

EXTERNAL EVALUATION REPORT

Grossmont College

8800 Grossmont College Dr.

El Cajon, California 92020

**A Confidential Report Prepared for the Accrediting Commission
For Community and Junior Colleges**

**This report represents the findings of the External Evaluation Team that visited
Grossmont College on October 13, 2013 through October 17, 2013**

Dr. Kindred Murillo, Chair

LIST OF TEAM MEMBERS

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Summary of the Report

INSTITUTION: Grossmont College

DATE OF VISIT: October 14, 2013 to October 17, 2013

TEAM CHAIR: Kindred Murillo
Superintendent/President, Lake Tahoe Community College

A team of twelve professional educators (team) visited Grossmont College (College) from October 13 through October 17, 2013, for the purpose of reaffirmation of accreditation through the evaluation of the College's performance relative to the Accreditation Standards and its compliance with the Eligibility Requirements and Accrediting Commission for Junior and Community Colleges (Commission) policies. The team was also charged with making recommendations for quality assurance and increasing institutional effectiveness, and submitting recommendations to the Commission regarding the College's accredited status.

The team members prepared for the visit in advance by attending an all-day training session September 6, 2013 conducted by Commission personnel. The team also reviewed the Self Evaluation Report on Educational Quality and Institutional Effectiveness (Self Evaluation Report), previous comprehensive accreditation report, action letter, and assessed the various forms of evidence provided by the College. In addition, the team reviewed the October 2008 Progress Report, October 2009 Follow-up Report, and the 2010 Midterm Report; as well as the Commission action letters that followed each report.

Prior to the visit, team members provided written assessments of the College's Self Evaluation Report, reviewed the evidence and identified areas for investigation during the campus visit. The team Chairs for Cuyamaca College and Grossmont College coordinated to develop a plan for the District Office visit on the morning of Monday October 13, 2013. Before visiting the College, the team met and reviewed issues, concerns and needs for additional evidence. Interviews with College faculty, staff, committees, and leaders were scheduled Monday afternoon through Wednesday afternoon. The team conducted two open forums to listen to interested stakeholders, as well as met with various governance groups, campus leadership and faculty. The team dropped into several classes during the visit, as well as interfaced with many students. Members from the evaluations teams from both Colleges met with members from the Grossmont-Cuyamaca Community College District Governing Board (Governing Board) and attended a Governing Board meeting on Tuesday, October 14, 2013.

The College was highly organized and prepared for the visit. The entire College community provided the visiting team with a welcoming and very accommodating environment. The team had access to evidence, faculty, staff, students, and committees. The College community and Governing Board demonstrated their commitment to the accreditation process through their writing, actions, and prompt responses to any

inquiries. The College arranged all logistics in concert with the team assistant, and overall the visit was very well organized. The team had access to comfortable and well-stocked team rooms at both the hotel and the College. Transportation from the hotel to the College was provided, as well as to group meals.

Throughout the entire visit, the team was impressed with the interactions with faculty, staff, administration, students, and board members. While the College's Self Evaluation Report was a very articulate and well-written document, it could not fully describe the deep, highly reflective, and profound changes in the culture of the College since 2007. The institution has become a data driven, student learning focused culture that continuously reflects on how to better serve students and the surrounding communities. There is a pride of ownership in the culture change that thrives on campus, and is apparent in the way people treat each other and the College's students. It was evident that the College faculty, staff, administration, and the District Office personnel and Governing Board have worked very hard over the last six years to comply with the standards

Introduction

In 1960, Grossmont College (College) was founded as the Grossmont Junior College District. The College began offering classes on the Monte Vista High School campus in September 1961 with an enrollment of 1,538. A voter approved \$7.5 million bond provided the resources to purchase the 135-acre site that is currently the home of the College. The College consists of that single location. In 1972, the Governing Board started the move toward becoming a two-College district through acquiring a 165-acre site just south of El Cajon for Cuyamaca College. In March 1985, the Governing Board officially changed the name of the district to the Grossmont-Cuyamaca Community College District (GCCCCD).

The GCCCCD district boundaries span the eastern part of San Diego County, although 40% of the College's students reside outside the GCCCCD boundary.

The College offers 132 degrees and certificates to assist students as they transfer to universities, pursue career technical education, and develop basic skills required for College success. Approximately 14% of all enrollments are in distance education (DE), which has grown significantly since 2005-06 (from 496 FTES in 05-06 to 1,489 in 09-10). Course success in DE sections appears to be approximately eight percentage points lower than face-to-face courses.

The College served 20,026 students (unduplicated headcount) in the fall of 2011-12, with a corresponding 12,474 full-time equivalent students (FTES) for FY 2011-12. The student population continues to become more diverse with an increase in students who identify as Hispanic and "Two or More" ethnicities, and a corresponding decrease of 4 percentage points in students who identify as White. White students make up 45 percent of the student population, followed by 29 percent Hispanic. The student population largely reflects the ethnicity of the area it serves with the exception of Asian students who comprise just over half the percentage within the GC service area, but exceed that of the GCCCCD boundary area. The Hispanic population is projected to continue to grow while the White population is projected to decrease by 10 percentage points by 2020.

The College has seen a steady age distribution with a small increase of students in the 25-29 age group. Two thirds of the College's students are under the age of 24. Continuing students have increased over 6 percent since the fall of 2007. Nearly 68 percent of the College's freshman declare degree or transfer as their primary goal. Approximately 35 percent of the College's students take 12 or more units. Student persistence rates at the College have remained constant over the past five years overall while students persistence for "Two or More" ethnicity has increased by 20 percentage points.

Overall course completion rates for the College have increased by three percent over the last five years. The overall course success rate increased from 65+ percent in the fall and spring 2008-09 to 68.9 percent in the fall and spring 2011-12. Overall course success rates increased for all ethnic groups.

Course completion rates for basic skills math, English, and ESL increased over the last five years, and course completion by all ethnic groups in basic skills course increased significantly. Increases in basic skills course success rates provide evidence the College's strategic efforts to close the achievement gap are working.

Overall CTE course success rates have remained relatively constant even during a time when enrollments have fluctuated significantly due to budget reductions.

The number of students transferring has increased approximately 23 percent between 2006 and 2011, and data from state universities indicates the College's transfer students perform as well as other transfer students. The number of degrees the College confers has remained stable while the number of certificates awarded has increased by 11.4 percent.

The College has set key performance indicators (KPIs) in course completion, retention, and number of degrees, certificates and transfers. It is evident in reviewing the data that the College has utilized its data to improve student learning, even during a period of budget reductions throughout the state.

The team found the College's Self Evaluation Report of Educational Quality and Institutional Effectiveness (Self Evaluation Report) well written, visually appealing, and complete. The Self Evaluation Report includes the required sections beginning with an introduction covering the College history; institutional vision, mission, and organization; program review and planning; student learning, services and instructional support outcomes; financial performance; and distance education efforts. Institutional data is reflected through appropriate information on demographics; assessment and placement; student outcomes and achievement; completers; and key performance indicators. The Self Evaluation Report includes the organization of the self-evaluation process; certification of compliance with eligibility requirements; responses to prior recommendations, and all standard responses. The Self Evaluation Report concludes with a District Map of Functional Responsibilities and a master evidence list.

The team noted that sometimes the responses in the Self Evaluation Report did not reflect the quality of the actual practices at the College, which were revealed as the team dug deeper through conversation and investigation of additional requested evidence during the visit. This was true in a couple of the responses to prior recommendations, where once the team was able to verify with College employees and data located on the District intranet, it was clear the recommendation had been addressed.

Overall, the Self Evaluation Report presents a fair and accurate portrayal of how the College meets the Accreditation Standards as well as the Eligibility Requirements. The College is also in compliance with Commission Policies. The Self Evaluation Report included evidence links to assist in locating evidence on the internet as well as hard copies available in the team room. Login access was provided to the team for distance education, student learning outcomes, and the intranet.

The team found the College to be in compliance with the Accreditation Standards, with a few minor concerns. Also, the College has thoroughly dealt with the prior recommendations and institutionalized student-learning outcomes within the College culture.

Major Findings of the 2013 Evaluation team

As a result of the October 2013 visit, the team made the following commendations and recommendations:

Commendations

College Commendation 2 – Instructional Programs

The College is to be commended for its outstanding work with promoting student success, particularly with underprepared students, through collaborative initiatives such as the Freshman Academy, Math Academy and English Express.

College Commendation 3 – Physical Resources

The team commends the College for its well maintained, safe, and well equipped campus facilities that promote a positive and enjoyable teaching and learning environment. The intentional and creative development of ‘outdoor education zones’ has transformed the entire campus into a unified and inspiring multi-functional learning environment for the entire College Community.

College Commendation 4 – Leadership and Governance

The team commends all College leadership, and in particular the President, for the open, transparent, and inclusive culture that has been created, which has fostered an environment for empowerment, innovation, professional development, and institutional excellence. The College has developed a culture that recognizes and utilizes the contributions of leadership throughout the organization.

District Commendation 5 – Leadership and Governance

The team commends the Colleges, including both Colleges’ presidents, the District, the Chancellor, the Governing Board, and the constituency leaders, for implementing strategies that promoted an environment of open communication, transparency, and trust that improved dialog. This includes the Governing Board modeling of a culture of civility and transparency, stabilizing the leadership of GCCCD, and initiating an evaluation process that includes the Colleges and community stakeholders. These actions led to mutually respectful and improved relationships, thus facilitating collaboration among the Colleges and District.

College and District Commendation 1 – Institutional Effectiveness

The team commends the Governing Board, District and College for intentionally developing a culture focused on improvement through the dissemination and reliance on data. The College has made over-arching efforts to use data, make it available and train all stakeholders to access data.

Recommendations to Correct Deficiencies

College and District Recommendation 4 - Human Resources

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

District Recommendation 5 – Leadership and Governance¹

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

College Recommendation 6 – Leadership and Governance

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

Recommendations to Improve

College Recommendation 1 - Institutional Effectiveness

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

College Recommendation 2 – Student Services

¹ The Commission, at its January 2014 meeting, acted to make Recommendations 5 and 6 Recommendations to Improve.

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

College Recommendation 3 - Human Resources

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

Evaluation of Institutional Responses to Previous Recommendations

In October 2007, Grossmont College underwent a comprehensive evaluation by an ACCJC Evaluation team. Based on that site visit and the College's self-study, the ACCJC developed seven recommendations and asked that those recommendations be addressed in two Progress Reports; 1) Due October 15, 2008 and 2) Due October 15, 2009. In October 2008, the College submitted a Follow-Up Report on Recommendations #1 (related to equity and diversity in hiring), #2 (related to student learning outcomes), #3 (related to institutional planning processes), and #7 (related to working relations among various constituency groups). At that time, the College was also re-evaluated by a small accreditation Evaluation team.

In February of 2009 the Commission issued an action letter to accept the Progress Report, with a requirement that Grossmont College complete a Follow-Up Report by October 15, 2009 (in lieu of Progress Report). In the action letter the Commission noted the College must bring resolution to Recommendations 1; 5; 6; and 7; and also noted Grossmont must resolve the deficiencies by October 2009. In October 2009, the College submitted a the Follow-Up Report that detailed the resolution of Recommendations #5 (related to responsibility and authority of the College president) and #6 (related district and Board goal setting and evaluation), and included further progress on Recommendations #1 and #7. In January 2010 the Commission issued an action to accept the Follow-Up Report, and requested a Midterm Report by October 15, 2010 with resolution of any team recommendations made for improvement.

The Focused Midterm Report, submitted in October 2010, provided resolution on the remaining recommendation, #4 (related to district leadership and integration of planning with allocation), as well as updates on the other six recommendations. The Commission issued an action letter noting they had reviewed the report and noted the purpose of the review was to "assure that the recommendations made by the evaluation team had been addressed by the institution." The College also provided an update on the self-identified planning agendas, which were included in the Self-Study Report. The letter noted the documented resolution of Recommendations 1-6.

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

Recommendation 1 (District):

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

In response to this recommendation, the District took a number of steps. The first was the establishment of a district wide Equal Employment Opportunity Advisory Committee (EEOAC). This committee was charged with monitoring compliance with the State Chancellor's Office guidelines and to provide training and visibility to district wide EEO efforts.

The second step initiated, was the completion and implementation of an Equal Employment Opportunity Plan, which resulted in the development and implementation of EEO/diversity training programs for hiring managers and EEO orientation and training for screening committee members. This also resulted in the articulation of a commitment to diversity, equity, and inclusion that sets the tone for board policies, procedures, and plans.

Applicant demographic information is gathered and analyzed by the District Employment Services with the oversight of the District's EEO officer. This data is used to develop Adverse Impact Analysis reports and provide an annual analysis of workforce demographics. The District has come to be very data driven, through the production and dissemination of demographic information within the district. As a result, Board policies (BP 7100 and AP 7100) in relation to this concern, were developed and approved by the Governing Board.

A Diversity Equity and Inclusion Council (DEI) was established with the objective to provide a welcoming environment that fosters cultural competence, equity, and respect. The DEI is also responsible for assessing the program and disseminating information on diversity and equity.

The team found that this previous recommendation had been addressed; the College has resolved the deficiencies in meeting Standards.

