A. Institutional Self-Evaluation of Alignment with Accreditation Standards

Standard 3: Infrastructure and Resources

The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

3.1. **The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and mission fulfillment. (ER 8, ER 14)**

Determination of Staffing Needs

Grossmont College adheres to a well-defined staffing process anchored in our [mission, vision, and core values](#) and [six-year strategic plan](#). The [Staffing Committee](#), one of the college's central participatory governance committees, is responsible for the prioritization of faculty and classified staffing requests. This prioritization is driven by [Annual Unit Planning](#) that closely aligns with the college's mission and strategic goals, ensuring that all staffing decisions support educational excellence and student success. This approach to staffing needs links outcomes assessment, program review, and resource allocation.

While the goal of integrated planning is to ensure that staffing aligns with both immediate and long-term academic and administrative needs, the college is recognizing that a multi-year staffing plan is not a constructive goal of the Committee given the highly variable budgetary realities. Thus, through governance discussions, the purpose of the Staffing Committee will be updated to focus on the prioritization of staffing requests made in the Annual Unit Plans to be more flexible and responsive in meeting the institution's dynamic staffing needs.

The [Annual Unit Planning process](#) includes reflection on the college/district's mission and goals, as well as the key contributions of each department to those goals. The resource requests, including staffing, stem from those reflections and necessitate further consideration of how this specific resource will advance the department/college/district goals. This is prioritized against all other requests using a rubric that is reviewed, updated, and published each year, as well as reflecting the college's mission/goals. The district's "PE" documents, which guide the hiring process, were recently redesigned by a district-wide task force with the explicit goal of increasing diversity in our applicant pool and faculty body.

Examples of recent hires that were prioritized through the Annual Unit Planning process

include an athletics counselor, dance faculty, a research and planning analyst, and a curriculum specialist. The curriculum specialist was a new role recognized as a need by the college that emerged during the planning processes.

Recruitment and Hiring Practices

The college's recruitment and hiring protocols are designed to attract a diverse and highly qualified workforce. Grossmont's hiring practices are governed by the board policy on Recruitment and Selection (BP 7120) and detailed on the GCCCD Hiring Process and Personnel Commission sites. Job descriptions and vacancy announcements are carefully written, regularly updated, and widely disseminated through the GCCCD Careers website to ensure transparency and broad access. This process is essential for maintaining the relevancy and currency of job roles in response to evolving institutional and student needs.

Specific procedures for hiring and related processes are included in the following resources:

- Adjunct faculty hiring process
- Faculty equivalency resource
- Rules and Regulations for the Classified Service
- Foreign degree translation
- Student workers & NANCE hiring process

Grossmont exceeds the state-mandated Faculty Obligation Number (FON), ensuring sufficient full-time faculty to maintain educational quality. Recent state funding for new faculty positions has allowed the college to expand its faculty base, particularly in growth areas and new programs.

Enhancing Equity Through Informed Hiring

Grossmont places a strong emphasis on equity and diversity within its hiring processes. The college ensures that all members of hiring committees receive specific training on equity and diversity, promoting a deep understanding across the institution. This training is part of a broader commitment to equal employment opportunities as detailed in the district's EEO Plan. Furthermore, the effectiveness of these employment practices is regularly evaluated through the collection and analysis of EEO data, aiding in the continual refinement of hiring strategies to better meet the needs of a diverse student body.

Operational Excellence in Staffing

Operational guides and tools support Grossmont's recruitment, screening, and hiring processes. The GCCCD Committee Workgroup Hiring Resources page provides detailed resources for committee chairs involved in hiring, ensuring that procedures are thoroughly documented. In addition, training related to Hiring Innovative Recruits Effectively (HIRE) is available for hiring managers.

The Personnel Commission also plays an important role in administering the Merit System. This system ensures the selection, retention, and promotion of classified staff based on objective examinations and performance evaluations. Additionally, the commission oversees the classification and reclassification of positions and adjudicates appeals from

disciplined classified employees. This was voted in by all classified professionals *with the goal of improving the standing of our classified professionals* by democratizing the hiring processes and engaging in a comprehensive review of job classifications.

A [sample training](#) from College Planning & Institutional Effectiveness (CPIE) to the Staffing Committee details the resource request process. This training covers transitioning resource request applications to Nuventive for FT faculty and classified staffing requests, timelines for requests, links to staffing request forms, faculty staffing data tables, and a sample faculty data spreadsheet.

Additionally, the district evaluates and certifies transcript equivalency and qualifications through processes that uphold the integrity and standards required for all academic and administrative positions. Annual assessments of staffing effectiveness are conducted through the integrated planning and review processes, reinforcing staffing alignment with Grossmont's mission and educational objectives.

Administrative Turnover

Grossmont has implemented several initiatives to address the challenge of administrative turnover, as detailed in the midterm report to ACCJC in October 2023. Initiatives like the ThRIVE program have been introduced to foster a supportive community for new hires, enhancing their integration and retention. This program includes welcome events and social gatherings, along with monthly workshops that aim to deepen new employees' understanding of the college's mission and community. Furthermore, the college has leveraged an IEPI grant to develop a comprehensive orientation and onboarding experience tailored specifically for new managers, faculty, and classified professionals.

