



Institutional Self-Evaluation Report

In Support of an Application for

Reaffirmation of Accreditation

Submitted by

Grossmont College
8800 Grossmont College Drive
El Cajon, CA 92020

to

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

July 2019

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Special Thanks

The Steering Committee expresses sincere appreciation to all of the individuals who provided support to the self-evaluation process and preparation of the Institutional Self Evaluation Report, by answering questions, helping to gather and organize evidence, and providing other material – and often, emotional – support. In particular, the Committee would like to thank:

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The Steering Committee would also like to extend special recognition and gratitude to Helen Liesberg, who gave the ISER its voice and helped us speak as one.

Certification

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Dr. Nabil Abu-Ghazaleh
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This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:



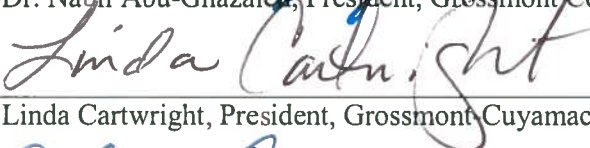
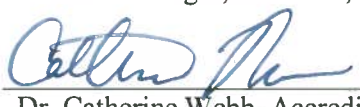
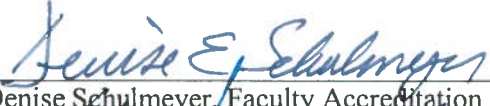
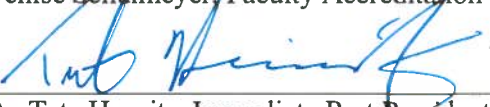


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Table of Contents

A.	Introduction.....	1
	College History	1
	Major Developments since the 2013 Evaluation & Site Visit	3
	Grossmont and its Community: Service Area Demographics	6
	Grossmont College and its Community: Labor Market Information.....	9
	Grossmont College and its Students: Student Population Demographics	10
	Faculty and Staff Demographics.....	12
	Instructional Offerings	14
	Enrollment Trends	15
B.	Presentation of Student Achievement Data and Institution-set Standards.....	17
C.	Organization of the Self-Evaluation Process	23
D.	Organizational Information.....	24
E.	Certification of Continued Compliance with Eligibility Requirements.....	30
F.	Certification of Continued Institutional Compliance with Commission Policies	31
	Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity	35
	I.A. Mission.....	36
	I.B. Assuring Academic Quality and Institutional Effectiveness	41
	I.C. Institutional Integrity	62
	Standard II: Student Learning Programs and Support Services.....	78
	II.A. Instructional Programs	79
	II.B. Library and Learning Support Services	105
	II.C. Student Support Services	115
	Standard III: Resources	133
	III.A. Human Resources	134
	III.B. Physical Resources.....	152
	III.C. Technology Resources	158
	III.D. Financial Resources	169
	Standard IV: Leadership and Governance	194
	IV.A. Decision-Making Roles and Processes	195
	IV.B. Chief Executive Officer	207
	IV.C. Governing Board.....	219
	IV.D. Multi-College Districts or Systems.....	234
	Quality Focus Essay	244

A. Introduction



Grossmont College is an organization characterized by continuous evolution. Since its founding in nearly 60 years ago, the college has shown willingness to pause, reflect, and respond to the needs of its students, community, and personnel as it seeks to fulfill its student-centered mission. At the time this Institutional Self-Evaluation Report (ISER) was written, visitors to the campus would see physical evidence of this continued evolution in the construction of new instructional facilities. There are also less literal signs of construction. For example, college personnel are redesigning academic and career pathways and systems for student support as part of the Grossmont College Guided Pathways implementation. The college is intentionally building a foundation for improvements to equity and inclusion through its professional development offerings and planning processes. And notably, faculty, staff, administrators, and students have worked together to completely rebuild and implement the college’s system of participatory governance to better reflect the vision and values of the college. These few examples are part of the larger body of evidence included in this ISER. They provide a glimpse of a college that is willing to roll up its sleeves in pursuit of institutional excellence as it works to transform the lives of **all** its students through education.

College History

Origins

It was a college starting from scratch – no name, no firm location and no construction funding. But from the moment the idea was born, Grossmont College promised to become one of the county’s leading higher education institutions. Following several years of study involving both lay and educational groups, the voters of the area approved the formation of the Grossmont

Junior College District in an election held Nov. 8, 1960. The first official organizational meeting of the Grossmont Junior College Governing Board occurred July 1, 1961. With an opening enrollment of 1,538, the first college classes convened Sept. 11, 1961, on the Monte Vista High School campus in Spring Valley.

In an election held Sept. 18, 1962, voters approved a \$7.5 million facilities bond. The Governing Board moved to purchase a 135-acre site located on a scenic mesa in the Fletcher Hills area adjacent to the cities of El Cajon and La Mesa. Ground was broken for the new campus in December 1963. Even before construction was completed, the administrative offices were moved to the new campus and classes opened Sept. 14, 1964. The Grossmont College campus was officially dedicated Dec. 12, 1964. The first increment of the campus was planned to accommodate an enrollment of 2,500 daytime students, with the completed campus expected to serve 4,800 students. On Oct. 18, 1965, area voters approved a second bond for \$3.5 million; this bond issue made it possible to complete the master plan. New facilities were completed Sept. 25, 1967. In 1970, state legislation changed the term “junior college” in California codes to “community college.” On Jan. 6, 1971, the San Diego County Board of Education approved a petition from the Grossmont Junior College District to change its designation to the Grossmont Community College District. On March 5, 1985, the Governing Board officially changed the name of the district to the Grossmont-Cuyamaca Community College District (GCCCD) to reflect the establishment of Cuyamaca College.

Grossmont College Today

Today, Grossmont College is “changing lives through education” by offering more than 150 degree and certificate programs, including those focused on university transfer and workforce training. Grossmont College also offers a full range of student activities and clubs, as well as 17 intercollegiate athletic teams. Enrollment has remained steady at a level of more than 16,000 students since the mid-1970s, rising to 17,484 students in 1991 and 18,241 students in 2002. In fall 2009, enrollment exceeded 20,000 students for the first time with 20,362 students, and increasing to the highest level ever in spring 2010 with 20,793 students. Following the Great Recession that started in 2008, the California state budget situation stabilized, allowing the college to offer more classes than in past years. The fall 2018 course schedule includes a more robust selection of classes to help students better achieve their educational goals and find academic, personal and professional success. During the 2017 – 2018 academic year, 1,796 students were approved to graduate, the most in college history. Furthermore, Grossmont College’s students earned the most degrees and certificates – 4,258 – of any community college in San Diego County that year.

Building and Maintaining a Modern Campus

Strong support from the community has enabled Grossmont College to build and maintain a modern, vibrant, and student-centered campus. Proposition R, the district's \$202 million

facilities bond measure, was approved in 2002, and allowed construction of the Learning and Technology Resource Center, the Science Laboratory Building, the Digital Arts and Sculpture Building Complex, the Health and Sciences Complex, and a multi-story parking structure. Proposition R also supported the development of college's new student center, Griffin Center, and the Student Services and Administrative Building, both of which opened in 2012. In 2013, East San Diego County voters approved Proposition V, GCCCD's \$398 million bond measure with projects intended to prepare local students and veterans for college and career success. At Grossmont College, Proposition V funds are being used to build educational and career training facilities for arts, sciences, allied health, and public safety programs, and to establish a Veterans Resource Center on campus. Additionally, Proposition V will allow extensive technology upgrades to classrooms, libraries, and science labs, as well as enhanced access to campus facilities for people with disabilities. As of fall 2018, construction is underway for an iconic Performing and Visual Arts Center and renovations have begun on Bldg. 31, which is part of the Science, Math & Career Complex. Additionally, planning is underway for construction in the Arts & Communication Complex that will replace a number of small, outmoded buildings, and construction drawings are nearing completion for a new Bldg. 36 as part of the Science, Math & Career Complex. In total, these renovated and new facilities will change the look and student experience on the entire west side of campus.

Major Developments since the 2013 Evaluation & Site Visit

2016-2022 Strategic Plan

In the 2014-2015 academic year, Grossmont College recognized the need to improve its planning and deepen its focus on student-centered teaching and learning. As a key first step in improving the capacity of the institution, Grossmont College contracted with the *Achieving the Dream* network. With the guidance and feedback of its *Achieving the Dream* leadership and data coaches, the college reinvented its entire planning process to better align with data-informed understanding of student need, and to promote the active pursuit of clear, focused goals.

Prior to the *Achieving the Dream* initiative, the College's annual planning forum involved a daylong review of a comprehensive data binder and the collective prioritization of eleven key areas of institutional focus for the year. After engaging with *Achieving the Dream*, however, the college became more intentional about consideration and discussion of institutional data, which required a shift in practice. In this new collaboration, the college took a year and a half to study, share, and build broad understanding around institutional data, with a focus on students' experiences and disproportionate impact data. Collegewide fora, governance discussions, and department-level discussions all contributed to broad awareness, understanding and buy-in for an institutional transformation. This quantitative exploration was followed by student focus groups. Out of this work emerged a deeper understanding of students' needs, and of the areas of key focus for the college. A transformation began to develop from guiding students to navigate

complex college processes and initiatives to streamlining processes, supports and strategic planning around the students' experiences as they passed through the college. This strategic plan laid the foundation for further developments related to student pathways.

The *Achieving the Dream* plan submitted by the college in 2016 included a three-year commitment to the pursuit of three core goals (Outreach, Engagement, and Retention). Within each of the three key areas, the college committed to a single "big bet" for achieving the goal and developed a timeline for the implementation of each. These included, a dedicated outreach office and coordinated program; a student engagement center with diversity, equity and social justice programming; and the development of a retention specialist program, with a case-management approach to helping students connect to appropriate resources.

The completion and submission of this plan coincided with the transition to a new, six-year strategic planning cycle. The college, which was committed to the pursuit of its goals for success and equitable outcomes for its students, folded the institutional goals identified for the *Achieving the Dream* plan into its new Strategic Plan. In developing the strategic plan, the college added a fourth goal, "institutional capacity," in order to recognize and prioritize the important work of building structural and operational capacity to support the pursuit of the key student success and equity goals. Now, each year at the College Planning forum, the faculty, staff, and student leaders gather to monitor progress on the college's established goals, to reflect on established progress metrics, and to plan forward on important, project-based next steps.

Institutional Framework for Student Success & Equity

Achieving the strategic goals for the college requires a broad and shared understanding of equity, a clear set of core practices, and institution-level structures to support the work. The college has developed an administrative structure that connects the work of student success and equity to its work at every level of the institution: the Dean of Student Success and Equity is located in the Office of College Planning and Institutional Effectiveness, which reports directly to the college President. Led collaboratively from this central office, the development of an equity framework for the college took a three-pronged approach, focusing on Culture, Practice, and Structure. While there is overlap across these areas, each involves unique strategies and interventions.

Key in the progress toward developing a culture of equity at Grossmont College was coming to a shared definition of equity. Engaging the college broadly in considering equity from personal, professional and institutional perspectives helped to solidify the work in the life of the college and ultimately ensured that the members of the college community operate from a shared understanding of equity. It was important, also, to offer concrete strategies and practices that empowered individuals to engage in the work of creating equitable outcomes for our students. To this end, the Professional Development office created the "We're All In" campaign in the 2016-2017 academic year. Through a series of workshops, the campaign focused on five simple,

concrete, proven practices for increasing student engagement and success that all instructors could employ. During the campaign, 429 faculty signed pledge cards committing to engage one or more of these strategies; of these faculty, 253 also agreed to have the professional development team survey students in their classes about the effect of these five practices. Reflection fora later in the term allowed for participants to engage in peer reflection on their efforts. The first phase of the campaign focused on instructional faculty; a second phase expanded efforts to include practices that could be employed to increase student engagement in areas outside the classroom.

Participatory Governance Reorganization

As culture and practice began to change and grow, structural impediments that once seemed “natural” become visible. Such was the case with the college’s structure for participatory governance. The college increasingly recognized a problem with “governance gridlock.” Members of the Administration and Senate Officers Committee (ADSOC) initiated an analysis of the governance to better understand the nature of the problem. As described throughout the ISER (and particularly in Standard IV.A), the analysis revealed an overcomplicated system with unclear paths for communication across and within constituencies during the decision-making process. To address these structural issues, in spring 2017 the college invited assistance from the state Chancellor’s Office through the Institutional Effectiveness Partnership Initiative (IEPI). An IEPI Partnership Resource Team (PRT) comprised of peers from within the California community college system began visiting the college in fall 2017. The initial effort resulting from these visits was a redesign of the Grossmont College participatory governance structure, with the central goals of streamlining processes, improving communication, and building equity into structure and practice of the committees. Bringing together the executive leadership, the Administrators Association, the Academic Senate, Classified Senate, and Associated Students of Grossmont College, the college worked together to design a system that reflected more equitable committee compositions and to identify specific student-focused, equity-based responsibilities for every committee. College constituencies arrived at consensus on the new system in November 2018. Grossmont College launched its new participatory governance system in at the start of the spring 2019 semester.

Grossmont and its Community: Service Area Demographics

Overall, the demographics of the Grossmont College student population generally reflect the demographics of the surrounding service area, both in terms of race/ethnicity (Table 1) and gender identity (Table 2). Over the past five years, the percentage of Hispanic/Latinx students and Asian students increased, and by 2017-18 more closely reflected the percentages of these groups within the service area.

Table 1. Grossmont College Service Area Population and Student Comparison by Race/Ethnicity

Race/Ethnicity	2013-14		2014-15		2015-16		2016-17		2017-18		Five-Year Average	
	GC Students	Service Area	GC Students	Service Area	GC Students	Service Area	GC Students	Service Area	GC Students	Service Area	GC Students	Service Area
African American/Black	7%	6%	7%	6%	7%	6%	7%	6%	7%	6%	7%	6%
Asian	6%	13%	6%	12%	10%	11%	10%	12%	11%	12%	8%	12%
Hispanic/Latino	32%	37%	33%	39%	33%	40%	34%	41%	36%	41%	34%	39%
White	41%	41%	41%	40%	40%	39%	39%	37%	38%	37%	40%	39%
Two or More	8%	3%	8%	3%	8%	3%	8%	3%	8%	3%	8%	3%
Unknown/Other	6%	1%	6%	1%	1%	1%	1%	1%	1%	1%	3%	1%
<i>Total</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>

Source: Grossmont College (GC) student data from GCCCD Information System; service area population data from SANDAG.

Table 2. Grossmont College Service Area Population and Student Comparison by Gender Identity

Gender Identity	2013-14		2014-15		2015-16		2016-17		2017-18		Five-Year Average	
	GC Students	Service Area	GC Students	Service Area	GC Students	Service Area	GC Students	Service Area	GC Students	Service Area	GC Students	Service Area
Female	56%	50%	56%	50%	56%	50%	57%	50%	58%	50%	57%	50%
Male	44%	50%	43%	50%	43%	50%	42%	50%	41%	50%	43%	50%
Unknown/Other	1%	0%	1%	0%	1%	0%	1%	0%	1%	0%	1%	0%
<i>Total</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>

Source: Grossmont College (GC) student data from GCCCD Information System; service area population data from SANDAG.

Analysis of demographic data disaggregated by age indicates that individuals aged 18-29 are overrepresented in the Grossmont student population. The majority of current students at Grossmont College fall into the “traditional” college age range of 18-24 years of age (Table 3).

Table 3. Grossmont College Service Area Population and Student Comparison by Age

Age (Years)	2013-14		2014-15		2015-16		2016-17		2017-18		Five-Year Average	
	GC Students	Service Area	GC Students	Service Area	GC Students	Service Area	GC Students	Service Area	GC Students	Service Area	GC Students	Service Area
10-17	3%	12%	4%	12%	2%	12%	3%	13%	5%	13%	4%	12%
18-24	63%	13%	63%	13%	64%	12%	62%	12%	60%	12%	62%	12%
25-29	14%	10%	14%	9%	14%	8%	14%	8%	14%	8%	14%	9%
30-39	11%	17%	11%	17%	11%	17%	11%	16%	11%	16%	11%	17%
40-64	9%	36%	8%	36%	9%	36%	9%	36%	9%	36%	9%	36%
65+	0%	13%	0%	14%	1%	15%	1%	15%	1%	16%	1%	14%
<i>Total</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>

Source: Grossmont College (GC) student data from GCCCD Information System; service area population data from SANDAG

On average over the past five years, over 30% of students enrolled have come from communities of El Cajon and Santee, immediately adjacent to the college. Population distribution across the top ten zip codes reported by students has been extremely stable during the five-year period from 2013/14 to 2017/18 (Table 4; Figure 1).

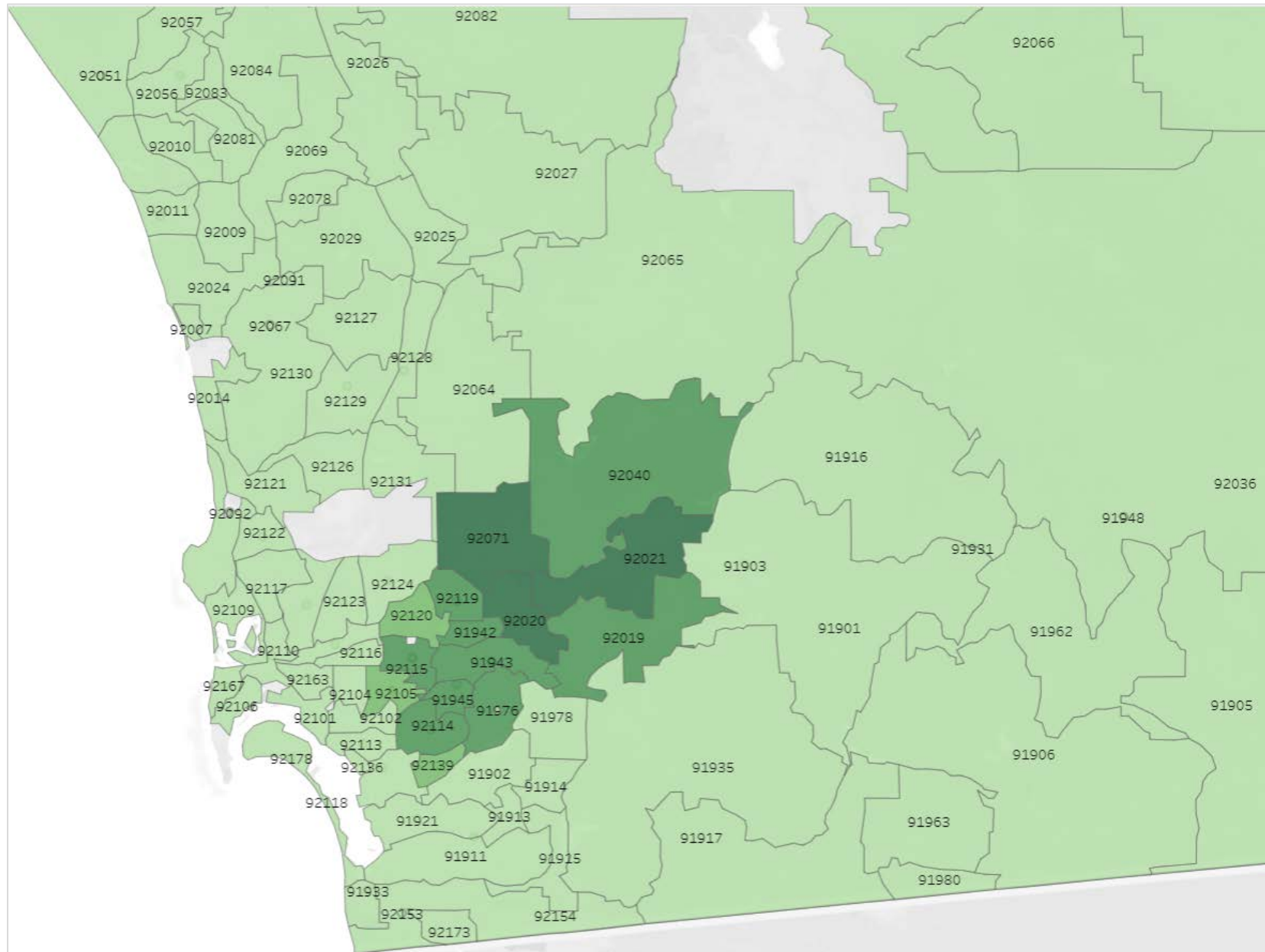
Table 4. Grossmont College 2017-18 Student Enrollment: Top 10 Zip Codes

Zip Code	2013-14		2014-15		2015-16		2016-17		2017-18		Five-Year Average	
	#	%	#	%	#	%	#	%	#	%	#	%
92020 (El Cajon)	2,319	9%	2,356	10%	2,322	10%	2,409	10%	2,350	10%	2,351	10%
92021 (El Cajon)	2,160	9%	2,226	9%	2,386	10%	2,371	10%	2,340	10%	2,297	9%
92071 (Santee)	1,792	7%	1,772	7%	1,697	7%	1,775	7%	1,745	7%	1,756	7%
92019 (El Cajon)	1,297	5%	1,223	5%	1,281	5%	1,322	5%	1,361	6%	1,297	5%
91977 (Spring Valley)	1,189	5%	1,208	5%	1,271	5%	1,315	5%	1,351	6%	1,267	5%
91942 (La Mesa)	1,197	5%	1,175	5%	1,168	5%	1,189	5%	1,248	5%	1,195	5%
92040 (Lakeside)	1,162	5%	1,140	5%	1,128	5%	1,154	5%	1,139	5%	1,145	5%
92115 (San Diego)	919	4%	925	4%	886	4%	932	4%	916	4%	916	4%
92114 (San Diego)	915	4%	941	4%	890	4%	883	4%	905	4%	907	4%
91941 (La Mesa)	759	3%	772	3%	784	3%	737	3%	862	4%	783	3%

Source: GCCCD Information System; top 10 zip codes are based on the 2017-18 academic year

Figure 1. Grossmont College Fall 2018 Student Enrollment by Zip Code

Source: GCCCD Information System



Grossmont College and its Community: Labor Market Information

Regional employment projections suggest gains in several industry sectors for which the college has career education programs, including Culinary Arts, Business, Administration of Justice, and Allied Health. Over the next ten years, the San Diego region is projected to see the increases in healthcare jobs requiring an Associate's or Bachelor's degree (Tables 5-7).

Table 5. Top 10 Occupations Requiring Post-Secondary Certificate in San Diego-Carlsbad Metropolitan Statistical Area (MSA)

Occupation	2017 Employment	2027 Employment	Change in Jobs (2017-2027)	Percent Change (2017-2027)	2017 Median Hourly Earnings
Food Preparation and Serving-related	154,532	180,915	26,383	17%	\$12.06
Business and Financial Operations	87,270	95,761	8,491	10%	\$35.07
Education, Training, and Library	84,675	95,057	10,382	12%	\$25.96
Healthcare Practitioners and Technical	72,684	90,286	17,602	24%	\$41.28
Transportation and Material Moving	70,345	76,257	5,912	8%	\$14.25
Personal Care and Service	68,760	88,711	19,951	29%	\$11.98
Production	65,258	65,878	620	1%	\$16.20
Installation, Maintenance, and Repair	45,810	50,293	4,483	10%	\$22.93
Healthcare Support	34,996	47,930	12,934	37%	\$16.49
Protective Service	34,170	38,671	4,501	13%	\$22.92

Source: Emsi 2018.2

Table 6. Top 10 Occupations Requiring an Associate's Degree in San Diego-Carlsbad MSA

Occupation	2017 Employment	2027 Employment	Change in Jobs (2017-2027)	Percent Change (2017-2027)	2017 Median Hourly Earnings
Office and Administrative Support	211,801	221,991	10,190	5%	\$18.19
Education, Training, and Library	84,675	95,057	10,382	12%	\$25.96
Management	83,551	93,025	9,474	11%	\$52.46
Healthcare Practitioners and Technical	72,684	90,286	17,602	24%	\$41.28
Transportation and Material Moving	70,345	76,257	5,912	8%	\$14.25
Personal Care and Service	68,760	88,711	19,951	29%	\$11.98
Computer and Mathematical	51,068	57,227	6,159	12%	\$45.04
Installation, Maintenance, and Repair	45,810	50,293	4,483	10%	\$22.93
Architecture and Engineering	42,660	48,291	5,631	13%	\$43.39
Healthcare Support	34,996	47,930	12,934	37%	\$16.49

Source: Emsi 2018.2

Table 7. Top 10 Occupations Requiring a Bachelor’s Degree in San Diego-Carlsbad MSA

Occupation	2017 Employment	2027 Employment	Change in Jobs (2017-2027)	Percent Change (2017-2027)	2017 Median Hourly Earnings
Office and Administrative Support	211,801	221,991	10,190	5%	\$18.19
Sales and Related	140,793	147,152	6,359	5%	\$13.95
Business and Finance Operations	87,270	95,761	8,491	10%	\$35.07
Education, Training, and Library	84,675	95,057	10,382	12%	\$25.96
Management	83,551	93,025	9,474	11%	\$52.46
Healthcare Practitioners and Technical	72,684	90,286	17,602	24%	\$41.28
Transportation and Material Moving	70,345	76,257	5,912	8%	\$14.25
Computer and Mathematical	51,068	57,227	6,159	12%	\$45.04
Architecture and Engineering	42,660	48,291	5,631	13%	\$43.39
Protective Service	34,170	38,671	4,501	13%	\$22.92

Source: Emsi 2018.2

Grossmont College and its Students: Student Population Demographics

The following tables show demographic information for Grossmont College’s student population for the most recent five fall semesters. (This contrasts with the demographic information in Tables 1-3, which showed demographics for full academic years.)

The student demographics have remained reasonably stable over the past five years, with the following exceptions:

- *Race/Ethnicity*: The population of Hispanic/Latinx students has increased, while the population of White students has decreased. It is important to note that the college has populations of Middle Eastern, Arab American, and African students who may be masked in the White and African American/Black categories (Table 8).
- *Gender identity*: The percentage of female students has increased, while the percentage of male students has decreased (Table 9).
- *Age*: The percentage of students under age 20 has increased, while the percentage of students from age 20-24 has decreased (Table 10).
- *Socioeconomic Status*: The number of economically disadvantaged students has decreased slightly (Table 11).

Table 8. Grossmont College Student Headcount by Race/Ethnicity

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
African American/Black	1,238	7%	1,109	6%	1,188	6%	1,147	6%	1,142	6%
American Indian	53	<1%	42	<1%	47	<1%	58	0%	53	<1%
Asian	1,008	6%	1,033	6%	1,074	6%	1,098	6%	999	6%
Filipino	746	4%	682	4%	709	4%	670	4%	680	4%
Hispanic/Latino	5,970	33%	6,165	34%	6,423	34%	6,594	36%	6,561	36%
Pacific Islander	87	<1%	86	<1%	83	<1%	72	<1%	69	<1%
White	7,551	41%	7,644	42%	7,702	41%	7,351	40%	7,042	39%
Two or More	1,449	8%	1,460	8%	1,444	8%	1,441	8%	1,451	8%
Unknown/Other	208	1%	178	1%	142	1%	140	1%	154	1%
<i>Total</i>	<i>18,310</i>	<i>100%</i>	<i>18,399</i>	<i>100%</i>	<i>18,812</i>	<i>100%</i>	<i>18,571</i>	<i>100%</i>	<i>18,151</i>	<i>100%</i>

Source: GCCCD Information System

Table 9. Grossmont College Student Headcount by Gender Identity

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
Female	10,150	55%	10,291	56%	10,695	57%	10,654	57%	10,431	57%
Male	8,032	44%	7,933	43%	7,905	42%	7,709	42%	7,482	41%
Unknown/Other	128	1%	175	1%	212	1%	208	1%	238	1%
<i>Total</i>	<i>18,310</i>	<i>100%</i>	<i>18,399</i>	<i>100%</i>	<i>18,812</i>	<i>100%</i>	<i>18,571</i>	<i>100%</i>	<i>18,151</i>	<i>100%</i>

Source: GCCCD Information System

Table 10. Grossmont College Student Headcount by Age

Age (Years)	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
Less than 20	5,318	29%	5,340	29%	5,392	29%	5,498	30%	5,762	32%
20-24	7,231	39%	7,202	39%	7,286	39%	7,073	38%	6,518	36%
25-39	4,293	23%	4,322	23%	4,582	24%	4,456	24%	4,358	24%
40+	1,468	8%	1,535	8%	1,552	8%	1,544	8%	1,513	8%
<i>Total</i>	<i>18,310</i>	<i>100%</i>	<i>18,399</i>	<i>100%</i>	<i>18,812</i>	<i>100%</i>	<i>18,571</i>	<i>100%</i>	<i>18,151</i>	<i>100%</i>

Source: GCCCD Information System

Table 11. Grossmont College Student Headcount by Economically Disadvantaged Status

Status	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
Economically Disadvantaged	10,951	60%	10,849	59%	10,932	58%	10,842	58%	10,485	58%
Not Economically Disadvantaged	7,359	40%	7,550	41%	7,880	42%	7,729	42%	7,666	42%
<i>Total</i>	<i>18,310</i>	<i>100%</i>	<i>18,399</i>	<i>100%</i>	<i>18,812</i>	<i>100%</i>	<i>18,571</i>	<i>100%</i>	<i>18,151</i>	<i>100%</i>

Source: GCCCD Information System

Table 12. Grossmont College Student Headcount by Disability Status

Status	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
At Least One Disability	1,497	8%	1,456	8%	1,398	7%	1,400	8%	1,339	7%
No Disabilities	16,813	92%	16,943	92%	17,414	93%	17,171	92%	16,812	93%
<i>Total</i>	<i>18,310</i>	<i>100%</i>	<i>18,399</i>	<i>100%</i>	<i>18,812</i>	<i>100%</i>	<i>18,571</i>	<i>100%</i>	<i>18,151</i>	<i>100%</i>

Source: GCCCD Information System

Table 13. Grossmont College Student Headcount by Veteran Status

Status	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
Veteran	993	5%	941	5%	826	4%	764	4%	683	4%
Not a Veteran	17,317	95%	17,458	95%	17,986	96%	17,807	96%	17,468	96%
<i>Total</i>	<i>18,310</i>	<i>100%</i>	<i>18,399</i>	<i>100%</i>	<i>18,812</i>	<i>100%</i>	<i>18,571</i>	<i>100%</i>	<i>18,151</i>	<i>100%</i>

Source: GCCCD Information System

Table 14. Grossmont College Student Headcount by Foster Youth Status

Status	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
Foster Youth	92	1%	80	<1%	85	<1%	85	<1%	56	<1%
Not Foster Youth	18,218	99%	18,319	100%	18,727	100%	18,486	100%	18,095	100%
<i>Total</i>	<i>18,310</i>	<i>100%</i>	<i>18,399</i>	<i>100%</i>	<i>18,812</i>	<i>100%</i>	<i>18,571</i>	<i>100%</i>	<i>18,151</i>	<i>100%</i>

Source: GCCCD Information System

Table 15. Grossmont College Student Headcount by Residency Status

Status	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
Resident	17,179	94%	17,189	93%	17,596	94%	17,231	93%	16,885	93%
AB540	300	2%	294	2%	298	2%	334	2%	337	2%
Non-Resident	289	2%	348	2%	390	2%	454	2%	367	2%
International	541	3%	568	3%	527	3%	543	3%	553	3%
Unknown/Other	1	<1%	0	0%	1	<1%	9	<1%	9	<1%
<i>Total</i>	<i>18,310</i>	<i>100%</i>	<i>18,399</i>	<i>100%</i>	<i>18,812</i>	<i>100%</i>	<i>18,571</i>	<i>100%</i>	<i>18,151</i>	<i>100%</i>

Source: GCCCD Information System

Faculty and Staff Demographics

The following tables show demographic information for Grossmont College's employee population, as well as comparisons between employee demographics and student demographics, for the fall 2018 semester.

Table 16. Employee Headcount by Occupational Category and Ethnicity: Fall 2018

Race/Ethnicity	Administrator		Full-Time Faculty		Part-Time Faculty		Classified Staff	
African American/ Black	5	19%	11	5%	18	3%	13	5%
American Indian/ Alaskan Native	0	0%	1	0%	6	1%	1	0%
Asian	2	7%	22	10%	60	10%	26	11%
Hispanic/Latino	4	15%	36	16%	82	14%	49	20%
Pacific Islander	0	0%	1	0%	3	1%	3	1%
White	15	56%	144	65%	400	68%	143	59%
Unknown/Other	1	4%	5	2%	20	3%	7	3%
Total	27	3%	220	20%	589	55%	242	22%

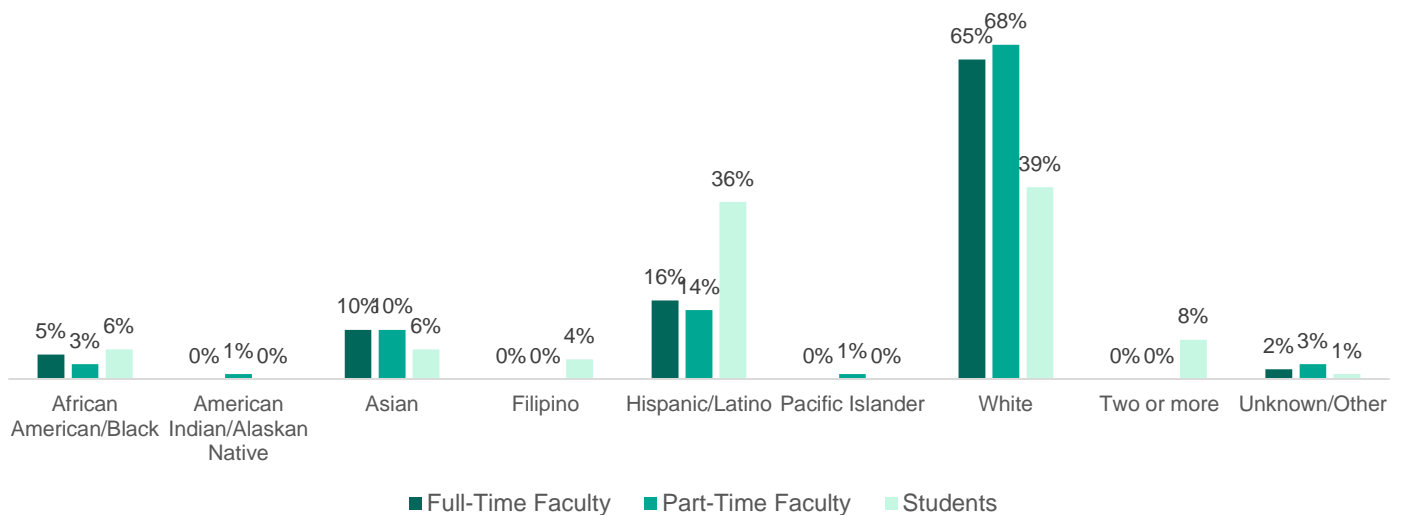
Source: CCCCCO MIS Data Mart

Table 17. Employee Headcount by Occupational Category and Gender Identity: Fall 2018

Gender Identity	Administrator		Full-Time Faculty		Part-Time Faculty		Classified Staff	
Female	12	44%	123	56%	324	55%	155	64%
Male	15	56%	97	44%	265	45%	87	36%
Total	27	3%	220	20%	589	55%	242	22%

Source: CCCCCO MIS Data Mart

Figure 2. Full-Time and Part-Time Faculty Race/Ethnicity Compared to Student Race/Ethnicity: Fall 2018

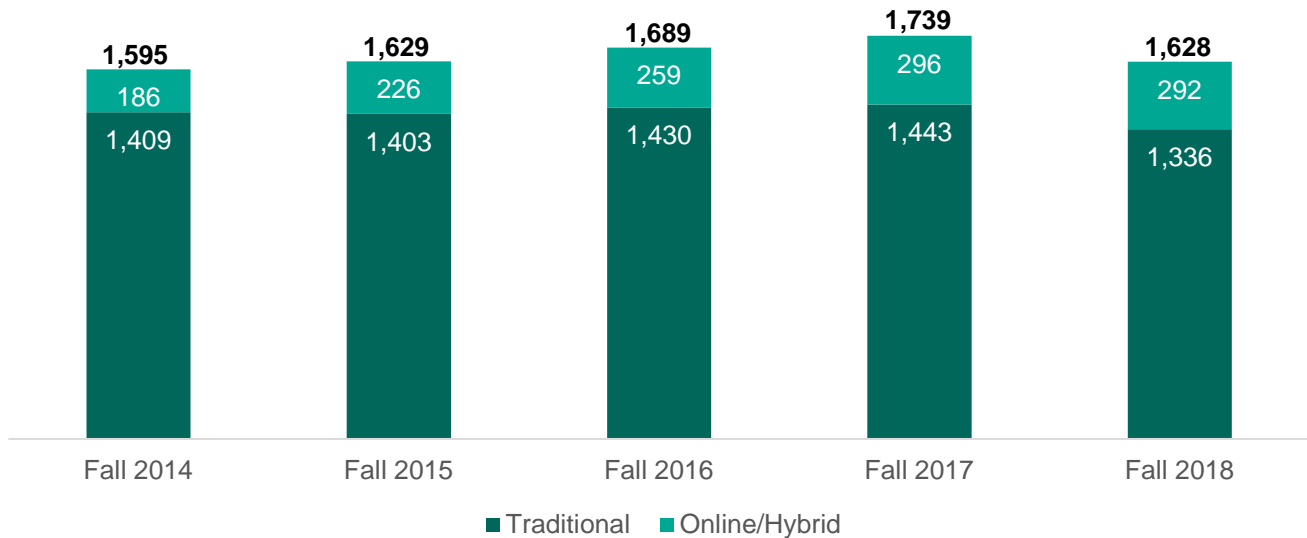


Source: CCCCCO MIS Data Mart and GCCCD Information System

Instructional Offerings

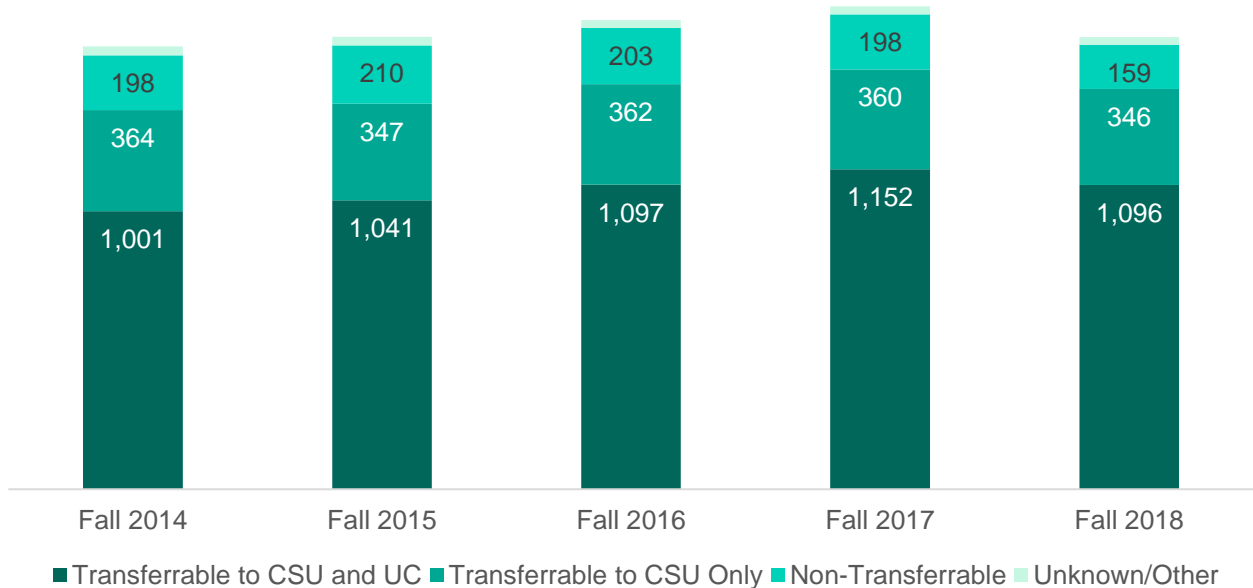
The following figures and tables show data related to instructional offerings at Grossmont College, including information about the number of traditional and distance education courses, transfer status, and basic skills courses. Decreases in the number of basic skills offerings (shown in Figure 5) reflect the college's efforts in acceleration and multiple measures placement in math and English.

Figure 3. Grossmont College Section Count by Distance Education Status



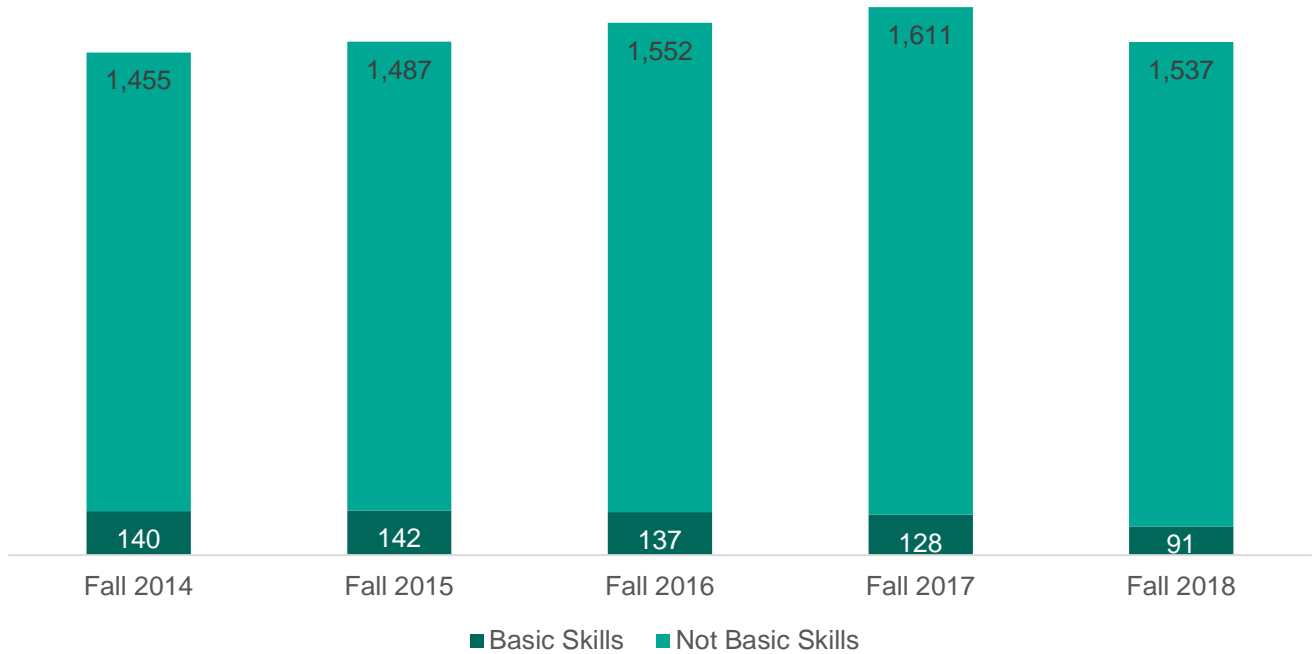
Source: GCCCD Information System

Figure 4. Grossmont College Section Count by Transfer Status



Source: GCCCD Information System

Figure 5. Grossmont College Section Count by Basic Skills Status

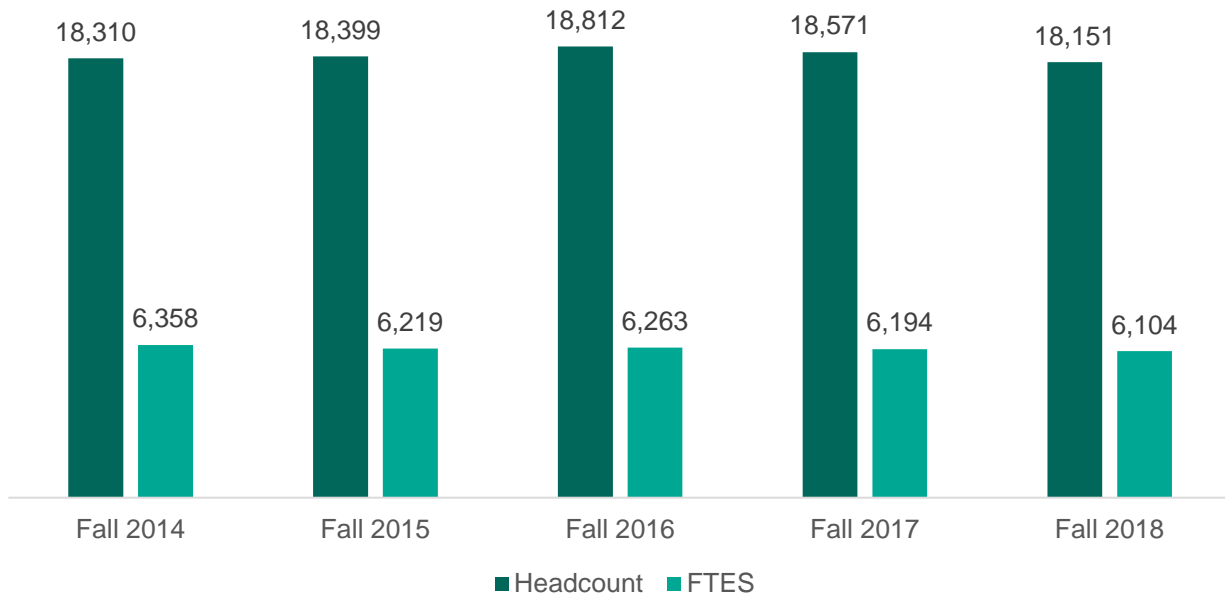


Source: GCCCD Information System

Enrollment Trends

The following tables show high-level trends in student enrollment for the past five years, both for the college as a whole and for face-to-face and online modes of instruction.

Figure 6. Grossmont College Student Headcount and Full-Time Equivalent Students (FTES)



Source: GCCCD Information System

Table 18. Grossmont College Student Headcount by Distance Education Status

Distance Education Status	2013-14	2014-15	2015-16	2016-17	2017-18
On-Campus Only	17,550	16,310	15,301	14,410	13,778
Online Only	1,839	2,197	2,438	3,095	3,245
On-Campus and Online	5,219	5,741	6,323	7,051	7,273
<i>Total</i>	<i>24,608</i>	<i>24,248</i>	<i>24,062</i>	<i>24,556</i>	<i>24,296</i>

Source: GCCCD Information System; online includes hybrid courses

B. Presentation of Student Achievement Data and Institution-set Standards

In accordance with regulation and ACCJC policy, Grossmont College has set standards and targets for areas of institutional performance relevant to its mission. The college has incorporated these standards and targets into its Key Performance Indicators (KPIs) (Table 19-20). Processes used to establish the standards and monitor progress towards targets are discussed in Standard I.B.3.

Table 19. Institution-set Standards: Annual Indicators (Overall college performance; Non-cohort based)

	2013-14	2014-15	2015-16	2016-17	2017-18	5-Yr Average	1-Yr Trend	Standard	Target
% success in ALL courses, Fall semester ¹	68.30%	68.40%	68.90%	68.00%	70.00%	68.70%	↑	69.00%	75.00%
% retention in ALL courses, Fall semester ¹	83.60%	83.10%	84.20%	84.00%	85.00%	84.00%	↑	84.0%	85.00%
% of first-time students who enroll in the first year in a math AND English/ESL sequence ¹	37.10%	41.10%	45.60%	45.20%	42.60%	42.30%	↓	36.00%	45.00%
# of degrees awarded ¹	1729	1865	1972	2214	2609	2077	↑	1320	1900
# of certificates awarded ¹	1141	1269	1198	1362	1492	1292	↑	800	1200
number of students who transfer to a four-year institution ²	1882**	1310	1356	1311	1233	1302.5	↓	1200	1400
% of student population receiving financial aid ³	51.00%	62.00%	57.00%	58.00%	58.00%	57.20%	↔	50.00%	65.00%
Licensure Pass Rates ³									
Cardiovascular Technology	100.00%	93.30%	100.00%	100.00%	93.10%	97.30%	↓	70.00%	--
Nursing	98.00%	95.10%	91.20%	96.50%	96.80%	95.50%	↑	80.00%	--
Occupational Therapy Assistant	95.00%	100.00%	100.00%	100.00%	94.00%	97.80%	↓	70.00%	--
Respiratory Therapy	96.40%	95.80%	95.20%	92.00%	84.20%	92.70%	↓	70.00%	--
Job Placement Rates (12 Months After Graduation) ³									
Cardiovascular Technology	77.70%	77.70%	94.30%	94.00%	95.00%	87.70%	↑	70.00%	--
Nursing	90.00%	79.00%	91.00%	84.00%	89.00%	86.60%	↑	75.00%	--
Occupational Therapy Assistant	100.00%	100.00%	93.00%	93.00%	100.00%	97.20%	↑	70.00%	--
Respiratory Therapy	86.00%	77.00%	77.00%	74.00%	88.00%	80.40%	↑	70.00%	--

Sources: (1) GCCCD Information System; (2) CCCC DataMart; (3) GC Departmental Data

** Transfer methodology changed in 2014. Data prior to that year are not included in the average.

Table 20. Institution-set Standards: Scorecard Indicators (Cohorts of 1st-time students, tracked for 6 years)

	2008-09	2009-10	2010-11	2011-12	2012-13	5-Yr Average	1-Yr Trend	Standard	Target
	—	—	—	—	—				
	2013-14	2014-15	2015-16	2016-17	2017-18				
% of credit students who started below transfer level in Math and completed a college-level course in Math	33.20%	36.60%	39.80%	45.60%	50.40%	41.10%	↑	35.00%	40.00%
% of credit students who started below transfer level in English and completed a college-level course in English	43.70%	46.60%	54.70%	51.70%	56.00%	50.50%	↑	45.00%	60.00%
% of credit students who started below transfer level in ESL and completed a college-level course in ESL	62.30%	60.00%	51.40%	55.10%	53.30%	56.40%	↓	58.00%	65.00%
% of degree and/or transfer-seeking students who enrolled in the first three consecutive terms and or achieved a degree, certificate, or transfer	72.00%	72.50%	77.60%	79.00%	82.10%	76.60%	↑	70.00%	78.00%
% of degree and/or transfer-seeking students who achieved at least 30 units	65.90%	66.70%	68.10%	70.60%	73.90%	69.00%	↑	64.00%	70.00%
% of degree and/or transfer-seeking students who completed a degree, certificate, or transfer related outcome	48.90%	46.70%	46.50%	48.00%	51.30%	48.30%	↑	48.00%	57.00%
% of students who completed several courses classified as CTE in a single discipline and completed a degree, certificate, or transferred	54.80%	53.60%	56.60%	59.10%	61.00%	57.00%	↑	56.00%	70.00%

Source: CCCCO Student Success Scorecard

Table 21 shows the average course success rates for each discipline at the college over the past three years. Discipline faculty review these data regularly as part of comprehensive program review.

Table 21. Average Success Rates by Discipline, Fall 2016 – Fall 2018

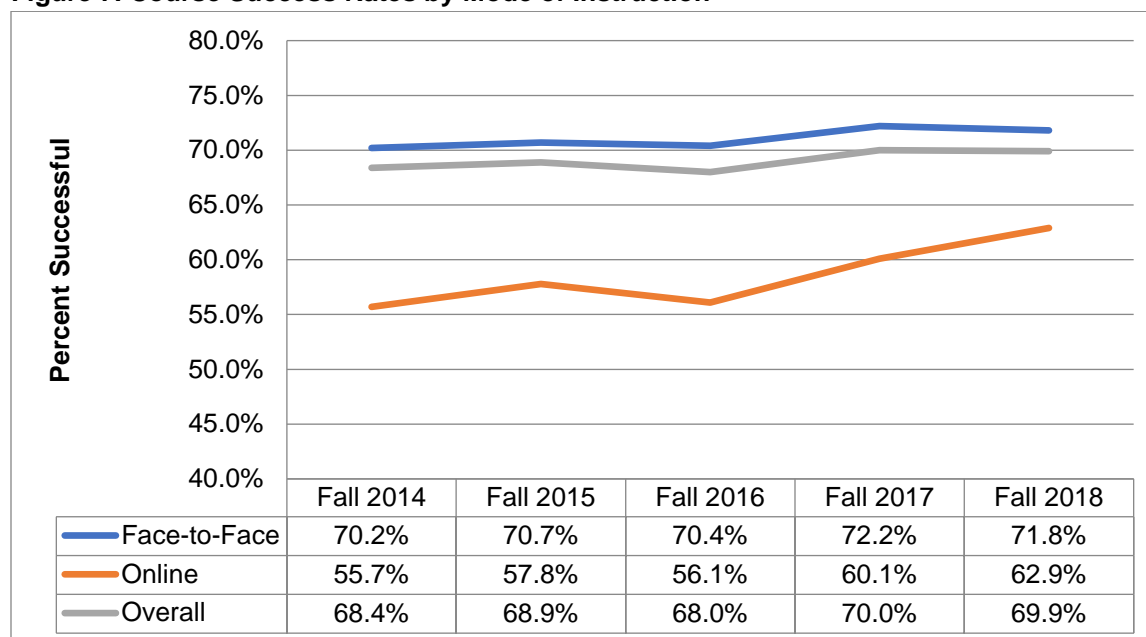
	Fall 2016	Fall 2017	Fall 2018	3-Year Average
Districtwide Total	69.8%	71.50%	71.40%	70.9%
Collegewide Total	68.0%	70.00%	69.90%	69.3%
Discipline				
Administration of Justice	70.8%	68.3%	69.2%	69.4%
American Sign Language	70.1%	75.0%	74.3%	73.2%
Anthropology	66.2%	70.2%	71.2%	69.2%
Arabic	81.3%	82.7%	86.5%	83.5%
Art	76.3%	77.2%	78.4%	77.3%
Astronomy	61.8%	63.4%	63.2%	62.8%
Biological Sciences	62.2%	61.6%	62.1%	62.0%
Business	62.5%	67.5%	68.0%	66.0%
Business Office Technology	67.2%	72.6%	73.9%	71.2%
Cardiovascular Technology	86.9%	87.9%	90.7%	88.5%
Chemistry	61.6%	65.2%	60.7%	62.5%
Child Development	63.7%	67.3%	71.1%	67.4%
Chinese	82.9%	80.6%	72.5%	78.7%
Communication	77.4%	77.2%	73.5%	76.0%
Computer Science & Systems	64.7%	65.2%	68.8%	66.2%
Counseling	65.7%	75.6%	79.3%	73.6%
Cross Cultural Studies	70.2%	67.2%	72.8%	70.1%
Culinary Arts	84.1%	85.9%	85.3%	85.1%
Dance	80.0%	74.8%	71.5%	75.4%
Economics	54.8%	66.0%	65.5%	62.1%
English	70.9%	71.8%	71.9%	71.6%
English as a Second Language	75.4%	74.2%	77.6%	75.7%
Exercise Science	81.8%	82.9%	84.3%	83.0%
Family Studies	53.4%	64.8%	62.2%	60.2%
French	65.7%	79.1%	83.5%	76.1%
Geography	59.6%	65.4%	67.7%	64.2%
Geology	56.5%	73.3%	69.7%	66.5%
German	80.1%	72.3%	74.1%	75.5%
Health Education	65.6%	67.1%	66.1%	66.3%
History	65.6%	66.2%	67.4%	66.4%
Humanities	59.0%	56.0%	47.2%	54.1%
Italian	47.8%	62.3%	70.0%	60.0%
Japanese	56.8%	60.6%	65.1%	60.8%
Library Information Resources	73.5%	69.0%	78.8%	73.7%
Mathematics	56.7%	56.5%	53.8%	55.7%

Discipline	Fall 2016	Fall 2017	Fall 2018	3-Year Average
Media Communications	75.4%	72.4%	75.3%	74.3%
Music	77.0%	78.4%	74.2%	76.5%
Nursing	97.9%	96.7%	95.4%	96.6%
Occupational Therapy Assistant	100.0%	95.7%	94.8%	96.8%
Oceanography	45.9%	54.7%	53.8%	51.4%
Orthopedic Technology	92.7%	84.8%	97.9%	91.8%
Personal Development	73.7%	74.7%	82.7%	77.0%
Philosophy	61.5%	73.3%	75.8%	70.2%
Photography	84.5%	76.6%	74.9%	78.6%
Physical Science	69.1%	71.1%	64.0%	68.1%
Physics	74.8%	75.7%	75.8%	75.4%
Political Science	69.5%	74.3%	73.5%	72.4%
Psychology	59.2%	62.7%	64.6%	62.2%
Religious Studies	66.3%	80.7%	77.3%	74.8%
Respiratory Therapy	93.0%	86.7%	96.6%	92.1%
Russian	79.6%	79.6%	78.3%	79.1%
Science	71.9%	70.9%	73.9%	72.2%
Sociology	66.1%	69.0%	68.2%	67.8%
Spanish	76.4%	79.5%	77.3%	77.8%
Theatre Arts	79.4%	77.1%	75.2%	77.3%

Source: GCCCD Information System

Figure 7 shows course success rates disaggregated by mode of instruction for the past five years.

Figure 7. Course Success Rates by Mode of Instruction



Source: GCCCD Information System

The college also disaggregates overall success rates by race/ethnicity, gender identity, and age, as shown in Table 22.

Table 22. Disaggregated Course Success Rates, Fall 2014 – Fall 2018

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	5-yr Avg
Districtwide Total	69.50%	70.30%	69.80%	71.50%	71.40%	70.50%
Collegewide Total	68.40%	68.90%	68.00%	70.00%	69.90%	69.04%
Race/Ethnicity						
African-American/Black	55.50%	56.30%	55.70%	60.00%	59.50%	57.40%
American Indian	51.60%	62.50%	60.00%	63.30%	65.40%	60.56%
Asian	75.40%	73.60%	74.40%	76.40%	76.70%	75.30%
Filipino	70.00%	69.80%	69.30%	72.80%	74.00%	71.18%
Hispanic / Latinx	63.90%	63.60%	63.20%	65.10%	64.90%	64.14%
Pacific Islander	62.00%	58.90%	56.30%	55.70%	60.20%	58.62%
Two or more races	67.20%	68.10%	65.70%	67.90%	68.40%	67.46%
White	73.70%	75.10%	73.80%	75.50%	75.50%	74.72%
Unknown	66.80%	64.50%	69.00%	74.00%	77.60%	70.38%
Gender Identity						
Female	70.40%	71.00%	69.30%	71.10%	71.20%	70.60%
Male	66.10%	66.40%	66.30%	68.40%	68.20%	67.08%
Unreported	65.50%	68.60%	69.20%	71.20%	71.20%	69.14%
Age						
<20	69.30%	69.60%	69.00%	71.10%	69.40%	69.68%
20-24	66.20%	66.20%	66.00%	68.10%	68.40%	66.98%
25-39	69.70%	70.70%	68.10%	70.30%	71.50%	70.06%
40+	74.00%	76.40%	74.50%	74.00%	76.10%	75.00%

Source: GCCCD Information System

In addition, the college compares disaggregated success data by instructional modality, as shown in Table 23.

Table 23. Comparison of Disaggregated Course Success Rates for Face-to-Face and Online Courses, Fall 2014 – Fall 2018*

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		5-yr Avg	
	F2F	DE	F2F	DE	F2F	DE	F2F	DE	F2F	DE	F2F	DE
Districtwide Total	71.20%	57.90%	72.00%	60.70%	72.00%	59.20%	73.60%	63.10%	73.20%	65.30%	72.40%	61.24%
Collegewide Total	70.20%	55.70%	70.70%	57.80%	70.40%	56.10%	72.20%	60.10%	71.80%	62.90%	71.06%	58.52%
Race/Ethnicity												
African-American/Black	58.20%	36.40%	59.30%	39.60%	58.80%	43.20%	63.80%	45.40%	61.60%	52.20%	60.34%	43.36%
American Indian	56.00%	**	60.70%	70.00%	66.70%	40.00%	67.20%	50.00%	67.20%	58.10%	63.56%	54.53%
Asian	76.60%	65.60%	74.10%	69.60%	75.30%	69.40%	77.10%	73.50%	76.80%	76.70%	75.98%	70.96%
Filipino	71.80%	56.50%	72.20%	56.00%	71.40%	57.70%	75.60%	58.80%	75.70%	65.20%	73.34%	58.84%
Hispanic / Latinx	65.80%	48.50%	65.60%	49.90%	65.90%	48.40%	67.90%	51.30%	67.10%	55.50%	66.46%	50.72%
Pacific Islander	65.60%	46.20%	60.70%	47.40%	58.50%	42.90%	61.10%	42.60%	61.40%	56.40%	61.46%	47.10%
Two or more races	69.20%	53.90%	70.60%	54.10%	68.70%	51.60%	70.80%	56.50%	71.40%	57.30%	70.14%	54.68%
White	75.10%	63.90%	76.60%	66.20%	75.90%	63.60%	77.00%	68.90%	77.00%	69.90%	76.32%	66.50%
Unknown	70.60%	47.80%	67.20%	51.30%	71.60%	56.50%	74.20%	73.00%	77.90%	76.20%	72.30%	60.96%
Gender												
Female	72.50%	56.90%	73.10%	58.60%	72.20%	56.00%	73.80%	60.60%	73.70%	62.50%	73.06%	58.92%
Male	67.50%	53.50%	67.80%	56.60%	68.00%	56.20%	70.10%	59.50%	69.20%	63.50%	68.52%	57.86%
Not Reported	65.10%	69.70%	70.50%	55.00%	71.40%	55.40%	74.30%	52.80%	72.10%	66.00%	70.68%	59.78%
Age												
<20	70.30%	54.00%	70.70%	57.40%	70.30%	56.70%	72.30%	62.40%	70.20%	64.20%	70.76%	58.94%
20-24	68.10%	52.50%	68.40%	54.10%	68.60%	54.00%	70.50%	58.80%	70.40%	61.80%	69.20%	56.24%
25-39	72.40%	58.80%	73.10%	61.70%	71.80%	56.70%	74.00%	59.40%	74.90%	62.50%	73.24%	59.82%
40+	76.20%	62.70%	79.10%	63.70%	77.40%	63.30%	76.60%	63.70%	79.00%	65.80%	77.66%	63.84%

* F2F = Face-to-face courses; DE = courses in which 51% or more of the instruction is offered online

** n < 10 students

Source: GCCCD Information System

C. Organization of the Self-Evaluation Process

In spring 2017, Grossmont College selected a faculty co-chair for the self-evaluation process and formed its Accreditation Steering Committee (ASC). The ASC was tasked with preparing the Institutional Self-Evaluation Report (ISER) in advance of the ACCJC site visit and external review, as well as maintain and fostering a culture of continual improvement and accountability across campus at all times. The ASC is co-chaired by the Accreditation Liaison Officer and faculty accreditation co-chair, and includes broad representation from campus constituency groups.

At its first convening, ASC members agreed upon an organizational and operational structure for conducting the self-evaluation and drafting the ISER, and named one administrator, one faculty, and one classified staff member as a tri-chair for each of the four Standards teams. The teams began the Self-Evaluation process in fall 2017. Team members attended an ACCJC ISER training in September 2017. The Standards tri-chairs also worked with “leads” assigned to each of the second-level standards in their areas of responsibility. The tri-chairs and second-level leads worked to collect evidence and develop initial drafts.