Recommendation 2 (College):

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

In response to this recommendation the College established a timeline, at which student learning outcomes (SLOs) are identified at both the course and program levels. During 2008-09 the College began to strengthen the connection between the SLO assessment and program improvement through including in the program reviews the following:

- How the SLO assessment process is working and what improvements are needed,
- Student success in meeting program SLOs, and
- Any planned modifications to the program as a result of the SLO assessment analysis

The College has fully addressed this recommendation. Student learning outcomes have been developed for 100 percent of the College's courses and programs. Assessments for all outcomes have been identified and all outcomes are being assessed on a six-year cycle. Results of these assessments are analyzed and discussed annually by discipline faculty who identify any improvements that might be necessary. These activities are reported in each program's annual program review update, and there is evidence of broad-based discussion of assessment results.

The College has also included instructional support outcomes, administrative support outcomes, and student services outcomes in appropriate areas. Of note, is the integrated planning process where the assessment of student learning outcomes is included in both the program review and annual planning components, and used to generate annual planning activities to address areas identified by the outcome assessments. The team verified this process as an established and institutionalized continuing cycle of improvement.

The College has resolved the deficiencies in meeting Standards.

Recommendation 3 (College):

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

In response to this recommendation the College reviewed and revised its planning process. The revision on the planning process resulted in a cycle of planning that includes program review, outcomes assessment, and annual planning that are linked to the budget. The process also integrates long term strategic plan goals with annual planning activities. The College has clearly addressed the first issue in Recommendation 3.

The College next moved on to address the issue of wide communication regarding the timing, processes, and expectations of all staff. The College established an easy to remember acronym for Planning, Implementation, and Evaluation (PIE). The PIE process was communicated through the College at flex activities, professional development activities, formal presentations, and College publications. Training was provided throughout the College and the planning process is currently being transferred to an online management system (TracDat). The College has also addressed the projected planning agendas.

The team verified the College has more than addressed prior Recommendation 3 and resolved those deficiencies in meeting Standards.

Recommendation 4 (District):

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

In response to the first portion of the recommendation (communicating expectations of educational excellence and integrity) the District in consultation with the Colleges, began to work on communications between the District and the College. In the spring of 2009 the newly hired chancellor made significant efforts at enhancing communication through forums, campus listening sessions, and confidential communication channels with the Chancellor. The Governing Board also worked through the District Strategic Planning and Budget Council (DSP&BC) to establish and communicate five key areas of expectations for educational excellence and integrity. The College and District leadership, along with the Governing Board, worked to develop a collegial, transparent dialogue for planning and budgeting. This was accomplished through the formation of a task force to review the budget and allocation model. Factual information related to the budget, allocation formula, and ending balances was widely communicated throughout the College district.

In response to the second portion of the recommendation (link strategic plans to the allocation formula to district and College plans), the District took the factual information that had been validated through the task force to engage a conversation regarding linking strategic planning and goals. This processes resulted in a six-year strategic plan framework linking the District and College planning and resource allocation. The linkage occurs through a grassroots process that begins at the College and culminates in focused allocations through the DSP&BC at the district level.

The team verified Recommendation #4 has been addressed and the District is now taking the process further to review its allocation formula. The deficiencies noted in meeting Standards were resolved.

Recommendation 5 (District):

The District needs to clarify its policies and procedures to enhance the delegation of responsibility and authority to the president of the College and include clearly defined policies and procedures for the selection and evaluation of the president. (IV.B.1.j, IV.B.2, IV.B.3.e)

In response to this recommendation a task force was convened in 2009 that included representatives from the College and the District. This task force reviewed existing applicable board policies and procedures as they related to the delegation of responsibility and authority, selection, and evaluation of the College Presidents. Board Policy (BP) 7113 was developed and vetted through appropriate governance groups and approved by the Governing Board in 2009.

During the fall of 2008 and spring 2009 the District Executive Council reviewed and revised through a collaborative process BPs 7111 – College President Selection, and 7112 – College President Evaluation, along with associated Administrative Procedures (AP) 7111 and 7112.

The team verified Recommendation #5 has been addressed and the policies and procedures are in place and used appropriately. The College has resolved the noted deficiencies in meeting Standards.

Recommendation 6 (College and District):

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

In response to the first and third portions of this recommendation (regular and systematic review of district functions and goals and evaluation of District services) the District functions were reviewed in 2008. The collegial consultation groups reviewed the Organizational Map of District and Grossmont College Functions (Organizational Map). The Organizational Map was revised and approved by the College and District in 2009. The District conducts a regular assessment process through administering a survey, analyzing the results, and using the results to improve services.

As to the second portion of the recommendation-(Board of Trustees goal setting and evaluation), the Governing Board worked over a three-year period to review and revise board policies, create a timeline for regular evaluation, create a self-evaluation tool, and complete the evaluation process. These evaluations are based on goals adopted by the District in the 2010-2016 Strategic Plan.

The team verified that there are regular and systematic reviews of the District functions and goals to include Governing Board goals and evaluations, as well as District services. This prior recommendation has been addressed. The College resolved the noted deficiencies in meeting Standards.

Recommendation 7 (College and District):

The College, the Chancellor, and the District must improve relations among their various constituency groups in order to assure effective discussion, planning, and implementation. The entire College community must work together for the good of the institution. (IV.A.1, IV.A.2, IV.A.3, IV.B.2)

In response to this recommendation the District (district leadership and Governing Board) and College leadership to include administration, the Academic Senate, and Classified Senate worked to clarify roles and responsibilities of the District and College, as well as

open communication channels. The Governing Board sponsored a joint workshop on collegial consultation that included the Community College League of California and the Academic Senate for California Community Colleges.

A Taskforce on Excellent Working Relationships was convened that included members from Grossmont College, the District Office, and the Governing Board. This taskforce tackled the problems identified in this recommendation. The sources of tension such as a perceived lack of support by the governing board, inconsistent board decision-making processes, and lack of communication have been significantly improved. The team observed and verified a significant improvement in relations between constituent groups, the Governing Board, District leadership and staff, and College leadership, faculty, and staff.

The team made a District and College commendation in this particular area due the substantial change in the culture of the relationships between the College, District, and Governing Board.

The team verified this recommendation has been addressed, and commends the Governing Board, District and College leadership in working together for the good of the entire institution and its students. The noted deficiencies in meeting Standards have been resolved.

Eligibility Requirements

The team found Grossmont College (College) to be in compliance with the eligibility requirements set forth by the Accrediting Commission for Community and Junior Colleges.

- 1. Authority:** The team confirmed that Grossmont College is a public two-year College operating under the authority of the State of California, the Board of Governors of the California Community Colleges, and the Governing Board of the Grossmont Cuyamaca Community College District (GCCCD). The College is accredited by the Accrediting Commission of Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges and complies with the California Education Code and the California Code of Regulations.
- 2. Mission:** The College confirmed that in order to reflect the most current priorities of the institution, conducts periodic reviews and updates of its mission statement. The College incorporated the mission into the strategic planning process, which was reviewed at Board workshops and approved by the Governing Board on December 15, 2009. The mission was reviewed again during the spring of 2013. The mission was widely vetted in College-wide meetings, as well as incorporated into College documents, publications, and planning materials.
- 3. Governing Board:** The team confirmed that Grossmont Cuyamaca Community College District has a functioning governing board responsible for the quality, integrity, and financial stability of the district. The Governing Board is comprised of five-members elected by the voters from the local communities by trustee districts, and serve four-year terms. Student trustees are elected from each College to serve in an advisory capacity.

The team confirmed that the Board ensures policies are established, maintained, and revised to assure the quality integrity, and effectiveness of student learning programs and services, as well as financial stability. The Board has and adheres to a conflict of interest policy that assures that their interests are disclosed, and the Board ensures academic and fiscal integrity of instruction.

- 4. Chief Executive Officer:** The team confirmed that the College President (President) serves as the chief executive officer who has primary authority and responsibility for leadership and management of all programs and services provided by the College. Upon recommendation of the GCCCD Chancellor the Board appoints the President. The President possesses the requisite knowledge and authority to administer board policies.
- 5. Administrative Capacity:** The team confirmed that the College has sufficient administrative staff with appropriate preparation and experience to operate the College.

6. **Operational Status:** The team confirmed the College is operational, with students actively enrolled in degree and certificate programs. The College also serves students interested in completing occupational/vocational programs as well as the needs of special populations.
7. **Degrees:** The team confirmed that the College awards Associate in Arts and/or Science degrees in 83 majors and offers 49 Certificates of Achievement. A substantial portion of the College's program offerings lead to degrees.
8. **Educational Programs:** The team confirmed that the College's degree programs are congruent with its mission to provide associate in arts and science degrees, occupational certificates, and transfer education preparation. Programs are based on recognized fields of study in higher education, are of suitable content and length, present sufficient variety within disciplines, and are conducted and maintained at appropriate levels of quality and rigor.
9. **Academic Credit:** The team confirmed that the College awards academic credit for coursework based on generally accepted practices in degree-granting institutions of higher education and in compliance the California Code of Regulations, Title 5. All degrees, certificates, and courses are listed in the College catalog and on the website.
10. **Student Learning and Achievement:** The team confirmed that the College has a variety of collaborative processes in place to ensure the integrity of its instructional programs. The College defines course, program/degree, and institutional learning outcomes, assesses these student-learning outcomes, and engages in meaningful dialogue leading to continuous improvement. The College sets student achievement performance standards (i.e., Key Performance Indicators; KPIs) and evaluates its performance on a regular basis, to ensure continuous improvement.
11. **General Education:** The team confirmed that the College students who are pursuing degree programs are required to take a significant number of general education courses. General education requirements are designed to cultivate a breadth of knowledge and encourage intellectual inquiry, with a significant emphasis on demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. The College incorporates critical thinking, reading, speaking and listening, personal ethical standards, along with awareness and appreciation of diversity through learning outcomes into general education coursework. The team verified the quality and rigor of the College's general education is consistent with the academic standards appropriate to higher education.
12. **Academic Freedom:** The team confirmed that GCCCD has adopted an Academic Freedom policy (BP 4030) and adheres to the policy. The Board supports and promotes academic freedom through leading a culture in which intellectual freedom and independence are valued. The academic freedom statement is published in the College catalog.

- 13. Faculty:** The team confirmed that the College employs a sufficient core of full-time instructional faculty (166) with the full-time responsibility that includes development and review of curriculum as well as the assessment of learning. All faculty members possess minimum qualifications in professional training and experience to conduct the institution's educational programs.
- 14. Student Services:** The team confirmed that the College offers a wide variety of student services to support student learning. These services are aligned with the institution's mission and support student learning and development, as well as offered through multiple formats in order to serve the College's many student populations. These services are focused on retention and success and are regularly assessed.
- 15. Admissions:** The team confirmed that the College's adopted and published admissions policies and practices are consistent with its mission and in compliance with the CCR, Title 5.
- 16. Information and Learning Resources:** The team confirmed the College provides appropriate information and learning resources to support its mission and the student learning outcomes of its programs appropriate to the format or location where offered. The College has made a significant investment in its Learning and Technology Resource Center to enhance access for students.
- 17. Financial Resources:** The team confirmed the College in conjunction with GCCCD has the necessary funding base, financial resources, and projected financial development to address financial stability. State general funds, tuition and fees, grants and contracts are the primary sources of revenues and the College and District have managed the recent four years of budget reductions while maintaining and improving student learning through integrated resource planning.
- 18. Financial Accountability:** The team confirmed that the College in conjunction with GCCCD undergoes annual independent external audits, and makes these audits available to the public. The District has received unqualified audits on its financial statements for the past five years and is in compliance with federal and state mandates.
- 19. Institutional Planning and Evaluation:** The team confirmed the College uses data about student achievement and learning in its planning and resource allocation processes. The planning model (PIE) is integrated with student learning outcomes assessment, program review, and resource allocation. The planning process is also integrated with the College and District strategic plans. The College has developed a culture of integrated planning and evaluation that is clearly institutionalized.
- 20. Public Information:** The team confirmed that the College publishes the mission, purposes, and objectives of the College; course, program, and degree offering; admissions requirements; fees and refund policies; requirements for degrees,

certificates, graduation and transfer; names of Board members; major policies affecting students; and related items in the catalog, class schedule and other appropriate web locations. The team examined the College's grievance/complaint procedure and complaints for the preceding five years. There were no patterns identified that indicate deficiencies in standards, eligibility requirements, or accreditation policies.

21. Relations with the Accrediting Commission: The team confirmed that the College consistently adheres to the requirements, standards, and policies set forth by the Accrediting Commission for Community and Junior Colleges. The College's reaccreditation status was affirmed in the last comprehensive evaluation, and all of College's disclosures are complete, accurate, and honest. The College has created a culture that is committed to the spirit of accreditation principles of continuous improvement.

Standard I Institutional Mission and Effectiveness

Standard I.A. - Mission

General Observations

The College has a strong commitment to its mission, which underscores student learning for a diverse community and the development of a globally conscious citizenry. The mission statement is appropriate to an institution of higher learning and matches the student population and institutional vision.

It was clear from the onsite visit and evidence provided to the team that the College has been working to resolve previous accreditation recommendations related to Standard I, such as regular mission statement reviews, development of a Student Learning Outcomes (SLO) timeline, revision of the institutional planning processes, data resource availability for analysis, and cyclical evaluation. Equally apparent were more recent concentrated efforts for continuous quality improvement that are in the process of being implemented (e.g., redefining program review, initiating a new SLO assessment and documentation program TracDat), revising distance education policy, and integrating budget allocation principles with the 2010-2016 Strategic Plan and College mission. Conversations with students, faculty and staff revealed a palpable commitment and excitement for student learning.

