GROSSMONT COLLEGE
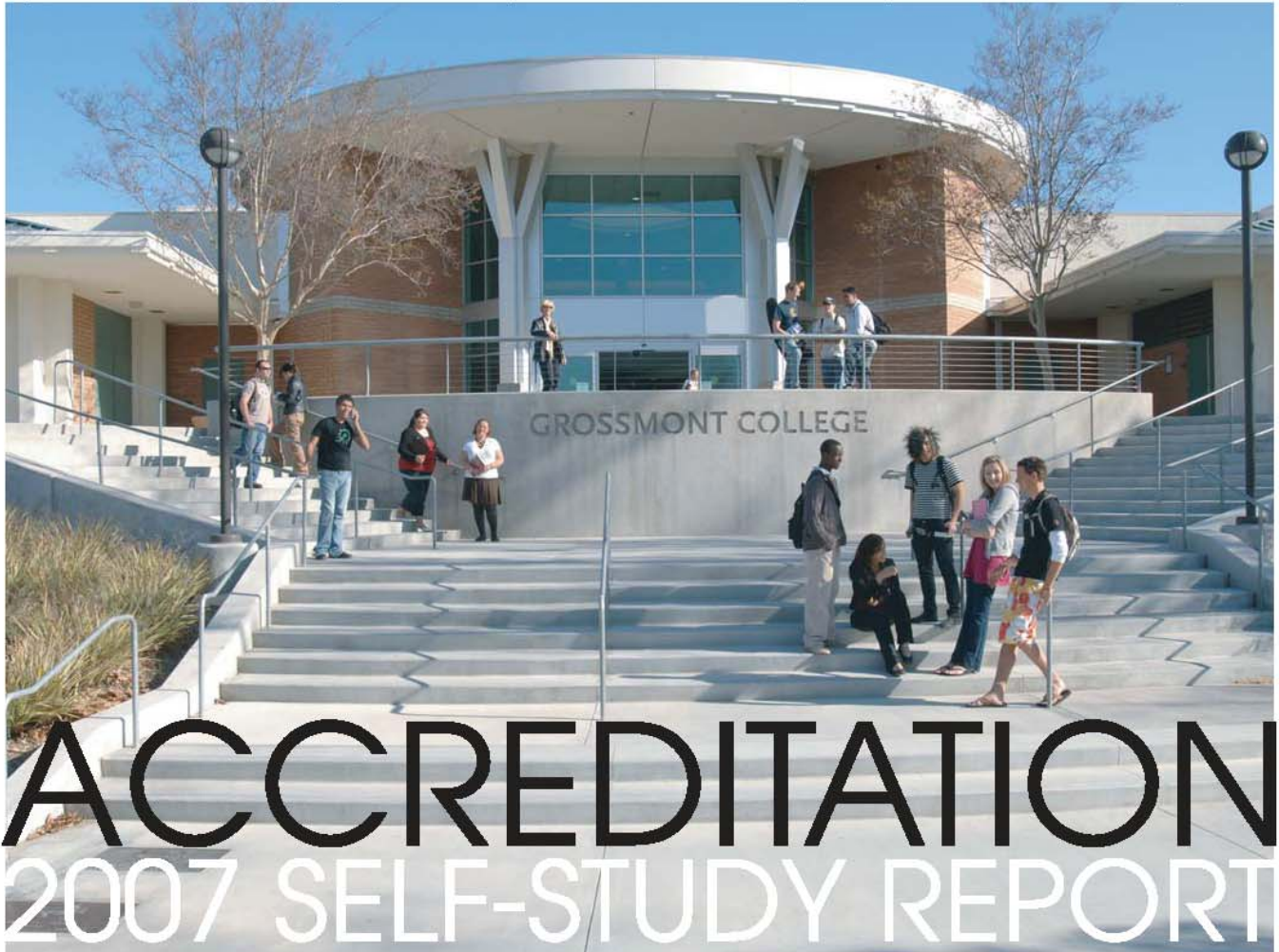

ACCREDITATION
2007 SELF-STUDY REPORT

Introduction

REPORT of INSTITUTIONAL SELF-STUDY For REAFFIRMATION of ACCREDITATION

OCTOBER 2007

Submitted by Grossmont College
8800 Grossmont College Drive
El Cajon, California 92020

Presented to
the Accrediting Commission for
Community and Junior Colleges
of the Western Association
of Schools and Colleges

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Acknowledgements

The development of this self-study document was an enormous undertaking. The challenges and opportunities in developing the project were vast. Through the efforts of nine teams of committed individuals from all segments of the college, the resulting document came to fruition.

