

STUDENT SERVICES PROGRAM REVIEW

SELF STUDY

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



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STUDENT SERVICES PROGRAM REVIEW

The primary purpose of an ACCJC–accredited institution is to foster student learning and student achievement. An effective institution ensures that its resources, programs, and services, whenever, wherever, and however delivered, support student learning and achievement. The effective institution ensures academic quality and continuous improvement through ongoing assessment of learning and achievement and pursues institutional excellence and improvement through ongoing, integrated planning and evaluation.

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SECTION 1 – MISSION & OVERVIEW

Name of Program:	Office of Student Affairs
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PURPOSE OF SECTION 1.1 - 1.3: *To help the committee understand how the department/program supports the mission of GC.*

College 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.”*

Note: *College mission statement is currently under revision*

1.1 Program Mission: What is your program’s mission statement? Please explain how the program’s mission relates to the mission of GC.

Program mission:	<p>The Office of Student Affairs (OSA) is committed to providing a comprehensive, student-oriented environment that facilitates learning and student development, academic and personal achievement.</p> <ul style="list-style-type: none"> • Purposefully promote student involvement in co-curricular campus life programs and activities that complement student educational experiences at Grossmont College. • Actively facilitate inclusive communication and understanding of perspectives among faculty, staff, students, and the community, within the framework of a multi-college district. • Dedicated to keeping students informed while seeking their opinions and providing a wide-range of student services.
Relationship to College mission:	<p>OSA is designed to promote, encourage, and provide a comprehensive co-curricular program to assist in the creation of 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.’ Through targeted programs, partnerships, and services OSA works to develop student leaders, ensure the student voice in all levels of college decision making, facilitate open dialogue, educate and maintain community standards, and highlight student achievement(s).</p>

1.2 Please describe the process your department uses to review and revise its mission statement.

Comments:	OSA mission statement is reviewed annually during regular OSA Departmental meetings.
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1.3 Did your department make any changes to its mission statement in this program review cycle? Please explain why or why not.

Comments:	No. We feel our mission statement aligns with our college mission and strategic goals.
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PURPOSE OF SECTION 1.4 –1.10 To help the committee understand the history of the department/program, target populations, services provided, department staffing, contributions to student success, and collaboration across the campus.

1.4 **HISTORY:** Introduce the self-study with a brief department history (limit to 1 page). Include changes in staffing, curriculum, facilities, etc. (You may wish to cut/paste your previous department history and edit).

History:	<p>The Student Affairs program began on September 11, 1961, when the first classes convened on the Monte Vista High School campus in spring Valley with an opening enrollment of 1,538 students.</p> <p>Dean of Student Affairs</p> <p>For the 1962-63 academic year, the Dean of Student Affairs was one of only four college administrators managing the institution. In 1994, the title was changed to the Associate Dean of Student Affairs. Via a campus-wide administrator review process in 1997, the title was changed to the position of Assistant Dean of Student Affairs. The title and position were re-classed to Associate Dean of Student Affairs in 2008 and then re-classified back to the current position of the Dean of Student Affairs in 2018. The responsibilities of the position have changed through the years due to organizational changes, changing laws/legislative guidance, and student needs. The administrator maintains oversight of Student Health Services; Mental Health Services; Associated Students of Grossmont College (ASGC); Inter-Club Council (ICC); Student Engagement; and Student Affairs functions.</p> <p>Administrative Assistant II</p> <p>Originally titled as a Secretary, the Administrative Assistant II position has provided support and assistance to the program since 1962. In 2007, the long-serving Secretary went out on an extended medical leave creating the need for a temporary replacement to fill the position. Two temporary replacements filled the position for the remainder of the 2007-2008 academic years. A third temporary replacement filled the position from 2008 until the summer of 2009, as the incumbent Secretary remained on leave, ultimately retiring in April 2009. In September 2009, a partial campus re-organization/early retirement incentive period resulted in an Administrative Assistant from another department within the campus being moved to fill the vacancy. In 2013 the employee returned to the previous position and a substitute Administrative Assistant was hired as interim. The Administrative Assistant II position became permanently filled in October of 2014.</p> <p>Director of Student Activities</p> <p>During the same administrator reorganization process in 2009, an Associate Dean (Academic) serving as Evening Division/Instructional Services Instructor was transferred to OSA to assist with the backlog of discipline cases and to serve as Advisor to the Inter-Club Council (ICC). This Associate Dean retired in the summer of 2010 and a reclassification process began immediately to create a new position titled Director of Student Activities/Evening Administrator. After a one year period of working through the campus "Critical Hire" process, the position was approved for hire. After a comprehensive interview process with open campus forums, the Director of Student Activities was hired and started in May 2011. Serving as the College's evening administrator, the position also provided oversight to ASGC, ICC/clubs, campus events and programming, leadership development, chaired the World Arts and Culture Committee, assisted with Commencement and the student conduct and student grievance processes.</p>
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Clerical Assistant

In 2009 the 0.4 Secretary Support Staff to the Associate Dean (Academic) was also transferred to Student Affairs. The .4 Secretary retired in the fall of 2010. During the one-year period when the Director of Student Activities was being vetted through the campus process, the 0.4 Secretary Support Staff liaised with the campus Evening Administrator in charge/on duty Monday through Thursday evenings. In fall 2016 Evening Administrator Duty was rotated among all administrators as a shared responsibility and was no longer a primary function of the Office of Student Affairs. The work days and hours of the Clerical Assistant were adjusted to meet the needs of the office.

Student Engagement Coordinator

As part of the college-wide annual planning process, the Student Engagement Coordinator, along with the Outreach Coordinator and Retention Specialist positions, were developed in response to the College's Strategic Plan. The updated plan identified student engagement as one of the three key priorities for the college. After a comprehensive interview process with open campus forums, in the April of 2017 the new position was filled. The Student Engagement Coordinator position is funded through statewide Student Equity funds. The Student Engagement Coordinator is responsible for supporting the college's strategic priority of engagement, developing programs and services that address cultural competence, diversity/equity, student engagement, leadership, and advocacy.

Student Services Specialist

Via the Classified Staffing Request Process, a hire request for the position of Student Services Specialist was originally submitted in May 2008, with subsequent requests annually until the position was finally approved for hire in April 2016. The position was created to be a direct support to the Dean of Student Affairs in the facilitation of the academic integrity violation processing, with a focus on adjudication and prevention. Following a competitive interview process, in August 2017 the position was filled. The Student Services Specialist is responsible for monitoring the college-wide complaint process, serves as case manager to the Prevent, Assess and Care Team (PACT), and assists the Dean in providing information and support to students, faculty, and staff regarding conduct and discipline policies and procedures, with focus on academic integrity violations.

1.5 **SERVICE POPULATION:** What population does your department or program serve and what are their needs? (Use bulleted list and limit to ½ page.)

Population:

OSA serves all enrolled students at Grossmont College who wish to become active members of the college community.

OSA serves approximately 40 campus clubs* and their faculty advisors as well as advises the Associated Students of Grossmont College, the Inter-Club Council and Student Trustee.

OSA also works with students involved in Student Code of Conduct matters or who have a concern, complaint, or grievances with any member of the college community.

OSA serves students eligible for graduation by coordinating the yearly Commencement ceremony held at the end of every spring semester. Students who participate in Commencement include all students who have completed a Request for an Associate Degree

	<p>and/or Certificate of Achievement and have been approved for the previous summer, fall and current spring semesters.</p> <p>(*we currently do not have the means to determine how many students participate in clubs as we do not have a database to help track membership lists.)</p>
<p>Needs:</p>	<ul style="list-style-type: none"> ● Student Leadership Development: Student Affairs provides numerous leadership opportunities for students through the support of student government, Inter-Club Council and campus clubs. ● Programming and Activities: <ul style="list-style-type: none"> ○ Commencement: Student Affairs coordinates Commencement once a year to celebrate students who have successfully completed a degree or certificate. ○ Week of Welcome: Information booths and programs are provided in a week-long welcome for new and returning students in order to provide meaningful connection to leaders on campus, as well as resources including campus maps, departmental and general information to students in need of resources and assistance. ○ De-Stress Fest: In support of all students who are studying and preparing for finals, De-Stress Fest provides relaxing activities before the stressful week of finals ensue. ● Campus Safety and Well-Being: <ul style="list-style-type: none"> ○ Title IX: OSA provides training, resources, and information and facilitates procedures to ensure that all students have meaningful access to present complaints regarding Title IX violations and have their complaints thoroughly investigated. ○ Conduct: Students referred to OSA for a student conduct matter require information on the student code of conduct, including possible sanctions, and a deeper understanding of why it is important to make good ethical decisions in an academic setting. ● Conflict Resolution: <ul style="list-style-type: none"> ○ College-wide Complaint Process: If a complaint regarding a college department or service cannot be resolved at the lowest level, current students, prospective students, and community members are able to utilize the online complaint form and OSA will route the complaint to the responsible department or party. The complaint form can be found at grossmont.edu and searching “complaint” or at https://www.grossmont.edu/campus-life/student-affairs/complaint-process.aspx ○ Grievance Process: If a student has a grievance and they have made every effort to resolve it in an informal manner, the student may work with the Dean of Student Affairs who will gather information, communicate with all parties, and attempt to mediate an informal resolution. If the student believes the issue has not been resolved satisfactorily, the student may submit a written Statement of Grievance to the Dean of Student Affairs to pursue a formal grievance hearing. ● Basic Needs: Through the various circumstances that OSA comes in contact with students (e.g., student government, conduct issues, Title IX, club participation) we find that students may be in need of basic support services. Therefore, OSA strives to provide students with resources and/or referrals to support programs that assist them in meeting their basic needs such as food, housing, healthcare, mental health, and other related student services such as counseling, financial aid, accessibility resources, etc.

1.6 **SERVICES:** Please list and describe the services provided through your program. (Add rows as needed.)

Service:	Description:
<p>Associated Students of Grossmont College (ASGC) (See Appendices Section 1)</p>	<p>Promote student involvement through participation in ASGC helps students gain leadership skills and act as advocates for their fellow students. OSA also travels with students to various conferences during the year including General Assembly and California Community College Student Affairs Association (CCCSAA).</p> <ul style="list-style-type: none"> • A total of 71 students were identified as members, volunteers, or committee delegates in ASGC over the past two academic years. These students learn and gain experience on the functions of the community college system, how they can make a difference, and then use that knowledge to guide their fellow students on successfully working toward their educational goals. • Over the last two academic years ASGC has facilitated a number of campus activities, including Donuts with the Deans where students are provided a chance to get to know the Deans on campus in an effort to break down perceived or actual barriers between students and college administrators, and also Constitution Day, a day to commemorate the signing of the U.S. Constitution and to participate in activities based on current political and economic topics.
<p>Background Checks (See Appendices Section 2)</p>	<p>Process third party requests for student disciplinary records. Verify proper authorization has been received for the disclosure of a student's disciplinary records and report as needed.</p> <ul style="list-style-type: none"> • The number of requests for background checks has remained steady over the last two academic years with 50 requests in 2016-2017 and 48 in 2017-2018.
<p>Board and Student Trustee Elections</p>	<p>Advise election participants and provide guidance on election processes and procedures.</p> <ul style="list-style-type: none"> • During the 2017 spring election 404 students voted. Comparatively, 287 students voted in 2018.
<p>Black History Month (See Appendices Section 3)</p>	<p>Participate in the planning and coordination of Black History Month, an annual observance for remembrance and celebration of achievements of important people and events in the history of the African diaspora.</p> <ul style="list-style-type: none"> • A total of 389 people participated in the Black History Month post event surveys increasing from 2016-2017 to 2017-2018 academic years.
<p>Clubs (See Appendices Section 4)</p>	<p>Provide numerous leadership opportunities for students, as well as a place to enhance social and professional connections.</p> <ul style="list-style-type: none"> • Student clubs provide opportunities for students to make social and professional connections and to develop leadership skills that will contribute to strengthening their capacity for future success. The number of chartered clubs and the number of students contacted during the Clubs Fair show OSA's contribution to a student's success through the encouragement and facilitation of participation in these opportunities for leadership development.

	<ul style="list-style-type: none"> ● Based on student feedback, in 2012 an online Club Orientation session was developed and launched to provide student leaders with easily accessible information regarding how to register a club, club policies and procedures, and planning club activities. Upon completion of the online session students complete a quiz and a survey. In 2016-2017 and 2017-2018: <ul style="list-style-type: none"> ○ 100 percent of respondents either agreed or strongly agreed that after the session they felt better prepared to plan a club activity. ○ Nearly 98 percent of students in 2016-2017 and 100 percent of students in 2017-2018 said they either agreed or strongly agreed that they had a better understanding of club policies and procedures after the session. ○ Nearly 97 percent of students in 2016-2017 and 100 percent of students in 2017-2018 either agreed or strongly agreed that there were adequate resources on campus to help plan a club activity. ○ While in person sessions are also offered, the highest number of students opt for the online module. ● There were 36 clubs chartered during the 2016-2017 school year and 40 clubs chartered during 2017-2018.
<p>Clubs Fair (See Appendices Section 5)</p>	<p>Plan and organize an event where students may explore campus clubs and encourage individuals to get involved with the various organizations on campus. The number of chartered clubs and the number of students contacted during the Clubs Fair show OSA's contribution to a student's success through the encouragement and facilitation of participation in these opportunities for leadership development.</p> <ul style="list-style-type: none"> ● During the 2017-2018 school year the Clubs Fair made contact with 2,244 individuals who learned about the existing campus clubs through participation in the event.
<p>College-Wide Complaint Processing (See Appendices Section 6)</p>	<p>Facilitate complaints from students and Grossmont College community members for informal resolution and effective follow-up with faculty and staff.</p> <ul style="list-style-type: none"> ● Over the last two academic years the total number of college-wide complaints has more than doubled with the creation of an improved complaint process launched spring 2018 - accessible 24 hours a day, 7 days a week and complete with follow-up communication from a member of OSA, and tracking to ensure compliance. <ul style="list-style-type: none"> ○ 2016-2017 received 16 complaints. ○ 2017-2018 received 36 complaints. ○ Following the newly revised process, spring 2017 to spring 2018 saw a 90 percent increase of complaints. ● Complaints about specific departments and instructors account for the majority of complaints.
<p>Formal Student Grievance Hearings</p>	<p>Facilitate student complaints and grievances in compliance with procedures for conflict resolution.</p>

	<ul style="list-style-type: none"> ● The majority of student complaints are resolved via the informal resolution process. ● In the past two academic years, only 2 formal student grievance hearings requested where the grievant was unsatisfied with the information resolution outcome.
<p>Commencement (See Appendices Section 7)</p>	<p>Plan, organize and direct the annual college-wide Commencement Ceremony. The promotion of student involvement through participation in ASGC will help students gain leadership skills and act as advocates for their fellow students.</p> <ul style="list-style-type: none"> ● The five year average of student participants in the Grossmont College Commencement is 566. ● In 2017, 72 international students graduated, 95 veterans graduated. 342 students graduated with a 3.5 GPA or higher and 13 students completed their studies with a perfect 4.0 GPA. ● Student participation increased 2018 by nearly 25 percent compared to the previous year. In 2018 a total of 703 students participated in the ceremony. 102 international students graduated and 84 veterans graduated. 398 students graduated with a 3.5 GPA or higher and 21 students completed their studies with a perfect 4.0 GPA. ● A Livestream of the ceremony was launched 2017 and brought in a total of 936 views the first year, increasing to 1,321 in 2018. <ul style="list-style-type: none"> ○ Unique users rose by nearly 38 percent in 2018.
<p>Cultural Competency Training (See Appendices Section 8)</p>	<p>Training aimed at promoting a diverse and inclusive student leader population through workshops and activities that address the definition of cultural competency and the ability to respond to diversity.</p> <ul style="list-style-type: none"> ● OSA facilitated the workshop series, <i>Multicultural Conversations: Beyond the Check Box</i> that included discussions on multiculturalism, class and gender. <ul style="list-style-type: none"> ○ In 2015-2016, thanks to a Foundation College Support Grant, 23 students participated in the first Multicultural Conversations Workshop Series. Of those participants: <ul style="list-style-type: none"> ■ 100 percent agreed that attending the series ‘broadened my awareness and understanding regarding cultural diversity.’ ■ 100 percent agreed that ‘attending this event challenged pre-existing stereotypes.’ <p>Additional comments included:</p> <ul style="list-style-type: none"> ■ <i>The open dialogue and the important information</i> ■ <i>I enjoyed being around like-minded individuals who wanted to expand their understanding of different cultures</i> ■ <i>The fact that I got to know people</i> ■ <i>The topics were interesting, fun, and challenging. The speaker was amazing.</i> ■ <i>The fact that we had time to understand what race really means</i>

	<ul style="list-style-type: none"> ■ <i>I liked getting to know different cultures and it was very eye opening</i> ■ <i>It was a relaxed, comfortable environment</i> ■ <i>Diverse audience</i> ○ When participants were asked about suggestions for this or future events, students overwhelmingly asked that the sessions continue to allow for greater depth of understanding of the subject matter. <ul style="list-style-type: none"> ■ An additional GCCCD Foundation Grant was submitted to fund Advanced Cultural Competency Training for Student Leaders but was not funded.
<p>Grossmont Gives Back: Month of Service (See Appendices Section 9)</p>	<p>In partnership with Community Service Learning, developed and launched the first month of service in spring 2016.</p> <ul style="list-style-type: none"> ● Students persist in their studies if the learning they experience is meaningful, deeply engaging, and relevant to their lives. (Lardner & Marnarich from the Washington) ● CSL is a form of experiential education that partners academic instruction with community service, focusing on critical and reflective thinking as well as personal and civic responsibility. ● Students gain a deeper understanding of course content and civic responsibility through participation in thoughtfully organized service activities that are course relevant and meet actual community [and campus] needs. ● CSL engages students in the educational process, applying what they learn in the classroom to contemplate and solve real-life problems. Students attain a deeper practical understanding of the course material through experiential learning, research, presentation skills and reflection. ● CSL develops self and social responsibility through civic engagement. Students actively apply their course material to community and campus service projects, which prepares them for citizenship, work, and life. ● CSL promotes learning for life-long engaged citizenship. Students, faculty, and the community work collectively for a more just and equitable. ● 130 participants in the inaugural year.
<p>Free Speech (See Appendices Section 10)</p>	<p>Monitor and provide guidelines for distribution and posting of printed materials, orderly conduct and presence of political activities, free speech activities and campaigning on campus and at District sites.</p> <ul style="list-style-type: none"> ● OSA sees a majority of campus visitors during the fall and spring semesters, with spring experiencing a slight increase in visitor totals. <ul style="list-style-type: none"> ○ 2016-2017 academic year saw 263 individuals sign in to use the campus Free Speech designation. 2017-2018 saw 272 individual users. ● Data shows there is a large decrease in visitors during the summer semesters, accounting for 1 percent of all visitors for the 2016-2017 school year and 2 percent during 2017-2018.

<p>Inter Club Council (ICC) (See Appendices Section 11)</p>	<p>Monitor the activities of all student organizations and provides an atmosphere where leaders can join other leaders in gaining new and helpful information.</p> <ul style="list-style-type: none"> ● Supports the club leaders keep in touch with current events, spread the news of their upcoming events and fundraisers, find out important information, make written resolutions to the ASGC on club or event funding issues, and locate information they need to be effective advocates for their members on campus and in the community. ● Assist with the education in food handling and sanitation for student leaders for the purposes of allowing for clubs to integrate food into their events and services. On average 70 students complete the training, provided in partnership with Culinary Arts.
<p>Latinx Heritage Month (See Appendices Section 12)</p>	<p>Participate in the planning and coordination of Latinx Heritage Month, an annual celebration aimed towards raising awareness and embracing the Latinx culture.</p> <ul style="list-style-type: none"> ● A total of 390 participated in the Latinx Heritage Month post event surveys, with participation increasing from 2016-2017 to 2017-2018 academic years. Facilitation of Latinx heritage month events help support underrepresented populations, which could lead to improved retention and the strengthening of the future success of these populations. ● Following the events held in 2017-2018, an electronic survey was sent to participants. <ul style="list-style-type: none"> ○ Nearly 86 percent of individuals said they either agreed or strongly agreed that the event they attended expanded their awareness on the topics presented. ○ About 87 percent of individuals said they either agreed or strongly agreed that the event they attended helps support a welcoming and inclusive campus environment. ○ Nearly 78 percent of individuals said they either agreed or strongly agreed that the even they attended helped them learn more about LatinX Heritage Month.
<p>Leadership Development</p>	<p>Provide cultural, social, educational and leadership opportunities to support student development both in and outside of the classroom.</p>
<p>Prevent, Assess & Care Team (PACT) (See Appendices Section 13)</p>	<p>Behavioral Intervention that responds and manages reports and referrals of concerning, alarming, or threatening behaviors by students or others who may impact the safety.</p> <ul style="list-style-type: none"> ● Developed and launched PACT in fall 2017. ● Out of a total of 17 PACT cases processed during 2017-2018: <ul style="list-style-type: none"> ○ 47 percent were related to minor conduct, 35 percent were related to behavioral health/concerns cases. ○ Male students accounted for 82 percent of reports and 12 percent female.

	<ul style="list-style-type: none"> ○ The majority of referrals came from Academic Departments: <ul style="list-style-type: none"> ■ Arts, Languages & Communication 17 percent ■ English & Social/Behavioral Sciences 17 percent ■ CTE/Workforce Development 17 percent ● Created the Incident Response Guide and distributed throughout campus, including placement in all employee campus mailboxes. <ul style="list-style-type: none"> ○ Chart was vetted through the College/District-wide committees and, in collaboration with Cuyamaca College's behavioral intervention team and Student Affairs, formatting of the charts is identical for a District-wide presentation.
<p>Specialized Services Flyer (See Appendices Section 14)</p>	<p>Resource for students that provides information about a variety of departments across campus.</p> <ul style="list-style-type: none"> ● Printed in three different languages: English, Spanish and Arabic; ● Available online via the College website; ● 3,000 are printed and distributed each academic year; and ● Multiple instructors include the flyer in course syllabi.
<p>Student Activities (See Appendices Section 15)</p>	<p>Develop and administer student-focused activities.</p> <ul style="list-style-type: none"> ● Over the last two academic years Student Activities has facilitated a number of campus activities, including De-Stress Fest and the All-Campus Information and Activity Fair.
<p>Student Conduct (See Appendices Section 16)</p>	<p>Enforce the Student Code of Conduct while ensuring that the adjudication process is fair, reflective, educational, and initiates change for future behavior. Student conduct meetings aim to effectively educate students on the cause and effect of their actions on campus.</p> <ul style="list-style-type: none"> ● The number of Student Conduct Cases has decreased from Year 1 to Year 2 with a nearly 37 percent drop in cases overall. ● The number of behavior misconduct cases dropped from Year 1 to Year 2 by roughly 55 percent. ● The highest rates of academic integrity violations over Year 1 and Year 2 occurred among 20-24 year olds and is currently trending upward. ● Male and female academic integrity violation rates were nearly parallel until fall 2017 when the rate among females more than tripled compared to male cases. In spring 2018 the trend persisted with cases among females accounting for twice as many cases compared to males. ● The most frequently occurring violations in 2016-2017 were academic integrity, disruptive behavior, smoking on campus, unauthorized entry and verbal or physical disruption. The most frequently occurring violations in 2017-2018 were academic integrity, disruptive behavior, causing, attempting to cause or threatening to cause physical injury to another, dishonesty, forgery or alteration or misuse of documents, and physical or verbal disruption.

	<ul style="list-style-type: none"> ● Conduct pre-meeting and post-meeting survey answers demonstrate that students who undergo the conduct process have an increase in agreement that they are familiar with and understand the Student Code of Conduct and have learned from their meeting with OSA: <ul style="list-style-type: none"> ○ 109 percent increase in strongly agreeing that they understand the ramifications for a violation. ○ 74 percent increase in strongly agreeing that they know where to locate the Student Code of Conduct. ○ 52 percent increase in understanding of their rights and responsibilities as a student. ○ 39 percent increase in ability to distinguish between good and bad ethical decisions in an academic setting. ○ 32 percent increase in awareness of support services on campus. ● Open comments from students reflect students generally feel confident they are treated fairly in our process, which seems to create greater satisfaction with their overall experience. The comments illustrate why structuring our process as relational rather than adversarial benefits everyone involved. When students are comfortable meeting with OSA, they are more likely to feel their perspective is being heard and they're being treated with genuine care and concern.
<p>Formal Student Conduct Hearings (See Appendices Section 17)</p>	<p>Facilitate student conduct hearings in compliance with student rights and responsibilities. Students may accept the sanction or request a formal student conduct hearing as part of due process rights and/or certain sanctions (any sanction greater than a 10 day suspension, including an immediate interim suspension and expulsion) necessitate a formal student conduct hearing.</p> <ul style="list-style-type: none"> ● Data for the past 2 academic years reflects nearly 97 percent of students agree to administrative resolution following allegations of a student code of conduct violation. ● Administrative resolution – In 2016-2017 of the 140 total students participating in the student conduct process, 96 percent had their incident resolved without a Formal Student Conduct Hearing. In 2017-2018 of the 88 total students participating in the student conduct process, 97 percent had their incident resolved without a Formal Student Conduct Hearing. <ul style="list-style-type: none"> ○ Students who had their incident resolved without a Formal Student Conduct Hearing received a Matter of Great Importance notice of alleged student code of conduct violation(s), met with the OSA for an administrative resolution meeting, and either accepted the administrative resolution, had the alleged violations dismissed because the student was found not responsible or there was not a preponderance of the evidence to support the allegations. ● OSA has conducted 8 formal student conduct hearings in the last 2 academic years.

<p>Title IX (See Appendices Section 18)</p>	<p>Process complaints regarding alleged violations of Title IX policy and those of other agencies that administer state and federal laws regarding nondiscrimination.</p> <ul style="list-style-type: none"> ● In 2016-2017 Haven Sexual Assault Training was launched. In the first year, 511 students completed the module (less than 3 percent of the student population). Student feedback was not positive, with students reporting the module was too long and did not apply to their college experience (as a community college student). ● Upon receiving student feedback, several alternative modules were explored and as a District a decision was made to use vendor Get Inclusive. ● Get Inclusive Bystander Intervention Training launched in the summer 2017, with 786 students completing the module within the first 30 days of launch. At the conclusion of the fall 2017 semester 3,395 students completed the module (12 percent of the student population). At the conclusion of the spring 2018 semester, 4,505 participants completed the module (19 percent of the student population). ● There was a 61 percent increase in Title IX reports from Year 1 to Year 2.
<p>Travel Packet Processing (See Appendices Section 19)</p>	<p>Check Request for Student Travel forms for accuracy and completeness.</p> <ul style="list-style-type: none"> ● OSA began tracking the number of travel packets processed with the start of the 2017-2018 academic year. 337 travel packets were processed and cleared in 2017-2018.
<p>Week of Welcome (See Appendices Section 20)</p>	<p>A unified campus-wide welcome to new students and welcome back to returning students via information and programming. In addition, the All Campus Activities Fair allows students to learn about our campus services, departments, clubs and student engagement opportunities.</p> <ul style="list-style-type: none"> ● A total of 3,612 students were served in 2016-2017 and 3,461 students served 2017-2018. ● More students made contact at the Information Tables on Day 1 of each Week of Welcome event, ranging from a 23 percent to a 59 percent decrease in Information Table participants from Day 1 to Day 2 ● The information that students sought out most often at the Information Tables was directional information
<p>World Arts and Cultures Committee (WACC) Events (See Appendices Section 21)</p>	<p>Encourage a climate of appreciation and respect for the diversity of cultural values, ideas and expressions by bringing diverse events on campus.</p> <ul style="list-style-type: none"> ● Of those participants who completed a survey following a WACC funded event: <ul style="list-style-type: none"> ○ An overwhelming majority of participants heard about the event through an instructor/course related. ○ Roughly 88 percent of individuals surveyed after participating in a WACC event said they either agreed or strongly agreed that the event broadened their awareness and understanding regarding cultural diversity.

	<ul style="list-style-type: none"> ○ About 90 percent of individuals surveyed after participating in a WACC event said they either agreed or strongly agreed that attending the event challenged pre-existing stereotypes.
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1.7 **STAFFING:** The committee is interested in knowing about the people in your department and what they do. Briefly describe the duties of faculty, classified staff, and hourly workers who directly work with the program. (Add rows as needed.)

Position/Name:	FTE:	Responsibilities:
Dean, Student Affairs	1.0	<p>Provides administration and leadership to assigned areas including, student life programs, ASGC, Student Activities and Engagement, Student Health Services, Mental Health Services and the Behavioral Intervention Team (BIT), Student Code of Conduct, and Title IX.</p> <p>Manages, evaluates, and coordinates administration of programs in accordance with legal requirements, district policies and sound student services principles and practices. Communicates and interprets Student Code of Conduct and Title IX processes to students, staff and faculty. Responsible for working closely with GCCCD Public Safety staff during investigations for all crimes reported against persons and property on the Grossmont College Campus. Responsible for coordinating and investigating all student-initiated Title IX reports with the GCCCD Vice Chancellor for Human Resources and Labor relations including fact finding and due diligence.</p> <p>Supervises, monitors and reviews college discipline activities, student rights and due process, meet with and advise faculty on student discipline procedures, college hour functions, campus publicity and facilities use. Responsible for facilitating student complaints and grievances. Prepare district, state and federally mandated reports.</p>
Director of Student Activities	1.0	<p>Plan, organize, manage, and assist with student activities, clubs and organizations. Assist with the advising of ASGC. Serve as a consultant for faculty advisors to clubs, student organizations, and other campus departments seeking support in general event planning. Advise the ICC - attend weekly meetings, coordinate student programming related to clubs and organizations, plan an annual calendar of events and activities to enhance the quality of student life at Grossmont College.</p>
Student Engagement Coordinator	1.0	<p>Provide leadership in the development of the Student Engagement Center, enhance the infrastructure and community, including participation and involvement in various committees and projects. Provide programs and services that will support, promote and enhance the academic, social, emotional, and overall success of students with specific emphasis on our under-represented and/or disproportionately impacted student population. Provide leadership in the development of multicultural and diversity based programs.</p>

		<p>Design and participate in professional workshops, conferences, meetings and seminars pertaining to student development/leadership. Partner with departments on programmatic cultural activities and events that supplement classroom experiences; work closely with faculty and staff in developing co-curricular activities for learning communities focused on multiculturalism and diversity.</p> <p>Support student leadership programs through workshop development, trainings, ongoing assessment, and programming logistics. Develop creative informative marketing materials, displays, posters and electronic outreach efforts to build visibility of programming in the Student Engagement Center.</p>
Student Services Specialist	1.0	Performs a variety of specialized duties to provide services to students in Student Affairs. Answers questions and provides specialized information and assistance to students, instructors, and others as it relates to Student Affairs concerns. Perform clerical duties such as preparing and maintaining a variety of correspondence, records and reports; filing, duplicating, etc.
Administrative Assistant	1.0	Performs a variety of responsible secretarial and administrative assistant duties in support of Student Affairs. Organizes and manages the day-to-day activities of Student Affairs. Establishes and maintains a variety of records, logs and files. Supports the function of Student Affairs by preparing agenda items for meetings, taking and transcribing minutes, maintaining records of meetings. Coordinates communication with other departments and personnel, students, vendors, other outside organizations and the public.
Clerical Assistant	0.4	Performs a variety of clerical activities related to the function of Student Affairs and its programs. Answers telephones, takes messages, and refers callers to the appropriate resources. Records, verifies and maintains information relating to the Student Affairs programs and events.

1.8 **STUDENT SUCCESS:** How does your department/program contribute to student success outcomes? (i.e. GPA, transfer, completion of educational goal, retention, capacity for future success)

Comments:	While OSA captures numerous data sets on students served, without support (i.e. longitudinal data) from RPIE it is difficult for OSA to capture meaningful data showing relation to overall student success.
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1.9 **STUDENT EQUITY:** Describe how your program identifies and responds to the unique needs of special populations?

Comments:	<p>Grossmont College Equity Data shows a need to increase the course completion rate for both Foster Youth students and African American students.</p> <p>Grossmont College Equity Data shows a need to increase the certificate or degree completion rate for both African American students and Pacific Islander or Native Hawaiian students.</p>
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Grossmont College Equity Data shows a need to increase the transfer rate for students 40+ years, students 25-39 years, students with disabilities, and Pacific Islander or Native Hawaiian students.

Grossmont College Equity Data shows a need to increase the Basic Skills English Completion for American Indian or Alaskan Native students, African American students, students 40+ years, and First Generation students.

Grossmont College Equity Data shows a need to increase the Basic Skills Math Completion for African American students and First Generation students.

Grossmont College Equity

OSA aims to be able to identify and respond to the unique needs of special populations that have been identified through student equity data with the use of a formal electronic tracking system. OSA is seeking to acquire a formal electronic tracking system where detailed service and population information can be tracked and then used to identify the relationship between our services and the needs of specific student populations in order to use this information to focus services to meet the unique needs of these special populations.

OSA currently uses an internal tracking system to track, identify, and measure the needs of the individuals we serve and aim to specialize services in order to close equity gaps. OSA also continues to be intentional in programing for our disproportionately impacted students while taking into account global, national and local discourse that may impact student development and learning.

- Student Conduct: Data is tracked by type of report, age, and gender. Students that go through the student conduct process are also given pre and post surveys so that we may measure student learning outcomes. Using the demographic information along with the results from the pre and post surveys, we are able to identify the unique needs of the populations we serve, developing programing, workshops and trainings that aim to respond to the needs of disproportionately impacted students.
- PACT: Data is tracked by type of report, age, and gender. PACT data also tracks the referral source as well as ethnicity, however, ethnicity information is limited because this is not always reported or identified at the time of referral.
- Title IX: Data is tracked by type of report, age, and gender.
- Co-Curricular Activities: In response to Grossmont College's Equity Data listed above and research that indicates academic performance is correlated with student involvement (Astin, 1985) and research that indicates student involvement in co-curricular activities such as student government and clubs have a positive correlation with retention and academics (Kuh and Pike, 2005).
- Equity/Diversity: Many of these events have been funded through WACC and Student Equity Funds. The World Arts and Culture Committee as well as the OSA has been intentional in programing events that engage our disproportionately impacted students.
 - Latinx Heritage Month: In fall of 2016, OSA began collaborating with the Latinx Alliance to program Latinx Heritage month. Surveys from these events show that 89 percent of participants strongly agreed or agreed that the events increased their cultural awareness and 70 percent of participants strongly agreed or agreed that after attending this event, they felt their cultural background and family experiences were similar to others at Grossmont College. 80 percent of participants indicated they experience a greater sense of community at Grossmont College and 86 percent of participants indicated they gained a new insight into the Latin American

	<p>experience. 69 percent of the participants were students (Section 12 of Appendices).</p> <ul style="list-style-type: none"> ○ Black History Month: In spring of 2017, OSA continued its collaboration with the Black History Month Committee and helped expand the program for Black History Month. Surveys from these events show that (Data). ○ AAPI: OSA is also a member of the Asian American Pacific Islander Committee (AAPI) who this past spring 2018, programed Grossmont College's first AAPI Month. <ul style="list-style-type: none"> ● Student Clubs and Organizations are active collaborators of the programing offered by the OSA by conducting student lead workshops and events with the intention of raising awareness of issues affecting students.
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1.10 How do you ensure that students from special populations have access to your services? What methods do you use to encourage and promote their participation?

Comments:	<p>In order to engage students from special populations in student activities, OSA is intentional in collaborating with programs that serve our special population such as EOPS, CARE, Dream Center, Via Rapida, Adult Re-entry, PUENTE, UMOJA, etc.</p> <p>Members of OSA present at a variety of orientations about opportunities to engage on campus such as student government and campus clubs and organizations.</p> <p>Members of OSA collaborate with a wide variety special programs and activities and campus life related events such as Black History Month, Latinx Month, PUENTE Mentor mixer, EOPS Summer Institute program, LGBTQQIAA Safe Zone Training, CARE Holiday Party, CalWORKs Thanksgiving Basket Brigade event, all with the intention of creating connections with our students by supporting events that are meaningful to them and help create a sense of belonging and support on our campus.</p> <p>OSA created and annually updates a Specialized Services flyer featuring campus programs and support for students. This flyer is used campus-wide and is listed in many faculty syllabi. It is available in hardcopy and digitally in English, Arabic and Spanish.</p>
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1.11 **CAMPUS COLLABORATION:** Please describe how your program currently coordinates with other programs on campus. (Note: Plans for new and improved partnerships are included in Section 6.9).

Partner	Activities
Outreach Faculty & Staff that volunteer in our Welcome booths Transfer Center Career Center Athletics Financial Aid Arabic Department	<p>WoW! Week of Welcome (fall and spring Semesters)</p> <p>WoW! Information Booths – 7:30am– 6pm</p> <p>Information booth for campus maps, departments and general information. Booths are staffed by classified professionals, faculty, administrators and student volunteers during the first two days of each semester. In the last two semesters Student Affairs has partnered with the Outreach Department and their college ambassadors to provide campus maps and guidance for students at additional locations in response to our campus ongoing construction and the relocation of classrooms.</p>

<p>Associated Students of Grossmont College (ASGC)</p>	<p>WoW! All Campus Activities Fair!</p> <p>An all campus activity fair allows students to learn about our campus services, departments, clubs and student engagement opportunities. The following programs and services have participated in our recent fairs: UMOJA, Tutoring Center, BOT Department, Grad Coaches, Computer Science & Information Systems, Transfer Center, Student Health Services, CAPS, MTS, General Counseling, Chi Alpha Christian Fellowship, Communication/Speech & Debate Team, SSSP, Career Services, Arabic Club, Club Italiana, AOJ Department, Financial Aid, ASGC, CTE, Scholarships Department, GCCC Foundation, Visual Arts & Humanities, A.R.C., CalWORKs, Via Rapida, Zion Bible Study, International Club, Dreamers Movement Club, AAUW, Nursing and CVT.</p> <p>Department workshops</p> <p>We coordinate with various departments on campus to host open houses, orientations and workshops during the Week of Welcome. Some examples are the Transfer Center Open House, the Career Center Open House, The Accessibility Resources Center Open House, Financial Aid Workshops, Walk with the College President, Athletics events and ASGC/club orientations.</p>
<p>College and Community Relations Campus Bookstore Engagement Creative Services Campus Facilities and Operations Instructional Operations Campus and Parking Services Campus Police ARC Business Communications Services Printing Accounting VPSS President Arts, Languages & Communication Div Student Health Foundation for Grossmont & Cuyamaca Colleges</p>	<p>Commencement</p> <p>Coordinate with Instructional Operations to reserve campus facilities for graduate check-in, ceremony and dignitary reception.</p> <p>Work with Accounting to establish budget numbers, submission of PRs for equipment rentals, national anthem performers, and all other Commencement related expenses.</p> <p>Work with Admissions and Records to establish list of all graduates and students eligible for student speaker. Coordinate with VPSS to establish dignitary reception volunteers, send out RSVPs and to approve the student speaker. Work with College and Community Relations on the ceremony script and the office of the President to arrange the selection of ceremony name readers. Arrange with the Arts, Languages & Communication Division for string quartet, pianist, singer, and ASL interpreter arrangement and contract completion.</p> <p>Arrange with Campus Bookstore to determine regalia pricing, roll out availability, and regalia counts.</p> <p>Design graduate brochure and program with Creative Services and Business Office, arrange with Printing on the production of the brochures, and Business Services to schedule mailing.</p> <p>Work with Facilities to set up all furniture and equipment, determine campus closures, ensure irrigation is scheduled around ceremony, and set up water and ice.</p> <p>Work with College and Community Relations to send out social media communications, slides and web posts that encourage commencement participation and updates on deadlines and schedules. Work together to draft graduation script and determine stage seating.</p> <p>Establish with the Foundation for Grossmont & Cuyamaca Colleges Grad Fest details and arrange for giveaways at Grad Check-In.</p> <p>Coordinate with Student Health to establish health stations during commencement.</p> <p>Arrange with Engagement to set up Program Tables and arrange student ambassador volunteers to hand out programs.</p>

	<p>Coordinate with Campus Police and CAPS to arrange for traffic, parking signage, as well as ARC additional disabled parking and cart service.</p> <p>Coordinate with, and prepare purchase requisitions for, all vendors including chair rentals, flowers, ambulance, Color Guard, catering, ASL interpreters, diploma covers, stage set up and sound, photography, security etc.</p>
<p>Cross-Cultural Department Culinary Arts Department Psychology Department Classified Staff English Department Vice President of Administrative Services Vice President of Student Services Director of Community Relations World Languages Department</p>	<p>The World Arts and Cultures Committee (WACC) aims to foster and enhance a climate of appreciation and respect for the diversity of cultural values, ideas and expressions represented by our students, staff, faculty and the world in which we live. The events funded are in efforts to accomplish our mission of bringing diverse events on campus, reflecting the college's position in today's global society. The WACC committee has representatives of all 4 constituents (faculty, staff, students and administrators/supervisors) that promotes a participative and inclusive process and decision-making process.</p>
<p>Counseling Department A&R Department Transfer Center ARC Department UMOJA program</p>	<p>OSA has been a long-standing member of the Black History Month Committee. Black History Month is celebrated every February to remember and celebrate the important contributions of African Americans throughout our history and African diaspora.</p>
<p>Advisors from a variety of departments and programs across campus (each club is required to have at least 1 faculty advisor)</p>	<p>We have over 65 club advisors advising close to 40 clubs on campus. The OSA facilitates advisors with resources and guidance on advising a student club/organization, specific Grossmont College policies and procedures related to student clubs/organizations and help support a broad array of cultural, political, religious, academic student clubs/organizations led activities.</p>

<p>Outreach Academic Division and Department Meetings Professional Development</p>	<p>The OSA participates in various campus orientations such as First Year Experience, SSSP Orientations, Student Success Fairs, Parent Nights, Peer Mentor Orientations, ASGC Retreats, Professional Development workshops during Flex Week regarding Student Engagement opportunities, and Student Conduct Basics.</p>
<p>Latinx Alliance Student clubs Department of Student Success and Equity</p>	<p>LatinX Heritage Month During this month long celebration, we program events that recognize the cultural wealth and artistic achievement of the Latinx community. The intent is for participants to discover multiple perspectives (historical, sociological, political, economic, gender, etc.) of Latin America, all while increasing the sense of belonging to the college community of our students and staff.</p>
<p>De-Stress Fest (bi- annual) Student Health EOPS Art Department President’s Office Career Center Admissions and Records AOJ Department Chemistry Department</p>	<p>The OSA programs every fall and spring semester a week-long De-Stress Fest a week before finals. A variety of stress relieving activities are hosted that provide students with healthy mechanism to deal with stress. Some of the more recent events hosted during De-Stress Fest are: Dog Therapy, Meta Relaxation Sessions, Meditation Session, Walks with the President, Time/Stress Management Workshops, Free 5 Minute Massages, Adult coloring sessions and Aromatherapy workshop . Every semester an email is sent to the campus where faculty and staff can sign up to host a workshop and share their stress busting skills. This has resulted in increased collaboration in our programing. The OSA currently partners with Student Health, EOPS, the Art Department, the Office of the President, the Career Center, the Admissions and Records Office, the AOJ Department and the Chemistry Department in offering De-Stress activities and workshops.</p>

SECTION 2: ALIGNMENT WITH COLLEGE STRATEGIC PLAN

PURPOSE OF SECTION 2.1 & 2.2: Please demonstrate how your department/program links into GC's strategic plans of Outreach, Engagement, Retention and Institutional Capacity.

Outreach

High-quality, organized, comprehensive outreach connects high schools, businesses and the community at large to Grossmont College. Outreach extends from first connection with potential students to enrollment in a class.

Engagement

A culture of participation among the College community, connecting to specialized events on campus that address cultural competency, social justice, student leadership development and advocacy.

Retention

A committed, high-standards approach to keeping students in classes and on track for success in achieving their goals at Grossmont College.

Institutional Capacity

The ability of the institution to effectively use its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.

- Use of **information technology & institutional research**
- Process for **identifying achievement gaps**
- Process for **formulating and evaluating solutions**
- Commitment to and capacity for **data-informed decision-making**

2.1 Summarize your program strengths in the following areas (limit to ½ page):

Strategic Goal:	Strength(s):
Outreach	The services offered by the OSA are mainly on campus, however, the OSA has made efforts to partner with the Outreach Department by participating in community events in order to promote our programs and services to potential students. The OSA is also a participant in the on-campus orientations offered to new students.
Engagement	<p>OSA houses the Associated Students of Grossmont College and serves as advisors for student government and advisor to the Inter-Club Council (ICC). ICC is composed of 35+ students who are representatives of their clubs. OSA facilitates the programming and student activities that both ASGC and ICC offer during the academic year. Some of these events are the Campus Clubs Fair, Fall and Spring Festival and De-Stress Fest. OSA also coordinates activities and programming with all campus clubs and offer student leadership workshops in club finances, event planning, fundraising and overall club management.</p> <p>Reporting to the Dean of Student Affairs, the Engagement Coordinator, as identified in the College's Strategic Plan is responsible for planning, organization, coordination and assessment of student activities in connection with various educational, social, and cultural programs which appeal to a diverse audience at the college and in the community. Launched one year ago, the program has facilitated Students of Color Coffee Talks, Dodgeball Tournament benefiting Gizmo's Kitchen Food Pantry, What is Justice, Faces of Grossmont College student art project, fall Community Service Project, LGBT Mixer, AAPI Mixer, QPR Suicide Prevention Training focusing on the LGBTQ community, You Talks for</p>

	<p>International Students, Graduation Cap Decorating, De-Stress Week Programming, and Women’s Empowerment Discussions. Additionally, the position holds responsibility for working to provide both on and off campus resources concerning student basic needs on campus, such as food and housing insecurities. In partnership with the ASGC, the Common Ground cross-cultural space was allocated and opened in January 2018.</p>
Retention	<p>OSA continuously strives to make lasting supportive connections with students via the student conduct, Title IX, Academic Integrity, and Prevent, Access and Care Team behavioral intervention team (PACT). Students who meet with OSA for student conduct, Title IX, Academic Integrity, and PACT are offered resources in order to provide them with the leadership and support they need to accomplish their goals and continue their education at Grossmont College. Individualized resources are offered based on the student’s personal needs and academic goals. Students who meet after an alleged Academic Integrity violation are provided with an explanation of proper citing techniques, as well as writing resources both on and off campus. Students reported for student conduct or those involved in a Title IX investigation or behavioral intervention are provided a wide variety of student services, including public safety, wellness and community resources. Providing specialized resources and supportive interventions allows OSA to make an impact on a student’s ability to continue their personal and academic goals.</p>
Institutional Capacity	<p>OSA is committed to providing up-to-date, exciting and mandated programs and services to the college community. A key component of the work of OSA is via strong partnerships and collaboration throughout the campus community. All services and programs within the department rely heavily on partnerships and collaborations with on-campus groups and clubs, and off-campus resources and partnerships.</p> <p>While the OSA team is small and the areas of responsibility large, home-grown, internal mechanisms for tracking conduct, Title IX, behavioral intervention teams, complaints/grievance, and engagement (clubs, event participation, etc.) have been developed as an interim measure.</p> <p>OSA recently assessed space utilization in collaboration with ASGC. Student leaders used student need and point of service numbers to discuss current usage and planned growth. ASGC requested additional college support and the Director of Student Activities was relocated to an OSA office within the ASGC. With this move, the ASGC approved switching the Director’s Office with the ASGC President’s Office, which was accommodated. Projecting future growth, the ASGC also approved switching the Club Room with the Common Ground, engagement space. This partnership and a shared vision of growth and current student need has allowed for improved space utilization.</p>

2.2 Summarize your program challenges in the following areas (limit to ½ page):

Strategic Goal:	Challenge(s):
Outreach	No challenges identified.
Engagement	<p>As the campus food pantry continues to grow, there is a need for the food pantry to be housed in its own distinct space, separate from the events that take place in the Common Ground. This would ensure that the distribution of food pantry resources is kept confidential and help students feel more comfortable utilizing the resources. Another challenge the food pantry is facing is that the collection and distribution of pantry items is separated. The collection of items is currently located in the Student Engagement office while the distribution is done out of Student Health Services. This separation has created confusion among students that are seeking resources as well as confusion among other campus partners that are referring students for resources or donating to the pantry. Combining collection and distribution and housing the food pantry in its entirety within its own space under Student Engagement will help to build capacity and ensure future success. Another challenge in student engagement is the fact the OSA does not have an efficient and effective tracking mechanism to track student involvement. OSA would like to be able to compile extracurricular involvement information that could lead to the institution issuing extracurricular transcripts that demonstrate student involvement.</p>
Retention	<p>OSA is seeking to obtain formal electronic tracking systems for student engagement and conduct, Title IX, and PACT purposes so that we may track the student populations we serve and evaluate the support services we offer in a more timely and precise manner. The manual tracking that is currently being used limits the student population information we are able to track and restricts our ability to assess the impacts our services have on retention and engagement. Enhanced and automated processes would also allow for great follow-up and consistent resource allocation to students.</p>
Institutional Capacity	<p>Technology: OSA hopes to obtain tech tools to streamline processes and be better able to track students to ensure continuation of support services, and assess population gaps in service. Technology in facilitation of the college-wide complaint process, student conduct, Title IX, behavioral intervention teams, complaints/grievance and engagement (clubs, event participation, etc.) is the industry expectation. Tracking these items by hand is laborious, could lead to human error, and is not an efficient use of staff hours.</p> <p>Budget: OSA departmental funding has not been adjusted since the department was staffed solely by the Dean of Student Affairs and Administrative Assistant. We are now a department of five employees with the same two person budget. The addition of three new employees, means a need for computers, printers, printer toner and general office supplies. These purchases have cut pretty deeply into the limited OSA budget. OSA area of functional responsibility, staff and campus need has continued to grow despite limited funding to provide more extensive programming at this time. All events and activities require first securing a budget from another outside source on campus prior to implementation. Due to a lack of funding, items such as complying with institutional expectations for replacement of computers for staff are simply not possible. At times, even office basics such as printer cartridges have had to be lent to the department from other areas on campus. In addition to the strain on the supplies budget we have also had to have other departments fund our travel to vital conferences such as Title IX Training, and industry standards and mandates concerning conduct and threat assessment training.</p>

	<p>Staffing: Limited staffing and student demand utilizes most of the department's attention and focus. Preventative programming is often not possible. Given the scope of responsibility, additional staffing to assist in the intake and reporting requirements under Title IX are necessary. Additional staffing to assist ASGC and student clubs with paperwork, office hours and functions, and oversight would add a significant value to the student experience at Grossmont College.</p>
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SECTION 3: PREVIOUS PROGRAM REVIEW RECOMMENDATIONS

PURPOSE OF SECTION 3.1 & 3.2: To help the committee understand what the last program review recommendations were, and how your department addressed and implemented them.