Findings and Evidence

The College mission statement defines broad educational purposes, identifies diverse student populations and validates a strong dedication to student learning. The institution has developed student-learning programs, student services, and ancillary programs aligned with its mission and strategic plan. (I.A)

The various intended student populations have been examined and discussed as appropriate to the mission. The institution described populations by looking at the surrounding community populations as well as the current student-body. The College reported achievement data consistent with the mission, which was disaggregated by age, gender, ethnicity, delivery style and location. Data presentations at convocations, workshops, leadership retreats, and planning meetings displayed rich data content. Evidence from key committees/groups such as Academic Senate, Program Review, Institutional Excellence Council (IEC) and Planning and Resource Council (P&RC) and the Research, Planning and Institutional Effectiveness (RPIE) office reflected a sophisticated, data-informed culture that consistently linked back to the mission and strategic plan. (I.A.1)

Alignment of the mission to assessment of student learning was evident through detailed mapping of SLOs where each general education course was linked with one or more institutional student learning outcomes (ISLOs) and all course SLOs were mapped to

program student learning outcomes (PSLOs). The College regularly assessed its services quantitatively and qualitatively through surveys, SLO assessment, College-wide discussions and widespread dialogue at a variety of governance and operational meetings. The mission and institutional outcomes were uniquely assessed in two authentic and exemplary methods. First a survey using fifteen CCSSE questions mapped to the Institutional Student Learning Outcomes (ISLOs) were handed out during the graduation ceremony. This data was then collected, analyzed with relation to the ISLOs, and compared between graduates and the larger student population. The College's future goal is to compare subsequent graduating classes with previous graduates in order to looking at success in achieving their institutional outcomes with this specific population. In another strategy through the "One Book, One Campus" event, the assessment group surveyed over 400 students on issues related to diversity, intellectual sophistication and global citizenry using the book *The Immortal Life of Henrietta Lacks*, by Rebecca Skloot. Assessments of institutional effectiveness included program review, and analysis by the Research, Planning and Institutional Effectiveness (RPIE) office and the Institutional Excellence Council (IEC) as indicated in various presentations, meetings, and summary and trend documents.

The mission statement is published in many documents and posted in public places around the College. The latest version of the mission was widely vetted at the College and collegially constructed as reported in agendas from College-wide meetings and leadership retreats. The College incorporated the mission into the strategic planning documents, which were reviewed at Board workshops and approved by the Board of Trustees on December 15, 2009. College-wide discussions and broad input among all stakeholders concerning the mission, vision and strategic plan were authenticated by the 2012 Institutional Survey revealing broad awareness from full-time (91%) and part-time faculty (83%), staff (88%) and administrators (86%) but less familiarity among students (only 57.6%). (I.A.2)

The mission statement is revised as necessary and was recently reviewed again in spring 2013 by the Board with suggestions for slight but relevant modifications that are currently under consideration at the College. (I.A.3) The mission statement is embedded in the College Distance Education plan, Educational Master Plan, Technology Plan, and Strategic Goals as well as integrated into the Institutional Student Learning Outcomes (ISLOs) and key performance indicators (KPI's). Although not mentioned directly, it is evident in the content of the SLO & Program Review documents. The mission was reviewed and incorporated into the Strategic Plan, which automatically linked it to governance and decision-making processes. The December 11, 2009 Board minutes exemplified this essential linkage to decision-making processes by stating, "The Board reviewed and provided input on the 2010-2016 draft Strategic Plan. Members discussed their role in ensuring that Board policies are consistent with the mission statements to ensure the quality, integrity, and improvement of student learning programs and services, and that there will be the resources necessary to support them". (I.A.3, I.A.4)

The College's mission is central to institutional planning and decision-making. Interviews with faculty, classified and administrators consistently verified the veracity of

the decision-making based upon evaluation and prioritization processes. Governance and operational groups such as Program Review, Institutional Excellence Council and Planning and Resource Council regularly align reviews and reporting with the mission statement as it relates to institutional processes and student populations. Specific examples of assessment that have closed the loop and made improvements are reported in the Annual College Report and the Strategic Plan Progress Report with examples such as:

- EOPS Summer Bridge & First Year Experience programs focused on serving socioeconomically-challenged students
- UMOJA Program 35 African American and Hispanic students exhibiting 6% increase in course retention, 28% increase in fall and spring persistence and a 22% increase in success
- Early Admission Opportunity (EAO) that served 448 new COLLEGE students, enabling them to enroll after completing specified matriculation resulting in significantly more successful outcomes than non-EAO students (92% retention, 79% overall course success and 91% fall to spring persistence).
- Enhanced services to veterans: 1632 veterans, the largest number served
- Foster Kinship Grant Training Program – with 3775 hours of educational workshops for approximately 3500 foster, adoptive and kinship parents
- Math Academy addressing math needs
- Increased clubs and campus activities addressing engagement and
- Increased financial aid awards to meet the socioeconomically-challenged students
- And other Basic Skills Initiative (BSI) funded and matriculation efforts

Conclusions

The evidence and site visit demonstrated the College's strong commitment to a mission that drives student learning and aligns programs; a mission that is integrated into every major planning and decision-making process. To support this process the institution developed a high quality strategy and data-informed infrastructure to analyze student learning.

The College meets the Standard.

Recommendations to Correct Deficiencies

None

Recommendations to Improve

None

Standard I Institutional Mission and Effectiveness

Standard I.B. - Improving Institutional Effectiveness

General Observations

Since the last comprehensive accreditation assessment period, culminating in the 2007 site visit, the College has been very active in developing and improving upon practices that are covered under this standard. In 2009, the College reviewed and updated its mission and vision statements, as well as their Strategic Plan.

The College has demonstrated a strong effort to produce, support and measure student learning through the (SLO) development of a research structure, program review, and student learning outcomes assessment processes. The College has implemented several new processes and practices to improve its institutional effectiveness, systematic review of mission, meeting the timeline of a coherent planning cycle, and involving student learning outcomes results into the College-wide dialogue. The College appears strongly committed to the effective process of planning, implementation, and evaluation (PIE) to produce a more effective institution. The dialogue and updating of these and other various planning mechanisms resulted in a set of refined strategic goals College-wide.

This regular process of assessing the planning cycle effectiveness has provided a clear direction to the College's activities. As results from a sustainable cycle of Program Review leading to improved student-learning outcomes continues, the opportunity for programs to improve will be strengthened.

Findings and Evidence:

The team verified several instances of continuous meaningful dialogue at all levels regarding effectiveness and institutional processes. There has been a significant shift in the culture of dialogue pertaining to student learning, since the last accreditation visit. This "shift" continues to provide the College constituents with meaningful input that is being used to drive the planning and assessment of the College. The regular meeting of the Academic Senate and its positioning as the key governance group in program review is a consequence of dialogue in Academic Senate and Department meetings. Efforts to institutionalize student learning outcomes assessment and improvement are apparent in governance committees, in the Leadership Council, and in many department minutes. Discussion of student learning is evidenced at the division level, as well as leadership-level, committee meetings, and within district-level leadership groups. The College has engaged in dialogue about student success, SLO assessment for academic student services and administrative areas, Distance Education, Diversity, Budget Allocation processes, technology and student achievement gaps. Some communication is one way but appears to be created to stimulate organic discussion such as the *Data Matters* newsletter, President's *Newsbursts* and *GC Did you Know*; while other venues such as

FIG discussions on student achievement and Visioning Activities are created as open invitations for information flow on important topics. (1.B, 1.B.1)

There is clear alignment of Mission, Strategic Goals, Educational Master Plan, Technology Plan, and Distance Education Plan as verified in summary reports. The Institutional Survey Data suggests that institutional members understand these goals and the widespread activities at the College suggest that its constituents across divisions cooperate to meet those goals.

The College has set out its goals in its 2010- 2016 Strategic Plan. The Strategic Plan was last updated in 2009 and is now on a six-year renewal cycle. The process to develop the plan was broad-based in an effort to include all campus constituencies. This plan includes a timeline that allows for setting annual goals to direct resource allocation and ensure that resource requests that align with these annual goals are given higher priority. The goals of the College are widely published in a variety of locations including the College webpage, Educational Master Plan, and other planning documents that are accessible to the College Community and the general public. These goals are accomplished by a variety of objectives and actions and strongly support the stated mission of the College. The College monitors progress towards stated goals in a variety of ways: the annual program review updates, unit level program reviews, and through climate surveys, and monitors student achievement through College-wide Key Performance Indicators (KPIs). (1.B.2)

Grossmont has a well-developed system of regular evaluation of goals and decision-making. Their integrated planning cycle is known as PIE where “the ‘P’lanning for the coming year, selects activities that are planned for ‘I’mplementation in the current year, and compiles an ‘E’valuation of outcomes from activities completed in the prior year.” (1.B.3)

The minutes of numerous committees validate the broad-based input of constituencies and resulting allocation of funds through prioritization and scoring of various input data. The College planning website (<http://www.grossmont.edu/Planning>) provides constituents access and information about the many aspects of the planning process, as well timely information on institutional updates. (1.B.4)

The College has identified KPIs, the institution-set standards for student achievement, and created a dashboard to communicate and track important data. Annual College Planning reports, the Strategic Planning Summary, and the Education Master Plan Trend Analysis provide specific evidence of institutional effectiveness through changes and improvement directly related to the strategic plan. In support of the College, the District is currently implementing a new data management warehouse that is designed to assist in managing, and creating an ease of data recovery and analysis in support of planning, implementation, and evaluation of the various processes College-wide. (1.B.5)

The College has actively evaluated and updated its program review and planning processes with the help of outside consultants and collaborative district wide input.

Instructional changes have been informed by research efforts and collaborative dialogue, which have been enhanced over the past several years.

The College has a well thought-out and well-documented planning process. The College used several processes to assess its cycle of evaluation and integrated allocation of resource needs such as, surveys, and dialogue during P&RC meetings and division meeting dialogue. These plans strive to maintain a level of planning, implementation and assessment in order to improve student learning across all programs and services. Interviews with key personnel during the site- visit confirms that the Flex presentations, divisional meetings, committee activities and the institutional planning and assessment calendar provide College constituents with an outline of the role of evaluation and assessment in the planning, budget allocation and assessment/improvement processes. (1.B.6)

The College's program review process is operated on a six-year cycle for all its academic programs and services. The information required in program review is based on quantitative and qualitative data and appears to allow for a comprehensive analysis of all programs. Information from the program reviews appear in subsequent department meeting minutes as well as subsequent College plans, where it may be used in determining the allocation of resources. During this accreditation cycle, the College has introduced many reflective processes, surveys, end of cycle program review, and evaluation of KPI's are just a few of the formal processes used to evaluate the effectiveness of their mechanisms used to improve instructional and non-instructional programs College-wide. As a result, the review processes continue to be modified to provide a more rigorous self-reflective set of processes that have moved the College towards meeting and sustaining their program objectives. Each department provides annual updates to their program review and develops and implements annual planning activities that are intended to facilitate the achievement of longer-term goals. (1.B.7)

Conclusion

The College demonstrates a strong collective focus on producing and supporting student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning College-wide. The College has in place a comprehensive planning process that seeks to develop and maintain a cycle of planning, implementation and evaluation College-wide. There is a weak and somewhat unclear link between the various planning processes and assessments to, broad-based measureable goals and objectives. The College provided ample evidence that the planning process offers opportunities for input by College-constituents, and is tied to allocation of resources, through a documented system of prioritization and funding that leads to improvement of institutional effectiveness.

While data was widely available and discussed at numerous venues, the discussion has not produced targets or benchmarks to measure progress towards all goals. There is evidence of local programmatic targets but the further development of benchmarks or targets for the KPI's, strategic goals and other institutional outcomes will enable

discussions to develop at new levels further enhancing the good processes that are in place.

The College meets the Standard.

Recommendations to Correct Deficiencies

None

Recommendations to Improve

College Recommendation 1 - Institutional Effectiveness

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

Standard II

Student Learning Programs and Services

Standard II.A. - Instructional Programs

General Observations

Grossmont College (College) offers high quality degree and certificate programs that are in alignment with its mission. It is evident that the College takes student learning and student success very seriously through review of documents, processes, and minutes. This was also evident by the concern for quality of its courses, programs, and services expressed by the faculty, staff, and administration that were interviewed during the site visit.

The College has taken steps to evaluate its effectiveness in serving its students since the last accreditation visit. Since that visit, it has developed student learning outcomes (SLO's) for all of its courses and programs. Course-level SLO's are mapped to program-level SLOs, which are in turn mapped to the general education (GE) institutional student learning outcomes (ISLOs).

The College has also developed comprehensive timelines for the assessment of all program and course outcomes, and it is in the process of assessing these outcomes in a periodic and systematic fashion. Course SLOs are evaluated as part of the six-year program review cycle. Student Service Outcomes (SSOs) are assessed every year. ISLOs are currently on a three-year cycle. It is also evident that information from these assessments is used for improvement.

Support for distance education has grown dramatically at the College over the past several years.