The following groups and individuals are to be commended for their excellence in contributing to this endeavor: The Accreditation Steering Committee, the co-chairs of the nine teams representing the components of the four major standards, took responsibility for the content, clarity, and integrity of the entire document. Their leadership and the work of their teams created the self-study. The Printing Department contributed greatly to the development of this evolving document through their industriousness and attention to detail in scanning all the evidence documents for the compact disk and publishing all working drafts and the final draft. The web specialist's expertise in creating and maintaining the accreditation website made everyone's job a lot easier by providing access to all accreditation-related information. The dean of the Learning and Technology Resource Center and her staff were supportive in providing secretarial office space, storage space for evidence, and additional web support as needed. The director of Facilities and Operations and his crew were equally accommodating in fulfilling numerous requests to set up facilities used to host a seemingly unending schedule of accreditation meetings. The Grossmont-Cuyamaca Community College District gave valuable contributions and assistance in providing district information referred to throughout the document.

Gratitude is expressed to three particularly dedicated and tireless individuals who spent countless hours on this project with their keen eyes and intellect centered on accomplishing this self-study. Dr. Bonnie Price, consultant, administrative co-chair, and chief editor of the document dedicated her entire life to the self-study. She immersed herself in writing, reviewing, or editing the document and every piece of evidence cited. She did so with wit and grit; her experience and tenacity were unparalleled. The results are a very fine manuscript. Dr. Pamela Amor, the accreditation liaison officer, spent the last three years managing the entire project. She worked closely with the co-chairs to facilitate development of the self-study, including populating the accreditation teams, chairing Steering Committee meetings, delivering progress reports to the Governing Board, reviewing the document, and advocating for the tremendous benefits of student learning outcomes. Her leadership, hard work, and dedication were invaluable. Mr. Chuck Passentino, ESL instructor and faculty co-chair, in addition to working as assistant editor, spearheaded the Student Learning Outcome Initiative by collaborating with faculty, staff, and administrators to realize the opportunities provided by embracing the SLOs at the institutional, program, and course levels.

Because of the dedication and teamwork of all who participated in the development of this self-study report, we have a very fine document, which provides a looking glass through which we may journey as we reflect upon the challenges we have met and will face as well as the tremendous opportunities that lie before us.

CERTIFICATION OF THE INSTITUTIONAL SELF-STUDY REPORT

To: Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC/WASC).

This institutional self-study report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

From: Grossmont College
8800 Grossmont College Drive
El Cajon, CA 92020-1799

We certify that there was broad participation by the campus community, and we believe the self-study report accurately reflects the nature and substance of the institution.

Date: August 7, 2007

Omero Suarez   Chancellor, Grossmont-Cuyamaca Community College District

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Richard D. Alexander   President, Board of Trustees

Sunita Cooke   President, Grossmont College

Charles G. Passentino   Faculty Self-Study Co-Chair

Bonnie Price   Consultant Self-Study Co-Chair

Chris Hill   President, Academic Senate

Dave McDade   Vice President, Classified Senate Grossmont College

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Wendy Hutson   President, Associate Students of Grossmont College

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Pamela Amor   Accreditation Liaison Officer and Self-Study Co-Chair

ABSTRACT OF THE REPORT

Standard I: Institutional Mission and Effectiveness

Grossmont College demonstrates strong commitment to its mission that emphasizes achievement of student learning. The college is dedicated to communicating its mission on campus and in the community. For example, the mission statement is posted in key locations throughout the campus, and it is published in the *Grossmont College Catalog*. The mission statement articulates the unique mission of the college; it also is a reflection of the mission of the Grossmont-Cuyamaca Community College District (GCCCD). Both the college and district mission statements are reviewed periodically and were most recently updated in Fall 2006. The Grossmont College mission statement serves as an overarching statement of college values and provides the basis for planning decisions.

Grossmont College uses information collected from the analyses of quantitative and qualitative data provided to the college through the Office of Districtwide Academic, Student, Planning, and Research Services (IR-PASS). This information is used for a variety of purposes, including analyses of courses and programs; college and program budgets; community demographics; student success, persistence and retention rates; and placement and prerequisite validation. These data are also used in updating the annual report regarding the accomplishments of goals each year as outlined in the college Strategic Plan. Research information is also valuable in supporting program evaluation and development through academic and student services program review. The ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve institutional effectiveness by which the mission is accomplished is paramount to Grossmont College.

Standard II: Student Learning Programs and Services

Grossmont College offers high quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. All degree and certificate programs are established to meet the diverse needs of students and the community and support the mission of the college and the district. Courses are offered both online and on and off campus and are supported by a variety of student-support and learning-support services.