Despite these proactive measures, the college continues to face challenges with vacancies and interim roles in key administrative positions. The VPAA remains an interim assignment, and the VPSS position is currently vacant. The college has successfully filled the VPAS role, which was a noted vacancy in the 2023 report, indicating some progress. However, the persistence of these critical vacancies underscores the ongoing need to enhance strategies for attracting and retaining capable leaders to sustain the institution's operational excellence.

3.2. **The institution supports employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.**

Professional Development and Employee Support

Grossmont is committed to fostering an environment that supports the professional growth of its employees, aligning with its mission to enhance institutional effectiveness and student success and our vision to advance our antiracism and equity work. The college utilizes a structured approach to ensure all staff, faculty, and administrators receive ongoing professional development opportunities that are relevant and supportive of the college's strategic goals.

Policy Framework and Planning for Professional Development

Professional development at Grossmont is governed by a comprehensive policy framework that ensures all training and development opportunities are aligned with institutional goals and the Vision for Success. The policies cover a wide range of procedures, including employee orientation, onboarding, and ongoing professional learning, which are detailed on the Hiring Process website. This site provides resources for onboarding and orientation, emphasizing the importance of a well-informed and continuously developing workforce.

To address the diverse learning needs of our employees, Grossmont actively engages its Professional Development Committee structures. These committees, which include the College-wide and Academic Senate Faculty Professional Development committees, operate in collaboration with the Office of Professional Development. They are tasked with identifying, evaluating, and addressing current and emerging professional development needs. This framework ensures that the development opportunities offered are reflective of and responsive to the feedback and evolving requirements of the college's diverse staff, thereby enhancing overall institutional effectiveness and employee satisfaction.

The Annual Unit Planning process also plays a critical role in determining the needs for professional development. It links outcomes assessment and resource allocation to strategic objectives, ensuring that professional development efforts are both strategic and evidence-based. The Annual Unit Planning website provides more information about funding for professional development linked to annual unit plans, illustrating how these plans directly support professional growth opportunities.

Goals have been set to further enhance professional development, including the creation of a three-year plan and continuing to improve access to offerings for classified professionals and administrators.

The achievements in Grossmont's professional development are abudant. They include: equity-funded professional development coordinators who ensure that mission and strategic objectives are being met; the contributions of the Faculty Equity and Innovation Institute; the Classified Equity Institute; professional development offerings in wellness in partnership with VEBA; the POCR Buy-In Program; and increased funding for sending individuals to the Classified Leadership Institute each year.

Overall, the College embeds professional development opportunities in existing work being done, making it part of the institutional culture and fostering a continuous learning environment.

Employee Handbooks and Manuals

A variety of employee handbooks and manuals are available for faculty and staff, and as of spring 2024, several are under development through the utilization of an IEPI grant.

- Workday User Guide for New Hires
- Labor Contracts and Employee Handbooks

- [Part-time Faculty Handbook](#)
- [Academic Affairs Operations Manual](#) (under development)
- [GCCCD Online Teaching Handbook](#) (under development and available in Canvas)

Resources and Opportunities for Professional Growth

The college's [Office of Professional Development](#) organizes various workshops and seminars throughout the year. These are specifically tailored to meet the evolving needs of the college's diverse workforce and are informed by comprehensive evaluations of previous sessions.

The [Faculty Professional Development Committee](#) (FPDC) is responsible for overseeing professional development opportunities for faculty, which include workshops, conferences, and self-designed external training, as approved by Deans. This includes Flex Week workshops, a dedicated week of professional development opportunities each semester. The FPDC webpage outlines the contractual obligations and deadlines for completing PD requirements for full-time and adjunct faculty. It also includes resources and links to the Vision Resource Center (VRC), which is used to track and manage professional development activities.

Programming at the district level includes HIRE training, Workday training, Orientations, and First Year Experience information. This programming supports strategic priorities and mission alignment and is facilitated through governance committees dedicated to professional development. A recent example of a [Classified Professional Development Day](#) shows the comprehensive program offerings that are made available for participants.

Resources provided online for professional development include the following:

- [Virtual Grossmont Learning Center (VGLC)](#): The VGLC is a one-stop shop for a variety of professional development resources.

- [Communities of Practice (CoP)](#): CoP is a faculty-led collective where participants come together for a fixed amount of time to engage in critical inquiry and reflection around an agreed upon topic relevant to their teaching practice. It's an opportunity for faculty to learn in community – sharing experiences, reflecting on practice, and identifying ways to accelerate skill development.

- [Anti-Racism & Equity Resources](#): a resource for Grossmont to deepen our understanding of equity and anti-racism in connection with the [College's Mission, Vision, and Values](#).

In addition, Grossmont offers many professional development resources through the [Vision Resource Center](#), an online platform that provides access to training modules, including educational services, equity and diversity training, and technology use. This includes links to the [GCCCD Vision Resource Center User Manual](#), how-to videos, and an [FAQ](#).

Evaluation and Enhancement of Professional Development

Grossmont continuously evaluates the effectiveness of its professional development

offerings. This evaluation process involves collecting data on the impact of training sessions and using this information to refine and enhance future programming. An example of recent evaluations include the following:

- The Allied Health and Nursing (AHN) [Fall 2023 Evaluation Report](#), which provided actionable insights into the specific needs of faculty in these disciplines.
- A [Fall 2024 Evaluation Report](#) of Flex Week workshops for faculty.

The college also distributes a [Professional Development Newsletter](#) featuring monthly updates on upcoming opportunities and highlights from recent events. This ensures that all employees are well-informed about available resources and encouraged to participate in ongoing learning activities.

