Self Evaluation Report of Educational Quality and Institutional Effectiveness In Support of Reaffirmation of Accreditation

Submitted by:

Grossmont College
8800 Grossmont College Dr.
El Cajon, CA 92020

To:

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

June 2013

CERTIFICATION OF THE INSTITUTIONAL SELF EVALUATION REPORT

Date: June 2013

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

From: Grossmont College, 8800 Grossmont College Dr., El Cajon, CA 92020

This Self Evaluation of Educational Quality and Institutional Effectiveness is submitted to the Accrediting Commission for Community and Junior Colleges for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Evaluation Report accurately reflects the nature and substance of this institution.
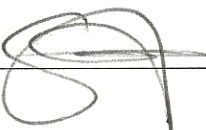
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ACKNOWLEDGMENTS

The development of this comprehensive self evaluation was an enormous undertaking. The challenges and opportunities in developing this reflective document were significant and meaningful. The end result is the product of the intensive efforts of the nine teams of committed individuals from all segments of the college.

The following groups and teams are to be commended for their contributions to this endeavor. The Accreditation Steering Committee and the co-chairs of the nine writing teams representing the components of the four major Standards, took responsibility for the content, clarity, and integrity of the entire document. Their leadership and the work of the writing teams created the self evaluation. The District Accreditation Coordinating Council assisted in district wide facilitation of the information gathering, writing, documentation, logistics, and timeline. The Graphics and Printing Departments helped with the design, layout and final production of the document. The Facilities and Operations team were most accommodating in fulfilling numerous requests for meetings and forums. Representatives of the Grossmont-Cuyamaca Community College District Services, the Chancellor, and the Governing Board gave valuable contributions and assistance in providing district or district wide information for the document. Many thanks to the entire college community including our students who spent the time to review the document and provide constructive feedback.

Special thanks to three individuals who spent countless hours on this project with their keen eyes and intellect centered on every aspect of the project. Dr. Barbara Blanchard served as the initial Accreditation Liaison Officer and helped organize the writing teams and timeline for the project. Michelle Blackman served as the editor for the project and lent her keen eyes to making sure the document was well constructed. Dr. Chris Hill, initially the faculty co-chair for the effort and later the Accreditation Liaison Officer, spent the last three years managing the entire project. She worked closely with the team co-chairs to facilitate development of the self evaluation, including populating the accreditation teams, chairing Steering Committee meetings, delivering progress reports to the Governing Board, maintaining the website, reviewing the document, and locating, cataloging and linking evidence. Dr. Hill also represented the project and reports to all constituent groups on campus and across the district. Her leadership, hard work, and dedication were invaluable.

Because of the dedication and teamwork of all who participated in the development of this self evaluation, the result is a comprehensive and accurate report that documents the self reflection and continuous improvement by which our college enthusiastically faces the tremendous opportunities that lie before us.

TABLE OF CONTENTS

GLOSSARY OF ACRONYMS

Acronym	Words associated with initials
AA	Administrator's Association
AACC	American Association of Community Colleges
AAL	Actuarial Accrued Liability
ACCJC	Accrediting Commission for Community and Junior Colleges
ACCT	Association of Community College Trustees
ACRL	Association of College and Research Libraries
ADSOC	Administration/Academic Senate Officers Council
ACE	American Collegiate English
ACEI	Academic Credentials Evaluation Institute
AFT	American Federation of Teachers
AP	Administrative Procedure
AP	Advanced Placement
ARC	Annual Required Contribution
ARCC	Accountability Reporting for Community Colleges
ASC	Administrative Services Council
ASCIP	Alliance of Schools for Cooperative Insurance Programs
ASCCC	Academic Senate for California Community Colleges
ASCIP	Alliance of Schools for Cooperative Insurance Programs
ASGC	Associated Students of Grossmont College
ASO	Administrative Service Outcome
ASSIST	Articulation System Stimulating Inter-institutional Student Transfer.
ATAC	Administrative Technology Advisory Committee
ATB	Ability to Benefit Test
ATC	Assistive Technology Center
BAT	Budget Allocation Taskforce
BOG	Board of Governors
BOT	Business Office Technology
BP	Board Policy
BRIC	Bridging Research, Information, and Culture
CalPASS	California Partnership for Achieving Student Success
CalWORKS	California Work Opportunities and Responsibility to Kids Program
CAP	Curriculum Alignment Project
CARE	Cooperative Agencies Resources for Education
CBOC	Citizens Bond Oversight Committee
CCC	Council of Chairs and Coordinators
CCCAOE	California Community Colleges Association for Occupational Education
CCCCO	California Community Colleges Chancellor's Office
CCCSAA	California Community Colleges Student Affairs Association
CCLC	Community College League of California
CCLC	Community College Library Consortium
CCL-EAR	Council of Chief Librarians Electronic Access Resources
CCSSE	Community College Survey of Student Engagement
CDP	Collection Development Policy
CDR	Cohort Default Rate
CE	Correspondence Education
CLASS	California Leadership Alliance for Student Success
CLEP	College Level Examination Program
COD	Common Origination and Disbursement

COR	Course Outline of Record
CSEA	California Schools Employees Association
CSIS	Computer Science and Information Systems
CSL	Community Service Learning
CSU	California State University
CTE/WD	Career Technical Education/Workforce Development
DACC	District Accreditation Coordinating Committee
DCEC	District Coordinating Education Council
DE	Distance Education
DEC	District Executive Council
DEI	Diversity, Equity, and Inclusion [Council]--District
DEIC	Diversity, Equity, and Inclusion Committee--College
DMAC	Digital Media Arts Center
DPM	Department Plan Manager [software]
DSL	District Services Leadership [Council]
DSP&BC	District Strategic Planning & Budget Council
DSPS	Disabled Students Programs and Services
EAO	Early Admissions Opportunity
EAP	Early Assessment Program
EEO	Equal Employment Opportunity
EEOAC	Equal Employment Opportunity Advisory Committee
EMP	Educational Master Plan
EOC	Emergency Operations Committee
EOPS	Extended Opportunities Programs and Services
EOS	Economy of Scale
ERI	Early Retirement Incentive
ESL	English as a Second Language
EWC	English Writing Center
FAFSA	Free Application for Federal Student Aid
FERPA	Family Educational Rights and Privacy Act
FF&E	Furnishing, Fixtures, and Equipment
FGCC	Foundation for Grossmont and Cuyamaca Colleges
FIG	Faculty Inquiry Group
FIPSE	Fund for the Improvement of Post-Secondary Education
FOP	Fraternal Order of Police
FMP	Facilities Master Plan
FON	Faculty Obligation Number
FTEF	Full-Time Equivalent Faculty
FTES	Full-Time Equivalent Students
FYE	First Year Experience
GC	Grossmont College
GCCCD	Grossmont-Cuyamaca Community College District
GE	General Education
GMCHS	Grossmont Middle College High School
IAC	Instructional Administrative Council
IB	International Baccalaureate
ICC	Inter-Club Council
ICS	Instructional Computing Services
IEC	Institutional Excellence Council
IERF	International Education Research Foundation
IFAS	Integrated Fund Accounting System

IGETC	Intersegmental General Education Transfer Curriculum
ILL	Interlibrary Loan
IMS	Instructional Media Services
IRC	Institutional Review Committee
IS	Information Systems [District]
ISLO	Institutional Student Learning Outcome
ISO	Instructional Support Outcome
ISP	Individual Strategic Plan
ITAC	Instructional Technology Advisory Committee
KPIs	Key Performance Indicators
LEED	Leadership in Energy and Environmental Design
LIL	Library Instruction Lab
LTR	Learning and Technology Resources [Division]
LTRC	Learning and Technology Resource Center
MSC	Math Study Center
MTS	Metropolitan Transit System
NADE	National Association for Developmental Education
OCL	Open Computer Lab
OCLC	Online Computer Library Center
OPEB	Other Post-Employment Benefits
OPT	Office Professional Training
P&RC	Planning and Resources Council
PD	Professional Development
PEAR	Pension Eligible Alternative Retirement
PIE	Planning, Implementation, and Evaluation
POST	Police Officer Standards Training
PSLO	Program Student Learning Outcome
RPIE	Research, Planning, and Institutional Effectiveness
SAO	Student Affairs Office
SDICCCA	San Diego/Imperial County Community College Association
SDICCCLRC	San Diego/Imperial County Community College Learning Resources Coop
SDILDRN	San Diego and Imperial County Library Disaster Response Network
SDSU	San Diego State University
SELF	State Education Liability Fund
SIP	Summer Institute Program
SLOAI	Student Learning Outcomes Assessment Initiative
SLO	Student Learning Outcome
SSC	Student Services Council
SSCCC	Student Senate for California Community Colleges
SSO	Student Service Outcomes
TAG	Transfer Admission Guarantee
TAP	Technical Assistance Program
TTLC	Technology for Teaching and Learning Committee
UC	University of California
UAAL	Unfunded Actuarial Accrued Liability
USDE	U.S. Department of Education
VEBA	Voluntary Employees Benefit Association
WACC	World Arts and Cultures Committee
WASC	Western Association of Schools and Colleges
WSCH	Weekly Student Contact Hours

ABSTRACT

The mission of Grossmont College is to provide an exceptional learning environment for its diverse student population by providing up-to-date facilities, employing outstanding faculty, staff, and administrators, and carefully managing its resources. The college just completed its 51st year of educational excellence and offers certificate, degree, and transfer programs, career technical education and workforce development, and opportunities to develop basic skills.

Since the college's reaffirmation of accreditation in 2007, it has continued to strive for excellence by effectively integrating its processes for program review and assessment of student outcomes; both long-term and annual planning; and resource allocation into an effective system that relies on participation from all levels in the organization. This integration, combined with efforts to recruit and retain a diverse workforce and the implementation of an emerging college wide professional development program, results in a focus on continual improvement with the overarching goal of helping our students achieve success in reaching their educational goals.

Such efforts in continual improvement require effective communication and collaboration at all levels. Since the last accreditation visit, constituent group leaders have worked diligently to improve communication and collaboration across the district. Within the college participatory governance structure, representatives from various constituent groups are involved in collaborative committee and council discussions that result in recommendations to the college president. A similar structure is in place at the district level and recommendations are made to the chancellor.

Although the process of planning, implementation, and evaluation is continuous each year, the college benefited greatly from the opportunity for the more detailed self reflection offered during the preparation of this self evaluation report. There are many achievements to celebrate, a few of which are highlighted in the chart on the following page. As the college moves forward, there are also a few items on which we plan further action:

- Grossmont College (GC) will review and revise its mission statement in late 2013. (I.A.3.)
- GC will continue to ensure that all multimedia and web presentations, as well as online services, meet accessibility standards. (II.B.3.a.)
- GC will continue to monitor and assess the level and effectiveness of services available online for DE students. (II.B.3.a., II.C.1.)
- GC will continue to work diligently through its established processes to ensure that staffing needs in classified, faculty, and administrative areas are identified, prioritized, and funded in order to support student success. (III.A.2.)
- GC will enhance the systematic evaluation of both the technology utilized by the college and the technical support provided. (III.C.2.)
- GC will continue to work with colleagues throughout the GCCCD to plan for, and commit funds to, its long-term commitment to provide other post-employment benefits and to fully fund the annual required contribution (ARC). (III.D.3.c.)

Standard I Highlights:	Standard IIA Highlights:	Standard IIB Highlights:
• GC regularly reviews its mission statement that defines our educational purpose, our student population, and our commitment to achieving student learning. • We address our mission via an integrated planning process in which we set goals, plan activities, allocate resources, evaluate results, and make adjustments for continuous improvement. • We demonstrate our effectiveness by tracking student learning outcomes, key performance indicators, and other student achievement data.	• GC maintains a "Regular and Effective Contact Policy" for Distance Education and developed a best practices "Tools and Techniques for Online Teaching" document. • The college regularly assesses its programs and services through robust program review processes and uses the results of those reviews for improvement. • GC regularly assesses its course-level student learning outcomes and uses those outcomes to measure program-level and GE/ISLO outcomes. • The college has created innovative programs/initiatives to address the diverse learning needs of its students (e.g., Freshman Academy, Math Academy, West Hills project).	• GC provides services and programs to address the learning support needs of its students (e.g., EOPS Summer Institute, EAO). • Student Services is developing an online system (through Cynosure) for orientation and advising. • Both Student and Administrative Services conduct regular student satisfaction surveys as a part of their service outcomes assessment. • Students are engaged on campus through ASGC and the Inter-Club Council.
Standard IIC Highlights:	Standard IIIA Highlights:	Standard IIIB Highlights:

• The college provides a number of computer labs and tutoring centers to assist students in their studies.
• The library faculty have worked with discipline faculty to develop web-based course guides related to library resources.
• The library also has a "Library Resources for Online Students" webpage.
• The library and other learning support services have revised their comprehensive program review process to better integrate assessment and planning.
	• The GCCCD has an updated EEO plan that addresses the goal of finding the most qualified candidates from a diverse pool of applicants.
	• The GCCCD works through its Diversity, Equity, and Inclusion (DEI) Council and associated college and District Services committees to provide a welcoming environment that fosters cultural competence, equity, and respect for all employees and students.
	• The institution conducts regular and documented evaluations of its employees with a goal toward encouraging improvement.
	• GC has implemented a year-round professional development program, overseen by a professional development coordinator, to meet the needs of its personnel for continuous learning and improvement.
		• GC has upgraded or replaced a number of facilities in support of its programs and services including:
		  o Exercise Science and Wellness
		  o Griffin Center
		  o Health and Sciences Complex
		  o Administration/Student Services
		• The college works to ensure that facilities are safe, accessible, and maintained.

Standard IIIC Highlights:	Standard IIID Highlights:	Standard IV Highlights:

• GC supports a variety of learning technologies and equipment including:
  o Blackboard,
  o Micrograde, and
  o Classroom Smart Carts.
• The college provides technology training for employees and students.
• GC systematically plans for upgrades and replacement of its technology.
	• The GCCCD and GC manage fiscal resources to remain mission focused and fiscally sound.
	• College planning processes involve the realistic assessment of resource availability and the allocation of resources to best accomplish the strategic goals of the college.
	• The GCCCD has clearly defined financial policies and procedures and undergoes regular external audits.
	• Financial information is communicated throughout the GCCCD and college in a timely manner.
		• At both the district- and college-levels, constituent groups participate in governance discussions and in developing recommendations.
		• GC works with the Academic Senate and its related committees for recommendations on student learning programs and services.
		• The GCCCD Governing Board has well-established policies to ensure, and works to support, the quality, integrity, and improvement of student learning programs and services.

INTRODUCTION

College History

Grossmont College (GC) was founded through voter approval in 1960 as the Grossmont Junior College District. The College began offering classes on the Monte Vista High School campus in September 1961, with an enrollment of 1,538. In 1962, the voters approved a $7.5 million bond to purchase a 135-acre site and build the GC campus on a scenic mesa in the Fletcher Hills area adjacent to the cities of El Cajon and La Mesa (Figure 1). The first portion of the campus was planned to accommodate an enrollment of 2,500 daytime students, and the completed campus was expected to accommodate 4,800 students. In October 1965, East San Diego County voters passed a second bond for $3.5 million, making it possible to complete the planned new facilities in September 1967.

In September 1972, the Governing Board acquired a 165-acre site in the foothills south of El Cajon for a second campus that could accommodate 3,500 students. Cuyamaca College officially opened in fall 1978, with construction of campus facilities continuing through 2001 and Grossmont College became part of a larger two-college district. In March 1985, the Governing Board officially changed the name of the district to the Grossmont-Cuyamaca Community College District (GCCCD), thereby incorporating the names of both colleges in the title.
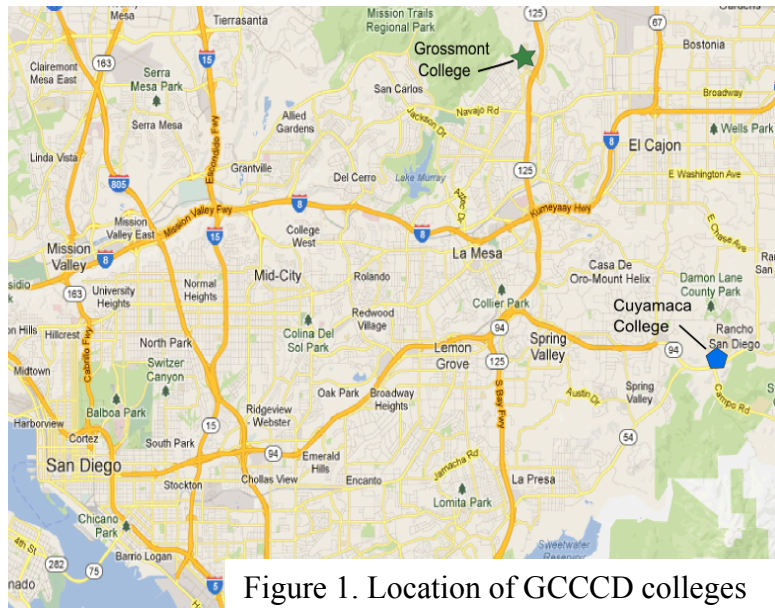
Figure 1. Location of GCCCD colleges

By fall 2000, GC enrolled 16,777 students, almost 3.5 times its planned capacity of 4,800 students. In 2002, the Governing Board approved a new master plan for the College that was designed to accommodate 20,000 students by 2015. In November 2002, the voters approved Proposition R, a $207 million bond issue that provided funding for the construction of new campus facilities. As a result, a number of buildings on campus were renovated and other new facilities were constructed. Examples include renovation of the gateway Administration/Student Services building, the student center (Griffin Center), and the Exercise Science and Wellness Complex. It also included new construction of a Health and Sciences Complex, a Science Lab building, Digital Arts and Sculpture buildings, and a parking structure (Figure 2). Final construction under the Prop R bond was completed in the spring of 2012.

Grossmont College Campus Map
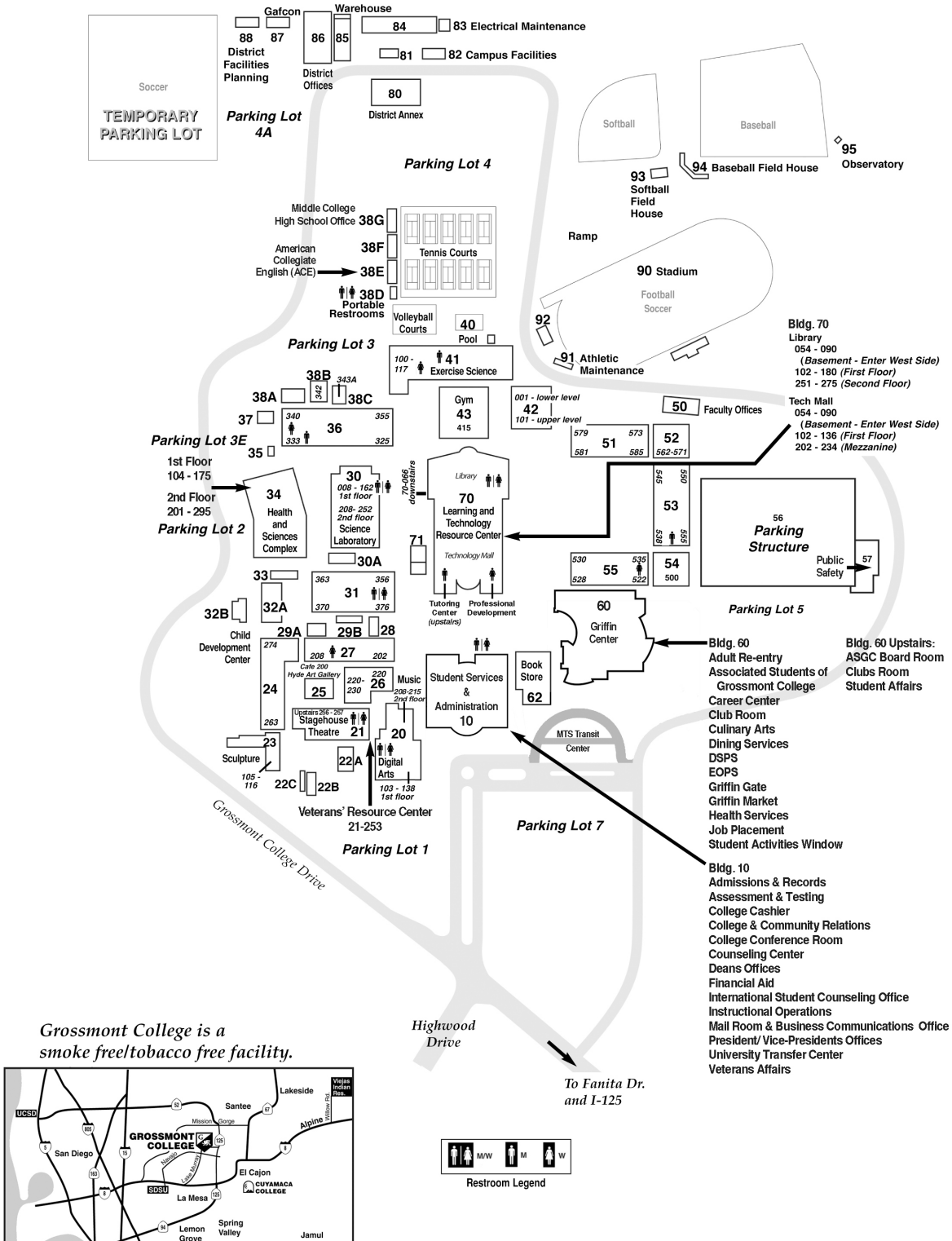
Figure 2. Grossmont College campus map.

On November 6, 2012, more than 58 percent of the voters in the District's East County community approved Proposition V, the GCCCD's $398 million bond measure. The bond measure was the result of a two-year comprehensive needs assessment and planning process based on an Educational Master Plan (EMP) that will guide the District for the next decade and beyond. Phase One of a Facilities Master Plan (FMP), identifying more than $600 million in facility needs, grew out of that planning process. The FMP highlighted numerous building, technology, and sustainability needs at both colleges. Grossmont College still has 14 original buildings that are badly in need of repairs and do not serve today's technology requirements. In addition to technology upgrades, energy-efficiency measures are needed as a way to reduce operational costs and to direct the savings to classroom instruction. Prop V construction is anticipated to begin in 2014.

The GCCCD's official District Boundary Area covers the eastern part of San Diego County (Figure 3). However, GC's service area (in green) extends beyond that boundary as students living in communities across San Diego County find the College to be readily accessible by freeway. Approximately 40 percent of GC's students reside outside the GCCCD boundary.
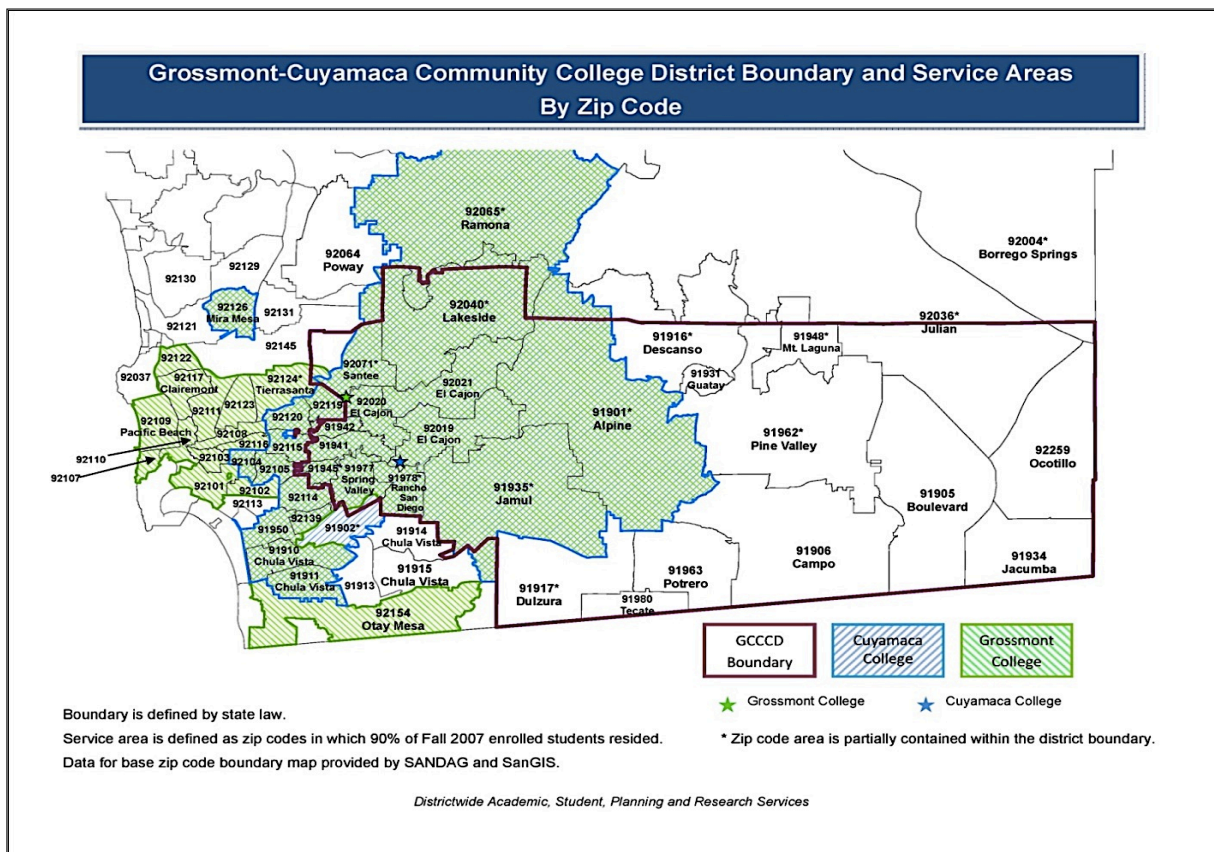
Figure 3. GCCCD Boundary and Service Areas

Institutional Vision, Mission, and Organization

In spring and fall 2009, the College hosted campus-wide activities and discussions related to the vision, mission, and values of Grossmont College. These activities – involving representation from all constituencies (students, classified staff, faculty, and administrators) – resulted in the development of the following vision and mission statements:

> *Vision:* Grossmont College - Changing lives through education.
>
> *Mission:* Grossmont College is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential, and to developing enlightened leaders and thoughtful citizens for local and global communities.
>
> This mission is fulfilled by providing the people of East San Diego County with:
> - Transfer degrees and certificate programs
> - Career technical education and workforce development
> - Basic skills
> - Student support services that promote student access and achievement
> - Community education

The primary organizational charts illustrating the lines of authority for the District and the College are illustrated in Figures 4 through 8.

Because GC is part of a multi-college district, responsibility for various functions related to Accrediting Commission for Community and Junior College (ACCJC) Standards are distributed across both the College and District as outlined in the district wide Map of Functional Responsibilities (Appendix A).

Figure 4. GCCCD 2012-13 organizational structure.

Figure 5. GC 2012-13 organizational structure – President.

President

Sunita Cooke

Director, College and Community Relations	Sr. Dean, College Planning & Inst. Effectiveness	Vice President Academic Affairs	Vice President Administrative Services	Vice President Student Services
Vacant	Vacant	Chris Hill (acting)	Tim Flood	Jeff Baker

Vice President Academic Affairs
Chris Hill (acting)

- **Dean Allied Health & Nursing** — Debbie Yaddow
  - **Director Nursing** — Vacant
- **Dean Arts, Languages, & Communication** — Steve Baker
- **Dean, Career Tech. Ed./Workforce Dev.** — Christina Tafoya
- **Dean, English & Social/Behavioral Sciences** — Agustin Albarran
- **Dean Learning & Tech. Resources** — Kerry Kilber-Rebman
- **Dean, Math, Natural Sciences, Exercise Science & Wellness** — Michael Reese
- **Supervisor Instructional Operations** — Marsha Raybourn

Figure 6. GC 2012-13 organizational structure – VP Academic Affairs.

Vice President,
Administrative Services

Tim Flood

Supervisor, Bookstore	Supervisor, Business Communication Services	Manager, Food Services	Manager, Bookstore	College Cashier	Supervisor, Printing	Budget Analyst	Director, Campus Facilities and Operations
Joseph Goodman	Eugenia Montoya (interim)	Lisa Gibson	Michael Gilchrist	Caroline Althaus (interim)	Holly Phan	Carol Rapolla	Ken Emmons

Manager Campus Projects
Vacant

Supervisor, Custodial
Kurt Brauer

Supervisor, Custodial
Ryan Althaus

Supervisor, Grounds and Maintenance
Vacant

Figure 7. GC 2012-13 organizational structure – VP Administrative Services.

Vice President Student Services
Jeff Baker

Dean Counseling Services
Howard Irvin (interim)
- **Supervisor, Student Development Services** — Nancy Davis
- **Supervisor, Counseling & Assessment Center** — Vacant
- **Coordinator, EOPS/CARE/CalWorks** — Michael Perez
- **Coordinator, DSPS, ATC** — Jane Nolan

Dean A&R/Financial Aid
Vacant
- **Director Admissions & Records** — Vacant
  - **Supervisors A&R Office/Technical** — Nick Montez & Laith Shammas
- **Director Financial Aid** — Michael Copenhaver
  - **Supervisors, Office** — Daniel Hernandez & Frank Williams

Associate Dean Student Affairs
Sara Glasgow (interim)
- **Supervisor Health Services** — Dianne Woodson
- **Director Student Activities** — Patrice Braswell-Burris (interim)
- **Associated Students of Grossmont College**

Associate Dean Athletics
James Spillers

Figure 8. GC 2012-13 organizational structure – VP Student Services.

Program Review and Planning

In the areas of program review and planning, GC believes it meets the rubric criteria for Sustainable Continuous Quality Improvement. The major divisions of the campus, Academic Affairs, Administrative Services, and Student Services have in place ongoing and systematic program review processes overseen by a program review committee in each area. Both the Academic Affairs and Student Services divisions currently require departments to undertake a comprehensive review every six years that encompasses:

- student learning, achievement, and support,
- curriculum development (where applicable),
- community outreach,
- professional development, and
- department efficiency.

The Administrative Services division has elected to conduct a comprehensive review annually. Following submittal of the comprehensive program review report for a given department, the appropriate college Program Review Committee reviews the report and issues recommendations for continuous improvement. At the end of each program review cycle – after each program has gone through their comprehensive review – each co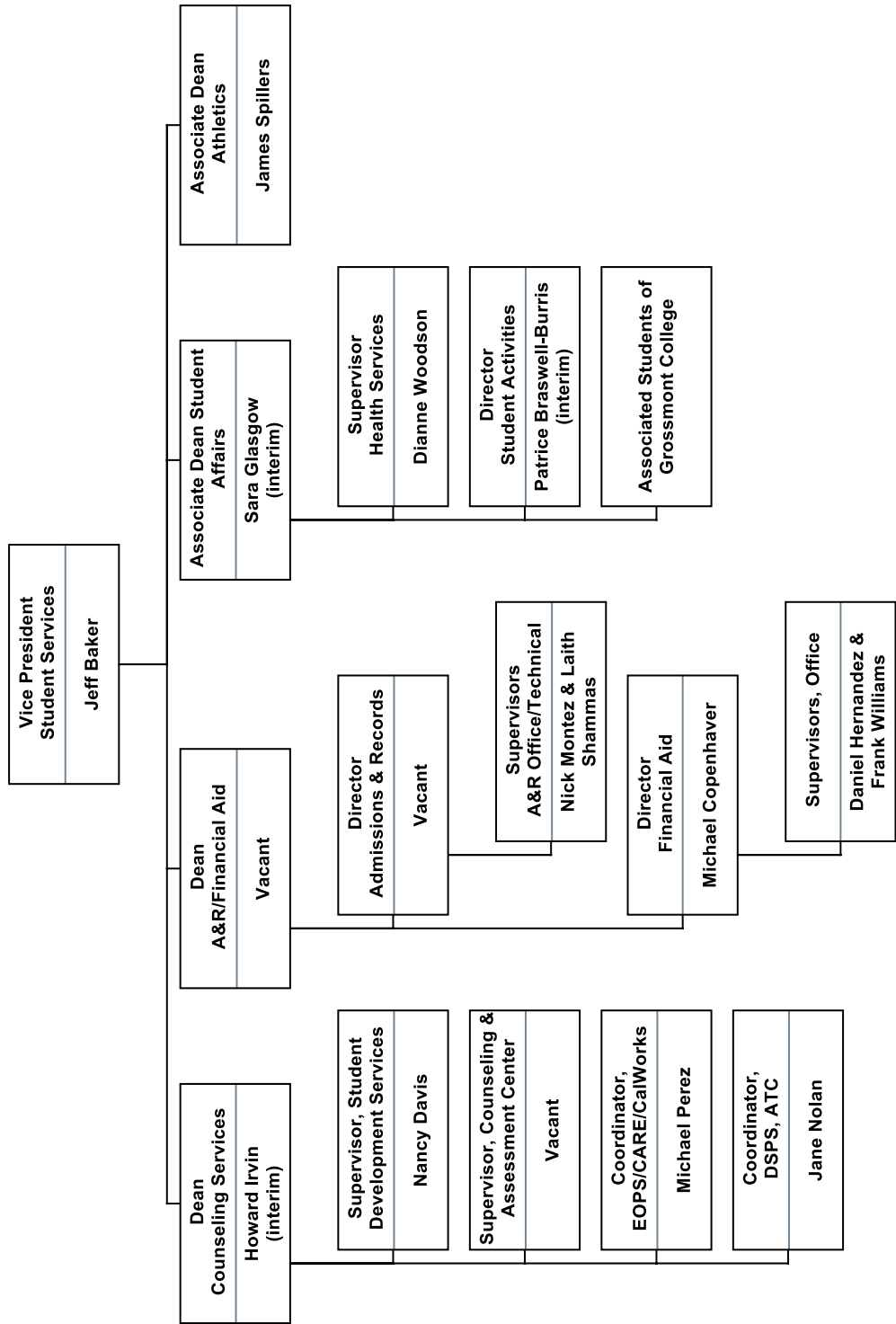mmittee reviews the guidelines and questions in order to refine the program review process. In addition, a summary of each program's commendations and recommendations is presented to the College's Planning and Resources Council (P&RC).

As a result of the program review process, recommendations for improvement come forward from both the department and the program review committee. Those recommendations form the basis of department goals to be addressed during the next long-term (or annual, in the case of Administrative Services) cycle. Every year, each department provides annual updates to their program review information via an annual program review update. In addition, departments develop and implement annual planning activities that are intended to help them accomplish the longer-term department goals, as well as document progress on the completion of those activities and goals. Throughout 2013, the annual update, planning activity, and outcomes assessment processes are being transitioned to a comprehensive online system (TracDat).

Data related to institutional effectiveness are available on the College's planning website and there is widespread dialogue on the data both within departments as well as college wide. Each year, college constituents assess the institution's effectiveness by examining – both in college committees/councils and in the annual college planning forum – student achievement data, the results from the assessment of student learning and service outcomes, and the results of annual planning activities. Based on those data analyses, the College selects, from its 2010-16 Strategic Plan, those goals on which to focus during the next planning cycle. By assessing key performance indicators (KPIs) and focusing on annual planning goals, as well as other important criteria (including innovation, mandate initiatives, and community need), the College effectively targets its resources to achieve its overarching strategic goals.

In every aspect of the integrated program review and planning processes, periodic evaluation of the process results not only in improvement of the process itself, but in the ability of the College to address its effectiveness in helping GC's students achieve success.

Student Learning, Service, and Instructional Support Outcomes

GC's integrated planning process also includes student learning, service, and instructional support outcomes assessment. Departments are asked to assess their course-level student learning and their service or support outcomes on a regular basis and to report annually – via the TracDat system – on those that have been assessed during the most recent planning cycle. They are also asked to develop annual planning activities to address any concerns that might arise as a result of their outcomes assessments and to discuss – in both the annual program review updates and comprehensive Program Review reports – any improvements to their programs that have resulted from implementation of those annual planning activities.

The achievement of student learning outcomes (SLOs) at a program level is discussed during a department's comprehensive program review process, using course-level assessment data that has been mapped to program-level student learning outcomes (PSLOs). In addition, careful mapping of course- and program-level SLOs to general education/institutional student learning outcomes (GE/ISLOs), allows the College to assess the achievement of more broad and overarching institution-level outcomes.

Dialogue about student learning occurs in a number of venues across campus. Departments regularly discuss student learning, service, and support outcomes as part of their annual program review update process. Opportunities for faculty to interact with colleagues (faculty, staff, and administrative) also occur during flex week workshops and in faculty inquiry groups (FIGs). College-level discussions occur in committees and councils as well as during the College's annual planning forum.

As a result of these various processes and opportunities for dialogue, GC is proficient – and demonstrates continuous improvement – in the area of SLO, PSLO, and GE/ISLO development, assessment, and the analysis of assessment data to improve courses, departments, college programs, and the institution as a whole.

Financial Performance and Integrity

Financial performance and integrity is a shared responsibility between the College and District Services. The District Strategic Planning & Budget Council (DSP&BC) continually reviews strategic planning priorities and related budget allocations. The institution systematically assesses the effective use of financial resources using a variety of methods and tools: audits, program review, educational master plans, productivity reports, KPIs, staffing analysis and budget committee discussions.

Each year, independent auditors review internal controls and provide an opinion on their adequacy. The GCCCD and its colleges have a multi-stage process for ensuring the appropriate allocation of financial resources to support its institutional programs and

services. Budgets are routinely scrutinized during the progress of each fiscal year. GCCCD contracts annually with a certified public accounting firm to serve as an independent external auditor.

The annual audit reports are reviewed at District Executive Council (DEC) and governing board meetings. They are also posted on the district website. Any audit findings are reviewed in detail at site business offices for a comprehensive response, plan of action, and dissemination. The GCCCD posts minutes and financial documents on the employee intranet and provides periodic budget updates via governing board workshops, chancellor's email updates, and budget forums.

Distance Education Efforts

In the past, Grossmont College has provided distance education (DE) in various formats, including telecourses, hybrid/blended, and 100 percent online via the Internet. GC students continue to embrace online and hybrid learning because it provides more flexibility in addressing work schedules, personal circumstances, cost of transportation, time constraints, and economic pressures. At Grossmont College, 14 percent of all enrollments were in DE classes during fall 2010 and spring 2011. Of that 14 percent of overall enrollments, 81 percent were in 100 percent online sections. The remaining 19 percent were in hybrid/blended sections. Each semester, approximately 3,500 students enrolled in one or more 100 percent online course sections. The need to provide students with access to courses as a result of their varying needs is the impetus behind an ongoing expansion of the electronic delivery of courses and the submittal of a recent Substantive Change Proposal to the ACCJC.

Grossmont College strives to meet all eligibility requirements, accreditation Standards, and regulations related to its DE courses. Curriculum is reviewed to ensure that:

- regular, effective contact is maintained between the instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminars or study sessions, field trips, library workshops, telephone contact, threaded discussions, chat rooms and bulletin boards, voice mail, e-mail, or other activities;
- by exploring effective pedagogical techniques appropriate to the DE mode, online courses share a common curriculum with the face-to-face delivery mode;
- the rigor, breadth, objectives, learning outcomes, and academic quality of DE courses and programs offered meet the same course quality standards as those offered in the traditional on-campus mode;
- appropriate technology is used to achieve the course objectives;
- multiple measures are used to achieve and assess student learning; and
- all instruction provided as DE is accessible to individuals with disabilities, in accordance with the Americans with Disabilities Act (42 U.S.C. Sec. 12100 et seq.) and Section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. §794D.); the California Community Colleges Chancellor's Office Distance Education Guidelines for Students with Disabilities; and other state and federal laws.

INSTITUTIONAL DATA

GC incorporates data into its decision-making processes wherever possible. With the help of the GCCCD Research, Planning, and Institutional Effectiveness (RPIE) office, the GC community has worked very hard to create a data-informed culture. As both the characteristics of students and community needs evolve, it is the responsibility of GC to adjust practices and make decisions that better support these new conditions.

Demographics

<u>San Diego Region Service Area</u>
GC's service area has seen a steady distribution of age groups (Figure 9). As mentioned in the introduction, the GC service area extends beyond the official GCCCD boundary to include areas within the San Diego region west and south of the College. Projections indicate that the 65+ age group is likely to increase in the service area while the population under 24 is expected to decrease overall. GC serves approximately 5000 new students each fall with recent high school graduates representing approximately 50 percent of that total. Because of the increase in the 65+ population and the decrease in the under 24-year-old population, this could potentially have an impact on GC and the College is discussing this topic in relevant committees.

	<18	18-24	25-35	35-44	45-64	65+
2008	24%	10%	16%	16%	24%	11%
2010	24%	11%	17%	15%	24%	11%
2020	22%	10%	17%	14%	24%	14%
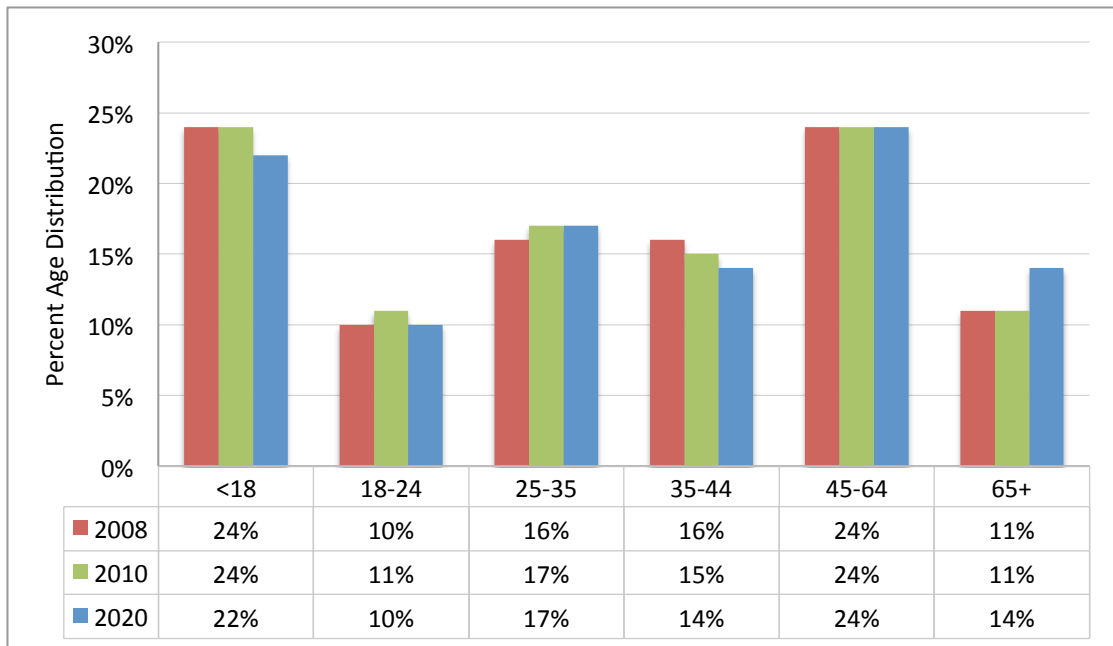
Figure 9. Grossmont College service area age distribution.
(Source: GCCCD Environmental Scan)

GC's service area has become, and will continue to become, more diverse (Figure 10). The Hispanic population is projected to continue to grow through 2020 and is likely to reach one-third of the total population. In the same time frame, the white population will see a projected decrease of 10 percentage points.

	Asian	Black (non-Hispanic)	Hispanic	White	Other
2000	10.9%	7.0%	27.0%	51.1%	3.9%
2008	11.9%	6.9%	30.4%	46.2%	4.5%
2010	13.4%	6.5%	29.7%	48.1%	2.3%
2020 Projections	14.2%	6.4%	34.5%	41.6%	3.2%
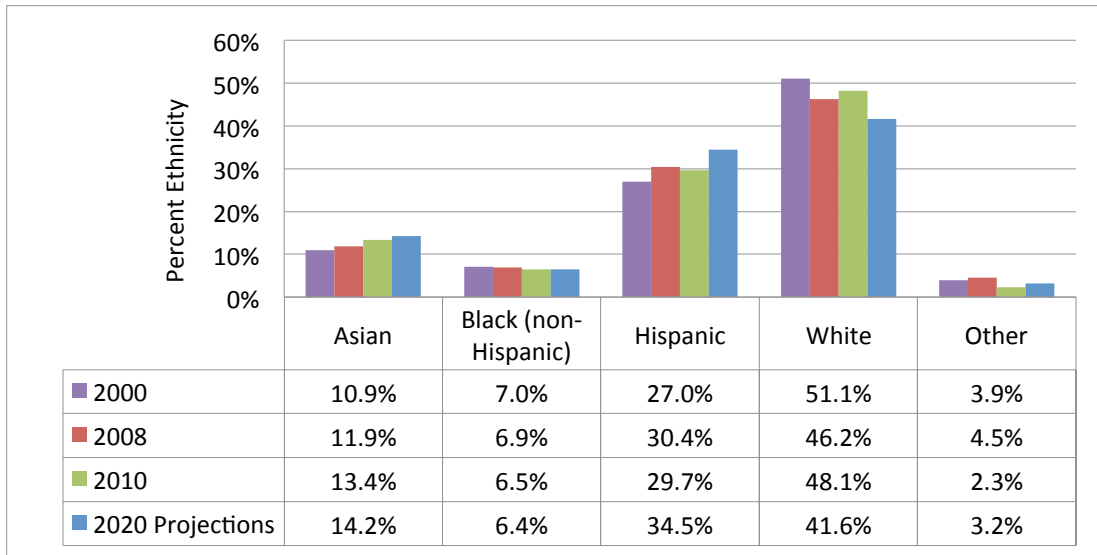
Figure 10. Grossmont College service area current and projected ethnicity.
(Source: GCCCD Environmental Scan)

Ethnicity Comparison

The GC student population largely reflects the ethnicity of the area that it serves (Figure 11). An exception is Asian students (6.8%) who comprise just over half the percentage of the GC service area, but exceed that of the GCCCD boundary area, while Hispanic student percentages better reflect the population of the GCCCD boundary area.

	GC Students	GC Employees	GC Service Area	GCCCD Boundary
Asian	6.8%	7.2%	13.4%	4.0%
Black (non-Hispanic)	7.9%	3.9%	6.5%	5.8%
Hispanic	24.1%	14.3%	29.7%	25.1%
White	46.2%	72.5%	48.1%	60.0%
Other	15.1%	2.2%	2.3%	3.8%
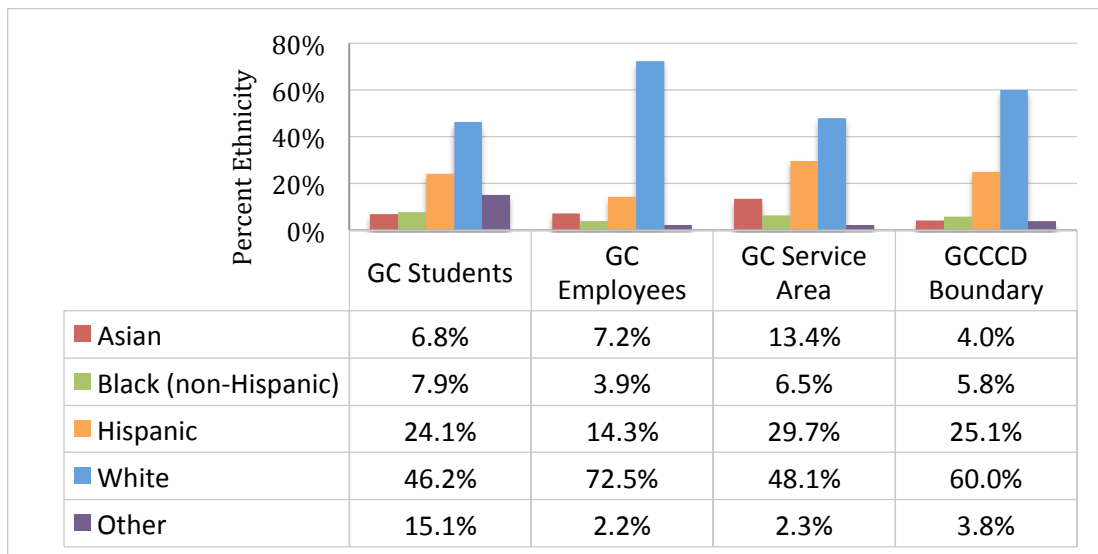
Figure 11. Ethnicity comparison of Grossmont College with community.
(Source: CCCCO Data Mart, SANDAG – 2010 Census)

GC seeks to serve a diverse student population (Figure 12). The top two ethnicities in both student and employee groups are White and Hispanic. White students (45%) make up less than half of the student population, while 29 percent of the students are Hispanic. Hispanics comprise between 11 and 20 percent of the employee groups. Asians are represented fairly consistently across all groups at 6 to 9 percent. As part of its Equal Employment Opportunity (EEO) plan, the GCCCD works to recruit a qualified and diverse workforce that will best serve our diverse student population.
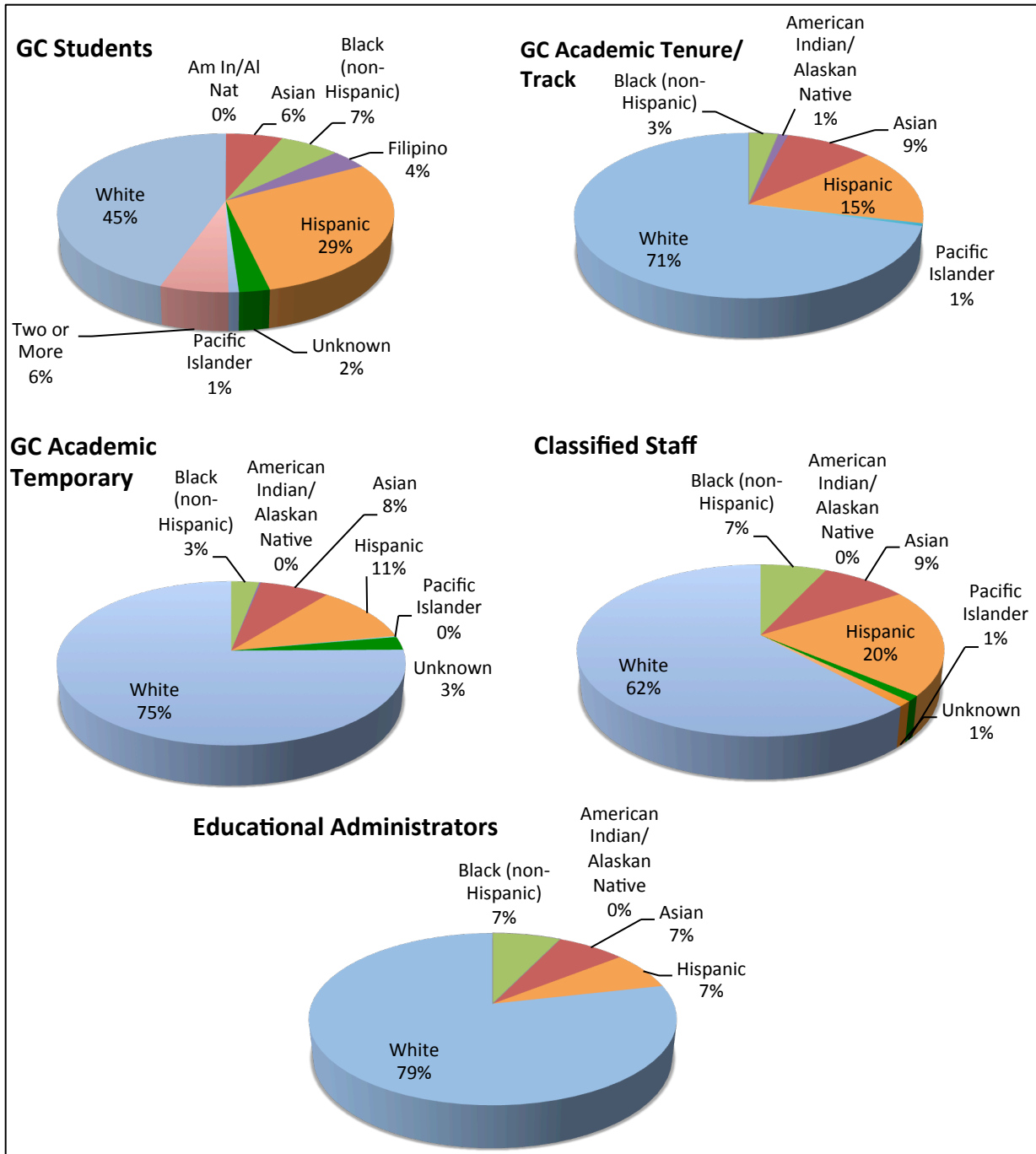
Figure 12. Ethnicity comparison of GC students and employees for fall 2012.
(Source: CCCCO Data Mart)

GC enjoyed its highest unduplicated headcount in 2009-10 (Figure 13). GC saw the largest student population in its history in 2009-10 with a count of over 21,000 students. Due to state budget cuts and enrollment cut backs, the overall population since then has leveled out to around 20,000 students for the fall 2011 and just less than 19,000 in spring 2012.

	2007-08	2008-09	2009-10	2010-11	2011-12
■ Fall	17,958	18,757	20,717	20,004	20,026
■ Spring	18,476	19,806	21,088	20,228	18,880
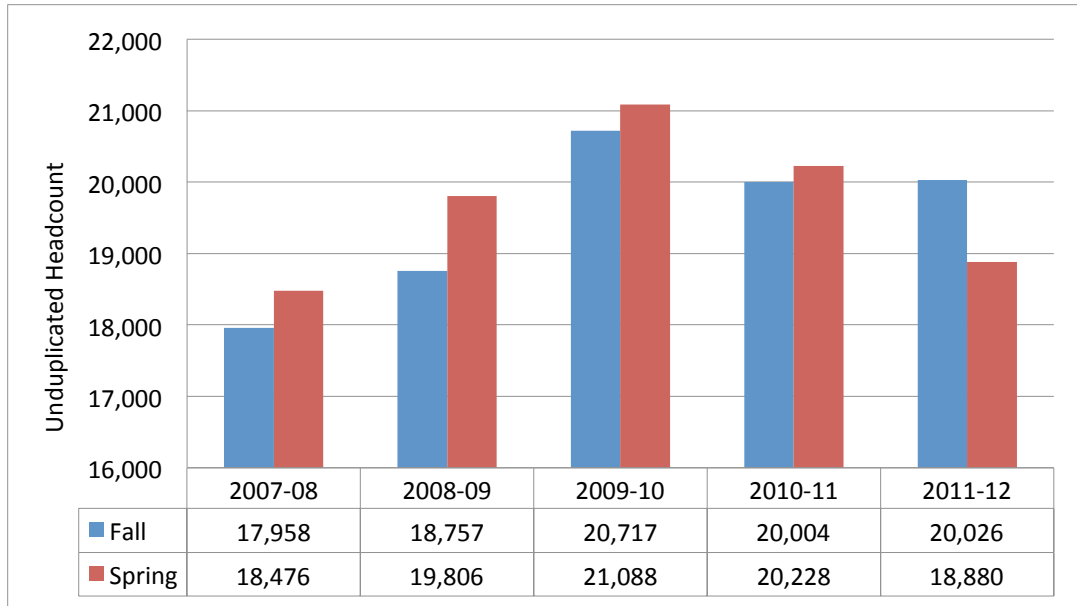
Figure 13. GC student enrollment trend (unduplicated headcount).
(Source: GCCCD RPIE Office)

GC served the largest number of Full-Time Equivalent Students (FTES) in 2009-10 (Table 1). While headcount has remained somewhat stable, the FTES has progressively declined since 2009-10. Because of budget cuts and state-mandated workload reductions, GC had to reduce class offerings to reduce the workload (FTES) by 14 percent.

Table 1. Grossmont College FTES Trend.	
YEAR	**TOTAL FTES**
2007-08	13,040
2008-09	13,442
2009-10	14,440
2010-11	13,203
2011-12	12,474
(Source: GCCCD Colleague Reports)	

GC's student population continues to become more diverse (Figure 14). The White population has declined by four percentage points in the last five years, while the Hispanic and those in the "Two or More" category have increased significantly in number. For the rest of this document, the focus will be on the five largest groups at GC: Asian, Black non-Hispanic, Hispanic, Two or More, and White students.

	Black (non-Hispanic)	Amer Ind/Alask Native	Asian	Filipino	Hispanic	Pacific Islander	Two or More Races	Unknown	White
Fall 2007	8.0%	1.1%	7.1%	4.3%	18.5%	1.5%	0.0%	10.0%	49.4%
Fall 2008	7.9%	1.0%	7.2%	4.9%	19.0%	1.6%	0.0%	10.4%	47.9%
Fall 2009	7.9%	0.8%	6.9%	4.3%	21.3%	1.3%	2.3%	7.9%	47.4%
Fall 2010	7.9%	0.6%	6.8%	4.5%	24.0%	1.0%	3.9%	5.1%	46.2%
Fall 2011	7.3%	0.5%	6.5%	4.0%	26.6%	0.9%	5.1%	3.4%	45.7%
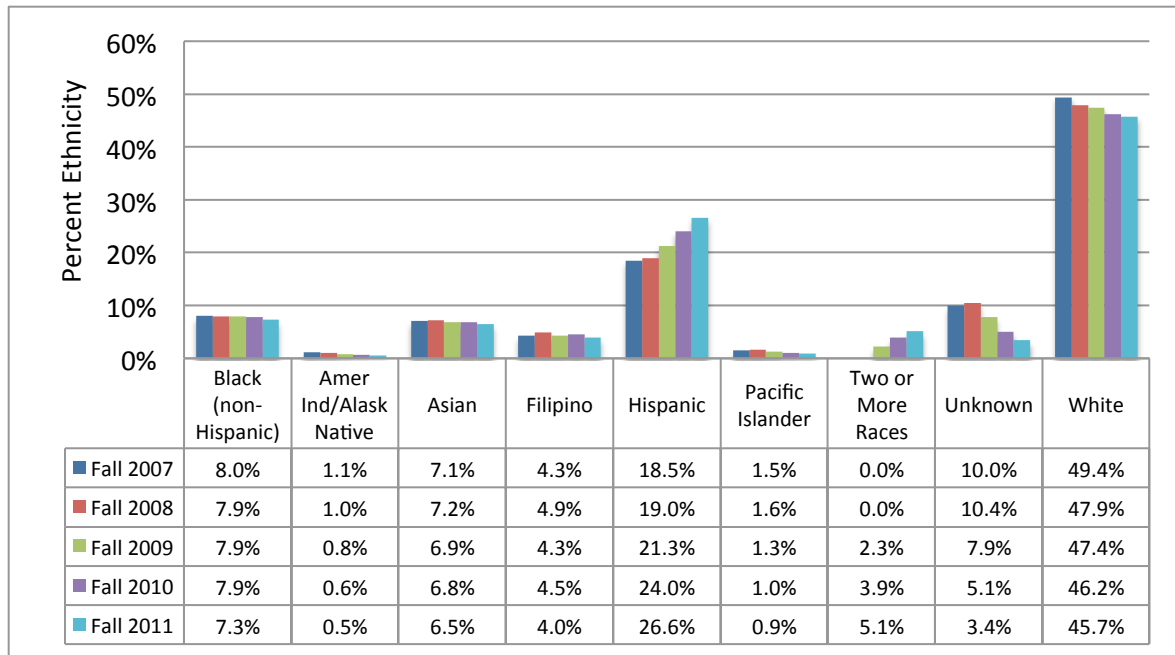
Figure 14. Grossmont College student enrollment by ethnicity.
(Source: CCCCO Data Mart)

GC's male population is increasing slightly (Table 2). The male population at GC has increased almost 2 percentage points in the last five years though females still outnumber males on campus.

Table 2. GC Student Enrollment By Gender					
	2007-08	**2008-09**	**2009-10**	**2010-11**	**2011-12**
Female	57.0	57.1	56.4	55.6	55.1
Male	42.1	41.9	42.6	43.5	43.9
(Source: GCCCD RPIE Office)					

GC's age distribution has remained steady since 2007 (Figure 15). The age distribution has remained steady between 2007 and 2011 with two-thirds of students under the age of 24. However, there has been a small increase – two percentage points – in students within the 25 to 29 age group in the past five years. This could be due, in part, to the significant increase in GC's student veteran population.

	Under 20	20-24	25-29	30-49	50+
Fall 2007	31.5%	35.7%	12.1%	16.1%	4.6%
Fall 2008	31.2%	36.5%	12.4%	15.7%	4.3%
Fall 2009	28.4%	37.0%	13.7%	16.4%	4.4%
Fall 2010	28.8%	37.6%	13.8%	15.8%	4.0%
Fall 2011	29.7%	36.5%	14.0%	15.8%	4.0%
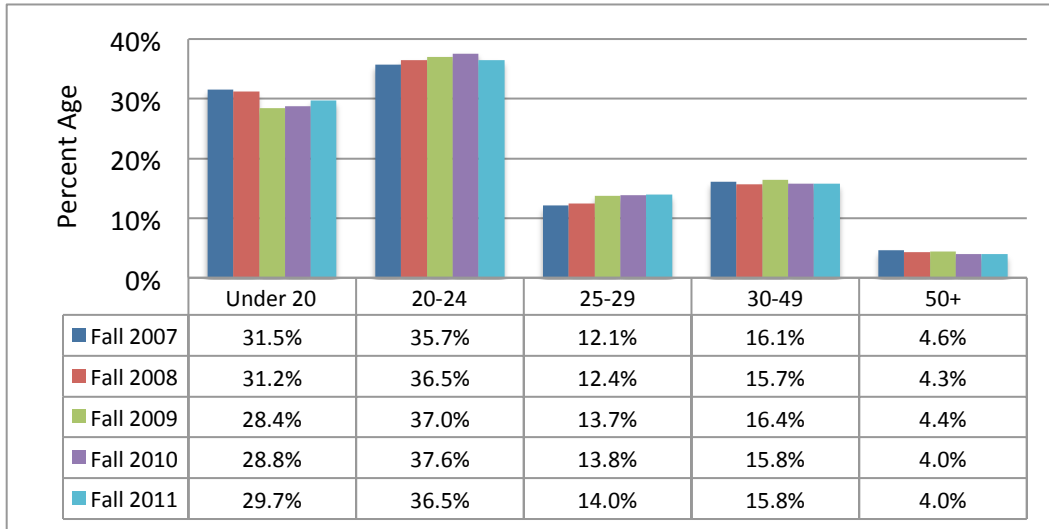
Figure 15. GC student enrollment by age.
(Source: GCCCD RPIE Office)

The percentage of GC students who are continuing students is increasing (Figure 16). The percentage of continuing students rose by six percentage points over the past five years. This could be attributed to many factors such as workload reductions and university admissions policies as a result of state budget cuts.

	New HS Grad	New GCCCD Student	Current HS Student	Continuing/ Returning Student
Fall 2007	11.8%	18.6%	1.2%	68.4%
Fall 2008	10.5%	18.5%	1.8%	69.3%
Fall 2009	9.2%	18.6%	1.3%	70.9%
Fall 2010	10.7%	15.2%	1.0%	73.1%
Fall 2011	10.9%	13.2%	1.3%	74.5%
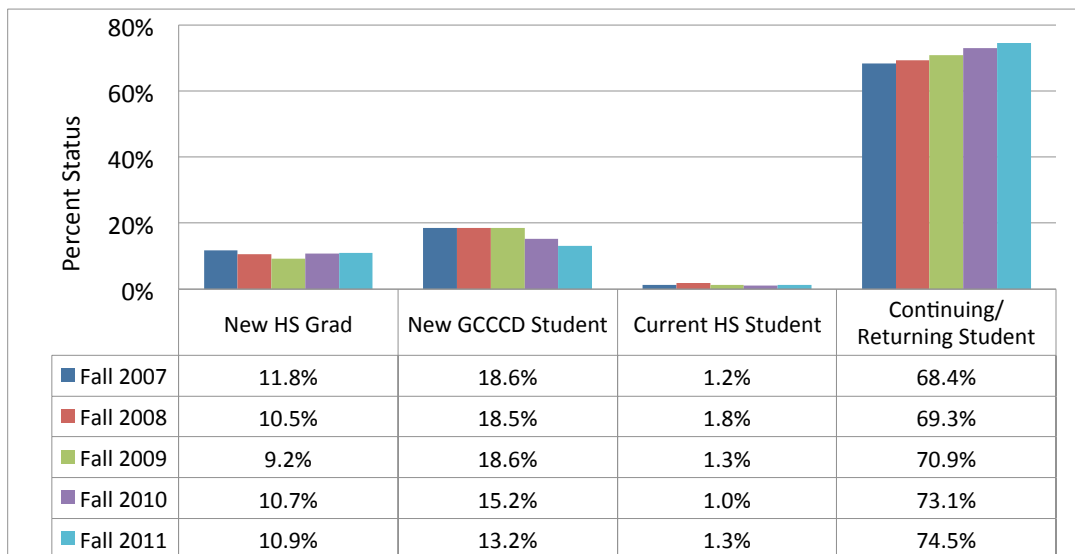
Figure 16. GC student enrollment status.
(Source: GCCCD RPIE Office)

The majority of GC students declare that their goal is to obtain a degree or to transfer (Figure 17). Nearly 68 percent of GC's incoming freshman declare degree or transfer as their primary goal. This number has increased by nearly four percentage points in the last five years.

	Degree/ Transfer	Vocational Degree/ Transfer	Plan or Maintain Career	Basic Skills	Undecided/ Uncollected
Fall 2007	64.0%	2.0%	9.8%	6.4%	17.8%
Fall 2008	64.4%	1.8%	8.7%	6.2%	18.6%
Fall 2009	63.5%	2.1%	8.9%	6.2%	19.2%
Fall 2010	66.2%	1.7%	7.6%	6.2%	18.3%
Fall 2011	67.8%	1.7%	6.8%	6.1%	17.6%

Figure 17. GC student educational goals.
(Source: GCCCD RPIE Office)

Assessment and Placement

In fall 2011, approximately 69 percent of all new GC students assessed at the basic skills English level while 41.7 percent of new high school graduates and 68 percent of other new students assessed at basic skills math levels (Table 3). Approximately 80 to 85 percent of new high school graduates take the placement exam prior to enrolling. Only one-third of other new students take the ass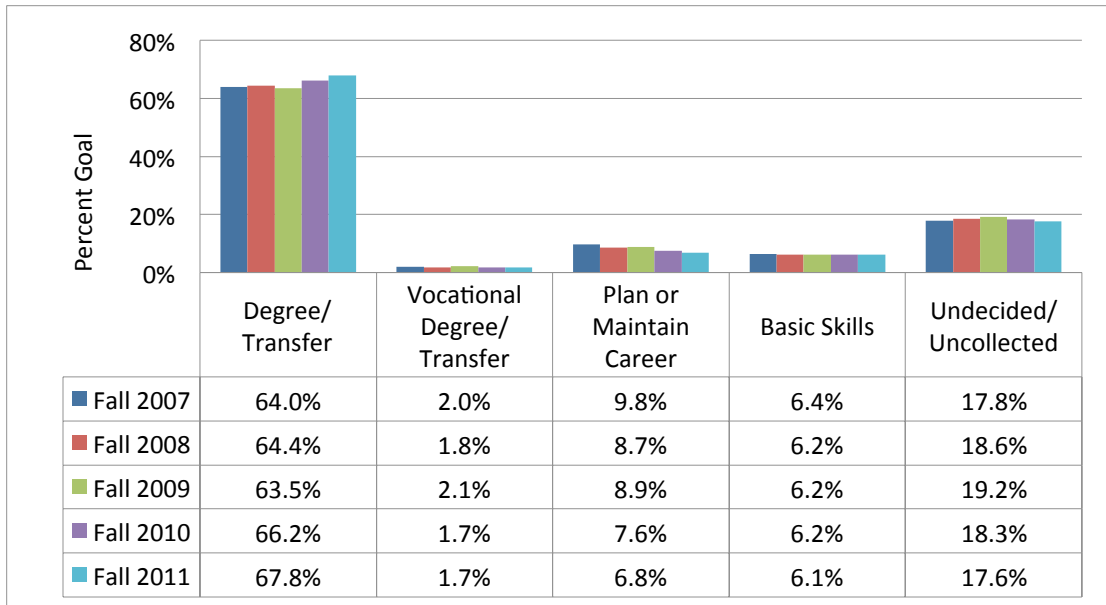essment tests prior to enrolling. Other new students who enroll and attend GC may not require math or English to achieve their educational goal. However, GC continues to work hard to make certain that most of the new students are assessed prior to enrolling.

Table 3. Fall 2011 New Student Assessment Cohorts		
	New HS Grads	**Other Fall 2011 New Students**
Cohort Size	2,497	2,646
Assessed in English	82.9%	28%
Assessed in Math	84.7%	32%
Assessed in Basic Skills-level English	69.6%	69%
Assessed in Basic Skills-level Math	41.7%	67.9%
(Source: GCCCD RPIE Office)		

Math Placement

The number of new high school graduates placing at the basic skills/pre-college level increased after the adjustment of assessment test cut scores (Figure 18). Beginning algebra and pre-algebra are considered developmental whereas intermediate algebra is considered college level (one level below transfer). The percentage of students placing into basic skills math was steady in the mid to high teens until the cut scores for the math assessment test were adjusted in spring 2011. The following fall, the percentage of students testing into basic skills math jumped to 42 percent. Over the same period, there was a concomitant decrease of 8.4 percentage points for those testing into college level and 19 points for those testing into transfer level math.

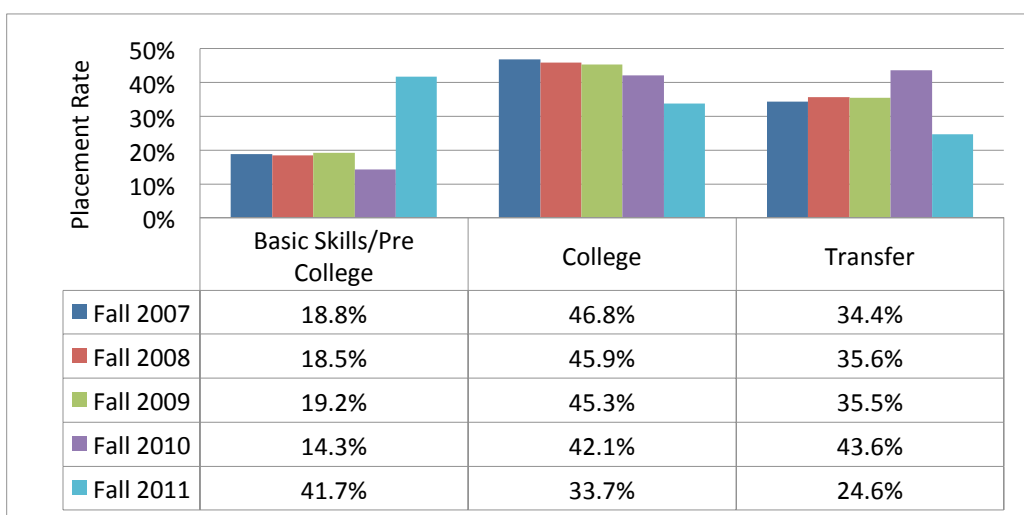|	Basic Skills/Pre College	College	Transfer
Fall 2007	18.8%	46.8%	34.4%
Fall 2008	18.5%	45.9%	35.6%
Fall 2009	19.2%	45.3%	35.5%
Fall 2010	14.3%	42.1%	43.6%
Fall 2011	41.7%	33.7%	24.6%

Figure 18. GC student Math placement rates.
(Source: GCCCD RPIE Office)

English Placement

The percentage of new high school graduates assessing into basic skills English courses has increased over the past five years while the percentages assessing at college level or transfer have each decreased by approximately three percentage points (Figure 19). English 98 and 90 courses are considered to be basic skills level while English 110 is college level. The fall 2011 placement results indicate 70 percent of students place at basic skills, 23 percent at college level and 7 percent at transfer level.

	Basic Skills/Pre College	College	Transfer Level
Fall 2007	63.9%	26.2%	9.9%
Fall 2008	65.7%	25.4%	8.9%
Fall 2009	69.9%	23.1%	7.0%
Fall 2010	68.1%	25.1%	6.7%
Fall 2011	69.6%	23.2%	7.2%
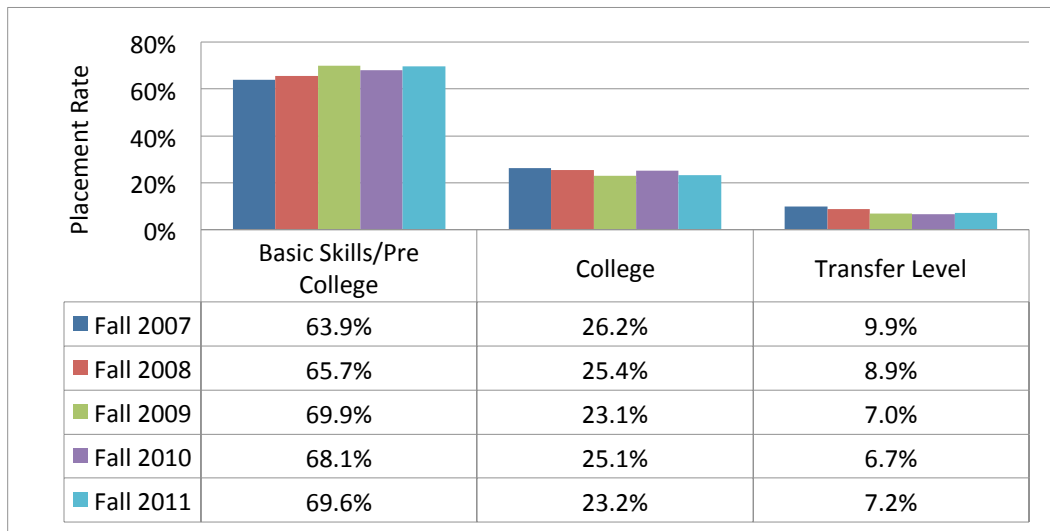
Figure 19. GC student English placement rates.
(Source: GCCCD RPIE Office)

ESL Placement

The number of ESL assessments rose to approximately 8.6 percent of all new GC students in fall 2010, up from 3.9 percent in fall 2006, indicating an increasing need for English Learner programs. Over one-half of the new GC students assessed in ESL placed into college credit level ESL while just over one-third placed at the lowest level of ESL. Additionally, 6.3 percent tested into the first core of ESL, which is non-college credit. GC has seen an increase in the demand for ESL courses because of recent fluctuations in the refugee population in San Diego County.

Student Outcomes and Achievement

In this Self Evaluation Report, overall student achievement data are reported for the general population as well as disaggregated by age, gender, and ethnicity. The data for basic skills, transfer, and CTE will be reported for the overall population and disaggregated by ethnicity only. In addition, the ethnicity data will only include GC's five largest ethnic groups, Asian, Black (non-Hispanic), Hispanic, Two or More, and White.

Fall to Spring Persistence
GC's fall to spring persistence rates have remained constant over the past five years (Table 4). Approximately two-thirds of students from the fall semester continue their enrollment into the spring semester.

Table 4. Grossmont College Overall Fall to Spring Persistence.	
Year	**Persistence Rate**
2007-08	65%
2008-09	67%
2009-10	66%
2010-11	66%
2011-12	66%
(Source: GCCCD RPIE Office)	

The persistence rates for GC students who are considered Two or More increased by 20 percentage points in a four-year period (Figure 20). Most of the other ethnic groups demonstrated a decline in fall to spring persistence ranging from one to four percentage points.

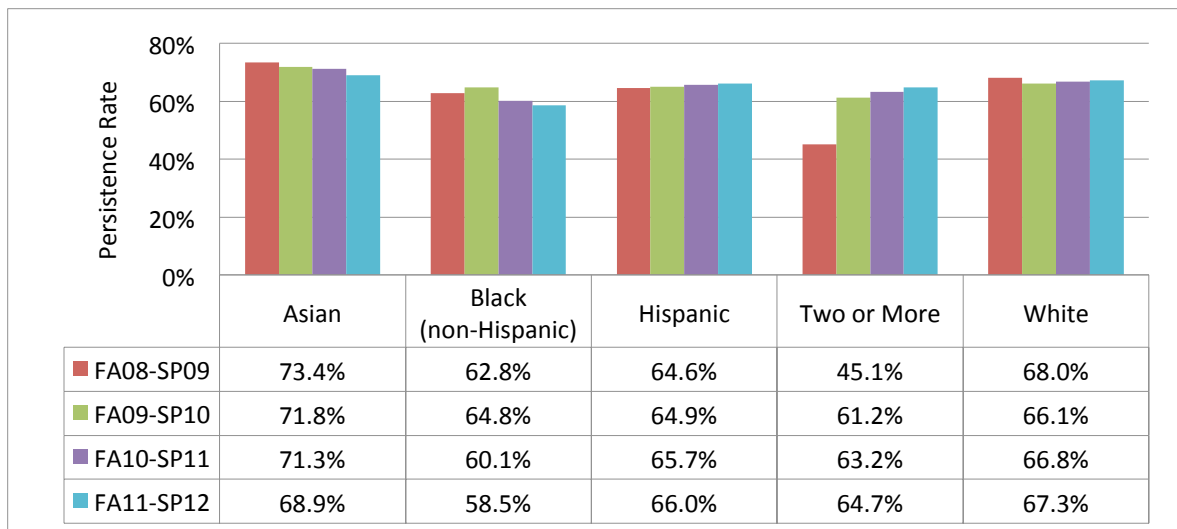|	Asian	Black (non-Hispanic)	Hispanic	Two or More	White
■ FA08-SP09	73.4%	62.8%	64.6%	45.1%	68.0%
■ FA09-SP10	71.8%	64.8%	64.9%	61.2%	66.1%
■ FA10-SP11	71.3%	60.1%	65.7%	63.2%	66.8%
■ FA11-SP12	68.9%	58.5%	66.0%	64.7%	67.3%

Figure 20. Student fall to spring persistence by ethnicity.
(Source: GCCCD RPIE Office)

Persistence rates for males or females show no significant difference from 2008 to 2012 (Figure 21). Both males and female students persist at roughly a rate of two-thirds, which is similar to the persistence rate for the total student population.
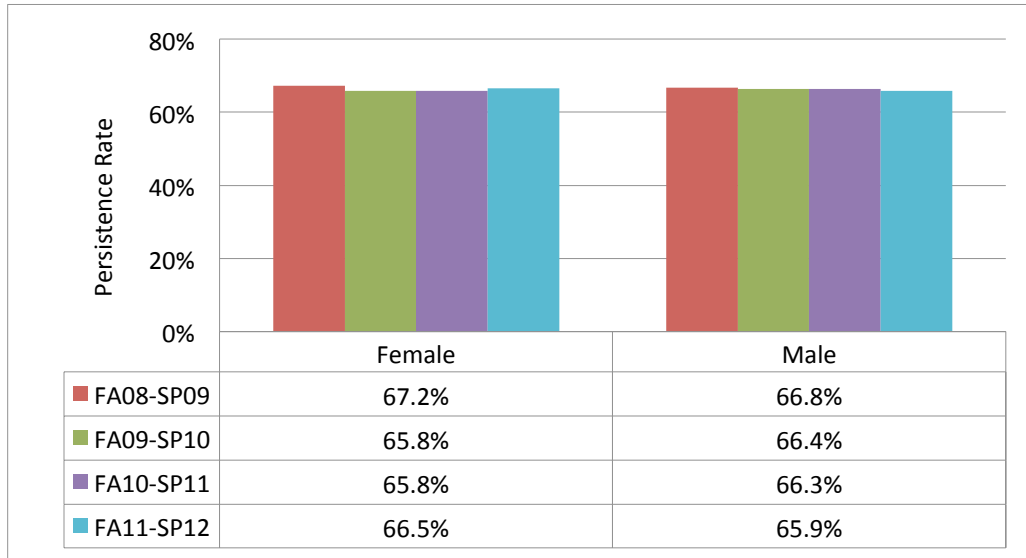
	Female	Male
■ FA08-SP09	67.2%	66.8%
■ FA09-SP10	65.8%	66.4%
■ FA10-SP11	65.8%	66.3%
■ FA11-SP12	66.5%	65.9%

Figure 21. Student fall to spring persistence by gender.
(Source: GCCCD RPIE Office)

The under-20 population displays the highest fall to spring persistence rate (Figure 22). The rate for this under-20 group is 75 percent compared to other groups that range from 60 to 63 percent. Students in the 20 to 24 and 25 to 29 age groups saw a slight decrease in their persistence of 3 to 4 percentage points.

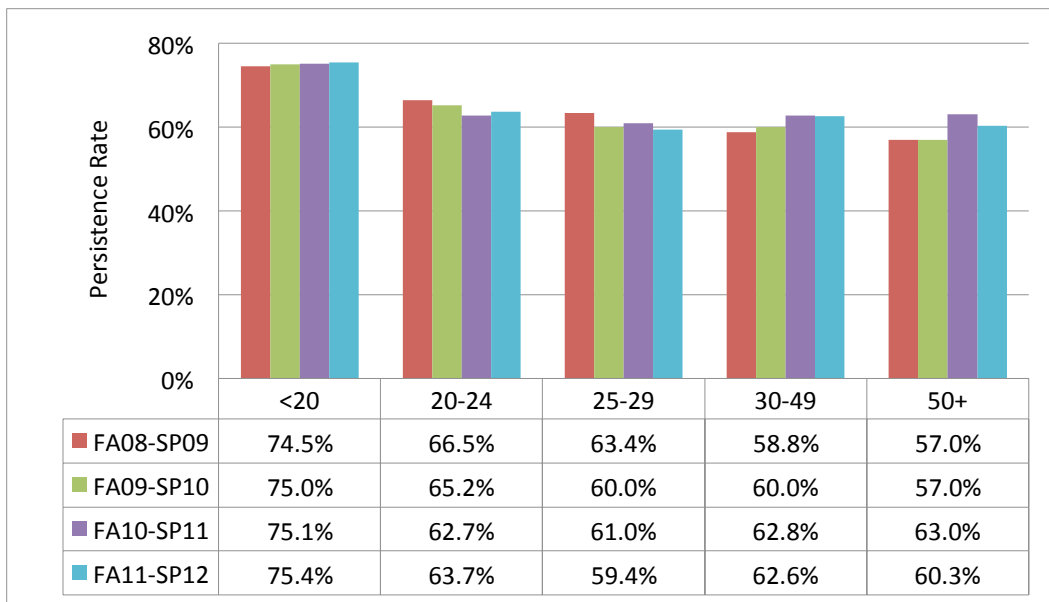|	<20	20-24	25-29	30-49	50+
■ FA08-SP09	74.5%	66.5%	63.4%	58.8%	57.0%
■ FA09-SP10	75.0%	65.2%	60.0%	60.0%	57.0%
■ FA10-SP11	75.1%	62.7%	61.0%	62.8%	63.0%
■ FA11-SP12	75.4%	63.7%	59.4%	62.6%	60.3%

Figure 22. Student fall to spring persistence by age.
(Source: GCCCD RPIE Office)

<u>Student Progress</u>
The recent release of the ARCC 2.0 Scorecard has provided additional opportunities to evaluate student progress along their educational pathway. Below are overall data related to two of those momentum points.

Student persistence has steadily increased (Figure 23). Over the last six years, the number of degree and/or transfer-seeking students who enrolled in the first three consecutive semesters has increased by two percentage points. In the same time span, the percentage of degree and/or transfer-seeking students who have achieved at least 30 units also increased by almost two percentage points, although there has been a slight decrease in the last couple of years, most likely due to the limited number of sections available to students as the result of budget cuts.

	2002-03	2003-04	2004-05	2005-06	2006-07
Overall Fall-to-Fall Persistence *	67.8%	67.5%	69.0%	68.4%	69.8%
30-units **	65.3%	67.4%	68.2%	68.1%	67.1%
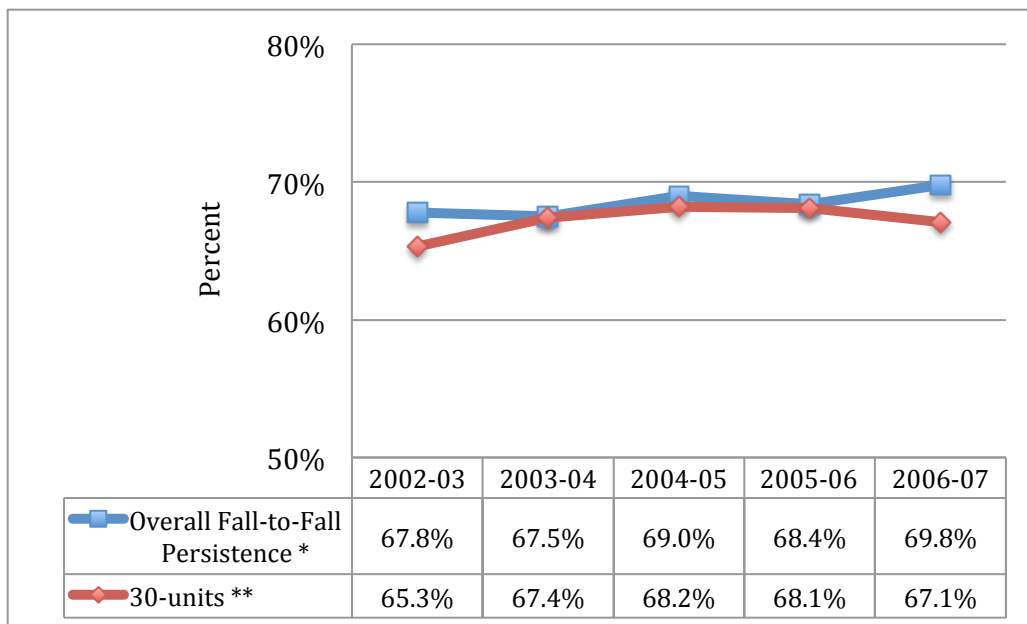
Figure 23. Student progress tracked by six-year cohorts.
(Source: Student Success Scorecard)

Student Success Scorecard Definitions:
* <u>Overall Fall-to-Fall Persistence</u>: Percentage of degree and/or transfer-seeking students tracked for six years through 2011-12 who enrolled in the first three consecutive terms.

** <u>30-Units</u>: Percentage of degree and/or transfer seeking students tracked for six years through 2011-12 who achieved at least 30 units.

Overall Course Completion (Retention)

The student retention rate increased three percent in the last five years (Table 5). Since 2008, students are increasingly completing their courses and currently display an 83.3 to 83.4 percent retention rate.

Table 5. GC Student Overall Course Completion Rate				
	2008-09	**2009-10**	**2010-11**	**2011-12**
Fall	80.6%	82.0%	83.3%	83.4%
Spring	80.5%	81.7%	81.7%	83.3%
(Source: GCCCD RPIE Office)				

GC course completion rates for all students increased among all the ethnic groups (Figure 24). The Black population has an overall five-percentage-point increase in completion. The greatest increase was seen in the fall completion rates of students of Two or More ethnicities (15 percentage points).

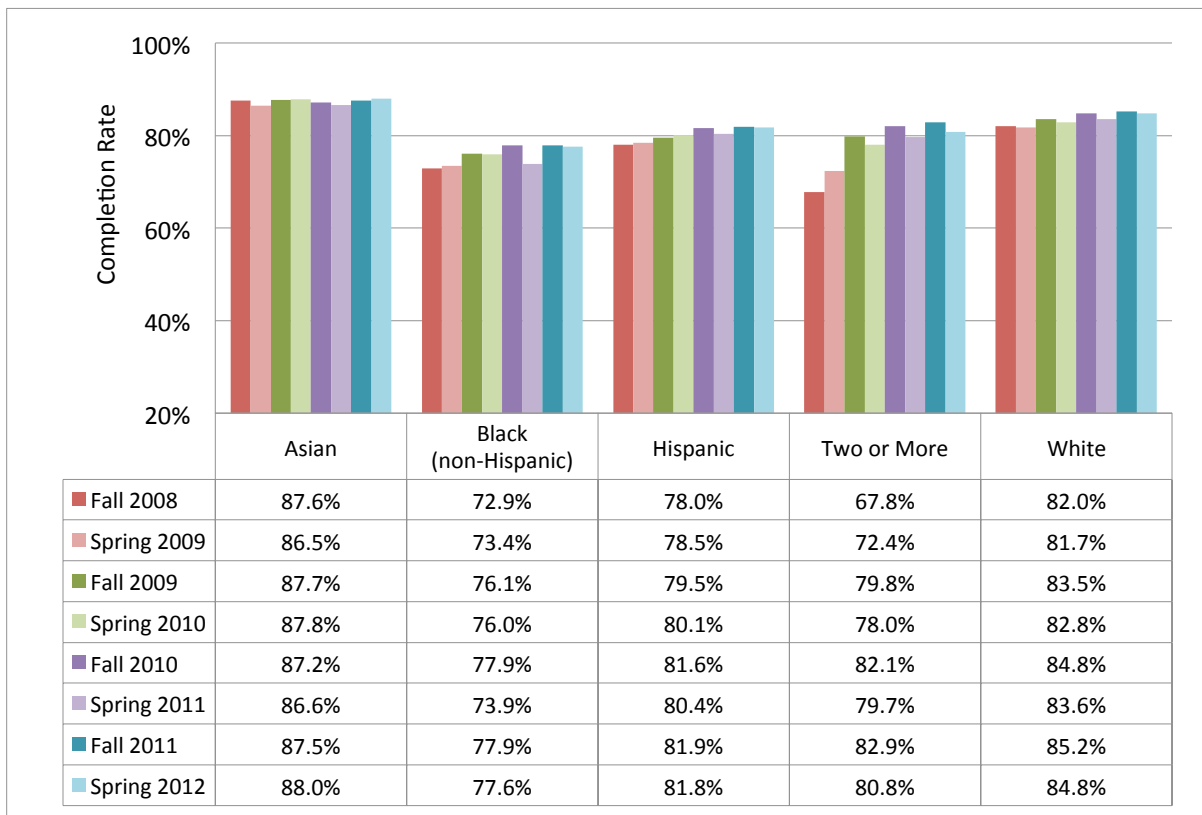|	Asian	Black (non-Hispanic)	Hispanic	Two or More	White
Fall 2008	87.6%	72.9%	78.0%	67.8%	82.0%
Spring 2009	86.5%	73.4%	78.5%	72.4%	81.7%
Fall 2009	87.7%	76.1%	79.5%	79.8%	83.5%
Spring 2010	87.8%	76.0%	80.1%	78.0%	82.8%
Fall 2010	87.2%	77.9%	81.6%	82.1%	84.8%
Spring 2011	86.6%	73.9%	80.4%	79.7%	83.6%
Fall 2011	87.5%	77.9%	81.9%	82.9%	85.2%
Spring 2012	88.0%	77.6%	81.8%	80.8%	84.8%

Figure 24. Overall course completion by ethnicity.
(Source: GCCCD RPIE Office)

Completions rates for males and females increased in the last five years (Table 6). For males, the increase was four percent during a time period when the male population also increased. The female completion rate went up approximately three percent in that same time frame.

Table 6. Overall Course Completion by Gender		
	Female	**Male**
Fall 2008	81.3%	79.7%
Spring 2009	80.3%	80.7%
Fall 2009	82.1%	82.0%
Spring 2010	81.7%	81.6%
Fall 2010	83.3%	83.4%
Spring 2011	81.8%	81.7%
Fall 2011	83.6%	83.4%
Spring 2012	83.4%	83.2%
(Source: GCCCD RPIE Office)		

Course completion increased for all age groups by 0.7 to 3.9 percentage points (Figure 25). The greatest gain was in the under-20 age group while the smallest gain was seen in the 30 to 49 age group. For all groups, the numbers range from 79.0 to 85.5 percent.
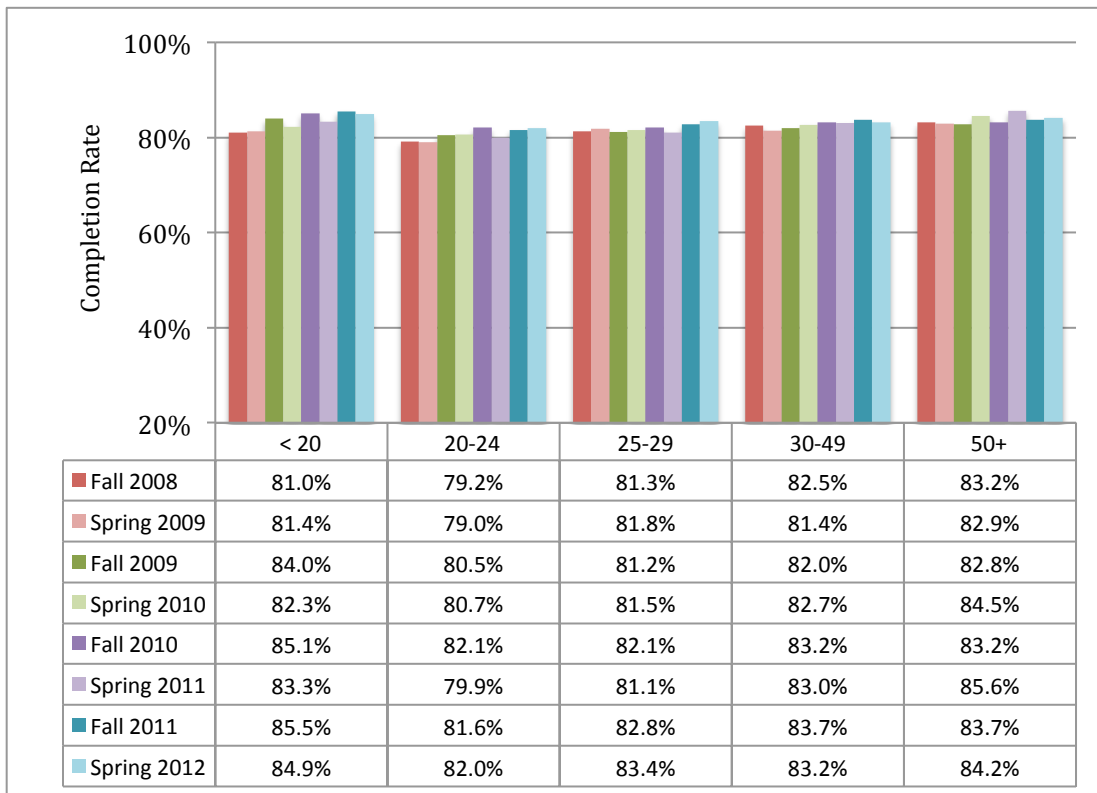

	< 20	20-24	25-29	30-49	50+
Fall 2008	81.0%	79.2%	81.3%	82.5%	83.2%
Spring 2009	81.4%	79.0%	81.8%	81.4%	82.9%
Fall 2009	84.0%	80.5%	81.2%	82.0%	82.8%
Spring 2010	82.3%	80.7%	81.5%	82.7%	84.5%
Fall 2010	85.1%	82.1%	82.1%	83.2%	83.2%
Spring 2011	83.3%	79.9%	81.1%	83.0%	85.6%
Fall 2011	85.5%	81.6%	82.8%	83.7%	83.7%
Spring 2012	84.9%	82.0%	83.4%	83.2%	84.2%

Figure 25. Overall course completion by age.
(Source: GCCCD RPIE Office)

Overall Student Success

The overall course success rate (as defined by "C" or better in the course) increased by approximately five percent (Table 7). For both the fall and spring semesters, the success rate for all students has increased since 2007.

Table 7. GC Overall Course Success Rate				
	2008-09	**2009-10**	**2010-11**	**2011-12**
Fall	65.8%	66.6%	68.5%	68.9%
Spring	65.3%	65.9%	66.7%	68.9%
(Source: GCCCD RPIE Office)				

Overall course success rates increased for all ethnic groups (Figure 26). The largest gain (almost 18 percentage points) was seen by the Two or More category while the Black non-Hispanic group showed an increase of four percentage points. Asian students currently show the highest success rate at 76 percent followed by White students at 74 percent. GC continues to focus on closing the achievement gap between the lowest performing and the highest performing groups.
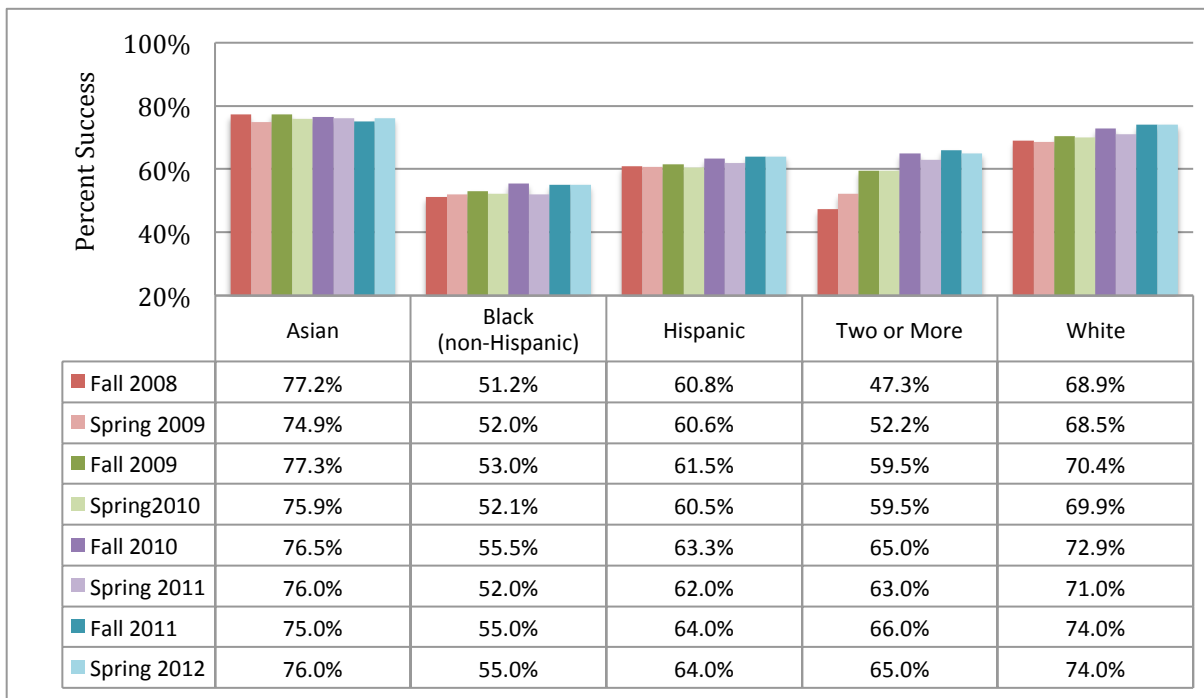
	Asian	Black (non-Hispanic)	Hispanic	Two or More	White
Fall 2008	77.2%	51.2%	60.8%	47.3%	68.9%
Spring 2009	74.9%	52.0%	60.6%	52.2%	68.5%
Fall 2009	77.3%	53.0%	61.5%	59.5%	70.4%
Spring2010	75.9%	52.1%	60.5%	59.5%	69.9%
Fall 2010	76.5%	55.5%	63.3%	65.0%	72.9%
Spring 2011	76.0%	52.0%	62.0%	63.0%	71.0%
Fall 2011	75.0%	55.0%	64.0%	66.0%	74.0%
Spring 2012	76.0%	55.0%	64.0%	65.0%	74.0%

Figure 26. Overall course success by ethnicity.
(Source GCCCD RPIE Office)

The gap between overall success rates of males and females is lessening (Table 8). While both groups have seen a significant increase in overall success, males showed a seven percent increase while females showed an increase of five percent over the four-year period. This has resulted in a closing of the achievement gap by two percentage points between males and females.

