



G R O S S M O N T
C O L L E G E

Follow-Up Report

to the 2019 Institutional Self-Evaluation Report

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**

1 March 2021

Certification

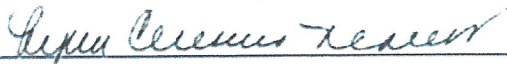
To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: Dr. Marsha Gable, Interim President
Grossmont College
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El Cajon, CA 92920

This Follow-Up Report is submitted to fulfill the requirements of the January, 27, 2019 Commission Action Letter to the College President.

We certify there was broad participation/review by the campus community and believe this Follow-Up Report accurately reflects the nature and substance of this institution.

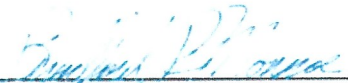
Signatures:



Dr. Lynn Neault
Chancellor, Grossmont-Cuyamaca Community College District



Dr. Marsha Gable
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Mr. Brad Monroe
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Report Preparation

The following section describes the process of report preparation and identifies those involved. Brief – 1 or 2 pages. May also include a high-level timeline.

On January 27, 2020, the president of Grossmont College received notification from the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges, that they had reviewed the College's Fall 2019 Institutional Self Evaluation Report (ISER) along with the Peer Review Team Report and had acted to reaffirm accreditation for eighteen months. In this communication, the ACCJC Commission noted that they were requiring a Follow-Up Report due no later than March 1, 2021, which would be followed by another visit from a peer review team. The Commission informed the College that it must demonstrate compliance with Standard III.A.5 (District Requirement 1), ACCJC Policy on Distance Education and Correspondence Education (College Requirement 1) as well as Standards I.B.2, II.A.3, and II.A.16 (College Requirement 2), and Standard II.A.3 (College Requirement 3). The College President communicated this information to the College in an email on January 29, 2020 ([RP-01](#); [RP-02](#)). Preparations to address these requirements began almost immediately.

In order to meet the three College ACCJC requirements as well as the single District requirement within the time specified, the College's Accreditation Liaison Officer (ALO) and Accreditation Steering Committee (ASC) Faculty co-chair collaborated on drafting a high-level timeline to be shared with constituency groups across the College as well as a more detailed timeline and action plan for the ASC committee members and work groups ([RP-03](#)).

The ALO and Faculty co-chair recruited leads for four work groups responsible for facilitating the Follow-up requirements: a DE workgroup responsible for responding to the ACCJC requirement on Regular and Substantive Interaction; an SLO Implementation work group to oversee Requirement #2 on Full SLO Implementation; a work group to address Requirement #3, on ensuring that all syllabi contain accurate SLOs; and the fourth work group to oversee progress on District evaluations ([RP-03](#)).

The ALO and ASC Faculty co-chair met weekly to maintain communication, review evidence, and to discuss the progress of drafting the Follow-up Report. In addition, the ALO and ASC Faculty co-chair hosted twice monthly Accreditation Steering Committee meetings where the leads from the work groups provided progress reports on their areas of focus ([RP-04](#)). The ASC committee reviewed and approved the content of the Follow-Up Report draft at the December 16, 2020, meeting ([RP-05](#)).

The ALO also provided regular progress updates to the CEO and during various participatory governance meetings, including College Council, the apex participatory governance committee, which included an Accreditation report as a standing agenda item ([RP-06](#); [RP-07](#); [RP-08](#)). At the suggestion of a College Council member, written progress reports were provided monthly to the Council and included with the agenda ([RP-09](#); [RP-10](#)). Progress updates were also provided at Academic Affairs and Student Services Councils, Flex Week Division Meetings, the Council of Chairs and Coordinators, and both Classified and Academic Senate meetings ([RP-11](#); [RP-12](#); [RP-13](#); [RP-14](#); [RP-15](#); [RP-16](#)). All progress reports were provided remotely once the College transitioned primarily to online operations as a response to the COVID-19 pandemic.

The College's Follow-Up Report to the ACCJC was approved by the College Council on January 28, 2021, and the Report was approved by the Grossmont-Cuyamaca District Governing Board on February 16, 2021 ([RP-17](#); [RP-18](#)).

Evidence List: Report Preparation

[RP-01 President's Email Correspondence to College on Reaffirmation Announcement 1-29-20](#)

[RP-02 ACCJC Commission's Notification of Reaffirmation 1-29-20](#)

[RP-03 High-Level Timeline and Action Plan](#)

[RP-04 ASC Agenda and Meeting Minutes 3-4-20](#)

[RP-05 ASC Minutes from discussion of draft report 12-02-20 and 12-16-20](#)

[RP-06 President's Cabinet Meeting Agenda](#)

[RP-07 College Council minutes from February or web page address](#)

[RP-08 PIEC Meeting Summary 11-20-20](#)

[RP-09 College Council Meeting Summary with Accreditation Response Plan 2-27-20](#)

[RP-10 College Council Meeting Summary with Accreditation Progress Report 4-23-20](#)

[RP-11 AAC/SSC PPT 8-31-20](#)

[RP-12 Accreditation Update Fall 2020 Flex Week Division Meetings](#)

[RP-13 Council of Chairs & Coordinators Zoom Meeting Transcript 9-14-20](#)

[RP-14 Classified Senate Meeting Minutes 11-20-20](#)

[RP-15 Academic Senate minutes from 3-2-20](#)

[RP-16 Accreditation Update at Academic Senate 12-7-20](#)

[RP-17 College Council Minutes 1-28-21](#)

[RP-18 GCCCD Governing Board Meeting Agenda w/Vote Count to Approve GC Follow-Up Report](#)

Other Evidence (Live Web Link):

[RP-19 Grossmont College Accreditation Website](#)

Timeline of Report Preparation Activities

WHEN	WHAT
January 2020	The President receives the Jan. 27, 2020 Action Letter and External Team Report from the Commission.
February 2020	The Accreditation Steering Committee drafts a response plan, including an overall timeline for response activities and action steps for each of the compliance requirements. The response plan is discussed at Academic Senate and relevant operational committees, and endorsed by the College Council.
March 2020	ALO and Faculty Co-Chair begin monthly progress reports to Academic Senate, College Council, and relevant operational committees.
July 2020	ALO and Faculty Co-Chair complete first draft of first response to serve as a model for the remainder of the report.
November 2020	ALO and Faculty Co-Chair present first full draft to Accreditation Steering Committee for initial comments.
December 2020	ALO and Faculty Co-Chair post the first full draft on the college intranet for constituency feedback. The Accreditation Steering Committee reviews the draft and comments at its last meeting of the semester.
January 2021	ALO and Faculty Co-Chair incorporate feedback into the draft of the report for presentation to the Accreditation Steering Committee (Jan. 20) and conditional approval by the College Council (Jan. 28).
February 2021	The Academic Senate endorses the final draft of the report at its Feb. 1 meeting. The ALO and Faculty Co-Chair present the final version of the report to the Governing Board for approval (Feb. 16), finalize all remaining evidence links, and submit the report to ACCJC (Feb. 26).

Response to the Commission Action Letter

This section provides a brief summary of actions taken from a holistic perspective, rather than requirement by requirement. Intention is to keep this brief.

The Fall 2019 ACCJC Site Team Report provides information on the specific areas that the College must demonstrate compliance:

1. Regular and Substantive Interaction in Distance Education courses—The Site Team found that the “courses reviewed do not consistently demonstrate regular and substantive interaction between students and the instructor, as articulated in the College’s distance education policy.”
2. Full Implementation of Student Learning Outcomes—The Site Team recognized that “the lack of consistency in the storage of SLO data provides barriers to mapping course assessment to program assessment,” and the “six-year cycle for program review does not provide feedback on course assessment in a timely manner.”
3. SLOs on Course Syllabi—The Site Team found “that some of the SLOs from randomly selected courses did not match those in the official course outlines, so the College would benefit from strengthening its processes for ensuring alignment between the two” ([RC-01](#)).

In addition, the Fall 2019 ACCJC Site Team Report noted that the District’s office of Human Resources had informed the team that “colleges were at the 30-percentile in classified and management evaluations” ([RC-01](#)).

Therefore, both the College and District’s focus was to implement practices and processes needed to fulfill the ACCJC Commission’s four requirements.