Through a structured policy framework, dedicated resources, and a robust evaluation process, Grossmont actively supports its employees in their professional development. This aligns with our overarching mission to improve institutional effectiveness and student success. The continuous assessment and refinement of professional development activities ensure that the college meets and exceeds expectations for employee support and professional growth.

3.3. **The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution's mission and goals.**

The college is committed to regular and systematic evaluations of its employees. This process ensures alignment with professional responsibilities and reflects the institution's mission and goals. It is integral to maintaining high-performance standards and supports continuous improvement across all constituent groups.

Faculty Evaluation Process

The evaluation of faculty members is comprehensively outlined in the [Faculty Contract](#), Article V, which covers Evaluation and Tenure. This section delineates the process across various categories, including Purpose and Guidelines, Frequency & Timelines, Evaluation Components, and Summary Ratings. The contract ensures evaluations are conducted at stipulated intervals, incorporating peer reviews, student feedback, and administrative oversight. These evaluations assess teaching effectiveness and the faculty's contribution to their disciplines and community.

Evaluations may lead to recommendations for improvements, with required follow-up actions and re-evaluations to assess progress, especially when initial evaluations indicate areas of concern.

As the faculty contract is updated, adjustments to evaluation practices will be made when needed to ensure they remain current with educational trends and faculty needs.

Administrator and Management Evaluation

Administrative evaluations are guided by the [Administrators' Association Handbook](#), Chapter 14, which establishes a Performance Appraisal System designed to support the

development and achievement of administrators. The appraisal system involves:

- **Goal Setting:** Administrators set annual goals that align with the district's mission and strategic initiatives.
- **Regular Appraisals:** Performance reviews are conducted annually, focusing on achievements and areas for development, supported by ongoing feedback and coaching.

This systematic approach helps align administrative efforts with the strategic goals of the college and provides a framework for accountability and professional growth.

Classified Staff Evaluation

Classified staff evaluations are governed by the CSEA Contract, ensuring that all staff members are assessed fairly and regularly. The contract specifies that:

- **Probationary and Permanent Staff Evaluations:** New staff members are evaluated multiple times during their probationary period, and ongoing evaluations biennially.
- **Performance Assessment Forms:** These forms assess various competencies and provide a structured feedback mechanism, incorporating both strengths and areas needing improvement.

Evaluations are designed to foster an environment of continuous improvement, helping staff align their performance with the college's operational needs and objectives.

Outcomes Leading to Professional Development and Training

Grossmont enhances the effectiveness of its evaluations by providing numerous professional development opportunities linked to the evaluation outcomes. If evaluation findings identify recommendations for improvement, a "Plan for Improvement" can document the performance improvement requirements, including the use of professional development activities to fulfill the outlined requirements. Another evaluation is conducted within two semesters after the semester in which the unsatisfactory rating was incurred, based on criteria outlined in 5.7.4.3 of the Faculty Contract.

Training sessions cover a broad range of topics, including equity and diversity, technological proficiency, and instructional best practices. Notably, a spring 2024 training session covered essential aspects of the faculty evaluation process, enhancing transparency and understanding of the evaluation procedures.

Policy and Documentation

The college maintains thorough documentation of its evaluation processes and policies on its website, ensuring transparency and accessibility for all employees. This includes detailed job descriptions, evaluation forms, and guidelines for each employee group, accessible through the college's Human Resources pages.

By adhering to clearly defined policies and engaging in regular reviews of its evaluation practices, Grossmont strives to support its employees in achieving professional excellence while enhancing their ability to contribute to student success and institutional goals.

3.4. **The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success. (ER 18)**

Resources to Support Essential Programs and Innovation

Grossmont manages its fiscal resources to support and sustain student learning programs and services and improve institutional effectiveness in a manner consistent with its mission. GCCCD Board Policies and Administrative Procedures guide the management of financial affairs to ensure financial stability and integrity in the allocation of resources to Grossmont College, Cuyamaca College, and the District Office. The district board policies that are germane to financial resources and management include:

- Budget Preparation (BP 6200, AP 6200)
- Budget and Reserve Management (BP 6250, AP 6250)
- Fiscal Management (BP 6300, AP 6300)
- Debt Issuance and Management (BP 6307, AP 6307)

The college's unrestricted general fund budget is ascertained using the District's Income Allocation Model (IAM) that integrates planning and budgeting processes to align financial resources with institutional goals and priorities. this approach involves annual unit planning, program review, and outcomes assessment to ensure that resource distribution supports the college's strategic objectives.

As of June 30, 2023, the Grossmont Cuyamaca Community College District exhibited a solid financial position, marked by a significant increase in its net position by $33.3 million from the previous year, primarily due to rises in net capital assets and state revenues. Based on the 2022-2023 Annual District Audit Report, total assets and deferred outflows grew by $54.9 million, or 8%, predominantly through increases in cash and capital assets, while total liabilities and deferred inflows rose by $21.7 million, or 3%. Despite a $115.2 million operating loss for the fiscal year, the district maintained a strong investment in capital assets valued at approximately $569.2 million, with net capital assets seeing a $14.6 million or 3.6% increase, largely attributable to new building completions and ongoing depreciation. The district's enrollment saw a recovery with a 6% rise in full-time equivalent students (FTES) from the previous year and an 11.91% increase in resident FTES for Fall 2023, reflecting the successful implementation of an enrollment management plan aimed at boosting FTES and operational efficiency.