Table 8. Overall Course Success by Gender		
	Female	**Male**
Fall 2008	67.9%	63.1%
Spring 2009	66.5%	63.8%
Fall 2009	67.7%	65.2%
Spring 2010	67.3%	64.1%
Fall 2010	69.6%	67.3%
Spring 2011	67.7%	65.5%
Fall 2011	70.1%	67.6%
Spring 2012	70.0%	67.6%
(Source:GCCCD RPIE Office)		

The overall success rate increased among all but one age group (Figure 27). The greatest gain – 5.4 percentage points – was for the group under age 20. Other groups showed percentage point increases of 0.7 for the 25 to 29 age group, 2.5 for the 50+ age group, and 2.6 for the age 20 to 24 group. Only one group, the age 30 to 49 group, declined about 0.9 percentage points.
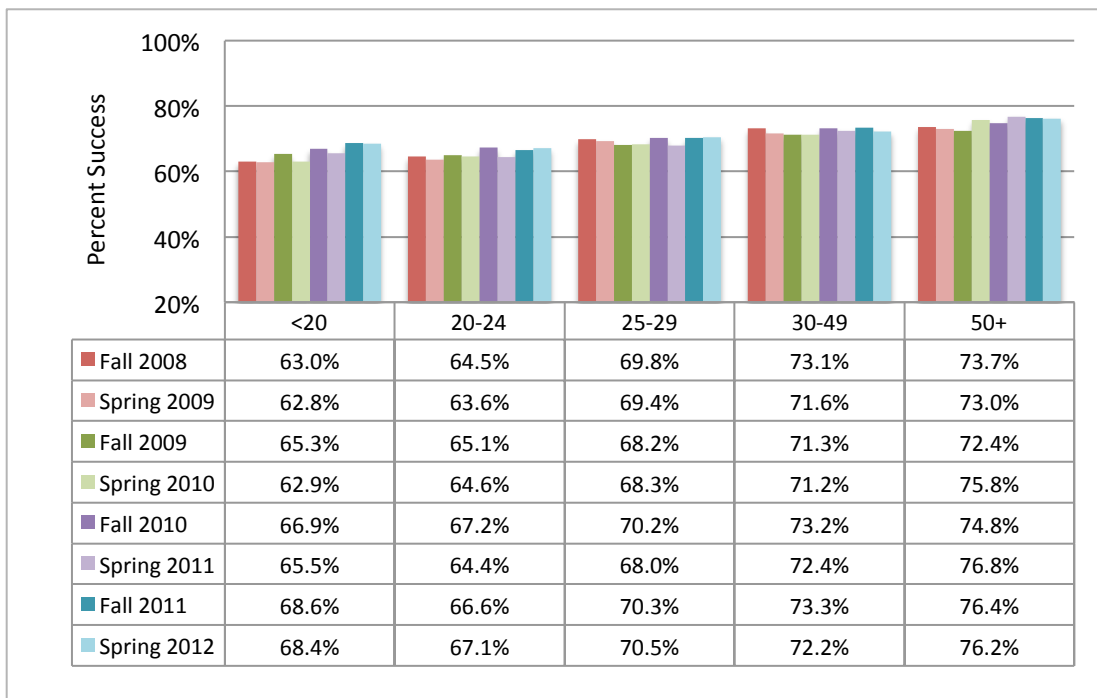

	<20	20-24	25-29	30-49	50+
Fall 2008	63.0%	64.5%	69.8%	73.1%	73.7%
Spring 2009	62.8%	63.6%	69.4%	71.6%	73.0%
Fall 2009	65.3%	65.1%	68.2%	71.3%	72.4%
Spring 2010	62.9%	64.6%	68.3%	71.2%	75.8%
Fall 2010	66.9%	67.2%	70.2%	73.2%	74.8%
Spring 2011	65.5%	64.4%	68.0%	72.4%	76.8%
Fall 2011	68.6%	66.6%	70.3%	73.3%	76.4%
Spring 2012	68.4%	67.1%	70.5%	72.2%	76.2%

Figure 27. Overall course success by age.
(Source: GCCCD RPIE Office)

Basic Skills/Developmental Course Achievement

Overall, GC course completion rates for basic skills math, English, and ESL courses increased over the last five years (Figure 28). The English and math course success rates increased by 7.3 and 8.8 percentage points, respectively between fall 2008 and fall 2011. The ESL course success rate increased 3 percentage points from fall 2008 to fall 2011 but the rates have been decreasing since fall 2010 when the success rate was 94.7 percent. This could be due, in part, to the increase in the refugee/asylee population.

	ENG	ESL	MATH
Fall 2008	77.7%	85.7%	75.7%
Spring 2009	77.1%	86.3%	73.4%
Fall 2009	83.4%	94.7%	79.3%
Spring 2010	81.6%	90.0%	81.7%
Fall 2010	86.6%	94.7%	80.0%
Spring 2011	86.8%	92.1%	80.3%
Fall 2011	85.0%	88.7%	84.5%
Spring 2012	84.4%	84.3%	84.5%
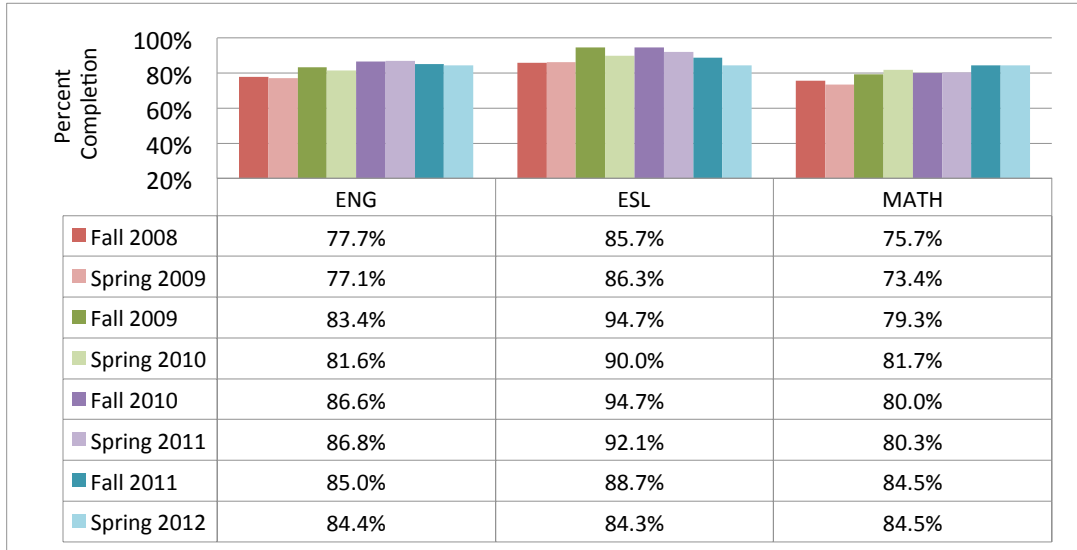
Figure 28. Basic skills overall course completion.
(Source: GCCCD RPIE Office)

Course completion by all ethnic groups in basic skills courses increased significantly (Figure 29). The rates increased to approximately 85 percent in all groups but 86.5 percent for Whites in the fall of 2011. There was a slight decrease in the basic skills course completion between fall 2011 and spring 2012 for most groups. A drop in completion rates is not unusual in spring compared to fall for all comparison groups except for Hispanic and Two or More students. Nevertheless, basic skills course completion rates for all ethnic groups has significantly increased since 2008.

	Asian	Black (Non-Hispanic)	Hispanic	Two or More	White
Fall 2008	76.7%	71.3%	75.3%	40.0%	80.7%
Spring 2009	80.8%	68.4%	79.0%	72.1%	77.0%
Fall 2009	88.3%	79.1%	81.9%	84.0%	84.6%
Spring 2010	81.9%	74.2%	84.9%	86.4%	84.5%
Fall 2010	88.6%	83.7%	82.9%	81.5%	86.3%
Spring 2011	87.1%	82.4%	86.1%	82.7%	85.5%
Fall 2011	85.1%	85.1%	85.2%	84.7%	86.5%
Spring 2012	90.6%	80.7%	83.9%	80.5%	85.6%
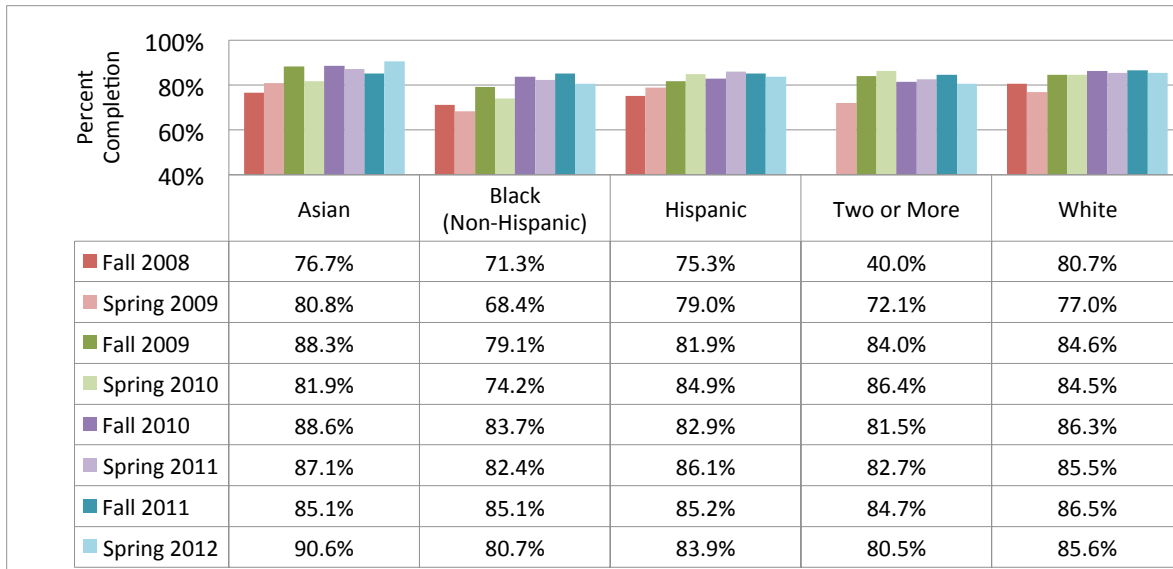
Figure 29. Basic skills course completion by ethnicity.
(Source: GCCCD RPIE Office)

Overall course success in all basic skills courses has increased since 2008 (Figure 30). In fall semester comparisons, basic skills English students saw an increase of 6.4 percentage points while basic skills math students increased by 14.7 points since 2008. ESL students saw an increase in course success rates of 3.4 percentage points. However, since fall 2010, there has been a decline in ESL course success rates possibly due to the increased demand for ESL courses and specific characteristics of the increasing refugee/asylee population.

	ENG	ESL	MATH
Fall 2008	63.8%	73.1%	45.8%
Spring 2009	58.8%	70.3%	44.2%
Fall 2009	68.3%	83.8%	51.4%
Spring 2010	63.8%	80.6%	51.1%
Fall 2010	73.2%	83.9%	55.9%
Spring 2011	72.6%	83.3%	58.9%
Fall 2011	70.2%	76.5%	60.5%
Spring 2012	70.3%	74.5%	61.1%
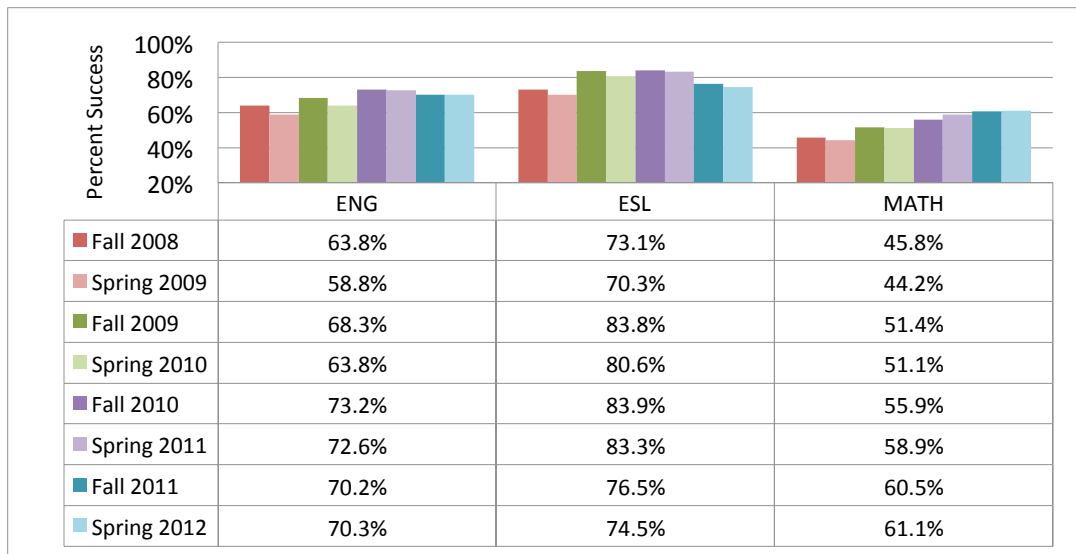
Figure 30. Basic skills overall course success.
(Source: GCCCD RPIE Office)

All ethnic groups have seen an increase in basic skills course success rates (Figure 31). The largest increases were for Black non-Hispanic students (12 percentage points) followed by Hispanic students (11 percentage points). This is likely the result of the strategic focus that GC has placed on developmental education and closing the achievement gap.

	Asian	Black (non-Hispanic)	Hispanic	Two or More	White
Fall 2008	63.9%	46.8%	53.4%	20.0%	64.0%
Spring 2009	65.4%	42.0%	50.8%	46.5%	59.1%
Fall 2009	72.1%	52.8%	61.8%	59.0%	68.2%
Spring 2010	64.4%	48.4%	55.4%	65.3%	67.8%
Fall 2010	77.7%	55.6%	64.8%	66.5%	71.5%
Spring 2011	75.3%	55.2%	65.9%	68.1%	74.3%
Fall 2011	70.1%	53.7%	65.0%	67.3%	71.9%
Spring 2012	70.9%	58.6%	64.0%	62.6%	72.3%
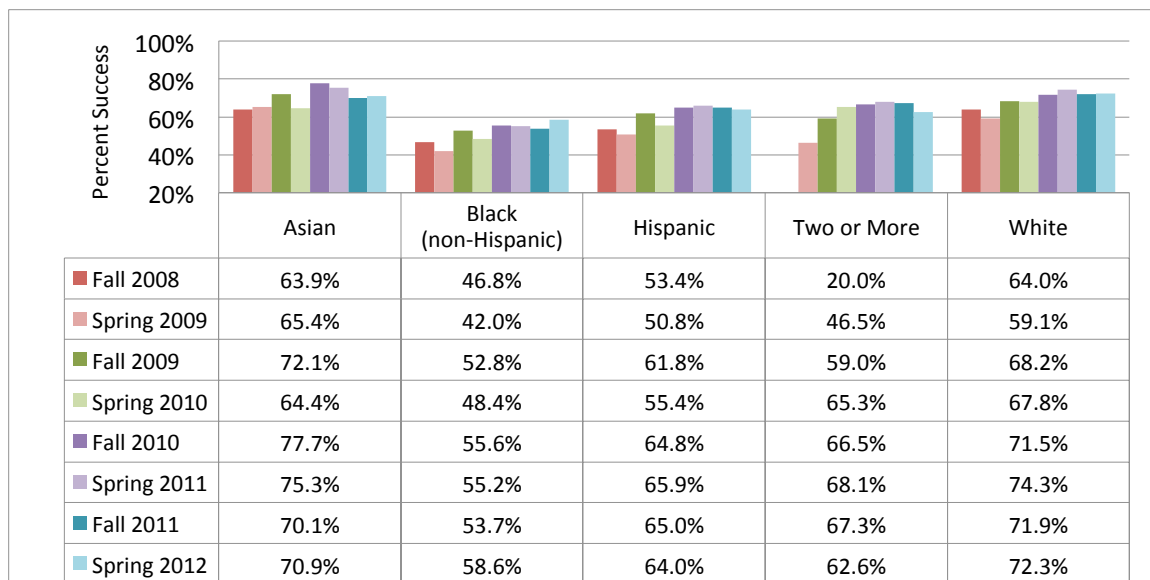
Figure 31. Basic skills overall course success by ethnicity.
(Source: GCCCD RPIE Office)

Transfer-Level Course Achievement

Course success rates in transfer-level courses have increased by approximately 2.7 percentage points over the past four years (Figure 32). This success rate also correlates with a similar decrease in course withdrawal while the no-success rate remained constant during this time period.
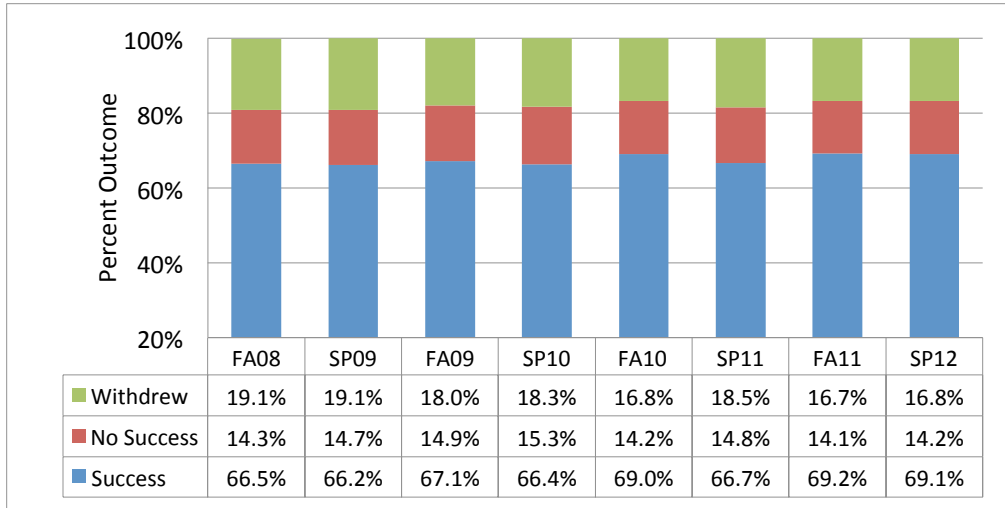

	FA08	SP09	FA09	SP10	FA10	SP11	FA11	SP12
Withdrew	19.1%	19.1%	18.0%	18.3%	16.8%	18.5%	16.7%	16.8%
No Success	14.3%	14.7%	14.9%	15.3%	14.2%	14.8%	14.1%	14.2%
Success	66.5%	66.2%	67.1%	66.4%	69.0%	66.7%	69.2%	69.1%

Figure 32. Transfer-level overall course outcomes.
(Source: GCCCD RPIE Office)

Course success in transfer-level courses has increased for all ethnic groups except Asians (Figure 33). In fall-to-fall comparisons, Black non-Hispanics showed a 4.3 percentage point increase, Hispanics a 3.1 point increase, Two or More a 16.3 point increase and Whites a 4.6 point increase.

	Asian	Black (non-Hispanic)	Hispanic	Two or More	White
Fall 2008	77.1%	51.2%	61.5%	49.1%	69.5%
Spring 2009	75.7%	52.8%	61.4%	53.2%	69.1%
Fall 2009	77.6%	52.9%	62.0%	59.6%	70.8%
Spring 2010	76.6%	52.1%	61.1%	59.2%	70.1%
Fall 2010	76.3%	55.6%	63.6%	65.7%	73.5%
Spring 2011	76.8%	51.6%	62.0%	62.4%	71.1%
Fall 2011	75.3%	55.5%	64.6%	65.4%	74.1%
Spring 2012	76.4%	54.6%	64.1%	64.9%	73.8%
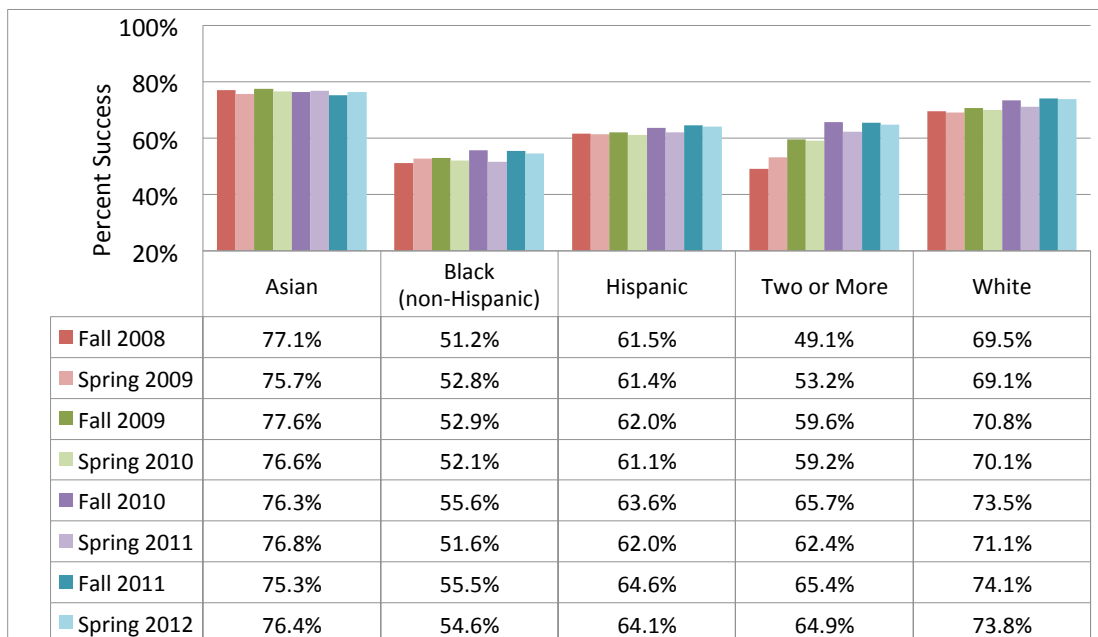
Figure 33. Transfer-level course success rates by ethnicity.
(Source: GCCCD RPIE Office)

Career and Technical Education Course Achievement

CTE course enrollments have seen dramatic fluctuations based on enrollment cuts due to reduced budgets (Table 9). This is similar to all other programs at GC during the 2008 to 2012 timeframe. The largest drop can be seen between spring 2010 and fall 2010 of nearly 1000 course enrollments due to deliberate section reductions. Another significant drop can also be seen between fall 2011 and spring 2012. Despite these enrollment fluctuations as a result of state-imposed workload reductions, CTE remains a core part of the mission of GC. Disciplines included in GC Career & Technical Education Programs are listed below.

Table 9. Grossmont College CTE Course Enrollments by Semester	
Semester	**Enrollment**
Fall 2008	9,035
Spring 2009	9,893
Fall 2009	9,586
Spring 2010	9,856
Fall 2010	8,847
Spring 2011	9,565
Fall 2011	9,101
Spring 2012	8,537
(Source: CCCCO Reports)	

Disciplines included in GC Career and Technical Education Program:
- Administration of Justice
- Anesthesia Technology
- Business Administration
- Business Office Technology
- Cardiovascular Technology
- Child Development and Family Studies
- Computer Science Information Systems
- Culinary Arts
- Disabilities Service Management
- EKG/Telemetry
- Fine and Applied Arts
- Health Education
- International Business, Marketing and Management
- Media Communications
- Nursing
- Occupational Therapy Assistant
- Orthopedic Technology
- Respiratory Therapy

The overall course success rate in CTE courses has remained fairly steady between 70 and 71 percent (Figure 34). The CTE success rates are higher than for traditional academic programs. The withdrawal rate for CTE courses is approximately 2 to 4 percentage points less than for all transfer-level courses.

	FA08	SP09	FA09	SP10	FA10	SP11	FA11	SP12
Withdrew	16.4%	16.7%	14.9%	15.5%	14.8%	16.4%	15.2%	15.6%
No Success	12.3%	13.3%	13.6%	14.3%	12.2%	13.8%	13.9%	14.4%
Success	71.2%	70.0%	71.5%	70.1%	73.0%	69.8%	70.9%	70.0%
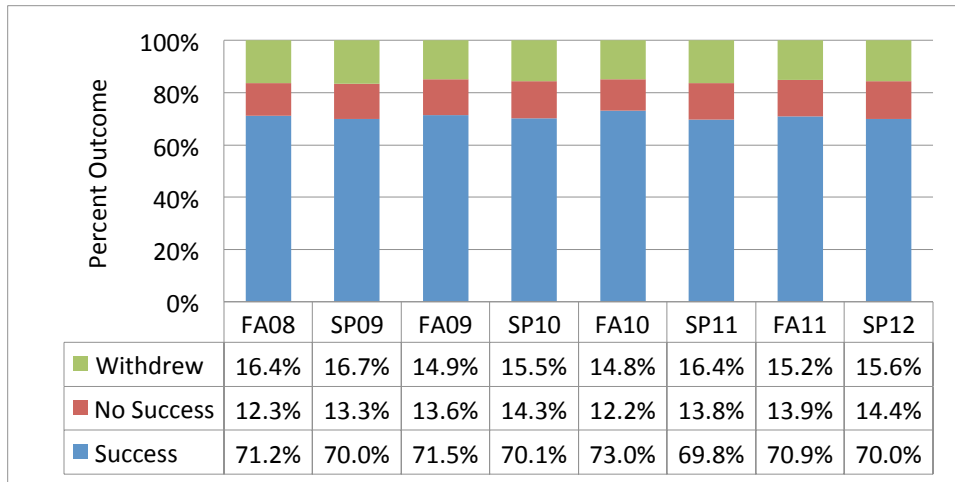
Figure 34. CTE overall course outcomes.
(Source: CCCCO Reports)

All ethnic groups showed an increase in CTE course success rates except Asians and Hispanics, which declined approximately one to two percentage points (Figure 35). Black non-Hispanic students showed a five percentage point increase in success from fall 2008 to fall 2011. The largest increase was seen in the fall 2008 to fall 2011 for people of Two or More ethnicities (18 percentage points).

	Asian	Black (non-Hispanic)	Hispanic	Two or More	White
Fall 2008	81.2%	51.4%	69.0%	50.0%	73.3%
Spring 2009	80.1%	51.9%	66.0%	62.6%	72.7%
Fall 2009	81.3%	52.6%	67.9%	64.5%	74.7%
Spring 2010	82.3%	51.0%	66.6%	63.4%	73.1%
Fall 2010	79.4%	58.7%	69.2%	65.0%	77.5%
Spring 2011	80.9%	54.1%	64.4%	63.3%	74.4%
Fall 2011	79.2%	56.4%	67.9%	68.1%	74.1%
Spring 2012	79.6%	53.8%	65.6%	63.3%	74.9%
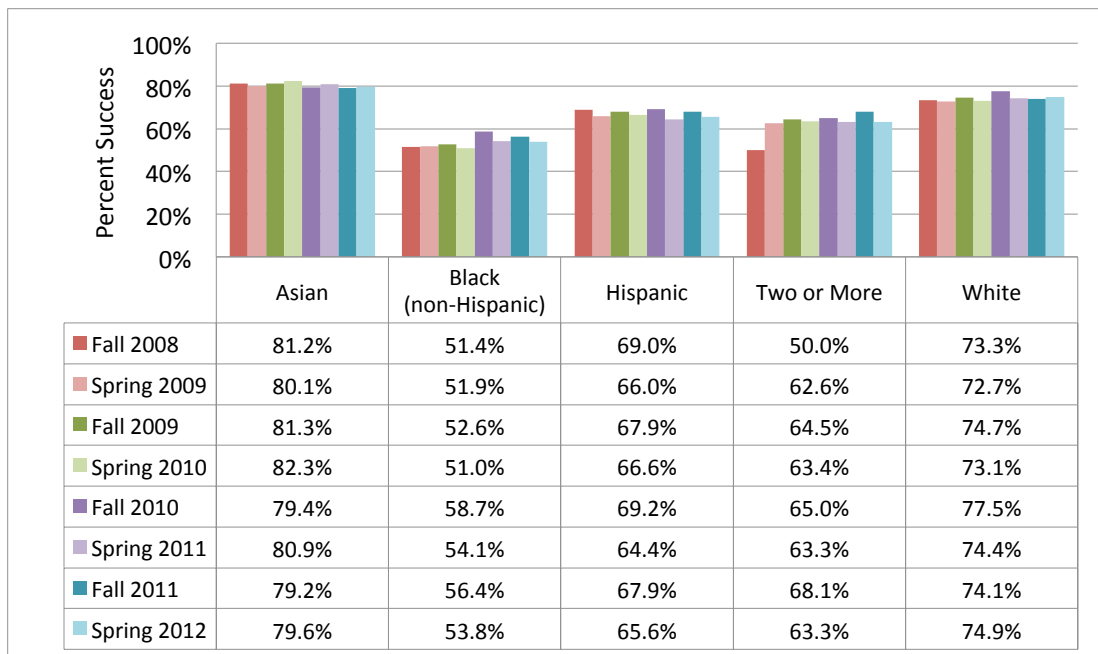
Figure 35. CTE overall course success by ethnicity.
(Source: CCCCO Reports)

Distance Education Offerings and Outcomes

GC's distance education (DE) program has grown tremendously over the last seven years (Table 10). The highest enrollment was 1,490 FTES during the 2009-10 academic year. There was a decrease in DE course offerings following that year because of the budget crisis and state-imposed workload reductions. GC offered 62 different DE courses in 2011-12. The College has approximately 250 courses approved by the curriculum committee to be offered online. The College offers 39 degrees and 32 certificates of which 50 percent or more are available online. About half of all students enrolled in one or more online courses during the 2011-12 academic year lived within the GCCCD boundaries. Enrollments in 100 percent online courses consisted of mostly continuing or returning students (86%). The majority of students (about 68 percent across both semesters) who enrolled in DE course sections indicated a goal of transferring to a four-year institution.

Table 10. GC Distance Education Total Credit FTES.	
Year	**Total Credit FTES**
2005-06	496.74
2006-07	722.37
2007-08	926.82
2008-09	1,325.03
2009-10	1,489.94
2010-11	1,231.21
2011-12	916.83
(Source: CCCCO Datamart)	

Course success in DE sections appears to be approximately eight percentage points lower than in face-to-face courses (Figure 36). However, when withdrawals were removed from the calculations, the overall course success rates were identical for DE sections and face-to-face ones (78 percent success). Students who remained enrolled in an online section until the end of the term consistently achieved course success rates similar to students enrolled in the 100 percent on campus equivalent course until the end of the term. GC has been making efforts to better prepare students for online courses.

	Non-DE	DE	Non-DE	DE
	Fall 2010		**Fall 2011**	
Withdrew	16.4%	26.3%	15.6%	23.6%
No Success	17.9%	15.8%	17.1%	17.0%
Success	65.7%	57.9%	67.2%	59.3%
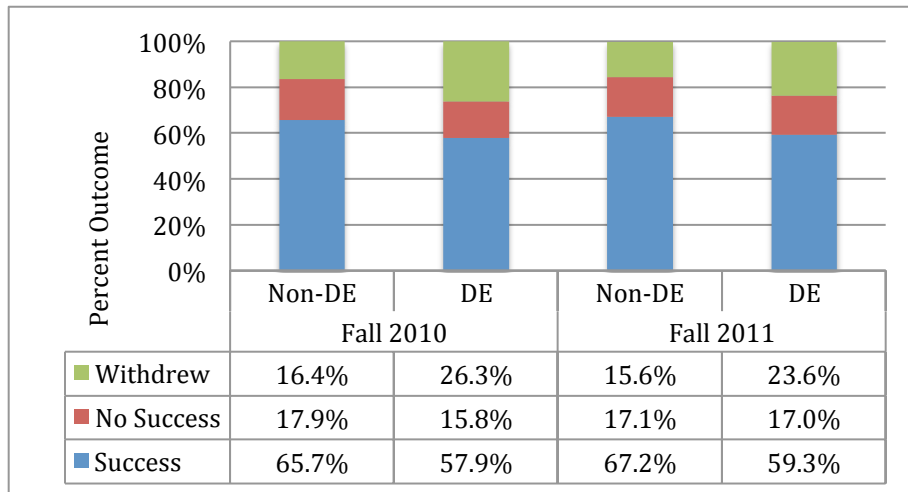
Figure 36. Course outcomes for DE versus Face-to-Face courses.
(Source: GCCCD RPIE Office)

Distance Education Enrollment

Compared to other age groups and the general population, a greater proportion of students age 20 to 24 are served by DE programs (Figure 37). There are approximately 10 percent more students in the age 20 to 24 group in the DE program than in the overall GC population. This also correlates with the fact that most DE students at GC are continuing students while very few new students take DE courses.

In general, GC student ethnicity in DE reflects the general student population. There is a slight under-representation of Hispanics in DE courses as compared to the general population (approximately 4%).
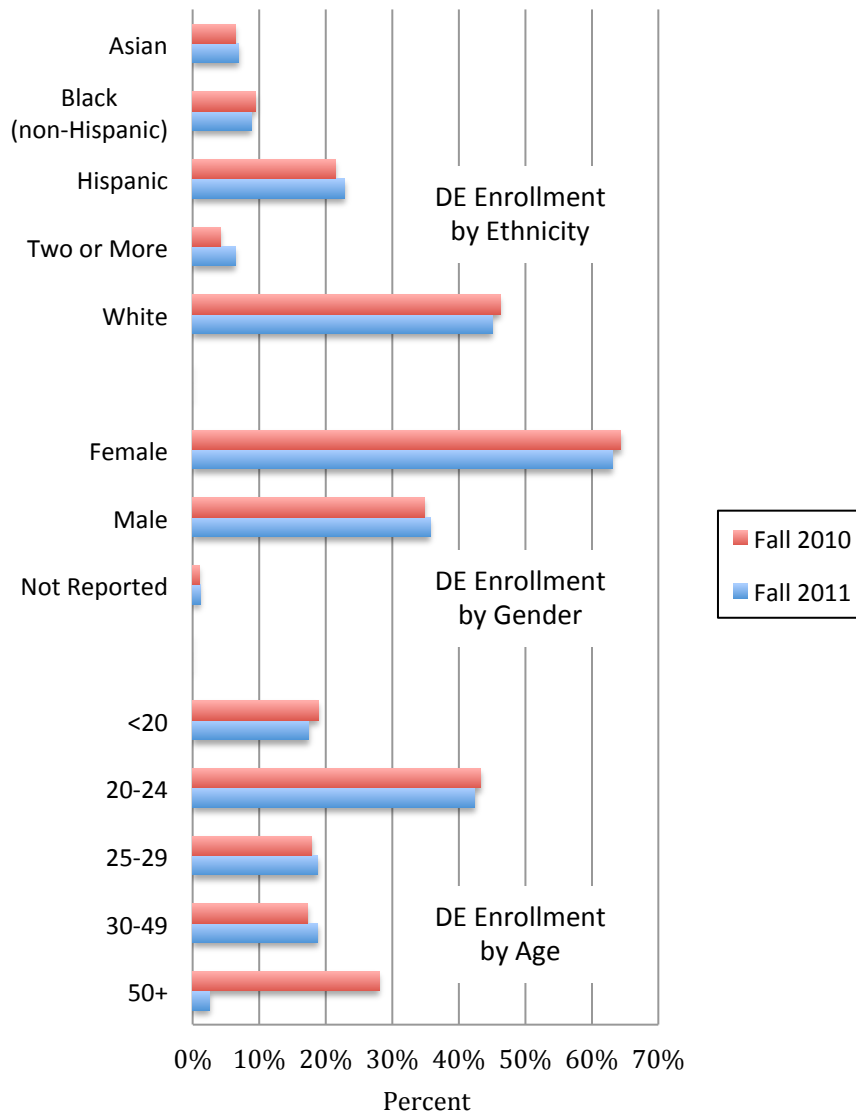
Figure 37. DE course enrollment.
(Source: GCCCD RPIE office)

Completers

Transfers

The number of students transferring has increased approximately 23 percent between 2006 and 2011 (Figure 38). Most GC students tend to transfer to local public universities (SDSU and UCSD), however – with recent changes in admissions policies as a result of budget cuts – many more students transfer to other CSUs and also to private universities. Included in this graph are students who completed three or more units at Grossmont College and subsequently transferred to a four-year university within six years. Students may have attended other colleges (in addition to Grossmont) prior to transferring to a four-year college.
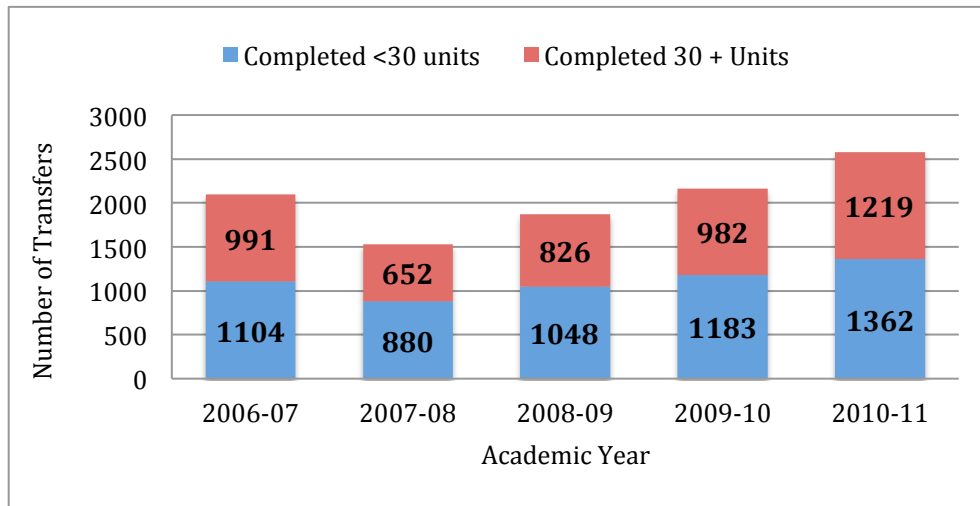
Figure 38. Number of GC transfers to four-year universities.
(Source: National Student Clearinghouse)

GC students have performed as well as all other transfer students (Table 11). GC students have comparable first-year grade point averages and continue to do above average work. In addition, GC students display consistently higher continuation rates than all transfer students to CSU. GC students continue at CSUs at a rate two to four percentage points higher than other CSU transfer students.

Table 11. CSU Transfer Data - GC Students Versus Other Transfer Students					
First-Year GPA	**2006-07**	**2007-08**	**2008-09**	**2009-10**	**2010-11**
Grossmont Students	2.90	2.93	2.95	2.96	2.98
All Transfer Students	2.92	2.93	2.98	2.98	3.03
Continuation Rates	**2006-07**	**2007-08**	**2008-09**	**2009-10**	**2010-11**
Grossmont Students	85%	87%	88%	89%	90%
All Transfer Students	83%	84%	85%	85%	88%
(Source: CSU Analytic Studies Department)					

Degrees and Certificates

While the number of degrees awarded has been generally stable, the number of certificates awarded has dramatically increased (Figure 39). The number of total awards has increased by 11.4 percent over the last three years despite the budget cuts and drastic course reductions.
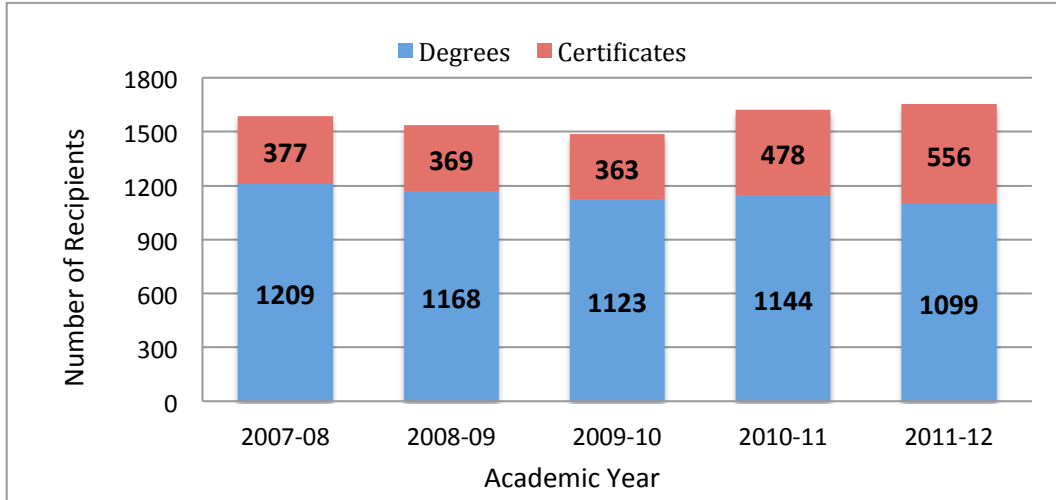
Figure 39. Number of degrees and certificates awarded.
(Source: CCCCO Datamart)

The total number of degrees and certificates awarded for all Perkins-funded programs has been consistent in the last three years (Figure 40). In 2010-11 there was a slight decline that is likely due to the budget cuts and state-imposed workload reductions that were most significant from 2010 to 2012. Media Communications, Information Technology, Fine and Applied Arts, and Family Consumer Science increased significantly while others decreased slightly.

	Business and Management	Media and Comm	Information Tecnology	Education	Fine and Applied Arts	Health	Family and Consumer Science	Total
2008-2009	297	67	30	1	0	389	155	939
2009-2010	267	71	38	2	1	348	174	901
2010-2011	281	87	40	1	5	315	187	916
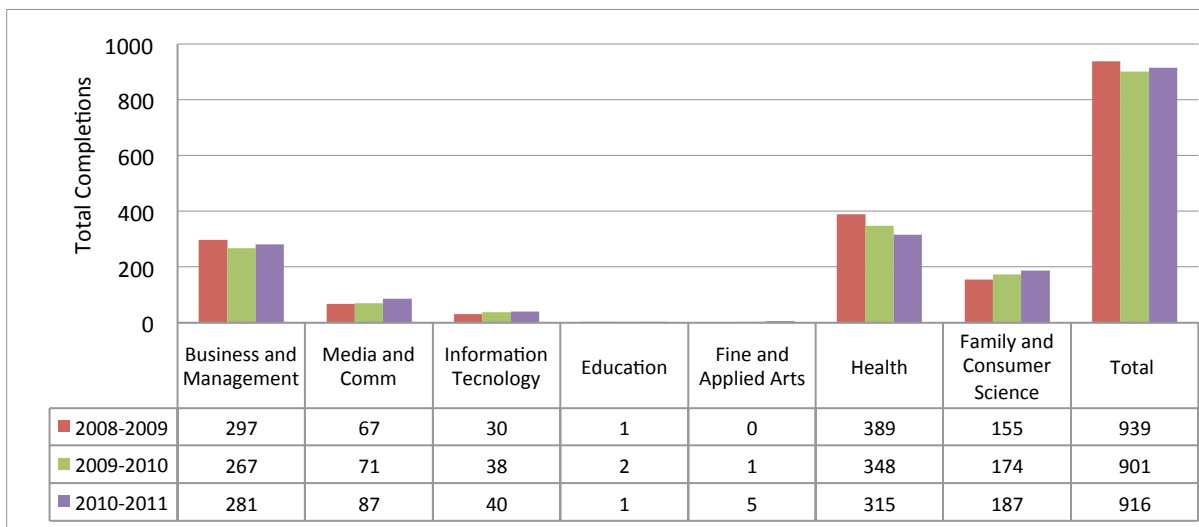
Figure 40. CTE completions (degrees, certificates, and transfers)
(Source: CCCCO Reports)

Institution-set Standards

Grossmont College annually tracks a number of key performance indicators (KPIs) including those data requested by ACCJC. As part of the College response to the 2011-12 ACCJC Annual Report, the Institutional Excellence Council (IEC) developed a set of institutional standards. These standards were recommended after review and discussion of longitudinal data related to each of the areas listed in Table 12. During its discussion, the IEC considered the effect that the recent statewide economic conditions had on enrollment as colleges were forced to reduce the number of sections that they offered. Students were limited in the courses that they could take, which meant that, while they were more likely to complete the courses in which they enrolled, they might not be able to get all of the sections necessary to move toward completion. In light of the fluctuations in data over recent years, the IEC decided to set the institutional standards very close to the average for each category and to re-evaluate the standards as part of its annual review of KPIs, recognizing that the institutional standards are the minimal level of performance expected in order to demonstrate educational quality and meet institutional effectiveness expectations. They are not necessarily reflective of any improvement goals that might be set by the College in a given year. The institution-set standards were shared at the annual college planning forum in April 2013 and will be reviewed on an annual basis.

Table 12. Institutional Trends and Standards						
	Fall 2008	**Fall 2009**	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Institution-set Standard**
Successful Course Completion Rate (Fall)	65.8%	66.6%	68.6%	68.9%	70.8%	**67.0%**
Fall-Fall Retention Rate	--	46.1%	43.9%	46.8%	50.3%	**45.6%**
	2007-08	**2008-09**	**2009-10**	**2010-11**	**2011-12**	
Number of Degrees	1,209	1,168	1,123	1,144	1,086	**1,110**
Number of Certificates	378	368	360	481	725	**525**
Number of Transfers	1,532	1,874	2,165	2,581	2,280	**2,000**
(Source: CCCCO Data Mart)						

ORGANIZATION OF SELF EVALUATION PROCESS

While evaluation and continuous improvement are ongoing processes at Grossmont College, the preparation of this Self Evaluation Report began in the spring of 2011 with the selection of an accreditation faculty co-chair and the solicitation of Standard-writing team members. Each writing team was co-chaired by an administrator and a faculty member. The 2011-12 college Accreditation Steering Committee was responsible for coordinating the work of the writing teams. The Steering Committee was initially co-chaired by the vice president of Academic Affairs (who also served as the Accreditation Liaison Officer) and the faculty co-chair. Members of the Steering Committee included the co-chairs of each writing team, the college Research Liaison, and the Academic Senate president. In 2012-13, following completion of the initial draft of the Self Evaluation Report, and in the wake of an Early Retirement Incentive which was accepted by a number of the writing team co-chairs, the Steering Committee was restructured slightly to oversee final review and preparation of the Self Evaluation Report, and to prepare for the evaluation team site visit. At each stage of the process, students were invited and encouraged to participate: as writing team members, as Steering Committee members, and during review and final preparation of the document. Table 13 provides a summary of the self evaluation process timeline and tasks.

Table 13. Self Evaluation Timeline	
Semester	**Tasks**
Spring 2011	• Selection of Accreditation Faculty Co-Chair by Academic Senate • Appointment of classified staff, faculty, and administrators to Standard-writing teams • Solicitation of student volunteers to serve on Standard writing teams
Summer 2011	• Development of project management system for use in coordinating writing teams and evidence collection
Fall 2011	• Work with District Accreditation Coordinating Committee (DACC) to complete District Functional Map • Identify evidence needed for responding to Standard statements • Develop 2011-12 Institutional Survey • Begin initial drafts of Standard responses
Spring 2012	• Cross review of first draft of Standard responses by writing teams • First draft rewrite by Standard-writing teams • Review of the first draft rewrite by the Accreditation Steering Committee
Fall 2012	• Review and edit of second draft by Standard-writing teams • Review of second draft by Accreditation Steering Committee, college constituents (including Student Accreditation Read-In), and District Services personnel
Spring 2013	• Incorporation of second draft edits into final draft • Rewrite of Standard responses into one voice • Review of final draft by Governing Board members, chancellor, Accreditation Co-Chairs • Sharing of Self Evaluation Report results with college constituents during constituent group meetings and via open forums • Begin planning for fall 2013 site visit • Printing of final Self Evaluation Report and storage media
Summer 2013	• Distribution of final Self Evaluation Report and storage media
Fall 2013	• Site Visit by External Evaluation Team

As mentioned above, the self evaluation process was a broad effort involving students, classified staff, faculty, and administrators. The following individuals served as members of writing teams and/or the Steering Committees:

Standard I Writing Team	Standard IIA Writing Team
Sunny Cooke – Co-Chair, President	Janet Castanos – Co-Chair, Dean, ESBS
Corey Manchester – Co-Chair, Math Faculty	Devon Atchison – Co-Chair, History Faculty
Rick Griffin – Director, Community Relations	Jim Spillers – Assoc. Dean, Athletics
Janet Althaus – Supervisor, Bookstore	Sheridan DeWolf – Dean, CTE/WD
Evan Wirig – Media Communications Faculty	Marsha Raybourn – Supervisor, Instruct. Ops.
Carlos Contreras – History Faculty	Edda Temoche-Weldele – Spanish Faculty
Jennifer Bennett – Art Faculty	Christi Vicino – OTA Faculty
June Yang – Philosophy Faculty	Scott McGann – Political Economy Faculty
Cindy Hall – Admin. Secretary, MNSESW	Micah Jendian – English Faculty
Gerardette Nutt – Program Spec., CalWORKS	Bonnie Schmiege – Counseling Faculty
Jeremy Miller - Student	MaryAnn Landry – Admin. Secretary, ESBS

Standard IIB Writing Team	Standard IIC Writing Team
John Colson – Co-Chair, VP, Student Services	Kerry Kilber – Co-Chair, Dean, LTR
Janice Johnson – Co-Chair, Counseling Faculty	Bonnie Ripley – Co-Chair, Biology Faculty
Cary Willard – Chemistry Faculty	Sharon Sykora – Nursing Faculty
Sara Glasgow – Director, Student Activities	Patty Morrison – Library Faculty
Marion deKoning – Art History Faculty	Roxanne BenVau – Library Faculty
Denise Schulmeyer – Communication Faculty	Dave Dillon – Counseling Faculty
Lynn Gardner – Counseling Faculty	Karen McCoy – Multimedia Technician
Sylvia Montejano – EOPS Faculty	Ryan Fawcett – Biology Technician
Nick Montez – Supervisor, A&R	Brittany Lindsley - Student
Dee Murdock – Admin. Secretary, Counseling/A&R	Fatin Gorgees - Student
Brenda Gates – Financial Aid Advisor	

Standard IIIA Writing Team	Standard IIIB Writing Team
Agustin Albarran –Co-Chair, Assoc. Dean, Student Affairs	Walter Sachau – Co-Chair, Manager, Campus Projects
Claudia Flores – Co-Chair, Child Dev. Faculty	Oralee Holder – Co-Chair, English Faculty
Nancy Davis – Supervisor, Student Dev. Services	Carrie Clay – Assoc. Dean, CTE/WD
Amy Ramos – Psychology Faculty	Angie Gish – Child Dev. Faculty
Peter Schmidt – Humanities Faculty	Cynthia Koether – Specialist, English Writing Ctr.
Anita Martinez – Admin. Secretary, CTE/WD	Tasa Campos – Admin. Secretary, Facilities
Pamela Benge – Stud Svcs. Spec., Job Placement	
Alexis Popko – Theatre Operations Facilitator	

Standard IIIC Writing Team	Standard IIID Writing Team
Steve Baker – Co-Chair, Dean, ALC	Tim Flood – Co-Chair, VP, Administrative Services
Janet Gelb – Co-Chair, CSIS Faculty	Jeff Lehman – Co-Chair, Chemistry Faculty
Sang Bai – Supervisor, Instr. Computing Svcs (ICS)	Michael Copenhaver – Director, Financial Aid
Kristin Hargrove – Part-time History Faculty	Michael Barendse – Business Faculty
Virginia Young – Spanish Faculty	Barbara Loveless – ESL Faculty
William Snead – Media Communications Faculty	Mark Goodman – Earth Sciences Faculty
John Stephens – Network Specialist II, ICS	Patty Sparks – Admin. Secretary, Admin. Svcs.
Dave Steinmetz – Sr. Technician, ICS	Irene Bauza – Sr. Acct. Technician, ASGC
Chris Rodgers – Technical Specialist, ICS	Carol Rapolla – Budget Analyst

Standard IV Writing Team
Debbie Yaddow – Co-Chair, Dean, AHN
Malia Serrano – Co-Chair, Art History Faculty
Diane Glow – Interim Dean, Couns & Enroll Svcs.
James Canady – Counseling Faculty
Sue Gonda – History Faculty, Acad. Sen. President
Susan Richardson – Technician, Photography
Pat Murray – Sr. Technician, Health Science
Rochelle Weiser – PT Secretary, Academic Senate

2011-12 Steering Committee	2012-13 Steering Committee
Barbara Blanchard – Co-Chair, VP, Acad. Affairs	Barbara Blanchard – Co-Chair, VP, Academic Affairs
Chris Hill – Co-Chair, Earth Sciences Faculty	Chris Hill – Co-Chair, Earth Sciences Faculty
Agustin Albarran – Assoc. Dean, Student Affairs	Agustin Albarran – Dean, ESBS
Bonnie Ripley – Biology Faculty	Angela Feres – History Faculty, SLO Coordinator
Claudia Flores – Child Dev. Faculty	Bonnie Ripley – Biology Faculty
Corey Manchester – Math Faculty	Brenda Gates – Financial Aid Advisor
Debbie Yaddow – Dean, AHN	Christina Tafoya – Dean, CTE/WD
Devon Atchison – History Faculty, SLO Coordinator	Claudia Flores – Child Dev. Faculty
Janet Castanos – Dean, ESBS	Corey Manchester – Math Faculty
Janet Gelb – CSIS Faculty	Denise Schulmeyer – Professional Development Coordinator
Janice Johnson – Counseling Faculty	Henry Gaudet - Student
Jeff Lehman – Chemistry Faculty	Irene Bauza – Sr. Acct. Technician, ASGC
John Colson – VP, Student Services	Janet Gelb – CSIS Faculty
Kerry Kilber – Dean, LTR	Jeff Baker – VP, Student Services
Malia Serrano – Art History Faculty	Jeff Lehman – Chemistry Faculty
Oralee Holder – English Faculty	Katrina Piliaris - Student
Shirley Pereira – Research Liaison	Kerry Kilber – Dean, LTR
Steve Baker – Dean, ALC	Malia Serrano – Art History Faculty
Sue Gonda – Academic Senate President	Mike Reese – Dean, MNSESW
Sunny Cooke – President	Pat Murray – Sr. Technician, Health Science
Tim Flood – VP, Administrative Services	Shirley Pereira – Research Liaison
Walter Sachau – Manager, Campus Projects	Steve Baker – Dean, ALC
	Sue Gonda – Academic Senate President
	Sunny Cooke – President
	Tim Flood – VP, Administrative Services

CERTIFICATION OF COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

Grossmont College affirms that it is in compliance with the eligibility requirements for reaffirmation of accreditation as follows:

1. *Authority*
GC is a member institution of the California Community College system and is authorized to provide educational programs by the California Education Code. The College acts under the direct authority of the GCCCD Governing Board, the Board of Governors of the California Community Colleges, and the State of California Chancellor's Office. Grossmont College's programs and services follow the guidelines set by the California Code of Regulations, Title 5. The ACCJC grants continuous accreditation for community and junior colleges of the Western Association of Schools and Colleges (WASC).

2. *Mission*
The current GC Mission Statement was adopted in fall 2009 as part of the 2010-16 Grossmont College Strategic Plan and approved by the Governing Board in December 2009. It was most recently reviewed and updated at the annual college planning forum in spring 2012 and the Governing Board approved a slight modification in fall 2012. The mission statement has been thoroughly integrated into the institution's planning process and has been published and displayed in key locations throughout the campus. It functions as an expression of the philosophy, principles, and values of the institution.

3. *Governing Board*
A five-member elected governing board has responsibility for the programs and operations of Grossmont College. These members are elected from the District's trustee areas and serve four-year terms. Terms in office are staggered to provide for continuity of membership. Students elect one student representative in an advisory capacity from each of the two colleges in the District. The interests of various constituent groups are voiced by representatives who attend governing board meetings to provide advisory information as needed and via regularly scheduled reports from faculty and staff on various programs and services. In addition, the public interest can be voiced through a "Public Comments" item on every agenda.

4. *Chief Executive Officer*
GC has a chief executive officer, the college president, who is appointed by the Governing Board upon recommendation by the GCCCD chancellor. The college president has full-time responsibility to the College and possesses the requisite authority to administer board policies. In addition, the president of Grossmont College provides leadership in defining institutional goals and plans. The president endeavors to use collegial consultation (via a variety of college committees) to address the issues, goals, plans, and priorities as related to comprehensive planning. Neither the district chancellor nor the college president may serve as the chair of the Governing Board.

5. *Administrative Capacity*
Academic and classified managers possess the minimum required qualifications as approved and established by the GCCCD Governing Board. Training and experience are defined by position descriptions that are then used by screening committees, within a thorough and careful hiring process, as a means to ensure that administrators are qualified to perform their responsibilities. Once employed, all academic and classified managers are evaluated annually.

6. *Operational Status*
GC is committed to serving students completing lower division major preparation for transfer to a four-year institution as well as students interested in completing occupational/vocational programs. Grossmont College also offers programs that meet the needs of special populations, which include basic skills and English as a Second Language.

7. *Degrees*
The College awards Associate in Arts and/or Science degrees in 83 majors and offers 49 Certificates of Achievement. Programs that lead to degrees are a substantial portion of the institution's educational offerings.

8. *Educational Programs*
GC's degree and certificate programs are established to support the missions of the College and the District as well as the missions of the individual departments. Title 5 regulations for degrees and certificates are followed closely, as are – in some of the vocational fields – the mandates of State Board accrediting bodies. The Curriculum Committee scrutinizes programs for appropriate length, breadth, depth, and sequencing of courses and are also reviewed by the Academic Program Review Committee to ensure effectiveness.

9. *Academic Credit*
Grossmont College awards academic credit in accordance with the requirements in the California Code of Regulations, Title 5. The Grossmont College catalog clearly describes the grading system and information on grading procedures, course repetition, and grade responsibility is also repeated in the class schedule each semester. Credit is awarded based on the conventional Carnegie unit; each unit represents three hours of the student's time each week – one hour in classroom lecture, and two hours in outside preparation – for one 16-week semester.

10. *Student Learning and Achievement*
GC has identified college-, program-, and course-level student learning outcomes (SLOs) and their related assessments. Institutional SLOs are published on the College's SLO webpage, program-level SLOs are outlined in the college catalog, and course-level SLOs are included as addendums on course outlines. Through regular and systematic analysis of SLO assessment data, faculty members work on continuous improvement of methods of instruction and assessment, along with modes of delivery. Implementation of collaborative SLO assessment studies allows instructors to teach to the same standards and students to demonstrate that they have achieved the established SLOs.

11. *General Education*
The College defines and incorporates into all of its associate degree programs a substantial component of general education (GE) coursework designed to ensure breadth of knowledge and promote intellectual inquiry. In addition to the GE component including demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge, it also infuses critical thinking, reading, speaking and listening, personal ethical standards, along with an awareness and appreciation of diversity. The quality and rigor of GC's GE coursework is consistent with the academic standards appropriate to higher education.

12. *Academic Freedom*
Via established board policy, the GCCCD Governing Board promotes public understanding and support of academic freedom in the implementation of the educational philosophy of the District. A statement regarding academic freedom is also published in the college catalog.

13. *Faculty*
As of fall 2012, GC employed 166 full-time instructional faculty. In addition, there were 27 full-time non-instructional faculty members (librarians and counselors) and approximately 544 part-time faculty members. All faculty members meet minimum qualifications (or equivalencies thereof) and are evaluated according to processes and procedures as outlined in the faculty contract. GC faculty members develop and maintain quality in a variety of programs and courses, as well as assess student learning in the same. The full responsibilities of faculty members at the College are outlined in the faculty contract and job description.

14. *Student Services*
Grossmont College has a long history of providing comprehensive student support services. At the core of many of these programs and services are specific support services aimed at promoting retention and success. In order to be as effective as possible in providing services to meet the students' educational needs, the College conducts regular and systematic self-studies, surveys, and evaluations of its programs and services.

15. *Admissions*
GC admissions policies and practices are consistent with its mission and in compliance with the California Code of Regulations, Title 5. Admission policies are published in the catalog and on the college web site.

16. *Information and Learning Resources*
The College provides long-term access to information and learning resources/services through its Learning and Technology Resource Center (LTRC) that houses the library, tutoring, and other academic support services. Various computer-equipped centers and labs support diverse methods of instruction and address the varied needs and learning styles of students. Support staff members of these centers and labs work in close collaboration with the classroom faculty.

17. *Financial Resources*
Grossmont College – in conjunction with the GCCCD – documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability. Through the district budgeting system, the Integrated Fund Accounting System (IFAS), the vice president of Administrative Services administers the finances for all college programs (except those funded by the Foundation for Grossmont-Cuyamaca Colleges [FGCC]) and contractual agreements.

18. *Financial Accountability*
GC, as part of the GCCCD, annually undergoes and makes available an external financial audit by a certified public accounting firm. The audits are certified and any exceptions are fully explained. From 2008 to 2012, the District received unqualified audits on its financial statements and on federal and state compliance audits.

19. *Institutional Planning and Evaluation*
In pursuit of its mission, GC engages in an ongoing and systematic cycle of planning, implementation, and evaluation (PIE) that is integrated with student learning outcomes assessment, program review, and resource allocation. The institutional planning process is also integrated with both the college and district strategic plans. As part of the strategic planning process, the College developed goals, toward which progress is assessed annually through the measurement of key performance indicators (KPIs). Based on the assessment of those KPIs and other student outcomes, adjustments are made in the plans, strategies, and/or goals to achieve continuous improvement.

20. *Public Information*
The GC catalog is made available to students, public and private institutions, and the community in hard copy and a complete PDF version is posted on the college web site. The catalog contains details related to academic programs and support services, requirements related to residency and admission, general education, and associate degrees, course descriptions, and financial aid and scholarship information as well as general information on student activities and services.

The Grossmont College class schedule contains the courses of instruction, student services information, fees, refunds, admissions requirements, and course descriptions. Class schedules are developed in the spring, summer, and fall, and appear on the College's website.

The College and GCCCD also utilize a broad array of means to communicate about programs, services, and events offered. These range from press releases, social media, and advertising to quarterly newsletters and annual reports.

21. *Relations with the Accrediting Commission*
GC provides assurance that it adheres to the eligibility requirements and accreditation Standards and policies of the ACCJC, describes the College in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the ACCJC to carry out its accrediting responsibilities.

RESPONSES TO 2007 RECOMMENDATIONS

In October 2007, GC underwent a comprehensive evaluation by an ACCJC visiting team. Based on that site visit and the college's self study, the ACCJC developed seven recommendations and asked that those recommendations be addressed in a series of annual reports. In October 2008, the College completed a Follow-Up Report on Recommendations #1 (related to equity and diversity in hiring), #2 (related to student learning outcomes), #3 (related to institutional planning processes), and #7 (related to working relations among various constituency groups). At that time, the College was also re-evaluated by a small accreditation visiting team. In October 2009, the College submitted a second Follow-Up Report that detailed the resolution of Recommendations #5 (related to responsibility and authority of the college president) and #6 (related district and Board goal setting and evaluation), and included further progress on Recommendations #1 and #7. The Midterm Report, submitted in October 2010, provided resolution on the remaining recommendation, #4 (related to district leadership and integration of planning with allocation), as well as updates on the other six recommendations.

The following sections summarize the responses to those 2007 recommendations and include any additional work that has occurred since the submission of the 2010 Midterm Report.

Recommendation 1:

In order to satisfy the standards on diversity, the College must establish policies and practices with the district to ensure equity and diversity are essential components of its human resource planning. The district must regularly assess its record in employment equity and diversity and communicate that record to the college community. (I.A.1, III.A.4.a, III.A.4.b)

Response:

Through collaborative district wide efforts, a number of steps were taken to address the recommendation including:

- the establishment of a district wide Equal Employment Opportunity Advisory Committee (EEOAC) with the charge of monitoring compliance with the State Chancellor's Office guidelines and to provide training and visibility to district wide EEO efforts. Many of the tasks of the original EEOAC were rolled into the charge of the GCCCD Diversity, Equity, and Inclusion Council (DEI) upon its creation in 2011;
- the completion of an EEO plan which, in turn, resulted in:
  - o the development and implementation of EEO/diversity training programs for hiring managers and EEO orientation and training for screening committee members;
  - o articulation of a commitment to diversity, equity, and inclusion that sets the tone for board policies, procedures and plans;
  - o the revision and/or development of a number of board policies related to equity and diversity; and

- the development and implementation of additional practices to create and maintain an inclusive working environment that values diversity, equity, and inclusion;
- improved assessment and communication of the GCCCD record in employment equity and diversity. District Services conducts an annual analysis of its workforce demographics. This information is reviewed and presented to various shared governance committees, including the DEI, and kept on file in the Human Resources office. Applicant demographic information is gathered and analyzed by District Employment Services with the oversight of the District's EEO officer. Adverse Impact Analysis reports are conducted by the recruiters and reviewed by the EEO Officer. Communication regarding EEO occurs via policy statements in college catalogs, class schedules, and an annual written notice of non-discrimination to community organizations; and
- dissemination of demographic information about the GCCCD service area, employees, and students on the Research, Planning and Institutional Effectiveness (RPIE) websites and use of the information as part of the planning process for both district and college staffing.

As mentioned above, since the submittal of the 2010 Midterm Report, the GCCCD has established a DEI Council with the objective of providing a welcoming environment that fosters cultural competence, equity, and respect for all employees, as well as students and visitors to campus. The DEI is responsible for assessing progress and disseminating information regarding diversity and equity; recommending meaningful strategies for improvement; overseeing the implementation of the charge district wide; and ensuring compliance with relevant laws and regulations. In addition, GC established a DEI Committee (DEIC) with a similar charge at the college level.

In addition to the actions taken to resolve this recommendation, the College also completed the following related 2007 planning agenda items:

- III.A.1.a. and III.A.3.a. – Through the establishment of an EEOAC – and then subsequently the DEI – and the development of an EEO plan, the College worked with the District to establish a system to collect, analyze, and disseminate data reflecting actual campus diversity, as compared to state and national averages, and use the information in hiring processes.
- III.A.2. – GC worked with the District to determine why applicant pools were limited; and concluded, through a thorough review of the hiring process, that the application process might be a factor. Since then, GCCCD has implemented a web-based application system to help facilitate and streamline the process. In order to help address AB1725-recommended ratios of full-time to part-time faculty, the Governing Board committed to increasing the number of full-time faculty where possible. They were able to do so between 2006 and 2008 before the economic slowdown allowed hiring in only the most critical positions.
- III.A.4.b. – As part of the EEO Plan, GC has worked with GCCCD Employment Services to more frequently collect, analyze, and disseminate data reflecting actual

college personnel diversity as compared to state and national averages as well as to achieve objectives associated with the 2010-16 GC Strategic Plan.

Recommendation 2:

The College establishes a specific timeline for producing student learning outcomes at the course level and the program level; incorporate student learning outcomes into the curriculum and program review processes; identify systematic measurable assessments; and use the results for the improvement of student learning and institutional effectiveness. (Standards I.B.a, II.A.1, II.A.1.a, II.A.1.c, II.B., II.B.3.f, II.C.1.b., III.A.1, III.D.1.a, IV.A.1, IV.B.1.b)

*Response***:**

In response to this recommendation, GC established a timeline under which SLOs were identified at both the course and program levels by the end of the fall 2008 semester. During that same semester, the GC Academic Senate recommended that the Curriculum Committee add course-level SLOs as addenda to the course outlines.

In 2008-09, the SLO Coordinator worked closely with the Academic Program Review Committee to strengthen the connection between SLO assessment and program improvement. As a result of those efforts, instructional programs are asked to discuss, as part of their six-year, comprehensive program review: 1) how their SLO assessment process is working and what improvements are needed; 2) their students' success in meeting Program SLOs; and 3) any planned modifications (curricular or other) to the program itself as a result of various SLO assessment analyses. In addition, questions related to program modification and planning activities that result from course SLO assessment are asked annually during a program review update process. Finally, the SLO Coordinator collaborated with Student Services and Administrative Services to incorporate Student Service Outcome (SSO) and Administrative Service Outcome (ASO) assessment into their comprehensive program review processes, respectively.

Each area of the College (Academic Affairs, Administrative Services, and Student Services) has systematic measurable assessments in place for SLOs, instructional support outcomes (ISOs), and/or administrative or student service outcomes (ASOs and SSOs). The specific measurement utilized in any given assessment of SLO/ISO/ASO/SSOs can change based on the analysis of prior assessment activities. Program and general education/institutional student learning outcomes (GE/ISLOs) are carefully mapped to course-level SLOs, which allows for the assessment of higher-level SLOs by the compilation and analysis of those course-level SLOs. In addition, assessment of GE/ISLOs through the use of a common rubric in general education classes began in fall 2012.

GC has added the assessment of student outcomes to the integrated planning process, including both the program review and annual planning components. As a result, assessment data are used to generate annual planning activities designed to address areas identified by outcomes assessment as needing adjustment. Once completed, the outcomes of those

activities are assessed and the results used in a continuing cycle of improvement. In addition, student outcome assessment results are presented annually at the college planning forum, where they are discussed and used – along with other college KPIs – to select annual college-level planning goals.

In addition to the actions taken to resolve this recommendation, the College also completed the following related 2007 planning agenda items:

- I.B.1 – Staff and faculty in each college program have identified, articulated, and published student learning or service outcomes, developed assessment procedures, and studied how well each outcome is achieved. They have reported findings in mutually agreed upon planning documents, program review, and on the SLO website.
- II.A.1.c. – The College has committed fiscal and human resources – through the assignment of an SLO Coordinator and assistant, as well as the purchase and implementation of the TracDat system – to the development and maintenance of the student learning/service outcome assessment cycle, including defining course and program-level outcomes and assessments, identifying college-level outcomes and assessments, developing a data collection plan, and reporting on the results of the assessment projects. All academic programs have identified SLOs to be assessed in SLO studies. They report and use the assessment results for continuous improvement. The College has also identified how course and program SLOs fit with the GE/ISLOs.
- II.A.2.g. – Where applicable, faculty work with the RPIE office to develop and implement means to assess the validity, reliability, and potential bias of faculty-generated standardized tests.
- II.B. – Student Service programs have implemented SSO studies into their regular annual review process and the results of those SSO studies facilitate improvement in the subsequent year. These data have also been analyzed and used for continual improvement by Student Services programs undergoing program review.
- IV.B.2.b. – The college president, in conjunction with the Planning and Resources Council (P&RC), facilitated a discussion of the resources committed to the development of SLOs and techniques for assessment with a goal of recommending any needed enhancements to these resources. The process identified resources for the development of assessment measures for the GE/ISLOs. Such resources included the attendance of faculty leaders at assessment conferences and the commitment to fund an SLO assistant to help facilitate assessment processes at the department level. For any departments or areas wanting more data about student learning outcomes, the president also encourages seeking assistance from the RPIE office. A college faculty research liaison position was also created through discretionary release time to help GC departments collect and analyze assessment results as well as lead discussions.

Recommendation 3:

In order to satisfy the standards on planning, the College must review and revise as necessary its institutional planning processes and make the timing, processes, and expectations of all staff in the institutional planning process more widely known and understood. (Standards I.B, I.B.1, I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, I.B.7, IV.A.2, IV.A.3)

*Response***:**

In response to this recommendation, GC underwent a review and revision of its planning process, resulting in a cycle of planning, implementation, and evaluation that integrates the major components of program review, outcomes assessment, and annual planning and budgeting. It also integrates long-term strategic plan goals with annual planning activities. Each year, the College reviews outcomes and KPIs in order to choose which of the strategic plan goals on which to focus for an upcoming planning cycle. Individual departments/units develop annual planning activities designed to help accomplish not only their own long-term goals, but to address any program review recommendations and help the College move forward in meeting its strategic plan goals. A representative number of annual planning activities that will require funding are forwarded to the GC Institutional Review Committee (IRC) where they are reviewed and scored according to criteria including annual college planning goals, institutional plans, program review recommendations, community needs, and the assessment of measurable outcomes. The resulting list of prioritized planning activities is then forwarded to the college P&RC for the application of any available funding.

Using the initial letters of the words Planning, Implementation, and Evaluation to create an easy-to-remember acronym "PIE" has helped communicate to the college community the changes, forms, timing, and expectations associated with this revised process. General communications of the PIE process have occurred during convocation and flex week professional development presentations, forums for classified staff, via college publications (such as the president's *Newsburst*), during department and division council meeting presentations, on the college planning website, and via distribution of PIE wallet cards identifying the vision and mission. Hand-on training sessions are offered each semester to familiarize employees with key elements of the planning process as well as the forms and software used.

Various components of the integrated planning process are assessed annually and the feedback is used to modify and streamline the process. Beginning in fall 2012, the College began the process of transferring the planning process to an online management system (TracDat).

In addition to the actions taken to resolve this recommendation, the College also completed the following related 2007 planning agenda items:

- I.B.2. – Whenever possible, the College states future strategic plan and annual planning objectives in measurable terms.

- I.B.3. - GC improved constituent group awareness of the regular cycle of planning via workshops during professional development week and improved the planning processes under the leadership of the P&RC.
- I.B.6. – The P&RC conducts periodic review and improvement of planning and resource allocation.
- II.C.1.a. – Via program review and through discussions in P&RC, the library has pursued a line item in the library and instructional media budget in order to maintain and expand the current library collection and instructional classroom equipment. Additional one-time funds have also been allocated via the annual planning process.
- III.A.5.a. – GC has reallocated funding sources to implement plans made by the college wide Professional Development Committee and has also reallocated faculty reassigned time resources to a PD coordinator to focus on all employee groups.
- III.A.6. – Through the collegial consultation system, the College worked collaboratively with other district entities to employ a staffing approach that is integrated with district wide planning and research.
- III.B.1. and III.B.1.b. – The Facilities Committee:
  o incorporated functions of the Campus Safety Committee into the monthly meetings, including the review of safety requirements and assistance in the compilation of required safety reports. The College also participates in the GCCCD Safety Committee;
  o adopted a process to ensure that off-site locations used for instruction (e.g., health professions clinical sites) meet educational needs; and
  o worked through the collegial consultation process – both at the college and district levels – to develop a new Facilities Master Plan (FMP). A bond related to that plan was included on the November 2012 ballot.
- III.B.2. – GC has identified potential funding sources for planned campus projects, such as replacement of furnishings for classrooms and existing office spaces. With a mixture of funds, many renovations have occurred across campus, but additional conversations will continue to occur regarding the development of a consistent funding source.
- III.B.2.a. – In addition to the state-recommended allocation based on new square footage for furnishing, fixtures, and equipment (FF&E), GC has developed and approved processes to collect, prioritize, and fund the total cost of ownership for new and/or remodeled spaces above that minimal allocation. These processes allow the College to make decisions based on educational needs and priorities. Recent examples of the use of these processes include the renovation and expansion of the Student Services and Administration facilities.
- III.B.2.b. – In the revision of its planning processes, GC has provided a process by which facility and equipment needs can be identified and prioritized for available funding. As mentioned above, FF&E funds are also available and often supplemented for new buildings.
- III.C.1.b. – The College conducts periodic assessments of technology training needs in a number of ways including via regular satisfaction and institutional surveys, via feedback to the Technology for Teaching and Learning Committee (TTLC), and via requests for professional development made to the college professional development

coordinator. In addition, requests for technology training have been made via activity proposals submitted during the annual planning process.

- III.C.2. – The College has established an ongoing $250,000 line item to help ensure the regular update of classroom technology, including computer rollovers and replacement of digital projectors. This, along with a $25,000 annual allocation for classroom furnishing replacements and updates, is part of the college's approach to providing an exceptional learning environment for its students.
- III.D.1.a. – The College has established numerous means to better inform faculty and staff of the linkages between institutional planning and expenditures. These means include annual "Did You Know" documents that show which activity proposals were funded, posted minutes of the P&RC, highlights in the president's *Newsburst*, and reports to constituency groups.
- III.D.2.b. – GC has worked with District Services to develop an administrative calendar to better improve processing and dissemination of financial data at the end of each fiscal year. College and district budgets are readily available on the GCCCD intranet and more detailed financial information is available through the IFAS. District Services and the College work collaboratively to develop IFAS training for any users (such as department chairs, deans, etc.) who have an interest in accessing financial data. In order to augment understanding, representatives from District Services also conduct budget forums and open workshops across the District on the tentative and adopted budgets. In addition, the various departments within District Services conduct annual satisfaction surveys that are intended to improve services such as communication.
- IV.A.2.a. – College leaders have acted to improve the timely distribution of information to campus constituents in order for them to participate fully in the collegial consultation process. Meeting minutes are made available to members of each committee and those members are regularly reminded of their responsibility to report back to the groups they represent. In addition, meeting notes and minutes from both college and GCCCD governance groups are posted on their respective web and intranet sites.
- IV.B.2.b. – As mentioned previously, the college president has reviewed and committed resources, both fiscal and human, in support of the development and ongoing assessment of student outcomes. As one example of how ongoing review can enhance the resources available for SLO assessment, the College committed additional reassigned time for an SLO Assistant Coordinator to help with the training and tracking necessary for effective assessment. Support has also been provided to attend accreditation-sponsored and other conferences related to assessment, curriculum, and student success. In addition, the RPIE office supports, when needed, the assessment efforts of the college departments. The College has also supported FIGs to identify and discuss methods of closing any achievement gaps.

Recommendation 4:

The District, in consultation with the College, should provide "primary leadership in setting and communicating expectations of educational excellence and integrity" for the College. The District should expand its own strategic plan to link its Allocation Formula to the District and College's plans. (Standards I.A.2, 1.A.3, III.D, IV.B.3.a, IV.B.3.c)

*Response***:**

In order to respond to this recommendation, steps were first taken by key leaders at all levels (governing board, district and college administration, Academic Senate, and Classified Senate) to enhance communication between the GCCCD and the College. With the hiring of a new chancellor in spring 2009, additional steps were taken to open lines of communication including chancellor forums and an on-campus listening post, an online form for confidential communication with the chancellor, and regular electronic updates from the chancellor regarding budget and other issues affecting the District.

Through a number of activities, the Governing Board has also provided leadership related to educational excellence and integrity. The Board worked jointly with the District Strategic Planning and Budget Council (DSP&BC) to establish five key areas of focus to guide the development of the 2010-16 strategic plans. Those areas of focus are: Student Access, Learning and Student Success, Value and Support of Employees, Economic and Community Development, and Fiscal and Physical Resources. The GCCCD worked jointly with the associated student bodies and student services personnel of each college to revise and update the student code of conduct, as well as the related board policy, to better communicate the expectations of integrity and conduct. In addition, the chancellor and the Governing Board have been active participants in a number of student success initiatives, including the California Leadership Alliance for Student Success (CLASS) project, the Bridging Research, Information, and Culture (BRIC) project, and the continuing, local "Conversations About Student Success" prior to monthly board meetings.

Upon arrival of the new chancellor, she took immediate steps to continue the development of a GCCCD Strategic Plan, to cultivate collegial conversation about GCCCD's fiscal model, and emphasize the commitment to budget transparency. One of the first steps related to fiscal transparency was the formation of a task force to analyze various components of the budget system including, the accuracy of information, the budget and allocation formula, equalization funds, and ending balances. This task force worked with an outside consultant and the results of their work was detailed in a final report that was posted to the college intranet. Information from that report was also communicated to the district and college communities during scheduled forums. In addition to that initial report, the chancellor continues to send regular budget updates to the district community via email and conducts face-to-face forums when necessary to explain more detailed information and/or answer questions. The DSP&BC is the overarching collegial consultation group that is responsible for ensuring the integration of the district strategic plan with the allocation of resources, and for making budget-related recommendations to the chancellor.

In addition to the actions taken to resolve this recommendation, the College also completed the following related 2007 planning agenda items:

- I.A.2 and I.A.3 - In spring 2009, utilizing environmental scan and other demographic data, the College reassessed and revised the college vision, mission, and values statements to better reflect its student population, its educational purpose, and its commitment to student learning.
- III.D. And IV.B.3.c. - In spring 2012, GCCCD contracted with an outside consultant to assess how revenue is allocated through the current income allocation model and to determine the steps necessary to revise the current model or develop a new one. The DSP&BC – which serves in an advisory capacity to the chancellor for assessment, analysis, and recommendations regarding GCCCD's budget allocation model – appointed a Budget Allocation Taskforce (BAT) to review the analysis of the consultant regarding the current allocation formula. The BAT was also asked to work with the consultant to recommend a revised allocation model – one that is transparent, simple to understand, follows the state allocation system, and allocates funds in a fair manner – for possible implementation for 2014-15. Finally, the BAT will promote communication and understanding of the budget process and its guiding principles throughout the District.

Recommendation 5:

The District needs to clarify its policies and procedures to enhance the delegation of responsibility and authority to the president of the college and include clearly defined policies and procedures for the selection and evaluation of the president. (IV.B.l.j, IV.B.2, IV.B.3.e)

*Response***:**

In 2009, a task force – with representatives from both colleges and the District – was formed to review existing board policies and procedures to assess their applicability in addressing the recommendation. Several documents, including the presidential job description and board policies on selection of a president, addressed the responsibilities of that office; however, they did not address the delegation of authority to the college president. As a result, a new board policy (BP 7113) on delegation of authority was developed, vetted through the appropriate collegial consultation groups, and approved by the Governing Board in June 2009.

In fall 2008 and spring 2009, the District Executive Council (DEC) collaboratively reviewed and revised BPs 7111 and 7112 related to presidential selection and evaluation, respectively. In addition, they developed and approved corresponding administrative procedures (APs) 7111 and 7112 that have been successfully implemented in the intervening years.

In addition to the actions taken to resolve this recommendation, the college also completed the following related 2007 planning agenda items:

- III.A.1.b. and IV.B.1.j. – GC worked with its constituencies, the chancellor, and the Governing Board in the revision and adoption of a board policy and administrative procedures related to the selection and evaluation of the college president. Since that time, both have been used and evaluations of the college president have occurred annually and, where appropriate, involve college constituents.
- IV.B.3.e. – GC also worked through collegial consultation to develop a board policy and administrative procedures to outline the authority and responsibility of the college president. All board policies are posted on the governing board section of the GCCCD website.

Recommendation 6:

The District should regularly and systematically review its functions and goals, including: (a) Goal setting and self-evaluation by the Board of trustees; (b) Evaluation of the District's services to the colleges and its effectiveness as a liaison between the College and Board of Trustees. (IV.B1.g, IV.B.3.f, IV.B.3.g.)

Response:

In preparation for the development of a 2010-16 District Services Strategic Plan, the various functions of the District were reviewed in 2008. The strategic plan included the adopted vision and mission statements as well as the overarching goals and strategies for each of the units within District Services. In addition, District Services developed a survey that is administered regularly in order for constituents to evaluate the services provided by the district offices. Each district unit analyzes and uses the survey results to develop action plans for continued improvement of services.

The Governing Board has also taken steps to address goal setting and self evaluation. College and district leaders worked collaboratively with the Governing Board over a three year period to implement changes in board policies, create a self-evaluation tool, complete the evaluation process, and develop a timeline for continued evaluation and goal setting. The Governing Board undergoes a comprehensive evaluation process every other year and holds a special meeting each year for the purpose of reviewing and setting board goals for the upcoming year.

In addition to the actions taken to resolve this recommendation, the College also completed the following related 2007 planning agenda items:

- IV.B.1.g. – GC participated collegially with the GCCCD to help develop an evaluation tool to be used on an regular basis to inform the Governing Board for its self evaluation. College members of DEC provide regular input to the Board as part of this review. The Board uses this and other information to set annual goals.
- IV.B.3.f. – Through various means (including workshops, email communications, and opportunities for feedback via regular surveys), GC has worked with the District to improve communication between the faculty, staff, administrators, and students of the

College and District Services. Through continued collegial consultation, progress can be monitored and surveyed as necessary.

- IV.B.3.g. – GC participates collegially with other district representatives in annual reviews of the various governance committees and councils. In addition, in 2012, the GCCCD developed a task force to review its overall governance structure. Recommendations were taken to DEC in fall 2012 and the Governing Board adopted the final, updated governance handbook in January 2013.
- IV.B.3.b.1. – As mentioned above, District Services deploys an annual survey to gauge the effectiveness of its services in support of the College within the District.

Recommendation 7:

The College, the Chancellor, and the District must improve relations among their various constituency groups in order to assure effective discussion, planning, and implementation. The entire College community must work together for the good of the institution. (IV.A.l, IV.A.2, IV.A.3, IV.B.2)

*Response***:**

In order to respond to this recommendation, key leaders at all levels (governing board, district and college administration, Academic Senate, and Classified Senate) worked diligently to open effective lines of communication and to clarify the roles and responsibilities of the various college and district constituency groups. To help ensure that constituencies had a common understanding of the basic principles of collegial consultation, the GCCCD Governing Board sponsored a joint Community College League of California (CCLC) and Academic Senate for California Community Colleges (ASCCC) presentation during a special workshop.

During the spring and summer of 2008, a Taskforce on Excellent Working Relationships was convened, the membership of which, at the time, included the former chancellor, an associate vice chancellor, a governing board member, the college president, and representatives of the Academic and Classified Senates. The purpose of the task force was to identify, discuss, and recommend resolution mechanisms for existing tensions between the college and the district leadership. Various sources of tension included a perceived lack of governing board support for the college, inconsistent board decision-making processes, and lack of communication and collegial consultation between college employees and the chancellor at the time of the last accreditation visit. The taskforce efforts, along with a change in key leadership positions, resulted in the establishment of a more collegial relationship at all levels.

Since 2009 and the arrival of new leadership at all levels of the College and District, a number of additional efforts have been made to continue improving relationships and establish collaborative processes that not only work toward effective service to students but also benefit the College. They include:

- district wide, monthly governing board workshops for participation on the CLASS initiative and other important initiatives (accreditation, planning, etc.);

- regular meetings between the District and faculty leadership of both AFT and the Academic Senate, and classified leadership and student leadership to identify and address issues early on;
- more consistent and transparent communications with district constituents regarding budgetary issues;
- the collaborative development of district wide broad areas of focus for use as a framework in developing the 2010-16 strategic plans;
- the development of a reference sheet and website, delineating the "go to" offices for district resources; and
- the current chancellor's efforts to be accessible to both colleges in the District.

In addition to the actions taken to resolve this recommendation, the College also completed the following related 2007 planning agenda items:

- I.B.5. – In order to better inform GC faculty of the data services provided, the district RPIE office conducted workshops during spring 2007 flex week. They currently work closely with the GC Research Liaison to continue efforts to assist and inform faculty about data resources.
- III.A.1.d. – GC worked collaboratively throughout 2009-10 to establish an ethics statement for all members of the College. That statement has been distributed to the college community and is posted on the college website and published in the annual catalog.
- III.A.4.c. – As detailed above, college administrators and faculty met extensively with district administrators to share concerns and develop common approaches to problem solving.
- IV.A.2.b. and IV.A.3 – During 2008 and 2009, the College and District worked collaboratively to review and revise the governance structure document and set a schedule for regular review. District Services established and deployed an annual satisfaction survey as a means to gather feedback as part of their continuous improvement cycle. A number of methods – both email and face-to-face – were established for better communication between the district offices and the College. With a start provided by a technical assistance collegial consultation workshop and the formation of a Taskforce on Excellent Working Relationships, district and college leaders worked to explore and propose solutions for reduction in tension between the College and district offices.
- IV.B.1.b. – Through collegial consultation, the District and colleges revised Board Policy 1200 to include the vision and mission statements for all GCCCD entities.
- IV.B.1.d. – The GCCCD established a webpage that contains all of the board policies and administrative procedures, as well as an explanation of the difference between the various types of documents. The departments within District Services also developed a resources document to help personnel know who to contact for support.
- IV.B.1.e. and IV.B.3.f. – As mentioned above, the GC and GCCCD leadership worked collaboratively to identify and resolve sources of tension in order to restore a positive relationship between the two, established improved lines of communication, and developed feedback mechanisms for continuous improvement of District Services in support of the College.

- IV.B.1.i. – Following receipt of the recommendations from ACCJC, GC sent a summary report of those recommendations to the college community and posted the report on its accreditation website. In addition, in November 2007, both college presidents gave a report during an open governing board session summarizing the site visit and the recommendations.
- IV.B.3.a. – The district mapping document was reviewed in 2008 and again in 2011. On both occasions, the updated and clarified document was approved through the established collegial consultation process.
- IV.B.3.g. – Both the College and District have undergone reviews of their governance processes and established regular timelines for doing so in the future.

STANDARD I - MISSION AND INSTITUTIONAL EFFECTIVENESS

The institution demonstrates a strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I.A. The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Descriptive Summary
The mission statement of Grossmont College (GC) declares (I.1):
"Grossmont College is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential, and to developing enlightened leaders and thoughtful citizens for local and global communities."

GC fulfills its mission by providing the people of East San Diego County with:
- Transfer degrees and certificate programs
- Career technical education and workforce development
- Basic skills
- Student support services that promote student access and achievement
- Community education

The College is an open access institution that primarily serves the citizens of East San Diego County as defined by its district boundary. However, due to the College's location in the western-most portion of the District and its close proximity to freeway access, it draws nearly 40 percent of its students from east-central portions of the city of San Diego as well. The College offers 132 degrees and certificates to assist students as they transfer to universities, pursue career technical education, and develop basic skills required for college success. The College also provides comprehensive support services and promotes community learning in keeping with its mission statement.

GC's vision is "Changing Lives Through Education".

GC's current mission statement and vision were discussed as part of the establishment of its strategic plan (I.2). Several proposed drafts were prepared and the entire college community was invited to participate in an electronic survey to select the final vision and mission (I.3). The selected vision and mission statements were reviewed and endorsed by all collegial consultation bodies including the Academic Senate, Leadership Council, Associated Students of Grossmont College (ASGC), and Planning and Resources Council (P&RC) (I.4, I.5, I.6).

The Grossmont-Cuyamaca Community College District (GCCCD) routinely conducts an environmental scan to assess the changing demographics and other shifts in the community to ensure that the programs and services provided by its two colleges align with community needs. These might reflect the needs of students exiting from high school and the requirements of articulation with universities, as well as recommendations from industry and local or regional advisory committees. GC offers primarily credit-based programs and is assisted in non-credit, and fee-based continuing education programming through Grossmont's sister college, Cuyamaca.

The Distance Education (DE) courses offered by the College also align with GC's mission and the students served. The DE courses are open to all students who may benefit from the College, and as such, along with face-to-face courses, foster its mission of open access. The mission of the College is reflected in the DE plan and also the DE document "Tools & Techniques for Online Teaching" (I.7, I.8).

While the commitment to student learning is expressed in the College's vision and mission statements, the depth and breadth of that commitment are outlined in the general education/institutional student learning outcomes (GE/ISLOs), which describe the learning outcomes graduates and transfer students should achieve when attending Grossmont College (I.9). In turn, those outcomes are linked to the program- and course-level student learning outcomes (SLOs). In addition, the assessment of those outcomes, as well as the improvements that occur as a result of those assessments, are a key part of GC's integrated program review and planning processes. Those processes also include a number of opportunities (e.g., flex week workshops and an annual planning forum) for the college community to review data and other information on student achievement and learning (I.10, I.11). Through these processes, there is vital opportunity for the college-wide community to establish planning priorities to ensure that courses, services, and programs offered to students support the College's mission. Equally important, the College mission is reviewed annually to ensure its currency.

Self Evaluation
GC's mission statement (I.1) defines the school's educational purpose and intended population. The College has crafted a carefully worded commitment to providing an exceptional learning environment; one that will allow each staff member to assist GC's diverse students in fulfilling their full academic potential through learning.

The institution meets this Standard.

Actionable Improvement Plans
None.

I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary

The mission focuses on "providing an exceptional learning environment for our diverse students to achieve their hopes, dreams, and full potential". This wording was specifically chosen to emphasize the role that each employee in every area of the College has in upholding this mission. Discussions within each area of the College allow for employees to specifically understand their roles in providing that exceptional learning environment. Whether an employee is a classified staff member within the administrative services division, an administrator within student services, or an instructional faculty member, the wording applies to all.

The College routinely reviews and assesses college level student achievement data through a variety of means including convocation exercises, flex week workshops and data presentations at the start of semesters, annual planning forums, and frequent board workshops that are open to all employees (I.12, I.10, I.13). Student demographics are reviewed regularly to describe the student population and to anticipate their needs (I.14, I.15, I.16). As part of the annual program review update process, student learning and service outcome data are collected, discussed, and used for continuous improvement (I.17, I.18, I.19). Progress towards achieving ISLOs has most recently been measured through a broad-based, multi-disciplinary study conducted across the college and results were presented to the P&RC at a regularly scheduled meeting in December 2011 (I.20). Other discussions of the assessment of ISLOs occur within flex week workshops (I.21, I.22).

The College offers programming that is informed by labor market analysis, community needs, student demands, and established advisory committees. Faculty who are trained and current in their disciplines are responsible for developing curriculum. Additionally, through the program review process and department discussions, areas of program expansion or change – as well as curricular changes – are discussed and advanced. The faculty research liaison provides skilled assistance to faculty and administrators in these processes by accessing data and assisting in effective analysis of data (I.23). The faculty research liaison also serves as a crucial link to the GCCCD Research, Planning, and Institutional Effectiveness (RPIE) office. The College also has a process whereby programs that are no longer meeting community or student needs can be assessed and potentially revamped or discontinued (I.24).

In 2011, the District and colleges completed an educational master planning process which is a periodic and thorough look at the community served by the colleges, whereby the colleges identify future trends and set priorities for college services well into the future. The process included a standard environmental scan, thorough identification of future trends, and forums held with community members, students, and internal constituents. The information gathered from this broad-based input was incorporated into the current Educational Master Plan (EMP) (I.25), which then serves as the framework for future plans (facilities, technology, financial, and human resources) required to fulfill the mission of the College and the District.

The trend analysis and feedback from community and student forums revealed that there is a greater demand for DE courses to meet the needs of students residing within the GCCCD boundary (I.26, I.27). This finding was further supported by survey results in spring 2012 that indicated that only one percent of student respondents took all of their classes online, while 48 percent took both face-to-face and online classes (I.28). An annual DE report (I.29) is presented to the District Executive Council (DEC), the District's overarching collegial consultation body, and to the Governing Board (I.30). This report notes enrollment trends in DE within GCCCD, courses attempted, success rates, retention rates, and the most frequently taken courses.

Self Evaluation
In order to establish student learning programs and services that are aligned with its purpose, character, and student population, GC regularly reviews current community needs and engages a systematic trend analysis to predict future community needs through its educational master planning and strategic planning processes (I.31, I.2). Programs and services are offered to assist students in meeting their educational and career goals. Outcomes are regularly reviewed through data discussions with college, district, and governing board members, often facilitated by the RPIE office. Additionally, advisory committee meetings and program review processes serve as opportunities to focus on departmental effectiveness and to identify the course or program offerings that may need modifications, enhancements, or additions.

The institution meets this Standard.

Actionable Improvement Plans
None.

I.A.2. The mission statement is approved by the governing board and published.

Descriptive Summary
As mentioned in Section I.A., the GC vision and mission statements were developed during preparation of the College's 2010-16 Strategic Plan (I.2). The Governing Board reviewed and approved the vision, mission, and Strategic Plan in December 2009 (I.32). The mission statement is published in the Strategic Plan document, on the college website, in the college catalog, in each semester's class schedule, on various planning documents, on meeting agendas, and is posted in buildings and public areas of the College.

Self Evaluation
The GCCCD Governing Board approved the college's Strategic Plan, including its original vision and mission statements in December 2009 and it has been publicized in a number of formats and locations since January 2010.

The institution meets this Standard.

Actionable Improvement Plans
None.

I.A.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary
GC has established procedures for regular review of the mission statement to ensure that it is consistent with the California Community College mission and that it continues to reflect the needs of the local and regional communities. The College's vision and mission statements are reviewed annually and revised as necessary as part of the College's planning forum. During the spring 2012 college planning forum, slight wording changes were made to include "local communities" (I.33). The mission statement is also periodically reviewed as plans change at the College, such as during the recent development of the College's newest DE and Technology Plans (I.7, I.34).   In addition to scheduled reviews of the mission, any major changes in the community documented during the routine environmental scan or during the EMP process would certainly mark a need for an out-of-cycle review. During the spring 2013 college planning forum, it was agreed that a more thorough review of the mission statement would begin in the fall 2013 through Institutional Excellence Council (IEC).

In an effort to effectively communicate the vision and mission to all stakeholders, the statements are published in a number of documents on campus, including the college website, the catalog, and meeting agendas (I.35). In addition, the statements are incorporated into regular training sessions on the planning process and appear on wallet cards provided to employees (I.36). These efforts are apparently working; in the recent Institutional Survey, over 86 percent of full-time employees (faculty, staff, and administrators) and 83 percent of part-time faculty indicated that they are aware of the College's vision, mission, and values.

Self Evaluation
The GC mission statement clearly reflects its student population and the services provided along with the College's commitment to learning. As part of its ongoing long-term and annual planning processes, GC not only emphasizes the mission but regularly reviews and modifies it as necessary based on input from community and college stakeholders.

The institution meets this Standard.

Actionable Improvement Plans
GC will review and revise its mission statement in late 2013.

I.A.4. The institution's mission is central to institutional planning and decision-making.

Descriptive Summary
The College uses its mission statement to guide planning and decision making at all levels. The mission and vision are central components of the College's 2010-16 Strategic Plan (I.2). As each department develops its long-term and annual plans, the strategic plan, with its mission and goals, is central to these efforts (I.17, I.18, I.19, I.37). Requests for resources that are considered by the Institutional Review Committee (IRC) (I.37a) and are recommended to the P&RC must draw direct links to the College's mission and strategic plan as well as to program review recommendations (I.38). The P&RC has determined through this annual planning process that expenditures critical to the College's mission require ongoing commitments. Even during these economically challenging times, the College has re-allocated limited resources to provide for ongoing needs such as technology replacement, roofing repairs, football bleacher rental, and professional development (I.39).

The College's P&RC includes the GC mission as part of every meeting agenda and is constantly reminded of this (as well as collegially-established annual planning priorities) when decisions about support and resources are made. This committee also uses standing agenda items to regularly educate its members about the GC goals and to thoroughly discuss progress made towards strategic goals, institutional outcomes, as well as student achievement, SLOs, and program review results (I.20).

Self Evaluation
GC uses the Strategic Plan and mission statement to guide its planning processes at all levels and keeps it in the forefront during decision-making. Through review of student achievement data and assessment of student outcomes, the College also considers the impact of resource allocation on the strategic planning goals and its mission and re-allocates resources as needed.

The institution meets this Standard.

Actionable Improvement Plans
None.

I.B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary
GC encourages and facilitates a dialogue about student learning in a number of ways and venues. On the instructional side, reflection on the achievement of course-level student learning outcomes occurs each fall as part of the annual program review update process (I.17, I.18, I.19). In an SLO section of the annual program review update, each department is asked to:

- discuss the results of their most recent outcomes assessment;
- reflect on how the achievement of course-level student learning outcomes affects the achievement of the corresponding program-level outcomes to which they are mapped;
- report on next steps for both course and program-level improvement as a result of those discussions; and
- develop annual activities through which identified improvements can be implemented.

As part of their longer-term, comprehensive program review, each department reflects on how SLO assessment and annual activities have led to program improvement. They are also asked to review and discuss other data (i.e., success and retention) that are related to student learning and can be found on the GCCCD Program Review Data Warehouse (I.40). The faculty research liaison assists program leaders by facilitating requests for data and recommending effective strategies for analysis.

In both the Student Services and Administrative Services areas of the College, assessment of their role in student learning and success has occurred through the development and assessment of student service (SSOs) and administrative service outcomes (ASOs) (I.41, I.42). The assessment primarily occurs through surveys that are administered to students on an annual basis (I.43). The results of these surveys are discussed as part of the annual program review update process.

On a broader, college scale, discussions on assessment and student success include Faculty Inquiry Groups (FIGs) that have focused on addressing the achievement gap (I.44) and on the assessment of general education (GE)/institutional student learning outcomes (ISLOs) in the classroom (I.45). Reflections and dialogue regarding GE/ISLOs occur via targeted flex week workshops in which faculty review the achievement of course-level SLOs and discuss how well students are achieving the GE/ISLOs that are mapped to those course-level outcomes (I.21, I.22). An SLO coordinator (I.46) facilitates these discussions. In addition, recent discussions have centered on the use of rubrics for assessing the achievement of GE/ISLO outcomes at the same time that course-level outcomes are assessed in GE classes (I.47).