3.1 Your last program review contains the most recent SSPR Program Review Committee recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review. (Be sure to use the committee recommendations and not your own). Include the recommendations from the last program review in this section (duplicate table as needed).

SSPR Recommendations:	Work with the College Planning and Institutional Effectiveness (CPIE) office to identify and collect disaggregated data for students who participate in clubs; this includes discipline and enrollment status.
Response to Recommendations:	Requests for this data have been submitted over the years, but no data has been obtained. OSA hopes to obtain tech tools to streamline processes and be better able to track students to ensure continuation of support services, and assess population gaps in service. Technology in student conduct, Title IX, behavioral intervention teams, complaints/grievance and engagement (clubs, event participation, etc.) is the industry expectation. Tracking these items by hand is laborious, could lead to human error, and is not an efficient use of staff hours.
SSPR Recommendations:	Student Affairs should continue to utilize social media to engage students and possibly work with Counseling in orientations and FYE.
Response to Recommendations:	The OSA has continued to engage with students through social media by creating a Campus Life Instagram Account where all student activities are posted. In addition, the Director, Student Activities helps manage the Grossmont College official Facebook page and works with the Director, Community Relations to engage students. The OSA participates in the following orientations: UMOJA, Puente, Dream Center, SSSP Family Orientations, Via Rapida, Peer Mentors, High School Counselor Breakfasts, and International Students Orientation.
SSPR Recommendations:	Student Affairs should consider creating workshops on academic dishonesty in English 98 and ESL classes.
Response to Recommendations:	In review of the prior OSA program review and academic integrity data, no rationale could be identified regarding the basis upon which this recommendation was made. As such, OSA does offer divisional, departmental, Flex Week, and in class presentations regarding the GCCCD Student Code of Conduct, which includes academic integrity. However, these particular courses have not been targeted.

SSPR Recommendations:	Student Affairs should have an annual flex workshop regarding discipline, classroom management, our processes and the support available.
Response to Recommendations:	OSA offers a fall and spring Flex Week presentation regarding the GCCCD Student Code of Conduct, which includes classroom management, academic integrity, behavioral intervention, and student support services on campus. Offered through Professional Development, the Flex Week presentation the workshop typically has anywhere from 10-30 participants.

SSPR Recommendations:	Student Affairs should deliver an annual workshop regarding plagiarism to new and continuing faculty.
Response to Recommendations:	OSA offers divisional, departmental, in class, and fall and spring Flex Week presentation regarding the GCCCD Student Code of Conduct, which includes classroom management, academic integrity, behavioral intervention, and student support services on campus.

3.2 If relevant, please provide a brief summary of any audit or compliance review conducted by your department/program or an outside agency. This may include an audit of state and federal mandates related to department/program funding sources. If the audit/review is conducted by an outside agency, please include that information.

Comments:	N/A
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SECTION 4 – STUDENT OUTCOMES

PURPOSE OF SECTION 4: To assess practices used to achieve Student Service Outcomes (SSOs) and Student Learning Outcomes (SLOs). SSOs and SLOs allow faculty, staff, administrators, and institutional researchers to assess the impact of services and instruction.

Grossmont College Student Services Outcome:

*Students will have **access** to a **spectrum of services** that respond to their **needs**, provide **quality information**, and are delivered with **authentic care**.*

4.1 How does the population you serve assess your department/program? Describe the various methods by which students provide feedback to your department or program.

Comments:	<p>Student Conduct: Students who go through the student conduct process are given both a pre-meeting and a post-meeting survey when meeting with OSA in order to gather information about their familiarity with the Student Code of Conduct, if they know where the Student Code of Conduct can be located, their understanding of the ramifications after violating the Code of Conduct, whether or not they understand their student rights and responsibilities, if they are able to distinguish good or bad ethical behaviors and if they are aware of the support services on campus they would need to help them succeed as a student. Comparing the pre-meeting answers with their post-meeting answers provides OSA with feedback and knowledge regarding what each student has learned and gained from our intervention.</p> <p>Measured by: Pre- and Post- Test, Event/Workshop Survey, Student Success Survey</p> <p>Commencement: Every year OSA is responsible for planning and organizing the Grossmont College Commencement ceremony with the goal of providing a memorable experience for our graduates. Students are able to provide feedback regarding the level of service at the ceremony by completing a survey that measures their satisfaction with the ceremony and provides the opportunity to provide suggestions for future Commencement planning.</p> <p>Measured by: Commencement Survey</p> <p>WAAC Events: All grant recipients are required to ask participating event organizers, audiences, and attendees to complete a brief survey about the value of their WACC-sponsored event. In addition to testimonials and feedback, the data gathered from these surveys helps WACC to secure future grant-giving seasons so that more projects can be sponsored. WACC Surveys must be completed and submitted to WACC's offices within one week of the event's completion.</p> <p>Measured by: WACC Survey</p>
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ASGC and Student Clubs- The OSA programs for student activities, club activities and workshops for the academic year. Some of the workshops we offer are on Club Finances, Event Planning and leadership and team building retreats for ASGC. The OSA survey at the end of each academic year is used to assess why students decided to become involved on campus, what skills they have developed as a result of their engagement with clubs, ASGC or campus programs, how their participation contributes to their overall experience at Grossmont College and requires feedback on the types of workshops students want to see in the following academic year.

Measured by: Leadership Survey: Associated Student Government & Student Cub Leaders; ASGC Retreat Workshops

4.2 and 4.3 Student Service Outcomes (SSO): Services and Student Learning Outcomes (SLO): Workshops

Please use the table to fill in the appropriate information regarding:

- Department/program SSO to be measured
- Indicate linkage to the GC Student Services Outcome (checkbox)
- Assessment Tool - Briefly describe assessment tool
- Next Steps/Timeline– Indicate 4-semester plan to implement the SSO assessment process

GC SSO components (Check all that apply) <input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Services <input checked="" type="checkbox"/> Student needs <input checked="" type="checkbox"/> Quality information <input checked="" type="checkbox"/> Authentic care	Dept/Program SLO	Through participation in the Associated Students of Grossmont College, students in the ASGC, Inc., Executive Board, Campus-Wide Committees and Inter Club Council will demonstrate knowledge and understanding of leadership skills.	
	Assessment Tool	Club Registration Survey, Event/Workshop Survey, End of Semester Survey, Student Success Survey	
	Next Steps & Timeline		
Semester:	Semester:	Semester:	Semester:
Ongoing	Ongoing	Ongoing	Ongoing

GC SSO components (Check all that apply) <input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Services <input checked="" type="checkbox"/> Student needs <input checked="" type="checkbox"/> Quality information <input checked="" type="checkbox"/> Authentic care	Dept/Program SLO	Students referred to Student Affairs for a student conduct matter will be able to articulate that there is a student code of conduct, what the ramifications are for a violation of the student code of conduct and why it is important to make good ethical decisions in an academic setting.	
	Assessment Tool	Pre- and Post- Test, Event/Workshop Survey, Student Success Survey	
	Next Steps & Timeline		

Semester:	Semester:	Semester:	Semester:
Ongoing	Ongoing	Ongoing	Ongoing

GC SSO components (Check all that apply) <input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Services <input checked="" type="checkbox"/> Student needs <input checked="" type="checkbox"/> Quality information <input checked="" type="checkbox"/> Authentic care	Dept/Program SLO	Students will communicate effectively in a variety of settings within a diverse community, through an understanding and appreciation of cultural diversity, student organizations and community.
	Assessment Tool	Event/Workshop Survey, Student Success Survey, WACC
	Next Steps & Timeline	

Semester:	Semester:	Semester:	Semester:
Ongoing	Ongoing	Ongoing	Ongoing

Student Learning Outcomes (SLO): Courses

Section 4.4 – 4.12 Applicable only to departments/programs that offer courses of instruction.

N/A: No courses offered.

INSTITUTIONAL LEARNING OUTCOMES

PURPOSE OF SECTION 4.13: To describe how Institutional Student Learning Outcomes (ISLOs) are supported by your department/program.

4.13 Check each ISLO supported by your program. Please describe two examples that demonstrates how the work of your department or program links to the selected ISLO(s).

ISLO		Description
<input checked="" type="checkbox"/>	Critical & Creative Thinking	<p>Students will explore issues, ideas, artifacts, and events and gather evidence from multiple perspectives before forming an opinion or conclusion.</p> <p>Students will analyze, connect, and synthesize ideas in order to creatively solve problems.</p> <p>Students will demonstrate competence in interpreting and working with quantitative and qualitative data to weigh evidence, support arguments, and solve problems in everyday situations.</p>
Comments:		TBD - pending template review from SSPRC.
<input checked="" type="checkbox"/>	Communication Skills	Students will communicate effectively through reading, writing, speaking, and listening.
Comments:		TBD - pending template review from SSPRC.

☑	Global & Local Perspectives	<p>Students will prepare to become global citizens by acknowledging and articulating the interconnection of the physical, social, political, economic, and cultural environments in which they live.</p> <p>Students will demonstrate sensitivity, respect, and integrity when interacting with individuals of diverse backgrounds, perspectives, and values.</p>
Comments:		TBD - pending template review from SSPRC.
☑	Technology & Information Skills	<p>Students will gain core information literacy skills by critically evaluating information, identifying the most reliable information from a variety of sources, and recognizing the importance of being well-informed and sharing information responsibly.</p> <p>Students will demonstrate skill in the use of technology and its ethical and responsible applications.</p>
Comments:		<p>When a student is reported for an academic integrity violation, the Office of Student Affairs meets with the student to review the details of their violation and to discuss the responsible and ethical ways to effectively use online resources, campus resources and information have access to in order to complete their assignments or tests. In addition, links to Purdue Online Writing Lab, a free online writing lab, and campus resources such as information to the tutoring center and writing lab are provided by the Office of Student Affairs for the purpose of supporting the development in each student's literary skills and responsible use of technology.</p>
☑	Life & Career Skills	<p>Students will engage in self-reflection to cultivate their personal development and well-being.</p> <p>Students will engage in and interpret various forms of creative expression.</p> <p>Students will demonstrate and apply the attitudes, knowledge, ethics, and skills necessary to contribute to professional, civic, and academic communities.</p>
Comments:		<ul style="list-style-type: none"> • Students who meet with OSA after a conduct violation learn how to self-reflect on their choices and think about how they may be impacting their future academic career. Based on the information each student shares, the conversation is personalized to make it more relatable to their own academic and personal goals, giving each student the opportunity to develop personally and academically. • Student conduct and discipline is handled using a holistic and educational approach, emphasizing the importance of educating each student on the institutional practices and values of Grossmont College. During the student conduct process students are provided with information about Grossmont College's mission and values. The dialogue emphasizes that they are an integral part of the campus community and that they are responsible for applying their knowledge and utilizing the ethics and skills they have learned in order to be a contributing member of the school and surrounding communities. Students demonstrate they have gained the knowledge and skills at making ethical decisions by the post-meeting responses each student provides and the low rate of repeat offenses that occur.

SECTION 5 – STUDENT DATA

PURPOSE OF SECTION 3.1: To use Key Performance Indicators (KPIs) to demonstrate the following:

- Scale of operation
- Efficiency
- Effectiveness

Using SARS, MIS, or department/program collected data, analyze quantity of service provided to the GC student population. If departments/programs are supplied with specific area data from the Data Liaison, use 3.2.

5.1 If applicable, report data showing the quantity of services provided the past two academic years (refer to services listed in Section 1.7).

KPI or Service:	Year 1 Quantity:	Year 2 Quantity:
All Campus Activities Fair	N/A* *data missing	1477
Associated Students of Grossmont College (ASGC) (including members, volunteers and committee delegates)	44	27
Background Checks	50	48
Board and Student Trustee Elections (students voting in election)	404	287
Black History Month (survey respondents only)	159	230
Clubs (number of officially chartered clubs)	36	40
Clubs fair (number of contacts in academic year)	n/a	2244
Commencement Graduate Participants	563	703
College-Wide Complaint Process	16	36
Free Speech (number of individuals signed in)	263	272
Latinx Heritage Month (survey respondents only)	150	240
Prevent, Assess & Care Team (PACT) Reports	N/A* *program started 2017-2018	17
Student Activities- De-Stress (number of contacts)	80	867

Student Conduct Cases	140* *80 Behavior 60 Academic Integrity	88* *36 Behavior 52 Academic Integrity
Student Discipline Formal Hearings	5	3
Student Grievance Hearings	0	2
Title IX Reports	18	30
Travel Packet Processing	N/A** **started tracking 2017-2018	337
World Arts and Cultures Committee (WACC) Event Participants (survey respondents only)	678	408
Week of Welcome (number of contacts)	3612	3461

PURPOSE OF 5.2: Summarize findings of additional data provided by the Data Liaison.

Comments:	No additional data
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PURPOSE OF SECTION 5.3 & 5.4: To examine the trends represented in the data from 5.1 & 5.2.

5.3 What does the data illustrate about your department’s contribution to student success outcomes? (Examples: increase GPA, promote transfer, support completion of educational goal, improve retention, strengthen capacity for future success, etc.) How does this compare to previous years?

Comments:	<p>Please refer to data in section 1.6.</p> <p>It is the mission of OSA to provide a comprehensive student-oriented environment that facilitates learning and student development, academic and personal achievement. The data above illustrates that we are dedicated to delivering a range of programs and services that will support the student as a whole.</p>
Comparison to prior years:	<p>Commencement</p> <p>Since the last Program Review, participation in the annual Commencement Ceremony has increased. It was found during the last Program Review that the annual event served approximately 500 graduates and 2,000 guests. It was also determined at that time that based on trends from previous years that the number of graduates was static, however, the number of guests attending was increasing. The number of participants started to increase slightly each year from 2013-2014 to 2016-2017 until 2017-2018 when the total number of graduates participating in Commencement hit a record 703 participants.</p>

	<p>Conduct</p> <p>There were a total of 140 conduct cases in 2016-2017 which was in line with the average number of cases each year since the last Program Review cycle (average of about 138 cases per year). 2017-2018 saw about a 37 percent decrease in cases with a total of 88.</p> <p>Week of Welcome (WoW)</p> <p>A total of 3,101 students were served in the 2011-2012 school year, the first year WoW was introduced. The totals have increased since its introduction, with a total of 3,612 students served in 2016-2017 and 3,461 students served 2017-2018.</p>
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5.4 What story does your data tell about efficiency, responsiveness, timeliness, and number of service requests? (Use bulleted list and limit to ½ page).
Does the data suggest any areas of need or gaps in service?

<p>Comments:</p>	<p>Data shows:</p> <ul style="list-style-type: none"> ● Cultural Awareness-WACC produces events that encourage cultural awareness, leading to respect for diversity on campus. A total of 389 people participated in the Black History Month post event surveys and a total of 390 participated in the Latinx Heritage Month post event surveys, both increasing from 2016-2017 to 2017-2018 academic years. Facilitation of Black History month and Latinx heritage month events help support underrepresented populations, which could lead to improved retention and the strengthening of the future success of these populations. ● Complaints-There has been an increase in complaints channeled through the College Complaint Process from 2016-2017 to 2017-2018. This increase is attributed to OSA’s improved and accessible process to make the location of the online complaint form more accessible and make updates to the form that make it more user friendly. ● Conduct-There has been a decrease in the total number of conduct cases 2016-2017 to 2017-2018, with behavior cases decreasing by 55 percent as well as a decrease in the number of formal student discipline hearings. Pre & Post conduct meeting survey data shows that students develop an increased awareness of the district’s Code of Conduct and their rights, the ramifications involved with their violation, how to distinguish between good and bad ethical decisions and the existing support services on campus. This leads to a decrease in the number of formal student discipline hearings, as the likelihood of repeated violations that would lead to further sanctions. The higher number of behavioral cases recorded in 2016-2017 can likely be attributed to the political climate at the time of the reports, reflecting the same behavioral trends seen across the U.S. during that time. ● Title IX-There has been an increase in Title IX reports by 67 percent between 2016-2017 and 2017-2018 school years. With the rollout of Get Inclusive Title IX training, there is an increase in education and understanding about sexual assault awareness and how to respond.
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	<ul style="list-style-type: none"> ● Clubs/ASGC/Leadership-There has been a nearly 984 percent increase in contacts made during Student Activities De-Stress Fest from 2016-2017 to 2017-2018. This increase is due to an increase in events offered by ASGC as well as the introduction of food offered at the events.
<p>Need/gaps:</p>	<ul style="list-style-type: none"> ● Student participation in clubs and leadership activities: <ul style="list-style-type: none"> ○ Decrease in ASGC participants from Year 1 to year 2 ○ Decrease in students voting for Board & Student Trustee Elections from 2016-2017 to 2017-2018 ○ Decrease in number of clubs chartered <p>There is a need to increase the number of students participating in ASGC, the number of students voting for Board & Student Trustee Elections, and the number of club participation on campus.</p> ● Student participation in cultural awareness events and activities: <ul style="list-style-type: none"> ○ A total of 389 people participated in the Black History Month post event surveys and a total of 390 participated in the Latinx Heritage Month post event surveys, both increasing from 2016-2017 to 2017-2018 academic years. Facilitation of Black History month and Latinx heritage month events help support underrepresented populations, which could lead to improved retention and the strengthening of the future success of these populations. <p>The increase in participation in Black History Month and Latinx events shows a need for an increase in funding for these events. Institutionalizing heritage month events will allow for the funding of influential speakers, the ability to further explore cultural ideas and perspectives, and prepare students to be global citizens.</p> ● Student participation in commencement: <ul style="list-style-type: none"> ○ Increased student participation by nearly 25 percent in 2017-2018 commencement ceremony compared to previous 2016-2017 school year. <p>Data suggests there is a need to better accommodate the increasing number of Grossmont College graduates and their guests attending the ceremony. This increase in graduates and their guests suggests a need for a more formalized security without sacrificing the quality of the ceremony.</p> ● Title IX: <ul style="list-style-type: none"> ○ Changing guidance from the Department of Education makes Title IX a legalistic and cumbersome process in attempts to provide the best genuine care and equitable processes for all involved. ○ With increased training available to the campus, the rollout of Get Inclusive Title IX training, there has been an increase in education and understanding about sexual assault awareness and how to respond. As a result there has been a 67 percent increase in Title IX reports between 2016-2017 and 2017-2018.

- Title IX reports must be processed in conjunction with DOE guidelines and may be labor intensive and complex.
- The chief conduct officer should not serve as the investigative officer on a Title IX matter.
- With limited staff in OSA, increased reports, and complex/legalistic cases there is a need for staff who specialize in the coordination and investigation of Title IX cases so that each case can be adequately investigated and processed.
- Student Conduct & PACT reports:
 - The number of Student Conduct cases decreased from Year 1 to Year 2 with behavior cases contributing for the majority of the decline. Behavior cases decreased by 55 percent from 2016-2017 to 2017-2018.
 - A total of 17 behavioral cases were processed through PACT, the Behavioral Intervention Team formed to respond to reports of behavioral concerns.

There is a need to increase awareness of PACT in order to reduce the number of behavioral student conduct reports that should instead be handled by early intervention. With PACT handling reports of behavioral concerns before they become conduct issues behavioral conduct cases are expected to decrease.

SECTION 6 – GOALS & IMPROVEMENT

PURPOSE OF SECTION 6.1 – 6.3: To describe the main goals and objectives for the program. *Goals might include objectives for a specific or focused area of student support, a combination of support elements for a specific target population, state or federally mandated activities or other activities directed at providing support to students.*

6.1 What were your goals in the last program review cycle, and did the program achieve those goals?

Goal 1:	Create and provide Student Affairs brochures, fliers, and website content in additional languages, e.g. Arabic, Neo-Aramaic, and Spanish.
Results:	OSA created and annually updates a Specialized Services flyer featuring campus programs and support services for students. This flyer is used campus-wide, including listed in many faculty syllabi. It is available in English, Arabic and Spanish.

Goal 2:	Coordinate and develop a "Food Pantry" collection point, identification of needy students, and a referral system to the Grossmont College Health Services Office for dispensation.
Results:	<p>Across the country and certainly in our colleges, there is a rapidly growing awareness of the challenges our students face to meet their basic needs. A recent study of 70 community colleges, conducted by the Wisconsin HOPE Lab and the Association of Community College Trustees, found that 56 percent of students were food insecure, and nearly half were either experiencing housing insecurity (35 percent) or homelessness (14 percent). And a fall 2017 survey of California community colleges found 56.8 percent of our faculty and staff had direct contact with students experiencing basic needs insecurity multiple times per week or every day. Grossmont and Cuyamaca colleges were among 70 community colleges from 24 states that took part in a large-scale survey conducted in 2016 by the Wisconsin HOPE Lab at the University of Wisconsin-Madison and the Association of Community College Trustees.</p> <p>That survey found that of the 700 students at the East County colleges who responded, more than 60 percent reported a low or very low level of food security in the past 30 days. The colleges' numbers exceeded the regional and national figures of 58 percent and 56 percent, respectively.</p> <p>In collaboration, the Mental Health Services Counselor, Student Health Services Supervisor, Student Engagement Coordinator, and the Dean of Student Affairs met during the summer of 2017 to develop and implement a Grossmont College Food Pantry. Gizmo's Kitchen was officially launched September 2017. In one year of implementation, Gizmo's Kitchen has served over 3000 prepackaged meals to students. Coordinated by the Student Engagement Coordinator, Gizmo's Kitchen developed approval and partnership with the San Diego Food Bank, hosted a grand opening/service project, was tied to the one campus/one theme to food insecurities, numerous classrooms and department presentations were provided, and a community service presentation was developed to provide students who volunteer with the pantry to learn more about food insecurity. Additionally, an all-campus dodgeball tournament was hosted to raise awareness about food insecurities, with over 150 in attendance. Gizmo's Kitchen is run out of the Student Health Services and Mental Health Services Office.</p>

Goal 3:	Add a Student Activities Coordinator, Student Life Coordinator, Student Affairs Specialist, and one additional clerical support person.
Results:	<p>Student Engagement Coordinator</p> <p>As part of the college-wide annual planning process, the Student Engagement Coordinator position, along with an Outreach Coordinator and Retention Specialist positions, were developed in response to the Strategic Plan initiatives that identified student engagement as one of its three key priorities for the college. After a comprehensive interview process with open campus forums, in the April of 2017 the new position was filled. The Student Engagement Coordinator position is funded through statewide Student Equity funds and reports to the Dean of Student Affairs. The Student Engagement Coordinator is responsible for supporting the college's strategic priority of engagement, including the planning, organization, coordination and assessment of student activities in connection with various educational, social, and cultural programs which appeal to a diverse audience at the college and in the community.</p> <p>Student Services Specialist</p> <p>Via the Classified Staffing Request Process, a hire request for the position of Student Services Specialist was originally submitted in May 2008, with subsequent requests annually until the position was finally approved for hire in April 2016. The position was created to be a direct support to the Dean of Student Affairs in academic integrity violation processing with responsibility for facilitating the student conduct and discipline process for students during the academic integrity violation conduct process.</p> <p>After a competitive interview process, in August 2017 the position was filled. The Student Services Specialist reports to the Dean of Student Affairs and is responsible for monitoring the college-wide complaint process and assisting the Dean in providing information and support to students, faculty, and staff regarding conduct and discipline policies and procedures, with focus on academic integrity violations.</p>

Goal 4:	To plan and implement Student Affairs workshops on GCCCD the Academic Integrity and the Student Discipline process during Orientation in additional languages, e.g. Arabic and/or Spanish wherever applicable throughout the academic year.
Results:	OSA offers divisional, departmental, Flex Week, and in class presentations regarding the GCCCD Student Code of Conduct, which includes academic integrity. However, these particular offerings have not been provided in additional languages.

6.2 Identify your most successful activity or intervention, and its relationship to program/department goals. Describe the activity and how it was a success (including supporting data). Do you have plans to scale-up this activity to serve additional students?

Comments:	PACT strives to deliver support by way of providing community and college resources for all members of Grossmont College. The purpose of PACT is to function as an at-risk behavioral assessment and support system, focused on early intervention, as well as threat assessment. The team tracks red flags over time, detecting patterns, trends, and disturbances in individual or group behavior. The team receives reports of disruptive, problematic or concerning behavior
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or misconduct, conducts an investigation, performs a threat assessment, and determines the best mechanisms for support, intervention, warning/notification and response. The team then deploys its resources and resources of the community and coordinates follow-up.

Launched by the Dean of Student Affairs in the fall 2016, the Prevent, Assess and Care Team (PACT) serves Grossmont College by assessing and responding to all reports of concerning, alarming, or threatening behaviors by a student as well as others who might impact the safety or well-being of the members of the college. The team grew and in the fall of 2017 founding members from the Accessibility Resource Center, Mental Health Services, EOPS/CARE/CAFYES & CalWORKS, Student Affairs and law enforcement met to develop the name, mission and function of the team. Members received training on National Behavior Intervention and Threat Assessment (NaBITA) standards, with several members becoming certified by the organization.

In the initial year, 17 cases were reviewed and a case plan/intervention protocol was developed and implemented. In partnership with Cuyamaca College's Behavioral Intervention Team, PACT also created and published the Grossmont College Incident Response guide, distributed campus-wide. While similar in layout and content, the Cuyamaca College and Grossmont College Incident Response guides reflect college processes while setting a District-wide standard of care.

Plans to expand the program in the coming year include developing a logo, website, promotional materials, and stand-alone presentations for the team. With increased marketing and campus awareness, it is likely that an even greater number of students may be served.

6.3 Identify your least successful activity or intervention, and its relationship to program/department goals. Describe how it was unsuccessful (include challenges or obstacles encountered). What changes have you made as a result of this experience?

Comments:

One of our biggest challenge and therefore least successful activity in the OSA is effectively and efficiently communicating with student leader and our clubs. We do not have club database that can keep track of students involved in clubs therefore we do not have an accurate count of how many students participate in campus clubs. There is software that automates club registration process and tracks the co-curricular activities students participate in. This software also helps club leaders with event planning and tracks their clubs budget. In the absence of this software, the OSA has been continuing to manually process club registrations. We currently have a 0.4 FTE clerical assistant to process of all club paperwork, creates and updates an email distribution list for club leaders (we mandate at least 5 students to create a club) and club advisors since email is the only way we can communicate with students. This takes extensive time from both our clerical assistant and the Director, Student Activities to manage. We have also found that communicating through email with our students is antiquated and inefficient.

Therefore, the OSA has tried to explore alternatives to help with our club registration process and communication. In fall 2017, we began conversations with the web developer about the possibility of creating a Canvas container for our Clubs in order to enhance our communication with our club leaders. Conversations were halted with the departure of the web developer. Another alternative that the OSA would like to explore is the module our current student

	<p>database, Colleague, has to track student organization. However, conversations with District IS have been unsuccessful given the large list of priorities their department has.</p> <p>In response to our current situation, OSA is working on improving our current website and incorporate a google calendar for our club related activities to be housed. We also hope to restart our conversations about a Student Organization Canvas container when a permanent web developer is hired.</p>
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PURPOSE OF SECTION 6.4 – 6.10: The committee wants to gauge efforts related to quality, vitality, and responsiveness to student needs; and also review how these efforts inform department improvement and refinement.

6.4 Please describe any programmatic changes in your department/program (i.e. modifications to organizational structure, addition or deletion of services, policy or procedural adjustments) during the last three years; and the process used to implement the changes.

Program change:	Process used to implement:
Position Added: Student Engagement Coordinator	Position was developed in response to the Strategic Plan initiatives that identified student engagement as one of its three key priorities for the college. After a comprehensive interview process with open campus forums, in the April of 2017 the new position was filled.
Position Added: Student Services Specialist	Position was created to provide assistance in processing academic integrity violations. The position was approved for hire April 2016 and after a competitive interview process, in August 2017 the position was filled.
Program/Service Added: PACT	PACT was created in response to the need to address the concerning, alarming, or threatening behaviors by students or others who might impact the safety or well-being of the members of the college. The program was added to serve at-risk students, focused on early intervention, as well as threat assessment.
Program/Service Added: Food Pantry	Members of OSA, including Mental Health Services, Student Health Services, Student Engagement and Student Affairs met during the summer of 2017 to develop and implement a Grossmont College Food Pantry. Gizmo’s Kitchen was officially launched September 2017.
Program/Service Added: Get Inclusive Title IX Training	Original Title IX training, Haven, was not meeting the needs or demand of the GC student population. Get Inclusive Title IX Training module was examined and found to be appropriate for the needs of the college and was rolled out summer 2017.
Change/adjustment: Complaint Process	The electronic complaint form located on the GC website has been updated to reflect the most current departmental information. In addition, the link to the complaint form has been moved to a more user friendly and accessible location for easier access. The webpage that contains the complaint form and all other details regarding the complaint process is now the first search result when the word ‘Complaint’ is typed in the search bar. An enhanced response and tracking process were also created and implemented.

<p>Change/adjustment: Commencement</p>	<p>The GC Commencement website was updated to be more user-friendly and informative. Email communications to graduates are now utilized in order to communicate important deadlines, updates, and reminders to students regarding graduation requirements and commencement details.</p> <p>In 2017 a graduate check-in party was added to add to the pre-ceremony graduate experience. Through a grant provided by the GCCCD Foundation, a graduate check-in party was rolled out where graduates are provided with snacks, photo booth opportunities, and entertainment while waiting for the ceremony to begin.</p> <p>Livestream service was added in 2017. This service allowed family members from all over the world to watch the ceremony online.</p> <p>In 2018 the staging for the ceremony was restructured, adding a raised stage, projectors and large video walls in order to improve the guest experience.</p> <p>A pre-ceremony video was created allowing departmental and college highlights, as well as the opportunity for graduates to share a 'thank you' message with the community.</p> <p>In addition, GC keepsake diploma covers were provided to all students participating in the commencement ceremony.</p>
<p>Change/adjustment: Changed Office Location for Director of Student Activities</p>	<p>In spring of 2017, the office of the Director, Student Activities was moved downstairs to the ASGC office. Moving the Director, Student Activities closer to ASGC, increased access to clubs, student leaders and ASGC board members to ask questions and seek guidance on campus life related matter. The move was beneficial and timely due to ASGC becoming unincorporated and the need to collaborate and work closely with the Director to create new bylaws for their organization.</p>

6.5 Explain how external factors (e.g. state budget, local economy, local job market, changes in technology, similar program or service at neighboring institutions) influence your department or program, and describe any measures that have been taken to respond to these factors.

<p>Comments:</p>	<p>Key external factors: high impact student engagement initiatives, student mental health, basic needs, sexual assault, political uncertainty, and how to create a more inclusive and equitable campus community.</p> <ul style="list-style-type: none"> ● Across the country and certainly in our colleges, there is a rapidly growing awareness of the challenges our students face to meet their basic needs. A recent study of 70 community colleges, conducted by the Wisconsin HOPE Lab and the Association of Community College Trustees, found that 56 percent of students were food insecure, and nearly half were either experiencing housing insecurity (35 percent) or homelessness (14 percent). And a fall 2017 survey of California community colleges found 56.8 percent of our faculty and staff had direct contact with students experiencing basic needs insecurity multiple times per week or every day. ● We will continue to pay attention to the changing demographics of our students, declining college age populations in most states (as predicted in the recent Knocking at the College Door report), access/affordability/degree attainment, disruption/technology, and the need to serve Gen Z students.
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	<ul style="list-style-type: none"> ● Increased college student activism springing from the race-centered consciousness protests in 2015, moving to protest of economic inequities stemming from the 2016 presidential campaign and exploding in 2017 with a new national women's movement and immigration movement. There is the potential for the first time since the 1960's that there could be a convergence of critical social issues of race, class and gender that will ignite critical mass of college students to organize a multifaceted movement. We are witnessing a new era of student leadership and civic engagement, as students seek to be part of the solution to both local and global challenges. We have a renewed opportunity to help students find and develop their voice and their role in leadership. It is also time to extend our reach and help others realize what building an open, inclusive, and welcoming campus looks like. ● During these turbulent times, we're seeing increased rates of anxiety, depression, referrals for students of concern, and behavioral student conduct. ● New technologies are reshaping expectations for what goes on inside and outside of the classroom. This is apparent in the growth of online learning and how students, faculty and staff connect. Students increasingly expect to conduct transactions on their smartphones or other devices that used to involve a visit to an office. Many transactional services will be delivered online to reduce costs and improve access. The challenge for OSA will be to create a sense of community, connection, and belonging for students who are not on campus often or at all. Another is to use data wisely to understand and even predict what students want and need. The data is there but isn't being used to drive decisions. That needs to change.
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GOALS: Next Three-Year Cycle

6.6 Please describe the process by which your program/department identifies goals and reflects on progress.

Comments:	<p>OSA hosts semi-annual all-day retreats to focus on training, moral, professional development, team norms and goal-setting. These all-day retreats include all members of OSA including Student Health Services, Student Mental Health Services, Student Engagement, and Student Activities.</p> <p>Monthly OSA meetings are held to discuss goals, opportunities, successes and challenges. These team meetings include all members of OSA including Student Health Services, Student Mental Health Services, Student Engagement, and Student Activities. Each member of the OSA team is asked to share 3-5 accomplishments for the month in advance and these are reviewed and discussed as a team.</p> <p>Bi-monthly meetings are held with the Dean of Student Affairs and the program/department leads to identify goals, opportunities and challenges.</p>
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6.7 Describe your goals for the next three-year cycle.

Refer to “SMART” Goal standards and Grossmont’s strategic plan.

Smart Goals: Specific – Measurable – Achievable – Relevant – Time-Bound

Strategic Plan (see Section 2 for brief summary)

Alignment w/ GC Strategic Plan Check all that apply <input checked="" type="checkbox"/> Outreach <input checked="" type="checkbox"/> Engagement <input checked="" type="checkbox"/> Retention	Goal #1:	Increase the number of campus clubs and their involvement in campus life activities.
	Description:	Plans to increase the number of campus clubs by increasing our institutional capacity through a technology-based club database and improving our websites with a new design and up to date current campus life information.
	Linkage to dept or GC SSO:	GC SSO
Problem or gap being addressed:	Our current staff levels do not allow us to increase our number of clubs and keep track of all club related activities put forth by them. Our club chartering process is done manually with much follow-up needed to make sure clubs complete the paperwork accurately. It is a tedious process for both the staff and club members.	
What will be improved as a result?	The club chartering process would improve significantly. It would be streamlined, easy and accessible. This would release time for our staff to focus on other duties like website updates that would ultimately improve our campus life. We will also be able to keep club data such as number of club members.	
How will it be measured?	Number of clubs chartered, number of club events recorded, number of participants in club related activities.	
How will it reflect and contribute to Institutional Capacity?	It would ensure that we have the software needed to access club related data.	

Alignment w/ GC Strategic Plan Check all that apply <input checked="" type="checkbox"/> Outreach <input checked="" type="checkbox"/> Engagement <input checked="" type="checkbox"/> Retention	Goal #2:	Expand the campus awareness and understanding of PACT. Our goal is to expand the campus awareness and understanding of PACT, so that the campus community understands the appropriate way to report an incident or behavior, directing our campus community to on and off campus resources and support.
	Description:	Plans to expand the reach of PACT in the coming year include developing a logo, website, promotional materials, and stand alone presentations for the team. With increased marketing and campus awareness, it is likely that an even greater number of students may be served.
	Linkage to dept or GC SSO:	PACT aims to provide students access to a spectrum of services, through campus awareness of our services, directing them to the applicable resources that respond to their needs, delivered with authentic care.
Problem or gap being addressed:	PACT seeks to increase the ability to connect with individuals that are displaying concerning behavior, intervening and connecting them with resources and support.	

What will be improved as a result?	<ul style="list-style-type: none"> ● Increased behavioral intervention ● Improved access to resources aimed to help and support students and the college community ● Greater support and consultation to faculty and staff
How will it be measured?	<ul style="list-style-type: none"> ● Number of referrals received ● Tracked resources provided ● Time between referral date and time and review by PACT
How will it reflect and contribute to Institutional Capacity?	Expanding awareness and understanding of PACT will ensure a structured approach to behavioral intervention is followed, leading to increased student support and use of services.

Alignment w/ GC Strategic Plan Check all that apply <input checked="" type="checkbox"/> Outreach <input checked="" type="checkbox"/> Engagement <input checked="" type="checkbox"/> Retention	Goal #3:	Institutionalize heritage month events
	Description:	The OSA has worked to increase the programming for heritage months like Latinx Heritage Month, Black History Month, Women’s History Month and Asian American Pacific Islander Month. We have been able to do so thanks to funding from Student Equity Funds and WACC. However, the funding for these events is not institutionalized which makes it hard to plan in advance. It also does not allow us to invite speakers and process contracts and paperwork for their visit in a timely manner as funding for these events usually comes in at the last minute. Our goal is to advocate with the college the need to institutionalize funding for these heritage celebrations.
	Linkage to dept or GC SSO:	<ul style="list-style-type: none"> ● Students will explore issues, ideas, artifacts, and events and gather evidence from multiple perspectives before forming an opinion or conclusion ● Students will prepare to become global citizens by acknowledging and articulating the interconnection of the physical, social, political, economic, and cultural environments in which they live.
Problem or gap being addressed:	No institutional funding for heritage celebrations.	
What will be improved as a result?	Institutionalizing funding will enable our planning process to become streamlined, organized, more inclusive and concrete.	
How will it be measured?	Allocation of funds.	
How will it reflect and contribute to Institutional Capacity?	It will create a clear, streamlined planning process with input from our ethnically diverse group of students, staff and faculty.	

6.8 Please answer the following question related to **Student Equity** and your department's efforts to address achievement gaps in special populations. (Refer to current efforts described in sections 1.9 and 1.10.)

How will you increase or improve support to special populations to promote their success?

Comments:	<p>Please refer to 1.9 and 1.10 for current efforts from OSA related to student equity.</p> <p>OSA aims to acquire a formal electronic tracking system to record detailed service and population information so that we are able to use the information to increase our ability to identify and respond to the unique needs of the special populations that have been identified through the collection of Student Equity Data. OSA hopes to use this detailed service and population information to understand the direct relationship between our programs and services and these special populations so that we are able to continuously develop the programs and services that best meet the student's specific needs and increase or improve in areas where we can help close equity gaps that have been identified.</p> <p>OSA will continue to use pre survey data, post survey data, and program and event attendee data that is collected to be able to identify if our programs and services are serving the special populations identified as having achievement gaps. OSA will continue to develop programs and services that will intentionally encourage involvement and leadership with the goal of reaching students that Student Equity data has shown are in need of purposeful involvement.</p>
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CAMPUS COLLABORATION

6.9 Please describe plans for improved collaboration (refer to Section 1.11) or new partnerships across campus. Indicate the expected positive impact on student success, as well as on program and institutional effectiveness.

Partner	Plans for New (N) or Improved (I) collaboration	Positive impact
Campus-wide Week of Welcome Committee	(I) OSA launched the Week of Welcome in the fall of 2011, years before the college established Outreach, Engagement and Retention as our College Strategic Goals. We believe it is time to grow our Week of Welcome activities and collaborations to include team members of areas such as Outreach, Engagement, Retention and Via Rapida! Our office will work in developing a campus-wide Week of Welcome Committee to solidify and formalize our collaborations with each area.	Through an established Week of Welcome Committee, our efforts to provide students with a unified campus-wide welcome via information and programming can be scaled up and include other areas of the campus that our current institutional capacity don't allow us to reach.
Student Success and Equity	(I) Summer Training for all ASGC Leaders. Summer training will include topics such as: - understanding culture, privilege and educational equity - develop understanding of advocacy and building student engagement at Grossmont	Through these trainings, students will develop the tools and skills to help them be more confident and effective student leaders.

	College. Student leaders will have the opportunity to talk about issues affecting community college students, have a deeper understanding and appreciation of their culture, privilege and their role in advocating for others within their leadership role.	
Retention Specialists (Grad Coaches)	(N) The OSA has been co-leading the efforts of our campus Basic Needs Taskforce. We believe we have reached a point where we can start expanding our collaboration with our Retention Specialists and support the work that is being done to raise retention and graduation rates. This collaboration still needs to be streamlined and further refined with the Retention Team.	Foster cross campus collaboration to raise retention and graduation rates
Summer Institute Program	The Summer Institute Program (SIP) has become an informal student leader feeder for student government. Our past two Student Trustees have been former SIP students and ¾ of our ASGC board members were also SIP students. The OSA believes there is an opportunity to formalize this pipeline of student leaders by taking a more active role in our Summer Institute Program and become active partners in their student activities and program.	There is the potential to develop a strong partnership between Summer Institute Program and the OSA that could engage our students in a formal leadership development path.

6.10 If there are any other measures or considerations you would like to include regarding your program's vitality, please explain.

Comments:	
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SECTION 7 – STAFFING, FACILITIES & RESOURCE NEEDS

PURPOSE OF SECTION 7.1-7.3: To examine current levels of staffing as it relates to department function.

7.1 For reference, please copy and paste staffing summary from Section 1.7

Position/Name	FTE
Dean, Student Affairs/Sara Varghese	1.0
Director of Student Activities/Barbara Gallego	1.0
Student Engagement Coordinator/Susan Berry	1.0
Student Services Specialist/Marie Cervantes	1.0
Administrative Assistant/Jane Galarneau	1.0
Clerical Assistant/Christie Gocke	0.4

7.2 How do these positions contribute to basic department function and/or the success of students in the program?

Comments:	<p>Each position contributes to the overall function of Student Affairs, both individually and collaboratively, by providing an inclusive, student-oriented environment that supports learning and student development, academic and personal achievement. Dean of Student Affairs establishes the overall goals, objectives and plans of the department, and facilitates all program planning.</p> <p>Director of Student Activities assists with student activities, clubs and organizations in order to support student development and achievement. Engagement Coordinator provides an inclusive space that provides programs and services where the academic, social, emotional, and overall success of each student is supported. The Student Services Specialist performs a variety of duties related to student conduct, with the goal to successfully educate each student going through the conduct process so they understand the college's mission and values and giving each student the opportunity to develop academically and personally.</p> <p>The Administrative Assistant provides highly skilled assistance to the Dean of Student Affairs, serving as the initial contact in the Office of Student Affairs, acting as liaison to students, and members of the campus community. The Clerical Assistant is responsible for providing assistance and compiling, recording and tracking information for student clubs, programs, and events. Each position plays an integral part in supporting the mission to provide an enriching the academic and personal experience focused on student development.</p>
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7.3 Are the current levels of staffing adequate? Why or why not? Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time faculty, classified staff, and student/classified hourly workers. If available, provide supporting documentation.

Comments:	<p>Limited staffing and student demand utilizes most of the department’s attention and focus. Preventative programming is often not possible. Given the scope of responsibility, additional staffing to assist in the intake and reporting requirements under Title IX are necessary.</p> <p>In addition, increased staffing to assist ASGC and student clubs with paperwork, office hours and functions, and oversight would add a significant value to the student experience at Grossmont College. At current levels, one 0.4, 11-month clerical employee manages the needs of over 40 student organizations, including registration, travel and day-to-day questions, as an additional duty to the already full cadre of responsibilities. Expanding this position to full time would allow for great customer service and undoubtedly lead to great student involvement.</p>
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PURPOSE OF SECTION 7.4 – 7.6: To determine how departments utilize various campus facilities and the impact on student service delivery and access.

7.4 List the type of facility spaces your department/program utilizes for service delivery and/or instruction. This can include on-campus, off-campus, and virtual. (Use bulleted list.)

Facilities:	<p>Student Affairs utilizes a variety of classrooms, various department offices, and outside spaces to ensure our programs and services are available and accessible to students. OSA works with Instructional Operations to reserve these spaces early and we also collaborate with the Career Center and partner with ASGC to provide places for workshops and programming events. Spaces include:</p> <ul style="list-style-type: none"> ● Student Affairs Offices ● Student Engagement Office ● ASGC Clubs Room ● Common Ground ● ASGC Office Space ● Student Health Services - Gizmo’s Kitchen Food Pantry ● the Main Quad ● ASGC Boardroom
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7.5 Are the spaces listed in 7.4 adequate to meet the program’s educational objectives? Yes No

- If you checked ‘Yes’, please explain how your department/program effectively utilizes its space in support of its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are being met.
- If you checked ‘No’, please describe the current use of facilities and your department’s efforts to ensure optimal use of existing space. Please indicate any specific facility needs of your program, and explain how space limitations inhibit your department’s ability to adequately meet its educational objectives.

Yes:	
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No:	As the campus food pantry continues to grow, there is a need for the food pantry to be housed in its own distinct space, separate from the events that take place in the Common Ground. This would ensure that the distribution of food pantry resources is kept confidential and help students feel more comfortable utilizing the resources. Another challenge the food pantry is facing is that the collection and distribution of pantry items is separated. The collection of items is currently located in the Student Engagement office while the distribution is done out of Student Health Services. This separation has created confusion among students that are seeking resources as well as confusion among other campus partners that are referring students for resources or donating to the pantry. Combining collection and distribution and housing the food pantry in its entirety within its own space under Student Engagement will help to build capacity and ensure future success.
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7.6 What proactive steps have you taken with regards to facility and scheduling to improve the ability of your department to meet the educational objectives of your program?

Comments:	OSA has reserved outside classrooms, various department offices, and outside spaces to ensure our programs and services are available and accessible to students. OSA works with Instructional Operations to reserve these spaces early and we also collaborate with the Career Center and partner with ASGC to provide places for workshops and programming events.
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PURPOSE OF SECTION 7.7: Please list significant resource needs that should be addressed currently or in near term. For each request, identify which goal guides this resource need (refer to Section 6.7).