Resources have been developed for both online students and faculty teaching online courses, including "Tools and Techniques for Online Teaching," which is a guide for faculty which was created by the DE Subcommittee; a Regular and Effective Contact Policy for Distance Education, which was developed by the DE Subcommittee and the TTLC; and the Distance Education Plan, which was created by the DE Subcommittee. Resources for students include a site entitled, "Online Success," which include four steps (Ready for online learning? <<http://www.gcccd.edu/online/student/step-1-ready.html>>, Apply to College and register for classes <<http://www.gcccd.edu/online/student/step-2-apply.html>>, Acquire the right equipment and skills, Blackboard basics <<http://www.gcccd.edu/online/student/step-4-blackboard.html>>). Blackboard is used for the majority of all DE courses. In terms of human resources, the College employs an Instructional Design Technology Specialist to assist faculty. The Coordinator of Assistive Technology as well as the Alternative Media Specialist work to ensure all DE courses are accessible. The College has also taken steps to ensure that its decisions are data-driven. It has undertaken several data initiatives and integrates the use of data in its planning processes.

The College has implemented several programs geared at fostering student success since its last visit. These include the Freshman Academy for first-year students, and the Math Academy and English Express, which offer courses in an accelerated format.

Finally, The College publishes clear and accurate information about its course, programs, and policies in its catalog, course schedule, and website. However, website organization of the College's complaint policies and procedures could be more consistent.

Findings and Evidence

The team finds that the College offers programs that are relevant to and meet its mission. A variety of data-driven processes identify community needs and determine courses and programs that are offered at the College. This data includes enrollment trends, feeder high school student characteristics, and various student outcomes. Data is reviewed annually during the College's Planning Forum in order to assure that the College is making progress toward achieving its mission and Strategic Plan goals related to student success as well as using appropriate delivery systems and modes of instruction. Assessment of student learning is integrated into the planning process through the program review process. (II.A.1, II.A.1.a)

The College makes use of a variety of delivery systems and modes of instruction that are appropriate to its students' needs. These include lecture courses, laboratories, field experiences, clinical experiences, and online courses. Faculty and administration using student and service area data assessments recommend appropriate course delivery systems and modes. The Curriculum Committee reviews each course, regardless of delivery or mode, and determines its appropriateness to the College. (II.A.1.b)

SLOs have been developed for all of the College's courses and programs. Course level SLOs are mapped to program-level SLOs and SLOs are mapped to appropriate GE/ISLOs. Assessments have been identified for each course-level SLO and course SLOs are assessed on a regular basis. Departments meet annually to discuss the results of these assessments. These discussions appear to be widespread among faculty and changes are made to courses based on these discussions. The results of these discussions are documented in annual program review updates and discussed at length in a program's comprehensive program review. (II.A.1.c)

The College assures the quality and improvement of all instructional courses and programs through regular outcomes assessment. The College relies on the expertise of its faculty to design, approve, administer, and evaluate all courses through its Curriculum Committee and its program review process. It also utilizes advisory committees to assist in identifying competencies and appropriate learning outcomes for certain disciplines such as the health professions. (II.A.2, II.A.2.a, II.A.2.b)

The College assures that it offers high quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning to characterize all programs through the curriculum process and the program review process. The

Curriculum Committee assures that all courses and programs are appropriate to the College and of high quality, and programs address continuous improvement during the program review process. (II.A.2.c)

The College also utilizes a variety of delivery modes and teaching methodologies that reflect student needs and learning styles. Departments are asked to comment on strategies and instructional innovations that address differing learning styles during the rigors of the program review process. If these required components are missing or lacking, the Program Review Committee makes recommendations to the program/department to revisit. If cited innovations are exceptional, the committee often recommends the department conduct a flex week professional development activity to share the practice. Courses utilize technologies such as computers, audio/video, clickers, computer applications, etc. to address varying learning styles. The College also embraces cohort-based instruction, learning communities, and accelerated learning to assist its at-risk, special needs, and historically disadvantaged student populations. Examples of these are the Freshman Academy, the Math Academy, and English Express and support programs for student athletes. (II.A.2.d)

Evidence was provided of ongoing, systematic evaluation for improvement and integrated planning. All courses are evaluated during regular six-year program review cycle. Faculty analyzes relevancy, appropriateness, currency and achievement of learning outcomes during this process and makes changes to courses based on this analysis. The committee makes commendations and recommendations based on the information contained in these comprehensive program reviews as well. Programs also submit annual program review updates and analyze retention, success, and efficiency measures and recommend actions items for the upcoming year. Action items that require funding are vetted by the Division Council made up of a division dean and department chairs. These requests are then forwarded to the Institutional Review Committee, which evaluates and prioritizes and ranks these proposals. Proposals then are forwarded to the Planning and Resources Council, the College's main shared governance group, which recommends funding. Items not selected for funding are retained in the event that more funding becomes available. This process is a good example of the broad-based dialogue that is characteristic of the College's planning processes. (II.A.2.e, II.A.2. f)

Several departments, such as English, ESL, math and chemistry have developed common examinations and/or, grading rubrics. Some CTE programs use exit exams for their students in preparation for licensure exams, and faculty strive to ensure that these are effective and that bias is minimized. (II.A.2.g)

The College awards credit based on the Carnegie unit of credit. Credit is awarded in classes based on student achievement of each course's requirements, objectives and student learning outcomes. This information, along with grading policies, is noted on course syllabi. (II.A.2.h)

As mentioned previously, the College's faculty developed SLO's at the course and program level. Course level SLOs have been mapped to program SLOs (PLOs), and

PLOs have been mapped to relevant GE/ISLOs. Course-level SLOs are assessed, and this assessment indirectly assesses program outcomes and GE/ISLOs. Credit is awarded based on the achievement of these outcomes. (II.A.2.i)

The College catalog contains relevant information on general education requirements. This information includes the College's philosophy of general education as well as opportunities for individual flexibility within the general education pattern. The College faculty proposes courses for inclusion in the general education pattern and the Curriculum Committee determines the appropriateness of these proposals through a rigorous course review process. (II.A.3)

The College's general education requirement includes six units in humanities and fine arts, six units in the natural sciences, and six units in the social sciences. Each course in the general education pattern is connected to at least one GE/ISLO. (II.A.3.a)

The College's general education requirement ensures that students completing the requirement are productive and life-long learners and that they recognize what it means to be an ethical human being and effective citizen. The College's GE/ISLOs reflect these characteristics, and SLO's from these courses are mapped to the College's GE/ISLOs. The College has also assessed relevant GE/ISLO's directly through student and faculty surveys regarding the student's ability to integrate and learn these skills and characteristics. (II.A.3.b, II.A.3.c)

All of the College's degree and certificate programs focus on at least one area of focused study. Additionally, the four General Education degrees offered by the College each include a focus-on interdisciplinary core. (II.A.4)

Students completing vocational and occupational degrees are prepared for external licenses and to meet employment standards. The College cites high pass rates for licensure exams in the health professions such as 96.6 percent for nursing, 72 percent for Respiratory Therapy, and 87 percent for Occupational Therapy Assistant. The pass rate for nursing is especially significant given that it rose from 79.3 percent in 2007-08. All CTE programs meet with advisory committees, which review course content and outcomes. A recent study conducted with the Research and Planning Group for California Community Colleges that targeted students who had participated in the College's CTE programs revealed that a very large percentage (78 percent) were employed and 80 percent indicated that they were working in their field of study. Notably, the job placement rate for nursing continues to exceed statewide rates (the College – 88%, Statewide – 54%). (II.A.5)

Information on courses, programs, and transfer policies are clear and available to students in the College catalog, and the College's website. Deans ensure that all syllabi state course SLOs and that one is distributed to students in every class. (II.A.6)

Information on transfer-of-credit policies is also clearly stated in the College's catalog. Articulation agreements are developed, overseen, and maintained by a full-time

accreditation officer. These agreements are relevant to the local student population and to the mission of the College. (II.A.6.a)

The College adheres to the program discontinuance policy that outlines a process for discontinuance and a plan to allow for transition or completion. (II.A.6.b) Information on the College's website, catalog and other publications is accurate and current. The College's catalog is reviewed annually, and the schedule is reviewed every semester. (II.A.6.c)

The College's board has a policy on academic freedom but no policy on academic honesty was reported in the Self Evaluation Report. However, the College catalog does contain information on the expectation of academic honesty in the Grounds for Disciplinary Action section and outlines academic honesty in the Academic Integrity section. This information also appears in the schedule of classes and the College website. (II.A.7)

The College expects that faculty distinguish between personal convictions and professionally accepted views as evidenced by BP 4030. This policy allows for academic freedom and the expression of instructor opinion as long as the instructor identifies it as such. (II.A.7.a)

The College catalog contains information on academic integrity and the consequences of plagiarism. Information is also available in the Student Discipline Procedures Handbook as well as the GCCCD Administrative Procedure 5500, which outlines student disciplinary procedures. The Academic Senate also encourages faculty members to include information regarding academic honesty in their syllabi. (II.A.7.b)

The College does not seek to instill particular beliefs or world views. College values are reviewed periodically with faculty and staff, and the College also adopted an ethics statement in 2010. The Governing Board adopted board policies and administrative procedures related to an Institutional Code of Ethics (BP and AP 3050) and Conduct (BP and AP 3060). (II.A.7.c)

The College does not offer curricula in foreign locations to students other than U.S. nationals. (II.A.8)

Conclusions

The team finds that The College has made considerable progress in the area of utilizing SLOs to continuously and systematically improve its courses and programs. Since the last accreditation site visit, SLOs have been developed for all courses and programs. Course-level SLOs have been mapped to PSLOs and course and PSLOs have been mapped to relevant GE/ISLOs. Assessment of outcomes is ongoing with broad-based discussion of results taking place in multiple venues and at multiple levels. It was clear that faculty, staff, students, and administrators are engaged in the process and are using results to implement changes that improve course, programs, and student learning. The

College is encouraged to accelerate the timeline for course SLO assessment that seems to be prevalent for many courses. Many are on a six-year assessment cycle. However, some departments assess more often. Student Services has made the decision to assess on a three-year cycle and administrative services assess outcomes annually.

The College also has a very robust program review process. There is a separate Program Review Committee for academic programs, for administrative services, and for student services. The academic Program Review Committee meets weekly and ensures that the College's programs meet agreed upon standards. It is evident that the program review process is ongoing, systematic, and used to improve student learning and institutional effectiveness.

The College provides clear information on courses, programs, policies, and procedures in a variety of media. However, as noted above, the College is advised to ensure that information on student complaint procedures is consistent. Also, although the College's expectations of academic honesty and the consequences of academic dishonesty are outlined in different locations such as the College catalog and the Student Code of Conduct, a board policy on the definition of and expectations regarding academic honesty would be helpful.

Finally, the DE Subcommittee plays an important role in the development of the institution's internal policies and in the training and support of faculty who teach DE and the students they serve. Towards that end, it is important that the DE Subcommittee work collaboratively with faculty leadership in ensuring that the College's Policy on Regular and Effective Student Contact be followed and, that faculty have a full understanding of the distinction between the ACCJC's definition of Distance Education and Correspondence Education.

The College meets the Standard.

Recommendations to Correct Deficiencies

None

Recommendations for Improvement

None

Standard II

Student Learning Program and Services

Standard II.B. - Student Support Services

General Observations

The College recruits and admits diverse students consistent with its mission through open access admissions. The College assures quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution. Matriculation services are high quality and delivered in broad-based and creatively designed modalities. With the newly constructed Griffin Center as well as Student Services and Administration buildings, the visibility of student services programs and services strengthen the College's ability to reach out to all student populations in central locations. The team found the College has a "robust" student services program review process. That assessments are conducted, programs are required to address SLO/SSO assessments and make changes based on these assessments.

Findings and Evidence

The institution provides a broad spectrum of support services, both in-person and online, to all students consistent with its mission, vision, and core values. Distance Education students are provided comparable student services and the division actively evaluates online services for effectiveness. Each College division demonstrates collegiality, collaboration, and a genuine concern for student learning outcomes, student achievement and success, equity and intentionality of using assessment results for institutional effectiveness. The newly renovated Griffin Center is vibrant and supports the institution's student-centered mission. Students are well aware of available services due to the physical nature of the building's plan and open communication channels within the College divisions and the Associated Students of Grossmont College. The Student Services division has completed several annual cycles in which they have assessed 100% of their SSOs including the following analyzed data results to measure service effectiveness, collegially engage in broad-based dialogue with faculty, administration, staff, and students on assessment. This resulted in attaining measurable improvements, and integrates such into fiscal and operational planning in alignment with all College divisions. The leadership in the Student Services division actively recruits student-based involvement in shared governance committees, and supports a proactive student-centered approach in areas such as Counseling, Admissions & Records, DSPS, EOPS and Financial Aid in order to improve the effectiveness of these services.

