GROSSMONT COLLEGE

ACCREDITATION MIDTERM REPORT

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

October 2016

CERTIFICATION OF THE FOLLOW-UP REPORT

Date: October 2016

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 Midterm Report is submitted to the Accrediting Commission for Community and Junior Colleges for the purpose of assisting in determining the resolution of deficiencies identified during the 2013 Self Evaluation.

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

_____ **Cindy L. Miles, Ph.D.**
Chancellor, Grossmont-Cuyamaca Community
College District

_____ **Bill Garrett**
President, Governing Board, Grossmont-Cuyamaca
Community College District

_____ **Nabil Abu-Ghazaleh, Ed.D**
President, Grossmont College

_____ **Aaron Starck**
Accreditation Liaison Officer

_____ **Tate Turvitz, Ph.D.**
President, Academic Senate

_____ **Anthony Cutietta**
Classified Senate President,
Grossmont College

_____ **Kaitlyn D'Eimon**
President,
Associated Students of Grossmont College

TABLE OF CONTENTS

GLOSSARY OF ACRONYMS

Acronym	Words Associated With Initials
ACCJC	Accrediting Commission for Community and Junior Colleges
AFT	American Federation of Teachers
AP	Administrative Procedures
ASGC	Associated Students of Grossmont College
BP	Board Policies
CCLC	Community College League of California
CSEA	California State Employees Association
DACC	District Accreditation Coordinating Council
DEC	District Executive Council
DSL	District Services Leadership Council
DSP&BC	District Strategic Planning and Budget Council
ESL	English as Second Language
GC	Grossmont College
GCCCD	Grossmont-Cuyamaca Community College District
IEC	Institutional Excellence Council
IRPC	Institutional Research and Planning Committee
KPIs	Key Performance Indicators
P&RC	Planning and Resources Council
SLO	Student Learning Outcome

ACKNOWLEDGEMENTS

The following people were involved in the initial writing of the report:

Actionable Improvement Item #1
Bonnie Ripley – Program Review Data Liaison / Biology Instructor
Chris Hill – Sr. Dean, College Planning & Institutional Effectiveness

Actionable Improvement Item #2
Lorena Ruggero-Director of College & Community Relations
Will Pines- Assist Tech Alternative Media Spec/Assist Technology Center
Carl Fielden- DSPS Specialist/Learning Disabilities/Professor
Chris Rodgers- Instructional Design Tech Spec
Brian Nath- Director Information Systems

Actionable Improvement Item #3
Janet Gelb- Distance Ed Coordinator/Computer Science Infor Sys Instructor
Bonnie Ripley– Program Review Data Liaison/ Biology Instructor
Chris Hill – Sr. Dean, College Planning & Institutional Effectiveness
Nadra Farina Hess-Interim Dean Library and Learning Resources
Martha Clavelle-Dean Counseling Services

Actionable Improvement Item #4
Tim Flood – Vice President, Administrative Services
Jim Spillers- Associate Dean of Athletics

Actionable Improvement Item #5
Tim Flood – Vice President, Administrative Services
Dave Steinmetz-Instructional Media Serv Tech Sr
Chris Rodgers- Instructional Design Tech Spec
Taylor Ruhl-Interim Dean Library and Learning Resources
Janet Gelb-Distance Ed Coordinator/Computer Science Infor Sys Instructor

Actionable Improvement Item #6
Tim Flood – Vice President, Administrative Services
Linda Jensen- Interim Vice President, Administrative Services

Recognition also goes to the many college constituents (faculty, staff, and students) who reviewed the report and provided feedback.

REPORT PREPARATION

Grossmont College (GC) submitted a Self Evaluation Report and received a visit from an Accrediting Commission for Community and Junior Colleges (ACCJC) evaluation team in October 2013. The College received its letter of reaffirmation in January 2014, which detailed one recommendation to correct a deficiency and five for improvement of institutional effectiveness. The letter required all six of the recommendations to be addressed in a Follow-Up Report due in October 2014. In addition to the requirement of a Follow-Up Report, the College would receive a site visit from a small ACCJC team. Following receipt of the letter of reaffirmation, the College began work immediately to address the recommendations.