7.7 Fill in the table with your resource needs – indicate the type of request, guiding goal, and description.

*Type of Request P, T, PH, PD, O	Indicate which goal(s) guide this need:	Describe how this resource will help achieve the goal(s). Please be specific.
T, P	Goal 1- Increase the number of campus clubs and their involvement in campus life activities	<p>Plans to increase the number of campus clubs by increasing our institutional capacity through a technology-based club database and improving our websites with a new design and up to date current campus life information. A database would automate our club chartering process, streamlining it for clubs to complete it. It would also allow us to keep an up to date list of club members and their contact information, making it easier for us to communicate about campus life events.</p> <p>There is also the need to have more clerical support for the Director, Student Activities to manage the daily operations of ASGC and ICC such as tracking inventory for benefit sticker incentives, hire forms, check request form for ASGC and clubs, printing request from clubs, vendor operations (income from vendors is used to fund ICC activities), contracts from vendors, website development and updates, travel request forms from clubs, development of event flyers and overall clerical support for the daily operations of the ASGC office and campus clubs.</p>

PD	Goal 2 - PACT Awareness	Funding to allow for continuous training for members of the Prevent, Assess and Care Team (PACT) is necessary to be training to current national standards. Well-trained team members allow deeper understanding of core concepts as well as greater clarity of mission and legalities.
O	Goal 3- Institutionalize heritage month events	Institutionalizing funding will enable our planning process to become streamlined, organized, more inclusive and concrete with input from our ethnically diverse group of students, staff and faculty.

*Type:
P = Personnel: list faculty and staff in order of priority
T = Technology
PH = Physical: list facility resources needed for safe and appropriate delivery of services
PD = Professional Development: list need for professional development resources in priority order
O = Other: list any other needed resources in priority order

7.8 Describe any concerns or possible threats to the function or integrity of the department/program that may be of impact before the next review cycle such as: retirements, decreases/increases in full or part time faculty and staff, addition of new programs, funding issues, etc.

Comments:	<p>Technology: OSA hopes to obtain tech tools to streamline processes and be better able to track students to ensure continuation of support services and assess population gaps in service. Technology in facilitation of the college-wide complaint process, student conduct, Title IX, behavioral intervention teams, complaints/grievance and engagement (clubs, event participation, etc.) is the industry expectation. Tracking these items by hand is laborious, could lead to human error, and is not an efficient use of staff hours.</p> <p>Budget: OSA departmental funding has not been adjusted since the department was staffed solely by the Dean of Student Affairs and Administrative Assistant. OSA area of functional responsibility, staff and campus need has continued to grow despite limited funding to provide more extensive programming at this time. All events and activities require first securing a budget from another outside source on campus prior to implementation. Due to a lack of funding, items such as complying with institutional expectations for replacement of computers for staff are simply not possible. At times, even office basics such as printer cartridges have had to be lent to the department from other areas on campus. In addition to the strain on the supplies budget we have also had to have other departments fund our travel to vital conferences such as Title IX training, and industry standard and mandated training regarding conduct and threat assessment.</p>
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PURPOSE OF 7.9: The committee is looking to recognize department/program efforts for outside funding.

7.9 If your program has received any financial support or subsidy outside of the college budget process (grants, awards, donations), explain where these funds are from, how they are used, and any other relevant information such as whether they are on-going or one-time.

Comments:	<p>Key functional areas within OSA were the beneficiaries of statewide funding to enhance support services to students:</p> <ul style="list-style-type: none">● 2017-2018 California Community College Hunger Free Campus Food Security Grant: The California Community Colleges State Chancellor's Office approved the distribution of \$2.5 million to more than 60 campuses to host a food pantry or regular food distribution program on campus.● 2017-2018 Campus Safety and Sexual Assault Allocation: The California State Legislature approved \$2.5 million dollars of one-time funding in the 2017-18 State Budget to support compliance with state and federal requirements regarding preventing and addressing sexual harassment, including sexual violence, involving a student, both on and off campus.● GCCCD Foundation Innovation Grant Recipients: These grants are offered to foster projects that engage new and/or diverse audiences and use innovative approaches to forge partnerships and fulfill the goals of the GCCCD and its respective colleges. We were award \$2500 from the Foundation for the Innovation Grant which we used to help develop the leadership programs as well as purchase supplies for the student engagement space. This was a one-time grant.● San Diego Food Bank Grants: Upon opening, the San Diego Food Bank awarded Grossmont College 1,000 pounds of food. We were also awarded a College Rocks Hunger Grant and a \$250 food center credit to purchase food bank items to meet the needs of our students. As part of a Food Bank assessment and consultation to determine what building equipment is necessary to help our food program thrive, we were awarded ten (10) food donation bins and two (2) microwaves, estimated at nearly \$1,000. Through an application process, we were also awarded a free mini-fridge.
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SECTION 8: COMMENTS & RECOMMENDATIONS

PURPOSE OF SECTION 8.1 & 8.2: To evaluate the value of the program review process from a department/program perspective and suggestions for improvement.

8.1 Please rate the level of your agreement with the following statements regarding the program review process:

1. This year's program review was valuable in planning for the continued improvement of our department/program.
2. Analysis of the program review data was useful in assessing outcomes and current status in multiple areas.

Question:	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
1. SSPR Value	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Useful for Analysis & Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8.2 How could SSPR be improved to assist your department/program in completing the self-study?

Comments:	Having one confirmed final template, rather than several over the span of the drafting process, would have assisted with the completion of the self-study.
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Appendices

- Section 1. Associated Students of Grossmont College (ASGC)**
- Section 2. Background Checks**
- Section 3. Black History Month**
- Section 4. Clubs**
- Section 5. Clubs Fair**
- Section 6. College-Wide Complaint Processing**
- Section 7. Commencement**
- Section 8. Cultural Competency Training**
- Section 9. Grossmont Gives Back: Month of Service**
- Section 10. Free Speech**
- Section 11. Inter Club Council (ICC)**
- Section 12. Latinx Heritage Month**
- Section 13. Prevent, Assess & Care Team (PACT)**
- Section 14. Specialized Services Flyer**
- Section 15. Student Activities**
- Section 16. Formal Student Conduct**
- Section 17. Student Conduct Hearings**
- Section 18. Title IX**
- Section 19. Travel Packet Processing**
- Section 20. Week of Welcome**
- Section 21. World Arts and Cultures Committee (WACC) Events**

Section 1. Associated Students of Grossmont College (ASGC)

ASGC
PRESENTS
DONUTS
WITH THE
DEANS



*October 19th from 9:30 - 10:30 am
At The Griffin Gate: Bldg. 60, Room 180*

You Do- Nut Want to Miss This!

The Associated Students of Grossmont College
presents...

DONUTS
with the
DEANS

Helping you succeed!

Wednesday, May 18th, 9:30 – 10:30 am
@ Griffin Gate: Bldg. 60, Room 180

A donut cut into several slices, showing various toppings like pink, white, blue, and brown glazes with sprinkles.

Do-nut Miss It!

Third Annual

OCTOBER 10, 2017
9:30 AM
GRIFFIN GATE

DONUTS WITH THE DEANS

A chance to get to know your deans!

A collage of several donuts with different glazes and toppings, including chocolate, pink, orange, and blue.

FREE

CONSTITUTION DAY

AT GROSSMONT COLLEGE

Wednesday, September 14, 2016
11am-12:15pm and 12:30pm-2pm, Building 51, Room 577

The Federalist Papers: An American Musical by Joe Braunwarth and Lin-Manuel Who?

Fun and interesting lecture presented by Dr. Joseph J. Braunwarth, Grossmont College Professor of Political Science. Sponsored by the Grossmont College Political Economy: Economics, Political Science Department.

Thursday, September 15, 2016
10am-2pm, Griffin Center Patio, Building 60

Constitution "Wall"

What does the Constitution mean to you? Post your thoughts, questions, artwork and comments on the Constitution Wall. Sponsored by the ASGC, Inc.

Voter Registration Drive and Student Government Information Booth
Register to vote. Learn more about student government and your rights and responsibilities as a member of our campus community. Free mini-pocket Constitution (while supplies last). Courtesy of the Financial Aid Office and ASGC, Inc.

Sons of the American Revolution (SAR) **San Diego Chapter, California Society**

Sons of the American Revolution (SAR) San Diego Chapter, California Society will present in period costumes. The society is dedicated to perpetuating American ideals and traditions, and to protecting the Constitution. Constitution Day, Flag Day, and Bill of Rights Day were established through its efforts.

Thursday, September 15, 2016
5:30pm-7pm, Griffin Center, Building 60, Room 180

Free Speech & The Bill of Rights: Reader's Theatre

A Reader's Theatre on some of the controversial issues surrounding the First Amendment of the Bill of Rights pertaining to college campuses. Sponsored by the Grossmont College Speech Team.

For more information, contact the
Office of Student Affairs at 619-644-7600



Governing Board Members: Greg Barr, Bill Garrett, Edwin Hiel, Debbie Justeson, Mary Kay Rotinski
Student Member: Evan Esparza, Sebastian Caparelli
Chancellor: Cindy L. Miles, Ph.D.
Grossmont College President: Nabil Abu-Ghazaleh, Ed.D.

SEPTEMBER 18&19

CONSTITUTION DAY

at Grossmont College

SEPTEMBER 18TH

Constitution "Wall"

10am-1pm Griffin Center Patio, Building 60

What does the Constitution mean to you? Post your thoughts, questions, artwork and comments on the Constitution Wall. Free mini-pocket Constitution (while supplies last). Sponsored by the Financial Aid & Scholarsips Office and ASGC.

Sons of the American Revolution (SAR)

11:00 am to 1:00 pm, Griffin Center Patio, Building 60

Sons of the American Revolution (SAR) San Diego Chapter, California Society will present in period costumes. The society is dedicated to perpetuating American ideals and traditions, and to protecting the Constitution. Constitution Day, Flag Day, and Bill of Rights Day were established through its efforts.

SEPTEMBER 19TH

"Contemporary Politics Are Not an Aberration From our Constitutional Values, They Are a Product of Them"

11am-12:15pm and 12:30pm to 1:45pm, Building 51, Room 577

An interesting and timely lecture by Dr. Joseph J. Braunwarth, Grossmont College Professor of Political Science. Sponsored by the Grossmont College Political Economy: Economics, Political Science Department.

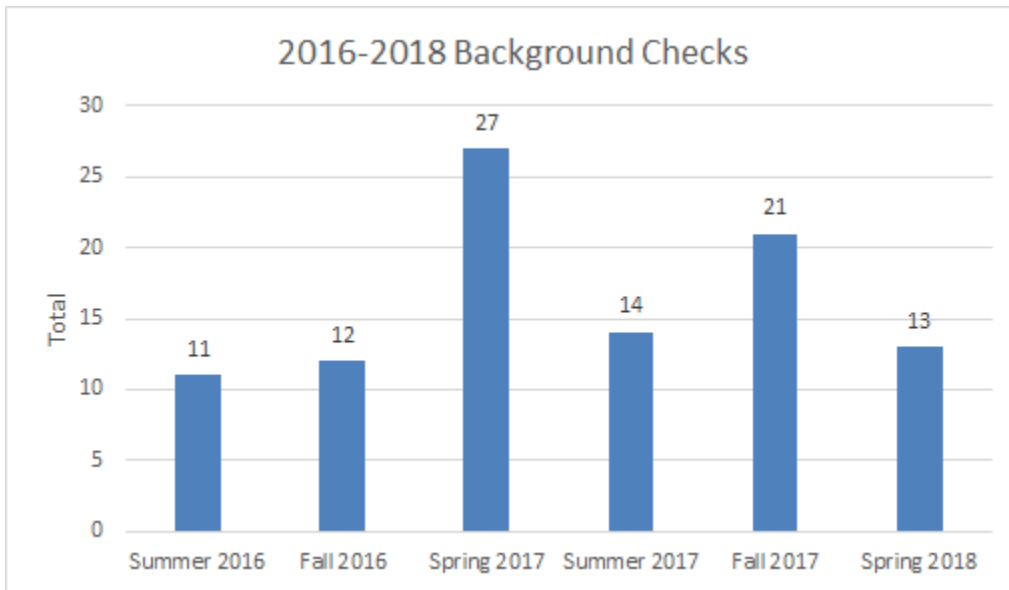
Sponsors

Associated Students of Grossmont College (ASGC),
Office of Student Affairs, Financial Aid Office, and Professor Dr.
Joseph Braunwarth and the Grossmont College Political Economy
Department

**FOR MORE INFORMATION, CONTACT THE
OFFICE OF STUDENT AFFAIRS AT
619-644-7600**



Section 2. Background Checks



Section 3. Black History Month

BLACK HISTORY MONTH 2017

Grossmont College Black History Month 2017

Join us in February for events honoring the movements, traditions and legacies of peoples of the African diaspora

Tuesdays and Wednesdays, February 7, 8, 14, 15, 21, 22, 11 am—2:30 pm
Jazz Kitchen with Soul Food Specials
 Location: Griffin Grill, Building 60

Hosted by Patrice Braswell and featuring the Jazz Ensemble directed by Derek Cannon, this event features all-day soul food specials in Griffin Grill and jazz music performed by Music Department students.

Monday, February 6, 1 pm—2:30 pm
Artist/Animator Tony Washington
 Location: Griffin Gate, Building 60



Tony Washington

Tony Washington is living his dream as a working artist. Hosted by Aaron Stark, this will be an interactive, communal experience designed to explore the world of a nationally acclaimed artist with in the industry of art/animation.



Jasiri X

Thursday, February 9, 3:30 pm—5:30 pm
Musical Artist/Activist Jasiri X
 Location: Building 26, room 220

Jasiri X emerged on the national scene in 2007 with the powerful hit song "Free The Jena 6" and the groundbreaking internet video series that reached millions. His critically acclaimed album Black Liberation Theology (2015) is recognized as a soundtrack for today's civil rights movement. He has performed at the Smithsonian to the Apollo Theater, and has discussed his views on hip-hop, race and politics at Harvard, the University of Chicago, NYU and Stanford, among others. Join host James Canady for this discussion of activism.

Monday, February 13, 12:30 pm—1:45 pm
Representations of Femininity and Spirituality in African and African American Art
 Location: Building 26, room 220

Hosted by Gwyneth Mapes and T. Ford, Denise Rodgers, Ph.D., Professor of Art History and Manager of Mesa College Foundation African Art Collection, will present artwork produced by and for African and African-American women that shape and deconstruct definitions and womanhood from the continent of Africa and the diaspora.

Thursday, February 16, 1 pm—2:30 pm
Umoja and Puente Programs Present "Voices of Our Students"
 Location: Building 55, room 522

Join program coordinators, Jason Allen and Michele Toral, and students for an interactive and informative session on the Puente and Umoja programs, including a presentation and panel.

Tuesday, February 21, 7 pm—9 pm
African American Read-In
 Location: Building 36, Room 355

Join T. Ford for this celebration of readings of literature by African American writers.

Black History Month programming at Grossmont College is developed by the Black History Month Planning Committee and sponsored by the World Arts and Cultures Committee and the Umoja Program.

All events are free and open to the public. For additional information, contact Grossmont College at 619-644-7000.

Wednesday, February 22, 12:30 pm—2:30 pm
Marlin Briscoe, First Starting African American NFL Quarterback
 Location: Griffin Gate, Building 60

Recently inducted into the College Hall of Fame, Briscoe became the starting quarterback for the Denver Broncos and the first African-American professional quarterback in history of the NFL. After 11 games played in this position, he was nominated and became the runner-up for Rookie of the Year. Join this event hosted by Jim Tolbert as Briscoe discusses his greatest lesson in life: persistence.



Marlin Briscoe

Thursday, February 23, 5:30 pm—8:30 pm
Region 10 Poetry Slam Festival Competition
 Location: Bldg. 26, Room 220

Hosted by Roxanne Tuscany and James Canady, the Umoja Program will host the first poetry competition of Region 10 community colleges, including City, Southwestern, Mesa and MiraCosta colleges. Join us to support each other in a competitive environment while experiencing a journey of talent, excitement and inspiration.

Monday, February 27, 10 am—noon
Historically Black Colleges and Universities Workshop
 Location: Griffin Gate in Bldg. 60

Are you considering transferring to HBCU? Students will have an opportunity to ask questions and receive clarity on transfer requirements for the HBCU of their choice in this presentation by the Helen Young, project director for the California Community Colleges Transfer Guarantee Agreement to Historically Black Colleges & Universities program.

Monday, February 27, and Tuesday, February 28
Two-Part Event: "Traces of the Trade: A Story from the Deep South" film screenings and guest speaker

Documentary screenings (film shown in full)
 3:30—5 p.m., February 16,
 Location: Griffin Gate in Bldg. 60
 5:30—7 p.m., February 27
 Location: Building 26, room 220

Guest Speaker and Author Tom DeWolf
 2—4:30 p.m., February 28
 Location: Griffin Gate in Bldg. 60



Tom DeWolf

In "Traces of the Trade: A Story from the Deep South," filmmaker Katrina Browne discovers that her New England ancestors were the largest slave-trading family in U.S. history. She and nine cousins, including Tom DeWolf, retrace the Triangle Trade and gain powerful perspective on the Black/White divide.

Hosted by T. Ford, join this discussion with guest speaker Tom DeWolf, the Executive Director of Coming to the Table and the author of "Inheriting the Trade: A Northern Family Confronts Its Legacy as the Largest Slave—Trading Dynasty in U.S. History."



GROSSMONT COLLEGE

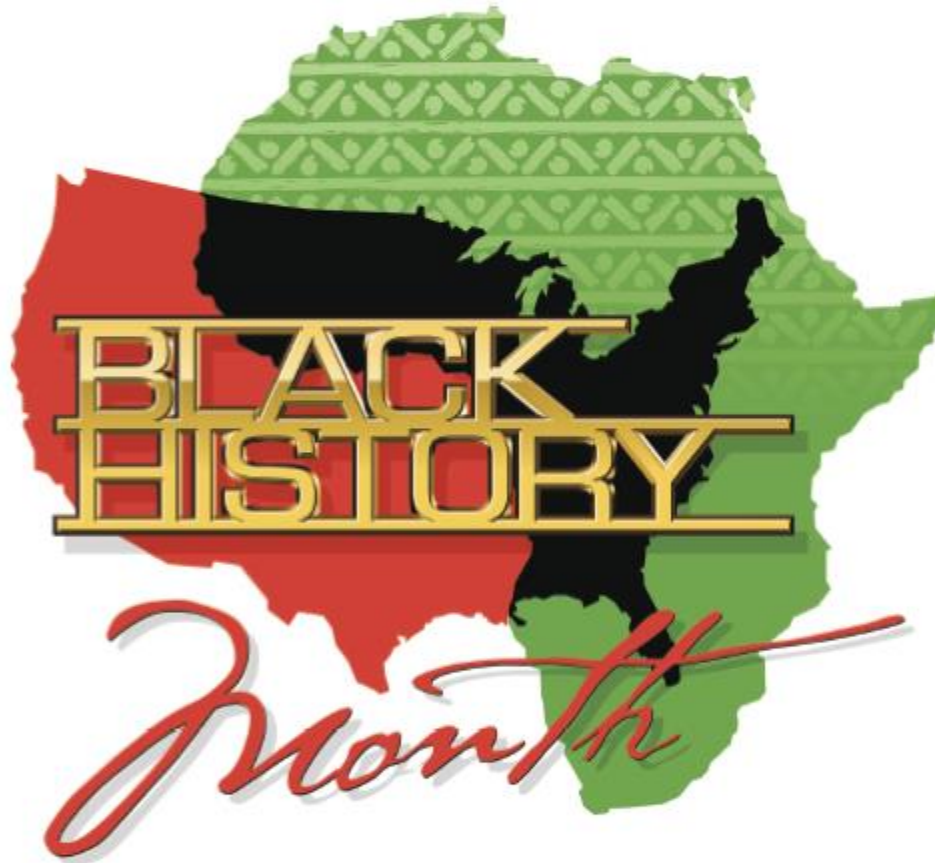
JAZZ KITCHEN WITH SOUL FOOD SPECIALS

Griffin Grill, Griffin Center, Building 60

Wednesdays, 2/4 African, 2/11 Islands, 2/18 Creole, 2/25 Southern BBQ

AFRICAN AMERICAN READ-IN by Dr. T Ford and Professor Sydney Brown

Tuesday, 2/17, 7 to 8:30pm, room 220



BLACK MALE/FEMALE RELATIONSHIPS WORKSHOP

Thursday, 2/26, 11:30pm to 2:30pm, Griffin Gate

GROSSMONT COLLEGE CHORUS

Thursday, 2/26, 7pm, room 220

GROSSMONT
COLLEGE



Governing Board Members: Greg Barr, Bill Garrett, Edwin Hiel, Debbie Justeson, Mary Kay Rosinski
Student Members: Zack Gianino, Jocelyn Estrada; Chancellor: Cindy L. Miles, Ph.D.
Grossmont College Interim President: Tim Flood

Grossmont College Black History Month 2018

Join us in February for events honoring National Black History Month

BLACK HISTORY MONTH 2018

Black History Month Kickoff!

Thursday, February 1, 11:00pm - 2:00pm

Location: Main Quad

Join us for our Black History Month Kickoff celebrations hosted by the Black History Month Committee, UMOJA, and Black Student Union. Enjoy African drums, dance performances, and great food.

Jazz Kitchen with Soul Food Specials

Tuesdays & Wednesdays, February 6th - 28, 11:00am - 1:00pm

Location: Griffin Grill, Building 60

Hosted by Patrice Braswell, Music featuring singers and musicians from Grossmont College's Jazz Vocal Ensemble & Jazz Studies department, will perform on Tuesday's during the Jazz Kitchen. Please join us for great soul food selections and music while you dine!



Black Minds Matter...The Findings!

Wednesday, February 7, 2:00 pm - 3:45 pm

Location: Griffin Gate Bldg. 60

Please join us for a presentation by Dr. J. Luke Wood, SDSU Professor and Coordinator of the Black Minds Matter course. Dr. Wood has emerged as one of our nation's leading advocates for Black students at the community college level. He will discuss how the Black Minds Matter class came to be, the push-back he and his colleagues experienced while attempting to launch the class, and current research pertaining to Black student achievement in education. His presentation will be followed by an African American doctoral student panel that participated in the Black Minds Matter class.

Region X Poetry Slam Festival Competition

Thursday, February 15, 5:30 pm - 8:30 pm

Location: Bldg. 26, Room 220

Join special guest M.C. Gill Sobu and the Grossmont Umoja Program for the 2nd Annual Region X Poetry Slam! Community colleges participating in this event include: City, Southwestern, Mesa, Cuyamaca, and MiraCosta. These colleges will compete for the 1st place trophy. Join us to support each other in a friendly, yet competitive environment while experiencing a journey of talent, excitement, and inspiration!



Marvel Studios Black Panther Movie Night

Friday, February 16, 7pm

Location: Grossmont Center Mall Reading Cinemas 15

For more information email UMOJA Coordinator, Jason Allen at jason.allen@gcccd.edu



SDSU Black Sororities & Fraternities Showcase!

Tuesday February 20, 12:00pm - 1:00 pm

Location: Main Quad

Hosted by Jason Allen, UMOJA Counselor/Coordinator, Black Sororities and Fraternities have had a long history of promoting Black excellence in both the community and in academics. Black Sororities and Fraternities will share their organizations' rich history, and perform rhythmic cultural dance steps for the audience.

Black History Month programming at Grossmont College is developed by the Black History Month Planning Committee and sponsored by the World Arts and Cultures Committee and the Umoja Program.

All events are free and open to the public. For additional information, contact Dr. Jason Allen at 619-844-3089

Len Davis: A Network of Familiarity

Tuesday & Wednesday, February 20 - February 21

The creations of artist Len Davis will be featured in an exhibit at Grossmont College's Hyde Art Gallery from Jan. 29-Feb. 23.

Len Davis is a Philadelphia native currently residing and working in Los Angeles who uses mixed media to include both finely detailed drawings and collaged elements. Davis' work explores human psychology by employing imagery from his daily life, sometimes including portraiture of those around him, references to his transient observations, and even material remnants that he finds while traveling to and from his day job. Davis seeks to establish a metaphorical mirror, in which viewers can look into and find images and objects that resonant with their own personal experiences. The artist wants his viewers to realize that we all share similar capabilities and daily struggles.



Len Davis

An artist lecture will be held on Feb. 20 from 2-3 p.m. in Room 26-200. A closing reception will be held from 4-6 p.m. in the evening at the Hyde Art Gallery. On Feb. 21, an artist workshop will be held from 10 a.m.-noon in Room 24-274. Space is limited. Please RSVP to alex.decosta@gcccd.edu.

Historically Black Colleges and Universities Workshop

Monday, February 26, 11:00am - 12:00pm

Location: Griffin Gate in Bldg. 60

Are you considering transferring to HBCU? Students will have an opportunity to ask questions and receive clarity on transfer requirements for admission to a HBCU. The presentation will feature Helen Young, Project Director for the California Community Colleges Transfer Guarantee Agreement to Historically Black Colleges & Universities program (light refreshments will be served).

Lecture: Dr. Stacey Patton

Thursday, February 22, 12:30pm - 1:45pm

Location: Griffin Gate

Dr. Stacey Patton is an adoptee, child abuse survivor, and Former Foster Youth turned award-winning author, journalist and child advocate. As a nationally-recognized child advocate, Dr. Patton will conduct a lecture focused on combating racial disparities in child abuse cases, criminal prosecutions for child abuse, foster care placements, the over prescribing of psychotropic medications to children of color in foster care, the school- and foster care-to-prison pipelines, corporal punishment in public schools, diversion, and restorative justice programs.

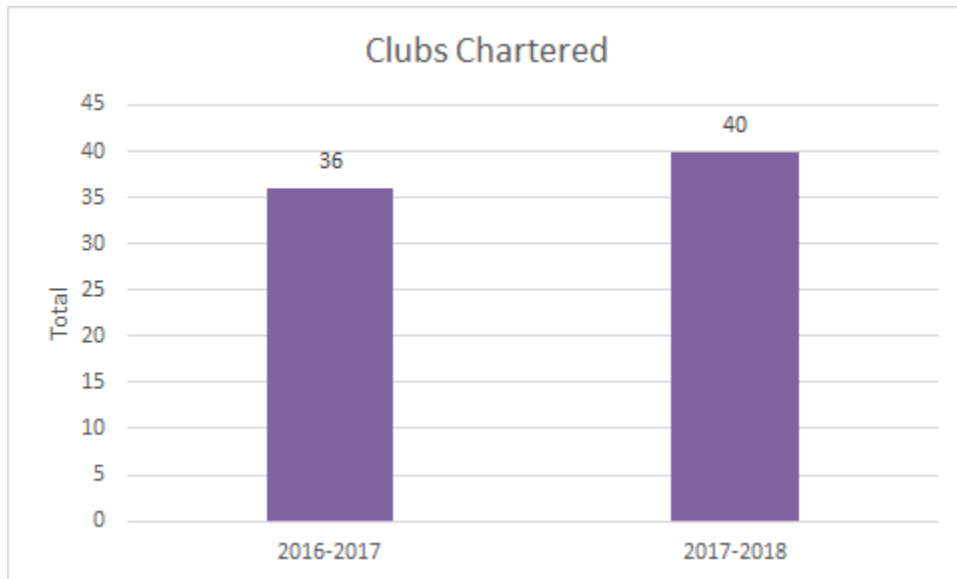


Dr. Stacey Patton

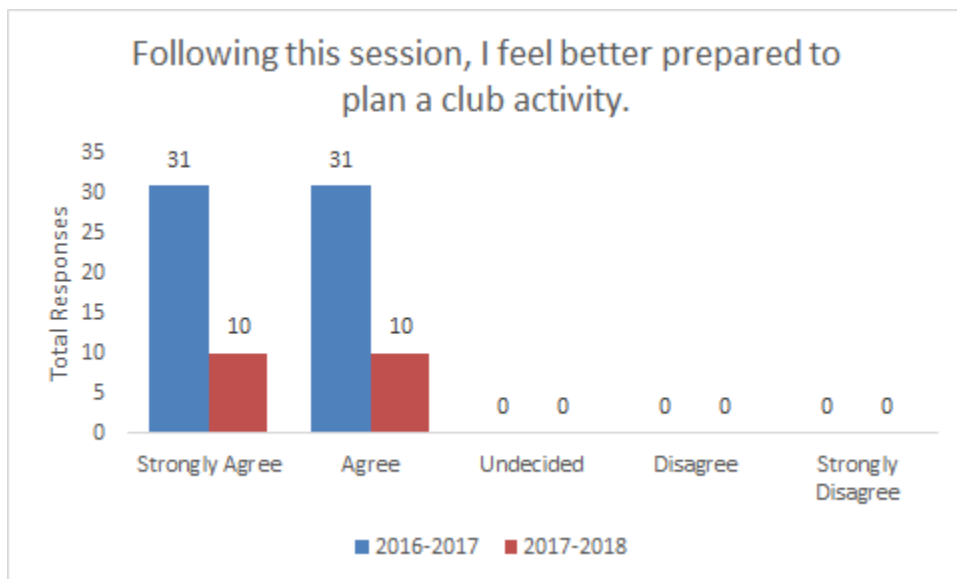
"I hear many parents say, 'there's a difference between spanking and abuse.' I disagree. There is no appropriate way to hurt a child's body. Both are forms of violence, both can damage a child's brain, and both can produce the same karma."

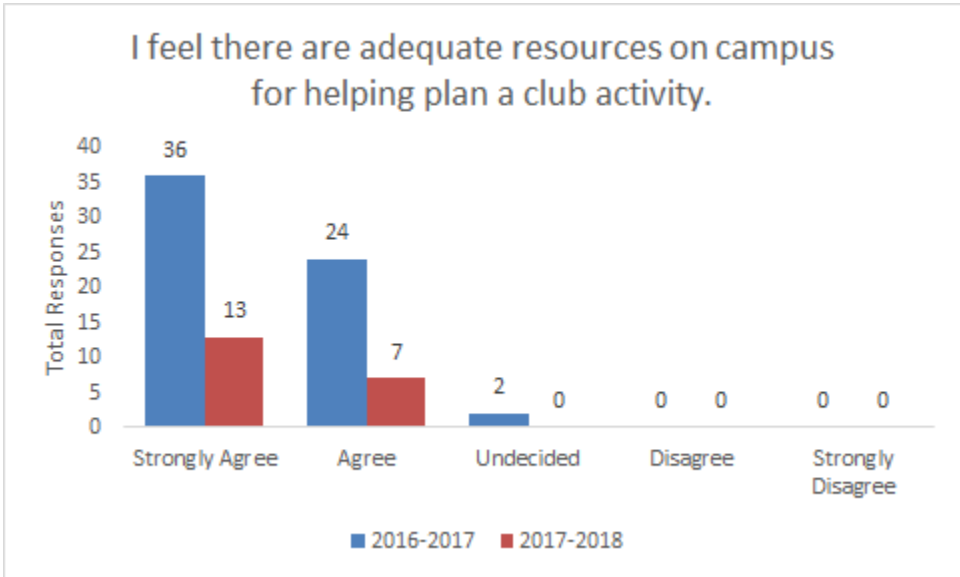
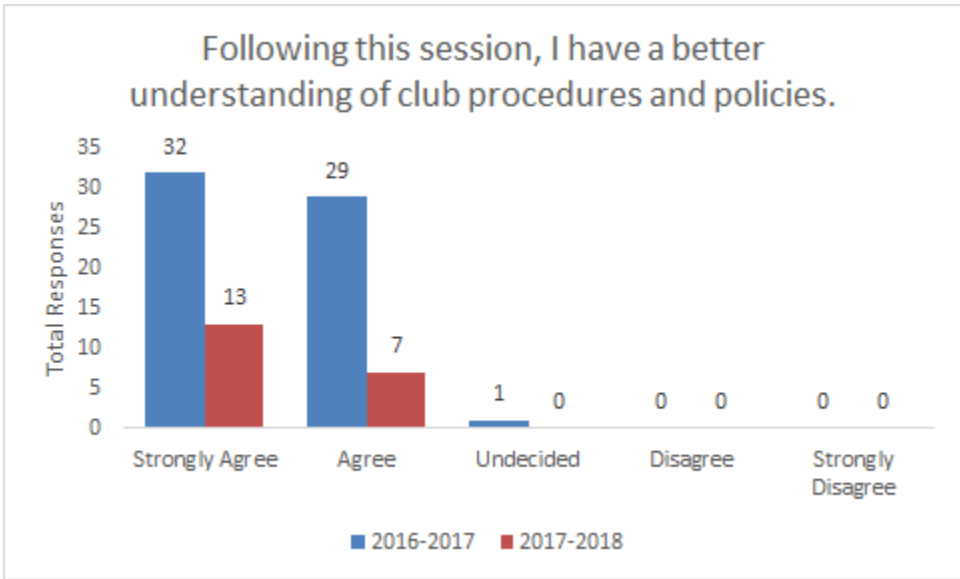


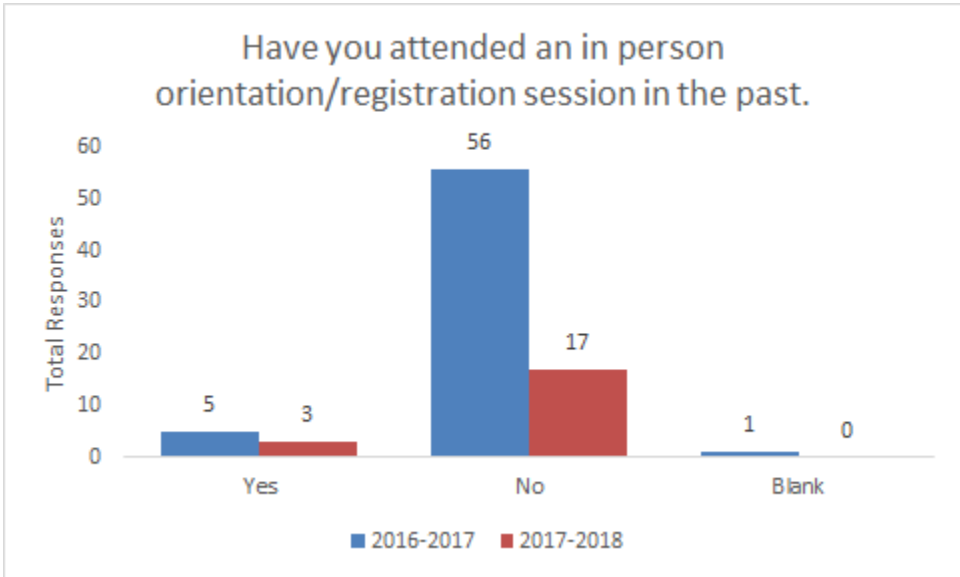
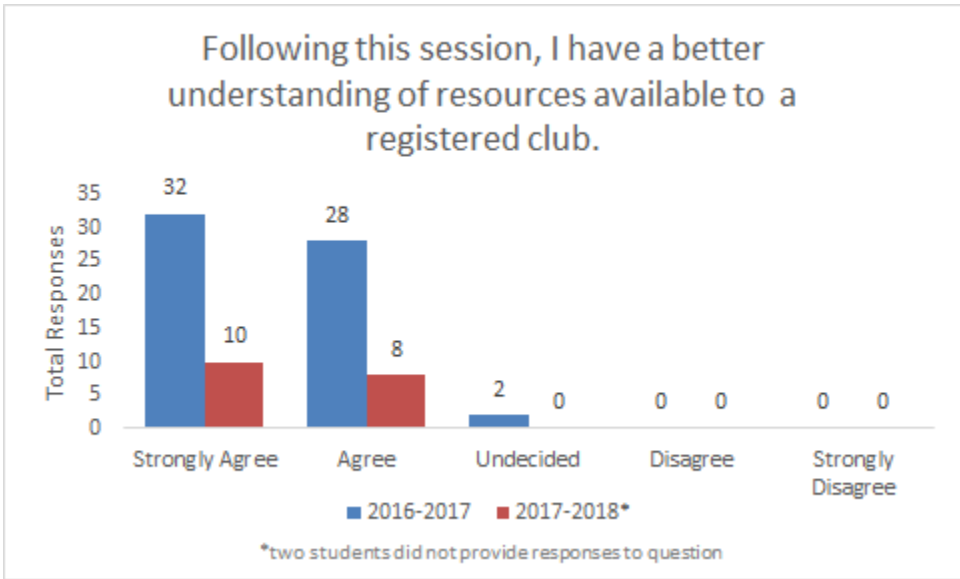
Section 4. Clubs

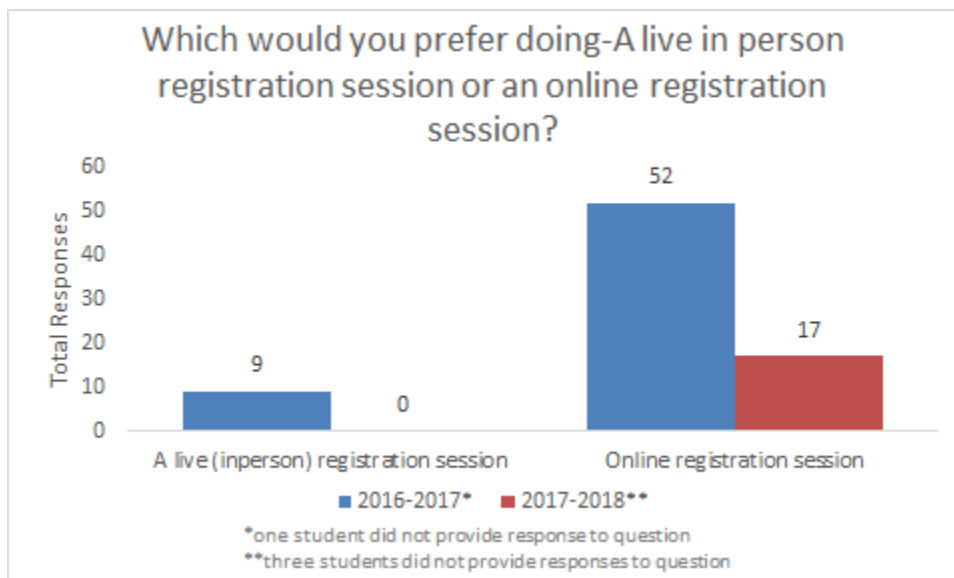
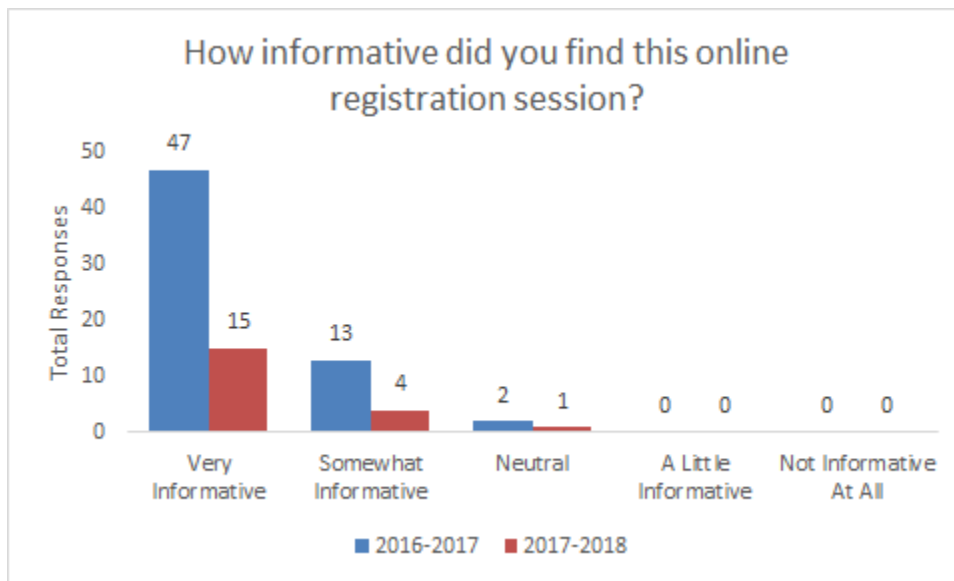


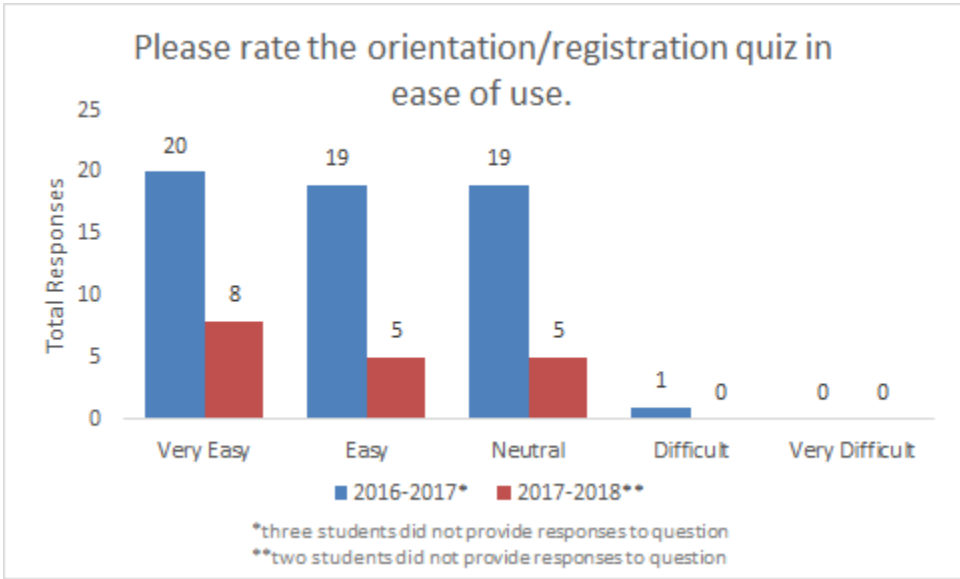
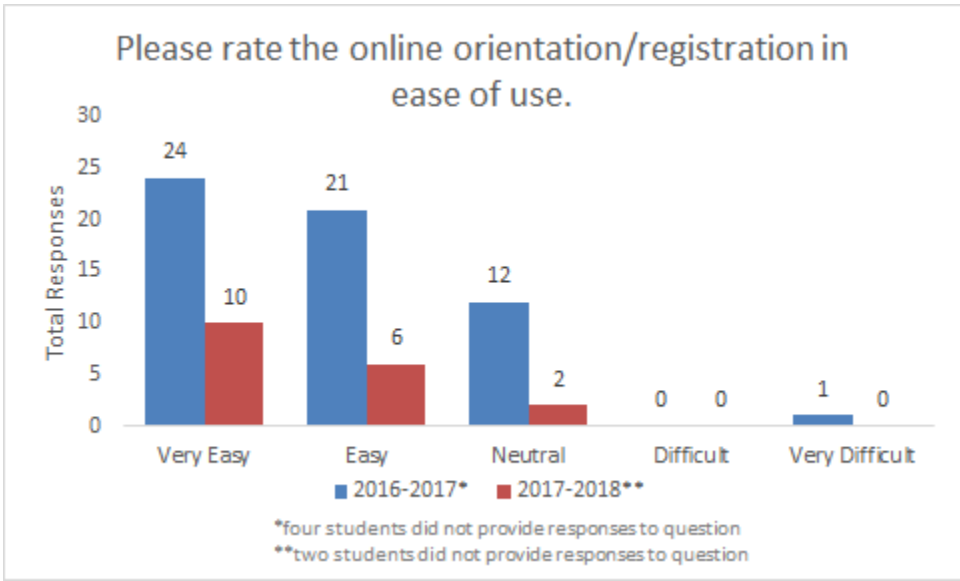
Club Orientation Quiz:











1

Have at least five (5) currently registered Grossmont College student principle members who agree to take primary responsibility for the club and at least one (1) faculty Advisor.

2

Complete Club Registration Form, Part I with the information of your school and club Advisor.

3

Submit a signed Officer/Principle Member Signatory Form, Part II. The Signatory Form requires original signatures from the officers/ five (5) principle members.

4

Submit a signed Advisor's Agreement. The Advisor's Agreement requires original signatures from club Advisor(s).

5

A minimum of two (2) principle members must complete either an in-person or online orientation/registration session and complete and submit the orientation/registration session quiz to the Student Affairs Office.

6

Create and submit a constitution. New clubs can find a sample constitution on the Student Affairs website.

These are the steps

All forms can be found on: <https://www.grossmont.edu/campus-life/clubs-orgs>

starting your
CLUB OR ORGANIZATION

GROSSMONT COLLEGE



Section 5. Clubs Fair

YOU'RE INVITED TO THE


Clubs Fair

SEPTEMBER 19& 20 | 10:00 AM- 1:00 PM | MAIN QUAD

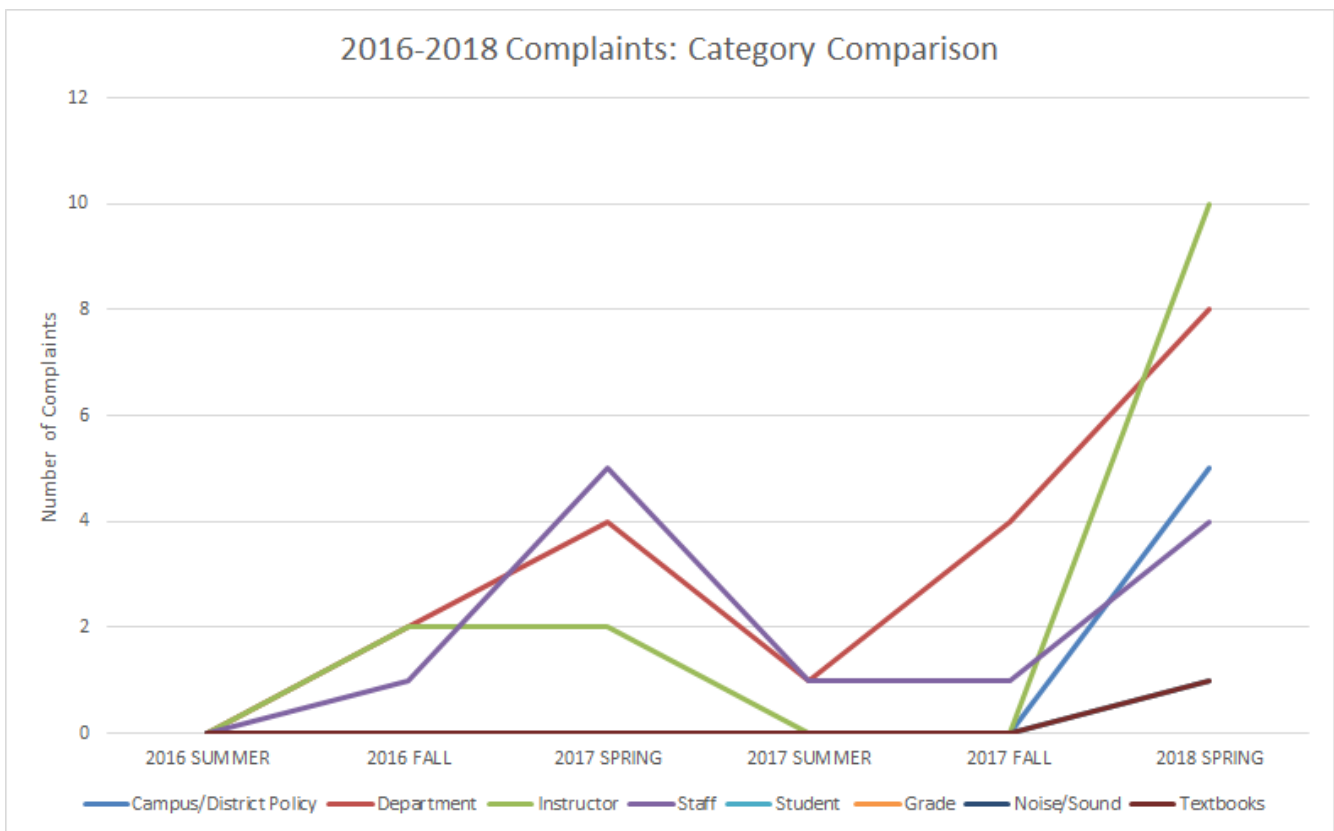
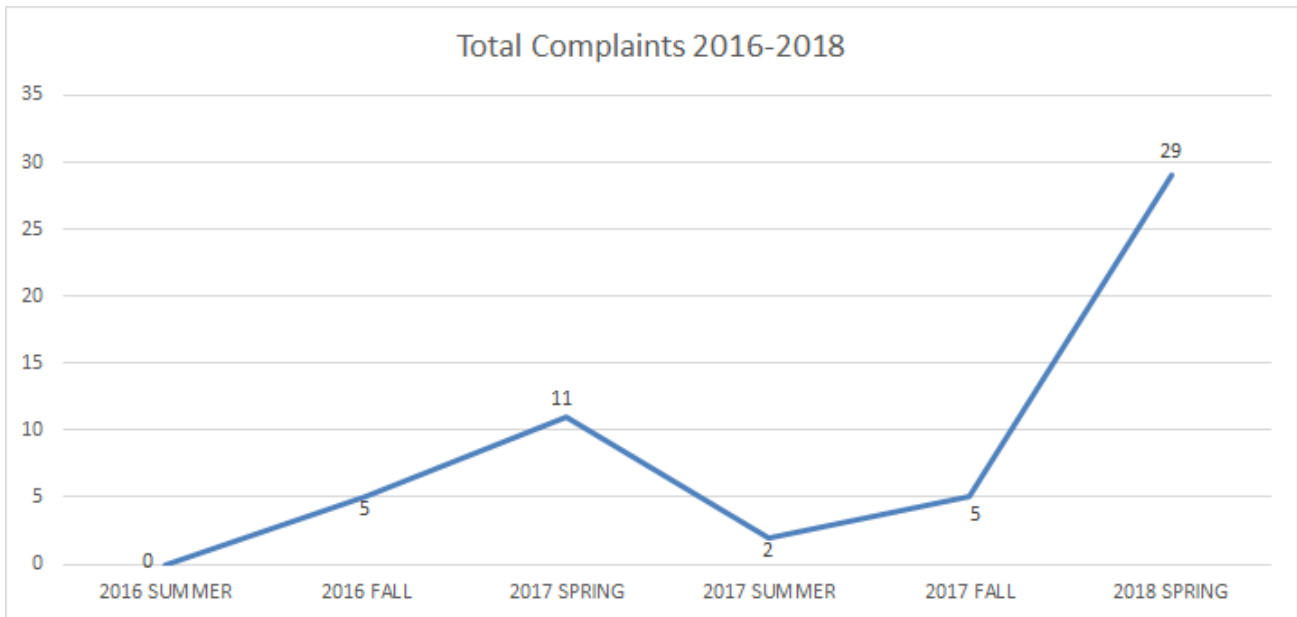
The Inter-Club Council will host the Clubs Fair this week!
Learn about our existing campus clubs!
We will have games, prizes, fundraisers, food sales and more!