The International Student Program is large, well-organized, and supported by College and District Administration. Because of where the College is situated, it has one of the largest-growing veteran populations in San Diego County. The institution supports the ever-increasing veteran population with specialized counseling and is in the process of

remodeling its Veterans Center and looking forward to new bond-related construction as well. The ties between the Student Services and Academic divisions have strengthened over the last few years in terms of integrating information to faculty on how student services directly impact teaching, learning, and achievement. Through discussions with Student Services administration, faculty and staff, each department member participates in authentic SLO/SSO assessments and uses the results of data analysis as the basis for improvements and a means of integrating planning with allocation of resources or, thinking of ways to leverage existing resources. (II.B, II.B.1)

The institution provides a catalog, schedule of classes and web-presence for its constituencies with current and accurate information. The catalog and schedule of classes is well-organized and attractively designed easily referencing general information and academic requirements for admissions, fees, and completion. (II.B.2.a, II.B.2.b)

Although the institution provides current information on the major policies affecting students in its catalog, schedule of classes and website, internal processes for student grievances, grade disputes, general complaints, student discipline procedures, and claims of alleged unlawful sexual harassment and discrimination are not consistent across all publications. The website offers the public and students a quick way to access information on “complaints” but is not organized in a way that makes it easy for users to access internal complaint processes and forms. The complaint policies are being consistently followed and records of complaints are kept confidential, are well-organized, and easily retrievable. The team verified there were no significant student complaints or trends that suggest any trends or patterns that needed further investigation. (II.B.2.c)

Major policies impacting students are outlined in the college catalog and detailed documents are included on the Student Affairs website. The team verified updated policies as of 2012, and verified the policies were complete and met the details required by the Standard. The concern raised by the team was about the consistency of communications of the policies and procedures and the ease of obtaining them on the website. (II.B.2 d)

The institution gathers, synthesizes, and analyzes data to identify the learning support needs of its student population in order to provide appropriate and comparable services and programs to address student needs in both face-to-face, online, and distance education environments. Through its rigorous program review process, Student Services programs incorporate wellness, cultural diversity, student-centeredness, and civic responsibility into its improvement plans on a systematic and regular basis, creating a division-wide culture of making recommendations and/or operational decisions based on reliable data analysis. The institution is making clear progress in collaborating with its sister College in identifying the learning support needs of the business community and general public through customized contract education and/or not-for-credit offerings respond to changing community needs. Significant efforts to reach out to historically under-served student populations and attract students from diverse backgrounds support the College Mission in promoting equitable access to prospective student populations. Planned expansion and enhancement of student services is an ongoing concern and

directly relates to outcomes assessment analysis, attention to meaningful improvements, and integrating fiscal and operational planning into the mix. One example worth noting is the expansion of student clubs from 28 to 40 as a result of student surveys and data analysis. In addition, the Administrative Services division consistently reaches out to students for input on important student needs such as food services, bookstore, classroom furniture and other kinds of grounds and/or facilities planning. The Counseling Department provides students with educational planning services, year round both in-person and through expanded online resources through a new Cynosure system. Strategies to enhance online services for the general population and DE students continue through the program review and assessment processes. (II.B.3.a, II.B.3.b, II.B.3.c, II.B.3.d, II.B.3.e, II.B.3.f)

As a result of data analysis, the Student Services division is transitioning from a 6-year program review cycle to a 3-year cycle in order to address the increase in legislative changes and to keep a more current pulse on student needs and satisfaction levels. The Student Services division has completed several annual cycles in which they have assessed 100% of their SSOs, analyzed data results to measure service effectiveness, collegially engage in broad-based dialogue with faculty, administration, staff, and students on assessment results attaining measurable improvements, and integrates such into fiscal and operational planning in alignment with all College divisions. (II.B.4)

Conclusion

All programs submit an annual report and assessment results are integrated into planning documents. The Student Services division uses the results from program review and assessments to identify service gaps and proactively addresses those gaps in a timely manner resulting in meaningful and sustainable improvements.

Even though the institution does not identify its Distance Education as a program within the Title 5 definition, it functions as a program in terms having a Distance Education Plan 2012-2015 containing eight (8) Objectives/Goals/Plans, in addition to overarching themes and guiding principles. The evidence indicates that all new, enhanced or transformed Distance Education courses go through the same rigorous curriculum review process as regular courses and provide comparable student services to distance education learners. The DE Subcommittee plays an important role in the development of the institution's internal policies and in the training and support of faculty who teach DE and the students they serve. Towards that end, it is important that the DE Subcommittee work collaboratively with faculty leadership in ensuring that the College's Policy on Regular and Effective Student Contact be followed and, that faculty have a full understanding of the distinction between the ACCJC's definition of Distance Education and Correspondence Education.

The Student Services division has impressive program review and SLO/SSO assessment processes that include and embrace an appreciation of the value of a broad-based dialogue across all College divisions. This inclusive and holistic approach ensures, and assures, continuous and sustainable improvements to its services and programs.

The ASGC leadership is vibrant, resourceful, caring in developing student leadership skills and motivating the student body to be active participants in the College's shared governance structure, creating new and exciting student clubs matching the ever-changing diversity of its students, and for helping students achieve success. The Student Services team is collegial, enthusiastic, motivated and dedicated to serving all student populations, including the growing DE population with innovative and resourceful intentionality.

While the College updates and ensures policies and procedures are updated, the College can improve by ensuring communication documents regarding these policies/procedures are accurate, consistent, and easier to obtain.

The College meets the Standard.

Recommendations to Correct Deficiencies

None

Recommendations to Improve

College Recommendation 2 – Student Services

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

Standard II

Student Learning Programs and Services

Standard II.C. - Library and Learning Support Services

General Observations

Overall the library and other learning support services for students are sufficient to support the College's instructional programs and intellectual, aesthetic, and cultural activities. The Learning and Technology Resource Center (LTRC) was remodeled and upgraded in 2004, thus providing an inviting space that integrates services such as the library, tutoring, learning centers, and computer laboratories. The LTRC has two sections, the library and the Tech Mall. The library houses substantial resources, as well as space for students to work and relax. The Tech Mall contains multiple computer labs for a variety of purposes. Approximately 6,800 students per week utilize the open Tech Mall Lab.

There are four faculty librarians and six full-time classified staff. Since the previous visit the College has lost faculty librarians who have not been replaced. The Tech Mall utilizes classified staff and work-study students to supervise and assist in the open lab area. The additional labs in the Tech Mall are staffed by the departments they serve.

The College has robust resources for DE students, including databases, e-books, and online tutorials; the College recently began using Smarthinking, an online tutoring service. DE students can also request books through an interlibrary loan form and a purchase request form.

There is evidence that library staff work closely with faculty to develop the collection. Faculty also build "web-based course guides" and subject guides ("a one stop shop") to provide information about library resources in specific areas. Librarians serve on a number of committees, such as the curriculum committee and program review committee, in order to stay abreast of changes in terms of library resources needs. In addition to these committees, librarians meet with faculty to discuss collection requests.

The library has a variety of ways of evaluating the effectiveness of its resources, including monthly circulation statistics, technical services statistics, and program review. A variety of surveys also contribute to this evaluation.

The library has instructional support outcomes (ISOs) for each of the three public services desks, as well as the interlibrary loan service. Each outcome has several ways in which it can be assessed. Students are very happy with these services, though very few students were surveyed (approximately 40 over a two semester period).

Software used within the Tech Mall and designated labs is licensed through individual departments. Instructional Computing Services installs all software and maintains the licenses. The Learning Technology Resources division technical staff schedule regular maintenance of equipment.

The College has a large number of contracted service agreements for library materials. All contracts are evaluated and reviewed annually, and the effectiveness of those services is assessed in satisfaction questionnaires.

Library and other learning support services are evaluated regularly, including the evaluation of ISOs on a six-year program review cycle. The library completes an annual program review update, as well. The program reviews of other departments include a library section. Tutoring services are evaluated with a survey that was initiated in the fall of 2012 and completed by a small number of students. A tutor taskforce was created at the same time. National standards based on the ACRL Annual Survey, the Council of Chief Librarians "Annual Library Data Survey," and the Academic Libraries Survey are used to measure number of books and journals, numbers of interlibrary loans, circulation and reserves statistics, public service hours, and full-time equivalent staff.

In terms of exemplary practice, decentralized tutoring seems to be effective. The library website is a "user-friendly portal" to library resources.

Findings and Evidence

The Library and learning support services are sufficient to support the College's instructional programs. The newly remodel facilities accommodates the quantity, currency, depth, and variety to facilitate the educational offerings regardless of location or means of delivery.

The library has four faculty librarians, six full-time classified staff, six part-time faculty (1.5 FTEF), and a "varying" number of work-study students and regular student workers. The College has fewer librarians than in previous years, from six prior to 2005 to four today. The librarians expressed concerns about the staffing levels due to the budget reductions and cited acceptable "standards" for libraries. These standards are from the "Standards of Practice for California Community College Library Faculty and Programs" from fall 2010, produced by the Academic Senate. Staffing levels have been reduced throughout the College and consistent with other areas on the campus, the College has adequate staffing to meet the Standard. Standards produced by other organizations are not under the purview of the evaluation team.

The library staff employs a variety of means to provide access to a broad spectrum of materials. The library houses 77,000 print books, over 100 periodical subscriptions, an extensive selection of non-print resources, in addition to over 55,000 e-books, over 2,500 e-reference books, and electronic periodicals accessed through databases. Interlibrary loan expands the collection further. Three reference desks staffed by librarians give students one-on-one assistance. Librarians use a variety of means to create a collection

that best serves the College's needs, including working as liaisons to instructional departments, in order to support the Collection Development Policy.

In addition to these materials, librarians create web-based guides to support student learning. One is created for each class attending a library instruction session. These guides remain available to students from the library's "Research Guides" link.

2011-12 Institutional Survey results suggest students are reasonably happy with access to and amount of resources. Institutional survey results in spring 2012 indicated that only one percent of student respondents took all of their classes online, and 48 percent took face-to-face and online classes. In the survey, however, there is notable variance between faculty (66.7 FT, 76.1 PT), staff (44.8), administrators (80), and students (74.2) as to satisfaction with the College's online resources (78). Library staff suggested that staff members most often come in with requests that cannot be immediately met because they are non-academic, i.e. a request for a current best seller. These requests can often be met through a loan. (II.C.1, II.C.1.a)

The library has a robust instruction program. Librarians teach information competencies using a variety of methods, all of which are assessed and whose assessment results are used to improve practice. The library offers ongoing instruction for users of the library in a variety of ways. In addition to the library research course (LIR 110), reference interviews between students and librarians, group instruction for specific courses in the library or classrooms, web tutorials, digital and print handouts, asynchronous instruction such as the Library Tour webpage, and chat. The library has also initiated LUCI, the Library User Computer Instruction, and online tutorial to introduce students to the library and research methodology. In 2010 librarians also began offering an innovative "point-of-need, active-learning model" way of demonstrating searches. A smart classroom, the LIL, is devoted to library instruction for information competency. The library research course (LIR 110) is taught here. (II.C.1.b)

Access to library and other learning support services is provided 55 hours per week, from 8 a.m. to 8 p.m. Monday through Thursday and 8 a.m. to 3 p.m. on Fridays. The Tech Mall remains open additional hours to provide students access to electronic resources. Library staff is on duty at the three public service desks during all open library hours. The library is not currently open on the weekends. The library's hours are about 20% fewer than they were prior to campus-wide budget reductions. 67% of students surveyed in the 2011 Library Marketing Plan felt that they library hours were good or excellent. On this same survey a small number of students requested earlier or weekend hours. The 2011-12 Institutional Survey corroborated students' satisfaction with current hours, since 71% of students claimed that these hours are adequate.

Through web guides, databases, e-books, online tutorials, and interlibrary loan, library resources are available off-campus. Within the library students with disabilities can access additional software and use the reference desk at a low counter. (II.C.1.c)

Maintenance and security is adequate. The LTRC, which includes the library, the Tech Mall, and staff offices, has an alarm system that is activated when the building is closed. This system is directly connected to the district police. The library has a separate security system to ensure that books and other materials are not removed. Some of the labs are also equipped with key-card access that tracks who enters. The library also has a detailed disaster/emergency plan. Remotely accessed online library services are validated using EZProxy. All computers require valid network logins and passwords. Approximately \$200,000 per year is allocated for computer labs and learning centers, but there is a notation that “continued resources allocation is needed to ensure the educational technology needs of the College are met;” however, there is no Annual Implementation Plan to this effect. Staff explained that funds are adequate and that there is a relatively new computer replacement program. (II.C.1.d)

The College relies on other sources for library and learning support services, and it documents that formal agreements exist. These contracts are evaluated and renewed annually by library staff. The use and effectiveness of these sources are assessed via satisfaction questionnaires. (II.C.1.e)

The library has well-documented SLO assessments and both new and established surveys that both assess these SLOs and general student satisfaction with Library services. Additional methods of evaluation reach out to students, faculty, and administrators. A comprehensive program review process and annual program review updates provide opportunity for reflection and improvement as evidenced by annual assessment reports. (II.C.2)

Conclusions

Library staff is committed to communication with the faculty and students they serve. This communication contributes to a collection that represents students’ needs. Faculty work closely with students, both in classes and individually, to hone research skills and informational competency. A trend toward more electronic library resources emphasizes the need for dedicated library technology support staff.

Staff also expressed pride in the library and Tech Mall facilities, which include a newer library portion and the Tech Mall, which inhabits the remodeled old library.

Students are satisfied with both the resources, the availability of the library and Tech Mall, and the services they receive. All of the library’s services are regularly assessed through appropriate means. The assessments are used for improvement.

The College meets the Standard.

Recommendations

None

Standard III Resources

Standard III.A. - Human Resources

General Observations

Since the last accreditation review, the college has successfully weathered one of the most difficult economic periods in its history and one that has had a dramatic impact on funding for California community colleges. During that same time period, the college and the district have experienced a significant turnover in the Board and executive leadership, along with a dramatic reduction in the number of faculty, staff, and administrative personnel. Despite those dynamic and challenging conditions, the college has used that opportunity to come together as a teaching and learning community and found ways to remain innovative and responsive to advancing their mission and core values. Despite the staffing reductions, the College is maintaining academic quality and is serving the needs of its students. Planning for continuation of this level of service is an item discussed below.

