24). As stated previously, nearly all student services are rated excellent to good by 70% or more by students surveyed (3.24, Question 27).

Self-Evaluation

The descriptive summary and supporting evidence show that the college meets Standard II.B.3.a. The college assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. The programs described above are regularly evaluated by

the means described in II.B.1. As for online services, Grossmont College continues to keep pace with rapidly changing technology. Access to services has improved tremendously through the use of the college website, yet student service programs still need to develop assessments which clearly measure the effectiveness of online services. Through current and future SSO studies, these data will be readily available and used for continued improvement.

Grossmont College meets Standard II.B.3.a.

Planning Agenda

See Planning Agenda for II.B.

- 3. b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.**

Descriptive Summary

Grossmont College provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students. The institutional capacity to provide this rich and dynamic environment begins with the articulation of its educational philosophy, mission statement, and educational objectives found in the introductory pages of the *Grossmont College Catalog* ([3.28](#)).

The educational philosophy provides the strong foundation upon which the college supports student success:

1. The democratic way of life allows each individual the personal freedom and initiative consistent with his/her responsibilities to other persons;
2. The college recognizes the worth of the individual, and the fact that individual needs, interests, and capacities vary greatly;
3. The maximum development of the personal, social, and intellectual qualities of each individual must be encouraged;
4. The maximum development and fulfillment of the individual and the development of the community are increasingly interdependent; and
5. All segments of the college community are encouraged to contribute and participate in the operation of the college.

The Academic Senate and many campuswide committees and councils address the issues surrounding what constitutes a good learning environment. Dialogue is ongoing and often intense regarding how to best serve students. Student Services employees are

dedicated to these philosophical and practical pursuits. Counseling has a number of committees that focus on specific student issues and include the following areas of focus: 1) personal counseling, 2) new student advising; 3) personal development counseling classes; 4) transfer/career issues; and 5) online counseling.

The college mission statement is “to serve the broad and diverse community of individuals who seek to benefit from the college’s wide range of educational programs and services. In order to fulfill its commitment to student learning the college provides instructional programs that meet the needs for transfer education, vocational and career education, general education and developmental courses; community education programs and services; and programs that promote economic, civic, and cultural development.” Student Services faculty, staff, and administrators encourage and value diversity and an environment conducive to building harmonious relationships within the college and the community. As role models for the high standards the institution advocates, the staff of the Student Services Division understands that people perform at their highest potential when they feel valued and know their contributions are acknowledged and appreciated. Student Services views the students they serve as part of a community within a community and are as concerned with the roles students perform inside as well as outside Grossmont College. They are committed to helping build a better community within their sphere of influence—one student at a time.

This commitment is further emphasized in one of the educational objectives for the college: “A student services program composed of academic and vocational support services and personal support services to provide students with sufficient opportunity to achieve educational success as well as cocurricular activities to provide opportunities for personal development and social responsibility.”

<http://www.grossmont.edu/aboutgrossmont/educationalobjectives.asp> (3.8).

Driven by the high standards set by the educational philosophy, mission statement, and educational objectives, the college has a variety of means by which it actively seeks to encourage personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students. Counseling is staffed with professional counselors trained to help students with transfer and academic counseling, vocational and career counseling, personal and crisis intervention counseling, semester-by-semester planning, and international student orientation and advisement. A series of personal development classes (PDC) assist students with the exploration of individual needs and interests: Career Decision Making, College and Career Success, Orientation to College: Reentry Student, Study Skills and Time Management, Seven Ways to Maximize Learning, as well as various topics such as Learning and Motivational Strategies and Strategies for Success in Online Courses. Additionally, the Financial Aid Program offers workshops specifically focusing on voter registration, scholarship, money management, and financial responsibility. The Career and Student Job Placement Center’s variety of services and workshops, such as “What the Experts Say about First Rate Customer Service,” and how to “Build a Powerful Career & Life Portfolio,” add to the plethora of opportunities for personal development at Grossmont College.

A member of the Honors Transfer Council of California, the Honors Experience at Grossmont provides highly motivated students who have demonstrated outstanding academic achievement the opportunity to pursue their individual scholarly interests. In addition, it permits them to participate in an intellectual community of students with a shared purpose of advancing scholarship, enhances their ability to transfer to their preferred college or university, and allows their participation in an honors program in their transfer institution. The program offers four types of experiences: honors sections of existing course, linked honors courses, honors seminars, and honors contract in regular courses.