In the summer of 2010, to develop capacity and knowledge at the College in institutional effectiveness, the College invested in sending approximately ten faculty and administrative

leaders to a week long "Annual Institute on Best Practices in Institutional Effectiveness" conference sponsored by the Center for Applied Research at Central Piedmont Community College. As a result of that experience, this cohort has significantly contributed to the development and work of the IEC, which monitors the College's progress towards achieving its strategic goals and its pursuit of institutional excellence. The group also spearheads a college wide, annual review of institutional and student data, and prioritization of future goals (I.48). With the development of the IEC, a forum now exists where data-focused groups on campus (i.e., the Basic Skills Committee, the Program Review Committees, and Student Services) are represented and can engage in meaningful discussions in which they can both share and receive data that can be used to assess student learning, evaluate institutional processes, and inform decisions and recommendations. The IEC communicates the data to the College at large via an annual college wide planning forum, the college planning website, workshops, and reports to campus constituency groups (I.49, I.10, I.50). Important and relevant data is also highlighted in a semi-annual "Data Matters" newsletter distributed to the campus community (I.51). The IEC also leads the establishment of student success and achievement standards that are vetted to broader audiences through the annual college planning forum, Academic Senate, and other constituencies (I.52).

Efforts to engage the broader campus community in dialogue have also been aided by the implementation of a research liaison position filled by a faculty member on release time (I.23). The faculty research liaison meets with various groups to present and discuss data, help them better understand how to analyze and interpret data, and assist them in identifying what questions to ask regarding student performance, program review, and program outcomes. The liaison regularly presents data to the College in open forums where discussions are encouraged. For example, prior to the spring 2012 college planning forum, the research liaison presented a forum orientation workshop to familiarize participants with the types and uses of data that would be discussed at the upcoming forum (I.53).

As part of larger district discussions on the improvement of student learning, GCCCD recently participated in the California Leadership Alliance for Student Success (CLASS) project. One of the outcomes related to this project was the beginning of monthly meetings called "Conversations on Student Success" held prior to the monthly governing board meetings. These gatherings were open to all college members (I.54) and board members. The open workshops were focused on data relating to cohort student demographics, student assessment results, student outcomes and achievement, and spotlighting successful programs within the colleges that had a positive impact on student success. These sessions are effective means to disseminate information about successful strategies and approaches in student learning and success. GC programs that have been highlighted in such workshops include the Extended Opportunities Programs and Services (EOPS) Summer Bridge Program and First Year Experience, the Math Academy, Community Service Learning Embedded Tutors, and Project Success Learning Communities (I.13). These successful programs provide effective strategies that can be broadly shared and have been used as the foundational aspects of the current Freshman Academy that began in fall 2012 through a national Fund for the Improvement of Post-Secondary Education (FIPSE) grant in association with Kingsborough Community College in New York.

Data related to student learning through DE is discussed in a number of venues and processes as well, including the DE subcommittee of the Technology for Teaching and Learning Committee (TTLC)(I.55), during comprehensive departmental program reviews (I.56, I.57), P&RC meetings (I.39), governing board workshops open to all members of the College (I.13, I.58), and the annual college planning forum (I.11). Student success and institutional effectiveness data are also presented in the college dashboard (I.59). Based on these and other discussions, the College recently developed and adopted a "Tools and Techniques for Online Teaching" document (I.8), as well as new DE and Technology Plans (I.7, I.34). Finally, on an annual basis, the Governing Board is presented a DE report regarding trends, student demographics, performance, and outcomes. The DE report is also made available via the district website (I.30, I.29).

Self Evaluation
The College engages in systematic, ongoing and meaningful dialogue about the continuous improvement of student learning and processes that support learning. This is evident in dialogue at the district level with board members, at the college level, division and council level, and also at the department or unit level. The district level dialogue includes participation in the CLASS project and the regular "Conversations on Student Success" (I.13, I.58). At the college level, there is sharing of pertinent strategic goals and key performance indicators (KPIs) through the college dashboard, during convocations, and in emails from the college president (I.60). Extensive dialogue also occurs during flex week workshops (I.10) and in the annual college planning forum (I.11), which sets the focus for the upcoming year of planning and implementation.

Instructional departments annually engage in reflective dialogue regarding progress towards established goals and assessment of student outcomes. Student Services, the library, and Administrative Services seek student input through surveys that are then used to improve services to students (I.43). Finally, all departments undergo an intensive, regularly-scheduled program review during which trends in student enrollment, cost analysis, student outcomes, and discipline-related trends are monitored and discussed (I.19, I.56, I.57).

College wide participation in discussion and feedback is evidenced by recent survey results in which 61 percent of classified staff, 86 percent of administrators, 82 percent of full-time and 80 percent of part-time faculty respondents agreed that they had an opportunity to participate in dialogue with colleagues about how to improve student learning and institutional processes. Even students feel included with 60 percent of the respondents agreeing that they have the opportunity to provide feedback on how to improve their learning experience at the College (I.28).

The institution meets this Standard.

Actionable Improvement Plans
None.

I.B.2. **The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.**

Descriptive Summary
The College's strategic planning goals (I.2) were developed through a process that considered information obtained from an environmental scan (I.61), a trend analysis (I.62), and through discussions in a number of venues including large-scale college wide flex week activities (I.63), the annual college planning forum (formerly the College Leadership Retreat) (I.64), the P&RC (I.6), and the Academic (I.4) and Classified Senates.

The strategic planning goals are connected to the following five areas of focus that are common across the District (I.65):

- Student Access,
- Learning and Student Success,
- Economic and Community Development,
- Fiscal and Physical Resources, and
- Value and Support of Employees.

The goals are tied to the annual planning process in the annual program review update documents (I.17, I.18, I.19), in the documents that are used to score annual planning activities (I.37), and in the "Did You Know" reports of activities that are funded each year (I.66, I.67, I.68). In addition, each year the 50 to 60 representatives from all areas of the College, all constituent groups, and all major committees and councils on campus participate in the annual college planning forum to review progress toward the strategic planning goals that were selected for the current and past planning cycles and, based on available data, select those goals on which to focus in the next planning cycle (I.69). Once the goals are set at the Planning Forum, these are shared with the college community through their representatives on the various college committees and constituent groups, in division and area council meetings, on the planning forms for the upcoming planning cycle, and in communications from the college president (I.60). As a result of these various and consistent communications, 84 percent of the full-time faculty, 86 percent of the administrators, 71 percent of the classified staff, and 73 percent of the part-time faculty indicated that they understand the College's goals and the extent to which they are achieved.

The College monitors progress towards meeting its goals at different levels. Evaluation of completed activities and strategies designed to address the goals are conducted at the unit level through annual program review updates (I.17, I.18, I.19). During the annual college planning forum, college wide KPIs included in the college dashboard are reviewed and used to determine priorities for the upcoming year. Throughout the year, the IEC continuously monitors progress toward achieving these college wide annual planning and overall strategic plan goals and attainment of college standards for student achievement, as well as the completion of accreditation recommendations and actionable improvement plans.

Self Evaluation
GC annually reviews its progress towards meeting strategic planning goals through review and discussion of KPIs by its IEC and during annual college planning forums. During each annual college planning forum, the participants establish the priorities for the upcoming planning cycle. These planning goals are communicated to the College through electronic communication from the president's office (I.60), at convocation (I.12), via representative reports in various college committees and constituent groups meetings, and on the College's planning website (I.49). During completion of their annual program review updates, all departments and units communicate their progress on previous planning cycle activities and goals. Data on the college dashboard is reviewed annually during convocation and in flex week workshops (I.10), through email updates from the college president, and through the efforts of the IEC. Thus, through discussion at all levels of the College, the established goals are communicated and made available to all college employees.

The institution meets this Standard.

Actionable Improvement Plans
None.

I.B.3. **The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.**

Descriptive Summary
GC's approach to integrated planning and assessment is most easily expressed in the simple acronym "PIE", which stands for "planning, implementation, and evaluation" (I.36). PIE applies to both long-term and short-term planning processes and portrays the continuous cycle of assessment, planning, budgeting, implementation, and then reassessment that is essential for institutional effectiveness and continuous improvement. Figure 41 depicts the integrated nature of the long-term and annual cycles (I.70) while Figure 42 illustrates the timing of the annual resource allocation, planning, and assessment cycles (I.71).
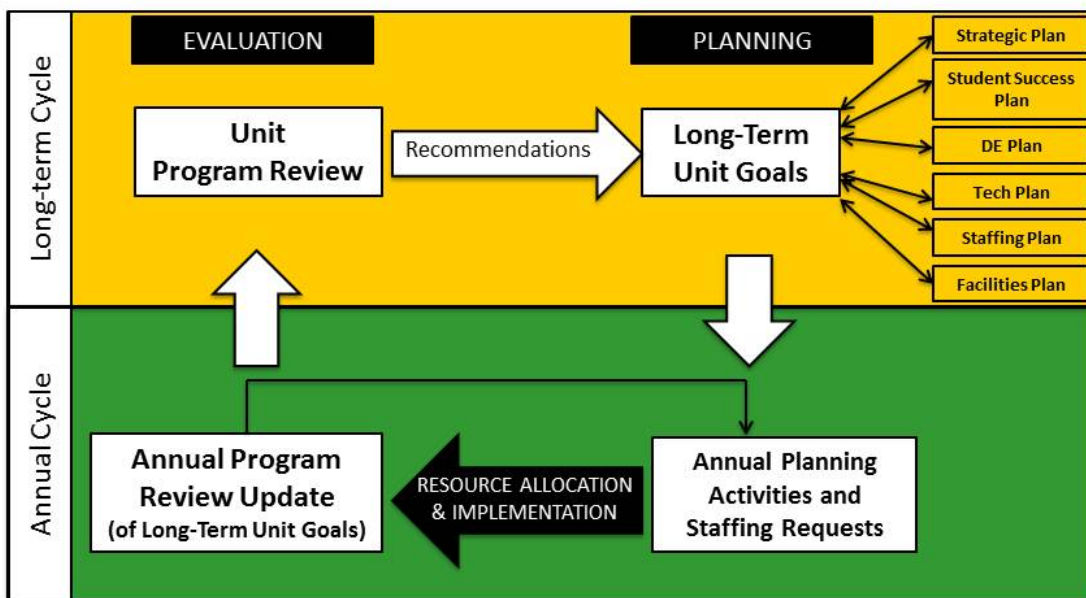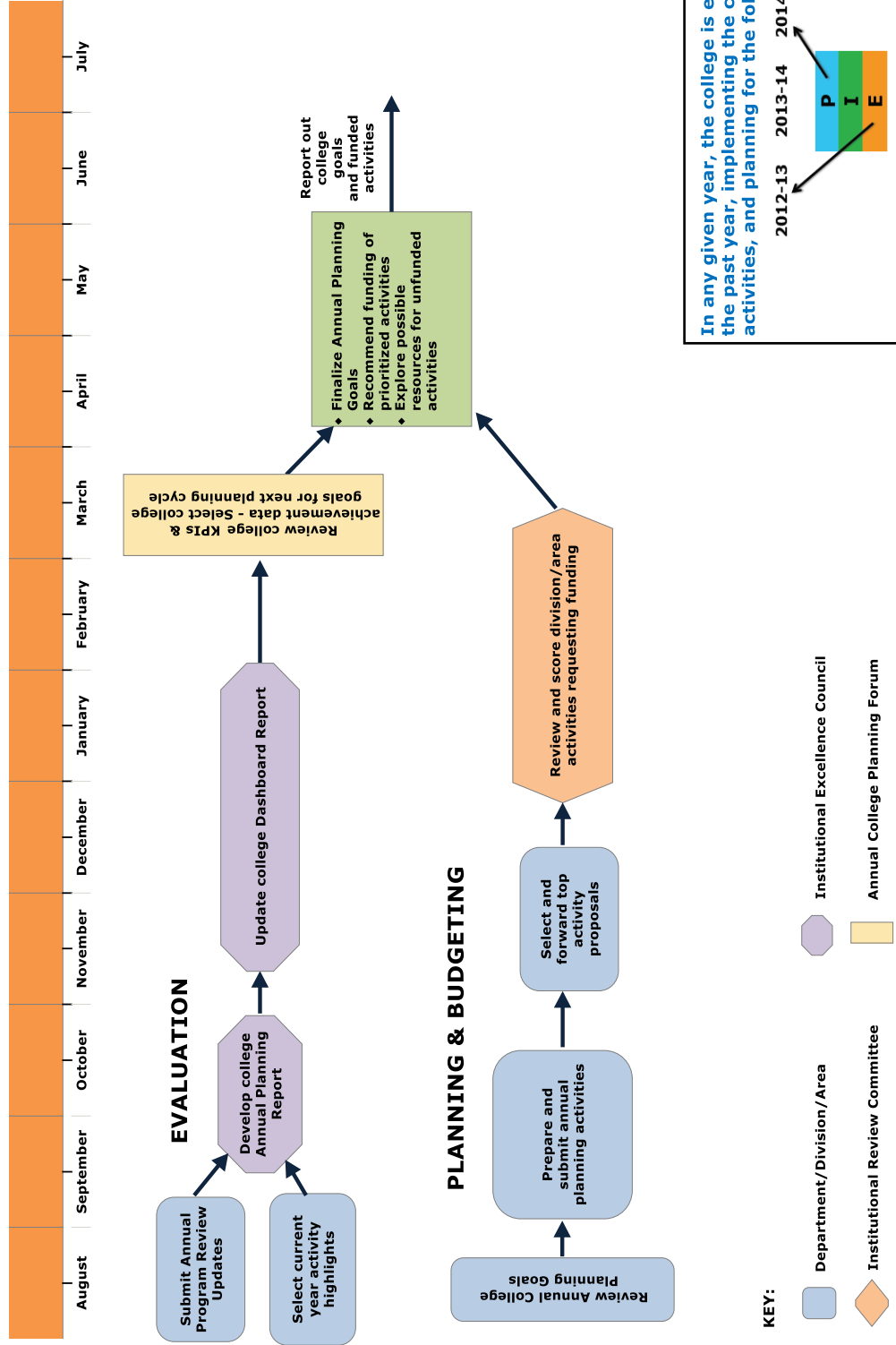
Figure 41. Grossmont College integrated planning cycle

With the development of the 2010-16 Strategic Plan (I.2), the College established eleven goals in five strategic areas of focus (I.65). Each year, planning activities are developed and implemented at both the college and departmental levels with the purpose of moving the College forward toward the achievement of its strategic goals. Progress toward those goals is assessed through the measurement and analysis of college KPIs (I.59) and the deployment of various college surveys. The IEC, charged with monitoring progress towards the strategic goals, regularly discusses data results from around the College and maintains an annual research agenda (I.72) to gather the data necessary. To facilitate the gathering, analysis, and use of data within the College, a faculty research liaison position was created. In addition to co-chairing the IEC, this liaison facilitates communication with the GCCCD RPIE office, assists departments with research analysis, and helps educate users about data. The liaison also assists departments in preparing for program review, in data analysis, and with preparing requests for research studies. In addition to assisting the instructional departments, the liaison also assists with Student Services and Administrative Services program reviews.

Each spring, during the annual college planning forum (I.11), the IEC leaders and members facilitate a broader college wide discussion on the progress made toward achieving the college strategic goals. The IEC utilizes the research liaison to identify data to use for informed dialogue at the college planning forum. Based on that dialogue, the forum participants select a number of the strategic planning goals on which to focus college planning efforts in the next cycle. Some of the prioritized goals may remain the same from year to year, while others change as data indicate the need for more focused attention on a specific goal (I.69).

GROSSMONT COLLEGE ANNUAL PLANNING, BUDGET, AND EVALUATION CYCLE

August | September | October | November | December | January | February | March | April | May | June | July

EVALUATION

Submit Annual Program Review Updates

Select current year activity highlights

Develop college Annual Planning Report

Update college Dashboard Report

Review college KPIs & achievement data - Select college goals for next planning cycle

- ◆ Finalize Annual Planning Goals
- ◆ Recommend funding of prioritized activities
- ◆ Explore possible resources for unfunded activities

Report out college goals and funded activities

PLANNING & BUDGETING

Review Annual College Planning Goals

Prepare and submit annual planning activities

Select and forward top activity proposals

Review and score division/area activities requesting funding

In any given year, the college is evaluating the past year, implementing the current year's activities, and planning for the following year.

P
I
E

2012-13   2013-14   2014-15

Latest revision, 5-8-13

KEY:

Department/Division/Area — Institutional Excellence Council

Institutional Review Committee — Annual College Planning Forum

Planning and Resources Council

Figure 42. Grossmont College annual planning cycle.

Departments/units throughout the College also implement the PIE approach. On a regular cycle (six years for Academic Affairs and Student Services and annually for Administrative Services), each department/unit undergoes a comprehensive program review. Out of that review comes a list of recommendations for improvement. Those recommendations, both from the Program Review Committee and the department itself (I.17, I.18, I.19), serve as the planning goals over the next six-year cycle and the department will plan activities each year that will help move them toward achievement of those long-term goals. During any given annual planning cycle, departments document their efforts within a three year window: 1) they document the results of the activities completed during the prior academic year in pursuit of their departmental planning goals and comprehensive program review recommendations (e.g., 2012-13); 2) for the current academic year, they pursue the activities that were proposed for implementation during the previous planning cycle (e.g., 2013-14); and 3) they are also developing planning activities for implementation in the following academic year (e.g., 2014-15). Figure 43 illustrates the nature of the three-year PIE model.
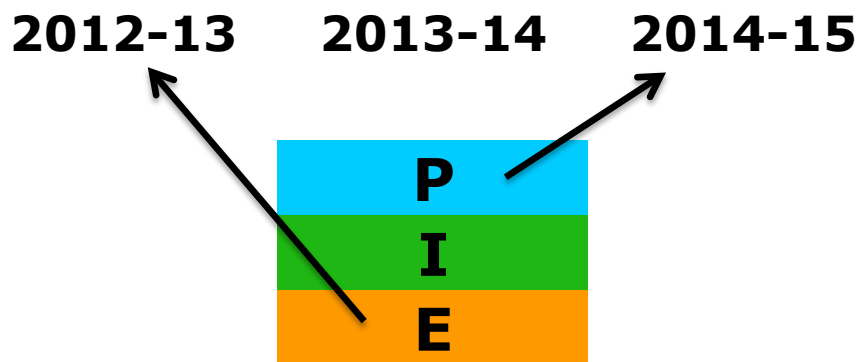
2012-13   2013-14   2014-15

Figure 43. Three-year PIE model.

Following completion of the appropriate number of annual cycles, they will conduct another comprehensive program review to assess the achievement of their planning goals and prior program review recommendations. At each point in the process, both comprehensive and annual, departments/units are asked to analyze and interpret data and other information on student success as well as their own effectiveness.

Resource allocation is also a key component of the integrated PIE cycle. Each year, a representative number of annual planning activities are forwarded from each of the area councils (academic divisions, administrative services, and student services) to the college IRC. The members of that committee read and score each of the proposals according to predetermined criteria that are tied to the College's strategic planning goals and other key institutional parameters (I.38). The IRC ranks proposals without regard to cost. The final prioritized list of annual planning activity proposals is then forwarded to the P&RC for final approval and funding (if available). Those proposals that are funded each year are communicated to the college community via a "Did You Know" document that outlines the connection of each proposal to the College's strategic planning goals (I.66, I.67, I.68).

At the end of each academic year, opportunities are available for the college community to learn about the progress that has been made toward both departmental and strategic planning goals. Recipients of funding from the annual planning cycle are invited to present results of their activities at an open meeting of the P&RC (I.73, I.74). In addition, a portion of the annual college planning forum highlights the accomplishments that were directly related to the annual planning goals selected at the prior year's forum. Finally, each year, the College develops an annual College Planning Report that documents the "P"lanning for the coming year, selects activities that are planned for "I"mplementation in the current year, and compiles an "E"valuation of outcomes from activities completed in the prior year (I.75).

Self Evaluation
GC has a well-established and integrated process for planning, resource allocation, implementation, and evaluation. The process and journey of developing the integrated planning model have been presented at national and regional meetings (e.g., League for Innovation, San Diego and Imperial Counties Community Colleges' Dean's Academy, American Association of Community Colleges). It has served as a model for other colleges to develop their own process. The ongoing and systematic cycle is essential for continuous improvement, relying – on all levels – on the assessment and analysis of data, the development and implementation of planning activities to address any needs identified during data analysis, and the evaluation of the outcomes of those activities to measure any progress in addressing the identified needs. Even during the most challenging economic times, college resources have been allocated – and reallocated when necessary – to ensure that the College best utilizes those resources in meeting its strategic goals and fulfilling its mission.

The institution meets this Standard.

Actionable Improvement Plans
None.

I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary
GC makes every attempt to involve representatives from all areas and constituency groups in the various stages of planning, implementation, resource allocation, and evaluation. Over 350 people were involved (in various stages) in developing the 2010-16 Strategic Plan over a period of eighteen months (I.2, I.63). Tracking of institutional effectiveness in the achievement of the strategic plan goals is monitored by the IEC, a group composed of classified staff, faculty, and administrators representing committees and groups who are leading campus wide efforts related to student learning and support (I.48). Annual college planning forums involve 50 to 60 representatives from all areas and constituency groups at the College in discussions of institutional effectiveness and student achievement data, and the progress toward the achievement of the strategic planning goals. College-level

recommendations related to planning and resource allocation are made by the P&RC, the College's broad-based, collegial consultation council (I.76).

Much of the planning process occurs at the department/unit level where faculty and staff are encouraged, during both long-term, comprehensive program review and annual planning cycles, to engage in dialogue about student outcomes assessment, in addition to student achievement and departmental effectiveness data. Based on those discussions, departments develop annual planning activities designed to achieve their department planning goals and any outstanding program review recommendations. Deans and area vice presidents are involved in the process as they review the annual program review update documents and prepare portions of the college annual planning report.

The 2011-12 Institutional Survey provides evidence of the college culture of broad-based involvement in that 80 percent of the full-time faculty, 58 percent of the part-time faculty, 71 percent of the classified staff, and 86 percent of the administrators agreed that they have the opportunity to participate in the College's planning processes, either directly or through representatives. Even 40 percent of the students indicated they had similar opportunities.

In spring 2011, the GCCCD embarked upon an Educational Master Planning process that also utilized a broad-based, collaborative approach. Developed under the leadership of an EMP steering committee (I.77) and approved through both the GCCCD and GC collegial consultation processes, the EMP serves as the umbrella plan under which the College establishes its specific plans for facilities, staffing, and technology (I.25).

Though resources have been extremely limited due to the current economic crisis and the state budget cuts, the College has used its established processes and committee dialogue to allocate and re-allocate resources as needed to best meet the needs of students and the community. For example, the College has allocated resources to developing and implementing a pilot for a comprehensive student success approach by which first year students will be given additional support through learning communities and a Freshman Academy. The program is designed to help them transition successfully to college, remain engaged in the educational process, and facilitate their successful completion of coursework. The College has provided resources for the program and bridged the work of instruction and student services by giving a faculty member from each area (student services and instruction) reassigned time to serve as co-coordinators.

Another example of resource allocation to meet crucial needs has enabled the College to transform its professional development approach to serve all employees year-round. This need was first identified in a college wide convocation activity in fall 2010 that asked focused questions of approximately 350 faculty, staff, students, and administrators divided into small groups. This "what we do best" activity utilized questions asking what it would take to support exceptional student learning and student support services (I.78). As a result of this broad-based activity, the College compiled those crucial activities determined to support student learning and support services into action plans associated with the College's strategic goals. This change led to a comprehensive, ongoing, and robust professional

development system for faculty, staff, and administrators that operates year-round, rather than just on specific days/weeks of the year.

A third example of re-allocating resources to meet a critical college need is the faculty research liaison position. Program review processes across the College were critically analyzed and the need to assist departments with accessing, analyzing, and discussing data and outcome information was identified as a gap. As a result, the College allocated release time for a faculty member to assist in those departmental efforts.

Self Evaluation
The College uses different formats and forums (such as college wide workshops, councils, planning forums, and systematic professional development for all constituent groups) to include the voices of all constituent groups (faculty, staff, administrators, and students), thereby establishing a culture of broad-based input and collaboration in developing plans, planning processes, establishing priority goals, and in making resource allocation recommendations.

The institution meets this Standard.

Actionable Improvement Plans
None.

I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary
GC uses and monitors a number of assessments at the college and department levels. A college wide dashboard (I.59) identifies KPIs and sets baseline metrics by which progress on strategic planning goals can be measured. The dashboard information is annually updated and shared with college constituencies through presentations, in electronic communications, on the College's planning website (I.49), and also through the college planning forum (I.11).

GC also develops an annual College Planning Report that highlights college outcomes and achievements of the previous year as well as planned activities for the upcoming year (I.75). Portions of that Annual Planning Report are presented to the GCCCD Governing Board each year during an annual board workshop (I.79, I.80, I.81). A biennial review of each workforce program is also presented to the Governing Board in a public session and documents are available to the public via public board documents on the district website (I.82, I.83). This review tracks the job market need for these graduates and the number of completers from each program reviewed. Finally, an annual DE report which includes student demographics and a comparison of student success and retention in face-to-face versus online courses, is presented to the Board and is available on the district website (I.29).

Instructional department assessment results about student learning outcomes and other accomplishments are documented as part of departmental annual program review updates

and in longer-term program review documents (I.17, I.56). Surveys measuring progress towards student service and administrative service outcomes and KPIs are also discussed through annual program review updates (I.43, I.18, I.19).

Self Evaluation
The College collects various types and levels of assessment data including college wide indicators of student success and achievement, departmental measures of success, and student learning and service outcomes. These data are made available to college constituencies through a variety of methods including professional development activities, electronic communications, and electronic documents housed on the college and district websites. Additionally, the College provides highlights of achievements during annual college planning forums, annual governing board presentations, monthly board workshops emphasizing student success, as well as via annual reports (I.75).

The institution meets this Standard.

Actionable Improvement Plans
None.

I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary
The College regularly evaluates the effectiveness of the planning and resource allocation processes through formal and informal methods. Surveys of the process as well as reflective discussion within P&RC, IRC, Council of Chairs and Coordinators (CCC), Leadership Council, Instructional Administrative Council (IAC), and other venues, allows for candid and meaningful feedback regarding the processes (I.84, I.85). All constituency groups have suggested modifications to streamline, promote understanding, and refine the timing of the integrated planning process. Examples of the types of modifications made to date include changes to communication documents and processes (I.86), criteria used to evaluate requests for funds to support crucial strategic initiatives (I.38), membership on committees and councils (I.48, I.76), and changes to the planning document and software (I.87, I.88). Improvements continued from spring 2012 through spring 2013 with the implementation of the TracDat system, into which all planning functions and outcomes data will be consolidated (I.91). Modifications also occurred to the college staffing processes as both the faculty and classified staffing committees reviewed and revised their application criteria (I.89, I.90).

Institutional processes such as planning, budgeting, governance, and decision-making are reviewed formally and informally in order to identify changes that need to be made to improve effectiveness. The College has been streamlining and making all planning processes more clear and better understood since the last comprehensive accreditation visit in 2007. Efforts have been aimed at modifying the annual process, communicating it broadly (I.10, I.60), evaluating its effectiveness, and making appropriate changes to continuously improve

the process. In addition, all materials and information related to planning and institutional effectiveness was consolidated onto one college planning website (I.49). The effectiveness of the processes are most clearly demonstrated by the fact that the College's planning and budgeting have progressed from one based upon periodic augmentations *late* in the year to a process whereby institutional priority goals are established by a large representative group at the annual college planning forum. Subsequently, resources are aligned with these prioritized strategic goals and are allocated in the *early* portion of the academic year.

Documents continue to be refined to ensure understanding, and the timing of the process now meets the needs of the college community. Needs for research support articulated by those undergoing program review, those using data for decision-making, and the IRC have resulted in resources being allocated for a faculty research liaison position (I.23) with reassigned time. This person (mentioned above in I.B.1 and I.B.4) is able to engage more departments in inquiry and analysis of outcomes and educate individuals and departments about what data is readily available, how best to write queries, and where to find information and data. On a deeper level, this research liaison helps departments understand their data and continue to ask deeper, more meaningful questions to facilitate learning among departments and within the College. In a sense, this person serves as a "data coach" to campus groups.

As a result of surveys, feedback, and modifications, the College has developed an effective, comprehensible, and streamlined mechanism for planning that allows for meaningful reflection by departments and the entire college.

Self Evaluation
The College has made remarkable progress in streamlining and communicating the integrated planning and resource allocation process. Feedback on previous processes indicated that they were cumbersome, redundant, and not well understood. Furthermore, rather than being strategic and proactive, the previous processes appeared to be short-term and based upon augmentations to fund critical line items. As a result of this feedback, the College underwent an overhaul of both its planning and resource allocation processes. GC continues to make minor modifications, as needed, based upon survey results and/or feedback from users.

The planning cycle is now regular, predictable, and the College has clear deadlines and expectations for departments and divisions. GC utilizes a collaborative process to establish priority goals. The new process is easier to understand in that there are fewer, more comprehensive milestone periods throughout the year, which helps departments plan in a coherent and systematic manner. Long-term departmental plans are reviewed and updated annually based upon assessment information and the College's emphasis on specific goals. Planning process diagrams, charts, and narrative tables shared with the College through educational forums and via collegial consultation groups – as well as on the planning website – help constituents understand the process. When needs are identified through the planning process, they are addressed through the development of annual planning activities and are allocated resources via the College's P&RC.

The institution meets this Standard.

Actionable Improvement Plans
None.

I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary
The College periodically uses reflection and feedback as well as information learned from professional development opportunities to assess and improve processes that evaluate all its programs and services. The College recently took advantage of the end of a cycle of program review in both instruction and student services to reflect, discuss, and modify the program review processes in these areas. As a result, the review processes were modified to provide a more rigorous self-reflection and to help departments focus on key performance measures. More quantitative measures were included in both processes, and planning and assessment processes were more tightly integrated within the review framework. Discussions were centered on the analysis of what worked well, what needed improvement, and how to make the process more meaningful. The lessons learned from modification of those two program review processes were used as the administrative services program review was created. The administrative services programs have undergone two rounds of evaluation and the process used will be assessed yet again for possible improvements.

During the summer of 2010, a core group of faculty and administrators from GC attended an Institutional Effectiveness conference that provided information on best practices in program review and benchmarking for institutional effectiveness. The information learned about succinct, meaningful survey instruments was incorporated into the current administrative services survey. Finally, the GCCCD was selected to participate in a statewide Bridging Research, Information, and Culture - Technical Assistance Program (BRIC-TAP) project through the Research and Planning Group for California Community Colleges (RP Group) (I.92). The focus of this project (as selected by GCCCD) was to enhance and improve the program review process at both colleges. The timing for this improvement was ideal in that the College was using this time period to improve both processes in instruction and student services.

Self Evaluation
The College has established processes for program review in all areas of the college (instructional programs, student services, and administrative services). At the end of each cycle of program review, the College has established mechanisms for a self-reflection and feedback process that identifies what is working well, what needs to be improved, and what might need to be introduced to make the process robust and meaningful.

The institution meets this Standard.

Actionable Improvement Plans
None.

STANDARD IIA – INSTRUCTIONAL PROGRAMS

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

II.A.1.   The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Descriptive Summary
The mission of Grossmont College (GC) states that it "is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential, and to developing enlightened leaders and thoughtful citizens for local and global communities." The College fulfills this by providing the people of East San Diego County with:
- Transfer degrees and certificate programs,
- Career technical education and workforce development,
- Basic skills,
- Student support services that promote student access and achievement, and
- Community education (I.1)

In order to assure the integrity and quality of its courses and programs, including those that are offered through distance education (DE) modalities, all new and revised curricula are reviewed and approved through a rigorous process established and governed by the GC Curriculum Committee, a committee of the Academic Senate. The Curriculum Committee is co-chaired by a faculty member and the vice president of Academic Affairs. Other members of the committee include administrators, faculty, and staff from both student services and instruction (IIA.1).

The Curriculum Committee ensures that all Course Outlines of Record (CORs) at GC, without regard to delivery modality, maintain the same level of academic rigor in a number of areas including course objectives, learning outcomes, and course content (IIA.2). When a faculty member submits a course that includes a request to teach the course through one or more DE mode(s), the faculty member must include additional information as justification for – and in support — of DE delivery (IIA.3). All course approvals, including DE, are documented in meeting minutes and are available on the Curriculum Committee's website (IIA.4). An inventory is kept of all courses available in DE modality (IIA.5).

Program needs at the College are identified during the development of the College's Educational Master and Strategic Plans (I.25, I.2), via interaction with community advisory groups, and via program-specific accreditation processes. In addition, the College has a

comprehensive program review process that allows each department to examine the currency and relevancy of its curriculum, and utilize student learning outcomes assessment and other data indicators to help identify the need for new courses, programs and/or revisions to existing ones (I.56). As with courses, any programmatic changes also require review and approval by the college Curriculum Committee.

Self Evaluation
GC relies on information obtained through planning, program review, and community feedback to identify, develop, and revise its curriculum to meet both the needs of its students and the college mission. Specifically, the Strategic Plan focuses on student access, learning and student success, and economic and community development as driving forces to help meet the mission of the College. Once courses and programs are identified, they undergo a rigorous curriculum review process, which ensures that all instructional programs, regardless of location or means of delivery, are of high quality.

The institution meets this Standard.

Actionable Improvement Plans
None.

II.A.1.a. **The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.**

Descriptive Summary
GC has a very culturally and linguistically diverse student population with only 45 percent White. Thus, ethnic minorities (non-white) make up a little over half (51%) of the student population; additionally, GC's student population has many first-generation college students and first-generation immigrants, and spans diverse socio-economic backgrounds. The College also serves a wide range of ages and a number of disabled students. Because of this broad demographic range, the College offers a wide variety of courses and programs to meet its students' needs.

The College employs a number of data sources to assess both the demographics and the educational needs of its student population. During preparation of the College's most recent EMP and Strategic Plan, a comprehensive Environmental Scan of the College's service area was completed and reviewed by the College. These data include enrollment trends, such as feeder high school participation rates; term-to-term persistence and program completion; and student outcomes by demographic category, instructional delivery system, and feeder high schools (I.61).

In addition, GC reviews demographic data annually as part of its college planning forum. During that Planning Forum each spring, 50-60 representative leaders from faculty, staff, and administrators gather to assess progress toward the College's Strategic Plan goals that focus on student access, learning and student success, and economic and community development, among other areas, as priorities for fulfilling GC's mission. The Strategic Plan also sets goals within each area of focus, and identifies key performance indicators (KPIs) and strategies for achieving those goals (I.2). For example, the goals under student access are to better serve students in historically underserved populations, and to respond to changing community needs. The goals under learning and student success are to: provide an exceptional learning environment to promote student success; promote student success for historically underserved populations; and promote student success for historically underprepared populations. The goals under economic and community development are to: enhance workforce preparedness, and develop innovative partnerships that meet long-term community needs. Based on those discussions, the College annually identifies those strategic planning goals that will guide both college- and department-level planning and resource allocation in the upcoming planning cycle (I.69).

Other data that are reviewed during the college planning forum – and throughout the year – include the annual Accountability Reporting for Community Colleges (ARCC) reports (I.15), Equal Employment Opportunity (EEO) data (IIA.6), and a DE report (I.29) provided by the Grossmont-Cuyamaca Community College District (GCCCD) Research, Planning, and Institutional Effectiveness (RPIE) office. Career Technical Education and Workforce Development (CTE/WD) programs access similar data through the Perkins website.   Data on student success in developmental-level courses and transition rates from basic skills are also tracked.

At the department level, as part of an annual program review update process, faculty and staff review and discuss student learning outcomes (SLOs), student service outcomes (SSOs) and instructional support outcomes (ISOs), as well as disaggregated data on student success and department efficiency (I.17, I.18, I.19). Individual faculty also benefit from regular student evaluations that are completed in select classes as part of the faculty evaluation process. These surveys and other data sources provide feedback about the class to help faculty members revise syllabi, course content, and delivery methods in order to better meet the learning needs of students.

Several data initiatives have helped students, faculty, staff, and administration work together and utilize data to inform decision-making. Initiatives such as BRIC (Bridging Research Information and Culture) (I.92), CLASS (California Leadership Alliance for Student Success) (I.13), CalPASS (California Partnership for Achieving Student Success), Dreamkeepers, and involvement in a FIPSE (Fund for the Improvement of Postsecondary Education) grant with Kingsborough Community College are examples of the types of efforts aimed at keeping student learning and success at the heart of the College's priorities.

As a result of these various forms of data review and analyses, activities and strategies are developed as part of the College's annual planning process. These activities have led to the introduction of innovative programs to increase student success. Examples of some of these

programs include a Freshman Academy (IIA.7) that seeks to provide incoming students with the counseling and classroom support necessary to be successful in their first year; a Math Academy that provides an accelerated course delivery; as well as contextualized curriculum designed to achieve success in some Allied Health programs. The College's English as a Second Language (ESL) programs have been severely impacted due to a recent influx of refugees into eastern San Diego County. Non-credit vocational and pipeline ESL programs were developed and implemented in spring 2012 to accommodate this new demand. Grossmont has an active Umoja program designed to increase retention and persistence of African-American students, and a grant-funded Summer Bridge and First-Year Experience program promoting student success for former foster youth and EOPS students (IIA.8).

In 2010-11, in addition to earlier environmental scan data (I.61), the GCCCD started to formally collect annual data about DE students to assess student learning needs, student educational preparedness, and achievement of stated learning outcomes for students enrolled in DE courses (I.29). These data informed the preparation of the College's 2012-2015 DE Plan, which was approved by the Academic Senate in May 2012. The DE Plan set goals related to student preparedness and success. For example, the Technology for Teaching and Learning Committee (TTLC), which is the group tasked with executing the GC DE Plan, set plans in motion to develop a course or workshop for student success in online learning, offer face-to-face Blackboard orientations for students, and provide students with an online self-assessment that will help them determine if they possess the necessary technical and study skills to succeed in distance education courses. Likewise, the DE Plan lists an objective to: "Conduct continuous evaluation and assessment regarding student success in online and hybrid classes both locally and nationally," with an emphasis on using the RPIE office to track student success and on making recommendations to appropriate college committees regarding online and hybrid course offerings and student success strategies (I.7).

Self Evaluation
GC regularly analyzes and discusses data from a number of sources related to student demographics, student access, and learning and student success in order to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of our communities. Discussions occur at all levels of the College, including college wide planning forums and within departments. The consideration of student success data and the assessment of SLO/SSO/ISOs is a part of both the annual and longer-term comprehensive program review processes of the College. Recommendations and goals that arise from all of the above stated data discussions are acted upon through the College's integrated planning and resource allocation process.

GC will continue to use research and analysis of data and other information to identify needs and provide for the varied educational needs of its students. In the 2011-12 Institutional Survey, students validated that work when 85 percent of respondents agreed that the education and training that they receive at the campus greatly contribute to achieving their educational goals (I.28).

The institution meets this Standard.

Actionable Improvement Plans
None.

II.A.1.b. **The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.**

Descriptive Summary
To meet the varied work and personal life schedules of students, courses are offered at a wide range of times, starting as early as 7:00 a.m. and ending as late as 10:30 p.m. Courses are offered in time spans ranging from one-week to full-semester-long, 16-week sessions. Saturday courses were offered in a variety of programs until budget reductions led to a strategic decision to reduce sections and close the campus on Saturdays when applicable. Courses are still offered on Saturdays for specialized courses such as the Corrections Academy (AOJ 107). Classes are offered in a variety of formats ranging from traditional lecture and lab classes to field courses, clinical experiences, seminars, independent study courses, open-entry/open exit courses, online courses, and hybrid courses (IIA.9). The Math and English departments also offer accelerated programs so that a student can complete two courses in one semester.

Regular assessment – including faculty evaluations, student learning outcomes assessment, and program review – ensures that each course, regardless of delivery modality, follows its approved COR, which details instructional methods, evaluation and assessment methods, allocation of instructional time, and types of regular instructional contact (IIA.2). Student and course evaluation processes are uniform regardless of delivery mode (IIA.10, IIA.11).

Statewide, DE classes have grown dramatically over the last few years. In 1995-96, DE courses represented only 0.63 percent of class sessions, but by 2010 had grown to represent over 9 percent of class sessions (IIA.12). DE courses offered by GC allow students to access courses at a location and/or time that is convenient for them. The College provides DE classes in various formats, including hybrid/web enhanced and 100 percent online via Blackboard, a web-accessed course management system. During fall 2010 and spring 2011, 81 percent of overall DE total enrollment (n = 11,688) was in 100 percent online sections. Eight percent of DE students enrolled in hybrid/web enhanced sections that are 51 percent or greater online (1,222 enrollments). The remaining eleven percent enrolled in hybrid/web-enhanced sections that are 49 percent or less online (1,555 enrollments). DE enrollment for those two semesters, in which courses were 100 percent online or hybrid/web enhanced, was 14 percent. Each semester, approximately 3,500 students enrolled in one or more 100 percent online course sections (I.29).

DE sections had a course completion rate – defined as the percentage of students who do not withdraw from class and who receive a grade – that was approximately nine percentage points lower than on-campus equivalent course sections. Approximately 73 percent of all

enrollments in 100 percent online sections were completed with a valid grade other than "W" compared to approximately 82 percent of all enrollments in the 100 percent on-campus equivalent course.

Course success rates for DE classes also appear lower overall by about nine percent when compared to on-campus sections, but when enrollments that ended with a grade of "W" (Withdrew) were not included, the overall course success rates were identical for DE sections and on-campus sections (78 percent successful). Success rates for students who remained enrolled in a distance education course until the end of the term were similar to students enrolled in the 100 percent on-campus equivalent course until the end of the term (I.29).

The college TTLC and associated DE subcommittee are responsible for the development of the College's Technology and DE plans (I.34, I.7). Those plans include priorities for addressing faculty and student needs in technology, helping establish standards of good practice and quality control, and providing guidelines for online faculty teaching and training.

The DE Subcommittee recently developed a best practices "Tools and Techniques for Online Teaching" document (I.8) that provides strategies to guide faculty in creating an online learning community among students and to ensure that all courses meet the California Distance Education Accessibility Guidelines. The "Tools and Techniques for Online Teaching" document, along with workshops and webinars offered throughout the year, help guide faculty in: 1) designing effective syllabi; 2) developing learning environments that support a variety of learning styles and conform to accessibility requirements; 3) using technologies to provide content in multiple media formats that support the formation of more robust mental models; 4) creating course materials that are easy to use; 5) providing a supportive online course community; and 6) observing copyright and fair use policies and guidelines. Faculty are provided with training to effectively navigate Blackboard, become familiar with all available technologies offered by the College, and develop a faculty website. GC offers professional development courses that teach instructors "best practices" in both the use of technology in the virtual classroom and online teaching pedagogy (I.10).

In addition, the DE Subcommittee and TTLC developed a Regular and Effective Contact Policy for Distance Education (IIA.13). In online classes, hybrid or fully online, ensuring regular effective contact guarantees that the student receives the benefit of the instructor's presence in the learning environment both as a provider of instructional information and as a facilitator of student learning. GC has established that regular and effective contact will be maintained in distance education classes by faculty-initiated interaction and frequency of contact (including a response time of 24 to 48 hours, Monday through Friday) and by establishing expectations (and managing unexpected instructor absence). Instructors will, at a minimum, use three or more of the following resources to maintain contact with students:

- orientation materials,
- weekly announcements in the course management systems,
- threaded discussion boards within the course management system with appropriate instructor participation,

- "Questions for the Instructor" forums used in conjunction with other forums,
- email contact (within or outside Blackboard),
- participation in online group collaboration projects,
- face-to-face informal meetings (e.g., review sessions),
- face-to-face formal meetings (e.g., regular, scheduled class sessions),
- timely feedback for student work,
- regular podcasts,
- instructor-prepared e-lectures or introductions in the form of e-lectures to any publisher-created materials (written, recorded, broadcast, etc.) that, combined with other course materials, creates the "virtual equivalent" of the face-to-face class,
- virtual office hours via the chat function in the course management system or other synchronous systems such as CCC Confer, and
- other means as appropriate.

In addition, the TTLC and DE subcommittee work together to develop strategies to improve retention rates in online courses by providing learning and technical support to students enrolled in online classes. Many of the available tips and resources are provided on the GC "Online Success" webpage (IIA.14) that includes a list of recommended technology for online students, provides student self-assessment tools and self-paced tutorials on the use of the college-approved course management system, and provides links to other online resources. A similar web page has been developed for faculty that promotes "best practices," assists with curriculum and course designs, and encourages new teaching technologies (IIA.15).

Self Evaluation
GC utilizes lecture/laboratory, field and clinical experience, online, and hybrid delivery systems to meet student needs. The course outlines lay out the outcomes and content for each course offered at GC, regardless of delivery method. Instructors use these outlines as guides when creating their courses and faculty evaluations ensure that the course outlines inform instruction. In a recent Institutional Survey, 79 percent of student respondents agreed that the instructional methods of the College are compatible with their learning needs (I.28).

Discussions related to delivery of course materials in DE modes fall primarily to the representatives on the TTLC and DE subcommittees, who make recommendations related to technology, best practices, and training to the appropriate college coordinators and councils.

The institution meets this Standard.

Actionable Improvement Plans
None.

II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary

Faculty members (both full- and part-time) identified and wrote the SLOs for each discipline and program. In 2007, the initial SLO Coordinator conducted training and workshops to assist faculty in drafting course-level SLOs; 100 percent of GC's courses had SLOs written by fall 2008 (IIA.16). Faculty members were trained, in particular, on how to write collegiate, higher-level-thinking SLOs utilizing Bloom's Taxonomy (IIA.17). By fall 2008, faculty had also written program-level SLOs for 100 percent of GC's programs that terminate in either a degree or a certificate (which is how Grossmont College determines what constitutes an academic program) (IIA.18-TAB 1). Both course- and program-level SLOs were developed independently of the delivery method.

After course SLOs were written, departments identified the appropriate method they would use to assess each course-level SLO (IIA.19-TAB3). Each fall, departments meet to analyze assessment results, discuss suggestions for change and improvement, and fill out SLO assessment reports as part of their annual program review update process (I.17) based on those discussions. Assessment results are frequently used to make course-level improvements. As an example, math faculty share best teaching practices with those faculty whose students might be having difficulty achieving a specific SLO (IIA.20). The Math department has not only made improvements to how they get Math faculty on board with consistent SLO assessment, but also made pedagogical changes such as changing the exam questions to better fit the SLOs and advising instructors on which topics to spend more instructional time. Likewise, the Administration of Justice (AOJ) department has used assessment results to restructure their bloodstain pattern assessment; they improved assessment of students' knowledge of what different blood spatters could tell law enforcement agents by changing the assessment tool after a data analysis, and then retesting with the new assessment tool (IIA.21). In some smaller departments, or in instances where an instructor teaches a single section of a course, a department may engage in more informal discussions with colleagues related to the achievement of SLOs and the improvements that might be necessary as a result of those assessments. Assessment results are also discussed between individual faculty and the SLO Coordinator. For example, the Cross Cultural Studies department regularly meets with the SLO Coordinator to discuss the results of assessment methods and results.

All programs have mapped their course-level SLOs to the program-level SLOs (PSLOs) (IIA.22) and are asked in both their comprehensive and annual Program Review documents to use their course-level SLO assessment data to measure student achievement of the PSLOs. The comprehensive Program Review document (I.56) asks departments to comment on the following questions:

- "What is working well in your current SLO assessment process, and how do you know? What needs improvement and why?"
- "Using your course-level "SLO Assessment Analyses" (Appendix 5) part of the annual reporting process and your "Course-to-Program SLO Mapping Document" (Appendix 6), discuss your students' success at meeting your Program SLOs."
- "Based on your discussion in Section 3.2, are there any program SLOs that are not adequately being assessed by your course-level SLOs? If so, please indicate by

clearly designated modifications to your Course-to-Program SLO Mapping document in Appendix 6. Please discuss any planned modifications (i.e., curricular or other) to the program itself as a result of these various assessment analyses."

The comprehensive program review process occurs once every six years, with interim annual program review updates to assess student achievement of program-level SLOs and to make improvements based on these assessments (I.17).

Self Evaluation
GC has identified SLOs for all existing courses, programs, certificates, and degrees. Each instructional department engages in the assessment of their SLOs and has a plan to evaluate every SLO on a regular cycle. Results from those assessments are used to make improvements at the course level. In addition, course level assessments are used to evaluate PSLOs, facilitate dialogue on continuous program level improvement, and initiate program level changes as necessary. SLOs remain consistent across delivery platforms.

The institution meets this Standard.

Actionable Improvement Plans
None.

II.A.2. **The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.**

Descriptive Summary
GC offers developmental, pre-collegiate, and transfer-level courses and offers non-credit continuing/community education courses through Cuyamaca College (I.35). The courses cover a broad range of disciplines and programs, including training programs in the CTE/ WD areas as well as programs focused on transfer to four-year institutions (IIA.23, IIA.24, IIA.25). GC also offers courses within semester-length study abroad programs through the San Diego-Imperial County Community College Association (SDICCCA), a county wide consortium of colleges (IIA.26). Any GC courses offered through the study abroad program are subject to review and update via our regular college curriculum process.

The College offers an established American Collegiate English (ACE) Program, the requirements of which can be found online and in the college catalog. The program offers five sessions throughout the year and requires students to be in class 20 hours per week. Their curriculum serves the needs of post-secondary students who are non-native speakers of English and have high-beginning to high-intermediate English-language skills.

GC also partners with the Grossmont Union High School District to offer the Grossmont Middle College High School (GMCHS), a WASC-accredited high school where students have the opportunity – through this unique alternative school – to explore and be challenged by new options in the 11th and 12th grades. They complete requirements for high school graduation while earning college credits. Half the day is spent taking high school courses taught by high school teachers. The other half of the day finds the students in college classrooms with college faculty. One counselor serves in a full-time capacity working with only the GMCHS students (IIA.27).

In order to ensure the quality of its academic offerings, all GC courses are evaluated during its curriculum approval process (IIA.2). The need for – and composition of – a particular course are topics of discussion for members of a department, the respective dean, and members of the corresponding Cuyamaca College department (if the course is one that is offered at Cuyamaca) (IIA.28, IIA.29). Once a course proposal has been developed, it is submitted to the Curriculum Committee. First-level curricular review occurs via a technical review subcommittee which checks to see that all requirements are met, including statewide (Title 5) and local district alignment requirements. The proposal then goes to the GC Curriculum Committee, which is composed of members from each division and other campus constituencies (IIA.1). They review the course outlines for quality, checking such components as course content, course objectives, textbooks, method of instruction, and methods of assessment. Curriculum Committee approval of DE course outlines follows the same review process for quality and, in addition, requires completion and review of a separate form with information regarding provisions for effective faculty-student contact, availability of resources, and accessibility for students with disabilities (IIA.3). Once a course is approved, it is listed in the catalog for the following academic year. Courses are to be reviewed for currency once every five years (IIA.30).

The continued effectiveness of GC programs and the courses contained within them are evaluated on a recurring basis through the program review process (I.56). As part of that process, departments are asked to evaluate their courses' content to ensure that it reflects currency in the field and is relevant to students' needs. In addition to the program review process, input on the quality of current CTE/WD courses and programs, as well as suggestions for new curriculum, is provided by advisory committees and discipline-specific (e.g., nursing, respiratory therapy, cardiovascular technology) accreditation processes. All CTE/WD programs undergo a biennial program review that is submitted to the Governing Board and which addresses local labor market need, community demand, and student success. Viability of multiple programs in CTE/WD is addressed through the San Diego and Imperial Counties Region 10 Workforce Development Council. Close and regular communication with transfer institutions is maintained through the efforts of GC's articulation officer so that any need for either the development of new courses or course revision to maintain articulation is communicated promptly to the departments. As the need for curricular changes is identified through the above means, departments submit course modification forms to the Curriculum Committee (IIA.33).

Self Evaluation

GC offers a broad range of curriculum in a number of program areas and via a variety of delivery methods. To gain initial approval, all curriculum offered undergoes rigorous review by a multi-disciplinary Curriculum Committee to ensure that it meets all standards of compliance at federal, state, and local levels and is pedagogically sound. Established curriculum and programs are then periodically reviewed to ensure continued high quality. As part of the College's KPIs, both course success and course completion in transfer, developmental, and CTE courses are tracked. This is to ensure that the College assesses the effectiveness of its program offerings.

The institution meets this Standard.

Actionable Improvement Plans

None.

II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary

As mentioned in section II.A.2 above, curriculum and program offerings are initiated and reviewed through an established and robust curriculum process regardless of method of delivery. The responsibility for administration of courses and programs falls largely on the collective efforts of the departments, their respective deans, and the vice president of Academic Affairs. Effectiveness of those courses and programs is also evaluated on a regular basis through various review processes, including program review and discipline-specific accreditation processes (I.56). Throughout, faculty have primary responsibility for the development and revision of curriculum and the programs in which that curriculum is offered, and bring all of their experience to bear, whether it's discipline expertise or teaching methodology. Faculty are also responsible for identification of course-level SLOs, which are included as an addendum in each course outline, as well as program SLOs which are documented in part four of the college catalog (I.35, IIA.34).

Each discipline has developed a six-year plan for recurring assessment of their course-level SLOs. Each year within that six-year plan, a select number of SLOs are assessed, analyzed, and discussed. Any annual planning activities resulting from each assessment are documented as part of GC's annual program review update process. These annual program review updates also ask discipline faculty to discuss the implications of the course SLO assessments on their programs and to suggest any program-level changes that might be needed based on those results.

Self Evaluation

GC has well-established and transparent processes for the development, approval, administration, and evaluation of the courses offered, regardless of method of delivery.

Those processes include identification and regular assessment of SLOs as well as regular review and evaluation of programs. Faculty play a key role in the development and implementation of those instructional courses and programs. Recommended changes that result from the evaluations are implemented through the College's integrated planning process.

The institution meets this Standard.

Actionable Improvement Plans
None.

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary
The Curriculum Committee is a subcommittee of the Academic Senate and, thus, relies primarily on faculty input and participation. The committee is co-chaired by a faculty member and the vice president of Academic Affairs and – as discussed in Section II.A.1.c. – GC faculty members are responsible for drafting all SLOs and creating all SLO assessments. Each department has created a six-year SLO Plan, which outlines when each SLO will be assessed in a six-year cycle. Department members conduct these assessments, then discuss the data collected, make department recommendations for change, and report annually on student progress in achieving SLOs.

For CTE/WD programs, GC faculty relies on the assistance of advisory committees and discipline-specific accreditation standards in identifying competency levels and measurable student learning outcomes. For example, the curriculum for the health professions programs is driven by minimum standards that are published by the individual health profession accrediting body, local community partner needs, and the college/program philosophy. The role of the faculty – in conjunction with input from the advisory committee – is to develop, review, and update classroom curriculum content that meets a standard higher than the minimum requirements. The health professions program faculty attend continuing education courses to stay up to date on clinical and educational trends, keep in contact with clinicians in the profession, and often continue to work in the profession. Each program participates in accrediting body requirements and in the college process of program review. One or two times a year, advisory committee meetings are held formally and then informal communication continues throughout the year to discuss changes and trends in the profession, and programmatic needs. The process of aligning SLOs and competency levels with courses and the program degree is required by individual program accreditation standards for many of the health profession programs. The college program review process examines the alignment of program mission, program philosophy, and curriculum to determine any need for modification through the curriculum committee process. Program-

specific student handbooks in the health professions are updated yearly to aid students in the achievement of the given degree. SLOs for courses within the allied health and nursing programs are determined individually after curriculum review.

In order to help ensure student progress, the College regularly reviews and discusses student demographic and success data. The number of sections that can be offered each semester is determined at the college level and the various academic divisions select the courses that are appropriate to offer in order to provide opportunities for students to complete programs, progress effectively through a sequence of coursework, or transfer in a timely fashion to a four-year institution (IIA.35).

Self Evaluation
GC relies on faculty expertise to identify competency levels and measurable SLOs for courses (regardless of the mode of delivery), certificates, programs (including general and vocational education), and degrees. Regular assessment at both the department and college levels helps to assist students in making steady progress toward their educational goals.

The institution meets this Standard.

Actionable Improvement Plans
None.

II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary
According to the District's Educational Master Plan, the colleges of GCCCD will:

> "Provide programs and services that enable students to progress in a timely fashion toward achievement of their identified educational goals. Promote a culture that values students, fosters academic excellence, and cultivates an environment that is conducive to sustained continuous improvement of learning."

The College uses a variety of criteria, via the curriculum and program review processes, in deciding on the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning in each program it offers. As part of an annual program review update process, departments review and discuss student success data as well as the results from assessment of SLOs (I.17). The College as a whole also reviews student success data on an annual basis as part of its college planning forum (I.27, I.33, I.52). All of this data analysis and dialogue is important in maintaining the high quality of instruction.

The Curriculum Committee reviews proposals for modifications, additions, deletions, and updates to course offerings and programs, regardless of mode of delivery. It does so by confirming that course outlines have current course SLOs, clear objectives, appropriate course content and instructional methodologies, current textbooks, and other instructional

materials. In addition, this committee ensures appropriate sequencing of courses through a well-established content review process for prerequisites and co-requisites. The Curriculum Committee also reviews and approves all proposals and catalog descriptions for new and revised courses and programs and maintains compliance with state and federal regulations. Through this process, the College assures that all degree-credit courses meet the standards for approval as defined in Title 5 (Section 55002 [a]), that courses and programs comply with the criteria as defined in the California Community Colleges Curriculum Standards Handbook, that credit courses fulfill the requirements for submission as general education courses to Intersegmental General Education Transfer Curriculum (IGETC), California State University (CSU), University of California (UC) or meet transfer standards for electives and major requirements to campuses of CSU, UC, and/or other postsecondary colleges and universities (IIA.2).

Ongoing staff development provides opportunities for faculty to maintain currency in their discipline and to sustain program relevance. A variety of staff development opportunities including flex week speakers and programs, faculty conference attendance, mid-semester opportunities for staff development, and online seminars and workshops help accomplish these goals (I.10). Faculty use these professional development opportunities, along with data provided by the RPIE office, to identify new and developing trends in their disciplines, and to engage in ongoing dialogue to make decisions regarding curriculum. In addition, advisory committees and SDICCCA regional groups link GC to the community and industry in an effort to make more informed decisions that address regional needs (IIA.2).

Self Evaluation
The quality of instruction and the assurance that programs at GC possess the appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning is demonstrated through the well-established committee structures and processes that require initial approval, ongoing assessment, and continuous program improvement. Quality programs and services are also furthered through careful selection, evaluation, and professional development of college employees.

The institution meets this Standard.

Actionable Improvement Plans
None.

II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary
The commitment to addressing the diverse learning needs of GC students begins with the college mission, which recognizes the need to provide an exceptional learning environment for diverse students and continues with the values, which describe GC's commitment to providing a climate for learning that considers diverse perspectives to be a powerful component in the education of every individual (I.2).

To address the diverse scheduling needs of students, GC uses both on- campus and off-campus (e.g., field trips, internships, clinicals) instruction. It also uses distance learning in both online and "hybrid" (a combination of distance learning and classroom attendance) formats. Courses are offered both during the week and on weekends as well as from 7 a.m. until 10:30 p.m. GC also offers Study Abroad programs and honors contracts and courses. The College meets the needs of basic skills, transfer, and workforce preparation by preparing a wide range of course options in appropriate formats.

An academic program or department provides evidence for how they meet the diverse needs and learning styles of their students in the following sections of their comprehensive Program Review Handbook (I.56) that prompts the program/department to:

- **Section 2.1**: review course outlines and explain how they reflect currency in the field and relevance to student needs, as well as current teaching practices;
- **Section 2.3**: give examples of how they "keep their instruction current and relevant to student academic and/or career needs";
- **Section 4.2**: discuss what their program has done to address any availability concerns (i.e., alternative delivery methods, alternative scheduling sessions, off-site offerings);
- **Section 4.7**: explain the rationale for offering course sections that are historically under-enrolled and discuss any strategies that were used to increase enrollment;
- **Section 4.8**: address the specific strategies that were utilized to address access issues of special populations (e.g., ethnicity, age, and gender);
- **Section 5.1**: describe specific strategies utilized to maximize success issues of special populations (e.g., ethnicity, age, and gender); and
- **Section 5.2**: describe "instructional innovations" they employ to reach diverse student populations that have them "actively engaged in the learning process".

The teaching methodologies for each course are included in the course outlines and often rely heavily on both traditional computer technology and more innovative methodologies such as "clickers" and video recording. The use of videotaping of student performance can help students better self-critique and understand how their performance was graded. This type of usage is seen not only in our performing arts departments, such as Music and Dance, but is also utilized in departments where oral presentations are required, such as Communication and English. Exercise science and wellness courses have also used video technology to enhance student learning. Subject areas such as math and science use computers for on-line tutorials, remediation work, and the direct teaching of concepts such as modeling complex systems and data collection and analysis. The Math Study Center and English Writing Center use computers to help students learn through tutorial programs (e.g., the Khan Academy, MyMathLab and Wolframalpha.com). In another example, AOJ uses computer technology in blood spatter analysis, and the use of digital photography plays a role as well. In the allied health and nursing programs, the computer plays an increasingly large role because these fields demand that graduates be computer savvy within the context of the profession, and faculty also use skill practice to address the needs of tactile learners.

Other aspects of technology include the use of PowerPoint and other readily available presentation techniques and delivery methods that concisely organize and present data for students in a visual/auditory format. The institution recognizes that many of its students are visual learners so these visual aids are always beneficial. However, it does not forget that its students also use auditory skills to learn as well. To that end, visual images leave the teacher free to concentrate on giving a clear and accurate oral presentation.

In most cases, the institution's classrooms are smart classrooms technologically equipped so that instructors may show videos, DVDs, or access the Internet directly. Many departments specifically cite in the program review process that staying aware of what is available technologically and possessing the available technology in both their classrooms and offices is crucial to meeting the needs of their students. The availability and use of document cameras in all GC classrooms help with this as well. Rather than facing the whiteboard in order to write and then having to talk over a shoulder, the instructor can now face the class while writing. This helps make the teacher's voice more audible and also gives the teacher a chance to observe body language cues as to whether members of the class understand what is being presented. Having an instructor facing the class while using a document camera also allows hearing-impaired students to lip-read.

For GC, meeting the needs and learning styles of its students is not just limited to the technological world. The institution places a high value on encouraging its students to be active participants in the learning process. The institution promotes student interest and participation in the learning process through the use of laboratories (e.g. science, media communications, AOJ); clinicals and field experiences (allied health, earth sciences, biology); learning centers (English, math); and tutoring services (Disabled Student Programs and Services [DSPS], Extended Opportunity Programs and Services [EOPS], and the Tutoring Center). Learning opportunities also exist via participation in student clubs such as Art & Design, California Nursing Student Association (CNSA), Ortho Tech, and the Sculpture Club (IIA.36). All of the aforementioned share the same goal of engaging students in the learning process to optimize student success.

Getting diverse students involved in the learning process is not exclusive to the classroom. Most departments discuss – in their program review process – how they get students involved in the learning process by using well-documented learning strategies such as collaborative groups, inquiry-based learning projects, and learning communities.

Other collaborative efforts aimed at improving student success include the following initiatives:

Freshman Academy
The decision to create a Freshman Academy came from a combination of efforts. First, funding from the state's Basic Skills Initiative (BSI) allowed the College to create a variety of strategies for basic skills students and assess their effectiveness. The best strategies that improved student success included learning communities (in place at Grossmont for 20 years at that point), contextualized learning in those "linked" classes, a

counseling class, community service learning, student events linked to course content, and faculty professional development to design and improve these strategies.

The second impetus for a new Freshman Academy came in 2010 as part of a grant from the FIPSE. GC was one of four colleges in the nation who were invited to work with Kingsborough Community College in New York to design a flexible and adaptable model of programs and services that will have a positive impact on student success. The decision to develop a Freshman Academy was based in part on data presented during the CLASS project (I.13). The data indicated that approximately 64 percent of GCCCD students assessed into basic skills English and math, yet only 35 to 43 percent of their enrollments were in basic skills courses, even though the students who took basic skills courses performed 10 to 15 percent better in subsequent classes. In addition, 34 percent of students dropped out after one semester, and a total of 43 percent was lost after one year (IIA.37). These data, and the success of many of our pilot interventions (IIA.38), provided the framework of a Freshman Academy (which officially began in fall 2012) that includes the following practices:

- A consistent group of students and faculty work together across their classes, **"linking"** their curriculum and helping them to broaden their learning.
- **Counseling** faculty design and teach a variety of courses which address specific needs including study skills, time management, and college/career success. These courses have been offered with English and math cohorts in learning communities and piloted in Freshman Academy.
- Learning in all of their courses is **contextualized** around common themes of the general education course (e.g., sociology, administration of justice, and communication) helping students see how to apply skills across courses and disciplines.
- Student engagement beyond the classroom through intentional social activities.

The ultimate goal of the Freshman Academy is to scale this intervention to support all new GC students throughout their first year.

Math Academy
Math Academy is another example of innovation after data examination. During a basic skills workshop, math instructors began to discuss trend data from Math 90 (Elementary Algebra), and observed that success rates ranged only from 42 to 51 percent (IIA.39). They also noticed that students in compressed summer Math 90 classes had higher success rates (60 to 78%), and hypothesized that enrolling in one – more intense – class that met every day allowed instructors to review topics and students to more effectively focus on learning those topics. From that concept, they developed the Math Academy, a two-course sequence that is taught within one semester. Students within that Math Academy sequence are limited to three total courses for that semester, a 6-week, 4-unit Math 88 (pre-algebra class), a 10-week, 5-unit Math 90 class, and one other 3-unit course (a Counseling 120 course is recommended). Students must pass Math 88 to continue in Math 90. With the Math Academy, students can focus their semester on math, along with obtaining support through a Counseling 120 class. Students must sign a contract stating

they will take no more than 12 units and they are committed to getting support, if needed. Initially, BSI funds were used to purchase the textbooks. Participants also received a calculator for the semester. The results of the initial pilot sections revealed that student enrolled in the Math Academy were more successful in Math 88 and especially in Math 90 (64 to 70% success rate) then those students who were not enrolled in the academy sequence (43 to 49 % success).

English Express
Patterned after the Math Academy, the English Express is an accelerated developmental course sequence aimed at increasing student success. A research study was conducted on a 2005 to 2010 cohort of 8,325 English 98 (English Fundamentals) students who were enrolled for the first time (no repeaters) (IIA.40). The study examined the enrollment, retention, pass rate, and timing of the movement of the cohort through English 110 (College Composition) and 120 (College Composition and Reading). Summer school students showed a nearly 13 percent higher success rate than fall semester students and nearly 18 percent higher success rates than spring semester students. Based on these study results, the English Department piloted a compressed course schedule in spring and fall 2012 that consisted of English 90 (Basic English Skills), English 90R (Reading Skills Development), and Counseling 130 (Study Skills and Time Management) for the first eight weeks and English 98 and 98R (Reading Fundamentals) for the second eight weeks. Results from that pilot are currently be analyzed and discussed.

In spring 2012, GC participated in the Community College Survey of Student Engagement (CCSSE) and had the opportunity to receive some feedback from the students regarding active and collaborative learning. Of the 1,120 students who responded to the survey, 59 percent confirmed that they often – or very often – asked questions or contributed to class discussions, 48 percent said that they worked with other students on projects during class, and 25 percent worked with classmates outside of class to prepare class assignments.

In addition to the innovative initiatives just discussed, GC faculty members are constantly looking to learn more about – and stay up to date with – technologies. During program review, they often cite their sabbatical work, as well as attendance at conference and other professional development workshops. Departments have made it a point in this time of tremendous budget cuts that funding must remain available for professional development workshops and/or conference attendance in order to stay abreast with the newest technologic innovations. For the 2012-13 fiscal year, $25,000 has been allocated for faculty, full- and part-time, to attend discipline-specific conferences and bring discipline-specific guest speakers to campus.

Flex week, days devoted to professional development activities before school begins in both the fall and spring semesters, is when the College focuses the bulk of its efforts to provide all faculty ample opportunities to enhance the classroom learning environment. Workshops are targeted to emerging professional development needs as they are identified. As an example, a recent uptick in classroom disruptions prompted an immediate growth in professional development opportunities in classroom management. As a college that has students from all around the world, Grossmont also prides itself in recognizing and understanding cultural

diversity. To that end, the College has historically provided professional development opportunities for faculty to better understand who their students are and how their backgrounds may affect how they approach education, including a recent convocation keynote address on "best practices" to use with non-native, English speaking students. Flex week workshop presentations on how to address the growing problem of academic integrity were also recently offered (I.22, I.10).

The institution also takes advantage of flex week to give the counseling faculty an opportunity to meet with departments and programs to better facilitate conversation regarding student success. In addition to the flex week workshops, a college wide professional development program has been recently developed to extend the availability of training opportunities for faculty, staff, and administrators throughout the year.

Self Evaluation
GC is committed to providing an exceptional learning environment that meets the needs of diverse student populations. The delivery modes and teaching methodologies used throughout the campus are reflective of the various learning styles exhibited by the students as well as the extensive experience of faculty members in delivering course material. Opportunities to review methodologies are given through SLO assessment and program review processes. Any areas of potential improvement that are identified are most often addressed through GC's college planning process as well as extensive opportunities for professional development.

The institution meets this Standard.

Actionable Improvement Plans
None.

II.A.2.e. **The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.**

Descriptive Summary
As mentioned in prior sections, the College's courses (regardless of delivery method) and programs are evaluated on a regular six-year cycle for instructional programs via a robust, comprehensive program review process (I.56). Within that review process, those responsible for a program must evaluate and comment on the effectiveness of its courses and the program as a whole. In the section on curriculum development, they are asked to review their courses and comment on their currency and relevance to student needs, not only in relation to content, but to materials and delivery methods as well. Departments are also asked to discuss any articulation issues they may have – or be working on – with either K-12 or four-year institutions. Any curricular needs that are identified through the program review process are addressed through the established process of curriculum development and modification as overseen by the College's Curriculum Committee.

In an outcomes assessment section of the Academic Program Review Handbook mentioned above, departments are asked to evaluate their SLO assessment process and discuss areas that might need improvement. They are also asked to use their course-level SLO assessments, in conjunction with their course-to-program-level mapping document, to assess how well their students are meeting their program-level SLOs and to discuss any modifications to the program that might be made as a result of that assessment.

On an annual basis, as part of the integrated planning process, departments are asked to provide updates to their program review document and include progress on recommendations. These annual program review updates (I.17) include a review and analysis of all course-level SLO assessments conducted in the prior year and comment on how either those courses or programs might be modified as a result of those assessments.

In both the long-term program review and annual program review update cycles, departments are asked to review and analyze various data sets, and to reflect on the effectiveness of their programs. Those data sets include effectiveness measures such as enrollment, student success and retention, weekly-student contact hours (WSCH), full-time equivalent students (FTES), full-time equivalent faculty (FTEF), degrees and certificates earned, program costs, and staffing reports (I.40).

The result of the long-term program review process is a list of commendations and recommendations from the Program Review Committee. Those recommendations – as well as any goals from within the department – become part of the College's integrated planning process, forming the basis for the development of long-term goals that the unit will pursue over the next six years. Each year, as part of an annual program review update, departments detail the specific activities on which they will focus for the following year and submit any activities that might need funding for consideration in the College's planning and budget process. Outcomes of all activities (those requiring funding and those that do not) are reported in the fall of each year as part of the annual program review update and are considered as units begin planning for the following year (I.70, I.71).

Self Evaluation
The College has a well-established and effective process for program review that asks departments to evaluate the currency, relevance, and effectiveness of their courses and programs (regardless of delivery method). That review is a data-informed process that occurs on both long-term and short-term cycles, and one in which the actionable recommendations and results are addressed and evaluated within GC's integrated planning cycle.

The institution meets this Standard.

Actionable Improvement Plans
None.

II.A.2.f. **The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.**

<u>Descriptive Summary</u>
The College has engaged in rigorous efforts to incorporate SLO evaluation at the course, program, and institutional levels, thus making it part of the institutional culture. Efforts have also been made to strengthen the connection of SLOs to program review and broader institutional planning.

Time and money was allocated to support the process including release time for two SLO coordinators and stipends for initial SLO work.   In the initial stages of course-level SLO development, SLO Rapid Response Teams were deployed to support departments during flex week time that was allocated for SLO work. An SLO website (IIA.34) has current information available and the SLO coordinator sends out timely reminders and provides support at appropriate venues such as CCC, division councils, and department meetings. As mentioned above, the assessment of SLOs is part of the College's integrated planning process as well. By referring to the department's six-year SLO plan, all SLO assessments that are designated to take place in the coming academic year are documented as an activity in the Department Plan Manager (DPM) software (I.37).

Simultaneously, departments fill out an annual program review update document. In that document, each department outlines all projects/activities planned for the coming academic year, whether these projects require funding or not. That update document also includes an annual SLO report section that provides data analysis of course-level SLO assessments completed in the previous planning cycle (I.17, I.91).   If one of the projects/activities in the annual program review update document requires funding, it is entered into the DPM and, after selection by the respective Division Council, moves on to the Institutional Review Committee (IRC). The IRC reviews and scores funding proposals (using a college-approved rubric) and forwards a final prioritized list to the Planning and Resources Council (P&RC), which recommends funding of prioritized activities.

Many departments have regularly scheduled retreats and meetings to discuss all aspects of annual planning and reporting. To integrate the assessment of program-level SLOs into the larger planning process, the academic program review process has been revised twice since the last accreditation cycle. In the latest revision, the section on program-level SLO assessment was edited to allow departments an opportunity to use course-level SLO data to measure the success of the department in achieving the program-level SLOs. Departments conduct program review once every six years and, within this process, have an opportunity to assess not only their success in achieving program-level SLOs, but to comment on achievement of course-level SLOs during the intervening years.

At the institutional level, attendees at the annual college planning forum are presented with detailed data about GC students (i.e., demographics, access, success, outcomes assessment). After the data are presented, small groups spend the day analyzing the data to ultimately choose the strategic planning goals that the institution will focus on during the next planning cycle (I.69). The institutional annual planning goals are distributed to the college community via email, in newsletters, reported out in Division Council meetings, and published on the college planning website. Both sets of goals, departmental and institutional, are considered as departments plan their activities for the following academic year.

CTE/WD programs undergo a rigorous planning process guided by Perkins regulations. Core indicator data on technical skill attainment, completion, persistence, transfer, and employment are regularly monitored. Non-traditional students are evaluated and goals are negotiated. Other data on labor market and employment are also considered. Annual reports are filed with the state chancellor's office and biennial reports on completion and employment are analyzed and submitted to the GCCCD Governing Board. Working with industry and community advisory committees, projects are planned by departments to meet these goals and then approved by a larger community advisory group. Progress on the goals is monitored and reported on and each year's plan is formulated based on past core indicator reports.

On a statewide level, individual departments and programs such as Grossmont's Child Development joined a statewide effort of curriculum alignment that resulted in common SLOs for 24 core units of coursework that align with community colleges in California who have agreed to participate in the Curriculum Alignment Project (CAP) (IIA.41). In spring 2009, GC served as the host college for the California Association of Administration of Justice Educators (CAAJE) conference in Long Beach, California where full-time and part-time faculty from across the state met to design individual course SLOs for the following AOJ degree areas of emphasis: Law Enforcement, Corrections, Forensic Technology, Legal Systems/Court Management, and Security Management. Each subsequent year, CAAJE has continued to meet to "close the loop" with SLO assessments. In spring 2013, a Public Safety Educators Conference was held and included CAAJE members as well as the California Fire Technology Directors Association. SLO assessments were discussed, along with special populations recruiting and retaining, leadership and ethics, and SB 1440 transfer model curriculum.

Self Evaluation
The College has a strong, integrated planning and assessment process in place that incorporates systematic evaluation of programs and services. All academic departments complete a comprehensive program review process that includes a discussion of SLOs at both the course and program levels. Each department also completes an annual program review update that documents the assessment of course SLOs, the actions that they plan to take at the course and/or the program level to address issues identified in the assessment, and the progress made from activities completed in the previous year.

The institution meets this Standard.

Actionable Improvement Plans
None.

II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary
Through the SLO evaluation process, many departments have developed common assignments and grading rubrics. These assignments include papers, tests, projects, and demonstration of skills. In the assessment cycle, instructors from multiple sections compare the outcomes based on the rubric. Some departments – such as English and ESL – held norming sessions where instructors cross grade and compare results. Others, such as chemistry, administer common finals and lab assignments. In the Math department, teams of instructors with common courses (e.g., algebra or calculus) work under a team leader to ensure consistency. In addition, members of the ESL faculty have worked with researchers in RPIE since spring 2007 to test the validity, reliability, and potential bias of the ESL writing placement test.

Many of GC's CTE/WD programs utilize validated exit exams in preparation for their licensure exams. For example, in accredited health professions programs, the exit exams have undergone reliability and validity testing by the developing companies over an extended period of time. That testing culminates in nationally validated exams that are reliable predictors of success on subsequent licensure exams.

During their comprehensive program review process, all academic departments are asked to examine and discuss the ways they ensure consistency of evaluation. Program review also includes data on grade distributions in each department and discrepancies are addressed.

Self Evaluation
Every effort is made by the College to ensure that, when department or program standardized examinations are used, they are validated to maximize their effectiveness in measuring student learning and minimize testing bias.

The institution meets this Standard.

Actionable Improvement Plans
None.

II.A.2.h. **The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.**

Descriptive Summary
GC awards credit based on the Carnegie unit of measurement (three hours each week with one hour in class and two hours in outside preparation for lecture-hour units and three hours in class for lab-hour units) as well as the achievement of measurable and specific outcome assessments that are tied to SLOs. These assessments have been created to provide direction and feedback to departments regarding teaching methodology, course content, assessment strategies, instructional materials, and other factors that might impact student achievement. Each assessment cycle has the potential to provide valuable feedback to the department faculty on successful practices as well as areas that need improvement (I.17).

Instructors have identified SLOs for each course and have developed assessments that measure whether students are achieving the outcomes as stated in the course outline and the course syllabus. Most instructors have attached point values to the SLO assessments they conduct in their classes and students' success on the assessment is reflected in their overall grade, along with other measures of student achievement. Instructors have matched SLOs for each course with appropriate modes of instruction and methods of assessment.

Through the program review process, department grading patterns are examined and analyzed to ensure that the instructors align their standards and outcome measurements. Departments have semi-annual discussions on the SLO assessments to address concerns and to implement changes to assessment practices in an effort to complete the SLO cycle of ongoing improvement. This information is included in the program review report that is conducted on a six-year cycle.

Academic credit for distance education courses and programs are handled in the same manner as the face-to-face courses. While assessment methods may vary, each department works together to ensure that comparable assessment methods are used to measure outcomes in the courses offered both online and on campus. The rationale for this decision is based on the fact that both online and face-to-face courses are using the same course outline and are bound by the same SLOs as well as exit skills (where applicable). In addition, the articulation agreements with four-year institutions do not distinguish between online and face-to-face course offerings.

Self Evaluation
Based on the full implementation of the Student Learning Outcomes Assessment Initiative (SLOAI) that was initiated prior to the last accreditation visit in 2007, GC consistently awards credit based on student achievement of the course objectives, student learning outcomes, and course requirements. These outcomes, along with the assessments that measure student achievement of these outcomes, are described in course outlines and syllabi. The College awards credit in a way consistent with generally accepted norms in higher education for both traditional programs and distance education.

The institution meets this Standard.

Actionable Improvement Plans
None.

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary
GC faculty have identified course-level, program-level, and general education/institutional SLOs (GE/ISLOs) as a basis for awarding degrees and/or certificates in every academic program (I.9). These SLOs have been systematically tied to the completion of all required courses within an academic program of study. Each academic program has dedicated both professional development and department meeting time to improving the course SLO assessment cycle that gives faculty the opportunity to evaluate how well students are achieving specific SLOs. Further, the faculty have mapped all course-level SLOs to program-level SLOs (IIA.22), and all program-level SLOs to the College's GE/ISLOs (IIA.43). With these mapping documents in place, it is clear how each level of SLOs aligns with the next and demonstrates that degrees and certificates are awarded based on student achievement of a program's stated learning outcomes.

The combination of reports covering grade distribution, program review, success, and retention with SLO assessment study results has provided faculty with numerous opportunities to evaluate student achievement as it relates to PSLOs. These data on program-level SLO studies are used to inform decisions regarding continuous improvement of teaching and learning, academic rigor, and educational effectiveness of courses and programs at Grossmont. For example, Nursing program outcomes are based on SLOs and clinical competencies. The SLOs are tiered, so that as the Nursing curriculum goes from simple to complex, so, too, do the expectations and SLOs.

Self Evaluation
Faculty in all academic programs have collaboratively written PSLOs and – through mapping of course-level SLOs to the PSLOs – are able to assess achievement of the PSLOs as part of their regular course-level SLO assessment cycle. The GE/ISLOs, developed by students, faculty, staff, and administrators, are also mapped to PSLOs. Measurements for GE/ISLOs have been undertaken through the use of surveys and other data collection instruments including both qualitative and quantitative data (IIA.44). This process facilitates greater accountability in measuring student outcomes.

The institution meets this Standard.

Actionable Improvement Plans
None.

II.A.3. **The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalogue. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.**

Descriptive Summary

The GC catalog articulates the GC educational philosophy with respect to the opportunities associated with GE coursework (I.35). Scrutiny at several levels occurs prior to any course being included in the GE package. If a course is being recommended for a specific area within the associate degree GE package, a series of questions pertaining to that GE area must be satisfactorily answered (IIA.45, IIA.46) and submitted to the Curriculum Committee. If a course is being recommended for CSU or IGETC, a course modification or course addition form has a spot for "Present" and "Proposed" GE categories. Along with the associate degree GE section are those for CSU and IGETC. If the Curriculum Committee agrees that the course should be submitted for either or both of these packages, the articulation officer submits them once a year in December. To be listed in the IGETC package, a course must be approved by both CSU and UC.

Course-level SLOs are mapped where appropriate to GE/ISLOs (IIA.47) with the goal of creating an educational environment where consistency of a core skill-set is provided across all sections but simultaneously complimented with a diversity of pedagogy specific to each instructor. While the GE/ISLOs are not identical to the GE subcategories, they embody all the core competencies that support GE.

Self Evaluation

The college catalog clearly states the institution's philosophy related to GE. There is also a well-established curriculum approval process for the inclusion of a specific course within the GE package in which it must be demonstrated that a student who completes the proposed course will have achieved the core competencies and outcomes expected of courses within that given GE area (IIA.45).

The institution meets this Standard.

Actionable Improvement Plans

None.

General education has comprehensive learning outcomes for the students who complete it, including the following:

II.A.3.a. **An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.**

Descriptive Summary

The GE requirements at Grossmont College include a minimum of nine units in language and rationality courses, a minimum of six units in natural sciences courses, a minimum of six units in humanities (which also includes courses in language and fine arts), a minimum of six units in social sciences courses, and a minimum of two courses in exercise science and wellness. This ensures that students gain an understanding of the basic content and methodology of the major areas of knowledge that GC has deemed significant. This is in alignment with California's Title 5, Section 55063, which outlines the specific general education requirements that each college must include for the associate degree.

Further, GC developed GE/ISLOs in 2007, which encompass all general education courses, regardless of the method of delivery. GC's seven GE/ISLOs are: Productive Citizenry, Understanding of the Arts and Humanities, Informational and Technological Literacy (information competency and computer literacy), Cultural Competence, Effective Communication (critical analysis/logical thinking and oral and written communication), Mathematical Literacy (quantitative reasoning), and Scientific Inquiry (scientific and quantitative reasoning). Each course in the GE curriculum links with one or more of the ISLOs (IIA.47). A student who has completed the GE sequence will have been exposed to all GE/ISLOs and thus will be able to demonstrate effective integration and application of a broad set of core competencies.

In the most recent institutional survey (I.28), faculty (full-time and part-time) and students were asked about the degree to which they integrate and learn, respectively, about two key components of GE. The following percentages of faculty and students responded that, to a large or certain extent, their GE courses integrate:

GE topic	FT Faculty	PT Faculty	Students
Scientific Inquiry	61	37	62
Understanding of Arts and Humanities	55	67	63

Survey results for other GE categories are included in sections II.A.3.b. and II.A.3.c.

Self Evaluation

The GE program at the College is designed to help students experience a wide spectrum of beliefs, principles, or knowledge in the natural sciences, the social sciences, and the humanities and to approach learning in an interdisciplinary manner. A majority of students surveyed indicated that they have, through their GE coursework, learned about scientific inquiry and gained an understanding of the arts and humanities. Having been exposed to the diversity of information within the GE sequence, students will not only better understand each discipline but will be better equipped to identify their interconnections across a larger web of knowledge as their futures unfold.

The institution meets this Standard.

Actionable Improvement Plans
None.

II.A.3.b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary
In 2010, all courses in the general education program were mapped (by the departments) to GE/ISLOs (IIA.47) to allow the College to use course-level assessment data to determine if general education students were attaining the GE/ISLOs. GC's course-level SLOs are all collegiate, higher-level-thinking outcomes, and by using assessment data on these course-level outcomes, it is possible to successfully measure whether or not GC's general education students are capable of the skills that are included in being a productive individual and life-long learner. In fall 2011, the institution conducted a pilot GE/ISLO assessment workshop, to which departments that had conducted a course-level SLO assessment in fall 2010 or spring 2011 in a course that was listed in Grossmont's GE package were invited. At this workshop, each department attending assessed how well students did in terms of achieving the particular GE/ISLO(s) their course was mapped to and made recommendations to take back to their departments about pedagogical, mapping, or assessment changes for the future (IIA.48). The institution plans on conducting a similar workshop each fall, during flex week.

In fall 2011, GC held a campus wide activity (the first annual "One Book, One Campus" event) about the book, *The Immortal Life of Henrietta Lacks*, by Rebecca Skloot. Students were invited to attend a number of events including: a History Department panel on medical ethics and scientific racism; a student debate; an interdisciplinary presentation by the Behavioral Sciences Department; a theatrical performance; a culinary arts dinner; a screening and discussion of the film *Miss Evers' Boys*; and a guest lecture by author Rebecca Skloot. At the end of each event, students were asked to fill out a survey that asked them to rank how well the event prepared them for the accomplishment of various general education skills. Of the 419 student responses, students overwhelmingly stated that the events gave them historical knowledge, and information about the natural and physical sciences, all of which they could apply to future decision-making. They indicated that the events also caused them to use listening skills to understand, analyze, and evaluate a message and to empathize with and support others (IIA.49). GC plans on holding a "One Book, One Campus" event each fall semester with a similar student survey afterward to serve as a component of its GE/ISLO assessment.

Faculty and students were recently surveyed about the degree to which they integrate and learn, respectively, about key components of GE (I.28). Percentages for five of those components are listed in the following table:

GE topic	FT Faculty	PT Faculty	Students
Written communication skills	88	84	78
Oral communication skills	72	81	72
Critical thinking/problem solving skills	97	96	78
Math/quantitative skills	42	17	67
Informational and technological literacy	79	73	62

A large percentage of faculty, staff, and students (over 70%) agreed that skills related to written and oral communication, as well as critical thinking and problem solving, are integrated into the GE courses taught on campus. A smaller percentage of faculty responded that they integrate math or quantitative skills, a number possibly reflecting the types of courses that survey respondents were teaching (e.g., liberals arts versus science).

Self Evaluation
As previously mentioned, GC developed GE/ISLOs in 2007, which encompass all its general education courses, regardless of the method of delivery. The GE program at the College is designed to help students develop verbal and quantitative learning skills, and the abilities for critical thinking, evaluating personal values, and the capacity to understand and respond to general audience media presentations on general education subjects.

The institution meets this Standard.

Actionable Improvement Plans
None.

II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary
In 2010, all courses in the general education program were mapped (by the departments) to GE/ISLOs (IIA.47) to allow for the use of course-level assessment data to determine if general education students were attaining the GE/ISLOs. Course-level SLOs are designed to evaluate the higher-level cognitive skills as outlined in Bloom's Taxonomy, and by using assessment data on these course-level outcomes, the skills that are needed to be an ethical human being and effective citizen can be successfully measured for students enrolled in GC's general education courses.

As mentioned in II.A.3.b, all the departments that had conducted a course-level SLO assessment in fall 2010 or spring 2011 in a course that was listed in GC's GE package used flex week workshop time to assess how well students did in terms of achieving the particular

GE/ISLO(s) to which their course was mapped and made pedagogical, mapping, and/or assessment recommendations for the future (IIA.48).

As also mentioned above (in section II.A.3.b), GC engaged in a multi-disciplinary project centered around a book entitled *The Immortal Life of Henrietta Lacks*. That project provided a unique opportunity to pilot GE/ISLO assessment discussions centered on the project outcomes. At the end of each of the student events associated with that project, students were asked to fill out a survey that asked them to rank how well the event prepared them for the accomplishment of various general education skills. Of the 419 student responses, students overwhelmingly stated that the events gave them a better understanding of their own culture and the culture of others. They also gained historical and philosophical knowledge, as well as a better understanding of ethics and ethical problems which they could apply to future ethical decision-making, a conscientiousness about academic integrity, and an understanding of the rights, responsibilities, and privileges required of an informed citizen in a democratic society (IIA.49).

In fall 2012, the College continued the "One Book, One Campus" event, this time using the book *Silent Spring*, by Rachel Carson. GC plans on holding a "One Book, One Campus" event each fall semester with a similar student survey to serve as a component of its GE/ISLO assessment.

In addition to the emphasis the College's GE/ISLOs place on ethics and effective citizenship, some departments have developed and assessed course-level SLOs to measure student progress in developing skills indicative of ethical human beings and effective citizens. The faculty in the ESL department developed a rubric that they use regularly to assess two of their cultural SLOs related to intercultural communication and academic integrity (IIA.50). They have also developed other potential cultural SLOs along with recommendations for pedagogical approaches and potential assessment tools (IIA.51).

The GC Student Affairs office also offers a number of programs and services designed to encourage personal and civic responsibility, as well as intellectual, aesthetic, and personal development of all students. Students gain lifelong leadership – and other – skills through service on college committees, by taking personal growth courses, and through participation in campus club activities. These opportunities are further discussed in section II.B.3.b.

Faculty and students were recently surveyed about the degree to which they integrate and learn, respectively, about cultural diversity, as well as personal and civic responsibility within their GE courses (I.28):

GE topic	FT Faculty	PT Faculty	Students
Appreciation of cultural diversity	70	86	68
Intellectual curiosity and desire for lifelong learning	94	94	77
Personal and civic responsibility	78	77	66

A large percentage of faculty and students responded that, to a large or certain extent, their GE courses integrate those components. Faculty also indicated that stimulating intellectual curiosity and the desire for lifelong learning is also a very important part of their GE course offerings.

Self Evaluation
GC developed GE/ISLOs in 2007, which encompass all of its general education courses, regardless of the method of delivery. The GE program is designed to help students understand and critically examine cultural heritage and its implications for the future.

The institution meets this Standard.

Actionable Improvement Plans
None.

II.A.4. **All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.**

Descriptive Summary
The GC catalog lists and details 132 degree and certificate programs with at least one area of focused study, as well as General Studies degrees, in which students choose to focus on one of four interdisciplinary cores (Humanities/Fine Arts; Science/Quantitative Reasoning; Social/Behavioral Sciences; or Wellness/Self-Development), and the University Studies degree, allowing students to choose to focus on one of five interdisciplinary cores (Business and Economics; Communication and Language Arts; Humanities and Fine Arts; Mathematics, Natural Science and Computer Science; or Social and Behavioral Sciences) (I.35).

Self Evaluation
All GC degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

The institution meets this Standard.

Actionable Improvement Plans
None.

II.A.5. **Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.**

Descriptive Summary
Pass rates of external licensure/certification exams are posted on the college website (IIA.52) and demonstrate that students completing CTE/WD programs at the College have achieved

technical and professional competencies. In addition, skills checklists, clinical and course competency testing, and scenario testing also demonstrate competency of students prior to clinical experience and program licensure. Surveys completed by employers, clinical experience supervisors, and graduates yield evidence that students and program graduates exhibit technical and professional competencies at a level that the professional community demands. Additionally, these skills align with the current trends in employment.

The Allied Health and Nursing Division tracks data on job placement and licensure pass rates to ensure programs are providing students with the training necessary to be successful in clinical experiences, national/state testing, and employment. For example, the pass rates for Grossmont College nursing graduates who take the National Council Licensure Examination (NCLEX) exam for the first time has steadily risen from 79.3 percent in 2007-08 to 96.6 percent in 2011-12 (IIA.53). Pass rates for other Allied Health programs range from 72 percent in Respiratory Therapy to 87 percent in Occupational Therapy Assistant. In addition, all these programs plus Orthopedic Technology and invasive Cardiovascular Technology have greater than 73 percent job placement rates. Orthopedic Technology and Occupational Therapy Assistant reported 100 percent placement in 2010-11 (IIA.54).

The Child Development Program is authorized by the California Commission on Teacher Credentialing to verify academic coursework for Child Development Permits required for teachers and directors in publicly funded preschool and child care programs. International Business offers a customs broker certification. AOJ offers two levels of Police Officer Standards Training (POST). These programs are certified through POST and meet required state and national standards for employment. The level III is required for powers of arrest and use of firearms, while Level II certifies successful graduates to function as reserve law enforcement officers in conjunction with a full-time officer. The AOJ Corrections Academy provides necessary certification for those seeking employment as corrections officers in local or county jails, adult probation, and community correctional facilities. Students within the most recent class posted a 91 percent pass rate (IIA.55).

All CTE programs meet regularly with advisory committees. These meetings are specifically focused on reviewing curriculum with industry employers, updating and reviewing outlines, SLOs, activities, and expectations. These committees are also helpful in finding appropriate faculty with industry experience to teach coursework. Most programs meet more often with community committees, boards, and professional organizations.

In 2012, GC CTE programs participated in a statewide pilot project with the Research and Planning Group for California Community Colleges (RP Group). The purpose of the study was to provide information on employment outcomes for students who have participated in CTE programs at California community colleges, including whether students became employed within their field of study, if their community college coursework positively affected their earning potential, and why students dropped out of CTE programs. Four hundred seventy three (473) GC students (a 32 percent response rate) participated in a CTE Employment Outcomes survey for program leavers. Of those, 77 percent of the respondents indicated that they were employed for pay, sharing that their earning potential had increased as a result of the training (IIA.56). During the same study, 460 unduplicated certificate or

vocational degree earners were also surveyed (IIA.57). Of those respondents, 84 percent indicated that their primary reason for attending GC was to earn a certificate or degree (with or without transfer). Seventy eight percent of the respondents were employed for pay and 80 percent indicated that they were working in a field that was the same as – or close to – their field of study.

Self Evaluation
Students completing vocational and occupational certificates and degrees at Grossmont College demonstrate technical and professional competencies via exit exams that meet employment and other applicable standards and are prepared for external licensure and certification.

The institution meets this Standard.

Actionable Improvement Plans
None.

II.A.6. **The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.**

Descriptive Summary
The College uses a variety of means to ensure that prospective students and the community receive accurate information about the College's programs and services. This information is conveyed through regular publications such as the college catalog (I.35), *Campus Scene* (IIA.58), outreach efforts, the College's website (IIA.59), and traditional advertising as well as press releases.

The Curriculum Committee carefully checks each proposed course outline that is submitted for clearly established learning objectives and appropriate methods of evaluating student outcomes, regardless of delivery method (IIA.60). Courses have undergone content review when prerequisites, co-requisites and recommended preparations are included for the purpose of establishing entrance and exit skills, regardless of delivery method; students are informed of prerequisites, co-requisites, and recommended preparations in the college catalog (I.35). Course syllabi receive close scrutiny by the division deans to make sure that SLOs are clearly stated, and faculty distribute course syllabi to students during the first week of classes. In DE courses, syllabi are posted on the Blackboard site and instructors maintain regular contact with students to ensure that students are receiving clear and accurate information about their online course. In addition, each academic division requires that faculty submit a current syllabus to their division dean during the first two weeks of each semester where they are kept on file in accordance with Title 5.

The GC catalog is made available to students, public and private institutions, and the community in print and on the college website. The catalog is designed to be a comprehensive guide to students regarding the College, its academic programs, resources, and policies. A statement delineating the educational purposes of the College is published in the catalog as part of the institutional mission and is posted on the College's website. The complete PDF version of the catalog is posted on the Admissions and Records website (IIA.61). The catalog contains residency and admissions requirements for entrance to the College as well as admissions information for allied health programs, general education requirements, associate degree requirements, transfer requirements, course descriptions, financial aid and scholarship information, along with general information on student activities and services. The catalog also states, after each course description, whether the course is degree-applicable, transferable, and/or satisfies a general education requirement. Members of the full-time faculty, classified staff, distinguished faculty, Academic and Student Services administration, and the governing board members are listed in the catalog. Sections of the college catalog, identified as "Divisions of the College" and "Associate Degree Programs and Certificates of Achievement," describe each program of study, including statements about the focus of the program, jobs available to students who enroll in the program, and a listing of PSLOs.

GC clearly states transfer of credit policies in the college catalog. A section dedicated to transfer information contains details about general education patterns such as CSU GE Breadth and IGETC, external exam credit policies such as Advanced Placement (AP) and International Baccalaureate (IB), university admission filing periods, Transfer Admission Guarantee (TAG) criteria, and UC transfer course credit limitations. The campus University Transfer Center also provides students with information and resources on transfer to a California State University, the University of California, independent colleges and universities, and out-of-state four-year institutions (IIA.25). The University Transfer Center contains resources such as reference books and college applications and houses computers available for students to access College Source (a computerized college search program), ASSIST (California's official website for transfer information and articulation), and other transfer information websites. Representatives from four-year colleges and universities visit campus regularly to advise students, free of charge. Workshops on transfer-related topics are presented throughout the year and students are assisted with completing university admission applications. In the 2010 Student Satisfaction Survey, the majority of students reported high levels of satisfaction with the helpfulness of the University Transfer Center staff as well as the amount and accuracy of information provided online and in the center (IIA.62).

A section in the GC catalog is dedicated to academic policies and associated degree general education requirements. The Counseling Center staff designs, updates, and stocks a variety of brochures on associate degrees offered at Grossmont that include course requirements (IIA.63). These brochures are revised on an annual basis with input from the instructional departments to make sure the most current information is always reflected in each one. The counseling and articulation websites have a wealth of information on college resources, campus climate, student success characteristics, and many educational options (IIA.64, IIA.23). Computers located in the Counseling Center allow students to access the Grossmont

College website, apply to the College, and register for classes. Orientations and workshops on various topics are presented throughout the year. The 2010 Annual Student Satisfaction Survey shows the percentage of students who received resources and assistance with their education goals through the Counseling Center increased by 1.4 percent over the fall 2009 survey (IIA.62).

The schedule of classes, developed three times a year (including one for any summer sessions), is another source for identifying courses offered, as well as for providing critical student information regarding admissions, registration, financial aid, transfer, calendar, maps, and a summary of pertinent policies (IIA.9). It is developed by the Instructional Operations Office and reviewed by both academic and student services programs for accuracy. The schedule of classes serves as a promotional tool as well as an informational document, highlighting new offerings/programs and emphasizing programs/services with which students may be unfamiliar.

Both the catalog and class schedule serve as primary sources for students and are uploaded to the college website (IIA.61, IIA.65). The website enables the College to update course offerings even after schedule publication, making the website the most current source regarding course information. In addition to current information regarding classes, the college website provides other details critical to students. Financial aid information, for example, is provided directly from the Financial Aid office to the webmaster for uploading, ensuring accuracy and timeliness (IIA.66). Many of the academic departments have websites that provide students with critical information (IIA.67). For example, the health professions website highlights every health profession major at Grossmont College and provides admission requirements as well as an online application (IIA.68).

Syllabi, including the SLOs for a given course, are distributed to students in each class section. Instructors also often use Blackboard for posting syllabi, assignments, course grades, and for GC's online courses.

Self Evaluation
The findings introduced in relation to this Standard and the positive results of the Student Satisfaction survey demonstrate that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. In addition, faculty clearly describe course requirements, objectives, and assessments in course outlines and syllabi.

The institution meets this Standard.

Actionable Improvement Plans
None.