An overview of the 2023-2024 Adoption Budget reveals a final unrestricted general fund ending balance of $28.9 million, which includes a contingency reserve of $15.6 million—an increase of $6.7 million since the 2019-20 fiscal year. This reserve now aligns with the

Government Finance Officers Association's budgeting best practices, representing two months of total operating expenditures, currently calculated at $23.4 million. Other components of the ending balance include $1.5 million in purchase order carryover and an $11.8 million ending balance at various sites.

The budget also acknowledges several fiscal challenges. While an 8.22% COLA has been factored into the state budget, a 2.3% deficit factor has also been applied. With enrollment protections ending, there is a need to increase enrollment and financial aid recipients to fend off potential budget cuts and contain the escalating costs in construction, materials, and general operations. Despite these financial pressures, the district remains committed to employee improvements and long-term fiscal stability, as further detailed in Standard 3.7.

Enhanced Services and Programs

The college has been able to create and enhance services for students through the budget process. One significant program is the Promise Plus Program, developed in collaboration with the Foundation for Grossmont & Cuyamaca Colleges. This strategic initiative was designed to address the educational needs of local students and reduce the financial barriers hindering their college attendance. Understanding the critical role of post-high school education in securing sustainable careers, the district has observed a concerning trend: nearly half of local high school graduates do not pursue higher education, primarily due to the prohibitive costs associated with it. In response, the district has collaborated with the Grossmont Union High School District (GUHSD) to create a comprehensive support system through the Promise Plus Program.

In conjunction with the California Community College system's Promise Program (AB 19), which covers tuition for first-time students, the Promise Plus Program aids in covering costs beyond tuition, such as books, supplies, and basic needs, ensuring students have everything required to succeed academically. Moreover, the Promise Plus Program has broadened its scope to include support for returning students facing extenuating circumstances, adults re-entering college to enhance their job prospects, transfers from Grossmont Adult School, and the provision of emergency scholarships.

Other programs and innovations that have been implemented include:

- Peer Online Course Review (POCR): Established in fall 2023, the POCR program assists participants in applying POCR-aligned DesignPLUS templates to asynchronous online courses, aligning them with the CVC/OEI Course Design Rubric that promotes student success and regulatory compliance.

- Faculty Equity and Innovation Institute (FEII): Launched in fall 2023, the FEII aims to close equity gaps and enhance instructional excellence by empowering faculty with data, insights into the impacts of race and systemic issues on education, and tools for implementing culturally relevant pedagogy.

Grant Funding

In addition to the unrestricted and restricted general fund budgets, Grossmont also relies on federal and state grants to support its mission. All grants directly support the college's mission and priorities, and the district supports Grossmont staff by ensuring compliance with accounting and grantor requirements. Policies that govern the use of grants are

outlined in the Board Policies on Grants ([BP 3280](#)), Grants-Federally Funded Guidelines ([BP 3281](#)), and Grants-Time and Effort Reporting for Federally Funded Grants ([BP 3282](#)).

Grossmont has obtained several grants that have taken advantage of local collaborations and assesses and seeks out suitable grant funding that fits with the goals of the campus and community. Recent grants the college has been awarded include:

- [IEPI Grant on Operational Excellence](#): This grant supports our strategic priority of operational excellence. Our goal is to maximize student learning and success by improving organizational processes, promoting safety and wellness, and creating college-wide opportunities for professional development. This will lead to a commitment to sthe ustained use and development of resources.

- [Open Textbook Pilot Grant](#): This grant utilizes the LibreTexts platform, which hosts a vast collection of Open Educational Resources (OER). LibreTexts features 13 discipline-specific libraries, 400 open textbooks, and various tools that allow faculty to customize OER content for their courses.

- [Via Rápida FYE Grant](#): Funded by the U.S. Department of Education, this Title V grant supports Hispanic and low-income students, along with all first-time college attendees, by enhancing academic and social experiences to boost enrollment, retention, persistence, and completion. (This may be replaced with an updated grant that is supporting continued work via a new name and scope.)

- ZTC implementation and acceleration grants from the CCCCO that support student equity via no cost learning materials

- Strong workforce grant (Joan)

- FEII is being funded by a Culturally Responsive Pedagogy Grant. from the state chancellor's office (and discussing how to institutionalize after the grant ends in spring 2025)

Resource Allocation Process

The annual [resource allocation and prioritization process](#) ensures that the college's resources (including human resources, physical/facilities resources, technology resources, etc.) are allocated in direct support of the institutional goals and objectives. The annual resource allocation process commences upon the completion of annual unit plans in the fall, and the annual unit plans are used to inform the resource allocation process. Requests for resources (human/staffing, physical/facilities, technology, and equipment/supplies) are submitted to the appropriate participatory governance committee for prioritization.

3.5.   **The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.**

Financial Planning and Integrated Planning

[Integrated planning](#) at Grossmont effectively links outcomes assessment, program review, annual unit planning, and resource allocation to advance the college's strategic goals and mission. This process is facilitated by the Office of College Planning & Institutional Effectiveness, ensuring that all planning activities are sustainable, collaborative, aligned, and change-ready. These guiding principles support the institution in maintaining a focus on progress and student success while engaging all stakeholders in the planning process.