Findings and Evidence

The College satisfactorily demonstrates the processes by which the District employs qualified faculty, classified staff and managers. All criteria, qualifications, and procedures for recruiting are outlined in operating procedures, reviewed by Human Resources HR, and followed appropriately. HR staff verifies that applicants meet the required minimum qualifications. Faculty expertise in distance education and correspondence education instruction is aligned with faculty qualifications in each discipline. The criteria, qualifications, and procedures for selection of personnel are clear and publicly available and faculty has a significant role in the selection of new faculty. (III.A.1.a)

Written criteria have been established for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. The evaluation processes are designed to focus on assessing effectiveness of personnel and encourage improvement.

All employees, including faculty, classified staff, supervisory/confidential, administrators, vice presidents, the president and chancellor are routinely and systematically evaluated following processes and procedures defined within bargaining unit contracts or Board Policy. (III.A.1.b)

The College faculty and staff employ a number of thorough and ongoing evaluative processes to measure the institution's effectiveness in producing student learning outcomes and then use the results to improve student learning, program effectiveness, and to design professional development opportunities. Faculty and staff responsible for

student learning are recognized in narrative portions of individual evaluations and program review reports provide evidence that SLO data is reviewed down to the section level. No direct means has as yet been incorporated in the formal evaluation process for faculty or other employee groups with responsibilities for student learning. Evaluation of administrators (including deans, vice presidents, presidents and chancellor) include promoting student learning as part of their annual goals, self-evaluation, or supervisor comments. The district is currently in negotiations with AFT and bargaining to include the self-reflection model for SLO assessment in all faculty evaluations. Further negotiations with other bargaining groups will be necessary to incorporate a means of evaluating other staff responsible for student learning. (III.A.1.c)

Written codes of professional ethics and conduct for employees are clearly in evidence in Board Policy (BP 3050) and Administrative Procedure (AP 3050) and additional ethics codes are in evidence for faculty and students. The College has articulated and published an ethics statement pertaining to all members of the college community (employees and students, alike) that includes established professional standards, specific values, and the GCCCD Student Code of Conduct. This statement can be found in the college catalog. (III.A.1.d)

Budget reductions and a sluggish state economy have had a significant impact on the College's ability to restore and fill more than the most critical faculty, staff and administrative positions. Two Early Retirement Incentive (ERI) programs and comparatively low salaries have created the conditions for an ongoing turnover of management. The college staffing landscape is characterized by vacancies in key positions, failed searches, interim hires, and the need to backfill positions of existing employees who are temporarily promoted. In spite of all that, the college has utilized a rigorous, multi-level and collaborative planning process to identify, prioritize and hire positions in support of the college's mission and purposes. The College has and continues to work strategically to ensure there is a sufficient number of qualified faculty, staff, and administrators. (III.A.2)

GCCCD, with primary responsibility for policy development and revision, subscribes to the CCLC policy and procedures update services and reviews policies and procedures on a six-year cycle. The district maintains all board policies and administrative procedures and makes those available for information and review. (III.A.3)

The district Diversity, Equity and Inclusion (DEI) Council is the district wide body that monitors compliance with written policies that ensure fairness in employment procedures as outlined in the Board adopted Equal Employment Opportunity (EEO) Plan (III.A.3.a). Personnel records are secured and Board Policy clearly indicates how those records are made available to each employee. (III.A.3.b)

College and district efforts to address a previous recommendation have led to considerable progress and improvements in the area of equity and diversity. The district EEO plan and the district/college Diversity, Equity and Inclusion (DEI) Council/Committee track and report data and foster an environment in support of equity

and cultural competence. Of particular note is the wholehearted way the district and the college have embraced and pursued a culture of excellence. Related to the standards, the district has clearly stated its commitment to diversity and the college's mission statement and core values focus priorities on the 'power of diversity and inclusion.' College programs, practices and services are consistent with its mission and core values, and the college DEI Committee works to develop and implement programs that foster a culture of equity, inclusivity and respect for all college employees (III.A.4.a). The College's selection as one of eight institutions nationwide to participate in the American Council on Education's "At Home in the World Initiative" is noteworthy. The District and College record in employment equity and diversity is regularly reviewed as part of the EEO Plan, and data are reviewed and discussed at college and district levels (III.A.4.b). The Board approved the EEO Plan and Board policies and procedures outline harassment and employment procedures. The district DEI and college DEIC monitor progress, disseminate information, and recommend strategies for improvements to ensure integrity in the treatment of all employees. (III.A.4.c)

The College has done an excellent job of its proactive restructuring of the professional development unit with a full-time professional development coordinator (a faculty on 100% reassigned time) with support from a full-time administrative assistant. While the effectiveness of that new structure is yet to be fully assessed, it was clear the college administration is committed to creating a campus wide learning community. Professional development activities are varied and evidence collected during the visit suggests planned professional development activities meet the needs of all employee groups. Of particular note are the professional development opportunities and resources made available to classified staff, including the first classified staff convocation held in spring 2013 and other off-campus activities. Professional development activities, as with so many other initiatives at the college, are systematically evaluated and the results used for improvement. (III.A.5, III.A.5, II.A.4.a, III.A.5.b)

The college describes a thorough and integrated planning process throughout the self evaluation that allows for the identification of human resource needs via annual and comprehensive program review, ranking of those needs by faculty and classified staffing committees and forwarding to the Planning and Resources Council; and, by way of the President, to the Chancellor's Cabinet and District Strategic Planning and Budget Council. The DSP&BC maintains a 3-5 year staffing plan. (III.A.6)

Conclusions

Through the application of clear and public Board Policy and Administrative Procedures, the college employs and routinely evaluates qualified personnel consistent with its mission and holds all employees to written codes of ethics. Evaluations of faculty and others directly responsible for student progress toward achieving stated student-learning outcomes need to be updated to include a component that assesses individual's effectiveness in meeting that responsibility.

Through a thorough and collaborative planning process and based on the college's 2010-2016 Strategic Plan, the college has found ways to maintain a sufficient enough number

of qualified faculty, staff and administrators to provide the necessary educational and administrative services to support the college mission and purpose. District Board Policies and Administrative Procedures and the district EEO Plan support and ensure equitable and consistent application of employment policies and procedures.

Through a clear and publicly stated district wide commitment to equity and diversity, supported by the district EEO Plan, the college mission and core values, and the activities of institutional councils/committees, the college demonstrates a clear commitment to creating an equitable, diverse and inclusive environment for employees and students. Professional development programs and activities are consistent with the college mission and supportive of teaching and learning for the entire college community.

Through a clear, systematic, data driven and collaborative process of program and institutional review, the college ensures that human resource planning and prioritization are integrated with institutional planning such that limited resources are directed toward the highest need for programs and services.

The college partially meets Standard III.A.

Recommendations to Correct Deficiencies

College and District Recommendation 4 - Human Resources

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

Recommendations to Improve

College Recommendation 3 - Human Resources

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

Standard III Resources

Standard III.B. - Physical Resources

General Observations

The campus community expressed great pride in their facilities, for good reason. The new facilities and accompanying landscaping redesigns created a beautiful, inviting atmosphere while being functional, efficient, and cost effective. Native, drought resistant plants were incorporated into the grounds throughout the remodeled areas. Seating was located throughout the campus, adding to the inviting atmosphere. Students congregate in large and small groups across the campus. Space was used on both horizontal and vertical planes creating a surprising number of usable areas within footprints limited by surrounding buildings.

Newly redesigned and constructed spaces on campus are inviting for student learning and provide many opportunities for student to gather and work together. Students are new using the spaces, and the environment is open, friendly, and inviting.

Findings and evidence

Information about physical resources was derived from multiple sources (e.g. in-person observation, program review, outside agency inspections, internal and external surveys) into higher levels of aggregation performed by overarching committees, administration, and senates with each group adding additional sources of data (e.g. capacity/use, enrollment, FTES, longevity, number/type of repair issues associated with equipment/facility, access). The College document identified physical needs and goals and includes data in the documents. The College needs are integrated with district wide goals and needs and incorporated into district wide planning in addition to college planning documents. A district Facilities Master Plan includes the overall district plan and the discrete college facility plans. (III.B, III.B.1, III.B.1.a, III.B.2.a)

The College has set goals, and uses strategic planning processes to plan and implement strategies to insure that the College's commitment to enhance and maintain safe, secure, and a healthy working and learning environment. The results of the 2011-12 Institutional Survey indicate that faculty, staff, and students feel safe on the campus. The team observed that the College has a very vibrant, safe, and accessible campus. (III.B.1.b.)

Inspection reports of the facilities are required each semester and completed by designated leads. Leads are assigned by physical proximity and area of responsibility. Reminders are sent out each semester to ensure timely completion of the site inspections. Completed forms are collected by area managers and submitted to maintenance and administration. Issues identified during site inspections and reported on the forms are categorized using the established prioritization criterion and scheduled for correction.

Information from the site inspections is also fed into the program review and facilities planning process. (III.B.2, III.B.2.b)

A defined prioritization system for addressing physical resources is well documented with evidence of use, as are the planning and prioritization structures for repairs, replacement, and/or purchase of new equipment. (III.B.2.a, III.B.2.b)

Load/staff ratio forecasts are incorporated in the Facilities Master Plan for library and DE, counseling, and administration/management. Maintenance and other associated costs are incorporated as an element of the planning and design process for renovation and development of new facilities. Cost effectiveness and sustainability, and environmental impact are also criteria used in the design process. Facilities are well maintained, regardless of age. The campus community expresses great pride in their facilities with cause. The new facilities and accompanying landscaping redesigns create a beautiful, inviting atmosphere while being functional, efficient, and cost effective. Comparisons of water and electricity costs between remodeled and untouched facilities/landscape show a cost reduction of over 50 percent. The newly updated and approved Facilities Master Plan addressed remodeling and landscaping of the older facilities. (III.A.6, III.B.1, III.B.1.a, III.B.1.b, III.B.2, III.B.2.a, III.B.2.b)

Conclusions

The College physical resources, including facilities, equipment, land, and other assets are designed to support student and employee learning activities while minimizing challenges to maintenance and repair. Physical resource planning and assessment is integrated with institutional planning at all levels.

The College provides a safe and sufficient physical environment that supports and enhances the quality of its academic and support services. Further, The College's facilities planning processes and structure provide an exemplary model for other institutions.

The College regularly and systematically plans and evaluates its facilities and equipment on a regular basis.

The College meets Standard III.B.

Recommendations to Correct Deficiencies

None

Recommendations to Improve

None

Standard III Resources

Standard III.C. - Technology Resources

General Observations

Wireless access was available in all buildings and in many of the open space areas. An exceptionally low number of desktops were tagged for technology issues in the open lab areas. Students were observed throughout the campus using a variety of technology. The technology support provided by the district and the college technology groups was well organized and efficient. Planning for future technology needs was ongoing while responsiveness to immediate needs were being addressed.

Findings and Evidence

Program review updates for all program areas include a section specifically asking for information on technology including status of current support and expected future needs. Information from program reviews and other sources including services using technology are included in institutional and district level planning through the defined processes. The college technology plan is included in the Educational Master plan for the college, the district Technology Plan, and the district Educational Master Plan. Evaluation of technology use is performed through analysis of survey results, usage tracking data, and the program review process. (III.C.1, III.C.1.a, III.C.1.c, III.C.1.d, III.C.2)

Online training for commonly used technology software including IFAS, Insight, and Cascade are available on-demand through the district website. Trainings for use of technology in support of pedagogy and other college activities are scheduled during in-service workshops, fall and spring professional development flex weeks, and at other times during the academic year. Additionally, training is provided to students for commonly used software and applications such as WebAdvisor and Blackboard. There are plans for the DE subcommittee to identify and expand training for online students. Professional development and training needs are determined through unit and college wide surveys. Recognition of human resource needs to support technology progress and use is documented and incorporated into the college and district technology five-year plan. A 'revolving' plan for replacement and upgrade of technology is in place and actively followed. (III.A.5, III.A.5.a, III.A.5.b, III.A.6, III.C.1, III.C.1.a, III.C.1.c, III.C.1.b)

The College and the district share responsibility for support and technical services to maintain technology across the college. The College has three network specialists, one instructional computing specialist, and three instructional media specialists to support faculty and instructional activities. Eight computer lab specialists are available to support the computer labs including the beautifully designed computer lab in the Learning and Technology Resource Center. Staff, including student workers, is also available to assist

with technology issues in the open lab. The District provides network support personnel, program analysts, instructional design technology, as well as the administrative and instructional systems and technical support including a staffed help desk and a network specialist. (III.A.1)

Conclusions

The College uses technology resources to support student learning programs and services and to improve institutional effectiveness. Further, technology planning is integrated with the broader institutional planning including the Educational Master Plan and Facilities Master Plan.

The College meets the Standard.

Recommendations to Correct Deficiencies

None

Recommendations to Improve

None

Standard III Resources

Standard III.D. - Financial Resources

General Observations

Like most other California community colleges, State General Apportionment, local property taxes, and enrollment fees are the primary source of revenue for the Grossmont-Cuyamaca Community College District and Grossmont College. Due to California's more recent economic decline and the resulting workload reductions to community colleges, the District and College have had to make significant budgetary reductions.