The College’s Accreditation Response plan consisted of the following primary actions:

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

The work teams (one team was assigned to each of the four requirements) took similar approaches needed to ensure actions taken to demonstrate compliance would be both meaningful and sustainable. In short, the work teams recognized the importance of establishing a sense of community among their practitioner peers and of capturing information and processes for continued use in the future. For example, the SLO Coordinator for Academic Affairs established an Outcomes Assessment Canvas course for SLO liaisons, which provided a community space in which the liaisons could share ideas and examples with each other as they were developing practices that would work for their areas. The SSO Coordinator encouraged Student Services Program Review committee members to serve as mentors to assist their peers with assessment and program review activities within the division. At the same time, the Online Teaching and Learning Committee worked with a broad range of expert online instructors, as well as with department chairs and deans, to update, create, collect and disseminate a range of training and guiding materials. The SLO/Syllabi team worked with Curriculum

and Instructional Operations to create a repository for all current CORs/SLOs on our intranet site in order to make up-to-date information more easily and broadly accessible. In each of these instances, teams worked collaboratively across campus functions in order to promote a college-wide community and to capture and formalize processes and best practices ([RC-02](#); [RC-03](#); [RC-04](#)).

[Evidence List: Response Summary](#)

[RC-01 Fall 2019 ACCJC Site Team Report for Grossmont College](#)

[RC-02 High-Level Timeline and Action Plan](#)

[RC-03 ASC Meeting Minutes Folder](#)

[RC-04 Monthly Progress Report](#)

District Requirement 1

In order to meet the Standard, the Commission requires that the District ensure that all classified and management employees are systematically evaluated at stated intervals. (Standard III.A.5)

Resolution of the Requirement

1. The District's office of Human Resources automated the staff/manager performance evaluation process by integrating it into Workday, the centralized software management system already being used for payroll, purchasing, and hiring processes.
2. The District's move to an automated performance evaluation process has improved efficiency in three areas:
 - Communication
 - Data collection
 - Compliance monitoring
3. Completion of staff and manager evaluations has dramatically increased across all District sites since the evaluation processes were integrated into Workday.

Actions Taken to Address the Requirement and Sustain Improvements

1. The District's office of Human Resources automated the staff/manager performance evaluation process by integrating it into Workday, the centralized software management system already being used for payroll, purchasing, and hiring processes.

The District office of Human Resources transitioned the paper performance evaluation process onto Workday's online software platform on May 1st, 2020. The move to an automated system centralized payroll, purchasing, hiring processes, and staff/manager evaluations into the same software management system, making it easier for both staff and managers to access and participate in the evaluation process. The office of Human Resources created user guides for completing evaluations using the electronic forms, which map to the evaluation criteria negotiated by the District's bargaining units ([DR1-01](#); [DR1-02](#); [DR1-03](#)). Notifications and reminders of evaluation responsibilities are now automated, allowing for electronic creation, submission, and tracking of personnel evaluations.

2. The District's move to an automated performance evaluation process has improved efficiency in three areas:
 - Communication
 - Data collection
 - Compliance monitoring

Communication has significantly improved since the evaluation process has been automated. During the first round of annual evaluations using this new automated system, employees and managers each receive an email from the Director of Human Resources notifying them that the evaluation has been initiated in Workday and inviting them to attend training sessions on using Workday for the first time ([DR1-04](#); [DR1-5](#)). The training sessions emphasize the 90-day timeline for completing the evaluation process. The timeline begins when the individual being evaluated is prompted to complete the self-evaluation in Workday.

To supplement the technical transition, the office of Human Resources has provided additional training and resources on the evaluation process from a holistic perspective, including articles on how to effectively communicate with managers, information on completing self-evaluations, as well as information on performance management in general ([DR1-06](#); [DR1-07](#); [DR1-08](#); [DR1-09](#); [DR1-10](#)). The Director of Human Resources has also provided additional resources to both staff and supervisors/managers in a follow-up email that is sent once a training session has been completed ([DR1-11](#)).

The District's office of Human Resources has updated processes for launching evaluations for annual, probationary, out-of-class, and interim personnel using the new automated system ([DR1-12](#)).

3. Completion of staff and manager evaluations has dramatically increased across all District sites since the evaluation processes were integrated into Workday.

Completion of evaluations has increased significantly district wide. In their report of the site visit in Fall 2019, the ACCJC visiting team noted that the two colleges within the District were "at the 30-percentile completion in classified and management evaluations" ([DR1-13](#)). The completion rate has increased significantly since the Fall 2019 Accreditation Team site visit ([DR1-14](#)). Individual site completion rates based on May 2020 through November 2020 for each entity of the District have been provided below:

- Grossmont College __71__% complete (increase of approx. 137%)
- Cuyamaca College __94__% complete (increase of approx. 213%)
- District Services __73__% complete (increase of approx. 143%)
([DR1-14](#))

[Evidence List: District Requirement 1](#)

[DR1-01 Workday User Guides for CSEA Employee Evaluation](#)

[DR1-02 CSEA Performance Assessment](#)

[DR1-03 Administrators' Association Performance Assessment](#)

[DR1-04 Sample HR Email to Staff 5-26-20](#)

[DR1-05 Sample HR Email to Managers/Supervisors 7-1-20](#)

[DR1-06 Workday Training Schedules](#)

[DR1-07 Workday Training Administrators' Association PowerPoint](#)

[DR1-08 Workday Training CSEA Employees PowerPoint](#)

[DR1-09 Preparing for Your Performance Evaluation PowerPoint](#)

[DR1-10 Workday Evaluation Process](#)

[DR1-11 HR Director Follow-Up Email on Workday Performance Evaluation 6-10-20](#)

[DR1-12 HR Process for Launching Workday Evaluations Outline](#)

[DR1-13 ACCJC FA 19 Site Team Report](#)

[DR1-14 HR Evaluations Status Report May 2020 – November 2020](#)

College Requirement 1

In order to meet policy, the Commission requires the College ensure that all distance education courses demonstrate regular and substantive Interaction as defined by the College. (Policy on Distance Education)

Resolution of the Requirement

In order to address the requirement and come into compliance with Policy, the College took the following actions:

1. The Online Teaching & Learning Committee revised the College's Regular & Effective Contact policy to clarify and strengthen expectations related to regular and substantive interaction. The Academic Senate adopted the improved policy in May 2020.
2. The Distance Education team reviewed and strengthened content related to regular and substantive interaction in all faculty training and certification. The College began offering this revised training in Spring 2020.
3. The Distance Education team developed training and tools related to regular and substantive interaction to support deans and peer evaluators during the evaluation of faculty teaching online course sections.

Actions Taken to Address the Requirement and Sustain Improvements

1. The College revised its existing policy for regular and effective contact to clarify and strengthen expectations related to regular and substantive interaction. The Academic Senate adopted the improved policy in May 2020, and the Senate approved an additional modification in November 2020.

The Online Teaching and Learning Committee (OTLC) Coordinator presented the new policy for Regular and Substantive Interaction (RSI) for Distance Education at the May 18, 2020, Academic Senate Meeting. The OTLC coordinator noted that the policy includes several examples of regular and substantive interaction, pointing out that interaction between faculty and students should be conducted using multiple channels. The policy includes a list of best practices for employing RSI in the virtual environment, including varying ways to orient students to online instruction, a list of suggested RSI contact methods, as well as course guidelines for students that clearly explain required levels of student participation. The senate approved the new policy, and it was revisited again by the Senate in November 2020. At this time, the policy was further clarified to illustrate that synchronous class sessions for approved Emergency Remote Teaching (ERT) courses qualify as a method of RSI. The Emergency Remote DE (ERT) course approval requests also include a checklist of best practices for RSI, and prior to Curriculum Committee approval, applicants must indicate which of those best practices they intend to employ ([CR1-01](#); [CR1-02](#); [CR1-03](#) [CR1-04](#)).

The RSI policy and examples of best practices are embedded in the DE and ERT certification training modules. The OTLC offers two primary training options for both Distance Education (DE) and Emergency Remote Teaching (ERT) Certification: a) a facilitated, synchronous Introduction to Teaching with Canvas course; and b) a self-paced, asynchronous Canvas course, recommended for experienced Canvas users. The facilitated course leads to certification in both DE and ERT (faculty must pass the course with a score of 80% or higher) while the self-paced course leads to certification in ERT alone. Both modules contain extensive training on Regular and Substantive Interaction

throughout, and where content references RSI, it is clearly identified with an RSI label ([CR1-05](#); [CR1-06](#); [CR1-07](#)).