II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

GC clearly states the transfer-of-credit policies in the college catalog (I.35). The catalog also describes the various ways in which the College may accept credit. These include credit for prior academic work through external exams such as College Level Examination Program (CLEP), AP, and IB. After each course description, the catalog states whether the course is associate degree applicable, transferable, and/or satisfies a general education requirement. Faculty review the criteria established by the CSU and UC in developing and revising baccalaureate level and general education courses and the Curriculum Committee also reviews the proposed courses. Official course outlines of record are housed in the Instructional Operations office and are available to faculty and students. Transfer universities also review course outlines when articulation officers submit courses for articulation (IIA.23). Counselors use a degree audit system (DARS) and other resources to assist students in developing education plans that provide the student information regarding the use of courses in meeting a major requirement, general education, or other graduation requirements (IIA.24, I.35). The Evaluations office, located in the Admissions and Records office, researches and evaluates credits accepted, including those for associate degree and transfer general education, to ensure that the courses achieve educational objectives comparable to GC courses. Once an official student transcript is received, a counselor may request an evaluation of it to determine course equivalencies. An online evaluation system (DARS) is used to evaluate student records for associate degree audit and general education certification. Students requesting credit for foreign coursework or degrees must have their transcripts translated by one of two recommended credential services, the International Education Research Foundation (IERF) or the Academic Credentials Evaluation Institute (ACEI).

Efforts have been undertaken to formulate articulation agreements with most California four-year institutions and some out-of-state universities. The College has extensive articulation agreements with the CSU and UC campuses. A faculty articulation officer, assigned full time, oversees the articulations and general education requirements for colleges and universities. All students have access to these articulations through the articulation website and ASSIST.org (the official website of articulation agreements in California) and they are also available to students in several areas on campus. In addition, GC has articulation agreements with local private universities such as the University of San Diego and Point Loma Nazarene University. To assist in informing students about transfer-of-credit policies, the University Transfer Center makes available to students the catalogs of four-year transfer institutions, both public and private; provides on-line resources such as the College Source, ASSIST.org, CSU Mentor, and UC Pathways; and provides numerous written reference materials and guides. Workshops and counseling assistance are provided. Advisers from

four-year institutions are routinely available for advising appointments (IIA.25). The University Transfer Center coordinator regularly reviews these policies. The articulation officer is – as are other counselors and staff – involved in the transfer process at the College.

GC also continues to award college credit through articulation agreements with local high schools, facilitated by the CTE Transitions program. These agreements require a formal and program-specific articulation. The secondary schools and the College commit to jointly develop and implement these agreements, which are then reviewed on a regular basis.

Self Evaluation
Through the joint effort of Academic Affairs and Student Services, the articulation and transfer needs of students are being met. GC strives to provide a seamless process for students who may transfer into or away from the College. This is accomplished through established policies and procedures and the effective action of faculty and staff. Evaluators scrutinize courses for equivalency and proper use in completing degree requirements as well as in certifying courses on a transfer general-education pattern. The counseling and teaching faculty advise students as they prepare for transfer.

Through its articulation officer, the College uses conventional articulation procedures to ensure that courses are transferable from high schools to the College and from the College to four-year institutions and other community colleges. The collective effort of the College has been very effective, as the institution leads the region with the highest percentage of transfer students, especially to SDSU. GC expects to further enhance that effort with the development of a number of SB 1440 Associate of Arts and Associate of Science Degrees for Transfer to CSU (AA-T, AS-T specified by SB 1440).

The institution meets this Standard.

Actionable Improvement Plans
None.

II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary
The GCCCD has established a program discontinuance policy and related procedures as outlined in Board Policy (BP)/Administrative Procedure (AP) 4021 (I.24, IIA.69). AP 4021 indicates that program discontinuance can be recommended through a number of channels (curriculum process, program review, CTE program review, or based on legal standards), and notes that the impact on other areas (e.g., articulation, transfer agreements, student notification, transition and assistance in program completion) are among the major considerations for such a decision. The procedure also delineates the steps following the discontinuation of a program, which include the appropriate deletion of curriculum.

Opportunities for retraining and reassignment of persons affected by program discontinuance will be provided. Specifically, when a program is discontinued, new students are no longer accepted into the program and students who are currently enrolled in the program are notified well in advance. These students subsequently receive assistance in preparing a transition (or completion) plan and the course schedule is adjusted as needed in order to offer the courses required for students to finish in a timely manner.

Self Evaluation
The District has an established process for program discontinuance that provides for minimal disruption for students who are currently in a discontinued program.

The institution meets this Standard.

Actionable Improvement Plans
None.

II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary
As mentioned in section II.A.6, the College communicates information about its programs and services through its website and a number of publications (IIA.58, I.35, IIA.9). Materials presented in the class schedule are reviewed each semester as the schedule is being developed. Content within the college catalog is reviewed on an annual basis, either directly by the Instructional Operations Office or by soliciting corrections and updates from the various constituencies represented by material in the catalog. In addition to the college catalog, information on the College's vision, mission, values, and other strategic goals are published in the college Strategic Plan, which can be found on the College's planning website (I.49). Information regarding DE course offerings appears in the college catalog and DE courses are designated as such in each semester's class schedule.

Governing board policies are reviewed for currency, accuracy, and relevancy through the District's collegial consultation structure. Through discussion at the District Executive Council (DEC) (IIA.70), all board policies are reviewed every six years (AP 2410). Off-cycle reviews may be triggered, if necessary. Additionally, academic or student services policies are revised through the District Coordinating Educational Council (DCEC) if state and/or federal policies or guidelines change.

Information regarding student achievement is available in a number of locations, including the college dashboard (I.59) and the GCCCD RPIE website (IIA.71). The RPIE website includes a wide range of data used in the program review process (such as student retention

and success) as well as reports on matriculation, DE, and transfer. All student achievement data is updated on an annual basis.

Self Evaluation
Processes are in place to review and ensure the currency, relevance, and accuracy of materials published in either print form or online so that the College maintains its integrity with regard to information presented to the public.

The institution meets this Standard.

Actionable Improvement Plans
 None.

II.A.7. **In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.**

Descriptive Summary
To uphold academic freedom, the GCCCD Governing Board adopted BP 4030 on Academic Freedom in December 2001 and updated it in March 2008 (IIA.72). These board policies are electronically available on the governing board webpage (IIA.73). In the 2012 Institutional Survey, 82 percent of full-time faculty and 78 percent of part-time faculty agreed that the College as a whole supports academic freedom.

While the GCCCD does not currently have a board policy on student academic honesty, the Student Code of Conduct (which can be found in the GCCCD Student Discipline Procedures Handbook (IIA.74), the college catalog (I.35), and the schedule of classes) (IIA.9), and the Notice on Academic Fraud (IIA.75), both detail GC's definition of academic fraud and provide guidance for instructors who may encounter it. All instructors also place a statement on academic integrity, which was approved by the Senate in spring 2009, in their course syllabi each semester. This statement provides students with information on possible sanctions for student academic fraud (IIA.76).

Self Evaluation
GC assures that the academic integrity of the teaching-learning process is upheld by using – and making public – governing board-adopted policies on academic freedom and responsibility, and college policies on student academic honesty are available in a number of campus publications which are also posted online.

The institution meets this Standard.

Actionable Improvement Plans
None.

II.A.7.a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

The California Education Code and Title 5 of the California Code of Regulations protect academic freedom. Furthermore, both BP 4030 and the college catalog outline that academic freedom is fundamental for the protection of the rights of both the instructor in teaching and of the student in learning (IIA.72, I.35). GCCCD BP 4035 "recognizes that controversial issues have a legitimate place in the instructional program." This policy allows an instructor to express personal opinion, but expects the instructor to identify the position as such. It is the intent of the District that controversial issues do not "stifle the spirit of free inquiry" (IIA.77). BP 5510 allows for free expression on the part of students with the understanding that students have certain responsibilities to adhere to rules and regulations of the District and Grossmont College (IIA.78).

Through language contained in the faculty contract, the evaluation process for both full-time and part-time faculty allows peer faculty and management the opportunity to observe classroom discussions – and the dissemination of information between faculty and students – to ensure that faculty distinguish between personal and professional views within their discipline (IIA.79).

The faculty evaluation process also allows student participation. Student comments are welcomed and all evaluations are submitted anonymously. Instructors are not present in the room at the time of the evaluation to allow students to write honestly and accurately about their perception of the instructor's professionalism in the classroom.

In the 2012 Institutional Survey, students were asked about their classroom experiences and interactions with instructors. Student responses indicated 83 percent were satisfied with their interaction with instructors and 78 percent felt that all faculty (instructors, counselors, and librarians) treated all students fairly and respectfully. When asked whether instructors fostered an open environment for student-teacher discussion of ideas related to course content, 78 percent of the students agreed. In addition, 83 percent of the respondents agreed that instructors at the College appear to be fair and objective in their presentation of course materials.

Self Evaluation

The GCCCD and Grossmont College have clearly stated policies that support academic freedom and outline the responsibilities of the instructor to distinguish between personal conviction and professionally accepted views in a discipline, and to engage in fair and objective presentation of data and information. In addition, the faculty collective bargaining agreement requires these practices. Professional development training reinforces the need for such behavior. Evidence that these requirements are met is demonstrated in student evaluations of faculty and in survey responses of students and faculty.

The institution meets this Standard.

Actionable Improvement Plans
None.

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

Descriptive Summary
GC is committed to informing students of their rights and responsibilities as integral partners in the educational system. In the college catalog, academic integrity is addressed as it pertains to students. Cheating and plagiarism are described in the section on Student Code of Conduct (I.35) along with the penalties for each infraction, and violations of copyright laws as they pertain to computer software are stipulated. In addition, GCCCD Administrative Procedure 5500 outlines student disciplinary procedures (IIA.80). The GCCCD Student Discipline Procedures Handbook contains the GCCCD Student Grievance and Due Process Procedures. The handbook (IIA.74) also references the Student Code of Conduct and is available in hard copy through Student Affairs and online.

The Academic Senate has information posted on its website about academic fraud. The site defines it as "a form of cheating, lying and stealing" and academic dishonesty as "cheating, plagiarism, fraud, false citations or data, and the fraudulent use of Internet resources" (IIA.75). As previously mentioned, the Academic Senate also encourages faculty members to put information concerning academic honesty in their syllabi (IIA.76).

AP 4105 outlines key criteria related to authentication of student identity (IIA.81). For online courses, the College utilizes Blackboard, a course management system that requires a secure log-in for student access. When a student logs in, the following statement appears as part of that process: "By logging in with this username and password I affirm that I am the student who enrolled in this course and that I am the student completing all coursework in this course." In addition, some classes require proctored exams. Academic integrity in DE courses is also emphasized in the best practices document "Tools and Techniques for Online Teaching" (I.8).

Finally, numerous professional development opportunities, such as flex week workshops, often cover themes related to cheating, plagiarism, curricular integrity, Internet abuses, and how the faculty, administration, and students can work together to ensure integrity in the classroom college wide.

Self Evaluation
GC established and publishes clear expectations of student conduct related to academic dishonesty via GCCCD board policies and administrative procedures, catalog and syllabi statements, a student handbook, and college webpages. The consequences for dishonesty are also clearly outlined.

The institution meets this Standard.

Actionable Improvement Plans
None.

II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Descriptive Summary
Expectations of appropriate conduct are communicated in a number of ways along with the communication of key ideals that the College values. The GC Strategic Plan lists the college values on page 11, including creativity and innovation, the pursuit of excellence and continuous improvement, integrity, civility, and the power of diversity and inclusion (I.2). The college president individually reviews these values as well as the vision and mission statement with each new employee or employee moving to a different position within the College. The college also adopted an ethics statement for all of the campus community in 2010 which is posted on the college website (IIA.82) and printed in the college catalog. In addition, the GCCCD Governing Board has adopted board policies and administrative procedures related to an Institutional Code of Ethics (IIA.83, IIA.84) and an Institutional Code of Conduct (IIA.85, IIA.86), both of which are published on the GCCCD website (IIA.73). The Code of Conduct outlines both acceptable and unacceptable behaviors and the consequences of violation. Other references to expected conduct occur in the Student Handbook (IIA.74) and the college catalog. Since 2007, the Student Affairs office has maintained data records on reported academic dishonesty incidents, in particular those that were adjudicated and the resultant outcome(s).

Self Evaluation
Grossmont College and the GCCCD do not seek to instill specific beliefs or world views in its students. However, the GCCCD Governing Board has adopted an Institutional Code of Conduct with the goal of maintaining a positive, healthy, and mutually respectful environment for governing board members, employees, students, visitors, members of the public, and all other parties who conduct business or interact with the District. The College's values and statement of ethics were inclusively designed and establish expectations for all members of the college community.

The institution meets this Standard.

Actionable Improvement Plans
None.

II.A.8.   Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Descriptive Summary
The institution does not offer curricula in any format in foreign locations to students other than US nationals nor does it promote its online courses in foreign locations. GC enrolls into its programs only students who reside in the United States.

Self Evaluation
The institution does not offer curricula in any format in foreign locations to students other than US nationals.

The institution meets this Standard.

Actionable Improvement Plans
None.

STANDARD IIB – STUDENT SUPPORT SERVICES

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

Descriptive Summary
Consistent with its mission, and in accordance with Title 5 California Code of Regulations and Board Policy, GC ensures student access to college through open access admission and *is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential, and to developing enlightened leaders and thoughtful citizens for local and global communities.*

In direct support of this commitment, the institution provides a broad spectrum of support services, both in-person and online, to assure student access, progress, learning and success to its diverse student population. To equitably and reliably meet the needs of students, the College provides the following services and programs:

- Admissions and Records
- Adult Re-Entry
- Assessment Center
- Athletics
- California Work Opportunities and Responsibility to Kids Program (CalWORKS)
- Career Center
- Cooperative Agencies Resources for Education (CARE)
- Counseling Center
- Disabled Student Programs and Services (DSPS)
- Extended Opportunity Programs and Services (EOPS)
- Financial Aid
- International Student Services
- New Horizon
- Student Activities
- Student Affairs
- Student Employment
- Student Health Services
- Umoja
- University Transfer Center
- Veterans Affairs
- Veterans Resource Center

As listed in the college catalog (I.35) and on the college website, GC admits any applicant (subject to residency requirements) who meets one of the following requirements:

- Has a high school diploma,
- Has a General Education Diploma,
- Has a proficiency certificate, or
- Is at least 18 years old and shows evidence of being able to benefit from the instruction offered by the College.

A complete explanation of residency requirements is available on the college website (IIB.1). Qualified high school juniors and seniors may be admitted for concurrent enrollment at the College in college transfer or technical courses that are not offered at the high school level upon approval of a high school counselor and parents or guardian of the student. High school juniors and seniors admitted in this category are subject to the usual college regulations regarding attendance and scholarship. Potential students who do not have a high school diploma or the equivalent and wish to receive federal financial aid may take the Ability-to-Benefit Test (ATB).

The Academic Affairs and Student Services Divisions provide tutoring and services that deliver specific academic support, differentiated by discipline and type of need, including the Biology Learning Center (BLC), English Writing Center (EWC), Math Study Center (MSC) and Tutoring Center (IIB.2). The campus also offers support through the Assistive Technology Center (ATC), the Learning and Technology Resource Center (LTRC), and the Open Computer Lab (OCL). These services support all students, from basic skills to transfer.

Departments within Student Services work cooperatively with each other, with Academic Affairs, Administrative Services, and with the community to ensure that access to educational opportunities and support for learning is provided in a seamless fashion. Programs and services designed to meet the needs of underrepresented student populations include Life Coaching, Dreamkeepers Emergency Grants, Early Admissions Opportunity (EAO), Umoja, and athletic advising. The institution also offers learning communities and contextualized learning through the Freshman Academy, Math Academy, Summer Bridge, and Project Success.

Student Affairs helps to support the development of the whole student through a wide variety of student clubs and organizations including the Associated Students of Grossmont College (ASGC) and the Inter-Club Council (ICC). Students may engage in opportunities that support civic responsibility at the local, district, state, and national levels; project management skill development; leadership development; cultural proficiency; and interpersonal and written communication skill development. Athletics provides yet another venue for students to participate and excel.

Additionally, a host of events and activities are scheduled each month to engage diverse populations, encouraging their retention and success. In 2011-12, the campus launched a year-long campus wide interdisciplinary project involving multiple Student Services and Academic Affairs departments, including English, Biology, History, Sociology, Philosophy,

Humanities and multiple institutions in San Diego County centered around *The Immortal Life of Henrietta Lacks* by Rebecca Skloot. The success of this project has led to a commitment to offer similar projects annually.

As outlined in more detail in section II.A.2.d., in 2010, GC was invited by Kingsborough Community College to participate in a FIPSE grant to design a flexible and adaptable model of programs and services to improve student success. In fall 2012, as a result of that work, GC introduced a Freshman Academy, a joint effort of instruction and student services to improve student success through more formalized matriculation and contextualized learning communities.

Also in 2012, Grossmont College opened the newly renovated Student Services and Administration Building and the Griffin Student Center to provide centralized locations for many of the student services and support functions. The new buildings offer a wide array of student support services. The Student Services and Administration building features Admissions and Records, Assessment, Counseling, Financial Aid, Cashier, Business Office, Instructional Operations, deans' offices, the office of College and Community Relations, and the offices of the president and vice presidents. Services have been meaningfully located next to each other to ensure ease of student access. The Griffin Student Center houses the offices and work areas of the ASGC, Student Health Services, EOPS, the Career Center and Student Employment Services, Student Affairs, the student government board room, a club room for student organizations, and DSPS. Both buildings feature state-of-the-art presentation equipment and reconfigurable conference rooms able to accommodate both large and small groups (IIB.3).

Students are made aware of the many services and resources available to them through multiple outlets, including the college website, the college catalog, the class schedule, college social media outlets, multimedia displays in the Griffin Student Center, an online campus wide master calendar, and comprehensive campus wide programming as part of a Week of Welcome (WOW) offered during the first week of the fall and spring semesters (IIB.4). WOW offers students a broad look at the many opportunities they have on campus for engagement and support. Additionally, the College implemented a "Welcome Center", which served as a triage system to help guide students to the specific resources needed.

The College assures the efficacy of its student support services through the integrated program review process, student learning and services outcomes assessment, student satisfaction surveys, point of service surveys, other student feedback mechanisms (IIB.5), and measurement of key performance indicators (KPIs). The review process is collaborative and inclusive of staff, faculty, and administrators within each department. Results are analyzed annually as part of the annual program review update process and acted upon for improvement as part of ongoing effectiveness efforts associated with the College's integrated planning cycle. A more complete description of the student services program review process is provided in Section II.B.4.

Self Evaluation

The institution provides student support services on many fronts, integrating them whenever possible and reaching out to ensure access, progress, learning, and success. The design and construction of the new buildings and the introduction of online services options demonstrate the commitment of the institution to providing services to students in the modalities that best serve the students' needs. In the subsequent sections of this Standard, student support services are detailed, making clear that the institution clearly meets this Standard.

The institution meets this Standard.

Actionable Improvement Plans

None.

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

Descriptive Summary

GC offers a variety of high quality support services that enhance student learning and achievement. Students may obtain support services information both in person and on the College's website. The Grossmont-Cuyamaca Community College District (GCCCD) Educational Master Plan (EMP) is a long-range, comprehensive document that serves as the District's blueprint for the next decade (I.25). The EMP outlines the student population (both face-to-face and DE) and guides institutional and program development at both the college and district levels. EMP priorities inform college and district decisions about growth, development, and resource allocation, and align with the five strategic areas of focus established by the Governing Board. In addition, stakeholders have worked collaboratively to create a strategic plan that defines the directions and goals of the College for the next six years (I.2). These goals and strategies – combined with the EMP – support the mission and vision for the future of student support services.

GC's integrated planning process serves as an effective means of monitoring the quality of programs and establishing goals to improve student support services. Units actively evaluate both student needs and student support services to ensure the quality of student development and support services and their effectiveness in enhancing student achievement. The College's planning, evaluation, and review process includes: 1) a longer-term comprehensive program review process followed by completion of annual program review updates (both of which include student learning/services outcome [SLO/SSO] development and assessment), and 2) the development of annual planning activities (I.57, I.18). In addition, the College administered the Community College Survey of Student Engagement (CCSSE) in spring 2012 (IIB.6) which provided important information about students' perceptions of and use of support services on campus. This serves as another means to assess the services provided to students and establishes baseline information for continuous improvement.

A continuing dialogue about the improvement of student support programs and services also occurs at regular staff meetings. As an example, counseling faculty meet weekly along with representatives from student services who serve on a variety of committees, to engage in collaborative problem solving, and to discuss ongoing projects. Student Services Council, chaired by the vice president of Student Services and comprised of representatives from all student services departments, meets on a regular basis to assess effectiveness of services (IIB.7). Additionally, student services faculty (both full- and part-time), administrators, and staff also serve on the College's standing committees and other work groups that are charged with examining the quality and delivery method of services with the intention of improving student learning and support opportunities. These include the Diversity, Equity, and Inclusion Committee (IIB.8), the Academic Senate, the Basic Skills Committee (IIB.9), the Technology for Teaching and Learning Committee (TTLC) (IIB.10), and the Curriculum Committee (IIA.1).

Feedback that can lead to quality improvement of student services programs and services is gathered in a numbers of ways, including discussions during regular staff meetings, classified staff retreats, day-to-day student feedback, and annual student satisfaction surveys. In addition, various research reports located on the district Research, Planning, and Institutional Effectiveness (RPIE) website provide key information to monitor student success (IIB.11). Those reports include retention, persistence, grade point average, transfer rates, as well as degrees and certificates awarded.

In 2009, the College developed SSOs for all student service programs and service areas. All student service departments have identified SSOs that are evaluated annually through student surveys and assessments. After analyzing the assessment results, programs work with RPIE and the SLO Coordinator to develop action plans for improving student success (IIA.34).

Student Services' formal, comprehensive program review is the process through which its programs are evaluated and whereby continuous quality improvement is facilitated (I.57). The comprehensive program review occurs on a six-year cycle and provides an opportunity to examine the achievement of each unit's long-term goals and objectives. The data reviewed include statistics on student retention, persistence, success and transfer rates, degrees and certificates awarded, and student satisfaction levels. Each Student Services department uses student surveys and data from RPIE to determine whether programs are meeting student needs and to identify any adjustments that may need to be made.

In 2010-11, in an effort to continually assess the colleges' capacities to meet ACCJC Standards, the GCCCD worked with John Nixon, Ph.D. (former president of Mt. San Antonio College), who prepared a report entitled "Evaluation Report for Grossmont-Cuyamaca Community College District." This report suggested a number of areas for improvement (IIB.12).

Partly in response to that report, the student services area, in 2011-12, paused in its normal review cycle to reflect on the program review process and implement changes to strengthen and improve it. A consultant, Mr. Ken Gonzales, helped departments to identify KPIs in each area. In spring 2012, the revised program review process was implemented to identify

and assess the ability of student support services to meet students' needs. The program review process consists of a preparation period for data gathering and reflection, a period of development during which each area of the document will be written, and a review and finalization period during which the Student Services Program Review Committee will review the document and make suggestions and final recommendations. These steps provide the context and scope for the preparation of each student service unit's long-term planning goals and associated annual planning activities. Both the comprehensive program review and the annual planning process include an assessment of each unit's SLOs and/or SSOs (IIA.34).

In addition to the formal program review process, categorical programs (i.e., CalWORKs, EOPS/CARE, DSPS, Financial Aid, and Matriculation) submit regular reports involving document review, interviews of program faculty and staff, student interviews, and a variety of college wide- and department-specific surveys and needs assessments. These categorical programs have site visits and performance monitoring, as mandated by either state regulations or the California Community Colleges Chancellor's Office (CCCCO).

Student services departments regularly seek and evaluate data obtained from the RPIE office to determine means to improve the quality of services (IIA.71).   Beginning in 2008, RPIE facilitated an annual student satisfaction survey that contains a variety of questions related to familiarity, usage, and satisfaction with various GC student services departments. The survey is distributed to all currently enrolled GC students. Upon receipt of the survey results, each student services department reviews the results and uses them to develop activities for improvement of those services (IIB.13, IIA.62, I.43).

Comprehensive student support services are offered during regular business hours with evening hours available in major services such as Admissions and Records, Counseling, Financial Aid, Scholarships, Student Affairs, Student Health, Library, and Tutoring. Students may also elect to access a wide variety of student support services online. Those services include:

- WebAdvisor – where students access accounts, online registration, and online schedule;
- appointment reservations for assessment or orientation/advising;
- "Ask a Counselor" –which allows a student to ask a question over email;
- online orientation and advising;
- admissions forms and graduation services; and
- a prerequisite clearance process (IIB.14).

Financial Aid assists students on campus and also provides a strong web presence with direct links to online application resources and forms, including the Free Application for Federal Student Aid (FAFSA) and the Board of Governor's (BOG) waiver, "Ask an Advisor," and an online financial aid and counseling workshop. Registration is accomplished via WebAdvisor, an online registration tool that also allows students to easily make fee payments, drop/add classes, check grades, change address, and access a "Help" desk. Counseling assistance is available in person, via email, and online. Student Affairs also

offers information regarding starting or joining a club and participating in a variety of student activities online, including the club registration orientation (IIB.15).

Online enrollment and support services, such as Admissions and Records, University Transfer Center, and Financial Aid, are assessed via the student satisfaction and CCSSE surveys which contain questions relative to satisfaction with these online services (IIB.13, IIA.62, I.43, IIB.6).

The Counseling department is in the process of expanding online services including a state-of-the-art orientation and new student advisement system (Cynosure). This system will provide comprehensive orientation and advising with consistently measured outcomes to aid in data collection. The College has upgraded the current degree audit system (DARS) to allow students to utilize the service directly and to access transcripts by spring 2013 (IIB.16). A student web portal and online assessment/placement tools are being funded to support DE. Best practices in online counseling are to be evaluated as the counseling department looks to enhance the current online "Ask a Counselor" service.

Self Evaluation
The institution assures the quality of student support services and demonstrates that these services support student learning and enhance achievement of the mission of the institution. Continual evaluation of needs, expansion of identified services, and initiation of innovations are college priorities.

The College has made forms and petitions accessible online and updated the websites for student services programs. With an eye to the future, GC continues to enhance and expand its online services to its students.

The institution meets this Standard.

Actionable Improvement Plans
None.

II.B.2. **The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:**
   a. **General Information**
   - **Official Name, Address(es), Telephone Number(s), and Web Site**
   - **Address of the Institution**
   - **Educational Mission**
   - **Course, Program, and Degree Offerings**
   - **Academic Calendar and Program Length**
   - **Academic Freedom Statement**
   - **Available Student Financial Aid**
   - **Available Learning Resources**
   - **Names and Degrees of Administrators and Faculty**
   - **Names of Governing Board Members**

b. **Requirements**
  - **Admissions**
  - **Student Fees and Other Financial Obligations**
  - **Degrees, Certificates, Graduation and Transfer**
c. **Major Policies Affecting Students**
  - **Academic Regulations, including Academic Honesty**
  - **Nondiscrimination**
  - **Acceptance of Transfer Credits**
  - **Grievance and Complaint Procedures**
  - **Sexual Harassment**
  - **Refund of Fees**
d. **Locations or Publications Where Other Policies May be Found**

Descriptive Summary

The college catalog is available in both hard copy and online (PDF) formats. A hard copy is available for sale at the college bookstore or can be accessed electronically (free of charge) on the College's website (IIA.61). Hard copies of the catalog are available for limited review in Admissions and Records, the library, the Counseling Center, and Evaluations. Print catalogs are provided to faculty (counseling and instructional) and select staff and administrators. The catalog is also available in alternate formats upon request through DSPS.

The GC catalog is accurate and has been structured for ease of use. It contains all of the required general information including the official name, address(es), telephone number(s), and the website address of the institution; educational mission; courses, programs, and degree offerings; transfer requirements; academic calendar and program length; academic freedom statement; available student financial aid; available learning resources; names and degrees of administrators and faculty; and names of governing board members. It also fully describes all student requirements for admission including information on residency, acceptance of transfer credits, matriculation, and fees.

Major policies affecting students (such as sexual harassment, non-discrimination, academic integrity, student code of conduct, and grievance procedures) are outlined in the college catalog and are detailed in other documents that can be found on the Student Affairs website. Both the GCCCD Student Grievance & Due Process Procedures and the GCCCD Student Discipline Procedures handbooks were updated during the summer of 2012 to include language from the CCLC. These procedures include the new CCCCO complaint process whereby students, faculty, staff, administrators, and the general public are afforded the opportunity to vet their complaint via the campus complaint process (IIB.17). Unresolved complaints that cannot be routinely solved are logged through the office of Student Affairs. Concerns associated with the institution's compliance with academic quality and Accrediting Standards or regarding unlawful discrimination are directed to the Accrediting Commission for Community and Junior Colleges (ACCJC) or CCCCO website, respectively. Requirements for admission and degree programs, as well as the policies that affect students are the same regardless of method of delivery of the course material.

Faculty, staff, and administrators annually review and update the catalog to ensure its accuracy and relevance. The college Curriculum Committee, which is comprised of faculty representatives from various college subject areas and counseling, meet regularly throughout the year, recommending instructional changes on an as-needed basis. Individual departments – together with the Instructional Operations Office – are responsible for reviewing and maintaining the currency of the information related to college certificates and degrees, as well as ensuring that the catalog correctly reflects the course content approved by the curriculum committee (IIA.4). Catalog updates or changes in guidelines, procedures, and/ or policy made by student services are routed through the department chair or supervisor of each student services department.

Both the college catalog and each semester's class schedule are available in an electronic (PDF) format on the College's website (IIA.61, IIA.65). Information on courses may also be accessed through WebAdvisor (IIB.18). A limited number of printed schedules are distributed to departments and alternate formats are available upon request through DSPS. Computers are available in the LTRC and in Admissions and Records for students to access both the catalog and schedule online.

Self Evaluation
GC provides a catalog and course schedule for its constituencies, both of which are reviewed on a regular basis to ensure that all information contained therein is precise, accurate, and current. Electronic versions of both the catalog and semester schedule are available on the college website and hard copies of the catalog are available through the college bookstore. The catalog and course schedule is also available in alternate formats upon request from DSPS.

The institution meets this Standard.

Actionable Improvement Plans
None.

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

Descriptive Summary
GC has effective methods in place to identify and address the needs of its student population, including those enrolled in DE courses. The College continually researches and identifies the learning support needs of its student population in order to provide appropriate services and programs to address those needs. These methods include more formal research and data collection as well as informal student feedback obtained during counseling appointments and interactions of the students with employees of the various student service areas on campus.

The recent EMP document was inclusively produced based upon extensive research, trend analysis, and input from students and community members. The document emphasizes the

importance of "starting all students right" by providing access to high quality assessment, orientation, counseling, advising, tutoring, and other services. This validates and stresses the importance of enhanced student services.

Long-term, comprehensive reviews of each student services area have been conducted every six years although, during recent evaluation of the process, a shorter term for review has been discussed. Following those reviews, which include an exploration of student success, student support, collaboration with other programs, outreach, and assessment of student learning and service outcomes, the Student Services Program Review Committee (IIB.19) develops recommendations for continuous improvement. Those committee recommendations, along with the goals developed by the units themselves, are pursued and achieved through the development and implementation of annual planning activities. The outcomes of those annual activities are assessed and documented as part of the annual program review update process (I.18).

Needs are also identified through annual data collection and review. Each year, students are asked to complete a survey that measures student satisfaction with the services provided through both Student Services and Administrative Services. In addition, data are available in various reports related to student success (I.40), matriculation (IIB.20), distance education (I.29), as well as on the college "dashboard" (I.59) that presents college wide KPIs related to student access and success. In spring 2012, the College also collected information on student engagement through the Community College Survey of Student Engagement (CCSSE). Data are also collected to assess the outcomes of the many student success initiatives that have been deployed on campus.

Besides collecting and providing facts, the College also focuses on helping college constituents understand and use data for continuous improvement. This occurs through a number of activities, including professional development data training and discussion sessions on topics that include student learning outcome assessment, survey results, and college KPIs (I.10). Each year, the College also hosts a college planning forum (along with a pre-forum data orientation session), in which participants have the opportunity to analyze and discuss data and formulate possible strategies for addressing issues that are identified from those analyses (I.11). The chancellor and the Governing Board of the GCCCD have also shown tremendous support and participation by sponsoring data-informed discussions of student success prior to board meetings (I.13, I.58).

Campus services and programs result from data analysis and the development of interventions to address student needs that are identified. Extended Opportunity Programs and Services (EOPS), in collaboration with the English department, spearheaded one example. The First Year Experience (FYE) was an outgrowth of a Summer Institute Program (SIP) (IIA.8). First offered in 2003, the EOPS FYE was designed to continue the learning community started in the summer. In 2008-09, data showed that only 67 percent of first-time students were persisting from fall to spring. For those first-time students enrolled in the SIP program, fall to spring persistence rates were over 90 percent (IIB.21). Students completing the SIP, which consists of a learning community offering of English 105/106/107 (College Reading) and Counseling 120 (College and Career Success), can participate in the

EOPS FYE. In the FYE, students enroll in two classes, English 110 (College Composition) and Counseling 110 (Career Decision Making) in the fall semester, and English 120 (College Composition and Reading) and Counseling 130 (Study Skills and Time Management) in the spring. All students are EOPS participants, and receive book assistance, university campus tours, transportation assistance, a life coach/mentor, and counseling services. By the end of their first year, these students have completed the English courses that they need for an AA/AS, as well as counseling courses that will assist them in choosing their majors, managing their time well, note taking, research skills, goal setting, and stress reduction skills that will ensure their success in college.

Another example was the implementation of the Early Admissions Opportunity (EAO), a program open to first-time college students (just graduated from high school). If first-time students followed a path that included application, assessment, and orientation/advising – all components shown to improve student success – they received a first semester schedule and priority registration (IIB.22). This was quite a carrot to new students who would otherwise have very low priority for enrollment. The success of these students was dramatically higher than for non-EAO students. This further documented the benefits of "starting students right" as called for in the EMP. In 2011-12, first-time students that "started right" demonstrated a 91 percent fall to spring persistence rate compared to 76 percent for first-time, non-EAO students (I.53).

In addition to on-campus initiatives, online options have been improved in all areas of student services to support students both on and off campus. For example, in Admissions and Records, web-based services have been enhanced ranging from online registration through to an online transcript request option (IIB.23). College application processes have been refined, and more forms are now provided in a web-based format, accessible 24-hours a day online. Service capacity and hours of operation have been extended in a variety of key locations on campus. For DE students, the College offers online orientations, online readiness courses, a GCCCD Online Success webpage, and comprehensive online library services. Strategies to enhance these online services have been outlined in the most recent DE plan (I.7) and include broader online implementation of student services such as counseling and financial aid as well as providing online tutoring services via various tutoring centers. Additionally, student services have adopted the use of Cynosure, a customized online, media-based, self-guided orientation program intended for new students. Cynosure is designed to familiarize students with campus resources and assist them in making a successful transition to college life. The orientation covers all major student service departments, student conduct and safety, academic programs and majors, campus life, and content for college success. Online advising is designed to educate students about the considerations necessary for successful course planning and result with a first semester course plan. Areas covered by the online advising program include: identifying educational goals, understanding assessment results, learning how to read the schedule of classes, first semester course selection, and how to enroll in classes.

The district wide and campus committees convened for the implementation of Cynosure are currently reviewing the storyboards for the orientation with video production scheduled for

February 2013. Both the online orientation and online advising are scheduled for completion in May of 2013.

Self Evaluation
As part of continuous improvement and a quest to serve GC's students in the best way possible, the College has expanded key student support services in order to adequately meet the ever-changing needs of today's student population. The College's commitment to learning more about its students through formal assessment and informal student feedback ensures that GC appropriately addresses the learning support needs of all students. From the program review process, to the analysis of myriad survey data, to a variety of other quantitative metrics, GC evaluates and shapes its services to ensure their adequacy and their accessibility. The DE plan outlines further steps to be taken to provide support to both our DE students as well as to those instructors who teach DE courses.

The institution meets this Standard.

Actionable Improvement Plans
None.

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

Descriptive Summary
GCCCD and GC have identified student access as one of five major planning areas of focus in its six-year strategic plan (I.65) and established two goals underneath that area of focus:

1. Better serve students in historically under-served populations, and
2. Respond to changing community needs.

Student access issues are identified through a number of means. Recent environmental scan data revealed that GC's service area is experiencing an influx of immigrants, an increase in the number of Hispanic students, and a growing returning veteran student population, all of whom are in need of programs and services (I.61). As part of accomplishing these goals, comprehensive student support services are offered on campus during regular business hours with evening hours available in major services such as Admissions and Records, Counseling, Financial Aid, Student Affairs, Student Health, Library, and Tutoring.

The mission of certain outreach programs – including EOPS, DSPS, Umoja, and CalWORKS – is to recruit and to attract students from diverse backgrounds to the College, support prospective students in their transition from high school to college, and work in collaboration with such college programs and services, local high schools, and communities to promote college access and success. Printed materials (including booklets, brochures, flyers, and multi-lingual information) are used to inform and educate prospective students and parents. During the new student advising orientations, students learn about the enrollment and

matriculation process, academic programs, transfer process, support services, financial aid, and a wide range of options and opportunities available to them at Grossmont College.

Chapter 4 of the EMP details feedback from student and community forums that indicated a need for more access to online coursework and counseling (I.25). It is important to note that a recent Institutional Survey (conducted in 2011-12) indicated that 48 percent of our students took classes both face-to-face and online, while only 1 percent of those students responding were in online only classes (I.28).

Regardless of the numbers of online and/or hybrid students, the institution recognizes that students enrolled in online classes must be able to access student services. Thus, the College offers an ever-expanding access to several services for both on-campus and DE students, including the following (IIB.14):

- **Admissions and Records**: Applying to Grossmont College, viewing the college catalog and schedule of classes, registering and paying for classes, dropping classes, and checking grades can all be accomplished online via WebAdvisor, an online registration tool which also allows students to easily make address changes and includes a "Help" desk. To assist students in accessing these services, Admissions has a "Getting Started" web page (IIB.24), with links to the online application and WebAdvisor, as well as a variety of other helpful links. In addition, computers with Internet access are provided in the lobby of building 10 for use in registration and for checking financial aid status.
- **Financial Aid**: Financial Aid assists students on campus and also provides a strong web presence with direct links to online application resources and forms, including FAFSA and the BOG waiver, "Ask an Advisor", and an online financial aid and counseling workshop (IIA.66).
- **Counseling**: Counseling assistance is available via email, telephone, the online "Ask a Counselor" link, and in person on campus. Personal growth classes – taught by the counseling faculty – are available online and on campus.
- **Orientation**: In addition to on-campus group orientations, there is a "Welcome to Grossmont College" video (IIB.25) that introduces students to the services available, as well as gives tips on how to achieve a work/school/life balance. There is also an "Online Orientation and Advising" document with links to pertinent information (IIB.26).   Finally, as mentioned in Section II.B.3., the implementation of Cynosure will aid both face-to-face and DE students with online orientation and advising.
- **Student Affairs**: Student Affairs provides a strong web presence with information regarding starting or joining a club and participating in a variety of student activities online, including the fully online club registration orientation (IIB.15). The website also contains links to campus policies, the GC complaint process, discipline procedures, and more (IIB.27).
- **Library**: The Library provides a strong web presence with links to references, databases, library information, "Ask a Librarian", and an online tutorial (IIB.28).
- **Career Center**: The Career Center lists career planning tools available online such as "Career Cruising" and "Career Café" (IIB.29).

- **Articulation**: The Articulation webpage has several links – including   to the Articulation System Stimulating Inter-institutional Student Transfer (ASSIST) website and area four-year institutions – to help students with their educational planning. This site is also designed for quick access while counselors meet with students. There is also a direct link to email the articulation officer. (IIA.23)
- **University Transfer Center**: The University Transfer Center web page has numerous links to help students with effective transfer planning. It offers students the opportunity to email questions to the University Transfer Center Web Counselor with responses back in a couple of days. However, transfer option workshops are conducted on campus only (IIA.25).
- **Disabled Student Programs and Services (DSPS)**: The webpage for DSPS contains links related to hours of operation, services provided, and programs available (IIB.55). It also includes web accessibility guidelines for instructors to use in developing online materials (IIB.31).

Planned expansion and enhancement of student services include:

- a student web portal and online assessment/placement tools to support DE;
- a more robust online orientation and advising system. This will enhance student access to important college and advising information online and will enhance the College's ability to meet increased student demand for counseling services;
- update of the current online "Ask a Counselor" service (IIB.32) based on evaluation of current best practices in DE counseling; and
- an upgrade to the current degree audit system (DARS) to allow students to utilize the service directly and to access transcripts (IIB.16).

Online enrollment and support services – such as Admissions and Records, University Transfer Center, and Financial Aid – are evaluated via the student satisfaction survey which contains questions relative to satisfaction with these online services (IIB.13, IIA.62, I.43). Discussions surrounding access and services for online students also occur in meetings of the TTLC (I.55) and a number of objectives related to student support for online students are included in the most recent DE Plan (I.7).

Self Evaluation
The College has developed systems for providing student support services in a variety of delivery modes and methods that best serve the needs of its diverse student population. According to the results of the 2011-12 Institutional Survey (I.28), 66 percent of all students agreed – or strongly agreed – with the statement, "This college provides adequate support services to its students regardless of service location or delivery methods." This number is down from 71 percent in 2007 when the same question was asked during an accreditation survey. That is quite possibly a reflection of an increasing number of students who are looking to access more information using mobile technology and illustrates the need for our planned expansion of online services.

The College needs to regularly assess the level and effectiveness of services available online for students who never come to the campus. Additionally, the challenge for GC is to

continue to discover ways to reach a wide range of students with limited resources. Providing information, documents, and services online is one method that has assisted in accomplishing this goal. Student services departments currently provide an increasing variety of resources, documents and services online. However, as technology continues to evolve and expand, the college will need to ensure that, while implementing those technological innovations, continual assessment of needs and necessary expansion of services remains a college priority.

The institution meets this Standard.

Actionable Improvement Plans
- GC will continue to ensure that all multimedia and web presentations, as well as online services, meet accessibility standards.
- GC will continue to monitor and assess the level and effectiveness of services available online for DE students.

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

Descriptive Summary
The College has many programs and practices that encourage personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

CIVIC RESPONSIBILITY

Associated Students of Grossmont College (ASGC)
The ASGC, Inc.'s mission is to effectively serve and represent student needs, keep students informed on student-related issues, ensure all students fair and equitable opportunities for success, and promote cultural, social, educational, and leadership opportunities for all students. The ASGC constitution and bylaws are available online (IIB.33).

The development of leadership skills in the members of the ASGC and its affiliated student organizations and officers is one of its priorities. Many activities promote the development of leadership skills building, including:

- Situational Self-Leadership Academy: A free two-day seminar designed to help student leaders develop their leadership and interpersonal communication skills through a curriculum created by the Ken Blanchard Company. These activities are meant to demonstrate different learning and leadership styles and to transform negative thinking into "can-do" attitudes. In February 2011, the first local instructors – Cuyamaca and Grossmont faculty and staff members – were trained to teach the seminars. In May of 2011, 19 students from the two colleges completed the training and in late October 2011, another 18 received their Blanchard certificates.

- Bi-Annual ASGC Retreats: Leadership retreats specifically designed for ASGC student government leaders take place each fall, followed by a one-day retreat in the spring. Topics include parliamentary procedure, the Brown Act, leadership personality testing, team-building, organizational structure of the college, shared governance, and the history of ASGC (IIB.34).
- Inter-Club Council (ICC) Leadership Workshop Series: To promote the development of leadership skills in the student population, the Student Affairs office began (in fall 2011) to organize bi-weekly mini-leadership workshops. The workshops are open to all students each semester and include topics such as communication & teamwork, parliamentary procedure, event planning, time management, credibility as a leader, stress management, and group dynamics (IIB.35).
- Student Participation in Collegial Consultation: Board Policy 2510 formalizes the importance of student participation in collegial consultation committees (BP 2510). Committees at both the district and college levels have student representatives as part of their composition (IIB.36, IIB.37). ASGC student leaders currently serve on over 30 participatory governance committees (IIB.38).

The ASGC has also been active on campus, working to enact a smoke-free environment and promoting legislative advocacy protesting community college budget cuts. In May 2011, ASGC hosted the leaders of six community college districts at GC for a press conference to discuss the dire consequences of recent budget cuts. Participants included representatives from the Grossmont-Cuyamaca, San Diego, Palomar, Mira Costa, Southwestern and Imperial Community College Districts. Alongside chancellors and college presidents, two Grossmont students shared their personal stories regarding how the budget crisis negatively impacted their future plans (IIB.39).

On behalf of all students, those involved in student government also have opportunities to participate in local and statewide governance organizations and to engage in political advocacy, including meeting with a variety of legislative representatives. GC students have participated in the statewide Student Senate (fall and spring assemblies), the March in March to Sacramento, and the statewide Student Senate Region IX. In both 2009 and 2010, student leaders traveled to Washington D.C. with GCCCD leadership to attend the Association of Community College Trustees (ACCT) and the American Association of Community Colleges (AACC) National Legislative Summit. There they met with legislators from the California delegation including Rep. Susan Davis and Rep. Duncan Hunter as well as staff from Sen. Barbara Boxer's office.

ICC Activities
With nearly 40 student organizations, ranging from religion to politics, community service to video gaming, and academic programs to advocacy, the promotion of clubs and club activities for GC's diverse student population is also a major focus of the Student Affairs office (IIB.15). In spring 2011, the College created a position for, and hired, a full-time Director of Student Activities. Through creation of this position, the organizational structure has been improved to extend the hours of Student Affairs through 9:00 p.m. Monday through Thursday and provide an evening administrator on call for the entire campus in the event of emergencies. These efforts better meet the needs of evening students.

Club accomplishments and other activities spearheaded by students on campus include the following:

- In fall 2011, the Student Affairs office created an updated website for club information. All registration materials, including a newly revised and interactive ICC manual are online, available both on and off campus, 24 hours a day.
- Sponsorship of in-person and online club registration/orientation sessions, in which student organizations can access support and guidance in registering, organizing, and promoting their organizations (IIB.40, IIB.41, IIB.42).
- Support and advisement of clubs in the organization and promotions of major club events, such as the bi-annual ICC Club's Fair; ICC Campus-wide Yard Sale; ICC Fall Festival; ICC Thanksgiving Meal Food Drive; participation in the Mother Goose Parade; Muslim Student Association's Women in Islam Presentation; Action Club's Walk-Roll-Jog-A-Thon; Arabic Club's Arabic Culture Day; Lesbian, Gay, Bi-Sexual, Transgendered and Straight Student Union's Drag Show; Muslim Student Association's Islam Awareness Day; Circle K's Lake Cleanup; International Club's field trips throughout San Diego; ASGC/CARE holiday party for EOPS, CARE and CalWORKs students; and ASGC, ICC, and club meetings (IIB.43).

Umoja Program
Umoja – a Kiswahili word meaning "unity" – is used in the name of a student achievement program designed to provide the kind of support that is critical to increasing the academic success, retention, degree completion, and transfer rates of African American and other students enrolled at the College (IIB.44). A key requirement of the Umoja Program is civic responsibility. Activities include leadership development through university visits, student conferences, outreach to local high schools, fundraisers for scholarships, and attendance at plays, movies and other cultural activities. Each semester, the group participates in a community service event. Previous events have included working in the kitchen at St. Vincent de Paul's Village serving dinner to the homeless, and hosting a Water-thon fundraiser focusing on water conservation, sustainability, and social justice. Water-thon participants walked around the football field carrying buckets in honor of the women and children in Africa who walk over 3.5 miles a day to access clean water. Funds raised during that event were used to purchase a water well in sub-Saharan Africa (IIB.45).

Community Service Learning (CSL)
One of the best educational methods for promoting personal and civic responsibility is CSL. GC students have had opportunities for CSL since the late 1990s. Individual faculty members give students course credit for volunteering in the community and using those skills and experiences to better understand course content. Recently, the Psychology department created an innovative pilot program on campus to provide students an opportunity to help other students. Using Basic Skills Initiative (BSI) funds, students in Psychology 150 were given tutor training to help under-prepared, basic skills students enrolled in Psych 120, Intro to Psychology. Because Psych 120 is a prerequisite to 150, students in the advanced class were given extra credit to be trained and then tutor small groups of Psych 120 students. The 120 students volunteered to be tutored and received extra credit for maintaining a journal about concepts they learned and the learning process. Test scores and retention in the Psych

120 classes with tutoring were higher than comparable classes without the tutoring. Not only did those tutored benefit from their ability to comprehend and retain concepts in their classes, but the tutors also experienced the value of learning through service (IIB.46). Because of the success of this pilot, faculty in other disciplines are being trained in this pedagogy.

In the spring 2013 semester CSL was also introduced in the Freshman Academy with one new cohort enrolled in a link that included English 110 and Counseling 110 (Career Decision Making). The curriculum for this link was developed around careers/career choices. The students were offered a choice of agencies to work for as part of a CSL experience related to career exploration. In addition, a series of workshops about developing curriculum including CSL was offered to faculty. Those who participated developed curriculum that included specific topics/themes involving CSL with various agencies in the community. The plan is to offer CSL for at least one cohort of Freshman Academy each semester.

INTELLECTUAL AND AESTHETIC

Art, Music, Dance and Theatre
Various programs in the arts bring the community to the campus and the campus to the community to share cultural and artistic perspectives. Theatre Arts annually produces five major productions with numerous scheduled performances in either the Stagehouse Theatre or the smaller theater lab space (IIB.47). The Hyde Art Gallery offers an array of exhibitions in a number of art disciplines (IIB.48). The Art and Design Club has participated in several community beautification projects, such as mural painting and activities at on- and off-campus art fairs.

The Summit Newspaper and Griffin Radio
The Summit, the College's newspaper, is a student-produced publication that contains information regarding important events on campus as well as local and global issues. The newspaper provides an opportunity for student journalists to learn about the ethical and professional issues involved in journal publication and keeps students up to date regarding campus events and happenings (IIB.49). Griffin Radio is a practical applications laboratory for students to learn about on- and off-air radio/audio production techniques. Students learn first hand what it takes to manage, produce, and operate at a radio station (IIB.50).

Acorn Review
First Draft, the progenitor of *The Acorn Review*, was started in the early 1990s. *The Acorn Review* publishes the short stories, plays, novel excerpts, poetry, creative nonfiction, prose, artwork, and photography of current or former students. All work is submitted and judged anonymously by the student editorial staff of *The Acorn Review*. It is published once yearly during the fall semester (IIB.51).

PERSONAL DEVELOPMENT AND RESPONSIBILITY

Student Development Services
The Career Center provides career development services including career assessment instruments and interpretation by certified career counselors. The Career Center has a library with current occupational books and online materials to accommodate students with their occupational research. The Career Center has partnered with the GC library and offers eBooks that provide students occupations A-Z, career development, and job search information. Job search materials, training, instruction, and workshops are provided throughout the year on topics such as Dress for Success, Resume Writing, Job Interview Techniques, Application Preparation, Cover Letter Writing, and more. The Career Center also hosts an Online JobConnect available 24 hours a day for all former and current students who seek job referrals (IIB.29).

After completion of career assessments, interpretations, and occupational explorations, students are not only aware of their career development process but are also taught to self-manage career pathways. They are then encouraged to begin academic planning and to take responsibility for their academic pathway in order to reach career goals as well as other important personal development objectives (IIB.52).

The Career Center and Student Employment Services sponsors an annual job fair and "career week," with guest speakers, workshops and demonstrations. GC held its 33rd job fair on October 12th, 2011. Over 30 employers participate in the event annually. Until very recent years, the Career Expo had 100+ exhibitors each year on campus (IIB.53).

The Adult Reentry Center provides a variety of resources for any returning adult student who seeks information about educational goals and career options. The center acts as a bridge between the College and the community providing referral services, information relating to college and community agencies, job placement, professional and academic counseling, self-help programs, financial aid, and transportation (IIB.54).

Counseling Center
The Counseling Center is staffed with professional counselors trained to help students with transfer and academic counseling, vocational and career counseling, personal and crisis intervention counseling, semester-by-semester planning, and international student orientation/advising (IIA.64). A series of personal development classes is offered to assist students with the exploration of individual needs and interests, including Career Decision Making, College and Career Success, Study Skills, and Time Management.

Disabled Student Programs and Services (DSPS)
DSPS provides accommodations and disability management that includes self-advocacy skills. Counselors assess and then assist students in identifying individual strengths based on functional abilities and limitations that can help them be successful in the academic environment (IIB.55). A series of personal development classes is offered to assist students participating in DSPS with the exploration of individual needs and interests, including Learning Strategies, Study Strategies, and Developmental Writing (IIB.56, I.35). GC also

offers a variety of adapted exercise courses specifically designed for students with permanent or temporary disabilities or health concerns, including yoga, aerobics, aquatic sports, swimming, water aerobics, sports education, and basketball.

DSPS staff and faculty are also actively involved in creating an inclusive environment throughout campus and the community for students involved in the program. As one of the most active student clubs on campus, the Action Club provides opportunities for students with and without disabilities to socialize as well as aid the community through volunteer service.

Extended Opportunity Programs and Services (EOPS)/CARE and New Horizons
EOPS students are encouraged to become active members in student and community organizations. The importance of taking personal responsibility for family and community civic affairs begins with an orientation where students are encouraged to take control of their lives and become change agents. Becoming a campus leader is encouraged through participation in student government or GC's honor society, Phi Theta Kappa.

In spring 2009, EOPS and DSPS applied for and were awarded a BSI grant for a life coach program at the College. The goal of the EOPS/DSPS life coach program is to enhance the educational experience of EOPS and DSPS students. Over 100 students are paired with a life coach (community professionals or former faculty) for one semester to learn about and to habituate: new skills and techniques for academic and professional success, available campus resources, and the fundamentals of successfully navigating through educational and community bureaucracies (IIB.57).

Student Health Services
To promote the health and well being of students, Student Health Services is maintained with healthcare professionals and support staff that evaluate and care for the health needs of all GC students. Student Health Services offers comprehensive services to attend to the physical and wellness needs of the student population at the College. Health assessments, monitoring, immunizations, men's and women's health exams, sexually-transmitted infection testing, and personal counseling are all conducted to contribute to the health and success of students (IIB.58). Registered nurses provide quality primary care and maintain appropriate hours so that they are available to meet the health needs of both day and evening students. Over-the-counter medications, laboratories, prescriptions, and select procedures are available and utilized as needed. Student Health Services provides preventative and primary healthcare with referrals to community resources as needed.

The Health Services office maintains current Center for Disease Control (CDC) guidelines and communication with local public health agencies. In 2009, Health Services conducted a webinar on "Managing Students with Chronic Illness Inside and Outside the Classroom." During the H1N1 flu outbreak in 2009, Health Services facilitated/hosted the district wide H1N1 preparedness webinar, attended meetings with and established a college liaison with public health agencies, and set up a vaccination pod using qualified nursing students, faculty, staff, and administrative volunteers to help vaccinate. All health profession students and many members of the campus community were vaccinated in a timely and orderly system. A

total of 1,236 H1N1 vaccinations were administered. Similarly, during the outbreak of Pertussis in 2010, CDC recommendations were to have all health care professionals receive a Tdap booster if they had not had one since 2005. Health Services was able to work with manufacturers to purchase vaccines at a discount price and receive orders quickly. Student Health Services has administered 274 Tdap vaccinations.

Campus wide health education programs are regularly scheduled to raise awareness and educate students on various aspects of wellness. Previous programs have included participation in the American Cancer Society's Great American Smokeout, Breast Cancer Awareness Month, alcohol awareness screenings, World AIDS Day, and Domestic Violence Awareness Month. In fall 2011, Student Health Services, in partnership with Student Affairs, hosted a campus wide Question, Persuade, and Refer (QPR) Gatekeeper Training for Suicide Prevention session for over 40 faculty, staff and students.

Health Services also conducts numerous blood drives throughout the year and has garnered several awards, including three for Outstanding Community College and three for being a Difference Maker in the community. In 2011, the College had 384 participating donors; 418 pints were collected saving 836 lives. Of those 384 donors, 156 were first-time donors.

Health Services participates in screening for depression, eating disorders, and alcohol and drug abuse as well as provides literature on mental health concerns. Although budget cuts affected mental health services available in fall 2011 and spring 2012, the campus community quickly responded to enact an increase in the health service fee for fall 2012 that will allow the department to eventually restore hours for a licensed counselor to provide mental health services for students (IIB.59).

Athletics
Student athletes at the College are encouraged to participate in community activities. In 2009, the football team donated the entire gate receipts income of one home game to Hurricane Katrina victims and conducted food and toy drives. Women's Volleyball has participated in the annual AIDS walk. Annually, the men and women's basketball teams host a "Paint the Gym Pink" event and donate proceeds from a home game, including concessions, to fight cancer via Coaches vs. Cancer (IIB.60).

Campus Wide Events
In addition to college programs mentioned above, several college wide events focus on social issues and encourage civic responsibility, such as National Domestic Violence Awareness Month featuring the Clothesline Project, National Banned Books Week, Constitution Week, September 11th Remembrance, National Martin Luther King, Jr. Day of Service, Health & Wellness Fair, Bike to Work Day, and Earth Day (IIB.61, IIB.43). Other events promote personal, aesthetic, or intellectual development. A few more detailed examples of these campus wide events include:

- **Week of Welcome**: Initially launched in fall 2011, the Student Affairs office hosts a "Week of Welcome!" (WOW!) event during the first week of each semester. The mission of WOW! is to: 1) provide a unified campus wide welcome to new students

and 2) welcome back returning students via information and programming. Departments/programs host workshops, events, information sessions, and/or activities including campus tours, a health professions information session, an Arabic information session, Blackboard orientation sessions, and workshops on transfer strategies, academic integrity, tutoring services, and student involvement. Another highlight is a WOW! information and activities fair featuring representatives from academic affairs and student services, as well student organizations. Several information booths located around campus provide departmental and programmatic information with faculty and/or staff members available to answer questions.

- **Political Economy Week**
  Every semester, the department of Political Economy sponsors a Political Economy Week where faculty and invited speakers share their views and diverse perspectives on political and economic issues impacting our local, national, and international communities. Past Political Economy Weeks have included presentations by members of Congress, media personalities, community activists, local political leaders, and distinguished scholars. The event is often covered by the local media and has even garnered international attention along with several awards for civic education.

- **English Department Events**:
  ○ Literary Arts Festival: The Creative Writing Program and English department sponsor the annual spring Literary Arts Festival with support from the English and Social/Behavioral Sciences division. Each year, a diverse range of established and respected authors from around the country participate in a two-week celebration of literature, readings, and the creative writing process. Events include readings and performances, lectures, workshops, writing competitions, book signings, and "master classes" in which students of the Creative Writing Program are given the opportunity to submit their work and be selected for an intensive workshop with a renowned author. Student readings, a Drama Writers' Showcase, and Open Mic performances are also featured (IIB.62).
  ○ New Voices: A Student Reading: Annual event features standout students from the GC Creative Writing Program's current semester of courses, reading their original short fiction, poetry, creative nonfiction, novel excerpts, drama, and mixed media literary works. The New Voices readings are also available in an online format and include added photos and creative works; brief biographies; contact information; links to other departmental sites of relevance; and comments from the authors about their own themes, inspirations, and aspirations (IIB.63).

- **Henrietta Lacks Project**
  In fall 2011, GC was part of a multi-disciplinary project involving institutions from around San Diego County (including the local universities, the Fleet Science Center, and the San Diego Center for Ethics in Science). The project centered on Rebecca Skloot's book, *The Immortal Life of Henrietta Lacks* and provided the opportunity for departments – including Nursing, Science, English, Culinary Arts, Visual Arts and Humanities, and Theatre Arts – to come together to engage both students and faculty in intellectual investigation of topics related to race, class, gender, and the ethics of science (IIB.64). The monumental success of the project for fall 2012 prompted a second round for 2013 centered on Rachel Carson's book, *Silent Spring*.

Events and workshops are typically advertised on the college website, *The Summit* website, via flyers and posters, and on the new flat screen monitors mounted in the Griffin Center. Recently, GC increased its social media presence with a rapidly growing Facebook following and an online campus events calendar with up-to-the-minute campus happenings (IIB.49, IIB.65, IIB.43).

Self Evaluation
GC provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development of all students through a variety of programs, events, and services. The College has clearly demonstrated that it works collaboratively with students in creating a learning environment that is relevant. The inclusion of students on participatory governance committees is invaluable when discussing student needs and in determining how to identify and meet those needs. In addition, students are provided a broader perspective about the issues that the College must consider in the decision-making process. Students gain lifelong leadership skills through participation in GC committees and/or by taking personal growth courses. In addition, Student Affairs provides many avenues for students to engage in activities that promote civic and community responsibility as well as develop leadership skills. The Student Affairs office also provides numerous opportunities for students to engage in leadership training.

The College utilizes a variety of mechanisms to assess and improve the programs and services that contribute to such an environment, including program review and student satisfaction surveys.

The institution meets this Standard.

Actionable Improvement Plans
None.

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

Descriptive Summary
The Counseling Center at GC is available to students year round. Counseling Center services are offered on campus during regular business hours with evening hours available two days a week and extended hours during the first few weeks of each semester. Counseling assistance is also available online (IIA.64).

Students may also access an online portal to ask a counselor questions (IIB.32). This online question and answer format provides opportunities for students to contact counselors and receive a response within 12 to 24 hours (IIB.66).

Advising/orientation sessions are provided to familiarize students with college services and terminology and to assist them in planning their class schedules (IIB.67). An orientation/advising handbook, developed by counseling faculty and provided to students during new student orientations, contains links to many of the programs and services on campus (IIB.68).

A series of personal development classes is offered to assist students with the exploration of individual needs and interests, including:

- COUN 110 – Career Decision Making
- COUN 120 – College and Career Success
- COUN 130 – Study Skills and Time Management,
- COUN 137 - Ways to Maximize Learning
- COUN 104 - a new one-unit course specifically designed to link to academic basic skills courses
- PDSS 080 – Educational Assessment and Prescriptive Planning
- PDSS 101 – Study Strategies for Students with Disabilities
- PDSS 110 & 111 – Developmental Writing for Students with Disabilities I & II

Counseling classes are offered on campus, online, and in "hybrid" formats (combined face-to-face and online) to serve student needs. The Freshman Academy also includes a counseling class to support student development and success in those cohorts.

The Counseling department frequently collaborates with other instructional and student services areas to make workshops and services available to students through the Career Center, Learning Resource Center, DSPS, EOPS, Adult Re-Entry, Veterans Services, and the University Transfer Center.

To ensure ongoing review of current practices and quality services, the Counseling Center has formulated the New Student Advising Committee, Personal Counseling Committee, and Transfer Committee. The Counseling department Personal Counseling Committee meets regularly to review resources available to students in need of mental health and other social services. As a result, a comprehensive referral list is available on the Counseling Center website for all students to access (IIB.69).

The Counseling department is staffed with professional counselors to help students with transfer and academic counseling, vocational and career counseling, personal and crisis intervention counseling, orientation, semester-by-semester planning, and international student orientation/advising.

All counselors must meet minimum qualifications (or the equivalent) (IIB.70). Counseling faculty and personnel are evaluated according to faculty and classified staff contracts. Categories for evaluation are based on the official job description that offers a detailed list of competencies, skills, and level of knowledge required for the job. Peer/Manager counselor evaluations are conducted once every three years along with student evaluations. Probationary counselors are evaluated annually for the first four years (IIA.79). The

evaluation process ensures that each counselor under review possesses the required knowledge and skills in order to provide sound advice and guidance in assisting students to choose the right path in achieving their educational objective as well as personal development goals. Furthermore, an evaluation process encourages counselors to stay up to date on ever changing and challenging academic information and requirements.

Counseling faculty and staff convene during weekly department meetings, attend student development and matriculation meetings, and attend various professional development training sessions in order to stay current in their fields. Although funds for travel and conferences have been extremely limited, whenever possible, one representative is sent and information is subsequently shared. Examples include spring 2012 Region X Career Conference, NADE (National Association for Developmental Education), Kingsborough [New York] College FIPSE Grant, EOPS (Extended Opportunities, Program and Services), ETS (Ensuring Transfer Success), CIAC (California Intersegmental Articulation Council), USD (University of San Diego) Transfer Day, FIDM (Fashion Institute of Design and Merchandising) Educator's Day, Health Careers Workshop, and Supporting Students with Mental Health Challenges. Student Services faculty and staff are also active participants, both in attendance and as presenters, in pre-semester flex week staff development opportunities (I.10).

GC's Counseling department also has a comprehensive training manual which – in short – consists of (but is not limited to) the following information: admissions process, assessment, orientation, advisement, campus resources, information on academic/transfer counseling, career counseling, as well as personal counseling resources.

Self Evaluation
GC provides comprehensive counseling and advising services that meet a wide variety of student needs in different formats. There are many counseling services available to students to assist with educational planning in meeting career and transfer goals. Additional consideration is provided to meet cultural, disability, and personal health needs. There are several innovative programs designed to provide early, targeted, and comprehensive support for student success, including the Freshman Academy, Umoja Program, and EAO.

The College designs, maintains, and evaluates counseling services in direct support of improved service to students and to enhance student success. Counseling services are evaluated through the College's program review process that incorporates a review of KPIs, SLO/SSO data, and survey results. Counselors participate regularly in evaluations, professional development, and training to improve their skills and knowledge of the field. Furthermore, counselors regularly meet to review and discuss key initiatives, strengths, and weaknesses of program offerings.

The institution meets this Standard.

Actionable Improvement Plans
None.

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

Descriptive Summary
Consistent with its mission, GC *is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential, and to developing enlightened leaders and thoughtful citizens for local and global communities.*

The commitment to student understanding and appreciation of diversity is emphasized college wide (IIB.71). The effort includes a general education/institutional student learning outcome (GE/ISLO) focused on cultural competence, which states that Grossmont College students should be able to:

- Demonstrate knowledge of one's own culture as well as others;
- Demonstrate the ability to interact effectively within and across cultures;
- Analyze and describe the impact religion, mass media, politics, economics, technology, environment, and history has on society; and
- Demonstrate the ability to communicate effectively in a language other than one's own.

GE/ISLOs are mapped to the course-level SLOs of the College's GE courses and therefore are emphasized as part of the base curriculum whether in face-to-face or DE environments. Results from the 2011-12 Institutional Survey indicate that 70 percent of full-time and 86 percent of part-time faculty integrate an appreciation of cultural diversity into their GE classes. Sixty-eight percent of students responded that their GE classes contributed to their development of an appreciation of cultural diversity (I.28).

An example of the wide emphasis on diversity within the college curriculum was demonstrated in fall 2011 with the development and completion of the Henrietta Lacks Project that has been mentioned above. It was a multi-disciplinary curricular project examining the many issues raised in the book, *The Immortal Life of Henrietta Lacks*, including race, literacy, biology, and medical ethics.

As mentioned in section II.B.3.b., student clubs, such as the Muslim Student Association, the Forgiven Christian Club, the Spread of Colors – LGBTSSU, and the Student Veteran Organization, work to provide ways for students to meet and/or participate in campus events. Many of these opportunities are provided through the support of the GC World Arts and Culture Committee (WACC) which works to foster a climate of appreciation and respect for the diversity of values, ideas, and cultural expressions represented by GC students, staff, faculty, and surrounding community. WACC strives to accomplish the college mission by bringing cultural events to campus that reflect the GC's place and role in today's global society. WACC – comprised of faculty, staff, and student members – sponsors and celebrates various cultural events during the year, such as:

- a celebration of Mexican Independence 16 de Septiembre, Dia de los Muertos,
- Fall Draw: Exploring Identity through Creativity,
- Butoh Theatre Workshop,
- Black History Month,
- Women's History Month,
- a Celebration of Chinese New Year,
- Brigham Young University's International Folk Dance Ensemble,
- Poet Dunya Mikhail (Literary Arts Festival),
- NPR's Martha Barnette, "A Way with Words", and
- Veteran's Club celebration of Veteran's Day.

Grant applications, forms, registration materials, events, resources, and a photo gallery were added to help reduce delays in the WACC application process and help disseminate information about the purpose of committee (IIB.72).

During the 2010-11 academic year, discussions at both the district and college levels resulted in an organizational structure designed to better guide GC's efforts at providing opportunities for both students and employees alike to engage in activities and initiatives that lead to an understanding and appreciation of diversity. At the district level, BP7100 (IIB.73) outlines the commitment to diversity as follows:

> "The Grossmont-Cuyamaca Community College District (GCCCD) is committed to providing learning and working environments that ensure and promote diversity, equity, and inclusion. People of diverse backgrounds, perspectives, socioeconomic levels, cultures, and abilities are valued, welcomed, and included in all aspects of our organization. GCCCD strives to provide an educational environment that fosters cultural awareness, mutual understanding, and respect that ultimately also benefits the global community."

The GCCCD Diversity, Equity, and Inclusion (DEI) Council was created with the goal of building a culture of inclusivity that promotes global consciousness within District Services and the college community (IIB.74). They have a responsibility to:

- assess progress toward – and disseminate information regarding – diversity and equity;
- recommend meaningful strategies for the improvement of diversity, equity and inclusion;
- oversee the implementation of the committee charge district wide; and
- ensure compliance with relevant laws and regulations.

The College has a Diversity, Equity, and Inclusion Committee (DEIC) whose charge is to build a culture of inclusivity that promotes a global consciousness at GC and its community (IIB.8). Several members of the college DEIC also serve as members on the district DEI Council. The college committee's objective is to provide a welcoming environment that fosters cultural competence, equity, and respect for all employees and students. The DEIC is responsible for assessing progress and disseminating information regarding diversity and

equity, recommending meaningful strategies for improvement, and overseeing the development, implementation, and evaluation of all college wide diversity/equity plans in accordance with Title 5, other federal and state regulations, and GCCCD diversity vision and mission statements. As this is a new initiative, the committee is in the process of gathering and analyzing the baseline data (IIB.75).

Self Evaluation
The College and the GCCCD are committed to a climate for learning that considers diverse perspectives to be a powerful component in the education of every individual, valuing and accommodating both differences and commonalities.

The institution meets this Standard.

Actionable Improvement Plans
None.

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

Descriptive Summary
As part of the program review process, the Admissions and Records office regularly evaluates its instruments and practices to make certain they are effective, consistent, and minimize bias. Toward those goals, the Admissions and Records office has developed long-term goals, identified SSOs, and KPIs. The department is currently on a scheduled six-year cycle for program review that will include a self-assessment, surveys, and various types of feedback from users of the services (I.57). The Admissions and Records office annually updates and reviews student service outcomes to help measure the effectiveness of the services offered. All of these evaluative processes improve the effectiveness of the services offered by the department. For example, this has led to technology enhancements such as online transcript requests, and the creation of a website where students can submit an online application for graduation (IIB.76).

The college application for admission (CCCApply) is available online. This state-developed online application system is constantly evaluated and modified by the CCCApply Steering Committee, on which GC is represented. Admissions and Records staff, Financial Aid officers, and cashiers from Grossmont and Cuyamaca Colleges, along with district Information Systems (IS) staff and accounting representatives, participate in monthly impact team meetings to review and evaluate registration procedures to continue to ensure easy access and navigation of the online registration process. Processes reviewed and evaluated include the class schedule, college academic and fiscal calendars (through the district Calendar Committee), registration processing calendars, deadline for residency determination, priority registration, special part-time high school students registration, registration appointments, enrollment confirmations, online application system, online registration system, waitlist procedures, add code lists, parking, drop for nonpayment, and various important deadlines.

Students are referred to the Assessment office that is responsible for providing assessments for placement into courses such as math, English, ESL, and chemistry. The effectiveness of English, math, and ESL placement instruments and practices is validated according to state guidelines.

Students currently register for the assessment tests online via WebAdvisor. Special session procedures are available through the Assessment office for programs such as International Students and EAO (IIB.77). Most special programs also provide workshops, orientations, and/or group advising sessions. Students requiring accommodations for a disability are assisted through the DSPS office. Additionally, GC offers assessment tests at the feeder high schools to provide easy access to the College for local high school students.

Preparatory materials are available as well. For example, students are encouraged to review *Mathland,* a booklet that samples typical problems from each math course offered to provide additional information allowing students to confirm their math placement results (IIB.78). The assessment website also provides practice tests. This coming spring, Math faculty will be holding math assessment workshops both onsite and at local high schools to better prepare students for the assessment test.

GC utilizes the concept of "multiple measures" in applying assessment results to individual students and provides helpful information to ensure students are appropriately advised with their placement. Students are regularly referred to specifically identified faculty to assist in assessment review if there are any questions as to a student's placement results. English and Math faculty are also encouraged to provide in-class assessments the first week of classes to again make adjustments to meet individual needs. The Math and English departments have also worked in various ways to allow for better placement of students into the correct level of college courses. After reviewing math placement and student success data, the Math department worked with RPIE and colleagues at Cuyamaca College to adjust their cut scores so that students were more accurately assessed into the appropriate level of math (IIB.79).

GC will be piloting a new assessment instrument (Accuplacer) in fall 2013, with full implementation planned for spring 2014. This change will greatly assist staff in collecting immediate data regarding assessment results and will be utilized in making institutional decisions, such as in the area of enrollment management. The RPIE office will continue to work with Math, English and Counseling faculty to validate the effectiveness of the tool while minimizing bias.

Faculty are continuously looking for ways to work with peers at both the high school and university levels to ensure smooth transitions for students. In an example that involves collaboration with the local high schools, the English department participated in a pilot project with West Hills High School in which curriculum alignment between the high school and GC was emphasized. To participate, students had to: 1) graduate from West Hills High School, 2) earn an A or B in both semesters of senior English at West Hills High School, 3) take the GC placement test, and 4) enroll in English 120 during the first semester after high school graduation. The pilot project began in fall 2009 and resulted in 83 percent of 35

student participants earning a "C" grade or better relative to 70 percent of the comparison group (IIB.80). These successes have been repeated in subsequent semesters and efforts are underway to expand the effort to other area high schools. Both Math and English also participate in the Early Assessment Program (EAP), a collaborative effort between the California State University (CSU), the California Department of Education, and the State Board of Education, to determine the readiness of high school students to do college-level work.

English, Math, and ESL anticipate that Assembly Bill 743 will set up one standardized computerized assessment test in each of the three disciplines for use by community colleges throughout the state. A new computer lab has been instituted in an area inside the Assessment office that is located in the recently renovated Student Services and Administration building to facilitate computerized assessment.

Self Evaluation
The College assures regular and thorough evaluation of Admissions and Records processes and procedures to assure optimum service and access to students and the entire campus community. The Admissions and Records annual planning process, feedback surveys, KPIs, and long-term planning ensure that the College evaluates the effectiveness of processes and procedures for students.

The placement test validation process assures accessibility and effectively maximizes the potential for accurate placement of students into appropriate English, math, and ESL courses. These statewide assessments are regularly normed thus minimizing cultural and linguistic biases. By implementing Accuplacer, the College and RPIE will incorporate a process to validate the assessment results.

The College will continue monitoring statewide efforts resulting from the Student Success Act such as one standardized placement exam for English, math, and ESL.

The institution meets this Standard.

Actionable Improvement Plans
None.

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

Descriptive Summary
The GCCCD governing board policies outline the maintenance and security of student records (IIB.81) as mandated by federal regulations, California Education Code, and the California Code of Regulations, Title 5. Recovery from accidents or disasters is made possible by a database backup system on a nightly basis for all student records in IS. Student

records located in the document imaging system are backed up with compact discs. Back-ups are maintained on a continual basis and are stored off-campus for each college. GC's back-up information is located at Cuyamaca College, and Cuyamaca's information is located at Grossmont College. The district IS department is responsible for ensuring safe backup and security of all permanent student records. Both microfiche and hard copy records are housed securely on-site in the Admissions and Records office. A document imaging system (ImageNow) is used to scan student records and incoming transcripts. The Admissions and Records office is in the process of converting all microfilm student records to imaged files that can be integrated into the current imaging system. This conversion will enhance record keeping, retention and security.

All online grades are protected via students and faculty login to WebAdvisor and to authorized staff via individual login to the SRS (Colleague). Offline grades are protected in the Admissions and Records vault using key card entry. The security, confidentiality, and backup of student records are based on the following four classifications:

Class 1 – Permanent Student Records
The College maintains Class 1 records such as transcripts, admission applications (CCC Apply), official grades and supporting documents such as grade change forms, application for independent study, California nonresident tuition, and exemption request. The Active Military Duty Certification is maintained in the College's Admissions and Records/Veterans Affairs (VA) office.

Class 2 – Optional Student Records
Optional student records are placed, within one year, in a pending status for further review and classification. Example: Receipt of academic transcripts from other colleges where there is no admissions application on file.

Class 3 – Disposable Records
Most disposable records are maintained at the College from three to five years after the student is no longer enrolled and in need of additional student support services. Class 3 records are kept on campus in various offices such as Admissions and Records, Financial Aid and EOPS, Evaluations, Counseling, Nursing, Health Services, Instruction, office of the vice president of Student Services, DSPS, Veterans Affairs, Student Affairs, and the Cashier's office. Thereafter, student records are transferred to the district warehouse for disposal. Examples include transcripts from former colleges when the student has no admissions record on file, administrative drop forms, proof of prerequisite, special part-time applications for high school and joint-diploma students, VA benefits, and financial aid.

Not Classified (NC)
These records include forms and communications containing identifiable student information that is not considered part of a permanent student record. For example, counseling referral forms and certain other unrelated correspondence between student and staff. These documents are usually stored in a special filing area and discarded after one year. Some documents are retained in designated offices within student

services areas such as International Admissions, Admissions and Records, VA, DSPS, EOPS, and Student Affairs.

The GCCCD Board Policy 5040 (IIB.81) details the maintenance of student records and accords to students all rights under the Family Educational Rights and Privacy Act. The chancellor may direct the implementation of appropriate safeguards to assure that student records cannot be accessed or modified by any person not authorized to do so.

Furthermore, the Grossmont College Catalog states the following:

> "Grossmont College accords to students all rights under the Family Educational Rights and Privacy Act (FERPA). No one outside the institution shall have access to nor will the institution disclose any information from the students' education records without the written consent of students except to officials of other institutions in which students seek to enroll, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons. At Grossmont College, only those employees acting in the students' educational interest are allowed access to student education records within the limitations of their need to know.

> The Act provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if the decisions of the hearing panels are unacceptable. The Dean of Counseling and Enrollment Services has been designated by the institution to coordinate the inspection and review procedures for student education records."

In cooperation with the District, GC has responded to the needs of the students for greater access to their own information via WebAdvisor. The College has phased out using social security numbers to identify students. As of 2008, the new Datatel student records system randomly issues identification numbers as students apply to the College. Older records were converted to identification numbers at the time of the conversion. The system assigns a six-digit password to every student. Students are advised to change/personalize this password the first time they log into WebAdvisor.

Self Evaluation
The College maintains hard copies, microfiche, and electronic imaged copies of student records permanently, securely, and confidentially onsite. Electronic backups are secured off-site by IS and original microfilm reels are in a secure deposit with the County of San Diego. The College publishes and follows established polices for release of student records and publishes the policy for maintaining and securing student records in the college catalog.

The institution meets this Standard.

Actionable Improvement Plans
None.

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

Descriptive Summary
The GC planning process consists of a six-year strategic planning cycle that integrates with annual planning, budget, and program review processes. Annual planning occurs after the identification of annual institutional planning goals that are selected from the strategic goals established within the Strategic Plan (I.49, I.70).

Student Services are currently linked to the six-year program review cycle and the College ensures the adequacy and efficacy of its student services through the integrated program review process, SLO/SSO assessment, KPIs, student satisfaction surveys, point-of-service surveys, other student feedback mechanisms, employee satisfaction surveys, and student matriculation and completion measures. Additionally, Student Services reviews program and service delivery during department, division, and management meetings, ensuring ongoing improvements.

In recent reviews of the College's program review processes, discussions and planning took place throughout the campus – and specifically in Student Services – in order to reformulate the method for evaluation and assessment and to adopt a strategy similar to the Academic Affairs program review process. Beginning in summer 2011, the Students Services division kicked-off a regular review of student support services through a revised Student Services program review process. All student services departments and programs will have undergone review using the new process by the conclusion of the spring 2013 semester.

The review process is collaborative and inclusive of staff, faculty, administrators, and students in identifying those things that the institution does well, examining those areas where the institution can benefit from improvement, and utilizing data to inform the decisions that the institution makes. Results are analyzed and acted upon for improvement as part of the ongoing effectiveness evaluation cycle associated with the GC Strategic Plan (I.2). To this end, student services programs are mission driven with established goals, objectives, and measurements.

In 2009, GC developed student service outcomes (SSOs) for all student service programs and service areas. These SSOs are evaluated annually through student surveys and assessments, with assessment data for programs and service areas at various levels and/or stages. After analyzing the assessment results, programs work with RPIE and the SLO Coordinator to develop action plans for improvement of services, or – if necessary – revise the methodology of the SSO. For example, as a result of their SSO assessment, the Counseling department is working to develop and implement more extensive online services, including a state-of-the

art orientation and new student advisement tool (Cynosure), which will be implemented in fall 2013.

Student surveys, such as the Student Satisfaction Survey, capture important student feedback that is used to adjust programs and services to better meet student needs. The fall 2011 survey indicated that a majority of students were satisfied – or very satisfied – with Student Services (I.43). For example, one question asked was, "Did the Grossmont College Counseling Center services help you to identify personal, academic, and other resources to assist you to achieve your educational goals?" The response – out of 1,072 respondents – was very positive, with 77.6 percent stating "Yes".

Based on the GC planning process of formal, ongoing review of programs and services, as well as data analysis used to make continuous enhancements to the delivery of information to students, the campus has seen improvement and innovation.

Self Evaluation
The College has a comprehensive process for evaluating the quality of its student support services and ensuring that they support student learning and enhance the College's mission. SLOs, SSOs, and KPIs have been defined for the College's student support programs, and their assessment has been integrated into the regular evaluation processes of the institution.

The institution meets this Standard.

Actionable Improvement Plans
None.

STANDARD IIC - LIBRARY AND LEARNING SUPPORT SERVICES

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1. **The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.**

Descriptive Summary

The Learning and Technology Resource Center (LTRC) was extensively remodeled and upgraded in 2004 and is a tri-level, 46,650 square foot facility in the center of campus. This building and the student academic support services that it houses are the centerpiece of the campus and it is always bustling with activity. At any time of day students can be seen meeting for study groups, checking out books, using any of the many available computers, getting help from librarians and tutors, and even napping in some of the more comfortable chairs. The LTRC has two main sections: the library occupies the north side of the building, and the Tech Mall is on the south side with computer labs and tutoring centers. In addition, the Printing Department is located on the west side of the building. The lower level of the LTRC houses Creative Services, Instructional Media Services (IMS), and a conference room that has video-conferencing capabilities. These services fall under the umbrella of the Learning and Technology Resources (LTR) division, overseen by the Dean of Learning & Technology Resources. This administrative structure allows for close collaboration between these learning support services. For example, hours for the library and the Tech Mall are coordinated to extend overall student access based on times that are in highest demand.

Library Services

Full-time staffing for the Grossmont College (GC) library includes four faculty librarians and six full-time classified staff. While faculty staffing has been reduced due to retirements in the last couple of years, GC has provided funding for the library to maintain a strong level of services through part-time support. The hourly library staff includes six part-time faculty that equal approximately 1.5 FTEF, as well as a varying number of work study and regular student workers. *Standards of Practice for California Community College Library Faculty and Programs* lists minimum standards for numbers of library faculty and support staff based on student FTES (IIC.9). According to these standards, the College should add additional faculty and support staff.

The library houses study carrels, computers, a copy station, group study rooms, and print periodicals and books, among many other resources. There is also a 28-seat classroom/learning laboratory dedicated to library instruction. The library's online resources are as robust as its in-house resources, with information sources that include electronic books, online forms, online tutorials, online flyers, chat reference services, and a large cadre of remotely accessible databases (IIB.28). It also supplies material using interlibrary lending services with other local, state, and national libraries. Specific facilities include 79 computers available for student use on its two floors, supported by three black and white printers and one color printer. Each computer offers the full suite of Microsoft Office software, audio-video capabilities, and Internet access. Two of the computers offer ADA compliant software (text-to-speech and screen text enlargement) and wheelchair access. One color copier, as well as four black and white copiers, and a change machine, are also available to make copies from print material. Other equipment/facilities available to students are calculators, headphones, webcams, four audio/video viewing stations, a scanner connected to 38 library computers, 16 laptops, wireless Internet access, and 13 group study rooms, eight of which offer audio-visual equipment as well as computers or laptops, enabling students to work collaboratively on group projects. Approximately 245 seats that are not dedicated to computer or other use, including individual seating, study tables, and study carrels are available in the library. Four carrels are also equipped for video/DVD viewing. There is also an area called the "e-Chat Cafe," with ten chairs, four portable computer tables and four footstools where students may relax and use their own laptops.

The atmosphere of the library as a hub of campus life for students is augmented by displaying student artwork in the vestibule area of the library, as well as in library main floor display cases. The library collaborates with other departments to showcases items; for instance, in 2011, working with the English department as part of a campus wide interdisciplinary effort, it hosted a display about Henrietta Lacks complete with student artwork, bioethical materials, and a PowerPoint timeline. Digital display monitors mounted on the walls continuously show slides that market and promote library resources and services as well as campus events.

Learning Support Services
Learning centers and computer labs that operate in the Tech Mall – and in other campus locations – serve as auxiliary learning support systems for students (IIC.1). They operate independently, but cooperatively, with the LTR division and other academic areas, such as English, math, and biology. These diverse learning centers and laboratories are briefly listed and described below.

The main area in the Tech Mall is a large general-use computer lab, which occupies the center or mall area of the first floor. It is referred to as the Open Computer Lab (OCL) (IIC.2). The OCL houses approximately 175 computers, of which approximately seven that are ADA accessible and another 15 that have assistive technology installed. All machines have Windows 7 operating systems and Microsoft Office software. Some machines also have course-specific software installed, as requested by faculty and/or students, or to meet program needs. The OCL serves, on average, over 6,000 students per week (IIC.3). In addition to a dedicated learning assistance center specialist and a computer lab technician

who are in charge of the daily operations of the lab, the OCL employs numerous student workers to assist students with basic computing and printing questions. In addition, rooms 70-103 and 70-104 are computer labs, each housing approximately 30 computers, available to faculty who wish to bring their classes in for an orientation to particular software, Internet research, or computer-assisted lessons.

The Assistive Technology Center (ATC) provides computer support and training for disabled students. ATC houses 14 specialized student stations (computers with various software designed to assist students with disabilities). The ATC serves about 150 students per semester (IIC.4).

The Biology Learning Center – located on the first floor of Building 30, in room 30-162 – is available to students currently enrolled in Biology 140, 144, 145. It houses equipment for anatomy and physiology students such as microscopes, models, skeletons, slides, software, CD histology, videotapes. It also serves as a place to study and for drop-in tutoring, both individual and group, at times to be scheduled and advertised each semester.

Business Office Technology (BOT) has three labs located in the Tech Mall. Two of the labs, one (room 70-126) containing 25 computers and the other (room 70-134) with 36, are used for BOT classes and the Office Professional Training (OPT) program. The third lab (room 70-131) contains 72 computers with two accessible printers and is used for open-entry/open-exit classes in which students learn software applications at their own pace. BOT labs serve approximately 1,400 students per semester.

The Chemistry Learning Center – located in room 30-252 – is available to students enrolled in specific classes. Computer software, with extensive sets of chemistry problems, drills and experiments, is available. Instructor assistance is available at various times of the day and evening. These times are posted in the chemistry area each semester.

The Computer Science and Information Systems (CSIS) labs are located in rooms 55-530, 55-531, 55-532, 55-533 and 55-534 with the five labs sharing approximately 135 stations. Two are used mainly for instruction and the remaining three are "open" labs where students are able to receive tutoring on course-related software. In addition, the same software is loaded on some of the computers in the Tech Mall. CSIS open labs serve about 2,000 students per semester.

The Digital Media Arts Center (DMAC) (room 20-105) houses 25 Mac mini computers with Cintiq monitors that have interactive, professional pen technology. DMAC also houses four Epson color, photo-quality printers plus two larger Epson photo-quality printers. These computers host specialized software such as Adobe Premium Suite, Corel Painter, iLife Suite, and Office 2004. Students can receive specialized tutoring from a faculty member during posted hours.

The English Reading Annex is located in building 53, room 545. It is used only by students enrolled in reading courses offered through the English department. It houses instructional and testing materials for those courses, a small library of novels available to reading students

for check-out, cabinets for instructors to store instructional materials, along with 28 computers that offer specialized software to assist students in improving their reading speed, comprehension, and vocabulary. The learning skills coordinator, who reports to the English department, has direct oversight over the Annex. The Reading Annex serves approximately 600-700 students per semester, depending on the number of reading courses offered.

The <u>English Writing Center</u> (EWC) is located in the Tech Mall in room 70-119. The EWC has tutors who are recruited and trained by the lab specialist and faculty coordinator. The EWC has ten computers equipped with word processing tutorials, grammar and writing software, ESL tutorial software, and tutors who are available to help students with the software applications. Tutoring in the EWC occurs on a one-on-one basis or in small groups. The EWC serves overs 6,000 students per semester (IIC.5).

The <u>English as Second Language/Independent Studies</u> (ESL/IS) is located in the Tech Mall in room 70-122. This lab is used for class assignments by students for whom English is not their native language. The lab is also used for English instructors to teach basic-level English courses. Room 70-122, equipped with 30 computers, facilitates lab requirements for both ESL and English 90 students. The ESL/IS lab serves about approximately 400 students per semester.

The <u>Math Study Center</u> (MSC) is located in the Tech Mall in rooms 70-112 and 70-113. The MSC operates two labs. Sharing 59 designated computers in total, one lab has computers with tutorial software and provides one-on-one or group tutoring, and the other lab is used for math instructors needing technology/equipment for enhanced student learning. The computers contain a number of math software and tutorial programs. Instructor-referred tutors who meet the qualifications to tutor different levels of math perform one-on-one and group tutoring sessions for students in need of assistance. The MSC serves an average of 1,500 students per semester (IIC.6, IIC.7).

In addition to the specific learning centers on campus, the College has also allocated funds through its annual planning process to support discipline-specific tutoring in other areas around campus (such as earth sciences, physics, music, humanities, and theatre arts), a de-centralized concept that allows tutoring to occur in closer proximity to faculty offices and classrooms typically used for those disciplines (I.67, I.68).

More student feedback would help GC improve its tutoring center services so the College initiated a survey in fall 2012 to collect more data (IIC.8). Although these surveys represent a relatively small number of students using the tutoring services, this preliminary attempt to systematically evaluate the effectiveness of tutoring on campus has been very useful. The most gratifying result is that we have learned most students generally feel positive about the tutoring services. For example, 75 to 100 percent of students would recommend the center to others (depending on the center surveyed). The second major conclusion was that more than half of the students were interested in using online tutoring. As a result, in fall 2013, GC plans to pilot "Smart Thinking", an on-demand, online tutoring service. Finally, the survey questions and response options were evaluated and need to be modified. It is probably not going to be possible to keep all the questions the same for each survey. Questions may need

to be developed with input from the students who are using the services. Center-specific data will be passed on to those running the centers so that they can examine the results and decide if they would like to implement any additional changes to their methods as well.

Self Evaluation
GC has made library and student learning support services a high priority. Even with the ongoing repercussions of the 2008 economic recession and continuing financial shortages, GC's learning support services have still been able to supply more than adequate depth, variety, currency, and quantity, as well as online offerings comparable to in-house holdings.

The institution meets this Standard.

Actionable Improvement Plans
- GC will continue to monitor and assess the level and effectiveness of services available online for DE students.

II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary
Library collections consist of 77,000 print books, over 100 print periodical subscriptions, 2,000 DVDs and videos, 350 CDs, and a growing collection of streaming videos - currently numbering 15,500 full-length videos. Students and faculty also have access to a combined collection of videos that are shared with other local community colleges through a membership in the San Diego Imperial County Community College Association (SDICCCA). The GC library collection also includes digital access to over 28,000 e-books, almost 3,000 e-reference books, and numerous electronic periodicals, which are accessible through its over 40 online databases (IIC.10). Electronic materials, including database subscriptions and electronic books, are selected and renewed through the Community College Library Consortium (CCLC) in conjunction with the Council of Chief Librarians Electronic Access Resources Committee (CCL-EAR). The library supplements its print collection with interlibrary loans from Cuyamaca, San Diego State University (SDSU) and other libraries throughout the United States. The library employs a courier to expedite student requests for materials from Cuyamaca and SDSU, allowing materials to be delivered within a one to three day period. The library offers reserve course material such as books, articles, and videos that are used for instructional support.   Reference services are available through various modalities: face-to-face and by phone during open library hours, and 24/7 live chat offered through the "Ask-a-Librarian" service.

Library systems, such as Sirsi, the online library catalog system, and the Library Instruction Lab (LIL) are supported and maintained by the district Information Systems (IS) department. The College's Instructional Computing Services (ICS) department supports the student use

computers in the library. Library equipment is selected and maintained as a part of the library's annual program review update process (IIC.11) and the GC Technology Plan (I.34).

The reference desk area is a focal point for student support services in the library, offering everything from directions and computer support, to individualized help for students at one of the five computers behind the reference desk. This encourages students to work with the librarian as a partner on intensive research requests.

The library website (IIB.28), which will be upgraded in tandem with the planned upgrade of the GC website, is comprehensive in its offerings. The website is a user-friendly portal to the library catalog, the e-book collection, streaming videos, on-line databases, tutorials on library research, collections of Internet resources, forms and flyers, and interlibrary loan request forms. The website is available from both on and off campus to anyone with an Internet connection.

Library faculty and staff work with college instructional faculty to ensure that library resources support student learning needs. Librarians are assigned as liaisons to each of the College's instructional departments to facilitate communication and collaboration regarding selection and acquisition of library books, journals and databases. The librarians select general reference materials, periodicals, media, and electronic databases according to their subject expertise. Selection criteria are set forth in the Collection Development Policy (CDP) (IIC.12). The CDP is developed in consultation between faculty within the discipline and the library liaison assigned to that department (IIC.13). The CDP outlines the type of material to be selected or de-selected, the currency of materials, relevance to the program, formats to collect, and any specific areas defined by the department. Additionally, whenever a new or revised course is requested through the Curriculum Committee, a form must be submitted to that Committee which includes the library liaison or department chair sign-off – as to whether there are adequate library resources or if further investigation and acquisition of resources are needed.

Web-based course guides are another way of using faculty expertise to support student learning. In spring 2011, collaboration between library and nursing faculty took place in order to design a web-based subject guide. This guide was created to provide information about library resources for the nursing subject area and will help nursing students find books, articles, videos, and more to aid them with their research. It helps organize material for the student, introduces them to authoritative resources, and connects them to the library and a librarian, giving a more personal touch. All resources are vetted through a librarian and subject area instructor for addition to the guide.

Beginning fall 2011, web-based course guides are being created for each class attending a library instruction session. The guides are designed to reinforce student learning after a library session and can be viewed on mobile devices. Statistics on the number of views per guide are generated. For example, Respiratory Therapy guides were viewed 893 times within the first month of publication. Collaboration with area instructors will be mandatory on all future guides. All guides will be easily accessible from the library homepage's "Research Guides" link (IIC.14). Success is noted when instructors return to bring additional classes for

library instruction, and when instructors report that the quality of cited sources in student papers improved after library instruction. Here are just two examples of feedback from students who have used the guides:

"I loved that we took this class today because I really felt it was very very helpful. I also take an argumentation and debate class and found this helpful for that as well. Last night I was struggling on google and bing looking for credible sources and even while searching in the advanced search I still had trouble. Today I found more info in one hour than I did last night when I was working on it. I wish I had learned about this earlier."

"The instructor was very helpful and made it interesting to learn about all this. It's very useful, and descriptive, the website is so easy to use! Like google only more reliable!"

Over the last two to three years, the College has provided additional financial resources to purchase books and other learning materials (I.66, I.67). Specific forms of communication with instructional faculty about learning resources needs include: 1) a request for purchase form available on the library website for instructors to submit individualized requests; 2) information exchanged during Chairs and Coordinators meetings; 3) one librarian always serves on the Grossmont Curriculum Committee to stay current on instructional needs; 4) one librarian sits on the Program Review Committee to note program needs and changes; 5) one librarian served on the P&RC to keep library and learning support services in those discussions; and 6) a new marketing survey completed in December 2011 (IIC.15).

Also, librarians with specialty areas communicate closely with instructional faculty. For instance, the media librarian informs faculty about media consortium availabilities, streaming video options, and media databases that might be useful. At the same time, she considers faculty media requests for purchase – and other suggestions and requests – top priorities. Another example is the periodicals/databases librarian, who works directly with departments, programs, and individual faculty members to identify databases and journals specific to their needs. At the same time, she receives and evaluates faculty requests for database purchase, as evidenced by the acquisition of ARTstor, upon recommendation from the Art Department. And finally, the instruction librarian interacts with faculty members on an ongoing basis: learning what curriculum they are teaching and encouraging their suggestions whenever she gives a focused library instruction session in LIL.

LTR classified staff members also work very closely with instructional faculty, providing dedicated support to specific areas, such as course reserves, electronic reserves, periodicals, acquisitions, media services, interlibrary loan, and technical services.

The library assesses the effectiveness of its resources through:

- monthly circulation statistics for materials checked out in the areas of reserves, regular circulation, media, and interlibrary loan;
- technical services statistics on items added, changed, or withdrawn;
- information on demand through the reports modules in all library databases. These data are analyzed to: 1) ensure that there is a minimum of duplication of materials in

the various formats in which they are offered, 2) need for future possible purchases, and 3) possible de-selection of materials;
- review of resources, such as *Choice* and *Library Journal* and those sources' "Best" lists to ensure that the collection conforms to standard community college needs;
- guides such as *Standards of Practice for California Community College Library Faculty and Programs* (IIC.9) and *ALA/ARL Statistics and Trends* (IIC.16); and
- responses compiled from individual departments' program reviews on their evaluation of library resources for their department. Adjustments are made based on these responses (IIC.17).

It should also be noted that books are collected based on a complex formula (IIC.18) that includes full-time equivalent students (FTES), full-time equivalent faculty (FTEF), and weekly student contact hours (WSCH), among other numbers, in order to ensure that all departments are supported according to their needs and size.

The library also established instructional support outcomes (ISOs) for each of the three public service desks, plus the interlibrary loan service (IIC.19). Through the use of student satisfaction surveys, students are asked to identify whether their information needs were met.

Distance education (DE) students are well supported through a library webpage that includes online tutorials, links to various resources, and an "Ask a Librarian" help function. The LTR dean is the administrator responsible for DE. The LTR dean co-chairs (along with a faculty member) the Teaching and Technology Learning Committee (TTLC), allowing her to maintain an open line of communication with DE faculty about library resources. A library faculty member, who garners input on a monthly basis, also serves on that committee (IIB.10).

The library collection is made available to DE students through an EZ Proxy server that authenticates their enrollment and then allows them access to electronic books, streaming videos, and periodical articles. Additionally, students are able to make online requests for books and articles via an interlibrary loan form and a purchase request form. Other resources for DE students include online tutorials, instructional handouts, online research guides, and online chat reference. In addition, students accessing Blackboard are provided with a link to a summary of library services specific to DE needs.

Approximately 80 computers in the library and approximately 175 computers in the Tech Mall are available for all students to use in support of their classes. The 2011 DE report indicates that more than half of GC's DE students live within the GCCCD boundary. These students may use the same equipment available to GC's on-campus students (I.29). Anyone on campus can also take advantage of the wide availability of Wi-Fi "hot spots" to connect to the Internet with their own portable devices (IIC.20).