The College submitted a Follow-up Report in October 2014 that addressed all of the recommendations. On February 6, 2015, the College received a Commission letter of confirmation that the College had resolved Recommendation 4, met Standard IIIA.1.c. and had reported the work done to address Recommendations 1,2,3,4 and 6 to increase institutional effectiveness. This report addresses the six actionable improvement items identified by the college during the self-evaluation submitted in 2013 after briefly highlighting the previously submitted responses to the recommendations from the evaluation team in 2013.

The work was coordinated primarily through the College's Institutional Excellence Council (IEC) which assigned each recommendation to a writing team. Writing teams were responsible for either directly addressing the recommendation or communicating with the College and/or district groups who were doing so.

The report was presented to the following college constituent groups for their endorsement:
- Institutional Excellence Council;
- Planning and Resources Council;
- Leadership Council;
- Academic Senate;

The Governing Board approved the Midterm Report at their September 2016 meeting in preparation for the submittal of the report to the ACCJC in October.

RESPONSES TO RECOMMENDATIONS

The six items below were the recommendations received by the college during the 2013 Accreditation visit with an abbreviated summary of the response to each. Each item has been addressed in previous communications and acknowledged by ACCJC as successfully being addressed as indicated by the February 2015 communication from the Commission. These items continue to be in compliance. This report will address the six actionable improvement items identified by the college during the self-evaluation submitted in 2013.

Recommendations Previously Addressed and Satisfactorily Completed.

College Recommendation 1 – Institutional Effectiveness
In order to increase effectiveness and to measure progress toward achieving specific goals, the team encourages the College to identify future benchmarks or targets based upon their data analysis (i.e., develop specific measurable benchmarks or targets for the dashboard) and other institutional metrics, so that the degree to which they are achieved can be determined and widely discussed. (I.B.2, I.B.3)

Summary of Previous Work
As reported previously, GC developed, reviewed, modified and shared a set of key performance indicators (KPIs). KPI related data was reviewed and discussed at planning events leading to the development of standards for some of these indicators establishing a minimum baseline level of acceptable performance. Both the district Institutional Research and Planning Committee and the college's Institutional Effectiveness Committee utilize KPIs in assessing progress toward student success targets.

College Recommendation 2 – Student Services
In order to increase effectiveness, the team recommends that the College maintain consistency in providing information on all the Major Policies Affecting Students in its catalogue, schedule of classes, and website. Specifically, the information, processes, rules and internal practices for complaints surrounding student grievances, student discipline, claims of unlawful sexual harassment and/or discrimination contain accurate, precise and current information that is organized and easily accessible on the College website. (II.B.2.c)

Summary of Previous Work
As reported previously, GC reviewed catalog language regarding student complaints and grievances, student discipline, and unlawful sexual harassment and discrimination to ensure accuracy, consistency, and ease of access. Minor modifications were made and the information was restructured within the catalog in order to make finding and using the printed material easier for students. Additionally, the college website was redesigned with respect to these policies and practices consolidating this information onto one page that is easy for students to access and use. This published language is reviewed prior to publication of the catalog each year.

College Recommendation 3 – Human Resources

In order to increase effectiveness, the team recommends that the College assess and analyze the level and stability of its future workforce requirements. It further recommends that the College use the results of that assessment to ensure that necessary conditions exist into the future for a stable and sufficient number of faculty, staff, and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes, and assure the integrity and quality of its programs. (III.A.6, IV.B.2.a)

Summary of Previous Work

As reported previously, the GCCD engaged a consulting firm to analyze and assess the staffing levels at each of the three sites (district services and each college within the two-college district). A benchmarking study was completed and shared with the broader college community. The college continues to review its faculty, staff and administrate needs and to fill positions as they are created to perform new functions as well as review vacancies and fill those deemed necessary to meet college needs and student success efforts.