In order to strengthen expectations related to Regular and Substantive Interaction, the OTLC co-chairs provided resources and training to faculty department chairs, program coordinators, and instructional deans on using the contractually approved online faculty evaluation form for the purposes of addressing RSI during the online faculty evaluation process. This training included an overview of the OEI-CVC Rubric, which can be used both as a self-evaluation and peer/manager evaluation tool to determine how well a course meets the regulatory and accreditation requirements for teaching online ([CR1-08](#); [CR1-09](#); [CR1-10](#); [CR1-11](#); [CR1-12](#); [CR1-13](#)). The OEI-CVC Course Design Rubric is referenced in the College's RSI policy statement, and the Academic Senate President has also shared information on best practices in online education, specifically the value of the OEI-CVC Course Design Rubric content at with the Academic Senate attendees (which includes all department chairs) ([CR1-23](#)).

2. The College's distance education team updated and strengthened content related to regular and substantive interaction within the DE and ERT Certification Course and other training for online faculty.

The College's Online Teaching and Learning Committee (OTLC) expanded online instructional training to comply with the ACCJC College Requirement #1, and equally importantly, to respond to the urgent need necessitated by COVID-19 and the college's transition to Emergency Remote Teaching after the campus closed in March 2020.

The OTLC offers two primary training options to faculty for both Distance Education (DE) and Emergency Remote Teaching (ERT) Certification: a) a facilitated, synchronous Introduction to Teaching with Canvas course; and b) a self-paced, asynchronous Canvas course, recommended for experienced Canvas users. The facilitated course leads to certification in both DE and ERT (faculty must pass the course with a score of 80% or higher) while the self-paced course leads to certification in ERT alone. Both modules contain extensive training on Regular and Substantive Interaction (see Unit 2 Module on RSI, [CR1-05](#)). Faculty have a third option to become certified for Emergency Remote Teaching. With this option, faculty can apply for an ERT waiver and receive approval only after providing evidence of proficiency in Canvas, online pedagogy, and accessibility. Prior to the start of FA 2020, 112 faculty had completed ERT certification training; 203 faculty had completed DE certification training; and 67 were in the process of being certified ([CR1-14](#); [CR1-05](#); [CR1-15](#)). By January 2021, the number of faculty who had completed ERT training grew to 140, and the number who had received DE certification grew to 568 ([CR1-25](#)).

The OTLC has employed Online Community of Practice lead faculty to provide support to online instructors. Lead faculty received training in RSI, specifically, and in turn, provide RSI training during peer support sessions ([CR1-16](#)).

Online resources on RSI have been expanded and are available to faculty, including a video archive of the RSI three-part Summer Series faculty workshops that were held during Summer 2020. Each of the three sessions focused on how RSI can be used to enrich online instruction. Session topics included designing syllabi, sending announcements, hosting discussions, administering surveys, and providing grading feedback. The workshop series were well attended

(Session 1 on Syllabi and Announcements = 45 attendees; Session 2 on Discussions and Surveys = 32 attendees; and Session 3 Grading and Video Use = 23 attendees ([CR1-17](#); [CR1-15](#)).

Another professional development opportunity was made available to faculty during Fall 2020 flex week. Faculty from the English Department hosted a workshop open to all faculty titled, "Regular, Substantive, & Equitable: Strategies for Improving Equity and Engagement in Your Online Course." The hosts' slides and handouts are now available as resources on the OTLC Canvas Resource Home Page ([CR1-07](#); [CR1-18](#)).

The OTLC has provided course evaluators with specific training on how to evaluate RSI in DE courses. In fall 2020, the OTLC created an RSI overview video that is now used as a resource for DE course peer evaluators as well as instructional deans charged with evaluating DE courses for RSI ([CR1-19](#); [CR1-20](#)). The online faculty evaluation form (contractually negotiated) has been color coded to highlight evaluative criteria associated with RSI. This form effectively serves to highlight best practices and is used as a resource for both the individual being evaluated and evaluators ([CR1-08](#); [CR1-10](#)).

Beginning in Fall 2020, faculty who complete the RSI module within the Canvas Resources Site will automatically earn badge achievement that can be rewarded with professional development credit ([CR1-21](#); [CR1-22](#)).

3. The College's distance education team developed training and tools related to regular and substantive interaction to support deans and peer evaluators during the evaluation of faculty teaching online course sections.

The OTLC has provided course evaluators (peers and managers) with specific training on how to evaluate RSI in DE courses. In fall 2020, the OTLC created an RSI training video that is now used as a resource for DE course evaluators charged with evaluating DE courses for RSI. These resources were informed by the Peer Online Course Review (POCR) course that a team consisting of OTLC members attended through @One . POCR attendees gain competency in using the OEI Course Design Rubric to design a quality online course, using backward design principles. Attendees also gain competency in establishing "meaningful student-to-student interactions" among other best practices ([CR1-26](#); [CR1-12](#)). The online faculty evaluation form (contractually negotiated) has been color coded to highlight evaluative criteria associated with RSI. This form effectively serves to highlight best practices and is used as a resource for both the individuals being evaluated and the evaluators. This information was presented to the Council of Chairs and Coordinators as well as the Academic Affairs Council ([CR1-19](#); [CR1-08](#); [CR1-09](#); [CR1-10](#); [CR1-11](#); [CR1-12](#); [CR1-13](#)).

If a course does not meet the standards for Regular and Substantive Interaction, then the faculty member receives feedback and recommendations which need to be addressed in writing as noted in the faculty contract. If the lack of RSI is significant enough to lead to a composite score of below 3.5 on the evaluation, the manager in consultation with the peer evaluator will establish a plan of improvement per the faculty collective bargaining agreement ([CR1-24](#)).

[Evidence List: College Requirement 1](#)

[CR1-01 GC RSI Policy](#)

[CR1-02 Academic Senate Minutes 5-18-20](#)
[CR1-03 Academic Senate Minutes 11-30-20](#)
[CR1-04 Emergency DE Course Proposal Form](#)
[CR1-05 Screenshot of GC Canvas Resource Module Unit 2](#)
[CR1-06 GC Canvas Resource Module Sample RSI label](#)
[CR1-07 Link to OTLC Canvas Resource Site](#)
[CR1-08 Online Instructor Evaluation Form 4.2019](#)
[CR1-09 Chairs & Coordinator Meeting Transcript 9-14-20](#)
[CR1-10 ASC Faculty Co-Chair Email dtd 9-14-20 with RSI resources for Department Chairs and Program Coordinators](#)
[CR1-11 AAC Meeting Summary 9-21-20](#)
[CR1-12 OTLC Presentation at AAC 9-21-20](#)
[CR1-13 CCCC CVC-OEI Course Design Rubric](#)
[CR1-14 GC DE and ERT Certification Process](#)
[CR1-15 OTLC Meeting Minutes dtd 8-26-20](#)
[CR1-16 Link to Online Community of Practice web page](#)
[CR1-17 Screenshot of RSI Summer Series in Canvas 2021-01-10](#)
[CR1-18 FA 20 Faculty Flex Week Presentation](#)
[CR1-19 Link to RSI Overview Video](#)
[CR1-20 Screenshot of RSI Overview Video in Canvas](#)
[CR1-21 Screenshot of RSI Badge Info in Canvas](#)
[CR1-22 ASC Faculty Co-Chair Email Promoting RSI as High Impact Practice 10-20-20](#)
[CR1-23 Academic Senate Minutes 4-6-20](#)
[CR1-24 GCCCD AFT CBA 19.21, Section 5.7.4](#)
[CR1-25 Heuft Email with Online Certification Numbers January 2021](#)
[CR1-26 Peer Online Course Review Website](#)

College Requirement 2

In order to meet the standards, the Commission requires that the College fully implement the assessment, collection, and use of student learning outcomes for all courses, programs, and units. (Standards I.B.2, II.A.3, and II.A.16)

Resolution of the Requirement

In order to address the requirement and come into compliance with Standards I.B.2, II.A.3, and II.A.16, the College took the following actions:

1. **Full Implementation:** Individualized Assessment Response Plans were developed for Academic Affairs, Student Services, and Administrative Service Units.
2. **Data Collection:** The College's Planning and Institutional Effectiveness office is facilitating an upgrade to the outcomes assessment data collection software that will provide a framework for supporting institutional assessment, strategic planning, and quality improvement. In the meantime, all units have been directed to use the existing data collection system, Trac Dat.
3. **Data Use:** The College has implemented an Annual Unit Planning Process that integrates outcomes assessment, program review, and resource allocation. This process is embedded in the participatory governance system.