Another branch of the comprehensive Student Services Division is Extended Opportunity Programs and Services (EOPS). EOPS offers a wide range of services to support the personal growth of students. The Cooperative Agencies Resources for Education (CARE) is a California State funded program designed to recruit and assist single parent recipients of CalWORKs, formerly Aid to Families with Dependent Children (AFDC). CARE provides support services and/or grant funds to assist single parents with academic support and financial assistance. CalWORKs (Project Workplace) provides intensive instruction, counseling and support services, such as internships, job search, employment preparation, childcare assistance, as well as work experience or work-study opportunities for students currently receiving Temporary Assistance for Needy Families (TANF) benefits. The program assists students in preparing for immediate and successful employment. In addition, the staff of the CalWORKs program serves as a liaison between the college and the San Diego County Health and Human Services Agency (HHS). New Horizons is a Vocational and Technical Education Act (VTEA) grant-funded program for full-time students who are enrolled in vocational majors and are single parents, displaced homemakers, or single pregnant women. The services provided by the program include textbook support, transportation funds, parking permits, as well as academic, career, and personal counseling. EOPS also supports the Summer Institute to assist high school graduates with their transition to college and enhance their academic success.

It is important to note that Grossmont College has earned an enviable record for interest, variety, and excellence of its student activities program. The Student Affairs Office promotes “Quality Campus Life” through enhancement of special events, culture, and cocurricular student programming resulting in direct impact on student personal, civic, intellectual and aesthetic growth. Under the guidance of the Student Affairs Office, student complaints and grievances are facilitated in compliance with policies for conflict resolution. The Associated Students of Grossmont College, the Inter Club Council (ICC), and the World Arts and Culture Committee (WACC formerly referred to as WACO) help to create a dynamic environment for this growth to occur.

At the forefront of extracurricular student engagement, the Associated Students of Grossmont College, Inc., (ASGC), supports student clubs, dances, dramatics, forensics, student publications, athletics, musical programs, rallies, speakers, films, elections, cultural events, and scheduled social affairs. It fosters personal and civic responsibility by organizing and recruiting students to work polling stations and quad events such as “Rock the Vote” and candidate debates. The ASGC, Inc., provides opportunities for

students to participate at the local and state level in community college student government through the Student Senate for California Community Colleges (SSCCC). The college has led in establishing and expanding San Diego County student government, athletics, and other college interrelations and has earned statewide recognition for effective student leadership. ASGC offers students the opportunity to participate in a variety of activities, including management of the student government, membership on collegewide committees, as well as shared governance with faculty, staff, and administrators. ASGC provides students ample opportunity to demonstrate civic responsibility.

The Inter Club Council (ICC) includes student service organizations such as the ASGC, Circle K, Rotaract, and the Phi Theta Kappa Honor Society. It also supports departmental clubs such as the California Nursing Student Association (CSNA), Cardiovascular Technology, Ceramic City Clay, Child Development Student Association, Culinary Arts, EOPS, Occupational Therapy, Photo, Respiratory Therapy, and Sculpture Club. In addition to service organizations and departmental clubs, the ICC supports ethnic, religious, and special interest clubs, which include the Gamma Chi Chi, Aktion, Premed, Black Student Union, International, German, Arabic, Vietnamese, Japan, Puente, Campus Christian Fellowship, Latter Day Saints, Muslim, Jewish, Fellowship of Christian Athletes, Earth Club, Future Broadcasters Association, Film, Speech and Debate, Melodia, Size Acceptance, and Step-Up, which address the needs and challenges of students who are parents. ICC also works in conjunction with KFGN, the campus radio station, to create an environment that promotes civic and personal responsibility.

The World Arts and Culture Committee (WACC) sponsors a wide range of free events that enrich the campus environment and encourage personal, intellectual, and aesthetic growth. Events related to Black History Month, have included a forum on the topic “The Beginning: Historical Black Colleges and Universities,” performances by the Grossmont College Afro-Cuban Ensemble and the Black Story Tellers of San Diego and Friends, a Gospel Festival, and “Hip Hop on the Quad” featuring the World Beat Dancers and Drummers. Additionally, WACC supports events including, but not limited to, “Women’s History Month,” the “Cinco de Mayo Celebration,” “The Literary Arts Festival,” and in conjunction with Grossmont’s Cross-Cultural Studies Department, Extended Opportunity Programs and Services (EOPS), and local Native American organizations, the well-known annual Grossmont Powwow.

While ASGC, ICC, and WACC provide an environment conducive to the civic, intellectual, and aesthetic development of students, Health Services recognizes the importance of physical wellness in personal development. A caring and professional staff administers immunizations, professional nursing services, first aid and emergency care, health counseling and education, referral to community resources as needed, vision, hearing and blood pressure screening, and voluntary health and accident insurance plans.