College and District Recommendation 4 – Human Resources (Correct Deficiency)

In order to meet the standard, the team recommends that the District and the College include, as a required component of the formal evaluations of faculty and others directly responsible for student progress toward achieving stated student-learning outcomes, a means to evaluate effectiveness in producing those outcomes. (III.A.1.c)

Summary of Previous Work

As reported previously, the GCCD Governing Board regularly evaluates itself and seeks input from internal and external constituents. A portion of the board evaluation also includes their review of and focus on quality educational programs and student success. Vice Presidents are evaluated on their ability to promote a learning-centered organizational culture, and each faculty evaluation form contains a section in which the faculty member certifies that they have participated in the assessment of student learning outcomes and in discussion with colleagues about possible strategies for use of this information to impact teaching and learning.

College and District Recommendation 5 – Leadership and Governance

In order the meet the standard, the team recommends the District and the Governing Board regularly evaluate its policies and practices, and revise them as necessary along established timelines. (IV.B.1.e)

Summary of Previous Work

The GCCCD and Governing Board are committed to regularly reviewing and updating policies and procedures. A systematic review of Governing Board policies and procedures

has been ongoing, and significant progress has been made. Since the October 2013 site visit, the District Executive Council (DEC) and District Strategic Planning & Budget Council (DSP&BC) have identified and reviewed all board policies and administrative procedures that had review dates greater than six years. These governing bodies regularly schedule for review and update all policies in advance of their six-year timelines. As a result, all policies and procedures will be up-to-dated and included within the regular six-year review cycle.

College and District Recommendation 6 – Leadership and Governance
In order to meet the standard, the team recommends that the District and College clearly, consistently, and broadly communicate the delineation of the operational responsibilities and functions of the District and the colleges. Additionally, the District and the College should ensure that all information provided to constituents and the public regarding the functions of the District and the college is aligned and consistent. (IV.B.3.a)

Summary of Previous Work
In order to address the recommendation, the College subsequently prepared a supplement to the functional mapping document (Functional Mapping Supplement of District Services and College Functions) that outlines the operational areas of responsibility that are shared between the College and District Services and the functions that each provide for a given area. This document was broadly shared with the college community and posted on the College's website.

Responses to Actionable Improvement Items from the Self Evaluation

Actionable Improvement Item #1.
Grossmont College (GC) will review and revise its mission in late 2013. (I.A.3.)

Response to Actionable Improvement Item #1.

Description of Steps Taken to Address Recommendation:

Grossmont College will review its mission statement after refining its data-informed strategic planning and reviewing its updated Key Performance Indicators. Mission review will be done in light of both environmental scan and success standards under current mission standards.

With the development of the current College Strategic Plan in 2010, GC identified a set of key performance indicators (KPIs) that it wanted to measure to track progress on strategic plan goal completion (1.1). Each year, the District Research and Planning office compiles a report on the entire suite of KPI. A subset of the graphs and indicators as well as others compiled internally in the college were also made public on the College Planning website "Dashboard". When the college transitioned to the new website, the Dashboard metrics were compiled into a two-page summary sheet rather than using the previous format. These Dashboard summaries are available on the College Planning web site. Annually, the KPI data for the year are reviewed in both the Institutional Excellence Council (IEC) (1.2) and during the College Planning Forum. In both contexts, input is solicited on both the trends in the data—to inform college-wide planning and decision-making--and to evaluate the choice of those measures as KPI. Minor changes have been made to the selection of metrics depending on the perceived utility of the information (such as discontinuing reporting on classroom square-footage). Some new metrics have been added, such as those tracked in the Student Success Scorecard starting in 2012. The Student Success Scorecard page for Grossmont College is prominently linked on the College Planning web site.

As part of the College response to the 2011-12 ACCJC Annual Report, the IEC developed a set of institutional standards on a subset of KPI metrics. The College considers standards to be the "C" grade for performance with the expectation that it cannot go below that number and consider our performance successful. These standards were set based on review and discussion of longitudinal data, which included the turbulent years of the 2008 recession. The IEC decided to set the institutional standards very close to the average for each category and planned to reevaluate the standards as part of its annual review of KPIs in the future these standards were subsequently reported in the College's Self Evaluation Report (1.3). In addition, the College had plans to develop aspirational targets (data points that are considered an "A" grade).