Programs that meet the needs of special populations include Personal Development: Special Services, English as a Second Language, Puente, Project Success, Personal Development Counseling, and basic skills. The Curriculum Committee and the Program Review Committee evaluate programs and courses that reflect the educational needs of a diverse student body.

Grossmont College provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students. The college promotes academic and student-support activities and procedures that help create and maintain a campus climate conducive to a diverse population. For

this reason, the college supports a Cross- Cultural Studies program, a diverse counseling staff, diversity in recruitment and hiring, and grant programs with local universities. The Associated Students of Grossmont College (ASGC) also promotes extracurricular activities for students and represents the student perspective on college committees. The World Arts and Culture Committee organizes events that celebrate and educate the college community about the different cultures represented on campus. Students can also participate in activities designed to promote intellectual, ethical, and personal development. Programs in academic areas, community service learning, and intercollegiate sports represent just a few of the means by which students can broaden their personal horizons.

Standard III: Resources

Human resources are carefully and continually reviewed by Grossmont College. The college employs sufficient qualified full-time and part-time faculty and staff to support academic and student-support programs wherever offered and by whatever means delivered. Full-time and part-time faculty are evaluated regularly and systematically by their dean, peers, and students. Staff are treated equitably and are evaluated on fairly regular intervals. Both faculty and staff have opportunities for ongoing professional development.

Consistent with its mission, the college demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. The Office of Districtwide Academic, Student, Planning, and Research Services (IR-PASS) conducts periodic internal and external environmental scans, which include an analysis of the demographics of the community from which the student population is drawn, the campus student body, and the demographic distribution of college employees. The District Office of Employment Services assists the college in developing hiring committees that are diverse in age, gender, and ethnicity. The office also assures that the pool of candidates for open positions is also diverse in age, gender, and ethnicity; thus, every effort is made to encourage an adequate reflection of diversity of personnel with that of the student body. Human resource planning is integrated with the overall planning for the college. The Staffing Committee reviews proposals from the various departments requesting replacement or new positions for faculty and staff. An objective evaluation system is used to determine the areas of greatest need, and then the Staffing Committee makes its recommendations for replacements and additional positions to the Planning and Budget Council, which prioritizes its recommendations. The president makes the final decisions on which positions will be funded.

Physical resources support student learning programs and services and improve institutional effectiveness. Since the last reaffirmation of accreditation, Grossmont College opened the new Learning and Technology Resource Center in Spring 2004 and the Science Lab Building and Digital Arts and Sculpture Complex in Spring 2007. A new Health and Physical Science Building will have groundbreaking in the summer of 2008. Physical resource planning is integrated with institutional planning. Space allocation, planning, and maintenance issues continue to be addressed by the Facilities Committee and brought forward for discussion at the Planning and Budget Council.

Technology resources improve institutional effectiveness by supporting student learning programs and services. Grossmont College engages in a spectrum of activities to assure that the technology support it provides meets student learning programs and services. These activities include student, faculty, and staff support; college business operation and communication; and research, all of which help to maintain and improve institutional effectiveness. Established committees and planning groups guide the acquisition of technological resources. Solicitations for technology resources are also made by department members in the annual Technology Plan, which is integrated with institutional planning.

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The last six independent audits had no substantive recommendations; and, Grossmont College has ended the last six fiscal years with an average ending balance of $2,165,105. Thus, the institution has demonstrated that it plans and manages its financial affairs with integrity and in a manner that ensures financial stability. Funds used for one-time improvements, as well as those secured through extraordinary state and local funding for new construction and renovation of older buildings, have permitted a range of facility improvements. The distribution of resources has supported the development, maintenance, and enhancement of programs and services. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial planning is integrated with institutional planning. Proposed expenditures must be tied to specific objectives and included in the appropriate plan, such as the Educational Master Plan.

Standard IV: Leadership and Governance

A five-member Governing Board elected from the district geographical area governs Grossmont-Cuyamaca Community College District. Members are elected to a four-year term. The trustees exercise leadership, overseeing the integrity of the educational programs and the financial solvency of the college. The trustees do not deal with administrative detail but delegate authority to the chancellor and focus on broad issues confronting the district.

Working under the direction of the board, the chancellor leads the district in defining goals, developing plans, and establishing priorities for the district, which incorporate those of the two district colleges. The chancellor maintains currency on state and national issues related to community colleges. During the 2002 to 2007 period, he has directed efforts to ensure more equitable distribution of California state funds to the community colleges.

The college president provides leadership to define institutional goals, develop plans, and establish priorities for the college. At the end of 2005, there was a change in college leadership, which resulted in an interim president holding the position for a year and a half; because the interim president had previously served as a college vice president, the previously established goals, plans, and priorities were continued. A new president has been employed who may change the direction of the institution.

Grossmont College recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the Governing Board and the chancellor.