Actions Taken to Address the Requirement and Sustain Improvements

Academic Affairs

1. **Full Implementation:** The College has established processes for conducting outcomes assessment. The College's Senior Dean of College Planning and Institutional Effectiveness works in collaboration with the Faculty SLO coordinator to oversee outcomes assessment at the College. In addition, the Grossmont Outcomes Assessment Task Force (GOAT) is led by the Faculty SLO coordinator, and the Senior Dean of College Planning and Institutional Effectiveness is a contributing member. This task force served in an advisory capacity to the Work Team for College Requirement #2, with the Faculty SLO Coordinator as the primary lead responsible for providing regular progress reports to the Accreditation Steering Committee ([CR2AA-01](#); [CR2AA-02](#)). The SLO Coordinator charged Faculty SLO Liaisons with facilitating assessment activities at the department/program level ([CR2AA-03](#); [CR2AA-04](#)).

In order to facilitate compliance with the ACCJC Commission's requirement (pertaining to Standards I.B.2, II.A.3, II.A.16), the academic SLO Coordinator established a new community of SLO faculty liaisons including department chairs and/or another department representative from each academic program. The SLO Coordinator created a Canvas resource course and enrolled all of the SLO faculty liaisons as students in this course. Using a familiar visualization model of the assessment cycle, the Coordinator organized a discussion around four main stages of outcomes assessment: 1) Plan; 2) Act; 3) Evaluate; and 4) Respond. Accompanying each stage of the cycle are typical assessment activities that participants are expected to complete before moving onto the next stage. For example, members of the "Plan" group develop program goals, write outcomes, create an assessment plan, and/or develop a curriculum map. Members of the "Act" group develop assessment tools, implement assessments, and gather data. Those in the "Evaluate" group assess data, analyze evidence, and identify needs. Finally, those in the "Respond" group document assessment results in Trac Dat, confer with their

program colleagues, and report subsequent actions to address results in their Annual Unit Plan. Liaisons self-identified where their respective departments' needs were in this four-stage assessment cycle and were grouped into one or more cohorts based on this status. ([CR2AA-05](#); [CR2AA-06](#); [CR2AA-07](#); [CR2AA-08](#); [CR2AA-9](#)).

The SLO Coordinator then tailored assessment activities appropriate to each stage, assigned a common due date for completing them, and monitored progress ([CR2AA-10](#); [CR2AA-04](#); [CR2AA-11](#)). [In response to CR3, all groups were tasked with an additional three overarching responsibilities: 1) Examine official course outlines of record (CORs) to ensure they contained the most current SLOs; 2) Confirm that their respective department/program had a process in place to ensure accuracy of SLOs on all course syllabi; and 3) If needed, liaisons were also to examine PSLOs in the college catalog for currency ([CR2AA-12](#); [CR2AA-13](#); [CR2AA-14](#))].

In addition to providing support to each cohort, the SLO Coordinator hosted training sessions that were available to all faculty collegewide, including a workshop during Fall 2020 flex week on conducting outcomes assessment using an equity lens ([CR2AA-15](#); [CR2AA-16](#)). The title of the workshop was "Making SLOs Meaningful for Student Equity" ([CR2AA-17](#)). To sustain this focus on equity, the SLO Coordinator has revised the course-level data reporting prompts to include spaces for more meaningful reflection of assessment results using an equity lens. In addition to asking departments what changes they will implement after discussing assessment results, the prompt calls for specific examples of the kinds of changes that can be made, such as in the area of instruction, curriculum, and/or assessment method ([CR2AA-18](#)). As indicated below, an evaluation of improvements takes place during annual unit planning and later during the comprehensive program review ([CR2AA-09](#); [CR2AA-19](#)).

In order to improve lines of communication needed to support the work above, the CPIE Senior Dean and SLO coordinator have provided updates on SLO implementation activities to the instructional deans, department chairs and coordinators, Academic Senate, and Accreditation Steering Committee members ([CR2AA-20](#); [CR2AA-21](#); [CR2AA-22](#); [CR2AA-23](#)).

Next Steps: Training, support and regular information sharing among assessment practitioners from each academic program will become the new normal. The SLO Coordinator will provide support each year that is directly responsive to an analysis of data submitted by departments in their annual unit plans. The Coordinator will also increase transparency and accountability by regularly distributing a report of assessment data and results submitted by academic programs to relevant committees. The current six-year assessment cycle ends in Spring 2021 ([CR2AA-35](#)); therefore, departments/programs will begin drafting calendars for the new assessment cycle that will include Fall 2021 through Spring 2027 semesters ([CR2AA-36](#)).

- Data Collection:** The College Planning and Institutional Effectiveness (CPIE) office collaborated with the Grossmont's Outcomes Assessment Task Force (GOAT) members to integrate outcomes assessment into the college's annual unit planning (AUP) processes ([CR2AA-24](#)). User friendly data collection software is a vital component to this work. Therefore, the College has elected to upgrade the current outcomes assessment data collection software (Trac Dat), making it more intuitive and reducing barriers to use for faculty and staff ([CR2AA-25](#)). In the meantime, all units will be storing and accessing data in the existing Trac Dat system for reference during annual and long-term college planning. The College will be adopting Nuventive Improve in Spring 2021

in order to have access to the data analytics component that is not available in the current version of Trac Dat. The analytics component will enable the College to better access and use assessment data to inform decision making and monitor continuous quality improvement. In preparation for the upgrade, the SLO Coordinator has invited a small group of faculty SLO liaisons to provide feedback on the new course level reporting prompts before including them in the new software platform ([CR2AA-26](#)). Beginning in Spring 2021, the College will use Nuventive Improve for outcomes data collection as well as annual unit planning and program review activities ([CR2AA-11](#); [CR2AA-18](#)).

3. **Data Use:** A new template for annual unit planning—which includes discussion of SLOs, and is directly connected to planning and resource allocation—was piloted in Spring 2020 and aligns with the College’s six-year academic program review cycle ([CR2AA-27](#); [CR2AA-28](#); [CR2AA-29](#); [CR2AA-30](#); [CR2AA-31](#); [CR2AA-32](#)).

Data from the annual unit plans submitted in both Spring 2020 and Fall 2020 has been distributed to the SLO coordinator and is used to prompt continuous improvement with individual units. The SLO Coordinator will provide support and professional development that directly responds to the data submitted in annual unit plans. Also, the trends observed will inform the meetings with SLO liaisons in the semester immediately following these as part of a consistent planning cycle ([CR2AA-33](#); [CR2AA-34](#)).

In terms of closing the loop, the course SLO reporting prompts includes a reflection component for users to report on how interdepartmental discussions of results have impacted course and program planning. Accordingly, comprehensive program review reports include a summation of how units have used assessment data and analyses for continuous improvement throughout the six-year cycle ([CR2AA-18](#); [CR2AA-19](#)).

The Fall 2019 ACCJC site team noted that the College lacked consistency in the storage of SLO data. To summarize the impact of our efforts over the past year, we can compare the participation rate for departments submitting SLO results in TracDat. For example, participation in the use of TracDat between 2019 and 2020 has increased by 74% ([CR2AA-37](#)). This indicates that our community-building efforts, increased opportunities for training and meetups, as well as individual meetings with all departments in Fall 2020 have been successful.

Next steps: During the Spring 2021 semester, the SLO Coordinator and the LMS (Canvas) Administrator will complete uploading all of the campus course SLOs into Canvas. Together, they will then assist faculty as they integrate the Canvas Outcomes tool into their Canvas gradebooks (and, in turn, their assignments and lesson plans), which will improve their ability to easily keep track of SLO data, organize it, and use it over time ([CR2AA-38](#)). Most importantly, the Canvas Outcomes tool will enable faculty to assess SLOs as they grade assignments simultaneously, allowing for more timely formative feedback to students as well as for inter-departmental discussion on assessment results from multiple sections of the same course. Looking ahead, the SLO Coordinator and Canvas Administrator will upload PSLOs into Canvas as well, making assessment of PSLOs seamless.