In October 2013, the visiting team commended the College (as well as the Governing Board

and the Grossmont-Cuyamaca Community College District [GCCCD]), stating, "The team commends the Governing Board, District, and College for intentionally developing a culture focused on improvement through the dissemination and reliance on data. The College has made over-arching efforts to use data, make it available, and train all stakeholders to access data," but recognized that we would indeed benefit from the development of targets (1.4).

In spring 2014, the IEC began discussion of the standards for more KPIs in addition to those already identified as well as to establish aspirational targets. An even broader audience considered the data and shared suggestions for both standards and targets during a breakout session at the annual College Planning Forum (1.5). The work of evaluating baseline data and developing standards and targets continued in the IEC (with input from members of the English, math, and English as Second Language [ESL] departments) through the month of May. The current student success KPIs are divided into two types: 1) annual trend data that represent the entire population of students; and 2) cohort data derived from the College's Student Success Scorecard. Because the annual data are representative of the entire student population at a point in time and trend changes as a result of environmental conditions can be more easily detected, the standards and targets for those data were based on longitudinal trends, taking into consideration the economic conditions under which the College was operating from 2008 to 2013. Student Success Scorecard data represents six-year cohort data, in which change may lag behind environmental conditions. Therefore, the College developed its standards and benchmarks for those cohort metrics by comparing trend data with other colleges in San Diego County and with statewide averages. In most cases, the cohort standards were based on attaining statewide averages, while targets were set based on meeting or exceeding numbers based on current conditions, both economically and academically, resulting in the current set of standards and targets for student success (1.6).

As mentioned earlier, the College's student success KPIs have been evaluated and refined over time. Most recently, the district Institutional Research and Planning Committee (IRPC) (1.7) reviewed the metrics in an effort to standardize the KPIs where possible between the two colleges for better and more consistent data collection. .

As part of its annual data evaluation and planning discussions, the College will continue to review its progress toward achievement of the established standards and targets. In addition, GC will continue to refine its KPIs for other strategic plan goals and work to develop both standards and targets for each metric.

Self Evaluation:
While the College had a set of identified KPIs and some standards established at the time of the October 2013 site visit, the visitation team recommended that the College develop additional measurable standards and targets in order to better measure achievement of the College's goals (College Recommendation 1). The College began those discussions in earnest during the spring 2014 semester, reviewing existing standards and developing new standards, as well as targets, for all of its Dashboard student success KPIs. Based on these actions, the College has addressed the recommendation. The College will continue to review its progress toward achieving all standards and targets during its annual evaluation and planning discussions.

<u>Next Steps</u>:

The IEC will take up the review of the Mission Statement in Fall 2016 subsequent to the (2016-2022) Strategic Plan which was finalized in Spring 2016.

Actionable Improvement Item #2.
Grossmont College (GC) will continue to ensure that all multimedia and web presentations, as well as online services, meet accessibility standards (II.B.3.a)

Response to Actionable Improvement Item #2.

Description of Steps Taken to Address the Actionable Item:

In the course of its most recent self-evaluation, GC identified the need to review on-line services to ensure they meet accessibility standards. Subsequently, a team was assembled consisting of the Director of College & Community Relations, Disability Support Services faculty, and Institutional Technology staff for the purpose of reviewing the status of current multimedia and web presentations as well as other on-line services for compliance with accessibility standards.

To ensure that faculty understand universal design, workshops were developed and conducted that focused on the principles for universal design targeted at online instruction and informational media. During these workshops, the legal basis for designing accessible instruction in mediated environments as well as techniques for doing so are the focus. Typically these workshops are done twice a year. (2.1)

Additionally, guidelines for developing and designing accessible media were developed and posted on the website. These guidelines have been promoted in Division meetings during Professional Development Week before the fall and spring semesters. (2.2)

Next Steps:

Members trained on universal design sit on technology committees, distance educational committees and the bookstore committees. These individuals will continue to monitor decisions for compliance with universal design requirements.

Actionable Improvement Item #3.
Grossmont College (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)

Response to Actionable Improvement Item #3.

Description of Steps Taken to Address the Actionable Item:

In the course of its most recent self-evaluation, GC identified the need to review both the level and effectiveness of services available on-line for DE students. Subsequently, a team was assembled consisting of the Interim Dean of College Planning and Institutional Effectiveness, the faculty Coordinator focused on DE course offerings, the Dean of Counseling and other faculty representatives.