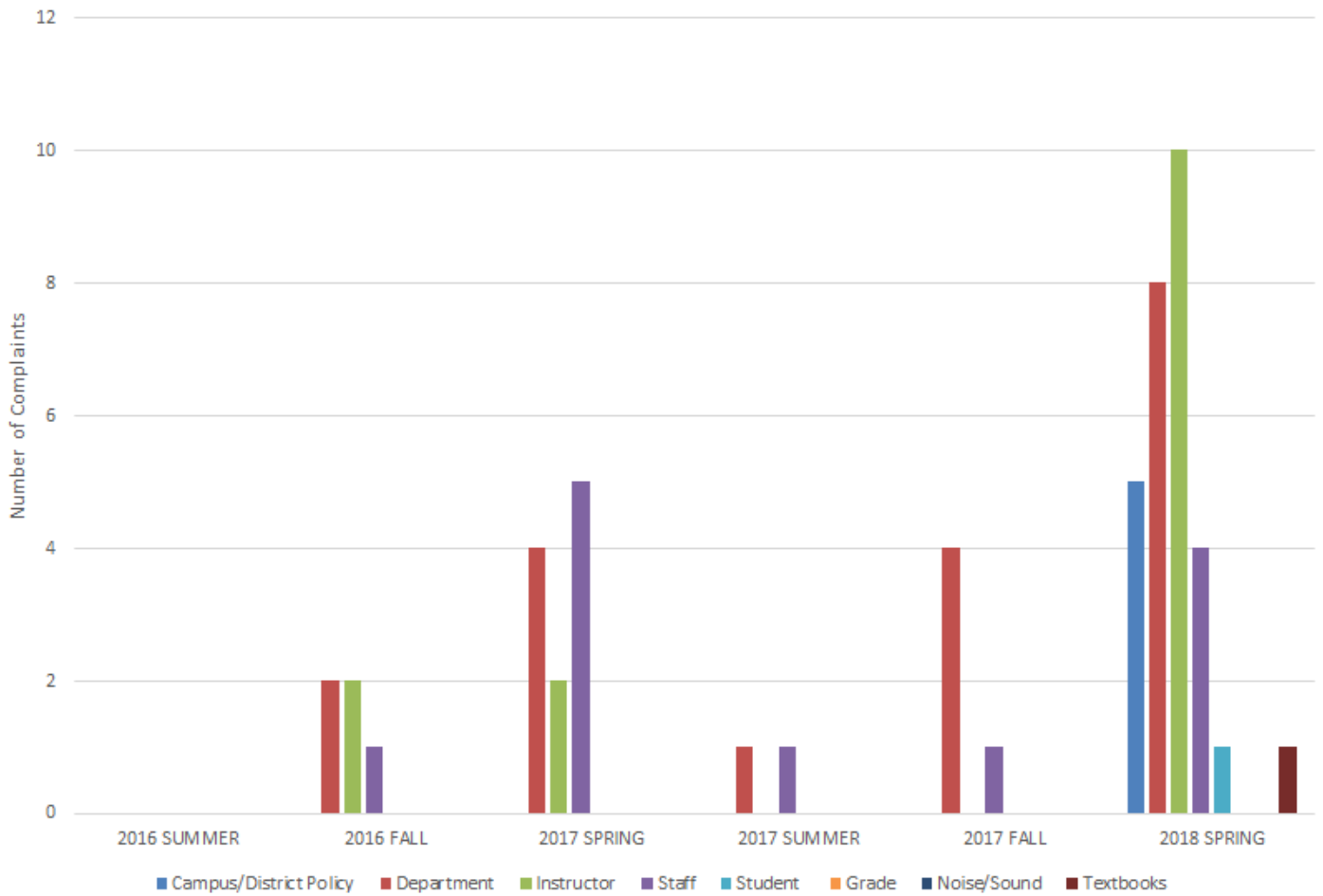
FOR MORE INFORMATION ABOUT CLUBS:
CLICK HERE [[HTTPS://WWW.GROSSMONT.EDU/CAMPUS-LIFE/CLUBS-ORGS/CURRENT-STUDENT-ORGANIZATIONS-CLUBS.ASPX](https://www.grossmont.edu/campus-life/clubs-orgs/current-student-organizations-clubs.aspx)]



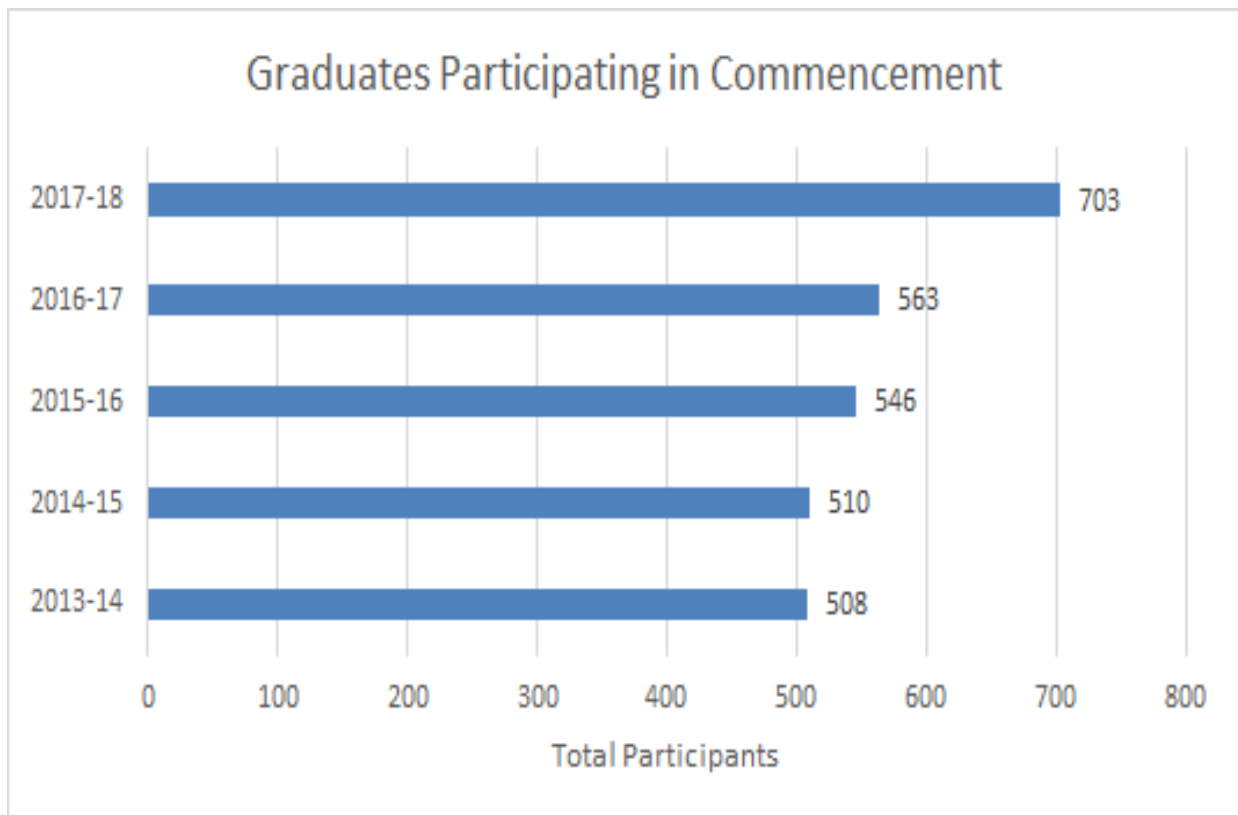
Section 6. College-Wide Complaint Processing



2016-2018 Complaints: Category Comparison



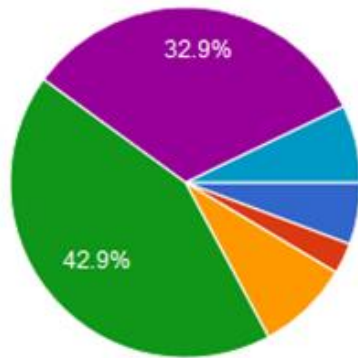
Section 7. Commencement



2017

Please tell us a little about yourself:

70 responses

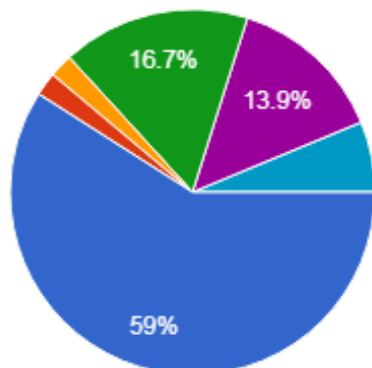


- Graduate (Grossmont College Student)
- Non-Graduate (Grossmont College Student)
- Guest (Non-Grossmont College Student)
- Faculty
- Classified Staff
- Administrator

2018

Please tell us a little about yourself:

144 responses



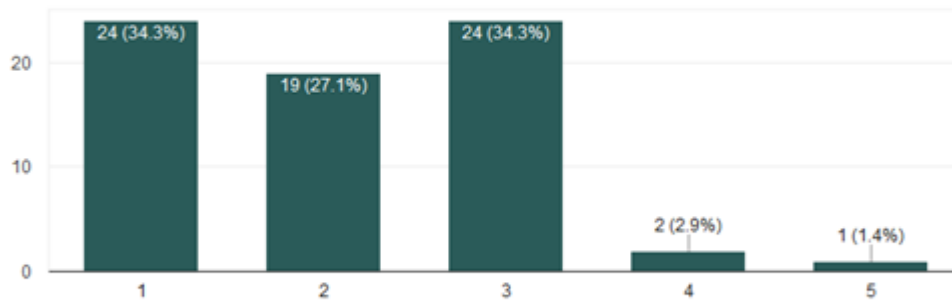
- Graduate (Grossmont College Student)
- Non-Graduate (Grossmont College Student)
- Guest (Non-Grossmont College Student)
- Faculty
- Classified Staff
- Administrator

Using a scale of 1=Extremely Satisfied to 5=Extremely Dissatisfied:

2017

Was the event length too long, too short, or about right?

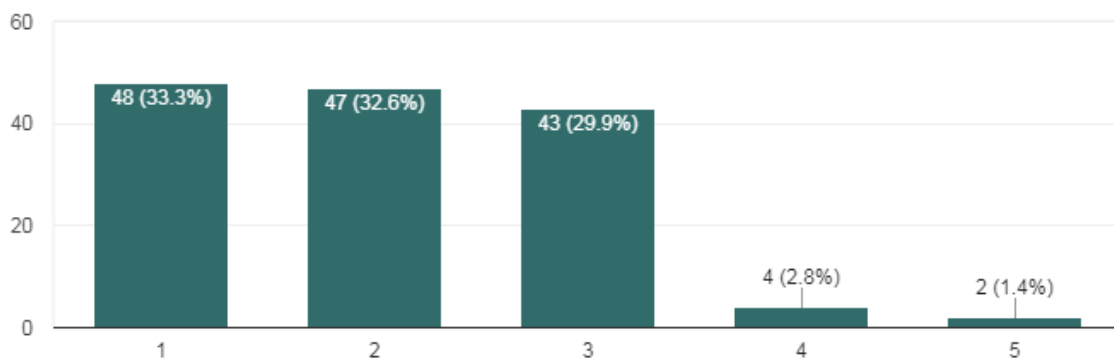
70 responses



2018

Was the event length too long, too short, or about right?

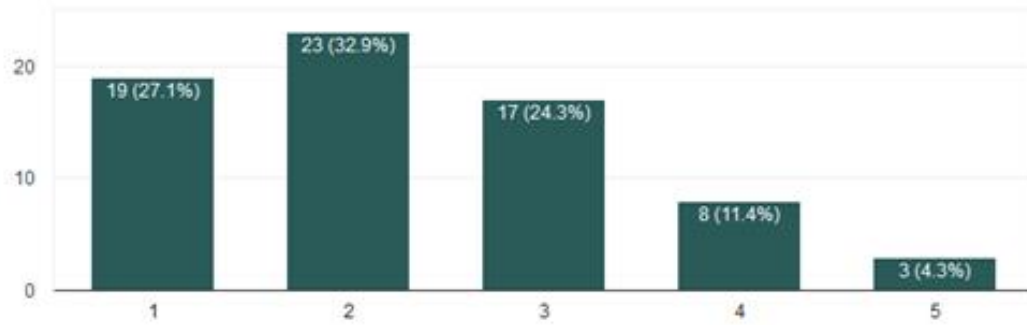
144 responses



2017

Overall, how satisfied were you with the Grossmont College Commencement Ceremony?

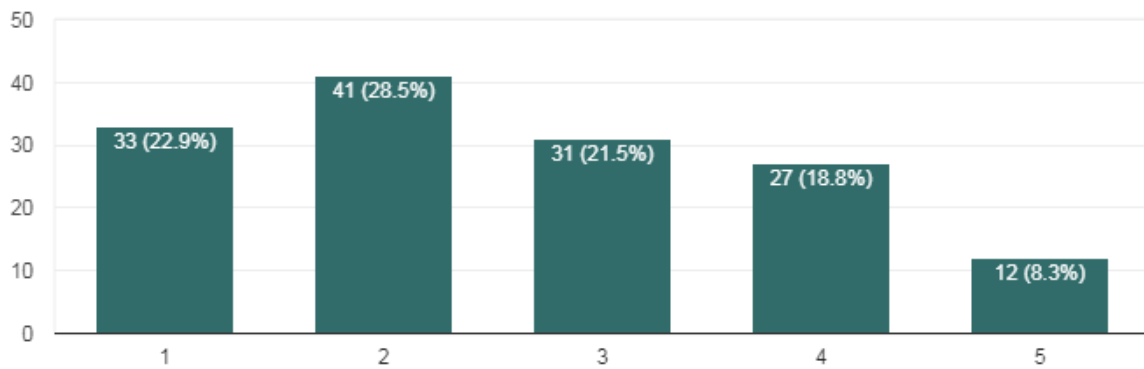
70 responses



2018

Overall, how satisfied were you with the Grossmont College Commencement Ceremony?

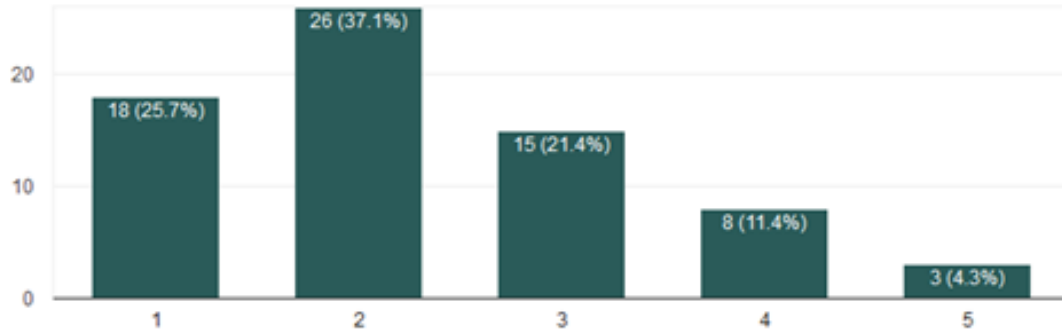
144 responses



2017

How organized was the Grossmont College Commencement Ceremony?

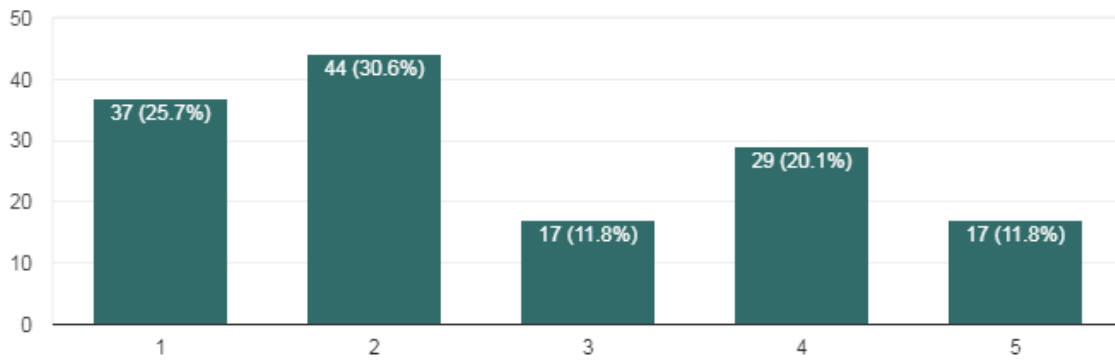
70 responses



2018

How organized was the Grossmont College Commencement Ceremony?

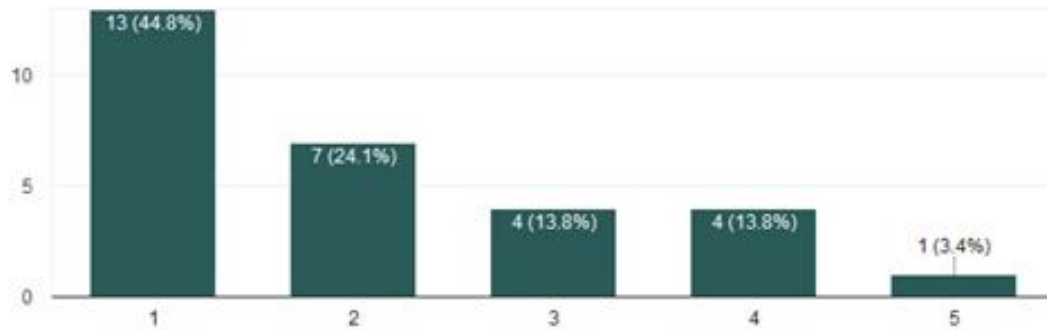
144 responses



2017

If you attended the Graduate Check-In, in the Griffin Student Center, (primarily graduates) how satisfied were you with the event?

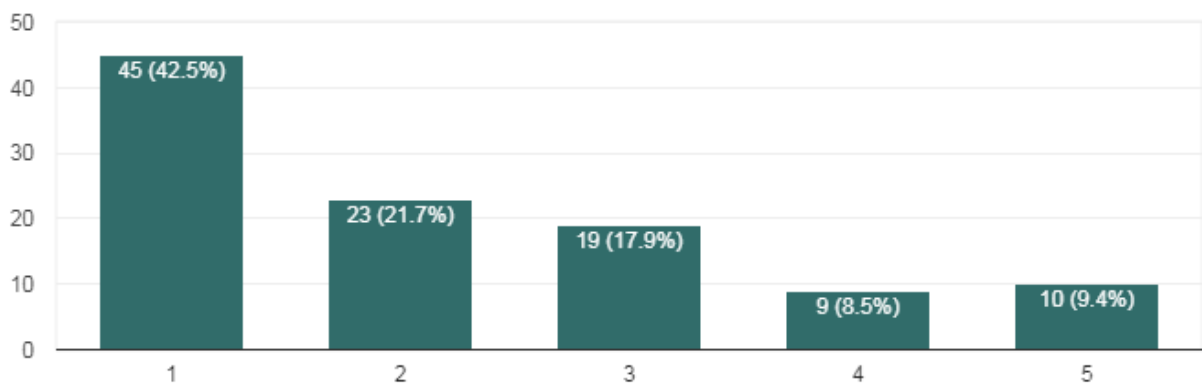
29 responses



2018

If you attended the Graduate Check-In, in the Griffin Student Center, (primarily graduates) how satisfied were you with the event?

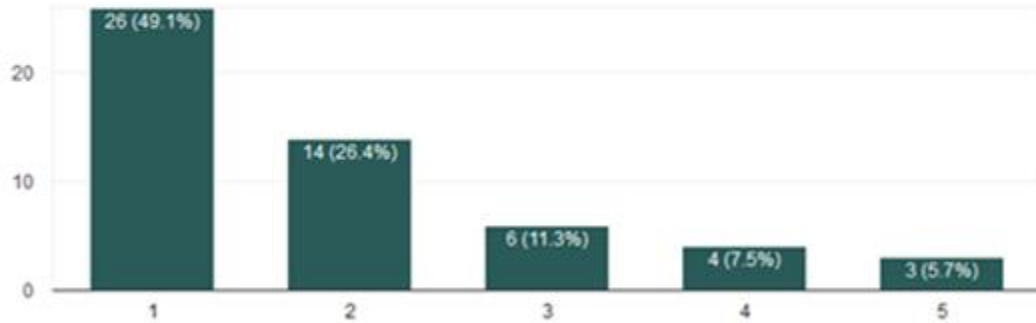
106 responses



2017

If you attended the Pre-Commencement reception in the Tech Mall (primarily faculty, staff and dignitaries), how satisfied were you with the event?

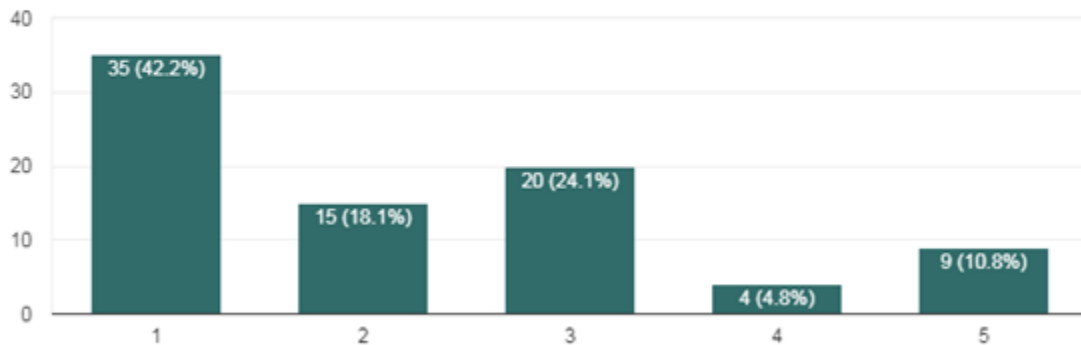
53 responses



2018

If you attended the Pre-Commencement reception in the Tech Mall (primarily faculty, staff and dignitaries), how satisfied were you with the event?

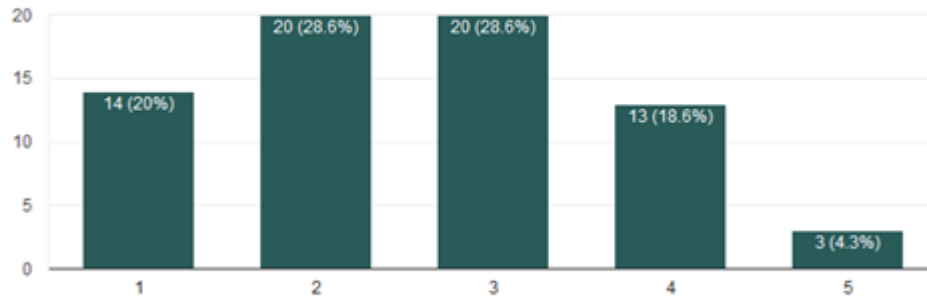
83 responses



2017

How satisfied were you with the ceremony sound (e.g. volume, clarity, etc.)?

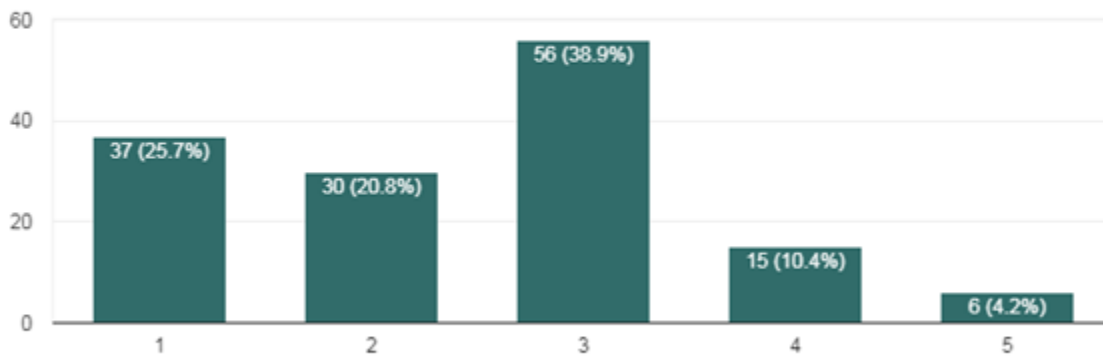
70 responses



2018

How satisfied were you with the pre-ceremony video?

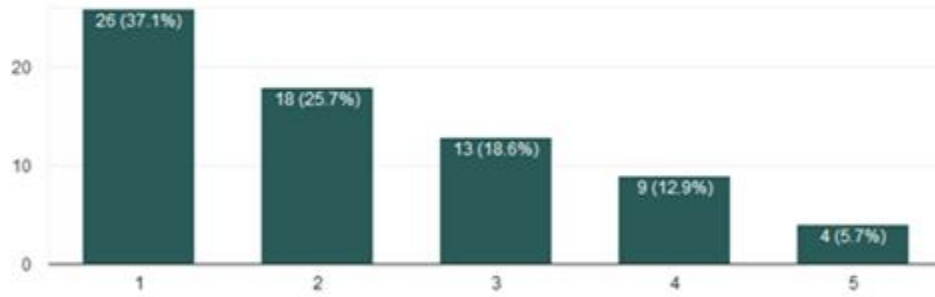
144 responses



2017

How satisfied were you with the ceremony recessional "Line of Honor" (Line leading graduates past faculty and dignitaries)?

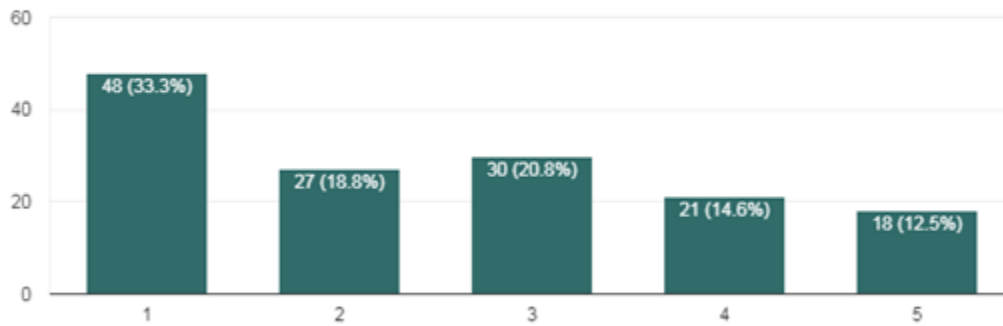
70 responses



2018

How satisfied were you with the ceremony recessional "Line of Honor" (Line leading graduates past faculty and dignitaries)?

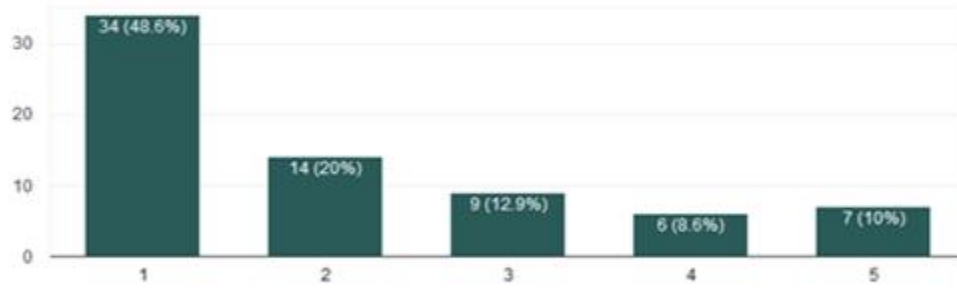
144 responses



2017

How satisfied were you with the ceremony volunteers (e.g. seating/directional assistance, crowd control, etc.)?

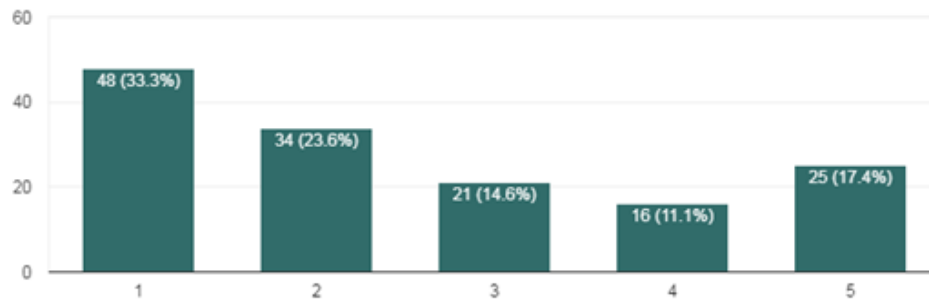
70 responses

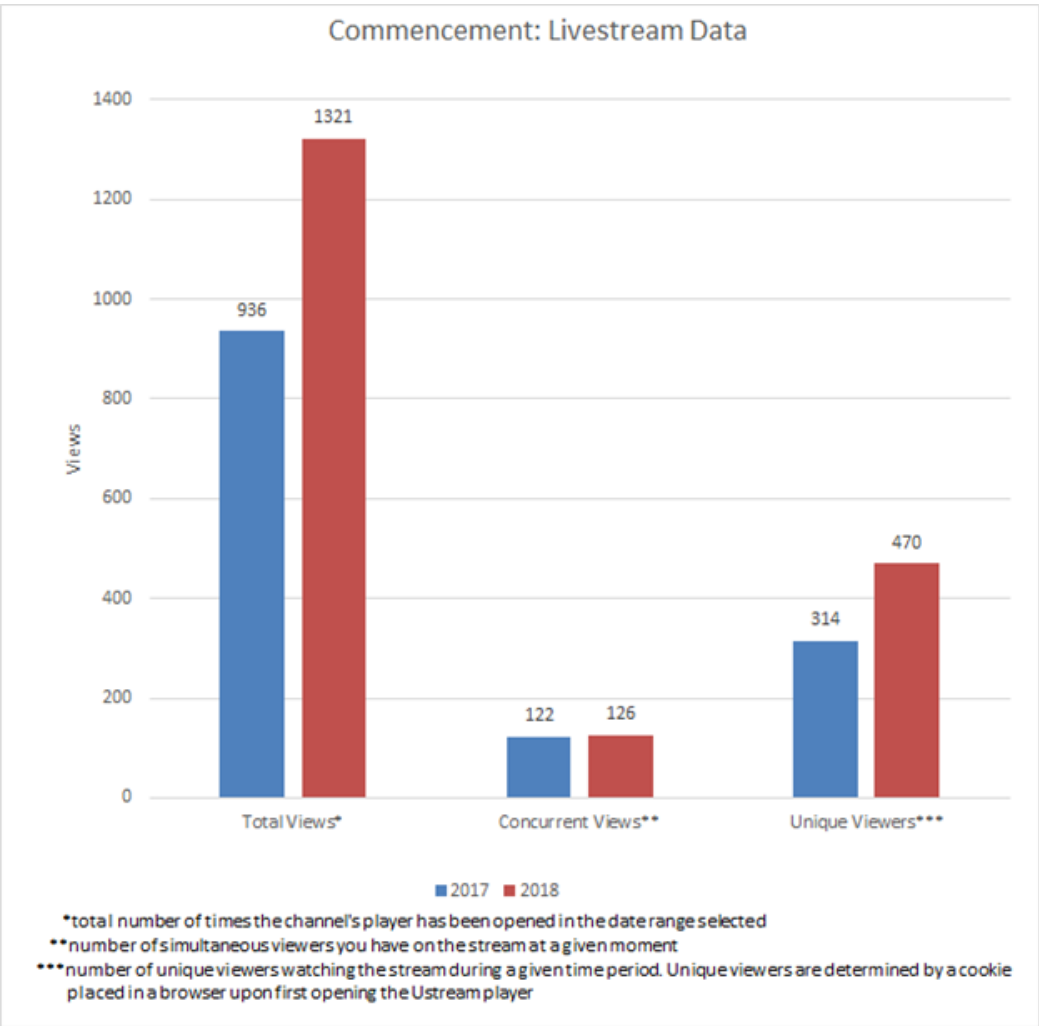


2018

How satisfied were you with the ceremony volunteers (e.g. seating/directional assistance, crowd control, etc.)?

144 responses





Section 8. Cultural Competency Training

Multicultural Conversations: Beyond the Check Box

Grossmont College Students are invited to a very special workshop series, *Multicultural Conversations: Beyond the Check Box*. This workshop series will include discussions on multiculturalism, class and gender and participants will have the opportunity to reflect on their own identity and how identities intersect and influence one another. The conversations will assist students in recognizing one another's differences and connections in an effort to understand, learn and appreciate the multicultural world in which we live. Sessions will build upon each other and be held in room 31-373 from 2pm – 3pm

on:

- ◆ Wednesday, March 16
- ◆ Wednesday, March 30
- ◆ Wednesday, April 6
- ◆ Wednesday, April 13

Workshops are open and free to all Grossmont College Students, but RSVPs are required.

Snacks will be provided.



Facilitator Biography: A native of Oakland, California, **Dr. Tanis King Starck** earned a doctorate from Howard University and practiced as a psychologist both privately and at the university level, also having taught at several universities. Displaced by hurricane Katrina, she went on to serve at San Diego State University and ultimately, created her own department within the university. Dr. Starck published a book about her experiences in Katrina titled, *And Her Name Was Katrina: Life After the Storm*. From this book, Dr. Starck has developed a class that addresses social justice and advocacy.

Multicultural Conversations: Beyond the Check Box

This workshop series will include discussions on multiculturalism, class and gender and participants will have the opportunity to reflect on their own identity and how identities intersect and influence one another.



{ Facilitated by Dr. Tanis King Starck
Psychologist, Educator, Author

Open and free to all Grossmont College Students.
Workshops run Wednesday, March 16 and 30 and April 6 and 13, 2pm-3pm.

RSVPs are required. Contact Student Affairs for more information.

This workshop is sponsored by the Grossmont College Student Affairs Office
and The Foundation for Grossmont & Cuyamaca Colleges

Section 9. Grossmont Gives Back: Month of Service



**GROSSMONT GIVES BACK:
MONTH OF SERVICE 2016**

Friday, April 15, 8:30am-12pm

Campus Beautification Project

Location: Health & Sciences Complex Lobby, Building 34

Did you know that Grossmont College is home to innovative and eco-savvy buildings and grounds? From new buildings and green spaces to our newest parking lot, our campus is committed to reducing its environmental impact. Volunteers will learn about Grossmont College's commitment to building a sustainable and environmentally friendly campus community and have the opportunity to get involved with one of the innovative design elements.

Friday, April 22, 1pm-4pm

Earth Day Community Mural Volunteer Project

Location: Walker Preserve Trail

Have you considered the impact that art and nature have on our communal well-being? This is your opportunity to get outdoors with members of our campus community to beautify a public space. In partnership with the city of San Marcos, volunteers will help create a scenic mural under the Magnolia Street overpass at the Walker Preserve Trail along the San Diego River.

Friday, April 29, 10:30am-1:30pm or 4pm-7pm

Serving Meals to the Hungry

Location: Father Joe's Village (St. Vincent de Paul)

Did you know that San Diego is home to the fourth highest homeless population in the U.S. and the third highest number of homeless veterans? St. Vincent de Paul, or Father Joe's Village, is the largest rehabilitation center for the homeless in San Diego. This is your opportunity to help assist this valuable and essential program along side your friends, classmates, and instructors. Volunteers will help prepare and serve either lunch or dinner at the downtown facility.

To sign up and for more information, visit the CSL website:
www.grossmont.edu/campus-life/csl/



Governing Board Members: Greg Bari, Bill Garrett, Edwin Hiel, Debbie Justeson, Mary Kay Rosinski
Student Members: Evan Esparza, Rafael Navarrete
Chancellor: Cindy L. Miles, Ph.D. Grossmont College President: Nabil Abu-Ghazaleh, Ed.D.

Community Service Learning | Student Affairs



Father Joe's



Santee Mural



Campus Beautification



CONTACT:

Della Elliott, Advancement and Communications Office
(619) 644-7690 or (619) 647-3443; della.elliott@gcccd.edu

April 8, 2016

Grossmont College launching ‘Month of Service’

EL CAJON – Starting in April, Grossmont College is launching its first-ever Grossmont Gives Back: Month of Service, a campuswide event in which students, faculty, staff are invited to participate in a series of volunteer projects on and off campus.

Grossmont Gives Back is a joint effort by the Grossmont College Community Service Learning program and Student Affairs to encourage everyone to get involved in the campus and community and to be exposed to new learning opportunities. It is an expansion of the Day of Service that both Grossmont and Cuyamaca colleges have sponsored for the past five years, primarily for student leaders.

“This is for our [campus community](#),” said English instructor Cathy Miller, [co-coordinator](#) of the Community Service Learning program. “April is National Volunteer Month and in discussing this with Sara Glasgow (Grossmont College Student Activities Director), we saw this as a great opportunity [to deepen our commitment to student success](#), by getting the entire campus community involved. [Several faculty across disciplines are fostering civic engagement in their classrooms by integrating these events into their course curriculum and encouraging student participation.](#)”

The service projects are:

- **April 15, 8:30 a.m.-noon** -- Campus Beautification Project: Learn about Grossmont College’s commitment to sustainability and participate in a cleanup of bioswales, one of the college’s newest green elements. These bioswales on the east side of the campus are landscape elements designed to filter silt and pollution from runoff water. Meet at 8:30 a.m. in the Health & Sciences Complex second floor lobby, Building 34, for a light breakfast and a brief overview of the college’s sustainability plans, then head out for the cleanup. (Participants should wear sunscreen, a hat, and durable clothing suitable for the outdoors and high temperatures. Long pants and closed-toe shoes are recommended.)
- **Friday, April 22, 1-4 p.m.** – Earth Day Community Mural Volunteer Project: In partnership with the city of Santee, volunteers will help create a scenic mural under the Magnolia Street underpass at the Walker Preserve Trail on the north side of the San Diego River. An art instructor will be on hand, so don’t worry if you’ve never been involved in a public arts project. The city will furnish painting supplies. (Participants should wear old clothing suitable for painting. For comfort, bring sunscreen, water, a hat,

closed toed shoes, and a chair. A light snack and water will be provided, but you may want to bring your own lunch. Meet at the trail entrance at 9500 Magnolia Avenue between Braverman Drive and Chubb Lane.)

- **Friday, April 29, 10:30 a.m.-1:30 p.m. or 4-7 p.m.** – Serving San Diego’s Hungry: Join students and faculty at Father Joe’s Village, also known as St. Vincent de Paul, 3350 E. Street in downtown San Diego and help serve lunch or dinner to San Diego’s homeless. (Volunteer spaces are limited so this opportunity is only open to Grossmont students and select faculty.)

Visit the community service [website www.grossmont.edu/campus-life/csl/](http://www.grossmont.edu/campus-life/csl/) to access liability release forms.

For more information, contact Cathy Miller at (619) 644-7865 or [Sara Glasgow \(619\) 644-7159](mailto:Sara.Glasgow@grossmont.edu).

Advancement and Communication

8800 Grossmont College Drive El Cajon, CA 92020-1799 Phone 619-644-7842 Fax 619-644-7924



GROSSMONT GIVES BACK: MONTH OF SERVICE 2017

Friday, April 7, 8:30am-12pm

Campus Beautification Project

Location: Health & Sciences Complex Lobby, Building 34
Did you know that Grossmont College is home to innovative and eco-savvy buildings and grounds? From new buildings and green spaces to our newest parking lot, our campus is committed to reducing its environmental impact. Volunteers will learn about Grossmont College's commitment to building a sustainable and environmentally friendly campus community and have the opportunity to get involved with one of the innovative design elements.

Tuesday, April 11, 10am-2pm

Campus Community Art Project

Location: Main Quad
Have you considered the impact that art has on our communal well-being? Or, the possibility of art to promote social justice? This is your opportunity to join members of the Grossmont community to create art that will showcase our campus' diverse and engaged population. Volunteers will help paint meaningful and culturally relevant murals and kiosks that will be displayed all over campus. This is your chance to meaningfully contribute to a community art project. No artistic expertise necessary! Sponsored by the World Arts and Culturas Committee.

Friday, April 21 and 28, 10:30am-1:30pm or 4pm-7pm

Serving Meals to the Hungry

Location: Father Joe's Village (St. Vincent de Paul), San Diego
Did you know that San Diego is home to the fourth highest homeless population in the U.S. and the third highest number of homeless veterans? St. Vincent de Paul, or Father Joe's Village, is the largest rehabilitation center for the homeless in San Diego. This is your opportunity to help assist this valuable and essential program along side your friends, classmates, and instructors. Volunteers will help prepare and serve either lunch or dinner at the down town facility.

Saturday, April 22, 9am-12pm

15th Annual Creek to Bay Cleanup

Location: La Mesa Park, La Mesa
Are you interested in sustainability and the environment? Join us on Earth Day, as we participate in I Love a Clean San Diego's 15th Annual Creek to Bay Cleanup. Volunteers will participate in one of the largest organized cleanups in San Diego, and help beautify an area of eastern San Diego County. Bring yourself, your friends, and your family for a morning of fun and environmental preservation. Open to the public.

To sign up and for more information, visit the CSL website:
www.grossmont.edu/campus-life/csl/



Governing Board Members: Elena Adams, Greg Barr, Bill Garrett, Edwin Hiel, Debbie Justeson
Student Members: Evan Esparza, Sebastian Caparelli
Chancellor: Cindy L. Miles, Ph.D. Grossmont College President: Nabil Abu-Ghazaleh, Ed.D.

Community Service Learning | Student Affairs



GROSSMONT GIVES BACK: MONTH OF SERVICE 2017

Tuesday, April 4, 10am-2pm

Grossmont Gives Back Kick-Off Event

Location: Griffin Center, Building 60

Join us to kick-off the second annual Grossmont Gives Back Month of Service 2017! Stop by the Griffin Center to sign-up for volunteer events and learn more about our Community Service Learning Program.

Friday, April 7, 8:30am-12pm

Campus Beautification Project

Location: Health & Sciences Complex Lobby, Building 34

Did you know that Grossmont College is home to innovative and eco-savvy buildings and grounds? From new buildings and green spaces to our newest parking lot, our campus is committed to reducing its environmental impact. Volunteers will learn about Grossmont College's commitment to building a sustainable and environmentally friendly campus community and have the opportunity to get involved with one of the innovative design elements.

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Location: Main Quad

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Saturday, April 22, 9am-12pm

15th Annual Creek to Bay Cleanup

Location: La Mesita Park, La Mesa

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Wednesday, May 3, 1pm-2pm

Grossmont Gives Back Month of Service 2017 Celebration

Location: Main Quad

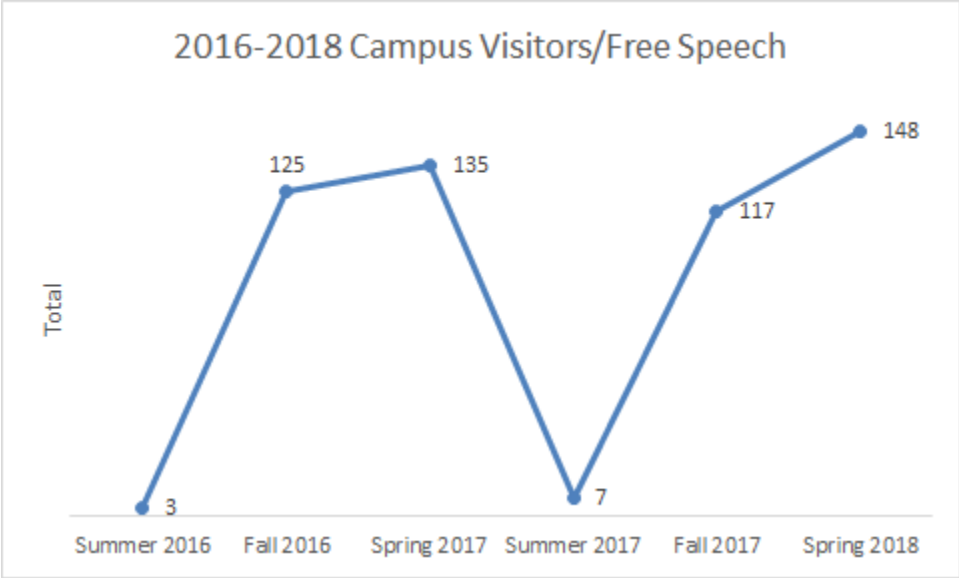
Join us as we recognize and celebrate Grossmont College students who participated in the Month of Service 2017!