Student Services

1. **Full Implementation:** In order to facilitate compliance with the Commission’s requirement (ACCJC Standards I.B.2, II.A.3, II.A.16), the Student Services Program Review Committee (SSPRC) bolstered the current program review process by adopting a formal three-year assessment cycle that is both meaningful and sustainable ([CR2SS-01](#)).

This new assessment calendar was prompted after data collected from the Spring 2020 Annual Unit Plans indicated that eleven of the twenty-three Student Services units reported a need for assistance with outcomes assessment ([CR2SS-02](#); [CR2SS-03](#)). In response to this need, the Student Services SSO coordinator together with the Student Services Program Review Committee (SSPRC) members redesigned the division’s assessment cycle so that it better aligns with the program review cycle ([CR2SS-01](#); [CR2SS-04](#)). Outcomes assessment in Student Services now falls under the purview of the SSPRC.

The integrated Student Services program review cycle consists of three components: Annual, Three-Year and Six-Year. All units participate in the Annual reporting and planning process. Programs scheduled for a Three-Year Review reflect on their goals, outcomes, and processes; and units conducting a comprehensive Six-Year Review, report and respond to their data in a formal presentation to the SSPRC committee ([CR2SS-01](#); [CR2SS-05](#); [CR2SS-06](#)). No matter where in the cycle a particular unit is, SSPRC members provide individualized support and promote collaboration between units to share implementation strategies and address gaps ([CR2SS-07](#)).

The new integrated program review cycle was launched in Fall 2020, which included assessment of the overarching divisional SSO ([CR2SS-08](#)). Twenty of the twenty-four units within the Student Services division assessed the overarching SSO during Fall 2020, while four units conducted individual program assessments. Two of the four units (Student Affairs and Student Engagement) conducted assessments of targeted program activities, while the other two (Mental Health Services and Student Health Services) presented their Three-Year Outcomes results in November 2020. At the January 2021 Student Services Division meeting, participants reviewed the Fall assessment baseline data and discussed an action plan for continuous improvement ([CR2SS-11](#)).

In preparation for the Fall 2020 Divisional assessment, the College Planning and Institutional Effectiveness (CPIE) Senior Dean, SSO Coordinator, and SSPRC members collaborated on a division wide assessment and communication plan for all units within the Student Services Division ([CR2SS-12](#)). This work included extensive consultation with the CPIE Office’s Research Analyst to ensure assessment methods were designed relative to the type of program/service being offered: Ed-plan based programs (e.g., Counseling and EOPS, etc.), participation-based programs (e.g., Student Affairs, Outreach, Career Center, etc.), and process-based services (e.g., Admissions & Records and Financial Aid) [[CR2SS-13](#); [CR2SS-14](#)]. For example, the Admissions and Records department consulted with the CPIE Research Analyst to design their own assessment of the overarching Divisional Outcome based on the transactional services they provide, such as determining the time records staff take to fulfill requests for transcripts ([CR2SS-15](#)). At the time of this report, Financial Aid was working with the CPIE Research Analyst on their assessment tools, one survey for the Financial Aid Virtual Help Desk and another survey for Financial Aid Services ([CR2SS-16](#)).

The assessment plan described above is actually part of a larger Student Services program review vision and is the second phase of a complete redesign of the division’s program review

process. The redesign was launched in Fall 2017, and by Spring 2019, all twenty-one Student Services units at the time had completed a comprehensive program review ([CR2SS-17](#)). Throughout the two-year implementation of the program review redesign, divisional faculty and staff were provided multiple training opportunities on outcomes assessment ([CR2SS-18](#); [CR2SS-19](#)). At this time, the Division drafted the overarching Divisional SSO, which is versatile enough to be assessed by the diverse programs and services within the division. Indeed, the overarching SSO serves as the division's "North Star" in that the accompanying guided inquiry prompts are designed to promote division-wide reflection needed to guide efforts toward continuous improvement ([CR2SS-08](#)).

Like Academic Affairs, the Student Services assessment plan includes a focus on equity. Level of service data disaggregated by race, ethnicity, gender, etc. will be collected in Spring 2021 using reports pulled from the SARS appointment scheduling software as well as from data collected from assessment survey participants. This data will be analyzed to determine if equity gaps exist, and progress on addressing gaps will be reported on via the Annual Unit Planning template for Student Services, which was revised in Fall 2020 ([CR2SS-20](#)).

2. **Data Collection:** The College Planning and Institutional Effectiveness (CPIE) office collaborated with both the Academic and Student Services SLO/SSO coordinators to integrate outcomes assessment into the college's Annual Unit Planning (AUP) processes. User friendly data collection software is a vital component to this work. In Fall 2020, a cross-disciplinary task force began consulting with Nuventive to ensure that the software system is tailored to accommodate user needs within Academic Affairs, Student Services, and Administrative Services ([CR2SS-22](#)). Student Services representatives have been active in the configuration of Nuventive Improve. This collaboration is necessary to ensure that the Nuventive Improve reporting and planning modules are individualized for Student Services. All college units will use the planning features in Nuventive Improve to monitor continuous improvement. In the meantime, all units will be storing and accessing data in the existing Trac Dat system. Doing so will enable the College to access, monitor, and use assessment data to inform decision making ([CR2SS-20](#); [CR2SS-21](#)).
3. **Data Use:** The Student Services Program Review Committee will encourage continuous quality improvement in outcomes assessment through the integrated Program Review cycle and Annual Unit Planning processes described above ([CR2SS-26](#); [CR2SS-27](#)). The six-year comprehensive program review and three-year progress reports include a summation of how units have used the annual data collection and analyses for continuous improvement during the six-year cycle. In Fall 2020, the Annual Unit Plan template for Students Services was revised to better align with the Student Services Program Review template and includes inquiry prompts focused on continuous improvement via assessment, data analysis, and reflection ([CR2SS-23](#); [CR2SS-20](#); [CR2SS-05](#); [CR2SS-06](#) ; [CR2SS-08](#)).

Data from the AUP templates was distributed to the Student Services Program Review committee chair and used to prompt continuous improvement within individual units. The AUP data was also distributed along with resource allocation requests to the College's Participatory Governance Committees in Fall 2020 when the full implementation of the College's new annual unit planning process was launched ([CR2SS-02](#); [CR2SS-03](#); [CR2-24](#); [CR2SS-25](#)).

Administrative Services

- 1. Full Implementation:** The new Administrative Services assessment plan was developed in late Fall 2020 and submitted to the College's Vice President of Administrative Services for review in January 2021 ([CR2AS-01](#)). Once the Vice-President has reviewed the plan, the CPIE Dean will present it to the Administrative Services Council for feedback and approval in Spring 2021. The assessment plan for Administrative Services consists of six steps: Design, Consult, Implement, Review, Act, and Post. During the first step, Administrative Units will receive training on drafting administrative services outcomes (ASOs) and on choosing an assessment method. The next step will consist of a consultation with the College Planning and Institutional Effectiveness Research Analyst on choosing an appropriate assessment method and timeline. This step is followed by the implementation of the assessment and review of the data. After reviewing the data, unit colleagues will then meet to discuss an appropriate response to the data. The final step is to document the results and response in the new outcomes assessment data collection software system ([CR2AS-02](#)).
- 2. Data Collection:** All Administrative Services units will be storing and accessing data in the existing Trac Dat system until the new system, Nuventive Improve, is ready and available for college-wide use. Doing so will enable the College to access, monitor, and use assessment data to inform decision making ([CR2AS-02](#)).
- 3. Data Use:** The college piloted a new template for annual unit planning in Spring 2020. The full implementation of the College's annual unit planning process was launched in FA 20. All units across the college, including administrative services units, have been included in this process. ([CR2AS-03](#); [CR2AS-04](#); [CR2AS-05](#); [CR2AS-06](#)).