Distance education students are well supported through a library webpage that includes online tutorials, links to various resources, and an on-line "Ask a Librarian" help function (3.1). 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 on-line requests for books and articles via an interlibrary loan form and a purchase request form. Other resources for DE students include on-line tutorials, instructional handouts, on-line research guides, and on-line chat reference. In addition, students accessing Blackboard, the college's learning management system, are provided with a link to a summary of library services specific to DE needs.

Over the past two years the quality and quantity of electronic books available to students has improved. Two Springer eBook collections totaling over 16,000 titles have been added. These collections offer titles in the fields of biology, business, economics, chemistry, computer science, earth and environmental science, engineering, humanities, social sciences, law, math and statistics, medicine, nursing, physics, astronomy, and how-to computer software and programming titles.

After a review and analysis of how the college's current book vendor was supporting the librarians' ability to meet student needs, it was decided to change vendors to one that would offer flexibility in their eBook purchasing model. This flexibility allows the college to purchase individual eBooks as well as collection sets, greatly improving the ability to focus on supporting the student curriculum. In addition, the library introduced User Driven Acquisitions into its purchasing model, focusing funds on instant access to eBooks selected by students.

The streaming video collection has been enhanced with the purchase of the Nursing Education in Video database. This is an online collection of videos created specifically for the education and training of nurses, nursing assistants, and other healthcare workers. All of the videos in the collection are regularly reviewed for accuracy, currency, and compliance with US Federal regulations from agencies such as OSHA and CMS.

After a review of student usage of periodicals, the decision was made to meet greater student need by cutting numerous print journals from the collection in favor of adding their online version. The College's Interlibrary Loan on-line request form was reviewed and edited to gather information to help with the turn-around time of on-line requests.

Information literacy videos customized to the needs of Grossmont students have been added to the college's collection. These videos are viewable from the webpage and are able to be embedded within instructor's Blackboard-supported courses. The most recent video focuses on the ability to locate periodicals and then identify the difference between scholarly and trade journal articles. Additional topic guides were created these past two years, including 38 subject specific guides to assist students in beginning their research. Links to these guides can be embedded into Blackboard-supported courses.

To address academic support needs of students, on-line tutoring for DE students will continue to be offered through NetTutor. This service meets student needs in providing academic support outside of the classroom on-line environment.

A review of online learning environment management software has resulted in support for adoption of a new software (Canvas). The Academic Senate has given its support to this new software The district is currently reviewing Canvas for its ability to meet the needs of both DE students and faculty teaching these courses as well as integrate with the other data systems of the district. Additionally, to aid faculty teaching DE courses, site licenses for various software packages such as Adobe Creative suite and other Microsoft products have been put in place. Finally, GC continues to give students access to the most recent computer technology by systematically replacing computers in computer labs according to established equipment replacement schedules.

To organize the support of DE students, a website targeted at DE students was deployed that focuses both on DE students and faculty teaching DE courses. This allows for both faculty and students to identify information and resources designed to enhance their on-line experience. (3.2)

Next Steps:

Enhancements that are currently in progress and will be completed in fall 2016 include the addition of a streaming video database, Swank, that will add 300 feature film videos with the ability to be embedded with Blackboard and Canvas. The completion of an investigation and final decision will be made regarding the inclusion of a new eBook collection for Health Sciences. Finally, new and updated on-line information literacy tutorials and modules will be added to the webpage.

GC will continue to evaluate the potential for the implementation of Canvas as a new on-line learning environment management software and monitor the emerging needs of DE offerings.

Actionable Improvement Item #4.
Grossmont College (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)

Response to Actionable Improvement Item #4.

Description of Steps Taken to Address the Actionable Item:

In the course of its most recent self-evaluation, GC identified the need to review its staffing processes.

As discussed in the October 2014 Follow-up report, in spring 2014, the GCCCD engaged outside consultants to conduct a staffing study in which the staffing levels at GC were benchmarked against three similar community colleges in California. The results of this study were made available to the broader college community.