To sign up and for more information, visit the CSL website:
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Governing Board Members: Elena Adams, Greg Barr, Bill Garrett, Edwin Hiel, Debbie Justeson
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Section 10. Free Speech



Section 11. Inter Club Council (ICC)

Fall 2016	
August	<p>WoW! Week of Welcome, August 22-26</p> <ul style="list-style-type: none"> • WoW! Information Booths – Monday, Aug. 22 and Tuesday, Aug. 23, 8am– 7pm • WoW! Information and Activities Fair – Wednesday, Aug. 24, 10am– 1pm, Main Quad <p>ICC Club Orientation/Registration Sessions, Griffin Center, Bldg. 60, Rm 207 - ASGC, Inc. Board Room</p> <ul style="list-style-type: none"> • Available online 24 hours a day/7 days a week • In person Tuesday, Aug. 30, 4pm-5pm or by appointment
September	<p>Free HIV Testing, Thursday, September 1, 11am-3pm, Student Health Services, Building 60, Room 130.</p> <p>ICC Meetings Resume for the semester, Tuesday, September 6, 4pm, ASGC, Inc. Board Room (Meetings every 1st and 3rd Tuesday)</p> <p>QPR: Question, Persuade and Refer Gatekeeper Training for Suicide Prevention, Thursday, September : (Time and Location, TBD). Recognize warning signs of suicide and learn how to offer hope.</p> <p>Blood Drive, (TBD)</p> <p>Food Handler's/Sanitation Classes, Culinary Arts Bldg. 60, Rm 170</p> <ul style="list-style-type: none"> • Monday, September 19, 3pm-4pm • Friday, September 23, 2m-3pm • Monday, October 3, 3pm-4pm • Friday, October 14, 2pm-3pm <p>Constitution Day, Thursday, September 15</p> <ul style="list-style-type: none"> • Constitution Wall, Griffin Center Patio, Bldg. 60, All Day • Sons of the American Revolution, Griffin Center, Bldg. 60, 11am-1pm • Voter Registration Drive, Griffin Center, Bldg. 60, 10am-2pm • ... and more! <p>Club Re-Registration Deadline, Thursday, September 15</p> <p>16 de Septiembre Celebration, Thursday, September 15, Main Quad, 11am-1pm</p> <p>Sexual Assault Prevention and Resources, Thursday, September 15, 10am-1pm, Griffin Center Patio, Bld 60. Legal Services, Emergency Shelter, Counseling Services, Self Defense Instruction Ka'imī Kuoha.</p> <p>ICC Club Fair - Clubs may reserve a table to fund raise, pass out information, etc.</p> <ul style="list-style-type: none"> • Tuesday, September 27, 10am–2pm, Main Quad • Wednesday, September 28, 10am–2pm, Main Quad
October	<p>College Transfer Fair, Wednesday, October 5, Main Quad, 10am-1pm</p> <p>Donuts with the Deans, Wednesday, October 19, Griffin Gate, 9:30am-10:30am</p> <p>Great California Shake Out – Drop! Cover! Hold on!, Thursday, October 20, across campus, 10:20am</p>
November	<p>ICC Thanksgiving Meal Drive, donations collected throughout November</p> <p>Veteran's Week Celebration, November 7-10, 2016</p> <p>Blood Drive, (TBD)</p> <p>Final ICC Meeting of the semester, Tuesday, Nov. 15, 4pm, ASGC, Inc. Boardroom</p> <p>ICC Fall Festival, Wednesday, November 16, 10 a.m. – 2 p.m., Main Quad (Carnival Theme)</p>

Inter-Club Council (ICC) Event Calendar

December	De-Stress Fest, December 5-7
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Inter-Club Council Events Calendar, Spring 2017

January	<p>WoW! Week of Welcome, January 30, 31 and February 2</p> <ul style="list-style-type: none"> • WoW! Information Booths – Monday, January 30 and Tuesday, January 31, 7:30AM– 6PM • WoW! Information and Activities Fair – Thursday, February 2, 10AM– 1PM, Main Quad
February	<p>Black History Month! Feb. 1st -29th.</p> <ul style="list-style-type: none"> • Tuesday and Wednesdays Feb. 7-Feb. 22: “Jazz Kitchen with Soul Food Specials” features Jazz Studies student performers led by Music Department chair Derek Cannon and all-day lunch specials at Griffin Grill in Griffin Center. • Monday, Feb. 6, 1-2:30 p.m.: Building 60, Griffin Gate, an interactive experience designed to explore the world of nationally <u>acclaimed artist/ animator Tony Washington</u>. • Thursday, Feb. 9, 3:30-5:30 p.m.: Building 26, Room 220, <u>Musical artist and activist Jasiri X</u> emerged on the national scene in 2007 with the powerful hit song “Free the Jena 6” and the groundbreaking internet video series that reached millions. His critically acclaimed album <i>Black Liberation Theology</i> (2015) is recognized as a soundtrack for today’s civil rights movement. • Monday, Feb. 13, 1-3 p.m.: Building 26, Room 220 “<u>Representations of Femininity and Spirituality in African and African-American Art</u>” by <u>Denise Rodgers</u>. • Thursday, Feb. 16, 1-2:30 p.m.: Building 55, Room 522, <u>Umoja</u> and Puente programs present “Voices of our Students”. An informative session on the Puente and <u>Umoja</u> programs. • Wednesday, Feb. 22, 12:30-2:30 p.m.: Building 60, Griffin Gate, <u>Life of a Professional Athlete</u> a presentation by <u>Marlin Briscoe</u>, the first starting African-American NFL quarterback. • Thursday, Feb. 23, 5:30-8:30 p.m.: Building 26, Room 220, the <u>Umoja</u> Program will host the first poetry competition of Region 10 community colleges, including City, Southwestern, <u>Mesa</u> and <u>MiraCosta</u> colleges. • Monday, Feb. 27, 10 a.m.-noon: Building 60A, Griffin Gate, in transfer workshop about Historically Black Colleges and Universities. • Monday, Feb. 16& 27: 3:30-5 p.m.: Building 60, Griffin Gate, Part I- screening of the documentary “Traces of the Trade: A Story from the Deep South”. Filmmaker Katrina Browne discovers that her New England ancestors were the largest slave-trading family in U.S. history. • Tom DeWolf Presentation-Feb. 28, 2PM-4:30PM, Bldg. 60, Griffin Gate • Tuesday, Feb. 28: 2-4:30 p.m. Building 60, Griffin Gate, Part II- a presentation by <u>Tom DeWolf</u>, author of “Gather at the Table: The Healing Journey of a Daughter of Slavery and a Son of the Slave Trade,” retrace the transatlantic slave trade dubbed the Triangle Trade. <p>National Wear Red Day – Fight Heart Disease in Women, Friday, Feb. 3rd. For information: www.goredforwomen.org</p> <p>ICC Meetings Resume- for the semester, Tuesday, February 7, 4PM, ASGC, Inc. Board Room (60-207) (Meetings are every 1st and 3rd Tuesday of the semester)</p> <p>Chinese New Year Celebration- Featuring White Dragon Martial Arts, Free Chinese Food, martial arts performance and lion dancing. Wednesday, February 8th, 11:30-1:30PM, Main Quad</p> <p>FREE HIV Confidential Testing-Celebration of Responsible Love: Wednesday, February 8th, 10AM -3PM Student Health Services, Bldg. 60-130.</p> <p>ICC Clubs Fair, Wednesday, February 15th & February 16th 11AM–2PM, Main Quad, Clubs may reserve a table to fund raise, pass out information, etc. Sweetheart Fair theme. To sign up, click here.</p> <p>ICC Leadership Workshop Series: All About Club Finances, Wednesday, February 22nd 4PM, ASGC, Inc. Board Room; Presenter: Irene Bauza, Account Technician, Sr. Drop by for an informative question and answer session regarding how to access your club account.</p> <p>Food Handler’s/Sanitation Classes, Culinary Arts Building 60, Room 173 – entrance door is on the outside of building. Free for any student leader – no advance sign-up required. Only one 1-hour session required.</p> <ul style="list-style-type: none"> • Monday, Feb. 6, 3PM – 4PM • Tuesday, Feb. 21, 2PM -3PM • Monday, March 20, 3PM – 4PM • Friday, March 24, 3PM – 4PM <p>Love Your Heart, February 14th, Free blood pressure checks –locations throughout campus.</p> <p>Blood Drive, Wednesday, February 22, 10AM -3PM And Thursday, February 23, 8AM to 6PM. Main Quad. Please eat a nutritious meal and drink plenty of water if you plan to donate. Register at the Bloodmobile the day of the Blood Drive.</p>
March	<p>Last Day to Apply for Spring 2017 Degree/Certificate, March 10, 2017 –Click here for steps on how to apply.</p> <p>Health & Wellness Fair, Wednesday, March 15, 9AM – 1PM Main Quad. Free health testing and screening.</p> <p>ICC Spring Festival, Wednesday, Mar. 22, 10 a.m. – 1 p.m., Main Quad</p> <p>Personal Safety and Awareness, March 21, 10AM – 1PM In front of Bldg. 60. Tips on how to protect yourself on and off</p>

campus during spring break and beyond.

Spring Recess, March 27 – April 1

April	<p>ASGC, Inc. Student Government General Elections, April 4th and 5th. All registered students will receive instructions via his/her Grossmont College email account regarding how to access the ballot.</p> <p>FREE HIV Confidential Testing, Wednesday, April 10th, 10AM – 3PM Student Health Services, Bldg. 60-130</p> <p>Suicide Prevention Training-QPR Question, Persuade, Respond-Thursday, April 13th, free one hour training. 9AM and 10AM Bldg. 34-172</p> <p>ASGC, Inc. Awards Ceremony 2017, Wednesday, April 19, 3:00PM – 8:00PM, Griffin Gate</p> <p>Blood Drive, Tuesday, April 25, 8AM-6PM and Wednesday, April 26, 10AM – 3PM, Main Quad. Register at the Bloodmobile the day of the event. Please eat a nutritious meal and drink plenty of water.</p>
May	<p>Final ICC Meeting of the Semester, Tuesday, May 2, 4pm, ASGC, Inc. Boardroom</p> <p>FREE HIV Confidential Testing, Thursday May 4th, 9AM-2PM, Student Health Services, Bldg. 60-130</p> <p>De-Stress Fest, May 22 - 26</p>
June	<p>Grossmont College Commencement, Wednesday, June 7, 5:30pm, Main Quad</p>



SAVE THE DATES!!

INTER-CLUB COUNCIL

PLEASE MARK YOUR CALENDARS FOR THE FOLLOWING FALL 2017 EVENTS

- **Aug 23rd:** All Campus Activities Fair *-10am-1pm -Main Quad
- **Sept 5th:** ICC meetings start for the Fall semester- 4pm-Bldg 60 Room 207
- **Sept 19 & 20:** ICC Club Fair*- 10am-1pm- Main Quad
- **Nov 15th:** ICC Fall Festival* - 10am-1pm-Main Quad
- **Nov 21st:** Final ICC meeting-4pm-Bldg 60 Room 207
- **Dec 4th-7th:** De-Stress Fest*

****REMEMBER CLUBS CAN FUND RAISE AND PASS OUT INFORMATION AT THESE EVENTS!***

We hope you are enjoying your summer! See next fall!
Office of Student Affairs

Get Involved at Grossmont College! There's a place for you!

Grossmont College has over 40 active student clubs/organizations on campus. From religion to politics, from community service to gaming, from academic programs to advocacy - there's something for everyone!



Getting involved at Grossmont College is easy. Simply join one of our existing campus organizations – or create your own! A sampling of current clubs and their purpose statements are listed below.

Find out more at www.grossmont.edu , keyword: 'Clubs'

Action Club – To provide opportunities for the disabled people on campus, to not only socialize with others, but to aid our community through volunteer service. Advisor: Jim Tolbert (619) 644 -7648; Ed Schumacher (619) 644 - 7411

Alpha Omega San Diego Campus Ministry - To share the Word of God on campus and help students get an opportunity to find a relationship with God. Advisor: John Oakes (619) 644 -7345

American Criminal Justice Association - To promote and enhance members' knowledge of the criminal justice field and professionalism in the field by providing educational and networking activities. Advisor: Tina Young (619) 644-7837

Arabic Club - To exchange information about the Arab world, hot button issues in the Arab world, Arabic culture, Arabic music and movies, and to organize activities of mutual interest to the members of the club, such as social get-togethers, parties, debates, BBQs, trips on and off campus etc. Advisors: Sonia Ghattas-Soliman (619) 644-7348; Yousra Qudeimat (619) 644- 7454 x3460

California Nursing Student Association (CNSA) - To assume responsibility for contribution to nursing education in order to provide for the highest quality health care. To provide programs representative of fundamental and current professional interest and concerns. To aid in the development of the whole person, his/her professional role, and his/her responsibility for the health care of people in all walks of life. Advisors: Angela Ngo (619) 644-7319; Judy Medina (619) 644-7061

Cardiovascular Technology Club (CVT) Classes of '16 and '17 – To promote the Cardiovascular Technology program through hard work, dedication and community outreach events in which we strive to increase awareness of cardiovascular disease, as well as, raise funds for a celebratory event help upon completion of the program. Advisor: Liz Barrow (619) 644-7895

Challenge Club - To help students come to know Jesus, learn to live like him, and to change the world the way he did. Advisors: Sue Caldwell (619) 644-7888; John Oakes (619) 644-7345

Chinese Club- To expose the community to the Chinese culture and learn Chinese language in a fun, constructive environment. We also have a mission to stay up-to-date with the events and policies in China that develops a new sense of national identity and place in the world. Advisor: Claire Liu (619) 644-7454 x3545

EOPS Club - To convey a community that is self-aware of the social issues, spread cultural awareness, promote valued education, and help build a community that can coexist. Advisors: Michael Perez (619) 644-7746; Pearl Lopez (619) 644-7651

Griffin Gamers- To provide a platform for students to discuss, complete, debate, socialize and play various games. We will also host events and tournaments to gain funds for the club. Advisor: Tom Harrisburg, tom.harrisburg@gcccd.edu

Griffin Poets – To write, share, and evaluate poetry. Advisor: Juliana Cardenas (619) 644-7486.

Hispanic Organization for Latino Awareness (HOLA) Club – To promote educational and cultural awareness of the invaluable contribution that Latino cultures have provided. We preserve this objective through enriching and recreational activities that we sponsor. We encourage diverse membership (from all ethnic backgrounds) and provide a wide range of opportunities for all students (both Hispanic and non-Hispanic alike) in order to enhance student participation on campus. Advisors: Jorge DeSaracho (619) 644-7229; Nadia Almaguer (619) 644-7127

International Club - To provide a forum for the interaction of American and International students, to promote cultural enhancement of all students through social, cultural and educational events and activities and to assist new students in adapting to college life on campus and beyond. Advisors: Bryan Lam (619) 644-7209; Will Pines (619) 644-7852; Barbara Clark (619) 644-7209

Japanese Club - To provide a fun and safe environment for students to learn about and experience Japanese language and traditional/pop culture. Advisor: Paul Vincent (619) 644-7741

Le Cercle Francais (French Club) – To promote French/Francophone culture and language and to provide students with an increased awareness of Francophone culture, food, film in France, the Francophone world and our own community. Advisor: Jean Claude Beauville (619) 644-7454x3626

Orthopedic Technology Program- To get more people interested in orthopedics as a job. Advisor: Harold Rice (619) 644-7086

Phi Theta Kappa (PTK) - To recognize and encourage scholarship among two-year college students. To achieve this purpose, PTK shall provide opportunity for the development of the leadership and service, for an intellectual climate, for exchange of ideas and ideals, for lively fellowship for scholars and for stimulation of interest in continuing academic excellence. Advisor: Sylvia Montejano (619) 644-7618

Political Economy Club - To provide a space for civil and constructive discussion of political and economic issues, both foreign and domestic, inform students about issues pertaining to politics and economics, and be a gateway for internships and research projects in the community. Advisor: Todd Myers (619) 644-7848

Respiratory Therapy Clubs (RTC) 2016 and 2017- To organize and arrange various community service projects, educational functions, social activities and fundraisers that all relate to and promote a greater knowledge of respiratory therapy. Advisors: Peggy Wells (619) 644-7813; Rebecca Handley (619) 644-7896

REvolutionaries Club – To provide a stable environment for students to openly discuss the strengths and weaknesses of Marxist theory as well as how such theory pertains to the current social, political and economic climate. Advisor: Lauren Spears - lauren.spears@gcccd.edu

Sexual Orientation/Gender Identity (SOGI) Club – To create a safe and open community and provide space for lesbian, gay, bisexual, transgendered, queer, intersexed, and asexual people (LGBTQ/A) and their allies, as well as other students that identify as non-heteronormative. SOGI endeavors to create a safe space for students to express and explore their identity without judgment, where they can be their full authentic selves, and receive peer support. Advisor: Dr. Sue Gonda (619) 644-7875

Science Club - To reach out to students and broaden their knowledge and interest in science through fun-filled activities that positively impact the community. Advisor: Martin Larter (619) 644-7346

Student Empowerment Organization (SEO) - To develop the intellectual and moral character of the diverse student body and to encourage unity among all individuals of our generation. Student Empowerment provides a safe and supportive environment for all students – regardless of race, ethnicity, or color – in which to discuss, learn, and grow with each other. Advisors: Patrice Braswell-Burris (619) 644-7881; Julio Soto (619) 644-7131; Sydney Brown (619) 644-7523

Student Veteran Organization - To foster camaraderie between the members of this organization, while reaching out to veterans, and their families in academic endeavors through peer mentorship, in addition to pursuing expanded veteran benefits, and finally, emphasizing the importance of volunteer work in our community. Advisors: Thomas Bell (619) 644-7500; Amanda Wurangian (619) 644-7166; Robert Davis (619) 644-7662

United Under Principals (UUP) - To provide beneficial services to our communities, friends, and families throughout the world. Advisor: Cathy Miller (619) 644-7865

United Somali Students Association (USSA) - To welcome new students, to facilitate successful matriculation and offer ongoing support to promote social engagement in their academic pursuit. Advisor: Sonia Gaiane, sonia.gaiane@gcccd.edu

Young Americans For Liberty - To identify, educate, train, and mobilize youth activists committed to “winning on principle.” Our goal is to cast the leaders of tomorrow and reclaim the policies, candidates, and direction of our government. Advisor: Todd Myers (619) 644-7878

Zion Bible Study Club - To innovate and encourage students to become upstanding citizens; while also promoting leadership and humility. We will use the power of the bible to reach brotherly and sisterly love, while doing volunteer events to help positively influence the school and the entire community as a whole. Advisor: Karen McCoy (619) 644-7491

Student Affairs Office * 619-644-7600 * Building 60, Room 204 *

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 the local and global communities.

Updated 3/3/2016

FALL 2017 FOOD HANDLER'S/SANITATION CLASSES

Free for any student leader--no advance sign-up required. Only one 1-hour session required.

- WED, AUG. 30TH, 2:30PM-3:30PM
- TUES, SEPT. 14TH, 2:30-3:30PM
- TUES, OCT. 3RD, 3PM-4PM
- WED, OCT. 25TH, 2:30PM-3:30PM

AT CULINARY ARTS
BUILDING 60-177



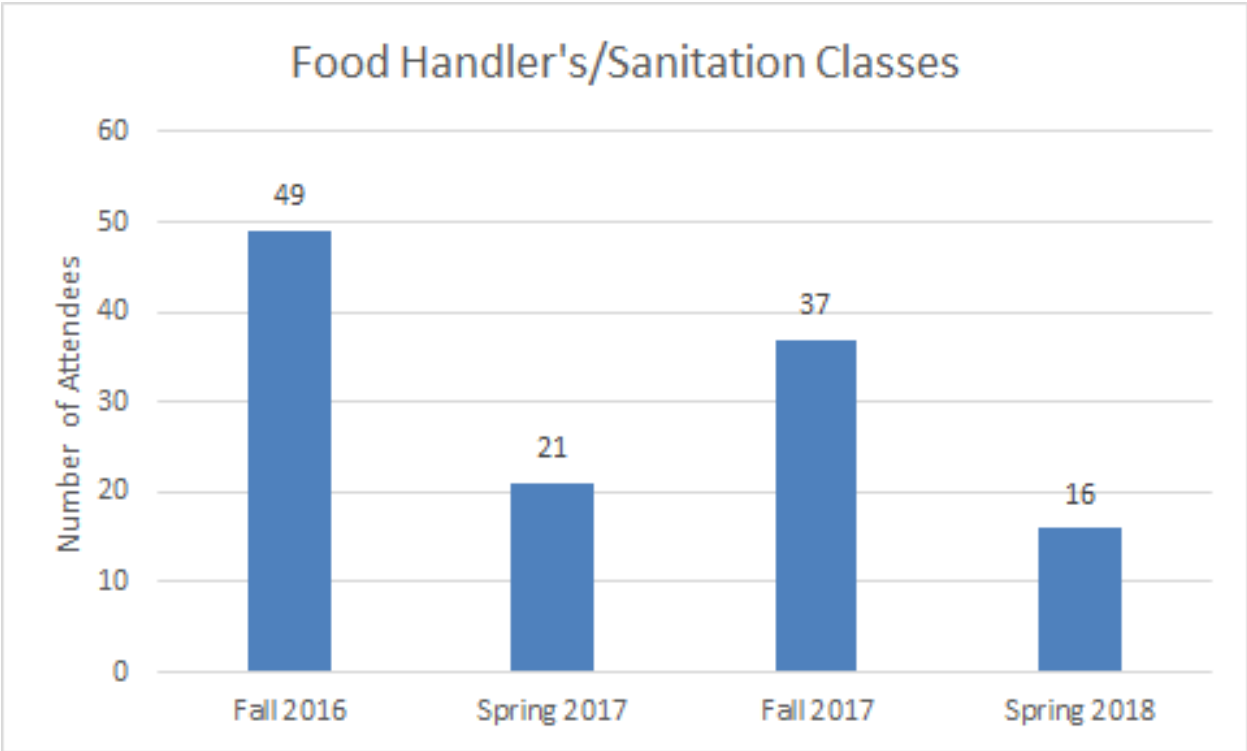
SPRING 2018 FOOD HANDLER'S/SANITATION CLASSES

Free for any student leader--no advance sign-up required. Only one 1-hour session is required.

- TUESDAY, FEB. 13, 2PM – 3PM
- MONDAY, FEB. 26, 2PM -3PM
- FRIDAY, MAR. 9, 2PM – 3PM
- MONDAY, APR. 2, 2PM-3PM

AT CULINARY ARTS
BUILDING 60-177





Section 12. Latinx Heritage Month

Grossmont College Latin@ Alliance

Latino Heritage Month – 2016 - Data



Find us:
 Contact: Joan Ahrens, President
 (619) 644-7869
 joan.ahrens@gcccd.edu

Meetings:
 First Tuesday of every month
 4:00 pm – 5:15 pm
 Room 55-522
 Remaining Spring 2017 Meetings: March 7th, April 4th, and May 2nd

Mission Statement

The mission of Grossmont College's Latin@ Alliance is to promote access to quality programs and activities that foster student success and engagement for Latina/o students as well as to create an inclusive space for equity-minded collaboration within an academic community representing diverse cultures, backgrounds, and life experiences.

Data

- 150 surveys were collect for all events.
- 69% of participants were students
- 13% of participants were faculty
- 72% of surveys indicated they heard of the event from an instructor
- 43% heard of the event from a flyer
- 36% heard of the event via email
- 89% of participants strongly agreed or agreed that the event increased their cultural awareness
- 70% of participants strongly agreed or agreed that after attending the event, they felt their cultural background and family experiences were similar to others at Grossmont College
- 80% of participants indicated they experienced a greater sense of community at Grossmont College
- 86% of participants indicated they gained a new insight into the Latin American experience

"Help us love even those who hate us; so we can change the world." – Cesar Chavez

Activities

Thursday, Sept 15	Mexican Independence Day
Tuesday, Sept 20	<i>Motorcycle Diaries</i> Film
Wednesday, Sept 21	Boca Floja
Tuesday, Sept 27	<i>Wild Tales</i> Film
Thursday, Sept 29	Ballet Folklorico
Tuesday, Oct 4	<i>Pelo Malo</i> Film
Tuesday, Oct 11	<i>Pan's Labyrinth</i> Film
Thursday, Oct 13	Aztec Dancers

Participant Comments

Share One Word:
 Exciting! Educational Amazing!
 Pride! Beautiful! Passion
 Informative Entertaining Awesome!

Comments:
 "This was awesome!"
 "Make more of these events!"
 "I thoroughly enjoyed it. Thank You!"
 "You guys are doing a fantastic job!"
 "I enjoyed the films in Spanish! They were great!"

Latino Heritage Month

September 15 – October 15, 2016



Mexican Independence Day

Thursday, September 15th, from 11:00 AM to 1:00 PM in the Main Quad
Dr. Contreras will share the history of 16 de Septiembre, Mexico's Independence Day.
Music provided by Mariachi Imperial de San Diego. HOLA Club will be selling food.

Latino Film Festival

Tuesday Nights @ 7:00 PM, September 20th through October 11th, Room 26-220

Bocafloja - Artist

Wednesday, September 21st from 10:00 AM to 12:00 PM in the Griffin Gate
Multi-disciplinary artist and filmmaker. Will present his new documentary "Nana Dijo" – Irresolute Radiography of Black Consciousness. Presents on race relations, decolonial narrative and the African diaspora in Latin America studies. Q&A will follow the presentation.

Ballet Folklórico Real de San Diego

Thursday, September 29th, from 12:00 PM to 1:00 PM in the Main Quad.
Come and enjoy traditional Mexican dancing. Club EOPS will be selling food.

Matt de la Peña, Author

Thursday, September 29th, from 2:00 PM to 3:15 PM in the Griffin Gate.
Sponsored by the English Department. Part of Banned Book/Banned Lives week. Matt de la Peña, first Latino winner of the Newbery Award, leads a discussion of personal identity, American culture and free speech. Sponsored by WACC.

Grossmont College Afro-Cuban Band

Thursday, October 6th (Tentative)

Blood Wedding – A Play by Garcia Lorca

Performance Dates: October 6, 7, 8, 13, 14, 15 at 7:30 PM and Oct 8 & 15 at 2:00 PM
Directed by Rob Latfy. A family feud driven by the death of one Father at the hands of the other explodes into a fit of passion as The Bride runs from her wedding day into the arms of her former lover, Leonardo; the son of the man who killed her Father. Essentially left at the altar, The Groom vows revenge and sets out to find and kill Leonardo, resulting in a true "Blood Wedding". Performed in English & Spanish. For tickets, call (619) 644-7234 or purchase online at www.grossmont.edu/theatrebrochure. A production of the Stagehouse Theater.

Aztec Dancers

Thursday, October 13th, from 12:00 PM to 1:00 PM in the Main Quad.

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Latino Heritage Month sponsored by Latino Alliance and the Student Equity Office.
All events are free except for Blood Wedding. All events are open to the public.

Latino Heritage Month 2017

September 15th – October 15th



Latino Film Festival

Tuesday Nights @ 5:30 PM, September 19th through October 10th, Room 26-220

Latin Food Festival

Wednesdays, September 20th through October 11th, Sodexo Cafeteria
Experience foods from Cuba, El Salvador, Argentina and México
Pozole will be served every Wednesday

Undocumented Latino Youth-Realities and Strategies

Thursday, September 21st, from 11:00 AM to 1:00 PM in Griffin Gate
Speaker: Dr. Marisol Clark-Ibañez, Associate Professor of Sociology at
Cal State San Marcos

Salsa Under The Stars

A Scholarship Fundraiser and CD Release Celebration

Monday, September 25th, from 6:30 PM to 9:30 PM in the Main Quad

Salsa Lessons offered 6:30 PM to 7:30 PM

Manny Cepeda Orchestra plays from 7:30 PM to 9:30 PM

Admission: General \$20, Students \$10

Scholarships benefit music students

Gabe Eltaeb-Art Illustrator

Wednesday, September 27th, from 1:00 PM to 2:00 pm in the Griffin Gate
A presentation about his art and a discussion about his career path in the comic book
industry.

Marianela De La Hoz- Tiempos Complicados

Art Exhibit: September 25th to October 10th, Hyde Art Gallery.

Meet the Artist- Thursday, September 28th 4:00 PM to 7:00 PM

Dr. Eduardo “Kiki” Ochoa- Community Activist

Thursday, October 12th, from 9:30 AM to 10:45 AM in the Main Quad
A lecture to discuss strategies for overcoming educational and personal
challenges that affect people of color in higher education.

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Latino Heritage Month sponsored by Latin@ Alliance, Student Affairs and
Office of Student Success and Equity

Governing Board Members: Greg Barr, Bill Garratt, Edwin Hiel, Debbie Justison, Elena Adams

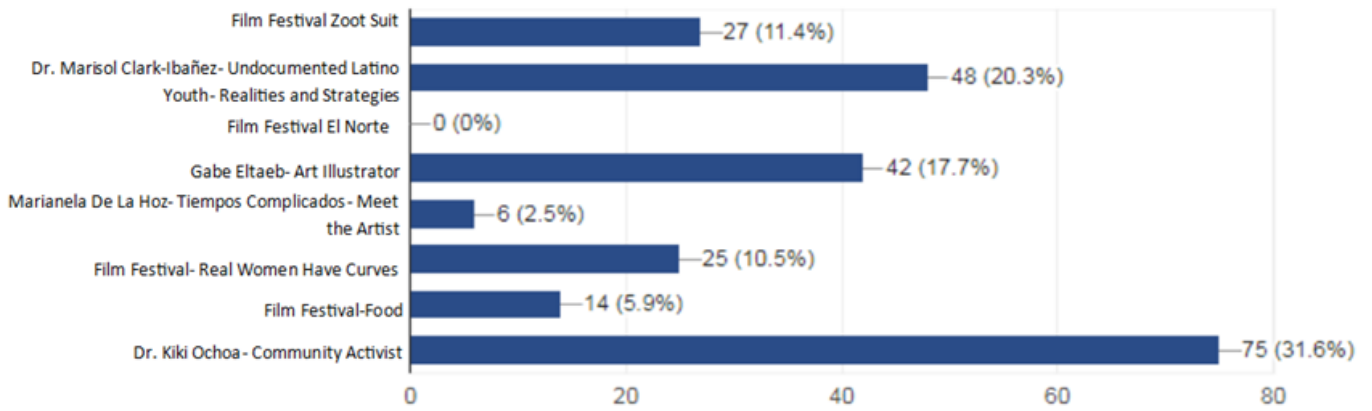
Student Members: Kyrle Macogay, Brandon Vivero

Chancellor: Cindy L. Miles, Ph.D. Grassmont College President: Dr. Nabil Abu-Ghazaleh

2017-2018 Latino Heritage Month Survey Results:

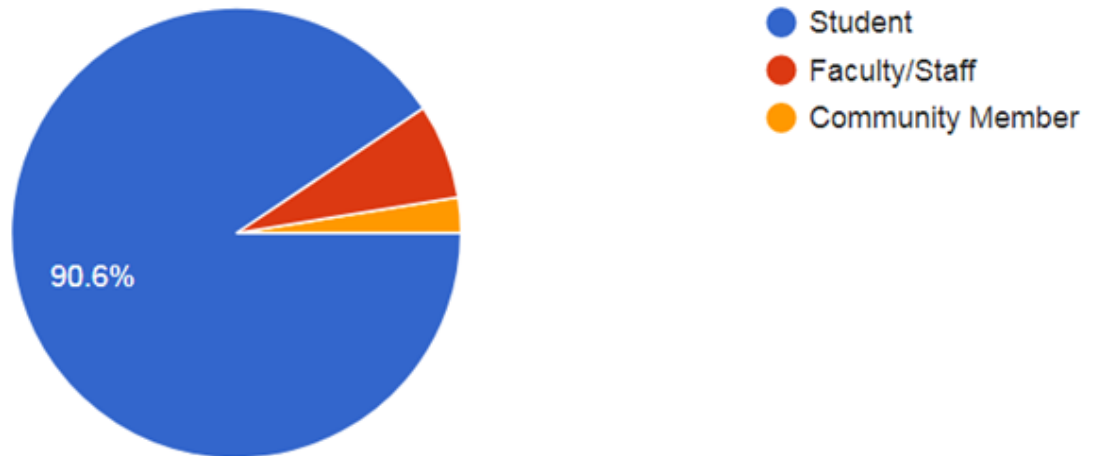
Event:

237 responses



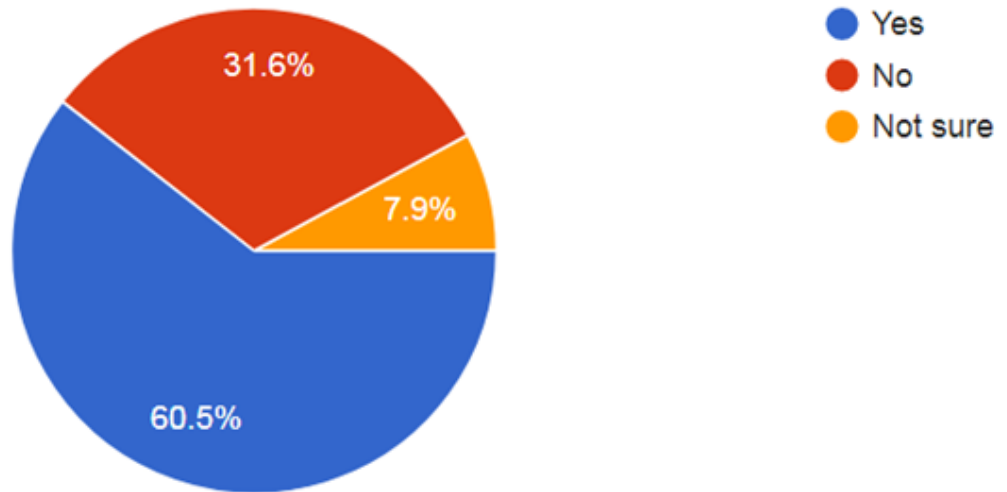
Please Check One:

235 responses



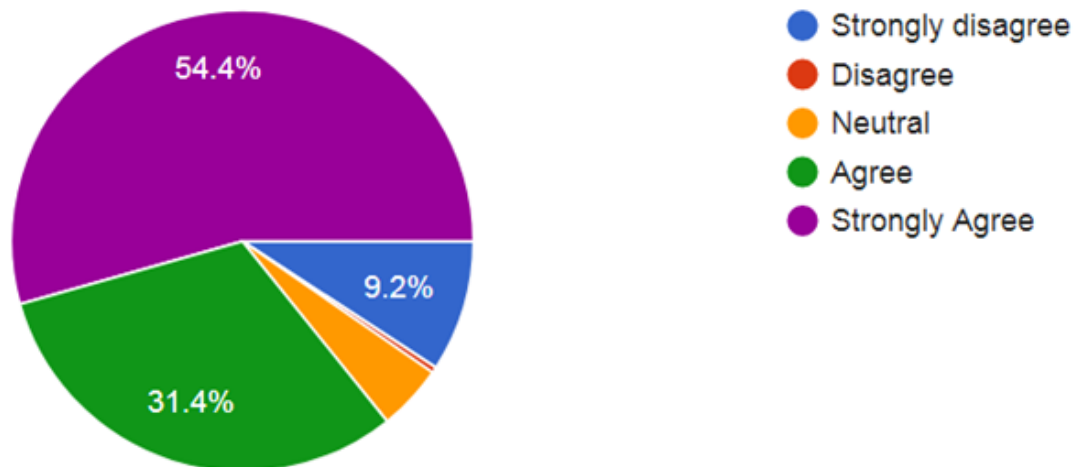
Do you identify as a member of the ethnicity featured in this presentation?

228 responses



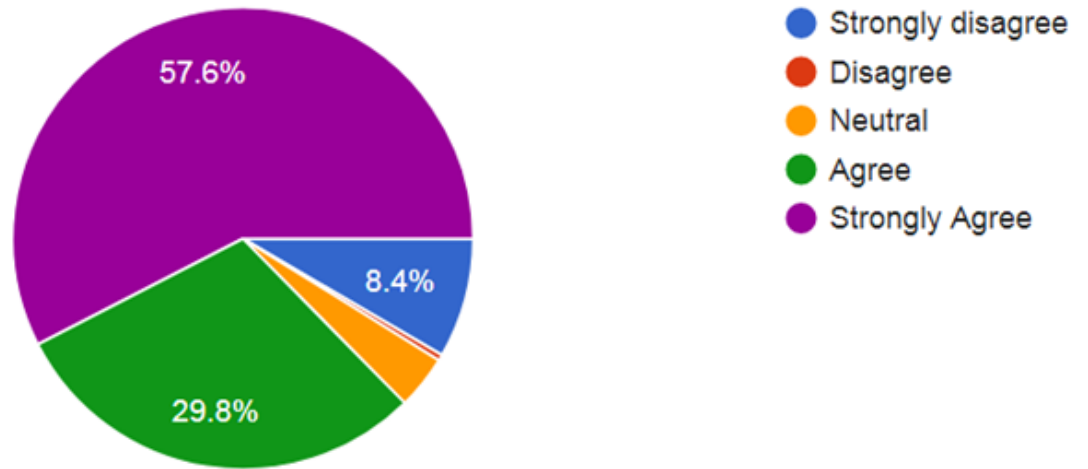
This event expanded my awareness on the topics presented?

239 responses



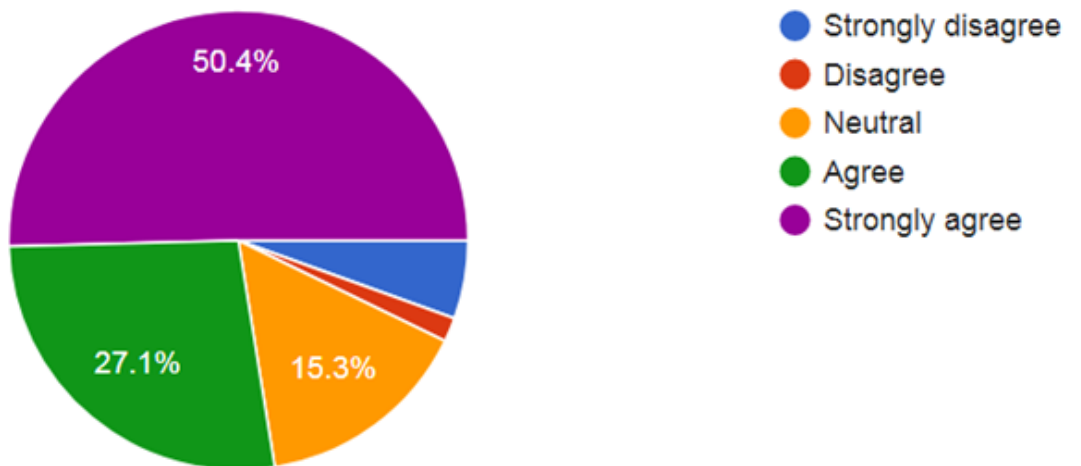
This event helps to support a welcoming and inclusive campus environment

238 responses



This event helped me learn more about Latino Heritage Month?

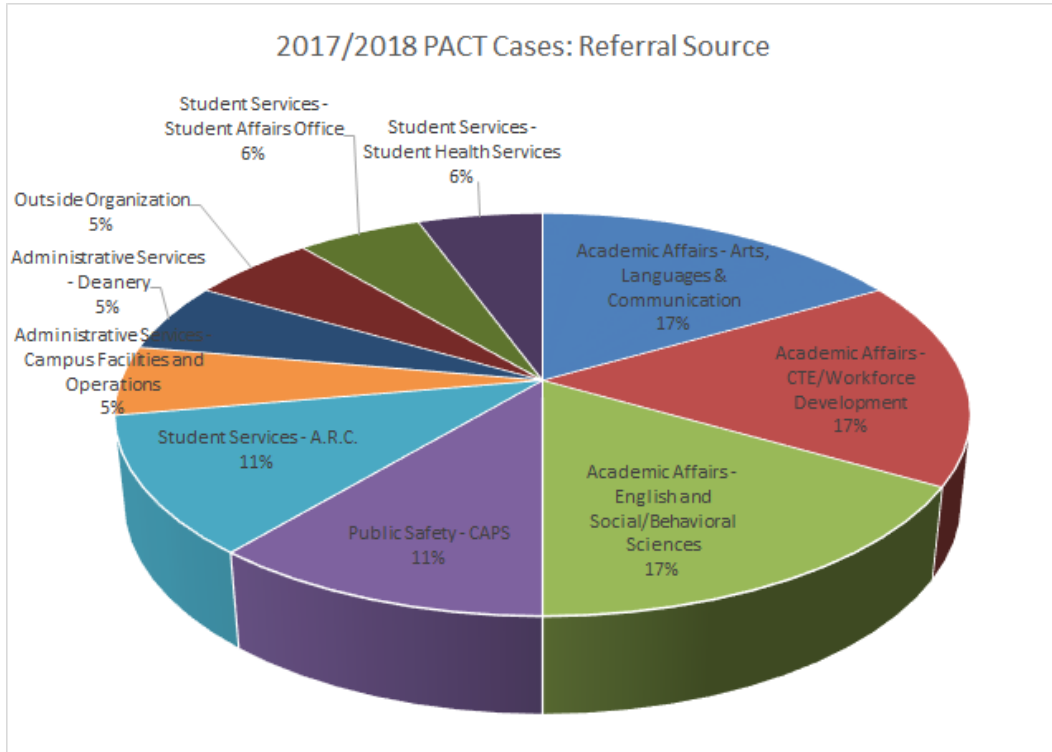
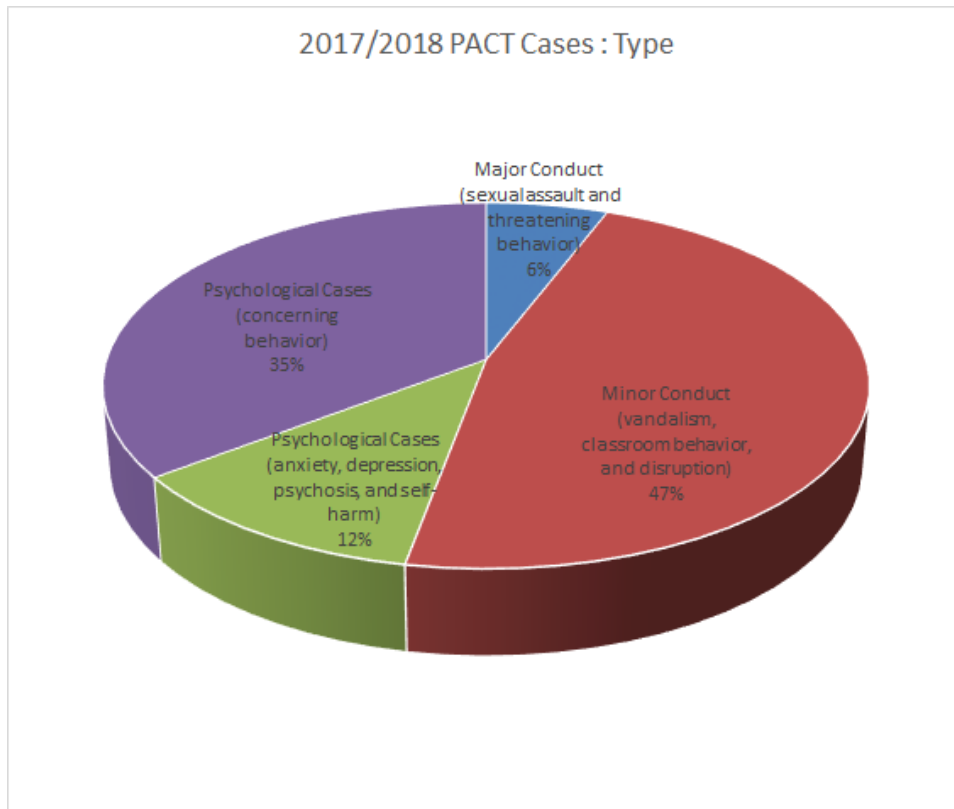
236 responses



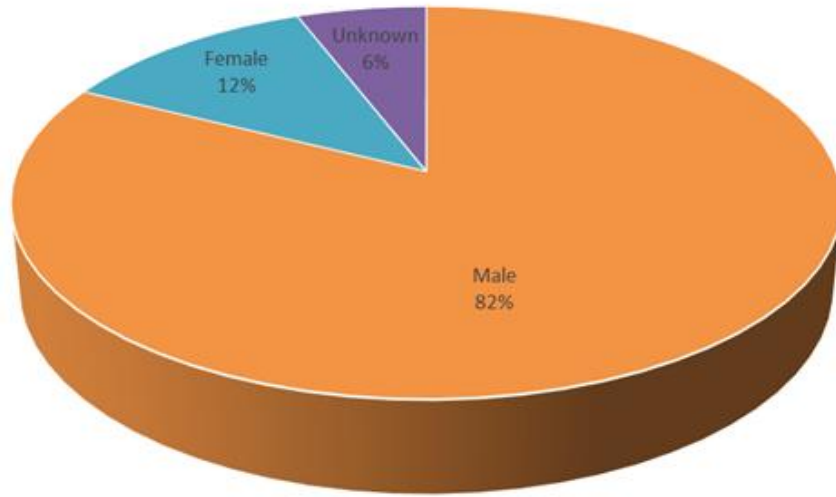
2017-2018 Event Comments:

- Thank you
- Really good speaker. Learned some good information I didn't know before.
- Really appreciated Gabe's presentation. Very hopeful. Very Inspiring. Lots of helpful information.
- Raymundo did a great job of introducing the film
- Thanks
- Wonderful Exhibit
- Beautiful Art! thank you!!!!
- Wonderful Art Exhibit
- PowerPoint has a lot of colors and brings attention everywhere can't focus on point
- Thank you for your information!
- I hope we still having events like this in the college because it helps to grow the knowledge about other cultures.
- I am extremely interested in culture and heritage, particularly Latino culture, and I would like to say thank you for giving me the opportunity to experience this kind of information in this way. I hope these activities can further help inter-campus relations with students who know next to nothing about Latino heritage. :)
- The movie was awesome but I consider the mom a control freak.
- Great movie and following your heart and dreams despite what others/family wants for you instead
- Kiki is a great speaker with his stories and motivational connections. Thank you for coming!!
- Very good presentation/love the connection toward family. Thank you love your presentation.
- Thank you for your speech. Very connecting.
- I came to Grossmont to get a degree here and eventually transfer to SDSU. I came to set an example for my son Jacob who now attends Grossmont College full time.
- Mini notes: Proud of who we are! With everything. no matter where you are you are you. Money is a bypass(should be). So many things that left me very motivated and in ponder, how true he was in the presentation. Thank you so much for this amazing presentation. I feel very motivated & proud of my roots/culture.
- Loved his points on not necessarily fighting against the system, but being the change to make the change. It's a marathon, it's not a sprint.
- Amazing presentation and all the things Kiki said are things/thoughts that college students go through. Some of his personal situations brought tears to my eyes.
- I love his energy, positivity and enthusiasm. I love how he can relate himself and us students to what he shares. He should speak @ junior highs and high schools. I would come hear him speak again and again.
- I really liked this presentation. I have struggled in school and Dr. Kiki gave a lot of encouragement/motivation that I can use in life.
- Very inspirational, great presentation!
- Great presentation, great motivation
- Go Kiki!!!
- more speakers
- Amazing! Let's invite him to more events!
- I will be more aware of the products I get and who are the ones behind the products I get. I never realized how hard they have it and how little they get paid. Farm workers deserve equal pay and women should not be harassed in the fields or any place at all.
- I am inspired. Great motivation. Thanks for growing my heart.
- Good choice for film festival
- I learned about this when I was a kid.
- I am from Delano, CA where Cesar Chavez's strike took place. I have performed farm work as well. This topic is very close to my heart. Thank you for raising awareness to our students. Viva la raza!