Feedback provided during the 2011-12 Institutional Survey indicated that 74 percent of student respondents agreed that the library's collection of both on-campus and online resources are adequate to meet the needs of their educational programs. Likewise, greater than 75 percent of the faculty felt the same way about on-campus resources and greater than

66 percent felt that online resources were adequate. In addition, 76 percent of the students felt that access to computer labs was adequate to meet their needs (I.28).

Self Evaluation

The librarians use program review and other assessment processes to determine the degree to which the library is enhancing the achievement of student learning and instructional support outcomes. In addition, they have monitored student achievement of course objectives through traditional testing. Selection of materials is based upon recommendation by librarians, input from students and faculty, and the availability of funds. The institution demonstrates that its collection is adequate for current demands, despite a lack of funding to expand its holdings. Through adroit use of resources, such as participation in arrangements with other libraries and a media consortium, the institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery. The availability of electronic databases has significantly changed the way in which students access research materials. The demands for currency in instruction and for immediate access by students have necessitated subscription to more electronic databases, as well as provision of more computer access.

The institution meets this Standard.

Actionable Improvement Plans

None.

II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

Fostering student competency in methods of searching for – and evaluating – information is at the foundation of the library instruction program. Librarians teach information competencies using a variety of means. The library's instructional modes are informed by the *ACRL Guidelines for Instruction Programs in Academic Libraries* and include:

- the reference interview, conducted with students seeking help at the reference desk, which is librarian-staffed all the hours the library is open and which serves as the library's primary point of service. The librarians actively approach encounters at the reference desk as "teachable moments," as students come to the desk with a need for information and are then most receptive to instruction and guidance in the use of the online catalog and/or subscription databases. Additionally, librarians offer individualized research appointments for students who require in-depth guidance;
- hybrid/distance learning is employed in the one unit Library Information Resources (LIR) 110 course, "Research Methods in an Online World;"
- group instruction in library (or campus) classrooms is offered through instructor-requested instruction, specific to their course needs, in a 75-minute, hands-on session;

- web tutorials are available to students and are also assigned as homework by instructors. These include a text-based tutorial that teaches students the research process and a multimedia tutorial that introduces students to library resources and the basics of information competencies;
- digital and print instruction resources in the form of handouts and guides that are available on a variety of topics such as evaluating information, avoiding plagiarism, and selecting scholarly resources;
- asynchronous modes of instruction, such as the library's Blog, Facebook, and Library Tour webpages, are employed to give students up-to-date information about library resources and services; and
- synchronous modes of instruction, such as chat reference available 24/7 through Question Point, which is a reference management system that utilizes chat and email to provide students with reference assistance via a local and global library cooperative.

In 2010, the librarians implemented a new model of offering reference services, changing from the traditional "show and go" model, in which students observe the librarian demonstrating searches, to a "point-of-need, active-learning model" in which students work at one of four computers located behind the reference desk and receive guided research instruction from a librarian. GC librarians published the article "A New Service Model for the Reference Desk: The Student Research Center" to share this reference model with anyone interested from the library profession (IIC.21).

Students enrolled in the one-unit LIR 110 course complete modules on creating effective search strategies, finding and evaluating scholarly sources, documenting retrieved information, and using information ethically. SLOs are implemented for LIR 110, the instruction sessions, and the online multimedia tutorial; these SLOs are evaluated and revised on an ongoing basis.

The College's commitment to information competency is evidenced in the dedication of a 28-station computer lab, the LIL. LIL is a smart classroom that is wholly dedicated to library instruction. At the request of faculty from various disciplines, LIL is used for in-library instruction sessions offered by librarians. Librarians tailor sessions to individual course assignments and create course-level online research guides to reinforce learning after the library instruction session. Students learn search strategies, the differences between the databases, how to search the library catalog, how to evaluate information sources, and how to use information ethically. Librarians also offer term paper clinics towards the end of each semester in which students may drop by LIL during advertised times to receive personalized research guidance.

The library has formed a partnership with the Freshman Academy that launched in fall 2012. In collaboration with the Freshman Academy coordinators, librarians created hands-on library skills activities to provide contextualized learning in Freshman Academy cohorts to enhance students' information competencies.

The library website provides information 24/7 to on-campus students working off-site as well as to DE students. One section of the library website covers "library instruction" that includes information for faculty, instruction request forms, fliers, and other instructional materials, as well as access to online tutorials. To meet the information literacy needs of DE students in particular, the library offers online tutorials that teach the research process; instructors, particularly the English and Counseling faculty, frequently assign the tutorials in various disciplines as homework assignments (IIC.22). An electronic resource page tailored for students taking online classes was developed to foster a library presence in DE courses. The "Library Resources for Online Students" webpage is included in the Model Blackboard Container, giving instructors a convenient means of supporting and improving their online students' research skills (IIC.23). The library also provides a series of handouts available on the website in both written and podcast format covering library research (IIC.24). A web-based library tour in both written and podcast format explains library services to DE and on-campus students (IIC.25). Outreach to help students understand what library resources and services are available to help them include a Facebook page, a library blog, a virtual library tour, and a YouTube channel. Finally, if students are having trouble finding the information that they need, "Ask Us Now!" reminders that 24/7 assistance are available are placed strategically on the library website to direct them to the live chat/email service.

Outreach to faculty to help them understand what is available to their students includes a weekly article in the *The Loop* staff newsletter and professional development workshops as needed each semester. Of particular importance to faculty are copyright workshops and one-on-one guidance to faculty in copyright and plagiarism principles that the instruction librarian offers as needed (IIC.26).

Self Evaluation
Library ISOs support the College's informational and technological literacy GE/ISLO that states that students will, "conduct research, critically assess, utilize, and cite information." (I.9). Library department SLOs are based on the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education (IIC.27). Librarians are developing ACRL Standards-based exercises for use in instructor-requested sessions (IIC.28).

Students enrolled in English 120 (College Composition and Reading) have been designated as the library's target group to assess library SLOs; this decision was reached in collaboration with the English Department. English 120 is a required course for transfer and degree/certificate students so this ensures that a majority of students receive instruction in information competencies. English faculty schedule face-to-face library instruction for their sections or assign as homework the library's online tutorial. The library staff compiled statistics for the English Department's 2012 program review. Statistics showed that the total number of library instruction sessions taught to English students was 363 sessions, with the total number of English students taught equaling 8,189. The total number of English students completing library online tutorials was 2,655 (IIC.29).

Students answer identical quiz questions in both the online tutorial and face-to-face instruction sessions, and it is this quiz that is the assessment instrument for the library's

SLOs (IIC.30). Quiz results provide quantitative evidence of learning and are compiled, analyzed, and assessed annually for instruction and improvement (IIC.31). The online tutorial is often assigned as homework by faculty in the English and the Counseling departments. Librarians use both quantitative data from quiz results along with qualitative feedback – such as student reflections – to assess library instruction (IIC.32). In addition, Counseling 130 students, after completing the library's online tutorial as homework, are asked in their final exam to reflect on the information competency skills they learned from the tutorial (IIC.33). Instructor-requested instruction sessions are also assessed qualitatively by means of written student reflections on the tools and concepts learned during their library session. Librarians receive feedback from instructors about the effectiveness of the sessions by means of an online form that is sent as follow-up after instruction sessions (IIC.34). The one-unit LIR 110 SLOs are assessed each semester, with the assessment results and analysis reported to the College's SLO coordinator by means of the SLO section of the annual program review update (IIC.35).

The institution meets this Standard.

Actionable Improvement Plans
None.

II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary
The Tech Mall is open 59 hours per week during the regular semester (Monday - Thursday from 8:00 a.m. to 9:00 p.m. and Friday from 8:00 a.m. to 3:00 p.m.). The numerous learning assistance centers located in the Tech Mall have varying hours (IIB.2). All of these centers are currently closed on the weekend. The library is open a total of 55 hours per week: 8:00 a.m. to 8:00 p.m. Monday through Thursday, and 8:00 a.m. to 3:00 p.m. Fridays. It is closed weekends. To compensate for the 8:00 p.m. closure, the adjacent Tech Mall is open until 9:00 p.m. Monday through Thursday, so students may still access journal databases, electronic books, and other library resources via the website.

During open hours, library staff is always on duty to serve users at the three public service desks: reference, circulation, and the media desk. The circulation desk has served 109,800 to 157,825 patrons per semester over the last 10 semesters and the reference desk has fielded from 2,891 to 7,476 student questions per semester over the same time frame (IIC.36). In summer 2010, a new service point, "Behind-The-Desk Reference", was initiated to better serve students. Three computers were added to the reference desk area, so that students could work as a team, with the librarian, to get the research help they need – close by, on demand, and with maximum collaboration. This new service alone has answered an average of 1,500 student questions per semester in the past three semesters.

Besides in-person help, the library has a very strong online presence. Almost any type of resource found in-house is accessible online at the library's ADA Section 508-compliant website, www.grossmont.edu/library. This includes a collection of over 30,000 electronic books, over 30 databases with hundreds of thousands of periodical articles, online tutorials, online help handouts, online reference tools, online forms such as interlibrary loan (ILL) requests and requests for purchase, and chat with a librarian capability, all available 24/7, most including holidays. The databases and electronic books are proprietary, and therefore users must authenticate themselves with a username and password through an EZProxy server. Students are able to access the online resources from campus computers, logging into the wireless network, or from off-campus by signing in using EZProxy. Students are also able to renew books online through the library catalog. The online catalog, instruction handouts, social media, and periodicals list on the website are freely available 24/7. There is access to Ask-A-Librarian, online tutorials, FAQs, and an impressive compilation of other useful reference links. Students using the Ask-A-Librarian online chat service are helped immediately, 24/7. Instructors or library staff may inform students of these resources, but any students accessing Blackboard for their classes will also find a quick link that summarizes library resources as well.

Students who are disabled can make use of the library's two computers that contain extra software for students with disabilities. Further, the reference desk has a low counter to serve persons in wheelchairs. Library employees will retrieve material for any student who needs that service due to a disability.

Self Evaluation
Prior to the 2008 recession, library hours were as long as 8:00 a.m. to 10:00 p.m. Monday through Thursday, 8:00 a.m. to 4:00 p.m. Friday, and 10:00 a.m. to 4:00 p.m. Saturday. As part of campus-wide budget reductions, the current open hours of 8:00 a.m. to 8:00 p.m. Monday through Thursday and Fridays from 8:00 a.m. to 3:00 p.m. represent an approximate 20 percent reduction. Ideally, the library would be open as long as it was previously, but the schedule still remains adequate. Student survey results from the library's 2011 Marketing Plan showed that 67 percent of the students thought that the library hours were good or excellent. However, the comments section of the student survey included 30 students who wrote that they would like to see the library open earlier in the morning and on weekends (IIC.37). Student feedback from the 2011-12 Institutional Survey corroborated the results from the marketing survey when 71 percent of the students indicated that library hours were adequate to meet their educational needs (I.28).

During the academic year 2009-10, students were surveyed about their experiences with the reference desk, circulation desk, media desk, and ILL. The survey outcome shows a consistently high level of satisfaction with all the service locations within the library with overall "satisfied" ratings from 88 to 100 percent. The detailed results also include specific comments regarding the various library service desks (IIC.38). Before 2008, when severe budget cuts reduced overall campus operating hours, the library had extended hours and operated six days per week. All learning resource centers have cut back hours due to reduced budgets over the past eight semesters. The goal is to reinstate these hours as soon as economically possible.

The institution meets this Standard.

Actionable Improvement Plans
None.

II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary
The LTRC is a three-story building that houses three main areas: the two-story library and Tech Mall plus the lower level, which has staff offices and work areas. This lower level is not open to students. The following departments/people can be found in the LTRC: Creative Services, IMS, Instructional Computing Services (ICS), the instructional design technology specialist, the Assistive Technology Center (ATC), the BOT flex lab, the EWC, the MSC, the OCL, the Tutoring Center, the Professional Development office, various faculty and staff offices, and the office of the LTR dean. These areas receive custodial support as needed during the day and evening shifts to ensure that the building is clean and properly maintained. Building repairs, such as electrical, heating, air conditioning, and elevators, are handled through the campus Facilities department.

The LTRC employs an alarm system that is activated when the building is closed. Locks and alarms are installed on all entrance and exit doors and a motion detector alarm is activated when the building is empty. This security system is directly connected to the district police dispatch station, which is responsible for monitoring it.

A separate security system is employed in the library, ensuring that books and other materials are not removed from the library without authorization. This system is supplied to the library from 3M and includes sensor gates. The public must pass through these gates that are located in the lobby of the library as well as at the center gate, which is the entrance to the Tech Mall side of the building. All library materials are processed with 3M security tape, which activates the security gate alarms in the lobby and at the center gate if materials have not been properly checked out.

Some of the computer labs and learning centers are equipped with key-card access locks that track who enters the door. These electronic access points are monitored by the district police dispatch. The remaining computer labs are secured with a traditional key. Keys to these labs are checked out and monitored by the Business Services office. When the computer labs and learning centers are open, either a faculty member or a technician is present at all times.

The first floor of both the library and Tech Mall sides of the LTRC also has side and back doors that are alarmed to alert staff of any unauthorized use. The second floor of the Tech Mall side is largely an open access area with some faculty and staff offices, which are secured with traditional keys. There are three stairwells for emergency exiting which lead to

the first floor emergency exits. College Police patrol the LTRC when possible and respond to any calls for help from staff.

Remotely accessed online library services requiring authentication are validated using EZProxy, which is checked against a list of current students and faculty that is updated regularly by district IS. All computers on campus require a valid network login and password for use. These secure network logins are maintained by IS and are updated each semester. Students are required to present a valid GC ID in order to check out library materials. Equipment in the library and all computer labs in the LTRC are secured through cabling.

Academic departments are responsible for purchasing appropriate licensing for software and must submit software installation requests to ICS, which monitors the number of software licenses in use in all computers labs and learning centers. In terms of securing downloads and files to the student computer equipment, the College utilizes Sophos, which is an anti-virus software that is deployed via network administration of all machines. In addition, DeepFreeze, a systems restore software, is installed on all computers in the library and learning centers for added protection. The LTR technical staff schedule regular maintenance of computers and AV equipment. Every precaution is taken to ensure that the equipment is cleaned and maintained to assure maximum longevity. Computers in the library and various learning centers and computer labs are scheduled for replacement or upgrade as a part of GC's Technology Plan (I.34).

In addition to considerations of security and maintenance, the library created a detailed disaster/emergency plan, which is a comprehensive disaster plan that identifies library and campus emergency teams and includes location of fire extinguishers, evacuation plans and maps, collection salvage supplies and priorities, insurance information, emergency supplies, and disaster recovery resources (IIC.39). The library holds an institutional membership with San Diego and Imperial County Library Disaster Response Network (SDILDRN), which provided guidelines and tools for creating the disaster plan.

Self Evaluation
Custodial, maintenance, and other operational departments adequately support the LTRC and all other areas of the College. The carpets in the LTRC are on a regular schedule for cleaning. Materials and the LTRC itself are secured, with few cases of theft. GC demonstrates a commitment to systematic hardware replacement with the allocation of $200,000 per year for computer labs and learning centers. Continued resource allocation is required to ensure the educational technology needs of the College are met.

The institution meets this Standard.

Actionable Improvement Plans
None.

II.C.1.e. **When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.**

Descriptive Summary

The library participates in several contracted service agreements, including:

- San Diego/Imperial Counties Community Colleges Learning Resources Cooperative (SDICCCLRC) (IIC.40).
- Joint Powers Agreement - Membership provides faculty with access to a shared collection of captioned videos selected and maintained by a Media Committee consisting of librarians from the consortium's colleges, with media requests delivered to campuses by San Diego County Office of Education (SDCOE) staff. Membership also provides participation in QuestionPoint virtual reference services as well as to SILDRN for disaster recovery resources (IIC.41).
- Online Computer Library Center (OCLC) membership, which enables borrowing of books from libraries around the U.S. by interlibrary loan.
- ILL agreements with San Diego State University and Cuyamaca.
- Community Colleges Library Consortium (CCLC), a statewide association of libraries, which negotiates contracts with online databases such as EBSCOhost.
- OCLC's QuestionPoint (aka Ask-A-Librarian), a 24/7 virtual reference service that provides research help to DE and on-campus students (IIC.42). The QuestionPoint annual subscription is paid using stable funding from our SDICCCA-LRC funds, ensuring that DE as well as on-campus students always have research help available to them at any day and time.
- SirsiDynix, the library's integrated library system (ILS) provides students with online access to library holdings, including book, periodical, and media records as well as links to the full-text of 28,000 eBooks. SirsiDynix also equips library staff with fully integrated software suites for circulation services and technical services. This software is purchased and supported by GCCCD Information Systems (IS).
- SDILDRN membership is covered through the library's membership with SDICCCA-LRC and provides the library with disaster recovery information and supplies.
- ARTstor, a database subscription, which was specifically requested by Art faculty to support Art students and faculty needs for digital images.

These contracts are evaluated and renewed annually by library staff. The memberships provide access to library services at collectively negotiated discounted prices, allowing the library to provide more resources to patrons than it otherwise could. For example, in 2012, the SDICCCA-LRC Media Committee negotiated the purchase of Alexander Street Press' Academic Video Online, a streaming video database containing 11,000+ full-length videos that faculty can embed from within Blackboard.

The use and effectiveness of these services has been assessed in satisfaction questionnaires as part of the library's ISO assessment process. Student feedback on the ILL service was collected in 2009 and 2010 (IIC.43, IIC.44). Ninety percent of students responded that ILL materials were provided in a timely manner and 90 percent of students also reported being satisfied with the ILL service, indicating that students are highly pleased with this service.

Nearly 10 percent of faculty who responded to the survey had recommended that students use ILL (IIC.45). When asked what contracted library services faculty considered "very important" resources for their students, 47.2 percent responded "access to online journals and e-books," 41.5 percent responded "access to DVD and other media," and about 20 percent responded "streaming video" (depending on whether in the classroom or via Blackboard). Over half of faculty respondents considered the library offerings of electronic databases and eBooks "excellent" or "good". Written comments by faculty suggested that not all were aware of the resources that the library offered. The library's latest marketing plan will increase the outreach to faculty and students through a variety of means such as the library flat-screen monitors, campus newsletters and newspapers, social media, and the library home page.

Self Evaluation

GC is represented by the Dean of LTR to the SDICCCLRC Executive Board and by a GC librarian to the SDICCCLRC Media Committee, which guarantees that GC's perspective is incorporated into the policies and contracted services. These and the other agreements are all developed jointly between the member institutions, that also helps ensure that their policies reflect the experience and service needs of the college library community county wide and state wide. As such, they offer powerful and effective services to participants. These agreements are ample to ensure that our students are offered the services and resources they need.

The institution meets this Standard.

Actionable Improvement Plans

None.

II.C.2. **The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

Descriptive Summary

A standard survey was implemented in fall 2012 for the various tutoring centers (IIC.8). Information from these surveys will be utilized for improvements to services provided to students. At the same time, a tutor taskforce was created in order to review the status of tutoring on campus overall. This group makes recommendations for the various tutoring centers, such as adopting the National Tutoring Association's Code of Ethics (IIC.46). In

addition, this group has discussed topics such as creating a standard tutor training program for all tutoring centers and creating an online tutoring program (IIC.47).

The library has evaluative processes in place at all appropriate levels – individual, institutional, and national. These are detailed in the paragraphs below.

Individual Users
The library makes sure to interact with instructional departments on a regular basis using a number of methods:

- Book allocations are based on FTEF, FTES, and WSCH to ensure that each department gets a fair allocation of materials (IIC.18).
- Librarian liaisons regularly collaborate with discipline faculty to ensure that individual departmental needs are met and that the library holdings for that department are up-to-date.
- The library further employs a suggestion box and an online purchase request form that can be used by students, faculty and staff.

In terms of measuring what the library does, statistics are kept on the number of library instruction sessions taught, the number of online tutorials completed, the number of reference questions answered both at the Reference Desk and online through Ask-A-Librarian, and circulation statistics showing the number of check outs for various types of materials (IIC.29, IIC.48). These library statistics are compiled monthly and are analyzed to reveal needs, gaps, and strengths. Other statistics gathered include gate statistics, hourly head counts, media desk interactions, ILL borrowed and lent, to name a few. After discussing needs in librarians meetings, librarians attempt to fill gaps as best they can within financial limitations.
ISOs have been established that assess the effectiveness of the library circulation desk, ILL service, the media desk, and the reference desk. In order to assess these, students have been surveyed about their experience with these areas (IIC.49, IIC.50, IIC.51, IIC.43). The library also measures the SLOs of its Library and Information Resources course (IIC.52) and submits annual SLO update reports to the College's SLO coordinator (IIC.35). Once instructor-requested sessions are complete, both students and faculty complete evaluations (IIC.32, IIC.34). In addition, the library receives feedback from the college wide student satisfaction surveys. Statistics are kept of library use and remote access to ensure that the library is adequately providing the intended services (IIC.36, IIC.48).

As for other learning support services, the Tutoring Center canvasses the students about their satisfaction with the services provided by asking students to complete a survey. Likewise, DSPS, EOPS, as well as Counseling and Assessment offices also administer student satisfaction surveys. In addition, during the 2011-12 Institutional Survey, 65 percent of the student respondents indicated that tutoring resources on campus met their educational needs (I.28).

<u>Institutional-level</u>
The library uses several indicators to ensure that it is meeting the institutional needs. The library undergoes both a comprehensive program review process and completes an annual program review update. The library's program review offers recommendations on what needs improvement and commendations on excellent service. Other departments' program reviews include a library section that describes their perception of the adequacy of library resources and services. The librarians compile these responses and meet to address any identified needs. Library activity proposals are completed on a yearly basis, and are connected with the College's Strategic Plan, student success goals, and GE/ISLOs. Further, ISOs at three library service desks (media, reference, and circulation) plus ILL, reveal whether library resources and services are being used and meeting student needs.

Additional methods of evaluation reach out to students, faculty and administrators. College wide surveys include the annual college wide student satisfaction survey, as well as a 2011 library Marketing Plan that included a comprehensive survey revealing student and faculty assessments of library resources and services. The library also offers the college faculty, via its web page, an opportunity to give feedback on library instruction and how it might be improved (IIC.34).

<u>National Standards</u>
GC compares its library holdings and services to those of other college campuses of comparable size to ensure that it remains competitive. The library gives input to – and measures itself against – libraries of its type using the ACRL Annual Survey (IIC.53), the Council of Chief Librarians "Annual Library Data Survey (IIC.54)," and the Academic Libraries Survey (IIC.55) sponsored by the National Center for Education Statistics. Some statistics used for comparison are numbers of books and journals, numbers of interlibrary loans, circulation and reserves statistics, weekly public service hours, reference transactions, and full-time equivalent staff and faculty. Librarians use these measures to help balance and prioritize requests made by students, faculty, staff and administrators during annual budgeting and periodic program reviews.

Self Evaluation
Student and faculty users evaluate the library areas of circulation, ILL, media desk, and reference desk. Although informal, comments for improvement are also solicited via suggestion boxes. Faculty members complete evaluations of library instruction provided to their classes. Additionally, the librarians regularly collaborate with discipline faculty to ensure that individual departmental needs are met and that the library holdings for that department are up to date. The college faculty members are annually surveyed as to the adequacy of library resources and suggestions for improvement are solicited. On the library faculty survey of fall 2011, 66 percent of the respondents rated the book and periodical collections to be good or excellent while 72 percent of the respondents rated the reserve textbook service to be good or excellent. Of the reserve media, 46.2 percent rated the service good or excellent; however, another 40 percent claimed no experience with this service. Electronic databases were rated to be good or excellent by 53 percent of the respondents while 32 percent had no experience with the service. Librarian contact was rated by 65

percent to be satisfactory or above, with 27.4 percent having no such contact. Staff helpfulness was rated positively by 85.9 percent of the respondents.

The statistics for library services used show that such services are both available and accessible. Library ISO assessments show that the benchmarks were met in that at least 70 percent of surveyed students said they were satisfied with the instructional support offered by the reference librarians, and by staff at the circulation and media desks. Satisfaction with the interlibrary loan program was reported by 90 percent of the students responding to the survey.

Students and staff have the opportunity to request new library acquisitions and the library staff does act on them. For example, in September 2011, twenty new textbooks were acquired and put on reserve as a response to requests by students (IIC.56).

It is clear that data is collected from many sources and analyzed regarding the services and materials of the LTRC. This data is used to inform the acquisition of materials and technology and to determine optimal staffing levels. The library is responsive to instructional needs and the preferences of its constituents. Likewise, the data demonstrates that the learning support services effectively promote student academic success.

The institution meets this Standard.

Actionable Improvement Plans
None.

STANDARD IIIA – HUMAN RESOURCES

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Descriptive Summary

As of fall 2012, the Grossmont Cuyamaca Community College District (GCCCD) employed more than 2,100 full- and part-time employees. The institution addresses this Standard by employing qualified administrators, faculty, and staff members who are dedicated to student success (IIIA.1). All recruitments for vacant positions are conducted with the goal of finding the most qualified candidate from a diverse pool of applicants who meet the minimum qualifications for the position (IIIA.2, IIIA.3). Applicants for positions within the GCCCD can find information, including applicant tutorials, equal employment opportunity (EEO), and frequently asked questions (FAQs) on the GCCCD career site (IIIA.4).

The specific qualifications for a given position are contained within a job announcement and the job descriptions accurately reflect position duties, responsibilities, and authority. Should a change in duties assigned to a classified staff position occur or should the need for a new position be identified, the California Schools Employees Association, Chapter 707 (CSEA) contract outlines the procedures for review and either classification or possible reclassification. That review is conducted by a Classification Committee composed of four GCCCD and four CSEA representatives. Requests for review may be initiated by a bargaining unit member, the supervisor, manager, the GCCCD, or the CSEA (IIIA.5). Similar processes apply to supervisor, manager, and confidential employees.

In accordance with Title 5, Board Policy 7211 and the associated administrative procedure (IIIA.6, IIIA.7) state that faculty employed by the GCCCD must meet minimum qualifications or the equivalency of those qualifications. Discipline equivalencies were established by the appropriate discipline faculty, reviewed by a GCCCD Equivalency Taskforce composed of the Academic Senate presidents, the vice presidents of Instruction/Academic Affairs, and representative from Human Resources, and approved by the Governing Board (IIIA.8). The equivalencies are posted on the Human Resources (HR) webpage of the GCCCD website. The requirements for any specific faculty position are dependent on the identified needs of the discipline area as determined by the department and the appropriate administrator(s). While there are no additional criteria in place for faculty to be approved to teach online, the Academic Senate approved the "Tools & Techniques for

Online Teaching" guidelines, which encourage deans as well as chairs and coordinators to look for a faculty member's demonstrated knowledge of technology and online classroom management systems when assigning him/her to teach an online or hybrid class (I.8).

Self Evaluation
The GCCCD has the policies, procedures, and documentation in place to ensure that it recruits the best-qualified personnel available to deliver quality programs and services.

The institution meets this Standard.

Actionable Improvement Plans
None.

III.A.1.a.   **Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

Descriptive Summary
All criteria, qualifications, and procedures for recruiting are outlined in operating procedures PE2, PE6, PE9, and PE12 (IIIA.9, IIIA.10, IIIA.11, IIIA.12). All minimum qualifications and other criteria necessary for a position are clearly stated in all job postings and faculty equivalency information is posted on the GCCCD Human Resources webpage. Positions are posted for a minimum of 30 days to provide enough time for advertisement in diverse outreach publications. The GCCCD recruiters have knowledge of the local markets and advertise accordingly. Over 50 diverse organizations/publications have been identified and utilized (as appropriate) when recruiting for positions. The institution does not specifically advertise or recruit for faculty personnel with Distance Education (DE) experience. However, those instructors who wish to teach DE courses are asked to demonstrate prior experience or training in DE before being assigned a DE course (I.8).

The HR department reviews all processes assuring fair hiring practices. All screening committees include members of the college community representing diversity in age, gender, ethnicity, and other perspectives, and equity representatives review the membership of all interview/screening committees. Members of screening committees are required to attend Search Committee Orientation/EEO Training provided by the HR Office.

HR staff verifies that applicants meet the required minimum qualifications. For faculty positions, qualified applicants must have graduated from an accredited college. Degrees

awarded from non-U.S. institutions are reviewed by the HR staff during the initial screening for minimum qualifications and applicants must have their academic records reviewed by one of three outside agencies to determine if they are qualified. The director of Employment Services and vice chancellor of Human Resources review final recruitments.

Screening criteria is based on the details found in the job announcement. During the screening process, the screening committee carefully reviews the applicant's resume or curriculum vitae *(CV)* to ascertain whether a candidate possesses the skills and knowledge necessary to meet the criteria for a specific position. Faculty members are heavily involved in all aspects of the screening and interview process for faculty positions. They determine any discipline-specific criteria that will be required in addition to minimum qualifications (or the equivalency). The interview process (and sometimes the application itself) includes specific questions designed to test an applicant's knowledge of the subject matter. Most faculty screening processes also include a teaching demonstration or other means by which the screening committee can evaluate the teaching effectiveness of a candidate. In addition to faculty, other personnel are also involved in faculty screening including deans and the President's Cabinet.

Prior to a job offer being made, the president of the college reviews the college vision, mission, and goals with the potential employee to ensure that the college mission and values are a good match for the candidate.

Self Evaluation
Procedures for recruitment and selection of potential GCCCD employees are clearly stated in a number of district operating procedures. The minimum qualifications and criteria required for a given position are outlined in the job announcement, which is posted on the GCCCD career site and advertised in a number of appropriate publications and locations. Both the HR office and the screening committees conduct a thorough evaluation of a candidate's application to ensure that the qualifications of the position have been met.

This institution meets this Standard.

Actionable Improvement Plans
None.

III.A.1.b. **The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

Descriptive Summary

The GCCCD works with four unions and two "meet and confer" groups to develop evaluation instruments to ensure that employees are evaluated consistently and uniformly (IIIA.5, IIIA.13, IIA.79, IIIA.14). The primary goal of all performance evaluations is to improve instruction and/or services in support of the institution's mission. The institution assures the effectiveness of its human resources by evaluating all personnel at regular intervals. The main responsibility for evaluations falls on the immediate supervisor. For faculty evaluations, the Evaluations office on campus works with the GCCCD HR office to maintain databases of when the last evaluation on each faculty member was performed and when the next is due. Reminders are sent out monthly by the Personnel department to area supervisors to ensure they are aware of what evaluations are due. These reminders are sent out to the area supervisors regarding each round of evaluations to ensure compliance with the expected regularity of faculty, staff, and administrator evaluations. The Personnel department also sends a reminder to the first-level supervisor – and the second-level supervisor – if an evaluation is late.

The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented. If necessary, a work plan for improvement that illustrates the basis for a deficiency is developed to assist employees who fall below acceptable performance levels according to union contracts.

Per Article V of the faculty contract, tenure-track contract faculty are evaluated at least once each year for the first four years. Classroom visitations in the candidate's first semester of employment are conducted after week six. Classroom visitations in candidate's second through eighth semesters of employment are conducted anytime after the third week of classes or the equivalent for a short-term class. Evaluations for semester-length classes of part-time and tenured full-time faculty are administered either by a peer evaluator or a management evaluator after the third week of class. Student evaluations are conducted in one class period for each preparation in the case of tenured and part-time faculty (or in at least two classes where there is only one preparation) and in every class for tenure-track faculty (IIA.79). Peers and managers conduct evaluations for DE classes via Blackboard and are encouraged to use the Tools and Techniques document as well as the Regular & Effective Contact Policy when evaluating those courses. Evaluation is based on criteria stated in the GCCCD job description for both full-time and part-time instructors. Any recommendations stated in an evaluation require a response within ten days on the instructor's part.

Both tenured and part-time faculty members undergo a similar three-part evaluation process by an administrator, a peer, and students although on a different cycle. Full-time tenured faculty are evaluated once every three years. Part-time faculty are evaluated in the first and seventh (or eighth) semester of teaching and then every six semesters thereafter. The peer and manager evaluations consist of an observation of a teaching situation such as a laboratory, lecture, or other student contact setting (counseling, library orientation, etc.) for

at least fifty (50) minutes. The student component ("scantron" questionnaires) goes out for each required section that shall be evaluated by the students.

Article 12 of the CSEA contract outlines the evaluation requirements for classified staff. Immediate supervisors use that evaluation to assess all bargaining unit members. Each new member serves a 12-month probationary period and performance assessments are submitted on or about the third, sixth, and ninth months from the date of appointment to the position (IIIA.5). The evaluations are conducted using the classified probationary evaluation form (IIIA.15). Thereafter, classified staff employees undergo annual performance reviews on/ near the anniversary of their employment (IIIA.16).

Supervisory/confidential staff follow a similar probationary and evaluative process and are also required to submit an individual strategic plan (ISP). The purpose of creating an ISP is to link the employee's work with that of the organization, encourage the employee to take initiative for their personal and professional growth, and recognize and acknowledge the employee's contributions to the achievement of the GCCCD's mission and vision.

Members of the Administrators Association (all employees designated as "management employees") are reviewed annually via a performance appraisal system that helps guarantee the fulfillment and development of the administrators and will be of critical importance to realizing the mission and values of the institution. The performance appraisal system consists of three parts: 1) the setting of three to five goals per year, 2) an appraisal process that tracks and evaluates performance based on the prior year's goals, and evaluates competencies such as leadership, expertise, people skills, and impact on students, and 3) a feedback process that includes a formal job performance feedback survey that allows people who interact with the administrator to provide evaluative information. These surveys are conducted at least every two years (IIIA.13-CHAP. 7).

Vice presidents, the president, and the chancellor are also evaluated annually by their direct supervisors. Feedback from peers, colleagues, and direct reports is solicited periodically for VPs and annually for the president and chancellor (IIIA.17, IIIA.18, IIIA.19, IIIA.20, IIIA.14).

Self Evaluation
The institution has robust and systematic evaluation processes in place that tie employee performance evaluations to institutional effectiveness and improvement. Each evaluation process is based on clearly stated criteria as outlined in the appropriate employee contract and job description.

The institution meets this Standard.

Actionable Improvement Plans
None.

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

Considerable time and effort is put forth during each academic year evaluating student learning outcomes (SLOs), student services outcomes (SSOs), instructional support outcomes (ISOs), and administrative service outcomes (ASOs). Training activities and other professional development workshops are held regularly on all aspects of student outcome development, assessment, and continuous improvement (I.10). Department chairs and coordinators have collaborated with faculty and staff to design and implement SLOs for each course. In addition to the SLOs that they develop for any classes that they offer, counselors and librarians also develop SSOs and ISOs, respectively. The SLO coordinator works with departments to ensure that outcomes are assessed on a regular cycle (IIC.35, IIIA.21-TAB 4). The process for assessing SLOs in DE courses is consistent with the process in face-to-face courses.

During each planning cycle, departments are asked to discuss and report on their student outcomes assessments from the previous academic year. Based on those completed student outcomes assessments – and the resulting discussions – departments may develop planning activities with the intent of improving courses and therefore student learning and/or service to the students. On a broader scale, results of outcomes assessment and measures of student learning and success are discussed at the College's Annual Planning Forum (IIIA.22). Based on those annual discussions, the College selects those strategic planning goals on which to focus in order to better address needs identified by the outcomes assessments (I.69).

Finally, the Academic Senate voted to include a self-evaluation component as part of the faculty evaluation process (IIIA.23). This self-evaluation piece will allow faculty members to elaborate on their individual involvement in the SLO process. For managers and executive leaders, contributions to student learning and success can be incorporated into narrative portions of the evaluation.

Self Evaluation

The College employs a number of evaluative processes in order to measure the institution's effectiveness in producing students' learning outcomes. At the college level, outcomes and other student learning and success measures are annually examined and discussed in order to make adjustments to the goals on which the institution will focus its planning activities for the coming academic year. At the department level, student learning and service outcomes are assessed and reported on as part of the annual planning process. Assessment cycle and planning activities are developed to address any needs that are identified. Overall, administrators and staff are responsible for student learning and recognized for their involvement in the learning process through the narrative portion of individual evaluations. Further negotiations with AFT will be required to include the self-evaluation in the formal evaluation process for all faculty.

The institution meets this Standard.

Actionable Improvement Plans
None.

III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary
All employees are expected to conduct themselves in an ethical manner and policies stating such are found at a number of levels. Board Policy (BP) 3050 clearly states that the GCCCD upholds a written code of professional ethics for all of its personnel (IIA.83) and Administrative Procedure (AP) 3050 provides the details including use of district resources, conflict of interest, and maintenance of confidentiality (IIA.84).   Administrators who are responsible for negotiating or contracting for goods and services or can authorize the expenditure of district funds annually complete a conflict of interest form. BP 2715 outlines a code of ethics and conduct that governing board members have committed to follow (IIIA.24). Both board policies outline the consequences for violating those codes of conduct. Also, AP 3720 specifies that all GCCCD computer users must respect the integrity of computer-based information resources, including computer equipment, software, or peripherals (IIIA.25).

In addition, GC also publishes and embraces the following ethics statement:

> "Grossmont College is an academic institution dedicated to the pursuit of learning and the promotion of student success. In the quest for excellence, our entire college community shares the ethical values of integrity, honesty, transparency, civility, and respect. Students, faculty, staff, and administrators are guided by the ethical standards and principles established by the Grossmont College Student Code of Conduct and by comparable codes from professional associations and organizations. These values include personal and collective accountability and a high regard for others, the institution, and its mission."

That statement references additional ethical codes that are followed by the students (IIA.80) and the faculty (IIIA.26).

Self Evaluation
The GCCCD has clearly stated codes of ethical conduct for both the Governing Board and the District's personnel and the consequences for violation of those codes are outlined. In addition, Grossmont College embraces an ethics statement that articulates the college values as well as respect for student and faculty ethical codes.

The institution meets this Standard.

Actionable Improvement Plans
None.

III.A.2. **The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.**

Descriptive Summary

In responding to the 2011-12 Institutional Survey, fewer than 30 percent of full-time faculty, staff, and administrators agreed that the College provides adequate staffing to support its educational programs (I.28). These survey results reflect the current economic conditions throughout the state of California that have presented a challenge to the community colleges related to adequate staffing. Grossmont College is no exception. At the GCCCD, a second Early Retirement Incentive (ERI) program within three years reduced staff by a total of 60 employees across the District. Among the 45 Grossmont employees who took advantage of the ERI, 26 were from faculty ranks, 15 were classified staff, one was a supervisor, and three were management. However, as of fall 2012, the institution has 193 qualified faculty with full-time responsibility to the institution, which meets the Faculty Obligation Number (FON) requirement for the State of California (IIIA.27).

In fall 2012, GC also employed 184 classified staff and 14 administrators. According to the 2012 Integrated Postsecondary Education System (IPEDS), GC has 51 percent fewer administrators and approximately 28.3 percent fewer classified staff than its peer comparison colleges. Of the 22 administrator positions at GC, approximately eight positions are currently vacant or filled by interims. Most of these vacancies were created as a result of two ERIs since 2010.

However, despite these less than optimal staffing conditions, the College is striving tirelessly to support the institution's mission and purpose. The institution has worked to maintain personnel in positions that are critical in meeting the various programmatic and student needs of the College. All departments have at least one full-time faculty member to address the program's needs. In recent years, "critical hiring" lists have been created to replace crucial faculty, classified, and administrative staff (IIIA.28, IIIA.29, IIIA.30). Critical hire decisions are made based upon clearly established and broadly agreed upon criteria (IIIA.31) and ensure a essential level of service in all areas. The College's comprehensive program review processes and annual program review update documents allow departments to identify critical staffing needs that are then forwarded through their respective managers to the college Planning and Resources Council (P&RC). From there, a prioritized list is forwarded to the District Strategic Planning and Budget Council (DSP&BC) where it is further prioritized based on total district need.

Self Evaluation

Unless circumstances improve dramatically, slow budget increases and limited resources for filling more than the most critical positions over the next three to five years are expected. Deciding which positions are to be filled under these conditions is a rigorous, multi-level process at all three sites that includes internal Budget and Planning Councils, Presidents' Cabinets, DSP&BC, and ultimately, Chancellor's Cabinet and the Governing Board.

GC and GCCCD are currently faced with the worst budget crisis in California community college history. The chancellor and college president are dedicated to strategic staffing to ensure that a sufficient number of qualified full-time faculty is maintained – as well as staff and administrators with appropriate preparation and experience – to provide the instructional, student support, and administrative services necessary to support the institution's mission and purposes.

The institution meets this Standard.

Actionable Improvement Plans
- GC will continue to work diligently through its established processes to ensure that staffing needs in classified, faculty, and administrative areas are identified, prioritized, and funded in order to support student success.

III.A.3.   The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Descriptive Summary
The GCCCD, through its collegial consultation structure, assumes primary responsibility for personnel policy and procedure development. Board Policy 2410 ensures that policies and procedures are consistently updated and that the Board is committed to reviewing its policies and procedures (IIIA.32). In addition, the GCCCD subscribes to the Community College League of California (CCLC) Policy & Procedure update services and receives regular updates on changes to legal requirements for governing board policies. Specifically, personnel policies are developed and updated by the HR Department, and discussed and evaluated by the District Executive Council (DEC). DEC has representatives from all constituency groups (i.e., classified staff, administrators, and faculty, including all unions and meet and confer groups) who also receive feedback from their constituents prior to final recommendation of the policy and procedures to Chancellor's Cabinet. From there, the policies and procedures are presented to the Governing Board for approval and information, respectively. All GCCCD policies, including those affecting personnel, are posted in Chapter 7 of the Policies and Procedures page on the governing board webpage (IIA.73).

Topics covered within the published personnel policies and procedures are numerous, but include qualifications of personnel, recruitment, selection, and commitment to diversity, as well as benefits and contracts.

Self Evaluation
The GCCCD has a number of policies and procedures that address personnel issues. These policies and procedures are systematically and regularly reviewed as part of the six-year review cycle and are updated as necessary. They are readily available electronically on the GCCCD website. The GCCCD and Grossmont College ensure equitable and consistent administration of its policies and procedures.

The institution meets this Standard.

Actionable Improvement Plans
None.

III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary
The GCCCD Governing Board adopted the Equal Employment Opportunity (EEO) plan (IIIA.1) in 2009 that confirms, in writing, that the policies GCCCD follows ensure diversity, equity, and inclusion in employment procedures. GCCCD believes that the plan creates a working environment that is welcoming to all.

The EEO plan focuses on satisfying policies and practices required under Title 5 regulation including:

- analysis of the demographic makeup of the GCCCD workforce population;
- analysis of whether under-representation of monitored groups exists; and
- requirements for a complaint procedure for noncompliance with Title 5 provisions and in instances of unlawful discrimination.

The EEO plan outlines the delegation of authority to implement the plan to the Governing Board, the GCCCD chancellor, and specified agents of the District. In order to ensure the complete compliance with the written rules and procedures of the plan, the GCCCD initially established an Equal Employment Opportunity Advisory Committee (EEOAC). Many of the tasks of that committee were then subsumed under the charge of a Diversity, Equity, and Inclusion Council (DEI) that was established in 2011.

The EEO plan also outlines the general rules and regulations regarding the hiring of GCCCD employees. Section Three provides a policy statement that explicitly outlines the hiring procedures and requirements:

"The GCCCD strives to employ qualified administrators, faculty, and staff members who are dedicated to student success. For this reason, each position will be filled by a candidate who has been determined to meet the minimum qualifications of the position. All recruitments for vacant positions will be conducted with the goal to find the most qualified candidate from a diverse pool of applicants. GCCCD policies and procedures regarding Non-Discrimination, Equal Access, Prohibition of Harassment, Commitment to Diversity, and Recruiting and Selection can be found in Appendix A of this Plan.

All recruitment for a contract position shall be conducted through a screening/interviewing committee. This screening/interviewing committee shall consist of representatives from various age, gender, and ethnic backgrounds. If appropriate or

desired, the screening/interviewing committee will also consist of representatives from various groups on or off-campus as defined in the Operating Procedure for the given position classification search process. All members of the screening/interviewing committee need to be trained in the principles and application of EEO per Plan component IX.

To measure the effectiveness of diversified recruiting, the District's application materials contain a separate Voluntary Demographic Information application section. This application section requests applicants to voluntarily disclose their ethnicity, age, gender, disability status, veteran status, and recruiting resource. Human Resources removes this section from the application material prior to the application being reviewed by the screening/interviewing committee. Information provided will be used for Human Resources to track the effectiveness of position advertising and to conduct multiple Adverse Impact Analyses. Adverse Impact Analyses and other measures used by GCCCD to ensure equal opportunity in recruitment practices are described in EEO Plan component XII."

Employment procedures are disseminated through the district website, career fairs, and professional development activities/trainings. These policies and procedures are monitored for compliance with all appropriate state and federal laws and regulations. Any constituencies of the District may propose changes to the policies and regulations. Proposed changes are reviewed by the GCCCD general counsel and then vetted through the District's shared governance process. The District also publishes flyers and informational trainings to ensure policies are administered consistently and equitably. Personnel policies and procedures are documented or referenced in the various collective bargaining contracts, board policy, and operating procedures.

Self Evaluation
The GCCCD has taken great care to pursue and ensure fairness in employment processes at all levels. The policies regarding fairness are placed in highly visible and public locations to provide easy access to both employees and potential candidates.

The EEO plan actively seeks full compliance with all Title 5 requirements and a rigorous framework and process for employee complaints is in place to protect the fairness and continuity of the hiring process.

The institution meets this Standard.

Actionable Improvement Plans
None.

III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary
The District and College are fully compliant with requirements of laws relating to employee confidentiality and employee access to records. BP/AP 7145 outlines the responsibilities and commitment of the GCCCD to ensuring the confidentiality of personnel records (IIIA.33, IIIA.34). In addition, employee contract language also addresses the confidentiality of employee records.

GCCCD secures and keeps confidential all personnel records. Employees can view (or have printed) their own files by making an appointment with Human Resources. Personnel files are kept in confidence and are available for inspection only to authorized administrative employees of the GCCCD. The Human Resources department is open from 7:30 a.m. through 5:30 p.m. during the work week and remains locked during all other times.

Self Evaluation
GCCCD and GC are fully compliant with requirements of laws relating to employee confidentiality and employee access to records.

The institution meets this Standard.

Actionable Improvement Plans
None.

III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Descriptive Summary
The GCCCD has a commitment to diversity and equity as follows:

> "The Grossmont Cuyamaca Community College District (GCCCD) is committed to providing learning and working environments that ensure and promote diversity, equity, and inclusion. People of diverse backgrounds, perspectives, socioeconomic levels, cultures, and abilities are valued, welcomed, and included in all aspects of our organization. GCCCD strives to provide an educational environment that fosters cultural awareness, mutual understanding, and respect that ultimately also benefits the global community (IIB.73)".

An important part of this commitment is having a diverse workforce. AP 7100 states that the GCCCD does not discriminate against any person because of age, ancestry, color, disability, national origin, race, religious creed, sex, sexual orientation, or education and socioeconomic status (IIIA.35). The GCCCD demonstrates equity and diversity through the adoption of the governing board-approved policies and procedures including *Non-Discrimination* (IIIA.36, IIIA.37); *Equal Access*; *Prohibition of Harassment* (IIIA.38,

IIIA.39); *Commitment to Diversity* (IIB.73, IIIA.35); and *Recruitment and Selection* (IIIA.2, IIIA.3). The GCCCD – by following its EEO plan – ensures tracking and elimination of adverse impacts to protected classes through established procedures.

The District's Diversity Equity and Inclusion Council (DEI) leads the GCCCD in an effort to provide a culture of inclusivity that promotes a global consciousness in the College, District, and community (IIIA.40). Their objective is to provide a welcoming environment that fosters cultural competence, equity, and respect for all employees and students. The DEI is responsible for assessing progress (IIIA.41) and disseminating information regarding diversity and equity, recommending meaningful strategies for improvement, overseeing the implementation of the charge district wide, and ensuring compliance with relevant laws and regulations. The council is also responsible for compliance with Title 5 or other federal and state regulations.

In one of its initial DEI activities, the GCCCD was selected in August 2011 as one of eight institutions of higher education to participate in the American Council on Education's "At Home in the World Initiative." The Initiative (IIIA.42) is designed to aid institutions in developing frameworks and strategies that will help students understand their own cultures and those of their neighbors near and far. In order to provide a framework for the DEI and the site committees in carrying out the goals of promoting a welcoming environment that fosters cultural competency, equity and respect for all persons, the DEI recently developed a strategic plan (IIB.74).

At GC, its mission statement and core values outline the institution's commitment by its employees to create and protect an environment that enables a diverse individual to succeed in his/her educational pursuits (IIIA.43). These core values also strive to include, in respectful and civil ways, the voices of the many diverse individuals on campus.

At the College, a campus Diversity, Equity, and Inclusion Committee (DEIC) (IIB.8) assists in executing the College's commitment to fostering an environment of cultural competence, equity, and respect for all employees and students as outlined in the GC mission statement and core values:

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

Grossmont College's Core Values:

- Learning and Student Success
- Creativity and Innovation
- Pursuit of Excellence and Continuous Improvement
- Integrity
- Power of Diversity and Inclusion

- Civility
- Balance

In practice, a number of activities and initiatives have been developed to create and nourish a diverse and inclusive campus environment. For example, the College sponsors co-curricular events that enhance cultural awareness via the World Arts and Cultures Committee (WACC) (IIB.72), the Inter-Club Council (ICC) (IIB.15), the Associated Students of Grossmont College, Inc., (ASGC) (IIB.33), and the Student Affairs office (IIB.27). Professional development activities related to equity and diversity are regularly offered to employees.

Climate surveys and student satisfaction surveys provide evidence that the institution understands issues of equity and diversity. For example, in the 2011-12 Institutional Survey, students were asked if faculty (instructors, counselors, and librarians) treated all students fairly and respectfully and 78 percent agreed that they did. Seventy four percent of students also agreed that there are opportunities on campus for them to learn about other cultures (I.28).

Self Evaluation
Both the GCCCD and the College have policies and practices in place to demonstrate their commitment to fostering a culture of equity and inclusivity. Those policies and procedures are regularly reviewed. In addition, surveys of employees and students are conducted to measure the effectiveness of those policies and practices.

The institution meets this Standard.

Actionable Improvement Plans
None.

III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary
As mentioned above, the GCCCD has a number of board policies and procedures designed to not only remain in compliance with state and federal requirements, but to support the diverse personnel employed by the District. Through the development of an EEO plan and the creation of the District's DEI council, the GCCCD has made a commitment to provide programs and services that ensure and promote diversity, equity, and inclusion. Individuals of diverse backgrounds, perspectives, socioeconomic levels, cultures, and abilities are valued, welcomed, and included in all aspects of the organization.

All new employees to the College – or those acquiring new, permanent roles – meet with the president to ensure they are aware of the values of the College that highlight diverse student populations and the importance of valuing diverse perspectives in a civil and respectful environment. These aspects are also assessed in regular evaluations of employees. New employees are frequently assigned a mentor to assist in their transition to the College and

learn about all its resources. Additionally, new full-time faculty participate in a year-long orientation designed to develop a learning community and support system for their time at Grossmont, as well as to build their knowledge of – and assimilation into – the college community.

GC demonstrates an ongoing commitment of equality and diversity support for all personnel associated with the institution. From the values and stated goals within the College's Strategic Plan (I.2) to constituent group discussions, the institution strives to provide information and support that will ensure a high-quality work environment for all associates. Key training and informational programs are developed and presented during professional development activities, as well as via email, web page postings, and at convocations (I.60). As mentioned in Section III.A.4 the campus DEIC and Student Affairs office work to develop and implement programs to enhance the working environment of the College.

Self Evaluation
Both the GCCCD and the College strive to create and maintain programs and services that foster a culture of equity, inclusivity, and respect for all employees and are in compliance with all applicable legal requirements.

The institution meets this Standard.

Actionable Improvement Plans
None.

III.A.4.b. The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.

Descriptive Summary
As part of the District's EEO Plan, the GCCCD HR department regularly analyzes and reports out the demographic makeup of the GCCCD workforce populations and establishes methods to support equal employment opportunities and an environment that is welcoming to all. Analysis and discussion of the College's service area, students, and workforce demographics is a focal point each spring during the College's Annual Planning Forum (IIA.6) as areas of focus for the next planning cycle are selected.

Self Evaluation
As part of the GCCCD EEO plan, the District regularly collects and reports demographic data on the District's workforce population. The College analyzes those data each year during college wide discussions of institutional effectiveness. This analysis is a critical factor when discussing college goals related to staffing.

The institution meets this Standard.

Actionable Improvement Plans
None.

III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary
The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students with the development and implementation of a GCCCD EEO plan adopted by the Governing Board in September 2009 (IIIA.44). The plan confirms the institution's commitment to provide both learning and working environments that ensure and promote diversity, equity, and inclusion. The institution strives to provide an educational environment that fosters cultural awareness, mutual understanding, and respect that ultimately also benefits the local and global communities. As mentioned in Section III.A.4 above, much of this work is addressed through the district DEI and the college DEIC, whose objectives it is to assess progress and disseminate information regarding diversity and equity, as well as to recommend meaningful strategies for improvement in district and college practices (IIIA.40).

Written policies regarding harassment in the process of employment are also outlined in BP/ AP 3430 (IIIA.38, IIIA.39) and included in the introductory section of the college catalog (I.35).

For students, the institution provides equal admissions, services, classes and programs to every qualified person without regard to race, religion, color, national origin, sex, disability, medical condition, age, status as a Vietnam-era veteran, marital status, sexual orientation, or economic status in admission practices or participation in any college activities (IIIA.45). *Open Enrollment* (IIIA.46) ensures equality to all students after admission. Board Policy 5300 was updated in April 2007 to ensure student equity in educational programs and college services (IIIA.47).

Self Evaluation
Through the development and implementation of a number of board policies and procedures, as well as a district EEO Plan, the GCCCD seeks to ensure that all of its employees and students are treated with utmost integrity. The efforts of the district wide DEI council and the college DEI committee also helps to promote this.

The institution meets this Standard.

Actionable Improvement Plans
None.

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary

Requirements for professional development are outlined in each of the bargaining unit contracts (IIA.79, IIIA.5, IIIA.13). Professional development needs and interests are determined by surveys of constituent groups (IIIA.48, IIIA.49).

GC recently revised its professional development structure and now has a full-time dedicated professional development coordinator (a tenured faculty member on 100 percent reassigned time). The professional development coordinator, assisted by a dedicated full-time administrative assistant, works closely with the Collegewide Professional Development Committee (IIIA.50), the Faculty Professional Development Committee (IIIA.51), the Classified Staff Advisory Committee (IIIA.52), and administrators to meet the professional development needs of all employees with a robust, year-round schedule of workshops and activities, including online offerings (IIIA.53).   Additionally, the professional development coordinator works with a staff advisory committee and administrator advisory committee to assess needs, plan programs, and evaluate results of professional development offerings for employees. The College also provides classroom and DE technology workshops on teaching applications and soft/hardware.

The philosophy of faculty professional development at the College is to extend teaching knowledge and skills in technology, promote discipline expertise, improve presentation skills and student assessment, evaluate and revise curriculum, and increase involvement with the organizational development and decision-making processes of the College.   To that extent, the institution supports conference attendance, participation in campus-sponsored workshops, seminars, and field trips (IIIA.54).

Even through difficult budget years, the College has supported professional travel for employees to attend conferences and workshops. Administrators have funds designated by select bargaining units or contracts to support these expenses. Faculty and staff have opportunities to seek funding through the professional development budget.

Often professional development opportunities are brought to campus to maximize the impact to employees. For example, in spring 2013, Ed Morante, a data coach for Achieving the Dream, was brought to GC to deliver a 1½ day conference on student assessment. Nearly 35 people – full- and part-time faculty and administrators – participated each day in this activity.

Also in spring 2013, GC held its first convocation specifically for classified staff. A classified staff advisory committee planned morning activities and the College reduced hours to support attendance by almost all employees. In addition, classified staff were encouraged – through funds specifically designated for the purpose – to participate in professional development opportunities to support their effectiveness. Approximately 24 classified staff participated in off-campus professional development activities through these funds. In another example, a classified staff workshop series designed around staff identified topics such as computer skills, American Sign Language, and other topics were offered and well received by staff.

Self Evaluation

The College and District work jointly to develop and implement robust professional development activities for all employees of the College.

The institution meets this Standard.

Actionable Improvement Plans

None.

III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary

All professional development activities offered on campus have an evaluation completed by each participant at the end of the activity. Based on those evaluations, future activities are scheduled or modified to better address the needs of the employees (IIIA.55).

The effectiveness of the recent professional development restructuring will be assessed in late spring 2013 and analysis will be helpful in making improvements. Additionally information and feedback from the professional development coordinator will be used to make improvements to the coordinator role.

Self Evaluation

Participants in all professional development activities are asked to complete evaluations of the activity. They are also encouraged to provide feedback on how to improve that particular activity and to suggest additional activities that could be offered to address identified needs. All constituents are also provided an opportunity to provide feedback on the effectiveness of the professional development structure as a means of continuous improvement.

The institution meets this Standard.

Actionable Improvement Plans

None.

III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

Staffing needs are identified at several levels within the College's integrated planning process. During comprehensive program reviews, departments identify staffing needs (whether full- or part-time). Recommendations that come forward through those program review processes, and any related actions taken, are updated yearly in the department's

annual program review update document. In the normal staffing process, departments submit requests for faculty or classified staff to the respective campus staffing committees, which then rank those requests using a pre-determined set of criteria. The ranked list is then forwarded to the P&RC for discussion. Recommendations for hiring are then made to the president of the College who carries them forward to Chancellor's Cabinet and the DSP&BC (IIIA.56). The DSP&BC has developed a three-to-five year sustainability staffing plan for the GCCCD (IIIA.31).

Current economic conditions have been anything but normal and have necessitated temporary changes in GC's staffing processes. The approach is more strategic and dependent on the critical nature of each vacancy. Current critical requests for staffing are evaluated according to the following criteria:

- Legal mandates,
- Accreditation requirements,
- Health and safety priorities,
- Critical threshold of educational or support services, and/or
- Essential operations and supervision.

Positions that meet those criteria are evaluated first within units and divisions of the College and then forwarded to the college P&RC. This council makes a recommendation to President's Cabinet and final ranked college lists are sent on to the Chancellor's Cabinet and DSP&BC through the college president.

As possible replacements are prioritized, the College has had to consider new combinations of job duties as well as new positions that are badly needed to support student learning and services. Re-allocation of staff has also occurred to move qualified staff to areas of the College where staffing is a crucial need. The college president has worked collaboratively with GCCCD Human Resources, CSEA, and the Administrator's Association to re-assign these employees when necessary.

Self Evaluation
Human resource planning is integrated on several levels with institutional planning. Even in times of economic hardship, the institution strategically approaches its staffing needs in order to best serve the programmatic needs of the institution and fulfill its mission.

The institution meets this Standard.

Actionable Improvement Plans
None.

STANDARD IIIB - PHYSICAL RESOURCES

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Descriptive Summary

Grossmont College (GC) is committed to providing a safe and functional learning environment for all students regardless of location or mode of delivery. To guide institutional safety and maintenance, the College employs criteria and measures that are set forth in federal, state, and local laws and regulations. District policies and procedures also guide campus safety (IIIB.1, IIIB.2, IIIB.3, IIIB.4, IIIB.5), security and access (IIIB.6), and emergency preparedness (IIIB.7, IIIB.8). Various local and state agencies inspect college facilities annually, including fire, hazardous materials, and backflow inspections to ensure that college facilities are safely maintained and chemicals are properly stored and secured. To ensure that construction projects comply with the applicable codes, the Department of State Architect reviews applicable documents to assure compliance with structural, life safety, and accessibility requirements.

The College evaluates the safety of its facilities through the combined efforts of various departments, committees, and individuals. Periodic inspections of campus buildings and facilities by the District's insurance provider – along with annual inspections by Grossmont Maintenance, Grounds, and Custodial Departments – help to ensure the safety of students, staff, and faculty as well as the community (IIIB.9). In addition, staff members inspect all sites where reported accidents occur; reports involving a single site prompt corrective action to eliminate the source of the problem. At the beginning of each semester, the college president requests that division deans go through their facilities and report any maintenance, safety, or aesthetic concerns for attention by college and district staff. At any time, college departments can make work requests through the electronic work order process or emails to the maintenance department. The GCCCD also created an Unsafe Condition Report that can be accessed anonymously through the district website (IIIB.10) and used to report safety concerns. This report generates emails to the vice president of Administrative Services and the director of Facilities, Maintenance, and Operations for action.

Issues related to safety are addressed by a number of college and district entities. These include the college Facilities Committee (IIIB.11), the Operations and Maintenance departments, and the GCCCD Employee and Labor Relations department, of which the risk manager is a part.

The College also collaborates with the GCCCD Safety/Hazmat Committee coordinated through the Employee and Labor Relations department. This committee is comprised of facilities managers, supervisors, and administrators from each campus as well as classified

staff, supervisors, managers, and an administrator from the district Employee and Labor Relations department as well as Public Safety. The committee is charged with planning for – or resolving – any developing safety or hazmat concerns or issues, and with making safety training recommendations. Agendas and meeting minutes of the GCCCD Safety/Hazmat Committee are shared with the College's Facilities Committee for information and input (IIIB.12). Safety is also a primary concern as new projects are constructed, from the construction phase all the way through to occupancy by students and employees.

The College coordinates general safety and security of students and employees through the Public Safety department. Emergency phones within each of the learning spaces (classrooms, labs, etc.) allow for direct call access to Public Safety. Emergency phones are also located in the parking lots and parking structure. The College has an established Emergency Operations Committee (EOC) (IIIB.13) that meets on a monthly basis to plan and prepare for any number of emergency situations. That planning includes regularly scheduled training as well as tabletop and live emergency response exercises (IIIB.14).

Off-campus instruction is offered at a wide range of facilities and locations throughout the community. The College relies on the host outside agencies or facilities to meet all codes related to safety and accessibility, and to have adequate lighting and security personnel when necessary. Should any safety concerns be identified at off-campus locations, faculty, staff and/or students can report those concerns to the instructor, dean, or vice president of Academic Affairs.

For the health professions, GC has contracts in place for almost all of the hospitals and many private and public clinics as well as doctor's offices in San Diego County. These sites are where the students in the various programs do their clinical rotations. The facilities are Joint Commission accredited, thus they have to pass the tests for certification to ensure safety and compliance with the National Patient Safety Goals. The health care agencies agree to provide necessary emergency medical treatment to the school's faculty members or students, if needed. The hospitals are also equal opportunity employers insuring that our students and faculty are treated equitably. At the end of the semester, the health professions students and faculty are required to fill out an evaluation of the clinical training facility. In addition to the health professions, other professional program areas utilize off-campus facilities. Tables 14 and 15 provide a brief snapshot of some of the specific off-site facilities used by various disciplines for training students.

TABLE 14: Off Campus Sites - Health Professions

Nursing	OTA	Respiratory	CVTE	EKG	Ortho Tech
Alvarado	Alvarado	Alvarado	Alvarado		
Alvarado Parkway		Sharp Mary Birch	Cedars Sinai		
Sharp Grossmont	Sharp Healthcare	Sharp Grossmont	Sharp Grossmont/ Memorial/ Rees	Sharp Hospital	
Sharp Chula Vista	Naval Medical Center	Sharp Memorial	Scripps Chula Vista		
Scripps Memorial	Palomar Pomerado	Palomar Pomerado	Palomar Pomerado		
Scripps Mercy	Paradise Valley	VA Hospital	Scripps Memorial		
Scripps Encinitas		Balboa Naval	Scripps Encinitas		
Kaiser Zion	Kaiser	Kaiser	Kaiser		Kaiser
Rady Children's	Rady Children's	Thornton Hospital	Tri City		Rady Children's
UCSD	UCSD	UCSD Hillcrest	UCSD Hillcrest/ Thornton		UCSD

TABLE 15: Off Campus Sites – Other Disciplines

Administration of Justice	Adapted Exercise Science	Culinary Arts	Child Development	Health Science
Duffy Town Firearms Range	St. Madeleine Sophie's Center	Barona Casino	**Examples:** Canyon Rim Children's Ctr. SDSU Assoc. Children's Ctr. College Park Preschool	Interwork Institute

The need for – and sufficiency of – facilities and equipment are evaluated and addressed in a number of ways. Sufficient use of instructional facilities is coordinated and monitored through Instructional Operations, which maintains an up-to-date list of the rooms available on campus as well as the capacity of those rooms. When the schedule of classes is developed each semester, several factors are taken into consideration when determining room needs and availability, including enrollment numbers, contractual class maximums, and discipline-specific equipment needs. Any needs that can be met through a change in classroom are routed through the appropriate administrator to Instructional Operations, or in the case of offices, through the Facilities Committee.

As part of the College's planning process, the effectiveness with which the facilities meet the needs of programs and services is determined at the unit/department level during their annual program review update process and during their longer-term program review process. As mentioned above, those needs are communicated to the deans, and to Instructional Operations if room changes are requested, or to the Facilities Committee if room alterations are needed. Space sufficiency is also evaluated using state approved rubrics. According to the 1 August 2012 GCCCD Five-Year Construction Plan 2014-15 to 2018-19 (IIIB.15), Grossmont has identified needs in lab space, office space, library space, and AV/TV space. The recently updated Facilities Master Plan will assist in identifying and targeting these needs (IIIB.16).

Whether identified via observation, inspection by outside groups, or through program review, the College uses the results of facilities evaluations to generate work orders. Maintenance or Operations staff attempt to respond to those work orders in as timely a manner as possible. Repairs and replacements are then prioritized through an internal analysis and added to the college scheduled maintenance list for prioritization and completion. Fifty-year-old buildings often need major funding and remodeling, which may require longer time periods or work that must be contracted out. As an example, the College has recently completed its second roofing condition survey. The survey has been used to prioritize campus roofing projects based on current and anticipated conditions. The College utilized the prioritized list to communicate the need to the campus community through the Facilities Committee and the Planning and Resources Council (P&RC) where funding for the projects was allocated to complete them (IIIB.17). This same type of analysis has also occurred for college pavement and parking areas.

Individual departments have classified staff that are regularly trained and updated on equipment and material safety through the Risk Management office. As part of the training and their individual job responsibilities, defective, broken, or malfunctioning equipment is either maintained or repaired on site or reported as needing repairs to the proper college administrator. Then, appropriate measures are taken to repair, replace, or discard the broken equipment. The College also establishes maintenance contracts for specialized facilities equipment that is beyond the expertise or capacity of the Maintenance department. Maintenance and repair contracts for college elevators, HVAC equipment and controls, autoclaves, deionized water equipment, and boilers are entered into annually to ensure the equipment is properly maintained and running at optimal efficiency (IIIB.18).

The technological equipment needs for programs and services, are identified at the user level through the program review and annual program review update process. This could apply to new equipment, the repair and maintenance needs of older equipment, or equipment required to remain current with changing industry standards. In addition, the College tracks the maintenance and replacement needs for technology as part of GC's Technology Plan, which includes a lab and computer rollover schedule (I.34, IIIB.19). Technology needs are also identified through the work of a number of committees, both at the College and District. The Technology for Teaching and Learning Committee (TTLC) is a representative body that looks at instructional technology needs and is informed on the specific needs of distance education (DE) by the work of their DE subcommittee. At the district level, there is an Instructional Technology Advisory Committee (ITAC) (IIIB.20) and an Administrative Technology Advisory Committee (ATAC) (IIIB.21) that assess the needs and methods of support for both colleges within the District.

Equipment needs (whether technology or other) that are identified through the various college and district processes (and are not covered under the rollover plan) are outlined in proposals as part of the annual planning process, prioritized by the Institutional Review Committee (IRC) (I.37a), and recommended to the P&RC (I.76). The College also identifies equipment that needs to be repaired or replaced through the annual Scheduled Maintenance Plan (IIIB.22). GC's scheduled maintenance needs are combined with Cuyamaca College's needs into a district wide list that is submitted annually to the state. Repair or replacement projects are scheduled or completed based on the priorities established and the funding available (IIIB.23). Equipment replacement is also a component of the College's capital construction process. Departments identify equipment needs that are incorporated into the building projects as part of the furniture, fixtures and equipment (FF&E) budget. In addition, the College sets aside $5,000 annually for replacement of stolen equipment to meet the ongoing educational needs as well as $25,000 for furniture replacement.

As outlined in more detail in Standard IIIC, technology support for the campus is divided into two areas: instructional computers and administrative computers. Instructional Computing Services (ICS) supports the instructional area through inquiries to the ICS Help Desk. The district Information Systems (IS) office supports administrative computers. Instructional Media Services (IMS) maintains and provides support for classroom equipment.

To address longer-term replacement, expansion, and additional needs for physical space, technology, and equipment to house instructional, student services and administrative operations, the College developed its recent Educational Master Plan (EMP) (I.25) and subsequent Facilities Master Plan (FMP) (IIIB.16). The EMP serves as a framework to guide shorter-term planning such as the Strategic and Technology Plans, and the development of annual plans. The 2013 FMP was completed in two phases and will be followed by building design. Thanks to the voters of East County – who approved Proposition V in November of 2012 – GCCCD will have $398 million dollars to realize a significant portion of its FMP.

Self Evaluation

In order to provide safe and sufficient physical resources (both on and off campus) in support of the College's programs and services, a number of evaluative processes and inspections are utilized. If the results of those evaluations and inspections indicate that modifications or repairs are needed, those needs are prioritized and resolved through established committees and/or departments, either at the college or the district level. One example is the remodel of building 36 classrooms to meet science lecture classroom needs.

Through both the long- and short-term college planning processes, equipment and technology needs are evaluated and discussed. As part of GC's integrated planning processes, funds for those needs are assigned via the college P&RC. In addition the identification of emerging needs for the College, there are also processes in place to maintain and replace existing equipment. At the college level, two separate departments (ICS and IMS) – in conjunction with District IS – support technology and other learning equipment (either for on-campus or DE use). The long-term FMP was collegially developed to enhance and support the College's EMP and Prop V Bond funds will provide for a significant achievement of the FMP.

The institution meets this Standard.

Actionable Improvement Plans
None.

III.B.1.a. **The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.**

Descriptive Summary

GC is now in its 51st year of providing higher education to the San Diego County community. With the economic downturn in recent years, the College has seen its student population swell to 21,000. This rapid growth has pushed the campus facilities to their capacity. Leadership, vision, and planning have all played an important part in meeting the current facility needs. Using the 1997 EMP, as well as its associated 2000 FMP and Five-Year Construction Plan as guides, the College has continued its aggressive construction and renovation goals to meet the demands on facilities. GC recently completed construction of two new buildings that will provide the College with facilities to meet its needs in the near future. The Griffin Center and Student Services/Administration building, which were built using sustainable materials and energy conservation measures, were the first Leadership in Energy and Environmental Design (LEED)-certified buildings at Grossmont College and have won design awards from the San Diego Business Journal.

In spring 2012, a new EMP was unveiled and the associated FMP was introduced in late fall 2012. Both documents provide a framework for improving upon GC's services and facilities over the next decade. Proposition V – passed in November 2012 – will assist in realizing a significant portion of the 2013 FMP (IIIB.16).

What follows is a brief summary of construction work completed since submittal of the last Accreditation Self Evaluation:

- In summer 2008, GC completed renovation on its Exercise Science and Wellness Complex. The two-building complex – a 28,000 square-foot reconstruction project – features a main building with new instructors' offices, energy-efficient shower and locker areas, two "smart" classrooms, a film room equipped with high definition flat-screen monitors and digital AV equipment, an athletic training room, and expanded weight-training and exercise rooms. The 3,000 square-foot renovation of an adjacent building, known as the lower gym, features new office space, equipment storage, and a multi-purpose studio with special flooring for dance and exercise classes. The revamped complex is used by the following programs: Adapted Exercise Science, Athletics, Exercise Science, Health Education, and Dance.
- In summer 2009, the College completed construction on a three-level parking structure, adding a net 800 parking spaces to meet the growing demand. The opening of the new parking structure also added a 3,200-square-foot facility for Public Safety. In addition, the new structure improved access for people with mobility issues by providing for entry at the inner campus elevation.
- In spring 2010, GC completed construction on the Health and Physical Sciences complex. This 52,000-square-foot, two-story complex houses classrooms with the latest technology, state-of-the-art labs and lab preparation areas, as well as indoor and outdoor gathering spaces for studying. It also has faculty and staff offices for Forensic Technology, Physics, and health professions programs. The complex features the latest teaching tools and equipment, including two high fidelity simulation labs with lifelike mannequins for Nursing, a casting room for Orthopedic Technology, a mock apartment for Occupational Therapy, a high tech respiratory lab, a blood-splatter room for forensic technology, and simulated ICU patient stations for Nursing and Respiratory Therapy. The Cardiovascular Technology program and EKG Training have three specialty classrooms and a dedicated ultrasound scan lab. Additional features of this comprehensive facility include physical sciences labs, a rooftop astronomy lab, two computer labs, and a large lecture hall for health seminars, guest speakers and/or combined class lectures.
- In January 2012, reconstruction of the Student Services and Administration Building (100) and the Griffin Center was completed. The 100 Building features an enclosed high-bay atrium (originally the courtyard and breezeway areas) with a main mall bisecting the building. With the use of color, natural lighting, and large open spaces, the center appears welcoming and gracious to all who enter. It serves as a one-stop concept for student services, including Admissions and Records, Assessment, Counseling, University Transfer Center, International Students, Veterans Affairs, and Financial Aid. The 37,233-square-foot complex also houses administrative and support services offices including Cashier, Business office, Instructional Operations, deans' offices, College and Community Relations, and the president's and vice presidents' offices.
- Griffin Center features improved dining and food service areas with a new second story level. The new student space is full of vibrant colors, new furnishings, and multiple lounge and dining areas that provide plenty of space for students to study,

eat, and connect with other students. The 46,743-square-foot building accommodates Associated Students, Culinary Arts, Student Health Services, Extended Opportunity Programs and Services (EOPS), Disabled Student Programs and Services (DSPS), and the Career Center, as well as lounge/game areas, a quiet lounge, the student affairs office, a student club room, and Griffin Gate for a larger – yet dividable – meeting space.

In addition to major new construction, GC also worked on existing buildings to bring them into ADA and modern building code compliance. The relocation of faculty, staff, and administrators from Building 36 to the new Health and Physical Science Complex allowed two-thirds of the older building to be remodeled. The improvement included larger classrooms, new AV equipment, and code-compliant bathrooms. The remaining one-third will be remodeled sometime in the near future. Work has also been completed on three of the College's large lecture halls (31-370, 51-575 and 24-220), bringing them up to code. These rooms now have state-of-the-art AV equipment as well as ADA ramps for better access to students with disabilities. Other improvements to facilities include remodel of the 500 complex bathrooms and replacement of roof shingles. Bathrooms and replacement of roof shingles have also been completed in the South 300 area.

As construction of each new facility or modernization occurs, a building task force is formed that includes the faculty, staff, and students that will occupy and/or support different parts of the building. The task force members are included in the planning to ensure the facility meets the area's programmatic needs. Their involvement spans from the original schematic designs and functional charts to the completion of the punch lists. In addition, departments that will be housed in a specific building identify new and replacement equipment needs so that FF&E funds are allocated to the individual departments to assist in replacement of those items. At the end of every new facilities construction project, the College creates a binder containing any equipment/furniture manufacturer-recommended service maintenance schedules and timelines. These timelines are then implemented into the Maintenance department work order system to ensure the new equipment/furniture needs are maintained per these schedules.

Ongoing facilities maintenance needs are identified through the college Maintenance department and campus-wide via telephone and email contact with the college Facilities office. Work orders/repair requests are originated and completed through a work orders system used by the colleges and District. As mentioned in Section III.B.1., ongoing department and program equipment replacement and maintenance needs are identified through submitted annual planning activities (I.37) and through the Scheduled Maintenance Plan (IIIB.22).

Each year, the College evaluates the effectiveness and sufficiency of its classrooms, lecture halls, laboratories, and other facilities through an annual review of the GCCCD Five-Year Construction Plan (IIIB.15). This plan uses projected growth and weekly student contact hours (WSCH) information to determine the sufficiency of college facilities through the capacity/load ratio. The Administrative Services division, as part of the program review process, annually surveys faculty, staff, and students on the sufficiency of classrooms and

labs. Survey results – along with other college program reviews and annual activity proposals – are used to identify and implement repairs and improvements. As an example, a recent analysis of student, faculty, and staff survey results indicated that the textured tops of the classroom desks selected by a college task force as the college standard were not meeting the needs of students. The College worked with the furniture provider to identify replacement tops to correct the issue (IIIB.24).

The College uses a scheduled Rollover Plan (I.34, IIIB.19) to systematically replace the computer equipment in labs throughout the campus. The equipment that is replaced, depending on the age and specifications, is rolled over into faculty offices and/or smaller labs. This practice is in keeping with the College's process of "cascading" equipment: the newest and most powerful devices are assigned to the most demanding applications, and any displaced equipment is reassigned to areas with easier tasks, while still meeting the needs of the end users. The cascading process applies broadly to campus equipment, including faculty and instructional desktop computers and equipment. This results in sound fiscal and physical management of GC's technical equipment.

Self Evaluation
Quality of facilities and equipment is continuously addressed by appropriate committees (i.e., Facilities and P&RC), which review and prioritize the campus' physical and resource needs, as well as available funding. The College has a number of processes designed to meet the program and service needs of the College, regardless of delivery method. Comprehensive Facilities Master and Five-Year Construction plans guide the construction and modification of buildings, and departments that will eventually occupy the buildings are consulted throughout the construction process. Equipment replacement needs not met during the construction phase are identified and addressed, where possible, through the college planning process. Maintenance of buildings and equipment occurs via regular maintenance schedules, with additional needs reported and addressed as they occur. Technology equipment is updated in accordance with a rollover schedule.

The institution meets this Standard.

Actionable Improvement Plans
None.

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

Descriptive Summary
GC is committed to maintaining a fully accessible, safe, secure, and healthy environment for faculty, staff and students. In the 2010-16 Strategic Plan (I.2), two of the five major strategic planning areas of focus are student access and fiscal and physical resources. One of the strategies under student access is to enhance physical accessibility to campus and to maximize community access to campus facilities and services. Under fiscal and physical

resources, one of the goals is to develop and maintain an exceptional learning environment and to optimize facility usage.

One of the GCCCD sustainability goals is to provide a safe, welcoming, inviting, healthy, and comfortable working and learning environment that supports student success. This includes air quality as well as occupant comfort (IIIB.16-p.1.8).

The College serves approximately 20,000 students with approximately 53 percent of those students residing within the district boundary. The Metropolitan Transit System (MTS), San Diego's regional transit provider, is the primary source of public transportation used by the students and there is an MTS bus stop located in front of the student center. While convenient public transportation can reduce the need for parking, public transportation is limited. The GCCCD service area covers some 1100 square miles stretching east to Imperial Valley and south to Mexico. This combined with the fact that 90 percent of the population density of the District is within a very small western portion of the District means a great deal of GCCCD's service area is considered rural. These issues make easy access to public transportation routes difficult. Still, many students presently use the buses. An exceptional feature of the current campus layout is the continuous road completely around the perimeter of the College. This "loop" allows traffic to move to all parking lots without causing excess congestion.

The Facilities Committee deals with all aspects of campus facilities including safety and some examples discussed in this committee during 2011 regarding safety are (IIIB.25):
- the combining of the district Safety and Hazmat Committees into one district Safety/Hazmat Committee to become more efficient;
- the issue of vehicles and ADA safety on the interior of the campus (i.e. delivery, construction and personal vehicles along with college carts);
- skateboard use and safety (IIIB.26);
- the use of security cameras on campus. It was shared that the only places on campus where cameras are currently located are the Tech Mall, ATM machine, and the new Griffin Center;
- the May 2011 ASCIPO (the District's insurance provider) safety audit/inspection of the campus. That safety inspection resulted in several pages of high priority projects (IIIB.27). The campus Facilities Director is working on allocating staff and departments to address issues;
- anonymous reporting of safety issues on campus (IIIB.10) with reports forwarded to the appropriate administrators and the information also sent to the committee;
- a new hazmat inventory database;
- Automated External Defibrillator (AED) locations on campus; and
- district Safety Committee discussion of emergency telephones, eye wash stations, and training/injury prevention plan (IIIB.28).

As is evidenced by the above examples, GC continues to be diligent regarding safety, security, and a healthful learning and working environment.

GC facilities are adequately maintained by the college Facilities department which provide services and support including daily cleaning crews; day-to-day maintenance; infrastructure repair; HVAC, electrical, water and sewage; and campus physical security.

In the best interest of the general health of the college community, the GCCCD instituted a tobacco-free policy in fall 2009. This policy extends to the entire campus including the parking lots. For employees, a comprehensive "Wellness Initiative" was kicked off in spring 2012 with the development and implementation of a number of free and low-cost, regularly-scheduled fitness activities, as well as a website that contains information on healthy eating, stress reduction, and injury and illness prevention (IIIB.29).

The College is committed to the needs of its disabled students and works closely with the staff from the DSPS to provide services for the disabled. DSPS cooperates with the campus Facilities Committee and the manager of campus projects to provide reasonable classroom furniture accommodation for students with special needs.

All campus capital construction and modernization projects are submitted to the Division of the State Architect to ensure compliance with accessibility and emergency egress. The College recently completed many architectural barrier removal projects including renovating student and faculty restrooms to meet code requirements, modernization of classrooms and labs, installation of automated doors, elevators, and ramps campus wide (IIIB.30). With the addition of the new parking structure, many more handicapped parking spaces are available. The College also repaired walkways to provide for unimpeded access.

The College instituted a number of safety initiatives including emergency call boxes in parking lots and panic buttons in areas that handle cash. GC also instituted panic buttons in other areas of the college that have been identified to be at risk including Counseling and Financial Aid. Classrooms have emergency phones that are connected directly to Public Safety and also allow for emergency messages to be broadcast to the classroom. All parking lots and the parking structure are lighted and the campus maintains security lighting throughout the evening. The Public Safety dispatch is staffed 24 hours per week to respond to emergency calls and the campus is locked between 11:00 p.m. and 4:00 a.m. to ensure night-time safety.

The College also recently worked on a directional signage project designed to provide improved directions and help with way finding throughout the campus, thereby enhancing access to buildings, programs, and services.

Self Evaluation
GC evaluates all of its physical resources on a regular basis. GC uses effective planning and follow-up to maintain the accessibility and safety of its facilities for all students and employees. The College interprets access in a very broad way and assures that all constituents may participate in learning activities. Parking had long been a problem on campus, but with the recent addition of the new multi-story parking structure, parking issues have largely been resolved. The College provides alternate means of access and assistance to

those who need it, in order to keep all programs and services accessible to all students. Safety issues are addressed on many levels in a manner that meets the requirements of this Standard. In the 2011-12 Institutional Survey, over 86 percent of all employees and students indicated that they felt safe at the district offices and on campus during daylight hours and – with the exception of staff at 61 percent agreement – over 70 percent of employees and students responded that they felt safe during evening hours (I.28).

The institution meets this Standard.

Actionable Improvement Plans
None.

III.B.2.   To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Descriptive Summary
GC assesses the use of its facilities in a number of ways. A computerized system called Resource 25 in Colleague tracks the use of classrooms, vacancy rates, fill rates, and equipment housed within the facilities. A number of committees also address various aspects of facilities and equipment use. Requests related to facilities modifications are routed through the Facilities Committee. Before each major renovation project begins, a taskforce is formed to help plan the renovation and ensure that it meets the needs of the users (faculty, staff, and students).

Long-range assessment occurs during the preparation of the college EMP, the associated FMP, and the Five-Year Construction Plan, all of which involve a long-range estimate of the number of students who can be accommodated and space needed in any building. Grossmont College and the entire GCCCD just completed an updated Facilities Master Plan in two phases. The planning process included over 90 participants from various departments, programs, and service areas to assist in identifying programmatic needs and requirements.

Other assessment tools involve maintenance plans and inspections. The Scheduled Maintenance Plan is reviewed annually and is based on assessment needs and the age of the equipment and facilities. An external evaluation is performed as needed and includes the roofing, parking, and road assessments. Another assessment occurs with the bi-annual inspections by insurance inspectors to ensure that the facilities are safe. Custodians and maintenance workers also perform routine maintenance inspections. Departments provide needs and suggestions through the GCCCD's internal work order system. In addition, units annually submit building facilities and equipment requests using the Department Plan Manager (DPM) software (I.37).

GC uses the results of the various evaluations to improve facilities and/or equipment. Needs are prioritized on a number of levels. Replacement or repair of larger items is prioritized

according to the condition and age of the equipment. Using the FMP and the EMP, large capital construction and modernization projects are prioritized. In addition, various committees make recommendations to the P&RC for approval and funding. Facilities and equipment needs that are identified at the department/unit level are included in the annual program review update documents and entered in the DPM if funds are required. Proposals requesting college funding are reviewed and prioritized by the IRC and that prioritized list is forwarded to the P&RC for final approval and funding. As one example, a recently funded activity included the replacement of clocks campus wide with GPS models. A synopsis of activities the College has funded each year can be found in the "Did You Know" documents on the college website (I.66, I.67, I.68). A master list of all equipment (with the age of the equipment) was created and approved by the Facilities Committee and P&RC (IIIB.31). This list guides the College on replacement needs. It was last utilized in spring 2013 to purchase replacement equipment in the ceramics area and pianos for the Music department.

Self Evaluation
GC employs a number of evaluation mechanisms to assess the effectiveness of its physical resources in supporting the institution's programs and services. The College works to continuously improve its physical resources through the use of:

- a detailed computerized system;
- collaboration by various committees;
- the development and implementation of detailed construction, maintenance, and master plans;
- input from departments;
- bi-annual maintenance inspections; and
- a detailed equipment list.

The institution meets this Standard.

Actionable Improvement Plans
None.

III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary
Long-term, overarching educational and programmatic needs were identified during the preparation of the College's most recent Educational Master Plan (EMP) (I.25). In order to meet those needs, the EMP outlines objectives that include improvements in technology and facilities. Based on the general needs identified in the EMP, a more detailed Facilities Master Plan (FMP) was prepared (IIIB.16). Both the EMP and the FMP were developed under the direction of the DSP&BC by taskforces with members from each of the College and District Services and the finished products were vetted through various college and district constituency groups. The Governing Board reviewed and approved the final FMP in

September 2012 (IIIB.32). High priority facilities projects are addressed in even more detail in the College's Five-Year Capital Construction Plan (IIIB.15).

Each time a new facility is built and occupied, a spreadsheet is prepared that outlines the various elements considered in total cost of ownership (i.e., all items needed to sustain the building upon completion). These elements include purchases and maintenance of equipment, supplies, staff and personnel, and utility costs.

The College has worked over recent years to become more efficient in the operation and maintenance of its facilities in order to trim the cost of ownership where possible. Various activities have included making the building interiors more maintenance friendly and easier to keep clean, automating HVAC and irrigation systems, redesigning landscapes to use less water, and helping staff to be more efficient through the use of technology where appropriate.

Self Evaluation
GC has developed a number of long-range capital plans that support the institution's programmatic needs. Based on those plans, the College develops and implements capital projects and the planning for each facility includes the development of a spreadsheet outlining the total cost of ownership. At the same time, the College is working to continuously improve on the efficiency of the operation and maintenance of the facilities in order to reduce some of those costs.

The institution meets this Standard.

Actionable Improvement Plans
None.

III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary
At GC, physical resource planning is integrated with all other institutional planning efforts. The acronym PIE (Planning, Implementation, and Evaluation) helps reinforce the College's approach to all planning processes, including those involving physical resources. Physical resource planning, like all aspects of planning at the College, is a collaborative effort driven by the College's mission and vision statements and involves input from faculty, classified staff, students, and administrators. Physical resource needs are part of the EMP (I.25), the FMP (IIIB.16), the 2010-16 GC Strategic Plan (I.2), the Five-Year Construction (IIIB.15) and Maintenance Plans (IIIB.22), and are also included in department-level plans.

For example, the FMP as well as the Five-Year Construction Plan help identify the scope and schedule of new construction projects as well as various modification or modernization projects. To help supplement the expertise of the leaders charged with implementing the FMP, multiple forums were held on the Grossmont campus, to solicit input from all campus

constituents – as well as community members – during the planning processes for new buildings.

A number of other identified renovations and repairs, scheduled maintenance projects, energy conservation efforts (the "greening" of the campus), improvements to the technology infrastructure, and capital construction projects have been completed or are underway. For example, a much-needed renovation of Room 26-220 – utilized for meetings, performances, and classes – was completed in fall 2011 and renovations of the classroom spaces in buildings 31 and 36 are ongoing. These and other projects are evidence of an ongoing commitment to fulfilling the physical resources needs detailed in the EMP and other documents.

The College also assesses space utilization, comparing the quantity of each space type that GC has in place to the amount of space allowed by state standards and fire code standards through the Facilities Committee. Efforts are ongoing to align the size and type of space to the size and needs of the programs and departments that use the spaces. Because of such analyses, some room modifications were made in 2011-12 to increase class size accommodations, which allowed for the safe usage of the rooms by students and faculty as well as the maximum allowable enrollment within the classroom spaces. The assessment and the plans leading to the modifications were brought before various constituencies, including the Council of Chairs & Coordinators (CCC), for full discussion prior to implementation by the Facilities Committee.

Some facilities planning begins at the department level, where facilities needs are evaluated through the comprehensive program review process (I.56, I.19, I.57). Facilities recommendations that are identified in that process are included as long-term planning goals within a department's annual program review update document (I.17, I.18, I.19). On an annual basis, departments review and document progress toward meeting any facilities goals; and additionally, include other facilities issues that might have arisen since the comprehensive program review. Activities related to facilities are proposed and forwarded to the appropriate campus groups and/or committees for review, ranking, and action.

Prioritization of equipment needs happens in various contexts, including (but not limited to) the following:

- annual departmental planning activities that are prioritized by the IRC, using criteria clearly disseminated to all stakeholders on campus (I.38);
- individual division council meetings where equipment needs submitted by programs and departments are prioritized; and
- the Technology for Teaching and Learning Committee (TTLC) prioritization of computer, printers, and software needs.

A few examples of institutional planning actions resulting from the programmatic evaluation of facilities and equipment include:

- $43,520 for the Biology department to purchase BIOPAC software and equipment and to fund required cadaver replacements;
- $136,728 to replace aging physical science lab equipment;
- $92,950 for the purchase of industry-standard software and lab equipment for the Respiratory Therapy program and new Health and Physical Sciences complex; and
- $125,000 for landscape revitalization—outdoor education zones.

The GC Facilities Committee serves as a conduit for a wide variety of proposals related to physical resources. This committee's charge (IIIB.11) is to review and prioritize overall facility needs, and make recommendations to the P&RC for activities related to facilities maintenance and renovation, grounds and custodial issues, campus access and traffic patterns, state-mandated maintenance projects, and ADA compliance issues. The Facilities Committee also reviews and prioritizes all department and divisional requests for modifications or alterations to existing office and classroom space. This committee has multiple representatives from every constituent group, including the college president, all the deans, the director of Facilities, six divisional faculty representatives, three classified representatives, and two students. Such wide representation helps ensure that facilities decisions emanate from institutional needs and plans for improvement.

GC invites faculty, staff, and administrators who submitted planning activity proposals funded by the College to share the outcomes with the college community. This helps communicate to the College the return on investment (outcome) and further encourages widespread participation in the planning process.

Finally, surveys are conducted to assess the effectiveness of facilities in meeting educational and programmatic needs. In the 2011-12 Institutional Survey, when asked if their assigned workspace was adequate for them to carry out their jobs, 89 percent of full-time faculty, 76 percent of staff, and 79 percent of administrators agreed. Even 70 percent of part-time faculty, who often do not have assigned office space, agreed with that statement. Students were also surveyed and 95 percent were satisfied with the ability of the new buildings to meet their educational needs. In addition, when constituents were asked about adequate lab equipment, 70 percent of full-time faculty, 53 percent of staff, and 79 percent of students agreed that the equipment provided was adequate to meet educational needs (I.28).

Self Evaluation
Physical resource planning is an integral part of both the long-term and short-term planning processes at GC. Program review also ensures the evaluation of facilities. Physical resource needs as well as construction, equipment, and maintenance requirements are addressed via the appropriate collegial consultation groups such as the Facilities Committee and the P&RC. Each group incorporates assessment into its work to make certain plans for improvement are based on an evaluation of what has already been accomplished and what work is still needed.

The institution meets this Standard.

Actionable Improvement Plans
None.

STANDARD IIIC - TECHNOLOGY RESOURCES

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1.   The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college wide communications, research, and operational systems.

Descriptive Summary

Grossmont College (GC) is committed to utilizing technology resources to create exceptional learning environments for academic programs/services and to improve institutional effectiveness. The College recognizes that technology resources are a critical component of student learning, student services, and effective institutional operations.

Technology services are utilized by students in order to apply for admission to the College, register for courses, receive financial aid, complete coursework, and communicate with others. Technology resources support faculty in accessing their course rosters, performing assessments, and communicating and delivering course content. In addition, GC administrators and staff rely on technology for procurement, budgeting, reporting, course scheduling, and student data retrieval in support of decision-making and planning. GC also uses technology for operational controls – such as HVAC and irrigation – as part of its sustainability efforts.

Adaptive and assistive equipment, hardware, and software are made available as needed. In addition, the GC Assistive Technology Center (ATC) features state-of-the-art hardware and software. Students may enroll in one of the adapted computing classes offered in the fall and spring semesters, or come in during open lab hours (available year round) to learn to use the equipment. A full-time lab aide and several part-time lab aides are available to demonstrate assistive technology for groups and individuals. In addition, students can receive guided assistance as they learn to use specific products (IIIC.1).

GC engages in a spectrum of activities to ensure that the technology it provides meets student learning and service needs, faculty support requirements, college wide communication demands, research objectives, and operational systems mandates, all of which help to improve institutional effectiveness. These activities include consultations with committees and planning groups, as well as solicitations of suggestions to guide technology acquisition. Technology planning is integrated with institutional planning via the Technology Plan (I.34), annual program review updates (I.17, I.18, I.19), and Education and Facilities Master Plans (I.25, IIIB.16). The College identifies technology needs through a variety of processes as it plans for replacement, expansion, and addition of physical space to house instructional, student services, and administrative programs.

Several of the computing needs (i.e., classroom, lab, and office computers) on campus are addressed via the Technology Plan Rollover Schedule (IIIB.19). For those departments with

instructional labs, the faculty chairs and/or coordinators meet with the staff of Instructional Computing Services (ICS) to help develop the equipment rollover schedule. This rollover schedule plans for the systematic replacement of computers in the labs. The equipment that is replaced, depending on age and specifications, is rolled over into faculty offices and/or less demanding labs.

For other non-rollover needs, academic and support departments conduct on-going, annual planning for technology as part of the College's annual planning cycle (IIIC.2). Each area conducts an annual program review to update its requests and activities as necessary. Department and area proposals are prioritized at the division level and submitted for review by the Institutional Review Committee (IRC) (I.37a). Proposals that are recommended for funding are sent to the Planning and Resources Council (P&RC) (I.76) for review and approval. The Dean of Learning and Technology Resources (LTR) then works with the departments to sequence and implement these requests.

In addition, the Technology for Teaching and Learning Committee (TTLC), which is comprised of college faculty, staff, and administrators and district Information Systems (IS) representatives (IIB.10), makes recommendations to the P&RC regarding appropriate technology for a more effective teaching and learning environment and for the development and implementation of the college Technology Plan, including priorities for maintenance and purchase of instructional equipment and software. The Distance Education (DE) subcommittee makes recommendations to TTLC regarding hardware and software needs that will directly support DE teaching and learning.

TTLC was charged by the GC Academic Senate to develop a new format for the Technology Plan that would be more strategic and better integrated into the planning process. The Academic Senate approved the new format for the Technology Plan in fall 2011. The final updated plan was presented to P&RC in fall 2012 (I.34, IIIC.3). TTLC reviews the Technology Plan annually to ensure that it is current and relevant to GC's changing needs.

The College works with a number of entities and deploys a variety of software packages related to higher education, such as Ellucian Colleague, Blackboard Course Management System, the Microsoft Office suite, and the San Diego and Imperial Counties Community Colleges Learning Resources Cooperative (SDICCCLRC). GC also utilizes the Integrated Fund Accounting System (IFAS) as its standardized financial software. Focusing on enterprise systems ensures that GC realizes the optimal leverage of the investment, the value of economies by joint purchasing of equipment, the utility of user group participation, the benefit of innovative systems, and platforms that provide for systems integrations.

At the district level, there are two advisory committees providing recommendations for college and district technology needs. These two committees are the Administrative Technology Advisory Committee (ATAC) (IIIB.21) and the Instructional Technology Advisory Committee (ITAC) (IIIB.20). Representatives from Grossmont College serve on both these committees.

District IS and the College's ICS employees work together to ensure that faculty and staff offices are equipped with up-to-date computers and software necessary to effectively meet the needs of the learning, teaching, and district wide operations. Standardizing the computer operating system platform and Microsoft Office application software allows the district and college technology support teams to provide better response times in offices and classrooms.

An Internet-based student email account directed to student.name@students.gcccd.edu is created for each student currently enrolled in a credit course at GC. College communications with students can be accomplished via the district-supplied college email system. Additionally, official college communications from the Business Services, Academic Affairs, and Student Services departments are conducted via these district-supplied email accounts for effective communication with faculty, staff, and students (IIIC.4). For those who choose to utilize another email account, instructions for forwarding from the district-supplied email account are provided (IIIC.5).

Full-time faculty, classified staff, and administrators are provided offices with access to a desktop computer and telephone systems. Part-time faculty are provided access to designated areas with computers, and they are assigned a college telephone extension number for voice message communication with students and other district wide staff. All new employees receive access instructions, including contact information for support, and a system access tutorial is available on the district IS website (IIIC.6). The ICS department maintains an inventory of faculty and staff desktop computers, and plans to replace these computers so that no faculty, staff, or administrator computer is older than five years. This ensures a level of desktop standardization for operating systems and capacity to run district-supported software. All faculty, classified staff, and administrators are provided some type of access to district software including the Microsoft Office suite and a first.last@gcccd.edu email account.

The College utilizes Blackboard as the online learning management system. All course sections, whether online, hybrid, or on-campus, have Blackboard course shells generated in concert with GC's Ellucian system. District IS provides back-end support for Blackboard and the College provides training and technical support to faculty and students. Faculty have 24/7 access to update course content, retrieve up-to-date rosters, post grades, and provide regular and effective contact and timely teaching as appropriate. GC's Regular and Effective Contact Policy was adopted by Academic Senate in fall 2011 (IIA.13).

District IS also provides students and faculty with 24/7 access to the WebAdvisor registration system, including student information, class registrations, fee payments, financial aid, faculty rosters, and grading. The District works with the College via ATAC to ensure that the enterprise software is functioning such that it optimally meets the needs of the students, faculty, and staff. The Ellucian hardware is upgraded on a five-year cycle. To better serve the specific needs of students, operations, and research – and to create enhancements to the basic Ellucian system – the system has occasionally undergone programming upgrades and supplemental programming.

Identification of technology needs at the College is part of the annual program review update process (I.17, I.18, I.19). Student and faculty surveys (I.28) on college technology are analyzed and reviewed during department and area program review (I.56, I.57). Academic and student services departments evaluate and verify that classroom, office technology, and facilities needs are being met through assessment of student use and satisfaction surveys. Evaluation of district IS services is done regularly through the District Services survey (IIIC.7). Evaluation of the College's ICS and Instructional Media Services (IMS) departments will be conducted through an annual survey sent to faculty and staff beginning in spring 2013. These evaluations and processes will include questions specifically targeted at DE needs. In addition, GC has recently subscribed to Quality Matters, which is a faculty-driven, peer review process that is designed to certify the quality of online and blended course design. The process includes review of eight general standards:

1. Course Overview and Introduction,
2. Learning Objectives,
3. Assessment and Measurement,
4. Instructional Materials,
5. Learner Interaction and Engagement,
6. Course Technology,
7. Learner Support, and
8. Accessibility.