[Evidence List: College Requirement 2](#)

[Academic Affairs](#)

[CR2AA-01 GOAT Minutes 2-26-20](#)

[CR2AA-02 ASC Minutes Folder](#)

[CR2AA-03 GOAT Minutes Folder](#)

[CR2AA-04 SLO Faculty Liaisons with Project Status Update](#)

[CR2AA-05 SLO Liaisons Meetup Spring 2020](#)

[CR2AA-06 Canvas Groups: Aligned to Focus Area of the Assessment Cycle](#)

[CR2AA-07 Screenshot of SLO Canvas Resource Site](#)

[CR2AA-08 Link to Canvas Outcomes Assessment Site](#)

[CR2AA-09 Annual Unit Planning Template for Instruction](#)

[CR2AA-10 "Check on This" Checklist](#)

[CR2AA-11 SLO Liaisons Meetup Slides dtd 9-09-20](#)

[CR2AA-12 Google Form Survey Confirming SLOs on Syllabi](#)

[CR2AA-13 Confirmation of Syllabi Course Alignment Survey Results March 2020](#)

[CR2AA-14 Confirmation of Syllabi Course Alignment Survey Results October 2020](#)

[CR2AA-15 SLO Coordinator Email dtd 8-14-20](#)

[CR2AA-16 SLO Coordinator Email dtd 8-26-20](#)

[CR2AA-17 Making SLOs Meaningful for Student Equity](#)

[CR2AA-18 Course Level SLO Reporting Prompt](#)

[CR2AA-19 Academic Program Review Handbook Section 3](#)

[CR2AA-20 SLO Update at AAC Meeting 4-20-20](#)
[CR2AA-21 SLO Update at CCC 5-11-20](#)
[CR2AA-22 SLO Update at Academic Senate 5-18-20](#)
[CR2AA-23 SLO Update at Accreditation Steering Committee 9-6-20](#)
[CR2AA-24 GOAT Minutes with AUP Template Revisions 9-23-20](#)
[CR2AA-25 Nuventive Managed Services Contract 8-20-20](#)
[CR2AA-26 SLO Pilot Info](#)
[CR2AA-27 College Council Presentation with Accreditation and AUP Update 9-24-20](#)
[CR2AA-28 AUP Information Flowchart](#)
[CR2AA-29 AUP Process and Calendar](#)
[CR2AA-30 Email from CPIE to FA 20 Faculty Staffing Prioritization Committee](#)
[CR2AA-31 Emails from CPIE to FA 20 Facilities Committee](#)
[CR2AA-32 Email from CPIE to FA 20 and Technology Committee](#)
[CR2AA-33 CPIE Email with SLO Data Attached from SP20 Pilot](#)
[CR2AA-34 CPIE Email with SLO Data Attached from FA 20 AUP Update](#)
[CR2AA-35 Trac Dat Report Listing 6 year Assessment Plans through Spring 2021](#)
[CR2AA-36 SLO Coordinator Email to SLO Liaisons with SP 21 Meetup Agenda 012621](#)
[CR2AA-37 Department/division level Trac Dat Progress Report](#)
[CR2AA-38 Link to SLO Coordinator Presentation on Canvas](#)

Student Services

[CR2SS-01 Student Services Program Review & Outcomes Assessment Cycle 2020-2023](#)
[CR2SS-02 CPIE Dean Email to SSO Coordinator w/SP AUP Data](#)
[CR2SS-03 SP 20 AUP SSO/SLO Data for Student Services](#)
[CR2SS-04 SSO Coordinator Email Describing Integrating PR and Assessment 9-11-20](#)
[CR2SS-05 Student Services Program Review Handbook](#)
[CR2SS-06 Student Services Three-Year Inquiry Prompts for Progress Check-In](#)
[CR2SS-07 SSO Coordinator Email Update 10-31-20](#)
[CR2SS-08 Student Services Overarching Divisional Outcome](#)
[CR2SS-09 Three-year Outcomes Assessment Review for Mental Health PPT](#)
[CR2SS-10 Three-year Outcomes Assessment Review for Student Health Services PPT](#)
[CR2SS-11 Student Services Division Meeting Survey Results Presentation](#)
[CR2SS-12 CPIE Draft Proposal for FA 20 Student Services Assessment Plan](#)
[CR2SS-13 SSO Coordinator Email to CPIE with Ideas for Assessment Methods 10-17-20](#)
[CR2SS-14 SSO Coordinator's Notes from Presentation to Counseling Division on FA 20 Assessment Plan](#)
[CR2SS-15 Admissions & Records Assessment Plan 10-2-20](#)
[CR2SS-16 Financial Aid Email Exchange with CPIE Research Analyst 12-9-20](#)
[CR2SS-17 Grossmont Student Services Program Review Redesign FA 19 Conference Presentation](#)
[CR2SS-18 Student Services Presentation on Meaningful Assessment FA 2017](#)
[CR2SS-19 Counseling Presentation August 2018](#)
[CR2SS-20 Student Services v. 2 2021-22 AUP Template](#)
[CR2SS-21 Student Services Assessment Results Form for Nuventive](#)
[CR2SS-22 CPIE Email with Cross-Disciplinary Team Members for Nuventive Redesign](#)
[CR2SS-23 Original Student Services v.1 AUP](#)
[CR2SS-24 CPIE Dean Email with FA 20 AUP SSO.SLO Data 10-19-20](#)
[CR2SS-25 FA 20 AUP SSO/SLO Data for Student Services](#)
[CR2SS-26 AUP Information Flowchart](#)

[CR2SS-27 AUP Process and Timeline](#)

[Administrative Services Units](#)

[CR2AS-01 Administrative Services Assessment Plan Proposal and Timeline](#)

[CR2AS-02 Administrative Services Unit Assessment Results Template](#)

[CR2AS-03 Original AUP Template for Administrative Services Units](#)

[CR2AS-04 SP 20 Administrative Services AUP Submissions](#)

[CR2AS-05 AUP Process Flowchart](#)

[CR2AS-06 AUP Process with Timeline](#)

College Requirement 3

In order to meet the standards, the Commission requires that the College ensure that, in every class section, students receive a syllabus that includes SLOs consistent with the officially approved course outline of record. (Standard II.A.3)

Resolution of the Requirement

In order to address the requirement and come into compliance with Standards II.A.3, the College took the following actions:

1. The College streamlined and improved the process for accessing official Course Outlines of Record (CORs) to ensure that approved CORs for every class are available to faculty as syllabi are developed.
2. Instructional departments established documented processes for confirming that the SLOs on their syllabi are consistent with those on officially approved CORs each semester.
3. The Office of Academic Affairs implemented a process to document that departments are following their established processes and identify areas that require additional assistance or support.

Actions Taken to Address the Requirement and Sustain Improvements

1. The College streamlined and improved the process for accessing official Course Outlines of Record (CORs) to ensure that approved CORs for every class are available to faculty as syllabi are developed.

The Instructional Operations office maintains a repository of all officially approved Course Outlines of Record (CORs), which serves as the single, authoritative source of the College's approved curriculum. In the past, faculty requested copies of their CORs directly from Instructional Operations when needed. As the pace of curriculum development increased this practice became inefficient and ineffective, and over time led to inconsistent alignment between syllabi and CORs. In order to improve access to the approved CORs, Instructional Operations created an online version of its COR repository and made it available to all personnel via the College intranet ([CR3-01](#)). The new online repository gives faculty and others the ability to download copies of official CORs at any time, and helps to ensure that all information listed on the syllabus for a given course, including the student learning outcomes, are consistent with the approved course outline. Instructional Operations staff maintain the online repository to ensure that the posted CORs reflect the most current, officially approved version of each course.

Information about the online repository was shared with faculty and other personnel through multiple channels, including a formal demonstration of the repository site at the Council of Chairs & Coordinators ([CR3-02](#)). Additionally, the SLO Coordinator shared the link to the site with departmental SLO Liaisons in a checklist of initial assessment tasks to be completed in Spring 2020 ([CR3-03](#)). The link is also embedded into the form used by department chairs to verify that they have checked their syllabi against approved course outlines to ensure alignment of learning outcomes (this form is described in greater detail below).

2. Instructional departments established documented processes for confirming that the SLOs on their syllabi are consistent with those on officially approved CORs each semester.