Disabled Student Programs & Services (DSPS) is committed to providing programs that respond to the unique needs of the nontraditional student. Its mission statement further avows “to support Grossmont College in the inclusion of students with disabilities as independent, responsible, and productive members of the community.” In the DSPS

Learning Development Center, assessment, remediation, and individualized support are available to students with diagnosed learning disabilities. Also available to these students are writing skills classes, test taking accommodations, and registration assistance. Support services for the mobility, hearing and visually impaired students include early registration, special parking, on-campus transportation, note-takers, interpreters, readers and class aids. Print enlarging, tape recording and test proctoring are available; adapted classes in exercise, swimming, aerobics, sports education, bowling, and computers are offered. Special adapted equipment is available for the hearing impaired, while students with speech or language problems are given special assistance conducted by a licensed speech pathologist. An integral part of DSPS, the Assistive Technology Center (ATC) features state-of-the-art assistive hardware and software. Students may enroll in adapted computing classes offered in the fall and spring semesters or come in during open lab hours available year round to learn to use the equipment. A full-time lab aide and several part-time lab aides are available to demonstrate assistive technology for groups and individuals. In addition, students can receive guided assistance as they learn to use specific assistive products. Hardware and software products in the ATC collection include the following: voice recognition software, screen reading software, OCR scanning/reading software, Braille translation software and Braille embosser, text magnification software and CCTV magnification hardware, Idea Generation Software, "Talking" Word Processing Software, alternative input hardware, and computer-assisted learning software. An alternate media and assistive technology specialist works to provide equal, usable and universal access to information. DSPS has also created a publication, *Catching the Wave from High School to College: A Guide to Transition* ([3.45](#)). It is designed to help students with disabilities make an easy transition from secondary school to college.

Athletics is another means through which Grossmont students may develop personally and learn valuable lessons in individuality. The Exercise Science and Wellness (ES) Department currently supports 16 men's and women's athletic teams, competing in the Pacific Coast (PCC), Foothill, and Orange Empire Conferences. With the help of 36 full-time and part-time coaches, the athletics programs supported at Grossmont College include the following sports: Baseball, Basketball, Cross Country, Badminton, Football, Softball, Soccer, Swimming and Diving, Tennis, Volleyball, and Water Polo.

At Grossmont College, over 350 students compete in intercollegiate athletic competitions each year. In order to participate, students need a GPA of 2.0 and must be continuously enrolled in 12 units. Athletes are supported by a concerned and professional coaching staff as well as by counselors, athletic trainers, and athletic equipment specialists. With such a tightly woven support system, students have reached impressive individual and collective goals. Grossmont is the home of the 2005 State and National Football Champions, who were also Southern California Champions in 2003. The water polo program for men is also highly successful, taking home various titles in 2002, 2004, and 2005, while the team for women earned the Pacific Coast Conference (PCC) title in 2002. Additionally the tennis team for women took home a State Championship in 2004 as well as various other titles, including PCC champs in 2001, 2002, and 2003, while the men placed second and fourth in the state in 2003 and 2004, respectively. The swim and diving teams were the Orange Empire champs in 2000 and 2002, and the basketball and

baseball teams for men were PCC champions in 2002. This list is far from exhaustive, and the individual success within the athletics program are too numerous to list.

While they do not typically fall under the umbrella of student services, various academic programs promote civic and personal responsibility and foster intellectual and aesthetic development. Project Success and the Creative Writing Program are two excellent examples. The nationally acclaimed Project Success links courses to create a cooperative learning community. Project Success students complete more units than other students, earn higher grade point averages (GPAs) than average freshmen, and experience a greater sense of academic and personal involvement by being part of a group. The Annual Literary Arts Festival of the Creative Writing Program is a two-week celebration of the power and beauty of the written word. It includes a diversity of guest speakers, student readings and contests, workshops, and other literary activities. Additionally, the Creative Writing Program students produce *The Acorn Review*, a literary journal that requires student editors to make aesthetic judgments about art and literature. Another Grossmont periodical, *The Summit* newspaper, published by students in the Journalism Program, requires students to make intellectual and aesthetic decisions about photography and prose as well as write cover stories and editorials while adhering to ethical standards within the profession. Theatre Arts annually produces five major productions with numerous scheduled performances in either the Stagehouse Theatre or the smaller theater lab space. The Hyde Art Gallery offers an array of exhibitions representing each of the department's disciplines. Political Economy Week presents renowned speakers who engage students in local, national, and global politics. Finally, it would be remiss to suggest that the examples end here; a variety of dynamic programs at Grossmont College provide students ample opportunities to attend performances, meetings, workshops, and films, highlighting and/or exploring various topics relevant to their discipline.

Clearly, Grossmont College is committed to serving its students by means of a variety of student services and academic programs in a productive learning environment. Building from the foundation set by the educational philosophy, mission statement, and educational objectives, student services work to provide an environment that encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students. The employees at Grossmont are respected for their high standards, collegiality, and passion—they are driven by a rigorous concern for their students.