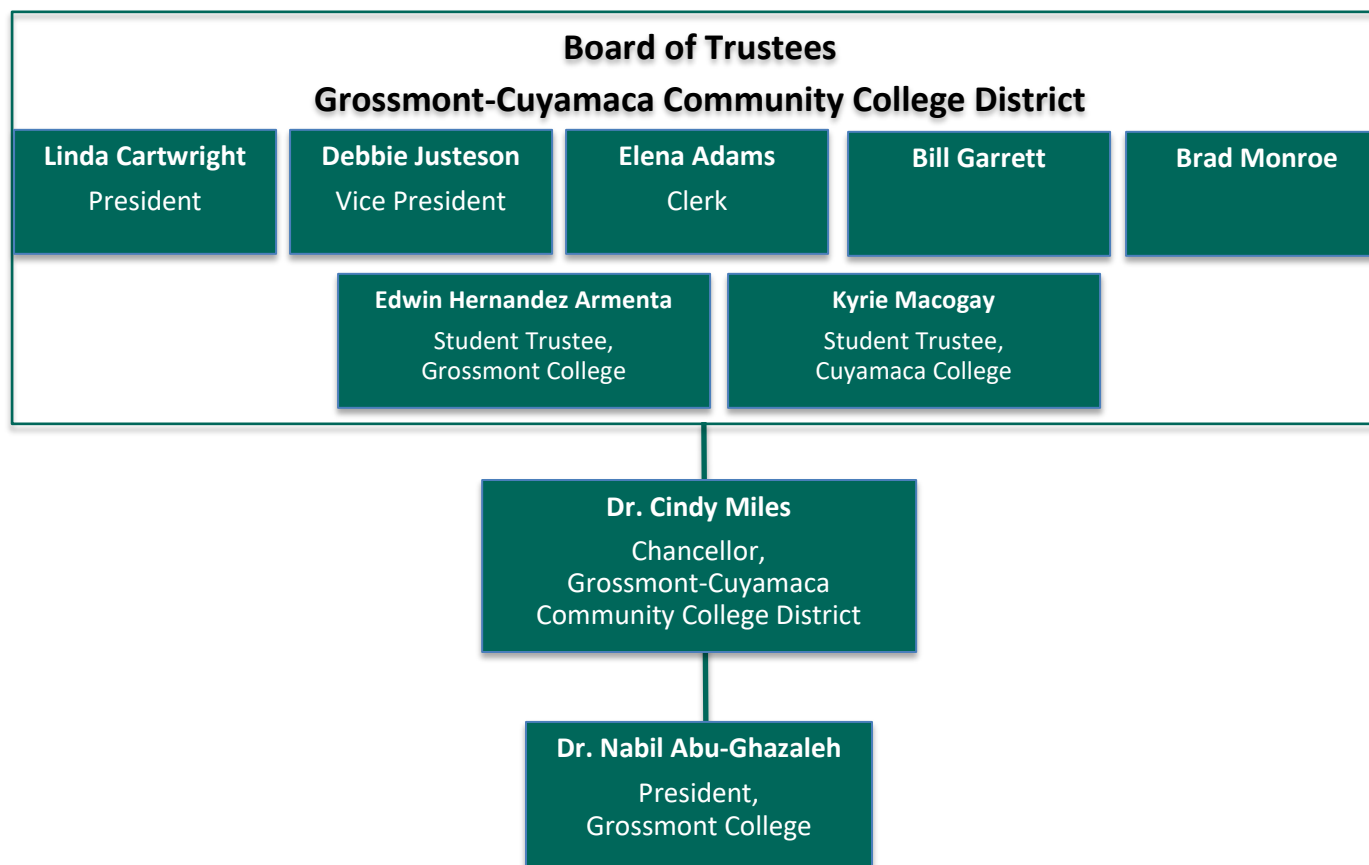
Once Standards teams completed their initial drafts, the ASC chairs solicited input from ASC members and faculty, staff, and administrators with relevant expertise. In addition to these requests for targeted feedback, ASC provided multiple opportunities for all constituent groups to offer feedback on the early draft and lists of evidence. For example, in fall 2018 there were a number of “read ins” offered for Flex credit. ASC chairs also provided regular progress updates at meetings of participatory governance committees.

In spring 2019, the initial draft of the ISER was given to the single-voice editor, a faculty member who had agreed to give the draft a consistent, institutional voice. The ASC co-chairs reviewed the institutional draft as it was being completed to answer questions and fill in any gaps that remained after editing. The institutional draft was then made available to all campus constituencies (including the district Chancellor and Governing Board) for final review. The ASC co-chairs incorporated remaining feedback, finalized the evidence, and delivered the final document for presentation to the Governing Board.

D. Organizational Information

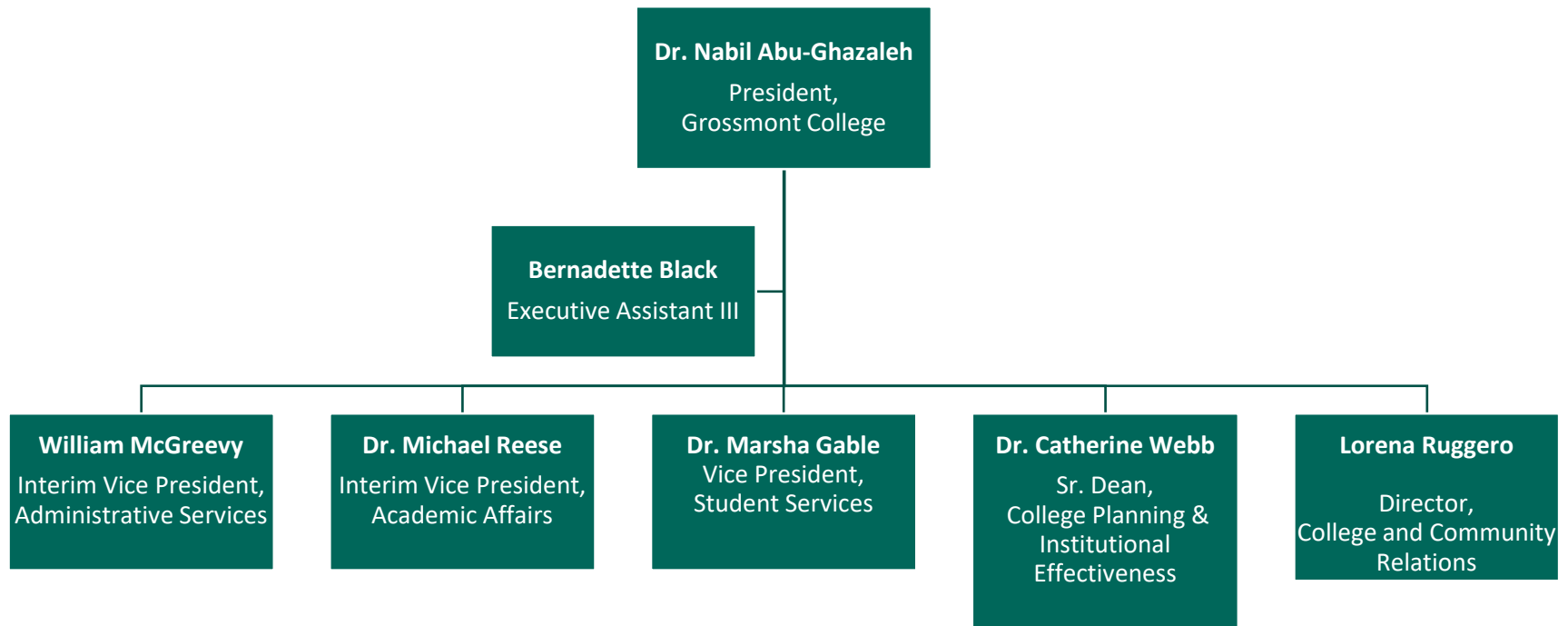
Grossmont College is one of two colleges in the Grossmont-Cuyamaca Community College District (GCCCD). The GCCCD Governing Board has policy oversight for the district through delegation to the district Chancellor. The college President provides oversight for the college.

Grossmont-Cuyamaca Community College District (Spring 2019)



Grossmont College is organized into four broad functional units: Academic Affairs, Administrative Services, Student Services, and the President's Office. A member of the President's Cabinet manages each functional area. High-level organization charts for each area are provided below.

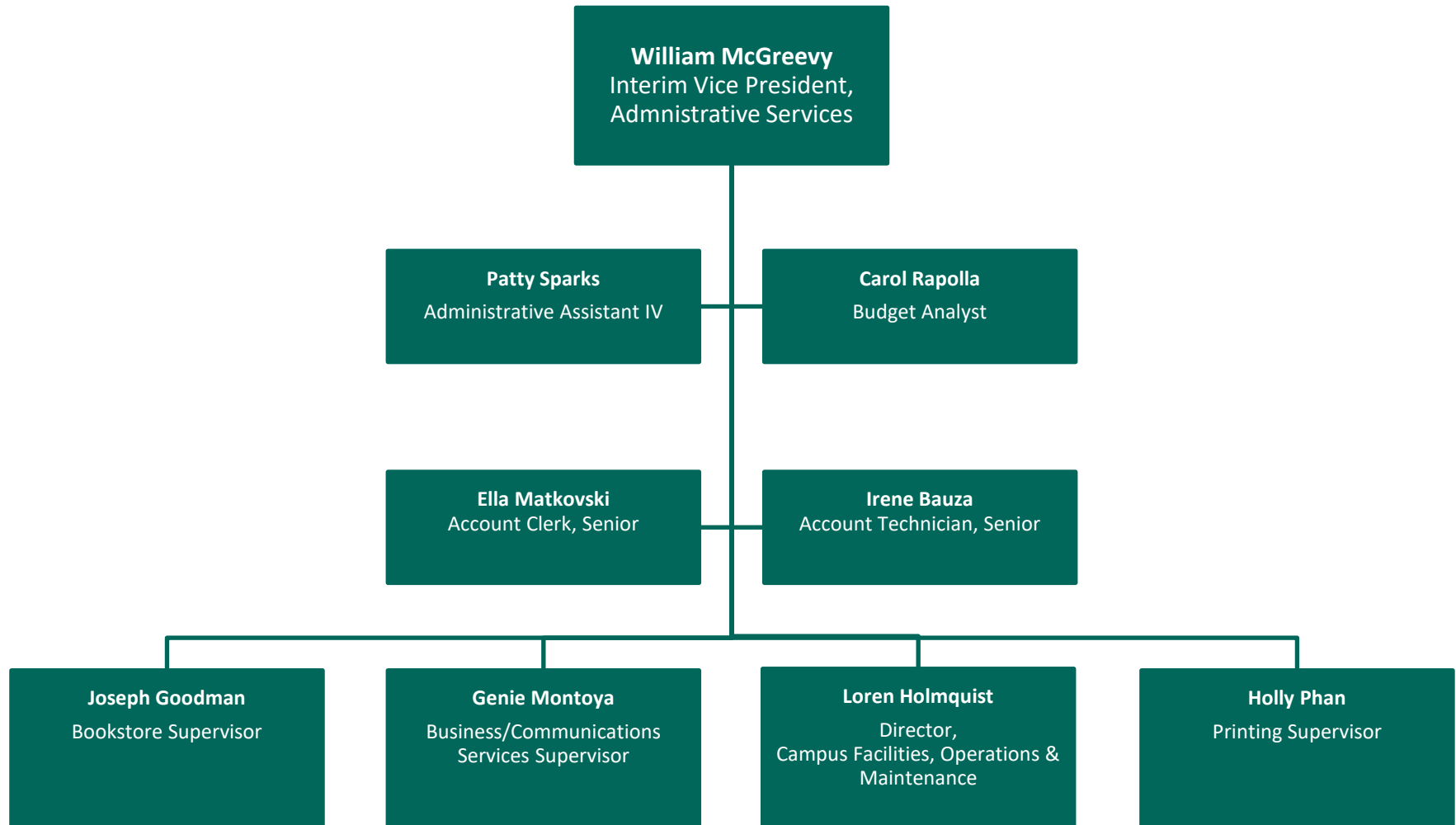
Grossmont College – President's Cabinet (Spring 2019)



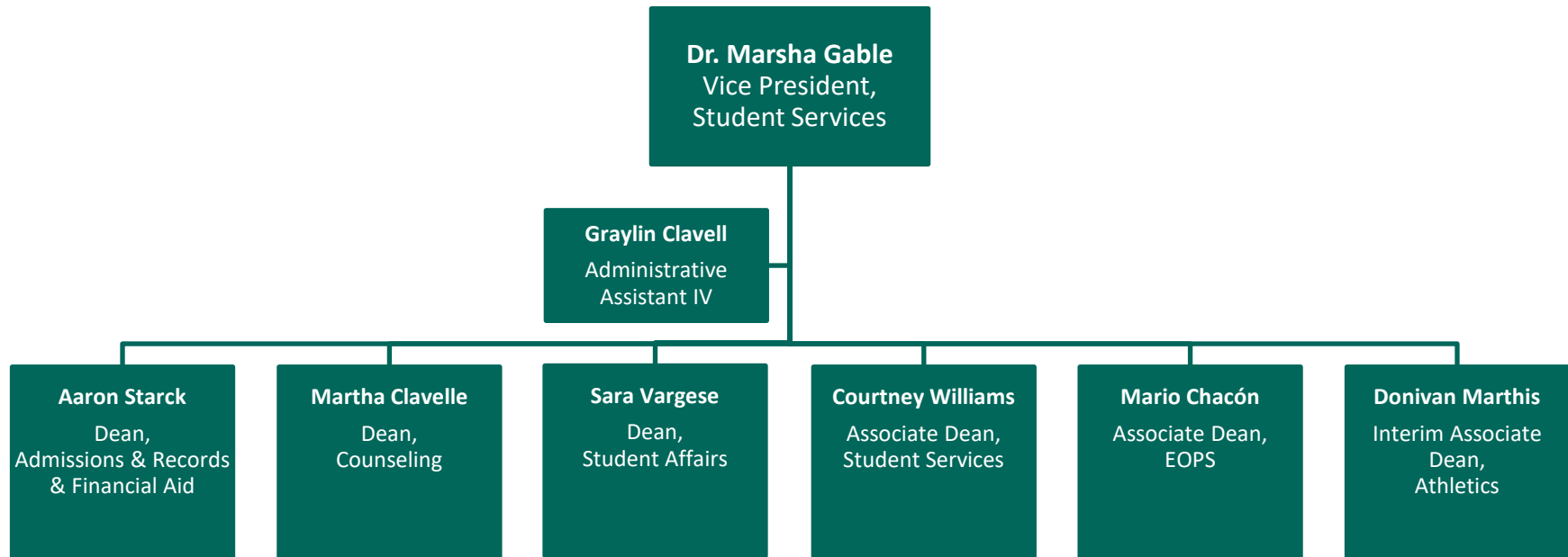
Grossmont College – Academic Affairs (Spring 2019)



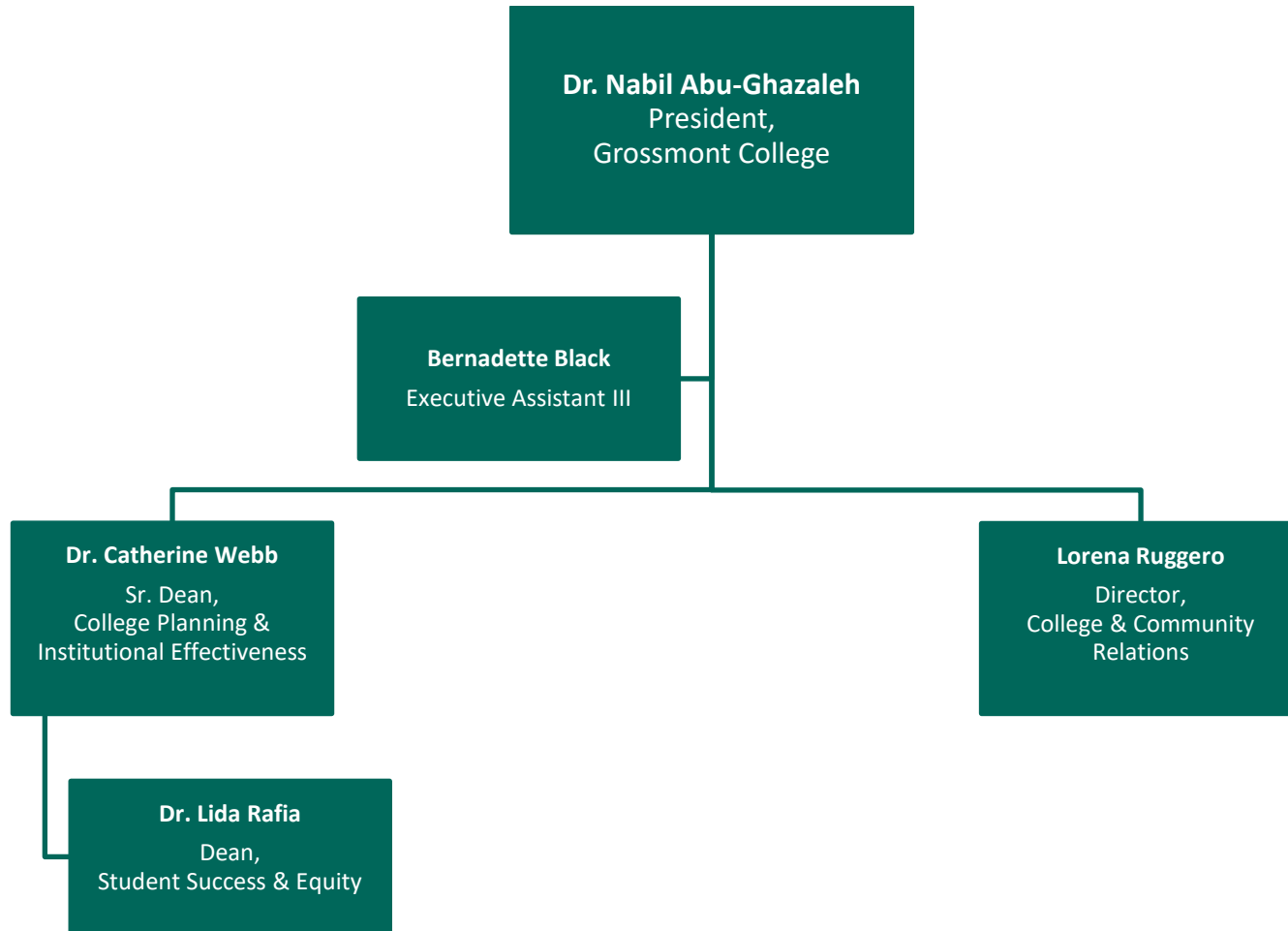
Grossmont College – Administrative Services (Spring 2019)



Grossmont College – Student Services (Spring 2019)



Grossmont College – President’s Office (Spring 2019)



E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Grossmont College is authorized by the state of California to operate as a public two-year community college within the California community college system. The college mission is consistent with California Education Code section 660104, which outlines the primary and secondary missions of California community colleges ([ER1-01](#)). The college is accountable to an elected board of trustees for the Grossmont-Cuyamaca Community College District, and is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) ([ER1-02](#)).

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

Grossmont College is operational, with students actively pursuing courses of study leading to degree, certificate, transfer, and employment ([ER2-01](#); [ER2-02](#)). More than 18,000 students enroll in courses annually at Grossmont College ([ER2-03](#)). The college has maintained active enrollments and uninterrupted issuance of degrees and certificates since its inception in 1961.

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

The Grossmont College Catalog describes the types of degree and certificate awards offered by the college, the specific disciplines in which the awards are offered, and the required courses for each award ([ER3-01](#)). The majority of courses offered by the college are part of a degree or certificate program. Degree programs generally require two academic years of full-time enrollment to complete.

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The current president of Grossmont College, Dr. Nabil Abu-Ghazaleh, was appointed by the Governing Board of the Grossmont-Cuyamaca Community College District (GCCCD) and began service on July 1, 2015, following established policy and procedures for the selection and appointment of college presidents ([ER4-01](#)). Per policy, the district chancellor delegates to the college president “the executive authority and responsibility to lead, direct, and supervise the college and administer programs and operations in compliance with legal requirements and policies” ([ER4-02](#)). Neither the college president nor the district chancellor are members of the GCCCD Governing Board ([ER4-03](#)).

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

GCCCD Board Policy 6400 calls for an annual independent audit in accordance with Title V regulations, and Administrative Policy 6400 outlines the procedures for selecting an auditor. The district is audited annually by certified public accountants. The audit is conducted using generally accepted accounting principles and includes examining the district’s financial and regulatory compliance with Title IV ([ER5-01](#)). Detailed information on financial accountability, audit history, income and expenditures, and budgets is documented in section III.D of the Self-Evaluation.

F. Certification of Continued Institutional Compliance with Commission Policies

Grossmont College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment

Regulation citation: 602.23(b)

Grossmont College maintains an Accreditation webpage on its website that can be accessed in one click from the home page ([Cert-01](#)). Content on the Accreditation website provides information for third parties about how to submit comments directly to the ACCJC.

The Governing Board held a public Board Workshop on the self-evaluations of Grossmont and Cuyamaca Colleges on June 18, 2019. The workshop was publicly announced, and provided opportunities for members of the public to engage and comment.

At the time the ISER was approved by the Governing Board, the college was not aware of any third-party comments.

Standards and Performance with Respect to Student Achievement

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e)

Grossmont College has established specific measures of student achievement performance (i.e., Key Performance Indicators, or KPIs) that include both baseline standards and long-term goals. These performance indicators include student achievement data specified in federal requirements for institution-set standards, as demonstrated above in Section B. Grossmont College personnel monitor KPI data regularly and use them to inform planning across the institution. Evidence and analysis of how the college uses its KPI and institution-set standard data to guide self-evaluation and continuous institutional improvement can be found in responses to Standards I.B.3, I.B.4, and I.B.9.

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9

The Grossmont College Curriculum Committee follows standard practices for determining a credit hour and program length, as established by the California state Chancellor Office's *Program and Course Approval Handbook 6th Ed. Part 2: Credit Curriculum*. These practices documented in the Grossmont College *Curriculum Committee Handbook* and discussed in detail in response to Standards II.A.5 and II.A.9.

Tuition and fees are discussed in Standard I.C.6. Tuition is charged per unit of credit, and standardized across all courses and programs.

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii)

Grossmont College's transfer policies are appropriately disclosed to students and the public, as discussed in the evidence and analysis in response to Standard II.A.10. Transfer policies and planning information are communicated through the Grossmont College catalog, college website, and Transfer Center.

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38

Grossmont College has procedures in place for defining and classifying its distance education courses. These procedures are accurately and consistently applied, as shown by the evidence and analysis in response to Standards II.A.2 and II.A.7. The college has outlined procedures for authenticating and verifying the identity of its distance education students ([Cert-02](#)). The district's technological infrastructure is sufficient to support and sustain distance education programs, as demonstrated by the evidence and analysis in response to Standard III.C.1. The college does not offer correspondence education.

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43

The college has established policies and procedures in place for handling student complaints. These policies and procedures are communicated to Grossmont College students through the College Catalog ([Cert-03](#)) and website ([Cert-04](#)) to ensure students are aware of their due process. Information about how to file complaints with the College, Chancellor's Office, or accrediting bodies are also outlined on the "Complaints Process" website.

The Office of Student Affairs maintains a file of student complaints. Complaints are kept on file for seven years, and include records of resolution/outcomes.

Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1)(vii); 668.6.

Grossmont College provides accurate and current information to the public through the College Catalog, Class Schedule, and the website. The Instructional Operations Office maintains the Catalog and Class schedule, as described in the evidence and analysis of Standard I.C.2. Information on the institutional as well as programmatic accreditation is available to the public on the College's website, as discussed in the response to Standard I.C.1.

Title IV Compliance

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

Grossmont College is compliant with all Title IV regulations governing Financial Aid and Consumer Information Disclosure, and most recently received recertification via the U.S. Department of Education's Program Participation Agreement (PPA) process in January 2019 ([Cert-05](#); [Cert-06](#)). As discussed in Standard III.D.15, the college regularly undergoes audits to assure financial responsibility requirements and expectations for record keeping are met.

Evidence Cited in the Introduction

ER1-01:	California Education Code, Section 66010.4
ER1-02:	Letter of Reaffirmation of Accreditation
ER2-01:	Spring 2019 Course Schedule
ER2-02:	Fall 2018 Course Schedule
ER2-03:	National Center for Education Statistics: Grossmont College Profile
ER3-01:	College Catalog, 2018-19
ER4-01:	BP 7111: Selection of College Presidents
ER4-02:	BP 7113: Delegation of Authority to the College Presidents
ER4-03:	Current Governing Board Members
ER5-01:	Annual Audit Reports: District Business Services Website
Cert-01:	College Website: Accreditation Page
Cert-02:	AP 4105: Distance Education
Cert-03:	Catalog Excerpt: Student Complaint Process
Cert-04:	College Website: Student Complaint Process
Cert-05:	USDE PPA Notification Letter, Jan. 2019
Cert-06:	USDE Program Participation Agreement

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity



The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

I.A. Mission

I.A.1 The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

As a public, open-access community college, Grossmont College serves a diverse body of students with varied educational goals, life experiences, and prior academic preparation. In this context, the Grossmont College Vision, Mission, and Values statements outline the institution's broad educational purposes and describe its intended student population and the types of credentials offered ([IA1-01](#)). The statements also describe the college's commitment to building an environment that enables student learning, achievement, and success for all students.

Vision

Grossmont College – Changing lives through education.

Mission

Grossmont College is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential, and to developing enlightened leaders and thoughtful citizens for local and global communities.

Our mission is fulfilled by providing the people of East San Diego County with:

- Transfer degrees and certificates programs
- Career technical education and workforce development
- Basic skills
- Student support services that promote student access and achievement
- Community education

Values

- **Learning and Student Success** – We dedicate our resources and ourselves in support of our students and their pursuits to achieve their academic, professional, and personal goals.
- **Creativity and Innovation** – We value the capacity for ingenuity and originality on our campus and within our community.
- **Pursuit of Excellence and Continuous Improvement** – We strive for excellence in our programs and services. We believe in the capacity for continuous improvement in the pursuit of excellence. We accept the challenges of being accountable for our efforts.
- **Integrity** – We commit to acting and speaking truthfully and responsibly and hold ourselves and others accountable to this standard.

- **Power of Diversity and Inclusion** – We are committed to a climate for learning that considers diverse perspectives to be a powerful component in the education of every individual, valuing and accommodating both differences and commonalities.
- **Civility** – We value fair, respectful, thoughtful interactions, based on a positive approach, that promote reflection, foster deeper understanding of phenomena, and permit achievement of common goals.
- **Balance** – We value a nurturing and positive approach in all we do, embracing laughter and enthusiasm, as we nurture the development of the whole individual, including the intellectual, spiritual, emotional, and physical well-being of each individual.

These statements are consistent with the district’s primary mission, essential and important functions, and authorized services, and with the mission for public community colleges set forth in California Education Code.

Analysis and Evaluation

The vision, mission, and values statements codify the overall mission of Grossmont College. Together, these statements outline the broad educational purposes of Grossmont College, its intended student population, and the types of educational credentials offered. The mission reflects Grossmont College’s strong commitment to student learning, achievement, and success of all students.

I.A.2 The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

The *2016-2022 Strategic Plan* establishes direction for Grossmont College as it works to meet its stated mission. The *Strategic Plan* outlines four strategic priorities: Outreach, Engagement, Retention, and Institutional Capacity ([IA2-01](#)). For each of these broad priorities, the plan identifies the specific and measurable indicators that the College will use to evaluate its progress. For example, measurable indicators for Retention include both quantitative and qualitative data:

- Student utilization of and satisfaction with support services
- First-time student cohort first semester attempted courses
- First-time student cohort persistence rates
- First-time student cohort second semester attempted courses
- First-time student cohort completion rate of 24 units in the first year
- First-time student cohort degree/certificate completion rate within three years
- Faculty satisfaction with the early alert system

In addition to the specific indicators listed in the *Strategic Plan*, the college regularly reviews data related to student success, achievement, and equity to evaluate its effectiveness in accomplishing its mission. The Office of College Planning and Institutional Effectiveness (CPIE), in collaboration with the district Research, Planning, and Institutional Effectiveness (RPIE) office, monitors performance indicators through publicly available data dashboards ([IA2-02](#)). The dashboards allow disaggregation by relevant student demographics or other characteristics to support dialogue about how to best support the educational needs of different groups of students ([IA2-03](#)). CPIE and RPIE personnel regularly report data to campus stakeholders, using frameworks established by the state Chancellor’s Office ([IA2-04](#), [IA2-05](#)), as well as frameworks developed locally to guide college initiatives and planning ([IA2-06](#)). In addition, the Planning & Institutional Effectiveness Committee (PIEC) monitors institutional performance against the college’s key performance indicators (KPIs) on an annual basis (see Standard I.B.3 for detail and evidence). Each of these mechanisms ensure ongoing monitoring of students’ success and achievement, and are used by the college to set priorities and inform stakeholders of the college’s progress and the degree to which it is meeting students’ educational needs. As discussed below in Standard II.C.2, the college also regularly reviews student satisfaction data gathered through the Community College Survey of Student Engagement (CCSSE) and Survey of Entering Student Engagement (SENSE) to gauge progress toward the mission and inform improvements.

Analysis and Evaluation

Grossmont College has processes in place that allow for regular review and reporting of data. The college actively uses key performance indicators to monitor effectiveness in accomplishing its mission and reaching its strategic goals. The college uses institutional data to inform campus and community stakeholders of its progress.

I.A.3 The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

The college mission statement of the college is central to decision-making processes. The *Governance and Decision-Making Handbook* identifies the College Council as the apex governance body at the college, and charges it with providing recommendations to the president and relevant district policy-making bodies regarding policies, planning, and processes in support of the mission ([IA3-01](#)). Further, the *Handbook* outlines how specific recommendations related to planning and resource allocation will proceed to the College Council from the Planning & Institutional Effectiveness Committee (PIEC) and Budget Committee, respectively ([IA3-02](#); [IA3-03](#)). Minutes of these committees and their predecessors in the old system of governance demonstrate that the college remains mindful of the mission as it makes decisions. The *2016-2022 Strategic Plan* ([IA2-01](#)) further reflects the mission’s importance to college decision-

making and goal-setting: the four strategic priorities directly support the accomplishment of the mission through action steps that improve the student learning environment and lead to higher levels of student success and achievement.

The college intentionally develops, maintains, and improves programs and services in order to fulfill the mission and provide equitable access to educational achievement. Curriculum approval processes ensure that proposed instructional programs reflect demonstrated student needs, using data related to enrollment and transfer patterns, labor market need, and industry advancement ([IA3-04](#)). Similarly, the college maintains a rich variety of student services that directly address the mission by expanding access to educational programs and supporting students' academic and non-academic needs as they pursue their learning goals ([IA3-05](#)). Comprehensive program reviews for instructional and non-instructional programs provide a regular and systematic opportunity to ensure that all programs and services operate in alignment with the institutional mission once they have been launched ([IA3-06](#); [IA3-07](#)).

Analysis and Evaluation

Grossmont College has organized its decision-making, curriculum development, and program evaluation processes to align with the college mission. The mission guides college recommendations related to policies, plans, and resource allocation. Institutional goals and strategic priorities, as outlined in the college's *2016-2022 Strategic Plan*, reflect the college's ongoing work to fulfill its mission.

I.A.4 The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

Grossmont College maintains an "About Us" page on its website where the mission statement is prominently displayed ([IA4-01](#)). The mission statement is also published in each edition of the College Catalog ([IA4-02](#)) and reproduced on signage displayed throughout campus ([IA4-03](#)). The college mission is approved by the Governing Board and included in Board Policy 1200: District and Colleges Vision, Mission, and Value Statements ([IA1-01](#)).

The mission statement was last reviewed for effectiveness in fall 2017. Under the prior governance system, the Institutional Excellence Council (IEC) was charged with regular review of the mission statement, and for developing a process to draft revisions when warranted. In the new system of governance, the Planning & Institutional Effectiveness Committee (PIEC) is charged with this task. PIEC is also charged with evaluating the mission review process to ensure ongoing effectiveness ([IA3-02](#)).

In fall 2017, the IEC determined that revision was necessary in order to provide a mission statement that could be more readily assessed for effectiveness ([IA4-04](#)) and developed the process and criteria for drafting revisions. A task force comprised of a student, two classified staff members, a faculty member, and an administrator created an initial draft and solicited input from constituent groups and governance committees throughout spring 2018. In fall 2018, the Academic Senate endorsed the final draft ([IA4-05](#)) and the Planning & Resources Council (the apex recommending body in the old system of governance) recommended adoption of the revisions to the College President ([IA4-06](#)). As the final part of the mission review and update process, a formal revision to BP 1200 was initiated in spring 2019 ([IA4-07](#)); this process was underway as the ISER was being finalized. Once adopted by the Governing Board, the mission statement will be updated on the website, in the Catalog, on campus signage, and across other college publications.

Analysis and Evaluation

Grossmont College regularly reviews its mission statement and revises or updates it when warranted. The vision, mission, and values statements are widely published and available, in both online and in the institution's printed materials and on public signage.

Conclusions: Standard IA

Grossmont College demonstrates a strong commitment to its vision, mission, and values. The evidence and analysis indicates that college personnel are committed to creating environments that support students' learning, engagement, and success.

Improvement Plan(s): Standard I.A

None for this Standard.

Evidence List: Standard I.A

- IA1-01: [BP 1200: District and College Vision, Mission, and Value Statements](#)
- IA2-01: [2016-2022 Strategic Plan](#)
- IA2-02: [RPIE Website: KPI Dashboard Links and Descriptions](#)
- IA2-03: [RPIE Dashboard: Student Success Milestones, showing ability to disaggregate by course and student characteristics](#)
- IA2-04: [Regular Board Meeting, July 18, 2017: Minutes](#)
- IA2-05: [Regular Board Meeting, Jan. 20, 2017: Minutes](#)
- IA2-06: [12 Gateway Courses Project Info Sheet - Spring 2018](#)

- IA3-01: [Governance & Decision-Making Handbook: College Council Purpose and Charge](#)
- IA3-02: [Governance & Decision-Making Handbook: Planning & Institutional Effectiveness Committee Purpose and Charge](#)
- IA3-03: [Governance & Decision-Making Handbook: Budget Committee Purpose and Charge](#)
- IA3-04: [Sample Instructional Program Approval Narrative: Cybersecurity & Networking](#)
- IA3-05: [Grossmont College Student Services Website](#)
- IA3-06: [Academic Program Review Handbook](#)
- IA3-07: [Student Services Program Review Writer Guide](#)

- IA4-01: [Mission Statement - College Website](#)
- IA4-02: [Mission Statement - College Catalog](#)
- IA4-03: [Mission Statement Signage List](#)
- IA4-04: [Institutional Excellence Council \(IEC\) Minutes, Nov. 2017: Mission Statement Revision Discussion](#)
- IA4-05: [Academic Senate Minutes, Sept. 2018: Mission Statement endorsement](#)
- IA4-06: [Planning & Resources Council \(PRC\) Minutes, Oct. 2018: Mission Statement Revision \(p. 4\)](#)
- IA4-07: [District Coordinating Educational Council \(DCEC\) Agenda, May 2019: Mission Statement Revision](#)

I.B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

I.B.1 The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

As described in Section A, Grossmont College recently made significant improvements to its participatory governance system. In part, the new system of governance enables constituency groups to have more effective participation in institutional dialogue by clarifying the purview of each primary committee. The *Governance and Decision-Making Handbook* documents the charges of each primary committee, and tasks them with leading institutional dialogue on topics related to the charge. For example, substantive dialogue on student equity is facilitated through the Student Success & Equity Committee ([IB1-01](#); [IB1-02](#)). Substantive dialogue about institutional effectiveness is facilitated through the Planning & Institutional Effectiveness Committee (PIEC), and its predecessor committee, the Institutional Effectiveness Council ([IA3-02](#); [IB1-03](#)). Matters of academic quality are discussed throughout the college, but focused within the Academic Senate and its committees, including the Curriculum Committee ([IB1-04](#); [IB1-05](#)). The *Governance and Decision-Making Handbook* also establishes roles and norms for participation in committees to ensure that the dialogue is sustained and collegial ([IB1-06](#)).

In addition to regular and sustained dialogue that takes place within participatory governance, Grossmont College reserves the week before the beginning of each semester for collegewide fora and professional development activities that help to stimulate dialogue about student learning and success. The first morning of this professional development week is reserved for a collegewide convocation, hosted by the college president with the support of the office of equity and professional development. Convocation allows college leaders to update the college community on the status of the college and engages all participants in discussions on student success initiatives. Additionally, Convocation features presentations designed to educate faculty and staff about emerging challenges and goals, and to stimulate dialogue around ongoing improvements to instruction and the quality of the students' learning environment. In spring 2018, for example, the campus learned about students' needs and experiences directly from students, through an oral interpretation performance and student panel ([IB1-07](#)). Participation in Convocation has risen in the past two years, since moving the event to the gymnasium and opening it to classified employees and student participants, to approximately 500 people. During the remainder of the professional development week, members of the college community and invited guests present workshops designed to give faculty the tools to continue to improve the quality of their instruction and the student learning experience ([IB1-08](#)).

Grossmont College also holds an annual planning forum each spring semester. These fora provide an opportunity for discussion of institutional data and other topics that affect collegewide planning and academic quality. Typically, the planning fora attract around 100 participants from across all college constituencies, including invited student voices. To date, topics have included planning practices, implementation of the Strategic Plan, student equity and disproportionate impact, Guided Pathways planning, and instructional strategies for improving student success ([IB1-09](#)).

The institutional planning fora described above provide context for departmental-level dialogue about student outcomes, equity, and achievement. For example, institutional conversations about student achievement data led the Math Department to perform deeper analysis into its course-level student achievement data. At the start of the term, the Math Department chairs send each of their faculty a letter containing the success rates for the sections of the courses they teach, compared to the overall aggregated success rates for the course ([IB1-10](#)). Then, faculty gather for a broader discussion of best practices and effective instructional techniques. Departmental dialogue about student outcomes, equity, and achievement is also formally documented in Program Review ([IB1-11](#)), as well as through targeted equity initiatives such as the college's 12 Gateway Course project ([IB1-12](#); [IB1-13](#)). More detail and evidence about the 12 Gateway Course project is provided in Standard I.B.6 and QFE Project 1.

Analysis and Evaluation

Grossmont College engages in sustained and substantive dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. The college's system of decision-making and governance provides structure and space for regular and ongoing dialogue on these topics, with participation from all college constituencies. In addition, recurring collegewide activities such as Convocation Week and the Annual Planning Forum offer opportunities for institutional dialogue related to the relationships between outcomes, equity, academic quality, and institutional effectiveness. Program review processes provide a mechanism for integrating dialogue with departmental and institution-wide planning, and for documenting the college's continuous improvement efforts.

I.B.2 The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

Grossmont College has defined student learning outcomes (SLOs) for all courses, service areas, and instructional programs. Learning outcome assessments inform the improvement of educational offerings and student services as faculty, staff, and administrators use the results of outcomes assessments to develop plans for improvement and to request resources for the implementation of those plans as part of the program review process.

At the course level, SLOs are defined during the curriculum development process and documented in official Course Outlines of Record (CORs) ([IB2-01](#)). Faculty establish timelines and cycles for assessment of learning outcomes for courses and programs within their department ([IB2-02](#)). Departmental faculty conduct assessments using established methods of assessment and document the results using the general process outlined in the *SLO Handbook* ([IB2-03](#); [IB2-04](#)). Systems for documenting assessment results vary from department to department, depending on what best supports dialogue about assessment results among the department. During comprehensive program review, faculty review and reflect on the accumulated assessment results to identify patterns, gaps, and areas for improvement within the program using a standardized template ([IB2-05](#)). As faculty set long-term goals during the program review process, they also identify resources they need to support and improve student learning ([IB2-06](#)).

At the program level, learning outcomes are defined and published for all instructional programs. Program-level student learning outcomes (PLOs) for each program of study are published in the college catalog. To help assure alignment between course and program, discipline faculty have the ability to map SLOs to PLOs using TracDat. Faculty can then assess PLOs by reviewing the results of the mapped SLOs ([IB2-07](#); [IB1-08](#)).

Learning outcomes for learning and student support services typically focus on students' successful use of an instructional service. For example, the library has established a variety of SSOs related to specific instructional support services that it offers, including circulation, reference, and library instruction sessions ([IB2-09](#)). Faculty and others responsible for student learning then determine methods of assessment to evaluate students' attainment of the outcome, document the results, and plan for improvements if needed ([IB2-10](#)). Summaries of learning outcomes assessments are included in comprehensive program reviews for Student Services and learning support departments, as well ([IB2-11](#); [IB2-12](#)). Student Services and learning support departments that offer instructional courses, such as the library and counseling, also identify and assess course SLOs ([IB2-13](#); [IB2-12](#)).

The self-evaluation found that SLO assessment practices could be improved to ensure more consistent collegewide documentation of the results. In fall 2017, the college invited a Partnership Resource Team (PRT) from the state Chancellor's Institutional Effectiveness Partnership Initiative (IEPI) to visit campus and provide feedback on assessment practices. One of the suggestions made by PRT members was to streamline the processes for collecting and documenting assessment-related data and analysis, in order to strengthen the links between assessment and planning ([IB2-14](#); [IB2-15](#)). This work was ongoing at the time the ISER was finalized.

Analysis and Evaluation

Grossmont College has defined student learning outcomes for all courses, instructional programs, and student and learning support services. Faculty and others responsible for student learning assess learning outcomes and use the results as a basis for supporting and improving student learning, as demonstrated in Program Review documents. However, more effective and consistently applied processes for documenting assessment results would improve the analysis and use of assessment data in college planning.

I.B.3 The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

Grossmont College has established institution-set standards for student achievement in areas of performance that are key to the college mission (see Section B: Presentation of Student Achievement Data and Institution-Set Standards, p. 17-22). For each of these key performance indicators (KPIs), the college has established a baseline standard (or threshold for acceptable performance) and an aspirational five-year target. In addition to categories of Institution-set Standards required by Federal statute and ACCJC's Policy on Performance Monitoring, Grossmont College has established several other categories of key performance indicators (KPIs) for student achievement appropriate to its mission. The Office of College Planning &

Institutional Effectiveness (CPIE) posts an annual KPI summary on its website to support discussion within college governance and planning and resource allocation discussions ([IB3-01](#)).

The performance thresholds and aspirational goals for each of the KPIs and Institution-set Standards were determined through collegial dialogue among representatives of the college's Institutional Effectiveness Committee. When establishing the standards in response to the 2011-12 ACCJC Annual Report, the IEC examined five years of data related to college performance for each required metric. Given the fluctuations of enrollment during those five years, the IEC chose to set its baseline standards very close to the five-year average, and agreed to re-evaluate the appropriateness of the baseline each year during its annual review of KPIs. Members of the IEC performed this review through spring 2018. As of spring 2019, the Planning and Institutional Effectiveness Committee (PIEC) is responsible for monitoring the institution's performance against the KPIs ([IA3-02](#)). PIEC is also charged with reporting the results of these discussions to College Council, in order to inform college planning and prioritization.

Since establishing the KPIs, IEC/PIEC members have reviewed KPI data and discussed performance trends against these KPIs on an annual basis ([IB3-02](#)). During the review, committee members compare the current year's performance to that of the prior five years. If performance for a given indicator has trended upward over time, the group has adjusted the baseline standard accordingly. Similarly, in considering progress toward the five-year aspirational target, the group considers the five-year average and performance trend, discusses promising work on campus, and adjusts the target to maintain a reasonable stretch. In the event that institutional performance falls below the self-identified standard, the committee reviews the standard and recommends intervention if necessary. For example, several target goals were adjusted in 2016 after review of KPIs revealed the goals had been met ([IB3-03](#)). In addition to posting the KPI data on the college website, KPI data are routinely discussed at the college's annual planning fora. Since beginning its work with *Achieving the Dream*, KPIs discussed at these annual fora have focused primarily on indicators related to the strategic priorities of outreach, engagement, and retention ([IB3-04](#)).

In 2014, members from the district's Office of Research, Planning, and Institutional Effectiveness (RPIE) worked with stakeholders from Grossmont and Cuyamaca colleges in the district's Institutional Research & Planning Committee (IRPC) to develop a set of indicators to promote data-informed decision-making across the district. The resulting district KPI dashboards allow stakeholders to disaggregate data in a variety of ways (e.g., gender, ethnicity, special population status, first-time students, online students, etc.). This disaggregation helps to identify student groups that may be showing evidence of disproportionate impact, and promotes dialogue about equitable educational outcomes. These reports and dashboards are accessible publicly on the district's RPIE website, and contain information related to the Colleges'

demographic profile, student access and college readiness, student success milestones, and student success outcomes ([IA2-02](#)).

Grossmont College has implemented a variety of interventions and dialogue spaces to improve institutional performance relative to the KPIs and standards used within the college and across the district. For example, in 2015-16, stakeholders at the college reviewed disaggregated student achievement data to identify a focus for the college's participation in *Achieving the Dream*. The resulting work plan identified specific activities related to outreach, engagement, and retention designed to have a measurable impact on student success rates ([IB3-05](#)). More recently, the college has begun disaggregating selected KPIs within 12 specific courses (known locally as the 12 Gateway Courses) that traditionally have high enrollment and disproportionate success among subgroups of students ([IA2-06](#)). As the college has begun implementing strategies to improve success and mitigate disproportionate impact within these courses, it monitors KPIs in order to evaluate which interventions appear to have the most impact. The college has also incorporated KPIs into the *2016-2022 Strategic Plan* as indicators of measurable progress.

Many of the college's KPIs are based on data in the state Chancellor's Student Success Scorecard. As the state Chancellor's Office transitions away from the Scorecard to the new Student Success Metrics, Grossmont College has an opportunity to re-evaluate the metrics it uses to track its progress and better align its KPIs with state frameworks for goal-setting, such as the *Vision for Success*. PIEC will engage in a full review of the college's KPIs in fall 2019 and recommend changes that support ongoing improvements to performance monitoring and planning efforts, while taking advantage of changes in data reporting structures at the state Chancellor's Office ([IB3-06](#)).

Analysis and Evaluation

Grossmont College has established institution-set standards for student achievement within its framework of Key Performance Indicators. Each KPI includes a baseline threshold for institutional performance and an aspirational target designed to encourage continuous improvement. The Planning & Institutional Effectiveness Committee (PIEC) reviews institutional performance against the KPIs on an annual basis. An annual summary is posted to the CPIE website. As the institution plans for and implements strategies to improve, KPIs are used as measures of ongoing progress.

I.B.4 The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

Grossmont College has an established practice of using data (including both outcomes assessment and student achievement data) to inform planning and decision-making in support of improved student learning and achievement. Institutional planning processes at Grossmont

College are driven by the *2016-2022 Strategic Plan*, which itself emerged from an assessment of needs and opportunities conducted as part of the college's *Achieving the Dream* efforts. The *2016-2022 Strategic Plan* defines four strategic priorities that support the accomplishment of the college and district missions: Outreach, Engagement, Retention, and Institutional Capacity ([IA2-01](#)). Specific action steps and measures of progress (including student achievement data and other KPIs) are also explicitly defined for each strategic priority. Discussion and dialogue about the accomplishment of the Strategic Plan therefore involve regular monitoring of student achievement data, through program review and other institutional planning activities.

The priorities from the Strategic Plan are embedded in major institutional planning documents in order to better align processes, energy, and resources. For example, the Strategic Plan forms the foundation of the college's work toward student equity. This foundation can be seen most clearly in the 2017 Integrated Plan ([IB4-01](#)), which was mandated by the state Chancellor's Office to better align funding and workflows related to Basic Skills, Student Equity, and the Student Success and Support Program (SSSP). In developing its Integrated Plan, the college aligned local planning for these areas and developed five measurable goals designed to improve the strategic priorities of outreach, engagement, and retention. In addition, the college intentionally aligned these goals with emerging Guided Pathways efforts ([IB4-02](#); [IB4-03](#)).

The college's strategic priorities are also embedded into Program Review processes. The 2016-2022 Academic Program Review template includes a section that explicitly asks departments completing their program reviews to reflect on strengths and areas for improvement in the context of the college's strategic priorities and the data considered earlier in the template ([IB4-04](#); [IB4-05](#)). This reflection establishes direction for the program's continued planning and improvement. Similarly, the Student Services Program Review process provides opportunities to discuss program strengths and challenges through the lens of the strategic priorities ([IB4-06](#); [IB4-07](#)).

The annual planning process provides a framework for all units to monitor progress on program review goals and link program data to requests for resources. In summer 2017, the college identified an opportunity to improve the effectiveness of its annual planning, as the same data and rationale were being used to complete multiple resource request forms that were then submitted to separate committees (staffing requests for the Staffing Committee, technology requests for the Technology Committee, etc.). In an effort to streamline this process, the college developed a new annual unit plan (AUP) process that both optimizes the use of student achievement analyses and minimizes duplication of reporting, forms, and evidence used to support resource requests. The new Annual Unit Plan will serve as a single source of documentation for all resource requests, and will consolidate departmental reflection on core student learning and achievement data ([IB4-08](#)). The AUP template is making its way through governance in 2018-19 to gather constituent feedback, which will be incorporated into the

process for a fall 2019 prototype launch ([IB4-09](#); [IB4-10](#); [IB4-11](#); [IB4-12](#)). The new process is intended to strengthen the integration of program and institutional planning with the college's improved governance structure, by directing resource requests directly to the appropriate college committee for dialogue and prioritization prior to resource allocation discussions.

The Office of College Planning and Institutional Effectiveness (CPIE) coordinates data-gathering and analysis efforts with the district's Research, Planning, & Institutional Effectiveness (RPIE) office, facilitates the use of data in collegewide planning and decision-making activities, and supports the effective organization of institutional processes. Reporting directly to the college President, the Senior Dean of College Planning and Institutional Effectiveness (CPIE) is a member of the President's Cabinet and ensures that data are used to inform institutional dialogue and decision-making. The CPIE office also facilitates the institution's primary planning and assessment processes, such as program review and outcomes assessment, and ensures that appropriate data are included for consideration and analysis.

The CPIE office has been intentionally structured to support alignment between institutional priorities and collegewide planning processes. A reorganization of the CPIE function in 2017 clarified and refined the duties of CPIE staff. As part of this reorganization, the associate dean of student success and equity was purposefully reclassified as a full dean with responsibility for aligning student equity and collegewide professional development ([IB4-13](#)). Additionally, the senior dean's direct duties were clarified to better articulate the relationship between institutional planning and institutional effectiveness data and analyses. These assignments ensure that institutional educational master planning and master planning related to staffing, facilities, and technology receive support from the CPIE office, appropriate to the college's progress towards the mission and priorities outlined in the Strategic Plan. These clarified duties also ensure that college committees charged with activities related to staffing, facilities, and technology master planning as part of the governance reorganization have adequate support, guidance, and data.

To ensure accuracy and consistency in district-wide reporting, professional analysts in the district's office of Research, Planning, and Institutional Effectiveness (RPIE) compile district and college data used for reporting to external agencies and public stakeholders. Since the last ACCJC site visit, the district has added capacity to the RPIE office. This has allowed RPIE to embed research analysts on the Grossmont and Cuyamaca campuses. In addition, RPIE has conducted a systematic review of data sources used in preparing college-level data, upgraded database capacity and software interfaces, and created publicly available data dashboards containing district and college student success metrics ([IA2-02](#)). Staff from District Services, Grossmont College, and Cuyamaca College engage in dialogue about practices related to assessment of student achievement data at monthly District Institutional Effectiveness Committee (DIEC) meetings.

Analysis and Evaluation

Grossmont College uses student learning and achievement data to guide institutional planning. Institutional planning processes, such as annual unit planning, program review, and strategic planning, are structured to ensure that relevant data are assessed as part of the planning and evaluation process. Both Grossmont College and the District Services Office have organizational structures in place to support ongoing analysis and use of data in support of student learning and achievement, and both the college and the District Services Office review and refine their structures, processes, staffing levels and services to ensure assessment data are used to support student learning and achievement.

Institutional Effectiveness

I.B.5 The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

Grossmont College assesses the accomplishment of its mission through integrated planning and evaluation processes that include Academic Affairs and Student Services program review, and periodic evaluation of the goals, priorities, and initiatives identified in its strategic plans. Through the program review process, instructional and student services programs establish data-informed goals and objectives aligned with the college mission and strategic priorities. To assess progress toward these goals and objectives, programs evaluate students' attainment of learning outcomes, analyze student achievement data, and identify areas for further improvement. As part of the evaluation and analysis, each program reviews student success data that have been disaggregated by program type, mode of delivery, and student demographics ([IB5-01](#); [IB5-02](#)). Program Review Data Liaisons (faculty working with the office of College Planning and Institutional Effectiveness and the district's office of Research, Planning, & Institutional Effectiveness) provide guidance and support for the analysis of program-specific data, which are available via the RPIE website ([IA2-02](#)) and through RPIE's reports server.

At the end of the process, program representatives meet with the Program Review Committee and the college president and relevant vice president. At this meeting, the program representatives make oral and written presentations of their findings and the Program Review Committee provides commendations and improvement recommendations. Communicating results of program review at these meetings helps to facilitate communication between program personnel and college leadership and provides context for the next cycle of institutional planning. Summaries are also reported at Academic Senate ([IB5-03](#)). As of spring 2019, College Council members are also tasked with reading program review findings ([IB5-04](#)).

Academic Affairs Program Review

Academic Program Review is an integral part of curriculum planning, development and implementation at Grossmont College. The information gathered and analyzed during the review process provides the basis for informed decision-making by the faculty and administration on the allocation of resources to those programs as well as the initiation, expansion, contraction, consolidation and termination of programs. The process not only provides program and department accountability, but also provides an opportunity for innovative and effective practices to be shared with the campus community and to tie the work that each department does to the larger strategic goals and mission of the college.

All academic department/programs at Grossmont College complete a comprehensive program review every six years ([IB5-05](#); [IB5-06](#)). During the year in which the program is reviewed, program faculty use a standardized template to complete a self-evaluation and generate recommendations for improvement. The template includes data-related prompts that stimulate discussion about students' success in the program, such as course completion and retention rates, enrollment trends, progression through course sequences, units attempted, etc. These data can be further disaggregated by categories related to student demographics and course modalities in order to find performance gaps and inform plans for improvement ([IB5-07](#)). The template also includes questions related to patterns emerging from the results of learning outcomes assessment. Through the analysis, departments track progress toward their goals from the last cycle and identify areas for continued program and curriculum development ([IB5-08](#); [IB5-09](#); [IB5-10](#)). The Academic Program Review Committee reviews these documents, requests written follow-up as needed, and meets with the department to discuss their strengths and weaknesses.

In order to maintain a cooperative, flexible methodology, the process and template are evaluated and updated each cycle by the Academic Program Review Committee. Expectations for the current cycle – including the specific types of data to be analyzed – are communicated to all departments at the beginning of the cycle through the Academic Senate ([IB5-11](#)). Completed program review documents are posted to the Program Review website ([IB5-06](#)), so that the college can track its progress and use the results to inform planning.

Student Services Program Review

Student Services Program Review guides all student services programs and departments through a reflective and evidence-based process intended to support programs and departments in their efforts to identify and respond to the needs of students and the campus. In spring 2017, the college began making improvements to its Student Services Program Review process in order to increase confidence and participation in the process. In addition to an improved template, Student Services has incorporated trainings, resources, and mentorship in to the process to enhance the experience and improve consistency. By the end of the spring 2019 semester, all

Student Services departments had completed a comprehensive program review through the newly improved process.

The new process gives programs the opportunity to reflect on and document their history, services and alignment with the college's Strategic Plan, as well as program-specific data, goals, and resource needs ([IB5-12](#)). As in the Academic Affairs Program Review process, participating departments receive peer feedback from the Student Services Program Review Committee (SSPRC) that helps to identify program strengths and areas for growth ([IB5-13](#); [IB5-14](#)). The SSPRC also generates a two-three page "Program Review Highlights" document that summarizes the primary components of each program's comprehensive review. The "Highlights" documents are intended to serve as a quick reference for each program's services and activities, as well as its goals, outcomes, and resource needs ([IB5-15](#); [IB5-16](#)). Each program has an opportunity to discuss its "Highlights" during an oral presentation to the college president and vice president of Student Services. SSPRC members provide program commendations and recommendations during this presentation, as well.

The Student Services Program Review Committee is also charged with review and improvement of the program review template. As the cycle for Student Services program review was re-established over the course of the past two years, SSPRC made adjustments to the template each semester in response to participant feedback. For example, based on suggestions from the spring 2018 participants, the SSPRC reduced duplication of prompts and tied resource needs more directly to program goals. One of the most successful additions for the spring 2019 template was the introduction of a committee member "mentor." Committee members were each partnered with a participating program to offer support and insight through the writing process. While participants and SSPRC members agree that that process has been positive, they suggested that it would be beneficial to modify the review cycle to reflect a more steady and consistent pace. Year 1 of the next cycle will be dedicated to Evaluation and Preparation, with the goal of implementing meaningful, coordinated, and systematic annual and multi-year review processes.

Evaluation of Institutional Goals and Objectives

Grossmont College also evaluates its progress toward its mission through periodic evaluation of the goals, priorities, and initiatives identified in its strategic plans. In particular, the annual planning fora have provided the college with regular opportunities for formative evaluation of its strategic goals, and through the goals, the college mission ([IB3-04](#)). As the college neared the end of the 2010-2016 Strategic Plan, informal feedback from the planning fora indicated that the format and processes used to discuss progress toward the goals could be improved. In particular, college personnel suggested that in practice, it was difficult to conduct meaningful discussions the large amounts of data produced in support of the eleven goals identified for the 2010-2016 Strategic Plan. Building on what it had learned during its *Achieving the Dream* inquiry year, the college intentionally shifted and streamlined its focus as it developed the *2016-2022 Strategic*

Plan. As a result, the *2016-2022 Strategic Plan* contains four strategic priorities: outreach, engagement, retention, and institutional capacity; measurable objectives have been identified for each priority and documented in the Strategic Plan ([IA2-01](#)). Beginning with the spring 2017 Annual Planning Forum, the annual planning fora have specifically focused on progress toward these four strategic priorities and reinforce their connections to other collegewide efforts that support the mission, including Guided Pathways and the statewide Vision for Success.

Analysis and Evaluation

Grossmont College uses established program review processes to assess the accomplishment of its mission in a systematic, ongoing manner. Program review processes and dialogue include analysis of data on student learning and achievement. Consistent with the college mission to reach equitable educational outcomes, these data are disaggregated as appropriate in order to uncover factors of difference among subpopulations of students. Program review analyses and dialogue are used to inform planning to improve the curriculum and services in the learning environment.

I.B.6 The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

Creating a learning environment in which all students can succeed is fundamental to the mission, vision, and values of Grossmont College. The strategic priorities outlined in the *2016-2022 Strategic Plan* reflect this overarching goal and establish student equity as the driving purpose and organizing principle for institutional planning, decision-making, and professional and cultural development.

To support this work and operationalize the priorities in the Strategic Plan, Grossmont College regularly uses disaggregated data in order to identify any performance gaps. The district Research, Planning, and Institutional Effectiveness (RPIE) office maintains data dashboards for key performance indicators of student achievement that can be used to identify subpopulations of students and performance gaps between subpopulations ([IA2-02](#)). Each dashboard allows disaggregation by demographic characteristics such as race, gender, and age, as well as by characteristics such as first-generation or foster youth status. Where appropriate, dashboards also allow student achievement data to be disaggregated by course characteristics, which allow comparisons by course modality and academic level ([IB6-01](#); [IB6-02](#)). The dashboards are publicly available and allow disaggregation “on the fly” to support *ad hoc* dialogue.

In addition, the College Planning and Institutional Effectiveness (CPIE) and Research, Planning, and Institutional Effectiveness (RPIE) offices periodically conduct analyses of disproportionate impact among specific subpopulations of students ([IB6-03](#); [IB6-04](#)). These analyses are used by the college as part of a broader effort to mitigate gaps and improve equitable outcomes for all students. To address areas of disproportionate impact, the college has allocated resources (including staff) in support of this work. These efforts include linking oversight for equity and professional development as the Associate Dean of Dean of Student Success and Equity was reclassified as a full dean ([IB4-11](#)), as well as expansion of research capacity through the assignment of a campus-based researcher to the CPIE office. Additionally, the 2017-18 Integrated Plan ([IB6-05](#)) and the 2019 Student Equity Plan (in process as the ISER was written) demonstrate the college's ongoing efforts to intentionally align resources and energy in order to more effectively address performance gaps and support the strategic goals of the college ([IB4-02](#)). Disaggregated data is available to all faculty and staff for use in program reviews and annual unit plans, with the expectation that program-level planning and requests for resources should include dialogue around the mitigation of achievement gaps between subpopulations of students.

Several specific and targeted strategies to mitigate performance gaps have emerged from analysis of performance gaps between subpopulations of students. As part of the college's involvement with *Achieving the Dream*, college stakeholders reviewed data related to gaps in success and equity in order identify areas for intervention ([IB6-06](#)). The plans that resulted from this analysis became the foundation of the college's *2016-2022 Strategic Plan*, where outreach, engagement, and retention were identified as strategies to help promote student success and equity among disproportionately impacted groups.

As part of its regular analysis of student success and equity data, the college noticed that the same 12 courses accounted for close to 25% of total enrollment and 29% of non-success each semester. Cutting across eight different departments, these 12 courses (now referred to locally as "gateway" courses) were found to display significant areas of disproportionate impact ([IB1-12](#)). In response to these findings, the Office of Student Success & Equity, in collaboration with the Academic Senate, shared the data with the chairs of the eight departments and invited their faculty to participate in an extended professional development series. In the workshops, faculty engage in supported investigations of equity practices with departmental peers, plan interventions and improvement, and establish plans for ongoing evaluation. This ongoing work is reflected in the college's QFE Project 1.

At the present time, Grossmont College disaggregates the results of outcomes assessment for subpopulations of students pursuing different educational goals (i.e., results for degree/transfer courses/programs, CTE courses/programs, etc.). Results of outcomes assessment are also disaggregated by course modality (i.e., results from face-to-face courses compared to results

from online courses). To date, these data have been disaggregated by program and reported through questions in the program review process. An SLO Coordinator works with program faculty to formulate effective SLOs, assess them, and reflect on the assessment results. Plans to mitigate any gaps found in the analysis of learning outcomes are documented in program review.

Analysis and Evaluation

Grossmont College regularly disaggregates student learning and achievement data in order to improve student achievement and promote equitable educational outcomes for all subpopulations of students. Data are disaggregated as part of Academic and Student Services Program Review processes, and are used to establish plans for improvement. The college actively allocates resources (including staff and funds) to mitigate gaps between subpopulations of students.

I.B.7 The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

Grossmont College regularly evaluates its policies and practices in order to assure that instructional programs, student and learning support services, resource management, and governance processes are effective, support academic quality, and lead to the accomplishment of the mission. All district policies and administrative procedures are regularly evaluated for effectiveness, as described in AP 2410 ([IB7-01](#)). The district subscribes to the Community College League of California (CCLC) Policy and Procedure Service, which provides bi-annual updates to policies to ensure alignment with changes and additions to state regulations and statutes. In addition, the Chancellor & Governing Board Office monitor the policy review process to ensure that each policy and procedure is reviewed on a six-year cycle based on the date of last review. Within that cycle, a review and discussion of a given policy and procedure may be initiated at any time by a trustee or district employee. Discussion of policies and procedures under review occur throughout district participatory governance. Results of policy review, including any recommended updates for effectiveness, are discussed at monthly meetings of the District Executive Council (DEC) ([IB7-02](#)). Recommendations for updates are forwarded from DEC to the Chancellor.

College-level planning processes are evaluated by the groups or individuals who have been assigned responsibility for the process under consideration, and improvements are made when needed. For example, the most recent evaluation of college governance practices, initiated by ADSOC leadership in spring 2017, acknowledged that participatory governance practices were not effective, and resulted in a wholesale revision of Grossmont College's system of participatory governance. The new *Governance and Decision-Making Handbook* reinforces the practice of regular and systematic process evaluation by placing process and practice evaluation

responsibilities into the committees' charges. For example, the Staffing Committee and its faculty and classified prioritization subcommittees are charged with evaluating the staffing prioritization rubrics and prioritization process ([IB7-03](#)), the Planning and Institutional Effectiveness Committee (PIEC) is charged with evaluating the effectiveness of planning and assessment processes ([IA3-02](#)), and so forth. College Council is charged with evaluating the new governance system and recommending adjustments or improvements as needed ([IA3-01](#)).

Evaluations of other operational practices not specified in the *Governance and Decision-Making Handbook* continue to be conducted by those with content matter expertise. For example, the Academic Program Review Committee reviews the effectiveness of the academic program review template at the end of each six-year cycle, and makes adjustments to improve the effectiveness of the upcoming cycle ([IB7-04](#)).