Key faculty and staff have been empowered to conduct "train-the-trainers" sessions, and the College plans to begin systematically reviewing online courses during the 2012-13 year. At this time, GC does not offer any correspondence education (CE) courses.

Self Evaluation
GC takes steps to ensure that technology resources are designed to meet the needs of students, faculty, staff, and administration of the College. In the 2011-12 Institutional Survey (I.28), 70 percent or more of all GC faculty, staff, and administrators indicated that computer equipment is adequate to meet the needs of their work function and they are satisfied with the support and maintenance of computer hardware and software. In addition, 65 percent of the full-time faculty, 80 percent of the part-time faculty, and 78 percent of the students agreed that the College provides sufficient technological resources to support its educational programs and student learning outcomes. The Technology Plan integrates with the Educational Master Plan and other college planning documents, to provide an approach that continues to support this Standard.

The institution meets this Standard.

Actionable Improvement Plans
None.

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

<u>Descriptive Summary</u>
In terms of technology services and professional support at GC, district IS and the College's ICS and IMS departments' responsibilities are clearly delineated.

<u>College Responsibilities</u>
Under the leadership and direction of the LTR Dean, the College is responsible for all instructional uses of technology, instructional support, staff development, and computing devices. This includes the implementation and support of:

- classroom technology and systems;
- faculty use of technology;
- Help Desk services for instructional computing, faculty and labs;
- professional development training;
- currency of equipment for labs (IIIB.19);
- Learning Resource Center technology for faculty, staff, and administrators including: computers, mobile devices, printers, scanners, and projectors;
- DE, including faculty support and training, student orientation and support; and
- in coordination with IS, the purchase of desktop computers, printers and related equipment for students, faculty and staff at the College.

IMS provides support for classroom technologies including audio, video, and visual projection systems for classroom presentation. IMS provides instructions (IIIC.8) on the use of the "smart" classrooms by posting printed copies of them in each classroom that has this technology as well as by making them accessible online. Instructions include detailed information on how to use the data projector, computer, laptop, document camera, video equipment, and closed-captioning. Assistance to instructors having any problems with the classroom technology is also provided live, immediately, via the Help Desk phone line. IMS also provides one-on-one or group instruction on classroom technology upon request. IMS schedules regular maintenance and cleaning of classroom equipment in order to ensure it remains operational.

ICS supports a variety of computer platforms and software used in classrooms and instructional labs. The ICS Help Desk maintains a task list that includes requests for service received in person or via phone or email. These requests for instructional support are organized by date and room number. The Help Desk staff communicates with the end user via phone and email – as well as in person – to resolve the support issue. The status of each request is maintained on a shared task list in MS Office Outlook that is accessible to all GC employees. ICS schedules regular maintenance and cleaning of computers in all instructional labs to ensure they are operational.

In academic programs that rely on non-computer technology, department technicians manage and provide technical support for instructional systems including:

- optical, chemical, and scientific instruments used in the physical and natural sciences;
- visual imaging, media production, and acoustic technologies used in visual and performing arts;
- various medical and scientific instruments used in allied health;
- various mechanical technologies used in exercise science and athletics; and
- photographic and forensics tools used in administration of justice.

ICS and department technicians work together closely to ensure that hardware and software remain functional in classrooms and labs.

IMS maintains an inventory of classroom technology (IIIC.9). This inventory is used to plan replacement and maintenance cycles to ensure the classrooms remain operational. A computer lab rollover plan, as well as an inventory of all college faculty and staff computers, is maintained by ICS. These documents help the College to appropriately allocate sufficient funding in order to maintain currency of the equipment. New facilities are designed to district and college specifications to meet the needs of the programs and services. User groups and the technology plan identify the technology needed to support teaching and learning and the efficient operations of the building systems. District standards have been developed to ensure each new building has the capacity to provide for the educational and operational needs of faculty, staff, and students housed within the building.

District IS Department Responsibilities
Under the direction of a senior director, GCCCD IS is responsible for technology infrastructure and systems that are used by both Grossmont College and its sister institution, Cuyamaca College. This includes:

- operation and maintenance of enterprise (ERP) and related information systems:
  - Colleague - student/instructional system
  - SAM - financial aid system
  - IFAS - financial system
  - PeopleSoft - human resources system
  - Cascade – content management system
  - DARS - degree audit system
  - SARS - appointment scheduling system, early alert
  - SIRSI - library information system
  - ACT - maintenance system
  - Resource 25 - scheduling system
  - ImageNow - document imaging system
  - Red Canyon - lab attendance system
  - Cynosure – online orientation and new student advisement system
  - Curricunet – curriculum processes management system
- support for district wide systems:
  - email
  - anti-virus software
  - MS Office
  - web sites

- o document imaging
- district wide services for staff and administrators:
  - o Training on ERP systems (listed above)
  - o Computer hardware support and repair (including faculty and labs)
  - o Office computers and imaging
  - o Moves and relocations for staff and administrator office computers
- support and maintenance of technology infrastructure:
  - o Servers
  - o Firewalls
  - o Wireless network
  - o Network switches and routers
  - o Fiber and copper cabling for data and telephone
  - o Internet connectivity
- support and maintenance of Learning Management Systems:
  - o Blackboard
  - o Grade book software
- support of Telephone systems:
  - o Call accounting
  - o Voice mail
- Help Desk services for administrative systems and technology infrastructure
- operation and maintenance of server rooms:
  - o Cuyamaca College
  - o Grossmont College
  - o District Office
- data security and back-ups for both college and district resources
- licensing and maintenance:
  - o Enterprise (ERP) information systems
  - o Learning management systems
  - o District wide software agreements
  - o Servers
  - o Technology infrastructure
  - o Telecommunications equipment
- telecommunications maintenance and connectivity:
  - o Telephone circuits
  - o Internet circuits
  - o Long distance
  - o Teleconferencing
- working with the advisory groups to establish standards for computers, printers, and standard desktop software; and
- coordinating the purchase of desktop computers, printers, and related equipment for staff to use in District Services offices.

The GCCCD maintains vendor support contracts for enterprise systems, including hardware and software. For example, Ellucian's Colleague (the student information system at GC), is maintained on hardware that is supported by both Hewlett Packard for hardware and operating system, as well as Ellucian for application-based support for issues that cannot be

resolved by IS staff. Other technical services and systems that are maintained through vendor support contracts include – but are not limited to – document imaging, web content management system, course management system, storage area network, library system, and system backup software.

ICS (in conjunction with TTLC) strives to stay apprised of emerging trends and best practices so that up-to-date technology can be planned for and implemented as a part of the College's Technology Plan. Decisions about hardware and software investments are the result of various identified needs. These can be driven by curriculum, program review, mandated reporting requirements, productivity and efficiency gains, growth, replacement cycles, or other factors. In all cases, each decision is tied to institutional priorities, goals, and planning models, and is made considering the existing technical environment.

As previously mentioned, GC uses Blackboard to support DE programs and courses, a segment of the College that is approximately 14 percent of all enrollments (both on-campus and distance), including both online and hybrid courses (I.29). It is the practice at the College that all course sections are supported through Blackboard with the automatic creation of a course shell. Faculty engaged in face-to-face or hybrid instructional delivery methods are thereby encouraged to use Blackboard as a supplemental instructional tool for effective dissemination of coursework and communications. Although 100 percent of courses have a Blackboard shell created, the option to utilize the software is at the discretion of individual faculty members.

Utilization of the Blackboard system gives faculty and students conformity for access to online material and communication. District IS – in conjunction with the College via the GCCCD Online Success website (IIA.14) – provides step-by-step instructions for students and faculty to access the system. The ICS Help Desk and a dedicated instructional design support specialist work with district IS to offer faculty and students support for problems with Blackboard during regular business hours.

In summer 2012, the College began offering training sessions to various support staff on the district-supported web content management system, SharePoint Designer. Offering this training and support encouraged web content stakeholders to update content on their web pages, without requiring the expertise to know web-programming languages. Dissemination of information via the web has been more current and timely, and thus has provided a better web presence to serve the College's community. The GCCCD is currently engaging in a redesign of the College's website in order to improve the functionality of the College's web presence.

The ICS Help Desk is available to address technology problems and concerns for faculty and instructional labs. First, a technician will attempt to diagnose problems over the telephone. If that is not possible, a description of the problem is entered into a task list, a task item is generated in Microsoft Outlook, and then the order is assigned to the appropriate network specialist or technician. Staff and administrator computers are supported by district IS. GC does not currently have a system in place that allows faculty or staff the opportunity to provide immediate feedback on the services rendered. However, a general satisfaction

survey will be administered to faculty and staff in spring 2013 for evaluation of the ICS and IMS services.

With the increasing demand for college-supported mobile devices such as iPads and tablets, the College – in conjunction with IS – engaged with the mobile device management system, Airwatch, in summer 2012. This system allows for appropriate management and security of the devices and corresponding applications. With this Airwatch system, the College will be better positioned to provide support and security for these mobile devices as demand increases. However, the College realizes that appropriate technical staffing needs to be in place in order to support any new and emerging technologies.

GCCCD has prudent policies and practices in place to ensure that data are electronically controlled for optimization, integrity, and backup. Access to district-owned data is provisioned by role and approved by administrative signature.

Self Evaluation
GC dedicates sufficient resources to the acquisition and support of technology. Because technology needs and services are constantly changing and evolving, the College is committed to continuing to provide technology services designed to promote the operation and effectiveness of the institution. Faculty, classified staff, and students are provided ongoing assistance and support related to software and hardware applications through the College's various computer labs and staff, as well as the ICS Help Desk and the district IS Help Desk. With the increasing demand for mobile devices, applications, and support, the need for appropriate staffing to be maintained escalates.

The institution meets this Standard.

Actionable Improvement Plans
None.

III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary
GC provides information technology training opportunities to faculty and staff. Several technology sessions are offered during fall and spring professional development flex weeks (I.10). The annual Technology Showcase completed its third year in spring 2013 by offering numerous workshops to the campus community on the varied technologies that are currently being used by faculty and staff, as well as opportunities to learn about emerging trends (IIIC.10). After each session, surveys are distributed to participants. The survey responses are analyzed to assure that needs are met and are also used to determine possible topics for future sessions.

In spring 2012, GC appointed a faculty member – on 100 percent release time – to serve in the newly-created role of professional development (PD) coordinator to work with the

Collegewide Professional Development Committee to identify needs and implement year-round training for staff, faculty, and administrators. The PD coordinator worked with the DE subcommittee to create a professional development course entitled "Developing an Online Course" for those who currently – or are preparing to – teach online (IIIC.11). In addition, a sequence of courses that will cover a variety of topics is under development with the goal of starting to offer the classes in fall 2013. Pedagogical training for beginning – as well as advanced – online instructors will include:

- Accessibility and 508 Compliance,
- Using Multimedia to Enhance Your Course, and
- Advanced Design for the Online Environment.

While there are no additional criteria in place for faculty to be approved to teach online, the Academic Senate approved the "Tools & Techniques for Online Teaching" guidelines (I.8), which encourage deans, chairs, and coordinators to look for a faculty member's demonstrated knowledge of technology and online classroom management systems when assigning them to teach an online or hybrid class. This document was developed by the DE subcommittee and approved by the Academic Senate in fall 2011.

Workshop-style trainings are conducted for specific office and instructional tools throughout the year as needs arise. In addition, GC promotes courses available through @One, a technology-training grant supported from the California Community Colleges Chancellor's Office (CCCCO). Staff members in the various learning assistance centers routinely monitor the technology needs of students and work with faculty coordinators to adjust accordingly. The DE subcommittee plans to work with the GCCCD office of Research, Planning, and Institutional Effectiveness (RPIE) to administer an annual survey of students regarding their technology and training needs.

Web-based training tools (IIIC.12) are made available to all employees whenever a Microsoft Office suite version is updated. A 20-station training room equipped with computers housing district-supported software is available for faculty and staff trainings in the district annex. In addition, there are two computer labs (Rooms 70-103 and 70-104), each housing approximately 28 computers, which are available to reserve for faculty, staff, and/or student training.

Student training for logging into WebAdvisor is provided online on GC's Admissions and Records website (IIIC.13). DE students can find numerous resources (such as tips on equipment and skills, and a tutorial on Blackboard) available on the GCCCD Online Success website (IIA.14). In addition, face-to-face sessions on how to use Blackboard are offered each semester.

Students can also receive assistance with college services in the Student Services and Administration building that is staffed with student services personnel. Help is available for applications, registration, and payments. Discipline-specific computer labs are available in various locations throughout the campus (IIIC.14). The Open Computer Lab (OCL) in the Tech Mall houses approximately 175 computers for currently enrolled GC students. College

staff and lab aides assist students in accessing their coursework, email, and/or in operating college technologies. Students may call the ICS Help Desk with any concerns regarding district email accounts.

Lastly, the College provides training resources to the ICS technical staff in order to meet the dynamic needs of the college community. Continuing to provide this training remains a goal in the Technology Plan (IIIC.15).

Self Evaluation
GC has a history of providing training for faculty and staff through a variety of professional development (I.10) activities and for students through workshops, online modules, and facilitated labs and centers. The appointment of a professional development coordinator provided the foundation for the development of a robust year-round training program for faculty, staff, and administrators.

GC's Technology Plan also sets priorities for training – and for providing technical support as needed – for all users. The Technology Plan also recommends increased funding for staff training needs assessment, an operational training plan, and evaluation of the training.

The institution meets this Standard.

Actionable Improvement Plans
None.

III.C.1.c.   The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary
As described previously, technology planning and acquisition is conducted via the College's planning processes, specifically the identification of long-term departmental goals, the Technology Plan, and the Educational and Facilities Master Plans. In addition, the College works with district IS to help ensure appropriate infrastructure is in place to support the College's needs. Various committees, such as TTLC, ATAC, ITAC and P&RC, play critical roles in the systematic planning and acquisition of technology. The computer lab rollover schedule (IIIB.19) and classroom technology inventory (IIIC.9) ensure the proper maintenance, upgrade, or replacement of instructional technology. Over the last few years, the College has increased the replacement budget for technology by allocating $200,000 each fiscal year in order to implement the College's rollover and equipment replacement plans.

Some key components of the technology infrastructure have been purchased with one-time general or categorical funding, or with Proposition R funding, while other components have been purchased in lease schedules with an ongoing funding stream. The technology that hosts the Datatel student system is on a five-year replacement cycle. The College strives to

replace faculty and staff desktop computers – as well as most computer lab systems – on a five-year lease replacement cycle.

When key technology components are purchased, a growth capacity is planned into the procurement. The College is committed to maintaining the integrity and security of data with tape backup systems and disaster recovery plans in place.

The GC and GCCCD Technology Plans, as well as the DE Plan, set the stage for the prioritization of funding and resources for future technology projects and upgrades. The College reviews these plans annually via the TTLC to ensure technology investments are driven by institutional need (I.55).

Self Evaluation
GC provides for the management, maintenance, and operation of its instructional technology and works with district IS to ensure the technological infrastructure is in place to support the College's needs.

The College has set up systematic and need-driven technology acquisition systems. The college and district technology plans position the institution to maintain, upgrade, or replace instructional technology and equipment to meet institutional needs.

The institution meets this Standard.

Actionable Improvement Plans
None.

III.C.1.d.   The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary
Recommendations related to the use and distribution of the College's technology resources are generated from a number of college and district committees including the TTLC, ITAC, and ATAC. All of these committees include faculty, staff, and administrators and, when appropriate, students. Requests for technology resources also come through the College's integrated planning process in the form of annual planning activities. All recommendations related to technology resources will end up under consideration in the planning councils for each entity, the P&RC at the College, and the District Strategic Planning and Budget Council (DSP&BC) (IIIA.56) at the district level. Acquisition, deployment, maintenance, and support of information technology is carried out by the College's ICS and IMS departments as well as the District's IS department.

The DE subcommittee works with the PD coordinator to assist faculty in the development of teaching materials utilizing multimedia hardware and software and in the use of Blackboard functions. In addition, there is an instructional design technology specialist who assists faculty with the creation of their Blackboard containers and the use of online resources to

enhance their online courses. This specialist works closely with his GCCCD and Cuyamaca College counterparts to provide resources, such as the GCCCD Online Success website (IIA.14). The LTR Dean is responsible for ensuring DE support at the College.

There are 147 "smart" classrooms – including 23 labs – throughout the campus that contain a computer and a DVD/VCR connected to a large flat screen or projector. Most of the rooms also have a document camera. GC makes technology accessible in many instructional classrooms for student access. The College supports approximately 40 discipline-specific computer labs in various locations throughout the campus. One ICS supervisor and three network specialists are dedicated to supporting these instructional labs. Many of these computer labs serve as learning assistance centers that provide students with various levels of learning assistance, tutoring, and computer access. The OCL in the Tech Mall houses approximately 175 computers for currently enrolled GC students and provides general assistance for coursework. In addition, the library houses approximately 80 computers that are available to the college community. The Assessment Center lab has approximately 30 computers available for facilitated student use. District IS provides support for this lab as well as for the 28 student stations and the podium computer with its related equipment in the Library Instruction Lab.

GC has also implemented technology upgrades to support the efficient operation of the campus facilities. This technology has allowed the College to efficiently control the educational environment and to reduce costs to the institution. Automated Logic software has been installed that allows the college Maintenance department to efficiently monitor and control heating and cooling campus wide. Irrigation systems are now on a CalSense computerized irrigation control system that has enhanced the effective use of water resources on campus. Each of these programs has been identified as a campus standard and is incorporated into every new building or modernization project.

Finally, secure and reliable online storage space is given to full-time faculty and classified staff upon request. All instructional and operational departments and all participatory governance committees are provided a website to either maintain or provide content that can be posted – on their behalf – by the instructional design technology specialist. The College has upgraded the core infrastructure so that cabling and connectivity is robust, secure, and meets the college needs for computer performance.

Self Evaluation
The procurement, support, and maintenance of college technology are driven by the institutional needs of college programs and services. While departments plan for their specific technology needs as a part of their annual program review updates, GC focuses on maintaining efficient communication and processes to ensure that all constituent needs are being met.

The institution meets this Standard.

Actionable Improvement Plans
None.

III.C.2. **Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.**

Descriptive Summary

Through the Technology Plan, the institution outlines technology initiatives that serve as the catalyst to integrate college and department technology needs and goals. In addition to the Technology Plan, ICS and IMS develop annual goals. The Technology Plan (I.34) addresses priorities in such areas as software, hardware accessibility and assistive technology, training, learning resources, facilities, and technical support staffing. The College works with IS to address student services needs as well as back-up and disaster recovery. The DE Plan (I.7) identifies and defines college wide priorities needed by GC to support student success in DE courses. Both plans are carefully developed to integrate, each with the other and also with the EMP (I.25), the FMP (IIIB.16), and the college Strategic Plan (I.2).

Over the last five years, the College's program review and annual planning processes have evolved so that specific technology requirements and programmatic needs are identified. Deployment of additional technology resources are, in part, based on the findings within program review and assessment of student outcomes at the administrative, academic, and student services unit levels. Additionally, the resource allocation process that drives all procurements – including technology requests – requires that resource augmentations be tied to institutional planning goals in order to be considered for funding. During the College's annual planning cycle, departments complete an annual program review update document in which they identify technology needs and outline activities that may require technology support. Any activities that require funding are transferred to the Department Plan Manager (DPM) system (I.37), where the proposer provides additional information (related to college goals, SLOs, and other scoring criteria) that will be used by the IRC to score each submitted activity proposal (I.38). The IRC compiles a list of prioritized proposals and forwards it to the P&RC for funding consideration (I.66, I.67, I.68).

Self Evaluation

Evaluation of technology resources occurs on several levels. On a broad, longer-term level, resources are evaluated during preparation of the EMP and FMP. Results of those broader evaluations are used to develop the college Technology and DE plans. At the department level, assessment of technology needs occurs during the comprehensive program review and annual update processes and results in the preparation of annual planning activities. In addition, regular evaluation and replacement of equipment occurs as part of the college Technology Plan and Rollover Schedule.

The institution meets this Standard.

Actionable Improvement Plans
- GC will enhance the systematic evaluation of both the technology utilized by the college and the technical support provided.

STANDARD IIID - FINANCIAL RESOURCES

III.D. **Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning at both college and district/system levels in multi-college systems.**

Descriptive Summary

The continued deterioration of the state and national economy and the uncertainty brought about by mid-year trigger cuts has had significant impacts on all California Community Colleges including Grossmont College (GC). GC began fiscal year 2012-13 with a budget of $66,047,753, including both restricted and unrestricted general funds which represented a reduction of $3,768,236 from 2011-12 levels (see chart below). GC's budget for fiscal year 2011-12 was $69,815,989, which is in turn, a reduction of $3,815,387 over fiscal year 2010-11 budget when GC's combined budget was $73,631,376 (IIID.1, IIID.2, IIID.3).

	2010-11	2011-12	2012-13 (7/1/12) Anticipating Prop 30 fails		2012-13 (1/27/13) After Prop 30 Passed
Unrestricted	$62,105,310	$60,402,656	$56,579,887		$58,682,905
Restricted	$11,526,066	$9,413,333	$9,467,866		$9,467,866
Total GC Budget	$73,631,376	$69,815,989	$66,047,753		$68,150,771
Change from prior year		-$3,815,387	-$3,768,236		-$1,665,218

To address the limitations placed on the budget by continued reductions from the state, the Grossmont-Cuyamaca Community College District (GCCCD) – through careful planning and recommendations made by the District Strategic Planning and Budget Council (DSP&BC) (IIIA.56) – implemented district wide reductions and cost-cutting strategies that placed the District in a solid financial position to withstand the devastating reductions while still being able to fund critical educational improvements and meet college and district strategic planning goals (IIID.4, I.79). Through annual planning and effective prioritization at the college level, GC has been able to fund institutional and educational improvements while maintaining an ending balance to begin the next fiscal year.

The College and District take a prudent approach to financial management. Each year, the College and District – through recommendations by DSP&BC – planned for the worst-case budget scenarios that included mid-year reductions through state imposed trigger cuts. In fiscal year 2011-12, this was accomplished through a two-tiered budget and workload reduction strategy. The District budgeted for the worst-case funding reduction scenario of 7.56 percent while targeting a workload reduction of 6.15 percent. This proved to be the most prudent fiscal approach while working to maintain student access. Since the District

would not know if the trigger cuts would be enforced until after students had registered for fall, the District took a cautious approach to section reductions. The District also set aside an additional four percent of total revenue to guard against possible mid-year budget reductions totaling $3.5 million (IIID.2-p.6).

For 2012-13, the GCCCD once again planned for the worst-case scenario. Budgets were allocated to the sites based on the assumption that Proposition 30 would fail. Based on recommendations by DSP&BC, the District set aside $5.6 million and reduced 1,952 resident FTES district wide. The GC goal was to reduce 1,467 resident FTES, the equivalent of 90.8 FTEF. The College set aside $529,580 at the beginning of the year in a holding account to provide additional protection from any state-imposed deficit factors above the mid-year trigger cuts.

With the passage of Proposition 30, GCCCD has been able to reverse the budget and workload reductions implemented based on the proposition failing. A total of $5.6 million of revenue that GCCCD had not allocated in case Proposition 30 did not pass was reinstated into an updated 2012-13 budget. The DSP&BC recommended that a portion of the $5.6 be held to cover any mid-year state reductions or deficit factors. This is a prudent practice implemented for several years that has assisted GC in meeting unanticipated reductions from the state. The rest of the restored funding was run through the district's allocation formula (IIID.5) and was distributed to the sites. Grossmont College received approximately $2.1 million of these funds. Much of this funding was used to offer additional sections and support services needed to hit updated FTES goals as Grossmont's anticipated reduction went from 1,467 resident FTES to a less drastic 757 resident FTES.

GC worked to fulfill the guidelines set by DSP&BC as well as goals set by the College's Planning and Resources Council (P&RC) to ensure the College's expenses did not exceed its budget allocation. In response to the state's workload reductions, GC has (since 2008-09) reduced 1,453 sections and 293.444 FTEF, which equates to a 29.15 percent reduction in FTEF and a 33.52 percent reduction in section offerings. In addition, this has resulted in reducing part-time salary costs, overload, and summer faculty pay (IIID.6). These reductions were achieved through a collaborative process between the department chairs, division deans, and the vice president of Academic Affairs to ensure that departments and programs were able to maintain their core services. GC also reactivated the Enrollment Strategies Committee (IIID.7), which reviewed campus wide FTES numbers and worked collaboratively with departments and divisions to develop strategies that helped the College meet its FTES goals while maintaining programmatic integrity and sequencing. The committee examined bottlenecks for students and methods for streamlining students' pathways toward their goals. Other college wide reductions and strategies recommended by the P&RC were implemented including reductions in both photocopying and utility expenses (IIID.8). These targeted reductions were in addition to an Early Retirement Incentive (ERI) and the implementation of a district wide hiring process that limited classified, faculty, and administrative replacement and new positions. Only positions that were deemed critical to the operation of the College – as determined by criteria set district wide – moved forward to the P&RC and then to the president. Although hiring was limited to those critical positions,

the College and District were able to retain contract positions without having to implement layoffs of (or furloughs of) full-time employees.

Throughout these budget challenges, the College has been able to support educational improvements through reallocation of internal college funds and the use of ending balance amounts. GC has been able to fund numerous strategic initiatives, program review recommendations, and student learning objectives. This is done through GC's integrated planning process and careful prioritization. In fiscal year 2009-10, the College funded $300,000 in strategic planning activities. In 2010-11, the College was able to increase this amount to $500,000 and, in 2011-12 this amount was increased again to $700,000. The EOPS First Year Experience, augmented and increased tutoring hours, Life Coaching, and funding for the Umoja program are but a few examples of the student success initiatives funded through this process. Crucial teaching and learning equipment was also purchased during this time (I.66, I.67, I.68).

GC has also been active in pursuing and securing outside sources of funding to support institutional and educational improvements. As state funding continues to decline, these outside funding sources have become increasingly important to the College. In fiscal year 2012-13, the College received $2.4 million in grant funding to support college programs and services (IIID.9). The funds include Foster & Kinship Care grant, CTE Community College Project V, a county Foster & Adoptive Parent grant, a Preschool for All grant, and a Cal Teach grant. In an effort to garner additional revenue and support for the colleges, the District established a grants office within the GCCCD Auxiliary. This office and associated staff assist the colleges with grant identification, applications, and support. Additional funding sources include VTEA, which is used to support Career Technical Education and Workforce Development (CTE/WD) programs. The College also receives Basic Skills Initiative (BSI) allocations that are used to improve student success through the implementation of the college Basic Skills Plan. Allocations for these funding sources must fit within the program plans and the outcomes are evaluated and reported (IIID.10, IIID.11).

Educational improvements are also considered and incorporated into the construction and modernization of campus facilities. In 2002, GCCCD, with support from east San Diego County voters, passed Proposition "R", a $207 million local bond. The facilities bond measure enabled the GCCCD to leverage $68.1 million in state matching funds. Grossmont College received $107 million from the original $207 million allocation. Through the utilization of these funds as guided by the college Facilities Master Plan (FMP), the College has been able to complete a number of facilities projects. Recent examples of these projects include the remodel of the Student Services and Administration Building and Griffin Center, and the construction of a Health and Sciences Complex. The **Student Services and Administration Building** includes Admissions and Records, Assessment, Counseling, the University Transfer Center, International Students, Veterans Affairs, and Financial Aid. The complex also houses administrative and support services offices including the Cashier, Business office, Instructional Operations, deans' offices, College and Community Relations, and the president's and vice presidents' offices. The **Griffin Center** accommodates the Associated Students of Grossmont College (ASGC), dining areas, Culinary Arts, Student Health Services, EOPS, the Career Center, Job

Placement, lounge/game areas, a quiet lounge, part-time faculty offices, Adult Re-Entry, Disabled Student Programs and Services (DSPS), Griffin Gate/governing board meeting room, the Student Affairs office, and a student club room. The **Health and Sciences Complex** includes state-of-the-art nursing, occupational therapy assistant, anesthesia technology, respiratory therapy, cardiovascular technology, and orthopedic technology facilities as well as physics labs, a holography lab, and a rooftop astronomy lab. For each project, planning and implementation building task forces were created that included user groups from each department to be housed in the facility, along with college and district support services, to ensure the new buildings meet current and future programmatic needs. The District and Colleges completed a 2013 Facilities Master Plan (IIIB.16) supporting the newly revised Educational Master Plan (I.25). The updated FMP will be used to guide future facilities needs and improvements. GC had over 90 faculty, staff, and student participants on the task force that provided input into the FMP recommendations.

The College continues to implement scheduled maintenance, modernization and capital construction projects through allocation of internal college funds and the use of Proposition "R" funds. In 2011-12, the College allocated $675,000 towards scheduled maintenance projects. This included $500,000 for roofing projects, $125,000 to fund transitioning landscape areas to drought-tolerant educational gardens, and $50,000 towards the football field turf replacement fund (IIID.2-p.14). In 2012-13, the College funded $175,000 including the second phase of the drought-tolerant landscape transitions and another $50,000 towards the football field turf replacement fund (IIID.3-p.14). These facility projects provide educational improvements that support student learning.

As part of its integrated planning cycle, the College collects annual department, divisional, and college needs through the annual program review update documents. Any activities requiring funding are entered into the Department Plan Manager (DPM) software. After divisions review and send forward their top planning activities, the Institutional Review Committee (IRC) prioritizes them based on how they meet established college planning criteria including program review recommendations, strategic plan goals, and student learning outcomes (SLOS). The final prioritized list of annual planning activities is forwarded to the P&RC for review and assignment of available funds. College committees such as the Faculty Staffing Committee, Classified Staffing Committee, and Facilities Committee also make institutional improvement and resource allocation recommendations to the P&RC. These recommendations are based on achievement of institutional goals and an evaluation of supporting data through established scoring rubrics. P&RC then makes budget and planning recommendations to the college president. As outlined in the college planning calendar (IIID.12), the College uses its annual college planning forum to review college wide key performance indicators (KPIs) and other data as well as to select the strategic planning goals (I.69) on which to focus for the subsequent planning cycle. This sequencing ensures that planning drives resource allocation decisions at the College. Standard I.B. provides further details regarding the complete college planning process.

Finally, distance education (DE) expenses are budgeted annually through the allocation of District and College funds. The GCCCD has a contract with Blackboard including technical support to serve as a course management system for online classes. Training for faculty is

allocated through professional development. GCCCD Information Systems (IS) and the College's Instructional Computing Services (ICS) provide ongoing support including help desk services for faculty, staff, and students. The College has also allocated resources to support both the college Technology and DE plans (I.34, I.7).

Self Evaluation
Over the past two years, the state has included mid-year budget adjustments based on state revenue and passage of state tax increases. The unpredictable nature of the state budget allocation has made budget planning and communication challenging. As annual funding reductions became the norm for California Community Colleges since 2008, the GCCCD and GC established and expanded financial planning and communication processes. The District reaffirmed the values that were used to set budget priorities within the GCCCD and at the colleges (IIID.13, IIID.14). Over the last three years, the District has budgeted for a four percent fiscal uncertainty fund above the required five percent contingency to guard against unforeseen issues and possible mid-year reductions from the state. In the current 2012-13 budget, the GCCCD has planned for the worst-case budget scenario and the failure of Proposition 30 on the November ballot. This allowed the College to better manage the funds allocated by the state without fear of the instructional impacts of a mid-year reduction. Once Proposition 30 passed, the District reallocated funds held for the worst-case scenario to the district sites utilizing the district allocation formula.

GC has also worked to reduce expenditures that have allowed the College to carry funds forward into the next fiscal year. In 2011-12, GC reduced expenses in March that allowed the College to dedicate $2.4 million towards the 2012-13 fiscal year. In addition to the $2.4 million, Grossmont College was also able to reduce costs further and ended the fiscal year with an additional $3.4 million (IIID.15). The College has also shifted resources or reduced expenditures in areas to maintain support for the learning core during these economically challenging times. Through the recommendations of the college P&RC, the College is able to ensure fiscal stability and solvency.

The College and District have been proactive – and successful – in pursuing outside sources of revenue. These outside funds have allowed the College to support and augment educational programs and meet strategic planning initiatives. GC continues to address educational and institutional improvements while maintaining a balanced budget and anticipating future state allocation reductions.

Through the integrated planning process, the District and College manage fiscal resources to remain mission focused and fiscally sound. GC and GCCCD personnel provide the expertise to evaluate and forecast college and district revenues, expenditures, and long-term obligations. The DSP&BC, the district FTES Taskforce, and the P&RC provide the opportunity for all constituent groups to participate in the planning and budgeting processes at both district and college levels. The College and District have a proven track record of making prudent budget decisions that support educational and institutional improvements even in times of reduced funding.

The College's integrated planning cycle (I.70, I.71) ensures that institutional priorities are established, linked to GCCCD strategic areas of focus, reviewed annually, and that funding is allocated to accomplish these goals. It also ensures that KPIs and other data are reviewed to evaluate the effectiveness of prior years' activities in meeting college and GCCCD goals. This is evidenced by the annual strategic plan progress report that is presented by GC to a joint session of DSP&BC and the Governing Board (I.79).

The institution meets this Standard.

Actionable Improvement Plans
None.

III.D.1.   The institution's mission and goals are the foundation for financial planning.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

Descriptive Summary
Grossmont College and GCCCD missions and goals are at the forefront of the financial planning process and budgetary decision-making. GCCCD goals are identified in the district EMP (I.25), the GCCCD Strategic Plan (IIID.16), and the District Services Strategic Plan (IIID.17). The EMP and GCCCD Strategic Plan were developed and updated with input from all constituent groups. The plans identify district wide institutional and educational goals. Annual resource allocation and institutional goals are reflected on page two of the GCCCD adopted budget book (IIID.3-p.2) and in the adopted budget presentation (IIID.18) to the Governing Board. The DSP&BC meets monthly to identify institutional goals, review resource allocation and budget updates, review FTES projections and recommend goals, and provide recommendations to the chancellor on budget allocation and processes. The council members are also charged with helping to communicate budget, planning, and legislative information throughout the institution.

GC's chapter within the GCCCD EMP is the foundation for all college planning. Resource allocation is integrated into both the short- and long-term planning processes (I.70, I.71). The GC Strategic Plan (I.2) identifies the college mission, vision, and values. The Strategic Plan is used to focus the College's efforts on creating a dynamic educational environment that supports student success and is built on a framework established by the GCCCD in 2009 that focuses on five major areas:

- student access,
- student learning and success,
- fiscal and physical resources,
- economic and community development, and
- value and support of employees (I.65).

Within each of these five strategic areas of focus, the College has identified strategic planning goals. In addition to the EMP and Strategic Plan, the College developed Technology and DE plans that are also linked to those five areas of focus (I.34, I.7).

The College also identified KPIs to allow it to track progress in meeting and/or achieving the strategic planning goals. At an annual college planning forum, the College reviews the KPIs, student learning and achievement data, and other outcomes for the year and selects annual planning goals on which to focus its efforts in the next planning cycle (I.69). Activities are developed at the department level each year to address program review and other needs within each department or division, and also to support the annual planning goals identified that year to help meet the college long-term goals. These activities are reviewed at division and area councils and selected activities that require funding are forwarded to the IRC, which develops a prioritized list of activity proposals without regard to funding requirements (I.38). The prioritized activities, along with estimated costs, are then forwarded to the P&RC. The P&RC recommends to the college president which activities should be funded from general fund monies, versus those that might be funded from alternate sources. Other campus committees, such as the Facilities Committee and the two staffing committees might also submit resource allocation requests to the P&RC for consideration and review.

During each fall semester, college departments and divisions review progress towards achieving department and college goals from the past fiscal year. The College collects and evaluates data regarding the achievement of annual planning goals, student learning and service outcomes, and program review recommendations and compiles a report that is then reviewed by the college P&RC, the college Institutional Excellence Council (IEC), the DSP&BC, and presented to the Governing Board (I.79). This provides the College and District the opportunity to review and measure progress towards achieving college and district goals and evaluate the College's return on investment.

Self Evaluation
Evidence supports that the integrated planning processes – at both the district and college levels – are effective tools to ensure that resource allocation is aligned and supports institutional planning and goals driven by the mission. Both the DSP&BC and the P&RC have been effective in engaging broad-based constituent input regarding planning and resource allocation recommendations that support institutional goals.

The College's process for resource allocation is directly linked with College and District strategic planning goals, which in turn are driven by the mission, vision, and values of the College and District. In any given year, the College is planning for the next academic year, implementing strategic initiatives and goals in the current year, and evaluating the progress made towards achievement of college goals in the prior year (IIID.19). Through the utilization of the department activity process and review of the activities by the IRC, the College is able to prioritize and fund many of the needs of programs and services (I.66, I.67, I.68). This ensures that college financial planning is integrated with – and supports – institutional planning and continuous improvement. The college P&RC also reviews critical college needs (such as staffing and facilities) (IIIA.28, IIIA.29, IIIA.30), provides input, and reviews resource allocation recommendations to ensure alignment with the

institutional planning, and then makes recommendations for funding to the college president. Finally, the College annually reviews and analyzes KPIs to ensure progress is being made toward established goals.

Due to its exceptionally well-organized and effective planning processes, GC has been highlighted in the upcoming American Association of Community Colleges (AACC) book on strategic planning entitled *Noble Ambitions* (IIID.20). The College was also invited to participate as one of three community colleges from across the nation featured in a spotlight session on mission-driven planning and decision-making at the April 2013 AACC conference in San Francisco, CA.

The institution meets this Standard.

Actionable Improvement Plans
None.

III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary
Determination of available resources is performed through a partnership between the GCCCD and GC business offices. This cooperation between the college and district financial experts ensures all federal, state, and district financial information is merged with college revenue and expenditure trend data, resulting in a comprehensive analysis of resource availability, current and potential revenue projections, and expenditure requirements. Because of the ongoing fluctuation and volatility of the state budget and revenues allocated to the community college system, the budget planning process has become more involved. Contingency planning for multiple state budget allocations is a critical component in the financial allocation process and determination of available funds. Based upon the recommendations of the DSP&BC and college P&RC, the District established a contingency fund for fiscal uncertainty above and beyond the traditional reserve. In the last two years, this contingency has been set at four percent of the unrestricted fund revenue. This has allowed each college to have confidence in its revenue allocation without the burden of planning and budgeting for fiscal uncertainty at the college level. If these district-held funds are not utilized to cover mid-year reductions, they are allocated to the colleges utilizing the established allocation formula to help offset state budget reductions and provide the colleges with insulation from future budget reductions. As mentioned in section III.D. above, in fiscal year 2012-13, the GCCCD budgeted for a worst-case reduction of $5.6 million if Prop 30 did not pass. Because the college and district budgets were based on that worst-case budget reduction, if the tax initiative did not pass, the colleges and District were in a position to weather this reduction. Once Proposition 30 passed, the District held $3.5 million to cover any possible mid-year reductions, and allocated the remainder of the funds to the colleges through the allocation formula as recommended by the DSP&BC.

DSP&BC is the district's collegial consultation group (IIIA.56) and includes members from all constituent groups as well as both college and District Services personnel to ensure all areas of the District and colleges have a voice in the planning and budgeting process and assist in the development of budget information and priorities. Members are also tasked with assisting to disseminate the information they receive to their constituent groups. DSP&BC reviews district wide financial information regarding the anticipated revenue, expenditures, and ongoing commitments. This includes district budget priorities, anticipated FTES goals, and anticipated federal, state, and local income (IIID.21). District Services and college personnel provide accurate financial reports, analysis, and projections to the DSP&BC. In prior years, the colleges questioned the accuracy of financial information that was provided to DSP&BC. In 2009, in order to address that concern, the chancellor and the Governing Board requested a taskforce be formed by DSP&BC to analyze the financial information provided and to verify its accuracy (IIID.22). Joe Niemeyer, an independent consultant and financial expert, led the task force efforts. As indicated by the executive summary report prepared by the consultant, the task force concluded that the financial information provided was accurate and fairly represented anticipated revenues and expenses (IIID.23).

The P&RC is the College's collegial consultation group, which includes participation of all academic, student services and administrative service areas, and all constituent groups, including unions (I.76). This committee meets monthly, reviews college-level budgeting information, and makes recommendations regarding college wide resource allocation, funding priorities, and college goals to the college president.

The GCCCD and both colleges begin to work on formulating the District's tentative budget each March. The tentative budget is established using conservative federal, state, and local revenue projections, consistent ending balance amounts, and early expense forecasts including payroll, benefit, and other anticipated structural increases (IIID.24, IIID.13). The tentative budget is communicated through the college and district collegial consultation processes and reviewed and approved by the Governing Board. During tentative budget preparation, all budget managers receive their budget information and are given the opportunity to reallocate their budget based on departmental priorities, needs, and past expense patterns. They are provided the prior year expense report as well as their current year expenses to date so they can better analyze their expenses and reallocate resources if required. Managers are also provided their payroll forecasts so they are aware of contract salary with step and column increases for the upcoming fiscal year including any vacant positions that have been approved for hire.

Once the state has passed and adopted the annual budget, the District and colleges work to refine and adjust the tentative budget to establish the adopted budget. This budget includes final prior year expense information, actual ending balance amounts, and updated revenue information. Once again, this budget is circulated through the collegial consultation process, through the P&RC, and to the college president at the college level. The adopted budget is also communicated district wide through the DSP&BC and to the public through Governing Board public sessions and on the GCCCD web site.

The College has well defined and understood planning and budget processes that establish priorities for funding to assist the College in meeting its goals. As mentioned in sections III.D. and III.D.1.a., prioritized needs may arise from a number of sources within the college, including the departments (via the IRC review of activity proposals), the staffing committees, the Facilities Committee, or the Basic Skills Committee.

With the elimination of state-scheduled maintenance funds, the impact of facilities and scheduled maintenance needs on the College's general fund budget has significantly increased. Annual general fund investments totaling $675,000-$1,000,000 have been allocated to meet facilities and maintenance needs such as roofing, HVAC, modernization projects, and instructional equipment replacement to keep pace with the demands of a 50-year-old campus. The FMP has been the main planning document used to prioritize the allocation of Proposition "R" funds but the annual scheduled maintenance submission and the Five-Year Construction Plan (IIIB.15) are also key documents.

Self Evaluation
Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. Funding priorities are clear and mission-focused. Financial information is posted and available to all college constituents on the district budget intranet site (IIID.25) which includes the annual budget identifying district and college restricted, unrestricted and enterprise, capital construction, and special revenues funds with their anticipated expenditures. The DSP&BC and the college P&RC value transparency and strive for effective communication and dissemination of this information throughout the College and District. DSP&BC and P&RC meeting minutes and agenda are posted on the web (IIID.21, I.39) to increase visibility to all constituents (even those off campus.) In addition to these regular council meetings and web postings, the chancellor, vice chancellor of Business Services, college president, and college vice president of Administrative Services provide regular budget updates to the district and college communities. Grossmont and Cuyamaca Colleges and district Business Services have conducted joint budget forums that included district and college budget development goals, revenue allocations, expenses, and reserves. With the completion of the latest EMP in 2012, the District and College reviewed and updated supporting planning documents. In 2012-13, the District and College completed the updated Technology Plans (IIID.26, I.34) and the FMP (IIIB.16).

The economic crisis and the lack of solid budget planning information from the state have challenged the District and College. Although the College is not able to entirely meet the community demand for classes and services, the conservative fiscal practices of the District and College have allowed the College to achieve institutional goals even through these challenging times.

The institution meets this Standard.

Actionable Improvement Plans
None.

III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Descriptive Summary
GC and the GCCCD consider long-range financial priorities to ensure financial stability and have clearly identified and planned for the payment of liabilities and future obligations. The College and District have a strong record of prudent fiscal planning and management. Long-term fiscal planning is evidenced through the various district and college planning documents as well as the annual audit reports. Planning for long-term liabilities and obligations can be found in the district EMP, Five-Year Construction Plan, Scheduled Maintenance Plan, and annual financial audits.

According to the independent accounting firm of Christi White, in the 30 June 2012 annual audit, the District recognized its long-term financial obligations and incorporated those into its financial plans, including retirement and other post-employment benefits (OPEB). According to that audit report, the District had made 100 percent of the required contributions to CalPERS, CalSTRS, and the GCCCD Pension Eligible Alternative Retirement (PEAR) Plan (IIID.27-p. 47-50). The actuarial accrued liability (AAL), unfunded actuarial accrued liability (UAAL), and annual required contribution (ARC) were identified within the audit report. As of 30 June 2012, the GCCCD had accounted for $1,198,957 of the ARC utilizing the pay-as-you-go method. The total UAAL for OPEB is $14,925,671 (IIID.27-p. 43-45). Part of the benefit spread includes a 0.5 percent OPEB cost factor that will allow the District to begin to systematically fund its OPEB obligation. The District has engaged the collective bargaining units regarding benefit costs and will continue to work on funding benefit liabilities including OPEB. The GCCCD is currently in negotiations with the American Federation of Teachers (AFT), California School Employees Association (CSEA), Administrators Association (AA), and the newly created Fraternal Order of Police (FOP). Currently, there is no escalation of cost increases embedded in these bargaining unit contracts so no increased costs – other than longevity and "step and column" increases – are incorporated into the contracts.

In November of 2002, $207 million of general obligation bonds (Proposition "R") were approved by a local election to fund campus construction and modernization projects. Proposition "R" is required to meet all of the obligations of a Proposition 39 bond measure including the establishment of a Citizen's Bond Oversight Committee (CBOC) (IIID.28). The debt will be paid through the collection of property taxes charged to the District's property owners on secured and unsecured property based on the property's assessed value. The long-term liability and bond series information is properly accounted for in the annual audit with repayment schedules identified. Semi-annual reports regarding Proposition "R" including cash flow and series obligations are presented to the Governing Board (IIID.29, IIID.30). A capital construction report is also presented to the Governing Board that reviews the facility improvements and projects completed or in progress (IIID.31). In November of 2012, the District was able to pass its second Proposition 39 bond. Proposition "V" will provide GCCCD with an additional $398 million for construction, modernization, and

infrastructure projects. As the proposition just passed, these additional bond funds were not included in the June 2012 audit.

According to board policy (BP) 6200 (IIID.32), the GCCCD holds a five percent reserve to guard against unexpected fiscal issues. For ease of planning, this represents five percent of the prior year unrestricted general fund expenditures. The District has also set aside another four percent contingency to guard against possible mid-year reductions that may be implemented by the state. This additional four percent contingency was implemented in 2010-11, 2011-12, and 2012-13 fiscal years.

Although a majority of the long-term liability accounting is housed within the District, college-level planning for long-term liabilities can be found in the EMP (I.25), FMP (IIIB.16), Technology Plan (I.34), and Scheduled Maintenance Plan (IIIB.22). The College has allocated funding for implementing the Technology Plan including computer lab rollovers and digital projector replacement. Additional funds have been allocated for completing scheduled maintenance projects including roofing, football field turf replacement, restroom ADA, and modernization projects. Over the last two years, the College has also budgeted for fiscal uncertainty and has set aside college funds to guard against possible mid-year cuts or other unforeseen fiscal needs (IIID.3, IIID.14, IIID.18). Planning for technology needs is also a main component of all capital construction and renovation projects. Over 80 percent of the campus classrooms have advanced technology including "smart carts," DVD players, document cameras, and digital projectors. Equipment and technology updates have been included in the college and district facilities projects. These include server replacements and server room upgrades, plus emergency and "back up" power systems. The College has a standardized energy management system that allows centralized control of heating, ventilation, and air conditioning.

District Services provides the administrative technology resources to support the library and learning resource centers through network and database support. The primary focus of technology at the GCCCD is based upon the EMP, in order to provide access to education systems, services and training to students, faculty, and staff, and to provide quality administrative, learning and teaching technologies to meet the mission of the colleges. The GCCCD Technology Plan (IIID.26) identifies major information systems and technology goals for the entire district, which includes Cuyamaca College, Grossmont College, and District Services. The plan encompasses the development, management, operation, maintenance, and evaluation of the infrastructure, enterprise information systems, programming, web management, organization, and staffing.

Technology planning is a shared and cooperative effort between the two colleges and District Services. The GCCCD Technology Plan is integrated with other planning, including the colleges' Technology Plans. Two advisory committees – the Administrative Technology Advisory Committee (ATAC) (IIIB.21) and the Instructional Technology Advisory Committee (ITAC) (IIIB.20) – meet monthly to review district wide technology needs.

In the annual budget planning process, the College allocates base budgets that ensure the departments can meet their programmatic needs (IIID.33, IIID.34). Budget managers also

review payroll forecasts to ensure that the staffing needs are properly identified and allocated (IIID.35). Since hiring faculty and staff is a long-term commitment, the College has developed a planning and approval process for faculty and staff hiring. Replacement and new position needs are critically reviewed at the department, division, college, and district level. Critical replacement position requests flow up from the departments to the division councils where they are prioritized based on the critical nature of the position including legal mandates, accreditation requirements, health and safety, critical threshold of educational or support services, essential operations, and supervision (IIIA.28, IIIA.29, IIIA.30). Departments request replacement or new faculty and staff positions through the Faculty Staffing and Classified Staffing Committees, respectively. The new positions are ranked based on a rubric that evaluates data on how the position meets critical needs and college goals (I.89, I.90, IIID.36, IIID.37).

The College is also committed to meeting long-term building maintenance obligations. Needs are presented to the P&RC during the budget process and funds are allocated based on recommendations from this council. This is evidenced by the $500,000 per year the College has allocated to meet needed roofing repairs that were identified by the college roofing condition survey. The College has completed 59 of the 81 campus wide roofing replacement needs (IIIB.17). The College has also allocated $50,000 per year to the athletic field turf replacement fund to ensure funds are available once the field turf has reached its expected useful life. There has been significant investment in sustainability practices that have reduced the College's use of energy and water resources (IIID.8, IIID.38). This investment has allowed the College to reduce the impacts of current and future energy and water cost increases.

Self Evaluation
Through sound fiscal management practices at the college and district levels, long-term liabilities and priorities are clearly identified and plans for payments have been developed and implemented to maintain the fiscal stability of the College and District. Over the last three fiscal years, the GCCCD and College have budgeted for the worst-case state budget scenario and also set aside additional funds to manage any state deficit factors or other unanticipated reductions in addition to the five percent reserve required by board policy.

College and district priorities are identified within the integrated planning and budgeting cycles. The EMP, FMP, Technology Plan, and Scheduled Maintenance Plan have undergone review and updates so that current long-term fiscal planning and priorities are identified. Progress made towards the achievement of each of these plan's goals shows a commitment by the District and College to fund identified priorities, even in unfavorable fiscal climates.

The annual independent audit report ending 30 June 2012, provides evidence that the GCCCD has clearly identified and planned for long-term liabilities including retirement funding, OPEB, insurance, and bond debt. The completion of facilities maintenance and improvement projects shows the college and district commitment to meeting ongoing building maintenance and technology needs. In the district allocation formula, an annual classroom maintenance budget is allocated to each college based on assignable square

footage. This allocation is in addition to the college maintenance and operation budget allocations and is used to maintain and improve GC classrooms and labs.

Technology-enhanced facilities and equipment appropriate to meet DE requirements are a part of long-term planning at Grossmont College and the GCCCD. This is shown in the GCCCD and college Technology Plans, the FMP, the college Strategic Plan, the DE Plan, and the EMP. Technology-enhanced facilities are a key component of the FMP, so classrooms are equipped with digital projectors, "smart carts," and media players. New facilities such as the Health and Physical Sciences Complex are equipped with DVD recorders, remote cameras, sound systems, and computer-enhanced simulation mannequins for the health professions area.

The district Technology Plan sets district wide goals for IT applications and acquisition. The IS Department and district advisory committees continually assess the need for new resources and evaluate the effectiveness of existing resources. The Technology Plan is the means for acquiring technology and planning its use. Departments detail their needs via program review and annual updates, making it possible for them to set priorities for remaining current with ever-changing industry standards.

The institution meets this Standard.

Actionable Improvement Plans
None.

III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary
The College and District have clearly-defined guidelines and processes for financial planning and budget development. BP and Administrative Procedure (AP) 6200 were established to provide district wide guidance with regard to financial planning, budget development, communication, and timelines. This policy and associated administrative procedure set requirements that the annual budget shall support EMP goals and reflect the college planning processes. The policy also requires that the budget schedule and communication timelines are set to provide the Governing Board and public the opportunity for review of the budget itself (as well as any budget assumptions) and establishes a process for public comment (IIID.32, IIID.39).

The GCCCD has an established budget allocation process that is understood and takes into account the needs of a multi-college district. The allocation formula uses FTES goals as the primary basis for allocating funds. The formula uses a "blended rate" for credit and non-credit FTES and includes an "economy of scale" factor for Cuyamaca College of $607,490 which is transferred annually from GC's allocation. Colleges are able to retain income

generated by each site such as cell tower lease revenue, nonresident student tuition, and other smaller local sources of revenue. District wide financial resources and those allocated to the colleges have been sufficient to this point to support student learning and institutional improvements, although both colleges agree that the funding model needs to be updated.

In spring 2012, Dr. Rocky Young, an independent consultant, was employed to facilitate agreement on a budget allocation model that would be more transparent and understandable and follow the state budget model more closely. The consultant provided a Budget Allocation Taskforce (BAT) (IIID.40) with a set of ten core principles that the allocation model should include. He also provided the task force with 15 recommended steps to include in a new allocation model. The BAT is currently reviewing Dr. Young's recommendations. The goal is to develop and model a new allocation formula in the spring of 2013, have the formula discussed collegially in fall 2013, follow with board action in November/December 2013, and implement in the 2014-15 fiscal year.

Each year, the District develops the budget-planning calendar that includes important budget dates and deadlines. The calendar also establishes dates when the financial planning and budgeting processes and priorities will be shared with various district collegial consultation groups, the Governing Board, and the community (IIID.41).

At the college, the Business office provides to all account managers and P&RC members a budget calendar that includes district budget dates and incorporates college planning dates and deadlines (IIID.33). The calendar also identifies college collegial consultation group meetings to ensure college wide input and review is included and the dates are communicated throughout the College. P&RC members are tasked with dissemination of budget planning and processes to their constituent groups and divisions. The DSP&BC and the college P&RC are active participants in district and college planning and financial resource allocation process. As stated earlier, these groups are collegial consultation councils at the college and district level with representatives from all college and district constituent groups (students, faculty, classified, confidential, and administrators) who review and make recommendations regarding institutional planning, budget development and priorities. DSP&BC and P&RC meeting summaries are posted on the web for all to review (IIID.21, I.39).

The chancellor, vice chancellor of Business, associate vice chancellor of Business Services, college presidents and the vice presidents of Administrative Services have been proactive in providing budget updates, reports to the college and district community (IIID.42, IIID.43). The College and District have each held budget forums regarding budget planning, priorities, and state funding changes and impacts (IIID.44, IIID.45). The GCCCD also created a budget suggestion box, where college faculty, staff, and students could recommend budget reduction strategies. Many of the strategies identified through this effort were implemented.

Constituent input at the College is also solicited at the annual college planning forum. This day-long workshop is broadly attended by campus leaders from all committees, councils, and constituent groups. Forum participants review and discuss KPIs, institutional data relating to achievement of college and district goals, as well as student learning outcomes and

achievement. During the forum, the group identifies annual planning goals (I.69) that the College should focus on in the upcoming planning cycle. The annual college planning goals are then forwarded as recommendations to the P&RC for editing, review and implementation. Once established and approved, the annual planning goals are included in the selection criteria and scoring rubric used to assess and prioritize annual planning activities. This regular review of data and college wide recommendations on strategic areas of focus assure the College maintains an institutional effectiveness evaluation cycle and that all constituencies have the opportunity to participate in the development of institutional plans.

Self Evaluation
Clearly defined guidelines for financial planning and budget development are implemented at both the college and district levels. Through the utilization of district and college councils, all constituent groups have the opportunity to participate in developing institutional plans and budgets. Financial planning and budget development information is broadly communicated through collegial consultation groups, convocation, college and district forums, and website postings.

The district allocation formula uses FTES goals as the primary basis for funding allocation at a blended rate (credit and non-credit). Colleges are able to retain income generated at each site as dedicated income. As described in the summary above, this dedicated income includes cell tower lease revenue, nonresident student income, and other smaller local sources of revenue. District wide financial resources have been sufficient to support student learning and institutional improvements, however, discussions are in progress to review and update the GCCCD resource allocation model.

The institution meets this Standard.

Actionable Improvement Plans
None.

III.D.2.   **To assure the financial integrity of the institution and responsible use of financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making.**

III.D.2.a. **Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

Descriptive Summary
The district and college financial records reflect appropriate allocation and use of financial resources and support of student learning. Funds are distributed to GC through the established allocation process. The College uses the funds allocated to support the mission,

vision, values and institutional goals of the College and District. As stated in the adopted budget and mentioned in section III.D.1.a., the entire district budget is committed to support five strategic areas of focus (IIID.3, IIID.18).

To ensure standardized accounting controls are in place, the GCCCD utilizes the Integrated Fund Accounting System (IFAS). This system has appropriate control mechanisms to assure expenditures do not exceed allocations. All budget managers, supervisors, and employees who have received IFAS training have access to real time budget information and reports. Appropriate check and balance systems are in place including multiple-tier approval levels that provide additional fiscal oversight when committing college and district resources. For example, processing a budget transfer requires approval by the budget manager, area dean or manager, and vice president of Administrative Services. This is then entered into the system by college- or district-level business service personnel who have been given the security clearance to enter data into the system (IIID.46, IIID.47).

The District has established BPs and APs to ensure the fiscal integrity and the appropriate use and control of financial resources and investments (IIID.48, IIID.49, IIID.50, IIID.51, IIID.52, IIID.53). The College and District strictly adhere to the California Community College Budget and Accounting Manual and Title 5 requirements in administering and recording the financial records of the District.

GC and the GCCCD are subject to annual audits by external independent certified public accounting firms as required by BP 6400 (IIID.54). The GCCCD takes pride in consistently receiving unqualified audits. Over the last four years, the District has received unqualified audits on its financial statements, and federal and state compliance audits (IIID.27, IIID.55, IIID.56, IIID.57). There were two minor findings, one in 2008-09 regarding student financial aid overpayments, and another in 2010-11 regarding financial aid disbursement to ineligible students. Both deficiencies were materially insignificant. The auditor's recommendations were immediately implemented as noted in the audit reports (IIID.55-p.69-71, IIID.57-p.69-71).

Annual audits are also conducted on the District Auxiliary (IIID.58), the district's PEAR plan (IIID.59), and the Grossmont College Foundation (IIID.60). Over the last four years' audits, no material weaknesses were found and all received unqualified audits with no instances of noncompliance or internal control weakness. The District also completes a performance audit regarding the use of Proposition "R" funds (IIID.61). This performance audit has lauded the GCCCD for its exemplary management of bond funds and internal control mechanisms. Proposition "R" fund expenditures are overseen by a CBOC that provides external monitoring of bond practices and expenditures. The CBOC maintains a website where it posts meeting minutes, annual reports, annual audits, and expenditure information to ensure transparency. Annual audit reports are provide at Governing Board meetings and are available on the district website (IIID.62).

The college and district budgets accurately reflect institutional spending. With the recent state budget uncertainty, there has been a concerted effort at the college and district levels to reduce annual expenditures to carry funds forward into the next fiscal year while still

maintaining program integrity. This was especially true in fiscal year 2011-12 when California implemented a mid-year workload reduction of $6.3 million and a deficit coefficient of 0.9765 that equated to an additional reduction of $2 million for the District.

As with most multi-college districts, not everyone is satisfied with the current allocation model and some distrust the accuracy of the budget and revenue. The GCCCD established a budget taskforce in 2009 to review the financial information provided and to verify its accuracy. Joe Niemeyer, an independent consultant, was hired to lead this taskforce. After a thorough review of the financial data and adopted budgets, their conclusion was that the financial information provided was accurate and fairly represented revenues and expenses (IIID.23). The results of the analysis were shared with college and district leaders and constituents. This report has assisted in developing and increasing budget reporting credibility.

Recently, both colleges have expressed an interest in reviewing – and possibly changing – the allocation formula. In response to this interest, the District contracted with Dr. Rocky Young to assist in developing budget allocation formula goals and values. Dr. Young met with constituent members from both colleges and the district to hear concerns, budget issues, and challenges. Dr. Young then supplied a list of budget goals and values he suggested would assist in the development and establishment of a less complex, more equitable allocation formula. A BAT has been meeting regularly with the goal of developing a draft formula by spring of 2013.

Self Evaluation
The College and District are able to assure financial integrity of the institution and the responsible uses of financial resources through the application of established processes and procedures. The IFAS software has appropriate controls and provides real time budget information and access to reports that assist in the financial decision making process. Governing board policies and procedures are also in place – and followed – that establish fiscal controls mechanisms.

District Business Services and the College Administrative Services departments provide budget updates, budget-related frequently asked questions (FAQ's) (IIID.63), and quick reference guides regarding appropriate application of processes and procedures (IIID.64). A comprehensive collection of district financial information, including annual audits, is available to all college and district constituents on the budget information intranet site (IIID.25).

The GCCCD has received unqualified audit reports over the last four years. Independent auditors' recommendations are implemented in a timely manner as shown in the annual audit reports. Audit findings are communicated to the Governing Board and to the DSP&BC, and are posted on the district Business website for faculty, staff, students, and the community to review (IIID.62). There have been no audit findings for Proposition "R" funds in either the financial or performance audits.

The institution meets this Standard.

Actionable Improvement Plans
None.

III.D.2.b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary
As reported above, audit findings are communicated in a timely manner and available for anyone inside and outside the District to review. The annual audits include District responses to any prior year audit findings including the resolution of the findings. As the audits show, findings were resolved and did not come up again the following year.

Information regarding budget, fiscal conditions, and financial planning is communicated widely throughout the District via district and college shared governance councils and committees, and meeting summaries that are posted to college and district websites (IIID.21, I.39). In addition, District Business Services maintains a budget intranet site that provides information to college constituent groups (IIID.25).

The chancellor, college president, and college vice president of Administrative Services all provide regular updates regarding the budget, the state financial crisis, and anticipated impacts to the GCCCD (IIID.42, IIID.43). College and district business staff have provided budget forums district wide to help keep the college community informed about budget planning and financial condition (IIID.44, IIID.45). State budget updates from Vice Chancellor Dan Troy and the Community College League of California (CCLC) are forwarded to the college P&RC by the vice president of Administrative Services to ensure they are up to date regarding state funding fluctuations and changes.

The IFAS software provides real-time budget information and reports regarding college and district budgets including encumbrances, expenditures, and remaining balance information. The IFAS also provides budget managers access to reports detailing variance and burn rate allowing managers the ability to compare current expenses to prior year expenses. In addition, the College provides regular budget update fund expenditure reports to the P&RC (IIID.65).

Self Evaluation
District and college financial and performance audits are available on the district Business Services website. The annual audits are reported and reviewed at regular meetings of the Governing Board, DSP&BC, and P&RC (IIID.66). As the audit reports show, the district response is immediate, and all items are resolved quickly.

Communication regarding financial planning and budgeting is extensive, as evidenced by the district budget intranet site, DSP&BC and P&RC meeting summaries, college forums, and regular budget updates. Accurate financial information is reviewed and discussed by the P&RC and the DSP&BC. Accurate real-time financial information is also available to all college constituents who have access to the IFAS software.

The institution meets this Standard.

Actionable Improvement Plans
None.

III.D.2.c. **Appropriate financial information is provided throughout the institution in a timely manner.**

Descriptive Summary

As described in Section III.D.2.b., appropriate financial information is provided throughout the institution in a timely manner. This occurs through the DSP&BC, college P&RC, college and district business websites, the president's *Newsburst* (I.60) and chancellor's budget updates (IIID.67). IFAS also provides real-time budget information and reports.

The College and District have sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies or unforeseen occurrences. The District's ending balance of unrestricted funds for the last four fiscal years is shown in the chart below:

Year	District	Grossmont College
2011-12	$10,628,545	$3,485,110
2010-11	$9,784,920	$3,226,846
2009-10	$10,688,390	$3,617,644
2008-09	$9,616,080	$3,070,501

Per BP/AP 6200 (IIID.32, IIID.39), unrestricted general reserves shall be no less than five percent of prior year unrestricted general fund expenditures. As shown on page 2 of the 2012-13 adopted budget (IIID.3), the District has established a reserve of $4,685,797.

To address recent budget challenges, the GCCCD established a four percent fiscal uncertainty reserve to assist the colleges and district through the budget reduction uncertainties in fiscal years 2010-11, 2011-12, and 2012-13. This four percent reserve is in addition to the five percent reserve mentioned above and equated to $3.5 million in 2012-13. It is held as a source of funding to protect against emergencies such as mid-year state reductions or deficit factors applied by the state (IIID.3-p.6). The unused portion of this reserve flows through to the next fiscal year's allocation formula to assist the colleges in providing instruction and education support services. In fiscal year 2012-13, the District's adopted budget was based on the worst-case state budget including the possible loss of $5.6 million if Proposition 30 did not pass. Once proposition 30 passed, the standard four percent fiscal uncertainty reserve of $3.5 million was retained, and the remainder was run through the formula and allocated to the sites.

As reported in the 2012-13 adopted budget, 90.8 percent of the district unrestricted general fund revenue comes from state apportionment (IIID.3-p.4). The district administration and

Business Services department complete ongoing cash flow analyses. Special attention to cash flow has been a high priority in the past few years due to the increase in state deferrals of apportionment payments and the recent change in monthly apportionment payments received from the state in fiscal year 2012-13. The District monitors cash flow on a monthly basis (IIID.3-p.1). State deferrals and cash flow management have been points of discussion in P&RC and DSP&BC meetings.

The GCCCD has a board-approved agreement in place with the San Diego County Office of Education for temporary cash borrowing as needed. In September, 2012, the GCCCD submitted a request to the San Diego County Office of Education to borrow $16 million to cover payroll and other operating expenses. The loan repayment will be taken from the property taxes after the County distributes them to the District (IIIB.32).

Insurance and risk management functions are coordinated at a district level. GCCCD is a member of the Alliance of Schools for Cooperative Insurance Programs (ASCIP), which provides insurance for property, casualty, and liability claims up to $5 million. The District also participates in the State Educators Liability Fund (SELF), which provides additional coverage beyond that covered by ASCIP.

The GCCCD previously offered a self-funded health benefit choice called Direct Health. This self-funded plan was funded through a "pay-as-you-go" approach. The District has also purchased a stop loss policy that provided financial coverage in the event of any large medical claim. The district Benefits Committee recently reviewed the health benefit packages offered by the GCCCD and recommended that the District discontinue the self-funded benefits program. After a number of meetings and negotiations with bargaining units – and approval from the Governing Board – the District replaced the self-funded health benefits with California Schools Voluntary Employees' Benefit Association (VEBA), a fully-funded health benefit plan.

Self Evaluation
The College makes financial information readily available to the institution in a variety of ways. Budget forums, committee and councils meetings, emails from the chancellor, president or vice president of Administrative Services, documents on the intranet, and posted meeting summaries all serve to provide timely access and dissemination of financial information.

The College and District have established conservative fiscal management practices that ensure fiscal stability and maintain prudent reserves to meet financial emergencies and unforeseen events. This is evidenced by BP 6200, which requires a five percent reserve be maintained. In addition, the GCCCD has established the practice of setting aside an extra four percent reserve for fiscal uncertainty (IIID.3-p.5).

Although the state apportionment deferrals have complicated and strained all community colleges' cash flows, the District has had the cash flow needed to meet current and future obligations and payments as show in district financial audits. The GCCCD has in place a board-approved agreement with the San Diego County Office of Education to do temporary

cash borrowing as needed, and used this to borrow funds to meet short term cash flow shortages in 2012-13 (IIIB.32).   The locally-incurred debt does not have any adverse impact on GC's financial stability as this debt is short-term and the institution will receive state apportionments later in the year. The District's conservative business policies and sound financial practices have positioned the District well should it be required to issue short-term debt to ease any cash flow shortfall caused by the state's apportionment deferrals.

The GCCCD participates in the ASCIP to cover property, casualty, and liability claims up to $5 million. The District also participates in the SELF, which extends the ASCIP coverage. The District maintains coverage for property, liability, excess liability, workers compensation, long-term disability, and student and athlete insurance. The District provides appropriate risk management and coverage to meet emergencies and unforeseen conditions. The District has completed the transition from a self-funded health benefit package to VEBA, thus removing the self-funded risk and obligations.

The institution meets this Standard.

Actionable Improvement Plans
None.

III.D.2.d. All financial resources, including short and long term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Descriptive Summary
GC and the GCCCD practice effective oversight of finances and investments. This is tested and verified through a number of internal and external controls. As required by BP 6400, the District undergoes annual audits on its financial records including the financial statements, internal control procedures, and compliance with state and federal requirements (IIID.54). The annual audits include financial aid grants and institutional investments and assets. The GCCCD Auxiliary, Proposition "R" funds, PEAR, and the Grossmont College Foundation also undergo separate annual audits (IIID.62).

College budget managers have access to the IFAS software that includes tools and reports that provide them with the ability to practice effective oversight of finances. The college business office monitors college funds and recommends any needed adjustments to the P&RC (I.39). The College and District use a multi-tiered approval approach to fiscal oversight. Budget managers at the College initiate requisitions and changes to individual budgets. The electronic requests then flow through the college Business office for review to ensure there is available budget and that the expenses meet expenditure requirements. This allows corrections and adjustments to be made at the local college level before being forwarded to the District. Once reviewed and approved by the College, the requests are then sent to the GCCCD Business Service office for review and approval. The District provides

centralized accounting, payroll, purchasing and contracts, as well as risk management functions.

At the college level, all contracts entered into must be reviewed by the area manager, area vice president, vice president of Administrative Services, and the college president.   The senior director of Purchasing and Contracts and the vice chancellor of Business Services execute all contracts, memoranda of understanding, and other financial instruments that obligate the institution (IIID.68, IIID.69). All contracts for professional services or under the bid threshold are included in the monthly governing board Contract Ratification List (IIID.70). Board Policy 6340 specifies that all contracts involving expenditures that require the competitive bidding process must receive governing board approval prior to award (BP 6340).

Grant applications are reviewed and approved prior to submission to ensure the grants align with the mission of the department and college, and support goals established by the College and District. At the college level, grant applications flow through the area dean, area vice president, vice president of Administrative Services, and college president. All grants must be executed by the vice chancellor of Business Services prior to submission. Grants and categorical funds are monitored by the grants manager, college budget analyst, college vice president of Administrative Services, and district Business office to provide review and verification of available grant funds and check that proper expenditure categories are used. Quarterly and annual categorical and grant reports are submitted and approved through the college and district business offices and detail compliance with program plans and budgets.

The GCCCD Auxiliary Organization provides additional grant management and financial management assistance. The Auxiliary was incorporated on 1 March 2000, and is a publically supported, non-profit entity with its own 501(c) (3) status. The Auxiliary's primary role is to administer various federal and state grants and programs for the District. Over the last six years, the GCCCD Auxiliary has had an exemplary audit record with unqualified audit opinions issued on the financial statements, internal control, and federal award compliance (IIID.62).   There were two minor audit findings in fiscal year 2006-07, which were not considered material enough to merit a qualified opinion (IIID.71-p.27-30). Both findings were immediately addressed and corrected by the Auxiliary.

The Grossmont College Foundation was a non-profit, public benefit corporation that was formed in 1994 to support the College with fundraising efforts, administration of student scholarships payments, and support for GC's educational programs. The Foundation's primary source of revenue was donations received from the public and a small amount of grant revenue. Foundation expenditures were approved through the Foundation Board of Directors, which included business leaders, community members, the Foundation executive director, and the college president. The GC Foundation audits over the last six years indicated sound financial management and stewardship. All audits were unqualified with no compliance or internal control findings.

The separate Grossmont College and Cuyamaca College Foundations recently underwent a corporate dissolution process and a new Foundation for Grossmont & Cuyamaca Colleges

(FGCC) was formed in 2011. The FGCC was created to receive and manage philanthropic gifts on behalf of both colleges by combining the operational activities of the college foundations to more efficiently serve the needs of district students and programs. The new FGCC's first audit in June of 2012 was unqualified with no audit exceptions noted.

Debt repayment obligations are reviewed annually and reported on in the district financials and incorporated into the annual audit reports. Debt obligations include general obligation bonds, compensated absences, OPEB, and supplemental retirement plans. Total long-term debt decreased in 2011 from 2010, going from $235,887,892 down to $234,381,737. Most of the long-term debt consists of general obligation bond issuance for capital facilities improvements. The payment schedules for general obligation bonds are detailed in note 6 of the Long Term Obligations Summary in the annual financial audit of the District (IIID.57-p.37-42). Payments on the general obligation bonds are made by the bond interest and redemption fund with local property tax collections. The long-term obligations schedule is updated annually and reviewed by the auditors. This schedule provides the District with the outstanding balances due in the upcoming year.

The GC financial aid office monitors its cohort default rate (CDR) annually. After the new CDRs are published by the Department of Education in early spring, the Financial Aid office reviews the data and borrower information to ensure its accuracy. If errors are found, a formal CDR challenge is filed with the Department of Education. Furthermore, the GC Financial Aid office maintains constant communication with the federal Direct Loan program, federal Common Origination and Disbursement (COD), and various loan servicers and holders to provide them with up-to-date information on current and former borrowers. The GC Financial Aid office also receives periodic delinquent borrower reports, which are reviewed by staff who follow up as needed.

The GC Financial Aid office reviews Direct Loan awards and disbursements to students on a monthly basis and a final reconciliation and award year closeout process is conducted to ensure all funds have been awarded and disbursed in compliance with federal regulations. The GCCCD Accounting office has its own internal reconciliation process for determining that loan funds and revenues are handled in accordance with federal law.

Moreover, the financial aid offices at both Grossmont and Cuyamaca colleges conduct an annual policy and procedure review meeting. Every spring, they review new and established departmental policies and procedures to ensure compliance with federal and state guidelines and governing board policies that manage the delivery of financial aid, which includes Direct Loans.

As reported earlier, the District undergoes independent audits on the Grossmont College Foundation (now FGCC), the GCCCD Auxiliary Organization, the Pension Eligible Alternative Retirement Plan (PEAR), and the district financial audit. The annual audit reports are posted on the district Business Services website and reported at regular governing board meetings. The District, the GCCCD Auxiliary, the FGCC, and the PEAR plan have all received unqualified opinions regarding their financial statements. Over the last four years, all district and associated organizational audits have been unqualified in all areas including

financial statements, federal compliance and internal controls, and state compliance and internal controls. Audit findings regarding the state and federal award compliance of the District and the Auxiliary are listed in the annual audits. The District's quick responses to audit findings that are included in the audit reports provide an effective mechanism to improve business and financial management practices.

Self Evaluation
The College and District have procedures that are implemented for reviewing all aspects of fiscal management. This is evidenced through BPs and APs and operating procedures that list the required steps and approval processes that must be followed (IIID.46, IIID.69). The use of multi-tiered approval processes ensures review and oversights of fiscal commitments are occurring at all levels of the College and District, with only senior district administrators having the ability to enter the GCCCD into contracts and long-term financial commitments.   The Governing Board is also informed of contracts, change orders, budget changes, fiscal commitments, and expenses in the monthly governing board meetings.

As highlighted in the external audit reports, fiscal resources at both the college and district level are extremely well managed. The District has received unqualified opinions regarding their financial statements for the last six years. The GCCCD received unqualified opinions for financial statements, federal and state compliance and internal control processes in 2011-12, 2010-11, 2009-10, and 2008-09. In 2007-08 and 2006-07, the District received unqualified opinions for financial statements and federal compliance and internal controls, but received qualified opinions regarding state compliance and internal controls. All findings were responded to by the District, then corrected and highlighted in the following year's audits.

External college and district programs including the District Auxiliary, the FGCC, and the PEAR plan also undergo audits. The Grossmont College Foundation audit had no findings over the past six years. The FGCC had no findings in its initial audit of 2011-12. The District Auxiliary has had no audit findings for five years. There were two audit findings regarding compliance and internal controls in the 2006-07 audit (IIID.71). Both audit findings were corrected quickly and resolved through the addition of internal control mechanisms.

The institution meets this Standard.

Actionable Improvement Plans
None.

III.D.2.e. **The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of the assessment are used for improvement.**

Descriptive Summary
BP/AP 6200 require that all resources – including those from Auxiliary activities, fund raising efforts, and grants – are used with integrity to support the mission and goals of the District and College (IIID.32, IIID.39). The District and College annual budget includes the strategic goals as the starting point for all resource allocation decisions (IIID.3-p.2). All college resources – including human, physical, technology and financial – are allocated to support the college mission and goals as part of the integrated planning process. Resource needs are identified through various college plans, committees and program review, and are incorporated into unit planning activities. Planning activity requests are tied to college goals and strategic plans and ranked based on their ability to meet college goals. Requests are routed through the college process for funding as has been described in sections III.D. and III.D.1.a.

Special funds such as federal financial aid, grant funds, student center fund, and district trust funds are incorporated into the annual district audit. In addition to the annual external audits, federal and state grant and categorical funds are regularly reviewed by the granting agencies and follow all reporting and expenditure guidelines and requirements identified by the agency.

Proposition "R" general obligations bond funds are allocated based on details incorporated into the bond language and are a part of the College's FMP (IIIB.16), Five-Year Construction Plan (IIIB.15), and Scheduled Maintenance Plan (IIIB.22). These plans support the mission and goals of the College and District. Proposition "R" undergoes an annual financial audit along with a performance audit of Proposition "R". The CBOC also reviews bond expenditures to ensure the appropriate and efficient use of bond proceeds. The CBOC reports progress to the community through the GCCCD website and in annual community reports (IIID.73, IIID.74). There have been no audit exceptions or findings regarding Proposition "R" funds, and the audits all indicate the funds are being used appropriately.

The former Grossmont College Foundation, the new FGCC, and District Auxiliary organizations are nonprofit 501(c)(3) entities and were created to assist and support institutional programs and to fulfill the mission and goals of the College and District. This is accomplished through fund raising, donations and gifts, scholarships and grants used to benefit students and to support college programs. The FGCC works with college programs to determine their needs based on strategic goals and raises funds to meet the identified needs. The Auxiliary works to identify potential partners and grant funds to support, improve, and augment college programs and services to meet student needs. The Auxiliary also assists in managing the grants and expenditures.

The Grossmont College Foundation and the FGCC fund-raising efforts consistently support the mission and goals of the College. A recent example of the support provided is the fund raising efforts to meet the College's Bernard Osher Foundation Scholarship Challenge. The

GC Foundation exceeded the goal of raising $548,000; the funds will provide perpetual scholarships for Grossmont College (IIID.75). These scholarship funds have been used to provide Grossmont College students with $1,000 scholarships (IIID.76). The Grossmont College Foundation audits include the annual amounts given by the Foundation to support college and district programs and also include scholarship amounts. In 2010-11, the Foundation provided $423,444 to fund student grants, paying college programmatic expenses and/or reimbursing personnel and departments for expenditures incurred to support programs (IIID.77-p.11). In 2009-10, the Foundation provided $225,406 in support of Grossmont's educational departments and $27,730 in scholarships to Grossmont students. The Foundation also contributed $170,000 towards the Bernard Osher Endowment fund for scholarships to Grossmont College students (IIID.78-p.12).

The GCCCD Auxiliary has been very successful in developing partnerships and grant funds that support institutional goals (IIID.79). Funds and grants managed through the GCCCD Auxiliary are used to support college and district goals as evidenced by the numerous contracts that are executed between the College and the GCCCD Auxiliary (IIID.70). Grants managed by the Auxiliary that support Grossmont's programs and services totaled $1,764,006 for fiscal year 2011-12. The grants include Regional Health Occupations Resource Center (RHORC), Foster and Kinship Care Grant, Health & HASPI, Welcome Back.

The GCCCD Auxiliary, the former Grossmont College Foundation, and the current FGCC provide an annual activities report to the GCCCD Governing Board describing the functions and activities of the Auxiliary and Foundation and the support provided over the past fiscal year. This report also includes the results of the annual independent audits. Annual audits reveal that the District Auxiliary and the former Grossmont College Foundation, and the current FGCC are effectively managed and are compliant with federal, state and local regulations. There have been no audit findings for the Grossmont College Foundation in six years, and the FGCC also received a clean first audit with no findings. There have been no audit findings for the District Auxiliary for the last five years; there were two audit exceptions in fiscal year 2006-07 that were subsequently corrected (IIID.71). The findings were considered immaterial and the Auxiliary received unqualified opinions regarding the financial statements and federal compliance and internal controls.

Self Evaluation
College and district financial resources – including Auxiliary, Foundation, and grant funds – are managed in accordance with district and college policies and procedures and are used with integrity in a manner consistent with the mission and goals of the College. The annual independent audits provide evidence of prudent fiscal management. Any audit findings are corrected in a timely manner and then used to improve College and District policies and/or practices.

The GCCCD Auxiliary and FGCC operate in a manner consistent with their mission (IIID.80) and support the institutional needs and goals of the College and District. Annual audits are performed on each of these entities and the results are reported to the Governing

Board and made available on the district Business Services website. Audits of these three entities provide evidence of exceptional fiscal management.

The institution meets this Standard.

Actionable Improvement Plans
None.

III.D.3. **The institution has policies and procedures to ensure sound financial practices and financial stability.**

III.D.3.a. **The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.**

Descriptive Summary
As described in sections III.D. and III.D.1.b., the institution maintains a five percent reserve per BP 6200 (IIID.32). Additional BPs related to financial practices include the *Delegation of Authority to the Chancellor*, *Budget Management*, *Fiscal Management*, *District Trust Funds*, *Student Body Funds*, *Investments*, *Audits*, and *Purchasing* (IIA.73). In addition to the reserve, the GCCCD has adopted prudent fiscal management practices to ensure the district has the funds to meet emergencies and unforeseen occurrences. Over each of the last three years, the District planned for the worst-case state funding reductions and also set aside four percent of all unrestricted funds to provide additional protection in case of a mid-year reduction or emergency. If the funds were not needed in one fiscal year, they rolled into the next fiscal year.

Ongoing cash flow analyses are completed by District Services. The GCCCD has protected itself from cash flow shortages caused by the state apportionment deferrals. Budget strategies to meet current and potential state budget reductions are discussed and approved through the Governing Board, DSP&BC, a district FTES Taskforce, and the P&RC. These shared governance committees and task forces ensure all are involved in setting budget contingencies and reduction criteria. To meet the budget reduction target of $5.6 million, the College implemented budget reduction strategies for fiscal years 2011-12 and 2012-13. Sections and FTEF were reduced by 5.56 percent with plans to reduce down to 7.3 percent to meet the state workload reduction scenarios.

Budget reductions in short-term hourly, contracts, and supply expenditures were also implemented to balance the budgets at the College and District to achieve the $5.6 million reduction in expenses. In addition, the District implemented an ERI to reduce personnel costs, and only filled those positions deemed critical. GC planned strategies to add sections to increase FTES to meet goals if Proposition 30 did pass. The College placed $529,580 into a holding account to provide some protection from any deficit coefficient the state might apply (IIID.3-p.14). The College also worked to reduce expenditures and increase ending balances to assist with the following year's reductions.

Because of the significant extent of state deferrals in the recent four years, cash flow has become a higher priority for all California community colleges. To ensure that GCCCD has sufficient cash flow to meet its obligations, the Governing Board has approved agreements with the San Diego County Office of Education to do temporary cash borrowing as needed to bridge any cash flow shortages or surprises.

Self Evaluation
GC and the GCCCD have policies and procedures in place to ensure fiscal integrity and stability. Through careful and collaborative efforts, both the District and College have sufficient cash flow and reserves to maintain fiscal stability and solvency. The District has maintained a five percent contingency as required by BP 6200, which equates to $4,685,717. The District also reduced budgeted expenditures by $5.6 million in case Proposition 30 did not pass, including vacant and part-time personnel costs, supply, travel, contracts, and other object codes as identified by the college planning processes. Once Proposition 30 passed, an additional four percent fiscal uncertainty reserve was implemented on top of the required five percent reserve to cover potential mid-year reductions.

The College and the District have been proactive in their approach to addressing state funding reductions. Workload reduction measures have been put into place, with contingencies to grow or further reduce FTES generation and the associated costs. Based on state workload reduction requirements, the college department chairs, deans, and the Enrollment Strategies Committee have established criteria to use in adding and/or reducing sections (IIID.81). The vice president of Administrative Services met with each dean and program manager to assist in identifying areas to reduce operational costs while maintaining core services and funding institutional improvements.

Due to the significant payment deferrals from the state, the GCCCD is prepared with board-approved agreements with the San Diego County Office of Education for temporary borrowing to bridge any cash flow gaps.

The institution meets this Standard.

Actionable Improvement Plans
None.

III.D.3.b. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary
The College practices effective oversight of finances and business processes through a number of internal and external processes. This ongoing assessment and improvement process includes annual audits (IIID.62), categorical program and grant reports, productivity

reports (IIID.82), FTES analysis, staffing plans (IIIA.28, IIIA.29, IIIA.30), expenditure reports and forecasts (IIID.65, IIID.83), and other financial and non-financial analyses. The results of these reports, analyses, and outcomes are used to inform current and future allocations and improvements. The GCCCD is audited on an annual basis including its financial statements, internal controls, and compliance. Any recommendations from the auditors are quickly instituted. The District also submits to the state chancellor's office required reports that analyze revenues and expenditures and provide information regarding the fiscal shape and stability of the District.

The district Purchasing, Accounting, Payroll, and Business offices in conjunction with the college Business office provide ongoing financial analysis and expenditure control. Purchases, contracts, budget transfers, expenditure contracts, and grants are all reviewed at the college and district level to ensure fiscal resources are used – and accounted for – properly and support strategic college and district goals.

The College submits regular categorical program and grant quarterly reports. The departments with categorical funds use these reports to monitor and report spending and to make any adjustments or augmentations requests as a result of the expenditure analysis reports. Budget managers also have the use of IFAS reports covering burn rates, negative balance, and budget history to assist with analyzing trends and making budget adjustments. The vice president of Administrative Services provides financial analyses including burn rate analysis, FTES reports, and budget updates at the P&RC (I.39).

Another main area of financial assessment, evaluation, and change implementation is the district wide process of setting enrollment and budget targets. During recent drastic budget cuts and workload reductions from the state, increased emphasis and analysis focused on development; monitoring, adjusting, and evaluating instructional schedules; productivity; and efficiency. Through the FTES Task Force and DSP&BC, different scenarios were considered and district wide recommendations regarding the FTES targets for both colleges were made to the chancellor (IIID.84). The district IS office created a number of online reports that allow the College and District to analyze course productivity and efficiency (IIID.85). College departments and the Enrollment Strategies Committee used these reports to balance reductions across the disciplines and maintain academic program integrity.

Staffing needs – both new and replacement – are reviewed at the department, division, college, and district levels. Critical replacement position requests flow up from the departments to the division councils where they are prioritized based on the critical nature of the position using criteria such as legal mandates, accreditation requirements, health and safety, critical threshold of educational or support services, essential operations, and supervision (IIID.86). Departments request faculty and new classified staff positions through the Faculty Staffing Committee and Classified Staffing Committee (IIID.87, IIID.88) processes. The new positions are ranked based on a rubric that evaluates data on how the position meets critical needs and college goals (IIID.36, IIID.37). Position funding is reallocated based on the results of the staffing committee recommendations.

The College has also participated in the structural evaluation of positions. When the College experienced a large turnover in the Academic Affairs and Student Services divisions, the College used this opportunity to look at the organizational structure of both divisions and sought college wide input on organizational changes that would improve the efficiency in the reporting structures and balance the workload. GC held open forums where numerous organizational options were considered and discussed. In both instances, changes were recommended to P&RC and the president that were approved. Funds were allocated to support the organizational structure changes in Academic Affairs. Student Services is currently in the process of implementing the approved organizational changes but turnover, retirements, and failed searches have had a significant impact on implementing the Student Services organizational structure.

The monitoring and evaluation of financial resources also takes place through the college planning and resource allocation process. Prior to the development of the annual budget, the College collects annual department, divisional, and college needs through the DPM website. This online tool allows the College to collect program plans and prioritize them based on how they meet established college planning criteria including program review, strategic plan goals, and SLOs. During annual budget development, departments are provided their fiscal expense history so they can make budget adjustments based on past actions. The reallocation of college funds is discussed and reviewed by the P&RC.

GC's integrated planning process (I.70, I.71) ensures that institutional priorities are established and reviewed annually and that funding is allocated to accomplish these goals. KPI data are used to evaluate the effectiveness of prior years' activities towards meeting college and district goals. The College uses its resources effectively, evaluating outcomes and making improvements as a result of this analysis. Critical teaching and learning equipment such as replacement of physics lab equipment, ceramic kilns, pianos, and biology cadavers have been funded through the College's integrated planning process. Institutional student success initiatives have also been funded through this process and include the Umoja program, Life Coaching, the EOPS Summer Institute, Veterans Fast-Track, and the Early Assessment Opportunity for incoming high school students. These programs have reported outcomes data to P&RC and the IEC. Finally, the College also reviews FTES information – including efficiency rates, FTES per FTEF, and divisional input – to evaluate course offerings in order to meet institutional goals.

Additional collegial consultation committees such as the Faculty Staffing Committee, Classified Staffing Committee, and Facilities Committee make institutional improvement and resource allocation recommendations to the P&RC. Funds are then reallocated based on recommendations from the P&RC to the college president. Evidence of this reallocation includes establishment of an annual budget to implement the technology rollover plan for computer and digital projector replacements, and allocation of facility improvement funds for college wide facilities needs such as roofing, football field turf replacement, and water conservation projects. Another recommendation was the establishment of the new college wide professional development office. College funds were reallocated to provide release time for a faculty member to coordinate this effort as well as the reassignment of a classified support staff, and the allocation of $70,000 to fund college wide professional development.

Self Evaluation

As shown above, the College and District systematically assess the effective use of fiscal resources and use the analyses as a basis for improvement. At the district level, this is evidenced by the budget planning process including tentative budget and adopted budget planning and analysis. The District's – and College's – timely responses to audit findings where changes are immediately implemented based on audit recommendations demonstrate their efforts toward improvement when needed. DSP&BC meeting minutes (IIID.21) provide further evidence of budget analysis and change, staffing planning, and recommendations using FTES analysis and planning.

At the college level, the vice president of Administrative Services provides budget review and analysis including burn rates, negative balance reports, ending balance projections, FTES data, water and utility expenditures, increased cost projections, and other analyses that are used to evaluate fiscal resource allocation and institute improvements. The vice president also reviews all budget transfers, increases, and reallocations. The president, vice president and budget analyst – in conjunction with the GCCCD Business office – review all categorical and grant funding requests, reallocations, and quarterly and annual reports to ensure that new requests align with college and district goals and funding requirements are met.

The institution meets this Standard.

Actionable Improvement Plans
None.

III.D.3.c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.

Descriptive Summary
The District is contractually required to provide post-employment health care benefits to all retired contract employees until they reach the age of 65, and their eligible dependents, if the employee has 10 years of service in the District. The GCCCD pays for 100 percent of the costs of the benefit premiums incurred by retirees and their dependents. According to the 2011-12 district annual audit, as of 1 November 2011, there were 91 retirees and beneficiaries receiving benefits, with 659 active plan members for a total of 750. The AAL is $14,925,671. Currently, the District has been implementing the "pay-as-you-go" method to fund OPEB requirements and contributed $1,198,957 toward this accrued liability.

Self Evaluation
Based on the district annual audit of 2011-12, the GCCCD has not funded its current AAL of $14,925,671. The District has not been fully funding its Other Post-Employment Benefit annual required contribution amount as it funded $1,198,957 of its $1,874,991 annual OPEB cost.

There have been discussions regarding mechanisms to allocate funding to meet the OPEB obligation. The district BAT is currently working on a funding mechanism as well as a recommendation to establish an irrevocable trust to ensure the security of OPEB funds.

The institution meets this Standard.

Actionable Improvement Plans
- GC will continue to work with colleagues throughout GCCCD to plan for, and commit funds to, its long-term commitment to provide other post employment benefits and to fully fund the annual required contribution (ARC).

III.D.3.d. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.

Descriptive Summary
The District contracted with Total Compensations, Inc. to complete an actuarial study of retiree health liabilities. The study was completed on 6 December 2011 and reflects the actuarial study of liabilities through 1 November 2011.

Self Evaluation
The District completed the actuarial plans and has determined the OPEB costs and ARC as required by appropriate accounting standards.

The institution meets this Standard.

Actionable Improvement Plans
None.

III.D.3.e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Descriptive Summary
The District completes ongoing analyses of resource allocation and cash flow. Special attention to cash flow has been a high priority in the last few years due to the increase in state deferrals of apportionment payments and the recent change in the monthly apportionment payments received from the state in fiscal year 2012-2013. GCCCD has in place a board-approved agreement with the San Diego County Office of Education to do temporary cash borrowing as needed.

In September 2012, the GCCCD submitted a request to the San Diego County Office of Education to borrow $16 million to cover payroll and other operating expenses for the 2012-13 fiscal year. The loan repayment will be taken from the property taxes when the County distributes them to the District.

The locally incurred debt does not have any adverse impact on GC's financial stability since it is short-term (the state apportionments will be received later in the year). In addition, included in the adoption budget is a five percent board-approved reserve that helps the District with some of its immediate cash needs.

Self Evaluation
GC and the GCCCD assess and allocate resources to meet locally incurred debt. Annual audits confirm the GCCCD has anticipated debt obligations and planned for their repayment obligations. The GCCCD has also ensured it has the cash flow required to meet obligations through a board-approved agreement with the San Diego County Office of Education. This short-term loan to bridge cash flow shortages caused by the state apportionment deferrals will be repaid through property tax revenue when the County distributes them to the District. Per BP 6200 (IIID.32), the District also maintains a five percent reserve that helps mitigate cash flow shortages.

The institution meets this Standard.

Actionable Improvement Plans
None.

III.D.3.f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

Descriptive Summary
As stated earlier in the response to III.D.2.d, the GC Financial Aid office monitors its CDR annually. After the new CDRs are published by the Department of Education in early spring, the Financial Aid office reviews the data and borrower information to ensure its accuracy. If errors are found, a formal CDR challenge is filed with the Department of Education (IIID.89). The College CDR for the past three years is as follows: the most recent CDR is the 2010 2YR at 14 percent, the 2009 2YR was 12 percent, and the 2008 2YR was 10.1 percent. The 2009 3YR was 19.8 percent. Although the CDR for GC has been rising over the past three years, it is well within federal guidelines. Title IV regulations stipulate that an institution may not be considered administratively capable if the CDR equals or exceeds 25 percent for the three most recent consecutive fiscal years or if the most recent CDR is greater than 40 percent.

The GC Financial Aid office maintains constant communication with the federal Direct Loan program, federal COD, and various loan servicers and holders to provide them with up-to-date information on current and former borrowers. The GC Financial Aid office also receives periodic delinquent borrower reports, which are reviewed and followed-up on by staff. Also, the financial aid offices at both Grossmont and Cuyamaca colleges conduct an annual policy and procedure review meeting. Every spring, they review new and established departmental policies and procedures to ensure compliance with federal and state guidelines and board policies that manage the delivery of financial aid, which includes Direct Loans.

The College has a default management plan in place. In addition to federally mandated loan entrance and exit counseling for all borrowers, which is conducted entirely online, GC financial aid has established student loan debt warning levels. If students meet or exceed these levels and want to take out a student loan at the College, they are required to go through additional loan counseling that is conducted in person. There are various tools used in these face-to-face counseling sessions to ascertain whether a loan is truly warranted and if incurring further debt is in the best interest of the student.

If GC is ever in jeopardy of exceeding the federal CDR limits, the Financial Aid director and the vice president of Student Services would evaluate the available and necessary resources, revise the current default management plan, and implement new strategies to reduce the institution's CDR in future cohort years. Specific strategies would depend largely on future circumstances, but could include multiple stages of loan counseling and additional or expanded individual debt management services (e.g., financial literacy, improved educational planning, and improved late stage delinquency assistance).

Self Evaluation
GC effectively monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

The institution meets this Standard.

Actionable Improvement Plans
None.

III.D.3.g. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary
All contracts go through an established review process prior to approval to help ensure they are consistent with the mission and goals of the College and that institutional integrity is maintained. The GCCCD has established policies and procedures to govern contractual agreements. BP 6340 delegates the authority to enter into contracts on behalf of the District to the chancellor (IIID.90). BPs and APs establish the processes to be used for contracting goods, professional services, construction, and electronic systems and materials to meet Government, Education, Labor, and Public Contract Codes (IIID.91, IIID.92, IIID.93, IIID.94, IIID.95).

Entering into a contract is a multi–tiered process. Appropriate college personnel can initiate contracts through the submission of a "request for contract" form (IIID.68). This form includes a section where the initiator details the description, purpose, justification, and funding source for the contract request. The request is then reviewed by the area dean, appropriate vice president, vice president of Administrative Services, and college president to

ensure it meets college goals and established budget criteria. Contracts that are reviewed and approved at the college level are then forwarded to the GCCCD purchasing and contracts department for further review and then to the vice chancellor of Business Services for authorization and execution of the contract. Depending on the nature and complexity of the contract, district legal counsel may be involved in the review process. Contracts are also either ratified or approved by the Governing Board as required by board policy (IIID.70). External contracts involving the use of federal funds are identified to ensure they are specifically reviewed to make sure all federal guidelines are met.

Operating procedures – including CO1-Request for Contract, CO2-Overview of Contracts, CO3-Proposal for Grants, Contracts, other Special Funding Sources, CO4-Contract Education, CO5-Professional Service Agreement, CO6-Clinical Agreements, CO7-Art Gallery Agreements, and CO8-Independent Contractor Check List – establish the contract control processes used (IIID.96, IIID.97, IIID.98, IIID.99, IIID.100, IIID.101, IIID.102, IIID.103). Standard termination and modification clauses are incorporated in all district contracts. These clauses specify termination and contract modification requirements/options should the terms of the agreement not be maintained to the satisfaction of the College or District.

The College's contractual agreements support institutional goals. Executed contracts including clinical agreements for health professions programs (IIID.104), Blackboard, Strata, food service provision, bookstore services, and facilities-related projects all provide evidence that contracts are consistent with institutional and college goals. Correlation between contracts and strategic goals are also included in governing board meetings.

Self Evaluation
The District and College have established a systematic process to assure that contractual agreements are consistent with the goals of the institution and preserve institutional integrity. The multi-tiered approval process is also an effective tool that provides appropriate checks and balances systems at both the college and district levels.

A number of operating procedures detail the processes for initiating income, expenditure or cooperative contracts which includes contract education; facility leases; equipment lease/purchase; equipment maintenance; independent contractors providing construction or professional services; non–classroom guest lecturers, performances, workshops or seminars; or any other income or expenditure contract.

Executed contracts also reveal that the College and District have effective contractual protections including termination and modification clauses contracts that can be enforced should a contract fail to meet required standards of quality and/or service.

District and Auxiliary audits regarding compliance and internal controls over federal awards verify the College and District practice effective oversight and management of federal dollars attained through grants and other sources.

The institution meets this Standard.

<u>**Actionable Improvement Plans**</u>
None.

III.D.3.h. **The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.**

<u>**Descriptive Summary**</u>
GC and GCCCD regularly review and evaluate the financial management and resource allocation processes. As reported earlier, the District undergoes an annual audit that includes performance and internal control evaluations.   The audits include all district funding sources, the FGCC, the GCCCD Auxiliary, The PEAR fund, and Proposition "R" funds. Audit recommendations are quickly implemented. The audit results are posted on the district website (IIID.62) and shared with the public at governing board meetings.

GC and GCCCD have well-defined fiscal management processes and each plays a key role in the oversight of district resource allocation. The college vice president of Administrative Services and the college Business office provide fiscal oversight of the college budget. The college budget analyst works with the various account managers and assists with quarterly and annual report submissions, program audits, and financial analysis. The P&RC meets monthly and reviews key budget information such as the college burn rate, utility costs, college strategic planning initiatives, and college activity proposals, and changes in the state budget. Additionally, recommendations about college facilities, staffing, and other budget changes are reviewed by P&RC. The vice president of Administrative Services also provides burn rate reports and forecasts to the college account managers during the year (and during the budget planning process) so that account managers can track their expenditures and expense history and make corrections and alterations as needed (IIID.105). The P&RC reviews the annual budget throughout the planning process, and recommends the tentative and adopted budget allocations to the college president (I.39).