In student services, the writing of SSOs and the identification of assessments will help to invigorate, shape and define how the program will continue to provide exceptional services for Grossmont's students. In addition to this new approach to assuring high quality service and accountability, Grossmont will continue to use its tried and true measures for ensuring student success: regular staff meetings, program review, and specialized assessment studies done by programs and the research office. Results of these assessments are used for continuous improvement

The college community is actively engaged in addressing the whole student. As a recent example, during Fall 2006 Professional Development Week, the author of the book *Generation Me*, Jean Twenge, provided insight on the differences in attitude and behavior

of students born between the early 70s and late 80s as compared to earlier generations. The entire week was devoted to dialogue on how to better understand and acknowledge current traditional students' very different take on the college experience.

Self-Evaluation

Based on the descriptive summary and supporting evidence presented above, the college exceeds Standard II.B.3.b. Through a variety of programs and events, the college provides students with extracurricular and cocurricular programs and events that encourage personal and civic responsibility as well as intellectual, aesthetic, and personal development. Students have every opportunity to develop themselves intellectually, aesthetically, and personally outside of the classroom and laboratory. However, the results of SSO studies will give the college a better understanding of how well students are benefiting from extracurricular and cocurricular activities that enhance their academic studies. Along with information collected through program review, specialized studies done by the research office, and accreditation surveys, the college will have an additional measure of how well students are achieving stated outcomes.

Grossmont College meets Standard II.B.3.b.

Planning Agenda

See Planning Agenda for II.B.

3. c. **The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.**

Descriptive Summary

The college designs, maintains, implements, and evaluates counseling and academic advising to support student development and success through five programs: Counseling, EOPS, CalWORKs/New Horizons, DSPS, and the Transfer Center. Refer to II.B.3.a. and b. for a description of these programs. There is also an athletic advising program that works closely with Counseling to provide academic advising to athletes. Counselors for these programs provide students with accurate information on certificate and degree requirements as well as up-to-date transfer requirements and major preparation. The counselors in these programs meet once a week to discuss information related to campus programs as well as changes in articulation agreements, curriculum updates, and transfer requirements. Each counselor serves as a liaison to one to three instructional programs and is responsible for maintaining contact with the chair or coordinator to schedule presentations to update counseling faculty on program issues and changes. Recommendations resulting from this ongoing dialogue and evaluation are used for program improvements. Some examples of improvements that have been made as a result of the liaison between Counseling and academic programs are as follows: 1) Based on counselor suggestions, the ROP (3.46) coordinator includes salary ranges for jobs in marketing material; 2) Administration of Justice (AOJ) (3.47) has developed handouts

that describe specialized courses; and 3) Nursing has updated its website to include general education requirements: <http://www.grossmont.edu/nursing/> (3.48).

Counseling offers in-service training on personal counseling issues two to three times a semester. Topics that have been covered recently include eating disorders, suicide prevention, and critical incident debriefing. Professionals with specialized training provide the presentations. Occasionally an incident will occur on campus that requires an expertise in group counseling and crisis management. The counselors who are involved in the event provide a debriefing session for all counselors regarding what they did and how their effectiveness could be improved in the future.

The number of counselors paid by the college to attend statewide transfer conferences and meetings was severely cut during the budget crisis of 2003-2004; no more than two counselors from the department were approved and funded to register for any one conference or event. When an important statewide transfer conference occurs, the counselors who attend the event provide an in-service training session and copies of important information at a special counseling meeting. In the 2006-2007 campus budget, travel funds were reinstated, and the department intends to send more counseling faculty to California State University/University of California (CSU/UC) sponsored statewide conferences related to transfer issues.

As mentioned in II.B.3, Counseling has a strong high school outreach program and college counselors make bimonthly visits to each of the high schools in the district. At the end of the spring semester, Counseling hosts the High School Counselors Advisory Luncheon to present information about students who have transferred to the community college from the local high schools. Each year, different college programs are highlighted to encourage high school counselors to offer the community college as an option for all their students.

Every year, Counseling, the Transfer Center, Articulation, EOPS, and DSPS update their Educational Master Plan (EMP). It is an opportunity to assess previous annual accomplishments as well as continued concerns and needs. In addition to the evaluative review documented in the EMP, Counseling goes through a rigorous program review every five years. Thus, Counseling has in place systematic and continuous means for evaluating services provided in terms of student success, as well as for making recommendations and plans for continued improvement.

Counseling continually evaluates and improves the services provided to students. As stated in II.B and II.B.3, beginning Spring 2005, the advising portion of the matriculation process for new students was conducted in a computer classroom in the newly constructed Learning and Technology Resources Center (LTRC). The advising sessions were limited to the 25 computers available to students. Based on student evaluation comments, the session now includes a demonstration of online resources and provides students with an opportunity to work individually with a counselor to select and then register for classes using WebConnect. The written evaluations from students have been the most favorable responses the department has received regarding the new student advisement process (3.11).