In addition to reviewing the above-mentioned consultant-generated staffing plan, the college embarked upon an annual cycle of program review, which informs its priority list for human resources. Grossmont has a culture of strategic planning and has clear processes of decision-making for human resources. Conversations about full-time staff, faculty and administrative needs originate via program review. Each year, departments submit requests for new positions to the faculty staffing committee, the classified staffing committee or to the appropriate Vice President in the case of administrator needs.

These staffing committees develop prioritized lists of human resource needs based on input from each department and discipline using quantitate and qualitative criteria (e.g. enrollment data, ratios of part-time to full-time faculty, alignment with institutional priorities, etc.) The respective prioritized lists are then routed for further discussion and consideration through the Planning and Resource Committee-which serves as the college's umbrella participatory governance committee. The Council makes its recommendations to the President's Cabinet, and it is there that the prioritized lists are finalized. Prioritization of positions incorporates staffing needs identified through program review and the strategic plan. It also considers other criteria such as legal mandates, accreditation requirements, as well as health and safety priorities, critical thresholds of educational or support services and essential operations and supervision. Through these processes, the college has identified and added over 25 new full-time faculty positions in order to increase the flexibility and robustness of our course offerings and ensure that critical levels of educational and support services are maintained.

In addition to the above, the college continues to make efforts to stabilize leadership, instruction and support across the college. To this end, three areas have been the focus of stabilization efforts. First in order to ensure consistent and quality service to students in our Learning and Technical Resource Center (LTRC) where students have access to computer labs, an English writing lab, tutoring, a math lab, and other services, the college is in the process of adding three supervisors (Instructional Services, Library Services and Learning

Assistance) and a second tutoring center specialist responsible for supervising extended day tutoring.   The distribution of supervisory responsibility amongst the three new supervisors should help to provide regular daily leadership to the area helping to ensure consistent policies and processes in the area while the college continues it's efforts to select a permanent dean for that area.

In the College Planning and Institutional Effectiveness department (CPIE), a relatively new area, an Associated Dean has been hired to manage the college's Equity efforts and coordinate these efforts with strategic planning, the Achieving the Dream effort and various other initiatives across the college. Additionally, administrative support staff has been hired to support the CPIE department and co directors for the Title V Via Rapida grant have been hired. Additionally, two faculty have been given release time to support the development of an embedded tutoring program as well as a peer mentor components of the Title V Via Rapida grant. (4.1)

Recognizing the need to institutionalize the college' outreach efforts consistent with the Spring 2016 strategic plan, steps have been taken to establish an Outreach Department. An Outreach Coordinator for the college has been hired and the hiring of an outreach staff member focused on supporting the needs of the Title V Via Rapida effort is underway. Additionally, student ambassadors to support outreach efforts are being hired and the outreach department is being housed within the Admissions & Records department to help ensure a coordinated and seamless experience for incoming students.

Further implementation of the engagement and persistence elements of the strategic plan requires additional staffing. As a result, new positions have been approved and are in recruitment: two retention specialists that will work closely with the new supervisors in the LTRC to focus on student retention efforts as well as a student engagement coordinator who will work collaboratively across the college to help focus and develop activities targeted at increasing student engagement across the college with a focus on increasing student completion rates. (4.2a, 4.2b)

In summary, the college has made great strides to both meet the faculty staffing needs required to offer the course offerings needed by students as well as provide focused support services to ensure student success as well as consistent and stable leadership.

Next Steps:
GC will continue to enhance staffing focused on improving student support and success as well as ensure appropriate faculty staffing levels to support course offerings to students that will allow students to move efficiently alone the pathway towards meeting their academic goals. Program review and the annual faculty staffing process allow departments to identify their needs and for these needs to be considered in the context of the greater college needs. The college continues efforts to fill administrative positions that are vacant by retirement, resignation or promotion. Standard practice is to fill positions with interim administrators,

providing for internal leadership development where appropriate, while supporting careful, extended searches open to all applicants nationally.

Actionable Improvement Item #5.
Grossmont College (GC) will enhance the systematic evaluation of both the technology utilized by the college and the technical support provided. (III.C.2.)

Response to Actionable Improvement Item #5.