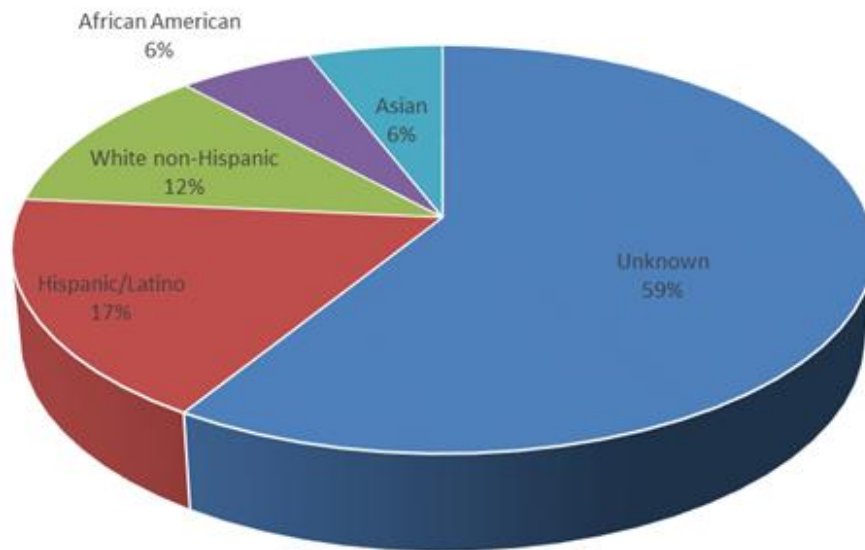
Section 13. Prevent, Assess & Care Team (PACT)



2017/2018 PACT Cases: Gender



2017/2018 PACT Cases: Ethnicity



INCIDENT RESPONSE PROCESS

	INCIDENT	WHO TO CONTACT	FOLLOW-UP
1	<p style="text-align: center; color: red;">Emergency in Progress</p> <ul style="list-style-type: none"> Behavior that is threatening to self or others and has an urgent tone Student discloses potential for harm to themselves Damage to district property Physical or verbal harassment/ intimidation/ altercations Sexual assault/assault/abuse 	<p style="text-align: center; color: red;">Call X 911</p> <p>X 911 must be contacted first. Mental Health Counselors are often assisting other students and not able to respond quickly.</p> <div style="text-align: center;"> <p style="margin: 0;">G R O S S M O N T C O L L E G E</p> </div>	<p style="text-align: center; color: red;">GCCCD Sheriff's Deputy will respond</p> <p>GCCCD Sheriff's Deputy will assess the situation and provide appropriate crisis intervention follow-up as needed. The issue may also be referred to the mental health counselors.</p> <p style="text-align: center; color: red;">Report to the Dean, Student Affairs</p> <p>If there is a mental health concern on campus, the Dean, Student Affairs may refer the incident to the Mental Health Counselors if needed.</p>
1A	<p style="text-align: center; color: red;">Non-Emergency (Post-Incident) - Student has a possible infraction against the Code of Conduct</p> <ul style="list-style-type: none"> Damage to property Obscene expression or activity Physical/verbal harassment Altercations Sexual assault (post-incident) Verbal or physical assault (post-incident) Dating violence and/or violence of any kind 	<p style="text-align: center; color: red;">Forward to the Dean, Student Affairs (2nd Floor, Student Center (60-204) or 619-644-7600)</p> <p>Provide the Dean, Student Affairs with a detailed summary of what happened, evidence, copies of e-mails and a list of witnesses as it applies to the situation.</p> <p>Please copy your Department Chair & Division Dean.</p>	<p style="text-align: center; color: red;">Dean, Student Affairs will address the situation</p> <p>The Dean, Student Affairs will conduct a fact finding investigation and will resolve the matter informally or through a formal Student Conduct Hearing.</p>
2	<p style="text-align: center; color: red;">Removal from Class by Instructor</p> <p>Student continues to be disruptive during class and has already been warned by the instructor to stop the behavior. Instructor can issue a removal for that class period and the next class meeting (Education Code 76032.)</p>	<p style="text-align: center; color: red;">Non-Emergency Line (GCCCD Sheriff's Non-Emergency Line)</p> <p>If the student refuses to leave, the instructor may contact the non-emergency line at (858) 565-5200 or x7800.</p>	<p style="text-align: center; color: red;">Departmental Follow-Up</p> <p>Report the incident to the Dean, Student Affairs, Division Dean and Department Chair for follow-up. The Division Dean and/or Department Chair will meet with the student prior to returning to class.</p>
3	<p style="text-align: center; color: red;">Student shows signs of distress</p> <ul style="list-style-type: none"> Student writes or verbalizes that they are depressed and/or struggling in some way You notice what may appear to be an emotional undercurrent to the student's behavior Student has behaviors such as auditory or visual hallucination 	<p style="text-align: center; color: red;">Refer or walk the student to the Mental Health Counselors at Student Health Services (1st Floor, Student Center (60-130) or 619-644-7192)</p>	<p style="text-align: center; color: red;">Mental Health Counselors Respond</p> <p>The Mental Health Counselors will meet with student and offer confidential mental health counseling to the student. Counselor will also provide referrals to other mental health providers or community resources as needed.</p>
4	<p style="text-align: center; color: red;">Student misbehaves and doesn't follow your directions to stop</p> <ul style="list-style-type: none"> Student fails to follow direction Excessive tardiness Disruptive behavior Disorderly conduct 	<p style="text-align: center; color: red;">Work with your Department Chair and Dean</p> <p>1st Contact your Department Chair 2nd Contact your Division Dean (You may always consult with the Dean, Student Affairs)</p> <p>Provide documentation of incident, be specific, provide e-mails, list any student witnesses.</p>	<p style="text-align: center; color: red;">Forward to the Dean, Student Affairs</p> <p>If the classroom management issue has not been resolved, please notify the Dean, Student Affairs to process the issue through the Student Conduct Procedures.</p>

Sponsored by: Prevent Assess and Care Team (PACT) and Office of Student Affairs, April 2017

Section 14. Specialized Services Flyer

ADULT RE-ENTRY, STUDENT EMPLOYMENT & CAREER CENTER
Bldg. 60, Room 146
 Mon-Tues 9am-6pm
 Wed-Thurs 9am-5pm
 Fri 9am-1pm

Adult Reentry: (619)644-7697
Student Employment: (619)644-7611
Career Center: (619)644-7614

- Adult re-entry orientations and seminars
- Career assessments
- Career development counseling
- Job search instruction: resume, interview, and application preparation
- Student online employment services
- Career library

ACCESSIBILITY RESOURCE CENTER (A.R.C.)
Bldg. 60, Room 120
 Mon-Tues 8am-6pm
 Wed-Thurs 8am-5pm
 Fri 8am-1pm

Phone: (619)644-7112
VP: (619)567-7712

Academic and support services for students with disabilities

TRANSFER CENTER
Bldg. 10, Room 173
 Mon-Tues 8am-6pm
 Wed-Thurs 8am-5pm
 Fri 8am-1pm

Phone: (619)644-7215

- Assistance with transfer to any four-year college or university
- One-on-one counseling for UniversityLink students and Pre-professional majors
- Transfer workshops


EOPS/CARE
Bldg. 60, Room 125
 Mon-Tues 8am-6pm
 Wed-Thurs 8am-5pm
 Fri 8am-1pm

Phone: (619)644-7617

State funded program for economically and educationally disadvantaged students, offering:

- Priority registration
- Personal/academic counseling
- EOPS grants/book vouchers
- Summer Institute Program

GROSSMONT COLLEGE



SPECIALIZED SERVICES FOR STUDENTS

LEARNING & TECHNOLOGY RESOURCE CENTER
Bldg. 70
 Mon-Thurs 7:30am-8:30pm
 Fri 7:30am-2:30pm

Tech Mail Phone: (619)644-7748
Library Phone: (619)644-7355

- Assistive Technology Center
- ESL/Independent Studies
- English Writing Center
- Library
- Math Study Center
- Tutoring Center

OPEN COMPUTER LAB
 Mon-Thurs 7:30am-9:00pm
 Fri 7:30-3:00pm

CalWORKs/NEW HORIZON
Bldg. 60, Room 125
 Mon-Tues 8am-6pm
 Wed-Thurs 8am-5pm
 Fri 8am-1pm

Phone: (619)644-7552

Programs that serve student parents who are on cash aid or low income and are in vocational majors, with:

- Academic/Personal Counseling
- Priority registration
- Child care funding
- Textbook assistance
- Work study (if eligible)

VETERANS RESOURCE CENTER
Bldg. 21, Room 253
 Mon-Tues. 8am-6pm
 Wed-Thurs 8am-5pm
 Fri 8am-1pm

Phone: (619)644-2237

- Computer assistance
- Peer support, mentoring
- Financial aid information and application assistance
- Referral to on/off campus resources
- Academic Counseling

CASHIER'S OFFICE
Bldg. 10, Room 110
 Mon-Tues 8am-6pm, Wed-Thurs 8am-5pm, Fri 8am-1pm

Phone: (619)644-7660

Payment of fees and parking tickets

Note: Parking permits must be purchased via WebAdvisor and will be mailed within 3 business days.

ADMISSIONS & RECORDS
Bldg. 10, Room 150
 Mon-Tues 8am-6pm
 Wed-Thurs 8am-5pm, Fri 8am-1pm

Phone: (619)644-7186

- Admissions & Registration
- Transcripts
- Student ID Card
- Veterans Services
- International Student Admissions
- Graduation Evaluation
- Petitions

*Grossmont College 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 the local and global communities.*

Student Affairs Office Updated 8/2017

STUDENT AFFAIRS
Bldg. 60, Room 204
 Mon-Thurs 9am-7pm
 Fri 9am-1pm

Phone: (619)644-7600

- Associated Students of Grossmont College
- Inter-Club Council
- Student clubs and organizations
- Leadership/activity programming
- Student discipline
- Student grievance process
- Campus Posting
- Free Speech

FINANCIAL AID
Bldg. 10, Room 109
 Mon-Tues 8am-6pm
 Wed-Thurs 8am-5pm, Fri 8am-1pm

Phone: (619)644-7120

- Grants
- Work Study
- Loans, Fee Waivers, etc.
- Scholarships

NEXTUP FOR FOSTER YOUTH
Bldg. 60, Room 125
 Mon-Tues 8am-6pm, Wed-Thurs 8am-5pm
 Fri 8am-1pm

Phone: (619)644-7617

State-funded program that provides extra support to students who were in foster care, including specialized academic, career, personal and crisis counseling, extra book money, transit or gas cards, and grant money


STUDENT HEALTH SERVICES
Bldg. 60, Room 130
 Mon-Thurs 9am-5pm
 Fri 9am-1pm

Phone: (619)644-7192

- Registered Nurse available for Injury/First Aid/ Illness assessment/immunizations requirements/TB Screening/Flu shots
- Affordable referrals for medical/dental/basic needs
- Confidential Mental Health Counseling
- Immediate Crisis intervention
- Health education & wellness events
- Blood Drives
- Griffin Kitchen Food Pantry

Visit our website for service hours, and current events
<http://bit.ly/2wJw007>

WELCOME TO GROSSMONT COLLEGE!
QUICK TIPS FOR GETTING AROUND



✓ Application and registration start online at www.grossmont.edu.

✓ Once registered, get your college photo ID at Admissions & Records. Bring a form of photo ID such as California license, passport, etc.

✓ An orientation video and self-guided tour is available at www.grossmont.edu keywords: "video orientation" or use the QR code reader on your smartphone.

✓ Never miss a deadline! Download the FREE iPhone or Android GradGuru app to stay up to date on Admissions & Records, Financial Aid and Counseling deadlines.

✓ Need help? Text "courage" to 741741. The Crisis Text Line is free, open 24 hours a day, 7 days a week and confidential.

ASSESSMENT CENTER
Bldg. 10, Room 172
 Mon-Tues 8am-6pm
 Wed-Thurs 8am-5pm
 Fri 8am-1pm

Phone: (619)644-7200

- Assessment Placement Testing
- TOEFL Testing
- Prerequisite Clearances

BOOKSTORE
Bldg. 62, Room 600B
 Mon-Thurs 7:30am-7pm, Fri 7:30am-2pm

Phone: (619)644-7674

Textbooks, supplies, snacks, book rentals

STUDENT ACTIVITIES WINDOW
Bldg. 10, Next to Financial Aid
 Mon-Thurs 9am-5pm
 Fri 9am-1pm

Phone: (619)644-7602

- Semester/monthly transit passes
- Benefit cards (purchase for a variety of discounts on and off campus including movie tickets, bookstore discounts, food, etc.)
- Outgoing fax service
- Postage stamps
- Campus Vendors
- Campus club accounting

Note: All transactions are cash only.

COUNSELING CENTER
Bldg. 10, Room 162
 Mon-Tues 8am-6pm, Wed-Thurs 8am-5pm
 Fri 8am-1pm

Phone: (619)644-7208

- Academic/Transfer Counseling
- Career Counseling
- Personal Counseling
- College Success Strategies
- International Student Counseling
- Orientation/Advising
- Counseling Classes
- Veterans Counseling
- PUENTE and UMOJA Programs

PUBLIC SAFETY
Parking Structure, Lot 5
 Open 24 hours
Law Enforcement

Emergency Phone: 911
 Life-threatening situations, medical emergency, fire, crime/disturbance in progress, chemical spill

Non-Emergency Phone: (619)644-7800
 Crime report (not in progress), suspected drug activity, request for presence to preserve peace

Campus & Parking Services
Phone: (619)644-7654
 Automobile assistance, lost & found, parking citations/enforcement, safety escorts



¡BIENVENIDO A GROSSMONT COLLEGE!

- La solicitudes y la matrícula comienzan en línea en www.grossmont.edu
- Una vez matriculado, obtenga su id. universitaria con fotografía en Admisiones y Registros. Traiga un tipo de id. con fotografía, como la licencia de conducir de California, el pasaporte, etc.
- Puede ver un video de orientación y una visita autoguiada en www.grossmont.edu palabras clave: "video orientation" (video, orientación) o use el lector de códigos QR.
- ¡Cumpla siempre los plazos! Descargue la aplicación GRATUITA GradGuru para iPhone o Android para mantenerse al día sobre los plazos de Admisiones y Registros, Ayuda Financiera y Orientación.



SERVICIOS GASTRONÓMICOS GRIFFIN
Zona de restaurantes Griffin
Centro para estudiantes Griffin
Lunes y jueves, de 7:30 a. m. a 7:30 p. m., viernes de 8:00 a. m. a 2:00 p. m.

- Alimentos: A la parrilla, ensaladas, pizza, sándwiches

Mercado Java
Centro para estudiantes Griffin
Lunes y jueves, de 7:30 a. m. a 7:00 p. m., viernes de 8:00 a. m. a 2:00 p. m.

- Peet's Espresso Bar / Mercado

Mercado Griffin
De lunes a jueves, de 8:00 a. m. a 2:00 p.m.; viernes cerrado

- Starbuck's Espresso Bar y bodega de frutas

Mercado Café 200
De lunes a jueves, de 8:00 a. m. a 2:00 p.m.; viernes cerrado

- Refrigerios, alimentos, café preparado Peet's

SEGURIDAD PÚBLICA
Estructura de almacenamiento, Issa 5
Abierto las 24 horas
Orden público

Teléfono de emergencia: 911

- Situaciones de riesgo vital, emergencias médicas, accidentes, delitos o disturbios en curso, detenciones de sustancias químicas

Teléfono para casos que no son de emergencia: (619) 644-7869

- Denuncia de delitos (que no están en curso), sospecha de actividad relacionada con drogas, solicitud de presencia para preservar la paz

Servicio de campamentos y estacionamiento
Teléfono: (619)644-7654

- Ayuda automática, objetos perdidos, cumplimiento de citaciones por estacionamiento ilegal, recobros de seguridad

ADMISIONES Y REGISTROS
Edificio 10, Sala 110
Lunes y martes, de 8:00 a. m. a 6:00 p. m.
Miércoles y jueves, de 8:00 a. m. a 5:00 p. m., viernes, de 8:00 a. m. a 1:00 p. m.
Teléfono: (619)644-7186

- Admisiones y Matrículas
- Expedientes académicos
- Tarjetas de id. del estudiante
- Servicios para veteranos
- Admisiones de estudiantes internacionales
- Evaluación de graduación

ASUNTOS ESTUDIANTILES
Edificio 60, Sala 204
Lunes y jueves, de 8:00 a. m. a 5:00 p. m.
Viernes, de 9:00 a. m. a 1:00 p. m.
Teléfono: (619)644-7409

- Associated Student of Grossmont College, Inc.
- Consejo entre clubes
- Clubes y organizaciones estudiantiles
- Programación de liderazgo
- Programación de actividades
- Disciplina estudiantil
- Proceso de dolo en estudiantes
- Publicaciones en el campus
- Libre expresión

OPORTUNIDAD DE ACTIVIDADES PARA ESTUDIANTES
Edificio 10, al lado de Ayuda Financiera
De lunes a jueves, de 9:00 a. m. a 5:00 p. m.
Viernes, de 9:00 a. m. a 1:00 p. m.
Teléfono: (619)644-7602

- Pases de transporte universitarios o semestral
- Tarjetas de beneficios (compras con descuentos dentro y fuera del campus, como entradas para el cine, descuentos en librerías, alimentos, etc.)
- Servicio de envío de fax
- Entradas

Nota: Las transacciones solo se realizan en efectivo

CENTRO DE ORIENTACIÓN
Edificio 10, Sala 162
Lunes y martes, de 8:00 a. m. a 6:00 p. m.
Miércoles y jueves, de 8:00 a. m. a 5:00 p. m.
Viernes, de 8:00 a. m. a 1:00 p. m.
Teléfono: (619)644-7188

- Orientación académica y de revalidación
- Orientación profesional
- Orientación personal
- Estrategias para el éxito en la universidad
- Orientación para estudiantes internacionales
- Orientación de asesoramiento
- Clases de orientación
- Orientación para veteranos

CAFETERIA PARA JOVENES DE FAMILIAS DE ACOGIDA
Edificio 60, Sala 123
Lunes y martes, de 8:00 a. m. a 6:00 p. m., miércoles y jueves, de 8:00 a. m. a 5:00 p. m.
Viernes, de 8:00 a. m. a 1:00 p. m.
Teléfono: (619)644-7617

Este programa financiado por el estado proporciona apoyo adicional a los estudiantes que entran en familias de acogida.

- Orientación especializada académica, personal y de crisis
- Dinero adicional para libros
- Tarjetas de transporte o para combustible
- Dinero de boca

OFICINA DEL CAJERO
Edificio 10, Sala 110
Lunes y martes, de 8:00 a. m. a 6:00 p. m.; miércoles y jueves, de 8:00 a. m. a 5:00 p. m.; viernes, de 8:00 a. m. a 1:00 p. m.
Teléfono: (619)644-7660

- Pago de tarifa o pago de multas de estacionamiento

Nota: Los permisos para estacionamiento se deben comprar a través de WebAdvisor y se deben estar por correo dentro de 1 día hábiles.

LIBRERÍA
Edificio 62, Sala 608B
Lunes a jueves, de 7:30 a. m. a 7:00 p. m.; viernes de 7:30 a. m. a 2:00 p. m.
Teléfono: (619)644-7674

- Compra de libros, manuales, referencias
- Programa de alquiler de libros

REINGRESO DE ADULTOS, EMPLEO PARA ESTUDIANTES Y CENTRO DE CARRERAS
Edificio 60, Sala 146
Lunes y martes, de 9:00 a. m. a 6:00 p. m.
Miércoles y jueves, de 9:00 a. m. a 5:00 p. m.
Viernes, de 9:00 a. m. a 1:00 p. m.

Reingreso de adultos: (619) 644-7697
Empleo para estudiantes: (619) 644-7611
Centro de carreras: (619) 644-7614

- Orientaciones y seminarios de reingreso para adultos
- Evaluaciones de carrera
- Orientación de desarrollo de carrera
- Instrucciones para la búsqueda de trabajo: cuestionarios, entrevistas y preparación para solicitar trabajo
- Servicios de empleo en línea para estudiantes
- Biblioteca de carreras

PROGRAMAS Y SERVICIOS PARA ESTUDIANTES DISCAPACITADOS (DSPÁS)
Edificio 60, Sala 120
Lunes y martes, de 8:00 a. m. a 6:00 p. m.
Miércoles y jueves, de 8:00 a. m. a 5:00 p. m.
Viernes, de 8:00 a. m. a 1:00 p. m.
Teléfono: (619) 644-7212
VP: (619) 567-7712

Servicios académicos y de apoyo para estudiantes con discapacidades

CENTRO DE RECURSOS PARA VETERANOS
Edificio 21, Sala 215
Lunes y martes, de 8:00 a. m. a 6:00 p. m.
Miércoles y jueves, de 8:00 a. m. a 5:00 p. m.
Viernes, de 8:00 a. m. a 1:00 p. m.
Teléfono: (619) 644-2227

- Asistencia computacional
- Ayuda de pases, tarjetas
- Información y orientación para solicitar ayuda financiera
- Derivación a recursos dentro y fuera del campus

CENTRO DE REVALIDACIONES
Edificio 10, Sala 172
Lunes y martes, de 8:00 a. m. a 6:00 p. m.
Miércoles y jueves, de 8:00 a. m. a 5:00 p. m.
Viernes, de 8:00 a. m. a 1:00 p. m.
Teléfono: (619) 644-7215

- Ayuda para revalidar en cualquier universidad o instituto de cuatro años
- Orientación personal para los estudiantes de UniversityLink y estudiantes preprofesionales.
- Talleres de revalidación

CENTRO DE RECURSOS DE APRENDIZAJE Y TECNOLOGÍA
Edificio 70
De lunes a jueves, de 8:00 a. m. a 9:00 p. m.
Viernes, de 8:00 a. m. a 3:00 p. m.
Teléfono de Tech Mall: (619) 644-7748
Teléfono de la biblioteca: (619) 644-7355

- Centro de tecnología asistencial
- ESL / Estudios independientes
- Centro de escritura en inglés
- Biblioteca
- Centro de estudios de Matemáticas
- Centro de tutoría
- Laboratorio abierto de computación

CaWORKS / NEW HORIZON
Edificio 60, Sala 123
Lunes y martes, de 8:00 a. m. a 6:00 p. m.
Miércoles y jueves, de 8:00 a. m. a 5:00 p. m.
Viernes, de 8:00 a. m. a 1:00 p. m.
Teléfono: (619) 644-7352

Servicios como financiamiento para guardería, ayuda con libros de texto, pasantías y tutorías para estudiantes que reciben ayuda pública o para estudiantes inscritos en programas vocacionales

EOPS CARE 123
Edificio 60, Sala 123
Lunes y martes, de 8:00 a. m. a 6:00 p. m.
Miércoles y jueves, de 8:00 a. m. a 5:00 p. m.
Viernes, de 8:00 a. m. a 1:00 p. m.
Teléfono: (619) 644-7617

Programa financiado por el estado para los estudiantes con ventajas económicas y educativas, el que ofrece:

- Inscripción prioritaria
- Orientación personal y académica
- Becas EOPS y vales para libros
- Instituto de verano

SERVICIOS DE SALUD ESTUDIANTIL
Edificio 60, Sala 130
Lunes a jueves, de 9:00 a. m. a 5:00 p. m.
Viernes, de 9:00 a. m. a 1:00 p. m.
Teléfono: (619) 644-7192

- Educación en salud y actividades de bienestar
- Programas de extensión de salud
- Foros de prevención y recursos
- Orientación en salud mental
- Evaluaciones de salud
- Campañas de donación de sangre
- Vacunación contra la gripe
- Vacunación y exámenes de seropositividad
- Prueba de tuberculosis
- Primeros auxilios
- Evaluación de lesiones o enfermedades
- Derivaciones a atención médica o dental de bajo costo
- Información o derivaciones de seguros de salud

CENTRO DE EVALUACIÓN
Edificio 10, Sala 172
Lunes y martes, de 8:00 a. m. a 6:00 p. m.
Miércoles y jueves, de 8:00 a. m. a 5:00 p. m.
Viernes, de 8:00 a. m. a 1:00 p. m.
Teléfono: (619) 644-7209

- Evaluación y prueba de aptitud
- Prueba TOEFL
- Autorizaciones de requisitos

AYUDA FINANCIERA
Edificio 10, Sala 109
Lunes y martes, de 8:00 a. m. a 6:00 p. m.
Miércoles y jueves, de 8:00 a. m. a 5:00 p. m.; viernes, de 8:00 a. m. a 1:00 p. m.
Teléfono: (619) 644-7129

- Subvenciones
- Pasantías
- Préstamos, exenciones de tarifas, etc.
- Becas

Misión de Grossmont College:

Grossmont College está comprometido con la entrega de un entorno de aprendizaje excepcional que permita a las distintas personas alcanzar sus aspiraciones, sueños y todo su potencial, y desarrollar líderes progresistas y ciudadanos conscientes para las comunidades locales y globales.

Oficina de Asuntos Estudiantiles Actualizado en 8/2016

<p>مركز الموارد التعليمية والتكنولوجية مبنى 70 الإثنين - الخميس 8 صباحًا - 5 مساءً الجمعة 8 صباحًا - 3 مساءً رقم هاتف مركز التسوق التكنولوجي: (619)644-7748 هاتف المكتبة: (619)644-7355</p> <ul style="list-style-type: none"> مركز التكنولوجيا المساعدة ESL / الدراسات المسئلة مركز الكتابة الإنجليزية المكتبة مركز دراسة الرياضيات مركز الدروس الخصوصية المختبر المتعدد على الحاسوب 	<p>مركز التقييم مبنى 10، غرفة 172 الإثنين - الثلاثاء 8 صباحًا - 6 مساءً الثلاثاء - الأربعاء 8 صباحًا - 5 مساءً الجمعة 8 صباحًا - 1 مساءً الهاتف: (619)644-7200</p> <ul style="list-style-type: none"> تقييم / اختبار تحديد المستوى اختبار (TOEFL) دفع الرسوم الأساسية 	<p>المساعدة المالية مبنى 10، غرفة 109 الإثنين - الثلاثاء 8 صباحًا - 6 مساءً الأربعاء - الخميس 8 صباحًا - 5 مساءً، الجمعة 8 صباحًا - 1 مساءً الهاتف: (619)644-7129</p> <ul style="list-style-type: none"> الإعانات دراسة العمل الفروض ورسوم التنازل، الخ 	<p>الخدمات الصحية للطلاب مبنى 60، غرفة 130 الإثنين - الخميس 9 صباحًا - 5 مساءً الجمعة 9 صباحًا - 1 مساءً الهاتف: (619)644-7192</p> <ul style="list-style-type: none"> التكيف الصحي والأحداث الصحية برامج التوعية الصحية حملات الوقاية / الموارد الإرشاد المتعلق بالصحة النفسية المعرض الطبية الشاملة حملات التبرع بالدم حقن الإنفلونزا التطعيمات / اختبارات السلالات للتواصل اختبار السل الإسعافات الأولية تقييم الإصابة / المرض الحالات الطبية / الحادية بالأشخاص مختصة التكلفة معلومات التأمين الصحي / الحالات
<p>إعادة قيد الباحثين توظيف الطلاب والمركز المهني مبنى 60، غرفة 146 الإثنين - الثلاثاء 8 صباحًا - 6 مساءً الثلاثاء - الأربعاء 8 صباحًا - 5 مساءً الجمعة 9 صباحًا - 1 مساءً إعادة قيد الباحثين: (619)644-7697 توظيف الطلاب: (619)644-7611 المركز المهني: (619)644-7614</p> <ul style="list-style-type: none"> توجيهات ونصائح إعادة قيد الباحثين التقييمات المهنية الإرشاد والتطوير المهني تعليمات البحث عن وظيفة الرد على طلبات وتوجيهات البحث خدمات توظيف الطلاب عبر الإنترنت المكتبة المهنية 	<p>CaWORKS/NEW HORIZON مبنى 60، غرفة 125 الإثنين - الثلاثاء 8 صباحًا - 6 مساءً الثلاثاء - الأربعاء 8 صباحًا - 5 مساءً الجمعة 8 صباحًا - 1 مساءً الهاتف: (619)644-7552</p> <p>الخدمات تشمل تمويل رعاية الأطفال والمساعدة في الكتب المدرسية ودراسة العمل والدروس الخصوصية للطلاب الذين يتلقون المساعدات الحكومية و / أو الطلاب المسجلين في برامج التدريب المهني</p>	<p>EOPSCARE مبنى 60، غرفة 125 الإثنين - الثلاثاء 8 صباحًا - 6 مساءً الأربعاء - الخميس 8 صباحًا - 5 مساءً الجمعة 8 صباحًا - 1 مساءً الهاتف: (619)644-7617</p> <p>قامت الدولة بتمويل البرنامج للطلاب الذين يتسجلون بالحرمين اقتصاديًا وتعليميًا وتقدم لهم الأتي:</p> <ul style="list-style-type: none"> أولوية التسجيل الإرشاد الأكاديمي / الشخصي منح EOPS / قسائم صرف كتب معهد مهني 	<p>مركز التحويل مبنى 10، غرفة 173 الإثنين - الثلاثاء 8 صباحًا - 6 مساءً الثلاثاء - الأربعاء 8 صباحًا - 5 مساءً الجمعة 8 صباحًا - 1 مساءً الهاتف: (619)644-7215</p> <ul style="list-style-type: none"> المساعدة في التحويل إلى أي كلية أربع سلوات أو حياصة الإرشاد الفردي للطلاب جامعة UniversityLink والتخصصات ما قبل المهنية ورش عمل التحويل

بحة كلية جروسمونت
تلتزم كلية جروسمونت بتوفير بيئة تعليمية استثنائية تمكن أفراد مختلفين من تحقيق أحلامهم وأحلامهم وإمكانياتهم الكاملة ولتأهيل القادة المستقبين والمواطنين المفكرين
للمجتمعات المحلية والعالمية.

تم تحديث مكتب شؤون الطلبة بتاريخ 8/2016

<p>خدمات عمارة GRIFFIN مكتبة مطبخ Griffin مركز طاب Griffin الإثنين - الخميس 7:30 صباحًا - 5 مساءً، الجمعة 8 صباحًا - 2 مساءً الطعام: شواء / سلطة / بيتزا / ساندويشات</p> <p>مركز Java مركز طاب Griffin الإثنين - الخميس 7:30 صباحًا - 5 مساءً، الجمعة 8 صباحًا - 2 مساءً</p> <p>مركز Peet's Espresso Griffin الإثنين - الخميس 8 صباحًا - 5 مساءً، الجمعة 8 صباحًا - 2 مساءً، مطبخ الجمعة</p> <p>بار / صناديق Starbucks Espresso Cafe 200 الإثنين - الخميس 8 صباحًا - 5 مساءً، الجمعة 8 صباحًا - 2 مساءً، مطبخ الجمعة</p> <p>الوجبات الخفيفة / المشروبات / القهوة المحمصة من Peet's</p>	<p>GROSSMONT COLLEGE مرحبًا بكم في كلية جروسمونت!</p> <p>سنبداً نقول الطلاب والتسجيل على الإنترنت عبر www.grossmont.edu بمجرد التسجيل، أحصل على صورة من كارتية كالتالي من القبول والسجلات. أحضر صورة من بطاقة الهوية مثل خصمة قيادة كاليفورنيا أو جواز السفر، الخ فديو التوجيه والحولة الموجهة متوفرة عبر www.grossmont.edu الكلمات الدليلية: "الفيديو التوجيهي" أو استخدام قارئ رمز الاستجابة السريعة على الهاتف الذكي الخاص بك.</p> <p>لا تعرت نبدأ الموعد النهائي لم بتكزبل لتطبيق المحامي GradGuru لبرنامج iPhone أو Android لتتخلج على أطر المستندات في القبول والسجلات والمساعدات المالية والمواعيد النهائية للإرشاد.</p>	<p>السلامة العامة بنية ركن السيارات، قسم 5 مفتوح 24 ساعة إعداد القانون</p> <p>هاتف الطوارئ: 911 الموظف التي تهيد الحياة أو في حالات الطوارئ الطبية أو الحرائق أو جريمة / شغب يحدث حاليًا أو تسرب مواد كيميائية</p> <p>هاتف غير متعلق الطوارئ: (619)644-7800 الإبلاغ عن جريمة (لم تحدث بعد) أو الانتهاك في وجود ترويج للمخدرات أو طلب الحضور للحفاظ على الأمن</p> <p>خدمات الحرم الجامعي وركن السيارات الهاتف: (619)644-7654</p> <p>مساعدة السيارات والمطويات والتوجيهات بركن السيارات / إعداد القانون ومرافق السلامة</p>
<p>القول والسجلات مبنى 10، غرفة 150 الإثنين - الثلاثاء 8 صباحًا - 6 مساءً الأربعاء - الخميس 8 صباحًا - 5 مساءً، الجمعة 8 صباحًا - 1 مساءً الهاتف: (619)644-7186</p> <ul style="list-style-type: none"> القول والتسجيل نسخ مطق الأمل بطاقة هوية الطلاب خدمات قاضي المحاربين قول الطلاب دوليين 	<p>شؤون الطلاب مبنى 60، غرفة 204 الإثنين - الخميس 8 صباحًا - 5 مساءً الجمعة 9 صباحًا - 1 مساءً الهاتف: (619)644-7600</p> <ul style="list-style-type: none"> موسسة الطلاب المتضمنين لكلية جروسمونت Inter-Clubs Council الفردي والمنظمات الطلابية إعداد برامج القيادة إعداد برامج الأنشطة اصحاب الطلاب عملية نظف الطلاب التشر في الحرم الجامعي حرية التعبير 	<p>نافذة الأنشطة الطلابية مبنى 10، نجائب المساعدات المالية الإثنين - الخميس 9 صباحًا - 5 مساءً الجمعة 9 صباحًا - 1 مساءً الهاتف: (619)644-7602</p> <ul style="list-style-type: none"> أحداث الحور الشهيرة / تكل فصل دراسي بطاقات الخصم (قم بقتراء للحصول على تخفيضات داخل وخارج الحرم الجامعي بما في ذلك تاكر السينما وحسومات متاجر الكتب والتعليم، الخ) خدمة الفاكس المسافر مواقع برينينة ملاحظة: المعاملات نقدية فقط.
<p>CAFYES لطلاب الرعاية البيئية مبنى 125، غرفة 125 الإثنين - الثلاثاء 8 صباحًا - 6 مساءً، الأربعاء - الخميس 8 صباحًا - 5 مساءً الجمعة 8 صباحًا - 1 مساءً الهاتف: (619)644-7617</p> <p>يوفر هذا البرنامج الذي تموله الدولة دعم إنساني للطلاب الذين كانوا في الرعاية البيئية.</p> <ul style="list-style-type: none"> الإرشاد الأكاديمي المتخصص والمهني والشخصي وفي الأزمات مصرف جيب إنساني بطاقات الحور أو التبرين نقد الإيابة 	<p>مكتب أمين الصندوق مبنى 10، غرفة 110 الإثنين - الثلاثاء 8 صباحًا - 6 مساءً، الأربعاء - الخميس 8 صباحًا - 5 مساءً، الجمعة 8 صباحًا - 1 مساءً الهاتف: (619)644-7660</p> <ul style="list-style-type: none"> دفع الرسوم إنكس تاكس ووقف السيارات متابعة بيب شراء سراج ووقف السيارات عبر WebAdvisor وسوف ترمل مائل 3 رقم عمل. 	<p>مكتبة بيع الكتب مبنى 62، غرفة 6008 الإثنين - الخميس 7:30 صباحًا - 7 مساءً، الجمعة 7:30 صباحًا - 2 مساءً الهاتف: (619)644-7674</p> <ul style="list-style-type: none"> شراء الكتب المدرسية والقرمز والوجبات الخفيفة برامج تأمين الكتب

Section 15. Student Activities

Presented by: The Inter-Club Council and Student Affairs

De-Stress Fest

May 22 - May 25



Take a break from the stress of final's week!

Monday 5/22	8:30AM-9:30AM Kickstart your day with FREE pancakes, coffee & tea. Outside Griffin Center.	10AM -1PM Therapy dogs Lawn in between Main Quad & Griffin Center.	2:30PM-4PM Adult Color Creative Experience! Griffin Center
Tuesday 5/23	10AM-11:30AM Puzzle balls and power snacks. Outside Griffin Center.	<i>Exercise Boost!</i>	1:30PM-2:30PM Walk with the College President. Meet @ Main Quad
Wednesday 5/24	8:30AM-9:30AM Kickstart your day with FREE pancakes, coffee & tea. Outside Griffin Center.	11AM-1PM Adult Color Creative Experience! Griffin Center	1PM-2PM Meditation session. Room 70-066
Thursday 5/25	10:30AM-12:30PM Massage Therapist Outside of Griffin Center.	12:30PM-1:30PM Water balloon tossing contest, Main Quad. Facilitated by Wayne Branker A&R Supervisor.	2PM-3:30PM Puzzle balls and power snack. Outside Griffin Center

Tranquil Rooms Available

Griffin Center-ASGC Board Room-Building



<i>Monday, May 22</i>	<i>8AM -11AM</i>
<i>Tuesday, May 23</i>	<i>10AM-2PM</i>
<i>Wednesday, May 24</i>	<i>9AM-12PM, 3PM-6PM</i>
<i>Thursday, May 25</i>	<i>11AM-1PM, 2PM-5PM</i>



Presented by: ASGC, ICC and Student Affairs

De-Stress Fest

December 5–9



Keep Calm Monday

December 5

10-11AM Free Hot Tea, Fresh Fruit & Games
Goody bags!

With pencils, scantrons
and blue books provided
by The EOPS CLUB

Location:
Outside Griffin Center

Take it Easy Tuesday

December 6

10-11AM Happy Hopes Shooting Star!

Write a happy hope for 2017

Hot Cocoa will be available

Location: Outside Griffin Center

Relax Wednesday

December 7

11:45AM-1:15PM Main Quad

Join the Chinese Club for a relaxing noontime!

Acupuncture Demonstration by

Dr. Gila Peled

Color Experience 11AM-2PM

Relieve stress by coloring
creative book pages.

Outside Griffin Center

Movie Night Thursday

December 8

5:30pm

Watch a Holiday Movie and relax with
your classmates!

Movie: TBD

Free Popcorn!

Location: Griffin Center

Have Fun Friday

December 9

Slow Down

Enjoy Life

Go Outside

Meditate

Unplug!

GROSSMONT
COLLEGE



De-Stress "tranquil" Study Rooms Available in Bldg 60 Rooms 206 & 207 all week. For a schedule click [here](#).

DE-STRESS FEST

12/4-12/7

Take a break from the stress of finals week!

MON	<p>Kickstart your day with Free Pancakes and Coffee/Tea- Outside Griffin Center</p> <p>8:30-9:30am</p>	<p>Power Snacks</p> <p>Power up your day with some healthy snacks!</p> <p>11:30-12:30pm</p>	<p>Adult Coloring Activity- Outside of ASGC</p> <p>2:00-3:30pm</p>	
TUES	<p>Power Snacks</p> <p>Power up your day with some healthy snacks!</p> <p>9:00-10:00am</p>	<p>Massage Therapist- Outside of Griffin Center</p> <p>10:00-12:00pm</p>	<p>Meditation Session-Clubs Room</p> <p>12:00-1:00pm</p>	<p>Make Your Own Slime-- Outside Griffin Center</p> <p>2:00-3:30pm</p>
WEDS	<p>Kickstart your day with Free Pancakes and Coffee/Tea- Outside Griffin Center</p> <p>8:30-9:30am</p>	<p>Power Snacks</p> <p>Power up your day with some healthy snacks!</p> <p>10:00-11:00am</p>	<p>Adult Coloring Activity- Outside of ASGC</p> <p>11:00-1:00pm</p>	
THURS	<p>Walk with the President- Main Quad in front of Cashier's Office</p> <p>8:30-9:00am</p>	<p>Make Your Own Slime-- Outside Griffin Center</p> <p>10:00-11:30am</p> <p>AND</p> <p>2:30-4:00pm</p>	<p>Power Snacks</p> <p>Power up your day with some healthy snacks!</p> <p>1:00-2:00pm</p>	



DE-STRESS FEST



May 21-24 2018 only!

MON -21

Power up your day with some healthy Snacks!
Location: Outside of Griffin Center
8:30-9:30am

Traditional Meta Relaxation Meditation
Bldg 60-206 Common Ground
11:00-12:00pm

Puppy Therapy by Love on Leash
Location: East of the Main Quad
11:00-1:00pm

TUES-22

Kick-start your day with Free Donuts and Coffee/Tea
Outside Griffin Center
9:00-10:00am

Decoration of Graduation Caps
Location: Bldg 60-206 Common Ground
12:00-2:00pm



WEDS-23

Adult Coloring Activity!
Location: Outside of ASGC (60-110)
11:30-12:30am

Art Club hosting "De-Stress with Art":
Location: Main Quad
11:00-2:00pm

CPR Course Training hosted by the American Criminal Justice Association
Location: Bldg 54- 500
2:00-4:00pm

THURS-24

Massage Therapist!
5 to 10 Minute Chair Massages
Outside of Griffin Center
10:00-12:00pm

Power up your day with some healthy Snacks!
Location: Outside of Griffin Center
1:00-2:00pm

Make Your Own Slime
Location: Outside of ASGC in building 60
2:30-4:00pm



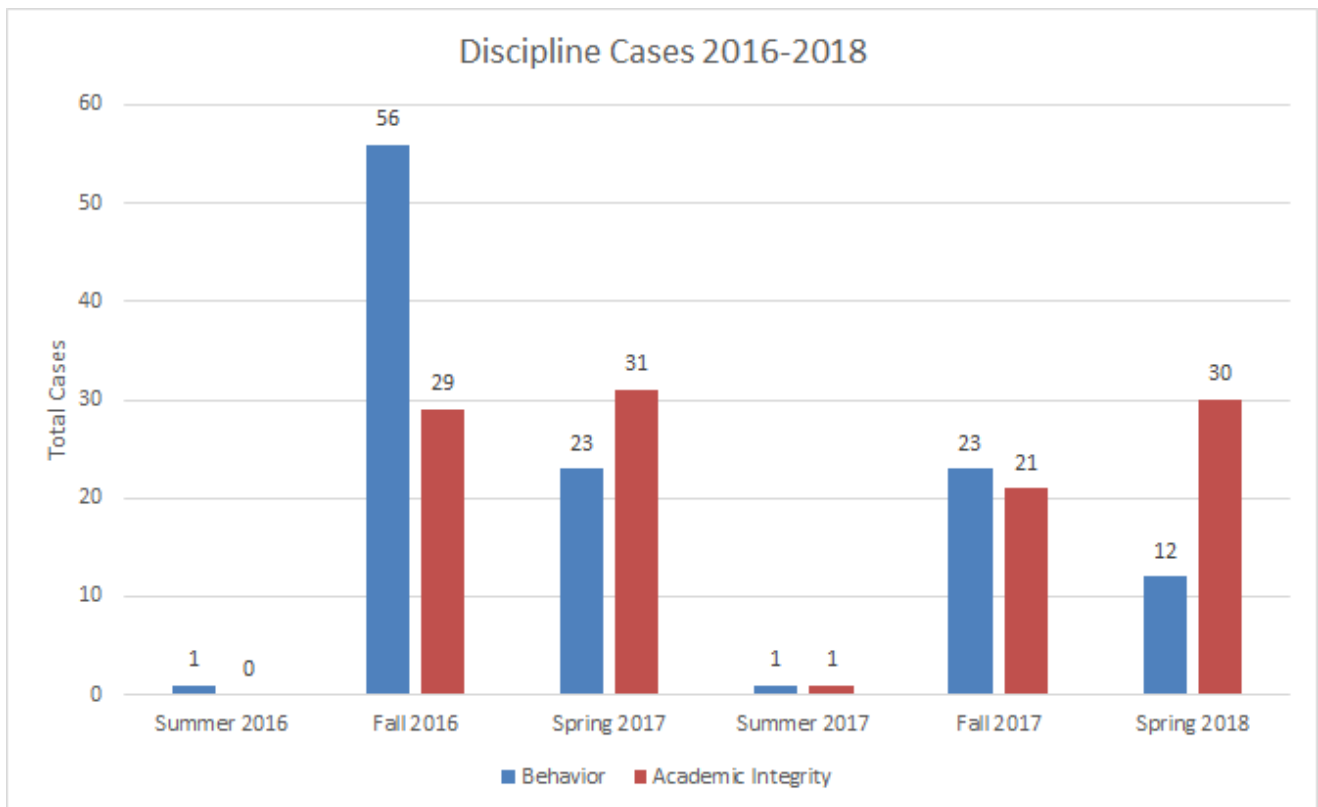
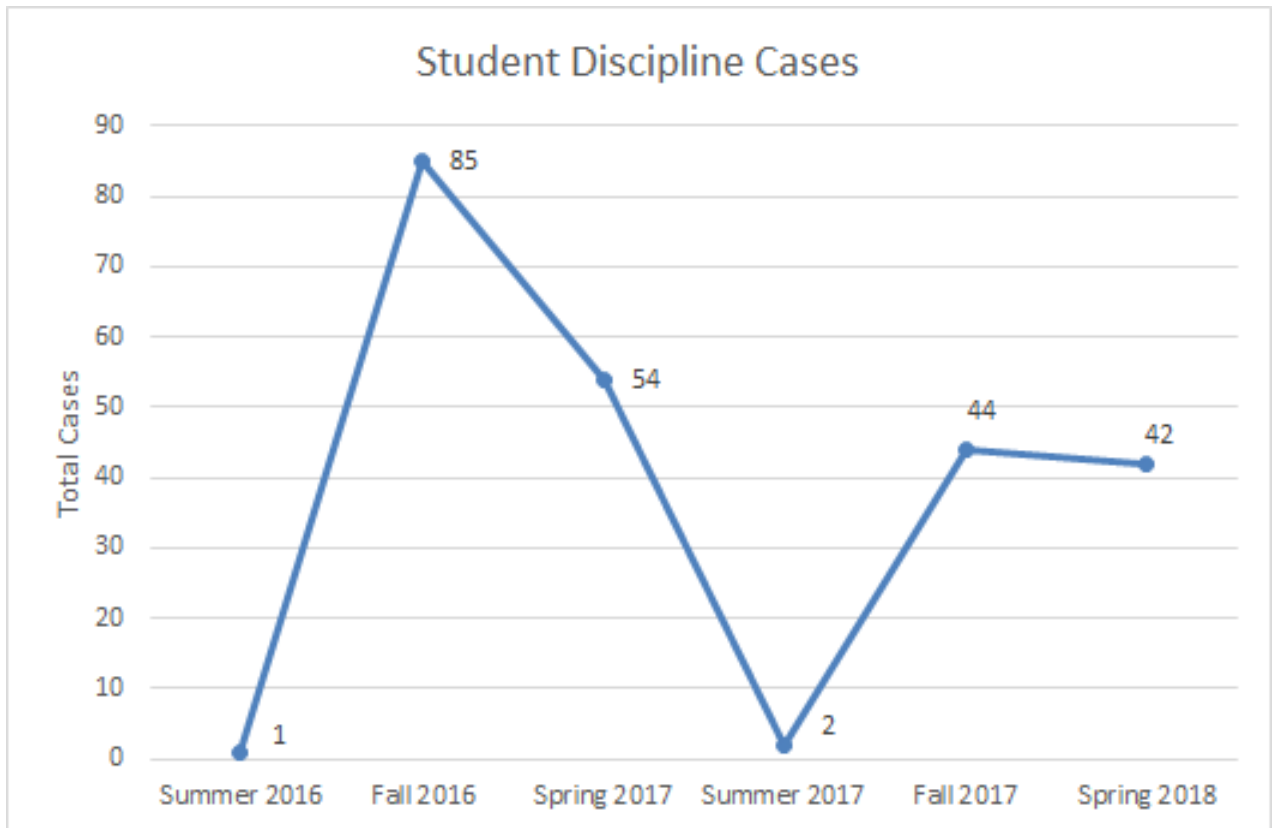
CROSSMONT COLLEGE

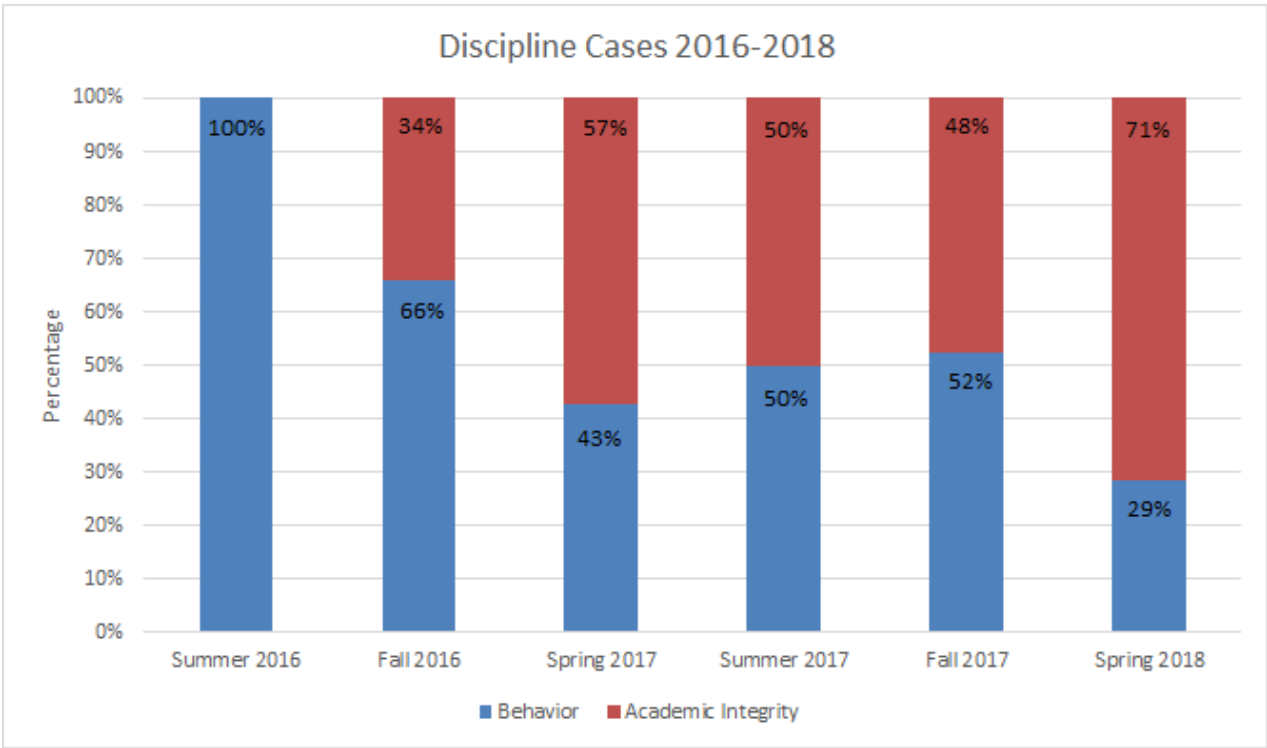
**PARTICIPATE IN OUR FAIR TO SHOWCASE AND
PROVIDE ANY INFORMATION YOU DEEM
NECESSARY ABOUT YOUR PROGRAM TO OUR
RETURNING AND NEW-COMING STUDENTS**