Administrators and faculty are visible participants in institutional governance and serve on college and district committees and councils. The Academic Senate provides input regarding institutional governance relative to areas comprising academic and professional matters. However, some faculty and administrators have differing views concerning their respective roles and impact in shared governance. As a result, the Academic Senate and the administrative team will work to establish criteria, roles, and responsibilities relative to the decision-making process. Classified staff and students are also encouraged to participate on appropriate committees through shared governance.

Communications and disagreements have recently been problematic between Grossmont College constituencies, district officials, and the Governing Board. However, Grossmont College is committed to working with the district and the Governing Board toward clarification of outstanding issues and resolution of the differences through clear and honest communication.

ORGANIZATION FOR THE SELF-STUDY

Preparations for the 2007 reaffirmation of accreditation for Grossmont College by the Western Association of Schools and Colleges/Accrediting Commission for Community and Junior Colleges (WASC/ACCJC) began during the summer of 2005. In advance of a Fall 2007 site visit by a visiting team of peer educators from the ACCJC, the institution first had to learn about the new accreditation standards, upon which the college's self-would be based. Commission president, Dr. Barbara Beno, presented an overview of these new accreditation standards to the Grossmont College campus community, the Grossmont-Cuyamaca Community College District (GCCCD), and its Governing Board during Professional Development Week, Fall 2005.

During the Spring of 2006, invitations were distributed campus wide for participation in this multi-year project. Initial presentations, by Dr. Beno and several guest speakers from campuses that had recently entered into self-study development under the new standards, spurred planning and implementation. The first step was recruiting students, faculty, staff, and administrators to serve on accreditation self-study teams, resulting in the formation of the Accreditation Steering Committee and nine accreditation standard teams. The Accreditation Steering Committee was composed of one faculty and one administrative co-chair of each standard team, the lead co-chairs of the self-study, the college president, and a representative of the Office of Districtwide Academic, Student, Planning, and Research Services (IR-PASS). Administrators, faculty, staff, and students volunteered to contribute to researching and writing the document; over 100 people were involved. A timeline was developed and meeting schedules were established for the Accreditation Steering Committee as well as for the nine standard teams throughout 2006 and 2007.

Along with the on-campus timeline, parallel timelines for conferences and special workshops addressing the new WASC/ACCJC standards, especially those which focused on the new aspect of student learning outcomes (SLOs) were well attended. Funding was provided through the President's Office as well as through funds provided by the Vocational Training and Education Act (VTEA), the Professional Development Committee, and the Educational Development and Innovation Committee (EDIC). A number of workshops were also offered on campus for all employees and students who were interested in attending and learning more. Many faculty and staff participated in various SLO workshops on and off campus, and the college is poised to implement the student learning assessment cycle as an additional means to measure performance.

Even though the college plans in preparation for the reaffirmation of accreditation were designed to move the institution through the process expediently, there were several significant hindrances. Among them were collective bargaining issues, sparse broad-based commentary on the self-study, and administrative leadership changes. The issues involved are outlined in the ensuing paragraphs.

Fall of 2005 brought problems with collective bargaining between the district and the United Faculty (UF), the bargaining agent of the Grossmont College faculty. The impasse resulted in a unanimous vote by faculty to "work to contract," which meant faculty united

to work only hours required by contract. Therefore, faculty suspended their participation on all college committees; this included work on accreditation teams and the Accreditation Steering Committee. The administration and classified staff worked together with some student participation to move the self-study slowly forward until the UF contract was finally settled in early Spring 2006, when faculty rejoined accreditation teams and the Accreditation Steering Committee.

In addition to the involving over 100 people on accreditation teams, the college hosted two accreditation forums; the first was in November 2006. The second forum was held early Spring 2007. Although all college and district constituent groups were notified about the forums, the attendance was poor. A website for individual review of the draft self-study, which permitted all campus email users to contribute ideas for inclusion in the self-study, also did not elicit much commentary.

Another constraint in the smooth and continuous process of self-study development was some administrators separating from the college for a variety of reasons. Executive leadership, as well as divisional leadership in many areas, was left to interims. The lead accreditation co-chairs and standard team co-chairs relied on faculty leadership to continue to develop the self-study until administrators could be replaced. In summary, the campus experienced almost a full academic year of challenges in researching, writing, and reviewing the self-study.

In April, 2007, the accreditation liaison officer (ALO) and faculty co-chair gave a PowerPoint presentation to the Governing Board with their counterparts from Cuyamaca College. The purpose of the presentation was to present an overview of the accreditation self-study process and to highlight examples of the planning agendas developed by the respective colleges. In May 2007, a full first draft of the accreditation self-study was ring-bound and sent forward to the district and Governing Board for a first read. Standard IV on leadership and governance proved to be somewhat controversial and required additional time to discuss suggestions and comments made by the college, district, and the Governing Board. Consensus was finally reached by all constituent groups.