The president of Grossmont College and the vice president of Administrative Services also provide budget forums to the campus community to provide updates and to collect additional input regarding budget decisions (IIID.45). The College also holds an annual college planning forum where campus leaders from all constituent groups meet to review college progress towards strategic planning initiatives, review KPIs, and establish college goals and initiatives for the following year (I.11). The new goals are then incorporated into the College's department activity proposal request system and scoring matrix so that the newly-established or updated goals are incorporated into the college financial planning process and resources are allocated to these activities as recommended by the P&RC and approved by the president (IIID.106).

The GCCCD Business Services office also provides fiscal oversight and budget analysis to both colleges. The vice presidents of Administrative Services from both colleges meet with the associate vice chancellor of Business Services weekly to review key budget issues, strategies, and business practices. There are also budget meetings with the chancellor, vice chancellor of Business Services, associate vice chancellor of Business Services, both college

presidents, and both college vice presidents of Administrative Services when required. The DSP&BC reviews financial analyses, budget projections, business and key performance indicators and makes recommendations regarding suggested improvements, changes, and financial strategies. This district wide shared governance council provides the venue for all constituent groups to be involved in the fiscal management decisions of the District and has been extremely proactive during this time of economic downturn. The DSP&BC has made recommendations regarding district FTES targets, plans and strategies for budget reduction, course reduction, and personnel replacement.

Self Evaluation
As evidenced by the annual audits, the College continues to have solid financial management, with the appropriate processes in place to ensure stability and effective management controls. Any findings resulting from the annual audits are quickly addressed and processes are established or systems updated to provide long-term corrective solutions.

The District and College have established budget councils that regularly review financial information and allocations and make resource allocation and process recommendations to the chancellor and college president, respectively. These councils have played a critical role in fiscal management, especially during the state's budget crisis and associated budget reductions. The colleges have planned for each instance of state budget reduction and also planned for possible mid-year budget reductions while working to serve as many students as possible (IIID.18). This planning has allowed GC and the GCCCD to weather the state budget crisis without layoffs or furloughs while continuing to implement and fund strategic planning – and student success – initiatives (I.66, I.67, I.68).

The institution meets this Standard.

Actionable Improvement Plans
None.

III.D.4.   Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.

Descriptive Summary
Financial planning is integrated with institutional planning at both GC and the District. The annual planning calendar (IIID.12) ensures that the College assesses its needs prior to budget development. Programs and service areas are provided a base budget that allocates funds to meet their programmatic and service needs. The departments and services are provided their tentative budgets in March for the next fiscal year. This gives the departments opportunities to review their budgets and prior year expenditure history and allows them to reallocate funds based on past use.

The College has developed a strategic three-year planning and assessment process with the acronym "PIE", standing for Planning, Implementation, and Evaluation. Each annual cycle requires planning for the upcoming year, implementation of strategies during the current year, and evaluation of outcomes and achievements from the prior year (IIID.19). This process requires that planning start a full year in advance. GC also holds an annual college planning forum where participants from all constituency groups meet to review college performance data and recommend strategic planning goals on which to focus for the upcoming planning cycle.

To ensure financial decisions are developed from program review results, institutional needs, and plans for improvement, GC instituted an annual program review update process. The program review update collects departmental progress on student outcome assessment, program review recommendations, six-year strategic planning goals, and college wide strategic planning goals. Along with the assessment component, departments and programs also list the activities they would like to accomplish in the next fiscal year that would assist them in achieving progress towards department and college goals and in meeting program review recommendations. Departments prioritize the activities they want to accomplish in the upcoming fiscal year that require funding. Top activities – as identified by each division –that require funding are forwarded to the IRC. The activities are evaluated and prioritized using established criteria that are based on program review recommendations, strategic planning initiatives, accreditation requirements, and the ability to successfully measure outcomes associated with the activity (I.38). The IRC forwards the prioritized list of activities to the P&RC for review. The P&RC then makes funding recommendations to the college president. The College established a portion of its general fund budget for prioritized strategic planning activities. Activities that are not funded are referred to other sources for possible funding. By having the process start with the analysis of the prior year accomplishments, the College is assured that departments have gone through a thorough evaluation before formulating activities and needs for the upcoming planning cycle. Activities that are funded through the strategic planning process are required to report back to the P&RC on their outcomes and achievements.

The College has also established processes for the hiring of faculty and staff through the Faculty Staffing Committee and the Classified Staffing Committee. Both committees use college-approved criteria to evaluate staffing requests submitted by the departments and programs. The staffing committees then prioritize staffing requests and submit them to the P&RC for review and funding. Emergency hires are submitted through the critical hire process and must meet criteria established by DSP&BC to be considered.

The P&RC has a major role in reviewing college needs and making recommendations for funding. It has recommended budget augmentations for supplies, tutoring, technology, and facility needs. It also reviews and makes recommendations regarding the annual college budget allocations. The Enrollment Strategies Committee makes recommendation regarding section offerings and has established criteria to assist the College in making enrollment-related decisions. The IEC has worked to establish KPIs that GC would use to gauge progress towards strategic planning goals. This council provides the data the College needs to effectively assess the institution's progress (I.59, I.72).

GC continues to provide high quality instruction even during fiscally uncertain times. It has been very effective in meeting the basic needs of the departments and programs while still funding strategic planning initiatives that allow GC to continue to meet strategic planning goals and foster innovation. The College – through careful planning and resource reallocation – has been able to funds at least $500,000 of strategic planning initiatives each year. Some of the initiatives that have been funded include the Freshman Academy, discipline-specific tutoring, and college wide professional development. Some of the strategic planning initiatives have become institutionalized so they are funded in an ongoing manner. These have included the collegewide professional development coordinator, computer lab rollover funds, and GIS software for earth sciences (to name a few).

Self Evaluation
The College has a well-defined annual planning process that integrates long-term college and district planning documents with program review and student outcomes assessment to effectively allocate available resources. GC holds an annual planning forum to review KPI and student achievement data and make recommendations regarding specific strategic planning goals that should be emphasized in the upcoming planning cycle.

As evidenced by annual program review update documents (IIID.107), DPM website submissions (I.37); the prioritized activities reviewed by the IRC; and funded activities listed through the P&RC, college resource allocations are developed from institutional needs identified in all areas of the college. Annual activities that are funded are required to report their results to the P&RC (IIID.108). This allows the council to review the outcomes and analyze the return on investment. Some activity proposals have been funded for multiple years or recommended for ongoing funding based on these outcome analyses.

The college Classified Staffing and Faculty Staffing Committees also ensure that department and program staffing needs are collected and evaluated on an annual basis. Each staffing committee uses a college-established process to recommend funding for staffing to the P&RC.

Due to its exceptionally well-organized and effective planning processes, GC has been highlighted in the upcoming AACC (American Association of Community Colleges) book on strategic planning *Noble Ambitions* (IIID.20). The College was also invited to participate as one of three community colleges across the nation featured in a spotlight session on mission driving planning and decision making at the April 2013 AACC conference in San Francisco, California.

The institution meets this Standard.

Actionable Improvement Plans
None.

STANDARD IV - LEADERSHIP AND GOVERNANCE

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV.A. Decision-Making Process

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary
Institutional leaders at Grossmont College (GC) make strong efforts to create an ethically sound environment for empowerment, innovation, and institutional excellence. Those efforts are founded in documented commitments to ethical principles at both the district and college levels (IIA.82, IIA.83, IIA.84). The current values of GC were developed in spring 2009 during a large-scale flex week visioning activity that involved approximately 250 employees and students (I.63) and are articulated in the College's 2010-16 Strategic Plan (I.2). The 2010-16 Strategic Plan also contains the eleven goals of the College in the five key areas of focus:

- Student Access,
- Learning and Student Success,
- Fiscal and Physical Resources,
- Economic and Community Development, and
- Value and Support of Employees.

In the 2011-12 Institutional Survey (I.28), employees and students were asked about college values and their role in achieving the college goals. More than 83 percent (including 91 percent of the full-time faculty) of college employees indicated that they are aware of the College's mission, vision, and values. Eighty six percent of the administrators and 84 percent of full-time faculty agreed that they understand the College's goals and the extent to which they are achieved, while 71 percent of the classified staff and 73 percent of the part-time faculty indicated their understanding. Fifty nine percent of the student respondents indicated that they are aware of, and understand, the values and goals of the College. More

importantly, over 86 percent of full-time college employees agreed that they can clearly describe their role in helping GC achieve its goals.

Creativity and innovation promote continuous improvement, and they are recognized and encouraged in several ways. Innovative or experimental approaches are included as part of the annual planning and budget process as one of the criteria used to prioritize and fund annual planning activity proposals (I.38). The College has also awarded "Innovator of the Year" honors (IV.1) to employees who have been responsible for an innovation that has increased the quality of a course, program, or activity or has enhanced operational efficiency on campus. These and other types of recognition help inspire employees to participate in the college community.

Institutional leaders encourage employees, regardless of title or position, to engage in open and honest dialogue, and to take the initiative in improving the practices, programs, and services in which they are involved. That this occurs is evident in feedback from the 2011-12 Institutional Survey in which 64 percent of the staff, 70 percent of the faculty, and 79 percent of the administrators agreed that the College encourages faculty and staff to take the initiative in improving practices in their area of responsibility (I.28).

Ideas for improvement can be put forward in a number of ways. Any that arise at the department level can be included in a department's annual program review update document (I.17, I.18, I.19) and submitted as an annual planning activity (I.37, IIIB.24) . Activities requesting funding are ranked by the college wide Institutional Review Committee (IRC). Using a rubric, the IRC ranks proposals that support department, division, or college wide strategic plans and initiatives. The recommended priorities are forwarded to the Planning and Resource Council (P&RC) to explore funding for as many of the top-ranked proposals as the budget will allow. Faculty, staff, and administrators are also represented on college councils and committees. If an employee has an idea that has broader policy or institution wide implications, that employee can request time to present ideas for improvement directly to the appropriate council or committee, or can have them presented via his/her representative.

All proposals and innovations are discussed and evaluated against the backdrop of the college mission and its strategic planning goals. Presenters of ideas that are put forward are asked to outline the anticipated outcomes of the initiative and to indicate how those outcomes will be measured. At the department level, stakeholders are asked to report on the progress of initiatives as part of their annual program review update documents. The annual update process also allows for opportunity to discuss the results of departmental or unit assessment of student outcomes. At the college level, Key Performance Indicators (KPIs) are used to annually monitor the progress of GC in meeting the eleven strategic planning goals (I.59). In addition, college processes and initiatives are evaluated via regular institutional (I.28) and student satisfaction surveys (I.43, IIA.62, IIB.13).

The Institutional Excellence Council (IEC) is a group that brings together constituent group members who are involved in committees and councils that use data to track the progress of the College's various processes initiatives and student success efforts. The members include,

among others, representatives of the three program review areas, Basic Skills Committee, professional development, and student services (I.48). In addition to their monthly meetings, the IEC plans and facilitates an annual college planning forum in which constituent group members and leaders of departments, committees, and councils can examine outcomes, assessments, and KPIs to evaluate institutional effectiveness and progress toward achieving strategic planning goals. This collective group also decides on annual planning goals for the subsequent planning cycle, based on the current progress of outcomes.

The results of institutional evaluations are communicated to the college community via the president's *Newsburst* newsletters (I.60), in department and division council meetings, on the college planning website (I.49), via professional development workshops conducted by the college Research Liaison (I.10), and in various college committee/council meetings. As part of their member responsibilities on college committees and councils, constituent group representatives have the duty to report back to those whom they represent, regarding the discussions and decisions of those institutional governance groups (IIB.37, IV.2). Individuals also have direct access to numerous data resources including the GCCCD Research, Planning and Institutional Effectiveness (RPIE) office website, the college dashboard report which is located on the college planning website, and a "Reports" function through GC's Colleague data system (IIID.85).

Self Evaluation
GC leaders strive continuously to create an environment – and a systematic process – through which all members of the organization are empowered to participate, innovate, and pursue institutional excellence. Individuals of all stations and position within the institution collaborate to improve the College through representation in diverse institutional governance structures, where they can engage in discussion, planning, implementation, and evaluation to ultimately achieve the stated mission and goals of the College. The institution encourages data-informed decision making by providing access to numerous data resources, designating a faculty Research Liaison to facilitate departments' use of data, conducting training in the interpretation and use of evaluative data, and providing opportunities for discussion of assessment results. Examples, such as the annual college planning forum, reveal how faculty, staff, administrators, and students have the opportunity to examine data and evaluate outcomes, as well as share opinions about which goals and objectives should be pursued by the institution based upon outcome and data analysis.

The institution meets this Standard.

Actionable Improvement Plans
None.

IV.A.2.   **The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.**

IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary
The commitment of the Grossmont-Cuyamaca Community College District (GCCCD) to include participation of faculty, staff, and students in local decision-making is outlined in board policy (BP) and administrative procedure (AP) 2510 (IV.3, IV.4). These documents outline the groups and basic roles that those groups have in collegial consultation. Further details on specific governance principles, structures, and roles of each constituent group are provided in the Governance Handbook (IIB.36) at the district level and on GC's "Organizational and Governance Structure" webpage (IIB.37).

The specific roles of each group in shaping institutional policies – and in developing recommendations – that lead to planning and budgeting decisions, are as follows:

> **Faculty**: Through the Academic Senate, the faculty is authorized to make recommendations on academic and professional matters that are outlined in Title 5, §53200(c). The Academic Senate president meets twice monthly with the college president and also with the vice president of Academic Affairs to discuss matters of faculty importance. Faculty members (both full- and part-time) serve on district and college governance councils, committees, and taskforces to represent and express the interests of: 1) the Academic Senate; 2) the faculty union (the American Federation of Teachers [AFT]); and 3) their constituencies. Appointed representatives do not make decisions in place of those organizations and are obligated to communicate regularly with the Academic Senate, AFT, and/or their representative groups about the activities of the governance group on which they serve.

> Each department has a faculty chair that serves as a liaison between faculty members and the college administration. The chair also facilitates communication, coordination, and cooperation among the departmental faculty, is directly responsible to the dean of the division, and assists and advises in performing department-related duties, as requested. Both the Council of Chairs and Coordinators (CCC) and the Academic Senate invite administrators and staff to clarify college processes and provide feedback about them (IV.5, IV.6).

> In the 2011-12 Institutional Survey, faculty members were asked if they exercised a substantial voice in establishing college-level procedures (I.28). Seventy one percent of the full-time faculty agreed that they did. Forty eight percent of part-time faculty indicated that they felt they exercised a substantial voice while 40 percent were neutral. While part-time faculty are often less likely to be involved in college councils and committees, the opportunity is open to them. The Academic Senate also has a Part-Time Faculty Committee dedicated to more actively involving part-time faculty in college

initiatives and governance, and seats six designated part-time Senators to represent each division of the College.

Administrators: Administrators serve as representatives on a number of district and college governance councils, committees, and task forces to which they are appointed. They also serve on and/or chair various administrative and leadership groups such as Instructional Administrative Council (IAC) (IV.7), Student Services Council (SSC) (IV.8), Administrative Services Council (ASC) (IV.9), and Leadership Council (IV.10). Administrators also serve on and/or co-chair with faculty the Program Review Committee, Curriculum Committee, Basic Skills Committee, Collegewide Professional Development Committee, Diversity, Equity & Inclusion Committee, Facilities Committee, and the P&RC.

Classified Staff: As mentioned above, the role of classified staff in local decision making is outlined in BP and AP 2510 (IV.3, IV.4). Representatives from both the Classified Senate and California Schools Employees Association (CSEA) serve on district and college governance councils, committees, and taskforces. The Classified Senate facilitates the formal appointment of staff to governance groups through a formal Memorandum of Understanding (MOU) with CSEA (IV.11). The Classified Senate is a district wide organization with elected executive board officers (president, treasurer, and secretary) for the entire organization and specific site councils with elected officers and senators for each represented entity (i.e., district offices and each college) within the GCCCD (IV.12). The GC vice-president of the Classified Senate Site Council meets monthly with the college president as part of the consulting process that shapes college policies and informs the process of shared governance. The 2011-12 Institutional Survey (I.28) also indicated that 64 percent of the staff agreed that the Classified Senate Site Council effectively meets its responsibilities concerning classified staff participation on campus. In addition, a classified leader serves as tri-chair of Collegewide Professional Development Committee and the Diversity, Equity, and Inclusion Committee (DEIC).

Students: The Associated Students of Grossmont College (ASGC) appoints students to represent that organization on appropriate college councils, committees, and taskforces. The ASGC is administratively served by the college liaison, the Associate Dean of Student Affairs. Additionally, a student trustee is elected annually by the student body and serves on the Governing Board with an advisory vote on policy matters. Finally, the ASGC president and student trustee meet monthly with the vice president of Student Services as well as the chancellor.

The principal groups dealing with planning and budget discussions and recommendations are the District Strategic Planning and Budget Council (DSP&BC), which reports to the chancellor, and the GC P&RC, which reports to the college president. Each of those groups includes representation from administration, faculty, classified staff, unions, and students (IIIA.56, I.76).

The College's governance structure would not work as efficiently if the activities of its governance bodies were not well documented and communicated to the larger college

community. The preferred means for accomplishing this documentation and communication are the college and district websites (IIA.59, IV.13), where governance group meeting agendas, minutes, and updates are routinely posted, as well as electronic publications, the president's *Newsburst* newsletter (I.60), and *eGrossmont*. As another example of documentation and communication, the Academic and Classified Senates are required by their bylaws to publish reports of meetings and actions (IV.14, IV.15).

Self Evaluation
Through formal board policies and governance structures, GC and the
GCCCD have established a culture of collegial consultation and created appropriate, substantive roles in decision-making for faculty, administrators, classified staff, and students. Overall, 68 percent of full-time faculty, 61 percent of the classified staff, and 79 percent of administrators responding to the recent Institutional Survey agreed that they were satisfied with the opportunities for staff and faculty to participate in shared governance (I.28).

The institution meets this Standard.

Actionable Improvement Plans
None.

IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary
The official authority of the faculty in curricular and academic matters is set forth in state regulations (Title 5, §53200), further clarified by governing board policy, and implemented via the GC organizational and governance structure (IIB.37), the GCCCD Governance Structure (IIB.36), as well as the Academic Senate Constitution and By-Laws (IV.14). In addition, the responsibilities of faculty are listed in their contractual job descriptions (IIA.79). The role of faculty and administrators is illustrated in their representation, active participation, and co-leadership on the college's councils and committees related to academic and professional matters.

BP 2510, Participation in Local Decision Making-Academic Senate, asserts that, "The Governing Board or its designees shall consult collegially with the Academic Senates of Grossmont and Cuyamaca Colleges through their respective designated representatives to reach mutual agreement in the development of policies and procedures on academic or professional matters as defined by law" (IV.3). The faculty role in curriculum and program development is further delineated in BP/AP 4020 (IV.16, IV.17).

To implement BP 2510, the GC Academic Senate, through representation on district and college councils and committees, acts to provide essential input regarding institutional issues. At the district level, the Academic Senate president (or designee), is involved as a permanent representative on the District Executive Council (DEC) (IV.18), the District Coordinating

Educational Council (DCEC) (IV.19), the DSP&BC (IIIA.56), and other governance groups that meet regularly and on an as-needed basis (IIB.36).

At the college level, the Academic Senate officers and members of the President's Cabinet meet monthly as part of the Administrative-Senate Officers Council (ADSOC) (IV.20) to discuss various issues of mutual interest and concern. The GC Academic Senate president, along with the Academic Senate president from Cuyamaca College, also meets monthly with the chancellor regarding pertinent district wide issues. The Academic Senate president communicates directly with the Board regarding matters of professional concern at its public meetings. The Academic Senate takes seriously its responsibility for providing input regarding institutional governance relative to those areas that comprise academic and professional matters, and it is resolute about the implementation of agreed-upon procedures to ensure its full participation in making decisions relative to such matters.

The Academic Senate oversees the following college committees that are related to curricular and other educational matters:

- Academic Program Review (IV.21),
- Faculty Professional Development (IIIA.51),
- Curriculum (IIA.1),
- Technology for Teaching and Learning (TTLC) (IIB.10) – also reports to P&RC,
- Basic Skills (IIB.9) – reports to ADSOC and P&RC, and
- Part-Time Faculty (IV.22).

Both the Academic Program Review and Curriculum Handbooks outline the roles of faculty in areas of student educational programs and services planning (I.56, IIA.2). Written procedures on governance are fully described in these documents. The faculty chair of each committee reports to the Academic Senate annually on the progress and developments of the above committees, or more frequently if a recommendation related to student learning programs and services needs the attention and support of the Senate. Additionally, the Academic Senate appoints faculty or faculty division representatives to a wide variety of other committees and councils at the college and district level.

The College shows its commitment to faculty leadership by providing reassigned time for faculty who serve as council or committee chairs or take on other leadership positions at the College. The following table outlines these positions and reassigned time allotted.

Faculty Position	Reassigned Time (FTE) Per Semester
Senate President	.6 contract + .4 discretionary
Senate Vice President	0.1
Curriculum Committee Co-Chair	0.35
Professional Development Coordinator	1.0
Program Review Chair	0.2
Tenure Review Coordinator	0.1
TTLC Co-Chair	0.15
Planning and Resources Council Co-Chair	0.1
Student Learning Outcomes (SLO) Coordinator	0.4
SLO Assistant Coordinator	0.4
Chair of Council of Chairs/Coordinators (CCC)	0.1
Faculty Research Liaison	0.8
Basic Skills Committee Co-Chair	0.3
TOTAL	**5.0**

Within discipline areas, faculty chairs regularly involve their faculty members in decision-making processes at the departmental level. Additionally, the CCC (IV.23), discusses any issue directly related to departmental/discipline functions, scheduling, room utilization, budget, the mechanics of evaluations, hiring committees, and so forth. The council makes recommendations to the Senate for any action items related to these issues.

The Curriculum Committee is responsible for: reviewing curriculum proposals concerning courses and programs (new ones, revisions or deletions); providing communication with staff concerning issues, programs, and opportunities related to GC curriculum; reviewing and monitoring development, implementation, and assessment of Title 5 and matriculation-related prerequisites and corequisites; reviewing curriculum proposals from the instructional divisions; and developing curriculum processes and activities that align the College with regional and national accrediting standards (IIA.4).

Instructional administrators are key members of the Academic Program Review Committee and co-chair the Curriculum and Basic Skills Committees, as well as the TTLC. Dialogue is conducted in a manner that affords open discussion with the intent of reaching final agreement through mutual consensus, or in the case of groups charged with extremely critical issues, via a final vote, such as the Curriculum Committee and the Academic Senate. Administrators also attend the Academic Senate, Part-time Faculty Committee, and Chairs/Coordinators meetings as resources. IAC and SSC also provide administrators with the appropriate level of dialogue and discussion to ensure that national, state, district, and college discussions and decisions inform the oversight role of administrators in student learning programs and services.

Both faculty members and administrators serve on the college P&RC, which is the representative group for all campus constituencies and advises the college president on the priorities related to planning, resource allocation, staffing, facilities, and all other major resource decision. Faculty, staff and administrators also serve together on the IEC, which monitors and supports ongoing institutional effectiveness and continuous improvement efforts across the College.

Self Evaluation
The GC faculty, either through direct participation in the Academic Senate, or through appointment by the Senate to various governance councils and committees, play an active role in discussing and making recommendations regarding student learning programs and services. The authority to do so is clearly delineated in BPs, APs, and in the College's general principles of participatory governance.

The governance structure in place at GC also ensures that administrators have a substantial voice in matters regarding curricular and educational programs, and supports the faculty's and academic administrators' ability to respond to institutional policies that relate to their areas of responsibility and expertise.

The institution meets this Standard.

Actionable Improvement Plans
None.

IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary
GC values the spirit of cooperation, collaboration, and collegiality in institutional governance. The College believes productive working relationships are central to achieving its mission. In the 2010-16 Strategic Plan (I.2), the values section clearly articulates the underpinnings of practices related to assuring that all the constituencies

in the college and district work well together for the good of the institution, listing values such as:

- Civility – "We value fair, respectful, thoughtful interactions, based on a positive approach, that promote reflection, foster deeper understanding of phenomena, and permit achievement of common goals."
- Integrity - "We commit to acting and speaking truthfully and responsibly and hold ourselves and others accountable to this standard."

As mentioned in previous sections, governance structures and policies are established at both the district (IIB.36) and college levels (IIB.37) and the commitment to widespread participation in local decision making is outlined in board policy (IV.3). Through that structure of councils, committees, and taskforces, as well as professional development opportunities, GC strives to promote student learning, assess that learning, and plan for changes that can improve on student learning programs and services. These structures provide an opportunity for all perspectives of constituent group interests to be considered and to resolve issues as close to the point of origin as possible. A majority of all employees indicated in a recent institutional survey that they are satisfied with the opportunities that they have to participate in shared governance (I.28).

Beyond regular council and committee meetings, opportunities exist for broader communication and discussions on student learning, support, and success. These discussions include "Conversations About Student Success" (I.58) sponsored by the Governing Board prior to their regular monthly meeting, flex week and other professional development workshops/seminars (I.10), as well as the annual college planning forum.

The president and all college constituent groups are committed to a functional and effective institutional governance process that depends on an effective communication process. Representatives of constituent groups report to their appointing bodies and receive feedback to share with governance groups for consideration in decision-making. Council and committee meeting agendas and notes are posted in their respective locations on the intranet or college website. In addition, both the Classified and Academic Senates electronically post their meeting agendas and notes (IV.12, IV.24).

A variety of other mechanisms are also used to ensure communication among the College's constituencies. The president's *Newsburst* newsletter is emailed monthly to all faculty and staff and contains up-to-date information that is relevant to all faculty, staff, and administrators. Another monthly electronic publication, *eGrossmont*, shares highlights of each monthly governing board meeting with the college community (IIB.61). *Campus Scene* is a quarterly newsletter for the internal and external college community chronicling recent highlights and events (IIA.58). The *Loop* is the GC staff bulletin that provides information on training opportunities and other information of general interest to employees (IV.25). In addition to college-level communications, the GCCCD chancellor is proactive in keeping constituents informed district wide on any number of issues, including budget updates, staffing, and general health and welfare of the GCCCD (IIID.67). The District also publishes the *Courier*, a monthly communication of governing board meeting highlights (IV.26). A

majority of all college employees surveyed (both full- and part-time) agreed that the chancellor fosters appropriate communication among governing board, college personnel, and students. Email communications on particular topics are distributed as appropriate and – if the information is specific to only one constituency group – email distribution can be limited to that group. All of the communication media mentioned above are archived and available on the college and district websites. Crucial topics of broad interest are also addressed in college forums (IIID.44, IV.27).

Effectiveness of communication is assessed through feedback in councils, committees, the Academic Senate, the Classified Senate, and other participatory governance groups. The charge and composition of each group is reviewed annually. In the 2011-12 Institutional Survey, 51 percent of the staff, and 57 percent of the administrators and full-time faculty indicated that they have timely access to the information that they need to make informed decisions or recommendations on college matters. Formalized reporting mechanisms for constituent group members is constantly re-evaluated and modified to relay important information to faculty, staff, students, and administrators. Website updating, the college intranet, and formalizing the report back to constituency groups are all ways the College increases effectiveness. Effective communication is always a challenge and GC continually strives to find new and improved ways to get information out to constituents.

GC students are able to stay informed about campus issues, activities, and events through the college website and email messages. Data about students enrolled in Distance Education (DE) courses reveals that over half of DE students live in GC's service area and are also taking courses on campus. Those DE students receive the same notifications through their instructors and via the college website as students on campus. ASGC makes student appointments to college governance committees and students participate regardless of whether they are attending classes on campus or via DE. Finally, GC created a "Distance Education Plan", a "Regular and Effective Contact Policy for Distance Education", and "Tools and Techniques for Online Teaching", all of which address the importance of effective communication with DE students (I.7, IIA.13, I.8).

Self Evaluation
Both the GCCCD, through board policies, and GC, through its vision, values, and governance handbook, exemplify their commitment to collegiality and collaboration. Robust governance structures exist which allow representatives from all campus constituencies to participate and engage in discussions for the good of the institution. The written policies on participatory governance procedures specify appropriate roles for all classified staff, students, faculty, and administrators.

All staff and students are informed of their respective roles, and staff, faculty, and student involvement in participatory governance is the institutional norm. These activities foster discussion, while effective avenues of communication transmit the content of the discussions throughout the institution. The result of this communication and collaborative effort is institutional growth and improvement.

The institution meets this Standard.

Actionable Improvement Plans
None.

IV.A.4. **The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self evaluation, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.**

Descriptive Summary
The College works judiciously to ensure compliance with the Accreditation Commission Standards, policies, and guidelines. The College has produced self-study reports on a regular basis and collaborated to ensure that site visits have gone smoothly (despite the added disruption of wildfires). GC filed the required mid-term report in 2010 (IV.28), which was accepted by the Commission. The College has also responded to recommendations from the Commission from the 2007 self-study (IV.29) and has worked through the self-identified planning agenda items contained in that report. Since the last site visit, GC has been active in the development and assessment of SLOs, improved the planning process, focused on diversity, and improved working relationships with the chancellor and governing board. It has submitted the required follow up reports to the Commission to record progress in these areas (IV.30, IV.31). GC has also filed and received approval of two substantive change reports related to a change in mode of delivery to 50 percent or more online (IV.32) and an update to degrees and certificates (IV.33, IV.34, IV.35). All recent reports related to ACCJC accreditation can be found on the College's accreditation webpage (IV.36).

The College maintains partnerships with the Western Association of Schools and Colleges as well as with the California Community Colleges Chancellor's Office, and many city, county, and state offices. Coordination of a multitude of college programs, such as categorical programs, grants, etc., requires ongoing interaction with many organizations, often through the GCCCD offices. The College also engages in interactions with other governmental organizations that are required for the conduct of school activities in the community, such as the City of El Cajon and County of San Diego, law enforcement and emergency responder agencies, and other regulatory agencies (e.g., OSHA, EPA, HHS). Grossmont College fully participates in Financial Aid programs administered by the U.S. Department of Education (USDE). Annual audits of these programs have declared the Financial Aid office in full compliance with USDE regulations.

GC offers the following programs for which compliance is necessary with specialized, certifying/accrediting agencies. GC values the rigor and requirements of excellence from bodies overseeing these programs:

- Administration of Justice—Commission on Peace Officer Standards; California Board of Corrections,

- American Collegiate English (ACE) (Accreditation currently in progress) – Commission on English Language Program Accreditation,
- Cardiovascular Technology—Commission on Accreditation of Allied Health Education Programs,
- Nursing—California Board of Registered Nursing (BRN) and National League for Nursing Accrediting Commission (NLNAC),
- Occupational Therapy—American Occupational Therapy Association, and Accreditation Council for Occupational Therapy Education,
- Orthopedic Technology—National Association of Orthopedic Technologists, and
- Respiratory Therapy—Committee on Accreditation for Respiratory Care.

Many of the state and federal agencies require regular documentation that the College is meeting its guidelines, which is provided in the form of formative and summative evaluations, budget reports, and other evidence as requested. Responsibility for this documentation is assigned to specific offices and deadlines are met in a timely manner, as are self-study reports related to accreditation.   At the district level, the chancellor and her staff communicate regularly with the external agencies that fund or regulate the District, and the GCCCD is well regarded for its honest and effective interactions with these agencies.

The institution communicates its institutional qualities and effectiveness to the public through various online and print publications. These include the college catalog (I.35), various news releases (IV.37, IIA.58), and the college website (IIA.59), which allows public access to links about the College's educational objectives, educational philosophy and mission statement. The College makes public its accreditation status through its website. The GCCCD also maintains a website (IV.13a) and publishes annual reports on the state of the district (IV.38, IIID.62). Additionally, members of President's Cabinet and deans routinely represent the College in local, state, and national organizations as another means by which the institution communicates honesty and integrity to external agencies.

Self Evaluation
The College and District take their roles as public institutions seriously and recognize the importance of making information about programs and operations both available to public and transparent. All reports to the ACCJC and those due to external agencies and partners have been filed in a timely fashion. This diligence and open attitude have been invaluable in maintaining existing partnerships and creating the public trust to develop new ones. Findings reveal that GC promotes and demonstrates honesty and integrity in its many relationships with external agencies. In particular, the College complies with ACCJC requirements and responded in a timely fashion to their recommendations. Evidence supportive of these findings includes the 2008 and 2009 Follow Up reports and the 2010 Mid-Term report and documents regarding specialized academic program accreditations.

The institution meets this Standard.

Actionable Improvement Plans
None.

IV.A.5. **The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

<u>Descriptive Summary</u>
Effective institutional governance requires collegial consultation at all levels. At the district level, the leaders of the district constituent groups form the DEC, a group that meets monthly to advise the chancellor on district wide policy development and governance issues, and on matters referred to the council by the colleges, district offices, and/or college/district standing councils or committees (IV.18). The DSP&BC (IIIA.56) advises the chancellor on matters related to the development and evaluation of college and district strategic plans and budget planning priorities based upon the district wide vision and goals. In July 2010, the District began a discussion of the GCCCD governance structure to examine its effectiveness (IV.39). Various changes were made to committee and council structures, as well as to the structure of agendas and minutes, as a result of that discussion (IV.40). Beginning in fall 2011, the District formed a GCCCD Governance Taskforce to re-evaluate the governance structure and make recommendations for improvements. In fall 2012, the taskforce brought its recommendations to the DEC for review (IV.41). A draft version of the updated Governance Structure Handbook was circulated throughout the district following the three-month DEC review cycle to allow for input from all constituent groups. The Governing Board also conducted a board workshop in December 2012 to provide information and solicit feedback on the revised governance structure (IV.42). Changes that emerged from this evaluation process include addition of a new district Human Resources Advisory Council – launched in spring 2013 – and inclusion of representation of confidential administrators and confidential assistants on all key participatory governance councils. The GCCCD Governing Board adopted the final version of the Governance Structure Handbook on 15 January 2013 (IV.43, IIB.36).

Every spring, each of the GC collegial consultation councils and committees are asked to review, and revise if necessary, their committee charge and composition to ensure that the governance needs of the College are being met. Those changes are then posted on GC's participatory governance webpage (IIB.37). In addition, the College's principal councils regularly review and improve communication strategies. For example, the P&RC and the Leadership Council changed the formatting of agenda items to include "key messages" and notations for items to be communicated widely (I.73, IV.44). Requests for councils, committees, and taskforce needs that arise outside of the annual review process are directed to the ADSOC for discussion and routing to the proper constituency groups for consideration (IV.45, IV.46). In addition to the annual review within each council and committee, GC completed a review of the entire governance structure in spring 2012 and updated information to ensure accuracy. An even more thorough review will be conducted in 2013-14, incorporating best practices and recommendations from the district wide review of governance.

Self Evaluation
Both the GCCCD and the College have a clearly defined structure of leadership, institutional governance, and decision-making that benefits from collegial consultation with representatives of groups from throughout the institution. Both the College and District regularly evaluate the governance and decision-making structures and processes. The quality and effectiveness of the GCCCD governance structure and processes are evaluated every three years as part of the District's assessment of its planning processes. Annually, the GCCCD reviews the handbook to maintain accuracy related to committee charge, composition, and meeting schedule. GC engages in a regular review of governance through such means as the annual institutional survey and constituent group feedback. In addition, GC has an annual cycle of review of the charge and composition of councils, committees, and taskforces. The institutional governance structure, including its councils and committees, and the collegial consultation philosophy is shared with all stakeholders through the district and college websites (IIB.37, IIB.36).

The institution meets this Standard.

Actionable Improvement Plans
None.

IV.B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/ systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

Descriptive Summary
All BPs and APs are compiled and numbered, then made accessible on the district website for all faculty, administrators, classified staff, students, and citizens of the community (IIA.73). The primary duties and responsibilities of the GCCCD Governing Board as outlined in Board Policy 2200 (IV.47) include setting policy direction, empowering the chancellor who acts as the district leader, acting as a link to the community, defining the standards for college operation, and maintaining the fiscal stability of the College and District. Other statements related to the vision, mission, and values of the District and its colleges are found in BP 1200 (IIIA.43). In addition to board policy, the Governing Board's commitment to quality, integrity, and institutional effectiveness are outlined in several other documents, beginning with GCCCD's mission statement of "Transforming Lives Through Learning," continuing in the five strategic areas of focus (I.65), in the Educational Master Plan (I.25), and in a number of initiatives, such as the California Leadership Alliance for

Student Success (CLASS) and Bridging Research, Information, and Culture (BRIC) projects (I.13, I.92), that focused on student learning and effectiveness and culminated in regular district wide board workshop discussions of student success prior to monthly board meetings (I.58). BP/AP 4020 also outlines a commitment to quality regardless of mode of delivery, stating that, "The programs and curricula of the Grossmont-Cuyamaca Community College District (District) shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality, currency, and intra-district alignment. Programs, services, and courses provided in new formats shall be held to the same standards as all other programs and curricula" (IV.16, IV.17). BP 4025 (IV.48) outlines the philosophy and criteria for general education, regardless of modality, and BP 4220 (IV.49) addresses requirements related to standards of scholarship.

There are a number of board policies related to the chancellor as the chief executive officer of the District. BP 2430 delegates full executive responsibility and authority to the chancellor to implement and administer the policies adopted by the Board and the decisions of the Board (IV.50). In addition, the Board adheres to BP 2431 for selecting the chancellor as the chief administrator for the District (IV.51). BP 2435, and its accompanying AP, outline the annual evaluation of the chancellor, which is based upon the performance of the duties outlined in the job description for that position and upon goals and objectives developed annually by the Governing Board and the chancellor (IIIA.17, IIIA.18, IV.52). Board policies and procedures also exist related to the selection (IV.53, IV.54) and evaluation (IIIA.19, IIIA.20) of the college president, as well as the delegation of authority to the president (IV.55).

Self Evaluation
The elected governing board of the GCCCD has developed and approved a number of policies, statements, and institutional plans outlining their commitment to the quality, integrity, and effectiveness of the student learning programs and services regardless of the mode of delivery. They also adhere to the established policies regarding the selection and evaluation of both the GCCCD chancellor and the college president.

The institution meets this Standard.

Actionable Improvement Plans
None.

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary
The Governing Board consists of five members independently elected by the qualified voters of the District and two student members elected by students at their respective colleges. The five Board members are publicly elected by area as prescribed in BPs 2010 and 2100 (IV.56,

IV.57). The recent switch to trustee-area elections, with new trustee area maps (IV.58) was done to fully comply with the California Voting Rights Act (CVRA).

The Board actively advocates in the interest of the public and District at county, federal, and state levels through meetings with elected officials, trips to legislative sessions, and conference attendance. Such advocacy recently included the campaigns for Propositions 30 and V (a local bond measure). Board members provide reports of these various activities during regular governing board meetings (IV.59). To protect from undue influence or pressure, the Board has adopted and abides by board policies concerning conflict of interest (IV.60) as well as a number of policies related to ethics, the use of public resources, and communication (IIIA.24, IV.61, IV.62). In addition – on an annual basis – each board member files (as required for agency officials) a Statement of Economic Interests Form 700 with the County of San Diego Board of Supervisors in accordance with the regulations of the Fair Political Practices Committee.

Self Evaluation
The Governing Board of the GCCCD is an elected body that represents the District to the community and advocates for the community and the District in a number of venues at the local, state, and national levels. The Board abides by a number of policies related to ethics and proper conduct.

The institution meets this Standard.

Actionable Improvement Plans
None.

IV.B.1.b. **The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.**

Descriptive Summary
The GCCCD's commitment to the quality, integrity, and improvement of students learning programs begins with its vision of "Transforming Lives Through Learning " and continues with its mission statement to "Provide outstanding learning opportunities that prepare students to meet community needs and future challenges of a complex, global society" (IIIA.43).

A number of other board policies outline the expectations regarding academic quality, integrity, and student learning. These include BP 4020, with the requirements for program and curriculum development; BP 4025, regarding the philosophy and criteria for general education; and BP 4220, which addresses requirements related to standards of scholarship.

The Governing Board has also demonstrated its commitment by developing strategic "areas of focus" that emphasize student access, learning, and student success as well as the need for stewardship of fiscal and physical resources, community and economic development, and the

value and support of employees (I.65). They have also participated in a number of activities that focus on student learning and success, including attendance at a number of CLASS Initiative board workshops (I.13) and hosting over 20 conversations on student success to challenge, inspire improvements, as well as celebrate accomplishments. Representatives of the Governing Board regularly meet with DSP&BC to discuss outcomes and upcoming planning emphases. Finally, the Board also has been involved in discussions of district wide metrics for learning and core indicators of student success (IV.63). These activities have focused the Board's attention and energies on student learning, improvement of student success, and narrowing the achievement gap. The Board receives an annual report from the RPIE office analyzing DE offerings, outcomes, and achievements (I.29).

Self Evaluation
As indicated by the GCCCD vision and mission statements, outlined in numerous board policies, and demonstrated via Board activities (such as the CLASS presentations and discussions), the GCCCD strongly supports the efforts across the District to provide an exceptional learning environment for students, regardless of modality.

The institution meets this Standard.

Actionable Improvement Plans
None.

IV.B.1.c.   The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary
The Governing Board accomplishes much of its work through the chancellor of the District, but is fully responsible for making all final decisions according to legal requirements and established board policy. BP 2200 outlines the key areas of board responsibility that include representing the public interest, assuring financial health and stability, and monitoring institutional performance and educational quality (IV.47). The Board exercises its oversight by reviewing, discussing and acting upon a biannual workforce program review of all workforce programs within the District, the annual ARCC report of basic skills outcomes, and the annual DE report. Additionally, the Board engages in the creation of, and approves, the District's and College's planning documents including:

- the strategic plans (I.2, IIID.16),
- the Educational Master Plan (I.25),
- the Facilities Master Plan (IIIB.16),
- the Diversity, Equity, and Inclusion Strategic Plan (IIB.74), and
- the technology plans (I.34, IIID.26).

The Board also reviews and accepts all annual audit reports. The Board engages a legal firm for all legal matters and the attorney is present in closed session and regular open session meetings of the Board. All actions of the Board are final.

Self Evaluation
The Governing Board of the GCCCD is independently elected and operates with the assistance of the chancellor, the chief operating officer of the District. It maintains full responsibility for fiscal stability, legal compliance, and educational quality.

The institution meets this Standard.

Actionable Improvement Plans
None.

IV.B.1.d.   The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary
Board policies of the GCCCD Governing Board can be found on the GCCCD webpage (IIA.73). The policies related to board size, duties, responsibilities, structure, and operating procedures are contained within Chapter 2.   The Governing Board's size is set at seven (five members elected by the qualified voters of the District and two student members elected by students at their respective colleges). Its duties and responsibilities are to:

- represent the public interest;
- establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations;
- hire and evaluate the chief executive officer (CEO);
- delegate power and authority to the CEO to effectively lead the District;
- assure fiscal health and stability;
- monitor institutional performance and educational quality; and
- advocate and protect the District.

Board policies are accompanied by corresponding administrative procedures (issued by the chancellor as statements of method to be used in implementing board policy) when appropriate (IV.56, IV.47, IIIA.32).

Self Evaluation
The Governing Board of the GCCCD publishes all current board policies and procedures related to its operation on the GCCCD website and sends a notice to all employees regularly about where they can find more information as well as any changes to board policies (IV.64).

The institution meets this Standard.

Actionable Improvement Plans
None.

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary
The GCCCD Governing Board acts in accordance with all published policies and procedures. Its actions are recorded in minutes of its meetings and those minute are available on the GCCCD website (IV.59).

BP/AP 2410 outlines the commitment and process for regular review of the Governing Board's policies and procedures (IIIA.32, IV.65). A comprehensive review of each chapter occurs every six years, but more frequent reviews occur as necessary to remain in compliance with changing requirements. The responsibility for initial review of each chapter is as follows:

- Chapter 1 – chancellor
- Chapter 2 – chancellor/Governing Board
- Chapter 3 – Chancellor's Cabinet
- Chapter 4 – District Coordinating Education Council (DCEC)
- Chapter 5 – DCEC
- Chapter 6 – vice chancellor Business Services
- Chapter 7 – vice chancellor Human Resources

The District also subscribes to the Community College League of California (CCLC) Policy and Procedure Update Service. This service provides two policy and procedures updates each year to the District. In addition, a trustee or any employee within the District, with manager/supervisor approval, may initiate the process to review or create a new policy or procedure. The outcomes of each review – as well as all new or updated BPs and APs – are reviewed by DEC (IIA.70). The chancellor brings legally required or recommended changes in policy to DEC for discussion and to the Board for approval during regular Board meetings each month.

In a more specific example of periodic review, during the 2012 Governing Board Evaluation and Goal Setting Workshop, board members reviewed and discussed a number of board policies and administrative procedures, including a "roadmap" providing information on all board policies and administrative procedures (IV.66).

Self Evaluation
The Governing Board conducts periodic review of its policies and procedures in a number of ways, including a regularly scheduled review of each chapter, updates as required to remain in compliance, and during Board meetings and workshops. The Board is continually apprised of – and approves – policy changes and abides by those policies.

The institution meets this Standard.

IV.B.1.f. **The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

Descriptive Summary
The Governing Board's commitment to development and education of its members is outlined in BP 2740 (IV.67). Board member orientation begins as early as those candidates are seeking election to the board. These candidates are given an overview of GCCCD and tours of the colleges. Each new governing board member attends an orientation session sponsored by the CCLC. In addition, board members are subscribed to, and receive regular publications and communications from professional associations, as well as attend conference workshops and sessions sponsored by various organizations, including the following:

- CCLC,
- Association of Community College Trustees (ACCT),
- San Diego/Imperial County Community College Association (SDICCCA) Board Alliance,
- CCLC State Legislative Conference,
- ACCT National Legislative Summit, and
- California Community Colleges Association for Occupational Education (CCCAOE).

The Board also sponsors – and members attend – workshop sessions on student success, accreditation, planning, budget, and other issues. Examples include:

- board workshop discussions on student success—beginning October 2009 (I.58, IV.68;
- workshop on 2010-11 strategic plan outcomes (I.80, I.79);
- California Voting Rights Act – redistricting (IV.69);
- workshop on trustee role in Accreditation (IV.70);
- workshop on transfer and completion at GCCCD (IV.71); and
- annual budget workshops (IV.72).

Continuity of Board membership is assured through the provisions of BP 2100 (IV.57) and BP 2110 (IV.73). BP 2100 outlines that trustees are elected by area for a term of four years. Elections are held every two years accounting for approximately one-half of the trustees to be elected in each election. BP 2110 outlines the process for filling a vacancy on the board. These board policies – taken together – ensure board continuity of leadership and experience.

Self Evaluation
The GCCCD Governing Board has clearly defined policies for board membership continuity that include staggered terms and processes for filling vacancies. Once elected, board

members undergo initial orientation sessions and continue their professional development as trustees through annual activities that include conference and workshop attendance.

The institution meets this Standard.

Actionable Improvement Plans
None.

IV.B.1.g. **The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.**

Descriptive Summary
BP/AP 2745 details the commitment and process for governing board self-evaluation (IV.74, IV.75). The process includes a self-evaluation, feedback from internal community (members of the DEC), and feedback from the external community, as well as analysis of board goal achievement. Every other year, the Governing Board conducts a comprehensive self-evaluation and each year holds a workshop in January in which they consider all feedback to establish yearly goals (IV.66, IV.76). The self-evaluation, goal setting workshop, monthly pre-board preparation meetings, and chancellor/trustee meetings one-on-one or in pairs, all provide an opportunity for board members to spend significant individual and collective time reflecting on the information gathered in the board evaluation process. Any areas in which feedback has been less than the highest rating or have generated discussion and suggestions for improvement are noted in the Annual Governing Board Evaluation/Cumulative Appraisal document (IV.77). Board goals are updated each year to reflect needs that emerge from the evaluation process.

During the 2012 governing board workshop (IV.66), in which they conducted a progress review of the 2011 Goals and Strategies, the trustees reviewed and discussed BP 1200 (IIIA.43), which includes the district and college mission statements, finding the statements to be relevant and appropriate. They also assessed the Board's performance. They saw their evaluation scores improve over their 2010 results (IV.78) but there was consensus that they could improve in the area of Board/external community interactions. Board members reviewed the 2010-2016 GCCCD Strategic Plan core indicators of success for the five strategic areas of focus mentioned in section IV.A.1 (I.65).

They considered key priorities to guide their work in 2012 and reaffirmed the 2011 Board goals as over-arching goals for 2012, with some amendments to enhance Board to CEO relations and Board to district community communications. Goals were added to oversee and support development of the new Educational Master Plan (I.25) and to review the budgeting principles and parameters in light of budget preparations to ensure the fiscal health of the District.

In addition to its self-evaluation and annual review of goals, the Governing Board also assesses the effectiveness of the evaluation process and instrument. The most recent Board-

approved update to BP 2745 occurred on 15 November 2011 (IV.74) at which time the Board expressed satisfaction with the more comprehensive evaluation process.

Self Evaluation
Through established board policy and procedures, the GCCCD Governing Board conducts an annual evaluation of Board goals and sets strategies and goals for the upcoming year. In addition, they undertake a comprehensive evaluation process every other year that includes feedback from district constituency groups as well as community members. The results of that evaluation are discussed in an annual facilitated workshop where trustees develop and revise goals for the coming year. Processes are also in place to assess the evaluation process itself and revise it as necessary.

The institution meets this Standard.

Actionable Improvement Plans
None.

IV.B.1.h. **The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.**

Descriptive Summary
Board Policy 2715 (IIIA.24) outlines the Code of Ethics and Conduct to be followed by each of the governing board members. In addition to the code of ethics responsibilities, the policy includes examples of code of ethics violations and the actions to be taken if a trustee violates the Code of Ethics and Conduct. Actions for a violation can range from a counseling session with the board president to a public statement of concern in a board meeting. Violations of state or federal laws will be reported to the proper authorities. The Board has not had to implement the process for unethical behavior.

In addition to the Code of Ethics and Conduct, the Governing Board also follows a Conflict of Interest Code (IV.79). For example, if a Board member is determined to have a remote interest in a contract, he/she may not debate or vote on the matter nor attempt to influence any other member of the board to enter into the contract. Remote interests are specified in Government Code section 1091.

The Governing Board receives training – conducted by GCCCD legal counsel – on conflict of interest and ethical behavior. Recently, that training included a special board workshop on Conflicts of Interest Law (IV.80). In addition, these topics are covered in the CCLC State Legislative Conference that is attended by board members.

Self Evaluation
The Governing Board follows established board policy and procedures related to ethics, conduct, and conflict of interest. The policy also includes actions to be taken in the event of violation of those codes of conduct.

The institution meets this Standard.

Actionable Improvement Plans
None.

IV.B.1.i. **The governing board is informed about and involved in the accreditation process.**

Descriptive Summary
To ensure that governing board members are fully aware of Accreditation Standards, in January 2012, the trustees attended a special board workshop on accreditation presented by Dr. John Nixon, a consultant and ACCJC commissioner (IV.70). In addition, Trustee Rosinski attended the February 2013 Accreditation Institute in order to learn more about the process, pressing issues, and best practices in accreditation.

In the early stages of report preparation, governing board members actively participated in providing feedback on questions in Standard IV.B. during a joint meeting with members of the District Accreditation Coordinating Council (DACC) (IV.81). As the colleges worked on their respective self evaluation reports, they met on a monthly basis with the DACC, a group chaired by the chancellor (IV.82). As the final reports took shape, Trustees Barr and Rosinski, on behalf of the board, participated in a detailed review of Standards I and IV. Finally, reports on the accreditation self evaluation process were made at a board workshop (IV.83) and the completed self evaluation reports were presented to the board for final approval before submitting them to the ACCJC (IV.84).

The Accreditation Standards are reflected in actions on a regular basis. To ensure quality, integrity, and improvement of student learning programs and services, the Governing Board establishes and follows policies that are consistent with the district and college mission statements and values. The Board monitors institutional performance through regular reports provided by the district administration, including during attendance at student success meetings prior to monthly Board meetings (I.58). In addition, annual goals are established based on district and college goals, within which are embedded strategies and core indicators of success that are consistent with Accreditation Standards (I.79).

The Board recognizes its fiscal responsibility to ensure that resources are available to support the educational programs, support services, and other district and college operations that support student learning (IV.47). The Board is the final authority for all legal, financial, and educational matters that pertain to the institution.

Self Evaluation
The Governing Board of the GCCCD is informed of, understands, and is involved in the accreditation process for the colleges within the District. The Board reflects that understanding and a commitment to the Standards by developing policies, setting goals, and making decisions that aim to improve student learning, continuous improvement, and the fiscal stability of the institution.

The institution meets this Standard.

Actionable Improvement Plans
None.

IV.B.1.j.   **The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.**

Descriptive Summary
As described in both board and administrative policies, the GCCCD Board is responsible for the recruitment, employment, and evaluation of the district chancellor and for the delegation of authority to the chancellor (IV.47).

BP 2431 states that, "in the case of a chancellor vacancy, the Board shall establish a search process to fill the vacancy. The process shall be fair and open and comply with relevant regulations" (IV.51). When a vacancy occurs, the Board establishes the qualifications for the position and the timeline of the search. These steps were followed in the most recent search for chancellor in 2008-09 and are evidenced by the job announcement and timeline (IV.85, IV.86).

BP/AP 2435 (IIIA.17) outline the process for evaluation of the GCCCD chancellor. This process includes evaluation instruments completed by members of the board, constituent groups, and community leaders as well as the chancellor's self-evaluation and is based upon the performance of the duties outlined in the job description for that position and upon goals and objectives developed annually by the Governing Board and the chancellor.

The Board conducts the formal evaluation of the chancellor in closed session at its regular business meeting in July. While the contents of the evaluation are confidential, copies of the desired outcomes and evaluation instruments are available in Human Resources.

The GCCCD Governing Board entrusts the chancellor with full responsibility for the implementation and administration of board policies. The power and authority of the chancellor are detailed within several of those board policies. For example, BP 2430 states that the chancellor is granted full executive responsibility and authority to implement and administer the policies adopted by the Board and is empowered to reasonably interpret Board policy (IV.50). BP 6100 outlines the delegation of the authority to supervise the general business procedures of the District to the chancellor (IV.87). BP 7110 delegates

authority to the chancellor to authorize employment, fix job responsibilities, and perform other personnel actions (IV.88).

The Board sets clear expectations for regular reports from the chancellor on institutional performance through board policy and administrative procedure, along with the chancellor's job description, annual-review, and annual evaluation. There is regular and consistent communication between the Board and the chancellor.

Governing board members receive information from the chancellor on a regular basis in one-on-one (or pair) meetings, regular written updates, scheduled Board workshops, via the *Courier* (IV.26), through minutes of the board meetings, and via regular, formal reports and updates during governing board meetings. The governing board reports include updates in the categories of operations, budget and finance, public works, supplies, equipment and services, and personnel. Information items also include updates on college and district business (IV.59).

Additionally, reports to the board are made during several annual workshops and/or special meetings, including:

- the Board Evaluation and Goal-Setting Workshop held in January that includes progress reports on critical indicators of success;
- the joint meeting between the Board and DSP&BC that includes planning updates;
- workshops that provide fiscal updates to the board regarding both the tentative and adoption budgets; and
- a Strategic Plan Outcomes Workshop, held annually, that provides updates on District Services' and each colleges' progress toward annual goal achievement.

Board policies and procedures also exist that outline the selection (IV.53, IV.54) and evaluation (IIIA.19, IIIA.20) of the college presidents. The evaluation of a college president takes place on an annual basis, includes a performance self assessment, and may include a survey of various leaders within the campus and district with whom the president works most closely. Again, while the contents of the president's evaluation are confidential, copies of the desired outcomes and evaluation instruments are available in Human Resources. The chancellor schedules a performance evaluation meeting with the president in which they discuss the feedback regarding performance factors such as: planning, organizing, and executing; problem solving and decision making; leadership and development; and communication. The delegation of authority to the college presidents is granted in BP 7113 (IV.55) and will be discussed further in section IV.B.3.e.

The Board strongly affirms the separation of roles between the Board (as the policy-setting body) and the chancellor (as the chief executive of the District). It employs several mechanisms to ensure that it remains focused at the policy level. Initial and on-going training for board members underscores the policy-focus of the board and a trustee's role. To evaluate the Board's effectiveness regarding this issue, the survey administered during the Board's self evaluation includes six questions that focus on the Board's role in leading at the policy level (IV.78).

Respondents are asked to evaluate and rate the Board on a four-point scale (1=*strongly disagree*; 2=*disagree*; 3=*agree*; 4=*strongly agree*) with respect to the following statements:

1. Board meetings focus on policy matters that relate to Board responsibilities;
2. Board agendas include legislative and state policy issues that will impact the District;
3. The Board is knowledgeable about the mission and purpose of the institution;
4. The Board clearly delegates the administration of the colleges to the chancellor;
5. The Board ensures compliance with federal and state laws and measures for emergency response; and
6. Board members have adequate information upon which to base decisions.

The Board also evaluates itself with regard to these questions. Each trustee individually rates himself or herself on his/her policy role. The Board receives feedback from the DEC on these items, and discusses this feedback during its evaluation workshop.

The most recent evaluation survey in 2011-12 by the trustees and by DEC illustrates the Board's effectiveness in remaining focused at the policy level: the cumulative responses were 3.70 and 3.72, respectively, on the four-point scale defined above. The ability of the Board to conduct a frank and straightforward self-review is underscored by a differential of only two one-hundredths of a point between the self-evaluation and that by DEC.

Self Evaluation
The GCCCD Governing Board has clear policies in place regarding the selection of the chancellor and the delegation of authority to that chancellor. They recognize their role in setting board policy and hold the chancellor accountable for the implementation of those board policies, as well as the general operation and fiscal stability of the District. The Governing Board also has clear policies on the selection and evaluation of the college presidents.

The institution meets this Standard.

Actionable Improvement Plans
None.

IV.B.2. **The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

IV.B.2.a. **The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

Descriptive Summary

The organizational structure of GC is clearly delineated and published on the college website (IIB.37). The delegated responsibilities at all administrative levels are outlined in the appropriate organizational charts. The college president directly supervises the three vice presidents and the interim director of College and Community Relations. The functions of the president include:

- coordination with both the President's Cabinet and the Chancellor's Cabinet;
- oversight of the college budget;
- college governance;
- representation of the College to the Governing Board;
- college wide planning;
- personnel; and
- public information.

In each leadership function, the goal of the president is to ensure that the institutional mission, vision, and goals are accomplished. To manage a college with approximately 20,000 students, the president works with the President's Cabinet to ensure that numerous departments and programs work effectively to meet student academic needs, while a variety of services must also be in place to efficiently move the students through the system.

The president oversees a budget of approximately $66 million dollars and must work to ensure fiscal stability while also seeking ways to enhance outside funding and ensure that FTES levels and enrollment goals are met (IIID.3). The president is also responsible for working with college and district constituencies to develop both long- and short-term plans and goals, all the while working in a climate of collegial consultation.

The president serves as a co-chair (along with a faculty member) on key councils dealing with planning and budgeting (the P&RC) (I.76), institutional effectiveness (the IEC) (I.48), and institutional governance (ADSOC) (IV.20). The Collegewide Professional Development Committee (CPD) has a tri-chair structure where the president, faculty member, and classified staff member work together (IIIA.50). Institutional governance work takes place within the councils, committees, and taskforces to facilitate the decision-making process. These councils, committees, and taskforces do not make the final decisions, but they are responsible for collegially reaching consensus regarding recommendations. Final decisions are usually made by the president or by those administrators to whom the president has delegated the authority for making those decisions.

While the college president receives input from councils and committees to help make decisions, in terms of personnel, the college president conducts the final interview of all new hires to confirm a committee's recommendation and makes the final recommendation to the chancellor on new faculty, staff, and administrator hiring. All final candidates are provided with a copy of the mission, vision, and values of the College in discussion with the president.

In coordination with District Services, the college president is also expected to maintain the college image of quality, to market GC, and to maintain strong relationships with the

community served by the College. Detailed information on the president's role in communicating with the community is provided in section IV.B.2.e.

Self Evaluation
GC has an organizational structure that clearly outlines the functions of the college president and details those functions that are delegated to other administrative levels. The president is ultimately responsible for oversight of the college budget, planning, governance structure, personnel, and image.

The institution meets this Standard.

Actionable Improvement Plans
None.

IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:
1. **establishing a collegial process that sets values, goals, and priorities;**
2. **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
3. **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
4. **establishing procedures to evaluate overall institutional planning and implementation efforts.**

Descriptive Summary
The president of the college guides the institutional improvement of the teaching and learning environment in a number of ways. The president is responsible for overseeing the development of the College's portion of the Educational Master Plan (EMP) (I.25) as well as the College's Strategic Plan (I.2). The development of those plans and the included goals and strategies is dependent on reliable research and analysis of data, both internal and external to the College. Communication of the values and goals included within those plans, as well as any outcomes that have been achieved, are part of the president's address at convocations (I.12).

As the co-chair of the P&RC, the president is responsible for guiding discussions on the allocation of resources based on information presented within the college planning process (I.71). The planning process is composed of the evaluation of student learning programs and services via a comprehensive program (or unit) review process. Recommendations and goals that arise from those reviews serve as the starting point for both long-term and short-term planning within each of the College's programs/units. After the development and implementation of targeted activities, the achievement of those recommendations and goals is documented by both qualitative and quantitative data and reported to the college community as part of an annual program review update report for each unit. The P&RC must also consider the recommendations of a number of subcommittees including Facilities, Staffing, and the TTLC.

Beginning in 2007, the president supported the allocation of discretionary funds to ensure that a coordinator was in place to oversee all student learning outcomes (SLOs), student service outcomes (SSOs), and administrative service outcomes (ASOs) efforts (I.46). Additionally, in 2010, the Academic Senate approved the creation of a shorter-term SLO Assistant to the Coordinator (also funded by the president's discretionary funds), so that the College could move more effectively into the assessment phase of the SLO process. Because of the guidance and support the president has provided, GC has made significant progress in achieving "continued and sustainable quality improvement" in SLO assessment in the past five years. This progress is detailed in Standard II.A.

Additionally, beginning in 2008, SLOs were directly tied to resource planning. Employees use the Department Plan Manager (DPM) software to request funding for activities for the coming year; proposers are asked to indicate which institutional plans (including their SLO/SSO/ASO unit plan) each activity addresses (IV.89). Activity proposals that address one of the institutional plans and meet a number of other criteria receive priority in allocation of available resources annually.

In order to evaluate the success of various planning initiatives, data must be collected and examined. The College utilizes a number of methods to do so, including the development of a research agenda to be carried out by the District's RPIE office and the availability of data directly to constituents through prepared reports on the District's Colleague system, the RPIE webpage (IIA.71), and the College's dashboard (I.59).

In efforts to raise both awareness and comfort levels of college constituents in working with data, a team of twelve college faculty and administrators attended a national conference on institutional effectiveness sponsored by Center for Applied Research at Central Piedmont Community College. Additionally, in 2011, a new faculty reassignment was created (80 percent release time): Faculty Research Liaison. This faculty member serves as a liaison between faculty and the RPIE office and is available to faculty who are undergoing program review, applying for faculty staffing positions or funding through the planning process, or exploring ways in which to develop, conduct, and interpret results from program-specific research projects. This position is critical in assisting the College and departments in gathering and analyzing data, formulating questions, and assessing potential interventions in efforts towards continuous improvement (I.23).

In 2011, GC was invited to participate in a national grant by Kingsborough Community College. The project was to explore and implement the kinds of institutional change required to bring about whole-scale interventions to student success and achievement through a FIPSE grant (Fund for Improving Post Secondary Education). The implementation team of twelve people included the college president, the three vice presidents, a dean from student services and faculty from instruction and student services. The team engaged in professional development, dialogue, and investigation of the core best practices in successful student success strategies already employed within the College. The goal was to take the best practices and incorporate them into a scalable model for student success that could be used to support all new students at the institution. This effort, consisting of learning communities

and student engagement inside and outside the classroom, is in its second semester and is being scaled up each year. This is an example of the commitment of GC to improving student success for the thousands of new students who arrive at the College each fall and the commitment of the college president and administrators to support the development and implementation of such an effort. Presentations sharing the results of this project and the aspects of leadership required to sustain such transformative changes within an institution have been made by FIPSE participating presidents at the 2011, 2012, and 2013 American Association of Community Colleges (AACC) conferences.

The commitment to the evaluation of institutional effectiveness and continuous improvement is evidenced in the creation of the IEC, a college council that brings together leaders and representatives from the College to discuss college wide data needs as well as the outcomes and effectiveness of various college initiatives and processes (I.48). The IEC is co-chaired by the college president and the faculty research liaison and is responsible for the communication of institutional outcomes to the college community, creating, monitoring, and updating the College's dashboard, setting KPIs, and designing a research agenda as well as the planning of the annual college planning forum. At that forum, representative participants from throughout the College examine data, discuss outcomes, and select goals for the College to pursue in the upcoming planning cycle in an effort to move GC forward in meeting its mission of providing an exceptional learning environment for its diverse students.

The College's planning process and its clear, consistent efforts to link its vision, mission and values to all operational planning and decision-making are highlighted in an AACC *Noble Ambitions* book on effective strategic planning (IIID.20). The college president was also asked to present in a planning spotlight session at the 2013 AACC conference on promising practices utilized by GC related to effective planning in support of its mission.

Self Evaluation
The president exhibits a strong commitment and plays a significant role in guiding the institutional improvement of the College's teaching and learning environment. Effective presidential leadership is demonstrated by consistent communication of values, goals, and direction during the annual professional development week convocations and the annual college planning forum, in the encouragement of the use of data and analysis to assess institutional performance, and in the linkages that have been developed between assessment of outcomes, planning, and resource allocation. Additionally, the president seeks to provide resources to support the reliance on data to inform decision-making, institutional improvement, innovation, and student success.

The institution meets this Standard.

Actionable Improvement Plans
None.

IV.B.2.c. **The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**

Descriptive Summary
BP 7113 delegates to each college president the executive authority and responsibility to lead, direct, and supervise the College, as well as administer programs and operations in compliance with legal requirements and policies (IV.55). In addition, under the GC organizational and governance structure (IIB.37), the college president represents the chancellor and the district administration, and – in that capacity – is charged with the direction and oversight of a number of administrative and academic councils and committees, which are directly responsible for the adherence to current – and the implementation of new – statutes, regulations, and board policies.

The president is actively involved in the development of the College's vision and mission statements. In addition, the president guides the discussions and development of the EMP (along with the associated Facilities Master Plan [FMP]), the district and college strategic plans, and other college-level plans, all of which communicate the vision and mission of the College.

Self Evaluation
The college president has the authority within board policy to ensure that statutes, regulations, governing board policies, Accreditation Standards, and the college mission statement are upheld. The president works with all constituent group members, formal and informal leaders, to ensure that appropriate focus and resources are allocated to support the institution's mission and policies.

The institution meets this Standard.

Actionable Improvement Plans
None.

IV.B.2.d. **The president effectively controls budget and expenditures.**

Descriptive Summary
The president sits on the DSP&BC, the district council which reviews the District's income allocation model (IV.90) and the overall budget assigned to each district entity.

The District and College annually present balanced budgets that are acted upon by the Governing Board (IV.71). At GC, the president, working with the vice president of Administrative Services and the P&RC regularly reviews the college budget, tracks expenditures, and allocates resources related to the operations and initiatives in place at the College. The P&RC also takes an active role in the prioritization of employee hiring and facility planning. Budgets are also managed at each level of the College, from the unit level by department chairs, coordinators, and supervisors, to the division level by deans, to the VP

level in Academic Affairs, Student Services, and Administrative Services. The VPs report directly to the college president as part of the President's Cabinet.

Given the fluctuating nature of California's budget picture, both the chancellor and the college president take a conservative approach to the budget in the interest of being prepared for a fiscal emergency or state mid-year reduction. The College consistently maintains a positive balance on financial statements at the end of each fiscal year.

Even during these most challenging times, GC has been able to fund key priorities and strategic initiatives for student success and institutional effectiveness by reallocating funds to where they are most needed (IIID.106).

Self Evaluation
The president works within both the District and GC governance and organizational structures to effectively control budgets and expenditures, as well as exercises prudent financial planning and management.

The institution meets this Standard.

Actionable Improvement Plans
None.

IV.B.2.e.   The president works and communicates effectively with the communities served by the institution.

Descriptive Summary
In order for GC to flourish, community outreach is a necessity and the president of the College is the most visible representative of the institution. The president is charged with maintaining contact with the community and its leaders who can provide advice on how the College can best serve the community, therefore, the president must be both visible and accessible. To that end, the president works directly with the interim Director of College and Community Relations, the District's office of Advancement and Communication (IV.91), the director of the Foundation for Grossmont & Cuyamaca Colleges (FGCC) (IIID.80), and the President's Cabinet, all of whom have direct connections to the community.

The president maintains a strong presence on campus by attending the many campus events also attended by the larger San Diego County community, such as plays, concerts, dance performances, debates, guest lectures, and athletic events. She also supports programs that establish relationships with middle and high school students, such as the Middle College High School and the Science Olympiad. In spring 2012, GC hosted a two-day community celebration marking the College's 50th Anniversary. This well-attended event, for which the college president was the spokesperson, received considerable media attention when a Guinness world record was set for most signatures on a birthday card in one day.

The current president is also actively engaged with the community of San Diego's East County. She serves in several community organizations including the Sharp Grossmont Hospital Board, East County Chamber of Commerce Board of Directors, YMCA Board of East County, San Diego Community College District Citizens Oversight Committee, San Diego Workforce Investment Board, the SDICCCA "Doing What Matters" Steering Committee, and the AACC Commission on Research Technology and Emerging Trends.

Communication with the community is also accomplished through the GC website where the public has access to links regarding campus events, construction updates, and news releases, which are also sent to the media. Additionally the quarterly newsletter, *Campus Scene* (IIA.58), is sent in hard copy or electronic format to community leaders, organizations, and college employees.

In addition, the GCCCD each year creates an annual report that is mailed to community members and distributed at community events. An electronic version of the report is posted on the district website (IV.38). The GCCCD office of Advancement and Communications also distributes a monthly electronic newsletter to community members that highlights upcoming events at Cuyamaca and Grossmont colleges. Finally, the chancellor writes a monthly column for a local newspaper that discusses district and college people, programs and events.

Self Evaluation
The president is actively engaged in campus and community organizations and events and maintains a strong and influential presence as an exemplary college leader. The GCCCD also provides information to the community in support of the colleges.

The institution meets this Standard.

Actionable Improvement Plans
None.

IV.B.3. **In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.**

IV.B.3.a. **The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.**

Descriptive Summary
Both the organizational and institutional governance structures of the District and College are clearly delineated and published on their respective websites (IV.92, IIB.36, IIB.37). These

structures define the participants and their responsibilities within the organization. The district functional mapping document (found in Appendix A) is a collaboratively-developed document that details the operational responsibilities (whether primary, secondary, or shared) of the District and the College with relation to tasks outlined in the various Accreditation Standards. The mapping document was developed by the DACC and reviewed by the DEC and Chancellor's Cabinet. It is reviewed within each accreditation cycle for accuracy and required updates.

Self Evaluation
There is a clear delineation of operational responsibilities and function between District Services and the College. These responsibilities are documented within the district functional mapping document as well as on the respective organizational charts and are published on the district and college intranet websites for easy access by all employees.

The institution meets this Standard.

Actionable Improvement Plans
None.

IV.B.3.b. The district/system provides effective services that support the colleges in their missions and functions.

Descriptive Summary
The mission of District Services, as described in the District Services Strategic Plan (IIID.17), is to "provide leadership, facilitation, and support of district wide educational, fiscal, facilities, and human resource services that meet student, college, and community needs." In that strategic plan, each department within District Services developed goals, planned activities to accomplish those goals, and set KPIs by which to assess the achievement of those goals.

In 2010, the District Services Leadership Council (DSL) (IV.93) was established to serve in an advisory capacity to the vice chancellors on matters regarding strategic and budget planning for District Services, including staffing and facility requirements (IV.94). That group also sponsors workshops for District Services employees on a number of topics including accreditation, diversity and inclusion, and the budget (IV.95).

In order to assess the effectiveness of their service to the colleges, District Services conducts a regularly-scheduled satisfaction survey of faculty, staff, and administrators that work with the 13 different departments within District Services. Respondents were asked to indicate their level of interaction with each of these departments, whether they knew whom to contact within the department for assistance, and their satisfaction with different aspects related to the services provided by the department. In the most recent 2011 survey, the average rating across all departments was 4.10 on a 5-point scale (with 5 representing "very satisfied"). Copies of all district survey results can be found on the District Services intranet page (IIIC.7).

The DSL and other District Services personnel annually review the results of the surveys and use them to continually improve their services to the colleges. They also evaluate the survey questions from year to year and ensure that the survey is still relevant to the needs and priorities of the institutions. An example of an item generated to improve service was the development of the "Who You Gonna Call?" document listing contact information for the various district services areas (IV.96).

Self Evaluation
District Services has a commitment to providing effective services to support the colleges and their missions. To that end, they have a strategic plan and specific departmental goals that are assessed via a District Services satisfaction survey and through discussions among District Service employees. Through those regular assessments and reviews, District Services strives to improve their services to – and interactions with – the colleges.

The institution meets this Standard.

Actionable Improvement Plans
None.

IV.B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Descriptive Summary
The GCCCD relies on the district income allocation model (IV.90) for the disbursement of funds to each college. The income allocation model consists of three components: criteria, process, and formula. The formula is based on full-time equivalent students (FTES) goals, which are developed by the FTES Task Force and recommended to the chancellor. This formula allocates revenue based on total state apportionment divided by total FTES (whether credit or non-credit), which is referred to as a "blended" rate. In addition, an economy of scale (EOS) factor, $607,490 is included in the formula to adjust the smaller college budget. These dollars are annually transferred from Grossmont's to Cuyamaca's budget allocation. Once funds are distributed to the colleges, each college uses those funds for operations and the advancement of the college's goals and priorities.

The District's income allocation model includes critical criteria that must be met in order for the EOS factor to be reduced:

- Two percent COLA from state;
- Two percent growth from state;
- Adequate growth dollars for Cuyamaca to earn more additional growth-related income than the year's reduction related to the Economy of Scale factor; and
- Minimum one percent FTES growth at Grossmont.

In 1998-99, the EOS received by Cuyamaca College was $1,459,972. By the 2005-06 fiscal year, that amount had decreased to $607,490. Based on the above criteria and the economic condition of the state of California in recent years, this EOS factor has not been adjusted since 2005-06.

In spring 2012, the GCCCD appointed a Budget Allocation Taskforce (BAT) (IIID.40) to serve in an advisory capacity to the chancellor for assessment, analysis, and recommendations regarding GCCCD's budget allocation model. BAT will promote communication and understanding of the budget process and its guiding principles throughout the District. The goal is to create a transparent and more easily understood allocation model that better reflects the current state funding and the needs for growth, operations, and maintenance of each college. The BAT is composed of representatives from all employee classifications and is working closely with a consultant (Dr. Rocky Young, former chancellor of the Los Angeles Community College District). The taskforce is expected to make its recommendations for changes to the chancellor and allow for appropriate input and discussion prior to implementation in the 2014-15 budget cycle.

Self Evaluation
The distribution of funds to colleges within the District is based on an income allocation model. The current income allocation model has been in place since the 1998-99 academic year and is currently being reassessed by a GCCCD task force. Their assignment is to ensure that any allocation model that is developed is fair, transparent, relies on data, reflects the needs and priorities of the institutions, and provides a framework to support the effective operations of GC.

The institution meets this Standard.

Actionable Improvement Plans
None.

IV.B.3.d.   The district/system effectively controls its expenditures.

Descriptive Summary
The District, under the direction of the chancellor, follows all board policies regarding fiscal management. Per BP 6250 (*Budget Management*), the budget shall be managed in accordance with all rules and regulations, including the maintenance of a district reserve and board approval of any major budgetary changes (IIID.48). BP 6200 (*Budget Preparation*) outlines the requirements for the preparation of an annual budget (IIID.32).

BP 6300 (*Fiscal Management*) establishes the following principles for controlling expenditures (IIID.50):

- adequate internal controls exist;
- fiscal objectives, procedures, and constraints are communicated to the Board and employees;

- adjustments to the budget are made in a timely manner, when necessary;
- the management information system provides timely, accurate, and reliable fiscal information; and
- responsibility and accountability for fiscal management are clearly delineated.

Assembly Bill 2910 requires community college districts to report quarterly on their financial condition by providing the California Community Colleges Chancellor's Office (CCCCO) with a copy of the Quarterly Financial Report on a completed Form CCFS-311Q. Besides the Quarterly Financial Reports, the District also provides an annual Financial and Budget Report on June 30 of each year to the Governing Board and CCCCO.

To maintain good fiscal management of the District, the chancellor relies on the recommendations of the DEC and DSP&BC. These councils ensure broad-based constituency input into district fiscal policies using the EMP and the associated plans, as well as the GCCCD Strategic Plan to guide the budget planning process. Furthermore, the chancellor directs the vice chancellor of Business Services to review with the Board the financial and budgetary conditions of the District. Based on these collaborative efforts, the GCCCD consistently maintains a positive ending balance and an appropriate reserve.

The District and both Colleges employ a software purchasing system known as IFAS which tracks all expenditures in real time so that managers and users can access up-to-date fiscal data. The system employs a blocking feature, which will not allow a user to go over the established budget when inputting purchase requisitions.

Independent outside audits, as provided for in BP 6400 (IIID.54), are conducted each year for the general fund, ASGC, the FGCC, and the GCCCD Auxiliary. Audits were also conducted regarding the management and spending of Proposition R funds, which are monitored by a CBOC (IIID.62).

For audits ending 30 June 2010, 30 June 2011, and 30 June 2012, the auditors issued unqualified reports for financial statements and federal and state awards. The auditors report found no material weaknesses, no significant deficiencies and no noncompliant material related to the financial statement or federal and state awards (IIID.62). The 2010-11 audits did identify students who received financial aid who were ineligible for funding. In each case, the District identified the problem and remitted the funds in a timely manner while instituting steps to address the specific situations.

Self Evaluation
Data supports the fact that GCCCD is practicing sound fiscal management at all levels of the organization. From the creation of a tentative budget through the adoption budget process, positive outside audits, positive ending balances, a contingency reserve, and financial reporting submitted by the District to the state, GCCCD consistently demonstrates a commitment to effective expenditure controls.

The institution meets this Standard.

Actionable Improvement Plans
None.

IV.B.3.e.   The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

Descriptive Summary
As detailed in sections IV.B.2.a-c above, the autonomy of the president to implement and administer delegated district policies and be held accountable for the operation of the colleges is clearly stated in BP 7113 – *Delegation of Authority to the College Presidents* (IV.55). The chancellor meets regularly with the college presidents, both individually and in Chancellor's Cabinet, but relies on them to lead, direct, and supervise the colleges, administering programs and operations in compliance with applicable rules, regulations, policies, and legal requirements. In addition, the chancellor interacts with the college presidents on a number of other councils and committees on which they serve including DEC, DSP&BC, and DACC.

The president of the college is held accountable through an annual evaluation process that is outlined in BP 7112 (IIIA.19).

Self Evaluation
In stated board policies and in practice, the chancellor delegates authority without interference to the college president and holds her accountable for the operation of the College.

The institution meets this Standard.

Actionable Improvement Plans
None.

IV.B.3.f.   The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary
The GCCCD uses many forms of communication with its employees throughout the District. These include the "Chancellor's Messages," which are sent electronically to all employees monthly and are posted on the GCCCD website (IIID.67). These messages address important issues or changes relating to budget, information technology, human resources, and more. In addition, the chancellor speaks directly to college staff at each of the college convocations twice a year, holds an open office hour on each campus monthly (IV.97), and conducts forums as needed to better communicate important information that affects all employees (IIID.45). The chancellor also provides a weekly update to the Board to keep

them apprised of matters related to the College and District. Emergency protocols on each campus also alert the Board to timely situations.

Governing board activities and actions are communicated to the college community through the monthly publication of The *Courier*, a document distributed by the GCCCD offices (IV.26) and a monthly update from Grossmont College entitled *eGrossmont* (IIB.61).

Communications among the various college and district entities also occurs through constituency group representatives on various district councils and committees, including but not limited to:

- chancellor's weekly Cabinet meeting,
- chancellor's monthly Extended Cabinet meeting,
- chancellor's monthly meetings with:
  - o Academic Senate presidents,
  - o Classified leaders,
  - o Administrative Association leaders, and
  - o the AFT president,
- chancellor's quarterly meetings with confidential administrators and confidential assistants, and
- regular meetings of district councils and committees, including: DSP&BC, DEC, DCEC, and the Diversity, Equity, and Inclusion Council (DEI).

As mentioned in an earlier section, employees of Grossmont College were asked if the chancellor fosters appropriate communication among the Governing Board and college personnel. Over 60 percent of the faculty and administrators, and 54 percent of staff agreed with that statement.

Self Evaluation
The District makes every attempt to use effective and timely methods of communication in its role as liaison between GC and the Governing Board and will continue to explore other methods to continuously improve that communication.

The institution meets this Standard.

Actionable Improvement Plans
None.

IV.B.3.g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

At the district level, a review of the institution's governance and decision-making structures and the role the District plays is evaluated annually. Information gathered in student and employee satisfaction surveys is analyzed and discussed by district leadership. Formal discussions also take place at the District's primary consultation councils, DSP&BC and DEC. In Chancellor's Cabinet meetings, institutional leaders that include the college presidents and vice chancellor of business services discuss, review, and propose policy changes relative to survey findings. Major changes in organizational structures and functions are vetted through consultation councils and – if needed – through open forums.

The GCCCD Governance Handbook (IIB.36) assists in creating a culture of effective and transparent governance, establishing clearly defined roles among district and college entities. Recently, a cross-functional taskforce of district leaders who sit on DEC reviewed the handbook and governance processes and made recommendations for revisions. An example of a recent change in the evaluation process occurred when DEC approved a three-year cycle of review of the Governance Handbook. Most recently, the taskforce has recommended the Governance Handbook be updated every three years. In addition, organizational flow charts illustrate the operational chain of command and were most recently revised in 2012 (IV.92).

The District uses many forms of communication with its employees to communicate the results of District Services' annual evaluation process. These include: the "Chancellor's Messages," a monthly electronic newsletter sent to all employees (IIID.67); presentations at district and college leadership meetings, such as Academic Senate; formal reports made at GCCCD Board Meetings; and postings to the district intranet. Most directly, the District alerts employees to the survey results by sending notices via campus mail when summary findings are available for review (IIIC.7).

Self Evaluation

The District participates in ongoing evaluations to ensure that it effectively supports the College and its educational goals with particular attention to the role delineation, governance structures, and effective communication.

The institution meets this Standard.

Actionable Improvement Plans

None.

APPENDIX A

DISTRICT MAP OF FUNCTIONAL RESPONSIBILITIES

Map of Functional Responsibilities

The Accrediting Commission for Community and Junior Colleges (ACCJC) requires that colleges in multi-college districts/systems must show whether the college or district has primary responsibility for all or parts of specific functions that relate to the accreditation standards. The overview of the responsibilities for key functions in institutions within multi-college districts must be presented in the form of a Functional 'Map.' The following document details the division of those responsibilities within the Grossmont-Cuyamaca Community College District (GCCCD).

Explanation of Codes

P = Primary Responsibility: Primary responsibility indicates leadership and oversight of a given function. This primary leadership may include design, development, implementation, assessment and planning for improvement.

S = Secondary Responsibility: Secondary responsibility indicates support of a given function. This support may include some levels of coordination, input, feedback, or communication to assist the primary responsibility holders with successful execution of their responsibility.

SH = Shared Responsibility: Shared responsibility indicates that the District and the College are mutually responsible for the leadership and oversight of a given function or that they engage in logically equivalent versions of a function (for instance, there are mission statements at the Colleges and at the District). This leadership may include design, development, implementation, assessment and communication processes.

	Colleges	GCCCD --------- District Services
Standard I: Institutional Mission & Effectiveness		
I.A. Mission: The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.		
I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	P	S
I.A.2. The mission statement is approved by the governing board and published.	S	P
I.A.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	SH	SH

I.A.4. The institution's mission is central to institutional planning and decision making.	**SH**	**SH**

I.B. Improving Institutional Effectiveness: The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing (1) evidence of the achievement of student learning outcomes, and (2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

I.B.1 The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	**P**	**S**
I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measureable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.	**SH**	**SH**
I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.	**SH**	**SH**
I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources and leads to improvement of institutional effectiveness.	**SH**	**SH**
I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.	**SH**	**SH**
I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.	**SH**	**SH**
I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services and library and other learning support services.	**P**	**S**

Standard II. Student Learning Programs & Services

II.A. Instructional Programs: The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	**P**	**S**

a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.	P	S
b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.	P	S
c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.	P	S
II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode or location.	P	S
a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.	P	S
b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.	P	S
c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.	P	S
d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.	P	S
e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.	P	S
f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.	P	S
g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.	P	S
h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.	P	S

i.	The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes	**P**	**S**
II.A.3.	The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.	**P**	**S**
a.	An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.	**P**	**S**
b.	A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.	**P**	**S**
c.	A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.	**P**	**S**
II.A.4.	All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	**P**	**S**
II.A.5.	Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.	**P**	**S**
II.A.6.	The institution assures that students and prospective students receive clear and accurate information about educational courses and programs, and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements and expected student learning outcomes. In every class section, students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.	**P**	**S**
a.	The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.	**P**	**S**
b.	When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	**P**	**S**

c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.	SH	SH
II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.	S	P
a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.	P	S
c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.	SH	SH
II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable commission policies.	N/A	N/A
II.B. Student Support Services: The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.		
II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.	P	S
II.B.2. The institution provides a catalog for its constituencies with precise, accurate and current information concerning the following: a) General information, b) requirements, c) major policies affecting students, and d) locations of policies where other publications might be found.	P	S
II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.	P	S
a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.	P	S
b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.	P	S

c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.	P	S
d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.	P	S
e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	S
f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	P	S
II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S
II.C. Library And Learning Support Services: Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.		
II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth and variety to facilitate educational offerings, regardless of location or means of delivery.	P	S
II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S
Standard III. Resources		
III.A. Human Resources: The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.		
III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training and experience to provide and support these programs and services.	SH	SH

a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	S	P
b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	SH	SH
c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.	P	S
d. The institution upholds a written code of professional ethics for all of its personnel.	SH	SH
III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.	P	S
III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.	S	P
a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.	S	P
b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	S	P
III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	SH	SH
a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.	SH	SH
b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	S	P
c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.	SH	SH

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.	**SH**	**SH**
a. The institution plans professional development activities to meet the needs of its personnel.	**SH**	**SH**
b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	**SH**	**SH**
III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.	**SH**	**SH**
III.B. Physical Resources: Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.		
III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.	**SH**	**SH**
a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.	**SH**	**SH**
b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	**SH**	**SH**
III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	**SH**	**SH**
a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	**SH**	**SH**
b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.	**SH**	**SH**
III.C. Technology Resources: Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.		
III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, collegewide communications, research and operational systems.	**SH**	**SH**
a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.	**SH**	**SH**
b. The institution provides quality training in the effective application of its information technology to students and personnel.	**SH**	**SH**
c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	**SH**	**SH**

d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.	**SH**	**SH**
III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.	**SH**	**SH**
III.D. Financial Resources: Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.		
III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.	**SH**	**SH**
a. Financial planning is integrated with and supports all institutional planning.	**SH**	**SH**
b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	**SH**	**SH**
c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.	**SH**	**SH**
d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	**SH**	**SH**
III.D.2. To assure the financial integrity of the institution and responsible use of its financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.	**S**	**P**
a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	**S**	**P**
b. Appropriate financial information is provided throughout the institution.	**SH**	**SH**
c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.	**S**	**P**
d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	**S**	**P**
e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.	**SH**	**SH**

f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.	S	P
g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.	SH	SH
III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.	SH	SH
Standard IV. Leadership & Governance		
IV.A. Decision-Making Roles And Processes: The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.		
IV.A.1. Institutional leaders create an environment for empowerment, innovation and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning and implementation.	SH	SH
IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator and student participation in decision-making processes. The policy specifies the manner In which Individuals bring forward Ideas from their constituencies and work together on appropriate policy, planning and special-purpose bodies.	SH	SH
a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.	SH	SH
b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.	P	S
IV.A.3. Through established governance structures, processes and practices, the governing board, administrators, faculty, staff and students work together for the good of the institution. These collegial consultation processes facilitate discussion of ideas and effective communication among the institution's constituencies.	SH	SH
IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with accrediting commission standards, policies and guidelines, and commission requirements for public disclosure, self-study and other reports, team visit and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the commission.	SH	SH
IV.A.5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	SH	SH

IV.B. Board and Administrative Organization: In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.		
IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity and effectiveness of student learning programs and services, and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.	S	P
a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.	S	P
b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.	S	P
c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.	S	P
d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	S	P
e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.	S	P
f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	S	P
g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.	S	P
h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	S	P
i. The governing board is informed about and involved in the accreditation process.	SH	SH
j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.	S	P
IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S

a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S
b. The president guides institutional improvement of the teaching and learning environment by the following: • establishing a collegial process that sets values, goals, and priorities; • ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and • establishing procedures to evaluate overall institutional planning and implementation efforts.	P	S
c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.	P	S
d. The president effectively controls budget and expenditures.	P	S
e. The president works and communicates effectively with the communities served by the institution.	P	S
IV.B.3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.	S	P
a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.	S	P
b. The district/system provides effective services that support the colleges in their missions and functions.	S	P
c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.	S	P
d. The district/system effectively controls its expenditures.	S	P
e. The Chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.	S	P
f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.	S	P
g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	S	P

APPENDIX B

MASTER EVIDENCE LIST

Grossmont College 2013 Accreditation Self Evaluation Report - Master Evidence List - Numerical

No.	Name	I	IIA	IIB	IIC	IIIA	IIIB	IIIC	IIID	IV
I.1	"ABOUT GROSSMONT" WEBPAGE	X	X							
I.2	GC STRATEGIC PLAN, 2010-16	X	X	X	X	X	X	X	X	X
I.3	MISSION & VISION STATEMENT SURVEY RESULTS	X								
I.4	ACADEMIC SENATE MEETING AGENDA - MISSION STATEMENT, 2/1/10	X								X
I.5	LEADERSHIP COUNCIL MEETING SUMMARY, 11-5-09	X								
I.6	P&RC MEETING SUMMARY, DECEMBER 2009	X								
I.7	DISTANCE EDUCATION PLAN, 2012-15	X	X	X				X	X	X
I.8	TOOLS AND TECHNIQUES FOR ONLINE LEARNING	X	X			X		X		X
I.9	GE/ISLO DOCUMENT	X	X		X					
I.10	FLEX WEEK SCHEDULE ARCHIVE	X	X	X		X		X		X
I.11	COLLEGE PLANNING FORUM ARCHIVE	X		X		X				
I.12	CONVOCATION POWERPOINT, SPRING 2013	X								X
I.13	CLASS PROJECT WEBPAGE	X	X							X
I.14	GC KPI REPORT, 2011-12	X								
I.15	ARCC REPORT ARCHIVE	X	X							
I.16	STUDENT SUCCESS SCORECARD	X								
I.17	ACADEMIC AFFAIRS ANNUAL PROGRAM REVIEW UPDATE TEMPLATE	X	X				X	X		X
I.18	STUDENT SERVICES ANNUAL PROGRAM REVIEW UPDATE TEMPLATE	X	X	X			X	X		X
I.19	ADMINISTRATIVE SERVICES ANNUAL PROGRAM REVIEW UPDATE TEMPLATE	X	X				X	X		X
I.20	P&RC MEETING SUMMARY, DECEMBER 2011	X								
I.21	FLEX WEEK SCHEDULE, FALL 2011	X								
I.22	FLEX WEEK SCHEDULE, SPRING 2012	X	X							
I.23	RESEARCH LIAISON TASK DESCRIPTION	X								X
I.24	BP 4021 - PROGRAM DISCONTINUANCE	X	X							
I.25	EDUCATIONAL MASTER PLAN, 2012	X	X	X			X	X	X	X
I.26	GCCCD EMP TREND ANALYSIS SUMMARY	X								
I.27	PLANNING FORUM SUMMARY, 2011	X	X							
I.28	INSTITUTIONAL SURVEY, 2011-12	X	X	X	X	X	X	X		X
I.29	DISTANCE EDUCATION REPORT, 2011	X	X	X	X			X		X
I.30	BOARD WORKSHOP-DE PRESENTATION, 12/13/11	X								
I.31	GCCCD EMP DEVELOPMENT TIMELINE	X								
I.32	BOARD MEETING MINUTES - STRATEGIC PLAN APPROVAL, 12/15/09	X								
I.33	PLANNING FORUM SUMMARY, 2012	X	X							
I.34	GC TECHNOLOGY PLAN, 2011-14	X	X		X		X	X	X	

Grossmont College 2013 Accreditation Self Evaluation Report - Master Evidence List - Numerical

No.	Name	I	IIA	IIB	IIC	IIIA	IIIB	IIIC	IIID	IV
I.35	COLLEGE CATALOG	X	X	X		X				X
I.36	PIE WALLET CARD	X								
I.37	DPM WEBSITE	X	X				X		X	X
I.37a	IRC CHARGE & COMPOSITION	X	X				X	X	X	
I.38	IRC SCORING MATRIX	X					X	X	X	X
I.39	P&RC MEETING SUMMARY ARCHIVE	X							X	
I.40	PROGRAM REVIEW DATA WAREHOUSE	X	X							
I.41	STUDENT SERVICES OUTCOMES MATRIX	X								
I.42	ADMINISTRATIVE SERVICES OUTCOMES MATRIX	X								
I.43	STUDENT SATISFACTION SURVEY RESULTS, 2011	X		X						X
I.44	FIG MEETING AGENDAS - ACHIEVEMENT GAP	X								
I.45	FLEX WEEK SCHEDULE, FALL 2012	X								
I.46	SLO COORDINATOR TASK DESCRIPTION	X								X
I.47	GE/ISLO RUBRIC	X								
I.48	IEC CHARGE & COMPOSITION	X								X
I.49	COLLEGE PLANNING WEBSITE	X	X	X						X
I.50	ACADEMIC SENATE MEETING MINUTES - STUDENT DATA, 9/17/12	X								
I.51	DATA MATTERS NEWSLETTER	X								
I.52	PLANNING FORUM AGENDA, 2013	X	X							
I.53	PLANNING FORUM ORIENTATION PRESENTATION, 2012	X		X						
I.54	EMAIL INVITATION TO THE CONVERSATIONS ON STUDENT SUCCESS	X								
I.55	TTLC MEETING SUMMARY ARCHIVE	X		X				X		
I.56	ACADEMIC AFFAIRS PROGRAM REVIEW HANDBOOK	X	X				X			
I.57	STUDENT SERVICES PROGRAM REVIEW HANDBOOK	X		X			X			
I.58	CONVERSATIONS ABOUT STUDENT SUCCESS INITIATIVE WEBPAGE	X		X						X
I.59	COLLEGE DASHBOARD	X		X					X	X
I.60	PRESIDENT'S NEWBURST ARCHIVE	X				X			X	X
I.61	ENVIRONMENTAL SCAN, 2007-08	X	X	X					X	
I.62	GC STRATEGIC PLAN TREND ANALYSIS SUMMARY	X								
I.63	VISIONING ACTIVITY SUMMARY	X								X
I.64	LEADERSHIP RETREAT AGENDA, 2009	X								
I.65	GCCCD STRATEGIC AREAS OF FOCUS	X		X					X	X
I.66	GC "DID YOU KNOW", 2010-11	X			X		X	X	X	
I.67	GC "DID YOU KNOW", 2011-12	X			X		X	X		

Grossmont College 2013 Accreditation Self Evaluation Report - Master Evidence List - Numerical

No.	Name	I	IIA	IIB	IIC	IIIA	IIIB	IIIC	IIID	IV
I.68	GC "DID YOU KNOW", 2012-13	X					X	X		
I.69	ANNUAL COLLEGE PLANNING GOALS	X	X			X			X	
I.70	GC INTEGRATED PLANNING CYCLE DIAGRAM	X	X	X					X	
I.71	ANNUAL PLANNING CYCLE DIAGRAM	X	X						X	X
I.72	RESEARCH AGENDA	X							X	
I.73	P&RC MEETING SUMMARY, APRIL 2012	X								X
I.74	P&RC MEETING AGENDA, APRIL 2013	X								
I.75	ANNUAL COLLEGE PLANNING REPORT, 2012	X								
I.76	P&RC CHARGE & COMPOSITION	X					X	X	X	X
I.77	GCCCD EMP STEERING COMMITTEE COMPOSITION	X								
I.78	WHAT WE DO BEST SUMMARY	X								
I.79	GCCCD STRATEGIC PLAN PROGRESS REPORT, 2010-11	X							X	X
I.80	BOARD WORKSHOP - YEAR IN REVIEW PRESENTATION, 8/16/11	X								X
I.81	BOARD WORKSHOP - LINKING PLANNING TO BUDGET, 6/12/12	X								
I.82	BOARD MEETING MINUTES - REVIEW VOCATIONAL TRAINING PROGRAMS, 4/5/11	X								
I.83	BOARD MEETING MINUTES - REVIEW VOCATIONAL TRAINING PROGRAMS, 4/16/13	X								
I.84	PLANNING PROCESS SURVEY	X								
I.85	CCC AGENDA, OCTOBER 2012	X								X
I.86	PLANNING PROCESS COMMUNICATION PLAN, 2010-11	X								
I.87	DPM QUESTION REVISIONS, 2009	X								
I.88	DPM QUESTION REVISIONS, 2010	X								
I.89	CLASSIFIED STAFFING REQUEST FORM	X							X	
I.90	FACULTY STAFFING REQUEST FORM	X							X	
I.91	TRACDAT WEBSITE	X	X							
I.92	BRIC PROJECT WEBPAGE	X	X							X
IIA.1	CURRICULUM COMMITTEE CHARGE & COMPOSITION		X							X
IIA.2	CURRICULUM HANDBOOK		X							
IIA.3	CURRICULUM DE INSTRUCTIONS AND PROPOSAL FORM		X							
IIA.4	CURRICULUM WEBSITE		X	X						X
IIA.5	DE COURSE LIST		X							
IIA.6	COLLEGE PLANNING FORUM PRESENTATION - EEO DATA, 2013		X			X				
IIA.7	FRESHMAN ACADEMY WEBPAGE		X							
IIA.8	SUMMER INSTITUTE WEBPAGE		X	X						
IIA.9	CLASS SCHEDULE		X	X						

Grossmont College 2013 Accreditation Self Evaluation Report - Master Evidence List - Numerical