Analysis and Evaluation

The Grossmont-Cuyamaca Community College District adheres to a regular cycle of policy and procedure review that provides opportunities for participation from Grossmont College faculty, staff, and administrators. College-level practices, including practices for planning and evaluation such as Program Review, are regularly reviewed and updated. The college regularly reviews its participatory governance practices, and makes changes when necessary to improve effectiveness as demonstrated by the launch of the college's new governance system in spring 2019. To ensure ongoing evaluation of its new practices, the college has codified responsibility for the evaluation of college processes within the charges of its individual committees. The college anticipates that the structure provided by the new governance system will facilitate improvement. However, more consistent documentation of cycles and tools for process evaluations would help support shared understanding and sustainability of this work.

I.B.8 The institution broadly communicates the results of all of its evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

Grossmont College communicates the results of institutional evaluation activities through formal program review processes, as well as through college fora, governance committees, regular review and posting of KPI data, and reports to the Governing Board. Broad communication of evaluation activities helps to ensure that institutional priorities are grounded in a shared understanding of the college's strengths and areas for improvement.

As discussed in Standard IB5, all instructional programs and student learning and support services follow a regular cycle of program review. Findings for these program-level evaluations include a list of program strengths and areas for improvement. Program leads discuss the findings within the Academic Program Review and Student Services Program Review

committees, and then again with the college president and vice presidents. Final program review documents, including the findings related to program strengths and areas for improvement, are posted publicly on the college website ([IB8-01](#)).

The college also uses college fora and similar collegewide events to communicate results of institutional evaluations and establish shared understanding of strengths and areas for improvement. As discussed in Standard IB6, presentations during Convocation Week (held every semester) and Annual Planning Fora (held every spring) are intended to provide news and progress updates on matters related to institutional priorities. For example, in spring 2016, the Annual Planning Forum provided updates on the college's participation in the *Achieving the Dream* initiative, and engaged college stakeholders in discussion of the areas for improvement emerging out of this work ([IB8-02](#)). More recently, the Annual Planning Fora have provided opportunities for discussions of progress toward the strategic areas of focus outlined in the *2016-2022 Strategic Plan* ([IB8-03](#)).

In addition to the regularly scheduled fora described above, the college uses *ad hoc* fora to share the results of institutional evaluation activities. For example, the Governance Organization Steering Committee (GOSC) presented the results of their evaluation of the governance structure to the college community during a college forum in May 2018. During the presentation, GOSC members shared the results of the governance evaluation survey it had conducted, noting the strengths and weaknesses of the existing structure and recommending changes based on these results ([IB8-04](#)). The forum included opportunities for dialogue with attendees to promote shared understanding of the results and next steps.

Results of institutional evaluation activities are communicated to the Governing Board through regular reporting and topical presentations. For example, findings from the ongoing evaluation and monitoring of college KPIs are reported in conjunction with the district's office of Research, Planning, and Institutional Effectiveness ([IB8-05](#)). Presentations on topics such as enrollment management and guided pathways progress keep board members informed of ongoing institutional assessments of strengths and areas for continued improvement ([IB8-06](#); [IB8-07](#)). The college's monthly report to the Governing Board also serves as a vehicle to communicate the broad results of institutional evaluation activities and progress towards the strategic areas of focus. The President's monthly reports to the Board are structured around the four areas of focus outlined in the *2016-2022 Strategic Plan* in order to highlight accomplishments and progress related to each priority ([IB8-08](#)).

Analysis and Evaluation

Grossmont College broadly communicates the results of its institutional evaluation activities to ensure that internal and external constituencies have a shared understanding of its institutional strengths and weaknesses. Communication and dialogue around the college's evaluation

activities help to facilitate the setting of appropriate priorities, and reinforce connections to the *2016-2022 Strategic Plan*.

I.B.9 The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

In pursuit of its mission, Grossmont College engages in cycles of planning, implementation, and evaluation (PIE) activities that integrate program review with annual unit planning and resource allocation and lead to improved institutional effectiveness. The college has an established practice of integrating planning, implementation, and evaluation activities with the strategic goals of the college, through the goals outlined in college strategic plan. For example, throughout the life of the *2010-2016 Strategic Plan*, the college assessed student learning and achievement data in committees, through program review, and during the annual planning forum ([IB9-01](#)). Through this review of data and the ensuing dialogue, the college together determined which of the 11 goals from the *2010-2016 Strategic Plan* to focus on for the upcoming planning cycle ([IB9-02](#)). Each college unit would then align its annual plans and resource requests with these prioritized goals ([IB9-03](#)).

This practice of integrating planning, implementation, and evaluation activities has continued in the current cycle of institutional strategic planning, although it has evolved to align with the college's current strategic plan. The four strategic priorities in the *2016-2022 Strategic Plan* were established after a collegial strategic planning process that considered current challenges, opportunities, and needs in light of the college's work for *Achieving the Dream*. The adoption of the new plan necessitated changes to existing integrated planning processes to ensure alignment and integration of the new strategic priorities. The focus of the Annual Planning Fora shifted from developing plans to implementation of plans ([IB9-04](#)). In addition, both instructional and student services program review templates were revised for the 2017-2022 cycle to include a section related to the new strategic priorities ([IB9-05](#); [IB9-06](#)). Resource committees developed request forms aligned with the new strategic goals and drawing from program review for rationale ([IB9-07](#); [IB9-08](#)). Requests were prioritized during meetings and forwarded for final consideration. This integration of the institutional strategic plan with the 6-year program review and annual requests for resources ensured that the college had information related to both short and long-term staffing, facilities, and technology needs as it allocated its available resources. However, as noted in Standard I.B.4, the process was somewhat cumbersome, as it required multiple forms and cited similar data for each request process.

As the college evaluated and restructured its system of governance in 2018, it recognized that its adjustments to the decision-making and communication structure provided an opportunity to improve the effectiveness of its planning system, as well. The Budget Committee was newly created to cover and expand on a portion of the charge related to resource allocation decisions once held by the (now eliminated) Planning & Resources Council ([IA3-03](#); [IB9-09](#)). Similarly, charges of the Staffing Committee, Facilities Committee, and Technology Committee were expanded to clarify their role in the prioritization of resource needs emerging from program review and annual unit planning ([IB7-03](#); [IB9-10](#); [IB9-11](#)).

The college recognized that improvements to the Annual Unit Plan (AUP) template already underway (see Standard I.B.4) would help to streamline the process, as well. The AUP has been modified to serve as a sole piece of evidence reviewed by each committee in its resource prioritization discussions. The college is actively working on preparing the new AUP process for a fall 2019 prototype launch.

Analysis and Evaluation

Grossmont College has designed a system of short and long-range planning that integrates program review and annual resource requests with the goals and priorities identified in the college's strategic plan. The college's integrated planning system considers short and long range needs for educational programs and services through as it examines program review results. Requests for resources (including staffing, facilities, and technology) are reviewed and prioritized in relationship to the institution's strategic priorities to ensure that they support ongoing pursuit of the mission and lead to improved effectiveness. The system has evolved in response to the college's new strategic plan and governance system. To ensure that the changes to the system of planning are effective and sustained, updated documentation of how the components of the integrated planning system fit together would be beneficial.

Conclusions: Standard I.B

Grossmont College has a demonstrated commitment to analyzing quantitative and qualitative data in order to inform planning, decision-making, and improvements. The college has established effective practices for program review that allow faculty and others responsible for student learning to examine program-specific data related to student learning and success, and to use the analysis of those data to inform improvements aligned with the *2016-2022 Strategic Plan*. College personnel regularly examine disaggregated data for subpopulations of students in order to identify and mitigate gaps in achievement between student groups and work toward equitable success for all students. The college regularly evaluates its planning processes, and implements changes designed to lead to improved institutional effectiveness when needed.

Improvement Plan(s): Standard I.B

1. More effective and consistently applied processes for documenting assessment results would improve the analysis and use of assessment data in college planning. The college's intended plans for progress in this area are documented in its Innovation & Effectiveness Plan (IEP), developed in response to its work with the Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Team. The college will continue its progress on the IEP, and sustain this work as outlined in Quality Focus Project 2. Specifically, the college will:
 - Improve analysis and use of assessment data through more effective and consistently applied processes for documenting student learning outcomes assessment results at the course and program level (I.B.2, II.A.3).
 - Improve culture, practice, and structures related to student learning outcomes assessment, as documented in the Innovation & Effectiveness Plan developed in collaboration with the IEPI Partnership Resource Team (I.B.2, II.A.3).
2. To support and sustain the improvements emerging from the launch of the new system of governance, the CPIE office and PIEC will lead the development of structured support for the evaluation of college processes, including documentation for evaluation cycles, evaluation instruments, and facilitation of dialogue (I.B.7).
3. The college has recently restructured its system of participatory governance and decision-making, which necessitates adjustments to established planning routines and procedures. To further strengthen the relationship between systems of governance and planning, the college, led by the CPIE office and PIEC, will review all planning models, diagrams, and documentation and facilitate revisions as needed to ensure currency and consistency. Further, the college will develop an integrated planning handbook that collects planning-related artifacts (e.g., processes, diagrams, resource prioritization rubrics, etc.). This documentation and communication will build shared understanding of the revised systems and support sustainable improvements to institutional effectiveness (I.B.9).

Evidence List: Standard I.B

- IB1-01: [Student Success & Equity Committee Purpose and Charge](#)
- IB1-02: [Student Success & Equity Taskforce/Committee: Sample Minutes](#)
- IB1-03: [Sample IEC and PIEC Minutes](#)
- IB1-04: [Grossmont Academic Senate Constitution](#)
- IB1-05: [Sample Academic Senate Minutes](#)
- IB1-06: [Governance & Decision-Making Handbook: Rules, Tools, and Roles](#)
- IB1-07: [Student Voices Panel: Spring Convocation 2018](#)

- IB1-08: [Sample Convocation and Flex Week Activities, Spring 2017 - Fall 2018](#)
- IB1-09: [College Planning Forums Website](#)
- IB1-10: [Math Dept. Success Rate Letter Template](#)
- IB1-11: [Sample Program Review, Section 5: Communication Department](#)
- IB1-12: [12 Gateway Courses: Initial Disproportionate Impact and Student Success Analysis](#)

- IB2-01: [Sample Course Outlines of Record, SLOs Highlighted](#)
- IB2-02: [Outcomes Assessment Plans - Instructional Depts.](#)
- IB2-03: [SLO Assessment Process, from SLO Handbook](#)
- IB2-04: [Sample Assessment Report \(TracDat\) - American Sign Language](#)
- IB2-05: [Academic Program Review Handbook, Section 3: SLO Assessment](#)
- IB2-06: [Samples - Program Review, Section 3: ASL](#)
- IB2-07: [SLO Handbook - Mapping Information](#)
- IB2-08: [SLO Assessment Results Organized by PSLO, Nursing](#)
- IB2-09: [Library SLOs and Instructional Support Outcomes](#)
- IB2-10: [SLO/ISO Assessment Results, Library](#)
- IB2-11: [Sample SSO Analysis, Transfer Center Program Review](#)
- IB2-12: [Sample SSO Analysis, Counseling Program Review](#)
- IB2-13: [SLO Assessment Results, Library](#)
- IB2-14: [Partnership Resource Team Recommendations, Fall 2017](#)
- IB2-15: [Grossmont College Innovation & Effectiveness Plan](#)

- IB3-01: [CPIE Website: Annual KPI Report Summary page](#)
- IB3-02: [Annual KPI Review Meetings, IEC and PIEC \(2016-2019\)](#)
- IB3-03: [Institutional Excellence Council, May 20, 2016: Minutes](#)
- IB3-04: [Annual Planning Forum Agendas](#)
- IB3-05: [Grossmont College Achieving the Dream Plan](#)
- IB3-06: [Planning & Institutional Effectiveness Committee, May 2019: Minutes](#)

- IB4-01: [2017-2019 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success & Support Program](#)
- IB4-02: [Framework for Integrated Plan Alignment](#)
- IB4-03: [Student Success & Equity Taskforce: Minutes, Aug 2017](#)
- IB4-04: [Academic Affairs Program Review template, Section 9: Summary & Recommendations](#)
- IB4-05: [Student Services Program Review template \(2017\), Section 2](#)
- IB4-06: [Student Success & Support Program 2018 Program Review, Section 4](#)
- IB4-07: [World Languages Program Review, Section 9: Summary & Recommendations](#)
- IB4-08: [Draft of Annual Unit Plan Template, Spring 2019](#)
- IB4-09: [Academic Senate, Oct. 1, 2018: Minutes](#)
- IB4-10: [Chairs & Coordinators, Oct. 8, 2018: Minutes](#)

- IB4-11: [Planning and Institutional Effectiveness Committee, Apr. 19, 2019: Minutes](#)
- IB4-12: [Budget Committee, May 9, 2019: Agenda](#)
- IB4-13: [Organizational Modification: College Planning & Institutional Effectiveness](#)

- IB5-01: [Academic Program Review Template: Data Sections](#)
- IB5-02: [Student Services Program Review Template: Data Sections](#)
- IB5-03: [Academic Senate, Feb. 5, 2018: Minutes](#)
- IB5-04: [College Council Charge: Program Review Tasks](#)
- IB5-05: [Program Review Cycle and Documents: 2009-2016](#)
- IB5-06: [Program Review Cycle & Documents: 2017-2022](#)
- IB5-07: [Sample Program Review, Section 5: American Sign Language](#)
- IB5-08: [Sample Program Review, Section 1: History Department](#)
- IB5-09: [Program Review Recommendations: Behavior Sciences](#)
- IB5-10: [Program Review Recommendations: ESL](#)
- IB5-11: [APRC Presentation: Program Review Updates for 2017-22](#)
- IB5-12: [Student Services Program Review Writer/Mentor Guide](#)
- IB5-13: [Program Review Commendations & Recommendations: Career Services](#)
- IB5-14: [Program Review Commendations & Recommendations: EOPS](#)
- IB5-15: [Program Review Highlights: SSSP](#)
- IB5-16: [Program Review Highlights: Counseling](#)

- IB6-01: [RPIE Dashboard: Student Success Milestones, showing ability to disaggregate by course and student characteristics](#)
- IB6-02: [RPIE Dashboard: Student Success Milestones, showing ability to disaggregate by academic level](#)
- IB6-03: [Disproportionate Impact Heat map - 2015](#)
- IB6-04: [Disproportionate Impact Heat map - 2019](#)
- IB6-05: [Grossmont College 2017-2019 Integrated Plan](#)
- IB6-06: [Achieving the Dream Summary Flyer, Fall 2015](#)

- IB7-01: [AP 2410: Board Policies & Administrative Procedures](#)
- IB7-02: [District Executive Committee: Sample Minutes](#)
- IB7-03: [Staffing Committee Charge](#)
- IB7-04: [Academic Program Review Committee Website](#)

- IB8-01: [CPIE Website: Program Review Landing Page](#)
- IB8-02: [Annual Planning Forum Agenda, March 2016](#)
- IB8-03: [Annual Planning Forum Agendas: 2017, 2018, and 2019](#)
- IB8-04: [Governance Forum: May 2018](#)
- IB8-05: [RPIE Reports to the Governing Board](#)
- IB8-06: [Governing Board Workshop, Jan. 2018: Enrollment Management Update & Action Plan](#)

- IB8-07: [Governing Board Workshop, Mar. 2019: Guided Pathways Progress](#)
- IB8-08: [Sample President's Report to the Governing Board](#)

- IB9-01: [Annual Planning Forum Agendas: 2014 through 2016](#)
- IB9-02: [Goals Focus Handout for Planning Forum, 2015](#)
- IB9-03: [Planning Calendar: 2014-15](#)
- IB9-04: [2017 Annual Planning Forum Materials](#)
- IB9-05: [Academic Program Review Template: Section 9](#)
- IB9-06: [Student Services Program Review Template: Section 2](#)
- IB9-07: [Staffing Request Forms \(Faculty & Classified\)](#)
- IB9-08: [Facilities Project Request Form - 2019](#)
- IB9-09: [Budget Committee, Feb. 14, 2019: Minutes](#)
- IB9-10: [Facilities Committee Charge](#)
- IB9-11: [Technology Committee Charge](#)

Additional Evidence Cited in Standard I.B:

- IA2-01: [2016-2022 Strategic Plan](#)
- IA2-02: [RPIE Website: KPI Dashboard Links and Descriptions](#)
- IA2-06: [12 Gateway Courses Project Info Sheet - Spring 2018](#)
- IA3-01: [College Council -- Purpose and Charge \(Governance & Decision-Making Handbook\)](#)
- IA3-02: [Planning & Institutional Effectiveness Committee Purpose and Charge](#)
- IA3-03: [Governance & Decision-Making Handbook: Budget Committee Purpose and Charge](#)

I.C. Institutional Integrity

I.C.1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

Grossmont College provides information to all stakeholders, including students, prospective students, personnel, and the public, regarding the college’s mission statement, learning outcomes, educational programs, and student services. Grossmont uses the college catalog and the college website as its primary means of publishing and communicating this information. College personnel regularly review content in both publications in order to assure the clarity, accuracy, and consistency of information in the catalog and on the college website. Procedures for regular review of the college catalog are detailed in Standard I.C.2; website review occurs

through the Office of College and Community Relations and through each individual department, as appropriate.

Mission Statement

As discussed in Standard I.A., the mission statement is communicated to students, staff and the community via the college website ([IA4-01](#)) and Catalog ([IA4-02](#)). The vision and mission statements are also posted in meeting rooms and most buildings on campus, and is identical in these locations ([IA4-03](#)).

Learning Outcomes

For students, prospective students and the public, the course level student learning outcomes are officially recorded in the Course Outlines of Record (CORs), which can be requested from the college's Instructional Operations department ([IB2-01](#)). Enrolled students all receive a syllabus on the first day of class containing course SLO, such as the example syllabi linked under Syllabus Resources on the Academic Senate page ([IC1-01](#)). Departments ensure that correct information is presented to students in syllabi by various means, which are documented in Academic Program Review in questions 2.4 (intradepartmental communication) and 3.5 (sustaining department dialog around SLOs). For example, in the History and English as a Second Language departments, course SLO information is shared with faculty via Canvas containers as well as directly from course leads to faculty ([IC1-02](#); [IC1-03](#)).

Program learning outcomes (PSLOs) for every degree and certificate are listed in the Course Catalog ([IC1-04](#)). Department chairs may request changes to the PSLO via the SLO Coordinator and the Instructional Operations annual solicitation for edits to catalog content (see Standard I.C.2). Course and program learning outcomes are also recorded in TracDat, the software used for documenting the results of outcomes assessment. Through TracDat, department chairs, full-time faculty, and administrators have access to learning outcomes, assessment plans, and assessment results for their own departments and areas of responsibility. TracDat allows SLO coordinators and administrators to review the accuracy and currency of outcomes used in the college's assessment practices. Maintaining the clarity, accuracy, and integrity of the learning outcomes available in TracDat is a coordinated effort between faculty, department chairs, SLO coordinators, and Instructional Operations, as outlined in the *SLO Handbook* ([IC1-05](#)).

Institutional Student Learning Outcomes (ISLOs) can be found on the Outcomes Assessment website ([IC1-06](#)). The SLO and ISLO coordinators are responsible for making sure the most up to date and correct information are presented on these pages.

Educational Programs

The college publishes information about educational programs in the College Catalog ([IC1-04](#)) and on the college web site on the Academics page ([IC1-07](#)), which is easily accessible to

prospective students and the public via the College home page. Department chairs and deans collaborate to keep this information updated and correct, both on the website and through the annual catalog review process described in Standard I.C.2.

Student Support Services

The college provides clear and accurate information about available student support services through the College Catalog ([IC1-08](#)) and Student Services web pages ([IC1-09](#)). Each department is responsible for maintaining and updating their web site content. Student Services also publishes a one-page flyer (available in English, Spanish and Arabic) listing available services that faculty can distribute to students early in the semester ([IC1-10](#)).

Accreditation Status

Grossmont College maintains an Accreditation page on its website in order to inform all interested parties (including students, prospective students, and the public) of its status with ACCJC and programmatic accrediting bodies ([IC1-11](#)). Links to the Accreditation page are available on the home page of the college website, both in the “About Us” menu and from the “Accreditation” link in the page footer. The office of College Planning and Institutional Effectiveness ensures the accuracy and currency of the information, which includes links to reports and communications from the ACCJC.

In addition to listing the institution’s status with ACCJC, the Accreditation website provides information about educational programs with programmatic accreditation: Cardiovascular Technology, Nursing, Occupational Therapy Assistant, and Respiratory Therapy. The Accreditation website provides contact information for each programmatic accreditation agency and links to each program’s website, where additional information can be found ([IC1-12](#); [IC1-13](#); [IC1-14](#); [IC1-15](#)).

In addition, two centers/programs housed and run on campus are accredited by external agencies. Accurate information about their accredited status is found on the web pages of each program:

- The Child Development Center is accredited by the National Association for the Education of Young Children (NAEYC) ([IC1-16](#)).
- The American Collegiate English program is accredited by the Commission on English Language Program Accreditation (CEA) ([IC1-17](#)).

Analysis and Evaluation

Grossmont College provides information regarding the mission statement, learning outcomes, educational programs, and status with all accreditors through the College Catalog and the college website. College personnel review information published in the college catalog annually to ensure its clarity, accuracy, and integrity. Departments and functional areas maintain the

currency of content on their websites, with support and guidance from the Office of College and Community Relations.

I.C.2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements.” (ER 20)

Evidence of Meeting the Standard

Grossmont College publishes an annual College Catalog ([IC2-01](#)) each year by August 1, and makes it available in online and physical formats. Online copies of the catalog are easily accessible by current and prospective students and members of the public on the Catalog web page ([IC2-02](#)), which is linked from the home page of the college website on the Academics and Quick Links tabs. Hard copies are available at the college bookstore. Both formats include all facts, requirements, policies, and procedures outlined in ACCJC’s list of Catalog Requirements ([IC2-03](#)).

The procedure for ensuring accurate and current catalog information involves a systematic review each year prior to publication. Each spring, Instructional Operations staff send requests for catalog edits to Financial Aid, Admissions & Records, deans and department chairs, and others who provide contributions for each section of catalog content ([IC2-04](#)). All suggested content revisions are reviewed and approved by the appropriate vice president or district office before they are changed in the final version of the catalog.

Analysis and Evaluation

Grossmont College has a systematic process in place to ensure the timeliness and accuracy of its annual college catalog. The catalog includes all facts, policies, and procedures required by ACCJC in the Catalog Requirements. The college catalog is available in online and hardcopy formats, and is available to current and prospective students and members of the public via the college website and bookstore.

I.C.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

Grossmont College communicates documented assessment of student learning and evaluations of student achievement with its constituencies through publicly available program reviews and via institutional reporting. The Grossmont College Office of College Planning & Institutional Effectiveness (CPIE) and the district’s Office of Research, Planning, & Institutional Effectiveness (RPIE) collaborate to analyze and report on a variety of sources of student

achievement data, as discussed in the narrative and evidence for Standard I.B.2 and I.B.3. Dashboards containing student achievement data and links to annual KPI reports are available to all internal and external stakeholders from the CPIE and RPIE websites ([IB3-01](#); [IA2-02](#)). These data are regularly used in reports to college committees, in collegewide fora, and in public meetings of the Governing Board.

As discussed in Standard I.B.5, the college regularly evaluates academic and student services programs through comprehensive program review processes. Program review narratives include consideration of documented assessment of student learning and ongoing student achievement, and an evaluation of program strengths and areas for further growth. Final program review documents are posted on the college’s website, where they can be accessed by both internal and external stakeholders ([IB8-01](#)).

Analysis and Evaluation

Grossmont College communicates matters of academic quality to appropriate constituencies through publicly available student achievement data and evaluations of student learning and success.

I.C.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

The “Associate Degree Programs” section of the college catalog begins with a list of all degrees and certificates offered at the college ([IC4-01](#)). Following this list, the catalog provides a full description of each award (in alphabetical order by program area). The description also includes the learning outcomes for the program (PLOs), a complete listing of courses required to obtain the award, and career and/or transfer opportunities in the field of study ([IC1-04](#)).

Analysis and Evaluation

The Grossmont College catalog provides detailed information about the purpose, content, course requirements, and expected learning outcomes of its degree and certificate programs.

I.C.5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

Grossmont College regularly reviews its institutional policies, procedures, and publications to assure that representations of its mission, programs, and services are accurate and consistent across publications. Processes and cycles for the review of board policies and administrative

procedures, including BP 1200: District and Colleges Vision, Mission, and Value Statements, are described in Standard IV.A.7.

Official descriptions of the college's programs and services are published in the college catalog, which is reviewed annually for accuracy as described in Standard I.C.2. When updating information on the college website related to the college mission, instructional programs, and student learning and support services, content is checked against the college catalog to ensure integrity. Each department and program is responsible for keeping their respective web pages accurate, current, and consistent with the catalog. The Office of College and Community Relations oversees internal and external communications, including oversight of the central, institutional-level content on the college website ([IC5-01](#)). The Office of Marketing and Communication within District Services also provides support for the development of marketing materials and external communications, and therefore helps to assure consistency in representations of the college mission and descriptions of its programs and services in all publications from the college and the district ([IC5-02](#)).

Analysis and Evaluation

Grossmont College has processes, procedures, and personnel in place to assure the integrity of information about the mission, programs, and services of the institution wherever they are represented.

I.C.6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

The Financial Aid Office provides information about tuition, fees, and other educational costs to current and prospective students, and ensures that students can easily find detailed and accurate information about costs and available aid. The Financial Aid & Scholarships web page ([IC6-01](#)) is a prominent link on both the Future Students and Current Students tabs of the main website, and includes an online Student Guide to Financial Aid ([IC6-02](#)). The Budgeting & Awarding section of this guide illustrates the total estimated costs of attendance on which financial aid awards are based ([IC6-03](#)). Current and prospective students can calculate their estimated costs of attendance using the Grossmont College Net Price Calculator ([IC6-04](#)), which is accessible from the Financial Aid web page and the Consumer Information web page. The Consumer Information web page also provides a link to the Grossmont College page on the National Center of Education Statistic's College Navigator website, which shows information about tuition, fees, student expenses, and net price on one page and allows comparison between Grossmont and other colleges ([IC6-05](#)).

The office of Admissions and Records maintains information about tuition and fees on their website ([IC6-06](#)). The Tuition and Fees page includes costs of tuition per unit for resident and non-resident students, and explains all other costs and fees (e.g., health fee, student representation fee, parking, etc.). This information is included in the catalog and official class schedule for each term ([IC6-07](#); [IC6-08](#)).

During registration, students are informed of supplemental (i.e., non-textbook) costs or materials fees through the online registration system (Web Advisor) as they search for courses. For example, the course description for Art courses provides clear information about fees for materials ([IC6-09](#)). Beginning with the fall 2018 semester, course descriptions also indicate whether a course is “ZTC,” or Zero Textbook Cost ([IC6-10](#)).

Once courses are selected, the bookstore web page can be used to find costs for the textbooks required for specific courses ([IC6-11](#)). The bookstore offers students options to buy or rent, new or used, and print or electronic versions of textbooks; prices for each option are clearly displayed. Once students register for courses through Web Advisor, they are directed to a payment page that shows the specific fees/charges based on the courses in which they enrolled. Students may drop courses using Web Advisor, and they receive tuition refunds for any courses dropped prior to the Census deadline.

High school students and international students incur additional costs, and Grossmont College ensures that this information is clearly communicated to these special populations. Fee information for high school students is included on the High School Students information page ([IC6-12](#)). The International Students web page and the *International Students Handbook* both include information about tuition, fees, and the cost of living San Diego ([IC6-13](#); [IC6-14](#)).

Analysis and Evaluation

Grossmont College systematically provides current and prospective students with accurate information about the total cost of attendance, including costs of tuition, fees, textbooks, and other required expenses.

I.C.7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

Board Policy 4030: Academic Freedom clearly defines academic freedom for faculty (in teaching, research, and publication) and students (in the learning environment) and outlines the

district's commitment to upholding academic freedom ([IC7-01](#)). The Governing Board of the Grossmont-Cuyamaca Community College District last reviewed and re-affirmed the policy in June 2015, and the review process included a discussion and vote of support by the Grossmont College Academic Senate ([IC7-02](#)). The policy is published on the Governing Board's Policies & Procedures website ([IC7-03](#)) and in the Grossmont College catalog ([IC7-04](#)).

BP 4030 makes reference to a districtwide faculty code of ethics. This ethics statement, adopted by both the Grossmont and Cuyamaca academic senates and published in the colleges' catalogs, outlines faculty responsibilities with regard to academic freedom ([IC7-04](#)). These include the responsibilities "to seek and to state the truth as they see it," "to encourage the free pursuit of learning in their students," and to "further public understanding of academic freedom." Taken together, BP 4030 and the faculty code of ethics demonstrate its commitment to and support for an environment of intellectual freedom for all constituencies.

Analysis and Evaluation

Grossmont College demonstrates its commitment to and support for an atmosphere of intellectual freedom for all constituencies through policy and faculty-endorsed ethics statements. Policy and ethics statements outline the faculty right and responsibility to encourage the free pursuit and dissemination of knowledge.

I.C.8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

Board Policy 3060: Institutional Code of Conduct establishes the general expectation that the district maintain an environment supportive of student learning, employee performance, and a climate of civility among all constituencies ([IC8-01](#)). Procedures of the Governing Board further outline specific behaviors that are encouraged (accuracy, civility, sharing knowledge, etc.) and unacceptable (intimidation, violence, misrepresentation, etc.). The administrative procedure that accompany BP 3060 explicitly states that the code of conduct applies to board members, employees, students, visitors, vendors and the public and outlines consequences for violation ([IC8-02](#)).

The Governing Board has also adopted district-wide policies and procedures for student conduct (BP/AP 5500: Student Code of Conduct) that explicitly list academic dishonesty among a list of unacceptable behaviors ([IC8-03](#); [IC8-04](#)). The Student Code of Conduct and grounds for disciplinary action are published in the Grossmont College catalog ([IC8-05](#)), on the college website on the Student Rights and Responsibilities page ([IC8-06](#)) and Academic Integrity page ([IC8-07](#)), and in the *Student Code of Conduct Handbook* ([IC8-08](#)). Faculty members also

systematically inform students of expectations for conduct in the classroom by including statements related to academic integrity in their syllabi. A sample statement on academic integrity is available through the Academic Senate web page under Syllabus Resources ([IC8-09](#)).

In addition to the district-wide policies and procedures outlined above, Grossmont College has adopted a Statement of Ethical Principles that pertains to all campus constituencies, including students. This statement can be found in the Grossmont College catalog ([IC7-04](#)), as well as on the “About Us” page of the college website ([IC8-10](#)).

Analysis and Evaluation

The Grossmont-Cuyamaca Community College District has established and published policies and procedures that outline clear expectations for the conduct of all constituencies, including students. Grossmont College has further adopted a statement of ethical principles, which reinforces and promotes its commitment to honesty, responsibility, and academic integrity. Policies and expectations for academic integrity are clearly communicated to students through the college catalog, website, and syllabi.

I.C.9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

Board Policies 4030: Academic Freedom ([IC7-01](#)) and 4035: Controversial Issues ([IC9-01](#)) establish an explicit expectation that faculty will distinguish between personal opinion and the factually accurate, objective information presented as part of the course curriculum. The Grossmont College catalog includes BP 4030: Academic Freedom in its entirety in order to broadly publicize this commitment. Additionally, Grossmont faculty have adopted the *Academic Senate for California Community Colleges (ASCCC) Ethics Statement*, which includes an expectation that faculty will present data and information fairly and objectively. The *ASCCC Ethics Statement* is also published in the Grossmont College catalog ([IC7-04](#)).

Professionally-accepted views in a given field are incorporated into course content through the curriculum development process and documented in Course Outlines of Record (COR). Both full-time and part-time faculty are expected to teach courses in such a way that they conform to CORs ([IC9-02](#); [IC9-03](#)), and the faculty evaluation process provides assurance that this expectation is met ([IC9-04](#)). As part of the evaluation process, both tenure-track and part-time faculty are evaluated on the “communication of subject matter” and “relationship of content to course objectives” and allows evaluators to comment on how the evaluatee handles controversial issues ([IC9-05](#)). Additionally, student evaluations include an item related to how the instructor entertains opposing viewpoints ([IC9-06](#)). Although the results of faculty evaluations are confidential, the process provides the dean and department faculty evaluators with an opportunity to assess an instructor’s ability to present information fairly and objectively.

Unsatisfactory reviews may lead to lack of re-hire and/or failure to receive tenure, in accordance with policies detailed in the faculty collective bargaining agreement ([IC9-04](#)).

Analysis and Evaluation

Through policy and professional ethics statements, Grossmont College faculty demonstrate a commitment to distinguishing between personal conviction and professionally-accepted views. Negotiated evaluation procedures for full-time and part-time faculty include consideration of an instructors' ability to present information fairly and objectively.

I.C.10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

As part of the California state community college system, Grossmont College is a publicly funded, open-access, not-for-profit institution and does not promote any particular specific beliefs or world views.

As discussed above in Standard I.C.8, institutional and student codes of conduct are codified in district Board Policy and published in the college catalog, college website, and *Student Code of Conduct Handbook* as appropriate.

Analysis and Evaluation

Grossmont College does not seek to instill specific beliefs or world views. Expectations for conduct are outlined in board policy, the college catalog, on the college website, and in the *Student Code of Conduct Handbook*.

I.C.11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Grossmont College does not operate in any foreign locations.

Analysis and Evaluation

None required.

I.C.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

Board Policy 3200: Compliance with Accreditation Standards and its associated administrative procedure ([IC12-01](#); [IC12-02](#)) explicitly direct colleges within the district to comply with ACCJC accreditation requirements, policies, and procedures. BP 3200 also directs the Chancellor of the Grossmont-Cuyamaca Community College District to ensure that the district and colleges comply with the ACCJC processes and standards. Grossmont College further communicates its agreement to comply with ACCJC policies and procedures through a statement on the Accreditation web page ([IC1-11](#)).

In accordance with AP 3200, the college president has appointed an Accreditation Liaison Officer (ALO) to ensure that the college complies with Eligibility Requirements, Accreditation Standards, Commission policies, and guidelines, as well as requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. The ALO at Grossmont College is the Senior Dean, College Planning and Institutional Effectiveness (CPIE).

Since the previous self-evaluation in 2013, Grossmont has met all reporting deadlines and disclosed all requested information to the Commission, including a Follow-Up Report, Midterm Report, and annual reports ([IC12-03](#); [IC12-04](#); [IC12-05](#)). In compliance with Commission policy, all public reports and action letters from the Commission are posted on the Accreditation webpage ([IC1-11](#)). The Accreditation web page can be accessed directly from the college home page in one click, via links in the page footer and in the “About Us” tab. There is also a link to the Accreditation page on the Consumer Information, College Planning & Institutional Effectiveness and the Faculty & Staff pages.

Grossmont College has not needed to make any substantive change requests since the last site visit. However, in accordance with Commission guidelines, the ALO communicates with the Commission as the college develops Associate Degree for Transfer degrees from its existing curriculum to confirm that a substantive change approval is not necessary. A record of this correspondence is maintained in the office of the ALO.

Analysis and Evaluation

As directed by board-approved policy and procedure, Grossmont College has agreed to comply with Eligibility Requirements, Accreditation Standards, Commission policies, and guidelines, as

well as requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed by the Commission, Grossmont responds to requirements for follow-up activities in a timely manner. The college ALO maintains a record of all official correspondence with the Commission, and discloses action letters and other information as required.

I.C.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

Grossmont College advocates for and demonstrates honesty and integrity in its relationships with external agencies and complies with all applicable regulations and statutes, in a manner consistent with the values of “integrity, honesty, transparency, civility, and respect” cited in the mission and values statements and statement of ethical principles. Grossmont College provides accurate and timely information to its regional and programmatic accrediting agencies, as described in the narrative and evidence for Standards I.C.1 and I.C.12. Any changes in accredited status are communicated to the campus community by President’s Office, as well as through the respective web pages of the college and/or programs. No changes in accredited status to regional or programmatic accreditation have occurred in the current cycle.

The College demonstrates honesty and integrity with other external partners, and complies with regulations, statutes, and requirements as required. Many of these external partnerships include a component of grant funding, with an explicit expectation that the College will achieve agreed-upon outcomes and outputs and/or comply with specific requirements. For example, the college complies fully with the U.S. Department of Education’s requirements for public notifications. Required information is posted on the Consumer Information and Financial Aid and Scholarships webpages ([IC13-01](#); [IC6-01](#)).

The Student Services program review template helps the college monitor external relationships and ensure compliance with requirements and/or statutes. During program review, departments provide a brief summary of any audit or compliance review ([IC13-02](#); [IC13-03](#); [IC13-04](#)).

Analysis and Evaluation

Grossmont College advocates for honesty and integrity in all relationships, including those with external agencies, consistent with its mission and values statements and statement of ethical principles. The college describes itself consistently to the ACCJC and its programmatic accrediting bodies, and has processes in place to communicate changes in accreditation status

with its stakeholders when needed. In relationships with external agencies, the college demonstrates compliance with regulations and statutes.

I.C.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

As part of the California state community college system, Grossmont College is a publicly funded, open-access, not-for-profit institution and has no investors, parent organization, or external interests to support. The Grossmont College vision, mission, and values statements clearly state the institution's commitment to the providing high-quality educational programs and fostering an environment conducive to student learning and academic achievement ([IA1-01](#)). The college's commitment to improving equitable outcomes for all students is central to its strategic plan and operations, and supported by the evidence provided throughout this ISER narrative.

Analysis and Evaluation

Grossmont College has no investors, parent organizations, or external investors to support. The institution's vision, mission, and values statements outline the college's commitment to providing high-quality educational services that lead to student learning and success.

Conclusions: Standard I.C

Grossmont College acts in a manner that is consistent with its vision, mission, and values – including the value of integrity. The college demonstrates integrity, honesty, accuracy, and fairness in the applications of its policies, in its actions, and in its communication with internal and external stakeholders.

Improvement Plan(s): Standard I.C

None for this Standard.

Evidence List: Standard I.C

- IC1-01: [Academic Senate Syllabus Resources: Examples of SLOs](#)
- IC1-02: [History Dept. Program Review Excerpt: Academic Standards & SLO Assessment Analysis](#)
- IC1-03: [ESL Dept. Program Review Excerpt: Academic Standards & SLO Assessment Analysis](#)
- IC1-04: [College Catalog: Associate Degree Program Descriptions](#)
- IC1-05: [SLO Change Form \(LO Handbook, Appendix C\)](#)

- IC1-06: [ISLO Website](#)
- IC1-07: [Academics Website](#)
- IC1-08: [College Catalog: General Information](#)
- IC1-10: [Student Services Flyer - English, Spanish, & Arabic](#)
- IC1-11: [Grossmont College Accreditation Website](#)
- IC1-12: [Programmatic Accreditation Information: Cardiovascular Technology](#)
- IC1-13: [Programmatic Accreditation Information: Nursing](#)
- IC1-14: [Programmatic Accreditation Information: Occupational Therapy Assistant](#)
- IC1-15: [Programmatic Accreditation Information: Respiratory Therapy](#)
- IC1-16: [Programmatic Accreditation Information: Child Development Center](#)
- IC1-17: [Programmatic Accreditation Information: American Collegiate English](#)

- IC2-01: [College Catalog, 2018-19](#)
- IC2-02: [Catalog Website](#)
- IC2-03: [Table of Catalog Requirements & Corresponding Page Numbers](#)
- IC2-04: [Sample Catalog Revisions Memo](#)

- IC4-01: [College Catalog: List of Degrees & Certificates](#)

- IC5-01: [Grossmont College, Office of College and Community Relations](#)
- IC5-02: [GCCCD, Department of Marketing and Communications](#)

- IC6-01: [College Website: Financial Aid & Scholarships page](#)
- IC6-02: [College Website: Student Guide to Financial Aid](#)
- IC6-03: [College Website: Budgeting and Awarding Procedures](#)
- IC6-04: [Net Price Calculator: Grossmont College Page](#)
- IC6-05: [NCES College Navigator: Grossmont College Page](#)
- IC6-06: [College Website: Tuition and Fees](#)
- IC6-07: [College Catalog: Tuition and Fees](#)
- IC6-08: [Class Schedule Excerpt: Cost of Attendance Information, Spring 2019](#)
- IC6-09: [Course Descriptions from WebAdvisor](#)
- IC6-10: [Class Schedule Excerpt: Zero Textbook Cost \(ZTC\) / Online Educational Resources \(OER\) Information, Fall 2018](#)
- IC6-11: [Bookstore Website: Textbook Finder](#)
- IC6-12: [College Website: Information for High School Students](#)
- IC6-13: [College Website: Tuition and Fees Information for International Students](#)
- IC6-14: [International Students Handbook](#)

IC7-01: [BP 4030: Academic Freedom](#)
IC7-02: [Academic Senate, Apr. 6, 2015: Minutes](#)
IC7-03: [Governing Board Policies and Procedures Website](#)
IC7-04: [College Catalog Excerpt: Ethical Principles and Academic Freedom policy](#)

IC8-01: [BP 3060: Institutional Code of Conduct](#)
IC8-02: [AP 3060: Institutional Code of Conduct](#)
IC8-03: [BP 5500: Standards of Student Conduct](#)
IC8-04: [AP 5500: Standards of Student Conduct](#)
IC8-05: [College Catalog Excerpt: Student Conduct](#)
IC8-06: [College Website: Student Rights and Responsibilities Page](#)
IC8-07: [College Website: Academic Integrity Page](#)
IC8-08: [Student Code of Conduct Handbook](#)
IC8-09: [Academic Senate Syllabus Resources: Three Sample Statements](#)
IC8-10: [College Website: Statement of Ethical Principles](#)

IC9-01: [BP 4035: Controversial Issues](#)
IC9-02: [Job Description for Full-time Faculty](#)
IC9-03: [Job Description for Part-time Faculty](#)
IC9-04: [AFT Agreement: Article V, Faculty Evaluation Procedures](#)
IC9-05: [Sample Peer/Manager Evaluation form - Instructor](#)
IC9-06: [Student Evaluation Questions, #22](#)

IC12-01: [BP 3200: Compliance with Accreditation Standards](#)
IC12-02: [AP 3200: Compliance with Accreditation Standards](#)
IC12-03: [ACCJC Action Letter: 2014 Follow-up Report, Feb. 6, 2015](#)
IC12-04: [ACCJC Action Letter: 2016 Midterm Report, Feb. 3, 2017](#)
IC12-05: [Grossmont College Accreditation Website: Annual Reports Page](#)

IC13-01: [College Website: Consumer Information page](#)
IC13-02: [Program Review \(Draft\): Athletics](#)
IC13-03: [Program Review: Financial Aid](#)
IC13-04: [Program Review: Health Services](#)

Additional Evidence Cited in Standard I.C

IA1-01: [BP 1200: District and College Vision, Mission, and Value Statements](#)
IA2-02: [RPIE Website: KPI Dashboard Links and Descriptions](#)
IA3-05: [Student Services Website](#)
IA4-01: [Mission Statement - College Website](#)
IA4-02: [Mission Statement - College Catalog](#)

- IA4-03: [Mission Statement Signage List](#)
- IB2-01: [Sample Course Outlines, SLOs Highlighted](#)
- IB3-01: [CPIE Website: Annual KPI Report Summary page](#)
- IB8-01: [CPIE Website: Program Review Landing Page](#)

Standard II: Student Learning Programs and Support Services



The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution’s programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

II.A. Instructional Programs

II.A.1 All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

Guided and inspired by its mission, Grossmont College provides a wide range of educational opportunities that enables its diverse body of students to pursue their full potential. To fulfill this mission, the college provides transfer degrees and certificate programs, technical education and workforce development, basic skills, and community education ([IIA1-01](#)). Instructional programs and courses within them are developed through a collaborative, faculty-driven process of program design and development, and evaluated for continuous improvement through the program and curriculum review processes ([IIA1-02](#); [IIA1-03](#)). Assessment of the degree to which students attain stated learning outcomes for a given program of study help the college determine whether they are successfully gaining the knowledge and skills necessary to achieve their educational goals.

Faculty in each academic field design and develop curriculum to fulfill the college mission. As part of the curriculum development process, discipline faculty determine the student learning outcomes that reflect attainment of knowledge and skills of the subject matter. The Curriculum Committee and Program Review Committee oversee curriculum approval and program review processes designed to ensure the college's programs of study meet student needs and are appropriate to higher education, regardless of whether instruction is delivered in person or online. The curriculum approval process involves an evaluation of proposed course outlines, which must reflect currency and relevance, effective methods of instruction, measurable student learning outcomes as well as the rigor expected of higher education coursework. The program review process requires faculty to review and evaluate these essential aspects of their instructional program in a six-year cycle. Both processes involve review and consideration of program or course-specific student learning outcomes; once approved, programs of study and their program-level learning outcomes are published in the college catalog ([IIA1-01](#)).

Curriculum development and review processes are directed and supported by sound administrative policies and procedures. BP and AP 2510: Participation in Local Decision-Making recognize the authority of the Academic Senates with respect to academic and professional matters, including curriculum and program review ([IIA1-04](#)). In addition, BP and AP 4020: Program, Curriculum, and Course Development specify that all district programs and curricula be of high quality, relevant to community and student needs, and evaluated regularly to

ensure quality, currency, and intra-district alignment, regardless of instructional format or modality ([IIA1-05](#)).

The curriculum approval process for distance education courses requires additional analysis and evaluation unique to online teaching and learning. Any course that is submitted for online instruction requires an additional application to and review by the Distance Education Committee before moving on for final analysis and approval by the Curriculum Committee to ensure that the standards of course quality are applied and that the courses are offered in fields consistent with the college mission ([IIA1-06](#)). BP/AP 4105: Distance Education specifies that each proposed or existing course offered by distance education shall be reviewed and approved separately. To ensure compliance with this policy, proposals for distance education courses are reviewed and approved by the Distance Education Committee (prior to the 2019 governance reorganization, the Technology for Teaching and Learning Committee performed this review). Once approved by the Distance Education Committee, distance education proposals are forwarded to the Curriculum Committee for approval and submission to the Board ([IIA1-07](#)).

All instructional programs assess students' attainment of learning outcomes following their six-year SLO plan ([IB2-02](#); [IIA1-08](#)). For a given course, faculty may analyze the results of SLO assessments by examining both a single course section and all sections in aggregate; after collegial discussion of the findings, faculty develop course-level improvement plans which are ultimately documented in program review. Program review also allows for a thorough analysis of program-level learning outcomes and program achievement data, including success and retention rates as well as degrees and certificates, and results in recommendations for program improvement ([IIA1-03](#)). Institutional learning outcomes have most recently been measured using student exit surveys done at the time of graduation ([IIA1-09](#)).

Career education programs are assessed regularly in order to monitor for job placement, wage gains, and employment in the field of study, in compliance with California Education Code §78016. The process for conducting these assessments consists of gathering labor market information, sharing that information with faculty, having faculty provide input on the changes or data, and listing recommendations. The Dean of Career Technical Education and Workforce Development regularly consolidates data for these programs for reporting purposes ([IIA1-10](#)); each year, half of the career education programs are assessed so that all programs undergo evaluation at least once in a two-year period. Each career education program is also evaluated through the college's six-year program review cycle.

The college regularly reviews data from the state Chancellor's Office and California State University and University of California systems in order to monitor and analyze patterns related to students' attainment of degrees and certificates and transfer to four-year universities. As discussed throughout Standard I.B., the Office of College Planning and Institutional

Effectiveness (CPIE) and the district's Office of Research, Planning, and Institutional Effectiveness (RPIE) work together to prepare and analyze relevant key performance indicators, including disaggregated data related to course success, program awards, and CTE completion rates ([IIA1-11](#); [IIA1-12](#)).

Analysis and Evaluation

Grossmont College offers instructional programs in fields of study consistent with the mission and needs of the local community and consistent with programs offered at other institutions of higher education. The skills and abilities students can expect to gain from an instructional program are clearly stated in the Program Student Learning Outcomes (PSLOs), which are printed in the college catalog. Instructional programs, including those that include distance education components, have been intentionally designed to lead to degrees, certificates, employable skills, and/or transfer to four-year institutions.

II.A.2 Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

Grossmont College adheres to the district's board and administrative policies establishing that faculty members are primarily relied upon for matters involving curriculum ([IIA2-01](#); [IIA1-04](#)). Discipline full-time and part-time faculty design and develop academic programs, ensuring that course content is current, methods are effective, and SLOs are achievable. These faculty are also primarily responsible for continuous evaluation and program improvement, which are guided by and accomplished through the curriculum, program review, and SLO assessment cycle processes.

The Curriculum and Program Review committees, which include both full-time and adjunct faculty representatives, provide support to discipline faculty to ensure that the content and methods of instruction of each course meet academic and professional standards and expectations ([IIA2-02](#); [IIA2-03](#)). Course outlines of record (CORs) are thoroughly vetted through the curriculum review process. Faculty use the COR when developing syllabi to ensure consistency of content, methods, and SLOs across all sections of a given course, regardless of instructor or mode of delivery ([IIA2-04](#); [IIA2-05](#)).

As detailed in Standard I.B.5, the academic program review process provides an opportunity for a comprehensive examination and reflection on the curriculum, including currency, methods of instruction, student engagement and learning strategies, and achievement of student learning outcomes ([IA3-06](#)). The student equity and success component of the program review process

includes program success, retention, and persistence data that faculty analyze in comparison to collegewide results and targets to determine if the program meets, exceeds, or falls below expectations ([IIA2-06](#)). As part of the review, faculty identify best practices to maintain and increase success and establish plans for improvement. After this complete analysis and review of the discipline, recommendations for future planning are made by the discipline faculty along with the Program Review Committee ([IIA2-07](#)).

Academic standards and expectations are also set by faculty through the processes of establishing and assessing learning outcomes at the institutional, program, and course levels. In fall 2017, the faculty SLO coordinator recruited faculty, staff, and administrators to serve on the Grossmont Outcomes Assessment Task Force (GOAT). The task force has since hosted professional development activities geared toward continuously improving learning outcomes assessment and has produced a faculty handbook to provide guidance on best practices for outcomes assessment ([IIA2-08](#)).

The Office of Professional Development offers programming designed to support discussion and implementation of effective teaching and learning strategies and other practices that lead to improved student success ([IIA2-09](#)). Professional development offerings are geared toward continuously improving instructional courses, programs, and directly related services. For example, the “We’re All In” campaign was launched to increase student engagement and retention by promoting simple and effective strategies faculty could employ in their classes ([IIA2-10](#)). The campaign included a student survey component to evaluate how the campaign impacted the student experience, and these data were collected and used in faculty discussions with the intent of promoting continuous quality improvement in instruction ([IIA2-11](#)).

The Office of Professional Development also hosts activities during fall and spring flex weeks, which begins with convocation featuring presenters who speak on topics that promote currency and effective teaching and learning strategies ([IIA2-12](#)). For example, the fall 2014 speaker presented on a successful, collegewide integrative learning experience called the Water Project at Seattle Central. This activity launched a similar multi-year, multi-disciplinary Water Project at Grossmont College. The Water Project culminated in a Water Fair, where students from across the disciplines shared collaborative group projects on a water theme. Other convocation speakers have presented on cross-cultural competency, the affective needs of students, including students who experience poverty, and the undocumented student experience. In spring 2018, the convocation featured student voices, presented through a student panel and in a performance piece by members of the college’s Speech and Debate Team. Their voices provided valuable insight and perspective into students’ experiences at the college. As they addressed faculty, staff, and administrators, the students shared what assisted them in meeting their goals and what could be done in the classroom and across campus to support greater student success and equity.

Analysis and Evaluation

Faculty at Grossmont College, including both full-time and part-time faculty, are responsible for ensuring that content and methods of instruction meet accepted standards for higher education. Faculty use the results of program review and outcomes assessment to determine how to improve or adjust course content and/or instructional methods. To support continuous improvement of instructional courses and programs and promote equitable student success, faculty take advantage of professionally development related to teaching and learning strategies and actively seek the perspective of their students.

II.A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

Discipline faculty identify learning outcomes for courses, programs, certificates, and degrees using established institutional procedures, specifically by using the curriculum approval processes as outlined in AP 2510 and AP 4020, which recognize that faculty are primarily relied upon for matters involving curriculum ([IIA3-01](#); [IIA1-04](#); [IIA2-02](#); [IIA3-02](#)). All course syllabi include the learning outcomes from the course outline of record (COR) ([IIA2-04](#); [IIA2-05](#)). Faculty provide a syllabus to students during the first week of instruction. Division deans also ensure each course has a syllabus by requiring faculty to submit an electronic copy by the end of the second week of the semester.

Student learning outcomes are assessed in each course following a six-year cycle developed by discipline faculty ([IB2-02](#)). The student learning outcome cycle is followed by all courses no matter the modality of delivery: on-campus, on-line, or hybrid. The results are analyzed by the faculty, who may choose to continue to use the methods shown to be effective and the assessments that are accurate measures of the outcomes. When outcomes are below expected targets, faculty identify instructional methods and types of supplemental support that may increase student learning and their success in each course. Faculty may also agree to modify the course SLO assessments when they deem that such changes may make it possible for students better to demonstrate their knowledge, skills, and achievement of the SLOs. During academic program review, which also occurs on a six-year cycle, faculty report on the effectiveness of the improvement plans and address successes and needs for additional changes to instruction and student support ([IB2-05](#)).

Although the student learning assessment cycle has been established and used at Grossmont, the college recognizes that this is an area in which it can improve. In fall 2017, the college invited a

Partnership Resource Team (PRT) from the state Chancellor’s Institutional Effectiveness Partnership Initiative (IEPI) to visit campus and provide feedback on assessment practices. One of the suggestions made by PRT members was to improve the integration of learning outcomes into planning processes, in order to establish more confidence in SLO implementation ([IB2-14](#)). In response to these suggestions, the Grossmont Outcomes Assessment Task Force (GOAT) developed an action plan that identified the resources and support needed to sustain improvement to assessments practices ([IIA3-03](#)). The objectives of the plan included designing an SLO Faculty Handbook, creating an SLO web page with links to professional resources and best practices on developing effective outcome assessments, and providing more training on using the assessment management system, TracDat ([IIA2-08](#); [IIA3-02](#); [IIA3-04](#)). The SLO Faculty Handbook and the GOAT website include a description of the responsibilities for SLO liaisons as well as a suggested timeline for conducting step-by-step activities involved in the ongoing student learning assessment cycle ([IIA3-05](#)).

The GOAT action plan also identified professional development related to outcomes assessment as an objective. To support this objective, the college applied for and received a grant offered by the National Institute for Learning Outcomes Assessment (NILOA) in spring 2018. The grant paid for a full day of workshops facilitated by a NILOA learning outcomes assessment coach. The September 2018 event consisted of four workshops designed for faculty, deans, student service professionals, and classified staff ([IIA3-06](#)). The NILOA coach provided information on practices (for example, transparent assignment design) that have been shown to increase course success rates, particularly for underrepresented students. The Office of Professional Development has followed up by providing additional workshops on transparent assignment design and culturally responsive teaching. Personnel in the Office of Professional Development are actively working with faculty to monitor the effect of these methods on success outcomes.

During the fall 2018 flex week, the SLO coordinator conducted a barrier analysis with a group of individuals representing faculty, administrators, and student service professionals to identify further areas for improvement related to outcomes assessment practices ([IIA3-07](#)). The group identified barriers to conducting more meaningful learning outcome assessments at the college and developed a plan proposing steps that could be taking to address these barriers ([IIA3-08](#)). In addition, the college is working to better integrate outcomes assessment into the Annual Unit Planning processes as a response to both the barrier analysis and the PRT’s recommendations. As discussed in Standard I.B.4, the current Annual Unit Plan template calls for units to analyze their assessment data holistically and use it in the planning, implementation, and evaluation of current practices ([IB4-06](#)).

Analysis and Evaluation

Grossmont College has identified and documented learning outcomes for all courses, programs, certificates, and degrees. Course SLOs are documented on board-approved Course Outlines of

Record (CORs), and faculty are expected to include them on syllabi. Spot-checks of syllabi indicate that this expectation is met. Program SLOs (including outcomes for degrees and certificates) are published in the College Catalog.

Faculty have established cycles for outcomes assessment, and assessment occurs regularly. However, the self-evaluation revealed the need to improve documentation of the results of assessment and to increase confidence in the SLO implementation so that results are fully integrated into institutional planning. As noted in the response above, efforts to improve the systems for documentation and use in planning were underway at the time the ISER was finalized.

II.A.4 If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

Grossmont College distinguishes its pre-collegiate level curriculum from college-level curriculum in the course outlines of record ([IIA4-01](#)), as well as in the course descriptions provided in the catalog and class schedule ([IC2-01](#); [IIA4-02](#)); these resources distinguish associate degree credit and non-degree credit coursework as required per Title V § 55035 and established board policy ([IIA4-03](#); [IIA4-04](#)). Pre-collegiate courses are reviewed through the same curriculum processes as collegiate courses. These courses are designed and taught with the overall goal to prepare students with the knowledge and skills necessary for advancement and success in higher-level college courses.

The college's Student Success and Equity Committee supports efforts to reduce the time it takes students to successfully complete college-level coursework in math, English, and ESL course sequences, as outlined in the 2017-2019 Integrated Plan ([IIA4-05](#); [IIA4-06](#)). To meet this goal, the college offers support services and more recently, accelerated pathways in math and English to help students progress to and succeed in their collegiate-level coursework.

The Math Department supports students assessed into pre-collegiate courses by offering sections of Math 090 (Elementary Algebra) as part of learning communities such as the Freshman Academy, a first-year experience program ([IIA4-07](#)). Similarly, the Math Academy consists of compressed sections of Math 088 (Pre-Algebra) and Math 090 (Elementary Algebra) for students who could benefit from an accelerated review of concepts ([IIA4-08](#)). In addition, students enrolled in pre-collegiate math courses receive tutoring support at the Math Study and Tutoring Centers ([IIA4-09](#)). The Math Study Center (MSC) offers instructor-led workshops, exam review sessions, and weekly study sessions. There are also dedicated math tutoring hours specifically for Math 088 and Math 090 students. Students in pre-collegiate math courses also receive book

vouchers, enabling them to check out a math textbook for the semester from the college library. The math website contains links to study materials and resources ([IIA4-10](#); [IIA4-11](#); [IIA4-12](#)). As part of the Workforce Innovation and Opportunity Act (WIOA) grant program, adjunct Math 088 and Math 090 instructors were paid to offer office hours. They could also choose to have embedded tutors in their classes and receive access to free class sets of textbooks and to online math homework support systems. These additional support services assist students to succeed in pre-collegiate math courses so that they are fully prepared for higher-level mathematics.

In summer 2018, a team of five math faculty attended the California Acceleration Project (CAP) conference, focused on co-requisite remediation. The Math Department then spent the fall 2018 and spring 2019 semesters developing co-requisite support courses for its transfer level math courses, as follows:

Transfer-level Course	Support Course
Math 120: Quantitative Reasoning	Math 020: Foundations for Quantitative Reasoning
Math 160: Statistics	Math 060: Foundations for Elementary Statistics
Math 175: College Algebra	Math 075: Foundations for College Algebra
Math 176: Pre-Calculus	Math 076: Foundations for Pre-Calculus
Math 178: Business Calculus	Math 078: Foundations for Calculus for Business, Social, & Behavioral Sciences:

The support courses will be offered beginning with the fall 2019 semester.

The English Department supports students in need of pre-collegiate coursework to prepare for advancement to college-level English by offering these courses as part of reading-writing learning communities and by offering tutoring support services in the English Writing Center ([IIA4-13](#); [IIA4-14](#); [IIA4-15](#)). As in math, the English Department participated in the multi-year WIOA grant to support students in developmental English courses. WIOA conducted pre and post diagnostic testing, which provided faculty with additional learning outcome data. WIOA also provided funding for embedded tutors.

In 2013, the English Department faculty participated in an inter-district collaboration with English instructors at Cuyamaca College to improve assessment and placement policies and procedures. This work resulted in part in better determining which students were in need of pre-collegiate coursework. This districtwide seminar on assessment resulted in the collective decision to move from a paper-and-pencil placement assessment tool to Accuplacer, a computer-adaptive English assessment instrument ([IIA4-16](#)). A validation study was conducted in 2015, and placement data results were monitored to ensure accurate placement of students in English courses ([IIA4-17](#)).

The English Department has been involved in the California Acceleration Project (CAP), and teams of both full-time and part-time faculty have completed the CAP training so that the

commitment to acceleration fully informs the department's philosophy regarding pre-collegiate education. The department developed English 099: Accelerated Preparation for College Reading, Reasoning, and Writing, which is an accelerated course designed to give students who have placed into pre-collegiate composition the option of enrolling in the transfer-level composition course after one semester. The preliminary data on the success of this course have been reviewed and discussed by the department, and the early results are positive ([IIA4-18](#)). In spring 2018, the English department collaborated with the district and Cuyamaca College to use multiple measures for assessment, which includes overall high school GPA in addition to Accuplacer assessment scores for placement. The philosophy of the California Acceleration Project is to provide students who would be traditionally placed in pre-collegiate English courses the opportunity to enroll in transfer-level English and provide those students with greater support. Adhering to this philosophy, which is supported by extensive data, in fall 2018, the English Department began offering a co-requisite accelerated option consisting of the first transfer-level composition course, English 120: College Composition and Reading, and a support course, English 020: Support for Freshman Composition ([IIA4-19](#)). The co-requisite course is offered as an alternative to enrolling in a pre-collegiate course one level below transfer-level composition.

Grossmont College offers pre-collegiate English as a Second Language (ESL) courses. The coursework supports non-native English-speaking students' achievement of the academic standards in reading, writing, listening, and speaking needed for success in their chosen areas of study. The program currently offers seven levels, making it possible to effectively serve ESL students at all proficiency levels. The population includes immigrants, refugees, and international students from a wide variety of cultures. Levels one through four are designated as basic skills, non-degree credit courses. The upper levels, namely ESL 103: English as a Second Language V, ESL 106: English as a Second Language VI, and ESL 119: English as a Second Language VII, may be used as elective credit for associate degrees and CSU and UC baccalaureate degrees. The entrance and exit skills for the ESL sequence of classes are tightly aligned with the capstone course in the program, ESL 119, which provides students with the entrance skills required for success in English 120 and in transfer-level courses in other disciplines. Support services are provided to non-native English-speaking students through the Tutoring Center, the English Writing Center (EWC), and embedded tutoring. Tutors assist students with the full range of English language skills. Time is most often spent on strengthening grammar and sentence structure to improve accuracy in writing and on the review and revision process emphasized in ESL classes. Tutors, who are often experienced peers, also provide important insight into strategies and behaviors of successful college students ([IIA4-20](#)).

Analysis and Evaluation

Grossmont clearly distinguishes its pre-collegiate curriculum from college level curriculum. The college provides multiple types of direct support to students so that they can succeed in college-

level curriculum, including co-requisite support courses, learning support centers, and embedded tutoring.

II.A.5 The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

The Curriculum Committee is one of the ten committees of the Grossmont College Academic Senate ([IIA5-01](#)). To fulfill its essential work required by California Code of Regulations (Title 5) §53200, Regulations Regarding the Role of Faculty, the Curriculum Committee works in collaboration with discipline faculty to ensure that all courses meet the standards of academic quality and rigor expected of American higher education. The body of curricular work that students study to attain a degree, complete a program, and transfer to four-year institutions provides the depth and breadth of knowledge and essential skills for a comprehensive general and discipline-specific education.

The curriculum process adhered to at Grossmont College is outlined in the Curriculum Committee Handbook ([IIA1-02](#)), and the Curriculum Committee website provides the forms required for curriculum additions and modifications, general education applications, content review for courses in a sequence, distance education guidelines, and the curriculum process timeline ([IIA2-02](#)). This process was designed in accordance with the state guidelines and expectations established in the *Chancellor's Office Program and Course Approval Handbook* and *Course Outline of Record: A Curriculum Reference Guide*, and ensures thoughtful consideration of breadth, depth, and rigor of the college's courses and programs of study.

For a proposed course to become part of a program, faculty collectively determine how the inclusion of the course within the discipline is essential to providing the breadth of coursework that enables students to synthesize learning and gain mastery of a subject. Input from advisory committees and regional consortia and labor market analysis may also inform program development and modifications, such as for Career and Technical Education (CTE) programs ([IIA5-02](#)). The course outline with clear, measurable learning objectives, detailed content, and sound methods of instruction and evaluation is vetted through the curriculum review process. For courses to become part of the general education package, discipline faculty and the Curriculum Committee members must agree that its content and design are conducive to students' learning of a particular subject and skill within an area, such as language and rationality, natural sciences, and humanities ([IIA5-03](#)).