The 2007 Report of Institutional Self-Study for Reaffirmation of Accreditation was approved by the Governing Board on July 17, 2007 by unanimous vote (5-0). On August 7, 2007, the self-study was signed by all college, district, and board leaders. The college will mail the document to the WASC/ACCJC Commission visiting team in September 2007. The site visit is scheduled for the week of October 22, 2007.

TIMELINE
ACCREDITATION SELF-STUDY

Identify Lead Accreditation Faculty Co-Chair	Spring 2005
Identify Steering Committee (Co-Chairs)	Spring 2005
Data Collection Initiated	Spring 2005
Data Collection	Fall 2005
Compile and Discuss Data Collected	Fall 2005
Teams Develop and Circulate First Drafts	Spring 2006
Campuswide Circulation of Multiple Drafts	Fall 2006
Draft of Final Self-Study Report	February 2007
College Constituent Group Endorsements	March and April 2007
First Read to Board	April and May 2007
Governing Board Approval	July 2007
Accreditation Visit	October 2007

ACCREDITATION STEERING COMMITTEE

Cathy Harvey	Faculty, English
Dean Colli	Interim President Grossmont College
Cary Willard	Faculty, Chemistry
Roger Owens	Dean, Fine Arts and Communication
Mary Rider	Faculty, Counseling
Brad Tiffany	Dean, Admissions and Records
Michelle Blackman	Faculty, Librarian
Kats Gustafson	Dean, Learning and Technology Resources
Janice Johnson	Faculty, Articulation
Janet Castanos	Dean, Humanities, Social, and Behavioral Sciences
Jim Wilsterman	Faculty, Art
Tim Flood	Director, Campus Facilities / Operations
Janet Gelb	Faculty, Computer Science and Information Systems
Shahrokh Shahrokhi	Faculty, Economics
John al-Amin	Vice President, Administrative Services
Beth Smith	Faculty, Math
Jim Fenningham	Dean, Counseling, Student Development, and Matriculation
Chuck Passentino	Faculty, English as a Second Language
Bonnie Price	Consultant to Accreditation
Pam Amor	Associate Dean, Instructional Services

Accreditation 2007 Self-Study Leadership and Team Members
May 15, 2007 Version

Steering Committee	Name	Division	Ext
Faculty Co-Chair / SLO Lead & Editor:	Chuck Passentino	HS&BS	7566
Administrator Co-Chair & ALO:	Dr. Pamela Amor	Administrative	7159
Administrator Co-Chair & Editor:	Dr. Bonnie Price	Administrative	7880

Standard I: Institutional Mission and Effectiveness	Name	Division	Ext
Faculty co-chair:	Cathy Harvey	HS&BS	7494
Administrator co-chair:	Dean Colli	Interim President	7100
Administrator	Carrie Clay	ROP	7550
Administrator	Susan Herney	College & Community Relations	7840
Faculty	James Canady	Student Services	7223
Faculty	Steve Davis	M,NS,ES&W	7729
Faculty	Sheridan DeWolf	B&SPS	7327
Faculty	Pat Morrison	Learning Resources	7788
Classified	Karen Ostegard	Student Services	7202
Student	Jennifer Cortez		

Standard II.A: Instructional Programs

	Name	Division	Ext
Faculty co-chair:	Cary Willard	M,NS,ES&W	7427
Administrator co-chair:	Roger Owens	C&FA	7155
Faculty	Joan Ahrens	HS&BS	7869
Faculty	Carl Fielden	Student Services	7111
Faculty	T Ford	Counselor	7218
Faculty	Sonia Gaiane	B&PS	7326
Faculty	Sue Gonda	HS&BS	7875
Faculty	Helen Liesberg (PT)	HS&BS	7454
Faculty	Malia Serrano	C&FA	7470
Faculty	Carmina Caballes	C&FA	
Classified	Ingrid Dempsey	Learning Resources	7369
Classified	Barbara Gallego	Student Services	7142
Classified	Marsha Raybourn	Administrative	7153
Student	Cheri Citriniti		

Standard II.B: Student Support Services			
	Name	**Division**	**Ext**
Faculty co-chair:	Mary Rider	Student Services	7231
Administrator co-chair:	Brad Tiffany	Student Services	7188
Academic Affairs Administrator	Carrie Clay	ROP	7550
Student Services Administrator	Michael Copenhaver	Student Services	7126
Faculty	Sydney Brown	HS&BS	7523
Faculty	Craig Everett	C&FA	7273
Faculty	Jane Nolan	Student Services	7114
Faculty	Kristi Kluka	Student Services	7222
Classified	Vaunette Allen	Student Services	7118
Classified	Tammy Huston	Student Services	7213
Classified	Dee Murdock	Student Services	7187
Classified	Geradette Nutt	Student Services	7785
Student	Casey Beebe		
Student	Rosimari Mejía		
Student	Don McCloud		