Guiding Principles for Integrated Planning

Grossmont upholds several guiding principles through its Office of College Planning & Institutional Effectiveness to ensure that planning is not only aligned with but also foundational to the financial strategies of the institution, as aligned with the Society for University & College Planning :

- **Sustainable:** Builds a lasting culture of planning focused on institutional progress and student success.

- **Collaborative:** Engages all stakeholders, promoting investment in the institution's success.

- **Aligned:** Links planning across the institution to resource allocation and outcomes assessment, ensuring that goals and initiatives are adequately funded and progress is measurable.

Integrated Planning Processes

- **Outcomes Assessment:** This begins with data analysis from course, program, and unit-level outcomes, which guides subsequent planning stages.

- **Program Review:** Assess unit performance and develop plans for continuous improvement with systematic evaluations and reflections over specified cycles.

- **Annual Unit Planning:** Identifies action steps and necessary resources for the upcoming year, directly linking to the program review objectives.

- **Resource Allocation:** Ensures that resources are allocated to support institutional goals effectively, based on the comprehensive planning processes.

The [Annual Unit Plan Process diagram](#) illustrates this process. These integrated planning processes at Grossmont are essential for maintaining alignment between the institution's financial strategies and mission. They also facilitate effective decision-making in developing plans and budgets.

Participation of Appropriate Stakeholders

The district and college have established clearly defined policies and procedures for financial planning in budget development, including BPs and APs for Budget Preparation ([BP 6200](#), [AP 6200](#)), Budget and Reserve Management ([BP 6250](#), [AP 6250](#)), and Fiscal Management ([BP 6300](#), [AP 6300](#)).

The district's [Budget Planning Calendar](#) ensures that all stakeholders are informed and engaged in a structured and timely financial planning process throughout the year. The

calendar outlines key dates and responsibilities, from the initial release of the Governor's proposed budget to the final approval of the adoption budget by the Governing Board. It facilitates transparency and coordinates efforts among various departments to align the college's financial planning with anticipated state budgets and internal projections.

From a communications perspective, the College Council Recommendation form is one method used to facilitate structured and effective proposal submissions and decision-making within the College Council at Grossmont. By requiring detailed input about the recommendation, including its alignment with the college's mission and strategic goals, it facilitates appropriate assessment of the request. It also serves as a formal record of requests and actions taken (see sample College Council minutes from Feb 2024), supporting transparent governance and allowing for informed discussions and decisions during College Council meetings.

Governance and Fiscal Management

The district has additional board policies and administrative procedures that help ensure sound financial practices and financial stability to support its educational plans. This includes Investments (BP 6320, AP 6320), Purchasing (BP 6330, AP 6330), Debt Issuance and Management (BP 6307, AP 6307), Purchasing (BP 6330, AP 6330), and Bids and Contracts (BP 6340, AP 6340). The District's most recent clean audit reports provide evidence of these sound fiscal practices, as provided in the following: 2022-2023 Annual District Audit Report, 2022-2023 Foundation for Grossmont & Cuyamaca Colleges Audit Report, and the 2022-2023 Prop V Financial and Performance Audit.

The coordination of institutional planning with grants and other alternative funding sources is evidenced in the Grant Planning Process Overview and examples like Perkins Grant funding (see sample Grant Coordinator meeting agenda) and Instructional Equipment and Library Materials (IELM) funds. With IELM, funding is periodic and evaluated against a ranked list of instructional and library resource needs that are prioritized in alignment with Grossmont's mission and goals.

The Board Policy 6250, related to Budget and Reserve Management, was updated in February 2023 to ensure that the district maintains an Unrestricted General Fund reserve of (at least) two months of total operating expenditures. Raising this reserve requirement supports prudent fiscal management.

3.6. **The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.**

Transparency of Budgeting

The availability and dissemination of district Adoption Budgets presented in the summer and Tentative Budgets presented in the fall of each year allow for transparency in the budgeting process for comparison and forecasting in anticipation of each fiscal year.

As detailed in the 2022-2023 Tentative Budget presentation, the district adheres to the Government Financial Officers Association (GFOA) Budgeting Best Practices, aiming to

maintain a structurally balanced budget by ensuring recurring revenues meet or exceed expenditures. The Tentative Budget, based on the Governor's January proposal, allows the district to meet its financial obligations early in the fiscal year, while the Adoption Budget aligns with the final approved state budget, covering state funding protections, revenue, expenses, and contingency reserves. The district's budgeting process emphasizes transparency and rigor in policy adoption and includes five-year financial projections to ensure long-term financial stability.

Control Mechanisms to Ensure Responsible Fiscal Management

The district ensures the institution's financial integrity, the responsible use of its financial resources, and its fiscal outcomes through an internal control structure with appropriate control mechanisms. These are addressed in the following Board Policies: Fiscal Management (BP 6300), Debt Issuance and Management (BP 6307), Purchasing (BP 6330), Bids and Contracts (BP 6340), and Financial Audits (BP 6400). Multiple control mechanisms are built into the district's accounting system to ensure the responsible and appropriate use of the college's fiscal resources. For example, purchase requisitions are generated electronically in the Workday. Processing a requisition through the system requires a valid account number, available budget, and multi-tiered approval with the Accounting Forms Workflow. Changes to approval levels can only be executed in the system by college administrative and district administrative staff who, by the nature of their positions, have been assigned high-level security clearance.