To address the fiscal crisis the District and College have implemented district wide reductions and cost cutting strategies that ensures the district remains in solid financial position while maintaining integrity of its mission. The planning for these reductions came forward through the institution's well-defined shared governance process that drives the resource allocation in alignment with the mission and objectives of the institution.

Using the guidelines established by the District Strategic Planning and Budget Council (DSP&BC), since 2008-09 the college has reduced 1,453 section offerings, which equates to a 33.52% reduction, and reduced 293.44 full-time equivalent faculty (FTEF), which equates to a reduction of 29.15%. Using the institutional planning and integrated budgeting model, the District has prudently managed its fiscal resources and consistently maintained an ending balance greater than 9% of budgeted expenditures for the unrestricted general fund. Using the institutional planning and budgeting integrated model, the district only deficit spent once during the previous five fiscal years and consistently maintained an ending balance greater than 9% of budgeted expenditures for the unrestricted general fund. With careful and prudent financial planning the district and college ensures both short-term and long-term financial stability and solvency.

Below is a five-year financial history for the unrestricted general fund beginning with the most recent fiscal year ending.

Unrestricted General Fund		2012-13	2011-12	2010-11	2009-10	2008-09
Revenues		92,127,875	90,036,923	99,295,265	98,278,844	100,319,660
Other Sources		1,352,253	4,522,643	(3,851,472)	(2,065,776)	(1,433,957)
	Total Revenues and Other Sources	93,480,128	94,559,566	95,443,793	96,213,068	98,885,703
Expenditures		89,178,473	92,568,201	94,845,104	93,457,125	96,618,519
Other uses and transfers out		2,708,547	1,147,740	1,502,159	1,683,633	593,823
	Total Expenditures and Other Uses	91,887,020	93,715,941	96,347,263	95,140,758	97,212,342
INCREASE (DECREASE)						
IN FUND BALANCE		1,593,108	843,625	(903,470)	1,072,310	1,673,361
ENDING FUND BALANCE						
AVAILABLE RESERVES		12,221,653	10,628,545	9,784,920	10,688,390	9,616,080
AVAILABLE RESERVES AS A						
PERCENTAGE OF TOTAL						
		13.30%	11.34%	10.16%	11.23%	9.89%
LONG-TERM DEBT*						
		A	10,520,733	7,683,319	8,025,027	6,195,865
ANNUAL FUNDED FTES						
	Credit	16,929	17,819	19,384	20,897	20,007
	Non-Credit	92	845	1,053	1,102	1,090
50% LAW						
		52.53%	52.43%	52.00%	54.88%	55.39%
* Per Annual Financial Statements - includes lease revenue bond, compensated absences, OPEB, capital leases, and supplemental employee retirement plan.						
A Annual Audit Report not available as of 10/15/2013.						

The district's unrestricted general fund ending fund balance has increased by \$2,436,733 over the past three years.

The State Chancellor's Office and the district's board policies recommend a reserve level of at least 5% of unrestricted general fund expenditures for economic uncertainties. The district has met this recommendation during the five-year history reviewed.

The District and College's long term obligations consist primarily of other post-employment benefit obligations related to current retirees and employees, employee compensated absences, lease revenue bonds, and capital lease obligations.

The largest unrestricted funding source is state apportionment, which is calculated primarily based upon full time equivalent students (FTES). The ability to fund the FTES is based upon the State's financial condition. As previously mentioned, due to imposed State workload reductions the college has had to reduce course offerings significantly. As a direct result, the college has experienced a reduction in FTES over the previous four fiscal years of 2,695.43 FTES or 18.59%. The impact on this relative to meeting long-term obligation is the college as well as the district overall has positioned itself for long-

term financial viability. The College has been able to reduce expenditures and still maintain and improve student success.

Findings and Evidence

The College is to be commended for their level of collaboration and inclusion in the budget development and allocation process. The College has formally integrated institutional planning with financial planning and budgeting. Through a clearly articulated and defined process the needs of each discipline and functional unit within the college is identified, assessed, prioritized and included in the budget development process. Anchored in Board Policy, Administrative Procedures, the college's 2010-2016 Strategic Plan, and well defined shared governance structure; constituents are collectively engaged in participation of local decision-making. (III.D.1.a, III.D.1.c, III.D.1.d)

The process begins with the projection of available resources by the District and College business offices. Using the current resource allocation model, budget allocations are then distributed to the four budget sites (Grossmont College, Cuyamaca College, District Services, and District-wide Commitments). These allocations are shared and discussed with the DSP&BC. Long term planning commitments, obligations and reserves are provided for within these site allocations. (III.D.1.b, III.D.2.c, III.D.1.c)

Once the College receives its allocation, which is based on all funding that includes any projected new funding; it then allocates base budgets to departments to meet their programmatic and service needs. Departments complete annual program reviews that are linked to the program review process. Within these annual program reviews, departments and programs list activities they would like to accomplish in the next fiscal year that would assist them in achieving progress towards department and college goals and in meeting program review recommendations. There are three program review committees, one for each division (Administrative Services, Student Services, and Instructional Services). Top activities that require funding are identified by division and forwarded to the Institutional Review Committee (IRC). The IRC evaluates and reviews the activities based upon a standardized rubric that in part ensures funding requests are aligned with the institutional mission and goals and forwards a prioritized list to the Planning and Resource Council (P&RC) for review. The P&RC then makes funding recommendations to the college president. Representation on the program review committees, IRC and P&RC include faculty, classified staff, students and management. (III.D.1.a, III.D.1.d, III.D.4)

With the recent fiscal crisis, the district and college is fortunate that the current fund balance is \$12.2 million, or 13.30% of unrestricted general fund expenditures. Of this district fund balance approximately \$3.4 million is reserve (ending balance) specifically for the College. In addition to being on solid financial ground, the district's June 30, 2012 annual financial audit received an unqualified audit opinion, contained no findings, and was completed within the statutorily required timeframe. (III.D.2.a, III.D.2.c, III.D.2.e, III.D.3.a)

The District promptly addressed the one audit finding noted by the external auditors in the fiscal year end June 30, 2011. All audits are reported to the Board of Trustees and reviewed with the DSP&BC and P&RC. All audit reports and budget information are posted on district's website for public viewing. (III.D.2.b)

In fiscal year 2012-13 the district submitted a request to the San Diego County Office of Education to borrow \$16 million to address cash flow needs attributed to State deferrals. Repayment of these funds will be done as property tax payments are collected by the County on behalf of the District. The College has sufficient cash on hand to maintain stability and meet all but the most catastrophic emergencies and unforeseen events. (III.D.3.a)

The College and District practice effective oversight of finances through using tools such as external audits, an integrated and effective planning and resource allocation process, and assessment of these processes. The College and District have demonstrated timely and effective responses to audit findings, categorical revenue reductions, as well as state budget reductions and uncertainties. The College and District have created effective checks and balance through it planning and budgeting processes to ensure effective oversight of its finances. (III.D.3.b)

During the 2013-14 fiscal year the College is projected to receive approximately \$18 million in federal, state, and local grants and restricted funding. Based upon examination of the annual financial statement audits and program reviews these specially funded programs and services appear to be managed well. (III.D.2.d, III.D.2.e)

As previously mentioned, the external auditors did not note any audit findings related to the college meeting compliance requirements nor did they note any deficiencies in internal controls. (III.D.2.e, III.D.3.h)

In addition to the various grants and restricted programs, the district and college have a symbiotic relationship with the Foundation for Grossmont and Cuyamaca Colleges (Foundation). The primary mission of the Foundation is to receive and manage gifts made on behalf of the District and for raising awareness and resources for the colleges' programs and students. During the 2011-12 fiscal year, the Foundation awarded and disbursed \$103,311 in grants and scholarships. In fiscal year 2011-12, the Foundation's total net assets were \$1,913,492. (III.D.2.d, III.D.3.a, III.D.3.g)

The District contracted with Total Compensations, Inc. to complete an actuarial study. Based upon the most recent actuarial evaluation the district's actuarial accrued liability (AAL) is \$14,925,671. The district has set aside approximately \$2.5 million on deposit with the San Diego County Office of Education to partially fund the AAL. The district has implemented a "pay-as-you-go" funding model although there is a current proposal being brought forward through the shared governance structure to fund the annual required contribution (ARC) that will fund the liability for existing employees. The proposed model will set aside 1% of gross salaries per year with an annual increase of .5% per year until the liability is funded. (III.D.3.c, III.D.3.d)

The District annually completes an ongoing analysis of revenues, expenditures, and cash flows. The District submitted a request in 2012 to borrow \$16 million to cover payroll due to the community college deferrals. The repayment was made when the District received its deferred apportionment. The District retains enough ending balance to ensure the repayment of locally incurred debt. (III.D.3.e)

The student loan default rates for the College for the last three years are within federal guidelines. The team verified the College has developed, implemented, and follows a process to monitor and correct any issues with the student loan default rates. (III.D.3.f)

The College has various mechanisms to systematically assess the effective use of resources. All through the integrated planning and budgeting model individuals, constituent groups, and management has the ability to provide information, evaluation, and feedback that contributes to assessment. These opportunities exist within the creation, review and recommendations of the comprehensive program reviews and annual update. This entire process is articulated and communicated to the community through the district and college's resource allocation model. (III.D.4)

Conclusions

Through the use of the established shared governance process, founded in Board Policy and Administrative Procedures and guided by the 2010-13 Strategic Plan, the institution relies upon its mission to evaluate and guide financial planning.

The two principal tools used to initiate and inform the process are the comprehensive and annual program reviews. These documents originate at the department level and incorporate planning, goals and objectives, funding requests, staffing needs, and assessments of prior year's goals. Annual planning activities based on these documents are developed and then reviewed by the IRC for consideration and prioritization based upon the institutional strategic plan, among other things.

Through the effective use of the shared governance process and policy, the District and College have demonstrated sound financial decision-making. This is demonstrated in the tangible evidence that resources have been allocated through the established resource allocation model and that the institution does not have any audit findings or instances of non-compliance identified by their external auditors in the most recent audit report. Further, the district has managed to maintain a solid financial reserve ranging between 9.89% and 13.30% during recent financially turbulent years. These results are exceeding the State required 5%.

Through the use of its integrated planning process the College systematically assesses the effective use of financial resources and uses those assessments as the basis for improvement. The initial assessments occur within comprehensive program reviews and annual updates, which include an assessment of the previous and current years' achievements and the budgeted expenditures associated with them. Then, the P&RC

assesses recommendations and budget requests in comparison to past fiscal years. The College has used this integrated planning process for at least four annual cycles with financial success.

The College meets the Standard.

Recommendations to Correct Deficiencies

None

Recommendations to Improve

None

Standard IV Leadership and Governance

Standard IV.A. Decision-Making Process

General Observations

The Institutional Self Evaluation Report for this standard is very thorough. It is very well written and organized; the writing style is clear, and, in most instances, the report is focused on results rather than process. It includes relevant information and provides data as evidence in support of the conclusions. The College, as well as the District, has encouraged a culture of participative governance to include the Academic Senate, Classified Senate, the Associated Student Government, and leadership throughout the organization and community.

Findings and Evidence

The College recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve. College leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant college-wide implications, systematic, participative processes are used to assure effective discussion, planning, and implementation.

A high percentage of faculty, staff, and management understand the mission of the college. The College has developed a decision-making culture that is participative, data-driven, and uses individuals' talents to effectively plan and implement decisions. Institutional leaders have created welcoming environment for students and employees. Faculty, classified staff and administrators/managers expressed they feel empowered to be innovative and be engaged in activities that promote institutional excellence. When ideas for improvement have policy or significant institution-wide implications, evidence indicated the process for making policy or procedural changes is broadly understood. (IV.A.1)

The District has demonstrated a commitment to participative decision making through adopting Board Policy 2510 and Administrative Procedure 2510. These documents lay the groundwork for delineating the roles of constituency groups, as well as the principles and structures for governance. The policy and procedure are operationalized through the Governance Handbook and minutes of meeting reflect the District and College's commitment to working together on policies and planning. (IV.A.2)

Faculty and administrators have a substantive voice and clearly defined roles in District and College governance. Survey results validate that faculty have a substantial voice in

establishing college-level procedures. In response to concerns raised by part-time faculty, the college has been working to involve more part-time faculty in participatory governance.

The Governing Board adopted BP 2510 in compliance with Title 5 §53200, and practices the principles as noted in faculty participation in the college's councils and committees. Major governance groups participate include the District Strategic Planning and Budget Council (DSP&BC), which reports to the chancellor, and the College Planning and Resources Council (P&RC), which recommends to the college president. The Academic Senate is the primary faculty representation that addresses issues related to shared governance and appoints members to the major planning councils. (IV.A.2.a, IV.A.2.b)

The College has established a cooperative, collaborative and collegial governance structure that focused on working together for the good of the institution. The College has identified the values of civility and integrity, and these values are institutionalized into the district and college cultures as evidenced in the institutional survey, minutes of meetings, and overall tone of district and college interactions. (IVA.3)

The District and College have demonstrated their honesty and integrity as a public institution and in compliance with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, and self-evaluation. The District and College took the 2007 Accreditation recommendations and peer feedback and have worked diligently to resolve all deficiencies. This is not a superficial response to the deficiencies; the College as a whole has been transformed by coming into compliance with the recommendations. The institutionalization of these values is deep and well rooted in the district and college governance processes. The College has also demonstrated through its timely and effective responses to Commission action letters following Follow-up reports. The District and College not only demonstrate honesty and integrity, these are institutionalized into the culture of both. (IV.A.4)

The District and College have established and implemented structures for leadership, governance, and decision-making. There is an annual review of the Governance Handbook and evaluation of governance as a whole. Institutional surveys and feedback are solicited annually, and the results are used to improve processes as well as communicated widely. (IV.A.5)

The College meets the Standard.