Standard II.C: Library and Learning Support Services

	Name	Division	Ext
Faculty co-chair:	Michele Blackman	Learning Resources	7382
Administrator co-chair:	Kats Gustafson	Learning Resources	7390
Faculty	Joe Henry	M,NS,ES&W	7431
Faculty	Oralee Holder	H & SBS	7496
Classified	Rhonda Bauerlein	Learning Resources	7366
Classified	Andre Bin-Wallee	Student Services	7051
Student	Farrah Gross		

Standard III.A: Human Resources

	Name	Division	Ext
Faculty co-chair:	Janice Johnson	Student Services	7616
Administrator co-chair:	Dr. Janet Castaños	HS&BS	7161
Faculty	Eduardo Alvarez-Vargas	HS&BS	7872
Faculty	Carlos Contreras	HS&BS	7758
Faculty	Julie Middlemas	Learning Resources	7371
Classified	Nancy Davis	Student Services	7615
Classified	Cindy Hall	Student Services	7647
Classified	Holly Phan	Administrative	7067
Student	Shawna Sweeney		

Standard III.B: Physical Resources

	Name	Division	Ext
Faculty co-chair:	Jim Wilsterman	C&FA	7297
Administrator co-chair:	Tim Flood	Administrative	7653
Administrator	Fred Allen	B&PS	7160
Administrator	Walter Sachau	Campus Facilities	7629
Faculty	Joel Castellaw	C&FA	7805
Classified	Kurt Brauer	Administrative	7052
Classified	Bob Herald	Campus Facilities	7437
Student	James Spraguer, Jr.		

Standard III.C: Technology Resources

	Name	Division	Ext
Faculty co-chair:	Janet Gelb	B&PS	7708
Administrator co-chair:	Kats Gustafson	Learning Resources	7390
Faculty	Margaret Van Blaricom	HS&BS	7454
Faculty	Maya Kruglyak	HS&BS	7454
Faculty	Gary Phillips	HS&BS	7487
Classified	Will Pines	Student Services	7852
Student	Nadia Hana		

Standard III.D: Financial Resources

	Name	**Division**	**Ext**
Faculty co-chair:	Shahrokh Shahrokhi	Economics & Social Science	7508
Administrative co-chair:	John T. Al-Amin	Administrative	7183
Administrative Resource:	Jerry Buckley	M, S&ES	7147
Classified	Alba Orr	Business Operations	7623
Classified	Jo-Ann Schrader	Learning Resources	7370
Classified	Carol Rapolla	Administrative Services	7330
Faculty	David Mullen	C&FA	7759
Faculty	Mike Jordan	M, S&ES	7404
Faculty	Steve Baker	C&FA	7261
Student	Ryan Kaufman		

Standard IV: Leadership and Governance

	Name	**Division**	**Ext**
Faculty co-chair:	Beth Smith	M, NS&ES&W	7893
Administrator co-chair:	Jim Fenningham	Student Services	7627
Administrator	Fred Allen	B&PS	7158
Administrator	Jim Spillers	Student Services	7412
Faculty	Zoe Close	HS&BS	7510
Faculty	Gwenyth Mapes	HS&BS	7525
Faculty	Bonnie Schmiege	Student Services	7094
Classified	Joann Carcioppolo	M,NS&ES&W	7164
Classified	Beth Lebkuecher	Student Services	7626
Classified	Pat Murray	Student Services	7698
Classified	Joyce Phillips	I&TR	7516
Student	Adam Paul	ASGC	7604

HISTORY OF GROSSMONT COLLEGE

Following several years of study involving both lay and educational groups, the voters of the area approved the formation of the Grossmont Junior College District in an election held November 8, 1960. The first official organizational meeting of the Grossmont Junior College Governing Board occurred July 1, 1961. The first college classes convened September 11, 1961 on the Monte Vista High School campus in Spring Valley with an opening enrollment of 1,538.

In a bond election held on September 18, 1962, voters approved a $7.5 million facilities bond issue. The Governing Board moved to purchase a 135-acre site located on a scenic mesa in the Fletcher Hills area adjacent to the cities of El Cajon and La Mesa. Ground was broken for the new campus in December 1963. Even before construction was completed, the administrative offices were moved to the new campus and classes opened on September 14, 1964. The Grossmont College campus was officially dedicate on December 12, 1964.