In March 2020, the SLO Coordinator surveyed department chairs to ensure that they had received the link to the online COR Repository, to identify the SLO Liaison for their department, and to gauge their sense of the whether the SLOs listed on the course outlines were correct and up to date. Twenty-five of the College's thirty-five instructional departments (71.4%) responded. The survey was administered in the days immediately prior to the closure of the physical campus in response to COVID-19, which likely affected the survey response rate. However, of the twenty-five department chairs that did respond, thirteen verified that the SLOs on their departments' course outlines were up to date. The majority of the remaining respondents indicated that SLO revisions were in progress; two others indicated specific courses that needed attention ([CR3-04](#)). In addition to uncovering a few SLO revisions that had been requested but not yet updated, the survey results helped to identify the SLO Liaisons for each area, informed planning for initial SLO Liaison activities, and provided a baseline against which future progress could be measured. At the September 16, 2020, Accreditation Steering Committee meeting, the SLO Coordinator verified that thirty-four of the thirty-five departments in Academic Affairs had a process in place for verifying the accuracy of CORs on syllabi ([CR3-05](#)).

As SLO Liaisons for each department were identified, they were asked to work with their departments to confirm that the SLOs on departmental syllabi matched those on course outlines and/or to take steps to address any areas of misalignment. SLO Liaisons were also asked to report on their departments' processes for confirming that syllabi and CORs align on an ongoing basis, and to work with department chairs to establish such a process if one was not already in place. The Outcomes Assessment Canvas course, described above, provided a community space in which the SLO Liaisons could share ideas and examples with each other as they were developing practices that would work for their areas ([CR3-06](#)). The results of this work were reported to the Academic Senate, Council of Chairs and Coordinators, and Academic Affairs Council to ensure broad awareness and allow opportunities for questions and feedback from both faculty and deans ([CR3-07](#); [CR3-08](#); [CR3-09](#); [CR3-15](#)). As of the beginning of Fall 2020, all departments have confirmed that the SLOs on their syllabi align with those on the approved CORs, or have taken steps to address areas of misalignment (e.g., by correcting syllabi or submitting requests to update the SLOs attached to the course outlines) [[CR3-10](#); [CR3-11](#); [CR3-12](#)].

3. The Office of Academic Affairs implemented a process to document that departments are following their established processes and identify areas that require additional assistance or support.

The processes for confirming that their syllabi are aligned with CORs vary from department to department, as a process that works well for a large department with many sections of a given course (e.g., English) might be cumbersome for a small department with only one or two sections of an individual course (e.g., Religious Studies). The College also wanted to have a consistent process for each department chair and dean to confirm that the departmental processes were being followed. With input from deans and Instructional Operations staff, the SLO Coordinator, Faculty Co-Chair for Accreditation, and Sr. Dean of College Planning & Institutional Effectiveness developed a short certification form for department chairs to complete at the beginning of each semester ([CR3-10](#); [CR3-13](#)). The form is intended to document and certify that departments are following their established processes to confirm alignment between syllabi and CORs each semester, and allows for department chairs to request additional assistance from the SLO Coordinator or dean, as appropriate. The form was implemented with the Summer 2020 semester, and is due at census each semester ([CR3-14](#)).

Evidence List: College Requirement 3

- [CR3-01 Online Repository of Approved CORs](#)
- [CR3-02 Minutes: Council of Chairs & Coordinators, 3/9/2020](#)
- [CR3-03 SLO Liaison "Check on This" Checklist, Spring 2020](#)
- [CR3-04 Department Chair SLO Survey, March 2020](#)
- [CR3-05 Accreditation Steering Committee Meeting Notes 9-16-20](#)
- [CR3-06 Outcomes Assessment Canvas Shell](#)
- [CR3-07 SLO Update for Academic Senate 5-18-20](#)
- [CR3-08 Minutes: Council of Chairs & Coordinators, 5/11/2020](#)
- [CR3-09 AAC Minutes 4-20-20](#)
- [CR3-10 AAC Minutes 6-1-20](#)
- [CR3-11 SLO Update at Accreditation Steering Committee Meeting 9-16-20](#)
- [CR3-12 Survey Results Confirmation of SLOs on Syllabi](#)
- [CR3-13 Google Forms Survey Confirming SLOs on Syllabi](#)
- [CR3-14 Email from Chair of Chairs and Coordinators RE: SLOs on Syllabi 6-23-20](#)
- [CR3-15 AAC/SSC Presentation on Accreditation Follow-Up Report](#)

Appendix A: Full Evidence List

Evidence List: Report Preparation

- [RP-01 President's Email Correspondence to College on Reaffirmation Announcement 1-29-20](#)
- [RP-02 ACCJC Commission's Notification of Reaffirmation 1-29-20](#)
- [RP-03 High-Level Timeline and Action Plan](#)
- [RP-04 ASC Agenda and Meeting Minutes 3-4-20](#)
- [RP-05 ASC Minutes from discussion of draft report 12-02-20 and 12-16-20](#)
- [RP-06 President's Cabinet Meeting Agenda](#)
- [RP-07 College Council minutes from February or web page address](#)
- [RP-08 PIEC Meeting Summary 11-20-20](#)
- [RP-09 College Council Meeting Summary with Accreditation Response Plan 2-27-20](#)
- [RP-10 College Council Meeting Summary with Accreditation Progress Report 4-23-20](#)
- [RP-11 AAC/SSC PPT 8-31-20](#)
- [RP-12 Accreditation Update Fall 2020 Flex Week Division Meetings](#)
- [RP-13 Council of Chairs & Coordinators Zoom Meeting Transcript 9-14-20](#)
- [RP-14 Classified Senate Meeting Minutes 11-20-20](#)
- [RP-15 Academic Senate minutes from 3-2-20](#)
- [RP-16 Accreditation Update at Academic Senate 12-7-20](#)
- [RP-17 College Council Minutes 1-28-21](#)
- [RP-18 GCCCD Governing Board Meeting Agenda w/Vote Count to Approve GC Follow-Up Report](#)

Other Evidence (Live Web Link):

- [RP-19 Grossmont College Accreditation Website](#)

Evidence List: Response Summary

- [RC-01 High-Level Timeline and Action Plan](#)
- [RC-02 ASC Meeting Minutes Folder](#)
- [RC-03 Monthly Progress Report](#)
- [RC-04 Screenshot of Outcomes Assessment Canvas Course](#)

Evidence List: District Requirement 1

- [DR1-01 Workday User Guides for CSEA Employee Evaluation](#)
- [DR1-02 CSEA Performance Assessment](#)
- [DR1-03 Administrators' Association Performance Assessment](#)
- [DR1-04 Sample HR Email to Staff 5-26-20](#)
- [DR1-05 Sample HR Email to Managers/Supervisors 7-1-20](#)
- [DR1-06 Workday Training Schedules](#)
- [DR1-07 Workday Training Administrators' Association PowerPoint](#)
- [DR1-08 Workday Training CSEA Employees PowerPoint](#)
- [DR1-09 Preparing for Your Performance Evaluation PowerPoint](#)
- [DR1-10 Workday Evaluation Process](#)
- [DR1-11 HR Director Follow-Up Email on Workday Performance Evaluation 6-10-20](#)
- [DR1-12 HR Process for Launching Workday Evaluations Outline](#)
- [DR1-13 ACCJC FA 19 Site Team Report](#)

[DR1-14 HR Evaluations Status Report 12-15-20](#)

Evidence List: College Requirement 1

[CR1-01 GC RSI Policy](#)

[CR1-02 Academic Senate Minutes 5-18-20](#)

[CR1-03 Academic Senate Minutes 11-30-20](#)

[CR1-04 Emergency DE Course Proposal Form](#)

[CR1-05 Screenshot of GC Canvas Resource Module Unit 2](#)

[CR1-06 GC Canvas Resource Module Sample RSI label](#)

[CR1-07 Link to OTLC Canvas Resource Site](#)

[CR1-08 Online Instructor Evaluation Form 4.2019](#)

[CR1-09 Chairs & Coordinator Meeting Transcript 9-14-20](#)

[CR1-10 ASC Faculty Co-Chair Email dtd 9-14-20 with RSI resources for Department Chairs and Program Coordinators](#)

[CR1-11 AAC Meeting Summary 9-21-20](#)