Audit Outcomes

The audit of GCCCD for the fiscal year ending June 30, 2023, indicates compliance with major federal and state requirements. The auditors confirmed that the district adhered to the necessary compliance standards affecting major federal programs and state compliance requirements as outlined in the respective audit manuals. While the audit did not identify any material weaknesses in internal controls over compliance, it noted minor issues such as financial aid overpayments due to unit changes and delayed Return to Title IV (R2T4) fund calculations due to staffing shortages, with recommendations for improving verification processes and internal controls. No significant deficiencies related to financial statements were found, and corrective actions for highlighted issues are underway, including transitions to more integrated financial systems.

There were no findings by auditors during the financial audit for the fiscal year ending June 30, 2022, and previous annual financial audits dating back to the 2000-2001 fiscal year are available on the district's Annual Audit Reports homepage.

Any audit findings are noted in the external audit reports and are presented to the Board of Trustees at regular Board meetings (current Board agendas and minutes are available on the BoardDocs website; agendas and minutes prior to June 2018 are available on the Governing Board Archived Agendas and Minutes webpage). The District, Foundation, and Prop V Financial and Performance Audits, including responses to deficiencies, are available and are posted on the Annual Audit Reports website.

3.7. The institution ensures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability. (ER 18)

Financial Solvency through Policy and Planning

The district ensures there are adequate financial resources to fulfill present operational requirements while also considering long-term financial objectives and forthcoming commitments. This includes BPs and APs for Budget Preparation (BP 6200, AP 6200), Budget and Reserve Management (BP 6250, AP 6250), and Fiscal Management (BP 6300, AP 6300), in conjunction with Debt Issuance and Management (BP 6307, AP 6307), which support the financial management of funds and ensure financial stability for short-term and long-term financial priorities. A monthly cash flow analysis is performed by the district to ensure adequate funds are available to support risk management strategies, financial emergencies, and unanticipated events.

The college ensures that its resource allocation process facilitates program evaluation, encompassing both immediate and future-oriented strategies like the Technology Rollover Plan, the Five Year Construction Plan, and the GCCCD Comprehensive Strategic and Facilities Plan 2022-2028. Performance in annual audit reviews (as described in Standard 3.6) has assisted in validating the effectiveness of the organization's fiscally responsible strategy. By adopting this strategy, college administrators maximize outcomes by strategically capitalizing on funding opportunities while exercising prudence to ensure the sustained viability of programs and initiatives.

Grossmont has developed a Three-Year Budget Plan (fall 2023-spring 2026) in relation to retention areas of focus to ensure financial solvency when making short-range financial plans that bridge to long-range financial priorities and future obligations. The plan outlines measures to counteract an anticipated $2 million deficit by the 2025/26 academic year, coinciding with the end of the state's full hold harmless protections. The plan also involves a strategic blend of revenue enhancements and expense reductions to secure a balanced budget by 2025/26. Specifically, Grossmont aims to boost retention in six key areas and increase enrollments by 10% annually over the next three years. Additionally, the college plans to lower expenses across various sectors. Each initiative within the plan will have specific target goals, which will be regularly monitored and evaluated to ensure effectiveness.

The district's retiree health benefit liability was assessed through a series of actuarial studies before the implementation of the Government Accounting Standards Board (GASB) Statement No. 45. In March of 2008, the District's Board of Trustees approved an agreement with Public Agency Retirement Services (PARS) to administer an irrevocable trust fund through the California School Boards Association GASB 45 Solutions program for the GCCCD's OPEB liability. As of April 2023, the irrevocable trust fund had a balance of $XX. As of June 30, 2022, the OPEB obligation was $XX per the [XX-Year GCCCD Actuarial Report]. In addition to the monthly OPEB "Pay-As-You-Go" transfers to the trust, the district contributes XX dollars annually to reduce the liability as shown in the District Adopted Budget.

To address capital improvement, the district successfully passed XX to fund YY projects. As of XX-Date, the District had spent down the XX-Amount of the bond issuance along with the interest earned on the funds. The district now uses its unrestricted general fund savings and deferred maintenance funds to cover capital improvement needs, as shown in… [checked the tentative budget presentation from 2022 and found no reference to capital costs or improvements].

Through contract negotiations, the district has implemented a process to limit the amount of accrued vacation for classified employees (CSEA Contract). For classified professionals, vacation leave of more than the number of days earned in the current fiscal year shall not be carried over into a subsequent fiscal year. Team members may accrue a maximum of 1.5x annual accrual. In recent years, the district has significantly reduced the number of employees with excess vacation, thus reducing the district's compensated absence liability.

In April 2016, the Board of Trustees approved an agreement with Public Agency Retirement Services (PARS) to administer a trust fund through the Post-Employment Section 115 Trust program for the district's Pension Rate Stabilization Program. The district's ongoing pension rate increases have cost the district $X million through June 30, 2022, and are estimated to cost an additional $X million in the immediate future. As of April 2023, there was approximately $X million in the trust, as shown in the [evidence document], to offset future annual pension rate increases.

The college works with the district to ensure that any locally incurred debt repayment schedule does not adversely impact meeting all current and future financial obligations. For example, the district secured a $19 million loan in the 2021-2022 fiscal year. The purpose of the debt was to… During the XX-Date Board of Trustees meeting, the Board approved the loan for the local debt (Agenda Item XX Resolution No. YY). The distribution of the proceeds per the Loan Agreement will occur in MM-YYYY, with the first semi-annual payment of $XX to be made in MM-YYY. The district intends to pay for the loan with [strategy for repayment].