The first increment of the campus was planned to accommodate an enrollment of 2,500 day-time students, with the completed campus expected to serve 4,800 students. On October 18, 1965, a second bond issue for $3.5 million was passed by area voters, making it possible to complete the master plan. New facilities were completed in September 1967.
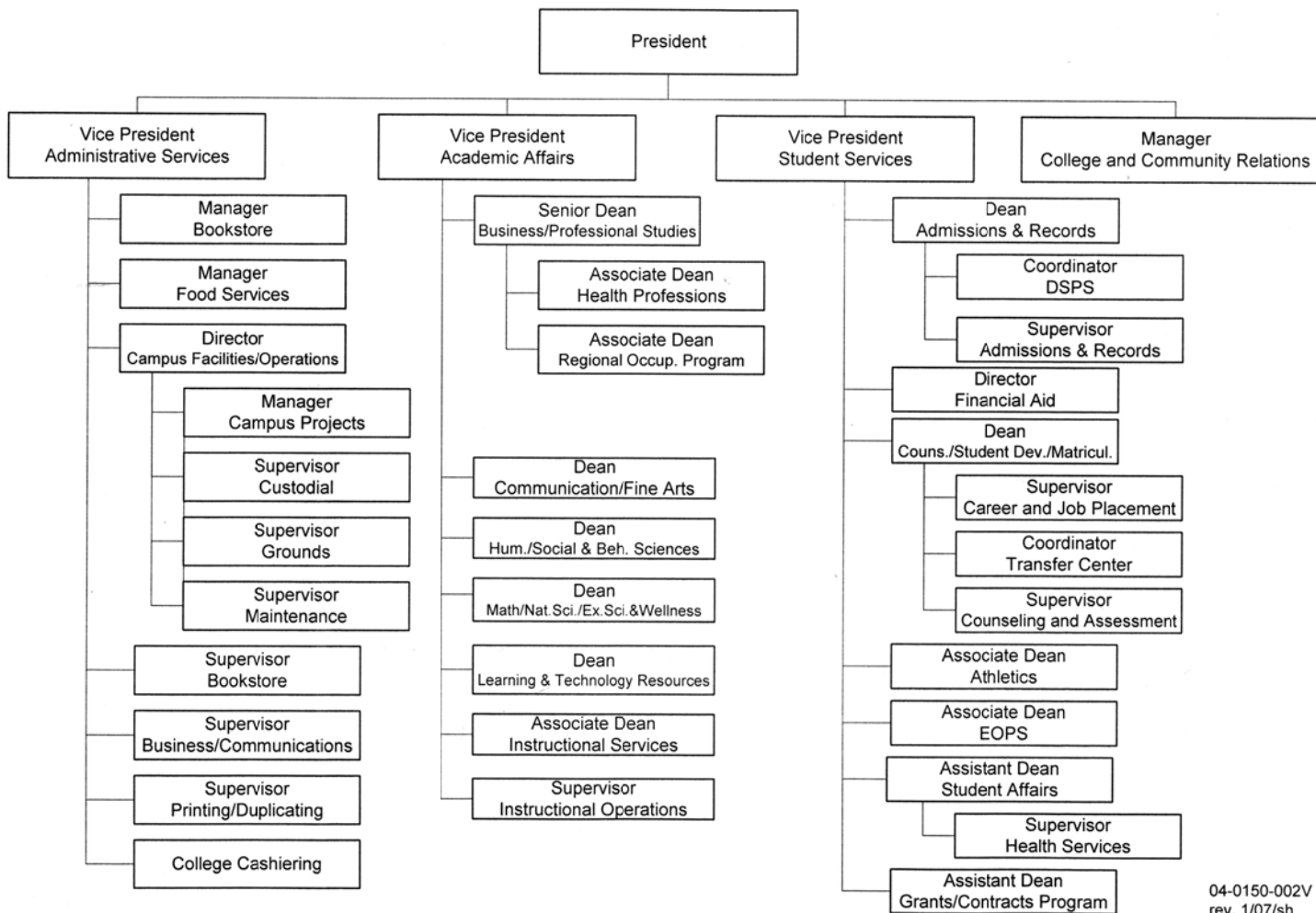
Since 1974, student enrollment at Grossmont College has remained consistently above 15,000 students, peaking at 17,484 students in 1991 and again at 18,241 in 2002.