Recommendations to Correct Deficiencies

None

Recommendations to Improve

None

Standard IV Leadership and Governance

Standard IV.B. – Board and Administrative Organization

The Grossmont-Cuyamaca Community College District Governing Board clearly understands its role in representing the public interest in ensuring the educational quality, legal matters, and financial integrity of the colleges. The Governing Board has established policies and procedures that define the role of the Board. BP 2200 delineates the policy setting direction, empowering the chancellor as the district leader, acting as a link to the community, defining the standards for college operation, and maintaining the fiscal stability of the college. The Board has demonstrated through their actions and minutes of meetings, the transformation of the District and a commitment to their roles. Since 2007 the Board has ensured the development and adherence to clear roles for decision-making, leadership, and responsibilities through various board policies and through implementation of these policies and procedures. (IV.B.1)

The Governing Board is an independent policy-making body elected by voters of the District. The minutes of the Board demonstrate individual member's activities in the community. The feedback to the Board by the external community through the Governing Board Evaluation Cumulative Appraisal, January 20, 2012 (Appraisal) demonstrates that the Board is viewed as an effective spokesperson for the District to the community.

That the Board acts as a whole is evident in the Appraisal. "Excellent Board member to Board members relations" was one of six goals for 2011 and "maintaining a spirit of camaraderie, accountability, and cooperation" was identified as one of the Board's accomplishments. (IV.B.1, IV.B.1.a)

The governing board establishes policies consistent with the mission statement to ensure the quality, integrity and improvement of student learning programs and services and the resources necessary to support them. The Governing Board has policies to ensure the equality, integrity and improvement of student learning programs and the resources to support them. These policies are available on the District's web site. The Board's involvement in activities that focus on student learning and services is exemplary, especially the twenty-two pre-Board workshops scheduled between October 20, 2009 and November 13, 2012. (IV.B.1.b)

The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

The Governing Board is responsible for educational quality, legal matters, and financial integrity. Board policy clearly defines this responsibility. (This policy is published on the District web site.) In addition, the Board's responsibilities are clearly delineated in Grossmont-Cuyamaca Community College District Governance Handbook, which is

posted on the District's web site. The Board engages in the creation and approval of the District and College's planning documents. (IV.B.1.c)

The institution or the Governing Board publishes the Board bylaws and policies specifying the Board's size, duties, responsibilities, structure, and operating procedures on the District web site. (IV.B.1.d)

The governing board acts in a manner consistent with its policies and bylaws. The Board evaluates its policies and practices and revises them as necessary. Feedback from the Appraisal demonstrates that the board acts in a manner consistent with its policies and bylaws. The category 'Governing Board member/meeting conduct' received the highest rating: 3.83 out of a possible 4. In addition in the Appraisal the District wide Executive Council (DEC) identified "well-run Board meetings" as one of the Board's accomplishments.

The Board has a policy for evaluating and revising its policies, bylaws, and practices at least every six years as well an excellent procedure, with time lines, for doing so. This policy is published on the District web site. However, not all the policies have been reviewed and updated in this period. (See Parking Policy BP 6750—2001; Classified Supervisors and Managers BP 7260—2001 and Resignations BP 7350: 2001 for example). While the District has been staying current on the CCLC policy updates, it does not follow AP 2410 as written which defines a chapter by a chapter review over a six-year period. (IV.B.1.e)

The Board has policies on Board development and new member orientation as well as policies, which provide a mechanism for continuity of Board membership and staggered terms of office. Board minutes document members of the Board's active engagement in Board development as well as in new member orientation. Indeed, in the Appraisal, the members of the Board identified "integration of the two new Board members into a strong, positive and professional Board as one of its achievements for the year. (IV.B.1.f)

The Board self-evaluation processes are clearly defined by Board policy and procedure (BP/AP 2745), which are available on the District's web site. In addition, the Board has developed and implemented an exemplary evaluation process, which includes not only self-evaluation but also evaluation by college and community stakeholders. This process is closely tied to the Board's goals and to the District and College's mission statements and to the District's Strategic Plan. (IV.B.1.g)

The Governing Board has a code of ethics that is codified in BP 2715, and has a policy and procedure for dealing with behavior that violates the code. The code of ethics is published on the District's web site. The Board also participates in regular training on these policies and procedures. (IV.B.1.h)

The Governing Board is informed about and involved in the accreditation process. This involvement is evident in a special Board workshop on accreditation, the participation of

two trustees in a detailed review of Standards I and IV, and in the thoughtful review of the completed self-evaluation reports at a Board meeting as recorded in Board minutes. (IV.B.1.i)

The Governing Board has policies and administrative procedures for selecting and evaluating the Chancellor and for selecting evaluating the Presidents of the colleges. These polices delegate the full responsibility and authority to implement Board polices without Board interference to the Chancellor and holds her accountable for the operation of the District. These policies are available on the District's web site. The Grossmont-Cuyamaca Community College District Governance Handbook also clearly delineates the Board's responsibility for policies and procedures and the Chancellor's responsibility for governance of the District.

Board minutes indicate that Board policies have been followed both in the selection and evaluation of the Chancellor. Minutes of Board meetings and of the annual workshops indicate that the Chancellor provide regular reports on the operation of the District. Both the Chancellor and the Board understand this delineation of responsibilities. In the Appraisal the Board not only identified "Promote Excellent Board/CEO Relations" as one of six annual goals for 2011 but also identified "strong working relations among Board members and the Chancellor" as an accomplishment. (IV.B.1.j.)

The President has primary responsibility for the quality of the institution she leads. She provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. (IV.B.2)

The President plans, oversees, and evaluates an administrative team that is organized to ensure the College meets it goals and mission. The President directly supervises the vice presidents and other direct reports whose responsibilities are clearly delineated, measure, and reviewed. Although the College has a difficult time retaining high-level administrators, stability in several of the key positions have enabled the President to maintain clear continuity. (IV.B.2.a.)

The President guides the institutional improvement of teaching and learning through setting and modeling the values, goals, and priorities. She ensures educational planning is integrated with resources planning and ensures the College follows the established planning procedures. The President has set a strong tone that high quality research and analysis is not only valued, but used in planning processes, as evidenced in the data-driven culture of the College. (IV.B.2.b)

The President uses her authority appropriately through constituent groups to ensure that statutes, regulations, governing board policies, and Accreditation Standards are the foundation for decision-making and implementation. She has done an excellent job of keeping the college community focused on the College vision and mission. (IV.B.2.c)

Even during the last five years, the College President has set a clear expectation of fiscal prudence and responsibility. She ensures through working with governance councils that

budgets expenditures are controlled as evidenced in budget documents and the fiscal stability of the District. (IV.B.2.d)

The President has demonstrated a strong commitment to communication on the campus, and in the communities the college serves, through regular and open communications, attending community events and functions, and ensuring multiple communication channels. (IV.B.2.e)

The District clearly delineates and communicates the operations responsibilities and functions of the District from those of the colleges through the District functional mapping document which delineates responsibilities as primary, secondary, or shared, and through the Grossmont-Cuyamaca Community College District Governance Handbook.

The District and College have demonstrated efforts toward setting and communicating expectations of educational excellence and integrity through clearly defined governance structures. The functional mapping document, which clearly delineates responsibilities as primary, secondary or shared is only available through the Self Evaluation document and accreditation website. The former functional mapping document was only available through the Self Study. At the Grossmont campus of the District, it was evident there was some confusion about the roles of the District and College. The *District Map of Functional Responsibilities* clearly relates the accreditation responsibilities although falls somewhat short of defining operational responsibilities. (IV.B.3, IV.B.3.a)

In the District Services Strategic Plan there is a strong commitment to providing effective services to support the colleges and their missions. Specific department goals and key performance indicators have been established for each year from 2010 to 2016, and are assessed on a regular basis. The results of these assessments are used to improve services and interactions with the colleges. (IV.B.3.b.)

The District relies on an income allocation model, which has been in place since 1998-99. The formula is based on full-time equivalent students (FTES) goals to include a blended rate for credit and non-credit apportionment. There is an economy of scale (EOS) factor of \$607,490 that recognizes the smaller size of Cuyamaca College.

The engagement of a Budget Allocation Taskforce (BAT) and the appointment of former Chancellor Rocky Young as a consultant to BAT to serve in an advisory capacity to the Chancellor for assessment, analysis, and recommendations regarding the District's budget allocation model are currently in process, with results expected in the spring of 2014. As with most multi-college districts there is a perceived inequity in the allocation model for the two colleges in the District. The team reviewed the assessment process currently in process and found the EOS factor exceeds the EOS as distributed by the State of California to all community college. (IV.B.3.c)

The District effectively controls its expenditures. Independent outside audits is conducted annually in conformance with Board policy. For audits ending June 30 2010,

June 30, 2011, and June 30, 2012, the auditors found no material weaknesses, no significant deficiencies, and no noncompliance with federal or state awards. The District has maintained the required 5% reserve through the worst state financial crisis since the great depression. (IV.B.3.d.)

According to Board policy, the Chancellor delegates to each College President the executive authority and responsibility to lead, direct, and supervise the college, and to administer programs and operations in compliance with legal requirements and policies. The President of the College is held accountable through an annual evaluation. (IV.B.3.e.)

The District acts effectively as a liaison between the colleges and governing board. Significant improvements in the relationship between the board and the colleges are evident throughout. The transformation within the District in this area is notable. Several different documents, minutes, and evidence demonstrate that the District uses many forms of communication with employees. There is also a clear culture of respect in the communications. A survey was also cited that indicated over 60 percent of the faculty and administrators and 54 percent of staff agreed that the chancellor fostered appropriate communication among the Governing Board and college personnel. (IV.B.3.f.)

The District and colleges have reviewed the governance and decision-making processes. It is evident that a significant amount of work and successful results have been accomplished in this area. There was sufficient evidence to show the District Executive Council (DEC) reviewed governance structure for its effectiveness and recommendations, and improvements to the governance structure were made. Evidence was also provided in the form of Governing Board minutes approving the revised governance structure handbook. The results clearly show there has been analysis and appropriate changes made, to ensure the District is assisting the colleges in meeting their educational goals.

The Map of Function Responsibilities (Map) while an excellent example of delineating functional roles appears to not have been widely communicated at the Grossmont campus. Further comments were made the Map is not really useful to the College employees. (IV.B.3.g)

Conclusion

Based on the information reviewed and interviews with representatives from all college constituents, the District has been proactive and deliberate in managing limited resources during the greatest financial crisis in the state since the great depression. The District and College leaders have achieved four years of unqualified audits while maintaining a 5% reserve. This demonstrates steady and skillful management of fiscal resources.

Relationships between and across the District and the colleges have significantly improved since the ACCJC team visit in 2007. There is new leadership for the District and the colleges with a new Chancellor being appointed by the GCCCD Board in Spring 2009. The President of Grossmont College was appointed in Spring 2007, three months

prior to the 2007 team visit. The appointment of a new Chancellor and new President plus the election of new Board members has led to a shift in the approach to communicating, decision-making and overall interactions between the district and the college, and evidence supports a significant increase in trust and greater transparency of decision-making among all college constituents. Interviews with faculty, staff, administrative, and student leaders provided in-depth and well-articulated perspectives of the district and college leadership and the governance structure and practices.

The appointment of the Budget Advisory team (BAT) and the use of former Chancellor Rocky Young as a consultant to work with the BAT were described as major steps toward addressing issues of fair and adequate distribution of resources, which was an area of much concern and a source of the previous strained relationship between the College, the District, and the Chancellor as noted in the Self-Evaluation. Although a new allocation model is being finalized via an accepted decision-making process, the finalization of aspects of funding for growth are still being developed.

This District is well organized and the leaders are well respected. The District has been responsible in managing financial resources during a period that has been particularly challenging. Maintaining a 5% reserve in this environment shows steady and conservative management skill. The District has strengthened interactions with all college constituents and communication and relationships between the colleges, District and the chancellor have improved. This is likely due, in large part, to the hiring of new leaders at these levels and the strategic and deliberate work with external consultants to help create an environment that is more collegial and collaborative. Interviews with college and district personnel, as well as students, supported this observation and interpretation of the information provided in advance to the visiting team and displayed on the college web site.

The Governing Board adopted BP/AP 2410 in 2001 and updated them in 2013. The BP/AP clearly spells out that a comprehensive review of each chapter will occur every six years, and it is not apparent in the evidence that the District has adhered to this timeline. The team found evidence to indicate the District follows the Community College League of California (CCLC) Policy and Procedure Update Service, which clearly addresses all statutory and legal updates. The team acknowledges that with all the major transformation occurring in the District and colleges, that this a minor issue compared to all the significant changes, although it is an Accreditation Standard.

The College partially meets the Standard.

Recommendations to Correct Deficiencies – Leadership and Governance

District Recommendation 5 – Leadership and Governance

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

College Recommendation 6 – Leadership and Governance

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

Recommendations to Improve

None