All degrees are compliant with state mandates. A minimum of 18 units is required in a major as part of the minimum total of 60 semester units required to earn an associate degree in accordance with Title 5, Section 55063 of the California Code of Regulations, as well as with locally established policy and procedure ([IIA5-04](#); [IIA5-05](#)).

Analysis and Evaluation

Grossmont College follows common practices in higher education regarding the length, breadth, depth, rigor, sequencing, time to completion, and learning outcomes for all degrees and other educational programs. The college's established curriculum practices ensure that all associate degrees have a minimum of 60 semester units, in accordance with both state and federal regulations.

II.A.6 The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

Department chairs work with their instructional deans to schedule courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. Chairs and deans analyze historical enrollment data for the three prior years, at a minimum. These data combined with information on course fill rates and waitlists help to determine student demand for courses. To ensure that schedules meet students' needs, classes are offered at a variety of times based on demand, including during the day, evening, on Saturdays, and online. Chairs and deans evaluate collegewide enrollment trends and recommend ways to support students' completion of degrees and certificates by addressing alignment with high school schedules, short-term and online course offerings, admissions and records policies, outreach and inreach marketing, and efficient utilization of facilities. This work ensures that courses are scheduled in a manner that provides students with the ability to complete degrees within two years and certificates within a timeframe of two years or less.

In the 2018-19 year, the college participated in the Institutional Effectiveness Partnership Initiative (IEPI) Strategic Enrollment Management (SEM) program. An interdisciplinary team of faculty, student service professionals, and administrators attended a two-day enrollment management academy in June 2018 hosted by IEPI and began working with a SEM coach to develop an Integrated Master Calendar (ICM) ([IIA6-01](#)). The ICM is intended to enhance the college's enrollment management practices by improving cross-departmental communication and coordination of activities. For example, the ICM includes dates for high school outreach activities conducted by Student Services faculty and staff. Academic Affairs uses this information to develop its schedule-building timeline, so that schedule information is ready prior to the outreach activities. This ensures that counselors and others have accurate schedule

information as they help high school students develop cohesive and comprehensive educational plans during the outreach events.

IEPI's SEM Framework views enrollment management as a holistic, student-centered practice focused not only on scheduling practices, but on outreach, retention, and pathway development, as well. This framework aligns with the college's strategic priorities of Outreach, Engagement, and Retention, as well as early work on its Guided Pathways implementation ([IIA6-02](#)). As the Guided Pathways and strategic enrollment plans have similar goals related to ensuring timely completion of degree and certificate programs, the next step is to integrate these efforts. The college anticipates this alignment to promote further improvement in its scheduling practices.

Analysis and Evaluation

Faculty and administrators at Grossmont College work together to evaluate current and historical enrollment data and build a schedule that responds to student demand, while ensuring that students have the ability to complete degrees within two years and certificates within a timeframe of two years or less, depending on the certificate requirements. The college anticipates that its involvement in the Strategic Enrollment Management program will further improve and refine its scheduling practices.

II.A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

The college and district Key Performance Indicators (KPIs) provide the college community a means to identify students by subpopulations (see Standards I.B.3 and I.B.6 for more detail and evidence on the KPIs). The College Profile view within the KPI Dashboard not only identifies the student population by gender, age, and ethnicity but also by full-time and part-time enrollment, economic disadvantage, disability, military service, first-generation, foster youth, and residency, which includes international students ([IIA7-01](#)). To make higher education accessible to this diverse student body, the college offers day, evening, weekend, online, on-campus, and off-campus semester-length and short-term courses, including dual enrollment courses at Grossmont Union High School District sites as well as courses for inmates at the Las Colinas Detention and Reentry Facility ([IIA7-02](#)). The college also offers courses in learning communities ([IIA7-03](#)), well as work experience and service learning opportunities ([IIA7-04](#)). Course offerings include credit, noncredit, distance learning, and hybrid courses. Faculty work in collaboration with the Curriculum Committee, division deans, and Vice President of Academic Affairs to determine appropriate modes of delivery for each course.

The college relies upon its discipline faculty to determine the pedagogical methods that support student equity and success for each mode of instructional delivery. Faculty stay abreast of

effective ways of teaching and learning through discipline professional development activities along with seminars and conferences. The use of new methodologies is also inspired by collegewide initiatives that promote achievement for all students. Faculty evaluate the effectiveness of the methods and modalities through SLO assessment and program review processes; deans and faculty peers also evaluate the effectiveness of instructional methods through the faculty evaluation process. Methods proven to increase student engagement and learning are shared with faculty in the department and collegewide through professional development opportunities, such as those in the “We’re All In” workshops ([IIA2-10](#)).

In addition to ongoing SLO assessment, the college uses analysis of KPIs and Academic Program Review as methods to evaluate student learning and success. Using the KPI Dashboards, college personnel can disaggregate retention and success rates by student subpopulations, program, and course delivery modes ([IA2-03](#)). Section 5 of the Academic Program Review self-study calls for an evaluation of student success and equity data. Two primary purposes of Section 5 are to examine student success and retention data disaggregated by ethnicity, age, and gender and to highlight efforts to improve success for all students while maintaining academic rigor ([IIA7-05](#)). Section 6 of the Academic Program Review self-study requires an analysis of how well student services and campus resources support success for students in a particular program ([IIA7-06](#)).

As discussed in Standard II.A.3, the Office of Professional Development works towards assisting faculty, staff, and administrators to contribute to the collective success for Grossmont College students. Professional development offerings include culturally responsive teaching methodologies, transparent assignment design, and the creation of the “We’re All In” campaign that includes simple, proactive classroom and community practices that increase student engagement and retention. Personnel in the Office of Professional Development work actively with faculty to monitor the effect of these methods on outcomes.

Analysis and Evaluation

Grossmont College personnel regularly review data in order to better understand its student population and their varying needs. To promote equitable educational outcomes and address achievement gaps, the college is attentive to ensuring that courses are offered at varying times and through multiple modalities. In addition, professional development offerings explicitly focus on teaching modalities that have been shown to lead to more equitable student success.

II.A.8 The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

Grossmont College uses English, Math, and ESL placement assessment metrics that are locally validated and approved by the state Chancellor's Office ([IIA8-01](#)). The validation process includes assessment of content validity, reliability, bias, and disproportionate impact ([IIA8-02](#); [IIA8-03](#); [IIA8-04](#); [IIA8-05](#)). In compliance with state Assembly Bill 705 (AB705), the college has shifted its placement practices for math and English to use multiple measures placement. The college now uses multiple measures that allow placements using Advanced Placement (AP) exam scores, transcripts from other accredited colleges and universities, and high school GPAs and high school transcripts. Students answer a series of questions about their previous experiences in math and English to guide their placement into college-level, college-level with support, or in rare cases, remedial courses ([IIA8-06](#)). Additional detail and evidence regarding assessment and placement practices can be found in Standard II.C.7.

General Chemistry and Organic Chemistry courses utilize the American Chemical Society (ACS) exams as the standard final exams. These ACS exams are normalized nationally, which enhances reliability.

Course prerequisites are determined by discipline faculty through the college curriculum development and review process. Through content review, faculty identify the specific learning outcomes students must achieve in order to advance to the next course. These prerequisite exit skills become the entrance skills for the next higher course in the sequence.

Analysis and Evaluation

When using department-wide examinations, Grossmont College uses examinations that have been locally or nationally validated, as appropriate. This validation enhances validation and reduces bias. Faculty use established curriculum processes to ensure that prerequisite criteria are consistently applied.

II.A.9 The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

Grossmont College awards degrees and credits based on commonly accepted standards for higher education and for attainment of learning outcomes. AP 4100 establishes that:

- For the Associate in Arts or Associate in Science degree, a student must demonstrate competency in reading, in writing, expression and in mathematics by maintaining a 2.0 average in subjects attempted. The student must satisfactorily complete at least 60 semester units.
- For certificates of achievement, a student must successfully complete a course of study or curriculum that consists of 18 or more semester units or 27 or more quarter units of degree-applicable coursework. The certificate of achievement shall be designed to demonstrate that the student has completed coursework and developed capabilities relating to career or general education ([IIA5-04](#); [IIA5-05](#)).

This policy is in compliance with California Code of Regulations (Title 5), Section 55060. The college catalog includes these standards under Degree Requirements ([IIA9-02](#)), and each degree and certificate outlined on subsequent pages adhere to these guidelines. In addition, the programmatic learning outcomes are provided for each degree.

Both BP 4020 and AP 4020 address and define a “credit hour” in accordance with both federal and California Code of Regulations (Title 5), Sections 51021, 55000, and 55100 ([IIA9-03](#); [IIA1-05](#)). In accordance with Federal Title IV regulations on financial aid eligibility, AP 4020 defines a “credit hour” as the following:

- One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester, or the equivalent amount of work over a different amount of time; or
- At least an equivalent amount of work as required in the paragraph above of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Grossmont College students are awarded course credit when they achieve the learning outcomes and objectives stated in course outlines of record and successfully complete the course by earning a passing grade. Achievement of course outcomes is gauged by student performance on tests, projects, presentations, and papers that determine mastery. Each class must conform to the approved COR, which specifies objectives and outcomes for student learning and methods of evaluation ([IIA9-04](#)).

Grossmont College does not offer courses based on clock hours.

Analysis and Evaluation

Grossmont College follows generally accepted practices within higher education for awarding units of credit, and these practices are explicitly stated in board-approved policies and procedures. The college awards course to students who demonstrate achievement of learning outcomes stated in the official course outline and earn a passing grade in the course. Degrees and certificates are awarded based on students' earned course credits.

II.A.10 The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

Grossmont College provides information about its transfer of credit policies and the specifics of which courses are transferrable through the college catalog as well as the Transfer Center and Articulation websites ([IIA10-01](#); [IIA10-02](#); [IIA10-03](#)). Additionally, the catalog course descriptions include the transfer designations approved by the California State University (CSU) and the University of California (UC) systems ([IIA10-04](#)). The Articulation website is reviewed annually and as new information becomes available, it is updated. Grossmont College's CSU General Education (CSU-GE) and UC Intersegmental General Education Transfer Curriculum (IGETC) advising sheets are posted on the Articulation website ([IIA10-05](#); [IIA10-06](#)). These advising sheets are updated annually. Policies are published and available on ASSIST, the online student-transfer information system for California Community Colleges, CSU, and UC systems. Grossmont College's articulation information is available to students on ASSIST. The Grossmont College Articulation Officer (AO) also maintains agreements with independent, private, and out-of-state colleges and universities ([IIA10-07](#); [IIA10-08](#)). The agreements with colleges and universities that have high transfer rates of Grossmont students are prioritized.

When a Grossmont College course is approved by the Curriculum Committee and is proposed for articulation, the AO works with discipline faculty to determine if it is comparable in content, learning outcomes, and prerequisites to a university course. The AO then submits the course to fulfill CSU and UC general education requirements. The AO also facilitates college-specific agreements with private and out-of-state four-year colleges and universities as well as other community colleges, which ultimately determine course transferability. Through this work, the AO ensures that articulation agreements are in place to meet students' needs.

Analysis and Evaluation

Grossmont College clearly communicates its transfer-of-credit policies to students via the college website and catalog. The college has personnel in place to certify that incoming transfer credits include comparable learning outcomes to courses offered locally. Processes are in place to ensure that articulation agreements can be developed with other institutions of higher education as needed to meet students' needs.

II.A.11 The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

Creative and critical thinking, communication skills, global and local perspectives, technology and information skills, and life and career skills comprise the essential learning framework of the Grossmont College institutional student learning outcomes (ISLOs). The ISLOs reflect the knowledge and abilities students will gain as they participate in a program of study at Grossmont College. They also inspire and guide the development of program and course student learning outcomes (PSLOs and CSLOs), which is why they have a prominent location at the beginning of the college catalog following the college mission and vision ([IIA11-01](#)). ISLOs are also available in the SLO Handbook and on the Outcomes Assessment website ([IIA2-08](#); [IIA3-02](#)).

The college catalog includes the PSLOs for associate degree programs ([IC4-01](#)). To assist department chairs and SLO liaisons in mapping course and program learning outcomes to ISLOs, the ISLO and SLO coordinators offer professional development workshops and training on using the mapping feature in TracDat, following the general procedure outlined in the SLO Handbook. Through this mapping, all courses offered by the college contribute to one or more of the five ISLOs. Students completing an associate degree develop the essential competencies defined in the program outcomes and the course outcomes in the general education package.

The assessment of ISLOs is accomplished in part through mapping to PSLOs and SLOs. ISLOs are also evaluated annually through a student exit survey given at the time of graduation, and results are disaggregated by demographics as well as educational program ([IIA1-09](#)). In addition to this annual student survey, Grossmont College regularly participates in the Community College Survey of Student Engagement (CCSSE). Results of the student exit and CCSSE surveys are made available to college stakeholders and are used in conjunction with SLO results to drive continuous program improvement ([IIA11-02](#)).

Analysis and Evaluation

Grossmont College has developed Institutional Student Learning Outcomes (ISLOs) that it uses to assess students' skills, abilities, and competencies related to communication, information literacy, quantitative reasoning and analytic inquiry, ethical reasoning, and sensibility to diverse perspectives. ISLOs and program-specific learning outcomes (PSLOs) are mapped to courses to ensure students develop these competencies as they complete their program of study.

II.A.12 The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

The Grossmont-Cuyamaca Community College District (GCCCD) has a carefully considered overarching educational philosophy that is codified in policy ([IIA12-01](#)). BP 1300 states:

The Grossmont-Cuyamaca Community College District Governing Board believes that a community college should provide experiences that will greatly broaden students' educational opportunities and strengthen society's democratic institutions. Grossmont and Cuyamaca Colleges are committed to provide an education through which students may create rewarding lives, productive for themselves and for society, based on an understanding of the relationship between the past, and the challenges of the present and the future.

In addition, this policy includes the commitment to the following premises:

- The democratic way of life allows each individual the personal freedom and initiative consistent with his/her responsibilities to other persons.
- Grossmont and Cuyamaca Colleges recognize the value of our diverse students and how their individual needs, interests, and experiences vary greatly.
- The maximum development of the personal, social, and intellectual qualities of each individual must be encouraged.
- The development and fulfillment of the individual and the development of the community are increasingly interdependent.

BP 1300 also states, “An educational environment dedicated to these philosophic premises will produce individuals prepared for life and citizenship in a complex, diverse society and global economy.” This philosophy is printed in the College Catalog ([IIA12-02](#)) and on the college website ([IIA12-03](#)).

In addition, GCCCD has a philosophy and criteria for the associate degree and general education ([IIA12-04](#); [IIA12-05](#)). These policies address the learning outcomes that include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. These essential goals of higher education are then reflected in the institutional learning outcomes ([IC1-06](#)).

The college relies on faculty expertise through the processes established by the Academic Senate and Curriculum Committee to determine the appropriateness of each course for inclusion in the general education curriculum based upon student learning outcomes and competencies appropriate to the degree. When new curriculum is developed or current curriculum and degree and certificate requirements are modified, discipline faculty collaborate with Curriculum Committee members and Articulation Officer to ensure that inclusion into the general education curriculum supports the college educational philosophy and provides the means for students to achieve the institutional student learning outcomes. ([IIA12-07](#); [IIA12-08](#); [IIA5-03](#)).

Analysis and Evaluation

All degree programs at Grossmont College include a pattern of general education courses based on an explicitly outlined philosophy, with an overall outcome of preparing students for life and citizenship in a complex, diverse society. The philosophy for general education is communicated to students through the College Catalog and via the college website. Faculty determine whether a course meets the criteria for inclusion in the general education curriculum using established criteria and Curriculum Committee processes.

II.A.13 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

Each degree and certificate offered at Grossmont College requires successful completion of coursework in a focused area of study that includes key theories and practices necessary for students to gain proficiency in a specialized field. This coursework may include classes that fulfill specific areas of emphasis within the major. In accordance with AP 4100: Graduation

Requirements for Degrees and Certificates ([IIA5-05](#)), all degree programs at Grossmont College must include at least 60 semester units, 18 of which must be completed in a major listed in the California Community College Chancellor's Office *Taxonomy of Programs*. Student learning outcomes for all degree programs reflect established competencies for degrees in higher education ([IIA13-01](#)).

Analysis and Evaluation

Grossmont College degree and certificate programs require completion of coursework in a focused area of study and/or area of emphasis within the major. Focused areas of study are consistent with established practice in the state system. Program learning outcomes reflect established skills and competencies in their fields, appropriate to two-year degrees.

II.A.14 Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

Grossmont College has innovative and relevant Career and Technical Education Programs that prepare unemployed, under-employed, skill builders, and incumbent workers and future employees for careers in demand. In keeping with California Education Code §78016, which requires every vocational or occupational training program offered by a community college district be reviewed every two years, the college's CTE programs are reviewed biennially using labor market and employment forecasting information ([IIA1-10](#)). Grossmont College also assures that competencies and employment readiness are met by monitoring results of external licensure examinations and certifications, as well as through direct engagement with employers. Engagement with employers consists of collaboration with local and regional advisory boards and committees, licensing and credentialing agencies. Through consultation with advisory boards, career-technical discipline faculty collaborate with industry experts to update and review the levels of competency and learning outcomes necessary to meet employment standards ([IIA14-01](#)). The college also uses industry/professional experts to establish competencies and learning outcomes for courses as well as programs.

Program outcomes for career education programs specifically describe the technical and professional competencies that students will be able to demonstrate upon completion, and may include outcomes specific to careers, as well. For example, PSLOs for the Cardiovascular Technician Program explicitly indicate that students will meet requirements and competencies expected for entry-level cardiovascular technicians ([IIA14-02](#)). Program curricula are designed to directly address skills and competencies identified in the PSLOs through courses within the program. For example, in Nursing, each course focuses on a specific set of skills. Clinical faculty assess and evaluate the students and offer formative feedback throughout the clinical

rotation. The course sequence culminates in a preceptorship course in the fourth and final semester of the program, in which graduates demonstrate achievement of all program competencies. The learning outcomes are primarily assessed through alumni and employer evaluations, completion rates, pass rates for standard licensure examinations (such as NCLEX), and job placement rates. The department also monitors the number of students who choose to pursue the Bachelor of Science in Nursing after completing the Grossmont College Nursing program ([IIA14-03](#)). PSLOs for all career-education programs can be found on program websites and in the College Catalog. Grossmont College also assures regular of assessment of SLOs and PLOs through the program review process, described in Standards I.B.5 and II.A.2.

Analysis and Evaluation

Grossmont College ensures that its career-technical programs prepare students to meet expected employment standards. Faculty keep curriculum current using input from advisory board members and regular review of labor market information. Regular assessment of program learning outcomes helps to ensure that students demonstrate expected skills and competencies. Programs that prepare students for licensure or certification regularly monitor pass rates to ensure students meet external expectations.

II.A.15 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

The Curriculum Committee has established processes for program modifications and deletions in place in the event that they are needed. The proposed changes are vetted within the department and voted upon by full-time faculty members in the discipline. Once the faculty agrees to move forward with the modification or deletion, the department submits a Degree/Certificate Modification Form or Deletion Form ([IIA15-01](#); [IIA15-02](#)).

If the change affects another course, degree, or certificate on campus or at Cuyamaca College, the sister institution in the district, a Letter of Intent is completed by the chair or coordinator of the department proposing the change and sent to the Instructional Operations Office. A formal communication protocol is followed to ensure that impacts of program elimination on students at Cuyamaca College are considered. As part of this protocol, the chair or coordinator of departments on both campuses submit modification or deletion forms, which helps to ensure that information about program changes is available to students at both colleges in a timely manner. The proposal for modification or deletion goes to the Curriculum Committee for review.

Students who have declared the major and taken at least one required course in the program that is modified or deleted are notified by the discipline chair or designee. The Evaluations Office

and the Counseling Department representatives on the Curriculum Committee inform their colleagues of the modification(s) and deletion(s) once they are approved by the Governing Board. Department chairs and coordinators advise students who have taken courses in the degree or certificate being modified or deleted and submit a Modification of Major form or if the students are continuing, they have catalog rights to follow the catalog of the year they first entered the college.

Occasionally, an entire major or program area may be discontinued due to factors such as significant reduction in labor market demand, low enrollment, and/or lack of currency. BP/AP: Program Discontinuance outline the specific indicators and processes that should be used to support these decisions and minimize the impact on students ([IIA15-03](#); [IIA15-04](#)). The last program discontinuance at Grossmont College occurred in 2011, when the Speech Language Pathology Program was deleted after a thorough Vocational Program Review indicated that the program was no longer viable ([IIA15-05](#)).

Analysis and Evaluation

In the event that an instructional program is eliminated or significantly altered, Grossmont College has processes in place that will enable students in the program to complete their education with minimal disruption.

II.A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

Using the program review process, the college regularly evaluates and improves the quality and currency of all instructional programs irrespective of the mode of delivery. This process is described in the Academic Program Review Handbook and the Academic Program Review Committee charge ([IA3-06](#); [IB7-04](#)). As described above in Standard I.B.5, the Academic Program Review Committee membership includes the Vice President of Academic Affairs and faculty representatives from a range of disciplines and student services departments.

All instructional programs follow a six-year cycle of review and evaluation, with a comprehensive self-evaluation in the sixth year of the cycle. The self-evaluation includes the department's practice for determining all course outlines reflect currency in the field, relevance to student needs, and current teaching practices. The program review process also provides the opportunity for departments to describe how SLO assessment results have been used to improve a course, course sequence, or program over the review cycle ([IIA16-01](#)). The program review

data liaison provides data necessary for a robust program review process that allows for program evaluation effectiveness on a regular cycle. Data include six years of enrollment and retention and success rates disaggregated by race and ethnicity, gender, and age. Programs that offer online and hybrid courses compare retention and success rates for those courses to those for face-to-face sections. When the program review process is complete, the committee presents a summary of findings comprising commendations on accomplishments and recommendations for improvement ([IIA16-02](#)). The committee presents its findings to the department in the presence of the president and vice president, and a summary is shared with the Governing Board.

The Annual Unit Plan (AUP) for Academic Affairs is a process that aligns with Academic Program Review standards, and it has undergone significant revision throughout the 2018/19 academic year. This process provides the opportunity for programs to record their progress toward program review goals within the six years leading up to their next program review and to focus resources where they best support student access, equity, and success. The AUP also aids the college in making data-informed decisions and links resources to program goals and activities. The revised process will be implemented in fall 2019.

Analysis and Evaluation

Grossmont College regularly evaluates the quality and currency of all instructional programs, regardless of mode of delivery or location, through established program review processes. Program review provides opportunities to plan for and document systematic improvements that enhance student learning and achievement. The college's revised Annual Unit Plan process will provide additional opportunities to identify and document program strengths and areas for improvement.

Conclusions: Standard II.A

Grossmont College offers instructional programs that align with its mission and reflect levels of quality and rigor appropriate for higher education. Instructional programs include a component of general education designed to expose students to a breadth of knowledge, stimulate intellectual inquiry, and cultivate sensitivity to diverse perspectives. Faculty and others responsible for instructional programs evaluate program quality through program review, assessment of learning outcomes, and review of other discipline-appropriate quantitative and qualitative data. Results of these evaluations are used to inform ongoing improvements to educational programs and overall institutional effectiveness.

The self-evaluation suggested that institutional effectiveness could be improved through more consistent documentation of outcomes assessment results (see Standards II.A.3). The college expects this improvement to further enhance institutional planning efforts, particularly those related to its Guided Pathways implementation. Plans to improve in this area are outlined below and in the Quality Focus Essay at the end of this ISER.

Improvement Plan(s): Standard II.A

The college will continue with its implementation of the assessment-related improvements identified with its IEPI Partnership Resource Team. The college anticipates that these activities will improve dialogue and enable sharing of best practices across departments, while also strengthening institutional policies and procedures related to outcomes assessment (II.A.3). Specifically, the college will:

- Improve analysis and use of assessment data through more effective and consistently applied processes for documenting student learning outcomes assessment results at the course and program level (I.B.2, II.A.3)
- Improve culture, practice, and structures related to student learning outcomes assessment, as documented in the Innovation & Effectiveness Plan developed in collaboration with the IEPI Partnership Resource Team (I.B.2, II.A.3).

Evidence List: Standard II.A

IIA1-01:	Degree & Certificate Programs (College Catalog, p. 47-120)
IIA1-02:	Curriculum Committee Handbook
IIA1-03:	Academic Program Review Website
IIA1-01:	Degree & Certificate Programs (College Catalog, p. 47-120)
IIA1-04:	AP 2510: Participation in Local Decision-Making
IIA1-05:	AP 4020: Program, Curriculum, and Course Development
IIA1-06:	Distance Education Website
IIA1-07:	AP 4105: Distance Education
IIA1-08:	Sample 6-Year Assessment Schedule: Business Office Technology Department
IIA1-09:	ISLO Exit Survey, 2018 Results
IIA1-10:	Annual Report of CTE Programs, 2017-18
IIA1-11:	RPIE Dashboard: Degree & Certificate Awards
IIA1-12:	RPIE Dashboard: Completion Rates (Student Success Scorecard)
IIA2-01:	BP 2510: Participation in Local Decision-Making
IIA2-02:	Curriculum Committee Website
IIA2-03:	Academic Program Review Committee Website
IIA2-04:	Course Outline of Record: Psychology 140
IIA2-05:	Sample Syllabus: Psychology 140
IIA2-06:	Program Review Excerpt: Behavioral Sciences
IIA2-07:	Sample Program Review Recommendations
IIA2-08:	SLO Handbook
IIA2-09:	Office of Professional Development Website
IIA2-10:	"We're All In" Campaign Website
IIA2-11:	"We're All In" Brochure

- IIA2-12: [Flex Week Archive Website](#)

- IIA3-01: [AP 4020: Program, Curriculum, and Course Development](#)
- IIA3-02: [Outcomes Assessment Website](#)
- IIA3-03: [Grossmont Outcomes Assessment Taskforce Action Plan](#)
- IIA3-02: [Outcomes Assessment Website](#)
- IIA3-04: [TracDat User Guides](#)
- IIA3-05: [Grossmont Outcomes Assessment Taskforce Website](#)
- IIA3-06: [NILOA Coach Visit Website](#)
- IIA3-07: [GOAT Barrier Analysis Presentation](#)
- IIA3-08: [GOAT Proposal for Assessment Support](#)

- IIA4-01: [Course Outline of Record: English 099](#)
- IIA4-02: [Class Schedule Website](#)
- IIA4-03: [BP 4222: Precollegiate Basic Skills](#)
- IIA4-04: [AP 4222: Precollegiate Basic Skills](#)
- IIA4-05: [Student Success & Equity Taskforce Minutes, Sept 2017](#)
- IIA4-06: [Student Success & Equity Taskforce Agenda, March 2018](#)
- IIA4-07: [Freshman Academy Flyer](#)
- IIA4-08: [Math Academy Flyer](#)
- IIA4-09: [Math Study Center Website](#)
- IIA4-10: [Math Power Hour Flyer](#)
- IIA4-11: [Math Workshops, 2017-18](#)
- IIA4-12: [Sample Book Vouchers, Math](#)
- IIA4-13: [Project Success Brochure](#)
- IIA4-14: [English Department Meeting Agenda, Apr 2018](#)
- IIA4-15: [English Writing Center Website](#)
- IIA4-16: [Assessment & Placement Seminar Agenda, Apr 2013](#)
- IIA4-17: [Accuplacer Validation Results for English, 2015](#)
- IIA4-18: [Preliminary Results, Acceleration \(ENGL 099\)](#)
- IIA4-19: [English Offerings: 120/020 Courses](#)
- IIA4-20: [ESL Dept. Website](#)

- IIA5-01: [Committees of the Academic Senate](#)
- IIA5-02: [Curriculum Handbook Excerpt: Approval Criteria](#)
- IIA5-03: [Application for GE Inclusion: Curriculum Committee Website](#)
- IIA5-04: [BP 4100: Graduation Requirements for Degrees and Certificates](#)
- IIA5-05: [AP 4100: Graduation Requirements for Degrees and Certificates](#)

- IIA6-01: [Integrated Master Calendar \(Spring 2019 Draft\)](#)
- IIA6-02: [Guided Pathways WorkPlan - 2018-19](#)

- IIA7-01: [RPIE Dashboard: Unduplicated Headcount](#)

- IIA7-02: [Course Offerings at Las Colinas Detention & Re-Entry Facility](#)
- IIA7-03: [Project Success: Stories & Information for Students](#)
- IIA7-04: [Community Service Learning: Month of Service, 2019](#)
- IIA7-05: [Academic Program Review: Section 5, Student Equity & Success](#)
- IIA7-06: [Academic Program Review: Section 6, Student Support/Campus Resources](#)

- IIA8-01: [CCCCO-Approved Assessment Instruments](#)
- IIA8-02: [Accuplacer Validation Results - Math](#)
- IIA8-03: [Accuplacer Cut-Score Analysis-Math](#)
- IIA8-04: [Accuplacer Cut-Score Analysis-English](#)
- IIA8-05: [Math Dept. Assessment & Placement Website](#)
- IIA8-06: [Multiple Measures Self-Guided Placement Questionnaire](#)

- IIA9-02: [Graduation Requirements Listed in the College Catalog](#)
- IIA9-03: [BP 4020: Program, Curriculum, and Course Development](#)
- IIA9-04: [Sample Course Outline of Record: Media Communications 212](#)

- IIA10-01: [Catalog Excerpt: Admissions Procedures](#)
- IIA10-02: [Transfer Center Website](#)
- IIA10-03: [College Website: Articulation Information](#)
- IIA10-04: [Course Description Examples - Catalog](#)
- IIA10-05: [CSU-GE Advising Form](#)
- IIA10-06: [UC-IGETC Advising Form](#)
- IIA10-07: [Articulation Agreement with National University](#)
- IIA10-08: [Articulation Agreement with Point Loma University](#)

- IIA11-01: [Institutional Student Learning Outcomes](#)
- IIA11-02: [College Website: CCSSE Information](#)

- IIA12-01: [BP 1300: Educational Philosophy](#)
- IIA12-02: [College Catalog: Educational Philosophy](#)
- IIA12-03: [College Website: Educational Philosophy](#)
- IIA12-04: [BP 4025: Philosophy and Criteria for Associate Degree and General Education](#)
- IIA12-05: [AP 4025: Philosophy and Criteria for Associate Degree and General Education](#)
- IIA12-07: [Academic Senate Website](#)
- IIA12-08: [Curriculum Committee Website](#)

- IIA13-01: [Sample PSLOs: Administration of Justice](#)

- IIA14-01: [Sample Program Advisory Committee Minutes, AOJ](#)
- IIA14-02: [CVT Website: Program Description](#)
- IIA14-03: [Nursing Program Outcomes](#)

- IIA15-01: [Course or Program Deletion Form](#)
- IIA15-02: [Degree or Certificate Modification Form](#)
- IIA15-03: [BP-4021: Program Discontinuance](#)
- IIA15-04: [AP-4021: Program Discontinuance](#)
- IIA15-05: [SLPA Discontinuance Recommendation \(Excerpt from Board Docket Item 307, Apr. 5, 2011\)](#)

- IIA16-01: [Academic Program Review Calendar: 2017-2022 Cycle](#)
- IIA16-02: [Sample Program Review Commendations & Recommendations, 2017-18](#)

Additional Evidence Cited in Standard II.A

- IA2-03: [RPIE Dashboard: Student Success Milestones, showing ability to disaggregate by course and student characteristics](#)
- IA3-06: [Academic Program Review Handbook](#)
- IB2-02: [Outcomes Assessment Plans - Instructional Depts.](#)
- IB2-05: [Academic Program Review Handbook, Section 3: SLO Assessment](#)
- IB2-14: [IEPI Partnership Resource Team \(PRT\) Recommendations, Fall 2017](#)
- IB7-04: [Academic Program Review Committee Website](#)
- IC2-01: [College Catalog, 2018-19](#)
- IC1-06: [ISLO Website](#)
- IC4-01: [College Catalog: List of Degrees & Certificates](#)

II.B. Library and Learning Support Services

II.B.1 The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

The college supports students and faculty through services offered by the Learning, Technology, and Resource Center (LTRC), which include the library, Tech Mall, and tutoring centers ([IIB1-01](#)). The two floors of the LTRC include the library and an open computer lab, known as the Tech Mall. The Tech Mall also houses the Tutoring Center, Math Study Center, English Writing Center (EWC), English as a Second Language (ESL) Lab, Business Office Technology (BOT) Lab, and Assistive Technology Lab. During the regular semester, the LTRC is typically open

from 7:30 AM to 9:30 PM from Monday to Thursday and to 1:00 PM on Friday, in order to enable access to these learning support services.

Library Services

The library occupies two floors on the north half of building number 70 and is accessible to students through the main entrance facing the north end of campus as well as through the adjoining Learning and Technology Resource Center Tech Mall. The library offers 245 seats dedicated to individual seating and study tables, four audio/video viewing stations, 13 group study rooms (eight of which offer audio-visual equipment as well as computers or laptops). The library also provides four copy stations, four networked printing stations (one of which allows color printing), two scanners, and 79 computers enabled with the full suite of Microsoft Office software, audio-video capabilities, and Internet access. Two of these computers offer ADA compliant software (text-to-speech and screen text enlargement) and wheelchair access. The library space also includes a 28-seat classroom for library instruction. Equipment available to students includes 64 laptop computers, 218 calculators (one of the most frequently requested items), 28 headphones, and 26 webcams. For students using the library with their personal computing devices we offer wireless Internet access. Student usage of study room spaces is tracked via SARS software and these spaces are reserved on a first-come, first-served basis. The library also circulates a small number of laptops and Chromebooks to students.

Library services include reference, instruction, study rooms, and print and online collections ([IIB1-02](#)). Librarians provide assistance at the reference desk during all library hours. Five computers are available at the reference desk, so that librarians can assist multiple students at once if necessary. This arrangement also allows students do their own research with a librarian nearby to assist as needed. Since enhancements were made to the library catalog in 2012, reference questions have steadily decreased. However, directional questions received at the reference desk have increased dramatically over the same period of time; directional questions comprised 64% of all reference desk inquiries in the 2017/18 academic year. This suggests that students may be more comfortable using online library resources for independent research, but still need help from the librarians for other types of campus and directional questions.

Librarians provide reference support to distance education students using Question Point, a reference chat cooperative. Grossmont librarians staff the chat service two hours per week and follow up with Grossmont students to address any questions that may not have been fully answered by other chat cooperative librarians. Usage of the chat service plateaued after 2014/15, but still provides a viable solution for students who need assistance from a librarian but are not in the physical library location ([IIB1-03](#)).

To support instructional and information literacy needs of students and faculty, library faculty and staff maintain a collection of print and electronic resources aligned with the college curriculum. To ensure depth and variety, the library collection includes print books and reference

materials, current textbooks in the reserve collection to support student access to classroom materials, access to digital media, and periodicals ([IIB1-04](#)). Circulation data suggest that Grossmont College students and faculty have a preference for electronic library materials and the library has increased its collection of eBooks in response. As of spring 2018, eBooks represented 58% of the library's collection.

To ensure that the collection of print, online, and audiovisual materials is sufficient in quantity to support the college's educational programs, the library employs an allocation formula based on FTES and circulation statistics to allocate the college materials budget equitably. Librarians track purchases to ensure that library acquisitions reflect a balanced, equitable collection of print and electronic library holdings for all disciplines ([IIB1-05](#)). The librarians also collaborate with faculty to collect essential print and electronic sources (including streaming media) that support educational programming. Library liaisons ensure each department and program has representation when requesting books, periodicals, databases, and media. Students and faculty can also request books and other materials via a request form on the library website ([IIB1-06](#)). In addition, the library uses demand-driven acquisition mechanisms to create eBook collections driven by student need.

Tutoring and Learning Support Services

Grossmont has three centralized learning assistance centers housed in the Learning, Technology, and Resource Center (LTRC): the English Writing Center (EWC), Math Study Center (MSC), and General Tutoring. Each center has professional classified staff responsible for center operations. In addition, faculty members from the English and Math departments serve as Learning Skills Coordinators for the EWC and MSC. Faculty and staff provide comprehensive training to equip tutors in each of the learning assistance centers. To address the diverse needs of the student body, tutor preparation includes annual trainings related to cultural awareness, learning strategies, and accessibility. To complement the in-person training, tutors receive a Tutor Handbook ([IIB1-07](#)).

The LTRC Supervisor for Learning Assistance monitors usage of the learning assistance centers to ensure that the services meet students' needs. WC Online, a scheduling, recordkeeping, and reporting program, provides data about students' usage of each service. These data are then used to adjust programs and services as needed – such as when the MSC hours were expanded in spring 2019 to meet student demand. Student utilization for each center remains strong, particularly for General Tutoring ([IIB1-08](#); [IIB1-09](#); [IIB1-10](#)). To supplement the tutoring and learning support services offered in the LTRC, the college makes NetTutor, a free online tutoring service, available to all online and face-to-face students ([IIB1-11](#)). Further, the college has several discipline-specific locations across the campus offering tutoring and academic support, including the Biology Learning Center, Chemistry Lab, and Health Professions Computer Center.

As part the college's implementation of state regulations intended to increase the likelihood that students can complete transfer level courses in their first year of attendance (i.e., AB 705), the Grossmont College Tutoring Task Force has been working to refine and formalize its Embedded Tutor program. Embedded tutors are peer or graduate-level tutors working collaboratively with English and Math faculty in the classroom to offer additional academic support. Embedded tutors receive an Embedded Tutor handbook and ongoing training ([IIB1-12](#)). The fall 2018 survey from the English Department Embedded Tutor program demonstrated that embedded tutors contribute to student success ([IIB1-13](#)).

Other learning support resources on campus include 36 computer laboratories with 1,700 student use computers. One of the student computer laboratories in the LTRC is designated as the open computer lab to ensure students have unlimited access to computers equipped with the latest Microsoft Office software. The Assistive Technology Center (ATC) empowers students who are sight or hearing-impaired to achieve their independence and educational goals using assistive hardware and software: screen magnifiers for students with low vision, screen readers for students who are blind, scan and read systems for reading more effectively, voice recognition systems to assist with writing and data entry, plus many alternative input devices and applications offering improved accessibility using a computer or other device ([IIB1-14](#)). ATC faculty and staff manage the effective use of these devices and applications working closely with Grossmont students who are sight or hearing-impaired and the faculty who teach them.

Learning Commons

To better integrate the diverse programs and services offered in the Library and LTRC, the college established a Learning Commons workgroup in January 2019. The goals of the workgroup are to transform LTRC spaces for enhanced collaboration among students and faculty and to support Grossmont College's strategic goals of engagement and retention by providing resources that enhance student success. During the spring 2019 semester, the workgroup conducted nine focus groups with a total of 53 students, staff, and faculty to determine the types of spaces that would best meet these goals ([IIB1-15](#)). The workgroup will use the results of the focus groups as a basis for further campus dialogue as it works to develop and design the Learning Commons concept during the 2019/20 academic year.

Analysis and Evaluation

Grossmont College provides library and learning support services that align with educational programming, regardless of location or mode of delivery. Library and learning support services, including tutoring, learning centers, technology, and ongoing instruction, are sufficient in quantity, currency, depth and variety to support students' academic goals.

II.B.2 Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

As discussed in Standard II.B.1, library and discipline faculty work collaboratively to ensure that collections and services support the mission and educational programs of the college. Within the library, a robust collection development policy guides the work of librarians as they assess, maintain, and enhance the library collection ([IIB1-05](#)). To facilitate collaboration between library and discipline faculty, all academic departments are assigned a library liaison to provide a contact point for collection requests. Faculty may request books, periodicals, databases, and media through their assigned library liaison, as well as reserve materials for their courses ([IIB2-01](#)). Similarly, when engaged in collection development work, librarians work with discipline faculty to ensure that library acquisitions meet the needs of the curriculum, both in terms of content and format. New materials are added to the collection as needed, as funds allow. For example, the library currently has subscriptions to 47 individual databases ([IIB2-02](#)). The library added the Food Science Source database as well additional electronic and print resources to support the college’s One Theme/One College program for the 2017/18 year, in which departments across the college incorporated the theme of “food” into classroom and extracurricular activities. In this way, the library supported the needs of departments from sciences to the humanities, as they focused assignments and curriculum on issues surrounding food supply and demand, safety, genetic engineering, etc. To maintain continuity of the collection, all resource subscriptions are evaluated yearly at the time of renewal, to ensure that they continue to support the college curriculum and needs of the students and faculty.

The college relies on its systematic planning processes, including annual planning and program review, to select and maintain educational equipment that supports student learning. Prior to the launch of the new governance system in spring 2019, recommendations for the selection of instructional technology came from the Technology Teaching and Learning Committee (TTLC). In addition to considering requests for new instructional software ([IIB2-03](#)), TTLC members considered options for responding to identified instructional technology needs. Results of TTLC dialogue were taken forward to the district’s Instructional Technology Advisory Committee or to the Planning & Resources Council, as appropriate ([IIB2-04](#)). In spring 2019, the TTLC was disbanded and its responsibilities incorporated into the charge of the new Technology Committee charge ([IB9-11](#)). The Technology Committee is now responsible for prioritizing technology requests that emerge from program review and annual unit plans– including those for instructional technology needs in the library, learning support centers, and Tech Mall. The Technology Committee is co-chaired by the Dean of Library & Technology Resources, and includes faculty and classified staff representing the tech mall, learning support centers, and distance education.

Analysis and Evaluation

Grossmont College relies on the expertise of librarians and discipline faculty to ensure that library collections meet the needs of the curriculum and support student learning and success. The Technology Committee, which includes faculty, staff, and other learning support services professionals, prioritizes requests for instructional technology and other educational equipment that emerge from departmental program review and annual unit plans as appropriate.

II.B.3 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Faculty and staff in the library and learning-support centers evaluate their services to assure adequacy in meeting teaching and learning needs of the college. In the library, this evaluation includes an evaluation of how well the library helps students meet learning outcomes related to information literacy and research skills, including the ability to: refine a search topic, develop a search strategy, recognize key search tools, recognize the components of a source citation, and evaluate information sources based on the individual topic. Development of these learning outcomes was guided by the American Library Association (ALA)'s Standards for Information Literacy, a standard resource for instructional librarians.

To help student attain these outcomes, librarians conduct library instruction sessions in the library's dedicated classroom. Based on usage data from the last five academic years, this classroom has been utilized to facilitate an average of 75 library instruction sessions per year, or roughly 2,170 students per year ([IIB3-01](#)). An evaluation of SLOs conducted for the library's most recent program review (in 2012) indicated that 71% of students assessed were able to demonstrate the benchmark established by librarians ([IIB3-02](#)). More recently, librarians have begun to revise learning outcomes and assessment efforts to ensure that students will be able to describe and define appropriate criteria for evaluating information ([IIB3-03](#)).

The library also provides an online library tutorial called LUCI, or Library User Computerized Instruction. The tutorial is approximately one hour and has the same learning outcomes as the in-person sessions listed above. The SLO assessment comprises a five-question quiz taken at the end of the tutorial, with each question linked to one of the learning outcomes. Over the past five years, an average of 670 students per year have taken the LUCI quiz, with positive results ([IIB3-04](#)). In 2018, the tutorial was updated and modernized so that the new online tutorial can provide a better evaluation of student learning with more detailed results.

In fall 2018, librarians began developing information literacy modules for Canvas. These modules enable faculty to include online library instruction directly in their Canvas course. Instructors have flexibility to modify lessons created by librarians in a range of topic areas. The library provides quizzes to accompany each module, similar to the LUCI tutorial described above, that enable faculty and librarians to assess the degree to which students are attaining learning outcomes, and make changes as needed ([IIB3-05](#)).

The library also offers a one-unit course in information literacy. LIR 110: Research Methods in an Online World is offered in an eight-week session once per semester in either a hybrid or fully online format. This course teaches students how to select and effectively use appropriate research tools, such as databases and search engines for specific information needs. It also covers information literacy concepts, including evaluating media and information sources ([IIB3-06](#)). Library faculty assess the three SLOs for the course regularly in order to monitor students' learning and make improvements ([IIB3-07](#)).

Similar evaluation takes place in learning support centers to ensure ongoing learning and support for students' success. For example, in the English Writing Center, students respond to a survey after each tutoring session to gauge student satisfaction and attainment of an SLO developed by the Learning Skills Coordinator ([IIB3-08](#)). The most recent assessment of this SLO indicates that 95% of the students are attaining the SLO ([IIB3-09](#)).

The library and learning support centers are further evaluated through Program Review, which occurs on a regular six-year cycle. The library last completed a comprehensive program review in spring 2014 ([IIB3-10](#)), and is scheduled to begin writing its next program review in fall 2019. The English and Math departments also include assessments of the EWC and MSC in their respective comprehensive program reviews ([IIB3-11](#); [IIB3-12](#)). For all other learning support services, discipline faculty consider whether services are adequate to meet the needs of students as part of departmental program review ([IIB3-13](#)).

Analysis and Evaluation

Grossmont College librarians and learning support services faculty evaluate the services they provide in order to ensure that they meet students' needs. Evaluations include assessment of learning outcomes that have been established for each service area. Results of the evaluations are used to guide improvements to instruction and services.

II.B.4 When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

Grossmont College has formal contracts and/or agreements with several external organizations that enable faculty and staff in the library and learning support centers to provide more effective and accessible services to students. Documentation of these relationships is maintained, and services are evaluated regularly. At the time the ISER was written, the library and learning support centers maintained formal agreements and/or contracts with the following vendors and organizations:

- **Yankee Book Peddler/GOBI:** The library uses YBP as its primary book vendor. Per contract, YBP also provides “shelf-ready” physical processing services and enhanced catalog records for the library’s print and eBook purchases ([IIB4-01](#)).
- **Online Computer Library Center (OCLC):** Membership enables the library to provide interlibrary loan services to students and faculty ([IIB4-02](#)).
- **SirsiDynix:** The library’s integrated library system (ILS) provides student access to library collections and course reserves, and allows library faculty and staff to maintain cataloging and circulation functions ([IIB4-03](#)).
- **Community Colleges Library Consortium (CCLC):** Participation in this statewide consortium allows the library to take advantage of negotiated prices for library content (including article databases) from common vendors such as EBSCO and ProQuest ([IIB4-04](#)).
- **San Diego/Imperial Counties Community Colleges Learning Resources Cooperative (SDICCLRC):** Participation in this regional organization allows the library to participate in QuestionPoint virtual reference services, and provides access to negotiated streaming media services, such as Swank, based on local need and curriculum ([IIB4-05](#); [IIB4-06](#)).
- **Ebsco:** The library subscribes to Ebsco Discovery Service (EDS), an online tool that pulls records from multiple databases and the library catalog (Sirsi) to provide a more comprehensive search for students. The library also participates in the Ebsco Demand Driven Acquisition (DDA) model, which allows students access to a collection of eBooks curated by the librarians, but only triggers a purchase by the library once the book is used. ([IIB4-07](#)).

- **NetTutor:** This service provides online tutoring for distance education students and other students who need remote or after-hours assistance ([IIB4-08](#)).

Library staff review and evaluate these contracts as they come up for renewal, and make additions or adjustments as needed.

Analysis and Evaluation

Grossmont College has contractual agreements with several external partners in order to extend and enhance the library and learning support services that it provides to students. These contracts are formally documented, and include consideration for the maintenance and reliability of services provided. Library staff review and evaluate contracts regularly to ensure that they remain effective.

Conclusions: Standard II.B

Grossmont College provides library and learning support services that align with the college curriculum and support students as they work toward their educational goals. The college relies on faculty (including librarians) and other educational professionals to evaluate and improve the quality, sufficiency, and rigor of these services using program review processes, outcomes assessment, and other quantitative and qualitative data. In an effort to better meet students' needs for collaborative learning support spaces, the college has initiated a transition to a Learning Commons that will better integrate the library and learning support services and improve student engagement within the existing facilities.

Improvement Plan(s): Standard II.B

None for this Standard.

Evidence List: Standard II.B

- IIB1-01: [Library Technology Resource Center: Main Website](#)
- IIB1-02: [Library Website: Overview of Collections & Services](#)
- IIB1-03: [QuestionPoint Usage by Month: 2013-2018](#)
- IIB1-04: [Grossmont College Library Holdings by Resource Type](#)
- IIB1-05: [Library Collection Development Policy](#)
- IIB1-06: [Library Materials Request Form](#)
- IIB1-07: [Tutor Handbook](#)
- IIB1-08: [WC Online Report: Math Study Center Usage](#)
- IIB1-09: [WC Online Report: English Writing Center Usage](#)
- IIB1-10: [WC Online Report: General Tutoring Center Usage](#)
- IIB1-11: [NetTutor Usage Report](#)

- IIB1-12: [Embedded Tutor Handbook](#)
- IIB1-13: [Embedded Tutor Survey - English Department](#)
- IIB1-14: [Assistive Technology Center: Main Website](#)
- IIB1-15: [Summary of Learning Commons Focus Group Results](#)

- IIB2-01: [Library Course Reserve Request Form](#)
- IIB2-02: [Library Database Vendor List](#)
- IIB2-03: [Software / Menu Installation Request Form](#)
- IIB2-04: [Technology for Teaching & Learning Committee, Nov. 27, 2017: Minutes](#)

- IIB3-01: [Library Instruction Sessions - 2013-2018](#)
- IIB3-02: [Library Instruction Outcomes - Assessment Results for 2012 Program Review](#)
- IIB3-03: [New Assessment Quiz Results, 2018-19](#)
- IIB3-04: [LUCI Quiz Results, 17-18](#)
- IIB3-05: [Library Module in Canvas](#)
- IIB3-06: [Course Outline of Record: LIR 110](#)
- IIB3-07: [Outcomes Report for LIR 110](#)
- IIB3-08: [SLO Assessment Form: English Writing Center](#)
- IIB3-09: [SLO Results: English Writing Center](#)
- IIB3-10: [Library Program Review: 2012](#)
- IIB3-11: [Excerpt from most recent Program Review: English](#)
- IIB3-12: [Excerpt from most recent Program Review: Math](#)
- IIB3-13: [Current Program Review Template for Academic Affairs: Section 6](#)

- IIB4-01: [Yankee Book Peddler/GOBI Agreement](#)
- IIB4-02: [Online Computer Library Center \(OCLC\) Agreement](#)
- IIB4-03: [SirsiDynix Agreement](#)
- IIB4-04: [Community Colleges Library Consortium \(CCLC\) Institutional Membership](#)
- IIB4-05: [San Diego/Imperial Counties Community Colleges Learning Resources Cooperative \(SDICCLRC\) Institutional Membership](#)
- IIB4-06: [Joint Powers Agreement to SDICCLRC](#)
- IIB4-07: [EBSCO Agreement](#)
- IIB4-08: [Net Tutor Agreement](#)

Additional Evidence Cited in Standard II.B

- IB5-06: [Program Review Cycle & Documents: 2017-2022](#)
- IB9-11: [Technology Committee Charge](#)

II.C. Student Support Services

II.C.1 The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

Grossmont College provides comprehensive student support services with the goal of realizing the college vision of “Changing Lives through Education” ([IA4-01](#)). This effort is supported by providing the students of Grossmont College support services that promote access to higher education and achievement of academic goals. To ensure that programs and services meet the needs of students, the college regularly monitors and assesses its services through a comprehensive program review that includes an analysis of student services outcomes (SSOs) assessment results and recommendations for improvement. In spring 2017, a Student Services Program Review Taskforce developed a streamlined three-year review cycle and new handbook to support a renewed Student Services Program Review process ([IIC1-01](#); [IIC1-02](#)). During the transition to the new cycle, all student support service areas established SSOs/SLOs, assessment tools, timelines for completion, and mapped the SSOs to the *2016-2022 Strategic Plan* and Institutional Student Learning Outcomes (ISLOs) ([IIC1-03](#)). The program review data include disaggregated information by ethnicity, age, gender and mode of delivery and informs service areas of student achievement and provides the means to examine service area outcomes, evaluate student access to services, and improve services to better meet student needs ([IIC1-04](#)).

The new Student Services Program Review process incorporates the student perspective into evaluation of services and SSOs through assessment methods that include satisfaction surveys, participant evaluations, and student comment cards ([IIC1-05](#); [IIC1-06](#); [IIC1-07](#)). Pre and post surveys are administered during New Student Advising Workshops and at Probation and Dismissal Workshops ([IIC1-08](#); [IIC1-09](#)). Students who participate in Via Rápida, a first-year experience program, complete a pre and post survey of the four-day orientation as well as the program ([IIC1-10](#); [IIC1-11](#)). Student services personnel also review data from the Community College Survey of Student Engagement (CCSSE) to enhance services ([IIC1-12](#); [IIC1-13](#)). Analysis of CCSSE data resulted in the development of the Student Services Information Sheet, which is translated into three languages and is available to instructors and students to increase awareness of available services ([IIC1-14](#); [IIC1-15](#); [IIC1-16](#)).

The Student Services Council (SSC) also plays a role in evaluating and improving the quality of support services. SSC includes representatives from each of the student service areas, as well as representatives from the Cashier’s Office, Equity, and Information Technology. SSC meets once a month to plan and organize efforts and engage in dialogue related to challenges that affect Student Services, as well as share department and program updates. SSC also hosts annual

retreats to promote professional development and to discuss new ways for improving services ([IIC1-18](#); [IIC1-19](#); [IIC1-20](#)).

Analysis and Evaluation

Grossmont College regularly evaluates the quality of its student support services through a three-year cycle of program review, evaluation of CCSSE data, and ongoing committee and council dialogue. These evaluations facilitate ongoing discussion and planning in order to demonstrate that student services, whether on campus or on-line, support student learning and enhance accomplishment of the mission of the college.

II.C.2 The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

All student services programs have identified student services outcomes (SSOs) ([IIC1-03](#)), as well as SLOs where appropriate. The results of SSO and SLO studies are analyzed and used to recommend improvements in services ([IIC2-01](#)). SSOs include outcomes related to the delivery of services, such as front counter assistance in Admissions & Records. SLOs include student learning of specific information presented at workshops, such as new student advising, probation and dismissal, transfer application, and health education ([IIC2-02](#)). Student support areas offering courses, such as Counseling and A.R.C., also use SLO data to evaluate students' learning and make modifications to course delivery that supports improved student achievement ([IIC2-03](#)).

As part of the college program review process described in Standards I.B.5 and II.C.1, Student Services departments review relevant data (including the results of outcomes assessments) to support planning decisions for program development and program enhancement ([IIC1-03](#)). In addition, categorical programs such as CalWORKs, EOPS, CARE, ARC, Financial Aid, and the Student Success and Support Program (SSSP) submit a report to the state Chancellor's Office Management Information System (MIS) each semester. These data can then be accessed through state Chancellor's Office DataMart website and through downloadable reports showing student counts, demographics, use of student services, and participation in programs over time ([IIC2-05](#)). Student Services personnel use these reports to evaluate the quality of services they provide, monitor the number and diversity of students served, and for comparisons with other colleges in the state and region. The college monitors these categorical programs closely, as state funding is dependent on the quality of service and student demographics.

As a categorical program, the purpose of SSSP is to increase student access and success by providing orientation, assessment and placement, and counseling necessary to assist students in attaining their educational goals. The SSSP team gathers data analytics from the Chancellor's

Office MIS Data Mart to evaluate the success of core services. An analysis of the data showed a decrease in Comprehensive Education Plans (CEP) from 2016-17 to 2017-18. To increase the number of students obtaining an education plan, Counseling offered CEP workshops based on majors. Disaggregated data were also analyzed by ethnicity. Orientations and educational planning for students participating in Puente, Title V, and Umoja programs were increased. A second analysis of the data showed an increase in orientation attendance for all new students and a greater number of education plans completed ([IIC2-06](#)). The college also offers online orientations and online abbreviated education plans in addition to on-campus new student advising workshops.

RPIE and CPIE also collaborate to facilitate in-class administration of the Community College Survey of Student Engagement (CCSSE) every four years. These survey data provide important information about students' perceptions of and use of support services on campus. A special focus item in the 2015 CCSSE was related to students' experiences with assessment and placement practices, including preparing for a placement test and enrolling ([IIC2-07](#)). The responses to this generated discussion about how to better support and prepare students for the assessment test; efforts to strengthen placement and assessment preparation have become a component of the college's Title V grant ([IIC2-08](#)). Efforts also include development of placement policies that use multiple measures; a range of assessment preparation interventions; and communication strategies to reach new Latinx students. In fall 2018, the college participated in the Survey of Entering Student Engagement (SENSE) to investigate why some entering students persist and succeed and others do not ([IIC2-09](#)). As with CCSSE data, the college has begun to examine the SENSE results to inform discussions about how to better foster students' engagement in the first weeks of their college experience.

Analysis and Evaluation

Student Services personnel at Grossmont College have identified student services outcomes (SSOs) and student learning outcomes (SLOs) for its student support services, and assesses these outcomes to identify areas where additional support may be needed. Program reviews, SSSP core mandates, and student usage of student support programs provide direction for decisions about student support programs and services. The college regularly evaluates data related to students' use of support services and uses the results of its analyses to make improvements.

II.C.3 The institution ensures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

The college provides comprehensive services and equitable access for all students regardless of service location or delivery method. From the Grossmont College website the link to the Student Services web page is prominent on the college website header, which is displayed on every web page, and links to core support services including General Counseling, Admissions & Records,

Transfer Center, Career Center, Accessibility Resource Center (A.R.C.), Umoja, EOPS/CARE, CalWORKs, Puente, and Via Rápida. A downloadable list of student services with locations, office hours, and phone numbers is available in English, Spanish, and Arabic ([IA3-05](#)). The Future Students tab, links to the five steps to become a new students: submit an online application, complete the new student orientation, complete placement assessments, create an abbreviated education plan, and register and pay for classes ([IIC3-01](#)). New students can access a closed-caption video guiding them through the application process in English, Arabic, and Spanish; translation to Farsi is in progress ([IIC3-02](#)). The Future Students web page also includes links for high school students, international students, veterans, and additional links useful for first-time students, such as Financial Aid and Scholarships. The Current Student web page provides additional links to academic resources, student services, and student activities ([IIC3-03](#)). Students can also access information about the Child Development Center, which provides the care and education of young children while their parents attend school or are employed by Grossmont College ([IIC3-04](#)).

Grossmont College also offers resources for International Students, including the American Collegiate English (ACE) program the International Students Program. ACE is a non-credit, pre-college program on the Grossmont College campus. ACE provides intermediate-level English instruction to international students who wish to improve their English skills in order to attend a U.S. college or university ([IIC3-05](#)). The International Students Program offers holistic services to international students ranging from Visa status, orientation, counseling and social programming ([IIC3-06](#)).

To ensure equitable access for students with disabilities, A.R.C. offers specialized support services, assistive equipment, universal access, adapted physical exercise courses and personal development special services (PDSS) courses, which include math strategies, study strategies, and writing fundamentals. Specialized support services include sign language interpretation, note-taking assistance, testing accommodations, assistive technology, and counseling and educational planning ([IIC3-07](#); [IIC3-08](#)). A.R.C. also provides guidance to students with disabilities who are transferring from local high schools to the college ([IIC3-09](#)).

Grossmont offers equitable access to services for students taking online classes. The onboarding process can be done entirely online. The Student Services web page has links to online services, including Ask a Counselor, Ask a Librarian, Online Learning, and WebAdvisor. The Online Learning web page includes online student readiness tutorials provided by the Chancellor's Office, which help students to determine whether online learning is an appropriate modality for them ([IIC3-10](#)). This web page also has information on login, training, and troubleshooting Canvas, the online teaching and learning tool used at Grossmont ([IIC3-11](#)). Net Tutor, the online tutoring program, is available to all students in Canvas. The college also facilitates equitable

access for on-campus students by offering classes in the morning, afternoon, and evening Monday through Saturday ([IIC3-12](#)).

In addition to Net Tutor, Grossmont offers individualized and group learning support for discipline-specific areas in the learning assistance centers in the Tech Mall and throughout the campus: the Assistive Technology Center (ATC), English Writing Center (EWC), ESL Lab, Math Study Center (MSC), Tutoring Center, Biology Learning Center, Chemistry Lab, and Health Professions Computer Center. These learning support centers and labs provide students with the essential learning assistance, specialized tutoring, and computer access necessary to enhance the knowledge and skills gained in their classes ([IIC3-13](#)).

The Grossmont College Outreach Office presents at local high schools, organizations, and events to inform community members of the educational opportunities and resources available at the college ([IIC3-14](#)). The Outreach Office represents Grossmont College in multiple events including evening parent workshops, evening high school financial aid nights, and at college nights at local high schools and community events. While many events are held during regular school hours, special efforts are made to serve evening students, which include evening and Saturday student services hours, evening student success fairs where students can learn about an array of student services, and the use of the GradGuru App as a form of communication. The college also offers dual enrollment, making it possible for students to take courses while they are in high school ([IIC3-15](#)). Grossmont courses are also held at Grossmont Union High School District sites ([IIC3-16](#)).

Analysis and Evaluation

Grossmont College provides appropriate student support services that foster student learning and development within the context of the institutional mission for all of its students. Grossmont College is committed to increasing educational access for students with convenient access to services, both face-to-face and online, that support them as they work toward their goals.

II.C.4 Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

In support of the college mission to develop enlightened leaders and thoughtful citizens, Grossmont College offers co-curricular opportunities to complement academic learning and to enrich and broaden students’ college experience. These rich educational experiences are provided through multiple areas within the College, including student organizations, academic and student services departments, instructional programs, and administrative services. Examples

include the Career Fair, Grossmont Gives Back Month of Service, Week of Welcome, Club Fair, Health and Wellness Fair, and various targeted co-curricular opportunities offered through Student Affairs, ASGC, the Inter-Club Council, and Athletics ([IIC4-01](#)).

Consistent with the college mission, the mission of Student Affairs is to provide a comprehensive, student-oriented environment that facilitates learning, student development, and academic and personal achievement ([IIC4-02](#)). Through the Office of Student Affairs, the college supports the work of the Associated Students of Grossmont College (ASGC), the Inter-Club Council (ICC), and over 35 student clubs and organizations. The college's student clubs and organizations provide students with numerous leadership opportunities, enhance professional and social connections, and allow students to explore diverse activities and topics throughout the academic year. Student Affairs also collaborates with faculty, staff, administrators, and community organization representatives to offer co-curricular activities that promote student involvement in campus life programs and activities to complement student educational experiences at the college.

Grossmont College is committed to promoting and celebrating diversity and inclusion. There is an organizational commitment to achieving a climate for valuing and accommodating both differences and commonalities. To this end, Student Affairs offers month-long celebrations of heritage and diversity throughout the academic year, some of which are sponsored by the World Arts and Culture Committee (WACC). Heritage and diversity events range from the Language of the World Festival, Pride Month, and Cinco de Mayo celebrations ([IIC4-03](#)). The college hosts graduation recognition ceremonies, such as Pride Graduation ([IIC4-04](#)) and Latinx Graduation ([IIC4-05](#)), to celebrate the accomplishments of diverse communities of students.

In addition, Grossmont College is committed to providing an educational environment that fosters awareness of and compassion for students' non-academic needs – including housing and food insecurities. To accomplish this, the college has created support programs and resources that assist students with basic needs. Gizmo's Kitchen student food pantry offers 'grab and go' food options for students, as well as CalFresh workshops, and community resource workshops ([IIC4-06](#)).

ASGC, the student government of Grossmont College, strives to represent the interest and concerns of all Grossmont College students through improving campus life, promoting awareness of issues affecting students, and providing support that strengthens partnerships within the campus and community ([IIC4-07](#)). Members of student government have opportunities to participate in local and statewide governance. ASGC routinely participates in California Community College Student Affairs Association Leadership Conference, Statewide Student Senate for California Community Colleges (SSCCC) fall and spring assemblies, and are active participants in the statewide Student Senate Region X. The development of leadership skills in the members of the ASGC and its affiliated student organizations and officers is one of its

priorities. Following annual spring elections, a new ASGC board is seated and establishes goals and an action plan to follow during the academic year ([IIC4-08](#)).