Counseling, in collaboration with the Transfer Center coordinator and articulation officer, has designed a comprehensive [website](#) that provides prospective, new, and continuing

students with the most accurate college and university information. The site includes general information related to student success as well as links to a variety of sites that provide academic and technical assistance related to transfer (3.8).

Three years ago, a six-week on-the-job training program and manual for new adjunct and full-time counselors was developed and implemented to assure students would receive accurate and comprehensive information from all counselors in the Counseling Center. Newly hired counselors meet regularly with counseling faculty mentors to discuss college policies and procedures, to ask questions, and to express concerns. The counselors are required to shadow full-time counselors before they are given the opportunity to work individually with students.

As stated throughout this chapter, the college regularly assesses the academic advising program through faculty and administrator evaluations and program review, as well as student evaluations and surveys. All new full-time faculty hires are required to participate in a twenty-hour training regimen which provides an opportunity to shadow other counselors first and then work individually with students who have increasingly complex issues. Tenured, tenure-track and adjunct counselors are evaluated by their peers, students, and the dean according to the stipulations in the United Faculty contract.

The Accreditation Survey Response Comparisons results indicate that 66.7% of faculty respondents strongly agree or agree that the processes for evaluating the college’s student services programs help improve the quality of services compared to 4.7% who disagree or strongly disagree. For college staff, the ratio of responses was 62% to 16.5% (Question 23). Over 93% of the faculty respondents and 96.4% college staff indicated that they referred students to the various support services on campus (Question 24). This extremely high score shows how Grossmont faculty and staff work together to help students. Survey results also show 80% of faculty strongly agreed or agreed that the college provides adequate support services to its students regardless of service location or delivery method (Question 25). The Accreditation Survey Response Comparisons of students resulted in the following percentages that rated college services as either good or excellent (3.24):

Student Services Program	Student Rating of Good or Excellent
Tutoring Center	77.5%
Admissions and Records	78.2%
Veterans Affairs Office	75.3%
Career Center	72.8%
Job Placement	70.6%
DSPS	77.8%
Counseling	71.5%
EOPS/CalWORKs	74.6%
Health Services	73.1%
Financial Aid	71.0%
International Student Services	73.5%
Student Affairs Office	65.3%

A strong majority of students surveyed are satisfied with college academic advising programs.

Self-Evaluation

The descriptive summary and supporting evidence show that the college meets Standard II.B.3.c. The college designs, maintains, and evaluates counseling and academic advising programs to support student development and success. Counseling faculty and staff go through regular student, peer, and supervisor evaluation as does the Counseling Department as a whole. Program review, regular meetings, specialized studies, and now SSO studies are excellent means of evaluating performance and making recommendations for continued improvement. Counselors and staff do much to provide access to Grossmont students: orient, assess, and advise them when they apply and provide ongoing, quality counseling and advisement until students graduate, transfer, or separate having fulfilled their academic goals.

Grossmont College meets Standard II.B.3.c.

Planning Agenda

See Planning Agenda II.B.

3. d. **The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**

Descriptive Summary

Grossmont College values and promotes a climate that enhances diversity, collaboration, effectiveness, and student success. The institution supports a number of campus activities and student clubs that promote an understanding and appreciation of diversity. The World Arts and Cultural Committee (WACC), Cross Cultural Studies Department, ASGC, and a number of cultural clubs have cosponsored events and activities which occur throughout the year, and in some cases, are held annually. The following are examples of events that have promoted diversity beyond the classroom:

- Native American Powwow.
- Living History Film & Lecture Series including the *Gringo in Mañanaland*.
- Dia de Los Muertos.
- Literary events, including Kamal Kapur poetry and the Literary Arts Festival.
- Art Exhibits encompassing many different perspectives and media.
- Black History Month celebrated with poetry, African storytelling, and dancing.
- Puente Project.
- Arabic Culture Day, celebrated with a bazaar, dance and food.
- Disabled Students Programs & Services Walk-A-Thon.

- Cinco de Mayo.
- Symphony orchestra performs The French, Cuban Celebration & Mozart Mania.
- Music Department concerts performed by students and teachers.
- St. Patrick's Day food and dance.
- Navajo code talker.

The World Arts and Cultural Committee presents a full-year schedule of cultural and social activities to promote a climate that enhances diversity, collaboration, and student success. WACC strives to bring the flavor of other cultures of the world to the campus, so understanding of the diverse student body can be fully realized and appreciated. Students, faculty, and staff are encouraged to join in planning events so that everyone has equal representation. WACC identifies and addresses diversity issues as well as provides recommendations to both student-service and academic programs to better support and enhance understanding and appreciation of diversity. For example, WACC has used the Student Equity Plan ([3.49](#)) to identify ways to better support and enhance diversity in and out of the classroom.