[CR1-12 OTLC Presentation at AAC 9-21-20](#)

[CR1-13 CCCCCO CVC-OEI Course Design Rubric](#)

[CR1-14 GC DE and ERT Certification Process](#)

[CR1-15 OTLC Meeting Minutes dtd 8-26-20](#)

[CR1-16 Link to Online Community of Practice web page](#)

[CR1-17 Screenshot of RSI Summer Series in Canvas 2021-01-10](#)

[CR1-18 FA 20 Faculty Flex Week Presentation](#)

[CR1-19 Link to RSI Overview Video](#)

[CR1-20 Screenshot of RSI Overview Video in Canvas](#)

[CR1-21 Screenshot of RSI Badge Info in Canvas](#)

[CR1-22 ASC Faculty Co-Chair Email Promoting RSI as High Impact Practice 10-20-20](#)

[CR1-23 Academic Senate Minutes 4-6-20](#)

[CR1-24 GCCCD AFT CBA 19.21, Section 5.7.4](#)

[CR1-25 Heuft Email with Online Certification Numbers January 2021](#)

Evidence List: College Requirement 2

Academic Affairs

[CR2AA-01 GOAT Minutes 2-26-20](#)

[CR2AA-02 ASC Minutes Folder](#)

[CR2AA-03 GOAT Minutes Folder](#)

[CR2AA-04 SLO Faculty Liaisons with Project Status Update](#)

[CR2AA-05 SLO Liaisons Meetup Spring 2020](#)

[CR2AA-06 Canvas Groups: Aligned to Focus Area of the Assessment Cycle](#)

[CR2AA-07 Screenshot of SLO Canvas Resource Site](#)

[CR2AA-08 Link to Canvas Outcomes Assessment Site](#)

[CR2AA-09 Annual Unit Planning Template for Instruction](#)

[CR2AA-10 "Check on This" Checklist](#)

[CR2AA-11 SLO Liaisons Meetup Slides dtd 9-09-20](#)

[CR2AA-12 Google Form Survey Confirming SLOs on Syllabi](#)

[CR2AA-13 Confirmation of Syllabi Course Alignment Survey Results March 2020](#)
[CR2AA-14 Confirmation of Syllabi Course Alignment Survey Results October 2020](#)
[CR2AA-15 SLO Coordinator Email dtd 8-14-20](#)
[CR2AA-16 SLO Coordinator Email dtd 8-26-20](#)
[CR2AA-17 Making SLOs Meaningful for Student Equity](#)
[CR2AA-18 Course Level SLO Reporting Prompt](#)
[CR2AA-19 Academic Program Review Handbook Section 3](#)
[CR2AA-20 SLO Update at AAC Meeting 4-20-20](#)
[CR2AA-21 SLO Update at CCC 5-11-20](#)
[CR2AA-22 SLO Update at Academic Senate 5-18-20](#)
[CR2AA-23 SLO Update at Accreditation Steering Committee 9-6-20](#)
[CR2AA-24 GOAT Minutes with AUP Template Revisions 9-23-20](#)
[CR2AA-25 Nuventive Managed Services Contract 8-20-20](#)
[CR2AA-26 SLO Pilot Info](#)
[CR2AA-27 College Council Presentation with Accreditation and AUP Update 9-24-20](#)
[CR2AA-28 AUP Information Flowchart](#)
[CR2AA-29 AUP Process and Calendar](#)
[CR2AA-30 Email from CPIE to FA 20 Faculty Staffing Prioritization Committee](#)
[CR2AA-31 Emails from CPIE to FA 20 Facilities Committee](#)
[CR2AA-32 Email from CPIE to FA 20 and Technology Committee](#)
[CR2AA-33 CPIE Email with SLO Data Attached from SP20 Pilot](#)
[CR2AA-34 CPIE Email with SLO Data Attached from FA 20 AUP Update](#)
[CR2AA-35 Trac Dat Report Listing 6 year Assessment Plans through Spring 2021](#)
[CR2AA-36 SLO Coordinator Email to SLO Liaisons with SP 21 Meetup Agenda 012621](#)
[CR2AA-37 Department/division level Trac Dat Progress Report](#)
[CR2AA-38 Link to SLO Coordinator Presentation on Canvas](#)

Student Services

[CR2SS-01 Student Services Program Review & Outcomes Assessment Cycle 2020-2023](#)
[CR2SS-02 CPIE Dean Email to SSO Coordinator w/SP AUP Data](#)
[CR2SS-03 SP 20 AUP SSO/SLO Data for Student Services](#)
[CR2SS-04 SSO Coordinator Email Describing Integrating PR and Assessment 9-11-20](#)
[CR2SS-05 Student Services Program Review Handbook](#)
[CR2SS-06 Student Services Three-Year Inquiry Prompts for Progress Check-In](#)
[CR2SS-07 SSO Coordinator Email Update 10-31-20](#)
[CR2SS-08 Student Services Overarching Divisional Outcome](#)
[CR2SS-09 Three-year Outcomes Assessment Review for Mental Health PPT](#)
[CR2SS-10 Three-year Outcomes Assessment Review for Student Health Services PPT](#)
[CR2SS-11 Student Services Division Meeting Notes 1-21-21](#)
[CR2SS-12 CPIE Draft Proposal for FA 20 Student Services Assessment Plan](#)
[CR2SS-13 SSO Coordinator Email to CPIE with Ideas for Assessment Methods 10-17-20](#)
[CR2SS-14 SSO Coordinator's Notes from Presentation to Counseling Division on FA 20 Assessment Plan](#)
[CR2SS-15 Admissions & Records Assessment Plan 10-2-20](#)
[CR2SS-16 Financial Aid Email Exchange with CPIE Research Analyst 12-9-20](#)
[CR2SS-17 Grossmont Student Services Program Review Redesign FA 19 Conference Presentation](#)
[CR2SS-18 Student Services Presentation on Meaningful Assessment FA 2017](#)
[CR2SS-19 Counseling Presentation August 2018](#)

[CR2SS-20 Student Services v. 2 2021-22 AUP Template](#)
[CR2SS-21 Student Services Assessment Results Form for Nuventive](#)
[CR2SS-22 CPIE Email with Cross-Disciplinary Team Members for Nuventive Redesign](#)
[CR2SS-23 Original Student Services v.1 AUP](#)
[CR2SS-24 CPIE Dean Email with FA 20 AUP SSO.SLO Data 10-19-20](#)
[CR2SS-25 FA 20 AUP SSO/SLO Data for Student Services](#)
[CR2SS-26 AUP Information Flowchart](#)
[CR2SS-27 AUP Process and Timeline](#)

Administrative Services Units

[CR2AS-01 Administrative Services Assessment Plan Proposal and Timeline](#)
[CR2AS-02 Administrative Services Unit Assessment Results Template](#)
[CR2AS-03 Original AUP Template for Administrative Services Units](#)
[CR2AS-04 SP 20 Administrative Services AUP Submissions](#)
[CR2AS-05 AUP Process Flowchart](#)
[CR2AS-06 AUP Process with Timeline](#)

Evidence List: College Requirement 3

[CR3-01 Online Repository of Approved CORs](#)
[CR3-02 Minutes: Council of Chairs & Coordinators, 3/9/2020](#)
[CR3-03 SLO Liaison "Check on This" Checklist, Spring 2020](#)
[CR3-04 Department Chair SLO Survey, March 2020](#)
[CR3-05 Accreditation Steering Committee Meeting Notes 9-16-20](#)
[CR3-06 Outcomes Assessment Canvas Shell](#)
[CR3-07 SLO Update for Academic Senate 5-18-20](#)
[CR3-08 Minutes: Council of Chairs & Coordinators, 5/11/2020](#)
[CR3-09 AAC Minutes 4-20-20](#)
[CR3-10 AAC Minutes 6-1-20](#)
[CR3-11 SLO Update at Accreditation Steering Committee Meeting 9-16-20](#)
[CR3-12 Survey Results Confirmation of SLOs on Syllabi](#)
[CR3-13 Google Forms Survey Confirming SLOs on Syllabi](#)
[CR3-14 Email from Chair of Chairs and Coordinators RE: SLOs on Syllabi 6-23-20](#)
[CR3-15 AAC/SSC Presentation on Accreditation Follow-Up Report](#)