The Inter-Club Council (ICC) is composed of a representative, elected or appointed, from each of the actively registered clubs and organizations on campus ([IIC4-09](#); [IIC4-10](#)). ICC facilitates a means for club and organization leaders to share information about events and activities and be effective advocates for their members in the college community. The council makes written resolutions to the ASGC on club or event funding. ICC's bimonthly meetings are public, and all are welcome to attend.

Events, programs and workshops are routinely evaluated through a standardized survey. Sign-in and tally sheets also help track point of service participant numbers. Student leaders complete a leadership/involvement survey and are asked to update or prepare a transition folder/binder for the incoming officer. All ASGC, ICC, and WACC programs are also evaluated through the Student Affairs Program Review ([IIC4-11](#)).

Grossmont Athletics ([IIC4-12](#)) provides the opportunity for student athletes to achieve excellence in their academic and athletic endeavors. Athletics is committed to providing programs that serve the athletic aspirations of the students and apply the educational philosophy and values of the college. The 17 intercollegiate Grossmont sports teams at the college offer appropriate gender equity with the inclusion of ten women's sports and seven men's. The teams empower student-athletes to continue development of their athletic skills in their sports as they earn a higher education in the discipline of their choice. Athletics is evaluated using the college's program review process ([IIC4-13](#)).

Grossmont College has control of the co-curricular and athletic programs through accounting measures and budget management processes which are in place within the office of Student Affairs and Athletics. The ASGC, ICC, and clubs and organizations streamlines their accounting processes through an account analyst assigned to the area ([IIC4-14](#)). Additionally, in accordance with districtwide expectations for cash handling ([IIC4-15](#)), personnel in athletics work directly with the college and GCCCD Foundation's account analyst to ensure proper fiscal record keeping and reconciliation. Student Affairs programs and Athletics take safety for students as its highest priority, and emergency protocols for student events in place. Athletics follows all CCCAA safety guidelines and ensures that an athletic trainer is present at all contests and practice sessions ([IIC4-16](#)).

Analysis and Evaluation

Grossmont College provides co-curricular and athletics programs that support the mission of the college and create a rich, multifaceted educational experience and facilitate the development of leadership and advocacy skills. The college honors and celebrates diversity by offering various

culture-themed events and activities that are planned by staff, faculty, and students. All students have the opportunity to collaborate and start their own student interest clubs. Athletic programs are conducted with sound policy and operate within standards established by the CCCAA. The college has responsibility for control of its co-curricular programs, including their finances.

II.C.5 The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

The Grossmont College Counseling Department develops, implements, and evaluates counseling services for new and current students. The department is committed to providing accurate information on academic requirements and appropriate resources through one-on-one counseling appointments and group workshops that guide the college's diverse student population on the right pathway to attain their academic, personal, and career goals.

Counseling services are provided through General Counseling, Student Success and Support Program (SSSP), Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), California Work Opportunities and Responsibilities to Kids (CalWORKs), the Accessibility Resource Center (A.R.C.), the Career Center, Puente Project, Umoja, DREAM Center, Veteran's Resource Center, and NextUp Foster Youth Services. Academic, personal, and career counseling services are available to all current and prospective Grossmont College students ([IIC5-01](#)). Counseling services are communicated to students via email, Grad Guru, text messages, Scheduling and Reporting System (SARS) appointment reminders, social media, letters and fliers, the college catalog, campus monitors, outreach events, and direct referrals. Counseling faculty frequently collaborate with staff in Veterans Services, Adult Re-entry, the Learning Resource Center, and the Transfer Center to ensure that counseling services are available to all students through multiple access points. Students may also submit questions online using Ask a Counselor ([IIC5-02](#)).

Grossmont College counseling programs offer an array of services and retention strategies to support students along their path, including educational planning, academic counseling, transfer counseling, follow-up services for at-risk students, on-line orientation, new student advising workshops, Griffin-Coyote Connection for new students, and onboarding events for students and parents ([IIC5-03](#)).

Consistent with established district policy, the college uses its Student Success and Support Program (SSSP) plan as a framework for documenting, evaluating, and improving provision of

student services, including counseling and advising ([IIC5-04](#); [IIC5-05](#); [IIC5-06](#)). The SSSP plan provides specific student data, outcomes, and detailed information regarding each component of student support services. In 2017, the state Chancellor's Office required colleges to integrate SSSP plans with Basic Skills Initiative and Student Equity plans, into one Integrated Plan for student support services. Grossmont College used the process of plan integration as an opportunity to re-affirm that goals and implementations in student services align with the broad strategic priorities of Outreach, Engagement, and Retention. This approach is reflected in the 2017 SSSP/BSI/SEP Integrated Plan submitted to the state Chancellor's Office ([IB4-01](#)).

To support students' onboarding, Grossmont College uses Cynosure to facilitate the completion of the college orientation and an abbreviated education plan online ([IIC5-07](#)). Informal evaluations and feedback of this online service were gathered from students and high school partners, as well as through Cynosure reports. Informal findings indicated that students were not completing the orientation, likely because the orientation component was too long and the online advising was too difficult to navigate. As a result, the orientation was shortened and the online advising portion was made more comprehensive and user-friendly.

There are several workshops for students who are on academic probation and students who have been dismissed. In these workshops, at-risk students learn academic success strategies, meet one-to-one with a counselor, and make an education plan and an academic success contract. The pilot workshop was offered in fall 2017; 236 students were surveyed to determine the factors that contributed to their probation or dismissal ([IIC5-08](#); [IIC5-09](#)). In addition to this workshop, a plan to provide wraparound services to at-risk students was developed in Summer 2018 ([IIC5-10](#)). The plan includes sharing the student contact information with grad coaches, who will then mentor each student in applying effective study skills and learning strategies in addition to connecting them to essential resources on campus and off ([IIC5-11](#); [IIC5-12](#)). The grad coaches aim to offer student support resource to improve student retention and persistence. The effectiveness of the Grad Coaches in partnership with the referrals and workshops will be evaluated when the efforts and partnerships are solidified. SSSP has engaged in conversations to further develop and strengthen the efforts.

Counseling classes are offered on campus, online, and in hybrid format. Additionally, Counseling Courses are being offered in partnership with local area high schools for High School Students as a part of our growing Dual Enrollment partnerships. The series of counseling and personal development classes are offered to assist students with the exploration of individual needs and interests ([IIC5-13](#)). Many of these courses are incorporated directly into special programs at the college, as well. For example, in fall 2018, COUN 130 Study Skills and Time Management was a component of participation in Umoja. In spring 2019, the Umoja cohort enrolled in COUN 110 Career and Decision Making. Via Rápida included COUN 137

Maximizing Your Learning, and the Summer Institute Program (SIP) through EOPS offered COUN 120 College and Career Success.

The counseling department currently has 23 full-time faculty and 30 adjunct faculty serving students. The counseling department chair leads efforts to provide in-service training for all new and continuing adjunct counseling faculty ([IIC5-14](#)). Additionally, full-time and adjunct counseling faculty attend professional development workshops and trainings, such as the CSU Counselors Conference, UC Ensuring Transfer Success Workshop, and On Course Training, in order to effectively facilitate the counseling and advising function to serve students. Counseling faculty and staff also convene during weekly department meetings and serve on college committees, councils, and task forces. They participate in local and statewide opportunities that range from understanding state standards and guidelines associated with goal setting and degree attainment, to obtaining certifications in Career advising and assessment practices, in order to stay current in their fields.

Recently, the college has offered S³ Student Services Sessions to promote greater awareness of student services collegewide. In professional development workshops offered throughout the academic year, student service professionals share essential information about their programs and the students who use them with Grossmont faculty and staff. In addition to sharing program service information, the goals of S³ are to cultivate a deeper understanding of the challenges students may encounter in navigating the journey to attain their educational goals as well as to strengthen partnerships among academic and service professionals so that all at Grossmont can more effectively support student success ([IIC5-15](#)).

Analysis and Evaluation

To support students as they enter the college through the completion of their educational goals, Grossmont College supports students as they enter college and while they work toward completion of their educational goals. Students have access to orientation, placement assessment, educational planning, and follow-through services. Counseling faculty and staff participate in professional development opportunities on campus and at conferences to stay abreast of timely, useful, and accurate information relevant to academic requirements, personal and career counseling, and innovative approaches to improve counseling services. Counselors serve students of diverse backgrounds with particular academic interests, skills, and needs. By relating to each unique Grossmont student and clearly understanding his or her academic interests and needs, counselors guide the student onto the right path leading to academic success and personal fulfillment.

II.C.6 The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

Grossmont College's admission policies strictly adhere to the directives of BP 5010 Admissions and Concurrent Enrollment ([IIC6-01](#)). This policy emphasizes equal access to services, classes, and programs for all students, regardless of:

... ethnic group identification, race, color, national origin, religion, age, sex or gender, gender identity, gender expression, physical or mental disability, medical condition, pregnancy, genetic information, ancestry, sexual orientation, marital status, veteran status, economical status, or because he or she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics, in admission practices or participation in any college activities.

This policy is consistent with the college mission statement ([IA4-01](#)), as it supports advancing equity and inclusion by preparing a diverse student population to lead and engage with local and global communities.

The college's Admissions and Records web page outlines the application requirements for high school students concurrently enrolled at Grossmont, high school graduates and non-graduates, students transferring from other colleges, and international students and other non-residents ([IIC6-02](#)). Students enter the pathway by completing the five steps to become a Grossmont student. Through this five-step process, students are able to complete the college application, receive an orientation, complete placement processes, create an abbreviated education plan, and register for classes ([IIC6-03](#)). Once the students have entered the path, the college's various counseling and learning support programs and services assist students in setting and achieving academic goals. For Grossmont graduates continuing their higher education at a four-year college or university, the Transfer Center staff help to make the transition seamless.

The Transfer Center provides application assistance, such as ensuring that students receive information and tips from the University of California on how to complete admissions essays ([IIC6-04](#)). The center also provides information on minimum transfer requirements and transfer agreements with the CSU and UC systems, including Associate Degrees for Transfer (ADTs) and the Transfer Admission Guarantee (TAG) program. The Transfer Center offers individualized and groups advisement sessions as well as hosts the annual Transfer Fair, attended by representatives from state and private colleges and universities ([IIC6-05](#)).

Specialized admission procedures are required for Allied Health and Nursing programs. These programs include Cardiovascular Technology, EKG/Telemetry, Registered Nursing, Occupational Therapy, Orthopedic Technology, and Respiratory Therapy. The admissions criteria for each of the six Allied Health programs are consistent with state regulations and program accreditation guidelines. Specific prerequisite information and other program entrance requirements are described on the web page of each Allied Health program ([IIC6-06](#); [IIC6-07](#); [IIC6-08](#); [IIC6-09](#); [IIC6-10](#); [IIC6-11](#)). Students who fulfill the program entrance qualifications are eligible for admissions. Nursing also uses the California State Chancellor's multi-criteria screening tool for admission into a cohort of students every fall and spring semester ([IIC6-08](#)).

Bachelor's Degree Collaboration

Through a collaboration between Grossmont College and Point Loma Nazarene University (PNLU), RN and CSIS students are able to take PNLU courses at the Grossmont campus and earn PLNU baccalaureate degrees in nursing and computer information technology. The program is promoted through the college's outreach efforts, counseling, the transfer center as well as the Allied Health Department and the Computer Technology Information Department. The admissions criteria for the RN to BSN option are accessible from the Grossmont Nursing and Computer Information Technology web pages via a link to PLNU's web page ([IIC6-12](#); [IIC6-13](#); [IIC6-14](#)). Students may contact the PLNU RN-BSN Program Advisor by phone, email, or meet with this representative on the Grossmont campus.

Analysis and Evaluation

Admissions to all programs are outlined and well defined on the college website. In addition, students are informed about the admission procedures to special programs and pathways from their counselors, outreach events, informational meetings, and transfer center events. The Transfer Center holds an annual Transfer Fair where college representatives from various programs are available to answer students' questions. Grossmont College has adopted and adheres to admission policies consistent with its mission and vision, regarding the qualifications of students appropriate for its programs. Admission policies are reviewed for appropriateness and relevance.

II.C.7 The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

The Office of Admissions and Records evaluates its admissions processes and procedures through the Program Review process ([IIC7-01](#)). In addition, representatives from Admissions and Records, Financial Aid, the Cashier's Office, Information Technology, and Accounting participate in monthly Date Impact Team meetings to review and evaluate registration procedures to ensure students have easy access to and navigation within the online registration system. The components reviewed and evaluated include the class schedule, college academic

and fiscal calendars, registration processing calendars, deadlines for residency determination, priority registration, part-time high school student registration, registration appointments, enrollment confirmations, the online application system, the online registration system, waitlist procedures, add code lists, parking, and drop for nonpayment ([IIC7-02](#); [IIC7-03](#)).

The faculty are responsible for selecting college placement assessment instruments. To ensure effective and reliable placement, Grossmont College subscribes to the Standards, Policies & Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges. All assessment instruments in this service are approved by the state Chancellor's Office; Grossmont College uses only approved instruments ([IIC7-04](#)). The placement assessments are analyzed and evaluated for their validity, reliability, and potential bias and disproportionate impact in order to determine their effectiveness and appropriateness to place students. Grossmont College also adheres to Title 5, section 55502(a), which requires colleges to employ multiple measures in their English, math, and ESL placement processes.

In fall 2013, Grossmont began using Accuplacer, a computerized adaptive assessment test, for English and math placement. After completing a test in Accuplacer, students received a raw score that corresponded to a course placement into the English and math course sequences. The Office of Research, Planning, and Institutional Effectiveness conducted cut-score validation to ensure accurate placement ([IIC7-05](#); [IIC7-06](#); [IIC7-07](#)). The Math Department also surveyed instructors to receive their input on the placement of their students based on their readiness. Results of these studies prompted Math and English faculty to adjust Accuplacer cut-scores and add questions related to multiple measures placement. The Math Department also added a placement page on their website with information about Accuplacer, sample questions, and math review guides. In addition, math faculty created a high school articulation agreement that placed students using multiple measures ([IIC7-08](#)).

For ESL, students complete the Combined English Language Skills Assessment (CELSA), a writing sample, and a background survey. The CELSA is a multiple-choice assessment that provides insight into students' reading ability and knowledge of grammar. The background survey includes length of time and years of schooling in the U.S. as well as years of schooling in the student's home country. It also asks the extent to and manner in which students speak, read, and write in English. ESL faculty evaluate students' CELSA scores, writing samples, and background surveys in order to determine optimal placement in the ESL sequence. The State Chancellor's Office requires that all placement instruments be reviewed for validity, reliability, and bias every six years. The CELSA and Grossmont ESL Writing Test have earned full approval.

With the approval of AB 705 in October 2017, the California community colleges are required to maximize the probability students enter and complete transfer-level coursework in English and

math within one year. Students who enter ESL need to begin transfer-level English within three years. For placement of students into English and math courses, high school coursework, high school grades, and/or high school grade point average must now be used. In fall 2017, the Math and English Departments collaborated on the implementation of AB 705 using the statewide Multiple Measures Assessment Project (MMAP). Through the ongoing statewide discussion of AB 705 and placement assessment, the decision was made to phase out Accuplacer entirely and rely on multiple measures placement methods, including high school GPA and self-placement ([IIC7-09](#); [IIC7-10](#)).

Analysis and Evaluation

The college conducts regular and thorough evaluation of Admissions and Records processes and procedures through Program Review to ensure access and effectiveness in serving the student population. The placement test validation process assures accessibility and optimal placement of students into appropriate English, math, and ESL courses. The district RPIE Office and discipline faculty work together to conduct regular consequential validity studies and impact analyses to ensure placement instruments are reliable, valid, and free of bias.

II.C.8 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.

Evidence of Meeting the Standard

Grossmont College maintains confidential, permanent, and secure records in accordance with BP 3310, the Family Education Rights and Privacy Act (FERPA), and Title 5 ([IIC8-01](#)). Students' FERPA rights are printed in the college catalog and are available on the Admissions and Records' web page ([IIC8-02](#); [IIC8-03](#)). Access to student records as well as level of access are based on the user's role and department and is implemented through the Information Technology Department. Student records are classified and managed following the procedures outlined in AP 3310, and yearly reviews of records are done to determine classification ([IIC8-04](#)).

The Information Technology Department ensures safe backup and security of all permanent student records. A database backup system allows for recovery of student records. Backup files are maintained at Cuyamaca College, and hard copy and microfiche records are securely kept on-site in the Admissions and Records Office. Secure individual faculty and staff logins to WebAdvisor and Colleague ensure the protection of online grades, while the key card entry to the Admission and Records vault provides security to offline grades.

In accordance with AP and BP 5800, Grossmont College employs an Identity Theft Protection Program (ITPP), which prevents identity theft in district student financial transactions ([IIC8-05](#); [IIC8-06](#)). ITPP controls foreseeable risks by identifying, detecting, and responding to threats, labeled as "Red Flags." Action plans are in place to prevent or mitigate identity theft. Students

can quickly and safely access their information through WebAdvisor, where they are identified by a randomly generated identification number. While the system assigns a six-digit password to students, they are advised to update the password after the first time they log into WebAdvisor.

In accordance with AP and BP 5040, Grossmont College ensures that a cumulative record of enrollment, scholarship, and educational progress is kept for each student ([IIC8-07](#); [IIC8-08](#)). Students can file a written request to the Admissions and Records Office to remove or correct information on their records, with the exception of grade changes ([IIC8-09](#)). Security measures are in place to ensure no person obtains access without authorization to student records, including student grade records. Continuing and former students can access their individual student records, yet no student record can be released to a third party without students' written or verified consent. FERPA provides students an option to allow access or release of their educational record through the FERPA Release Form found in the Admissions and Records Office and on its web page ([IIC8-10](#)).

Analysis and Evaluation

Grossmont College maintains confidential, permanent, and secure records of all hard copies, electronic imaged copies, and microfiche student records in accordance with district board policy, state, and federal law. The district's Information Technology department maintains security and backup procedures for electronic records. Established student records policies regarding the release, maintenance, and security of records are published in the college catalog.

Conclusions: Standard II.C

Grossmont College provides appropriate student support services that foster student learning and development within the context of the institutional mission for all of its students. Multiple evaluative methods and implementation of SLOs, SSOs, and ISLO ensure that students are receiving the support they need. The College offers multiple modes of access to services both online, and in-person. Many changes have come about as a result of evaluations, including but not limited increased availability of online services; early intervention for probation students; and increase in the number of associate degrees for transfer.

Improvement Plan(s): Standard II.C

None for this Standard.

Evidence List: Standard II.C

- IIC1-01: [Student Services Program Review Handbook \(2017 Version\)](#)
- IIC1-02: [Student Services Program Review Calendar](#)
- IIC1-03: [Student Services Learning Outcomes \(SSOs\)](#)
- IIC1-04: [Via Rápida Program Review Excerpt showing disaggregated data](#)

- IIC1-05: [Student Satisfaction Survey - Admissions & Records](#)
- IIC1-06: [Participant Evaluation Survey - Campus Tour](#)
- IIC1-07: [Student Comment Card](#)
- IIC1-08: [New Student Advising Workshop Survey](#)
- IIC1-09: [Probation & Dismissal Survey](#)
- IIC1-10: [Via Rápida Orientation Survey](#)
- IIC1-11: [Via Rápida Pre-Program Survey](#)
- IIC1-12: [2012 CCSSE Results: Executive Summary](#)
- IIC1-13: [2015 CCSSE Results: Executive Summary](#)
- IIC1-14: [Student Services Info Sheet - English](#)
- IIC1-15: [Student Services Info Sheet - Spanish](#)
- IIC1-16: [Student Services Info Sheet - Arabic](#)
- IIC1-17: [One Theme, One Campus Website](#)
- IIC1-18: [Student Services Council Meeting Schedule, 2018](#)
- IIC1-19: [Sample Agenda, Student Services Council](#)
- IIC1-20: [Student Services Council Retreat, Fall 2017](#)
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- IIC2-01: [Model for SSO Studies](#)
- IIC2-02: [Sample SSO Data Collection Form: New Student Advising Workshop Evaluation](#)
- IIC2-03: [Sample SLO Results: Counseling](#)
- IIC2-05: [Sample DataMart Report for Student Services](#)
- IIC2-06: [Student Support and Success Program \(SSSP\) Progress Report](#)
- IIC2-07: [2015 CCSSE Results: Special Focus on Assessment](#)
- IIC2-08: [Title V Grant Abstract & Major Activities](#)
- IIC2-09: [2018 SENSE Results: Key Findings](#)
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- IIC3-01: [College Website: 5 Steps to Apply](#)
- IIC3-02: [College Website: Steps to Apply, with Links to Help Videos](#)
- IIC3-03: [College Website: Current Students Tab](#)
- IIC3-04: [Child Development Center Website](#)
- IIC3-05: [American College English \(ACE\) Website](#)
- IIC3-06: [International Students Website](#)
- IIC3-07: [Access Resource Center \(ARC\) Website](#)
- IIC3-08: [Alternative Media Website](#)
- IIC3-09: ["Catch the Wave" Guidebook](#)
- IIC3-10: [College Website: Online Student Services](#)
- IIC3-11: [College Website: Canvas Information](#)
- IIC3-12: [Schedule Example: Day, Evening, and Saturday Classes in Chemistry](#)
- IIC3-13: [Tutoring Center Website](#)
- IIC3-14: [College Website: Outreach Page](#)
- IIC3-15: [College Website: Dual Enrollment](#)
- IIC3-16: [Helix Charter School: Political Science Sections](#)

- IIC4-01: [Sample Event Flyers and Websites](#)
- IIC4-02: [Office of Student Affairs Website](#)
- IIC4-03: [Sample Flyers for Heritage and Diversity Events](#)
- IIC4-04: [Pride Graduation Flyer](#)
- IIC4-05: [LatinX Graduation Flyer](#)
- IIC4-06: [Gizmo's Kitchen Website](#)
- IIC4-07: [Associated Students of Grossmont College \(ASGC\) Website](#)
- IIC4-08: [Sample ASGC Goals and Planning Information](#)
- IIC4-09: [Interclub Council Website](#)
- IIC4-10: [Student Clubs and Organizations Website](#)
- IIC4-11: [Student Affairs Program Review](#)
- IIC4-12: [Grossmont College Athletics Website](#)
- IIC4-13: [Athletics Program Review](#)
- IIC4-14: [Fiscal Process for Associated Students of Grossmont College \(ASGC\)](#)
- IIC4-15: [GCCCD Cash Handling Procedures](#)
- IIC4-16: [Grossmont College Athletic Training Website](#)

- IIC5-01: [Counseling Services - Counseling Center Website](#)
- IIC5-02: [Online Counseling via "Ask A Counselor"](#)
- IIC5-03: [Counseling and Advising Events - Sample Flyers](#)
- IIC5-04: [Student Support and Success Program \(SSSP\) Plan](#)
- IIC5-05: [BP 5050: Student Success](#)
- IIC5-06: [AP 5050: Student Success](#)
- IIC5-07: [Online Orientation, via Cynosure](#)
- IIC5-08: [Probation and Dismissal Factors - Survey](#)
- IIC5-09: [Survey Results -Probation and Dismissal Factors](#)
- IIC5-10: [Probation and Dismissal Timeline](#)
- IIC5-11: [Probation and Dismissal Workshop Flyer](#)
- IIC5-12: [Probation and Dismissal Email](#)
- IIC5-13: [Counseling and Personal Development Course Schedule](#)
- IIC5-14: [Counseling Department Training Manual](#)
- IIC5-15: [Student Services Sessions \(aka, S3\) Website](#)

- IIC6-01: [BP 5010: Admission and Concurrent Enrollment](#)
- IIC6-02: [Admissions and Records Website](#)
- IIC6-03: [College Website: Future Students Tab](#)
- IIC6-04: [Transfer Center Website](#)
- IIC6-05: [Transfer Fair Flyer](#)
- IIC6-06: [Application Process: Cardiovascular Technology Program](#)
- IIC6-07: [Application Process: EKG/Telemetry Program](#)
- IIC6-08: [Application Process: Nursing Program Website](#)
- IIC6-09: [Application Process: Occupational Therapy Assistant Program Website](#)
- IIC6-10: [Application Process: Orthopedic Technology Program Website](#)

- IIC6-11: [Application Process: Respiratory Therapy Program Website](#)
- IIC6-12: [Nursing Department Website](#)
- IIC6-13: [Point Loma Nazarene University Website: RN to BSN Information](#)
- IIC6-14: [Point Loma Nazarene University Website: CIT Information](#)

- IIC7-01: [Admissions and Records Program Review](#)
- IIC7-02: [Sample Date Impact Team Meeting Agenda](#)
- IIC7-03: [Sample Date Impact Team Meeting Notes](#)
- IIC7-04: [State-Approved Assessment Instruments In Use at Grossmont College](#)
- IIC7-05: [Accuplacer Validation Study - Math](#)
- IIC7-06: [Updated Validation Study - Math](#)
- IIC7-07: [Accuplacer Validation Study - English](#)
- IIC7-08: [Math Department Website: Study & Exemption Information](#)
- IIC7-09: [GCCCD Placement Rules for Math and English](#)
- IIC7-10: [Self-Guided Placement Questionnaire](#)

- IIC8-01: [BP 3310: Records Retention and Destruction](#)
- IIC8-02: [College Catalog: Statement of FERPA Rights](#)
- IIC8-03: [Admissions and Records Website: Statement of FERPA Rights](#)
- IIC8-04: [AP 3310: Records Retention and Destruction](#)
- IIC8-05: [AP 5800: Prevention of Identity Theft in Student Financial Transactions](#)
- IIC8-06: [BP 5800: Prevention of Identity Theft in Student Financial Transactions](#)
- IIC8-07: [AP 5040: Student Records, Directory Information, and Privacy](#)
- IIC8-08: [BP 5040: Student Records, Directory Information, and Privacy](#)
- IIC8-09: [AP 5045: Student Records – Challenging Content and Access Log.](#)
- IIC8-10: [FERPA Release Form](#)

Additional Evidence Cited in Standard II.C:

- IA3-05: [Student Services Website](#)
- IA4-01: [Mission Statement - College Website](#)
- IB4-01: [2017-2019 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success & Support Program](#)

Standard III: Resources



The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

III.A. Human Resources

III.A.1 The institution ensures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

Grossmont College ensures that the faculty, staff, and administrators at Grossmont College are distinctly qualified for the work they perform through the development and use of appropriate hiring criteria and hiring processes to select qualified personnel for new and replacement positions. To ensure a large and diverse pool of qualified applicants, job descriptions, minimum qualifications, and roles and responsibilities are posted to prospective applicants on the district's career website, as well as in local, regional, state, and national journals, newspapers, magazines, and educational websites ([IIIA1-01](#); [IIIA1-02](#)). Current employees also receive announcements for employment opportunities via email announcements from Human Resources. The advertising, recruitment, vetting, and hiring processes for new and current employees are well-defined and well documented as required by BP 7120 and AP 7120 ([IIIA1-03](#); [IIIA1-04](#); [IIIA1-05](#)). Processes for application and selection are clearly communicated to potential applicants ([IIIA1-06](#); [IIIA1-07](#); [IIIA1-08](#)). The hiring of non-academic/non-classified hourly employees (NANCE), including student employees, is initiated by utilizing the NANCE hiring package available on the district intranet site ([IIIA1-09](#); [IIIA1-10](#); [IIIA1-11](#)).

All faculty and administrative job descriptions include the minimum qualifications specified in *The Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook*, which is followed by all California Community Colleges. Prior to the announcement of an open position, discipline faculty and administrators work collaboratively to outline the general responsibilities and the necessary and preferred qualifications included in job descriptions in order to ensure that programmatic needs are accurately reflected. Similarly, for classified positions, all job descriptions clearly delineate the roles and responsibilities that need to be fulfilled for departments and programs to achieve goals and support the college mission. When classified responsibilities evolve and expand, a Classification Committee conducts a review in order to determine whether reclassification of the position is warranted. The Collective Bargaining Agreement between California Schools Employees Association (CSEA) Chapter 707 and GCCCD outlines the procedures for review and classification or possible reclassification of positions ([IIIA1-12](#)). Similar processes apply to supervisory, managerial, and confidential positions, which are proposed through an Organizational Modification ([IIIA1-13](#)).

Job announcements and job descriptions include information directly tied to the college mission. Examples of this alignment with mission can be seen in the standard “Who We’re Seeking” language in faculty job descriptions ([IIIA1-14](#)):

Grossmont College seeks academic professionals who are dedicated to equitable and superior student success outcomes for all students. We are looking for candidates who will demonstrate a history and willingness to continue to learn about varied, relevant teaching and learning practices, assessment strategies, and educationally sound supports that will sustain a diverse and changing student body and college service area. We seek colleagues who create positive, engaging learning and development environments in class and throughout the college that challenge and support students to aspire to, and achieve, their full potential.

Alignment with mission can be seen in standard language for classified postings, as well: ([IIIA1-15](#)):

Transforming lives through learning isn’t just the vision of the Grossmont-Cuyamaca Community College District. It happens every day with our 30,000 students who take the first step in their higher education, become trained for a new career, or learn knowledge that transforms their world perspective.

The Grossmont-Cuyamaca Community College District honors a diverse academic community and fosters equity mindedness across our institutions. As such, the District is committed to eliminating achievement gaps among different student groups by promoting a culture of appreciation for diversity, equity, inclusivity, and social justice, and continuously examining our processes and practices through an equity lens.

Human Resources representatives provide support to hiring committees throughout hiring processes. They ensure that established processes are followed and all required documentation is collected. This includes an emphasis on confidentiality. Prior to serving on a hiring committee, faculty, staff, and administrator committee members attend a training conducted by Human Resources. This training clearly outlines the responsibilities for members serving on a hiring committee and provides a detailed overview of the complete process ([IIIA1-16](#)). Human Resources, hiring committees, department chairs, program coordinators, and division deans verify the qualifications of applicants through the steps of hiring processes. Prospective employees are required to provide verification of licensures, certifications, and degrees. Depth of knowledge, experience, and skills are demonstrated during interviews. Professional references are contacted. Prospective employees who do not hold the stated minimum qualifications must meet approved equivalencies ([IIIA1-17](#); [IIIA1-18](#)). Those who hold a degree from a non-U.S. college or university must have their coursework evaluated by a professional association, and the degree must meet approved equivalencies ([IIIA1-19](#)).

The Grossmont College Staffing Committee, Faculty Staffing Prioritization Committee, and Classified Staffing Prioritization Committee collaborate to maintain equitable hiring

prioritization processes that align with collegewide strategic goals and priorities ([IIIA1-20](#); [IIIA1-21](#); [IIIA1-22](#)). The work of the Staffing Committee supports the college's mission by monitoring the implementation of a staffing plan that promotes employment equity and diversity and by contributing to the college's institutional capacity. These committees meet annually to design or revise rubrics used to evaluate and prioritize staffing requests as well as evaluate the efficacy of the processes. Recommendations for new and replacement positions are presented to the College Council, which reviews the ranking and makes recommendations to the president.

Analysis and Evaluation

Grossmont College ensures the integrity and quality of its programs and services by employing appropriately qualified faculty, staff, and administrators. Working collaboratively with district Human Resources professionals, the college ensures that criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated in position announcements. Processes for developing job descriptions ensure that position duties and responsibilities accurately reflect programmatic needs and alignment with the institutional mission. College-level planning and prioritization processes and governance committee assignments ensure that new and replacement positions meet the needs of the college and support its mission and goals.

III.A.2 Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

All discipline-specific job announcements for full-time faculty list minimum qualifications and clearly indicate required degrees, professional experience, discipline expertise, professional activities, and other necessary qualifications (e.g., [IIIA1-14](#)). Minimum qualifications are also clearly stated in the job description for adjunct faculty ([IIIA2-01](#)). The faculty collective bargaining agreement provides general job descriptions and responsibilities for both full-time and part-time faculty. Both job descriptions include the requirement to participate in the development and review of curriculum. In job descriptions for full-time positions, the ability to design and implement curriculum is also emphasized. In addition, the general full-time and part-time faculty job descriptions outline the responsibility to evaluate student progress toward meeting course objectives ([IC9-02](#); [IC9-03](#)).

As described in III.A.1, Human Resources, hiring committees, department chairs, program coordinators, and division deans verify the qualifications of applicants through the steps of hiring processes. Prospective employees are required to provide verification of degrees, certifications, and licensures. This includes those hired under an equivalency. Interviews, which include

teaching demonstrations, provide a great deal of insight into applicants' depth of knowledge, experience, and skills. Professional references also provide insight into applicants' experience and level and scope of responsibilities in their current or former position.

In accordance with California State Code of Regulations (Title 5 §53022), hiring processes ensure that all prospective faculty demonstrate understanding of diversity in regards to academic, socioeconomic, cultural, disability and racial and ethnic backgrounds of community college students. Selection committees assess whether each applicant's response correlates with the district's effort to hire and retain faculty sensitive to and knowledgeable of the needs of a diverse student body based on submitted materials, interview questions, and teaching demonstrations.

Faculty who desire to continue their education or expand their knowledge in a particular discipline may do so through step advancement, sabbaticals, and professional development opportunities ([IIIA2-02](#); [IIIA2-03](#); [IIIA2-04](#)). Through these opportunities, faculty may exceed the minimum educational requirements for their teaching positions, and frequently do so: in the 2018-19 academic year alone, 43 full-time faculty obtained a Ph.D. or Ed.D. Professional development opportunities are available to all faculty to encourage innovation and further excellence in teaching.

Analysis and Evaluation

Grossmont College, in collaboration with district Human Resources, assures that all faculty employed by the college have the requisite knowledge and skills relevant to their discipline. Factors of qualification considered in the hiring process include educational and professional experience, discipline expertise, teaching skills, understanding of diversity, and potential to contribute to the college mission and students' success. All faculty job descriptions include responsibility for development and review of curriculum, as well as assessment of students' learning.

III.A.3 Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

Job descriptions for administrators include expectations for educational achievement, employment experience, knowledge and abilities required to perform the duties, functions, and responsibilities of the position ([IIIA3-01](#); [IIIA3-02](#)). Administrator position descriptions are reviewed and revised as part of the process for hiring administrators. To ensure that administrative positions are relevant to the college mission, new and revised position descriptions are approved by the Governing Board, Human Resources, the college president, vice presidents, and deans to ensure relevance to the college mission. Minimum qualifications for educational administrator positions are consistent with California regulations, as described in the

state Chancellor's Office publication *Minimum Qualifications for Faculty and Administrators in California Community Colleges*.

Administrator qualifications are verified through the district's established hiring processes. In addition to verification of the degrees, certifications, and length and depth of experience required for administrative and other supervisory positions, the district's hiring processes facilitate the means for selection committees to determine candidates' potential to fulfill broad responsibilities ([IIIA3-03](#)). These responsibilities include, but are not limited to, providing leadership and supervision to staff and faculty, overseeing the performance of departments and service areas and assuring policies and procedures are followed and standards maintained, evaluating full-time and part-time faculty and staff, managing budgets and resources, and working collaboratively with administrators, faculty, students, and staff on councils and committees on district and college planning. In addition, the Governing Board also reviews the selection and appointment of administrative personnel as part of its monthly personnel agenda item to ensure the district hires well-qualified administrators for each open position ([IIIA3-04](#)).

Analysis and Evaluation

Grossmont College, working in collaboration with district Human Resources, uses well-established hiring procedures to assure that administrators and other supervisory or managerial employees possess the qualifications necessary to support the college mission and sustain institutional effectiveness and academic quality.

III.A.4 Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

Human Resources verifies transcripts to certify that applicants meet the minimum educational requirements stated in job descriptions. The district only accepts degrees from accredited institutions ([IIIA4-01](#)). Applicants who have earned degrees from institutions outside of the United States are responsible for providing official evaluations of their foreign degrees at the time of application. Human Resources provides a list of approved foreign transcript evaluation agencies ([IIIA1-19](#)).

Analysis and Evaluation

Human Resources personnel verify all transcripts to ensure that required degrees held by faculty, administrators, and other employees have been awarded by institutions accredited by recognized US accrediting agencies. Applicants with foreign degrees must provide evaluations of equivalence.

III.A.5 The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

Collective bargaining agreements, employment contracts, and employee handbooks outline the evaluation protocols for GCCCD employees ([IIIA5-01](#); [IIIA5-02](#); [IIIA5-03](#); [IIIA5-04](#); [IC9-04](#)). Each of these protocols is designed to assess the effectiveness of personnel and encourage continuous improvement and professional development. Human Resources personnel are responsible for notifying evaluators and evaluatees of the schedule and process for administrators and classified personnel. For faculty evaluations, the Instructional Operations Office (in Academic Affairs) provides information about schedule and process, and compiles the results for communication to academic deans and discipline faculty ([IIIA5-05](#)). Completed evaluations are kept in the employees' personnel files. In the event that action needs to be taken following an evaluation, a formal, timely, and well-documented process takes place.

The annual evaluation process described in the Administrators' Association collective bargaining agreement applies to academic and classified administrators and supervisors. Administrators are evaluated based on whether they achieve goals set the previous year related to leadership and supervision, communication and collaboration, planning and organization, decision-making, professional knowledge and expertise, and impact on students and student learning outcomes. The process includes goal setting, a professional and personal enhancement plan, and recommendations for improvement ([IIIA5-01](#)). Probationary administrators are evaluated at the three-month, six-month, nine-month, and one-year mark during the first probationary year. Vice presidents are also evaluated annually in accordance with the *Confidential Administrators Handbook* ([IIIA5-02](#)). Additionally, the chancellor evaluates the college president in accordance with BP 7112 ([IIIA5-06](#)). This annual evaluation process is outlined in AP 7112 ([IIIA5-07](#)). Performance factors include institutional planning, organizing, and executing plans, problem solving and decision-making, contributions to the advancement of the district and college missions, commitment to the principles of effective collegial consultation, and contributions and commitment to student learning and success.

As specified in the collective bargaining agreement between the American Federation of Teachers (AFT) and GCCCD, tenure-track faculty are evaluated every fall semester for four years. In the spring semester of each year, Tenure Review Committee chairs make written recommendations regarding the tenure of each faculty member to their deans, who then communicate their recommendations to the relevant vice president and to the President. Tenured

faculty are evaluated at least once every three academic years. Part-time faculty are evaluated in the first semester of employment and in the first semester of each new assignment. After this initial evaluation, part-time faculty are evaluated at least once every six semesters of employment. Improvement plans as a result of faculty evaluations are documented, along with any timelines for observed, measured improvement ([IC9-04](#)).

The evaluation process for regular and probationary classified staff is outlined in the collective bargaining agreement between the California School Employees Association (CSEA) and GCCCD. Classified staff are evaluated on quality and productivity, professionalism, communication and interpersonal communication, and leadership skills. Newly hired employees receive performance assessments the third, sixth, and ninth month from the date of appointment to the position. Continued employment beyond the twelve-month probationary period indicates that the bargaining unit member has achieved permanency. Performance assessments for permanent employees appointed to a new position are conducted twice during the first year in the new classification. A performance assessment is conducted for all other permanent classified employees once per year ([IIIA5-04](#)).

Analysis and Evaluation

Grossmont College, working collaboratively with district Human Resources, assures the ongoing effectiveness of its human resources through regular and systematic personnel evaluation processes. The college has clearly documented criteria for evaluating all personnel. Evaluation instruments and processes are designed to evaluate the effectiveness of personnel and encourage continuous improvement and professional development. Any corrective actions resulting from an evaluation are documented through formal and timely procedures.

III.A.6 *Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.*

III.A.7 **The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)**

Evidence of Meeting the Standard

The district and college strive to employ the number of well-qualified full-time and part-time faculty essential to fulfilling faculty responsibilities and providing quality educational programs and services. The college uses several methods to determine whether the number of faculty is sufficient, including enrollment trends, program review data, and compliance with the Faculty Obligation Number (FON) set by the state in accordance with California Code of Regulations (Title 5). The district is responsible for ensuring compliance with the FON.

The table below shows the number of fulltime equivalent (FTE) faculty at Grossmont College over the past accreditation cycle:

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
FTE Faculty (Tenured or Tenure Track)	207.01	206.55	203.48	228.84	250.65	245.08
FTE Faculty (Part-time)	206.55	215.53	236.69	239.00	272.38	257.05
TOTAL FTE Faculty	413.56	422.08	440.16	467.84	523.03	502.12

Source: MIS Referential Files

Department faculty assess and justify their need for additional full-time faculty during the comprehensive program review process, which occurs on a six-year cycle as described in Standard I.B.5. The Program Review Committee considers requests for additional full-time faculty as they make recommendations for departments ([IIIA7-01](#)). Fulfillment of program review recommendations as well as changes in full-time and part-time staffing and their impact on instructional programs are also addressed during the annual planning cycle, where departments advocate for additional full-time positions through the faculty staffing request process. In this process, faculty justify their request through analysis of quantitative data, which include full-time and part-time full-time equivalent faculty (FTEF), full-time equivalent students (FTES), weekly student contact hours (WSCH), program efficiency, and retention and success rates. Qualitative data are also addressed ([IIIA7-02](#)).

Faculty staffing requests are submitted to the Faculty Staffing Prioritization Committee, which in turn, uses an established rubric to evaluate and prioritize the requests ([IIIA7-03](#)).

Recommendations for new and replacement positions are presented to the College Council, which reviews the ranking and makes recommendations to the president, who makes a final decision regarding the prioritized list ([IIIA7-04](#)).

Analysis and Evaluation

Grossmont College maintains a sufficient number of full-time and adjunct faculty to ensure that the faculty responsibilities essential to the quality of educational programs and services are fulfilled. The college monitors FTEF, FTES, WSCH, and program efficiency through its program review processes, and uses these data to inform decisions about areas where additional faculty may be required in order to maintain or fulfill program needs.

III.A.8 An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

Grossmont College provides its part-time faculty with orientation, evaluation, and professional development. Step 6 in the hiring process requires attending a first-year experience orientation ([IIIA8-01](#); [IIIA8-02](#)). A member of the professional development team contacts newly hired faculty to provide the flex-week orientation schedule ([IIIA8-03](#)) and encourage attending a session in addition to attending workshops and presentations provided by departments, divisions, and the Office of Professional Development. *The Part-Time Faculty Handbook* is an additional guide outlining professional responsibilities, policies, procedures, and resources ([IIIA8-04](#)). Deans, division staff, department coordinators, and full-time faculty mentors also provide orientation resources for part-time faculty.

As described in Standard III.A.5, part-time faculty are evaluated by tenured peers, managers, and students in the first semester of employment and in the first semester of each new assignment ([IC9-04](#)). Through this process, peers and evaluatees have the opportunity to discuss command and effective communication of subject matter, lesson preparation, lesson content and connection to course objectives, teaching methods, responsiveness to students, and classroom climate in addition to the fulfillment of department requirements and participation in activities that promote professional growth and collaboration with colleagues ([IC9-05](#)). Part-time faculty are engaged in the life of the institution. In addition to participation in department and college professional development activities, they serve as faculty representatives on councils, task forces, and committees, including the Academic Senate Officers Committee ([IIIA8-05](#)).

Analysis and Evaluation

Grossmont College has established practices that provide for the orientation, oversight, evaluation, and professional development of its part-time faculty. The college provides multiple avenues for part-time faculty to integrate into college culture and participatory governance.

III.A.9 The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

Classified staff fulfill a broad range of essential responsibilities district-wide as exemplified in Appendix C of the collective bargaining agreement between CSEA Chapter 707 and GCCCD ([IIIA9-01](#)). As of fall 2018, there were approximately 218 fulltime-equivalent classified staff employed at Grossmont College to support effective educational, technological, physical, and

administrative operations. All job descriptions and announcements for classified positions provide detailed expectations for knowledge and abilities and minimum qualifications for education and experience ([IIIA9-02](#)), and the district’s hiring and selection practices support the selection of qualified personnel. When a staffing vacancy occurs, processes are in place to ensure that the college maintains adequate and appropriate staffing. Requests to fill vacant positions are made through the Strategic Hire process. This systematic process allows for thoughtful, multi-level, and transparent dialogue across college and district sites, and helps to ensure consistency across similar job descriptions and associated duties throughout the district ([IIIA9-03](#); [IIIA9-04](#)).

The college considers the need for new or additional classified positions through its systematic planning processes. Departments and programs assess their staffing needs as part of the Program Review and annual planning processes, which help to ensure that staffing requests are aligned with the college’s strategic priorities. Requests for new or additional classified positions are prioritized by the Classified Staffing Prioritization Committee during the annual planning and resource allocation cycle ([IIIA9-05](#)). The Classified Staffing Prioritization Committee works collaboratively with the Staffing Committee to maintain an equitable hiring prioritization process tied to the college’s strategic goals and priorities.

Decisions to fill replacement or new positions are consulted through the participatory governance process, and ultimately recommended to the president for a decision. This decision to fill a position is considered at Chancellor’s Cabinet ([IIIA9-06](#)). Strategic Hires are reviewed at monthly District Strategic Planning & Budget Council (DSP&BC) meetings and a summary of these positions is posted on the DSP&BC intranet site ([IIIA9-07](#); [IIIA9-08](#)).

Analysis and Evaluation

Grossmont College maintains a sufficient number of staff to support the effective operations of the college. The college monitors staffing needs through its program review and classified staffing prioritization processes, uses these data to inform decisions related to the creation of new or additional classified positions.

III.A.10 The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)

Evidence of Meeting the Standard

The district has established board policies to define the function and minimum qualifications of educational and classified administrators ([IIIA10-01](#); [IIIA10-02](#)). Grossmont College maintains a sufficient number of educational and classified administrators to provide leadership and organization for the college’s educational programs, student support services, and general

operations ([IIIA10-03](#)). As of fall 2018, there were 27 educational and classified administrators employed at Grossmont College.

Requests for administrative positions, whether for vacancies or newly proposed positions, go through a vetting process to ensure that positions support college needs and districtwide strategic hiring priorities ([IIIA10-04](#); [IIIA10-05](#)). As described in Standard III.A.9, the decision to recruit for a vacant position or modify the administrative structure is made through the district's Strategic Hire process. This systematic process allows for thoughtful, multi-level, and transparent dialogue across college and district sites ([IIIA9-03](#); [IIIA9-04](#)). As with classified positions, decisions to fill replacement or new administrative positions are consulted through the participatory governance process, and ultimately recommended to the president for a decision; this decision is then considered at Chancellor's Cabinet ([IIIA9-06](#)). Hiring and evaluation procedures described in Standards III.A.3, III.A.4, and III.A.5 enable the college to ensure that its administrative personnel have the requisite preparation and expertise to carry out their job duties once hired.

While the number of administrative positions at Grossmont College has been sufficient to provide leadership and support for its programs and services, the college continues to experience a high degree of turnover among its administrative personnel. The college has been able to fill vacancies with internal interim positions in order to maintain a degree of continuity. However, since the President's Office began tracking administrative turnover in fall 2015, there have been five semesters during which 30% or more of the administrative positions have been filled by interim administrators ([IIIA10-06](#)). The high number of short-term interim positions has contributed to a sense of "churn" in the administrative team, particularly at the level of middle leadership. Ongoing research into the factors contributing to administrative turnover will rely on partnership between the college and district services toward improved capacity to attract and retain middle management members.

Analysis and Evaluation

Grossmont College maintains an appropriate number of administrative positions to lead and support the college's educational programs, student support services, and operations. Hiring and evaluation processes ensure that administrators have adequate preparation and qualification to be effective in their positions. However, a high degree of turnover among the administrative team has contributed to a climate of "administrative churn." Additional research and dialogue is needed in order to understand and address factors contributing to this concern as the college works to improve the continuity and stability of its middle leadership.

III.A.11 The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

Human Resources adheres to established board policies and procedures regarding personnel. These policies and procedures are published on the district web page and accessible to all district and college constituents and the public ([IIIA11-01](#)). Human Resources personnel also strictly follow the personnel procedures negotiated in collective bargaining agreements. All labor agreements with the district are readily accessible to GCCCD employees and the public on HR's web page ([IIIA11-02](#)).

All GCCCD employees are responsible for adhering to personnel policies. For employees serving on hiring committees, training is provided to ensure the process is fair, equitable, and confidential ([IIIA11-03](#)). During employee orientation with new hires, Human Resources staff review applicable policies, procedures, and agreements ([IIIA8-08](#)). HR also provides professional development opportunities on current HR processes, procedures, and handling of emerging personnel issues in order to support the consistent and collegial application ([IIIA11-04](#)).

Analysis and Evaluation

The Grossmont-Cuyamaca Community College District has established and published personnel policies and procedures. District and college personnel are responsible for ensuring that the policies and procedures are adhered to and administered in a fair and equitable manner. District Human Resources personnel provide ongoing training to support the consistent application of personnel policies and procedures.

III.A.12 Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

GCCCD is committed to providing learning and working environments that ensure and promote diversity, equity, and inclusion. People of diverse backgrounds, perspectives, socioeconomic levels, cultures, and abilities are valued, welcomed, and included in all aspects of the governance of the college. GCCCD provides an educational environment that fosters cultural awareness, mutual understanding, and respect. As part of the district's Equal Employment Opportunity (EEO) Plan, Human Resources personnel regularly analyze and report on the demographic makeup of the GCCCD workforce populations and establishes methods to support equal employment opportunities and an environment that is welcoming to all ([IIIA12-01](#); [IIIA12-02](#)).

Hiring Innovative Recruits Effectively, or HIRE, is a training program provided by Human Resources to support hiring committees in conducting a fair and equitable selection process, which includes committee composition, applicant screening criteria, interview process, and candidate selection. The training promotes the understanding of the benefits of diversity and inclusion in the workplace, the elimination of bias in the hiring process, best practices in serving on a hiring committee, and the understanding of nondiscrimination laws. This training is required for all members of a hiring committee and must be repeated every three years to ensure those participating in the selection process receive updates on policies and procedures ([IIIA11-03](#)).

The Grossmont College Office of Professional Development provides ongoing opportunities to promote equity and diversity in support of the college's diverse personnel, in collaboration with in collaboration with the Faculty, Classified Staff, and Collegewide Professional Development Committees ([IIIA12-03](#)). Recent professional development highlights related to equitable hiring included *Seeking Diversity for Students: Best Practices in Hiring*, a workshop on employing an equity framework to develop interview questions, demonstrations, and writing prompts; and *Addressing Unconscious Bias to Create an Inclusive Campus Community*, an American Association of Community Colleges webinar for community college administrators and educators. In addition, Grossmont College hosted the 3CSN 3rd Annual Equity Institute, which focused on building an equity framework that supports diverse populations ([IIIA12-04](#)).

Analysis and Evaluation

GCCCD Human Resources regularly evaluates its record in employment equity and diversity, and has developed programs and training that support fair and equitable hiring practices. Grossmont College has also established programs and practices that support diverse personnel through the Office of Professional Development. These practices are consistent with the college and district mission and values.

III.A.13 The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

Board-approved policy and procedure (BP/AP 3050: Institutional Code of Ethics) outlines a code of professional ethics for all college personnel ([IIIA13-01](#); [IIIA13-02](#)). In the event the code of ethics is breached by a faculty, classified, or administrative employee, the supervising administrator, in conjunction with the appropriate member of Human Resources investigates the complaint, and if the facts substantiate the claim, policies governing discipline and dismissal are followed. Board-approved policies and procedures requires that discipline and dismissals be done in accordance with the collective bargaining agreements, District Operating Procedure HR2 Due Process/Disciplinary Actions, and appropriate sections of California Education Code ([IIIA13-03](#); [IIIA13-04](#); [IIIA13-05](#); [IIIA13-06](#)).

Analysis and Evaluation

The Grossmont-Cuyamaca Community College District has published a written code of professional ethics for all personnel, including those at Grossmont College. The Institutional Code of Ethics outlines consequences for violation. Board-approved policies and procedures further outline the discipline and dismissal processes used by the district.

III.A.14 The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Grossmont College offers opportunities for professional development (PD) to all college employees. The Grossmont College Office of Professional Development provides professional learning opportunities to faculty, staff, and administrators that directly support the college's strategic priorities and mission ([IIIA12-03](#)). The Office of Professional Development operates within the Office of College Planning and Institutional Effectiveness (CPIE), with oversight from the Dean of Student Success and Equity. Three college committees work in collaboration with the Office of Professional Development:

- the Faculty Professional Development Committee, a committee of the Academic Senate with purview over faculty flexible calendar obligations;
- the Classified Professional Development Committee, representing the voice and needs of Classified Professionals; and
- the collegewide Professional Development Committee includes representatives from each constituency group, receives updates and recommendations from the other two PD committees, and helps to inform prioritization and coordination of activities.

Each committee meets regularly to plan, evaluate, and identify future needs for professional development ([IIIA14-02](#); [IIIA14-03](#)).

In order to identify and prioritize professional development investments the Office of Professional Development also conducts periodic, formal collegewide assessments. In 2015 and 2017, collegewide needs assessment and culture/climate surveys were conducted to help frame the development of a comprehensive professional development program for faculty, staff, and administrators. Clear themes emerged from the analysis of survey results, leading to an increased focus on teaching and learning, cultural competence, equity-minded practices, and strengthening the campus community and partnerships ([IIIA14-04](#)). Some of the comprehensive programming that was developed in response to these assessments include:

- **Campus Connect**, a program designed to create both greater understanding of our collective contributions as well as 'connect' classified staff to one another ([IIIA14-05](#));
- **Get DEFT**, training workshops designed to support faculty in developing and refining effective engaging online and hybrid instruction ([IIIA14-06](#));
- **FELI**, a Five Day Experiential Learning Institute facilitated by The Academy for College Excellence (ACE) designed for all community college educators including faculty, staff and administrators. The institute structures activities to create a community of learners using a variety of pedagogical techniques to allow for learning and growth focused on student success ([IIIA14-07](#));
- **S3**, sessions aimed to increase awareness campus services / programs to, to cultivate a deeper understanding of challenges students encounter, and strengthen partnerships across campus. ([IIIA14-08](#)); and
- **We're All In**, a program that promotes simple proactive (instructional and campus community) practices to increase student retention and engagement ([IIA2-10](#)).

The Office of Professional Development also provides support for orientation of new full and part-time faculty ([IIIA14-09](#)).

The Office of Professional Development collects evaluations for all the sessions it offers throughout the year. Evaluation results are used to assess the effectiveness and relevance of the offerings and make improvements for future workshops ([IIIA14-10](#)). In addition to the use of printed evaluation forms, flex week presenters display a QR code at the end of workshops, and the PD Office sends the code through email. Attendees are then able to scan the code with their phones to access an online evaluation form.

Grossmont College also encourages faculty and staff to attend conferences off campus, with funding is available to cover a portion of the expenses ([IIIA14-11](#)). Faculty and staff awarded funding for conference attendance are required to submit a conference attendance report describing how they will incorporate what they learned into the courses they teach or job they perform and how they will share the information with department colleagues and campus community.

Analysis and Evaluation

Grossmont College provides all personnel with opportunities to participate in rich professional development that support the college mission. Professional development offerings support faculty and staff and help them remain current as pedagogy, technology, and students' learning needs evolve. The Office of Professional Development evaluates its offerings through user evaluations, and uses the feedback it gathers as a basis for improvement.

III.A.15 The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

GCCCCD maintains secure, confidential personnel records. Only individuals authorized by district policies and procedures or as named in collective bargaining agreements have access to personnel records. Administrative Procedure 7145 establishes procedures for accessing personnel files in accordance with California Labor Code ([III.A15-01](#)). Personnel files are housed in locked cabinets in the Office of Human Resources, which may be accessed only by HR. Employees have provisional access to manage certain human resource files electronically, including but not limited to personal information, benefits, and payroll information through WorkDay, which is a secured system.

Analysis and Evaluation

The district maintains secure, confidential personnel records. Board-approved policies and procedures outline how, and by whom, personnel records may be accessed. Additionally, employees may manage some of their personnel information electronically, using the district's secure WorkDay system.

Conclusions: Standard III.A

Grossmont College and the Grossmont-Cuyamaca Community College District work collaboratively to ensure that human resources processes support the college's efforts to improve academic quality and institutional effectiveness as it strives to meet its mission. Human resources processes and policies ensure that college personnel, including faculty, classified staff, and administrators are adequately qualified and prepared to perform their duties, both at the time of hire and as they continue in their roles at the college. The college ensures that it maintains a sufficient number of personnel to support its educational programs, services, and operations; however, the college has noted a high degree of turnover among administrative personnel that may bear additional research in consultation with the district. The college and district provide rich opportunities for professional development, and ensure all employees – including part-time faculty – have avenues for participation in campus culture, dialogue, and governance.

Improvement Plan(s): Standard III.A.

The college will investigate factors contributing to administrative turnover in order to understand concerns, attract and retain middle managers, and improve the continuity and stability of its middle leadership (III.A.10).

Evidence List: Standard III.A

- III.A1-01: [GCCCD Careers & Employment Website](#)
- III.A1-02: [Human Resources Position Advertising Distribution List](#)
- III.A1-03: [BP 7120: Recruitment & Selection](#)
- III.A1-04: [AP 7120: Recruitment & Selection](#)
- III.A1-05: [High-Level Recruitment & Hiring Timeline](#)
- III.A1-06: [Hiring Process Description for Applicants](#)
- III.A1-07: [Hiring Process Information for Adjunct Applicants](#)
- III.A1-08: [Application Process for Current District Employees](#)
- III.A1-09: [Non-Academic Non-Classified Employee \(NANCE\) Action Form](#)
- III.A1-10: [Non-Academic Non-Classified Employee \(NANCE\) Hire Package](#)
- III.A1-11: [Student Workers & NANCE Website](#)
- III.A1-12: [California Schools Employees Association \(CSEA\) Chapter 707 CBA, Article 8](#)
- III.A1-13: [Organizational Modification Form](#)
- III.A1-14: [Sample Job Posting - Faculty Position](#)
- III.A1-15: [Sample Job Posting - Classified Position](#)
- III.A1-16: [HIRE \(Hiring Innovative Recruits Effectively\) Training](#)
- III.A1-17: [Equivalency Information & Instruction](#)
- III.A1-18: [Sample Faculty Equivalency & Qualifications](#)
- III.A1-19: [Foreign Degree Translation Information](#)
- III.A1-20: [Staffing Committee - Purpose and Charge](#)
- III.A1-21: [Faculty Staffing Prioritization Committee - Purpose & Charge](#)
- III.A1-22: [Classified Staffing Prioritization Committee - Purpose & Charge](#)

- III.A2-01: [Sample Job Posting: Part-Time Faculty](#)
- III.A2-02: [AFT Agreement, Article 15: Class & Step Advancement](#)
- III.A2-03: [AFT Agreement, Article 14: Sabbatical Procedures](#)
- III.A2-04: [Professional Development Website](#)

- III.A3-01: [General Job Description, Dean](#)
- III.A3-02: [General Job Description, Vice President](#)
- III.A3-03: [Human Resources Selection Plan Template](#)
- III.A3-04: [Sample Personnel Item from Regular Board Meeting](#)

- III.A4-01: [Faculty Directory - College Catalog](#)

- III.A5-01: [Administrators' Association Handbook: Chapter 14, Evaluations](#)
- III.A5-02: [Confidential Administrators Handbook: Chapter XI, Employee Evaluation](#)
- III.A5-03: [Confidential Employees Handbook: Chapter XVI, Employee Evaluation](#)
- III.A5-04: [California School Employees Association CBA: Article 12, Performance Assessment](#)
- III.A5-05: [Faculty Evaluations Website](#)
- III.A5-06: [BP 7112: College President Evaluation](#)

- IIIA5-07: [AP 7112 College President Evaluation](#)

- IIIA7-01: [Sample Program Review Recommendation Related to Hiring](#)
- IIIA7-02: [Faculty Staffing Request Form](#)
- IIIA7-03: [Faculty Staffing Prioritization Rubric](#)
- IIIA7-04: [Recommended List of Faculty Hires for 2018-19](#)

- IIIA8-01: [Human Resources Website: Hiring Process, Step 6](#)
- IIIA8-02: [GCCCD FYE Program for New Employees](#)
- IIIA8-03: [Sample Faculty Orientation Agenda - Fall 2018](#)
- IIIA8-04: [Part-time Faculty Handbook](#)
- IIIA8-05: [Academic Senate Officers Committee](#)

- IIIA9-01: [California School Employees Association CBA: Appendix C](#)
- IIIA9-02: [Sample Job Description: Admissions & Records Specialist](#)
- IIIA9-03: [GCCCD Strategic Hire Process](#)
- IIIA9-04: [GCCCD Strategic Hire Form](#)
- IIIA9-05: [Classified Staffing Request Form, Spring 2019](#)
- IIIA9-06: [Strategic Staffing Memo, Jan. 2014](#)
- IIIA9-07: [District Strategic Planning & Budget Council, Dec. 3, 2018: Minutes](#)
- IIIA9-08: [DSP&BC Intranet site: Strategic Hires](#)

- IIIA10-01: [BP 7250: Educational Administrators](#)
- IIIA10-02: [BP 7260: Classified Supervisors and Managers](#)
- IIIA10-03: [College Website: Administration Page](#)
- IIIA10-04: [Strategic Hire Request, New Position: Associate Dean of Student Services](#)
- IIIA10-05: [Strategic Hire Request, Vacant Position: Dean of Arts, Languages, & Communication](#)
- IIIA10-06: [President's "Administrator Churn" Chart](#)

- IIIA11-01: [Governing Board Policies and Procedures: Chapter 7, Human Resources](#)
- IIIA11-02: [District Website: Labor Agreements and Employee Handbooks](#)
- IIIA11-03: [Human Resources "HIRE" Training - Learning Outcomes](#)
- IIIA11-04: [Human Resources Professional Development Offerings](#)

- IIIA12-01: [GCCCD Equal Employment Opportunity Plan, 2016](#)
- IIIA12-02: [Human Resources Advisory Council, Apr. 16, 2018: Annual review of EEO Data](#)
- IIIA12-03: [Grossmont College: Office of Professional Development](#)
- IIIA12-04: [Office of Professional Development: 2018-19 Highlights](#)

- IIIA13-01: [BP 3050: Institutional Code of Ethics](#)
- IIIA13-02: [AP 3050: Institutional Code of Ethics](#)
- IIIA13-03: [BP 7365: Discipline and Dismissal of a Classified Employees](#)

- IIIA13-04: [AP 7365: Discipline and Dismissal of a Classified Employees](#)
 IIIA13-05: [BP 7360: Discipline and Dismissal Academic Employees](#)
 IIIA13-06: [Operating Procedure HR2: Due Process/Employee Dismissal](#)
- IIIA14-02: [Faculty Professional Development Committee Webpage](#)
 IIIA14-03: [Professional Development Committee Website](#)
 IIIA14-04: [Professional Development Survey Results](#)
 IIIA14-05: [Campus Connect Website](#)
 IIIA14-06: [Get DEFT Website](#)
 IIIA14-07: [FELI Website](#)
 IIIA14-08: [S3 Website](#)
 IIIA14-09: [Faculty Orientation Materials](#)
 IIIA14-10: [Professional Development Workshop Evaluation Form](#)
 IIIA14-11: [Office of Professional Development: Conference Attendance Procedures](#)
- IIIA15-01: [AP 7145: Personnel Files](#)

Additional Evidence Cited in Standard III.A

- IB1-08: [Sample Convocation and Flex Week Activities, Spring 2017 - Fall 2018](#)
 IC9-02: [Job Description, Full-Time Instructor](#)
 IC9-03: [Job Description, Part-Time Instructor](#)
 IC9-04: [American Federation of Teachers Agreement: Article V](#)
 IC9-05: [Sample Peer/Manager Evaluation form - Instructor](#)
 IIA2-10: ["We're All In" Campaign Website](#)

III.B. Physical Resources

III.B.1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

The district and college assure that Grossmont College students and personnel have safe, sufficient and healthful physical resources through facilities master planning, scheduled maintenance, and protocols for emerging maintenance needs. The district's Facilities Master Plan addresses the long-term sufficiency of student-focused facilities through planning principles that include maximizing functional space; improving efficiency, sustainability, and utilization of land use; and enhancing the campus learning environment to maintain access and success ([IIIB1-01](#); [IIIB1-02](#)). Facilities planning is further informed by annual space inventories (e.g., [IIIB1-03](#)). As new facilities are developed, plans are submitted to the Division of the State Architect,

assuring they meet ADA compliance and safety regulations. Construction projects are managed with safety and security as the highest priorities (e.g., [IIIB1-04](#)), and construction managers hold weekly safety meetings, ensuring that safety standards are met at all district sites.