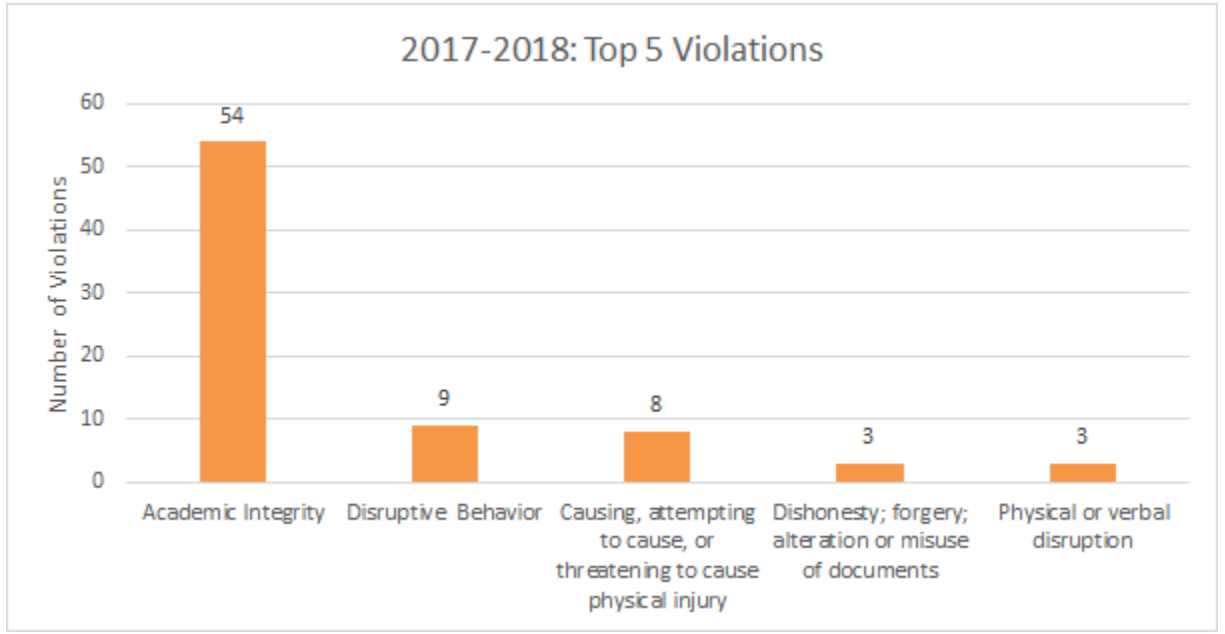
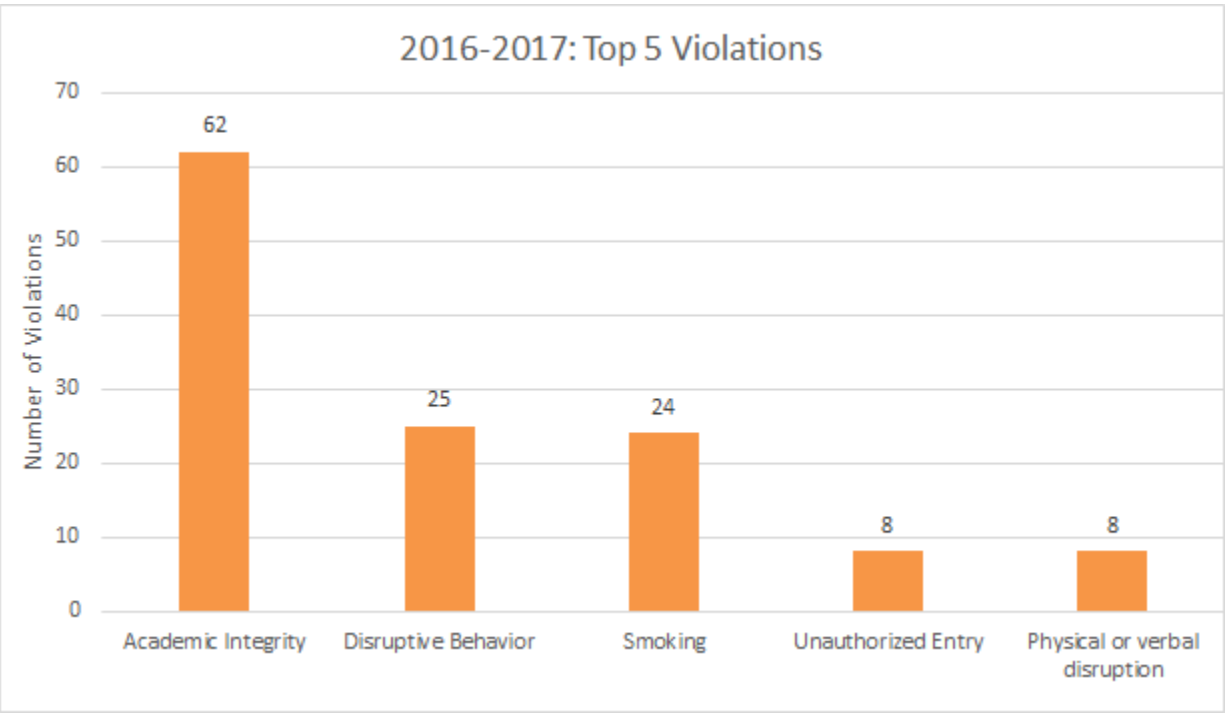
**JAN 31ST FROM 10-1PM
ALL -CAMPUS
INFORMATION
AND ACTIVITY
FAIR**

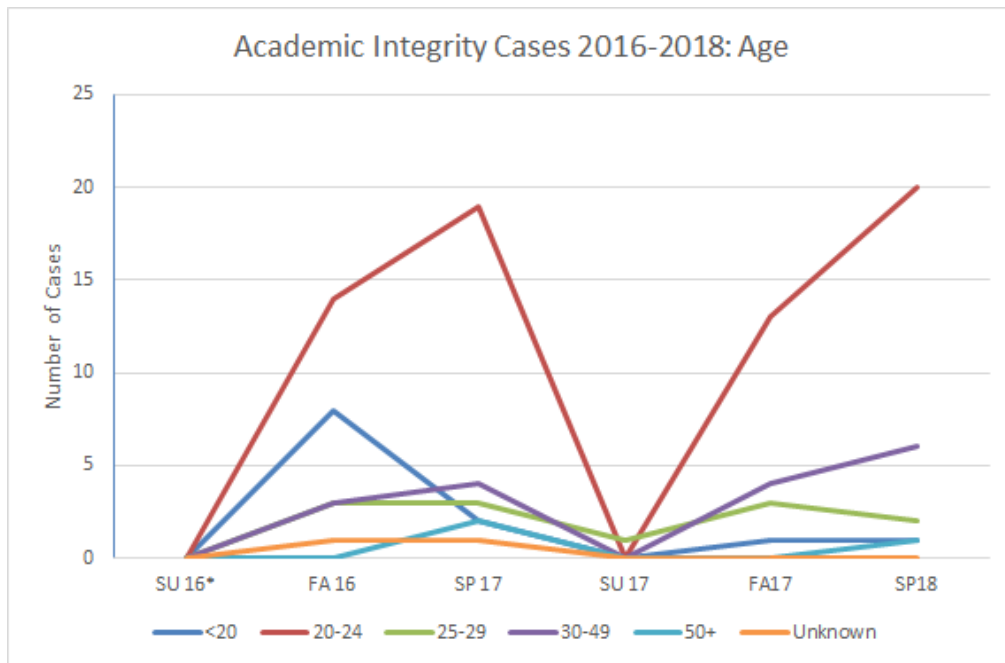
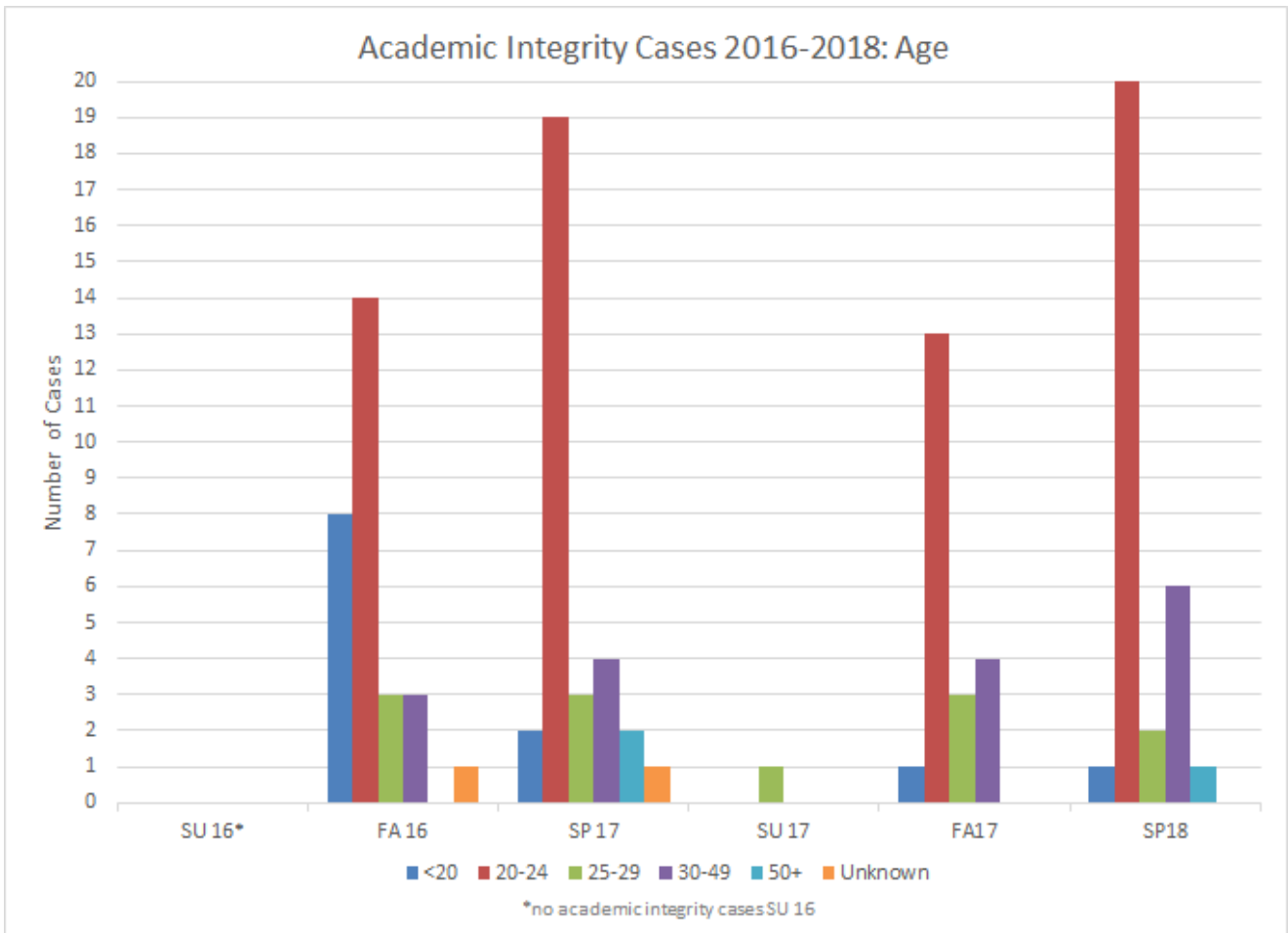
LOCATION: MAIN QUAD

Section 16. Formal Student Conduct

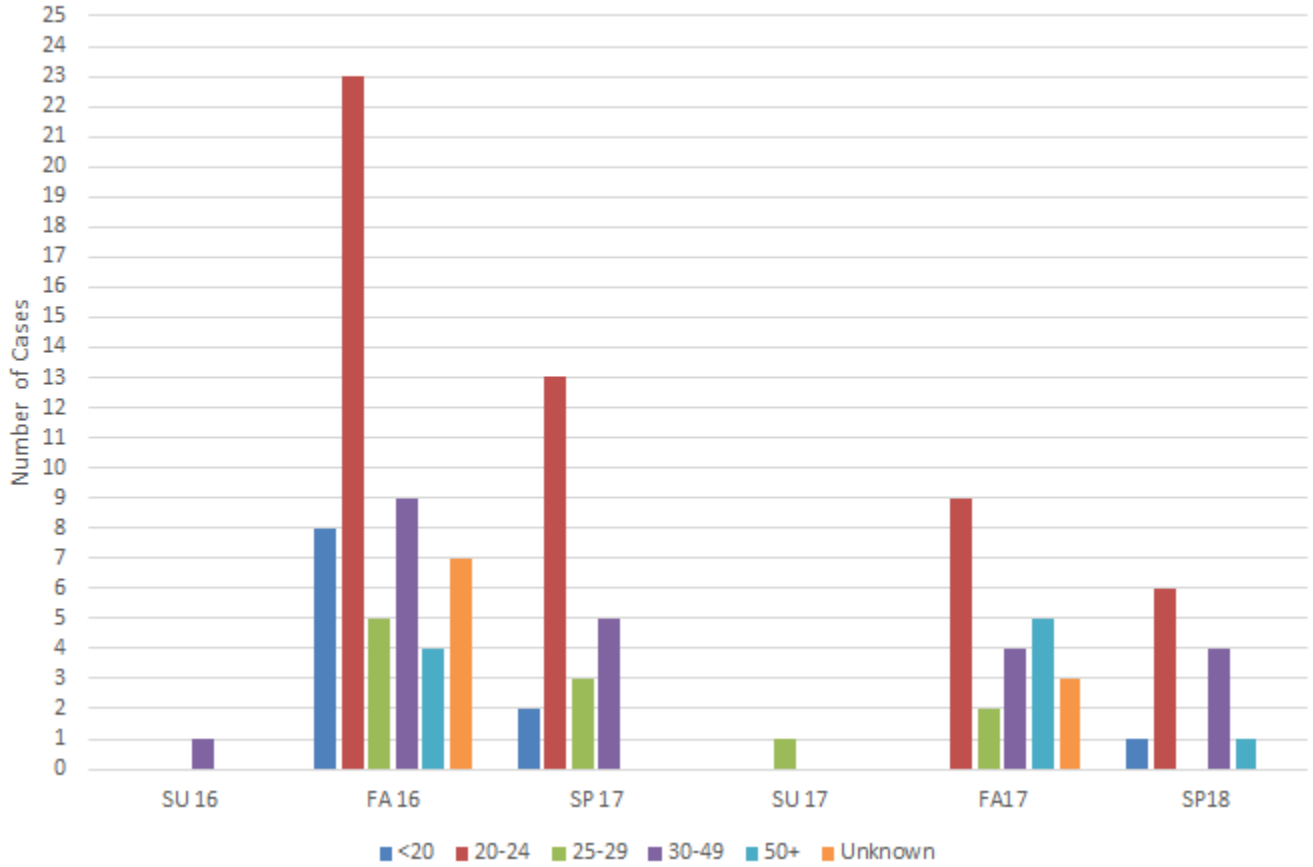




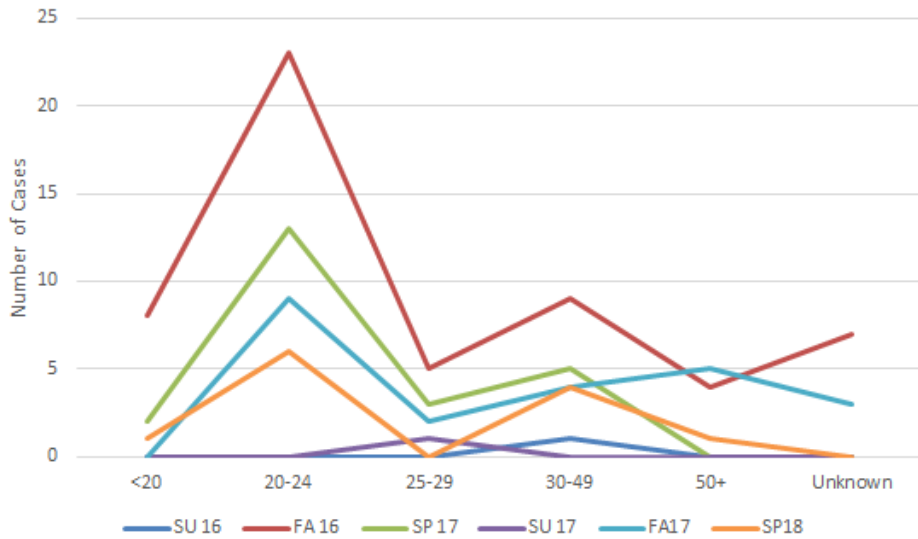


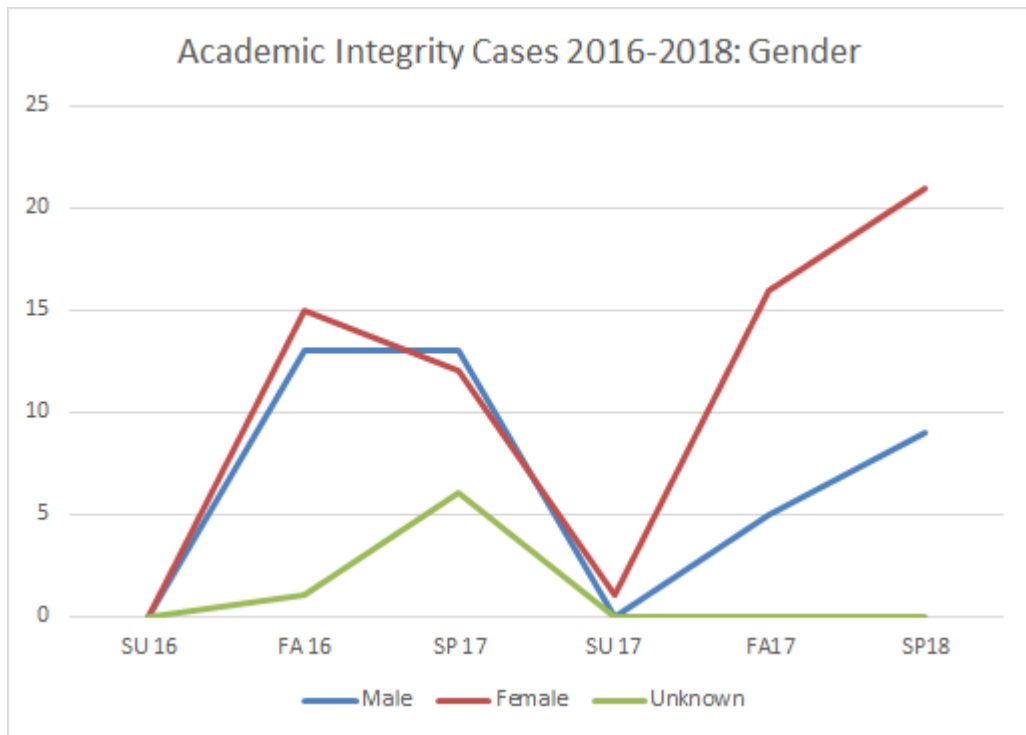
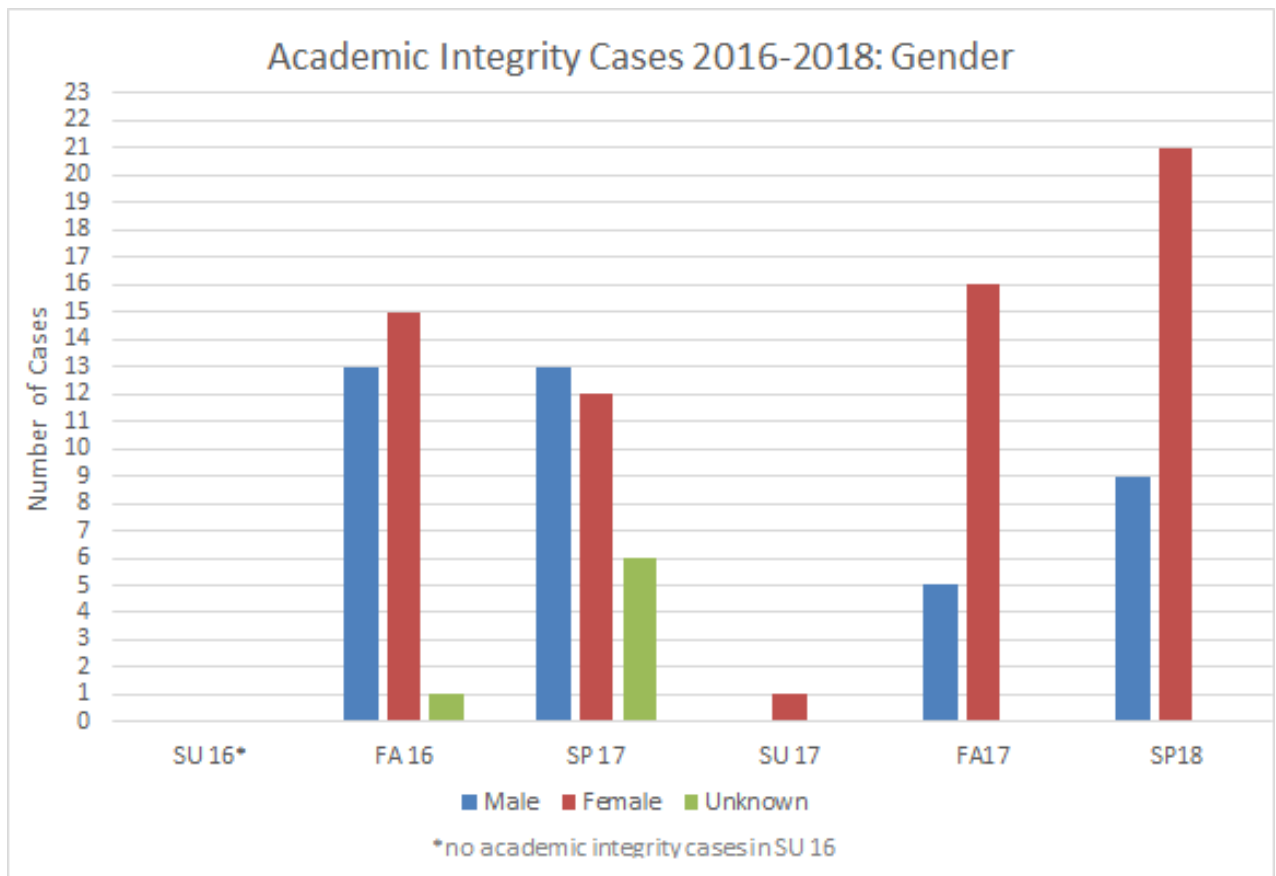


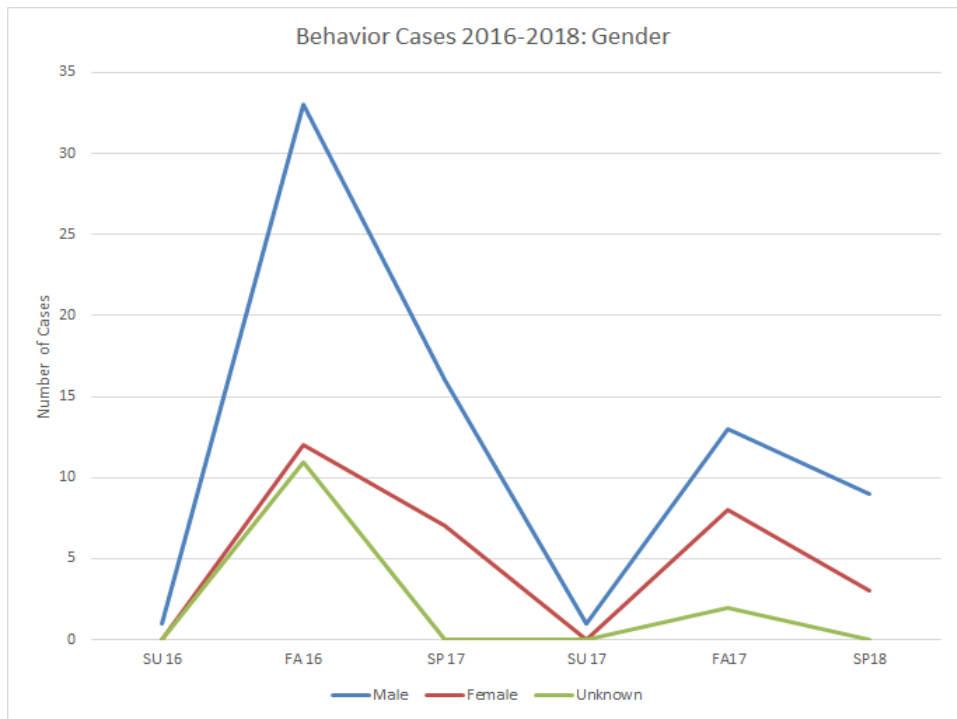
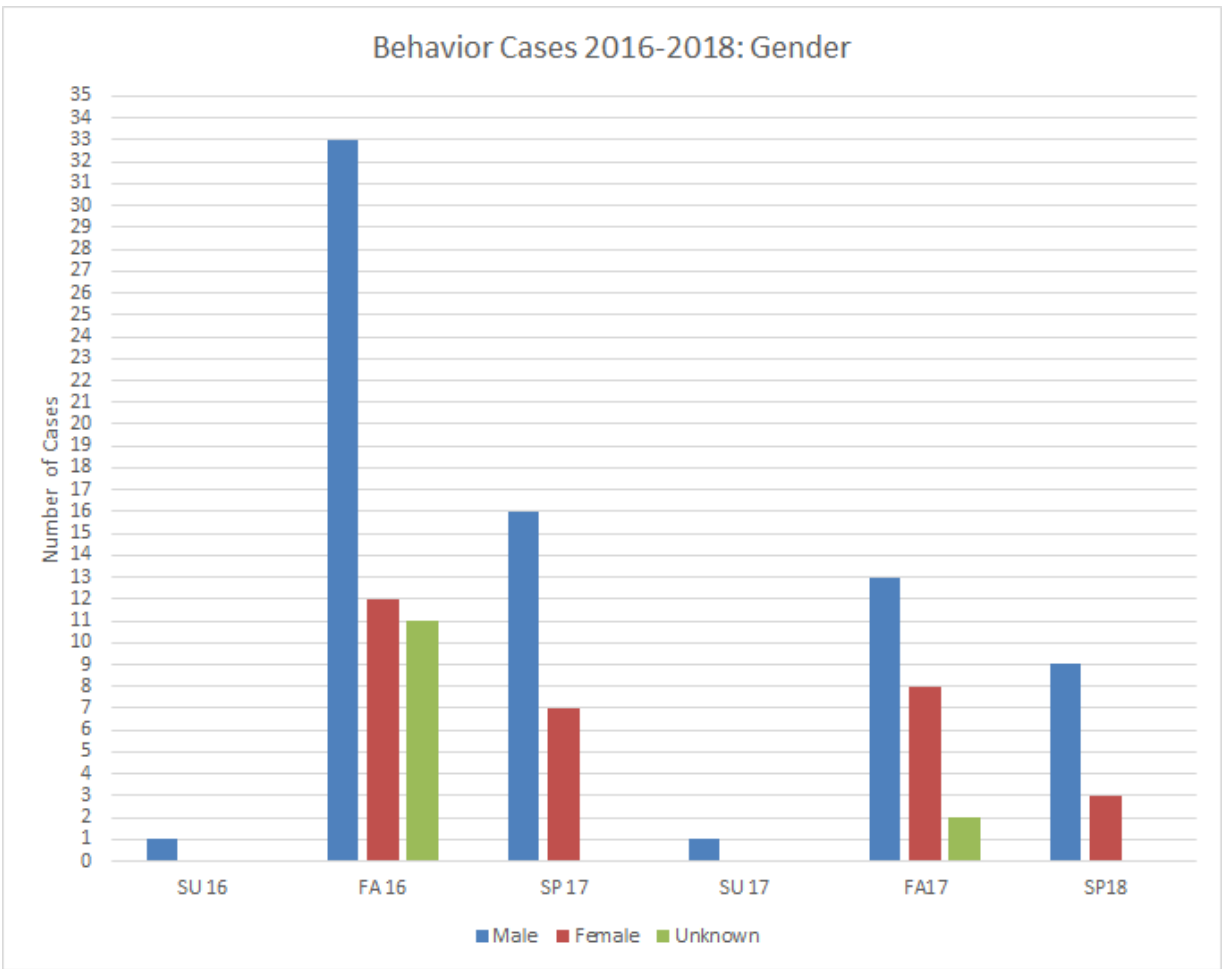
Behavior Cases 2016-2018: Age

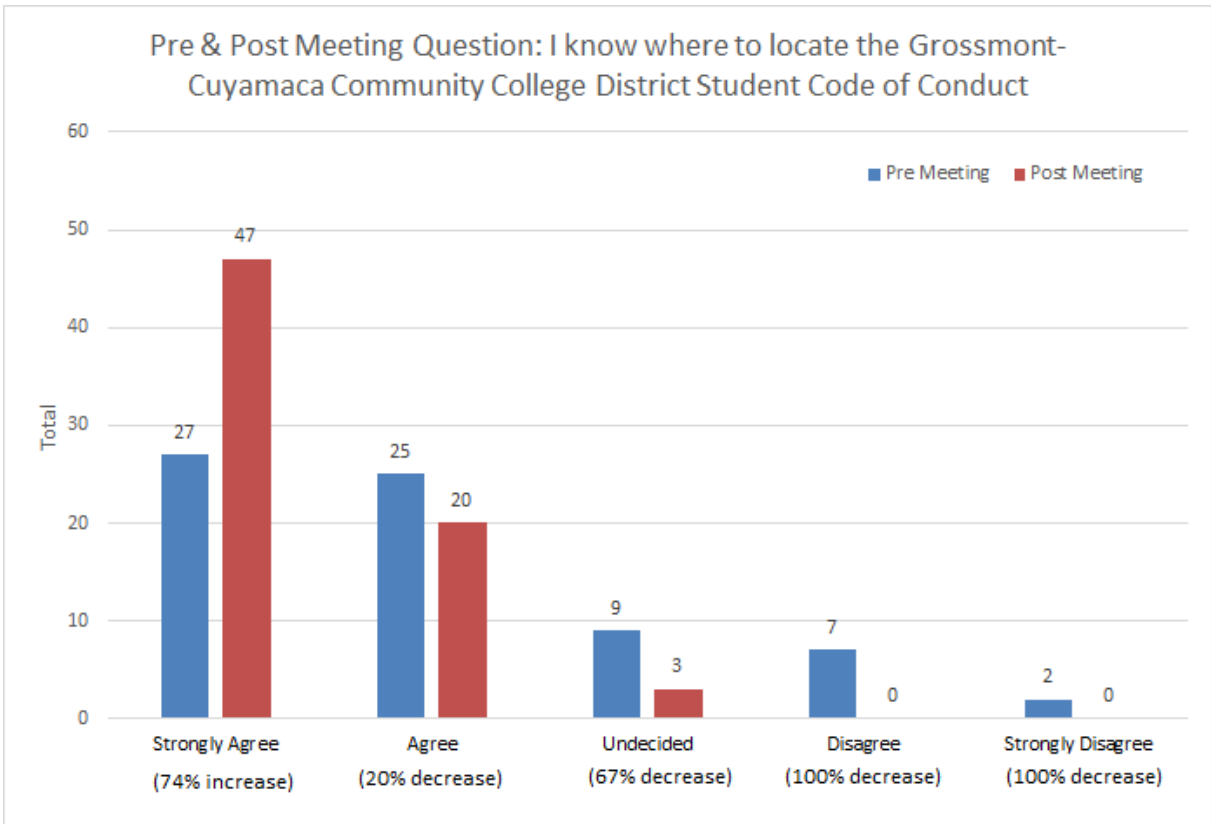
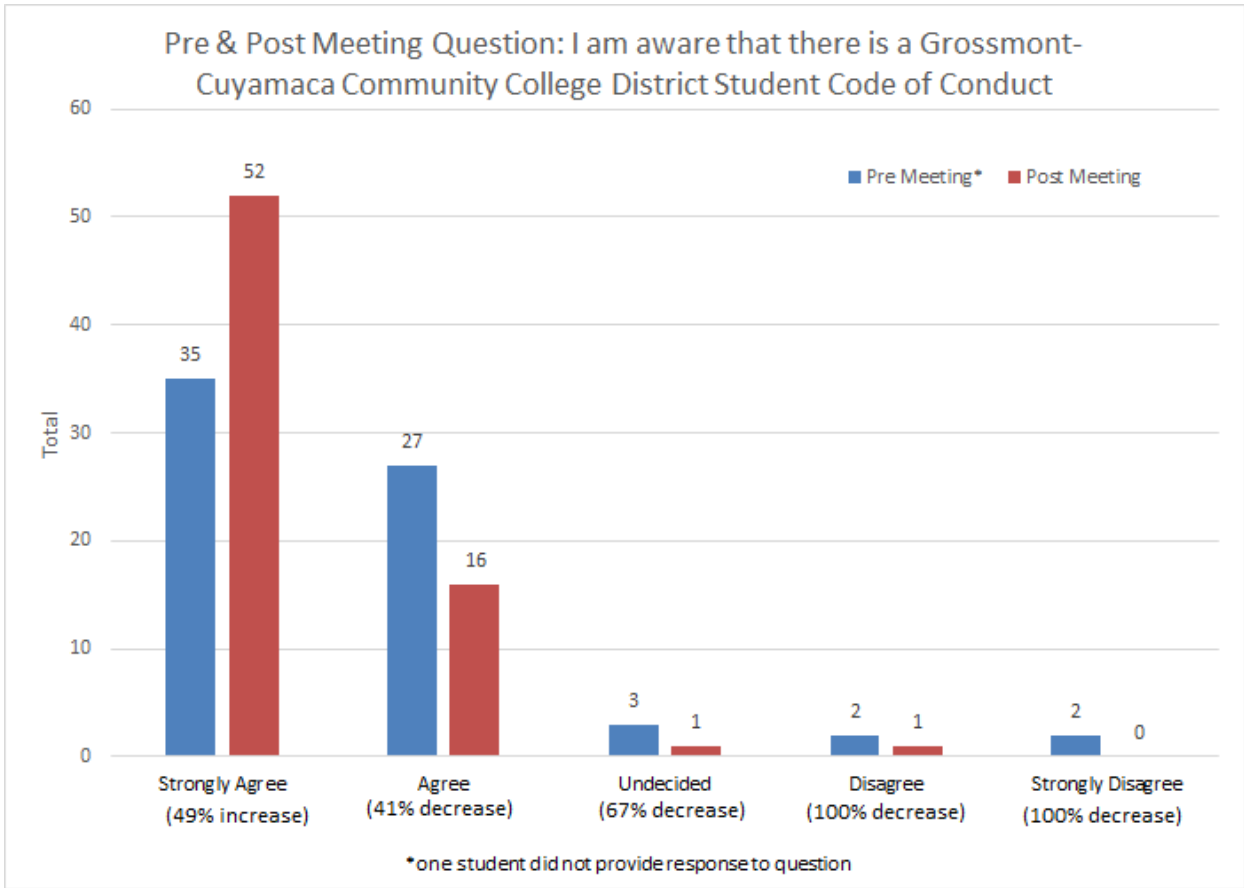


Behavior Cases 2016-2018: Age

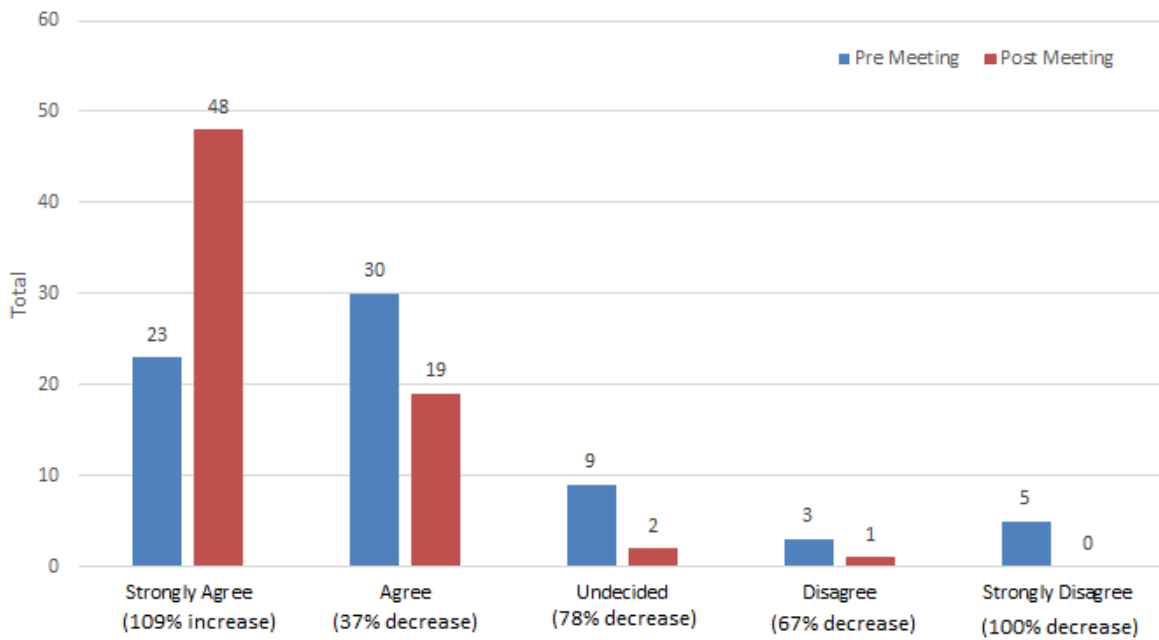




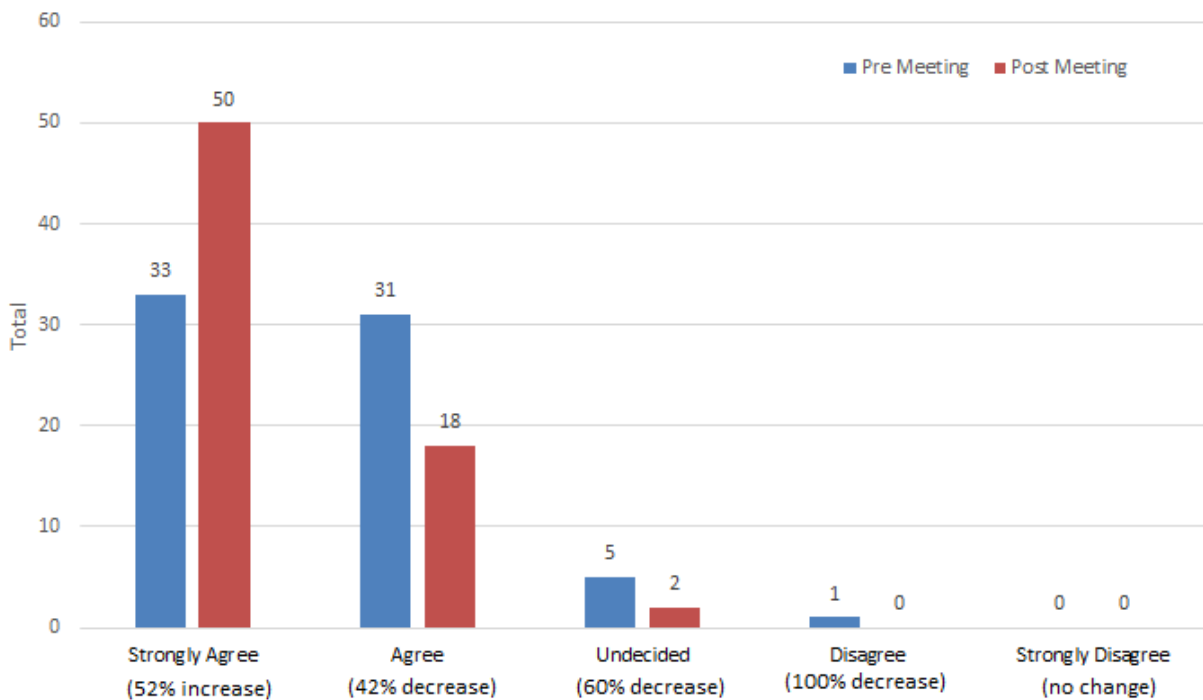


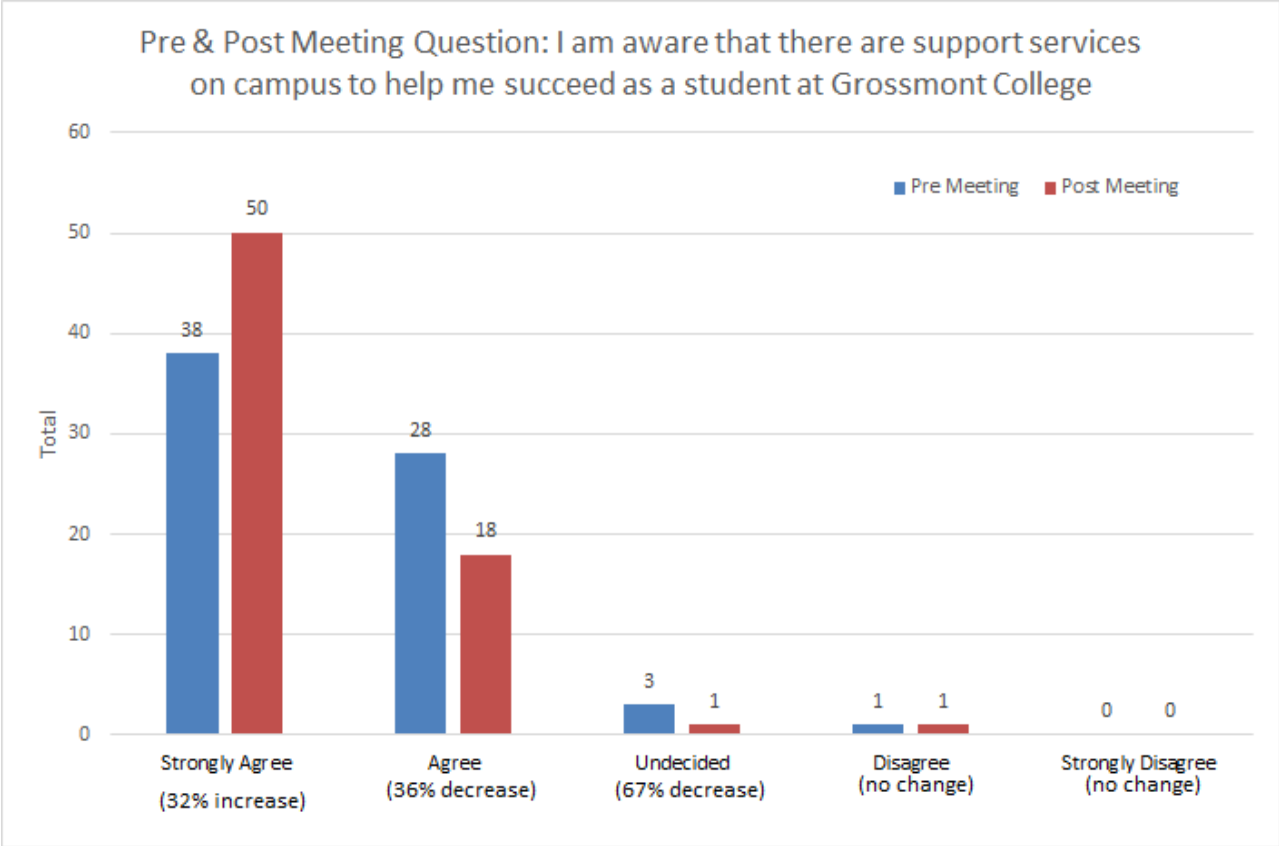
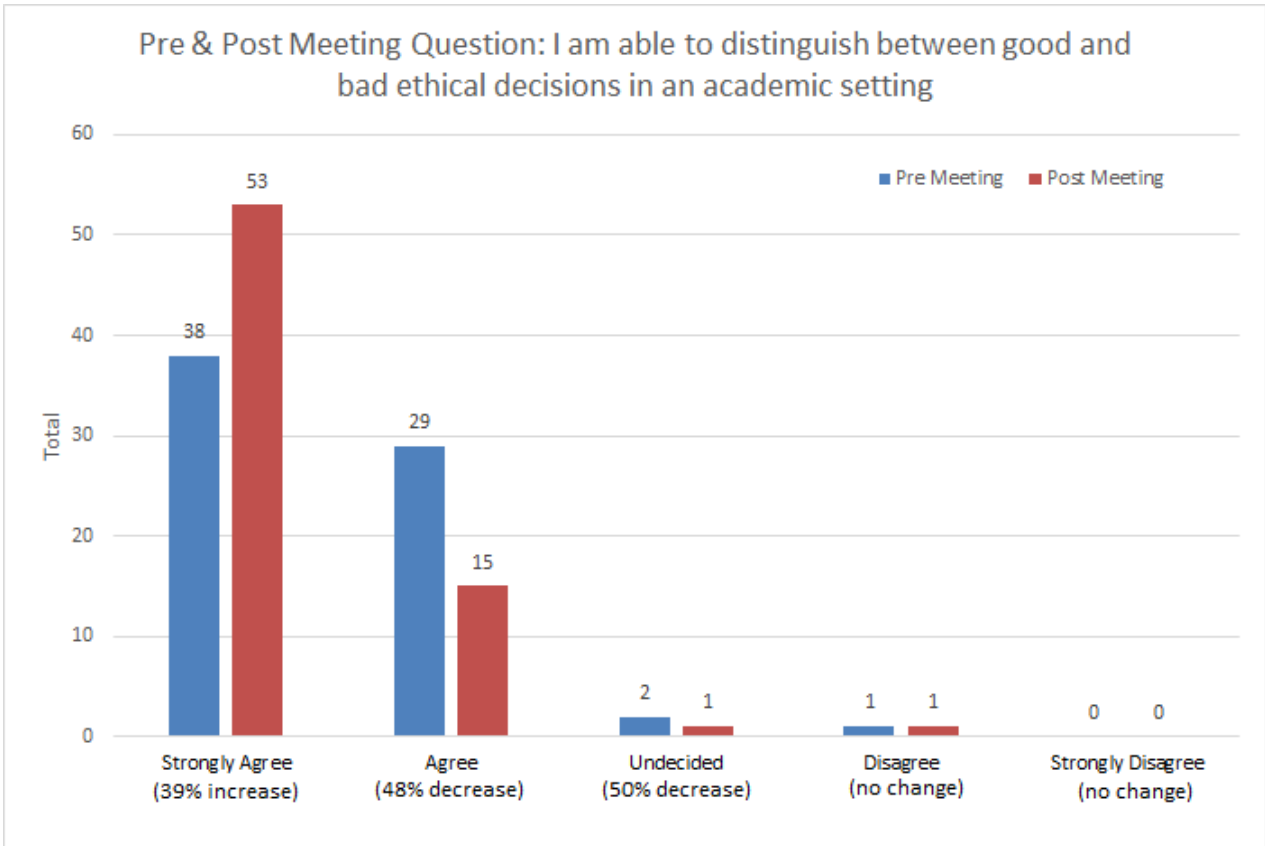


Pre & Post Meeting Question: I understand the ramifications for a violation of the Grossmont-Cuyamaca Community College District Student Code of Conduct



Pre & Post Meeting Question: I understand my rights and responsibilities as a student





What have I learned from this experience:

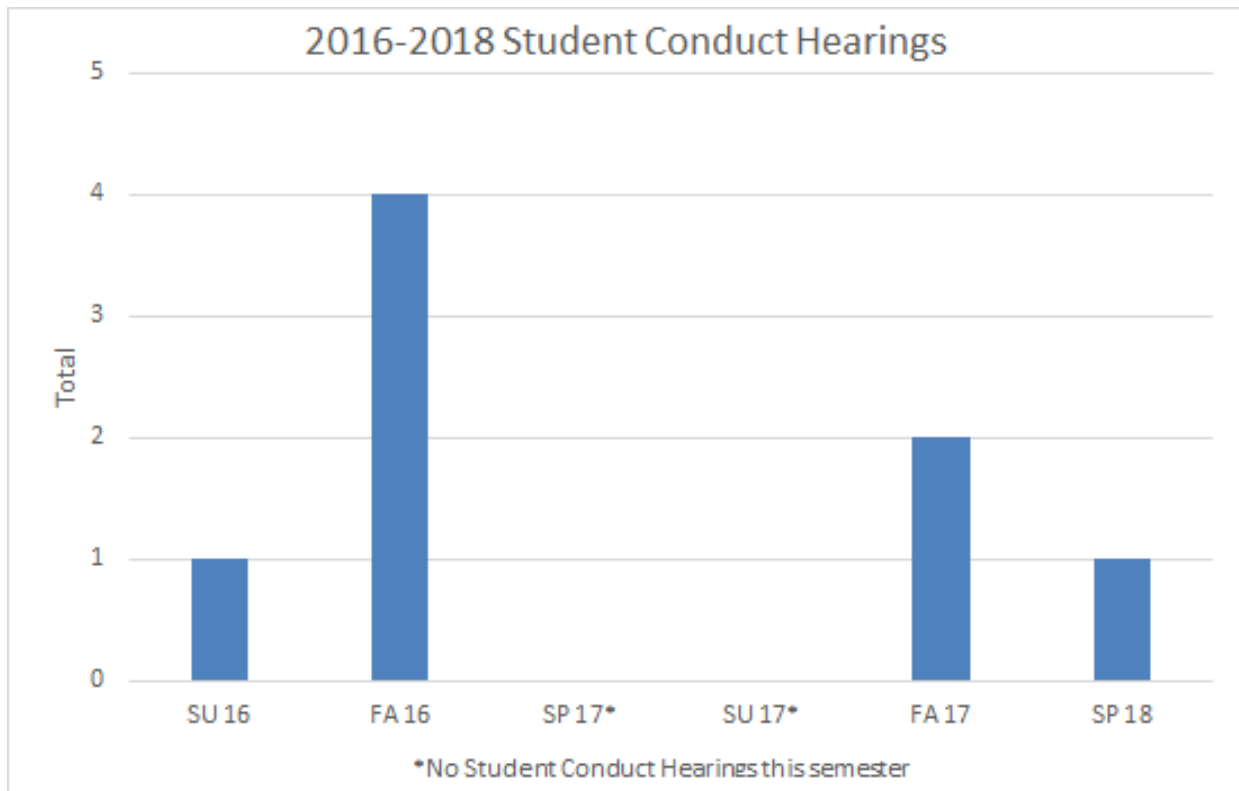
- I have learned lots of student's rules. Wish I didn't know before this meeting
- To calm before reacting other area of support on campus
- That I can always go higher in the education positions to resolve a situation up to this office
- I have learned to type my work in another computer because it affected my grade and college record too
- I learned that when I lose something I should report it
- I learned that I will work very hard and do everything, and then being in touch with my professor
- Being honest to yourself and to others is always the right thing to do
- I know what to do
- Chill and stay calm, be nice
- Anger doesn't help
- If I have a problem I should talk to student affairs
- Where to find the code of conduct
- What should I do and what shouldn't do
- I learned many things from this, I will be careful for next time to avoid any problem can happen in the class
- To not disobey the college rules
- I should apologize and explain the situation
- Not to cheat
- I'll talk to the professor if I have any question so I can be aware of his/her way of teaching
- Code of Conduct
- I learned that the college has a rules and what I did is a bad thing, and it's impossible to think about it again
- I learned what my consequences are
- That I shouldn't cheat and if I need help I would ask first
- I have learned there are many ways to assist me to improve my classes because cheating is not a help way
- I do not doing that again

What was most helpful about this experience/meeting:

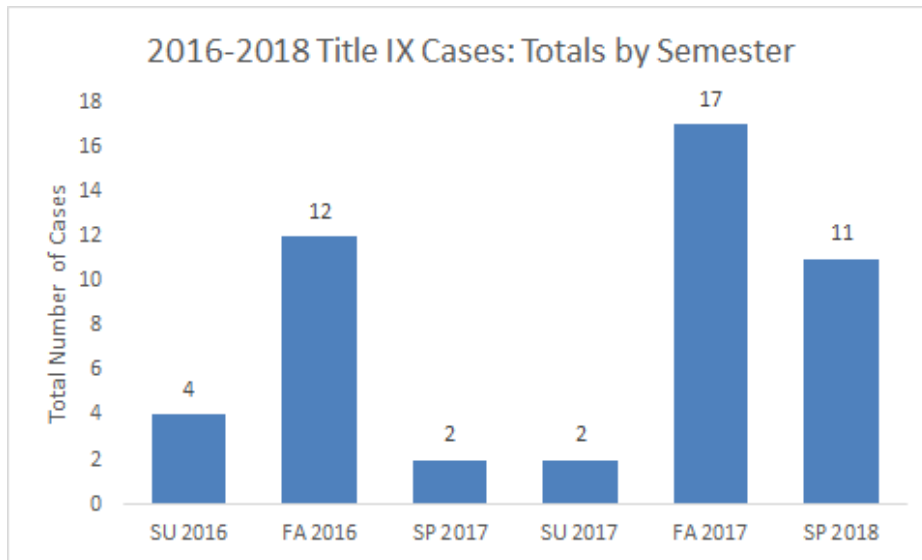
- I am able to distinguish between good and bad decisions
- Meeting nice people who offer support on campus
- The Student Affairs VP understanding of my story
- Explaining everything
- It was helpful to know that cheating is wrong and get reported if you do that
- That I have to be careful about my education
- The advice that she gave me
- I know where to go and talk too
- Anger doesn't help
- I knew my rights as a student
- There is a lot of help I can get from this school
- Understanding my rights
- It was very good thing
- To not repeat cheating
- Use resources
- Where to go if I have problems with an instruction
- Learned about social cruel
- Maybe taking English 90
- She was very kind and helpful I know a lot of the college services
- The lady that I met understood my problem
- Being enlightened about my disciplinary actions going forward

- Is to know about the consequences
- I understand cheating could be harmful not helpful
- She made me thinking before I could do something wrong like cheating that does not help me and I'm here to learn a lot

Section 17. Student Conduct Hearings



Section 18. Title IX



Haven 2016-2017

The screenshot shows the 'Manage Students' dashboard in the EverFI system. The page title is 'Manage Students' and the user is 'Lauren Vakein'. The dashboard is divided into several sections:

- Find by Group:** A list of groups with their respective student counts: Cuyamaca College (175), Grossmont College (511), and Haven Plus - Default Cohort (0).
- Find by Status:** A list of student statuses with their respective counts: Registered, Not Started (84), Part 1 Started (87), In Intercession (0), Part 2 Ready (426), Part 2 Started (1), and Part 2 Complete (88).
- Coalition:** A section for coalition members or those interested in learning more.
- Implementation Tools:** Includes buttons for 'Multi-Course Manager' and 'Unregistered Student Finder'.
- Support:** Includes buttons for 'Contact' and 'Resources', with a note to contact the Partner Services Director for course registration codes.