Description of Steps Taken to Address the Actionable Item:

In the course of its most recent self-evaluation, GC identified the need to evaluate both the technology utilized and the tech support services provided. Efforts to determine the best approach to systematically accomplishing this review are still being developed. However, regular review of technical projects and needs occurs at district wide meetings. Several technical improvements have been implemented from initial efforts including: the establishment of online tutoring where students can get academic assistance without having to come to campus, access to library databases and services online, site-licenses for various Microsoft products used throughout the campus, the implementation of Workday, which allows for more efficient processing within our business services areas, GradGuru (5.1) has been implemented allowing students to receive messages and reminders on their Smartphones, on-line ordering of transcripts through Credentials Solutions (5.2) has been implemented, batch processing of data needs for reporting on international students is being finalized, and the establishment of a distance education website has been completed. Additionally, online counseling is also available to students, Blackboard Pay (5.3) has been implemented to allow for more efficient payments to students, and Intelliresponse (5.4) has been implemented to allow students to obtain responses to questions on-line using more "intelligent" questioning constructs.

In support of the colleges' technical support needs, Grossmont Cuyamaca Community College District is in the process of hiring technical support staff that will be trained and integrated into the district technology department but housed and embedded within each college. This will allow for a more detailed and intimate technical understanding of campus needs as well as allow for local decision making with respect to allocation of technical resources.

Next Steps:
GC will continue to review its technological needs and review technologies that may enhance its ability to serve students efficiently and effectively. Technological options that would enhance our SSSP and matriculation efforts are being evaluated that could allow for better preparation of students for the assessment test as well as more efficient and effective documentation of student educational plans. Additionally, updates to the online application process for international students are being finalized and modifications to our technological systems to account for the new state Community College Board of Governors (BOG) fee waiver criteria are being planned.

Actionable Improvement Item #6.
Grossmont College (GC) will continue to work with colleagues through 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)

Response to Actionable Improvement Item #6.

Description of Steps Taken to Address the Actionable Item:

In order to meet its commitments to provide post-employment benefits, GCCCD established an irreversible trust to address this liability. On February 16, 2016, the Governing Board approved the establishment of an irrevocable trust for OPEB and the transfer of the funds held at SDCOE to the new trust. In June 2016, the initial transfer of $5 million was moved into the irrevocable trust. Currently, $5.7 million in funding is set aside for OPEB liability.

 A funding mechanism was established to increase the OPEB trust each year by funding the trust with 10% of the unrestricted site ending balances until such time as the trust matches the liability of covering retiree health benefits for each current employee and retiree, an amount known as the Actuarial Accrued Liability (AAL). The District AAL, independently evaluated every two years by outside consultants, is $19.5 million as of November 2015. (6.1, 6.2)

In conclusion, GCCCD has identified funding streams that meets OPEB requirements and continues to increase funding to meet financial liability.

Next Steps:
Continue annual 10% of unrestricted ending balance contributions to the irreversible trust that has been established.

MASTER EVIDENCE LIST

No.	Name
ACTIONABLE IMPROVEMENT ITEM 1	
1.1	Strategic Plan Key Performance Indicators (KPIs)
1.2	Institutional Excellence Council (IEC) Charge and Composition
1.3	KPIs from Grossmont College Self Evaluation Report (p. 39)
1.4	External Evaluation Team Report (p. 9)
1.5	2014 Planning Forum Agenda
1.6	Table of KPIs With Standards and Targets
1.7	Institutional Research and Planning Committee (IRPC) Charge and Composition
ACTIONABLE IMPROVEMENT ITEM 2	
2.1	Universal Design workshop evidence
2.2	Universal Design professional development week evidence
ACTIONABLE IMPROVEMENT ITEM 3	
3.1	Ask a Librarian
3.2	DE Website
ACTIONABLE IMPROVEMENT ITEM 4	
4.1	CPIE Organizational Chart
4.2a	Hiring Matrix
4.2b	Hiring Matrix
ACTIONABLE IMPROVEMENT ITEM 5	
5.1	Grad Guru website
5.2	Credentials website
5.3	Cash Card Information
5.4	Ask Grossmont website
ACTIONABLE IMPROVEMENT ITEM 6	
6.1	Evidence of Irrevocable Trust