The district and college also assure the security of Grossmont College facilities. The district's Public Safety Department coordinates campus safety, security, and emergency preparedness for both colleges in collaboration with the Emergency Preparedness Council ([IIIB1-05](#); [IIIB1-06](#); [IIIB1-07](#)). The San Diego County Sheriff's Department maintains a station on campus ([IIIB1-08](#)), and provides safety, security, and emergency services with additional support from Campus and Parking Services (CAPS) ([IIIB1-09](#)), the college has an active and ongoing assessment and training of key personnel identified as building marshals who can lead in evacuating a building during a fire or other emergency ([IIIB1-10](#)). In compliance with the Clery Act, the Public Safety Department publishes an annual safety report for the district ([IIIB1-11](#)).

Grossmont College's Director of Facilities, Operations, and Maintenance oversees the ongoing safety and functionality of physical resources on the campus. Responsibilities for Facilities and Operations include assessment of current facilities in order to inform scheduled maintenance processes and address immediate needs. When concerns regarding the safety, maintenance, or functionality of the college's physical structures arise, college faculty and staff inform the Facilities, Operations, and Maintenance department via email, through a link on the department website ([IIIB1-12](#)). Students may report issues regarding safety or accessibility to Student Affairs ([IIIB1-13](#)). Facilities personnel use a work order system, Maintenance Partner, to prioritize and track maintenance requests.

Off-campus courses, programs, and support services include dual enrollment at local high schools, community service learning locations, internships, externships and clinical/preceptorial placements, exercise science courses, and courses at the Las Colinas Detention Facility. Conditions at these locations are not solely determined by GCCCD; however, agreements with these partners include consideration of the responsibilities for facilities allocation and maintenance ([IIIB1-14](#); [IIIB1-15](#)).

Analysis and Evaluation

Grossmont College ensures that its physical resources are safe and sufficient through its long-term facilities planning, ongoing maintenance schedules, and procedures for reporting emerging maintenance issues. The district's Public Safety Department assures campus security, safety, and emergency preparedness through measures that include a partnership with the San Diego County Sheriff's Department.

III.B.2 The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

The GCCCD facilities planning processes ensure that the acquisition and development of physical resources (including facilities, equipment, and land) support the mission of the district and college. The GCCCD's 2013 Facilities Master Plan was developed specifically to translate priorities for student learning and success into the development of physical resources ([IIIB1-01](#)). As noted in Standard III.B.1, the GCCCD Facilities Master Plan includes established planning principles designed to guide the acquisition, development, and ongoing maintenance of student-focused physical resources. The facilities planning principles include maximizing functional space; improving efficiency, sustainability, and utilization of buildings and land; and enhancing the learning environment to maintain access and success.

To ensure effective facilities utilization, the district uses planning tools such as FUSION (a planning tool provided by the state Chancellor's Facility Planning Unit) as it assesses existing space and plans new facilities. The development process involves design, code compliance, district design standards, state design standards and a focused approach to develop a creative, cost-effective design for the campus. Additionally, when new facilities are designed, a task force gives direction to the interdisciplinary design team to ensure that program-specific needs are addressed. The independent Citizens' Bond Oversight Committee (CBOC) annually reviews and reports on the district's use of bond funds for construction ([IIIB2-01](#)).

As required by the state Chancellor's Office, the district submits an annual Five-Year Construction Plan that summarizes all proposed projects for the college and district. Project summaries include explanations of how the project will support effective use of physical resources while addressing campus and program needs aligned with the college and district mission ([IIIB2-02](#); [IIIB2-03](#)). The district and college work together to identify the projects based on needs that emerge from annual facilities inventories.

At Grossmont College, the Facilities Committee makes recommendations regarding planning, building, maintaining, upgrading, and replacing physical resources used by students, faculty, and staff. Prior to the college's governance reorganization, the Facilities Committee made recommendations to the Planning and Resources Council regarding the implementation of the Facilities Master Plan, facilities maintenance and renovation, general facility use, grounds, custodial issues, campus access and traffic patterns, state scheduled maintenance projects, and ADA compliance ([IIIB2-04](#); [IIIB2-05](#)). This work included reviewing and prioritizing departmental requests for physical resources that emerged during the annual planning process, as described in Standard I.B.9. The Facilities Project Request (FPR) form completed by

departments includes information designed to assist the committee with prioritization and ensure that facilities projects support both program needs and institutional goals ([IIIB2-06](#)). The FPR was revised in spring 2019 to better support the institution’s streamlined governance processes ([IIIB2-07](#)).

During the recent governance reorganization, the charge of the Facilities Committee was clarified and expanded to include a more strategic focus ([IIIB2-08](#)). The new charge preserves the committee’s responsibility for prioritizing program-specific requests for physical resources and facilities project requests (FPRs), while also tasking the group with developing and maintaining a campus-specific Facilities Master Plan aligned with the college mission, strategic priorities, and program needs ([IIIB2-09](#)). Meeting minutes for the newly reconstituted committee indicate that the group is sharing information and training to orient new members and build shared understanding of facilities processes in order to effectively consider the next cycle of facilities project requests emerging from college departments and programs ([IIIB2-10](#); [IIIB2-11](#)).

Analysis and Evaluation

The GCCCD Facilities Master Plan includes guiding principles designed to ensure that new facilities are developed in a manner consistent with the district mission and needs of college programs. Five-year construction proposals include consideration of the district and college mission and needs of specific programs and services. The college’s Facilities Committee ensures that facilities planning aligns with the Grossmont College mission and strategic goals.

III.B.3 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

District services provide leadership in facility planning and evaluation. College and district leadership, faculty, and staff meet regularly to assure all work collaboratively to plan, build, maintain, and replace physical resources effectively in order to support the needs of programs and services. Districtwide plans and updates are documented in the Facilities Master Plan ([IIIB1-01](#); [IIIB1-02](#)) and Five-Year Construction Plans submitted annually to the state Chancellor’s Office ([IIIB2-02](#)). The Five-Year Construction Plan includes space inventory, capacity and load ratios, Weekly Student Contact Hour (WSCH) forecasts, and other data relevant to specific projects. The district and college assess space utilization data generated by FUSION, a facilities usage and planning tool provided by the state Chancellor’s Office ([IIIB1-03](#)). The district also maintains a schedule of planned maintenance for each college ([IIIB3-01](#)).

At Grossmont College, evaluation of facilities and equipment is accomplished in several ways. The Director of Facilities, Operations, and Maintenance uses FUSION data to identify available space with instructional deans. Regular schedules of preventive maintenance and facilities inspection supports ongoing evaluation and planning for improvements ([IIIB3-02](#)). Planning and evaluation also takes place through Program Review and annual planning processes, which provide the opportunity for programs to make recommendations and requests for facilities and equipment to fill unmet needs ([IIIB3-03](#); [IIIB3-04](#)). If a need is identified during an out-of-cycle period, individuals and departments may use the Facilities Project Request (FPR) process, submitted to and managed by the Facilities Committee ([IIIB3-05](#)). As noted in Standard III.B.2, the Grossmont College Facilities Committee received an expanded charge in spring 2019 that includes the explicit expectation that the committee will recommend facilities improvements, both based on data gathered during the annual planning process as well as in response to emergent needs.

Analysis and Evaluation

Grossmont College reviews utilization data on a regular basis to assure that its facilities support the programs and services of the college. The college evaluates the effectiveness of its facilities and equipment through regularly scheduled equipment inspection and maintenance, as well as through the program review and annual planning processes. The Facilities Committee is charged with recommending improvements to facilities and equipment in order to support effective college operations.

III.B.4 Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

The GCCCD Facilities Master Plan guides long-range capital planning districtwide, and ensures that new facilities and equipment support institutional improvement goals ([IIIB1-01](#)). All long-range capital plans are developed through the districtwide integrated planning process ([IIIB4-01](#)) to ensure that they align with student needs and meet guiding philosophies for fiscal and physical resources planning, including consideration of the total cost of ownership ([IIIB4-02](#)). In addition, specific task forces related to capital projects allow faculty, staff, and students to have input into the design and development of facilities to ensure alignment with student needs and institutional goals ([IIIB4-03](#)). District planning processes include consideration of revenue sources available to support long-range facilities development, including state capital construction funding, bond issues, district apportionment, and other funds.

Planning processes for both new construction and modernization of existing facilities include a close evaluation of needs, costs, schedules, and any secondary costs involving potential relocation of students, faculty, and staff ([IIIB2-08](#)). During the construction phase, monthly reports from the district's Vice Chancellor for Business Services and annual reports from the

Citizen’s Bond Oversight Committee communicate progress and demonstrate that projects are being carried out effectively ([IIIB4-05](#) [IIIB4-06](#); [IIIB4-07](#); [IIIB4-08](#)). Construction closeout communications include transitioning the facilities to district or college operations. Operations then determines maintenance schedule and future replacement costs.

Analysis and Evaluation

The district and college consider long-range institutional goals during facilities planning to ensure that capital projects support the needs and priorities of the college and its students.

Conclusions: Standard III.B

Working collaboratively, the Grossmont-Cuyamaca Community College District and Grossmont College have systems in place to ensure that physical resources are sufficient to support and sustain instruction, services, and operations. The college and district assure the safety and security of physical resources, and ensure that they are well maintained. Long-range facilities planning supports the goals of the college, responds to student needs, and ensures effective utilization of space.

Improvement Plan(s): Standard III.B

None for this Standard.

Evidence List: Standard III.B

- IIIB1-01: [Facilities Master Plan, 2013](#)
- IIIB1-02: [Facilities Master Plan, 2016 Refresh](#)
- IIIB1-03: [Annual Space Inventory, 2017-18](#)
- IIIB1-04: [Sample Contractor Safety Plan, GC Athletic Fields](#)
- IIIB1-05: [GCCCD Public Safety Website](#)
- IIIB1-06: [GCCCD Public Safety & Emergency Preparedness Council](#)
- IIIB1-07: [GCCCD Emergency Preparedness Website](#)
- IIIB1-08: [MOU between GCCCD & San Diego County Sheriff's Dept.](#)
- IIIB1-09: [GCCCD Campus & Parking Services \(CAPS\) Website](#)
- IIIB1-10: [GCCCD Building Marshals Information](#)
- IIIB1-11: [GCCCD Annual Security Report \(2018\)](#)
- IIIB1-12: [Facilities & Operations Dept. Website](#)
- IIIB1-13: [Student Complaint Process & Links](#)
- IIIB1-14: [MOU with San Diego County Sheriff's Dept. re: Courses at Las Colinas Detention Facility](#)
- IIIB1-15: [College & Career Access Pathways \(CCAP\) Agreement with Helix Charter High School](#)

- IIIB2-01: [Citizens' Bond Oversight Committee Website](#)
- IIIB2-02: [GCCCD Five-Year Construction Plan](#)
- IIIB2-03: [GCCCD Facilities Department Website](#)
- IIIB2-04: [Old Facilities Committee Charge and Composition](#)
- IIIB2-05: [Facilities Committee Minutes: May 2018](#)
- IIIB2-06: [Facilities Project Request Form - Old](#)
- IIIB2-07: [Facilities Project Request Form - 2019](#)
- IIIB2-08: [2019 Facilities Committee Charge and Composition](#)
- IIIB2-09: [Facilities Requests Recommended for Approval, 2018](#)
- IIIB2-10: [Facilities Committee Minutes: March 2019](#)
- IIIB2-11: [Facilities Committee Agenda Presentation, April 2019](#)

- IIIB3-01: [GCCCD Scheduled Maintenance Projects](#)
- IIIB3-02: [Sample Maintenance Inspection](#)
- IIIB3-03: [Academic Program Review - Facilities Section \(Communications\)](#)
- IIIB3-04: [Academic Program Review - Facilities Section \(Cross-Cultural Studies\)](#)
- IIIB3-05: [Sample Facilities Project Requests](#)

- IIIB4-01: [GCCCD Integrated Planning Model](#)
- IIIB4-02: [GCCCD Facilities Master Plan, p. 1.2](#)
- IIIB4-03: [GCCCD Facilities Funding Plan](#)
- IIIB4-05: [Capital Projects Update - Nov. 2018](#)
- IIIB4-06: [Citizen's Bond Oversight Committee, 2018 Annual Report](#)
- IIIB4-07: [Citizen's Bond Oversight Committee, 2017 Annual Report](#)
- IIIB4-08: [Citizen's Bond Oversight Committee, 2016 Annual Report](#)

III.C. Technology Resources

III.C.1 Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

To ensure that the technology available throughout the district is adequate and effective in supporting operational functions, instructional programs, and support services, the GCCCD Information Technology (IT) department works collaboratively with faculty, staff, and administrators to identify current and developing technology needs and develop a five-year districtwide technology plan ([IIIC1-01](#); [IIIC1-02](#)). At the time the ISER was written, the district was in the process of finalizing its 2017-2022 Technology Plan ([IIIC1-03](#)); in general, however, the district's technology planning process ensures that technology resources are allocated to

support the GCCCD Educational Master Plan, GCCCD Facilities Master Plan, and the GCCCD Strategic Plan. Districtwide technology planning occurs in committees comprising representatives of faculty, staff, and administrators. The district’s Technology Coordinating Council (TCC) prioritizes technology needs of students and faculty determined by established district and college policies and procedures ([IIIC1-04](#)). The TCC also reviews, approves, and monitors the five-year GCCCD Technology Plan. Reporting to TCC, the Administrative Technology Advisory Committee (ATAC) and Instructional Technology Advisory Committee (ITAC) meet monthly to review ongoing projects and provide input from representative operational groups from instructional, student, and administrative services ([IIIC1-05](#); [IIIC1-06](#)). Additional details about the roles of these committees are provided in Standard III.C.2.

The GCCCD Information Technology (IT) Department ensures that technology services, professional support, facilities, hardware, and software are appropriate and adequate to support instruction, services, and operations throughout the district, and is responsible for technology infrastructure and administrative systems districtwide ([IIIC1-07](#)). IT is supervised by the Associate Vice Chancellor of Research, Planning and Technology and supported by three technology directors ([IIIC1-08](#)). The three directors manage the operations of the department in the areas of technical services, computer services, and enterprise resource planning (ERP) systems, with responsibilities distributed as follows:

Technical Services Team	Computer Services Team	ERP Team
<ul style="list-style-type: none"> • Servers • Firewalls • Wireless network • Network switches and routers • Fiber and copper cabling for data and telephone • Internet connectivity • Telephone systems • Support for anti-virus software and MS Office/Office365 	<ul style="list-style-type: none"> • Computer hardware support & repair (including faculty & lab computers) • Office computers and imaging • Moves and relocations for staff and administrators • Help Desk services • Purchase of desktop computers, printers and related equipment for students, faculty and staff for use in the district office • Operation and maintenance of server rooms 	<ul style="list-style-type: none"> • ERP systems operation & maintenance (E.g., Colleague, SAM, WorkDay, website CMS, DARS, SARS, systems for scheduling, maintenance, document imaging) • Support and maintenance of LMS (Canvas; Grade book software) • Data security and backups for college and district resources • Training on ERP systems • Licensing and maintenance • Districtwide software agreements

As noted in the table, the ERP team has responsibility for data security and backups for both college and district resources. Depending on the service or system, critical data are backed up on a daily, weekly, or monthly cycle. The IT System Backup Summary document contains district backup policies and procedures and can be found on the Emergency Preparedness web page ([IIIC1-09](#)).

In recognition of the growing importance of information security, the district formed its IT Security Workgroup January 2017. The IT Security Workgroup was tasked with creating an official IT Security Program and shepherding new security projects and initiatives districtwide based upon an IT Security Plan that sets goals and required actions for 2018 to 2022 ([IIIC1-10](#); [IIIC1-11](#)). Security projects for 2018-19 include creating and implementing an information security training program for all GCCCD employees and assessing all aspects of the district's network and technology infrastructure by an outside professional technology consultant.

Grossmont College's Instructional Computing Services department works in conjunction with IT and has responsibility for faculty and lab computer systems and inventory of equipment and software, identification and resolution of software and hardware problems, and maintenance of all campus instructional computing labs ([IIIC1-12](#)). Both IT and Instructional Computing provide Help Desk services to faculty, students, staff, and administrators.

To further ensure that technology-related services, hardware, and software support academic programs, teaching and learning, and support services, Grossmont College has recently improved its processes for discussion and review of technology needs. In the newly formed Grossmont participatory governance structure, the Grossmont College Technology Committee has been charged with identifying and prioritizing college information technology needs and services ([IIIC1-13](#)). In addition, the Distance Education Subcommittee was reformed as the Online Teaching and Learning Committee. The Online Teaching and Learning Committee serves as a consultative body on matters of student success, academic policy, course and program development, course and instructor evaluation, as well as instructor training pertaining to online education ([IIIC1-14](#)). Responsible for the regular review and analysis of disaggregated student data in pursuit of student success and equity in online education, the Online Teaching and Learning Committee makes recommendations to the Academic Senate.

Analysis and Evaluation

GCCCD and Grossmont College work collaboratively to ensure that technology services, professional support, facilities, hardware, and software are adequate to support the operational functions and instructional programs and services of the college. Technology needs are identified, evaluated, and addressed through integrated planning and participatory governance processes at the district and college to ensure that the infrastructure remains sufficient to sustain and support instruction and student learning, whether face-to-face or online. The district has established provisions for the reliability, privacy, and security of its systems, and has disaster recovery plans in place.

III.C.2 The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

The district has well-established technology planning processes in place, which are clearly reflected in its districtwide technology plans. At the time the ISER was written, the district was in the process of finalizing and approving its 2017-2022 Technology Plan. The 2017-2022 Technology Plan provides a five-year strategic roadmap for technology planning and establishes a set of guiding principles intended to ensure that technology deployments are: student-centered, secure, reliable, integrated, sustainable, and supported by a robust infrastructure ([IIIC1-03](#)). The Technology Plan also outlines some of the criteria that should be considered when making decisions about new technology implementations or systems and illustrates the decision-making processes for addressing technology needs identified by individuals and departments ([IIIC2-01](#)). The criteria and decision-making processes are both designed to reinforce integration with district and college-level strategic plans, as well as college-level program review and annual planning.

Five districtwide technology groups meet throughout the year to oversee implementation of the current technology plan and ensure that technology is planned for, updated, and replaced as needed to maintain adequate technological infrastructure, quality, and capacity.

- The **Technology Coordinating Council (TCC)** is a participatory governance group with broad participation from all district constituencies. TCC “...Recommends vision, strategy, prioritization and direction for the adoption and implementation of new and emerging technologies...” and “Serves in an advisory capacity to the Chancellor concerning strategic policies and direction for enterprise systems and technology” ([IIIC1-04](#)).
- The **Administrative Technology Advisory Committee (ATAC)** serves as an operational committee that provides recommendations to the IT Department regarding operational priorities and system enhancements to administrative systems and hardware. In addition, ATAC serves as the primary communication vehicle for ongoing projects that impact administrative information systems ([IIIC1-05](#)).
- The **Instructional Technology Advisory Committee (ITAC)** provides recommendations regarding technology for instructional programs, including standards and procedures for instructional software and hardware, priorities for new technology implementations, and IT infrastructure support for existing instructional software and hardware ([IIIC1-06](#)).
- The **Technology Security Workgroup** is charged with developing and monitoring the Information Security Plan, establishes and codifies procedures to protect on-going

information technology system integrity and student, employee and vendor personal information ([IIIC2-02](#)).

- The **Web Standards & Communications Committee** maintains the integrity of the design, functionality and content of the digital presence for the college and district. The committee is responsible for overseeing the policies, standards and practices for both design and content of these media ([IIIC2-03](#)).

The districtwide structure for planning and implementation of technology resources has ensured that upgrades are made as needed. In the past accreditation cycle, districtwide upgrades have been made to fiber optics, network infrastructure, Wi-Fi, storage area networks, servers, information security and the Firewall system, as well as the server virtualization environment. A new telephone system has been purchased and installed along with backup disk systems, offsite storage, and disaster recovery. Systemwide software upgrades include purchasing and implementing Workday, a new system for finance, payroll, and human resources. Colleague software and cloud-based email and office systems have also been improved.

In addition to district-level planning processes, Grossmont College has recently clarified and improved college-level processes for technology planning and prioritization. During the governance reorganization, the Technology Committee was formed and charged with identifying, prioritizing, and advocating for the college's IT needs during planning processes ([IIIC1-13](#)). The Technology Committee has also been tasked with developing the college's Technology Master Plan, making recommendations about the college's student-focused technology implementations, and monitoring institutional progress towards technology-related objectives. Prior to the governance reorganization, technology requests emerging from the annual planning process were given to the Technology for Teaching and Learning Committee (TTLC) for consideration.

Analysis and Evaluation

The district has established provisions (including technology plans and governance bodies) that ensure a robust, current, reliable, and sustainable technology infrastructure. Technology planning and decision-making processes within GCCCD are based on college-level needs, as documented in college strategic plans, program review, and other planning processes. The Grossmont College Technology Committee has been tasked with identifying and prioritizing college technology needs based on district and college technology plans.

III.C.3 The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

In support of the colleges as well as the technology needs of district services, the district has established districtwide budgets that provide yearly funding for support and maintenance of information technology hardware and software systems. In FY 2017-18, over \$2.2 million was budgeted for maintenance, license fees, support contracts, and software subscriptions. These budgets are reviewed throughout the year and adjusted based on districtwide technology and budgeting prioritization and planning processes.

In 2012, the district was successful in passing a bond measure (Proposition V) brought to East County voters. A significant portion of those funds have been used to support new and replacement technology, including: purchasing and implementing a new Finance/HR/Payroll system (Workday); upgrading the network infrastructure districtwide (see below); upgrading the Wifi infrastructure districtwide (see below); upgrading the storage area networks (SANs); upgrading the Student Information System (Colleague); purchasing and installing a new VOIP telephone system; and many other important system and infrastructure upgrades.

To address changing and growing technology needs, the IT Department underwent two reorganizations, one in 2013 and another in 2018. These reorganizations increased IT staffing to provide more support, oversight, monitoring, and maintenance of existing systems. IT management positions include the director of enterprise resource planning (ERP) systems, two manager positions, one responsible for security and systems and the other for student services. Additional help desk and network specialists bolster the new ERP team ([IIC3-01](#)).

In 2017, IT upgraded the legacy EMC Storage Area Network (SAN) to an HP 3Par SAN. This included an upgrade of the VMware virtual hosts and the infrastructure for the SAN. In addition, the implementation of the Grossmont and Cuyamaca SANs allowed a disaster recovery option not possible with the old SAN. The two SANs at the colleges replicate on a daily basis, facilitating data-sharing between the colleges. District storage capabilities have quadrupled from 50TB to 200TB per campus.

The following IT projects are specific examples of implementation and maintenance to assure reliable access, safety, and security in the system:

- *Aruba Wireless Replacement Project:*
The Aruba Wireless Replacement project began with a wireless network survey conducted at both campuses. The survey determined how many access points were necessary as well as the locations best serving the network needs of the colleges. More

than 480 wireless access points were replaced and more added to greatly enhance coverage.

- *Aruba Switch Replacement Project:*

In 2018, IT replaced all legacy switches at the Grossmont and Cuyamaca campuses. The previous switches were Hewlett Packard brand switches and included chassis, blades, and optics. The new switches and routers are Aruba, and many have an upgraded connectivity of 10 GB.

To maintain reliable access, safety, and security, the district maintains a total of three data centers across its two campuses; two of these data centers are located on the Grossmont campus and support technology systems and infrastructure for the Grossmont and the district:

- *Grossmont College District Data Center 1:*

The Grossmont College District Data Center 1 is located in Building 86 at the north end of the campus. This is the main data center between the two campuses and houses the district VMware and the Grossmont College Instructional Computing Services (ICS) VMware. This data center contains 237 virtual servers. The district Storage Area Network (SAN) is also located in this data center along with a legacy SAN supporting the Hewlett Packard legacy servers. This data center is protected by a UPS and a generator in case of power failure. It is also secured with a keypad code that must be entered in order to access the equipment. The air conditioning and temperature are being monitored regularly and will generate alerts if the temperature rises above the predetermined threshold.

- *Grossmont College District Data Center 2:*

The second data center at Grossmont College is located in Building 70 adjacent to the ICS department. A key-card system controls all who enter this district data center, housing the ICS servers, the Tadiran phone system, voicemail server, circuits for the phone system and external connectivity, the Palo Alto Firewalls and our Cenic connection to the internet. This room is also protected from a power outage, and like Center 1, the temperature is monitored and alerts will be generated if the temperature rises above the predetermined threshold.

The district IT department manages and monitors all aspects of the IT environment to ensure that technology resources are maintained, safe, and secure. Systems for asset management and network monitoring include ([IIC3-02](#)):

- *Lansweeper:* Provides support for assets management, through hardware, software, and alerts information;

- *PRTG*: Provides visual alerts related to infrastructure and the systems across the enterprise, including monitoring of individual devices (e.g., switches; ping status; CPU load; available memory, etc.);
- *VMware*: Allows district IT staff to create, manage, and monitor virtual servers and sends out alerts in the event of issues with any virtual servers;
- *Intermapper*: Provides visual display of logical connections across the enterprise (e.g., how systems connect via switches, routers, and other devices); and
- *HP-IMC*: Provides GUI for switch configuration and management, as well as a display of the interconnectivity of the switches for troubleshooting purposes.

The college Instructional Computing Services uses *Lansweeper* to support technology refresh processes. Reports from *Lansweeper* provide information about the age and maintenance status of individual computers on campus that is used to inform decisions about refresh cycles ([IIIC3-03](#)). Replacement lists for instructional media and computing systems are maintained by Instructional Computing Services and Instructional Media Services, with oversight by the Dean of Learning & Technology Resources ([IIIC3-04](#)).

District IT and college Instructional Computing Services collaborate to provide help desk services for campus personnel. Clear help desk protocols allow individual users (including students) to report issues with campus technology at any time ([IIIC3-05](#)).

Analysis and Evaluation

GCCCD has sufficient and effective structures and systems in place to assure that technology resources at Grossmont College are accessible, safe, and secure.

III.C.4 The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

Both GCCCD and Grossmont College provide technology-related professional development opportunities that promote and improve the effective use of technology to enhance teaching, learning, and operations. IT and other district departments offer training in the development of technology-related skills and knowledge. These professional development opportunities may be on-campus or on-line. IT has a software training web page with tutorials for Microsoft Office, Cascade, Adobe, and Insight ([IIIC4-01](#)). The IT web page also provides links to resources for email, phone and voicemail, wireless network access and college hotspots as well as the Help Desk. Other district departments provide training on department-specific systems, as needed. For example, district Human Resources staff offer training on the budget, reporting, purchasing, and payroll features within Workday throughout the year ([IIIC4-02](#)).

Grossmont College Distance Education is committed to supporting faculty and staff in developing the skills and knowledge necessary to build a rich and engaging online learning environment. Canvas training for those who teach online as well as those who use Canvas to support their on-campus courses began as soon as the college committed to changing its learning management system from Blackboard to Canvas in the 2017-2018 academic year. Canvas training has been a mainstay of professional development since its adoption. Get DEFT: Distance Education Friday Trainings supports faculty in structuring organized and engaging online and hybrid courses ([IIIC4-03](#)). Similarly, breakout sessions related to Canvas and online instruction are regularly offered during Convocation Week activities ([IB1-08](#)). In addition, all instructors who teach online must complete a six-week online course, “Introduction to Teaching with Canvas,” designed to introduce the Canvas system and provide resources on accessible online course design ([IIIC4-04](#)).

Grossmont College strives to provide computer access and training for all students. The Tech Mall contains an open computer lab with 179 computers for student use. Tutors and lab assistants are trained to help students access and effectively utilize computers and programs, and the Help Desk is staffed during all hours the Tech Mall is open. In addition, Canvas training for students is available online ([IIIC4-05](#)). The college also supports students with disabilities by ensuring technology is accessible. The Tech Mall open computer lab has ADA approved stations and is also the location for the Assistive Technology Center ([IIIC4-06](#)). The Alternative Media/Assistive Computer Technology Specialist provides support to faculty and staff to ensure universal access to educational and college material.

Analysis and Evaluation

GCCCD and Grossmont College provide instruction and support for technology and technology systems, including those systems related to instructional programs, services, and institutional operations, to faculty, staff, students, and administrators. Professional development and training includes both “just-in time” desktop support, as well as ongoing workshops related to the effective use of instructional technology for online and face-to-face courses.

III.C.5 The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

Board Policies (BPs) and Administrative Procedures (APs) guide all aspects of district and college technology. BP and AP 3720 Computer and Network Use provide an overview of the rights and responsibilities of users of district and college technology ([IIIC5-01](#); [IIIC5-02](#)). The contents of this policy and procedure are discussed in the orientation for new employees when they sign the computer use policy and request a network account ([IIIC5-03](#); [IIIC5-04](#)). Additional BPs and APs address other specific areas related to technology use, as follows:

- BP/AP 3250 Institutional Planning ensure integrated planning includes comprehensive technology plans developed with input from faculty, staff, students and administrators that are regularly evaluated and updated ([IIIC5-05](#); [IIIC5-06](#)).
- BP/AP 4105 Distance Education establish that all DE courses complete the rigorous curriculum approval process and meet the same quality standards as all other courses ([IIIC5-07](#); [IIIC5-08](#)).
- BP/AP 5140 Students with Disabilities require accessible technology, facilities, and equipment ([IIIC5-09](#); [IIIC5-10](#)).
- BP/AP 5800 Prevention of Identity Theft in Student Financial Transactions require an identity theft prevention program (ITPP) to protect students’ personal identification and financial information ([IIIC5-11](#); [IIIC5-12](#)).
- BP 6335 Technology Replacement calls for standards for keeping technology current and procedures to replace technology and budgeting for these purposes ([IIIC5-13](#)).
- AP 6340.3 Accessibility of Information Technology requires vendors that supply electronic and information technology for the district and college to certify that the technology complies with the requirements of the Rehabilitation Act ([IIIC5-14](#)).

The Administrative Technology Advisory Committee (ATAC) and the Instructional Technology Advisory Committee (ITAC) follow processes that ensure adherence to BPs and APs when making decisions about the effective and secure use of technology and the distribution of technology resources.

Analysis and Evaluation

GCCCD has established policies and procedures that guide the appropriate use of technology districtwide.

Conclusions: Standard III.C

Working collaboratively, the Grossmont-Cuyamaca Community College District and Grossmont College ensure effective technology resources. The allocation of technology resources supports the mission and improved institutional effectiveness at Grossmont College. In partnership with the district’s IT department, the college ensures that technology infrastructure is adequate to support teaching, learning, and institutional operations. The district and college make sufficient provisions for the reliability, safety, and security of technology resources. Faculty, staff, students, and administrators have access to technology support and ongoing professional development that promotes effective use of technology. The Grossmont College Technology Committee was tasked with technology-related planning and prioritization when the college launched its new system of participatory governance in spring 2019. As the college completes its first cycle of planning using its new governance system, it will evaluate the effectiveness of

its technology planning and prioritization processes in order to identify areas for further refinement and improvement.

Improvement Plan(s): Standard III.C

None for this Standard.

Evidence List: Standard III.C

- IIIC1-01: [GCCCD Planning Documents Website](#)
- IIIC1-02: [GCCCD Technology Plan, 2012-2017](#)
- IIIC1-03: [Draft GCCCD Technology Plan, 2017-2022](#)
- IIIC1-04: [Technology Coordinating Council - Charge & Composition](#)
- IIIC1-05: [Administrative Technology Advisory Committee - Charge & Composition](#)
- IIIC1-06: [Instructional Technology Advisory Committee - Charge & Composition](#)
- IIIC1-07: [GCCCD IT Web Page](#)
- IIIC1-08: [GCCCD IT Organizational Structure](#)
- IIIC1-09: [GCCCD IT System Backup Summary](#)
- IIIC1-10: [GCCCD IT Security Program](#)
- IIIC1-11: [GCCCD IT Security Plan](#)
- IIIC1-12: [Grossmont Instructional Computing Services Website](#)
- IIIC1-13: [Technology Committee Charge & Composition](#)
- IIIC1-14: [Grossmont College Distance Education Website](#)

- IIIC2-01: [2017-2022 GCCCD Technology Plan \(Draft\), Appendix A \(p. 12-15\)](#)
- IIIC2-02: [GCCCD IT Security Workgroup Intranet Site](#)
- IIIC2-03: [Web Communications Committee - Charge and Composition](#)

- IIIC3-01: [TCC, Jan. 18, 2018: Minutes \(p. 3\)](#)
- IIIC3-02: [Sample Network Monitoring Interfaces](#)
- IIIC3-03: [Grossmont College Technology Refresh schedule](#)
- IIIC3-04: [Grossmont Instructional Media Services Website](#)
- IIIC3-05: [GCCCD IT Help Desk Website](#)

- IIIC4-01: [GCCCD IT Software Training Web Page](#)
- IIIC4-02: [Workday Training](#)
- IIIC4-03: [Get DEFT](#)
- IIIC4-04: [Introduction to Teaching with Canvas-Course Description](#)
- IIIC4-05: [Tech Mall Website: Open Computer Labs Information](#)
- IIIC4-06: [Grossmont Assistive Technology Center Website](#)

- IIIC5-01: [BP 3720: Computer and Network Use](#)
- IIIC5-02: [AP 3720: Computer and Network Use](#)
- IIIC5-03: [GCCCD Computer System Security and Use Statement](#)
- IIIC5-04: [GCCCD Network Account Request](#)
- IIIC5-05: [BP 3250 Institutional Planning](#)
- IIIC5-06: [AP 3250 Institutional Planning](#)
- IIIC5-07: [BP 4105 Distance Education](#)
- IIIC5-08: [AP 4105 Distance Education](#)
- IIIC5-09: [BP 5140 Students with Disabilities](#)
- IIIC5-10: [AP 5140 Students with Disabilities](#)
- IIIC5-11: [BP 5800 Prevention of Identity Theft in Student Financial Transactions](#)
- IIIC5-12: [AP 5800 Prevention of Identity Theft in Student Financial Transactions](#)
- IIIC5-13: [BP 6335 Technology Replacement](#)
- IIIC5-14: [AP 6340.3 Contracts-Accessibility of Information Technology](#)

Additional Evidence Cited in Standard III.C

- IB1-08: [Sample Convocation and Flex Week Activities, Spring 2017 - Fall 2018](#)

III.D Financial Resources

Planning

III.D.1 Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

The GCCCD Educational Master Plan articulates the priorities for districtwide planning, budget development, and resource allocation ([IIID1-01](#)). The Grossmont College *2016-2022 Strategic Plan* further informs college-level financial planning and resource allocation. The efficient allocation of revenues within the framework of these priorities ensures that financial resources are sufficient to sustain and enhance learning programs and services at Grossmont College. Through collaborative decision-making among participatory governance committees and councils, the district and college have effectively managed financial resources to support the college vision and mission, despite enrollment fluctuations and ongoing increases in operating expenditures, as can be seen in the Adoption Budgets from the past three years ([IIID1-02](#); [IIID1-03](#); [IIID1-04](#)).

To facilitate ongoing stability, the district established and utilizes the Income Allocation Model (IAM) to allocate Unrestricted General Funds to Grossmont and Cuyamaca Colleges ([IIID1-05](#)).

As detailed further in Standard IV.D.3, the IAM includes consideration of the colleges' FTES targets, increases in fixed costs, and prior year expenditures. The IAM is reviewed annually and adjusted as needed to support the development, maintenance, and enhancement of programs and services across the district. Per the IAM, adequate resources were available for fiscal year 2018-2019 Adoption Budget to fund all Grossmont College, Cuyamaca College, District Services, and districtwide expenses ([IIID1-02](#), p. 15-29).

The Grossmont College participatory governance system facilitates requests for and allocation of financial resources, and ensures transparency as budgetary recommendations are made to the college president. In fall 2017, Grossmont College began a process to establish a new model for participatory governance, which launched in spring 2019. The Budget Committee was one of seven governance committees established during this process. The Budget Committee is co-chaired by the Vice President of Administrative Services and a Classified or Faculty representative selected by the committee membership. The Budget Committee is charged with promoting transparency and constituency understanding of the budget, working to ensure that the budget allocation process is driven by collegewide planning and strategic priorities, and making recommendations to the College Council on issues related to budget development and management ([IA3-03](#)). In addition, the Budget Committee provides ongoing oversight in relation to budget changes and information at the State and district levels to ensure that the campus community is informed. The Budget Committee used the spring 2019 semester primarily as an educational period for its members, discussing and learning various aspects of the budget process as it met each month from February to May. The committee co-chairs provided a summary of progress and next steps in a report to College Council at the end of the semester ([IIID1-06](#)).

Grossmont College maintains an adequate annual budget to meet program needs. Per the 2018-2019 Adoption Budget, Grossmont College's available Unrestricted General Fund (UGF) budget is \$72,530,497 ([IIID1-02](#), p. 16). The UGF covers campus-wide projected expenses, including cost increases for salaries and benefits for current positions, as well as vacant positions that are approved to be replaced through established processes. The total in the 2018-2019 Adoption Budget Restricted General Fund (RGF) is \$33,601,041 ([IIID1-02](#), p. 17). The RGF includes federal, state, and local funding.

The college also maintains sufficient revenues to grow educational programs. Unrestricted General Fund revenues increased from \$59.2 million in 2015-2016 to \$72.5 million in 2018-2019. The total Restricted General Fund budget increased from \$15.9 million to \$33.6 million during the same period. Total combined Unrestricted and Restricted Funds for 2018-2019 are \$106.1 million.

Grossmont College regularly seeks grant resources to help fund new and ongoing initiatives and promote innovation. For example, the college received a federal Hispanic Serving Institution Title V award in October of 2015 in the amount of \$2.6 million paid over five years to fund the program “Via Rápida: Accelerating Student Success and Completion at Grossmont College” ([IIID1-07](#)). The Via Rápida First Year Experience Program provides ongoing social and academic support throughout students’ first year at the college. The program promotes academic achievement, social integration and personal growth. Aligned with the College’s strategic plan, Via Rápida works to enhance the students’ college experience while increasing college enrollment, retention, persistence and completion. Grossmont also received federal grant funding in 2017 in the amount of \$1.6 million from the America’s Promise Grants Program ([IIID1-08](#)). The funding came to the college as a member of a consortium created to expand regional partnerships to provide a pipeline of workers to meet employer needs, facilitate regional worker opportunities to obtain high-wage, high-skill employment and reemployment, and design instruction to address specific industry needs leading to measurable positive outcomes for eligible workers and other adults.

Grossmont College restricted revenue sources also include the College Bookstore Special Revenue Fund, the Child Development Center Special Revenue Fund, the Associated Students of Cuyamaca College Enterprise Fund, and Capital Outlay Projects and Proposition “V” construction funds ([IIID1-02](#), p. 31).

As the college engages in the first cycle of planning and resource allocation using its new governance system, it has found opportunities for continued improvement. At the time the ISER was written, the college was developing an improved process to streamline annual planning (described in Standard I.B.4). The new Annual Unit Planning form will serve as a single source for request documentation and strengthen the integration between resource allocation and program review. Each of the resource committees (Facilities, Technology, Staffing, Budget) will have the opportunity to review the AUPs and prioritize requests that fall into their purview. The College Council will review the committee’s prioritization recommendations, which they may choose to forward to the President for final review and approval.

Analysis and Evaluation

Grossmont College has sufficient revenues to support educational improvement and innovation, and its finances are managed with integrity in a manner that ensures financial stability. The new governance model provides a process for setting priorities and funding institutional improvements. Overall, institutional resources are sufficient to ensure financial solvency.

III.D.2 The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

The college mission statement aligns with its strategic priorities and informs financial planning. The mission and priorities are developed, discussed, and established through a participatory governance process in which all constituencies have the opportunity to participate in dialogue, activities, and decisions that support mission fulfillment. An annual college-wide planning forum brings together constituents from across the college for presentations and discussion regarding priorities and areas of focus ([IB1-09](#)). The Grossmont College *2016-2022 Strategic Plan* was developed through input and engagement with the College community and the current strategic priorities of outreach, engagement, retention and institutional capacity were developed through this process.

The college mission and strategic priorities drive fiscal planning, with the understanding that all activities should improve or enhance student success and equity. Information provided through the formally established Program Review process helps programs to develop their resource requests for faculty, classified staff, facilities enhancements, technology, etc. These requests currently are being processed directly through the various governance committees, which prioritize the requests for their respective areas and present their recommendations to College Council. As noted in Standard III.D.1, the college is in the process of streamlining this structure by developing an Annual Unit Plan (AUP) process through which all departmental resource requests will be presented with the requests then being distributed to the appropriate committees.

Fiscal resources have been allocated to support multiple institutional plans and initiatives, including:

- Staffing:
 - Since 2016-17, the college has replaced full-time faculty positions that became vacant due to retirement in accordance with the faculty hiring priorities process, and replaced classified staff positions as they became vacant.
 - In 2015-16 the district received \$1 million from the State to hire new full-time faculty to address needs identified through the program review and institutional planning processes, which allowed the college to increase full-time faculty staffing to achieve objectives in enrollment, programs and services in support of student success ([IIID2-01](#)).

- The district received \$765,000 in 2018-2019 to hire additional new full-time faculty. Grossmont College is in the process of hiring six net-new faculty to address staffing needs as identified through the program review process.
- Facilities:
 - Invested in capital improvement projects to enhance the learning experience for students that include landscape and environmentally sustainable initiatives. In 2017-18 the college spent \$16.5 million on capital construction and improvements ([IIID1-02](#), p. 46 & 52).
 - Current construction projects include a new Performing and Visual Arts Complex with anticipated opening in fall of 2019; a new Science, Math and Career Tech Complex; athletic field, track and scoreboards, including ADA accessibility upgrades; and planning for a new Arts, Languages and Communication Complex.

Analysis and Evaluation

Financial planning is aligned with the college’s mission and priorities. Policies and procedures ensure institutional financial stability and there is regular dissemination of financial information, including the state of the college budget, through the Budget Committee, College Council, and public Board meetings.

III.D.3 The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

Grossmont College follows the processes for financial planning and budget that are documented in Board Policy 6200 ([IIID3-01](#)). The policy requires that the Chancellor present a budget to the Governing Board prepared in accordance with Title 5 and the California Community Colleges Budget and Accounting Manual on an annual basis. Administrative Procedure 6200 (Budget Preparation) requires that budget planning supports institutional goals and is linked to the Strategic Plan ([IIID3-02](#)). As part of the 2018-19 Tentative Budget process, on June 19, 2018, at the Joint Board of Trustees and District Strategic Planning and Budget Council workshop, Grossmont College, Cuyamaca College, and District Services personnel gave a presentation focused on progress and opportunities related to the implementation of the 2016-2022 GCCCD Strategic Plan; the presentation described how planning was reflected in budget priorities ([IIID3-03](#)).

The District Budget Calendar includes a presentation of the tentative and adoption budgets development. The tentative budget is presented to the Board no later than July 1, and the adoption budget no later than September 15 ([IIID3-04](#)).

The budget development process initially takes place in the District Strategic Planning and Budget Council (DSP&BC) ([IIID3-05](#)). DSP&BC serves in an advisory capacity to the Chancellor on development and evaluation of college and district strategic plans and budget planning priorities based on the district vision and goals. The Council includes consultation with constituent groups, including Academic and Classified Senate, American Federation of Teachers guild (AFT), California School Employees Association (CSEA), Associated Student Government, and the Administrators' Association. Subsequent recommendations are provided to the Chancellor who then presents the final recommendations to the Governing Board. After Board approval, the budget is posted on the district website ([IIID3-06](#)).

Grossmont College receives its allocation based on a formula in the Income Allocation Model for allocation of Unrestricted General funds to help the college fulfill its mission and goals ([IIID1-05](#)). Prior to implementing Workday as the financial software for the district, each year during budget development, campus managers including vice presidents, deans, and directors were given budget worksheets that indicated prior year actual expenditures, current year budget, and current year-to-date expenses. Campus managers reviewed the budgets and submitted changes to the college Business Services Department. The prior year adopted budget was moved to the next year budget after any one-time items were removed and after salary adjustments for the new fiscal year. Budget managers could request changes through the budget worksheets, including transfers among non-salary accounts. Currently the district and college are working to implement the same process in Workday.

As noted in Standard III.D.1, the college is developing an Annual Unit Plan (AUP) process to streamline the resource request structure, allowing departments to submit all requests at one time. As part of this process an AUP calendar is being developed to consolidate all of the current committee request calendars into one.

Analysis and Evaluation

Grossmont College follows clearly established processes for financial planning and budget development. The program review and annual planning processes provide all departments with opportunities to develop action plans and request resources. Department managers are included in budget preparation.

Fiscal Responsibility & Stability

III.D.4 Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

The District Business Services office creates the Tentative and Adoption Budgets for all funds, and distribution between the two colleges is based on the Income Allocation Model. The budget development process begins with the release of the governor's annual budget in January for the following fiscal year. The GCCCD Business Office then determines the total projected revenue for the district for the next year. The Tentative Budget is presented to the Governing Board by July 1, and the Adopted Budget is presented by September 15.

The District Strategic Planning and Budget Council (DSP&BC) membership includes members from both Grossmont and Cuyamaca Colleges and District Services. The DSP&BC advises the Chancellor on development and evaluation of strategic plans, including budget planning, at both the college and district levels ([IIID4-01](#)).

At Grossmont College, budget issues are discussed in participatory governance committees to ensure shared understanding of resource needs and availability. Prior to January 2019, these conversations took place and recommendations were sent to the Planning and Resources Council (PRC) for consideration and determination regarding which proposals would move forward to the president.

As of February 2019, these discussions occur in Grossmont College's new Budget Committee. This committee is co-chaired by the Vice President of Administrative Services and a faculty representative from the Academic Senate. Voting membership includes representatives from all constituency groups, including students ([IA3-03](#)). Both district and campus budget issues are discussed and vetted through this committee. Resource allocation recommendations emerging from the Budget Committee go to the College Council for further discussion and recommendation to the college president.

After the Legislature finalizes the state budget, the Grossmont-Cuyamaca Community College District receives its allocation, and Grossmont College receives its share as determined by the district's income allocation formula. The 2018-2019 Grossmont adopted budget total was \$106 million ([IIID1-05](#); [IID1-02](#)).

Analysis and Evaluation

Grossmont College closely monitors restricted and unrestricted budget revenues and expenses throughout the fiscal year. Priorities are identified and recommendations made through the participatory governance process. Governance committees ensure that requests support the

college mission before they are moved forward to College Council for recommendation to the president.

III.D.5 To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

Grossmont College has appropriate control mechanisms and, along with the district, disseminates information for sound financial decision making. Grossmont College follows established Board Policies and applies internal controls to its financial resources.

Board Policy 6300 (Fiscal Management) describes the district's fiscal management policies and assures that the district's fiscal processes align with California regulations, California Community Colleges Chancellor's Office requirements, and federal Department of Education regulation ([IIID5-01](#)). Specifically, this policy addresses the need to maintain internal controls in the administration of the district's financial resources consistent with Title 5 section 58311, Education Code section 84040. The policy encourages departments to develop internal procedures that delineate the need for separation of duties, fiscal responsibilities, and staff accountability. Administrative Procedure 6300 (Fiscal Management) outlines the specific aims of district fiscal processes to ensure responsible stewardship of resources ([IIID5-02](#)).

Each year, the district receives a comprehensive audit of its financial statements by an external audit firm, as required by Board Policy 6400 ([IIID5-03](#)). Audit reports for the past five years indicate that GCCCD met all compliance requirements ([IIID5-04](#)). Financial audits are reviewed by the Governing Board and posted on the district's public webpage ([IIID5-05](#); [IIID5-06](#)). The district assumes primary responsibility for implementation of appropriate internal control mechanisms to ensure the financial management system is transparent and widely communicated. The district also employs an internal auditor who conducts regular internal audits and provides advice to management on financial control issues.

The district posts minutes and financial documents on its website and budget information is discussed in the District Strategic Planning and Budget Council and provided to the Governing Board ([IIID5-07](#); [IIID5-08](#); [IIID5-09](#)). Regular budget updates will be provided to the new College Council beginning with the May 23, 2019 meeting.

The district provides Governing Board budget workshops, periodic budget updates from the Chancellor via e-mail and in Chancellor's Colloquia each semester ([IIID5-10](#); [IIID5-11](#); [IIID5-12](#)).

Analysis and Evaluation

Grossmont College has appropriate control mechanisms in place, in coordination with the District Business Services office. Information is widely disseminated to inform sound financial decision-making. Annual reports and audit information are available online and are presented to institutional leadership.

III.D.6 Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

Grossmont College follows standard accounting practices and ensures that financial allocations support student learning programs and services. Audit reports by an external auditor for the past two years had no findings and indicate that financial documents accurately reflect district and College expenditures ([IIID5-04](#)). The report is presented to the Governing Board and is made available online ([IIID5-05](#)). In addition, an internal auditor conducts regular internal audits and provides advice to management on financial control issues.

Each year, the Tentative Budget is presented to the Governing Board in June and the Adoption Budget is presented in September ([IIID6-01](#); [IIID1-02](#)). The presentations include information regarding revenue received and expenditures for the past three years for all district funds.

Analysis and Evaluation

Recent internal and external audit reports demonstrate that the district budget and financial documents have a high degree of accuracy and credibility. The audit reports have been consistently positive, noting no material weaknesses or significant deficiencies, with no audit adjustments required. All resources allocated, unrestricted and restricted, support student learning and success.

III.D.7 Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

Board Policy BP 6400 (Financial Audits) mandates that an annual independent audit of all funds be conducted in accordance with the regulations of Title 5 ([IIID5-03](#)). The annual budget and the annual audit are uploaded and available on the district website. The information is made available in a timely manner. Both Tentative and Adoption budgets are presented to the Board of Trustees.

The district engages with an independent certified public accounting firm to perform an annual audit of the district. The scope of the annual fiscal audit includes all funds within the district and

the district's internal controls over financial reporting and compliance ([IIID5-04](#)). The final audit is presented to the Board of Trustees in January each year. Audit findings are communicated to appropriate institutional leadership and constituents at the Board of Trustees meetings and are posted online ([IIID5-05](#)).

The district also engages with another independent certified public accounting firm to perform the annual financial and performance audits for Proposition V approved by the voters in 2012 ([IIID7-01](#)). The audit reports are presented to the Citizens' Bond Oversight Audit Sub-Committee ([IIID7-02](#)). The CBOC is an advisory body to the district on matters related to Proposition V construction bond program implementation as required by California's Proposition 39, which mandates that citizen advisory panels be established to assure accountability for the use of public funds.

The district's audits have consistently been identified by the external auditors as "unmodified" audits. In addition, over the past ten annual audits, through fiscal year ended June 30, 2017, the district has had no financial findings noted in any of its five audits performed by the external independent auditors.

The District Strategic Planning & Budget Council (DSP&BC) reviews a summary of the current audits each year. The audits are posted to the district website. Any audit findings are reviewed in detail along with the site business offices for a comprehensive and timely response including a plan of action. The district response is discussed at DSP&BC, as well as the specific department impacted by the finding.

The 2017-18 District Audit Reports had no findings, as summarized below ([IIID7-03](#)):

- Financial Statements - **Unmodified**
- Report on Internal Controls - **No deficiency**
- Report on Federal Compliance - **No deficiency**
- Report on State Compliance - **Complied with all requirements**
- Financial Statements Findings - **None**
- Federal Award Findings - **None**
- State Award Findings - **None**

Analysis and Evaluation

Audits are conducted on an annual basis. Budget and audit information are available on the district website and are presented to the Governing Board. Over the past ten years, the district received clean audit reports that had no material weaknesses or significant deficiencies, and no audit adjustments required.

III.D.8 The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

The district and college’s special funds are audited regularly per Board Policy 6400 ([IIID5-03](#)). The district utilizes several methods to evaluate the financial and internal controls, including annual external audits, bond audits, periodic audits from outside entities, and audits performed by the district’s internal auditor. The district engages an independent certified public accounting firm to perform an annual audit of its financial, special funds, and internal control systems.

In addition, the annual fiscal audit includes the Foundation for Grossmont and Cuyamaca Colleges. Part of the Foundation mission involves raising awareness and financial resources for both colleges as well as their respective students ([IIID8-01](#); [IIID8-02](#)).

Furthermore, the district engages with another independent certified public accounting firm to perform the annual financial and performance audit for Proposition V approved by voters in 2012 ([IIID7-01](#)). The Citizens’ Bond Oversight Committee (CBOC) is an advisory body to the district on matters related to Proposition V construction bond program implementation as required by California’s Proposition 39, which mandates that citizen advisory panels be established to assure accountability for the use of public funds. The committee’s role is to review and report on district spending of taxpayers’ money for construction and to provide a public accounting of the district’s compliance with legal requirements. The Governing Board appoints CBOC members. There are three subcommittees that exist: Construction, Communication, and Audit. The audit reports are presented to the Audit Sub-Committee ([IIID7-02](#)).

The district’s audits have consistently been identified by the external auditors as “unmodified” audits. In addition, over the past ten annual audits, through fiscal year ended June 30, 2017, the district has had no financial findings noted in any of its five audits performed by the external independent auditors ([IIID7-03](#)).

Analysis and Evaluation

GCCCD’s financial and internal control systems are regularly evaluated and assessed for validity and effectiveness. As a result of the review by the external auditors, no deficiencies in internal control that would be considered material weaknesses or significant deficiencies have been identified in the annual audits for the last ten years.

III.D.9 The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

The district maintains sufficient cash reserves to meet all of its financial obligations, including emergency needs. The June 30, 2017 report from the County Treasury showed a total cash balance of \$37.4 million for the General Fund ([IIID9-01](#)). The district monthly General Fund payroll including mandated benefits and health and welfare averages about \$10 million.

GCCCD recognizes promised obligations and liabilities and accounts appropriately. Board Policy 6250 (Budget and Reserve Management) requires maintaining the district’s unrestricted general reserve to be at least 5% ([IIID9-02](#)). In September 2013, a recommendation was presented to District Strategic Planning & Budget Council (DSP&BC) to increase the reserve level of 5% every year by .5% of current year budget until the reserve level equals at least one month of payroll and related benefits ([IIID9-03](#)). The Governing Board incorporated the recommendation from DSP&BC into Board Policy 6250 (Budget and Reserve Management) on October 16, 2018 to increase the reserve level each year toward a goal of covering at least one month’s operating costs.

The 2018-19 Adoption Budget shows the unrestricted general reserve at \$8.4 million, which is 6.5% of budgeted unrestricted general fund expenditures ([IIID1-02](#), p. 4). The chart below summarizes the reserve amount for the last four years:

	2015-16	2016-17	2017-18	2018-19
Unrestricted General Reserve Amount	\$6,561,662	\$7,367,860	\$7,700,150	\$8,418,922
Percent of Budgeted UGF Expenditures	5.75%	6.0%	6.25%	6.5%

Grossmont College maintains a campus contingency reserve of \$5.6 million, which is used to address unanticipated emergencies and college commitments during economic recessions ([IIID9-04](#)). In addition, Grossmont College has dedicated funds to cover the State Teachers’ Retirement System (STRS) and Public Employees’ Retirement System (PERS) annual increases. In fiscal year 2016-17, Grossmont College dedicated \$1.5 million to fund STRS/PERS increases ([IIID9-05](#)).

The most significant long-term liability for the district is the participation in the CalPERS and CalSTRS retirement systems. Based on estimates from California Public Employees’ Retirement System (CalPERS) and California State Teachers’ Retirement System (CalSTRS), the district’s CalPERS and CalSTRS employer costs are projected to increase through 2020-21. Each year, the district fully funds its obligation in each of these systems. In 2015/2016, the district received

one-time funds from the State in the amount of \$10 million. A total of \$9 million was dedicated to help fund the increases in employer rates for CalPERS and CalSTRS. Each year, the district uses the fund to pay half of the STRS/PERS annual increase. The balance of the STRS/PERS dedicated fund as of 6-30-18 is \$7.5 million ([IIID9-06](#)).

Analysis and Evaluation

The district's reserve level provides sufficient cash flow to meet financial obligations and unforeseen emergency needs at the college. The current plan is to increase the reserve annually until it reaches at least one month of operating costs.

III.D.10 The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

The district practices effective oversight of finances, including financial aid, grants, externally funded programs, and related contractual relationships and auxiliary organizations. Financial oversight occurs at the college and at District Services. Grant requirements are monitored by the designated grant coordinator, the Grossmont College Business Office, and District Services Business Office.

Equipment valued over \$500 is tracked by the district's inventory system. A complete inventory assessment by physical count of all district building contents is conducted annually and documented by a property record system that is maintained on a continuous inventory basis ([IIID10-01](#)).

Board Policy 6200 (Budget Preparation) requires that the district adhere to Title 5 and the California Community Colleges Budget and Accounting Manual in budgeting and accounting methods ([IIID3-01](#)).

The Purchasing and Contracts Department reviews and executes all contracts for the district. Contracts are presented to the Board each month for review and ratification. Purchasing processes are conducted pursuant to Governing Board Policy 6330 (Purchasing) and Administrative Procedure 6330 (Purchasing) ([IIID10-02](#); [IIID10-03](#)). Additional evidence related to purchasing and contracts can be found in Standard III.D.16.

Both the Director of Financial Aid and the Senior Director of Fiscal Services monitor financial aid funds and disbursements on a regular basis. The Financial Aid Office is subject to program compliance reviews by the California Student Aid Commission. The annual audit performed by an external auditor reviews student loan default rates, revenues, and related matters to ensure

compliance with federal regulations ([IIID5-04](#); [IIID10-04](#); [IIID10-05](#)). The district continues to monitor disbursements to ensure compliance with federal regulations and codes.

Board policy 6250 (Budget and Reserve Management), states the Governing Board shall manage the budget in accordance with Title 5 Education Code requirements and the California Community Colleges Budget and Accounting Manual ([IIID9-02](#)). The policy also allows transfers between expenditure categories to be processed and ratified in total. Each month a Budget Status Changes report on the current budget status and any additional revenues received by the district are presented to the Governing Board for ratification ([IIID10-06](#)).

An independent certified public accountant performs the annual audit of all finances, including special revenue funds, bond funds, financial aid, grants, contracts, and the Foundation to ensure that the district is maintaining high standards of internal controls and fiscal oversight ([IIID7-03](#)).

Analysis and Evaluation

The district and college practice effective oversight of finances, including financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets. External audits confirm that the district practices effective oversight of finances in compliance with Federal Title IV regulations and requirements. The district has not received any modified opinions for its financial statements for over ten years.

Liabilities

III.D.11 The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

Title V requires fiscal stability and an adequate reserve, a requirement met by the district and college to address emergencies and/or unexpected catastrophic issues that may arise.

The district ensures that sufficient financial resources are available to meet obligations, commitments, and operational needs. Board Policy 6250 (Budget and Reserve Management) ensures budget management practices that align with California Title 5 Education Code and maintain an appropriate reserve of at least 5%, with the reserve increasing each year toward a goal of covering at least one month's operating costs ([IIID9-02](#); [IIID9-03](#)).

Compensated absence costs are accrued when earned by employees. Accumulated unpaid employee vacation benefits are recognized at year-end as a liability of the district. The district also participates in and accrues "load banking" with eligible academic employees whereby the

employee may teach extra courses in one period in exchange for time off in another period. The compensated absence liability is reported on institution-wide financial statements.

Sick leave accumulates without limit for each employee based upon negotiated contracts. The district records sick leave as an operating expense in the period that it is taken. Employees are not paid sick leave balances at termination of employment; instead, unused sick leave is added to the creditable service period for calculation of retirement benefits for eligible employees when they retire. Therefore, the value of accumulated sick leave is not recognized as a liability in the district's financial statement. Long-term liabilities included in the Annual Audit Report are bonds payable, compensated absences, other post-employment benefits, and pension liability ([IIID5-04](#)).

The district has set aside funds for retiree health benefits through the Other Post-Employment Benefits (OPEB) irrevocable trust. As of 6-30-18 the district account balance deposited in the irrevocable trust was \$8,165,320 ([IIID11-01](#)). An actuarial firm was engaged to prepare an actuarial study and to analyze the retiree health benefits and determine the Total OPEB Liability and the OPEB Expense ([IIID11-02](#)).

The district has addressed the future rate increase for CalSTRS and CalPERS. Each year, the district fully funds its obligation in each of these systems. In 2015-16 the district received one-time funds from the State, which included \$9 million specifically dedicated to help to fund the increases in employer rates for CalPERS and CalSTRS.

The district submits a five-year construction plan that summarizes all projects, calculating the capacity load ratios for offices, labs, classrooms, library, and AV/TV based on growth projections. The plan includes descriptions of each of the projects proposed for the district ([IIID11-03](#)).

In 2002 the district received a \$207 million bond, and in 2012 the district received a \$398 million bond. The County of San Diego Auditor and Controller's office administers both bond debts, including the collection of fees from taxpayers and the debt payment. The district reviews bond debt and consults with outside financial managers to ensure the financing is efficient.

Analysis and Evaluation

The district ensures that all outstanding obligations are addressed. Outstanding debt is budgeted according to existing agreements, plans, and debt schedules. In 2017-18 the district successfully paid off the long term liability of the Early Retirement Incentive Plan (ERI) that was in the amount of \$3.3 million over five years. The district is compliant with Governmental Accounting Standards Board (GASB) standards and, pursuant to the OPEB irrevocable trust, has been funding the outstanding liability.

III.D.12 The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

GCCCD plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.

The district provides post-employment healthcare benefits in accordance with district employment contracts to all contract employees with at least 10 years of service who retired from the district, and their eligible dependents until attaining age 65. When the retiree reaches age 65, all post-employment benefits cease. The district contributes 100% of benefit premium costs incurred by retirees and their dependents.

The actuarial plan to determine OPEB liability is prepared pursuant to accounting standards and Governmental Accounting Standards Board (GASB) guidelines. The OPEB actuarial study is current and was completed in October 2018 with a valuation date of 6-30-17 and is scheduled to be updated every two years. The district contracts with an actuarial firm every two years to analyze the retiree health benefits and determine the Annual Required Contribution (ARC) and the outstanding liability ([IIID11-02](#)).

The district's 2017 actuarial study notes that had the district begun accruing retiree health benefits when each current employee and retiree was hired, the estimated accumulated liability amount would have been \$18,370,984. This amount is called the "Total OPEB Liability" in the study. The district has set aside funds to cover retiree health liabilities in a GASB 75 qualifying trust. The Fiduciary Net Position of this trust at 6-30-17 was \$5,297,033. This leaves a Net OPEB Liability (NOL) of \$13,073,951. The OPEB Expense, previously known as the Annual Required Contribution (ARC), for the fiscal year ending 6-30-18 is \$2,117,650.

While the district has been setting funds aside since fiscal year 2006-07 for retiree health benefits at the County Office of Education, on February 16, 2016, the Governing Board adopted a resolution to establish an irrevocable trust for the Other Post-Employment Benefit (OPEB) with the authorization to transfer funds into the trust established with Public Agency Retirement Services (PARS) ([IIID12-01](#)). As of 6-30-18 the district account balance with PARS is \$8,165,320 ([IIID11-01](#)). District representatives and the Colleges' Chief Business Officers meet with PARS representatives annually to discuss the status of the plan, the return on investment, and next steps. The last meeting occurred on September 14, 2018 ([IIID12-02](#)).

The district budgets \$1 million annually to be deposited into the OPEB fund to cover liabilities for current employees. In addition, as part of closing the books, the district dedicates 10% of uncommitted ending balances for the Unrestricted General Fund to be deposited into the OPEB fund to allocate resources for unfunded prior liabilities. The chart below summarizes the amount deposited into the OPEB fund for the last three years, of which \$8,165,320 is deposited in the trust and the remaining balance is deposited at the County Office of Education ([IIID1-02](#), p. 42).