No.	Name	I	IIA	IIB	IIC	IIIA	IIIB	IIIC	IIID	IV
IIA.10	INSTRUCTOR EVALUATION FORM - STUDENT VERSION		X							
IIA.11	INSTRUCTOR EVALUATION FORM - PEER/MANAGER VERSION		X							
IIA.12	CALIFORNIA REPORT ON DISTANCE EDUCATION, 2011		X							
IIA.13	REGULAR AND EFFECTIVE CONTACT POLICY		X			X		X		X
IIA.14	ONLINE SUCCESS WEBPAGE		X					X		
IIA.15	FACULTY SUPPORT FOR ONLINE CLASSES WEBPAGE		X							
IIA.16	COLLEGEWIDE SLO PROGRESS SPREADSHEET		X							
IIA.17	SLO TOOLKIT		X							
IIA.18	SLO DEPARTMENT SPREADSHEETS,TAB 1 (ENGLISH)		X							
IIA.19	SLO DEPARTMENT SPREADSHEETS, TAB 3 (ENGLISH)		X							
IIA.20	MATH VIDEO ON SLO WEBSITE		X							
IIA.21	AOJ SLO VIDEO ON SLO WEBSITE		X							
IIA.22	CSLO TO PSLO MAPPING DOCUMENT		X							
IIA.23	ARTICULATION WEBPAGE		X	X						
IIA.24	ASSIST.ORG WEBSITE		X							
IIA.25	TRANSFER CENTER WEBPAGE		X	X						
IIA.26	STUDY ABROAD WEBSITE		X							
IIA.27	MIDDLE COLLEGE HIGH SCHOOL WEBSITE		X							
IIA.28	CURRICULUM LETTER OF INTENT FORM		X							
IIA.29	CURRICULUM ALIGNMENT FORM		X							
IIA.30	OFFICIAL COURSE OUTLINE REPORT		X							
IIA.31	REMOVED									
IIA.32	REMOVED									
IIA.33	COURSE MODIFICATION FORM		X							
IIA.34	SLO WEBSITE		X	X						
IIA.35	ENROLLMENT STRATEGIES MEETING SUMMARY ARCHIVE		X						X	
IIA.36	CLUB LIST		X	X						
IIA.37	CLASS PROJECT FINDINGS		X							
IIA.38	CLASS PROJECT PILOT INTERVENTION EVALUATION		X							
IIA.39	MATH ACADEMY CLASS PRESENTATION		X							
IIA.40	ENGLISH EXPRESS RESEARCH STUDY		X							
IIA.41	CHILD DEVELOPMENT CURRICULUM ALIGNMENT PROJECT WEBSITE		X							
IIA.42	REMOVED - SEE EVIDENCE I.9									
IIA.43	PSLO TO ISLO MAPPING DOCUMENT		X							

Grossmont College 2013 Accreditation Self Evaluation Report - Master Evidence List - Numerical

No.	Name	I	IIA	IIB	IIC	IIIA	IIIB	IIIC	IIID	IV
						STANDARDS				
IIA.44	HENRIETTA LACKS FLEX WEEK WORKSHOP RESULTS		X							
IIA.45	GE CURRICULUM APPLICATION		X							
IIA.46	GE APPLICATION WEBPAGE		X							
IIA.47	GE SLO TO ISLO MAPPING DOCUMENT		X							
IIA.48	GE/ISLO FLEX WEEK WORKSHOP WRITE-UP, SPRING 2012		X							
IIA.49	HENRIETTA LACKS SURVEY DATA		X							
IIA.50	CSLO RUBRIC JAN 2013		X							
IIA.51	CSLO RUBRIC SUPPORT CHART FALL 2012		X							
IIA.52	GAINFUL EMPLOYMENT WEBPAGE		X							
IIA.53	NURSING PASS RATE WEBSITE		X							
IIA.54	ACCJC ANNUAL REPORT, 2013		X							
IIA.55	AOJ CERTIFICATION PASS RATES		X							
IIA.56	CTE EMPLOYMENT OUTCOMES SURVEY FOR LEAVERS		X							
IIA.57	CTE EMPLOYMENT OUTCOMES SURVEY FOR COMPLETERS		X							
IIA.58	CAMPUS SCENE WEBPAGE		X							X
IIA.59	GC MAIN WEBSITE		X							X
IIA.60	COURSE OUTLINE TEMPLATE		X							
IIA.61	COLLEGE CATALOG WEBPAGE		X	X						
IIA.62	STUDENT SATISFACTION SURVEY, 2010		X	X						X
IIA.63	ASSOCIATE DEGREE BROCHURE EXAMPLE		X							
IIA.64	COUNSELING CENTER WEBSITE		X	X						
IIA.65	CLASS SCHEDULE WEBPAGE		X							
IIA.66	FINANCIAL AID WEBPAGE		X	X						
IIA.67	ACADEMIC AFFAIRS DEPARTMENTS WEBSITE		X							
IIA.68	GC HEALTH PROFESSIONS WEBSITE		X							
IIA.69	AP 4021 - PROGRAM DISCONTINUANCE		X							
IIA.70	DEC MEETING SUMMARY ARCHIVE		X							X
IIA.71	RPIE WEBSITE		X	X						X
IIA.72	BP 4030 - ACADEMIC FREEDOM		X							
IIA.73	BOARD POLICY & PROCEDURES WEBSITE		X			X				X
IIA.74	STUDENT DISCIPLINE PROCEDURES, 2012		X							
IIA.75	ACADEMIC FRAUD NOTICE		X							
IIA.76	SYLLABUS STATEMENT ON ACADEMIC INTEGRITY		X							
IIA.77	BP 4035 - CONTROVERSIAL ISSUES		X							

Grossmont College 2013 Accreditation Self Evaluation Report - Master Evidence List - Numerical

No.	Name	I	IIA	IIB	IIC	IIIA	IIIB	IIIC	IIID	IV
IIA.78	BP 5510 - RIGHTS OF STUDENTS		X			X				
IIA.79	FACULTY CONTRACT		X	X		X				X
IIA.80	AP 5500 - STANDARDS OF STUDENT CONDUCT		X			X				
IIA.81	AP 4105 - DISTANCE EDUCATION		X							
IIA.82	GC ETHICS STATEMENT		X							X
IIA.83	BP 3050 - INSTITUTIONAL CODE OF ETHICS		X			X				X
IIA.84	AP 3050 - INSTITUTIONAL CODE OF ETHICS		X			X				X
IIA.85	BP 3060 - INSTITUTIONAL CODE OF CONDUCT		X							
IIA.86	AP 3060 - INSTITUTIONAL CODE OF CONDUCT		X							
IIB.1	RESIDENCY REQUIREMENTS WEBPAGE			X						
IIB.2	TUTORING WEBPAGE			X	X					
IIB.3	GCCCD NEWS RELEASE-GRIFFIN CENTER & STUDENT/ADMIN DEDICATION, 4/9/12			X						
IIB.4	WEEK OF WELCOME FLYER			X						
IIB.5	PRE-POST ORIENTATION SURVEY			X						
IIB.6	CCSSE RESULTS			X						
IIB.7	STUDENT SERVICES COUNCIL MEETING AGENDA ARCHIVE			X						
IIB.8	GC DEIC CHARGE & COMPOSITION			X		X				X
IIB.9	BASIC SKILLS COMMITTEE CHARGE & COMPOSITION			X						X
IIB.10	TTLC CHARGE & COMPOSITION			X	X		X			X
IIB.11	RPIE RESEARCH AND PLANNING TOOLS WEBPAGE			X						
IIB.12	JOHN NIXON REPORT			X						
IIB.13	STUDENT SATISFACTION SURVEY RESULTS, 2009			X						X
IIB.14	ONLINE STUDENT SERVICES WEBSITE			X						
IIB.15	CLUBS AND STUDENT ORGANIZATIONS WEBPAGE			X		X				
IIB.16	GCCCD TECHNOLOGY ANNUAL ACTION PLAN, 2012-13			X						
IIB.17	CCCCO COMPLAINT PROCESS FORM			X						
IIB.18	WEBADVISOR			X						
IIB.19	SS PROGRAM REVIEW COMMITTEE CHARGE & COMPOSITION			X						
IIB.20	GC MATRICULATION REPORT ARCHIVE			X						
IIB.21	SUMMER INSTITUTE PROGRAM PRESENTATION FOR CLASS			X						
IIB.22	EARLY ADMISSIONS OPPORTUNITY WEBPAGE			X						
IIB.23	ONLINE TRANSCRIPT REQUEST WEBPAGE			X						
IIB.24	GETTING STARTED WEBPAGE			X						
IIB.25	WELCOME VIDEO			X						

Grossmont College 2013 Accreditation Self Evaluation Report - Master Evidence List - Numerical

No.	Name		STANDARDS								
		I	IIA	IIB	IIC	IIIA	IIIB	IIIC	IIID	IV
IIB.26	ONLINE ORIENTATION AND ADVISING DOCUMENT			X						
IIB.27	STUDENT AFFAIRS WEBPAGE			X		X				
IIB.28	LIBRARY WEBSITE			X	X					
IIB.29	CAREER CENTER WEBPAGE			X						
IIB.30	REMOVED									
IIB.31	WEB ACCESSIBILITY GUIDELINES			X						
IIB.32	ASK A COUNSELOR WEBPAGE			X						
IIB.33	ASGC WEBSITE			X		X				
IIB.34	ASGC RETREAT AGENDA			X						
IIB.35	ICC WORKSHOP AGENDA			X						
IIB.36	GCCCD GOVERNANCE HANDBOOK			X						X
IIB.37	GC ORGANIZATIONAL AND GOVERNANCE STRUCTURE WEBPAGE			X						X
IIB.38	ASGC COMMITTEE LIST			X						
IIB.39	GCCCD NEWS RELEASE - BUDGET ADVOCACY EVENT, 5/18/11			X						
IIB.40	CLUB REGISTRATION FORM			X						
IIB.41	CLUB ONLINE ORIENTATION/REGISTRATION SESSION			X						
IIB.42	CLUB ORIENTATION/REGISTRATION QUIZ			X						
IIB.43	CAMPUS EVENTS WEBPAGE			X						
IIB.44	UMOJA WEBPAGE			X						
IIB.45	EGROSSMONT - UMOJA EVENT, 4/11/11			X						
IIB.46	PSYCH CSL PPT			X						
IIB.47	THEATRE WEBPAGE			X						
IIB.48	HYDE ART GALLERY WEBPAGE			X						
IIB.49	SUMMIT NEWSPAPER WEBPAGE			X						
IIB.50	GRIFFIN RADIO WEBPAGE			X						
IIB.51	ACORN REVIEW LITERARY MAGAZINE WEBSITE			X						
IIB.52	CAREER ASSESSMENTS DOCUMENT			X						
IIB.53	CAREER CENTER NEWS AND EVENTS WEBPAGE			X						
IIB.54	ADULT RE-ENTRY WEBSITE			X						
IIB.55	DSPS WEBSITE			X						
IIB.56	DSPS SPECIALIZED CLASSES & PROGRAMS WEBPAGE			X						
IIB.57	LIFE COACH PROGRAM WEBSITE			X						
IIB.58	HEALTH SERVICES WEBSITE			X						
IIB.59	BOARD MEETING MINUTES - STUDENT HEALTH FEE, 12/13/11			X						

Grossmont College 2013 Accreditation Self Evaluation Report - Master Evidence List - Numerical

No.	Name	I	IIA	IIB	IIC	IIIA	IIIB	IIIC	IIID	IV
				STANDARDS						
IIB.60	ATHLETICS WEBPAGE			X						
IIB.61	EGROSSMONT ARCHIVE			X						X
IIB.62	LITERARY ARTS FESTIVAL WEBPAGE			X						
IIB.63	NEW VOICES WEBPAGE			X						
IIB.64	HENRIETTA LACKS WEBPAGE			X						
IIB.65	GC SOCIAL MEDIA WEBPAGE			X						
IIB.66	COUNSELING FAQS			X						
IIB.67	ADVISING WEBPAGE			X						
IIB.68	ORIENTATION AND ADVISING HANDBOOK, 2013-14			X						
IIB.69	PERSONAL COUNSELING RESOURCE AND LINKS			X						
IIB.70	COUNSELING EQUIVALENCY			X						
IIB.71	GC DIVERSITY INITIATIVES WEBPAGE			X						
IIB.72	WACC WEBPAGE			X		X				
IIB.73	BP 7100 - COMMITMENT TO DIVERSITY			X		X				
IIB.74	GCCCD DEI STRATEGIC PLAN			X		X				X
IIB.75	GC DEIC MEETING SUMMARY ARCHIVE			X						
IIB.76	ONLINE REQUEST FOR GRADUATION WEBPAGE			X						
IIB.77	ASSESSMENT WEBSITE			X						
IIB.78	MATH ASSESSMENT AND PLACEMENT WEBSITE			X						
IIB.79	MATH CUT SCORE ANALYSIS			X						
IIB.80	WEST HILLS PROJECT DATA			X						
IIB.81	BP 5040 - STUDENT RECORDS, DIRECTORY INFORMATION, & PRIVACY			X						
IIC.1	TECH MALL WEBSITE				X					
IIC.2	OPEN COMPUTER LAB WEBPAGE				X					
IIC.3	OPEN LAB HEAD COUNTS,SPRING 2012				X					
IIC.4	ATC LAB USAGE HISTORY				X					
IIC.5	EWC NUMBER OF TUTORING SESSIONS				X					
IIC.6	MATH STUDY CENTER HEADCOUNT, FALL 2012				X					
IIC.7	MATH STUDY CENTER END OF SEMESTER REPORT, FALL 2012				X					
IIC.8	TUTORING SERVICES SURVEY REPORT, FALL 2012				X					
IIC.9	CALIFORNIA STANDARDS OF PRACTICE				X					
IIC.10	DATABASE LIST WEBPAGE				X					
IIC.11	LTRC PROGRAM REVIEW TEMPLATE				X					
IIC.12	COLLECTION DEVELOPMENT POLICY				X					

APPENDIX B

Grossmont College 2013 Accreditation Self Evaluation Report - Master Evidence List - Numerical

No.	Name	STANDARDS								
		I	IIA	IIB	IIC	IIIA	IIIB	IIIC	IIID	IV
IIC.13	LIBRARY LIAISON LIST				X					
IIC.14	RESEARCH GUIDES WEBPAGE				X					
IIC.15	LIBRARY MARKETING SURVEY, 2011				X					
IIC.16	STATISTICS AND TRENDS (ALA/ARL)				X					
IIC.17	LIBRARY RESOURCES PROGRAM REVIEW SUMMARY				X					
IIC.18	BOOK BUDGET FORMULA, 2012-13				X					
IIC.19	LIBRARY ISO MATRIX				X					
IIC.20	WI-FI HOTSPOT WEBPAGE				X					
IIC.21	NEW SERVICE MODEL FOR REFERENCE DESK ARTICLE				X					
IIC.22	LIBRARY ONLINE TUTORIAL (LUCI) WEBPAGE				X					
IIC.23	LIBRARY ONLINE STUDENT RESOURCES				X					
IIC.24	LIBRARY INSTRUCTION WEBPAGE				X					
IIC.25	ONLINE LIBRARY FLOOR LAYOUTS AND TOUR				X					
IIC.26	COPYRIGHT/PLAGIARISM WEBPAGE				X					
IIC.27	LIBRARY SLOS				X					
IIC.28	STANDARDS-BASED EXERCISE EXAMPLE				X					
IIC.29	LIBRARY INSTRUCTIONS TOTALS				X					
IIC.30	SLO IN-PERSON INSTRUCTION & TUTORIAL				X					
IIC.31	ONLINE TUTORIAL QUIZ RESULTS, 2011				X					
IIC.32	STUDENT COMMENTS AFTER LIBRARY INSTRUCTION				X					
IIC.33	COUN 130 STUDENT REFLECTIONS ON LIBRARY INSTRUCTION				X					
IIC.34	FACULTY EVALUATIONS OF LIBRARY INSTRUCTION-SAMPLES				X					
IIC.35	LIBRARY ANNUAL PROGRAM REVIEW UPDATE,2011-12				X	X				
IIC.36	REFERENCE DESK STATISTICS				X					
IIC.37	MARKETING PLAN STUDENT SURVEY RESULTS, 2011				X					
IIC.38	LIBRARY SERVICE DESK SURVEY RESULTS SUMMARY				X					
IIC.39	EMERGENCY PLAN				X					
IIC.40	SDICCCLRC WEBPAGE				X					
IIC.41	SILDRN WEBPAGE				X					
IIC.42	ASK A LIBRARIAN (QUESTION POINT) WEBSITE				X					
IIC.43	LIBRARY ISO ANNUAL REPORT, 2010-2011				X					
IIC.44	ISO ASSESSMENT EVALUATION REPORT-INTERLIBRARY LOANS, 2009				X					
IIC.45	FACULTY LIBRARY USE/MARKETING SURVEY, 2011				X					
IIC.46	NATIONAL TUTORING ASSOCIATION CODE OF ETHICS				X					

Grossmont College 2013 Accreditation Self Evaluation Report - Master Evidence List - Numerical

No.	Name	I	IIA	IIB	IIC	IIIA	IIIB	IIIC	IIID	IV
						STANDARDS				
IIC.47	TUTOR TASK FORCE CHARGE & COMPOSITION				X					
IIC.48	QUESTION POINT STATISTICS				X					
IIC.49	ISO ASSESSMENT EVALUATION REPORT-CIRCULATION, 2009				X					
IIC.50	ISO ASSESSMENT EVALUATION REPORT-MEDIA DESK, 2009				X					
IIC.51	ISO ASSESSMENT EVALUATION REPORT-REFERENCE DESK, 2009				X					
IIC.52	LIR 110 SYLLABUS				X					
IIC.53	ACRL METRICS WEBSITE				X					
IIC.54	LIBRARY ANNUAL DATA SURVEY, 2010-12				X					
IIC.55	NCES LIBRARY STATISTICS WEBSITE				X					
IIC.56	STUDENT REQUESTED TEXTBOOK PROJECT				X					
IIIA.1	EEO PLAN					X				
IIIA.2	BP 7120 - RECRUITMENT AND SELECTION					X				
IIIA.3	AP 7120 - RECRUITMENT AND SELECTION					X				
IIIA.4	GCCCD CAREER SITE					X				
IIIA.5	CSEA CONTRACT					X				
IIIA.6	BP 7211 - FACULTY SERVICE AREAS, MINIMUM QUALS, AND EQUIVALENCIES					X				
IIIA.7	AP 7211 - FACULTY SERVICE AREAS, MINIMUM QUALS, AND EQUIVALENCIES					X				
IIIA.8	BOARD MEETING MINUTES - DISCIPLINE EQUIVALENCIES, 10/16/12					X				
IIIA.9	PE2 - HIRING ADJUNCT FACULTY					X				
IIIA.10	PE6 - HIRING NOT-FOR-CREDIT INSTRUCTORS					X				
IIIA.11	PE9 - HIRING REGULAR FACULTY					X				
IIIA.12	PE12 - HIRING CLASSIFIED PERSONNEL					X				
IIIA.13	ADMINISTRATOR'S ASSOCIATION HANDBOOK					X				
IIIA.14	CONFIDENTIAL EMPLOYEE HANDBOOK					X				
IIIA.15	CSEA PROBATIONARY EVALUATION FORM					X				
IIIA.16	CSEA ANNUAL PERFORMANCE ASSESSMENT					X				
IIIA.17	BP 2435 - EVALUATION OF THE CHANCELLOR					X				X
IIIA.18	AP 2435 - EVALUATION OF THE CHANCELLOR					X				X
IIIA.19	BP 7112 - COLLEGE PRESIDENT EVALUATION					X				X
IIIA.20	AP 7112 - COLLEGE PRESIDENT EVALUATION					X				X
IIIA.21	DEPARTMENT SLO SPREADSHEETS, TAB 4 - SLO SIX-YEAR PLAN (ENGLISH)					X				
IIIA.22	COLLEGE PLANNING FORUM PRESENTATION - STUDENT OUTCOMES DATA, 2012					X				
IIIA.23	ACADEMIC SENATE MEETING AGENDA - SLO SELF REFLECTION, 4/16/12					X				
IIIA.24	BP 2715 - BOARD CODE OF ETHICS AND CONDUCT					X				X

Grossmont College 2013 Accreditation Self Evaluation Report - Master Evidence List - Numerical

No.	Name	I	IIA	IIB	IIC	IIIA	IIIB	IIIC	IIID	IV
						STANDARDS				
IIIA.25	AP 3720 - COMPUTER AND NETWORK USE					X				
IIIA.26	AAUP STATEMENT ON PROFESSIONAL ETHICS					X				
IIIA.27	FON CALCULATION BY SITE, FALL 2012					X				
IIIA.28	CRITICAL HIRE LIST, 1/7/13					X				
IIIA.29	CRITICAL HIRE LIST, 3/11/13					X				
IIIA.30	CRITICAL HIRE LIST, 4/8/13					X				
IIIA.31	3-5 YEAR SUSTAINABILITY STAFFING PLAN					X			X	
IIIA.32	BP 2410 - BOARD POLICIES AND ADMINISTRATIVE PROCEDURES					X				X
IIIA.33	BP 7145 - PERSONNEL FILES					X				
IIIA.34	AP 7145 - PERSONNEL FILES					X				
IIIA.35	AP 7100 - COMMITMENT TO DIVERSITY					X				
IIIA.36	AP 3410 - NONDISCRIMINATION					X				
IIIA.37	BP 3410 - NONDISCRIMINATION					X				
IIIA.38	BP 3430 - PROHIBITION OF HARASSMENT					X				
IIIA.39	AP 3430 - PROHIBITION OF HARASSMENT					X				
IIIA.40	GCCCD DEI COUNCIL CHARGE & COMPOSITION					X				X
IIIA.41	GCCCD DEI CLIMATE SURVEY RESULTS, 2012					X				
IIIA.42	AT HOME IN THE WORLD INITIATIVE WEBSITE					X				
IIIA.43	BP 1200 - DISTRICT AND COLLEGE MISSION STATEMENTS					X				X
IIIA.44	BOARD MEETING MINUTES - EEO PLAN, 9/8/09					X				
IIIA.45	BP 5010 - ADMISSIONS AND CONCURRENT ENROLLMENT					X				
IIIA.46	BP 5052 - OPEN ENROLLMENT					X				
IIIA.47	BP 5300 - STUDENT EQUITY					X				
IIIA.48	CLASSIFIED STAFF PROFESSIONAL DEVELOPMENT SURVEY, 2013					X				
IIIA.49	ADMINISTRATOR'S PROFESSIONAL DEVELOPMENT SURVEY, 2013					X				
IIIA.50	COLLEGEWIDE PROFESSIONAL DEVELOPMENT COMMITTEE CHARGE & COMPOSITION					X				X
IIIA.51	FACULTY PROFESSIONAL DEVELOPMENT COMMITTEE CHARGE & COMPOSITION					X				X
IIIA.52	CLASSIFIED STAFF PROFESSIONAL DEVELOPMENT ADVISORY COMMITTEE					X				
IIIA.53	PROF DEV MASTER SCHEDULE WEBPAGE					X				
IIIA.54	GC FACULTY PROFESSIONAL DEVELOPMENT FAQS					X				
IIIA.55	PROFESSIONAL DEVELOPMENT ACTIVITY EVALUATION FORM					X				
IIIA.56	DSP&BC CHARGE & COMPOSITION					X	X	X	X	X
IIIB.1	BP 3500 - CAMPUS SAFETY						X			
IIIB.2	AP 3500 - CAMPUS SAFETY						X			

Grossmont College 2013 Accreditation Self Evaluation Report - Master Evidence List - Numerical

No.	Name	I	IIA	IIB	IIC	IIIA	IIIB	IIIC	IIID	IV
							STANDARDS			
IIIB.3	BP 3508 - WORKPLACE SAFETY						X			
IIIB.4	BP 6800 - SAFETY						X			
IIIB.5	AP 6800 - SAFETY						X			
IIIB.6	AP 3501 - CAMPUS SECURITY AND ACCESS						X			
IIIB.7	BP 3505 - EMERGENCY PREPAREDNESS AND MANAGEMENT PLAN						X			
IIIB.8	AP 3505 - EMERGENCY PREPAREDNESS AND MANAGEMENT PLAN						X			
IIIB.9	ANNUAL INSPECTION REPORT						X			
IIIB.10	UNSAFE CONDITIONS ONLINE REPORTING FORM						X			
IIIB.11	FACILITIES COMMITTEE CHARGE & COMPOSITION						X			
IIIB.12	GCCCD SAFETY/HAZMAT COMMITTEE WEBPAGE						X			
IIIB.13	GC EOC COMMITTEE COMPOSITION						X			
IIIB.14	BOARD WORKSHOP - EMERGENCY PREPAREDNESS PRESENTATION, 4/16/13						X			
IIIB.15	FIVE-YEAR CONSTRUCTION PLAN, 2014-19						X		X	
IIIB.16	FACILITIES MASTER PLAN, 2013						X	X	X	
IIIB.17	ROOFING CONDITIONS ASSESSMENT SUMMARY						X		X	
IIIB.18	MAINTENANCE CONTRACT EXAMPLE						X			
IIIB.19	GC TECHNOLOGY ROLLOVER SCHEDULE, 2011-14						X	X		
IIIB.20	ITAC CHARGE AND COMPOSITION						X			
IIIB.21	ATAC CHARGE AND COMPOSITION						X			
IIIB.22	GC SCHEDULED MAINTENANCE PLAN, 2011-15						X		X	
IIIB.23	GC SCHEDULED MAINTENANCE MASTER PLAN STATUS, SEPTEMBER 2012						X			
IIIB.24	ACTIVITY PROPOSAL (AP-305)						X			X
IIIB.25	FACILITIES COMMITTEE WEBSITE						X			
IIIB.26	BP 3525 - SKATEBOARDS, … AND OTHER RECREATIONAL WHEELED VEHICLES						X			
IIIB.27	SAFETY INSPECTION RECOMMENDATIONS, 2011						X			
IIIB.28	INJURY AND ILLNESS PREVENTION PLAN						X			
IIIB.29	WELLNESS INITIATIVE WEBSITE						X			
IIIB.30	BOARD MEETING AGENDA - ITEMS 404 & 406, 7/21/09						X			
IIIB.31	MASTER EQUIPMENT REPLACEMENT LIST						X			
IIIB.32	BOARD MEETING MINUTES - FMP PHASE I APPROVAL AND LOAN REQUEST, 9/11/12						X			
IIIC.1	ATC WEBPAGE							X		
IIIC.2	TECH PLANNING CHART							X		
IIIC.3	P&RC MEETING SUMMARY - TECH PLAN, 10/22/11							X		
IIIC.4	EMAIL WEBPAGE							X		

Grossmont College 2013 Accreditation Self Evaluation Report - Master Evidence List - Numerical

No.	Name	I	IIA	IIB	IIC	IIIA	IIIB	IIIC	IIID	IV
IIIC.5	EMAIL FORWARDING INSTRUCTIONS							X		
IIIC.6	VOICEMAIL GUIDES							X		
IIIC.7	DISTRICT SERVICES SURVEY RESULTS WEBPAGE							X		X
IIIC.8	IMS INSTRUCTIONS FOR SMART CLASSROOM TECHNOLOGY							X		
IIIC.9	CLASSROOM TECHNOLOGY INVENTORY							X		
IIIC.10	TECH SHOWCASE SCHEDULE							X		
IIIC.11	SCHEDULE FOR "DEVELOPING AN ONLINE COURSE" CLASS							X		
IIIC.12	WEB-BASED TRAINING TOOLS							X		
IIIC.13	WEBADVISOR LOG-IN TRAINING WEBPAGE							X		
IIIC.14	LEARNING ASSISTANCE CENTERS AND COMPUTER LABS WEBPAGE							X		
IIIC.15	ICS TRAINING OUTLINE 2011							X		
IIID.1	ADOPTION BUDGET, 2010-11								X	
IIID.2	ADOPTION BUDGET, 2011-12								X	
IIID.3	ADOPTION BUDGET, 2012-13								X	X
IIID.4	DSP&BC SPECIAL MEETING - BUDGET SHORTFALL OPTIONS, 2/7/11								X	
IIID.5	UPDATED INCOME ALLOCATION FORMULA, 11/14/12								X	
IIID.6	SECTION COUNT EXCEL SPREADSHEET COMPARISON								X	
IIID.7	ENROLLMENT STRATEGIES CHARGE AND COMPOSITION								X	
IIID.8	UTILITY EXPENSE PRINTOUT								X	
IIID.9	GRANTS AND CATEGORICALS, 2011-12								X	
IIID.10	BASIC SKILLS PLAN, 2012-13								X	
IIID.11	BSI INTERVENTION DATA, FALL 2012								X	
IIID.12	GC ANNUAL PLANNING CALENDAR								X	
IIID.13	TENTATIVE BUDGET PRESENTATION, 2011-12								X	
IIID.14	TENTATIVE BUDGET PRESENTATION, 2012-13								X	
IIID.15	ENDING BALANCE SPREADSHEET, 2011-12								X	
IIID.16	GCCCD STRATEGIC PLAN								X	
IIID.17	DISTRICT SERVICES STRATEGIC PLAN								X	X
IIID.18	ADOPTION BUDGET PRESENTATION, 2012-13								X	
IIID.19	PIE 3-YEAR DIAGRAM								X	
IIID.20	NOBLE AMBITIONS WEBSITE								X	X
IIID.21	DSP&BC MEETING SUMMARIES ARCHIVE								X	
IIID.22	BUDGET TASKFORCE (2009) MEMBERSHIP & CHARGE								X	
IIID.23	BUDGET TASKFORCE (2009) REPORT								X	

Grossmont College 2013 Accreditation Self Evaluation Report - Master Evidence List - Numerical

No.	Name	STANDARDS								
		I	IIA	IIB	IIC	IIIA	IIIB	IIIC	IIID	IV
IIID.24	TENTATIVE BUDGET, 2011-12								X	
IIID.25	GCCCD INTRANET PLANNING AND BUDGET WEBSITE								X	
IIID.26	GCCCD TECHNOLOGY PLAN								X	X
IIID.27	GCCCD AUDIT REPORT, 2011-12								X	
IIID.28	PROP R WEBSITE								X	
IIID.29	BOARD MEETING AGENDA - PROP R PROGRESS REPORT, 9/11/12								X	
IIID.30	PROP R FUNDING PLAN, 2012-13								X	
IIID.31	PROP R PROGRAM AND PROJECT PROGRESS REPORT, JUNE 2012								X	
IIID.32	BP 6200 - BUDGET PREPARATION								X	X
IIID.33	BUDGET PREPARATION MERGED (GC/GCCCD) CALENDAR, 2013-14								X	
IIID.34	BUDGET WORKSHEET - UNRESTRICTED GENERAL FUND								X	
IIID.35	POSITION BUDGETING FORECAST								X	
IIID.36	CLASSIFIED STAFFING SCORING SHEET								X	
IIID.37	FACULTY STAFFING SCORING SHEET								X	
IIID.38	GC STATEMENT OF ENERGY PLANS								X	
IIID.39	AP 6200 - BUDGET PREPARATION								X	
IIID.40	BAT CHARGE AND COMPOSITION								X	X
IIID.41	GCCCD BUDGET PREPARATION CALENDAR, 2013-14								X	
IIID.42	CHANCELLOR BUDGET UPDATE, 6/20/12								X	
IIID.43	EMAIL BUDGET UPDATE, MAY 2011								X	
IIID.44	BUDGET FORUM ANNOUNCEMENT, MARCH 2012								X	X
IIID.45	BUDGET UPDATE PRESENTATION, MARCH 2012								X	X
IIID.46	BUDGET TRANSFER QUICK REFERENCE								X	
IIID.47	BUDGET TRANSFER FORM								X	
IIID.48	BP 6250 - BUDGET MANAGEMENT								X	X
IIID.49	AP 6250 - BUDGET MANAGEMENT								X	
IIID.50	BP 6300 - FISCAL MANAGEMENT								X	X
IIID.51	AP 6300 - FISCAL MANAGEMENT								X	
IIID.52	BP 6320 - INVESTMENTS								X	
IIID.53	AP 6320 - INVESTMENTS								X	
IIID.54	BP 6400 - AUDITS								X	X
IIID.55	GCCCD AUDIT REPORT, 2008-09								X	
IIID.56	GCCCD AUDIT REPORT, 2009-10								X	
IIID.57	GCCCD AUDIT REPORT, 2010-11								X	

APPENDIX B

Grossmont College 2013 Accreditation Self Evaluation Report - Master Evidence List - Numerical

No.	Name	I	IIA	IIB	IIC	IIIA	IIIB	IIIC	IIID	IV
									STANDARDS	
IIID.58	AUXILIARY AUDIT, 2011-12								X	
IIID.59	PEAR PLAN AUDIT, 2011-12								X	
IIID.60	FGCC AUDIT, 2011-12								X	
IIID.61	PROP R PERFORMANCE AUDIT, 2011-12								X	
IIID.62	GCCCD AUDIT WEBPAGE								X	X
IIID.63	BUDGET FAQS								X	
IIID.64	QUICK REFERENCE WEBPAGE								X	
IIID.65	GC BUDGET UPDATE - FUND EXPENDITURES, JANUARY 2012								X	
IIID.66	BOARD MEETING MINUTES - AUDIT REPORTS, 12/11/12								X	
IIID.67	CHANCELLOR'S MESSAGE ARCHIVE								X	X
IIID.68	REQUEST FOR CONTRACT FORM								X	
IIID.69	REQUEST FOR CONTRACT QUICK REFERENCE								X	
IIID.70	RATIFICATION OF SIGNATURES LIST, 12/11/12								X	
IIID.71	AUXILIARY AUDIT, 2006-07								X	
IIID.72	REMOVED - SEE EVIDENCE IIID.46									
IIID.73	CBOC WEBSITE								X	
IIID.74	CBOC ANNUAL REPORT, 2012								X	
IIID.75	CAMPUS SCENE, SUMMER 2011								X	
IIID.76	OSHER SCHOLARSHIP AWARD RECIPIENTS LIST								X	
IIID.77	GC FOUNDATION AUDIT, 2010-11								X	
IIID.78	GC FOUNDATION AUDIT, 2009-10								X	
IIID.79	AUXILIARY PARTNERS/SUPPORTERS WEBPAGE								X	
IIID.80	FGCC "ABOUT US" WEBPAGE								X	X
IIID.81	ENROLLMENT STRATEGIES COMMITTEE UPDATE, JUNE 2011								X	
IIID.82	WSCH-FTES REPORT EXAMPLE								X	
IIID.83	NEGATIVE BALANCE REPORT								X	
IIID.84	FTES TASKFORCE RECOMMENDATIONS, APRIL 2011								X	
IIID.85	REPORTS WEBSITE								X	
IIID.86	CRITICAL HIRE WEBPAGE								X	
IIID.87	FACULTY STAFFING COMMITTEE CHARGE & COMPOSITION								X	
IIID.88	CLASSIFIED STAFFING COMMITTEE CHARGE & COMPOSITION								X	
IIID.89	CDR CHALLENGE LETTER, APRIL 2012								X	
IIID.90	BP 6340 - CONTRACTS								X	
IIID.91	BP 6370 - CONTRACTS, PERSONAL SERVICES								X	

Grossmont College 2013 Accreditation Self Evaluation Report - Master Evidence List - Numerical

No.	Name	I	IIA	IIB	IIC	IIIA	IIIB	IIIC	IIID	IV
IIID.92	AP 6340 - BIDS AND CONTRACTS								X	
IIID.93	AP 6340.1 - CONTRACTS, CONSTRUCTION								X	
IIID.94	AP 6340.2 - CONTRACTS, ELECTRONIC SYSTEMS AND MATERALS (COMPUTERS)								X	
IIID.95	AP 6340.3 - CONTRACTS, ACCESSIBILITY OF INFORMATION TECHNOLOGY								X	
IIID.96	OPERATING PROCEDURE (CO1) - REQUEST FOR CONTRACT								X	
IIID.97	OPERATING PROCEDURE (CO2) - OVERVIEW OF CONTRACTS PROCESS								X	
IIID.98	OPERATING PROCEDURE (CO3) - PROPOSALS FOR GRANTS, CONTRACTS, ETC.								X	
IIID.99	OPERATING PROCEDURE (CO4) - CONTRACT EDUCATION								X	
IIID.100	OPERATING PROCEDURE (CO5) - PROFESSIONAL SERVICE AGREEMENTS								X	
IIID.101	OPERATING PROCEDURE (CO6) - CLINICAL AGREEMENTS								X	
IIID.102	OPERATING PROCEDURE (CO7) - ART GALLERY EXHIBIT AGREEMENT								X	
IIID.103	OPERATING PROCEDURE (CO8) - INDEPENDENT CONTRACTOR CHECKLIST								X	
IIID.104	CLINICAL CONTRACT EXAMPLE								X	
IIID.105	TENTATIVE BUDGET DEVELOPMENT MEMO								X	
IIID.106	P&RC MEETING SUMMARY - PLANNING ACTIVITY FUNDING APPROVAL, AUGUST 2012								X	X
IIID.107	ANNUAL PROGRAM REVIEW UPDATE WEBPAGE								X	
IIID.108	P&RC MEETING SUMMARY - PLANNING ACTIVITY OUTCOME REPORTS, APRIL 2013								X	
IV.1	AWARD RECIPIENTS TABLE									X
IV.2	GUIDING PRINCIPLES OF COMMITTEE SERVICE									X
IV.3	BP 2510 - PARTICIPATION IN LOCAL DECISION-MAKING									X
IV.4	AP 2510 - PARTICIPATION IN LOCAL DECISION-MAKING									X
IV.5	CCC MEETING AGENDA ARCHIVE									X
IV.6	ACADEMIC SENATE MEETING AGENDA/MINUTES ARCHIVE									X
IV.7	IAC CHARGE AND COMPOSITION									X
IV.8	SSC CHARGE & COMPOSITION									X
IV.9	ASC CHARGE AND COMPOSITION									X
IV.10	LEADERSHIP COUNCIL CHARGE & COMPOSITION									X
IV.11	CSEA/CLASSIFIED SENATE MOU									X
IV.12	CLASSIFIED SENATE WEBSITE									X
IV.13	GCCCD INTRANET WEBSITE									X
IV.13a	GCCCD MAIN WEBSITE									X
IV.14	ACADEMIC SENATE CONSTITUTION & BY-LAWS									X
IV.15	CLASSIFIED SENATE CONSTITUTION & BY-LAWS									X
IV.16	BP 4020 - PROGRAM, CURRICULUM, AND COURSE DEVELOPMENT									X

Grossmont College 2013 Accreditation Self Evaluation Report - Master Evidence List - Numerical

No.	Name	STANDARDS								
		I	IIA	IIB	IIC	IIIA	IIIB	IIIC	IIID	IV
IV.17	AP 4020 - PROGRAM, CURRICULUM, AND COURSE DEVELOPMENT									X
IV.18	DEC CHARGE & COMPOSITION									X
IV.19	DCEC CHARGE & COMPOSITION									X
IV.20	ADSOC CHARGE AND COMPOSITION									X
IV.21	ACADEMIC PROGRAM REVIEW COMMITTEE CHARGE & COMPOSITION									X
IV.22	PART TIME FACULTY COMMITTE CHARGE & COMPOSITION									X
IV.23	CCC CHARGE & COMPOSITION									X
IV.24	ACADEMIC SENATE WEBSITE									X
IV.25	THE LOOP ARCHIVE									X
IV.26	THE COURIER ARCHIVE									X
IV.27	ACADEMIC AFFAIRS ADMINISTRATIVE STRUCTURE FORUM, 2011									X
IV.28	ACCREDITATION MIDTERM REPORT, 2010									X
IV.29	ACCREDITATION SELF STUDY, 2007									X
IV.30	ACCREDITATION FOLLOW UP REPORT, 2008									X
IV.31	ACCREDITATION FOLLOW UP REPORT, 2009									X
IV.32	SUBSTANTIVE CHANGE REPORT - DE, 2012									X
IV.33	SUBSTANTIVE CHANGE REPORT - DEGREES AND CERTIFICATES, 2012									X
IV.34	SUB CHANGE REPORT - DE - ACCJC LETTER OF APPROVAL, 2012									X
IV.35	SUB CHANGE REPORT - DEGREES AND CERT. - ACCJC LETTER OF APPROVAL, 2012									X
IV.36	ACCREDITATION WEBSITE									X
IV.37	GC NEWS RELEASE WEBPAGE									X
IV.38	GCCCD ANNUAL REPORT ARCHIVE									X
IV.39	DEC MEETING NOTES - GOVERNANCE STRUCTURE EFFECTIVENESS, JULY 2010									X
IV.40	DEC MEETING NOTES - GOVERNANCE STRUCTURE CHANGES, AUGUST 2010									X
IV.41	DEC AGENDA - GOVERNANCE STRUCTURE RECOMMENDATIONS, OCTOBER 2012									X
IV.42	BOARD MEETING AGENDA - GOVERNANCE STRUCTURE, 12/11/12									X
IV.43	BOARD MEETING MINUTES - GOV. STRUCTURE HANDBOOK APPROVAL, 1/15/13									X
IV.44	LEADERSHIP COUNCIL AGENDA SAMPLE									X
IV.45	COUNCIL/COMMITTEE REQUEST FORM									X
IV.46	COUNCIL/COMMITTEE REVIEW FORM									X
IV.47	BP 2200 - BOARD DUTIES AND RESPONSIBILITIES									X
IV.48	BP 4025 - PHILOSOPHY & CRITERIA FOR ASSOCIATE DEGREES AND GE									X
IV.49	BP 4220 - STANDARDS OF SCHOLARSHIP									X
IV.50	BP 2430 - DELEGATION OF AUTHORITY TO THE CHANCELLOR									X

Grossmont College 2013 Accreditation Self Evaluation Report - Master Evidence List - Numerical

No.	Name		STANDARDS							
		I	IIA	IIB	IIC	IIIA	IIIB	IIIC	IIID	IV
IV.51	BP 2431 - CHANCELLOR SELECTION									X
IV.52	BOARD MEETING MINUTES - CHANCELLOR EVALUATION, 3/19/13									X
IV.53	BP 7111 - COLLEGE PRESIDENT SELECTION									X
IV.54	AP 7111 - COLLEGE PRESIDENT SELECTION									X
IV.55	BP 7113 - DELEGATION OF AUTHORITY TO COLLEGE PRESIDENTS									X
IV.56	BP 2010 - BOARD MEMBERSHIP									X
IV.57	BP 2100 - BOARD MEMBER ELECTIONS									X
IV.58	TRUSTEE AREA MAP									X
IV.59	BOARD MEETING AGENDA AND MINUTES ARCHIVE									X
IV.60	BP 2710 - CONFLICT OF INTEREST									X
IV.61	BP 2717 - PERSONAL USE OF PUBLIC RESOURCES									X
IV.62	BP 2720 - COMMUNICATION AMONG BOARD MEMBERS									X
IV.63	BOARD WORKSHOP - CORE INDICATORS OF SUCCESS, 4/17/12									X
IV.64	BOARD POLICY UPDATE EMAIL									X
IV.65	AP 2410 - REVIEW, PREPARATION, AND REVISION OF BPS AND APS									X
IV.66	BOARD MEETING MINUTES - BOARD EVALUATION AND GOAL SETTING, 1/20/12									X
IV.67	BP 2740 - BOARD EDUCATION									X
IV.68	BOARD WORKSHOP - STUDENT SUCCESS MEETING LOG									X
IV.69	BOARD MEETING MINUTES - TRUSTEE AREAS, 10/18/11									X
IV.70	BOARD WORKSHOP - TRUSTEE ROLE IN ACCREDITATION, 1/17/12									X
IV.71	BOARD MEETING MINUTES - TRANSFER/COMPLETION, ADOPTION BUDGET, 9/11/12									X
IV.72	BOARD WORKSHOP - ADOPTION BUDGET, 9/4/12									X
IV.73	BP 2110 - VACANCIES ON THE BOARD									X
IV.74	BP 2745 - BOARD SELF EVALUATION									X
IV.75	AP 2745 - BOARD SELF EVALUATION									X
IV.76	BOARD WORKSHOP - BOARD EVALUATION & GOAL SETTING, 1/15/13									X
IV.77	BOARD EVALUATION-2012									X
IV.78	BOARD EVALUATION-2010									X
IV.79	AP 2710.1 - CONFLICT OF INTEREST CODE									X
IV.80	BOARD WORKSHOP - CONFLICTS OF INTEREST, 3/20/12									X
IV.81	BOARD/DACC JOINT MEETING MINUTES - STANDARD IV, 2/29/12									X
IV.82	DACC CHARGE & COMPOSITION									X
IV.83	BOARD WORKSHOP - ACCREDITATION PRESENTATION, 5/21/13									X
IV.84	BOARD MEETING MINUTES - ACCREDITATION REPORT APPROVAL, 5/21/13									X

Grossmont College 2013 Accreditation Self Evaluation Report - Master Evidence List - Numerical

No.	Name		STANDARDS							
		I	IIA	IIB	IIC	IIIA	IIIB	IIIC	IIID	IV
IV.85	CHANCELLOR JOB ANNOUNCEMENT									X
IV.86	CHANCELLOR RECRUITMENT TIMELINE									X
IV.87	BP 6100 - DELEGATION OF AUTHORITY									X
IV.88	BP 7110 - DELEGATION									X
IV.89	ANNUAL ACTIVITY PROPOSAL TEMPLATE									X
IV.90	GCCCD INCOME ALLOCATION MODEL									X
IV.91	GCCCD ADVANCEMENT & COMMUNICATION WEBPAGE									X
IV.92	GCCCD ORG CHARTS WEBPAGE									X
IV.93	DSL CHARGE & COMPOSITION									X
IV.94	DSL WEBPAGE									X
IV.95	DSL WORKSHOPS WEBPAGE									X
IV.96	GCCCD WHO YOU GONNA CALL SHEET									X
IV.97	CHANCELLOR'S OPEN OFFICE HOUR SCHEDULE									X

APPENDIX B

Grossmont College 2013 Accreditation Self Evaluation Report - Master Evidence List - Alphabetical

No.	Name	I	IIA	IIB	IIC	IIIA	IIIB	IIIC	IIID	IV
						STANDARDS				
I.1	"ABOUT GROSSMONT" WEBPAGE	X	X							
I.17	ACADEMIC AFFAIRS ANNUAL PROGRAM REVIEW UPDATE TEMPLATE	X	X				X	X		X
I.56	ACADEMIC AFFAIRS PROGRAM REVIEW HANDBOOK	X	X				X			
I.4	ACADEMIC SENATE MEETING AGENDA - MISSION STATEMENT, 2/1/10	X								X
I.50	ACADEMIC SENATE MEETING MINUTES - STUDENT DATA, 9/17/12	X								
I.19	ADMINISTRATIVE SERVICES ANNUAL PROGRAM REVIEW UPDATE TEMPLATE	X	X				X	X		X
I.42	ADMINISTRATIVE SERVICES OUTCOMES MATRIX	X								
I.69	ANNUAL COLLEGE PLANNING GOALS	X	X			X			X	
I.75	ANNUAL COLLEGE PLANNING REPORT, 2012	X								
I.71	ANNUAL PLANNING CYCLE DIAGRAM	X	X						X	X
I.15	ARCC REPORT ARCHIVE	X	X							
I.83	BOARD MEETING MINUTES - REVIEW VOCATIONAL TRAINING PROGRAMS, 4/16/13	X								
I.82	BOARD MEETING MINUTES - REVIEW VOCATIONAL TRAINING PROGRAMS, 4/5/11	X								
I.32	BOARD MEETING MINUTES - STRATEGIC PLAN APPROVAL, 12/15/09	X								
I.81	BOARD WORKSHOP - LINKING PLANNING TO BUDGET, 6/12/12	X								
I.80	BOARD WORKSHOP - YEAR IN REVIEW PRESENTATION, 8/16/11	X								X
I.30	BOARD WORKSHOP-DE PRESENTATION, 12/13/11	X								
I.24	BP 4021 - PROGRAM DISCONTINUANCE	X	X							
I.92	BRIC PROJECT WEBPAGE	X	X							X
I.85	CCC AGENDA, OCTOBER 2012	X								X
I.13	CLASS PROJECT WEBPAGE	X	X							X
I.89	CLASSIFIED STAFFING REQUEST FORM	X							X	
I.35	COLLEGE CATALOG	X	X	X		X				X
I.59	COLLEGE DASHBOARD	X		X					X	X
I.11	COLLEGE PLANNING FORUM ARCHIVE	X		X		X				
I.49	COLLEGE PLANNING WEBSITE	X	X	X						X
I.58	CONVERSATIONS ABOUT STUDENT SUCCESS INITIATIVE WEBPAGE	X		X						X
I.12	CONVOCATION POWERPOINT, SPRING 2013	X								X
I.51	DATA MATTERS NEWSLETTER	X								
I.7	DISTANCE EDUCATION PLAN, 2012-15	X	X	X				X	X	X
I.29	DISTANCE EDUCATION REPORT, 2011	X	X	X	X			X		X
I.87	DPM QUESTION REVISIONS, 2009	X								
I.88	DPM QUESTION REVISIONS, 2010	X								
I.37	DPM WEBSITE	X	X				X		X	X

Grossmont College 2013 Accreditation Self Evaluation Report - Master Evidence List - Alphabetical

No.	Name	STANDARDS								
		I	IIA	IIB	IIC	IIIA	IIIB	IIIC	IIID	IV
I.25	EDUCATIONAL MASTER PLAN, 2012	X	X	X			X	X	X	X
I.54	EMAIL INVITATION TO THE CONVERSATIONS ON STUDENT SUCCESS	X								
I.61	ENVIRONMENTAL SCAN, 2007-08	X	X	X					X	
I.90	FACULTY STAFFING REQUEST FORM	X							X	
I.44	FIG MEETING AGENDAS - ACHIEVEMENT GAP	X								
I.10	FLEX WEEK SCHEDULE ARCHIVE	X	X	X		X		X		X
I.21	FLEX WEEK SCHEDULE, FALL 2011	X								
I.45	FLEX WEEK SCHEDULE, FALL 2012	X								
I.22	FLEX WEEK SCHEDULE, SPRING 2012	X	X							
I.66	GC "DID YOU KNOW", 2010-11	X		X			X	X	X	
I.67	GC "DID YOU KNOW", 2011-12	X		X			X	X		
I.68	GC "DID YOU KNOW", 2012-13	X					X	X		
I.70	GC INTEGRATED PLANNING CYCLE DIAGRAM	X	X	X					X	
I.14	GC KPI REPORT, 2011-12	X								
I.62	GC STRATEGIC PLAN TREND ANALYSIS SUMMARY	X								
I.2	GC STRATEGIC PLAN, 2010-16	X	X	X	X	X	X	X	X	X
I.34	GC TECHNOLOGY PLAN, 2011-14	X	X		X		X	X	X	
I.31	GCCCD EMP DEVELOPMENT TIMELINE	X								
I.77	GCCCD EMP STEERING COMMITTEE COMPOSITION	X								
I.26	GCCCD EMP TREND ANALYSIS SUMMARY	X								
I.65	GCCCD STRATEGIC AREAS OF FOCUS	X		X					X	X
I.79	GCCCD STRATEGIC PLAN PROGRESS REPORT, 2010-11	X							X	X
I.9	GE/ISLO DOCUMENT	X	X		X					
I.47	GE/ISLO RUBRIC	X								
I.48	IEC CHARGE & COMPOSITION	X								X
I.28	INSTITUTIONAL SURVEY, 2011-12	X	X	X	X	X	X	X		X
I.37a	IRC CHARGE & COMPOSITION	X	X				X	X	X	
I.38	IRC SCORING MATRIX	X					X	X	X	X
I.5	LEADERSHIP COUNCIL MEETING SUMMARY, 11-5-09	X								
I.64	LEADERSHIP RETREAT AGENDA, 2009	X								
I.3	MISSION & VISION STATEMENT SURVEY RESULTS	X								
I.76	P&RC CHARGE & COMPOSITION	X					X	X	X	X
I.74	P&RC MEETING AGENDA, APRIL 2013	X								
I.39	P&RC MEETING SUMMARY ARCHIVE	X							X	

APPENDIX B

Grossmont College 2013 Accreditation Self Evaluation Report - Master Evidence List - Alphabetical

No.	Name	I	IIA	IIB	IIC	IIIA	IIIB	IIIC	IIID	IV
I.73	P&RC MEETING SUMMARY, APRIL 2012	X								X
I.6	P&RC MEETING SUMMARY, DECEMBER 2009	X								
I.20	P&RC MEETING SUMMARY, DECEMBER 2011	X								
I.36	PIE WALLET CARD	X								
I.52	PLANNING FORUM AGENDA, 2013	X	X							
I.53	PLANNING FORUM ORIENTATION PRESENTATION, 2012	X		X						
I.27	PLANNING FORUM SUMMARY, 2011	X	X							
I.33	PLANNING FORUM SUMMARY, 2012	X	X							
I.86	PLANNING PROCESS COMMUNICATION PLAN, 2010-11	X								
I.84	PLANNING PROCESS SURVEY	X								
I.60	PRESIDENT'S NEWBURST ARCHIVE	X				X			X	X
I.40	PROGRAM REVIEW DATA WAREHOUSE	X	X							
I.72	RESEARCH AGENDA	X							X	
I.23	RESEARCH LIAISON TASK DESCRIPTION	X								X
I.46	SLO COORDINATOR TASK DESCRIPTION	X								X
I.43	STUDENT SATISFACTION SURVEY RESULTS, 2011	X		X						X
I.18	STUDENT SERVICES ANNUAL PROGRAM REVIEW UPDATE TEMPLATE	X	X	X			X	X		X
I.41	STUDENT SERVICES OUTCOMES MATRIX	X								
I.57	STUDENT SERVICES PROGRAM REVIEW HANDBOOK	X		X			X			
I.16	STUDENT SUCCESS SCORECARD	X								
I.8	TOOLS AND TECHNIQUES FOR ONLINE LEARNING	X	X			X		X		X
I.91	TRACDAT WEBSITE	X	X							
I.55	TTLC MEETING SUMMARY ARCHIVE	X		X				X		
I.63	VISIONING ACTIVITY SUMMARY	X								X
I.78	WHAT WE DO BEST SUMMARY	X								
IIA.67	ACADEMIC AFFAIRS DEPARTMENTS WEBSITE		X							
IIA.75	ACADEMIC FRAUD NOTICE		X							
IIA.54	ACCJC ANNUAL REPORT, 2013		X							
IIA.55	AOJ CERTIFICATION PASS RATES		X							
IIA.21	AOJ SLO VIDEO ON SLO WEBSITE		X							
IIA.84	AP 3050 - INSTITUTIONAL CODE OF ETHICS		X			X				X
IIA.86	AP 3060 - INSTITUTIONAL CODE OF CONDUCT		X							
IIA.69	AP 4021 - PROGRAM DISCONTINUANCE		X							
IIA.81	AP 4105 - DISTANCE EDUCATION		X							

Grossmont College 2013 Accreditation Self Evaluation Report - Master Evidence List - Alphabetical

No.	Name	I	IIA	IIB	IIC	IIIA	IIIB	IIIC	IIID	IV
						STANDARDS				
IIA.80	AP 5500 - STANDARDS OF STUDENT CONDUCT		X			X				
IIA.23	ARTICULATION WEBPAGE		X	X						
IIA.24	ASSIST.ORG WEBSITE		X							
IIA.63	ASSOCIATE DEGREE BROCHURE EXAMPLE		X							
IIA.73	BOARD POLICY & PROCEDURES WEBSITE		X			X				X
IIA.83	BP 3050 - INSTITUTIONAL CODE OF ETHICS		X			X				X
IIA.85	BP 3060 - INSTITUTIONAL CODE OF CONDUCT		X							
IIA.72	BP 4030 - ACADEMIC FREEDOM		X							
IIA.77	BP 4035 - CONTROVERSIAL ISSUES		X							
IIA.78	BP 5510 - RIGHTS OF STUDENTS		X			X				
IIA.12	CALIFORNIA REPORT ON DISTANCE EDUCATION, 2011		X							
IIA.58	CAMPUS SCENE WEBPAGE		X							X
IIA.41	CHILD DEVELOPMENT CURRICULUM ALIGNMENT PROJECT WEBSITE		X							
IIA.37	CLASS PROJECT FINDINGS		X							
IIA.38	CLASS PROJECT PILOT INTERVENTION EVALUATION		X							
IIA.9	CLASS SCHEDULE		X	X						
IIA.65	CLASS SCHEDULE WEBPAGE		X							
IIA.36	CLUB LIST		X	X						
IIA.61	COLLEGE CATALOG WEBPAGE		X	X						
IIA.6	COLLEGE PLANNING FORUM PRESENTATION - EEO DATA, 2013		X			X				
IIA.16	COLLEGEWIDE SLO PROGRESS SPREADSHEET		X							
IIA.64	COUNSELING CENTER WEBSITE		X	X						
IIA.33	COURSE MODIFICATION FORM		X							
IIA.60	COURSE OUTLINE TEMPLATE		X							
IIA.50	CSLO RUBRIC JAN 2013		X							
IIA.51	CSLO RUBRIC SUPPORT CHART FALL 2012		X							
IIA.22	CSLO TO PSLO MAPPING DOCUMENT		X							
IIA.57	CTE EMPLOYMENT OUTCOMES SURVEY FOR COMPLETERS		X							
IIA.56	CTE EMPLOYMENT OUTCOMES SURVEY FOR LEAVERS		X							
IIA.29	CURRICULUM ALIGNMENT FORM		X							
IIA.1	CURRICULUM COMMITTEE CHARGE & COMPOSITION		X							X
IIA.3	CURRICULUM DE INSTRUCTIONS AND PROPOSAL FORM		X							
IIA.2	CURRICULUM HANDBOOK		X							
IIA.28	CURRICULUM LETTER OF INTENT FORM		X							

Grossmont College 2013 Accreditation Self Evaluation Report - Master Evidence List - Alphabetical

No.	Name	I	IIA	IIB	IIC	IIIA	IIIB	IIIC	IIID	IV
						STANDARDS				
IIA.4	CURRICULUM WEBSITE		X	X						X
IIA.5	DE COURSE LIST		X							
IIA.70	DEC MEETING SUMMARY ARCHIVE		X							X
IIA.40	ENGLISH EXPRESS RESEARCH STUDY		X							
IIA.35	ENROLLMENT STRATEGIES MEETING SUMMARY ARCHIVE		X						X	
IIA.79	FACULTY CONTRACT		X	X		X				X
IIA.15	FACULTY SUPPORT FOR ONLINE CLASSES WEBPAGE		X							
IIA.66	FINANCIAL AID WEBPAGE		X	X						
IIA.7	FRESHMAN ACADEMY WEBPAGE		X							
IIA.52	GAINFUL EMPLOYMENT WEBPAGE		X							
IIA.82	GC ETHICS STATEMENT		X							X
IIA.68	GC HEALTH PROFESSIONS WEBSITE		X							
IIA.59	GC MAIN WEBSITE		X							X
IIA.46	GE APPLICATION WEBPAGE		X							
IIA.45	GE CURRICULUM APPLICATION		X							
IIA.47	GE SLO TO ISLO MAPPING DOCUMENT		X							
IIA.48	GE/ISLO FLEX WEEK WORKSHOP WRITEEUP, SPRING 2012		X							
IIA.44	HENRIETTA LACKS FLEX WEEK WORKSHOP RESULTS		X							
IIA.49	HENRIETTA LACKS SURVEY DATA		X							
IIA.11	INSTRUCTOR EVALUATION FORM - PEER/MANAGER VERSION		X							
IIA.10	INSTRUCTOR EVALUATION FORM - STUDENT VERSION		X							
IIA.39	MATH ACADEMY CLASS PRESENTATION		X							
IIA.20	MATH VIDEO ON SLO WEBSITE		X							
IIA.27	MIDDLE COLLEGE HIGH SCHOOL WEBSITE		X							
IIA.53	NURSING PASS RATE WEBSITE		X							
IIA.30	OFFICIAL COURSE OUTLINE REPORT		X							
IIA.14	ONLINE SUCCESS WEBPAGE		X					X		
IIA.43	PSLO TO ISLO MAPPING DOCUMENT		X							
IIA.13	REGULAR AND EFFECTIVE CONTACT POLICY		X			X		X		X
IIA.31	REMOVED									
IIA.32	REMOVED									
IIA.42	REMOVED - SEE EVIDENCE I.9									
IIA.71	RPIE WEBSITE		X	X						X
IIA.19	SLO DEPARTMENT SPREADSHEETS, TAB 3 (ENGLISH)		X							

Grossmont College 2013 Accreditation Self Evaluation Report - Master Evidence List - Alphabetical

No.	Name	I	IIA	IIB	IIC	IIIA	IIIB	IIIC	IIID	IV
						STANDARDS				
IIA.18	SLO DEPARTMENT SPREADSHEETS,TAB 1 (ENGLISH)		X							
IIA.17	SLO TOOLKIT		X							
IIA.34	SLO WEBSITE		X	X						
IIA.74	STUDENT DISCIPLINE PROCEDURES, 2012		X							
IIA.62	STUDENT SATISFACTION SURVEY, 2010		X	X						X
IIA.26	STUDY ABROAD WEBSITE		X							
IIA.8	SUMMER INSTITUTE WEBPAGE		X	X						
IIA.76	SYLLABUS STATEMENT ON ACADEMIC INTEGRITY		X							
IIA.25	TRANSFER CENTER WEBPAGE		X	X						
IIB.51	ACORN REVIEW LITERARY MAGAZINE WEBSITE			X						
IIB.54	ADULT RE-ENTRY WEBSITE			X						
IIB.67	ADVISING WEBPAGE			X						
IIB.38	ASGC COMMITTEE LIST			X						
IIB.34	ASGC RETREAT AGENDA			X						
IIB.33	ASGC WEBSITE			X		X				
IIB.32	ASK A COUNSELOR WEBPAGE			X						
IIB.77	ASSESSMENT WEBSITE			X						
IIB.60	ATHLETICS WEBPAGE			X						
IIB.9	BASIC SKILLS COMMITTEE CHARGE & COMPOSITION			X						X
IIB.59	BOARD MEETING MINUTES - STUDENT HEALTH FEE, 12/13/11			X						
IIB.81	BP 5040 - STUDENT RECORDS, DIRECTORY INFORMATION, & PRIVACY			X						
IIB.73	BP 7100 - COMMITMENT TO DIVERSITY			X		X				
IIB.43	CAMPUS EVENTS WEBPAGE			X						
IIB.52	CAREER ASSESSMENTS DOCUMENT			X						
IIB.53	CAREER CENTER NEWS AND EVENTS WEBPAGE			X						
IIB.29	CAREER CENTER WEBPAGE			X						
IIB.17	CCCCO COMPLAINT PROCESS FORM			X						
IIB.6	CCSSE RESULTS			X						
IIB.41	CLUB ONLINE ORIENTATION/REGISTRATION SESSION			X						
IIB.42	CLUB ORIENTATION/REGISTRATION QUIZ			X						
IIB.40	CLUB REGISTRATION FORM			X						
IIB.15	CLUBS AND STUDENT ORGANIZATIONS WEBPAGE			X		X				
IIB.70	COUNSELING EQUIVALENCY			X						
IIB.66	COUNSELING FAQS			X						

Grossmont College 2013 Accreditation Self Evaluation Report - Master Evidence List - Alphabetical

No.	Name			STANDARDS							
		I	IIA	IIB	IIC	IIIA	IIIB	IIIC	IIID	IV
IIB.30	REMOVED								X	
IIB.56	DSPS SPECIALIZED CLASSES & PROGRAMS WEBPAGE			X						
IIB.55	DSPS WEBSITE			X						
IIB.22	EARLY ADMISSIONS OPPORTUNITY WEBPAGE			X						
IIB.45	EGROSSMONT - UMOJA EVENT, 4/11/11			X						
IIB.61	EGROSSMONT ARCHIVE			X						X
IIB.8	GC DEIC CHARGE & COMPOSITION			X		X				X
IIB.75	GC DEIC MEETING SUMMARY ARCHIVE			X						
IIB.71	GC DIVERSITY INITIATIVES WEBPAGE			X						
IIB.20	GC MATRICULATION REPORT ARCHIVE			X						
IIB.37	GC ORGANIZATIONAL AND GOVERNANCE STRUCTURE WEBPAGE			X						X
IIB.65	GC SOCIAL MEDIA WEBPAGE			X						
IIB.74	GCCCD DEI STRATEGIC PLAN			X		X				X
IIB.36	GCCCD GOVERNANCE HANDBOOK			X						X
IIB.39	GCCCD NEWS RELEASE - BUDGET ADVOCACY EVENT, 5/18/11			X						
IIB.3	GCCCD NEWS RELEASE-GRIFFIN CENTER & STUDENT/ADMIN DEDICATION, 4/9/12			X						
IIB.16	GCCCD TECHNOLOGY ANNUAL ACTION PLAN, 2012-13			X						
IIB.24	GETTING STARTED WEBPAGE			X						
IIB.50	GRIFFIN RADIO WEBPAGE			X						
IIB.58	HEALTH SERVICES WEBSITE			X						
IIB.64	HENRIETTA LACKS WEBPAGE			X						
IIB.48	HYDE ART GALLERY WEBPAGE			X						
IIB.35	ICC WORKSHOP AGENDA			X						
IIB.12	JOHN NIXON REPORT			X						
IIB.28	LIBRARY WEBSITE			X	X					
IIB.57	LIFE COACH PROGRAM WEBSITE			X						
IIB.62	LITERARY ARTS FESTIVAL WEBPAGE			X						
IIB.78	MATH ASSESSMENT AND PLACEMENT WEBSITE			X						
IIB.79	MATH CUT SCORE ANALYSIS			X						
IIB.63	NEW VOICES WEBPAGE			X						
IIB.26	ONLINE ORIENTATION AND ADVISING DOCUMENT			X						
IIB.76	ONLINE REQUEST FOR GRADUATION WEBPAGE			X						
IIB.14	ONLINE STUDENT SERVICES WEBSITE			X						
IIB.23	ONLINE TRANSCRIPT REQUEST WEBPAGE			X						

Grossmont College 2013 Accreditation Self Evaluation Report - Master Evidence List - Alphabetical

No.	Name	I	IIA	IIB	IIC	IIIA	IIIB	IIIC	IIID	IV
IIB.68	ORIENTATION AND ADVISING HANDBOOK, 2013-14			X						
IIB.69	PERSONAL COUNSELING RESOURCE AND LINKS			X						
IIB.5	PRE-POST ORIENTATION SURVEY			X						
IIB.46	PSYCH CSL PPT			X						
IIB.1	RESIDENCY REQUIREMENTS WEBPAGE			X						
IIB.11	RPIE RESEARCH AND PLANNING TOOLS WEBPAGE			X						
IIB.19	SS PROGRAM REVIEW COMMITTEE CHARGE & COMPOSITION			X						
IIB.27	STUDENT AFFAIRS WEBPAGE			X		X				
IIB.13	STUDENT SATISFACTION SURVEY RESULTS, 2009			X						X
IIB.7	STUDENT SERVICES COUNCIL MEETING AGENDA ARCHIVE			X						
IIB.21	SUMMER INSTITUTE PROGRAM PRESENTATION FOR CLASS			X						
IIB.49	SUMMIT NEWSPAPER WEBPAGE			X						
IIB.47	THEATRE WEBPAGE			X						
IIB.10	TTLC CHARGE & COMPOSITION			X	X		X			X
IIB.2	TUTORING WEBPAGE			X	X					
IIB.44	UMOJA WEBPAGE			X						
IIB.72	WACC WEBPAGE			X		X				
IIB.31	WEB ACCESSIBILITY GUIDELINES			X						
IIB.18	WEBADVISOR			X						
IIB.4	WEEK OF WELCOME FLYER			X						
IIB.25	WELCOME VIDEO			X						
IIB.80	WEST HILLS PROJECT DATA			X						
IIC.53	ACRL METRICS WEBSITE				X					
IIC.42	ASK A LIBRARIAN (QUESTION POINT) WEBSITE				X					
IIC.4	ATC LAB USAGE HISTORY				X					
IIC.18	BOOK BUDGET FORMULA, 2012-13				X					
IIC.9	CALIFORNIA STANDARDS OF PRACTICE				X					
IIC.12	COLLECTION DEVELOPMENT POLICY				X					
IIC.26	COPYRIGHT/PLAGIARISM WEBPAGE				X					
IIC.33	COUN 130 STUDENT REFLECTIONS ON LIBRARY INSTRUCTION				X					
IIC.10	DATABASE LIST WEBPAGE				X					
IIC.39	EMERGENCY PLAN				X					
IIC.5	EWC NUMBER OF TUTORING SESSIONS				X					
IIC.34	FACULTY EVALUATIONS OF LIBRARY INSTRUCTION-SAMPLES				X					

Grossmont College 2013 Accreditation Self Evaluation Report - Master Evidence List - Alphabetical

No.	Name	I	IIA	IIB	IIC	IIIA	IIIB	IIIC	IIID	IV
IIC.45	FACULTY LIBRARY USE/MARKETING SURVEY, 2011				X					
IIC.49	ISO ASSESSMENT EVALUATION REPORT-CIRCULATION, 2009				X					
IIC.44	ISO ASSESSMENT EVALUATION REPORT-INTERLIBRARY LOANS, 2009				X					
IIC.50	ISO ASSESSMENT EVALUATION REPORT-MEDIA DESK, 2009				X					
IIC.51	ISO ASSESSMENT EVALUATION REPORT-REFERENCE DESK, 2009				X					
IIC.54	LIBRARY ANNUAL DATA SURVEY, 2010-12				X					
IIC.35	LIBRARY ANNUAL PROGRAM REVIEW UPDATE,2011-12				X	X				
IIC.24	LIBRARY INSTRUCTION WEBPAGE				X					
IIC.29	LIBRARY INSTRUCTIONS TOTALS				X					
IIC.43	LIBRARY ISO ANNUAL REPORT, 2010-2011				X					
IIC.19	LIBRARY ISO MATRIX				X					
IIC.13	LIBRARY LIAISON LIST				X					
IIC.15	LIBRARY MARKETING SURVEY, 2011				X					
IIC.23	LIBRARY ONLINE STUDENT RESOURCES				X					
IIC.22	LIBRARY ONLINE TUTORIAL (LUCI) WEBPAGE				X					
IIC.17	LIBRARY RESOURCES PROGRAM REVIEW SUMMARY				X					
IIC.38	LIBRARY SERVICE DESK SURVEY RESULTS SUMMARY				X					
IIC.27	LIBRARY SLOS				X					
IIC.52	LIR 110 SYLLABUS				X					
IIC.11	LTRC PROGRAM REVIEW TEMPLATE				X					
IIC.37	MARKETING PLAN STUDENT SURVEY RESULTS, 2011				X					
IIC.7	MATH STUDY CENTER END OF SEMESTER REPORT, FALL 2012				X					
IIC.6	MATH STUDY CENTER HEADCOUNT, FALL 2012				X					
IIC.46	NATIONAL TUTORING ASSOCIATION CODE OF ETHICS				X					
IIC.55	NCES LIBRARY STATISTICS WEBSITE				X					
IIC.21	NEW SERVICE MODEL FOR REFERENCE DESK ARTICLE				X					
IIC.25	ONLINE LIBRARY FLOOR LAYOUTS AND TOUR				X					
IIC.31	ONLINE TUTORIAL QUIZ RESULTS, 2011				X					
IIC.2	OPEN COMPUTER LAB WEBPAGE				X					
IIC.3	OPEN LAB HEAD COUNTS,SPRING 2012				X					
IIC.48	QUESTION POINT STATISTICS				X					
IIC.36	REFERENCE DESK STATISTICS				X					
IIC.14	RESEARCH GUIDES WEBPAGE				X					
IIC.40	SDICCCLRC WEBPAGE				X					

Grossmont College 2013 Accreditation Self Evaluation Report - Master Evidence List - Alphabetical

No.	Name			STANDARDS							
		I	IIA	IIB	IIC	IIIA	IIIB	IIIC	IIID	IV
IIC.41	SILDRN WEBPAGE				X					
IIC.30	SLO IN-PERSON INSTRUCTION & TUTORIAL				X					
IIC.28	STANDARDS-BASED EXERCISE EXAMPLE				X					
IIC.16	STATISTICS AND TRENDS (ALA/ARL)				X					
IIC.32	STUDENT COMMENTS AFTER LIBRARY INSTRUCTION				X					
IIC.56	STUDENT REQUESTED TEXTBOOK PROJECT				X					
IIC.1	TECH MALL WEBSITE				X					
IIC.47	TUTOR TASK FORCE CHARGE & COMPOSITION				X					
IIC.8	TUTORING SERVICES SURVEY REPORT, FALL 2012				X					
IIC.20	WI-FI HOTSPOT WEBPAGE				X					
IIIA.31	3-5 YEAR SUSTAINABILITY STAFFING PLAN					X			X	
IIIA.26	AAUP STATEMENT ON PROFESSIONAL ETHICS					X				
IIIA.23	ACADEMIC SENATE MEETING AGENDA - SLO SELF REFLECTION, 4/16/12					X				
IIIA.13	ADMINISTRATOR'S ASSOCIATION HANDBOOK					X				
IIIA.49	ADMINISTRATOR'S PROFESSIONAL DEVELOPMENT SURVEY, 2013					X				
IIIA.18	AP 2435 - EVALUATION OF THE CHANCELLOR					X				X
IIIA.36	AP 3410 - NONDISCRIMINATION					X				
IIIA.39	AP 3430 - PROHIBITION OF HARASSMENT					X				
IIIA.25	AP 3720 - COMPUTER AND NETWORK USE					X				
IIIA.35	AP 7100 - COMMITMENT TO DIVERSITY					X				
IIIA.20	AP 7112 - COLLEGE PRESIDENT EVALUATION					X				X
IIIA.3	AP 7120 - RECRUITMENT AND SELECTION					X				
IIIA.34	AP 7145 - PERSONNEL FILES					X				
IIIA.7	AP 7211 - FACULTY SERVICE AREAS, MINIMUM QUALS, AND EQUIVALENCIES					X				
IIIA.42	AT HOME IN THE WORLD INITIATIVE WEBSITE					X				
IIIA.8	BOARD MEETING MINUTES - DISCIPLINE EQUIVALENCIES, 10/16/12					X				
IIIA.44	BOARD MEETING MINUTES - EEO PLAN, 9/8/09					X				
IIIA.43	BP 1200 - DISTRICT AND COLLEGE MISSION STATEMENTS					X				X
IIIA.32	BP 2410 - BOARD POLICIES AND ADMINISTRATIVE PROCEDURES					X				X
IIIA.17	BP 2435 - EVALUATION OF THE CHANCELLOR					X				X
IIIA.24	BP 2715 - BOARD CODE OF ETHICS AND CONDUCT					X				X
IIIA.37	BP 3410 - NONDISCRIMINATION					X				
IIIA.38	BP 3430 - PROHIBITION OF HARASSMENT					X				
IIIA.45	BP 5010 - ADMISSIONS AND CONCURRENT ENROLLMENT					X				

Grossmont College 2013 Accreditation Self Evaluation Report - Master Evidence List - Alphabetical

No.	Name	I	IIA	IIB	IIC	IIIA	IIIB	IIIC	IIID	IV
						STANDARDS				
IIIA.46	BP 5052 - OPEN ENROLLMENT					X				
IIIA.47	BP 5300 - STUDENT EQUITY					X				
IIIA.19	BP 7112 - COLLEGE PRESIDENT EVALUATION					X				X
IIIA.2	BP 7120 - RECRUITMENT AND SELECTION					X				
IIIA.33	BP 7145 - PERSONNEL FILES					X				
IIIA.6	BP 7211 - FACULTY SERVICE AREAS, MINIMUM QUALS, AND EQUIVALENCIES					X				
IIIA.52	CLASSIFIED STAFF PROFESSIONAL DEVELOPMENT ADVISORY COMMITTEE					X				
IIIA.48	CLASSIFIED STAFF PROFESSIONAL DEVELOPMENT SURVEY, 2013					X				
IIIA.22	COLLEGE PLANNING FORUM PRESENTATION - STUDENT OUTCOMES DATA, 2012					X				
IIIA.50	COLLEGEWIDE PROFESSIONAL DEVELOPMENT COMMITTEE CHARGE & COMPOSITION					X				X
IIIA.14	CONFIDENTIAL EMPLOYEE HANDBOOK					X				
IIIA.28	CRITICAL HIRE LIST, 1/7/13					X				
IIIA.29	CRITICAL HIRE LIST, 3/11/13					X				
IIIA.30	CRITICAL HIRE LIST, 4/8/13					X				
IIIA.16	CSEA ANNUAL PERFORMANCE ASSESSMENT					X				
IIIA.5	CSEA CONTRACT					X				
IIIA.15	CSEA PROBATIONARY EVALUATION FORM					X				
IIIA.21	DEPARTMENT SLO SPREADSHEETS, TAB 4 - SLO SIX-YEAR PLAN (ENGLISH)					X				
IIIA.56	DSP&BC CHARGE & COMPOSITION					X	X	X	X	X
IIIA.1	EEO PLAN					X				
IIIA.51	FACULTY PROFESSIONAL DEVELOPMENT COMMITTEE CHARGE & COMPOSITION					X				X
IIIA.27	FON CALCULATION BY SITE, FALL 2012					X				
IIIA.54	GC FACULTY PROFESSIONAL DEVELOPMENT FAQS					X				
IIIA.4	GCCCD CAREER SITE					X				
IIIA.41	GCCCD DEI CLIMATE SURVEY RESULTS, 2012					X				
IIIA.40	GCCCD DEI COUNCIL CHARGE & COMPOSITION					X				X
IIIA.12	PE12 - HIRING CLASSIFIED PERSONNEL					X				
IIIA.9	PE2 - HIRING ADJUNCT FACULTY					X				
IIIA.10	PE6 - HIRING NOT-FOR-CREDIT INSTRUCTORS					X				
IIIA.11	PE9 - HIRING REGULAR FACULTY					X				
IIIA.53	PROF DEV MASTER SCHEDULE WEBPAGE					X				
IIIA.55	PROFESSIONAL DEVELOPMENT ACTIVITY EVALUATION FORM					X				
IIIB.24	ACTIVITY PROPOSAL (AP-305)						X			X
IIIB.9	ANNUAL INSPECTION REPORT						X			

APPENDIX B

Grossmont College 2013 Accreditation Self Evaluation Report - Master Evidence List - Alphabetical

No.	Name		STANDARDS								
		I	IIA	IIB	IIC	IIIA	IIIB	IIIC	IIID	IV
IIIB.2	AP 3500 - CAMPUS SAFETY						X			
IIIB.6	AP 3501 - CAMPUS SECURITY AND ACCESS						X			
IIIB.8	AP 3505 - EMERGENCY PREPAREDNESS AND MANAGEMENT PLAN						X			
IIIB.5	AP 6800 - SAFETY						X			
IIIB.21	ATAC CHARGE AND COMPOSITION						X			
IIIB.30	BOARD MEETING AGENDA - ITEMS 404 & 406, 7/21/09						X			
IIIB.32	BOARD MEETING MINUTES - FMP PHASE I APPROVAL AND LOAN REQUEST, 9/11/12						X			
IIIB.14	BOARD WORKSHOP - EMERGENCY PREPAREDNESS PRESENTATION, 4/16/13						X			
IIIB.1	BP 3500 - CAMPUS SAFETY						X			
IIIB.7	BP 3505 - EMERGENCY PREPAREDNESS AND MANAGEMENT PLAN						X			
IIIB.3	BP 3508 - WORKPLACE SAFETY						X			
IIIB.26	BP 3525 - SKATEBOARDS, … AND OTHER RECREATIONAL WHEELED VEHICLES						X			
IIIB.4	BP 6800 - SAFETY						X			
IIIB.11	FACILITIES COMMITTEE CHARGE & COMPOSITION						X			
IIIB.25	FACILITIES COMMITTEE WEBSITE						X			
IIIB.16	FACILITIES MASTER PLAN, 2013						X	X	X	
IIIB.15	FIVE-YEAR CONSTRUCTION PLAN, 2014-19						X		X	
IIIB.13	GC EOC COMMITTEE COMPOSITION						X			
IIIB.23	GC SCHEDULED MAINTENANCE MASTER PLAN STATUS, SEPTEMBER 2012						X			
IIIB.22	GC SCHEDULED MAINTENANCE PLAN, 2011-15						X		X	
IIIB.19	GC TECHNOLOGY ROLLOVER SCHEDULE, 2011-14						X	X		
IIIB.12	GCCCD SAFETY/HAZMAT COMMITTEE WEBPAGE						X			
IIIB.28	INJURY AND ILLNESS PREVENTION PLAN						X			
IIIB.20	ITAC CHARGE AND COMPOSITION						X			
IIIB.18	MAINTENANCE CONTRACT EXAMPLE						X			
IIIB.31	MASTER EQUIPMENT REPLACEMENT LIST						X			
IIIB.17	ROOFING CONDITIONS ASSESSMENT SUMMARY						X		X	
IIIB.27	SAFETY INSPECTION RECOMMENDATIONS, 2011						X			
IIIB.10	UNSAFE CONDITIONS ONLINE REPORTING FORM						X			
IIIB.29	WELLNESS INITIATIVE WEBSITE						X			
IIIC.1	ATC WEBPAGE							X		
IIIC.9	CLASSROOM TECHNOLOGY INVENTORY							X		
IIIC.7	DISTRICT SERVICES SURVEY RESULTS WEBPAGE							X		X
IIIC.5	EMAIL FORWARDING INSTRUCTIONS							X		

Grossmont College 2013 Accreditation Self Evaluation Report - Master Evidence List - Alphabetical

No.	Name		I	IIA	IIB	IIC	IIIA	IIIB	IIIC	IIID	IV
		STANDARDS									
IIIC.4	EMAIL WEBPAGE								X		
IIIC.15	ICS TRAINING OUTLINE 2011								X		
IIIC.8	IMS INSTRUCTIONS FOR SMART CLASSROOM TECHNOLOGY								X		
IIIC.14	LEARNING ASSISTANCE CENTERS AND COMPUTER LABS WEBPAGE								X		
IIIC.3	P&RC MEETING SUMMARY - TECH PLAN, 10/22/11								X		
IIIC.11	SCHEDULE FOR "DEVELOPING AN ONLINE COURSE" CLASS								X		
IIIC.2	TECH PLANNING CHART								X		
IIIC.10	TECH SHOWCASE SCHEDULE								X		
IIIC.6	VOICEMAIL GUIDES								X		
IIIC.12	WEB-BASED TRAINING TOOLS								X		
IIIC.13	WEBADVISOR LOG-IN TRAINING WEBPAGE								X		
IIID.63	BUDGET FAQS									X	
IIID.18	ADOPTION BUDGET PRESENTATION, 2012-13									X	
IIID.1	ADOPTION BUDGET, 2010-11									X	
IIID.2	ADOPTION BUDGET, 2011-12									X	
IIID.3	ADOPTION BUDGET, 2012-13									X	X
IIID.107	ANNUAL PROGRAM REVIEW UPDATE WEBPAGE									X	
IIID.39	AP 6200 - BUDGET PREPARATION									X	
IIID.49	AP 6250 - BUDGET MANAGEMENT									X	
IIID.51	AP 6300 - FISCAL MANAGEMENT									X	
IIID.53	AP 6320 - INVESTMENTS									X	
IIID.92	AP 6340 - BIDS AND CONTRACTS									X	
IIID.93	AP 6340.1 - CONTRACTS, CONSTRUCTION									X	
IIID.94	AP 6340.2 - CONTRACTS, ELECTRONIC SYSTEMS AND MATERALS (COMPUTERS)									X	
IIID.95	AP 6340.3 - CONTRACTS, ACCESSIBILITY OF INFORMATION TECHNOLOGY									X	
IIID.71	AUXILIARY AUDIT, 2006-07									X	
IIID.58	AUXILIARY AUDIT, 2011-12									X	
IIID.79	AUXILIARY PARTNERS/SUPPORTERS WEBPAGE									X	
IIID.10	BASIC SKILLS PLAN, 2012-13									X	
IIID.40	BAT CHARGE AND COMPOSITION									X	X
IIID.29	BOARD MEETING AGENDA - PROP R PROGRESS REPORT, 9/11/12									X	
IIID.66	BOARD MEETING MINUTES - AUDIT REPORTS, 12/11/12									X	
IIID.32	BP 6200 - BUDGET PREPARATION									X	X
IIID.48	BP 6250 - BUDGET MANAGEMENT									X	X

Grossmont College 2013 Accreditation Self Evaluation Report - Master Evidence List - Alphabetical

No.	Name	I	IIA	IIB	IIC	IIIA	IIIB	IIIC	IIID	IV
								STANDARDS		
IIID.50	BP 6300 - FISCAL MANAGEMENT								X	X
IIID.52	BP 6320 - INVESTMENTS								X	
IIID.90	BP 6340 - CONTRACTS								X	
IIID.91	BP 6370 - CONTRACTS, PERSONAL SERVICES								X	
IIID.54	BP 6400 - AUDITS								X	X
IIID.11	BSI INTERVENTION DATA, FALL 2012								X	
IIID.44	BUDGET FORUM ANNOUNCEMENT, MARCH 2012								X	X
IIID.33	BUDGET PREPARATION MERGED (GC/GCCCD) CALENDAR, 2013-14								X	
IIID.22	BUDGET TASKFORCE (2009) MEMBERSHIP & CHARGE								X	
IIID.23	BUDGET TASKFORCE (2009) REPORT								X	
IIID.47	BUDGET TRANSFER FORM								X	
IIID.46	BUDGET TRANSFER QUICK REFERENCE								X	
IIID.45	BUDGET UPDATE PRESENTATION, MARCH 2012								X	X
IIID.34	BUDGET WORKSHEET - UNRESTRICTED GENERAL FUND								X	
IIID.75	CAMPUS SCENE, SUMMER 2011								X	
IIID.74	CBOC ANNUAL REPORT, 2012								X	
IIID.73	CBOC WEBSITE								X	
IIID.89	CDR CHALLENGE LETTER, APRIL 2012								X	
IIID.42	CHANCELLOR BUDGET UPDATE, 6/20/12								X	
IIID.67	CHANCELLOR'S MESSAGE ARCHIVE								X	X
IIID.88	CLASSIFIED STAFFING COMMITTEE CHARGE & COMPOSITION								X	
IIID.36	CLASSIFIED STAFFING SCORING SHEET								X	
IIID.104	CLINICAL CONTRACT EXAMPLE								X	
IIID.86	CRITICAL HIRE WEBPAGE								X	
IIID.17	DISTRICT SERVICES STRATEGIC PLAN								X	X
IIID.21	DSP&BC MEETING SUMMARIES ARCHIVE								X	
IIID.4	DSP&BC SPECIAL MEETING - BUDGET SHORTFALL OPTIONS, 2/7/11								X	
IIID.43	EMAIL BUDGET UPDATE, MAY 2011								X	
IIID.15	ENDING BALANCE SPREADSHEET, 2011-12								X	
IIID.7	ENROLLMENT STRATEGIES CHARGE AND COMPOSITION								X	
IIID.81	ENROLLMENT STRATEGIES COMMITTEE UPDATE, JUNE 2011								X	
IIID.72	REMOVED - SEE EVIDENCE IIID.46									
IIID.87	FACULTY STAFFING COMMITTEE CHARGE & COMPOSITION								X	
IIID.37	FACULTY STAFFING SCORING SHEET								X	

Grossmont College 2013 Accreditation Self Evaluation Report - Master Evidence List - Alphabetical

No.	Name	I	IIA	IIB	IIC	IIIA	IIIB	IIIC	IIID	IV
						STANDARDS				
IIID.80	FGCC "ABOUT US" WEBPAGE								X	X
IIID.60	FGCC AUDIT, 2011-12								X	
IIID.84	FTES TASKFORCE RECOMMENDATIONS, APRIL 2011								X	
IIID.12	GC ANNUAL PLANNING CALENDAR								X	
IIID.65	GC BUDGET UPDATE - FUND EXPENDITURES, JANUARY 2012								X	
IIID.78	GC FOUNDATION AUDIT, 2009-10								X	
IIID.77	GC FOUNDATION AUDIT, 2010-11								X	
IIID.38	GC STATEMENT OF ENERGY PLANS								X	
IIID.55	GCCCD AUDIT REPORT, 2008-09								X	
IIID.56	GCCCD AUDIT REPORT, 2009-10								X	
IIID.57	GCCCD AUDIT REPORT, 2010-11								X	
IIID.27	GCCCD AUDIT REPORT, 2011-12								X	
IIID.62	GCCCD AUDIT WEBPAGE								X	X
IIID.41	GCCCD BUDGET PREPARATION CALENDAR, 2013-14								X	
IIID.25	GCCCD INTRANET PLANNING AND BUDGET WEBSITE								X	
IIID.16	GCCCD STRATEGIC PLAN								X	
IIID.26	GCCCD TECHNOLOGY PLAN								X	X
IIID.9	GRANTS AND CATEGORICALS, 2011-12								X	
IIID.83	NEGATIVE BALANCE REPORT								X	
IIID.20	NOBLE AMBITIONS WEBSITE								X	X
IIID.96	OPERATING PROCEDURE (CO1) - REQUEST FOR CONTRACT								X	
IIID.97	OPERATING PROCEDURE (CO2) - OVERVIEW OF CONTRACTS PROCESS								X	
IIID.98	OPERATING PROCEDURE (CO3) - PROPOSALS FOR GRANTS, CONTRACTS, ETC.								X	
IIID.99	OPERATING PROCEDURE (CO4) - CONTRACT EDUCATION								X	
IIID.100	OPERATING PROCEDURE (CO5) - PROFESSIONAL SERVICE AGREEMENTS								X	
IIID.101	OPERATING PROCEDURE (CO6) - CLINICAL AGREEMENTS								X	
IIID.102	OPERATING PROCEDURE (CO7) - ART GALLERY EXHIBIT AGREEMENT								X	
IIID.103	OPERATING PROCEDURE (CO8) - INDEPENDENT CONTRACTOR CHECKLIST								X	
IIID.76	OSHER SCHOLARSHIP AWARD RECIPIENTS LIST								X	
IIID.106	P&RC MEETING SUMMARY - PLANNING ACTIVITY FUNDING APPROVAL, AUGUST 2012								X	X
IIID.108	P&RC MEETING SUMMARY - PLANNING ACTIVITY OUTCOME REPORTS, APRIL 2013								X	
IIID.59	PEAR PLAN AUDIT, 2011-12								X	
IIID.19	PIE 3-YEAR DIAGRAM								X	
IIID.35	POSITION BUDGETING FORECAST								X	

Grossmont College 2013 Accreditation Self Evaluation Report - Master Evidence List - Alphabetical

No.	Name	I	IIA	IIB	IIC	IIIA	IIIB	IIIC	IIID	IV
						STANDARDS				
IIID.30	PROP R FUNDING PLAN, 2012-13								X	
IIID.61	PROP R PERFORMANCE AUDIT, 2011-12								X	
IIID.31	PROP R PROGRAM AND PROJECT PROGRESS REPORT, JUNE 2012								X	
IIID.28	PROP R WEBSITE								X	
IIID.64	QUICK REFERENCE WEBPAGE								X	
IIID.70	RATIFICATION OF SIGNATURES LIST, 12/11/12								X	
IIID.85	REPORTS WEBSITE								X	
IIID.68	REQUEST FOR CONTRACT FORM								X	
IIID.69	REQUEST FOR CONTRACT QUICK REFERENCE								X	
IIID.6	SECTION COUNT EXCEL SPREADSHEET COMPARISON								X	
IIID.105	TENTATIVE BUDGET DEVELOPMENT MEMO								X	
IIID.13	TENTATIVE BUDGET PRESENTATION, 2011-12								X	
IIID.14	TENTATIVE BUDGET PRESENTATION, 2012-13								X	
IIID.24	TENTATIVE BUDGET, 2011-12								X	
IIID.5	UPDATED INCOME ALLOCATION FORMULA, 11/14/12								X	
IIID.8	UTILITY EXPENSE PRINTOUT								X	
IIID.82	WSCH-FTES REPORT EXAMPLE								X	
IV.27	ACADEMIC AFFAIRS ADMINISTRATIVE STRUCTURE FORUM, 2011									X
IV.21	ACADEMIC PROGRAM REVIEW COMMITTEE CHARGE & COMPOSITION									X
IV.14	ACADEMIC SENATE CONSTITUTION & BY-LAWS									X
IV.6	ACADEMIC SENATE MEETING AGENDA/MINUTES ARCHIVE									X
IV.24	ACADEMIC SENATE WEBSITE									X
IV.30	ACCREDITATION FOLLOW UP REPORT, 2008									X
IV.31	ACCREDITATION FOLLOW UP REPORT, 2009									X
IV.28	ACCREDITATION MIDTERM REPORT, 2010									X
IV.29	ACCREDITATION SELF STUDY, 2007									X
IV.36	ACCREDITATION WEBSITE									X
IV.20	ADSOC CHARGE AND COMPOSITION									X
IV.89	ANNUAL ACTIVITY PROPOSAL TEMPLATE									X
IV.65	AP 2410 - REVIEW, PREPARATION, AND REVISION OF BPS AND APS									X
IV.4	AP 2510 - PARTICIPATION IN LOCAL DECISION-MAKING									X
IV.79	AP 2710.1 - CONFLICT OF INTEREST CODE									X
IV.75	AP 2745 - BOARD SELF EVALUATION									X
IV.17	AP 4020 - PROGRAM, CURRICULUM, AND COURSE DEVELOPMENT									X

Grossmont College 2013 Accreditation Self Evaluation Report - Master Evidence List - Alphabetical

No.	Name	I	IIA	IIB	IIC	IIIA	IIIB	IIIC	IIID	IV
						STANDARDS				
IV.54	AP 7111 - COLLEGE PRESIDENT SELECTION									X
IV.9	ASC CHARGE AND COMPOSITION									X
IV.1	AWARD RECIPIENTS TABLE									X
IV.78	BOARD EVALUATION-2010									X
IV.77	BOARD EVALUATION-2012									X
IV.42	BOARD MEETING AGENDA - GOVERNANCE STRUCTURE, 12/11/12									X
IV.59	BOARD MEETING AGENDA AND MINUTES ARCHIVE									X
IV.84	BOARD MEETING MINUTES - ACCREDITATION REPORT APPROVAL, 5/21/13									X
IV.66	BOARD MEETING MINUTES - BOARD EVALUATION AND GOAL SETTING, 1/20/12									X
IV.52	BOARD MEETING MINUTES - CHANCELLOR EVALUATION, 3/19/13									X
IV.43	BOARD MEETING MINUTES - GOV. STRUCTURE HANDBOOK APPROVAL, 1/15/13									X
IV.71	BOARD MEETING MINUTES - TRANSFER/COMPLETION, ADOPTION BUDGET, 9/11/12									X
IV.69	BOARD MEETING MINUTES - TRUSTEE AREAS, 10/18/11									X
IV.64	BOARD POLICY UPDATE EMAIL									X
IV.83	BOARD WORKSHOP - ACCREDITATION PRESENTATION, 5/21/13									X
IV.72	BOARD WORKSHOP - ADOPTION BUDGET, 9/4/12									X
IV.76	BOARD WORKSHOP - BOARD EVALUATION & GOAL SETTING, 1/15/13									X
IV.80	BOARD WORKSHOP - CONFLICTS OF INTEREST, 3/20/12									X
IV.63	BOARD WORKSHOP - CORE INDICATORS OF SUCCESS, 4/17/12									X
IV.68	BOARD WORKSHOP - STUDENT SUCCESS MEETING LOG									X
IV.70	BOARD WORKSHOP - TRUSTEE ROLE IN ACCREDITATION, 1/17/12									X
IV.81	BOARD/DACC JOINT MEETING MINUTES - STANDARD IV, 2/29/12									X
IV.56	BP 2010 - BOARD MEMBERSHIP									X
IV.57	BP 2100 - BOARD MEMBER ELECTIONS									X
IV.73	BP 2110 - VACANCIES ON THE BOARD									X
IV.47	BP 2200 - BOARD DUTIES AND RESPONSIBILITIES									X
IV.50	BP 2430 - DELEGATION OF AUTHORITY TO THE CHANCELLOR									X
IV.51	BP 2431 - CHANCELLOR SELECTION									X
IV.3	BP 2510 - PARTICIPATION IN LOCAL DECISION-MAKING									X
IV.60	BP 2710 - CONFLICT OF INTEREST									X
IV.61	BP 2717 - PERSONAL USE OF PUBLIC RESOURCES									X
IV.62	BP 2720 - COMMUNICATION AMONG BOARD MEMBERS									X
IV.67	BP 2740 - BOARD EDUCATION									X
IV.74	BP 2745 - BOARD SELF EVALUATION									X

Grossmont College 2013 Accreditation Self Evaluation Report - Master Evidence List - Alphabetical

No.	Name	I	IIA	IIB	IIC	IIIA	IIIB	IIIC	IIID	IV
						STANDARDS				
IV.16	BP 4020 - PROGRAM, CURRICULUM, AND COURSE DEVELOPMENT									X
IV.48	BP 4025 - PHILOSOPHY & CRITERIA FOR ASSOCIATE DEGREES AND GE									X
IV.49	BP 4220 - STANDARDS OF SCHOLARSHIP									X
IV.87	BP 6100 - DELEGATION OF AUTHORITY									X
IV.88	BP 7110 - DELEGATION									X
IV.53	BP 7111 - COLLEGE PRESIDENT SELECTION									X
IV.55	BP 7113 - DELEGATION OF AUTHORITY TO COLLEGE PRESIDENTS									X
IV.23	CCC CHARGE & COMPOSITION									X
IV.5	CCC MEETING AGENDA ARCHIVE									X
IV.85	CHANCELLOR JOB ANNOUNCEMENT									X
IV.86	CHANCELLOR RECRUITMENT TIMELINE									X
IV.97	CHANCELLOR'S OPEN OFFICE HOUR SCHEDULE									X
IV.15	CLASSIFIED SENATE CONSTITUTION & BY-LAWS									X
IV.12	CLASSIFIED SENATE WEBSITE									X
IV.45	COUNCIL/COMMITTEE REQUEST FORM									X
IV.46	COUNCIL/COMMITTEE REVIEW FORM									X
IV.11	CSEA/CLASSIFIED SENATE MOU									X
IV.82	DACC CHARGE & COMPOSITION									X
IV.19	DCEC CHARGE & COMPOSITION									X
IV.41	DEC AGENDA - GOVERNANCE STRUCTURE RECOMMENDATIONS, OCTOBER 2012									X
IV.18	DEC CHARGE & COMPOSITION									X
IV.40	DEC MEETING NOTES - GOVERNANCE STRUCTURE CHANGES, AUGUST 2010									X
IV.39	DEC MEETING NOTES - GOVERNANCE STRUCTURE EFFECTIVENESS, JULY 2010									X
IV.93	DSL CHARGE & COMPOSITION									X
IV.94	DSL WEBPAGE									X
IV.95	DSL WORKSHOPS WEBPAGE									X
IV.37	GC NEWS RELEASE WEBPAGE									X
IV.91	GCCCD ADVANCEMENT & COMMUNICATION WEBPAGE									X
IV.38	GCCCD ANNUAL REPORT ARCHIVE									X
IV.90	GCCCD INCOME ALLOCATION MODEL									X
IV.13	GCCCD INTRANET WEBSITE									X
IV.13a	GCCCD MAIN WEBSITE									X
IV.92	GCCCD ORG CHARTS WEBPAGE									X
IV.96	GCCCD WHO YOU GONNA CALL SHEET									X

Grossmont College 2013 Accreditation Self Evaluation Report - Master Evidence List - Alphabetical

No.	Name	STANDARDS								
		I	IIA	IIB	IIC	IIIA	IIIB	IIIC	IIID	IV
IV.2	GUIDING PRINCIPLES OF COMMITTEE SERVICE									X
IV.7	IAC CHARGE AND COMPOSITION									X
IV.44	LEADERSHIP COUNCIL AGENDA SAMPLE									X
IV.10	LEADERSHIP COUNCIL CHARGE & COMPOSITION									X
IV.22	PART TIME FACULTY COMMITTE CHARGE & COMPOSITION									X
IV.8	SSC CHARGE & COMPOSITION									X
IV.34	SUB CHANGE REPORT - DE - ACCJC LETTER OF APPROVAL, 2012									X
IV.35	SUB CHANGE REPORT - DEGREES AND CERT. - ACCJC LETTER OF APPROVAL, 2012									X
IV.32	SUBSTANTIVE CHANGE REPORT - DE, 2012									X
IV.33	SUBSTANTIVE CHANGE REPORT - DEGREES AND CERTIFICATES, 2012									X
IV.26	THE COURIER ARCHIVE									X
IV.25	THE LOOP ARCHIVE									X
IV.58	TRUSTEE AREA MAP									X

APPENDIX B