3.8. **The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers courses, student services, and/or learning supports.**

Long-Term Planning for Physical Resources
Grossmont's infrastructure planning is steered by its Comprehensive Strategic and Facilities Plan 2022-2028, which emanated from extensive shared governance dialogues initiated at the college's Annual Planning Forum in Spring 2021. The plan integrates a robust facilities framework that aligns with Grossmont's aspirations for community building, enhanced engagement, and academic excellence. This blueprint, enriched by input from a diverse campus constituency, highlighted a community desire for more collaborative spaces and significant educational improvements aimed at expediting student success.

Future Development and Project Initiatives

The Facilities Plan, as part of the comprehensive plan linked above, lays out a series of developmental proposals ranging from new constructions to renovations and site enhancements, with each project poised for detailed planning and design upon securing funding and defining user groups. Notable future projects include:

- **200s and 500s Complexes:** Proposals to replace outdated facilities with modern, multi-purpose buildings that accommodate diverse instructional and administrative needs and foster efficient space utilization.

- **Athletic & Recreation Facilities, Library Renovation:** Comprehensive improvements are planned for the athletic, exercise science, and library facilities to meet both current and future needs. These upgrades will ensure equitable access to modernized spaces, enhance connectivity across the campus, and expand community access, supporting a dynamic and inclusive educational environment.

- **Centralizing Student Support Services:** A reorganization plan to centralize student services, making them more accessible to initiate and support students' educational journeys by repurposing existing structures around a revitalized Central Plaza.

- **New Front Door:** A redesigned campus entrance on the southeast side to ease traffic and enhance first impressions.

Recent and Ongoing Projects

Recent initiatives, such as the integration of solar panels and energy storage systems, signify Grossmont's commitment to sustainability and energy efficiency, with a public hearing in February 2024 underscoring community involvement in campus developments.

In addition, there was the opening of the math and earth sciences building, which house the MESA center, math tutoring, and veteran's resource center. [Add Performing and Visual Arts Center (PVAC). Also, there have been perimeter road upgrades to allow for better access to the campus and improvements to our facilities infrastructure including HVAC and roof repairs.

Ensuring Safety and Compliance

Board policies and administrative procedures that support safe and effective physical resources include Campus Safety (BP 3500, AP 3500), Campus Security and Access (BP 3501, AP 3501), Weapons on District Property (BP 3530, AP 3530), and Emergency Preparedness and Management Plan (BP 3505, AP 3505), among others in the 3500s.

The district website provides information on Facilities Planning and Electrical Maintenance, including information on the Five-Year Construction Plan, Schedule Maintenance, and Staff Contacts. Scheduled maintenance projects are organized by funding year and include the type of project, costs, adverse effects, and planned corrective methods.

Facilities Usage and Inventory Assessment

The Facilities Condition Index (FCI) serves as a pivotal tool in the strategic planning of campus facilities, offering a quantitative assessment of building conditions. Administered by the California Community College Chancellor's Office (CCCCO), the FCI provides a ratio of

deferred maintenance costs to replacement values, thereby facilitating a straightforward comparison of the campus' building assets. Notably, buildings erected at Grossmont from the 1960s through the 1980s exhibit FCI numbers exceeding 30%, signaling that renovation costs would be prohibitively high, making replacement a more viable option. This crucial data underpins discussions about renovating or replacing these aging structures to better support the college's programmatic needs.

In addition to the FCI assessments, Grossmont diligently maintains a comprehensive Space Inventory, updated annually in compliance with State Chancellor's Office standards. To meet projected 2030 enrollment and program requirements, and to replace functions from facilities slated for removal, there is a forecasted need for more instructional space in lecture and lab areas, which will be met by new constructions planned in the 2022-2028 Strategic Facilities Plan. This plan also allows for space adjustments based on evolving hybrid delivery models. Additionally, an increase in Library/Study spaces is anticipated, reflecting student preferences and supporting their stated reasons for campus visits. Ultimately, the current and projected space needs by 2030 are closely aligned, highlighting the potential for facility repurposing to adhere to strategic principles.

3.9.   The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.

Technology Plans

Grossmont employs a strategic and secure approach to bolster its educational services and operational functions. The Grossmont College Technology Master Plan 2023-2029 is central to these efforts, emphasizing a student-centered learning environment that aligns with the college's missions and strategic goals. This plan intricately details the prioritization processes, governance, and decision-making strategies essential for integrating technology throughout the college's operations. It establishes a clear timeline for annual and off-cycle technology requests and outlines a detailed process for evaluating these requests to ensure they align with the college's strategic objectives.

Grossmont's Technology Committee organizes Strategic Plan Action Items and provides short-term goals and objectives that work in alignment with the six-year master plan. Technology requests from faculty and staff are ranked and prioritized based on alignment with the institution's mission and goals. An example of a technology request is shown in the Respiratory Therapy Annual Unit Plan, with the technology resource request highlighted, demonstrating its integration in the annual planning process.

The District's Technology Plan for 2023-2029 serves as a strategic guide for managing district resources over the next six years, with annual reviews. It sets forth guiding principles and objectives aimed at enhancing information security, bolstering teaching and learning, improving student experiences, and increasing administrative efficiencies. Developed collaboratively with contributions from faculty, staff, and students dedicated to

advancing GCCCD's vision and mission, the plan covers key areas, including guiding principles and core values, addressing drivers of change, IT governance, and organizational structure.