Fiscal Year	Beginning Balance	Amount Deposited into OPEB plus Interest
2015-16	\$4,817,481	\$1,487,306
2016-17	\$6,304,787	\$1,722,557
2017-18	\$8,027,344	\$1,546,524

Analysis and Evaluation

The district plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine OPEB liability is prepared pursuant to GASB standards and guidelines. The OPEB actuarial study is current and was completed in October 2018. The recent actuarial study indicated the district’s Net OPEB Liability (NOL) is \$13,073,951 and the OPEB Expense as \$2,117,650. The district continues to fund the OPEB liability on an annual basis.

III.D.13 On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

GCCCD annually assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the district. During the budget development process, the district assesses short-term and long-term debts and allocates resources to meet debt service requirements.

Payments on general obligation bonds are made by the bond interest and redemption fund with local property tax collections. The General Fund makes payments for lease revenue bonds and retiree health benefits. Accrued vacation is paid by the department budget for which the employee worked. Lease revenue bonds were issued in July 2001 in the amount of \$2,480,000 to provide funds for capital improvements. As of 6-30-18, \$610,000 remained outstanding. The lease revenue bonds mature through 2021.

As noted in the 2017-18 Annual Audit Report, district long-term debt includes the following ([IIID5-04](#), p. 33-38):

- 2008 General Obligation Bonds & Refunding Bonds
- 2002 General obligation Bonds & Refunding Bonds
- Lease Revenue Bond, Series 2001A

The County of San Diego Auditor and Controller's office administers bond debts, including the collection of fees from taxpayers and the debt payment. The district reviews bond debt and consults with outside financial managers to ensure the financing is efficient.

Analysis and Evaluation

The district regularly assesses locally incurred debt and appropriately allocates resources to address the debt.

III.D.14 All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

The district has procedures in place to ensure that financial resources are used in a manner consistent with the intended purpose of the funding sources. Effective oversight begins with Board Policy 6300 (Fiscal Management) and Board Policy 6400 (Financial Audits) ([IIID5-01](#); [IIID5-03](#)). In addition, Administrative Procedure 6300 (Fiscal Management) and Administrative Procedure 6400 (Financial Audits) set forth the operational infrastructure and processes to ensure that adequate internal controls exist ([IIID5-02](#); [IIID14-01](#)). Grossmont College adheres to all district policies and procedures. An independent certified public accountant performs an annual audit of all financial records of the district, ensuring maintenance of high standards of internal controls and that all financial resources are spent appropriately and with integrity ([IIID7-03](#)).

Voters passed Measure V in 2012 for 398 million to fund facilities projects districtwide ([IIID14-02](#)). Pursuant to the requirements of Proposition 39, the GCCCD Governing Board established a Citizens' Bond Oversight Committee (CBOC) and appointed its members. The principal purpose of the CBOC is to inform the public as to the expenditures of the proceeds of the bonds issued pursuant to the bond authorization ([IIIB2-01](#)). The CBOC is required to issue at least one report annually as to its activities and findings ([IIIB4-06](#)).

Both a financial audit and a performance audit are conducted each year. A financial audit is performed on the Proposition V financial statements to ensure that they are free from material misstatement. A performance audit is conducted to ensure that the expenditures are charged to

the district's Proposition V Bond Building Fund, to determine whether expenditures charged to the Proposition V Bond Building Fund have been made in accordance with the bond project list approved by the voters through the approval of Proposition V in November 2012, and to provide the Governing Board and CBOC with a performance audit as required under the provisions of the California Constitution ([IIID14-03](#)).

Restricted General Fund programs, which include grants and categorical programs, are established for the purpose of providing specialized services. Restricted programs are funded through federal, state, or local agencies. Approval must be obtained by the appropriate vice president before preparing a proposal to compete for a grant. Categorical programs are those state programs that provide funding, restricting the use of the funds for a particular purpose. Grants and categorical programs are audited annually by an independent auditor ([IIID5-04](#)). All grants and categorical programs are accounted for separately with each assigned its own unique budget account number. Each grant is also assigned a grant coordinator to ensure compliance with individual grant regulations. All quarterly and annual reports are reviewed by the Grossmont College Business Office and then routed to the District Services Business Office for a final review and submittal to the appropriate agency.

The Foundation for both Grossmont and Cuyamaca College is a separate, nonprofit, public-benefit corporation. The Foundation's mission is to receive and manage philanthropic gifts made on behalf of the district for the purpose of raising awareness and resources for the colleges' programs and students. The foundation maintains a separate board that monitors its financial activity. The Foundation maintains assets of about \$2.7 million. The director of operations approves all expenditures. In addition, the Senior Director of Fiscal Services and Vice Chancellor of Business Services review and sign all Foundation checks. In addition, a Foundation board member also signs any checks written for amounts over \$10,000. To ensure ongoing integrity, the Foundation is audited annually by an independent auditor. The Foundation has received unmodified audit opinions since its establishment in 2011 ([IIID8-02](#)).

Analysis and Evaluation

As evidenced by the district's audit findings, all financial resources, including short-term and long-term debt instruments, auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

III.D.15 The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

Grossmont College monitors and manages its student loan default rates, revenue streams, and assets, and works in collaboration with the district to ensure compliance with federal requirements, including Title IV of the Higher Education Act. The Financial Aid Office monitors student loan default rates, revenue streams, and assets. Financial Aid staff at Grossmont and Cuyamaca Colleges meet annually in the spring to review and update the financial aid policies and procedures manual to address changes in federal, state, and local regulations and processes for the upcoming year ([IIID15-01](#)).

The table below shows the college’s student loan Cohort Default Rate (CDR) for the most current three-year reporting cycle available from the National Student Loan Data System (NSLDS).

	2013	2014	2015
Grossmont College Cohort Default Rate (CDR)	13.1%	15.1%	13.4%

The college’s CDR falls within federal guidelines, and well below the Title IV threshold for concern. Data for the 2016/17/18 reporting cycle will be available in October 2019 ([IIID15-02](#)). To help reduce or maintain a CDR below federal requirements, students must meet with a financial aid advisor or supervisor in certain scenarios before taking out another loan. All students are also provided online financial literacy tools to assist them in managing their finances ([IIID15-03](#)).

As part of an annual audit, the external auditors review Title IV Federal Financial Aid as the major program that is audited for federal purposes. The audit focuses on compliance with federal regulations including revenue streams and cash management. During the fiscal years of 2011-12 through 2017-18, the external auditors’ opinions regarding federal awards have been unmodified, identifying no material weaknesses or significant deficiencies ([IIID5-04](#)).

Analysis and Evaluation

The college monitors and manages its federal aid processes and ensures compliance with federal regulations. The college Cohort Default Rate has been consistently below the mandated threshold for the past three years, and the Financial Aid Office has procedures in place to help students understand their responsibilities as borrowers.

III.D.16 Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

The district has established policies and procedures in place to ensure that agreements with external entities support the mission, goals, and effective operations of the district and college. Board Policy (BP) 6100 and Administrative Procedure (AP) 6100 (Delegation of Authority) require that no contract shall constitute an enforceable obligation against the district unless it has been approved or ratified by the Governing Board ([IIID16-01](#); [IIID16-02](#)). BP 6340 (Bids and Contracts) outlines that all contracts are presented in detail to the Governing Board for ratification the following month after they have been fully executed ([IIID16-03](#)).

BP 6150 and AP 6150 (Designation of Authorized Signature) require that only those authorized according to the district's signature list (filed with the San Diego County Office of Education) may contractually execute a contract ([IIID16-04](#); [IIID16-05](#)). Three positions have been delegated the authority to sign contracts: Chancellor, Vice Chancellor of Business Services, and Senior Director of Purchasing and Contracts. The majority of contracts are executed by the Vice Chancellor of Business Services and the Senior Director of Purchasing and Contracts. Established internal criteria specify that the Senior Director of Purchasing and Contracts has authority to sign all contracts up to \$15,000, except for capital construction or legal services. The Vice Chancellor of Business Services signs contracts that exceed \$15,000 and those contracts for capital construction or legal services. In addition, the Vice Chancellor delegates the signing authority to the Senior Director of Purchasing and Contracts for all contracts during extended absences such as vacation, conferences, etc.

AP 6330 (Purchasing) establishes that only specific individuals have the authority to commit the district to certain categories of purchases and contract, and that those who sign any contract or purchase agreement without authorization by the Governing Board risk potential personal liability ([IIID10-03](#)). This AP also states that all requests for contracts shall be routed to the centralized Purchasing Department for processing.

Contracts and contract amendments are submitted to the Governing Board for ratification at its monthly meetings. All contracts include indemnification and termination clauses to protect the district. The termination language specifies the requirements for termination of the contract. All contracts can be amended for changes if mutually agreeable by both parties and all amendments are in writing, signed by both parties and are ratified by the Governing Board. In order to initiate an agreed upon amendment, requests are electronically submitted and processed through Workday, the district's system of record for financial, human resources, and payroll transactions.

Operating Procedure CO2 (Overview of Contracts Process) addresses several types of contracts which include Professional Services, Clinical Agreements, Facility Use, Rental and/or Lease Agreements, Maintenance Contracts, Software License Agreements, Construction Contracts, Advertising Agreements, and Public Works under \$15,000 ([IIID16-06](#)). In addition, the district has processes and administrative procedures for bids and contracts that are strictly followed. These include contracts for construction, electronic systems and materials, accessibility of information technology, and personal services ([IIID16-03](#); [IIID16-07](#); [IIID16-07](#); [IIID16-09](#); [IIID16-10](#)). Contracts that are funded with federal or grant sources follow the process specified in the award language of the grant. If grants or federally funded contracts require three quotes, proposals, or the formal bid process, this requirement overrides the district's process and is followed to maintain compliance with the funding source.

Operating Procedure PU2 (Purchasing Processes) addresses purchasing specifications, purchasing descriptions, "Brand Name or Equal" description, cooperative purchasing options, bid awards, receiving, and document retention ([IIID16-11](#)).

All requests for contracts begin by entering a request in Workday as a "Service" requisition type that includes a description of the service requested, the vendor's information, cost, funding source, and a proposal. This requisition electronically moves through the College for various approvals before routing to the Purchasing and Contracts Department, where it is reviewed for legality and then appropriately executed. The requestor determines the context of the services and payment terms, etc. Purchasing & Contracts ensures that the contract is a legally binding document that protects the district and the college. All contracts are reviewed by the Senior Director of Purchasing and Contracts prior to execution.

Because employees cannot also be consultants to the district, there is a review process to ensure that employees are not hired as independent contractors. Where applicable, the Independent Contractor Checklist form is required to be completed and approved by the requesting manager to ensure that college duties are not being performed by independent consultants. This form also is reviewed and signed by the Senior Director of Purchasing and Contracts ([IIID16-12](#)).

Analysis and Evaluation

Contracting practices support the college mission, goals, and priorities and are in compliance with Board policies and administrative procedures. The district has not received any audit findings or recommendations regarding contracts, nor has the district been part of any litigation or court process to enforce any contract during the past twelve years under the current Senior Director of Purchasing and Contracts. The district is not aware of any prior issues regarding contracts. The staff in the Purchasing and Contracts department ensure that the contracts are legally binding documents that protect the district and the college.

Conclusions: Standard III.D

Working collaboratively, the Grossmont-Cuyamaca Community College District and Grossmont College have policies, procedures, and systems in place to ensure that fiscal resources are sufficient to support and sustain instruction, services, and operations. The allocation of fiscal resources supports the district and college mission and allows for program development and innovation. The district and college manage financial affairs responsibly, using appropriate internal controls and disseminating information in a timely manner that supports sound financial decision-making. In addition, Grossmont College has made recent improvements to its governance structure that will help to increase transparency, effectiveness, and participation in annual resource allocation processes. GCCCD budget development and resource allocation processes include consideration of long-range financial priorities and plans to address payment of liabilities and future obligations, including post-employment benefits.

Improvement Plan(s): Standard III.D

Grossmont College has found opportunities for continued improvement as it engages in the first cycle of planning and resource allocation using its new governance system. At the time the ISER was written, Grossmont College was developing an Annual Unit Plan (AUP) process to streamline the resource request process and timeline. As the AUP is used for the first time, it will be evaluated for effectiveness using both formative and summative methods of assessment that include feedback from resource committees, department chairs, and other participants. Results of these evaluations will be used to inform improvements for the next cycle.

Evidence List: Standard III.D

- IIID1-01: [GCCCD Educational Master Plan, 2012](#)
- IIID1-02: [GCCCD Adoption Budget, 2018-19](#)
- IIID1-03: [GCCCD Adoption Budget, 2017-18](#)
- IIID1-04: [GCCCD Adoption Budget, 2016-17](#)
- IIID1-05: [GCCCD Income Allocation Model](#)
- IIID1-06: [Budget Committee Update for College Council, May 23, 2019](#)
- IIID1-07: [Title V Award Notification](#)
- IIID1-08: [America's Promise Award Notification](#)

- IIID2-01: [Faculty Hiring Priorities, 2017-18](#)

- IIID3-01: [BP 6200: Budget Preparation](#)
- IIID3-02: [AP 6200: Budget Preparation](#)
- IIID3-03: [Board Workshop, June 19, 2018: Minutes](#)
- IIID3-04: [GCCCD Budget Preparation Calendar for 2018-19](#)
- IIID3-05: [District Strategic Planning & Budget Committee - Charge and Composition](#)

- IIID3-06: [GCCCD Budget Website](#)

- IIID4-01: [District Strategic Planning & Budget Committee, Apr. 8, 2019: Minutes](#)

- IIID5-01: [BP 6300: Fiscal Management](#)
- IIID5-02: [AP 6300: Fiscal Management](#)
- IIID5-03: [BP 6400: Financial Audits](#)
- IIID5-04: [GCCCD Audit Report, June 30, 2018](#)
- IIID5-05: [Regular Board Meeting, Jan. 15, 2019: Agenda Item For Audit Report](#)
- IIID5-06: [Annual Audit Information - District Website](#)
- IIID5-07: [Adoption Budget Presentation, 2017-2018](#)
- IIID5-08: [Tentative Budget Presentation, 2018-2019](#)
- IIID5-09: [Adoption Budget Presentation, 2018-2019](#)
- IIID5-10: [Chancellor's Colloquia, Fall 2018](#)
- IIID5-11: [Chancellor's Colloquia, Spring 2018](#)
- IIID5-12: [Chancellor's Budget Update, Jan. 14, 2019](#)

- IIID6-01: [GCCCD Tentative Budget, 2018-19](#)

- IIID7-01: [Annual Audit Report, Proposition V - June 30, 2019](#)
- IIID7-02: [Citizens' Board Oversight Committee-Audit Subcommittee, Jan. 9, 2019: Agenda](#)
- IIID7-03: [Audit Summary, 2017-2018](#)

- IIID8-01: [Mission Statement: Foundation for Grossmont & Cuyamaca Colleges](#)
- IIID8-02: [Foundation Audit Report, June 30, 2018](#)

- IIID9-01: [Annual 311 Report, Dec. 6, 2017](#)
- IIID9-02: [BP 6250: Budget and Reserve Management](#)
- IIID9-03: [DSP&BC Recommendation to Increase UGF Reserve, Sept. 9, 2013](#)
- IIID9-04: [Grossmont College Contingency Reserve](#)
- IIID9-05: [STRS/PERS Reserves, 2017-18](#)
- IIID9-06: [STRS/PERS Dedicated Fund Balance, June 30, 2018](#)

- IIID10-01: [Operating Procedure FA3: Equipment Receiving and Inventory](#)
- IIID10-02: [BP 6330: Purchasing](#)
- IIID10-03: [AP 6330: Purchasing](#)
- IIID10-04: [GCCCD Audit Report, June 30, 2017](#)
- IIID10-05: [GCCCD Audit Report, June 30, 2016](#)
- IIID10-06: [Budget Status Changes, June 2018](#)

- IIID11-01: [OPEB Irrevocable Trust - Summary Statement, June 30, 2018](#)
- IIID11-02: [Actuarial Study, June 30, 2017](#)
- IIID11-03: [Five-Year Construction Plan, FY21-FY25](#)

- IIID12-01: [Board Resolution 16-011: Authorizing Establishment of Exclusive Benefit Trust](#)
 IIID12-02: [PARS Meeting, Sept. 14, 2018: Minutes](#)
- IIID14-01: [AP 6400: Financial Audits](#)
 IIID14-02: [Board Resolution 13-004: Measure V](#)
 IIID14-03: [Financial & Performance Audits Report, June 30, 2018](#)
- IIID15-01: [Policy & Procedures Annual Meeting, Apr. 13, 2018: Agenda](#)
 IIID15-02: [Student Loan Default Rates for Grossmont College, 2013-2015](#)
 IIID15-03: [College Website: Financial Wellness](#)
- IIID16-01: [BP 6100: Delegation of Authority](#)
 IIID16-02: [AP 6100: Delegation of Authority](#)
 IIID16-03: [BP 6340: Bids and Contracts](#)
 IIID16-04: [BP 6150: Designation of Authorized Signature](#)
 IIID16-05: [AP 6150: Designation of Authorized Signature](#)
 IIID16-06: [Operating Procedure CO2: Overview of Contracts Process](#)
 IIID16-07: [AP 6340.1: Contracts - Construction](#)
 IIID16-08: [AP 6340.2: Contracts - Electronic Systems & Materials](#)
 IIID16-09: [AP 6340.3: Contracts - Accessibility of Information Technology](#)
 IIID16-10: [AP 6370: Contracts - Personal Services](#)
 IIID16-11: [Operating Procedure PU2: Purchasing Processes](#)
 IIID16-12: [Independent Contractor Checklist form](#)

Additional Evidence Cited in Standard III.D

- IA2-01: [2016-2022 Strategic Plan](#)
 IA3-03: [Budget Committee Purpose and Charge](#)
 IB1-09: [Annual Planning Forums - CPIE Website](#)
 IIIB2-01: [Citizens' Bond Oversight Committee \(CBOC\) Website](#)
 IIIB4-06: [Citizens' Bond Oversight Committee, 2018 Annual Report](#)

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.



IV.A Decision-Making Roles and Processes

IV.A.1 Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

The work of the faculty, staff, students, and administrators toward achieving institutional excellence is inspired by the college vision, mission, and values ([IA4-01](#)) and facilitated through participatory governance, as outlined in Governing Board policy ([IIA2-01](#)) and the *Governance and Decision-Making Handbook* ([IVA1-01](#)). The college's redesigned system of participatory governance facilitates institutional effectiveness through transparent, well-defined, and well-communicated decision-making procedures and practices.

Grossmont College's decision-making is guided by a consistent focus on and fidelity to institutional values that ensure an environment that fosters the following core values:

- Learning and Student Success
- Creativity and Innovation
- Pursuit of Excellence and Continuous Improvement
- Integrity
- Power of Diversity and Inclusion
- Civility
- Balance

Grossmont College's philosophy and guiding principles and newly developed governance processes structure, foster and facilitate representation and inclusivity of all constituent groups, including the Administrators' Association, Associated Students, Academic Senate, and Classified Senate. This approach is consistent with Board Policy 2510: Participation in Local Decision-Making, which ensures the broad representation of all constituents on district and college councils and committees and provides for the inclusion of community representation when appropriate ([IIA2-01](#)). The *Governance and Decision-Making Handbook* also outlines the representative roles of all constituents on each committee or council ([IVA1-02](#)).

Grossmont College recognizes that continuous improvement is dependent upon the work and input from every member of the college at every level of the institution. Faculty and staff participate in collective decision-making within their departments or programs and have representatives who serve on the college's councils, committees, and task forces. Their work and recommendations are given to the College Council, which then advises the college president,

who is charged with final decisions and recommendations to the Chancellor ([IIA3-01](#); [IVA1-03](#); [IVA1-04](#)). The College Council comprises four representatives from each of the college's constituent groups, and employs a consensus model to ensure all constituent groups have input into critical issues facing the college and district as directed by board-approved policy and procedure ([IIA2-01](#); [IIA1-04](#)).

Faculty, students, staff, and administrators are also empowered to participate in program and service improvement through the college's system of integrated planning, which comprises four key processes: collegewide strategic planning, program review, annual unit planning, and collegewide governance and decision-making (see Standard I.B.9 for details and evidence). Integrated planning provides the means to fulfill program improvements emerging from assessment and review recommendations through annual unit planning and requests for resources. Rubrics used by committees as they prioritize requests for resources (e.g., staffing, facilities) help committee members ensure that requested resources both lead to improvement and align with institutional priorities ([IVA1-05](#); [IVA1-06](#)). The college is also in the early phases of designing an innovation grants proposal process, which provides additional opportunities for college personnel to prototype smaller-scale innovations that promote student success and equity. Any faculty, staff, or administrator can submit a proposal for an innovative project. These projects will be selected based on their connection to strategic plan goals and require an evaluation plan to monitor the effectiveness of the implementation ([IVA1-07](#)).

When the college recognizes an opportunity for innovation or change that aligns with its strategic priorities, it uses participative processes as it pursues them. For example, when the college recognized that changes were needed in order to improve decision-making processes, it invited peer assistance in the form of an Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Team (PRT) from the state Chancellor's Office ([IVA1-08](#)). By design, the IEPI PRT process ensures that multiple perspectives are involved as an institution works towards an innovative change; with support from its PRT Grossmont College embarked on a complete governance system redesign that included representatives of all constituencies and leadership groups and produced a system promote effective, transparent and collegial decision-making.

The college also ensures broad participation in the development of its six-year strategic plan and in the annual planning that occurs to maintain progress on the plan. Activities such as the annual planning fora ([IB3-04](#)), the *Achieving the Dream* forum and World Café ([IVA1-09](#)), and biannual Convocation Week ([IIA2-12](#)) provide opportunities for members of all college constituencies to participate in planning and stay informed of achievements, innovations, initiatives, and improvements.

Analysis and Evaluation

Grossmont College effectively creates a culture of inclusivity in innovation, decision-making, and institutional effectiveness. Through policies and practices which encourage high levels of

participation from all constituent groups, the college ensures that the very best of ideas and opportunities to serve our students are clearly heard, thoughtfully considered, and have defined paths to implementation and methods of regular evaluation.

IV.A.2 The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

Board Policy ensures that faculty, students, staff, and administrators have a participatory role in leadership and governance. Additionally, roles and responsibilities of each constituent group are clearly articulated in board-approved administrative procedures. AP 2510 defines the purview for each group and specifically indicates how the district and Academic Senate have agreed to handle decisions related to academic and professional matters ([IIA2-01](#)). Further, it notes those matters on which the Board will rely primarily upon the Academic Senate for decisions, and on which matters the Board and Academic Senate must mutually agree to proceed ([IIA1-04](#)).

AP 2510 also outlines the essential role of students in participatory governance. In accordance with California Code of Regulations, the district recognizes the following student responsibilities in decision-making:

- Grading policies
- Code of student conduct
- Academic disciplinary policies
- Curriculum development
- Courses or programs that should be initiated or discontinued
- Processes for institutional planning and budget development
- Standards and policies regarding student preparation and success
- Student services planning and development
- Student fees within the authority of the district to adopt
- Any other district and college policy, procedure, or related matter that the district Governing Board determines will have significant effect on students.

Hence, in the college's new system of governance, the Associated Students of Grossmont College are accorded the same number of constituency-based seats on the primary participatory governance committees (including College Council, the apex recommending body at the college) as other constituency groups. The new system of governance launched at the beginning of the spring 2019 semester; at the time the ISER was finalized, minutes of newly constituted committees indicated active participation from student members ([IVA2-01](#); [IVA2-02](#)).

In addition to expectations established by Board Policy, the college's new *Governance and Decision-Making Handbook* provides clear guidance for participation in the new system of governance. The *Handbook* establishes an expectation of consensus in decision-making, documents the new committee structure, and outlines the flow and relationship between committees ([IVA2-03](#); [IVA2-04](#), [IVA2-05](#)). The *Handbook* also sets expectations for the roles, responsibilities, and communication requirements of committee members ([IVA1-02](#)).

The participatory governance website contains links to committee composition and charges, current membership, and meeting notes ([IVA2-06](#)). The weekly campus events email, distributed to all college personnel, includes information about committee meeting information via a link to the participatory governance website. These mechanisms ensure that all members of the college community have access to current governance and committee information.

Analysis and Evaluation

BP 2510 and AP 2510 provide clear policies and guidance for constituent group participation in the college's decision-making. The *Governance and Decision-Making Handbook* details the college's participatory governance philosophy, guiding principles, and collaborative practices and lists councils and committees and their charges.

IV.A.3 Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

The substantive roles of faculty and administrators in developing institutional plans, policies and budgets are clearly defined in board and administrative policies and the *Governance and Decision-Making Handbook*. Board Policy 2510 ([IIA2-01](#)) requires the following academic and professional matters be mutually agreed upon by the Governing Board and the Academic Senate:

- Educational program development and educational program discontinuance
- District and college governance structures as related to faculty roles
- Processes for program review
- Processes for institutional planning and budget development
- Other academic and professional matters as mutually agreed by the Board of Trustees and the senate(s)

In addition, Administrative Procedure 2510 ([IIA1-04](#)) specifies that the Governing Board shall rely primarily upon the Academic Senate for:

- Curriculum, including establishing prerequisites and placing courses within disciplines
- Grading policies
- Standards and policies regarding student preparation and success

- Faculty roles and responsibilities in accreditation processes
- Policies for faculty professional development activities

As noted in BP 2510 as well as in the *Academic Senate Constitution and Bylaws* and the *Governance and Decision-Making Handbook*, the Academic Senate is accorded the authority to appoint faculty to serve on all committees formed by the Academic Senate as well as on collegewide participatory governance committees ([IVA3-01](#); [IVA3-02](#)). Faculty from every academic department contribute to governance matters as voting members of the Academic Senate. Per the *Academic Senate Constitution and Bylaws*, every department has representation in proportion to the number of full-time equivalent faculty.

AP 2510 outlines the significant roles and responsibilities of college administrators in institutional governance. The Administrators' Association, which represents all administrators below the rank of Vice President, has the right of appointment for all administrators and supervisors on committees, councils, and task forces requiring their membership ([IIA1-04](#)). In addition, administrators are appointed to committees as advisory members based on their specific roles, knowledge, and expertise. The *Governance and Decision-Making Handbook* identifies these administrative members by role in the membership lists for each committee ([IVA2-04](#)). Each participatory governance committee has substantive and balanced representation of faculty and administrators ([IVA2-04](#)). The decision-making flowchart illustrates how information flows through the governance process from each constituent group through relevant committees, and ultimately, to the College Council ([IVA2-05](#); [IA3-01](#)).

Faculty and administrators from Grossmont College also participate actively in district-level participatory governance. Roles for both faculty and administrator groups are outlined in the *GCCCD Governance Structure Handbook*. The *Governance Structure Handbook* also lists districtwide committees and lists the membership (by role or constituency group) for each committee ([IVA3-03](#)).

Analysis and Evaluation

The participatory governance and decision-making process at Grossmont College is inclusive of faculty and administrators. The *Governance and Decision-Making Handbook* outlines the specific ways the college's governance committees include all constituent groups. The *Governance and Decision-Making Handbook* and Governing Board and administrative policies inform and guide shared governance and leadership.

IV.A.4 Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

Grossmont College relies on discipline faculty, committees of the Academic Senate, and academic administrators in the development, modification, and evaluation of curriculum as well as student learning programs and services, including program and degree requirements, program review, and distance education. Academic Senate committees directly manage these areas, including the Curriculum Committee, Academic Program Review Committee, and the Online Teaching and Learning Committee. These committees and their responsibilities are listed on the Academic Senate's website ([IVA4-01](#)). Each of these committees includes membership of appropriate academic administrators who work together with faculty to make recommendations regarding the improvement of curriculum and student learning programs and services.

Faculty and administrators have complementary roles and well-defined responsibilities in the development of curriculum and student learning programs and services. The shared responsibilities are demonstrated in the *Curriculum Committee Handbook* ([IIA1-02](#)) and in the following Board Policies and Administrative Procedures:

- BP/AP 4020: Program and Curriculum Development ([IVA4-02](#))
- BP/AP 4021: Program Discontinuance ([IVA4-03](#))
- BP/AP 4025: Philosophy and Criteria for Associates Degree and General Education ([IVA4-04](#))
- BP/AP 4040: Library and Learning Support Services ([IVA4-05](#))
- BP/AP 4050: Articulation ([IVA4-06](#))
- BP/AP 4100: Graduation Requirements for Degrees and Certificates ([IVA4-07](#))
- BP/AP 4101: Independent Study ([IVA4-08](#))
- BP/AP 4102: Career and Technical Education Programs ([IVA4-09](#))
- BP/AP 4105: Distance Education ([IVA4-10](#))
- BP/AP 4106: Nursing Programs ([IVA4-11](#))
- BP/AP 4110: Honorary Degrees ([IVA4-12](#))
- BP 4220: Standards of Scholarship ([IVA4-13](#))
- BP/AP 4222: Pre-Collegiate Basic Skills ([IVA4-14](#))
- BP/AP 4230: Grading and Academic Symbols ([IVA4-15](#))
- BP/AP 4260: Prerequisites and Co-requisites: Establishment and Review ([IVA4-16](#))

In addition, established program review processes include the opportunity for faculty and administrators to provide recommendations for improvement and program development. Faculty work collaboratively to write a comprehensive report addressing the above standards, and present the review to the Academic Program Review or Student Services Program Review committee as appropriate. The program review committees, which include both faculty and administrators, then provide the department with commendations for successes and

recommendations for future improvement. The commendations and recommendations are presented to the department in an oral evaluation attended by the college president. Detail and supporting evidence related to academic and student services program review processes can be found in Standard I.B.5.

Analysis and Evaluation

Established Board Policies and Administrative Procedures and the college's established processes for curriculum development and program review ensure accountability, inclusivity, and transparency in curricular planning and evaluation of academic departments and programs. Faculty and administrators collaborate in the course of these processes to make certain that planning and allocation support student need and opportunity.

IV.A.5 Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

Grossmont College has a strong tradition of inclusive, expert-informed, and timely decision making regarding institutional planning as well as policy and curriculum development. Through inclusive decision-making, all constituent groups share informed perspectives that lead to setting institutional priorities and timely planning. The college's new system of governance was designed to further systematize and streamline the way that all groups work together and lead to smoother and more transparent decision-making. As outlined in the *Governance and Decision-Making Handbook*, each of the participatory governance committees in the new system is composed of balanced membership drawn from the Administrators' Association, the Academic Senate, the Classified Senate, and the Associated Students of Grossmont College ([IVA5-01](#)). Each committee also includes ex-officio or advisory members appointed by virtue of their role, professional experience, and/or expertise. Roles and expectations of each committee member are clearly defined in the handbook ([IVA1-02](#)). This structure not only assures broad and appropriate representation, but also supports a culture of collaboration in decision-making. The official charge of each participatory governance committee also ensures members know their responsibilities, which facilitates effective scheduling of meetings and prioritization of agenda items for timely completion of plans and processes ([IVA2-04](#)).

Board Policies and Administrative Procedures support broad representation and direct constituent groups in the governance process. BP/AP 2510: Participation in Local Decision Making offers clear guidelines regarding the areas of participation for each constituent group in the governance process and signals the Governing Board's commitment to broad participation from all constituency groups as a foundation for decision-making ([IIA2-01](#); [IIA1-04](#)). BP and AP 2410 Board Policies and Administrative Procedures require openness and transparency when

reviewing, editing, and adopting new policies within the district ([IVA5-02](#)). BP and AP 4020 Program, Curriculum and Course Development and the *Curriculum Handbook* define the timeline for curriculum development and approval as well as the roles and responsibilities of discipline faculty, the Curriculum Committee, and Governing Board ([IVA4-02](#); [IIA1-02](#)). In addition, academic curriculum additions and modifications are reported to the Academic Senate once a month, promoting greater awareness of curricular changes among faculty leaders and providing an opportunity for them to offer input ([IVA5-03](#)).

Beyond the roles and responsibilities outlined above, all college governance meetings are open to any member of the community. In addition, the Governing Board provides an opportunity at each meeting for comment from all constituent groups and the public [IVA5-04](#).

Analysis and Evaluation

Grossmont College establishes an environment in which perspectives from the four major constituent groups contribute to the regular and timely completion of essential work throughout the year. This is accomplished through careful attention to committee composition, clearly defined roles and responsibilities of committee members, regular reporting of agendas and minutes, and a well-established curriculum development and approval process.

IV.A.6 The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

Grossmont College documents and communicates decision-making policies, processes, and resulting decisions to support a well-informed college community and assure integrity, transparency, and verifiability. Committees and councils consider business related to their respective charges, and provide information to College Council to inform recommendations. The College Council recommends policy-level decisions to the college president, who makes decisions. This dialogue and information is reflected in minutes, agendas, and support documents of committee and council meetings. Decisions made by councils and committees through regular governance and decision-making processes are communicated to the college community through minutes, agendas, and supporting documents, as well as through the reports of committee members to their constituencies. Meeting materials are published on each council or committee web page, which can be accessed through the Participatory Governance web page ([IVA2-06](#)). The president also consults with President's Cabinet members to obtain administrative perspective prior to making decisions, and to communicate as decisions are made.

The newly designed system of participatory governance represents a concerted effort to improve timely communication of decisions, and was undertaken in response to comments from the college community as well as recommendations from the college's IEPI Partnership Resource Team ([IB2-14](#)). The new *Governance and Decision-Making Handbook* established committee

member responsibilities for reporting. In addition, as the new governance system launched in spring 2019, committee conveners and note-takers participated in training to ensure that all committees had a shared understanding of the format for minutes and timelines for posting meeting materials to the committee website ([IVA6-01](#)). Further, the constituency-based design of the new governance system was specifically structured to promote broader input and feedback into decision-making. The previous system relied on division representation; as division meetings are only held once a semester, this system did not promote timely reporting and communication. In the new system, communication flows into the Academic and Classified senates; as the senates meet more frequently than divisions, this improves the timeliness of communication. This new system also serves to strengthen the role of the Classified Senate and Associated Students as campus constituencies by ensuring balanced representation.

Discussions and decisions occurring outside of participatory governance processes, such as those in Chancellor's Extended Cabinet, President's Cabinet, and Academic Affairs Council, are communicated to the college constituency in a number of ways. Deans share information with their chairs, directors, and coordinators through regular division council meetings and email updates. The president reports on important collegewide developments and initiatives during Convocation Week ([IB1-08](#)), and during the semester, the president and Cabinet members share updates at the president's fora and, increasingly, at College Council ([IVA6-02](#); [IVA6-03](#)). Further, at the Joint Academic Senate Meeting of Grossmont and Cuyamaca Colleges, the chancellor delivers a state of the district report ([IVA6-04](#)). In addition to monthly open-office visits, the chancellor conducts regular colloquia in order to address district and State developments and facilitate open discussions with faculty and staff ([IVA6-05](#); [IVA6-06](#)).

Analysis and Evaluation

Governance committees communicate proposals and decisions for institutional improvement through college email, committee web pages, and regular reports delivered by college and district leaders. As a result of intentional efforts to improve governance and communication, regular documentation and communication of decisions made in consultation with, or responding to the recommendations of participatory governance committees and councils promote transparency and encourage inclusivity.

IV.A.7 Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

Grossmont College participatory governance committees have incorporated regular evaluation of the effectiveness of decision-making and processes for recommendations for continual improvement into its new system of participatory governance. In the prior system, decision-making processes and structures were evaluated by the Administration and Senate Officers

Council (ADSOC), a group comprised of President’s Cabinet Academic Senate leadership. In the new system, each governance committee will annually review its charge and effectiveness, and make recommendations for changes to the College Council ([IA3-01](#)).

In spring 2017, ADSOC conducted a review of the structure and functioning of the participatory governance system and the efficacy of communications from that system to the college. Based on this evaluation, ADSOC recommended streamlining governance structures to improve transparency, inclusivity, and accountability ([IVA7-01](#)). ADSOC then expanded its membership to include representation by Classified Senate, Associated Students, and Administrators’ Association. The resulting expanded body was named Governance Organization Steering Committee (GOSC). GOSC solicited assistance from the Institutional Effectiveness Partnership Initiative (IEPI) at the California Community Colleges Chancellor’s Office ([IVA1-08](#)). The IEPI Partnership Resource Team (PRT) recommended a full reorganization of the governance structure to more fully align with accreditation standards and improve the integrity and effectiveness of processes ([IB2-14](#)). GOSC accepted this recommendation and, with the college president’s concurrence engaged in a broad communication and consultation process to develop a new system.

With assistance from external facilitators recommended by the PRT, GOSC conducted a comprehensive constituent evaluation of the governance processes, which included a survey ([IVA7-02](#)) and interviews. GOSC used the results of this evaluation to identify specific needs and direction for the reorganization focused on the following tasks:

- Review of constituent feedback
- Research on models from across the State
- Review of governance handbooks across the State
- Interviews with representatives from colleges in California
- Review of all Grossmont College governance and operational committees and councils

The results of this work were presented to the college for discussion and further input in spring 2018 ([IVA7-03](#)).

In fall 2018, GOSC presented a revised governance structure and draft version of the *Governance and Decision-Making Handbook* to faculty, students, staff, and administrators for evaluation and feedback. After feedback was incorporated, *Governance and Decision-Making Handbook* was then taken to a vote by each college constituency. The governance system was ultimately recommended to the president, who made the decision that the college would begin operating under the new system in spring 2019 ([IVA7-04](#); [IVA7-05](#)).

To ensure effectiveness and continued improvement of the new governance system and processes, the *Governance and Decision-Making Handbook* charges College Council with

facilitating regular evaluation of the new system and processes ([IA3-01](#)). The evaluation will include a biennial survey of all participatory governance committee members and the college community at large. Results will be used to adjust the system to maintain and improve.

Analysis and Evaluation

Grossmont College has reorganized its governance and decision-making systems and processes based on a comprehensive evaluation of the effectiveness, integrity, and shared understanding of the system. The college will continue to use the survey and other tools developed for the reorganization in its continuing evaluation of the governance system and its committees, allowing for broad participation and focused measurement of the effectiveness of college governance.

Conclusions: Standard IV.A

Grossmont College has made significant improvements to its governance system in order to better define governance roles, clarify avenues through which each stakeholder group can participate in decision-making, and improve communication and documentation. As a result of these changes, the college is now better able to facilitate effective decision-making and dialogue as it works to continuously improve student learning and overall institutional effectiveness. In order to sustain the improvements made to its governance system, College Council will facilitate regular evaluations of the effectiveness of its new participatory governance system. The evaluations will allow for broad participation from all stakeholders, and include opportunities to gather ideas for further improvement and innovation.

Improvement Plan(s): Standard IV.A

None for this standard.

Evidence List: Standard IV.A

- IVA1-01: [Grossmont College Governance & Decision-Making Handbook, Nov. 2018](#)
- IVA1-02: [Governance and Decision-Making Handbook: Roles of Representatives](#)
- IVA1-03: [Participatory Governance Structure Diagram](#)
- IVA1-04: [BP 2430: Delegation of Authority to the Chancellor](#)
- IVA1-05: [Staffing Committee Rubrics](#)
- IVA1-06: [Facilities Committee Rubric](#)
- IVA1-07: [Innovation Grant Concept Summary](#)
- IVA1-08: [Letter of Interest for IEPI Partnership Resource Team](#)
- IVA1-09: [Achieving the Dream/Student Success Forum, Fall 2015](#)

- IVA2-01: [College Council, Apr. 2019: Minutes](#)
- IVA2-02: [Budget Committee, Apr. 2019: Minutes](#)

- IVA2-03: [Governance & Decision-Making Handbook: Consensus](#)
- IVA2-04: [Governance & Decision-Making Handbook: Committees](#)
- IVA2-05: [Governance & Decision-Making Handbook: Decision-Making Flowchart](#)
- IVA2-06: [College Website: Participatory Governance Page](#)
-
- IVA3-01: [Grossmont College Academic Senate Constitution & Bylaws](#)
- IVA3-02: [Governance & Decision-Making Handbook: Academic Senate](#)
- IVA3-03: [GCCCD Governance Structure Handbook](#)
-
- IVA4-01: [Academic Senate Committees](#)
- IVA4-02: [BP/AP 4020: Program and Curriculum Development](#)
- IVA4-03: [BP/AP 4021: Program Discontinuance](#)
- IVA4-04: [BP/AP 4025: Philosophy and Criteria for Associates Degree and General Education](#)
- IVA4-05: [BP/AP 4040: Library and Learning Support Services](#)
- IVA4-06: [BP/AP 4050: Articulation](#)
- IVA4-07: [BP/AP 4100: Graduation Requirements for Degrees and Certificates](#)
- IVA4-08: [BP/AP 4101: Independent Study](#)
- IVA4-09: [BP/AP 4102: Career and Technical Education Programs](#)
- IVA4-10: [BP/AP 4105: Distance Education](#)
- IVA4-11: [BP/AP 4106: Nursing Programs](#)
- IVA4-12: [BP/AP 4110: Honorary Degrees](#)
- IVA4-13: [BP 4220: Standards of Scholarship](#)
- IVA4-14: [BP/AP 4222: Pre-Collegiate Basic Skills](#)
- IVA4-15: [BP/AP 4230: Grading and Academic Symbols](#)
- IVA4-16: [BP/AP 4260: Prerequisites and Corequisites: Establishment and Review](#)
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- IVA5-01: [Governance & Decision-Making Handbook: Governance Relationships](#)
- IVA5-02: [BP/AP 2410: Board Policies and Administrative Procedures](#)
- IVA5-03: [Sample Academic Senate Agendas: Discussions of Curriculum](#)
- IVA5-04: [Sample Governing Board Agendas: Opportunities for Public Comment](#)
-
- IVA6-01: [Governance Training, Spring 2019](#)
- IVA6-02: [President's Forum, Fall 2017](#)
- IVA6-03: [College Council Minutes, April and May 2019](#)
- IVA6-04: [Joint Academic Senate Meeting Agenda](#)
- IVA6-05: [Invitation to Chancellor's Colloquia](#)
- IVA6-06: [Chancellor's Open Office Hours Schedule](#)
-
- IVA7-01: [Academic Senate Meeting, May 15, 2017: Agenda](#)
- IVA7-02: [Governance Evaluation Survey](#)
- IVA7-03: [Governance Forum: May 2018](#)
- IVA7-04: [Recommendation to Adopt New Governance Structure, Fall 2018](#)
- IVA7-05: [Announcement of Governance System Launch](#)

Additional Evidence Cited in Standard IV.A

- IA3-01: [College Council Purpose and Charge - Governance & Decision-Making Handbook](#)
- IA4-01: [Mission Statement - College Website](#)
- IB1-08: [Sample Convocation and Flex Week Activities, Spring 2017 - Fall 2018](#)
- IB2-14: [IEPI Partnership Resource Team \(PRT\) Recommendations, Fall 2017](#)
- IB3-04: [Annual Planning Forum Agendas](#)
- IIA1-02: [Curriculum Committee Handbook](#)
- IIA1-04: [AP 2510: Participation in Local Decision-Making](#)
- IIA2-01: [BP 2510: Participation in Local Decision-Making](#)
- IIA2-12: [Flex Week Archive Website](#)

IV.B. Chief Executive Officer

IV.B.1 The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

The president of Grossmont College has the primary responsibility for quality of the institution. BP 7113: Delegation of Authority to the College Presidents gives the president full decision-making authority to execute duties and fulfill responsibilities to lead, direct, and supervise as well as administer programs and operations in compliance with education codes and district policies and procedures ([IVB1-01](#)).

Under the leadership of its current president, Dr. Nabil Abu-Ghazaleh, Grossmont College has embraced statewide initiatives calling on institutions to increase student success as evidenced in the new *Grossmont 2016-2022 Strategic Plan* ([IA2-01](#)). The president's leadership advances the college vision, mission, and educational values by engaging faculty and staff to design student-centered programs, strategies, and pedagogies to address the needs of the student populations at the college. Under his leadership, the college has seen a marked increase in the number of students receiving certificates and associate degrees, and in spring 2018, Grossmont celebrated the distinction of awarding the most academic degrees and certificates of any community college in San Diego and Imperial Valley Counties ([IVB1-02](#); [IVB1-03](#)).

The president led the development of Grossmont College's *2016-2022 Strategic Plan* using structures in place for collegewide planning and consultation, including the annual planning fora ([IB1-09](#)), and building on themes emerging from the college's work with *Achieving the Dream* ([IVB1-04](#)). Four strategic goals focused on student success and equity were identified: outreach,

engagement, retention, and institutional capacity, each of which is aligned with his efforts not only to engage the college community but to ensure that the institution's capacity to serve students remains central and consistent with the vision and mission of the college. The president leads college convocations, which highlight progress towards achieving strategic goals. He also uses convocation as an opportunity for student engagement through their presentations, panels, speeches, and performances ([IVB1-05](#)). Additional collegial consultation is facilitated through the president's semi-annual fora, where he provides a comprehensive overview of planning and budgetary decisions, new college innovations, and progress made in attaining the strategic goals ([IVA6-02](#)).

In fall 2017, the president directed the Senior Dean of College Planning and Institutional Effectiveness (CPIE) to initiate a review and revision of annual unit planning (AUP) to better integrate academic and student services program review and SLO/SSO assessment results into yearly planning and budgeting. As outlined in Standards I.B.5 and I.B.9, a revised AUP template has been presented to key stakeholders and their feedback is being incorporated in preparation for a fall 2019 launch (see Standard I.B.5 and Standard I.B.9 for additional detail and evidence). Resource requests documented in AUPs will be distributed to relevant participatory governance committees for evaluation and prioritization, and with College Council making final recommendations to the president regarding request approval and resource allocation.

To ensure effective institutional planning and organizational structure, the president consults with governance constituents to address student success and functional efficiency. To support the attainment of strategic plan goals, the president led the reorganization of the offices of College Planning and Institutional Effectiveness (CPIE) and Student Success and Equity ([IB4-11](#)). To provide college constituents with data necessary for informed decision-making, the president advocated for the district Office of Research, Planning, and Institutional Effectiveness (RPIE) to assign a campus-based researcher to Grossmont College, in order to better provide data to support inquiry and decision-making. A campus-based researcher for Grossmont College was hired in spring 2016 ([IVB1-08](#)). This position has enhanced collaboration between CPIE and RPIE, and made it possible to conduct expanded analyses of student success, retention, and persistence, and initiative effectiveness.

The president provides leadership in budget planning and fiscal management. The president delegates authority for the operational details of budget and fiscal services to the Vice President of Administrative Services (VPAS). The VPAS is member of President's Cabinet and is charged with oversight of college and district policies and procedures relating to accounting, FTES calculations, official enrollment reports submitted to the system for the purposes of securing state apportionment, business service operations, and the fiscal management of supplies, equipment, and facilities, all in compliance with state regulations and standard budgeting practices ([IVB1-09](#)). The VPAS co-chairs and provides expert input into the Budget Committee, which has

representatives from all constituency groups addressing matters related to the college budget and fiscal priorities ([IA3-03](#)). All recommendations made by the Budget Committee are presented for review and discussion at College Council, which makes recommendations to the president regarding resource allocation. The president makes final resource allocation decisions.

As the CEO, the president is responsible for selecting and developing well-qualified college personnel. The president considers staffing priorities recommended by the college staffing committees as well as leads final interviews and makes final decisions on the hiring of administrators, faculty, and many key staff positions in collegial consultation with appropriate personnel. The president also provides leadership and support for the professional development of college personnel and ensures opportunities to attend presentations, conferences, workshops, and training sessions, many focusing on cultural competence and service to underrepresented students ([IVB1-10](#)). To effectively coordinate professional development opportunities, the president reorganized the CPIE office to intentionally place administrative leadership for professional development in the same assignment as equity, and create a direct reporting line back to the president's office (see p. 29 for the current structure of the President's Office). The president supports release time for faculty professional development leads and a classified professional development specialist position, who report to the Dean of Student Success and Equity in the CPIE Office. To ensure that this work aligns with strategic priorities and is coordinated appropriately with other constituencies (including faculty), the Professional Development Committee is co-chaired by the Dean of Student Success & Equity, and includes representation from the Academic Senate, Classified Senate, Administrators' Association, and Associated Students of Grossmont College ([IVB1-11](#)). The deans of CPIE and Student Success & Equity also provide reports at President's Cabinet concerning professional development program planning and implementation on an as-needed basis.

The president leads the college effort to use institutional research results for continuous improvement of teaching, learning, and student services as well as for planning and resource allocation. He directly supervises the Senior Dean of College Planning and Institutional Effectiveness (CPIE), who oversees collegewide data analysis, institutional effectiveness analyses, annual unit planning, and college surveys and focus groups. The Sr. Dean co-chairs the Planning and Institutional Effectiveness Committee (PIEC), which maintains and improves the annual unit planning processes, analyzes disaggregated data reports and sets benchmarks, reviews and reports on Key Performance Indicators (KPI), supports data collection and evaluation for major initiatives, and makes recommendations to the College Council and president ([IA3-02](#)). The president communicates these recommended improvements to the college constituency at convocation, division meetings, and fora.

The president played an active leadership role in the redesign of the college's governance system. After extended consultation with all college constituent groups, the president agreed the

college needed a streamlined participatory governance structure providing transparency and efficiency in college planning and resource allocation. Under the president's leadership and through consultation with Institutional Effectiveness Partnership Initiative (IEPI) experts, the Governance Organization Steering Committee (GOSC) reviewed the existing governance structures and made recommendations to simplify the participatory governance structure by establishing the College Council and seven committees: Budget, Staffing, Student Success and Equity, Planning and Institutional Effectiveness, Technology, Professional Development, and Facilities. The College Council consists of equal representation of constituency groups and advisory members who make recommendations to the president, who is charged with making final decisions on college plans and resource allocations. Outcomes of the work of GOSC include the *Governance and Decision-Making Handbook* ([IVA1-01](#)), formal training for committee chairs and members ([IVA6-01](#)), and a newly created governance web page with links to all committees, their charges and compositions as well as meeting agendas and minutes ([IVA2-06](#)). Additional details and evidence of the development and launch of the new governance system can be found in Standard IV.A.

Analysis and Evaluation

The president effectively provides direct leadership of the institution's programs and activities in accordance with established policies and college processes. As evidenced, college policies, committees, and campus practices and procedures establish the primary role of the president in planning, budgeting, assessment, and personnel development.

IV.B.2 The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The president plans, oversees, and evaluates an administrative structure organized and staffed to support and reflect the purposes, size, and complexity of Grossmont College. As the CEO overseeing college planning and operations, the president delegates administrative authority to members of the President's Cabinet, which consists of the vice presidents of Academic Affairs, Student Services, and Administrative Services, as well as the Senior Dean of College Planning and Institutional Effectiveness and the Director of Community and College Relations.

The President's Cabinet meets weekly to discuss salient matters related to college plans, operations, budgets, and priorities ([IVB2-01](#)). The leadership team analyzes and evaluates these critical management functions of the college as well as makes plans and sets priorities. In addition to appropriate delegation of authority and ensuring clear responsibilities and reporting chains in daily operational matters, the president chairs the monthly meeting of the Leadership

Council. Leadership Council consists of leaders from all major constituent groups, who report on department and program practices and goals to the executive leadership ([IVB2-02](#)).

The college's operational structure facilitates appropriate delegation of authority as well as clear lines of communication to the president. The president delegates oversight for instructional programs, student services, and academic and administrative support services to the vice presidents. Vice presidents also oversee deans, managers, and supervisors in their respective areas and ensure that operational decisions are communicated and implemented through operational councils. The Vice President of Academic Affairs chairs the Academic Affairs Council, a weekly meeting with the academic deans. Likewise, the Vice President of Student Services meets monthly with the Student Services Council. In addition to the separate meetings of these two groups, there is also a monthly joint meeting of the Academic Affairs and Student Services Councils. Similarly, the Vice President of Administrative Services chairs the Administrative Services Council, a twice-monthly meeting of supervisors in administrative services units. Vice presidents bring matters that emerge from these councils to President's Cabinet for discussion and consideration.

The president regularly evaluates the administrative structure for its effectiveness. This is evidenced in his adding new and reclassifying dean positions to support new institutional strategic directions and student success initiatives. For example, the position of Associate Dean of Student Services was created to supervise outreach, placement assessment, Student Success and Support Program (SSSP), Title V, and Via Rápida. This position also serves as the college's liaison with the East County Educational Alliance and College and Career Readiness. Other examples of the president's evaluation and improvement of the administrative structure occurred within the office of College Planning and Institutional Effectiveness. As described in Standard IV.B.1, the president restructured the duties of the Senior Dean of College Planning and Institutional Effectiveness and the Dean of Student Success and Equity, and worked with the district in hiring a college-based researcher in order to enhance and expand the use of data in planning and decision-making practices. The president also reclassified the position of Associate Dean of Student Affairs to a full dean, in recognition of a planned expansion of mental health services and additional duties related to Title IX compliance.

Analysis and Evaluation

The president oversees and evaluates college plans and operations. He also delegates authority in an effective administrative structure designed to realize the vision and fulfill the mission of the college. This is evidenced in the complete reorganization of the Grossmont College governance structure and processes into a system designed for better transparency, inclusion, and participation. The reorganization of offices and reclassification of key administrative positions and structures reflects the president's careful attention to efficient and effective operations.

IV.B.3 Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring the college sets institutional performance standards for student achievement;
- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard

The president leads a collegial process that sets values, goals, and priorities through participatory governance and collegewide involvement in decision-making and integrated planning.

Participatory governance at the college is outlined in the *Governance and Decision-Making Handbook* ([IVA1-01](#)). In the governance restructure process in 2017 and 2018, the College Council was created and charged with guiding and overseeing a range of participatory governance committees and processes ([IA3-01](#)). This is part of the coordination of efforts led by College Council to integrate planning, budgeting, funding requests, staffing, and student success efforts and make recommendations to the president.

The president is committed to data-driven planning and evaluation. The Senior Dean of College Planning and Institutional Effectiveness reports directly to the president, and they discuss matters of institutional effectiveness at President’s Cabinet meetings as well as in weekly one-on-one meetings. The Senior Dean co-chairs the Planning and Institutional Effectiveness Committee (PIEC) and its predecessor committee, the Institutional Excellence Council (IEC). The IEC was charged with leading periodic review of the college vision and mission statements, as well as monitoring progress on key performance indicators (KPIs) related to the strategic plan and student success outcomes. Similarly, PIEC is charged with the regular review of the college mission and vision, integrated planning processes, student success benchmarking and goal setting as well as the development of assessment plans for collegewide initiatives ([IA3-02](#)). The Student Learning Outcomes Coordinator was a member of the IEC, and continues on PIEC to ensure consideration of learning outcomes data and practices in the committee’s work. This work has a direct reporting line to the president through the Senior Dean of C PIE.

The president ensures resource allocations are tied to the mission and goals of the college through the integrated annual unit planning process, and by directing that improvements be made to better integrate program review and resource allocation. Through this process, departments

and programs request budget augmentation, new technology, facilities, faculty or staff, professional development funds, and institutional and program data. Requests must align with the college strategic goals and initiatives. Each request is prioritized by the relevant committee and forwarded to the College Council for review and recommendation to the president for final decision-making. Prior to the governance reorganization, resource requests referenced program review data, and were considered routinely (see Standard I.B.9 for additional detail and evidence). The improved process for annual requests streamlines the timing of prior practices and strengthens the integration of learning and institutional effectiveness outcomes with institutional planning and resource allocation decisions.

For continued review and improvement, an annual governance evaluation is written into the charge of the College Council. This evaluation involves a reflection or a survey response both from members of the governance committees and from the college community, as described in Standard IV.A.7.

Analysis and Evaluation

The president guides improvement of teaching and learning through establishing a collegial process that sets values, goals, and priorities through participatory governance and collegewide involvement in integrated planning and decision-making. The president ensures the college sets performance standards and uses research and analysis to evaluate student achievement. As CEO for Grossmont College, the president requires that resource planning and allocation are directly tied to efforts to improve teaching and learning and are in line with the strategic goals of outreach, engagement, retention, and institutional capacity.

IV.B.4 The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

The president is the primary leader ensuring the college meets or exceeds eligibility requirements and accreditation standards and adheres to ACCJC policies. He works in collaboration with Academic Senate, Classified Senate, Administrator's Association, and the Associated Students of Grossmont College through an established institutional participatory governance system. In accordance with AP 3200 Compliance with Accreditation Standards, the president delegates responsibility for coordinating ongoing accreditation compliance, Institutional Self-Evaluation, and preparation for evaluation team visits to an Accreditation Liaison Officer (ALO) ([IC12-02](#)). The ALO at Grossmont College is the Senior Dean of College Planning and Institutional Effectiveness (CPIE); this position reports directly to the president ([IVB4-01](#)). In collaboration

with the ALO, the president prepares and submits an annual report to the ACCJC as required by Commission policy ([IC12-05](#)).

The president, ALO, and Faculty Accreditation Liaison provided the direction in the completion of the current Institutional Self-Evaluation Report (ISER) as described Section C of this ISER ([IVB4-02](#)). They led the constituency-based Accreditation Steering Committee to collect evidence and develop an initial draft for each Standard. Teams consisting of faculty, classified, and administrative leaders worked as leads for the Standards ([IVB4-03](#)) and ensured broad participation. During the ISER development, the college community had opportunities to contribute to the report through All-College Standard “Read-Ins,” which allowed college constituents to review responses to standards and make recommendations for improvement ([IVB4-04](#)). Completed standard drafts were sent for review and revision to individuals with specific expertise related to the standard. The structure facilitated involvement of the college community in accreditation, ensuring transparency, inclusivity, and integrity in the authorship of the ISER. As part of the governance redesign process, the college determined that the Accreditation Steering Committee would remain a standing operational committee of the President’s Office in order to ensure continuity after the visit and through the next cycle ([IVB4-05](#)).

In addition to ensuring effective structures for the development of accreditation reports, the president has taken steps to support and improve practices tied to specific accreditation standards. For example, the president provided leadership in expanding the amount of reassigned time available for faculty SLO coordination. In addition to an SLO Coordinator focused on instructional SLOs, the college now has a Student Services Outcomes (SSO) Coordinator and Institutional Student Learning Outcomes (ISLO) Coordinator. This outcomes and assessment coordination team assists faculty and staff with all aspects of the outcome assessment cycle from writing outcomes to designing appropriate assessments to reporting results in TracDat ([IVB4-06](#)).

In an effort to further integrate awareness of accreditation standards into the day-to-day operations of the college, each standing governance committee now has formally designated responsibilities directly related to ACCJC accreditation standards ([IVB4-07](#)). Committee members are tasked with understanding the accreditation standards applicable to their committee charge and implementing practices that support ongoing compliance and continuous improvement in within their purview.

Analysis and Evaluation

The president effectively guides the work of accreditation and assures that leaders across the college have roles in ensuring the college meets or exceeds the standards of accreditation. This has been done through the appointment of qualified ALOs, as well as by establishing an

Accreditation Steering Committee and standard writing teams with representation from constituency groups on campus, through proper training of accreditation leaders, and by assigning ongoing attention to accreditation standards to relevant governance committees.

IV.B.5 The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

As a member of the Chancellor’s Extended Cabinet, the District Executive Council, and the District Strategic Planning and Budget Committee, the president engages in the review of board policies and administrative procedures as part of ongoing strategic planning and resource allocation for the district and the college ([IB7-01](#); [IVB5-01](#); [IVB5-02](#); [IVB5-03](#)). This regular process for input and suggested revision, which includes distribution to relevant constituent groups, facilitates clear understanding and appropriate implementation of board policies and administrative procedures ([IVB5-04](#)). The president directs the implementation of statutes, regulations, and governing board policies through a well-established administrative structure of vice presidents, deans, directors, and supervisors who receive training on and are given authority and held accountable for proper implementation of all pertinent regulations.

The president coordinates with the district chancellor to prepare presentations for the Board that demonstrate alignment between planning efforts and mission, at both the district and college level ([IVB5-05](#)). To assure currency and relevance, the president oversees regular reviews of the mission statement and educational values so that they accurately reflect the needs of the college’s community and goals of the students and are in line with the mission and values of the district. The most recent update was recommended by the Planning and Resources Council and approved by the president in fall 2018, as described in Standard I.A.4.

The annual unit planning process facilitates effective resource allocation for staffing, facilities, technology, professional development, and research. Each request must clearly align with the college mission and values as well as the strategic goals of the college.

Through monthly meetings of the Leadership Council, the president assures institutional practices are consistent with Board Policies and Administrative Procedures. The council discusses a variety of initiatives and reviews policies relevant to implementation ([IVB2-02](#)).

Analysis and Evaluation

The president ensures that implementations of statutes, regulations, and policies are consistent with the mission and values of the college and district. This is accomplished through active engagement with college and district governance bodies and the Governing Board.

IV.B.6 The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The president engages in regular communication with communities internal to the college as well as external, including students, faculty, staff, and administrators as well as community residents, organizations, alumni, volunteers, and donors.

The president, in collaboration with the Office of College and Community Relations, sends a weekly email communication, the GC Weekly Digest, which provides information on upcoming events ([IVB6-01](#)). This effort is connected to the strategic plan goal of increasing engagement across the college. Prior to the creation of the GC Weekly Digest, the president released a monthly newsletter, *The Newsburst*, highlighting significant accomplishments from across the college ([IVB6-02](#)). Each month, the president delivers a site report at the Governing Board meeting, which is included in *The Courier*, containing updates regarding major college initiatives, accomplishments, and accolades. *The Courier* is available on the Governing Board web page ([IVB6-03](#)). The president also engages the college community directly through convocation, fora, and a monthly informal Walk with the President, which is open to all employees and student government leaders ([IVB6-04](#)).

Grossmont College's governance structure facilitates regular communication between the president and college stakeholders on the priorities and direction of the college. Participatory governance, as outlined in the governance handbook, was specifically designed to improve transparency and inclusivity in planning and resource allocation recommendations made by the College Council. In addition, groups such as the Student Services Council, Academic Affairs Council, and Administrative Services Council serve to facilitate communication with the President's Cabinet and other key leaders across campus while ensuring operations are coordinated and consistent with the college's mission, values, and goals ([IVB6-05](#)). A monthly meeting of the President's Cabinet and the Academic Senate Officers, the Administrators and Senate Officers Committee (ADSOC), also ensures regular communication on college planning and operations.

The president engages the community through participation in community organization and public communication. He is a member of the Board of Directors for the East County Chamber of Commerce and a member of the Steering Committee for the East County Educational Alliance, linking the college to the Grossmont Union High School District and the Mountain Empire Unified School District ([IVB6-06](#); [IVB6-07](#)). With a substantial international student community at the college, the CEO takes part in the California Colleges for International Education Board to ensure the college provides educational opportunities to international students and supports their attaining academic goals. Additionally, the president has established a

community liaison program and staffed a special position to foster outreach to immigrant and refugee communities from the Middle-East, Central Asia, and East Africa that have not yet integrated into the civic organizations that typically connect the college to its broader community. The president also visits churches and mosques in the district that minister principally to these populations, often inviting college staff along to support increased engagement between the college and its community ([IVB6-08](#)).

For general communication regarding the college, the president, in collaboration with the Office of College and Community Relations, has a number of strategies. The college regularly sends press releases to local publications and makes them available on the college homepage in the news section ([IVB6-09](#)). In addition, the college maintains a number of social media sites, including Facebook, Twitter, and Instagram ([IVB6-10](#); [IVB6-11](#); [IVB6-12](#)). These social media sites offer a range of content, from events and awards to key deadlines and program spotlights.

As a result of substantial and ongoing construction resulting from successful bond initiatives, the president reports progress on construction projects through various means to both internal and external community members. Each week, college employees receive a construction update email. These messages are archived on the college website ([IVB6-13](#)). Grossmont College also has an account on Next Door, a social media tool that allows local residents to communicate with others in their immediate neighborhood. The college uses its Next Door account to help inform nearby residents of any potential construction effects in the community ([IVB6-14](#)). On May 9th, 2017, the president hosted a community town hall meeting in which he discussed construction plans with community members, answered their questions, and listened to their concerns and suggestions ([IVB6-15](#)).

Analysis and Evaluation

The president, in collaboration with college leaders and stakeholders, takes an active role in regular communication related to key areas of the college mission and community interests. This includes attention to both internal and external communication in the form of regular written reports and college news, membership and attendance at several internal and external stakeholder meetings, a number of social media platforms, and regular events and fora for broad information sharing and discussion.