The Cross-Cultural Studies Department makes available classes to educate students about the history of minority group relations as well as sociological theories of ethnic prejudice and racial discrimination.

ASGC fund grants for programs on campus with decisions made by a diverse board as to what programs will benefit students. Weekly meetings of the Inter Club Council collaborate on programs to illustrate the cultural diversity of Grossmont College. The college actively supports student participation in organizations and activities that promote understanding and appreciation of its diverse population. Join-a-Club Week is sponsored each semester to raise awareness among the general student population about active clubs and encourage new membership. ASGC hosts an open house every semester to inform interested students about student government and student club involvement. The activities are evaluated primarily through observation of student participation and direct feedback. Student clubs actively promote diversity and cultural awareness through a series of events held throughout the year. There are different ways in which the activities are communicated across campus, but electronic announcements, posters, and flyers developed by the organizing student group serve as the primary forms of mass communication.

Evaluations of these programs occur most often through observed participation in and attendance at the various events and activities coordinated by the student clubs and academic and student service programs. Other evaluative measures will evolve via the SLO/SSO Assessment Initiative on campus.

The accreditation survey results (Question 119) showed that 76.3% of Grossmont students agree or strongly agree that opportunities are available on campus for them to learn about other cultures. This high percentage shows that students are satisfied with how the college supports diversity ([3.24](#)).

Self-Evaluation

Based on the descriptive summary and supporting evidence presented above, the college exceeds Standard II.B.3.d. The college designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity. Grossmont has a diverse student body. The college curricular, cocurricular, and extracurricular programs and events described above serve this diverse student body well with more than three-quarters of student survey respondents agreeing that opportunities are available on campus for them to learn about other cultures. This high percentage is promising, yet very little evaluative data exists on how well the programs and events that promote diversity serve students. With the advent of SSO and SLO studies, both academic and student-service programs will have ample evaluative information to determine how well their programs promote and enhance diversity throughout campus; faculty, staff, and administrators will use these data to make recommendations for continued improvement.

Grossmont College exceeds Standard II.B.3.d.

Planning Agenda

See Planning Agenda II.B.

3. e. **The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

Descriptive Summary

The college regularly engages in the evaluation of admissions and placement instruments. Applications are available in written and online format. Evaluation and revision of the instruments occurs at the district level, as both colleges use the same instruments. Decisions affecting the application and placement procedures are made on the basis of research data and anecdotal input from students and staff.

Admissions

The Grossmont-Cuyamaca Community College District (GCCCCD) was one of the first college districts to implement the CCCApply (3.3) online application, starting in Fall 2005. Recently, the colleges implemented the Board of Governor's Grant as an online application option. An online admissions application for International Students is also available.

The college has been responsive to the changing needs of the student population and community by offering telephone and online registration options as well as online applications for admission and financial aid. The college has responded to the greater dependence on the Internet by adding computers in the Admissions and Records Office

lobby for Web registration and telephone access in the patio. During the registration period, one of the computer-based classrooms in the LTRC is reserved for registration, and staff and student ambassadors are available to help students registering online for classes for the first time. The percentage of students using online services has increased substantially since Fall 2002 when 84.5% of students came to the campus to fill out an application as compared to 73% that now complete the CCCApply online application (3.21). Currently, almost 97% of students register for classes online.

The increased student usage of online services attests to its effectiveness and value to student access and success. Nevertheless, systematic evaluative processes have not yet been created to evaluate these services. The SSO assessment initiative which has begun will address this deficiency.

Assessment and Placement

The college meets and maintains the state requirements for validation of assessment and placement instruments through the district research office (3.7). All assessment and placement instruments must be approved by the statewide Chancellor's Office. Approval comes only after a rigorous review process by experts in the field. The review process examines data on content validity, criterion or consequential validity, test bias and sensitivity, disproportionate impact, and reliability. Cut scores are determined locally to ensure course recommendations maximize student success in the classroom.

All assessment tests are regularly evaluated. The research office provides the English, ESL, and Mathematics faculty with student data that assists them in identifying cut-off scores. In addition, the research office, in conjunction with faculty, determines validity and whether the assessment has cultural and linguistic biases (3.49). Additional input comes from the Student Success Committee, which is comprised of a cross section of the campus community, including faculty and staff from Mathematics, English, ESL, Counseling, Behavioral Sciences, and Tutoring. The committee is charged with addressing issues related to implementing the sixth component of matriculation, "Coordination and Training." It serves as an advisory committee which coordinates all components of matriculation to meet the objectives of the Student Success and Matriculation Plan. It also coordinates with other campus programs and services that contribute to the implementation of the plan.