Ensuring Security and Efficient Management of Technology Resources

To strengthen the security and management of its technology infrastructure, Grossmont adheres to the Board Policy on Information Security (BP 3726), which mandates the highest standards of data privacy and security in compliance with state and federal laws, best practices, and board policies. Employees responsible for managing sensitive data are required to follow the district's information security protocols and complete regular security awareness training. In addition, Grossmont follows Computer and Network Use policies and procedures (BP 3720, AP 3720).

At the district level, the Information Security Program safeguards information and personally identifiable information (PII) through rigorous guidelines and annual reviews. Overseen by the Information Security Officer (ISO), the program establishes strict protocols for data access, storage, and security, ensuring that all personnel are trained in handling sensitive information responsibly. Key security measures include secure user authentication protocols, access control measures, and regular network security audits to protect against unauthorized access and data breaches. This comprehensive approach ensures the efficient management of technology resources while upholding the security of critical information.

Technology Support and User Guidelines

Grossmont offers support systems to address technology-related issues, ensuring ongoing assistance for all users on campus and demonstrating a commitment to accessibility and user support. The Technology Self-Help Guides available on the Grossmont website offer valuable resources for troubleshooting and optimizing the use of technology resources. The Technology Services Site further supports this by providing links to essential services such as the helpdesk, computer lab information, support requests, digital signage standards, HyFlex classroom details, and on-campus printing options, ensuring commensurate support for all technology users. The college also provides 24/7 phone and chat support for Canvas, supported by the California Community College Chancellor's Office (CCCCO).

In addition, the district IT department sends out a monthly Tech Bulletin newsletter to faculty and staff that provides key informational updates to help ensure the security, efficiency, and compliance of the community's technology use.

These detailed measures and resources illustrate Grossmont's commitment to enhancing its technological capabilities in alignment with educational goals and operational efficiency, ensuring that staff, faculty, and students benefit from a secure and progressive learning environment.

3.10. The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.

Policies and Procedures for Risk Management

Grossmont is committed to maintaining a safe and prepared campus environment through comprehensive risk management policies and emergency response procedures. At the district level, the Risk Management office administers, reviews, and updates the district's property, liability, and student insurance programs. In addition, it ensures a safe environment for the community and protects and preserves the district's assets from the adverse effects of physical and financial losses. The Risk Management office collaborates with the college by advising leaders on the risks of activities and ensuring compliance with district policies.

At the college level, the Emergency Communications Plan provides comprehensive procedures for addressing various security threats, ensuring the campus can respond promptly and effectively in emergency situations. This plan includes protocols for issuing timely warnings and emergency notifications, maintaining a current list of personnel authorized to initiate these communications, and procedures for managing emergency communications across different platforms and devices.

Relevant policies and procedures include:

- **Emergency Information:** Critical details on Emergency Information for the college community, including Grossmont's Incident Response Process.
- **Health and Safety:** Resources on the District HR Health and Safety Intranet and Environmental Health and Safety Plans and Programs.
- **Risk Management:** The district's Risk Management website.

Key policies and forms:

- Grossmont College Incident Response Process
- Campus Safety (BP 3500, AP 3500)
- Prohibition of Harassment (BP 3430, AP 3430)
- Computer and Network Use (BP 3720, AP 3720)

Insurance and Self-Insurance Records

Grossmont maintains comprehensive coverage for health benefits, workers' compensation, and unemployment through self-insurance and cooperative programs. The college participates in the Alliance of Schools for Cooperative Insurance Programs, ensuring extensive coverage and support for its employees and volunteers.

Relevant resources:

- Workers' Compensation Information
- Insurance Coverage (BP 6540, AP 6540)
- Volunteer Workers' Compensation and Liability Coverage (BP 3830)

Contingency Plans for Emergencies

The college has developed broad and inclusive contingency plans to address financial, environmental, technological, and other emergencies, ensuring the continuity of operations and safety of the college community under various unforeseen circumstances.

Key contingency resources and planning documents include:

- Information Security (BP 3726)

- Budget and Reserve Management (BP 6250, AP 6250)

- Emergency Preparedness and Management Plan (BP 3505, AP 3505)

The 2023-2024 Adoption Budget reflects a contingency reserve of $15.6 million—an increase of $6.7 million since the 2019-20 fiscal year. This reserve now aligns with the Government Finance Officers Association's budgeting best practices, representing two months of total operating expenditures, currently calculated at $23.4 million.

Risk Management for Information Technology

An essential component of risk management is the security of sensitive data systems, including student and employee information systems. Grossmont adheres to the articulated policies on Records Retention and Destruction (BP 3310, AP 3310), as well as policies and procedures on Student Records, Directory Information, and Privacy (BP 5040, AP 5040).

The district has a comprehensive Information Security Program to safeguard electronic data and personally identifiable information (PII). This program adheres to strict guidelines to ensure compliance with relevant regulations. It includes detailed protocols for handling PII, emphasizing employee responsibilities, and the implementation of administrative, technical, and physical safeguards.

Additionally, the program covers the scope of PII protection, addressing access, storage, and transmission of sensitive information. Employees and other authorized users must adhere to strict access controls and are trained to handle PII securely. The program also specifies measures for reporting security breaches and outlines rigorous procedures for risk assessment and the management of electronic and physical records. These policies and procedures ensure that all data, especially PII, is handled securely to prevent unauthorized access or breaches.