Conclusions: Standard IV.B

The role and specific responsibilities of the Grossmont College president are clearly outlined in board policy. The current president carries out these responsibilities in a manner that facilitates student-focused decision-making consistent with the vision, mission, and values of the college. The president continues to promote efforts and innovations that focus college personnel towards continuous improvement of student success, sustained academic quality, integrity, fiscal stability, and connections within the internal and external community.

Improvement Plan(s): Standard IV.B

None for this Standard.

Evidence List: Standard IV.B

IVB1-01:	BP 7113: Delegation of Authority to the College Presidents
IVB1-02:	Degree and Certificate Awards - 2015-16 to 2018-19
IVB1-03:	Spring 2018 Commencement Press Release
IVB1-04:	Achieving the Dream -World Café Themes
IVB1-05:	Convocation Agendas, Fall 2015 - Spring 2019
IVB1-08:	Governing Board Personnel Action: Approval of Campus-Based Research Analyst
IVB1-09:	Job Description: Vice President of Administrative Services
IVB1-10:	Office of Professional Development Website
IVB1-11:	Professional Development Committee Charge and Membership
IVB2-01:	Sample Agendas, President's Cabinet
IVB2-02:	Sample Agendas, Leadership Council
IVB4-01:	Job Description: Senior Dean
IVB4-02:	Accreditation Steering Committee Charge and Composition
IVB4-03:	Standards Teams
IVB4-04:	Accreditation Read-Ins
IVB4-05:	Institutional Effectiveness Council, Oct. 20, 2017: Minutes
IVB4-06:	Sample Learning Outcomes Assessment Workshop Flyers
IVB4-07:	Governance and Decision-Making Handbook: Committee accreditation assignments highlighted
IVB5-01:	Chancellor's Extended Cabinet: Charge and Membership
IVB5-02:	District Executive Council: Charge and Membership
IVB5-03:	District Strategic Planning & Budget Council: Charge and Membership
IVB5-04:	Sample DEC Agenda Illustrating BP/AP review process
IVB5-05:	Board Workshop Schedule, 2019
IVB6-01:	GC Weekly Digest
IVB6-02:	The Newsburst
IVB6-03:	The Courier
IVB6-04:	Walk with the President Invitation
IVB6-05:	Operational Councils & Committees, Nov. 2018
IVB6-06:	Board of Directors for the East County Chamber of Commerce
IVB6-07:	Steering Committee for the East County Educational Alliance
IVB6-08:	Community Event Flyers

- IVB6-09: [College Website: News Page](#)
- IVB6-10: [Grossmont College Facebook Page](#)
- IVB6-11: [Grossmont College Twitter Feed](#)
- IVB6-12: [Grossmont College Instagram Feed](#)
- IVB6-13: [College Website: Construction Updates](#)
- IVB6-14: [Grossmont College on Next Door](#)
- IVB6-15: [Town Hall Invitation via Next Door](#)

Additional Evidence Cited in Standard IV.B

- IA2-01: [2016-2022 Strategic Plan](#)
- IA3-01: [College Council Purpose and Charge](#)
- IA3-02: [Planning & Institutional Effectiveness Committee Purpose and Charge](#)
- IA3-03: [Budget Committee Purpose and Charge](#)
- IB4-11: [Organizational Modification: College Planning & Institutional Effectiveness](#)
- IB7-01: [AP 2410: Board Policies & Administrative Procedures](#)
- IB1-09: [College Planning Forums Website](#)
- IC12-01: [BP 3200: Compliance with Accreditation Standards](#)
- IC12-02: [AP 3200: Compliance with Accreditation Standards](#)
- IC12-05: [Grossmont College Accreditation Website: Annual Reports Page](#)
- IVA1-01: [Grossmont College Governance & Decision-Making Handbook, Nov. 2018](#)
- IVA2-06: [College Website: Participatory Governance Page](#)
- IVA6-01: [Governance Training, Spring 2019](#)
- IVA6-02: [President's Forum, Fall 2017](#)

IV.C. Governing Board

IV.C.1 The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

The Grossmont-Cuyamaca Community College District (GCCCD) is led by a Governing Board with authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services, and the financial stability of the institution. GCCCD’s commitment to the quality, integrity, and improvement of student learning programs begins with its vision of “Transforming Lives Through Learning” and continues with its mission statement to “Provide outstanding diverse learning opportunities that prepare students to meet community needs, promotes a global responsibility, and fosters opportunities for all” and to “Cultivate a student-centered culture of excellence, trust, stewardship and service” ([IA1-01](#)).

The primary duties and responsibilities of the GCCCD Governing Board are outlined in Board Policies 2200 and 2005. Board Policy 2005 establishes responsibilities in order to ensure visible, persistent leadership for, and focus on, student success, equity and access; maintain high standards for effective education; and monitor progress and differences in student access and achievement ([IVC1-01](#)). Board Policy 2200 outlines the Board’s responsibility to establish board policies (BPs) that define the institutional mission and set prudent, ethical, and legal standards for college operations ([IVC1-02](#)). Consistent with this policy, BPs are approved and/or revised by a majority vote of the board in a regular and open board meeting ([IVC1-03](#); [IVC1-04](#)). Administrative procedures (APs) are issued by the chancellor to implement board policy ([IVC1-05](#); [IVC1-06](#)). Approved policies and procedures are posted and available to the public on the district’s policies and procedures web page ([IVC1-07](#)).

Policies and procedures are reviewed on a regular basis in accordance with BP/AP 2410: Review, Preparation, and Revision of Board Policies and Administrative Procedures ([IVC1-08](#); [IB7-01](#)). The district follows a documented six-year cycle for review of policies and procedures, based on date of last review. Additionally, the district subscribes to the Community College League of California (CCLC) Policy and Procedure Services, which provides bi-annual updates to policies to maintain currency with legislative changes. Review of BPs and APs may also be initiated as needed by a trustee or district employee. Each month, the Chancellor’s Office sends a district-wide communication to ensure board action on new, revised, and reviewed policies and procedures are broadly disseminated ([IVC1-09](#); [IVC1-10](#)).

Board policies and administrative procedures address the district’s commitment to quality improvement and adherence to the mission and vision of the district and college ([IA1-01](#)). BP 2200 states the Board’s commitment to fulfilling its responsibilities, including monitoring the institutional performance and educational quality ([IVC1-02](#)). BP/AP 3225 address the district’s commitment to institutional effectiveness ([IVC1-11](#); [IVC1-12](#)) and BP/AP 3250 outline the process for institutional planning guided by the vision, mission, and core values statements, and including requirements for review, evaluation, and improvements ([IVC1-13](#); [IVC1-14](#)). BP 4020 states that programs and curricula shall “be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality, currency, and intra-district alignment” ([IVA4-02](#)). Numerous policies and procedures related to business and fiscal affairs address standards to assure the institution’s fiscal stability, including BP/AP 6300: Fiscal Management ([IIID5-01](#); [IIID5-02](#)).

Analysis and Evaluation

The Grossmont-Cuyamaca Community College District is guided by Governing Board policies and procedures that cover a wide range of areas, including but not limited to, academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. These policies are regularly reviewed and updated as part of the collaborative work in the district and then included for adoption on Governing Board agendas.

IV.C.2 The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The Governing Board maintains high standards of ethics and conduct and understands that the strength and effectiveness of the Board is as a unit. BP 2715: Board Code of Ethics and Conduct sets forth the Board’s commitment to “Recognize that a trustee is a member of a legal entity, that the strength and effectiveness of the Board is as a unit, not a group of individuals; and that majority decisions of the Board shall be abided by.” It further acknowledges the understanding that “trustees have authority only when they act as a Board; individual members cannot bind the Board” ([IVC2-01](#)). The Board reviews BP 2715 on an annual basis at the Board Planning Retreat.

The Governing Board meets in a public meeting each month to discuss and act on items regarding the district’s educational, organizational, and fiscal matters ([IVC2-02](#)). The monthly Board agendas include standing docket items for adoption of new and revised board policies and administrative procedures ([IVC2-03](#); [IVC2-04](#); [IVC2-05](#)). Board action requires individual trustees to review, ask questions, and cast votes. A quorum consists of a majority of members, and the Board acts by a majority vote except in particular circumstances as addressed in BP 2330: Quorum and Voting ([IVC2-06](#)).

Once a decision is reached, all Board members act in support of the decision and speak with one voice, in accordance with BP 2715: Board Code of Ethics and Conduct, which states that “majority decisions of the Board shall be abided by.”

Analysis and Evaluation

The Governing Board for the Grossmont-Cuyamaca Community College District acts as a collective unit in which each member abides by the decisions of the group. This is codified and guided by board policies and administrative procedures related to group conduct. Board members review these policies and procedures annually.

IV.C.3 The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

The process for selecting the Chancellor is outlined in BP 2431: Selection, which states that a fair and open search process must comply with relevant regulations ([IVC3-01](#)). In February 2019, the current Chancellor announced her retirement, with a departure date of Dec. 31, 2019. Minutes of regular board meetings since that time indicate that the Governing Board is acting in accordance with its established policies and procedures regarding selection of the next chancellor for the district ([IVC3-02](#)).

The process for evaluating the Chancellor is outlined in BP/AP 2435 and specifies how the Chancellor is to be held accountable for the district operation ([IVC3-03](#); [IVC3-04](#)). Per policy, the Chancellor is evaluated annually on criteria that stem from board policies, the Chancellor's job description, and performance goals and objectives developed by the Governing Board in consultation with the Chancellor. Once each year, a formative performance review of the Chancellor is conducted during a closed session meeting, usually in July or August ([IVC3-05](#)).

The Board has set clear expectations that the Chancellor provide regular reports on matters related to institutional performance. Adherence to these expectations is evidenced by presentations made during the Board's Annual Board Evaluation and Goal-Setting Workshop ([IVC3-06](#); [IVC3-07](#)), Board workshops ([IVC3-08](#); [IVC3-09](#); [IVC3-10](#)), and regular monthly meetings ([IVC3-11](#); [IVC3-12](#)).

The Board has also established policy and procedure regarding the selection and evaluation of the presidents of the colleges within the district. BP/AP 7111 detail the process for selecting presidents ([IVC3-13](#); [IVC3-14](#)). Grossmont College last initiated a search for a college president in the 2014/15 academic year. A review of the Board minutes from that period indicate that the process outlined in BP/AP 7111 was followed ([IVC3-15](#)). BP/AP 7112 outlines the expectations for evaluation of college presidents, and delegates the responsibility for an annual performance evaluation to the Chancellor ([IIIA5-06](#); [IIIA5-07](#)). The Chancellor presents the results of the president's annual evaluation to the Governing Board during closed session.

Analysis and Evaluation

The Governing Board for the Grossmont-Cuyamaca Community College District adheres to established policies and procedures for selecting and evaluating the Chancellor and presidents of the colleges within the district.

IV.C.4 The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

The Governing Board is an elected body that advocates for and supports the institution in its policy decision-making. To assure appropriate representation of the community, voters in pre-determined service areas, referred to as “trustee areas,” elect their representative board members. Five trustee areas established in East San Diego County, including the cities of Santee, La Mesa, El Cajon, rural East County, and the fifth including Lemon Grove, La Presa, Rancho San Diego, Spring Valley and a portion of Jamul. Election of a Board member residing in and registered to vote in the trustee area he or she seeks to represent shall be only by the registered voters of that trustee area ([IVC4-01](#); [IVC4-02](#)). The practice of designating trustee service areas serves the community by ensuring that populations are equitably represented at the voting booth, and that residents have access to their representatives on the district’s Governing Board.

To protect against undue influence or political pressure, Board members cannot be a district employee, hold an incompatible office, or serve on the governing board of a high school district whose boundaries are coterminous with those of the community college district ([IVC4-03](#)). BP/AP 2710 outline the conflict of interest policies and procedures for Board members and employees ([IVC4-04](#); [IVC4-05](#)). To further assure that no conflict of interest exists, Board members are required to annually file a Fair Political Practice Commission (FPPC) Form 700: Annual Statement of Economic Interests ([IVC4-06](#); [IVC4-07](#)).

The Board is an independent decision making body, and the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. As stated in the Board’s Code of Ethics ([IVC2-01](#)), trustees recognize that serving on the Board is a sacred trust. They have no legal authority outside meetings and have authority only when they act as a Board. Individual members cannot bind the Board.

Analysis and Evaluation

Established Governing Board and community policies and procedures ensure that members represent service area populations, are free from conflict of interest, and are regularly reflecting and reporting on their status in relation to the district.

IV.C.5 The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The board establishes policies that define the institutional mission and set prudent, ethical, and legal standards for college operations, and outline a commitment to for monitoring institutional performance and educational quality ([IVC1-02](#)). Additionally, the board is committed to ensuring the district provides excellence in academics, to maintaining and promoting a culture of evidence and a climate for innovation and creativity, and to monitoring improvement in, and progress towards eliminating differences among student populations, in terms of both success and achievement ([IVC1-01](#)). The board communicates its expectations for quality, integrity, and improvement of student learning programs and services through the formal board policies (BPs) and administrative procedures (APs) posted on the Policies and Procedures webpage ([IVC1-07](#)). These policies and procedures include BP 1200, which states the primary mission, essential and important functions, vision, and values of the district and colleges ([IA1-01](#)).

The board’s commitment to ensuring the quality, integrity, and improvement of student learning programs and services is reflected throughout its policies and procedures. BP/AP 3235: Institutional Effectiveness addresses the development, adoption, and posting of goals related to student performance and outcomes, and specify that these goals should be challenging and quantifiable and address achievement gaps for underrepresented populations ([IVC1-12](#); [IVC1-13](#)). BP/AP 3250: Institutional Planning outline the expectation that the vision, mission, and core values statements guide institutional planning activities and requirements for review, evaluation, and improvements ([IVC1-14](#); [IVC1-15](#)). BP 4020 states that programs and curricula shall “be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality, currency, and intra-District alignment” ([IVA4-02](#)). Policies and procedures related to Student Services address expectations for support services ([IIC5-05](#); [IIC5-06](#); [IVC5-01](#); [IVC5-02](#)). BP/AP 6300 outline the Board’s expectation that sound fiscal management principles and controls are established and followed ([IVC1-16](#); [IVC1-17](#)).

The Governing Board develops annual districtwide Goals and Strategic Priorities, which establish expectations for the district that are consistent with its established policies and procedures. For example, in 2017 and 2018, the Governing Board committed to monitoring and supporting action items related to pathway creation and educational goal completion; closing of achievement gaps; and cultivating a student-centered culture of excellence ([IVC5-03](#); [IVC5-04](#)). Reports and presentations from college personnel then helped the board to monitor districtwide progress toward these goals.

The board receives reports/presentations throughout the year regarding various metrics and analysis of results that have led to the improvement of student achievement and learning. During the Annual Board Evaluation and Goal-Setting Workshop, discussions include a review of the colleges' Student Success Scorecard data ([IA2-05](#); [IVC5-05](#)). In addition, each year the Governing Board receives information about the prior year's student achievement data ([IVC5-06](#)) and opportunities for the current/upcoming year related to the district's Strategic Priorities ([IVC3-12](#)). Board members also reviews data related to the colleges' performance against institution-set standards and six-year goals ([IVC5-07](#)) and indicators established by the state Chancellor's office ([IVC5-08](#); [IVC5-09](#)).

The board also receives reports and presentations that support ongoing monitoring of the fiscal integrity and stability of the institution. These include reports from the annual audit and presentations leading up to the approval of the tentative and adoption budgets, as described in Standards III.D.7, III.D.9, and III.D.10.

Analysis and Evaluation

The Governing Board ensures that policies and procedures are consistent with the mission, vision and goals by regularly reviewing institutional data, staying abreast of ongoing planning and implementation efforts throughout the district, and by using this information to inform review and update of its own strategic plan goals and priorities. This work and process is codified in board policy and evidenced in board agendas throughout each year.

IV.C.6 The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

The official policies and administrative procedures of the Governing Board serve as its bylaws, and are publicly available on the district's website ([IVC1-07](#)). Within the set of policies, Chapter 2: Governing Board specifically outlines the board's size ([IVC4-03](#); [IVC6-01](#)), duties and responsibilities ([IVC1-02](#)), structure ([IVC6-02](#)), and operating procedures ([IVC6-03](#)).

Analysis and Evaluation

Governing Board policies and administrative procedures serve as bylaws for the Governing Board, and define its size, duties, responsibility, structure, and operating procedures. Board policies procedures are publicly accessible on the district website.

IV.C.7 The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

The Governing Board acts in a manner consistent with its policies and bylaws. This is evidenced in the minutes from regular Board meetings, where trustees engage in presentations and discussions, act on agenda items as appropriate, and receive information on matters regarding the district ([IVC7-01](#); [IVC7-02](#); [IVC7-03](#)).

The Board approves and adopts policies appropriate for the district’s organization and operation, and regularly evaluates these policies following established procedure ([IVC1-09](#)). To ensure policies and procedures are reviewed on a regular basis, the district subscribes to the Community College League of California (CCLC) Policy and Procedure Service, which provides biannual updates. The Board reviews, revises, and adopts policies as needed; however, all policies and procedures are reviewed at least once every six years, following a cycle based on date of last review ([IVC7-04](#)). Board policies are approved and/or revised by a majority vote of the Board in a regular and open Board meeting ([IVC1-03](#); [IVC1-04](#)).

Analysis and Evaluation

Governing Board agendas and minutes, accessible on the district web page, demonstrate that the board acts in accordance with its policies and bylaws and that ongoing, systematic review of those policies and bylaws is a part of its regular process.

IV.C.8 To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The Governing Board regularly reviews key performance indicators (KPIs) related to student learning and achievement and institutional plans for improving academic quality during regular board meetings and board retreats. Each year the Board holds an Annual Evaluation and Goal-Setting Workshop. During the workshop, the Board reviews and discusses metrics and key indicators of student learning and achievement. These KPIs include institution-set standards and six-year targets for higher level metrics and Student Success Scorecard data for each of the two colleges in the district ([IA2-05](#); [IVC5-05](#); [IVC5-07](#)). The Board also receives information regarding metrics and goal-setting frameworks used by the state Chancellor’s Office ([IA2-04](#); [IVC8-01](#)). Annual discussions regarding implementation of the district’s *Strategic Plan 2016-2022* include discussions of plans and action for improving academic quality ([IVC8-02](#); [IVC8-03](#); [IVC8-04](#); [IVC3-12](#)).

Analysis and Evaluation

The Governing Board regularly reviews institutional plans and a variety of key data metrics in order to maintain a clear knowledge of ongoing efforts and progress toward student success goals. This knowledge informs their annual goal-setting work.

IV.C.9 The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

BP/AP 2740: Board Education outlines the Governing Board's program for board development and new member orientation ([IVC9-01](#); [IVC9-02](#)). In accordance with this policy and procedure, the Chancellor facilitates a trustee orientation and education program that includes a new trustee orientation, study sessions, conference attendance, and other activities to foster trustee education. Trustees are encouraged to experience college events that promote awareness of developments and achievements in instructional and student services.

BP 2100: Board Member Elections provides for staggered terms of office ([IVC4-01](#)). Trustees are elected for four-year terms. Elections are held every two years in even-numbered years. Terms of trustees are staggered so that, as nearly as practical, one-half of the trustees shall be elected, or re-elected, at each trustee election.

Analysis and Evaluation

Board policy and procedure outlines new Governing Board member training as well as ongoing training for continuing members; evidence indicates that the Board adheres to these policies and procedures. Election policies also ensure that institutional knowledge and memory are maintained within the Governing Board as a whole.

IV.C.10 Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

The Governing Board is committed to holding itself as a model for accountability and to promoting a culture of continuous quality improvement. As specified in BP/AP 2745: Board Self-Evaluation, the Board performs a self-evaluation every year ([IVC10-01](#); [IVC10-02](#); [IVC10-03](#); [IVC10-04](#); [IVC10-05](#)). The evaluation process includes self-assessment, feedback from college and community stakeholders, and analysis of Board goal achievement.

During the Governing Board’s Annual Evaluation and Goal-Setting Workshop at the beginning of each year, Board members discuss their annual Board self-evaluation or comprehensive evaluation in conjunction with the prior year’s Board Quality and Effectiveness Goals ([IVC10-06](#)) and Governing Board districtwide Goals and Priorities. The Board identifies strengths, weaknesses, and achievements, which helps them effectively fulfill their roles, improve their functioning and efficiency, and set goals for the future. Governing Board Quality and Effectiveness Goals are updated each year to reflect needs that emerge from the evaluation process ([IVC10-07](#); [IVC3-06](#); [IVC10-08](#)).

Results of Board evaluations are discussed in regular public meetings. Minutes of the meetings are publicly available from the Meeting Agendas and Minutes page of the Governing Board website ([IVC10-09](#)).

Analysis and Evaluation

The Governing Board has established policies and procedures for its own evaluation. Each year it engages in a self-evaluation, and every other year it undertakes a comprehensive evaluation, which is reviewed at the annual Board Retreat in order to identify strengths, weaknesses, and achievements to effectively fulfill their roles, improve their functioning and efficiency, and set goals for the future.

IV.C.11 The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

BP 2715: Board Code of Ethics ([IVC2-01](#)) requires the board to maintain ethical conduct. In addition, this policy provides specific examples of behavior that would violate standards of ethical conduct in areas including financial interest, fair and open decision-making, use of public funds, and behavior during a Board meeting. Consequences for violating the policy are clearly stated.

Conflict of interest and ethics violations are also addressed specifically in BP/AP 2710: Conflict of Interest, BP/AP 2712: Conflict of Interest Code (Form 700 Filers), BP 2717: Personal Use of Public Resources, and BP 2720: Communications among Board Members ([IVC4-04](#); [IVC11-01](#) [IVC11-02](#); [IVC11-03](#) [IVC11-04](#)). To further assure there is no conflict of interest, Board members cannot be district employees, hold an incompatible office, or serve on the governing board of a high school district whose boundaries overlap with those of the community college

district ([IVC4-03](#)). As the college is a public institution, no board members have an ownership interest in the college or district; this is assured through the filing of Form 700, as noted in Standard IV.C.4.

As required under BP 2715, Trustees have abstained from Board votes when there is, or appears to be, a conflict of interest ([IVC11-05](#); [IVC3-07](#); [IVC11-06](#)).

Analysis and Evaluation

The Governing Board establishes and adheres to policies and procedures for maintaining the highest ethical standards. This includes areas such as financial interest, fair and open decision-making, use of public funds, and illegal or unethical behavior.

IV.C.12 The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

The GCCCD Board delegates administrative authority to the Chancellor as outlined in BP 2430: Delegation of Authority to the Chancellor, BP 3100: Organizational Structure, and BP 7110: Delegation of Authority, Human Resources ([IVC12-01](#); [IVC12-02](#); [IVC12-03](#)). The board entrusts the chancellor with the full responsibility for implementation and administration of board policies, as illustrated in BP 2430, and the chancellor carries out administrative responsibilities and functions in accordance with the policies adopted by the Governing Board. The board holds the chancellor accountable for the operation of the district by way of the chancellor's annual evaluation, as discussed in Standard IV.C.3.

Analysis and Evaluation

The Governing Board has established policies and procedures for the delegation of authority to the chancellor. Accountability is assured by setting clear expectations for the chancellor to deliver regular updates on institutional performance in all areas of the district.

IV.C.13 The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

Governing Board members are informed about the Eligibility Requirements, the Accreditation Standards, ACCJC Commission policies, and the accreditation reaffirmation process through workshops, conferences, and Board presentations. A special Governing Board workshop on

December 11, 2018, facilitated by Dr. Stephanie Droker, Senior Vice President of ACCJC, concerned the role of the Governing Board in the accreditation process ([IVC13-01](#)). Trustees also receive accreditation training at annual conferences through the Community College League of California (CCLC) and the Association of Community College Trustees (ACCT).

In its 2014 Annual Board Evaluation and Goal-Setting Workshop, the Board set the goal of “Ongoing monitoring of accreditation standards compliance” ([IVC10-06](#); [IVC13-02](#)). Since that time, the board has remained committed to supporting improvements planned as part of the institutional self-evaluation and accreditation reaffirmation process. For example, in the 2018 Districtwide Goals & Strategic Priorities, Goal 3.C.3 indicates the board’s intent to “advance the District through institutional policies and accreditation standards that guide quality, ethics, and prudence with student success as the most important goal” ([IVC5-04](#)).

Per policy, all reports to the Commission are presented to the Governing Board ([IC12-01](#)). Trustees remain informed on issues related to accreditation through presentations, discussions, and approval of follow-up and midterm reports at Governing Board meetings ([IVC13-03](#); [IVC13-04](#); [IVC13-05](#)). Board members reviewed the draft of this ISER in June 2019 ([IVC13-06](#)), and will participate in an additional accreditation workshop in fall 2019 to prepare for the site visits at the colleges within the district.

Analysis and Evaluation

Through a combination of formal training on accreditation components ranging from eligibility requirements, accreditation standards, Commission policies, and accreditation reaffirmation, and through the practice of regularly reviewing the accreditation work of the colleges, the Governing Board stays informed, participates actively, and regularly evaluates its role in accreditation.

Conclusions: Standard IV.C

The role and specific responsibilities of the Grossmont-Cuyamaca Community College District (GCCCD) Governing Board are clearly outlined in board policy. A review of the evidence demonstrates that the Governing Board adheres to its established policies, procedures, and bylaws, and supports sustained academic quality student success at Grossmont College and across the district.

Improvement Plan(s): IV.C

None for this Standard.

Evidence List for Standard IVC: Governing Board

IVC1-01:	BP 2005: Student Success, Equity, and Access
IVC1-02:	BP 2200: Board Duties and Responsibilities
IVC1-03:	Regular Board Meeting, May 15, 2018: Docket Item 204
IVC1-04:	Regular Board Meeting, Jan. 16, 2018: Docket Item 201
IVC1-05:	Regular Board Meeting, May 15, 2018: Docket Item 652
IVC1-06:	Regular Board Meeting, Jan. 16, 2017: Docket Item 654.1
IVC1-07:	District Website: Policies & Procedures of the Governing Board
IVC1-08:	BP 2410: Board Policies & Administrative Procedures
IVC1-09:	Policies & Procedures Update Memo: May 2018
IVC1-10:	Policies & Procedures Update Memo: January 2018
IVC1-11:	BP 3225: Institutional Effectiveness
IVC1-12:	AP 3225: Institutional Effectiveness
IVC1-13:	BP 3250: Institutional Planning
IVC1-14:	AP 3250: Institutional Planning
IVC2-01:	BP 2715: Board Code of Ethics
IVC2-02:	Board Website with Meeting Calendar
IVC2-03:	Regular Board Meeting, Mar. 20, 2018: Agenda
IVC2-04:	Regular Board Meeting, Mar. 20, 2018: Docket Item 205.1
IVC2-05:	Regular Board Meeting, Mar. 20, 2018: Docket Item 651.1
IVC2-06:	BP 2330: Quorum and Voting
IVC3-01:	BP 2431: Chancellor Selection
IVC3-02:	Special Board Meeting, Apr. 3, 2019: Minutes
IVC3-03:	BP 2435: Evaluation of the Chancellor
IVC3-04:	AP 2435: Evaluation of the Chancellor
IVC3-05:	Regular Board Meeting, July 18, 2017: Agenda
IVC3-06:	Annual Board Workshop, 2017: Minutes
IVC3-07:	Annual Board Workshop, 2018: Minutes
IVC3-08:	2017 Board Workshop and Meeting Presentation Schedule
IVC3-09:	2018 Board Workshop and Meeting Presentation Schedule
IVC3-10:	2019 Board Workshop and Meeting Presentation Schedule
IVC3-11:	Regular Board Meeting, June 20, 2017: Agenda
IVC3-12:	Annual Strategic Planning Presentation, 2017
IVC3-13:	BP 7111: College President Selection
IVC3-14:	AP 7111: College President Selection
IVC3-15:	Recruitment & Selection Process: Grossmont College President
IVC3-16:	BP 7112: College President Evaluation
IVC3-17:	AP 7112: College President Evaluation

- IVC4-01: [BP 2100: Board Member Elections](#)
- IVC4-02: [Trustee Area Boundary Map](#)
- IVC4-03: [BP 2010: Board Membership](#)
- IVC4-04: [BP 2710: Conflict of Interest](#)
- IVC4-05: [AP 2710: Conflict of Interest](#)
- IVC4-06: [AP 2710.1: Conflict of Interest Code](#)
- IVC4-07: [Sample Form 700 Filings for current Board members](#)

- IVC5-01: [BP 5110: Counseling Services](#)
- IVC5-02: [AP 5110: Counseling Services](#)
- IVC5-03: [Districtwide Goals and Strategic Priorities, 2017](#)
- IVC5-04: [Districtwide Goals and Strategic Priorities, 2018](#)
- IVC5-05: [Special Board Meeting, Feb. 2, 2018: Minutes](#)
- IVC5-06: [Strategic Plan Progress Report, 2015-16](#)
- IVC5-07: [District Services Strategic Planning Dashboard](#)
- IVC5-08: [2017-18 Institutional Effectiveness Indicator Goals and Metrics](#)
- IVC5-09: [2016-17 Institutional Effectiveness Indicator Goals and Metrics](#)

- IVC6-01: [BP 2015: Student Governing Board Members](#)
- IVC6-02: [BP 2210: Officers of the Board](#)
- IVC6-03: [Board Policies, Chapter 2: Governing Board](#)

- IVC7-01: [Regular Board Meeting, Apr. 17, 2018: Minutes](#)
- IVC7-02: [Regular Board Meeting, Mar. 20, 2018: Minutes](#)
- IVC7-03: [Regular Board Meeting, Feb. 20, 2018: Minutes](#)
- IVC7-04: [Chancellor's Office Board Policy Review Schedule Tracker](#)

- IVC8-01: [Regular Board Meeting, June 21, 2016: Minutes](#)
- IVC8-02: [Regular Board Meeting, Dec. 13, 2016: Minutes](#)
- IVC8-03: [District Strategic Plan Implementation Presentation, Dec. 13, 2016](#)
- IVC8-04: [Regular Board Meeting, June 20, 2017: Minutes](#)

- IVC9-01: [BP 2740: Board Education](#)
- IVC9-02: [AP 2740: Board Education](#)

- IVC10-01: [BP 2745: Board Self-Evaluation](#)
- IVC10-02: [AP 2745: Board Self-Evaluation](#)
- IVC10-03: [2018 Board Self-Evaluation](#)
- IVC10-04: [2017 Board Self-Evaluation](#)
- IVC10-05: [2016 Board Self-Evaluation](#)
- IVC10-06: [Board Quality and Effectiveness Goals, 2014](#)
- IVC10-07: [Board Workshop, Feb. 2, 2018: Minutes](#)
- IVC10-08: [Board Workshop, Feb. 5, 2016: Minutes](#)

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- IVC10-09: [Board Meeting Agendas and Minutes Archive](#)
- IVC11-01: [BP 2712: Conflict of Interest Code \(Form 700 Filers\)](#)
 IVC11-02: [AP 2712: Conflict of Interest Code \(Form 700 Filers\)](#)
 IVC11-03: [BP 2717: Personal Use of Public Resources](#)
 IVC11-04: [BP 2720: Communications Among Board Members](#)
 IVC11-05: [Regular Board Meeting, June 16, 2015: Minutes](#)
 IVC11-06: [Regular Board Meeting, Aug. 21, 2018: Minutes](#)
- IVC12-01: [BP 2430: Delegation of Authority to the Chancellor](#)
 IVC12-02: [BP 3100: Organizational Structure](#)
 IVC12-03: [BP 7110: Delegation of Authority, Human Resources](#)
- IVC13-01: [Board Workshop, Dec. 11, 2018: Minutes](#)
 IVC13-02: [Board Workshop, Feb. 7, 2014: Minutes](#)
 IVC13-03: [Regular Board Meeting, Aug. 19, 2014: Minutes](#)
 IVC13-04: [Regular Board Meeting, Sept. 9, 2014: Minutes](#)
 IVC13-05: [Regular Board Meeting, Sept. 13, 2016: Minutes](#)
 IVC13-06: [Board Workshop, June 18, 2019: Agenda](#)

Additional Evidence Cited in Standard IV.C

- IA1-01: [BP 1200: District and College Vision, Mission, and Value Statements](#)
 IA2-04: [Regular Board Meeting, July 18, 2017: Minutes](#)
 IA2-05: [Regular Board Meeting, Jan. 20, 2017: Minutes](#)
 IB7-01: [AP 2410: Board Policies & Administrative Procedures](#)
 IC12-01: [BP 3200: Compliance with Accreditation Standards](#)
 IIC5-05: [BP 5050: Student Success](#)
 IIC5-06: [AP 5050: Student Success](#)
 IIID5-01: [BP 6300: Fiscal Management](#)
 IIID5-02: [AP 6300: Fiscal Management](#)
 IVA3-03: [GCCCD Governance Structure Handbook](#)
 IVB1-01: [BP 7113: Delegation of Authority to the College Presidents](#)

IV.D. Multi-College Districts or Systems

IV.D.1 In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard

The district/system CEO (i.e., the Chancellor), the Governing Board, and District Services support Grossmont and Cuyamaca Colleges in maintaining educational excellence and integrity to continue to realize their visions and fulfill their missions. The Chancellor works with the colleges through an established district governance structure that complements and supports the college structures but does not overlap them. This relationship can be seen in both the alignment of district and college visions, missions, and values ([IA1-01](#)), as well as in the clearly defined roles and responsibilities for the Governing Board, district, and college constituent groups described in the *GCCCD Governance Structure Handbook* ([IVA3-03](#)).

The Chancellor works with the Governing Board to provide executive leadership in setting goals and establishing policies and procedures that ensure educational excellence and integrity as well as efficient and effective operations throughout the two-college district. Board policies are in line with a sound organizational structure expected within the California Community College system, under whose laws and regulations the college operates. The Governing Board provides oversight and direction to the district as outlined in BP 2200: Board Duties and Responsibilities ([IVC1-02](#)). The Board establishes policies that delineate roles and responsibilities for the district and the college personnel and in this capacity, selects a chancellor and delegates to him or her the authority to implement and enforce board policies and administrative procedures ([IVC12-01](#)). Under the authority delegated by the Board (detailed in Standard IV.C.12), the Chancellor authorizes employment and delineates lines of responsibility within the district. The district and college adhere to board-approved policies and administrative procedures that outline expectations of district and college constituents ([IVC1-07](#)).

The *GCCCD Governance Structure Handbook* further details the district and college reporting structure and explains operational responsibilities and functions ([IVA3-03](#)). At the college level, authority and responsibility for executing board policy, administrative procedures, and the chancellor's directives rest with the college presidents ([IVB1-01](#)). Organizational charts for the district, available via the district's online Workday system, also illustrate the distribution of operational responsibilities and functions within the district and college administrative structure ([IVD1-01](#)).

Analysis and Evaluation

The chancellor is vested with primary responsibility for communicating and maintaining standards of educational excellence and integrity throughout the district. The chancellor also delineates roles and responsibilities of district and college personnel to ensure effective communication among college and district constituents as well as efficient operations and accountability in the district and college systems.

IV.D.2 The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

As detailed in Standards IV.D.1 and IV.C.12, the board establishes policies that document roles and responsibilities for district and the college personnel. The board appoints a chancellor and delegates to him or her the authority to implement and enforce board policies and administrative procedures ([IVC12-01](#)) and further delineate responsibility of system personnel ([IVC12-02](#); [IVB1-01](#); [IVC12-03](#)). The Chancellor serves an essential role as the liaison between the colleges and Governing Board. She maintains communication with college leaders through regular committee and council meetings (described below) and with all constituents through communication channels that include districtwide email, regular newsletters, and fora communication ([IVD2-01](#); [IVD2-02](#)). Documentation of Board and district policies, procedures, and directives as well as meeting agendas and minutes can be found on the district website ([IVD2-03](#)).

The *GCCCD Governance Structure Handbook* documents and communicates the operational processes and protocols for participatory governance and decision-making at the district level ([IVA3-03](#)). In addition, the *Handbook* outlines the composition charges, and meeting schedules of district committees and councils that represent students, faculty, staff, and administrators at both colleges and personnel at the district. The Chancellor oversees the work of all committees and councils through regular meetings of the Chancellor's Cabinet ([IVD2-04](#)), Chancellor's Extended Cabinet ([IVD2-05](#)), the District Executive Council (DEC) ([IVD2-06](#)), District Coordinating Educational Council (DCEC) ([IVD2-07](#)), Student Equity and Success Council (SESC) ([IVD2-08](#)), and the District Strategic Planning & Budgeting Council (DSP&BC) ([IVD2-09](#)).

- As DEC chair, the Chancellor leads the district in prudent policy development and consistently evaluates the efficacy of governance processes. Through DEC, the

Chancellor recommends salient items for the Governing Board dockets facilitating support for educational initiatives and enhancements of services and programs ([IVD2-10](#); [IVD2-11](#); [IVD2-12](#)).

- Through leadership of DCEC, the Chancellor reviews, evaluates, and facilitates educational initiatives leading to improvement of educational programs and student services across the district ([IVD2-13](#); [IVD2-14](#); [IVD2-15](#)).
- As SESC tri-chair, the Chancellor ensures that the district supports college efforts to improve student success and diversity for all students ([IVD2-16](#)).
- DSP&BC, chaired by the Vice Chancellor for Business Services, advises the Chancellor on development and evaluation of college and district strategic plans and budget priorities that are guided by the district vision and goals ([IVD2-17](#)).

Under the Chancellor's direction, the district follows systematic cycles of evaluation to ensure continuous quality improvement of its governance structure and functioning ([IVD2-18](#); [IVD2-19](#); [IVD2-20](#)).

All district governance policies and procedures are evaluated against ACCJC Standards, and the Chancellor assures that constituents consistently uphold accreditation standards in accordance with Board Policy ([IVC12-02](#)). The district functional map outlines how responsibilities for the functional areas represented by each standard are delineated (or in some cases, shared) between the district and colleges ([IVD2-21](#)).

The Chancellor leads all district services (human resources, fiscal affairs, facilities, research and planning, and information technology), and as the chief executive, directs the system in planning, organizing, and evaluating the effectiveness and efficiency of district service departments. These services are critical to the daily operation of the district and colleges. The Chancellor uses biennial surveys of all constituents at the colleges and district services to evaluate the efficacy of services and make improvements ([IVD2-22](#)).

Analysis and Evaluation

The Chancellor clearly delineates, documents, and communicates the operational responsibilities and functions of the two-college system and consistently adheres to established policies and procedures directing the effective operation of the Governing Board, district, and colleges. As the district/system CEO, the Chancellor guides the effective delivery of adequate services to the district and colleges and ensures system-wide planning and equitable allocation of resources are governed by ACCJC Standards.

IV.D.3 The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard

The Chancellor has overall responsibility and accountability for resource management, budgetary development, and control of expenditures. Per board-approved policies and procedures, the Chancellor establishes procedures and budget calendars to assure the district's fiscal management and budget preparations are in accordance with Title 5 ([IIID3-01](#); [IIID3-02](#); [IIID5-01](#); [IIID5-02](#)). The Chancellor consults regularly with the Vice Chancellor for Business Services, to whom the development and control of the district budget and expenditures is delegated ([IIID16-01](#); [IIID16-02](#)). The Chancellor and Vice Chancellor submit quarterly financial reports to the Board ([IVD3-01](#)). The Vice Chancellor and Governing Board review expenditures and the budget status as well as the projected year-end budget. The Governing Board reviews and approves the list of expenditures at each monthly Governing Board meeting. Other financial reports, such as the quarterly financial status report from the state Chancellor's Office, are provided to the Board on a regular basis. Additionally, the district is audited annually as required by state law. A summary of the audits is presented to DSP&BC and Governing Board, typically in January ([IVD3-02](#); [IVD3-03](#)).

The district's conservative financial management contributes to stability and consistency in district operations. It controls and reviews its expenditures by budgeting available resources using defined controls within a hierarchy of approvals. The district distributes resources in accordance with BP/AP 6250: Budget and Reserve Management ([IIID9-02](#); [IVD3-04](#)) and the Income Allocation Model (IAM), which was developed by the Budget Allocation Taskforce, and endorsed by District Executive Council (DEC) and District Strategic Planning & Budget Council (DSP&BC). The IAM directs the allocation of the district's unrestricted general fund revenues to each of the operating sites of the district ([IIID1-05](#)). The allocations are compared to the prior year's expenditures and increases in fixed costs to determine the adequacy of funds available. The IAM also includes consideration of the FTES target for each college ([IVD3-05](#)). The Governing Board then reviews and approves IAM formulas twice each year as part of the tentative budget and adoption budget board actions ([IVD3-06](#); [IVD3-07](#)).

The colleges receive an unrestricted general fund budget allocation according to the IAM and allocate their respective funds based on college-level needs and priorities. Academic and Classified Senate members receive budget reports for the colleges, district-wide functions, and District Services. The academic and classified senators communicate this budget information to their constituencies. The district's adoption budget is available on the district's Budget Information intranet page ([IVD3-08](#)), and both the tentative and adoption budgets are posted publicly on the District Business Services website ([IVD3-09](#); [IVD3-10](#)).

Analysis and Evaluation

The chancellor ensures effective control of expenditures in the GCCCD system. With her fiscal management team, she directs the development, management, and evaluation of the district system expenditure model with prudence and acuity. Guided by the IAM, she works with constituent leaders at each college and the district to ensure resources are allocated efficiently and equitably. Under her conservative fiscal management, GCCCD consistently sustains stability and integrity in system resource allocation.

IV.D.4 The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

Evidence of Meeting the Standard

The Chancellor's Extended Cabinet, District Executive Council, the presidents, and members of college participatory governance leadership teams engage in developing and modifying district board policies and administrative procedures that guide district and college operations. Once the Governing Board has adopted a policy and its accompanying administrative procedure, the college presidents are responsible for policy implementation and compliance in matters delegated to them and relevant to the operation of the colleges.

In accordance with BP 7113: Delegation of Authority to the College Presidents, the Chancellor delegates to each college president the full decision-making power to execute the duties and responsibilities of the executive authority of the college ([IVB1-01](#)). The presidents are accountable for planning, organizing, and administering college operations and programs in compliance with established policies, procedures, and practices to advance the missions of the district and colleges. The presidents are also responsible for creating collaborative and productive working relationships with district and college leadership teams. BP/AP 7112: College President Evaluation outlines performance factors used by the chancellor to evaluate the effectiveness of the presidents: executing policies and procedures, problem solving and decision-making, job knowledge, leadership and communication, collegial consultation, and advancement of the district and college missions ([IIIA5-06](#); [IIIA5-07](#)).

Analysis and Evaluation

In accordance with established policy of the Governing Board, the chancellor delegates the responsibility of implementing and administering system policies within the colleges to the college presidents. The chancellor, and through her, the Governing Board, hold the college presidents accountable for the effective governance of the colleges through direct supervision.

IV.D.5 District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

GCCCD's integrated planning practices ensure that the various plans of the district and colleges support each other and work toward improved student learning and achievement and effective implementation of the district and college strategic goals. Chapter 9 of the *GCCCD Educational Master Plan* specifically describes how the district's Human Resources, Facilities, Technology, and Diversity, Equity, and Inclusion (DEI) plans are intended to guide college-level plans and serve as input into districtwide strategic planning ([IVD5-01](#)). The GCCCD Integrated Planning model further illustrates how college-level evaluation processes (including SLO assessments, KPI results, and program review recommendations) inform planning and resource allocation at the district level ([IIIB4-01](#)). Academic program planning and resource allocation processes are guided by college and district strategic goals ([IA2-01](#); [IVD5-02](#)). When resource allocation requests in areas related to staffing, facilities, and technology are approved, the academic or student service program works in cooperation with college and district administration to fulfill these needs equitably and efficiently, following established district policies and procedures. Data from the district Research, Planning, and Institutional Effectiveness (RPIE) office allows district personnel to track progress against KPIs at the district or college level ([IVC5-07](#)).

Each year at a Governing Board workshop (typically in June), district and college leaders present reflections on the effectiveness of district and college planning efforts in meeting strategic goals ([IVD5-03](#); [IVD5-04](#)). During this annual integrated strategic planning workshop, district and college personnel present information about action steps from the prior year that supported student and institutional success, strategic goals, and/or improved district services. Opportunities for improvement and action steps for the next academic year are also presented. The presentation also includes an overview of the annual budget, framed to reflecting district-wide strategic priorities ([IVC3-12](#)).

Analysis and Evaluation

GCCCD has developed integrated planning processes that align college and district level plans, program review, and resource requests with the district's *Educational Master Plan* and Strategic Goals. District and college personnel evaluate progress towards strategic priorities on an annual basis, by examining improvements to student learning and achievement and reflecting on effectiveness in working toward district and college-level goals.

IV.D.6 Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

GCCCD establishes effective communication protocols among all stakeholders. The Chancellor regularly communicates with district-wide constituents through email concerning student achievement, the state and college budgets, personnel appointments, current events, and construction project updates ([IVD2-01](#)). She consistently maintains communication with college leaders through regular committee and council meetings. At bimonthly Chancellor’s Cabinet meetings, college presidents and district vice chancellors review resource allocation needs for the system as well as discuss governance policy issues and progress toward achieving strategic goals of the district and colleges. Districtwide participatory governance councils and committees, including the District Executive Council (DEC), District Coordinating Education Council (DCEC), Student Equity & Success Council (SESC), District Strategic Planning and Budget Council (DSP&BC), are charged with maintaining accessible records of agendas and meeting minutes and conveying pertinent timely information to college constituents. The meeting agendas and minutes for each of these councils are posted on the district’s Intranet site ([IVD6-01](#)). All district employees have access to the Intranet site via secure login. The Chancellor also gives a “state of the district” presentation at a Joint Academic Senate meeting at the start of each term ([IVD6-02](#)).

College personnel also receive regular information regarding Board actions, and these communications help to support effective operations and timely implementation of policy. Per established policy and administrative procedure, Governing Board agendas and meeting minutes are posted publicly on the District website ([IVD6-03](#); [IVD6-04](#); [IVD2-03](#)). News and actions from each Board meeting are highlighted in *The Courier*, an electronic newsletter for faculty, staff, and the community. *The Courier* is that distributed monthly via email and posted on the Board’s website ([IVD6-05](#)).

Analysis and Evaluation

District services personnel employ multiple communication channels to ensure that there is effective communication and broad-based sharing of information throughout the district. Communication in the district promotes timely and well-informed decision-making.

IV.D.7 The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

Led by the Chancellor, the district conducts periodic reviews and evaluation of the integrity and effectiveness of its governance structures and decision-making processes. One review is completed on an annual basis and one completed every three years. The chancellor along with members of her executive team review council and committee charges, composition, and schedules annually. Every three years, the district conducts a comprehensive review and assessment of its planning and decision-making processes. Information is gathered districtwide from all constituent groups on the quality and effectiveness of district participatory governance ([IVD7-01](#)). Results of the triennial self-study are reviewed by the District Executive Council (DEC), which makes recommendations for improvements to the Chancellor. Revisions to governance processes are presented to the Governing Board for review and approval and documented in the *GCCCD Governance Structure Handbook* ([IVA3-03](#), p. 4).

The last triennial review was begun in May 2016 ([IVD2-18](#)). Committee discussions and responses to the GCCCD Council Evaluation Form were compiled, and the final results were analyzed by DEC in fall 2016 ([IVD7-02](#)). The recommendations for improvement included developing the *GCCCD Governance Structure Handbook*. Recommendations were presented to and supported by the Board ([IVD7-03](#)).

Analysis and Evaluation

Under the Chancellor's direction, the district regularly evaluates the quality and effectiveness of its governance structure and function. The triennial review allows for input from all district constituents. Improvements made based on these evaluations are recommended to the Governing Board for final approval.

Conclusions: Standard IV.D

The roles and responsibilities within the Grossmont-Cuyamaca Community College District are clearly delineated through policy, procedure, and documented governance structures. The district has clear policies and practices for the allocation of resources to ensure that colleges have adequate support to sustain academic quality and student success. Regular communication from the district chancellor ensures that college personnel have a shared understanding of districtwide roles and goals.

Improvement Plan(s): Standard IV.D

None for this Standard.

Evidence List: Standard IV.D

IVD1-01:	GCCCD Organizational Structure
IVD2-01:	Chancellor's Strategic Communications Website
IVD2-02:	Chancellor's Colloquia Website
IVD2-03:	Governing Board Website: Meeting Information and Link to BoardDocs
IVD2-04:	Chancellor's Cabinet Website
IVD2-05:	Chancellor's Extended Cabinet Website
IVD2-06:	District Executive Council Website
IVD2-07:	District Coordinating Educational Council Meetings
IVD2-08:	Student Equity & Success Council Website
IVD2-09:	District Strategic Planning & Budgeting Council Website
IVD2-10:	District Executive Council, Nov. 6, 2017: Minutes
IVD2-11:	District Executive Council, Feb. 12, 2018: Minutes
IVD2-12:	District Executive Council, May 7, 2018: Minutes
IVD2-13:	District Coordinating Educational Council, Oct. 23, 2017: Minutes
IVD2-14:	District Coordinating Educational Council, Jan. 22, 2018: Minutes
IVD2-15:	District Coordinating Educational Council, May 21, 2018: Minutes
IVD2-16:	Sample Minutes, Student Equity & Success Council
IVD2-17:	Sample Minutes, District Strategic Planning & Budgeting Council
IVD2-18:	Triennial Evaluation - District Executive Council, May 9, 2016: Minutes
IVD2-19:	Triennial Evaluation: District Coordinating Educational Council, May 23, 2016
IVD2-20:	Triennial Evaluation: District Strategic Planning & Budgeting Council, July 11, 2016
IVD2-21:	District Functional Map
IVD2-22:	District Services Satisfaction Survey (2017)
IVD3-01:	Quarterly Financial Reports to the Board for FY16-17
IVD3-02:	2016-17 Audit Report
IVD3-03:	2015-16 Audit Report
IVD3-04:	AP 6250: Budget and Reserve Management
IVD3-05:	IAM Calculations for 2018-19 Tentative Budget
IVD3-06:	Tentative Budget Board Item, FY 18/19: 6/19/18
IVD3-07:	Adoption Budget Board Item, FY 18/19: 1/15/19
IVD3-08:	District Intranet Site: Budget Information
IVD3-09:	District Business Services Website: Tentative Budgets
IVD3-10:	District Business Services Website: Adoption Budgets

- IVD5-01: [GCCCCD Educational Master Plan, 2012 - Chapter 9](#)
- IVD5-02: [GCCCCD 2016-2022 Strategic Plan](#)
- IVD5-03: [Board Workshop, June 19, 2018: Minutes](#)
- IVD5-04: [Board Workshop, June 20, 2017: Minutes](#)

- IVD6-01: [District Councils, Committees, and Task Forces Website](#)
- IVD6-02: [State of the District Report: January 2019](#)
- IVD6-03: [AP 2340: Agendas](#)
- IVD6-04: [AP 2360: Minutes](#)
- IVD6-05: [Courier Website](#)

- IVD7-01: [GCCCCD Council Evaluation Form](#)
- IVD7-02: [Triennial Evaluation - District Executive Council, Oct. 10, 2016](#)
- IVD7-03: [Regular Board Meeting, Feb. 21, 2017: Minutes](#)

Additional Evidence Cited in Standard IV.D

- IA1-01: [BP 1200: District and College Vision, Mission, and Value Statements](#)
- IIIB4-01: [GCCCCD Integrated Planning Model](#)
- IIIA5-06: [BP 7112: College President Evaluation](#)
- IIIA5-07: [AP 7112 College President Evaluation](#)
- IIID1-05: [GCCCCD Income Allocation Model](#)
- IIID3-01: [BP 6200: Budget Preparation](#)
- IIID3-02: [AP 6200: Budget Preparation](#)
- IIID5-01: [BP 6300: Fiscal Management](#)
- IIID5-02: [AP 6300: Fiscal Management](#)
- IIID9-02: [BP 6250: Budget and Reserve Management](#)
- IIID16-01: [BP 6100: Delegation of Authority](#)
- IIID16-02: [AP 6100: Delegation of Authority](#)
- IVA3-03: [GCCCCD Governance Structure Handbook](#)
- IVB1-01: [BP 7113: Delegation of Authority to the College Presidents](#)
- IVC1-02: [BP 2200: Board Duties and Responsibilities](#)
- IVC1-07: [District Website: Policies & Procedures of the Governing Board](#)
- IVC3-12: [Annual Strategic Planning Presentation, 2017](#)
- IVC12-01: [BP 2430: Delegation of Authority to the Chancellor](#)
- IVC12-02: [BP 3100: Organizational Structure](#)
- IVC12-03: [BP 7110: Delegation of Authority, Human Resources](#)
- IVB1-01: [BP 7113: Delegation of Authority to the College Presidents](#)

Quality Focus Essay

QFE Project #1: 12 Gateway Courses

Project Description

Grossmont College is deeply committed to the pursuit of equitable outcomes for all students, and has embarked on an ambitious and comprehensive equity agenda that cuts across all its major initiatives and core processes. From the Office of Professional Development's "We're All In" campaign – focusing on 5 key equity-based practices for both faculty and classified staff that can be incorporated into regular work inside and outside the classroom, to the inclusion of equity-based functions into the charge of every participatory governance committee, the college has been intentional about bringing an equity focus to its thought and practice.

Recent review of data related to course success rates revealed that nearly 25% of the college's total semester enrollment and 29% of all "non-success" occurred in 12 courses, nicknamed by the college as the "12 Gateway Courses." These twelve courses cut across 8 different departments and all of them have significant areas of disproportionate impact. The Office of Student Success & Equity, in collaboration with the Academic Senate, reached out to the chairs of these departments to share this data and invite them and their departments to participate in an extended professional development effort, in which they would investigate equity practices for their courses, plan key interventions/changes, and develop evaluation plans to support ongoing reflection and improvement. All of the chairs/departments accepted the invitation. Early results have been promising, and this QFE project is designed to continue and extend that work.

The college views this as an innovative approach to improving equitable educational outcomes for students. This approach allows the college to do equity work at scale without sacrificing specific discipline contexts and departmental needs. The project has the potential to directly impact a quarter of the student population each semester, yet still allows for engaged and focused discussion at the department level. Further, this project directly supports the Strategic Plan goals of retention and engagement and is consistent with the Guided Pathways framework.

Projected Outcomes

While overall student success rates in the 12 Gateway Courses vary (some are quite high and others are lower), and while there is also some variation in the disproportionate impacts on specific groups from course to course, what remains constant across them is that multiple groups are experiencing disproportionate impact in all 12. By focusing on the specific courses and the specific groups impacted within each one, the college hopes to significantly decrease the disproportionate impact within these courses and, as a result touching students' experiences repeatedly and positively, across the entire college. In addition, the college anticipates that this project will lead to a measurable improvement in success, retention, and completion rates for each disproportionately impacted group, as well as for the student population as a whole.

Because the nature of the project requires that each department have course-specific conversations and interventions, the college expects that the indicators used to evaluate progress may vary department to department. However, the following core leading and lagging indicators will be tracked generally, and disaggregated for disproportionately impacted groups:

Leading indicators include:

1. Course completion/success
2. Completion/Success in subsequent course (when part of a sequence)
3. Term to term persistence
4. Self-reported engagement levels
5. Successful Completion of 30 units

Lagging indicators include:

1. Year to year persistence
2. Degree/certificate attainment
3. Overall course success rates at Grossmont College
4. Overall completion rates at Grossmont College

The projected activities, resources, responsible parties, and timeline for this project are outlined in the table below.

Project Activities: QFE Project 1

Activity	Anticipated Outcomes	Responsible Party	Resources	Timeline
12 Gateway Forum II	<ul style="list-style-type: none"> Continued engagement with faculty teaching in the 12 gateway courses effort Increased awareness of students' affective domain 	<ul style="list-style-type: none"> Professional Development Coordinators Dean, Student Success & Equity 	<ul style="list-style-type: none"> Forum Materials; Time for planning; Forum Refreshments 	Fall 2019
Administer formative assessment / evaluation of baseline data (given to Fall course instructors)	<ul style="list-style-type: none"> Assess data to inform future planning efforts 	<ul style="list-style-type: none"> Dean, Student Success & Equity Professional Development Coordinators 	Time	End of Spring 2019
Meet with Department Chairs to discuss next steps and continue dialogue around PD opportunities	<ul style="list-style-type: none"> Informed decision making for future 12 gateway efforts; Understanding of departmental needs 	<ul style="list-style-type: none"> Professional Development Coordinators, Department Chairs 	Time for department chairs to meet	On-going Spring 2019-Fall 2020
Create specific PD opportunities for part-time instructors in 12 gateway courses	<ul style="list-style-type: none"> Improve teaching and learning Measurable gains in leading and lagging indicators 	<ul style="list-style-type: none"> Department Chairs Part-Time faculty leads Dean, Student Success & Equity 	Stipends for PT faculty	Ongoing beginning Fall 2019
Continue 'Equity Series' at Academic Senate	<ul style="list-style-type: none"> Continue to cultivate a shared understanding of equity 	<ul style="list-style-type: none"> Academic Senate President, Dean, Student Success & Equity 	Time allotted during Academic Senate meetings	Ongoing
Synthesize Formative Assessment and prioritize future PD opportunities	<ul style="list-style-type: none"> Assess data to inform future planning efforts 	<ul style="list-style-type: none"> Dean of Student Success & Equity, PD Coordinators 	None	Spring 2020
Gateway Forum III	<ul style="list-style-type: none"> Continued engagement with faculty teaching in the 12 gateway courses effort\ 	<ul style="list-style-type: none"> Dean of Student Success & Equity, PD Team 	Stipends for PT faculty	Spring 2020
Establish space for a Teaching & Learning Center/systematize learnings into standard PD practice	<ul style="list-style-type: none"> Provide on-going dialogue on teaching and learning Exchange of ideas across the college 	<ul style="list-style-type: none"> VP Administrative Services, VP Academic Affairs, Dean, Learning Technology & Resources 	<ul style="list-style-type: none"> Space designated for PD Ongoing staffing Funding for furniture, facilities, computers 	Fall 2020

Activity	Anticipated Outcomes	Responsible Party	Resources	Timeline
Establish a committee to review course syllabi in 12 gateway courses	<ul style="list-style-type: none"> Support ongoing work to shift syllabus from being a barrier to an asset to a students' success in a course 	<ul style="list-style-type: none"> VP Academic Affairs Dean, Student Success & Equity 	Potential stipends for faculty; time	Fall 2019-Spring 2020
Establish a non-evaluative classroom observation practice (pilot with 12 gateway)	<ul style="list-style-type: none"> Provide opportunities to allow educators to observe other teaching techniques to enhance practice 	<ul style="list-style-type: none"> PD Coordinators; 	Stipends for PT faculty	Fall 2019-Spring 2020
Establish on-going data training with 12 gateway instructors to monitor student success at course level	<ul style="list-style-type: none"> Instructors will have the ability to monitor and track student progress 	<ul style="list-style-type: none"> Research & Planning Analyst Sr. Dean, College Planning & Institutional Effectiveness 	Time, space for trainings to occur, potential stipends for faculty	Spring 2020

Project #2: Alignment of Outcomes Assessment with Guided Pathways

Project Description

As part of the ongoing work of continuous improvement, Grossmont College identified a need to integrate Learning Outcomes more deeply into the culture, practice, and structure of the institution in order to effectively respond to student learning needs and inform college decision-making. The college identified this need both through the self-evaluation process in dialogue with a Partnership Resource Team (PRT) that visited the campus in fall 2017 as part of Institutional Effectiveness Partnership Initiative (IEPI) grant. The college also recognized an opportunity to incorporate improvements in program-level assessment practices into its Guided Pathways design work. To make progress in the culture, practice and structure of Learning Outcomes work, Grossmont College is taking a multi-pronged approach to the work.

1. **Culture:**
Through a series of workshops, broad-based or collegewide fora, and department-level discussions, the college will work to heighten the awareness and use of the “transparent assignment design protocol,” first shared with Grossmont College by Nancy Quam-Wickham, from the National Institute for Learning Outcomes Assessment in September 2018, in order to strengthen students’ demonstration of specified learning outcomes .
2. **Practice:**
The college will pilot the use of Canvas as a tool for developing, implementing, and assessing SLOs and PLSOs. Additionally, the college will develop and implement additional methods of directly and indirectly assessing PSLOs (e.g., beyond a “roll-up” of course-level outcomes to the program level).
3. **Structure:**
The college will revisit its PSLOs in light of Guided Pathways work around meta-majors and program mapping. Specific college departments will pilot and share processes for developing and assessing learning outcomes that reflect the more intentional dual focus of “academic and career” goals that are embedded into the Guided Pathways model.

Anticipated Outcomes

The college anticipates that this project will have the following outcomes:

- Improved alignment of SLOs, PSLOs, and ISLOs and student pathways
- Creation of a less labor-intensive data reporting/collection process for faculty
- Widespread use of more organic teaching-and-learning-focused assessment tools
- Continuous quality improvement of teaching and learning through outcomes assessment
- Deeper incorporation of learning outcomes assessments into integrated planning efforts, including annual unit plans and multi-year activities, such as the Student Equity Plan and Guided Pathways

Improved assessment practices and more effective and consistent use of assessment results in college planning will benefit students' learning by enhancing the environment in which they learn.

This work will be ongoing and will involve an annual assessment. The following indicators will be used to help the College assess the effectiveness of this work:

- Ease of assessing, analyzing, and reporting of course SLOs
- Complete alignment of SLOs, PSLOs, and ISLOs
- The use of learning outcomes to improve student learning, including across programs and within meta-majors
- The integration of outcomes assessment into institutional planning

The projected activities, resources, responsible parties, and timeline for this project are outlined in the table below.

Project Activities: QFE Project 1

Activity	Anticipated Outcomes	Responsible Party	Resources	Timeline
Use Canvas to pilot assessment of course SLOs and (indirectly) PSLOs	Development of user-friendly tool to assess student learning	<ul style="list-style-type: none"> • SLO Coordinator • English instructor 	<ul style="list-style-type: none"> • Canvas; • IT personnel to assist with Canvas and TracDat integration (potential costs mitigated by IEPI grant) 	Spring/Summer 2019
Evaluate Canvas pilot	Gauged effectiveness of Canvas as faculty tool to assess learning outcomes	<ul style="list-style-type: none"> • Sr. Dean of CPIE • SLO Coordinator • English faculty 	<ul style="list-style-type: none"> • Physical space for collaborative activities; • Time to perform the work 	Fall 2019
Alignment of learning outcomes (SLOs to PSLOs to ISLOs)	Improved data by which to assess student learning and make necessary improvements	<ul style="list-style-type: none"> • SLO Coordinators • Faculty 	<ul style="list-style-type: none"> • Physical space for collaborative activities • time to attend meetings and perform the work 	Fall 2019-Spring 2020
Identify courses for 2 nd round of Canvas LO assessments	Broadened use of Canvas will help to further gauge the effectiveness of using Canvas for LO assessments	<ul style="list-style-type: none"> • Sr. Dean of CPIE • SLO Coordinator • 	<ul style="list-style-type: none"> • Physical space for collaborative activities; • Time to perform the work 	Spring 2020
Use participatory governance processes to create/formalize institutional policy and procedures on learning outcomes assessment	Institutionalized policies and procedures will lead to greater transparency and ownership of learning outcomes assessment	<ul style="list-style-type: none"> • Sr. Dean of CPIE • College Council • Academic Senate • PIEC 	<ul style="list-style-type: none"> • Physical space for collaborative activities; • Time to perform the work 	Fall 2019-Spring 2020
Discuss LO assessments and use LO assessment data to inform development of Academic and Career Pathways	Measurable impact on student learning; will be reflected in other strategic goals related to student learning (e.g., reduction in units, increase in retention and degrees earned)	<ul style="list-style-type: none"> • GP Committee • PIEC • Academic Senate • 	<ul style="list-style-type: none"> • Physical space for collaborative activities; time to perform the work 	Fall 2020 and ongoing

Activity	Anticipated Outcomes	Responsible Party	Resources	Timeline
Provide faculty with training and professional development related to effective documentation of assessment results and program-level assessment related to Guided Pathways planning	Informed decision-making regarding GP	<ul style="list-style-type: none"> • Professional Development Committee/ • SLO Coordinators 	<ul style="list-style-type: none"> • Physical space for collaborative activities; • time to perform the work and attend the training; • Funds for professional development 	Ongoing