The Assessment Center staff works closely with Counseling and faculty to evaluate and revise the assessment schedule to better meet the needs of students during the registration period.

Self-Evaluation

The descriptive summary and supporting evidence show that the college meets Standard II.B.3.e. The college regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. The college placement instruments are on the state-approved list or have gone through the rigorous state validation process, which tests for cultural and linguistic bias. As for admissions, 73% of students

now apply through CCCApply online application as compared to 15% in Fall 2002. Clearly, today's students take advantage of the ease and convenience of online application; however, little information is available on how well online admission is serving students and what can be done to make the online application process even better. Admissions and Records has already committed to an SSO study which will give both qualitative and quantitative information on how well online application is working for students.

Grossmont College meets Standard II.B.3.e.

Planning Agenda

None.

3. f. **The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

Descriptive Summary

The GCCCD Board Policy BP 5040 ([3.50](#)) regarding the maintenance of student records states the following:

The college effectively maintains and secures student records. In cooperation with the district and its sister college, Grossmont has responded to the needs of students for greater access to their own information via WebConnect. The district is in the process of expanding students' access to their academic records by purchasing a new student record keeping system entitled Colleague. Student Services staff is currently receiving training on how to use the new system, which is projected to be piloted by summer 2007. Currently social security numbers are used to identify students, but this practice will be phased out once the system is in place. A personal identification number (PIN) is originally assigned to every student; the college will use the student's birthdate, a six-digit identification code, to set the original PIN, which can then be personalized by the student.

Grossmont College policies governing the maintenance of student records adhere to the California Education Code and California Code of regulations, as mandated by Title 5. Academic records for Grossmont College students are complete and secure. Both microfiche and hard copy records are housed securely on-site in the Admissions and Records Office. Daily backup of transactions are conducted by the Information Systems (IS) Department and the tapes are kept in a secure location. The backup is kept at a different location off-site. A document imaging system is used to scan student records, incoming transcripts, and faculty grading records.

Grossmont College accords to students all rights under the Family Educational Rights and Privacy Act. The Grossmont College Catalog ([3.28](#)) states the following:

No one outside the institution shall have access to nor will the institution disclose any information from the students' education records without the written consent of students except to officials of other institutions in which students seek to enroll, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons.

At Grossmont College, only those employees acting in the educational interest of students are allowed access to student education records within the limitations of their need.

The San Diego and Imperial Counties Community Colleges Association (SDICCCA) Data Sharing Consortium—Cal-PASS collects data from local high schools, community colleges, and public universities that include basic student information, such as courses, grades, and outcomes. The information is used to improve instruction and enhance student preparation.

Release of any information requires written request or written permission of the student, except as provided by law. In case of the closure of Grossmont College, responsibility for records would be assumed by the Chancellor's Office in Sacramento, California.

Self-Evaluation

Based on the descriptive summary and supporting evidence presented above, the college meets Standard II.B.3.f. The college maintains hard copies and microfiche of student records permanently, securely, and confidentially on-site, and backups are secured off-site by Information Systems. The college publishes and follows established policies for release of student records and publishes the policy for maintaining and securing student records in the catalog.

Grossmont College meets Standard II.B.3.f.

Planning Agenda

None.

- 4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

Descriptive Summary

As described in II.B.1, Grossmont College utilizes regular department meetings, program review, and specialized studies done by student service programs and the research office to systematically and regularly review of student services. The results of these means of program evaluation are used to develop recommendations for continued improvement. For a detailed description of program review and some of the specialized studies evaluating student services, refer to II.B.1. As stated in II.B.1, some programs, such as DSPS, EOPS and Financial Aid, are subject to additional accreditation self-study reviews conducted by the federal or state government or other affiliated agencies which have regulatory oversight.

Every student service program strives to utilize the findings and recommendations made by department meetings, program review, and specialized studies in order to improve the services the college provides for students. This is also done by linking program review to the Grossmont College process of annually developing and revising the Educational Master Plan (EMP) (3.10) for each specific student services area. The EMP addresses improvements or obstacles a particular program might be facing and includes strategies and new goals for the upcoming academic year which will help strengthen the services a department gives to both students and the college community as a whole. Student Services Outcomes (SSO) study results will also be reported in the EMP, which will provide evaluative information annually on how well student services are delivered according to Grossmont students. SSO studies in addition to the evaluative processes already in place will give Grossmont another means to show the quality of student services and a way to make recommendations which lead to continued improvement.

Self-Evaluation

Based on the descriptive summary and supporting evidence presented above, the college meets Standard II.B.4. The review processes already in place have served the college well in maintaining a satisfactory-level of quality. Review of the Student Services Division is a continuous process. The college review measures are thorough and effective and the Student Service Division has made numerous improvements as a result of these measures. However, the new accreditation standards demand SSO study results, which show greater accountability of how well student service outcomes are achieved. Grossmont embraces this addition quality-control measure and will report SSO results and the recommendations made as a result of the SSO studies in the EMP.