The footer of the dashboard includes links for Help, About EverFI, Privacy Policy, Terms of Service, and Contact Us. The system clock shows 11:31 AM on 5/24/2017.

Get Inclusive Launch - Summer 2017

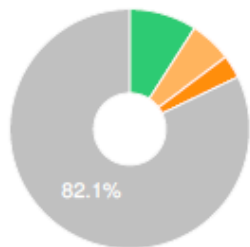


Report generated: 2017-07-31 11:08 AM EDT

Grossmont Cuyamaca Community College District Progress Report

This report shows the snapshot of your current progress and change over the trailing 30 day period across selected courses. The pie chart shows combined progress for the courses in this report followed by summary for each course.

Overall Compliance Progress



- Completed
- In Progress
- Registered but Not Started
- Invitation Not Accepted

Participant Summary

786

Completed (9%)
Past 30 day
completions: 786

8,662

Expected Total

Student Upstanders 2017 students

Progress since launch



Completions to-date

786
9%

Completions Past 30 day

786
9%

Expected Total

8,662

Generated on Jul 31, 2017 exclusively for review purposes only.

** CONFIDENTIAL ** DO NOT DISTRIBUTE ** (c) getinclusive.com ** All Rights Reserved.

Fall 2017 Semester

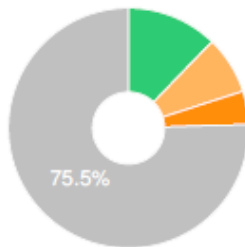


Report generated: 2017-12-29 10:22 AM EST

Grossmont Cuyamaca Community College District Progress Report

This report shows the snapshot of your current progress and change over the trailing 30 day period across selected courses. The pie chart shows combined progress for the courses in this report followed by summary for each course.

Overall Compliance Progress



- Completed
- In Progress
- Registered but Not Started
- Invitation Not Accepted

Participant Summary

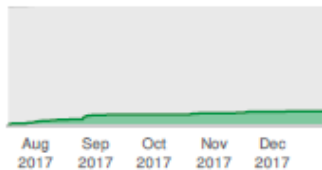
3,395 **27,749**

Completed (12%)
Past 30 day
completions: **47**

Expected Total

Student Upstanders 2017 students

Progress since launch



Completions to-date

3406
12%

Completions Past 30 day

47
0%

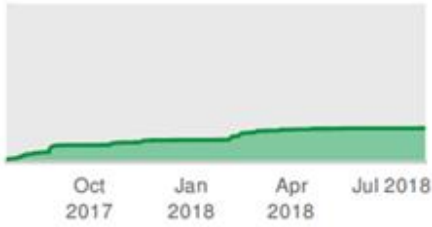
Expected Total

27,749

Spring 2018 Semester

Student Upstanders **2018** **students**

Progress since launch



Completions to-date

5232

22%

Completions Past 30 day

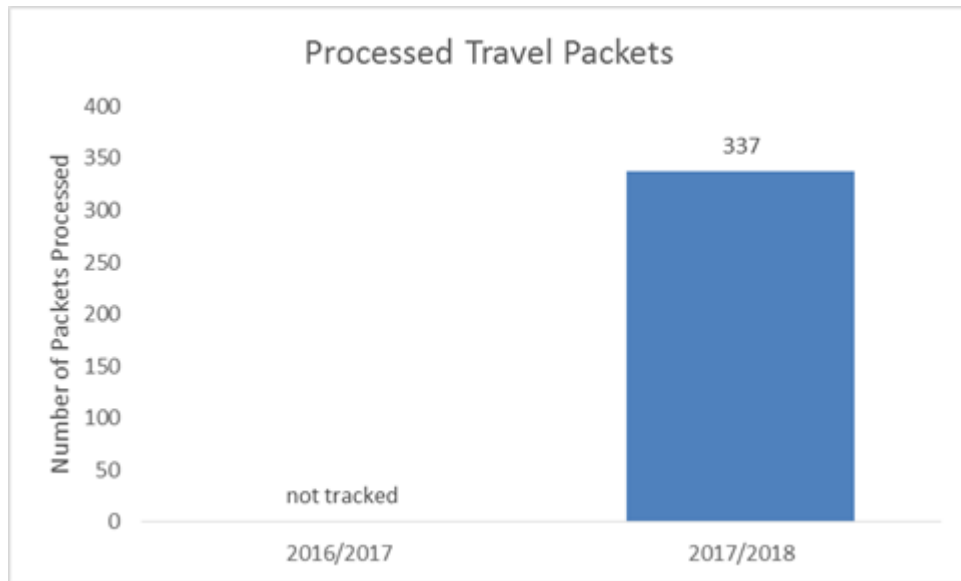
20

0%

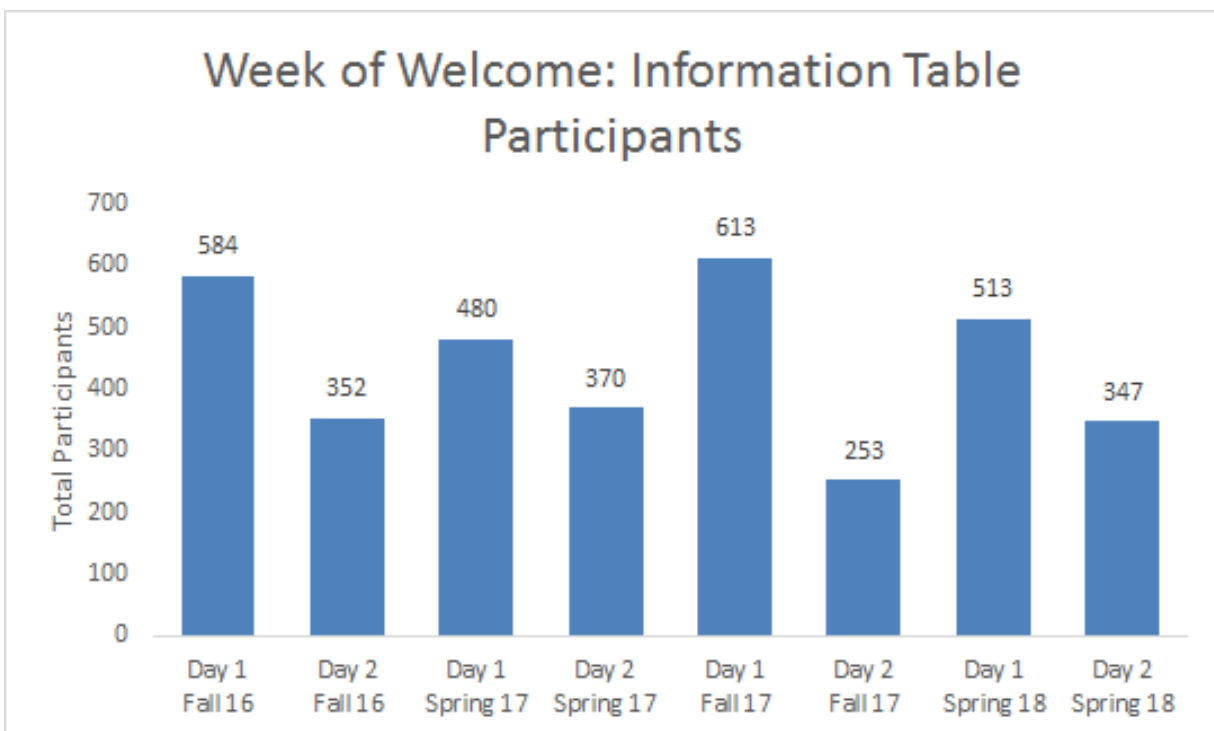
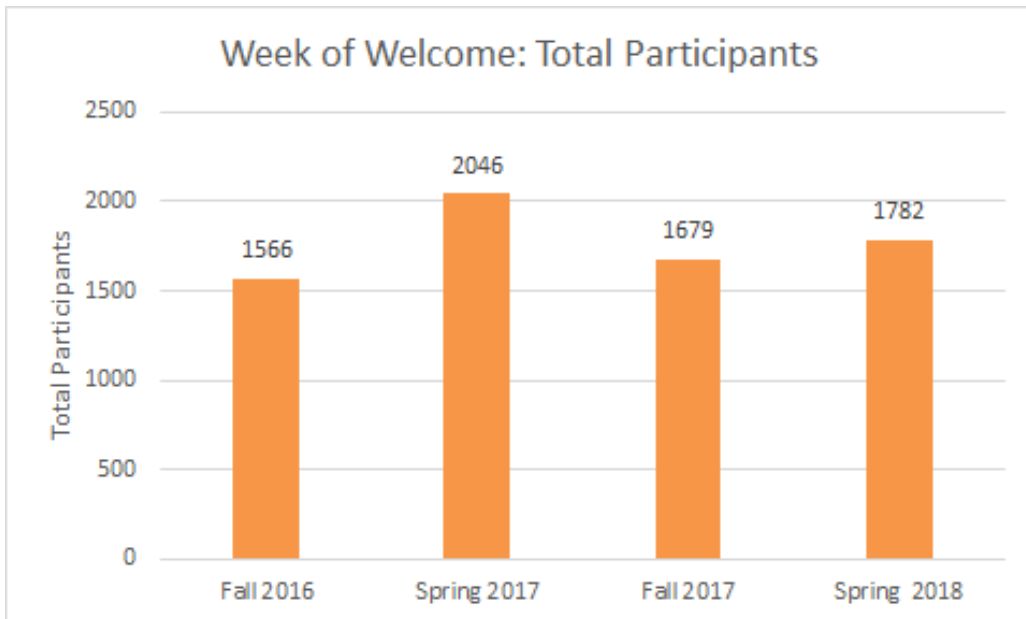
Expected Total

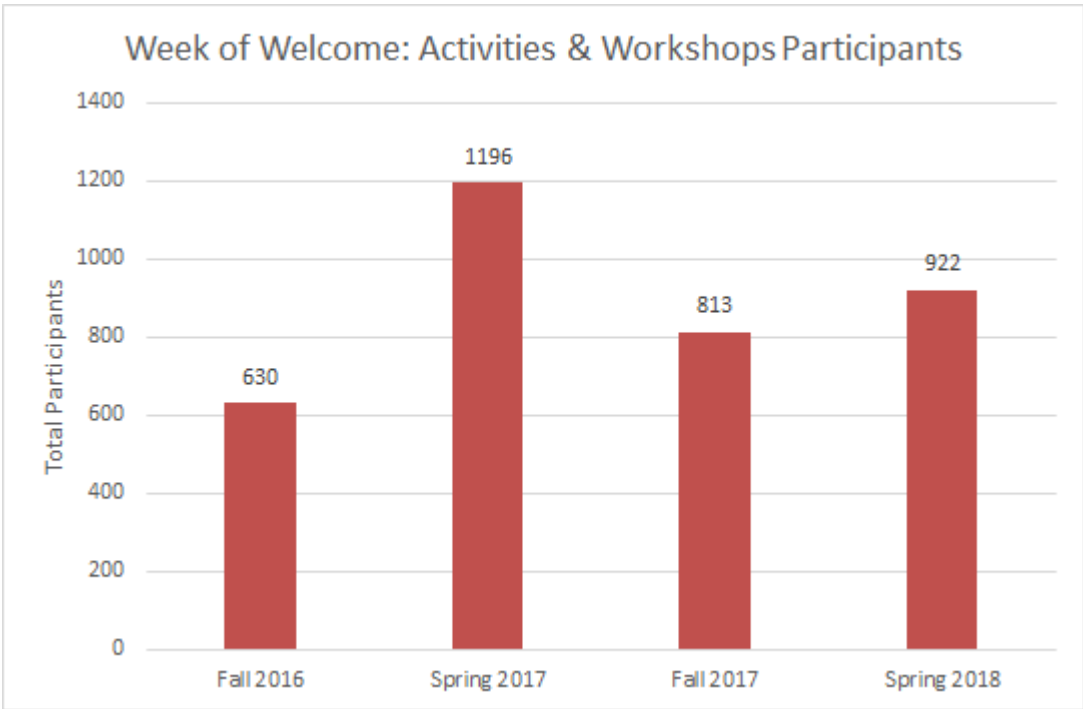
24,075

Section 19. Travel Packet Processing

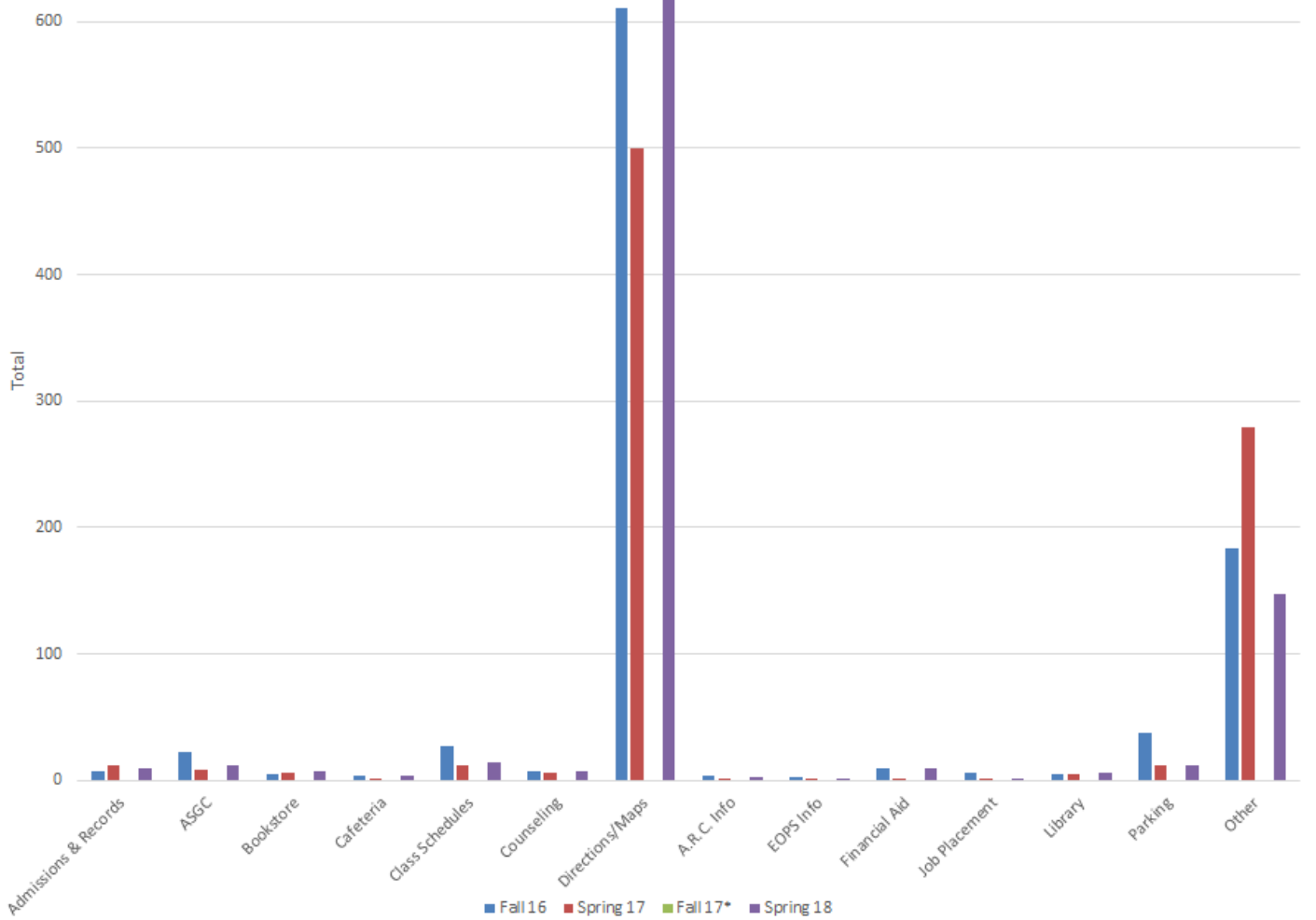


Section 20. Week of Welcome



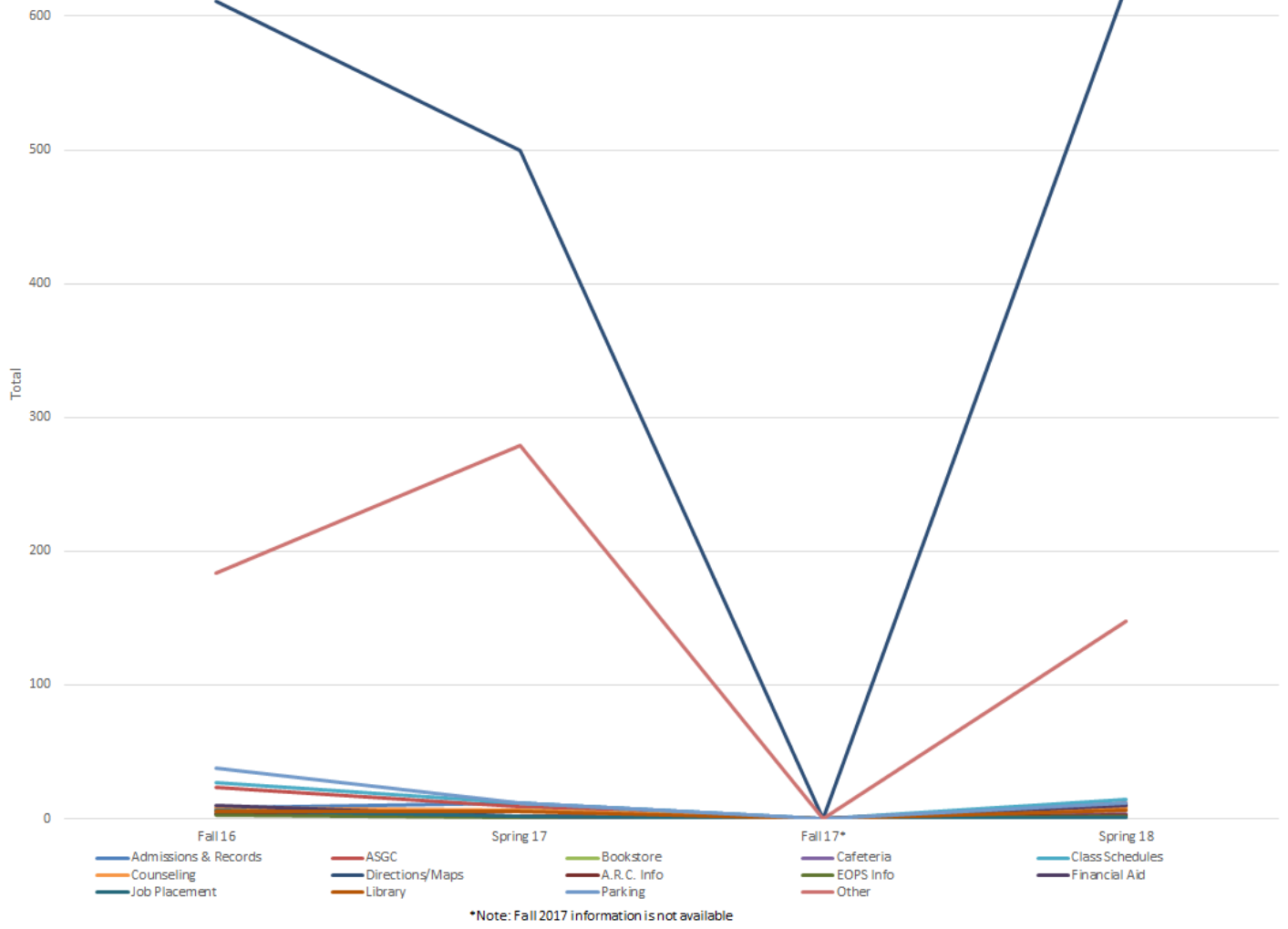


Week of Welcome: Information Request Categories



*Note: Fall 2017 information is not available

Week of Welcome: Information Request Categories



WEEK of WELCOME

GROSSMONT COLLEGE

FALL 2016



Never miss a deadline! Download the FREE iPhone or Android GradGuru app to stay up to date on Admissions & Records, Financial Aid and Counseling deadlines.

grad guru

Aug. 22 Mon	Aug. 23 Tue	Aug. 24 Wed	Aug. 25 Thu
<p>Information Booths 8am-6pm Bldg. 36 (east side), Bldg. 55 (west side) & Griffin Student Center (near Bookstore) Stop by for Campus maps, departmental and general information and a free Week of Welcome (WOW!) surprise while supplies last!</p>	<p>Transfer Center Open House 10am-12pm Bldg. 10, Room 173 Are you planning to transfer to a 4 year college or university? You're invited to the Transfer Center's fall Open House! Come to explore the valuable resources the Transfer Center provides throughout the year. We look forward to introducing you to our services!</p>	<p>Arabic Languages Program Orientation Session Wednesday, August 24 and Thursday, August 25: 8:30am-10:30am Bldg. 52, Room 573 11am-1pm Bldg. 51, Room 538 12:30pm-2:30pm Bldg. 55, Room 525 The Arabic Language Program Orientation Sessions offer resources and information on the requirements for a Certificate and A.A. degree in Arabic.</p>	
<p>Transfer Center Open House 10am-12pm Bldg. 10, Room 173 Are you planning to transfer to a 4 year college or university? You're invited to the Transfer Center's fall Open House! Come to explore the valuable resources the Transfer Center provides throughout the year. We look forward to introducing you to our services!</p>	<p>Transfer Center Open House 2pm-4pm Bldg. 10, Room 173 Are you planning to transfer to a 4 year college or university? You're invited to the Transfer Center's fall Open House! Come to explore the valuable resources the Transfer Center provides throughout the year. We look forward to introducing you to our services!</p>	<p>POP! POP! into Student Government & Leadership 9am-1pm Griffin Student Center, ASGC Office FREE POPCORN! Meet your student government representatives and learn more about how you can get involved! Presented by the Associated Students of Grossmont College</p>	<p>MTS Info Booth 10am-2pm Griffin Student Center, Alcove Learn more about public transportation, including schedules and maps. Spin the wheel for great prizes!</p>
<p>PokeStop Campus Tours To Schedule Call: 619.644.7604 or visit Griffin Center, 1st Floor Explore campus, get insider information from a fellow student and find major PokeStops along the way! Available by appointment. Presented by the Associated Students of Grossmont College (ASGC)</p>	<p>Money Network® Workshop 3pm-4pm Bldg. 60, Room 207 Students have new options for receipt of financial aid funds and college refunds. Come learn more about the Money Network® debit MasterCard</p>	<p>ALL CAMPUS ACTIVITIES & INFORMATION FAIR 10am-1pm Main Quad Join the fun! Departmental, program and club activities and information. Find out how you can get involved on campus. Music, Food and More!</p>	
	<p>Join a Club/Start a Club Join one of over 40 student clubs, or start your own.</p>	<p>Financial Literacy Resources 10am-12:30pm Bldg. 10, Lobby (next to Financial Aid) Information, tools and resources regarding financial education and financial literacy.</p>	
<p>Hyde Art Gallery Monday-Thursday 10am-6pm Bldg. 25, 200 Main Quad Admission is FREE. Stop by the gallery to view the latest exhibit.</p>			
<p>Self-Paced Library Audio Tour Anytime Monday-Thursday 8am-8pm; Friday 8am-3pm Maps available at the Library Reference Desk Learn about your college library by taking a self-paced audio tour. Using your camera-enabled phone or other mobile device, download a free QR application, then scan the QR code posted in the library to hear about various services.</p>			

WOW! One Week... Endless Possibilities!

Governing Board Members: Greg Barr, Bill Garrett, Edwin Hiel, Debbie Justeson, Mary Kay Rosinski
Student Members: Evan Esparza, Sebastian Caparelli
Chancellor: Cindy L. Miles, Ph.D. Grossmont College President: Nabil Abu-Ghazaleh, Ed D.

WEEK of WELCOME

GROSSMONT COLLEGE

SPRING 2017

Grossmont College 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 the local and global communities.



Join us online at www.facebook.com/

Jan. 30 Monday	Jan. 31 Tuesday	Feb. 1 Wednesday	Feb. 2 Thursday	Feb. 3 Friday
<p>Information Booths 8am-6pm Bldg. 36 (east side), Bldg. 55 (west side) & Griffin Student Center (near Bookstore) Campus maps, departmental and general information.</p> <p>Visitors to each information booth will receive a Week of Welcome (WoW!) surprise! While supplies last.</p>	<p>Transfer Center Open House 10am-2pm Transfer Center, Bldg. 10, Room 173 You're invited to the Transfer Center's spring Open House! Come to explore the valuable resources the Transfer Center provides throughout the year.</p>	<p>Black History Month</p> <p>Black History Month Kicks Off Enjoy the music of Jazz Kitchen and inspirational poetry readings. 11AM-1PM Main Quad</p>	<p>ALL CAMPUS ACTIVITIES AND INFORMATION FAIR 10am-1pm Main Quad Join the fun! Music, Food and More!</p>	<p>Women's Basketball Friday, February 3rd</p> <p>Free T-Shirt Night (First 100 Fans) Doors open At 5:30 6:00 Game-Grossmont Gym</p>
<p>ASGC</p> <p>POP in for Popcorn at the ASGC office. 9AM-1PM Building 60 Room 119 Monday-Friday</p>	<p>Baseball Griffins vs Fullerton 2:00PM</p> <p>Softball Grossmont vs Citrus 3:00PM</p>	<p>Get Involved! Join one of over 30 student clubs, or start your own. www.grossmont.edu/campus-life/clubs-orgs/</p> <p>Student clubs and organizations enrich life at Grossmont College by providing numerous leadership opportunities for students, as well as a place to enhance social and professional connections. Join one of our existing campus clubs or create your own!</p>	<p>Career Center Open House 10am-2PM Career Center, Bldg. 60 Room 141 Stop by the Career Center and meet the staff! Learn about, career, employment and adult reentry services. Undecided About your Major? 1pm-2pm</p>	
<p>Looking for more events at Grossmont College? Visit www.grossmont.edu or use your smartphone to scan the QR code.</p>	<p>ASGC Benefit Card Mon-Thurs 8am-5pm Fri 8am-1pm Griffin Student Center, Bldg. 10 (inside, next to Financial Aid) Purchase a Benefit Card online via WebAdvisor and/or at the activities window (cash only) for freebies and discounts both on and off campus.</p>	<p>Hyde Art Gallery Monday-Thursday 10am-6pm Bldg. 25, 200 Main Quad Admission is FREE. Stop by the gallery to view the latest exhibit.</p>	<p>FAFSA Workshop 2pm-4pm Bldg. 70, Room 104 Apply for Financial Aid and be ahead of the game! Free workshop to help you fill out your financial aid application or Dream Act Application.</p>	<p>Grossmont College Student Organization Presents WOMEN'S BASKETBALL ENSEMBLE</p>

WOW! One Week... Endless Possibilities!

Governing Board Members: Greg Barr, Bill Garrett, Edwin Hiel, Debbie Justeson, Elena Adams
Student Members: Sebastian Caparelli, Evan Esparza
Chancellor: Cindy L. Miles, Ph.D.
Grossmont College President: Nabil Abu-Ghazaleh, Ed.D

WEEK of WELCOME

GROSSMONT COLLEGE

Fall 2017

Grossmont College 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 the local and global communities.



Follow us at:
 GC_campuslife
 GrossmontCollege

Aug. 21 Monday	Aug. 22 Tuesday	Aug. 23 Wednesday	Aug. 24 Thursday	Aug. 25 Friday
<p>Information Booths 8am—6pm Bldg. 36 (east side), Bldg. 55 (west side) & Griffin Student Center (near Bookstore) Campus maps, departmental and general information. Visitors to each information booth will receive a Week of Welcome (WoW!) surprise! While supplies last.</p>		<p>ALL CAMPUS ACTIVITIES AND INFORMATION FAIR 10am—1pm Main Quad Join the fun! Music, Food and More!</p>	<p>WALK WITH THE COLLEGE PRESIDENT 8:30AM MEET OUR COLLEGE PRESIDENT ON A MORNING WALK AROUND CAMPUS! MEETING PLACE: In Front of College Cashiers</p>	<p>Grand Opening Gizmo's Kitchen Food Pantry 12pm-2pm Griffin Gate Help put food bags together and learn more about volunteer services provided!</p>
<p>ASGC POP in for Popcorn at the ASGC office. 9AM-1PM Building 60 Room 110 Monday-Friday Looking for more events at Grossmont College? </p>	<p>Clubs Get Involved! Join one of over 40 student clubs, or start your own. www.grossmont.edu/campus-life/clubs-orgs/ Student clubs and organizations enrich life at Grossmont College by providing numerous leadership opportunities for students, as well as a place to enhance social and professional connections. Join one of our existing campus clubs or create your own!</p> <p>Start a Club! Attend a club orientation 4pm-5pm ASOC, Board Room Bldg 60, Room 207</p>		<p>Career Center Open House 10am—2PM Career Center, Bldg. 60 Room 141 Stop by the Career Center and learn about, career, employment and adult reentry services.</p>	<p>Hyde Art Gallery Monday—Thursday 10am—6pm Bldg. 25, 200 Main Quad Admission is FREE. Stop by the gallery to view the latest exhibit.</p>
	<p>Transfer Center Open House 10am—2pm Transfer Center, Bldg. 10, Room 173 You're invited to the Transfer Center's fall Open House! Come to explore the valuable resources the Transfer Center provides throughout the year.</p>	<p>ARC Open House 12pm-2pm Building 60- Room 120 Visit our new Accessibility Resource Center established to accommodate the academic and support needs of students with disabilities.</p>	<p>Financial Aid Workshop 2pm—4pm Bldg. Room Apply for Financial Aid and be ahead of the game! Free workshop to help you fill out your financial aid application or Dream Act.</p>	<p>SCRIMMAGE GROSSMONT V5 SOUTHWESTERN 5PM @ FOOTBALL FIELD FREE ENTRANCE!</p>

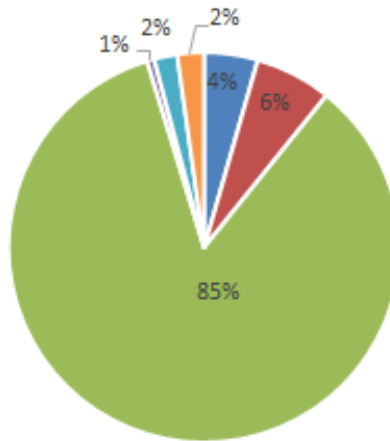
WOW! One Week... Endless Possibilities!

Governing Board Members: Greg Baer, Bill Garrett, Edwin Hiel, Debbie Justison, Elena Adams
 Student Members: Brandon Vivero, Kylie Macogay
 Chancellor: Cindy L. Miles, Ph.D.
 Grossmont College President: Nabil Abu-Ghazaleh, Ed.D

Section 21. World Arts and Cultures Committee (WACC) Events

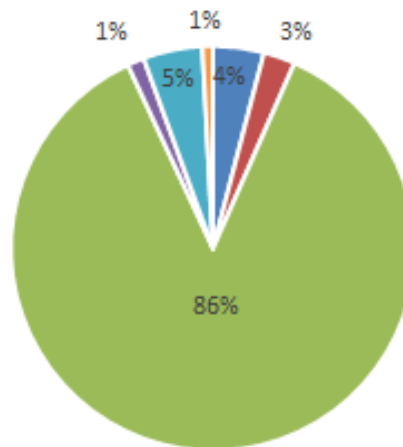
2016-2017 WACC Events: Participant Type

■ Faculty ■ Staff ■ Student ■ Administrator ■ Community Member ■ Other

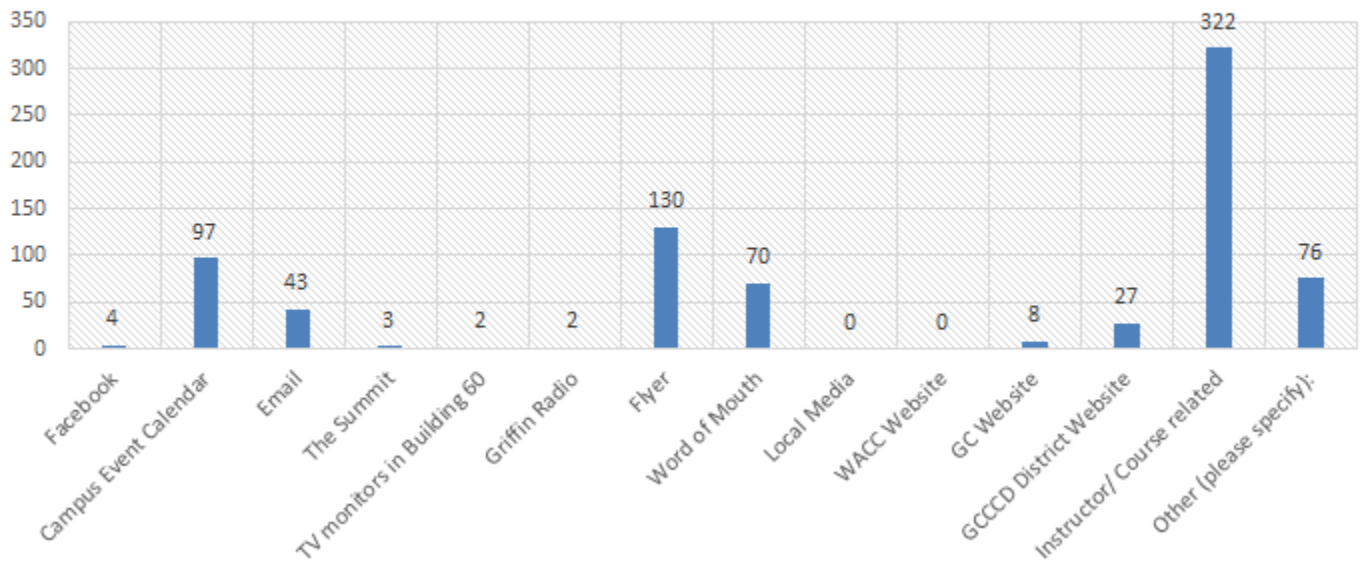


2017-2018 WACC Events: Participant Type

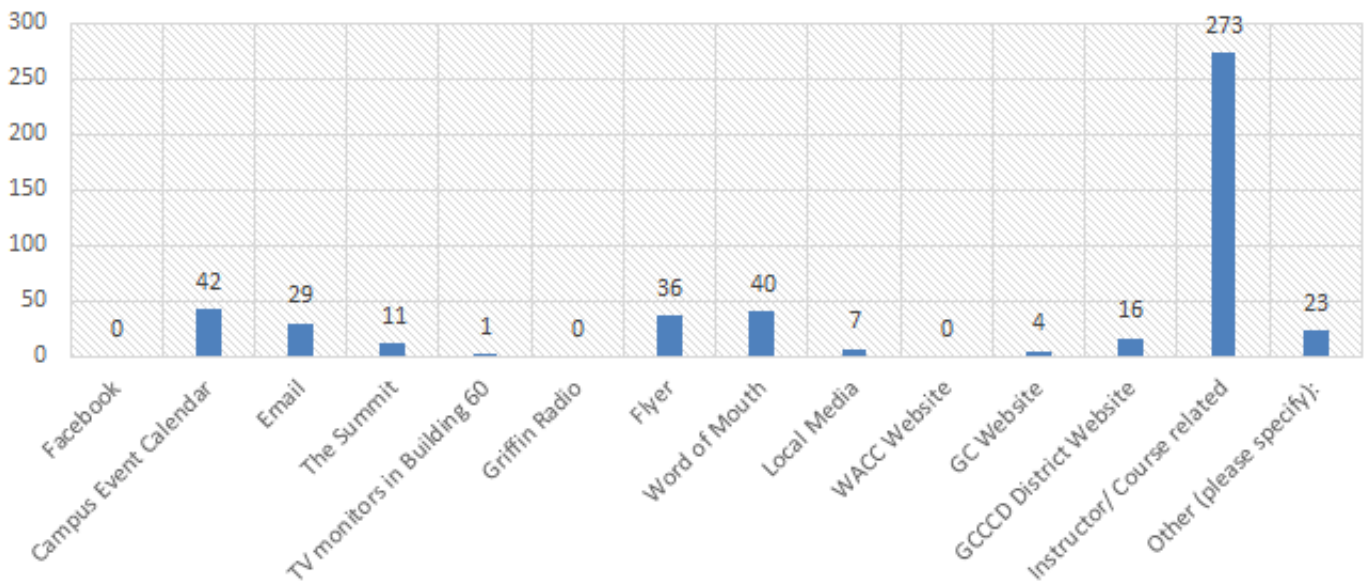
■ Faculty ■ Staff ■ Student ■ Administrator ■ Community Member ■ Other



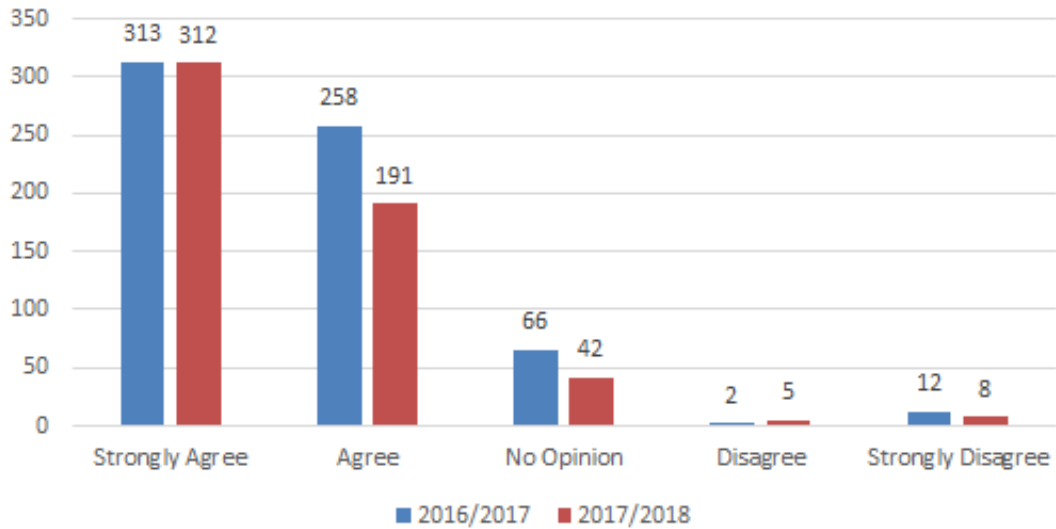
2016-2017 WACC Events: How did you first hear about the event?



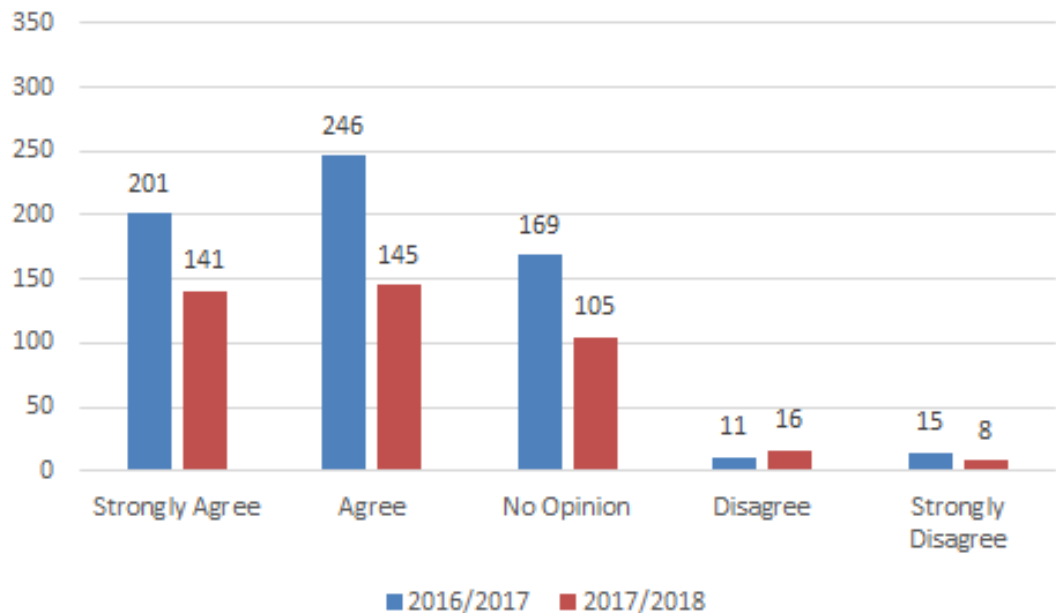
2017-2018 WACC Events: How did you first hear about the event?



WACC Post Questionnaire: Attending this event broadened my awareness and understanding regarding cultural diversity.



WACC Post Event Questionnaire: Attending this event challenged pre-existing stereotypes.

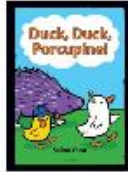


GUEST SPEAKER

SALINA YOON

AWARD-WINNING AUTHOR AND ILLUSTRATOR
OVER 3.5 MILLION BOOKS SOLD WORLDWIDE

Wednesday, March 14, 1-2 p.m. Griffin Gate
A free presentation for Women's History Month



**SALINA YOON IS THE AUTHOR AND ILLUSTRATOR
OF OVER 160 BOOKS FOR CHILDREN.**

Her most recent award was the 2018 Geisel Honor for *MY KITE IS STUCK AND OTHER STORIES (A Duck Duck Porcupine! Book)*.

As the Kohl's Cares featured author for summer 2016, seven of her books (nearly 1 million units) and four plush animals based on her characters, were sold nationwide in Kohl's stores that year.

She is the author and illustrator of the six-book Penguin picture book series that begins with *PENGUIN AND PINECONE*, the creator of the picture book series featuring Bear, that includes *FOUND*, *STORMY NIGHT* and *BEAR'S BIG DAY* (Bloomsbury) and the early reader series beginning with *DUCK DUCK PORCUPINE* (Bloomsbury).

You can read more about Salina and her projects at www.salinayoon.com.



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COLLEGE



Women's History Month sponsored by The World Arts and Culture Committee

Governing Board Members: Greg Barr, Bill Garrett, Edwin Haid, Debbie Justices, Elena Adams
Student Members: Lyric Masagay, Ibrahim Vivero
Chancellor: Cindy L. Miles, Ph.D. Grossmont College President: Dr. Nabil Abu Ghazaleh