Grossmont College meets Standard II.B.4.

Planning Agenda

See Planning Agenda II.B.

Standard II.B

Student Support Services

Themes

Grossmont College has made a commitment to provide high quality education congruent with its institutional mission. Institutional action is guided by the college's primary mission to support student learning. The range of student support services attests to the value the institution places on addressing student academic experience inside and outside the classroom. The evaluation, planning and improvement of Grossmont College student support services at the department, program and college level is assured through the Student Services Program Review and the Educational Master Plan process. These processes require departments and programs to: assess what they are doing to help serve students and identify how they plan to continue or improve those services.

The dialogue between instructional and student services faculty and administrators is ongoing, inclusive, and productive. The shared goal of student success drives the conversation and results in exceptional and innovative ways to address student learning and retention. The college organizational structure—with Instructional and Student Services Vice Presidents and division deans representing the college's major functions—tends to facilitate the dialogue.

Institutional integrity is at the heart of all decisions related to the development and implementation of policies, practices, and procedures that affect students. The Student Services Outcomes Implementation Team will examine the Program Review process to develop a model that will accommodate the needs of all areas while integrating SSOs into the process.

STANDARD II.B.

STUDENT SUPPORT SERVICES EVIDENCE

- 3.1 High School/College Credit Brochure
- 3.2 High School/College Credit Enrollment Authorization Form
- 3.3 [CCCApply](#)
- 3.4 [GCCCD Application](#)
- 3.5 Student Handbook
- 3.6 Project Success
- 3.7 Office of Districtwide Academic, Student Planning & Research Outcome in English Courses (IR-PASS)
- 3.8 Grossmont College Website <http://www.grossmont.edu>
- 3.9 Student Learning Outcome Assessment Initiative (SLOAI) Progress Report
- 3.10 Educational Master Plan (EMP)—<http://www.grossmont.edu/edmasterplan/>
- 3.11 New Student Orientation and Advising Evaluations (NSA)
- 3.12 Curriculum Committee Agendas & Minutes
- 3.13 Enrollment Strategies Committee Agenda
- 3.14 Student Success Agendas & Minutes
- 3.15 Copy of Information given to High Schools
- 3.16 High School Outreach Plan & Schedules
- 3.17 Advisory Minutes—DSPS, EOPS & Transfer Center
- 3.18 Student Services Program Review Documents 2002-2006
- 3.19 Assessment Data & Survey Results
- 3.20 [California Board of Governors Fee Waiver](#) (BOGW)
- 3.21 CCCApply Utilization and Web Utilization Data
- 3.22 Online Counseling
- 3.23 Career Center—<http://www.grossmont.edu/careercenter/>
- 3.24 Accreditation Survey Response Comparisons
- 3.25 Grossmont College Student Accreditation Survey Spring 2000
- 3.26 Student Center/Gateway Project Materials—Minutes, Memos, Email
- 3.27 Planning & Budget Committee Minutes
- 3.28 [Grossmont College Catalog 2006-2007](#)
- 3.29 Counseling Center & Transfer Center Handouts
- 3.30 GCCCD Board Policies—Chapter 5
- 3.31 Student Grievance and Disciplinary Handbook
- 3.32 Student Assessment Utilization Data (IRP)
- 3.33 Personal Development Classes Enrollments
- 3.34 Probation & Disqualification Notifications; Petition for Readmission form; Disqualification Readmission Contract
- 3.35 Student Transfer Center Data
- 3.36 Financial Aid Office—<http://www.grossmont.edu/fa/>
- 3.37 Grossmont College Scholarships
<http://www.grossmont.edu/fa/scholarships/default.asp>
- 3.38 Disabled Student Programs and Services (DSPS)
<http://www.grossmont.edu/dsps/>
- 3.39 EOPS: <http://www.grossmont.edu/eops/>

- 3.40 Health Services—http://www.grossmont.edu/health_services/
- 3.41 ASGC—<http://www.asgcinc.org/>
- 3.42 Athletics—GAAP <http://www.grossmont.edu/athletics/general/gaap.asp>
- 3.43 [Grossmont College Class Schedule](#)
- 3.44 Parent High School Student Postcard and other samples
- 3.45 DSPS—Catch the Wave
http://www.grossmont.edu/dsps/transition/transition00_default.asp
- 3.46 Regional Occupation Program (ROP)
- 3.47 Administration of Justice handouts—<http://www.grossmont.edu/aoj/>
- 3.48 Grossmont College Nursing Program Website
<http://www.grossmont.edu/nursing/>
- 3.49 Student Equity Plan
- 3.50 GCCCD Board Policy BP 5040