State legislation in 1970 changed the term *junior college* in California codes to *community college*. On January 6, 1971 the Board of Education of the County of San Diego approved a petition from the Grossmont Junior College District to change its designation to the Grossmont Community College District. In the fall of 1978, a second college was added to the district. Cuyamaca College is located on a 165-acre site in the foothills south of El Cajon. On March 5, 1985, the Governing Board officially changed the name of the district to the Grossmont-Cuyamaca Community College District.
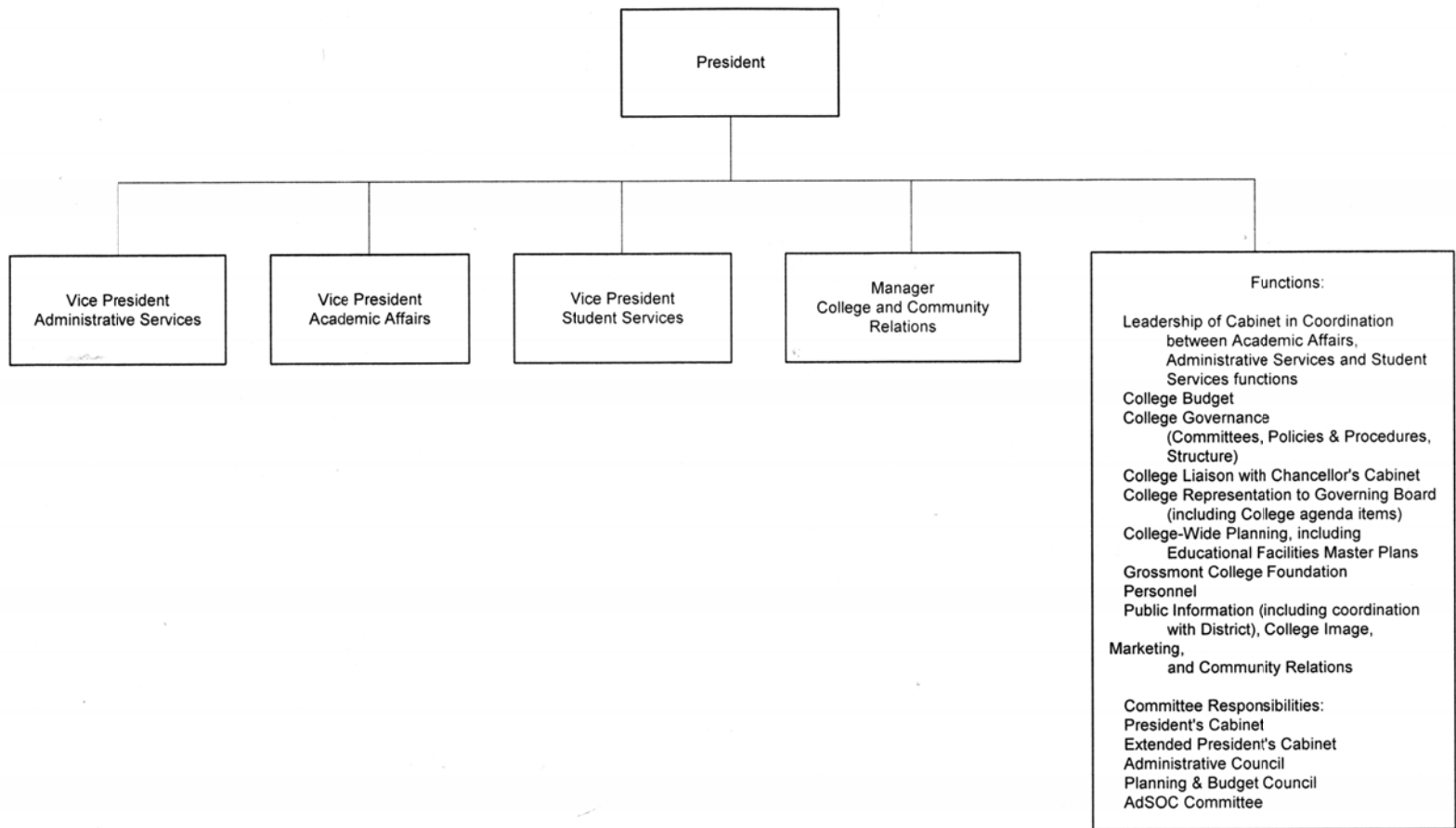
Proposition R, a recent facilities bond approved by local voters, provides resources for new buildings as well as other enhancements to the learning environment, including the new entrance road to the campus. A new Learning and Technology Resource Center opened in 2004; a new Science Laboratory Building and new Digital Arts and Sculpture Building Complex opened in early 2007. A Health and Physical Sciences Building is scheduled for ground breaking in summer 2008.

From its beginnings in the early 1960s until now, the college and the district have striven to maintain high quality instruction, services, and facilities. Doing self-studies leading to the reaffirmation of accreditation is one means Grossmont College has used to evaluate the college and make recommendations for continuous improvement.
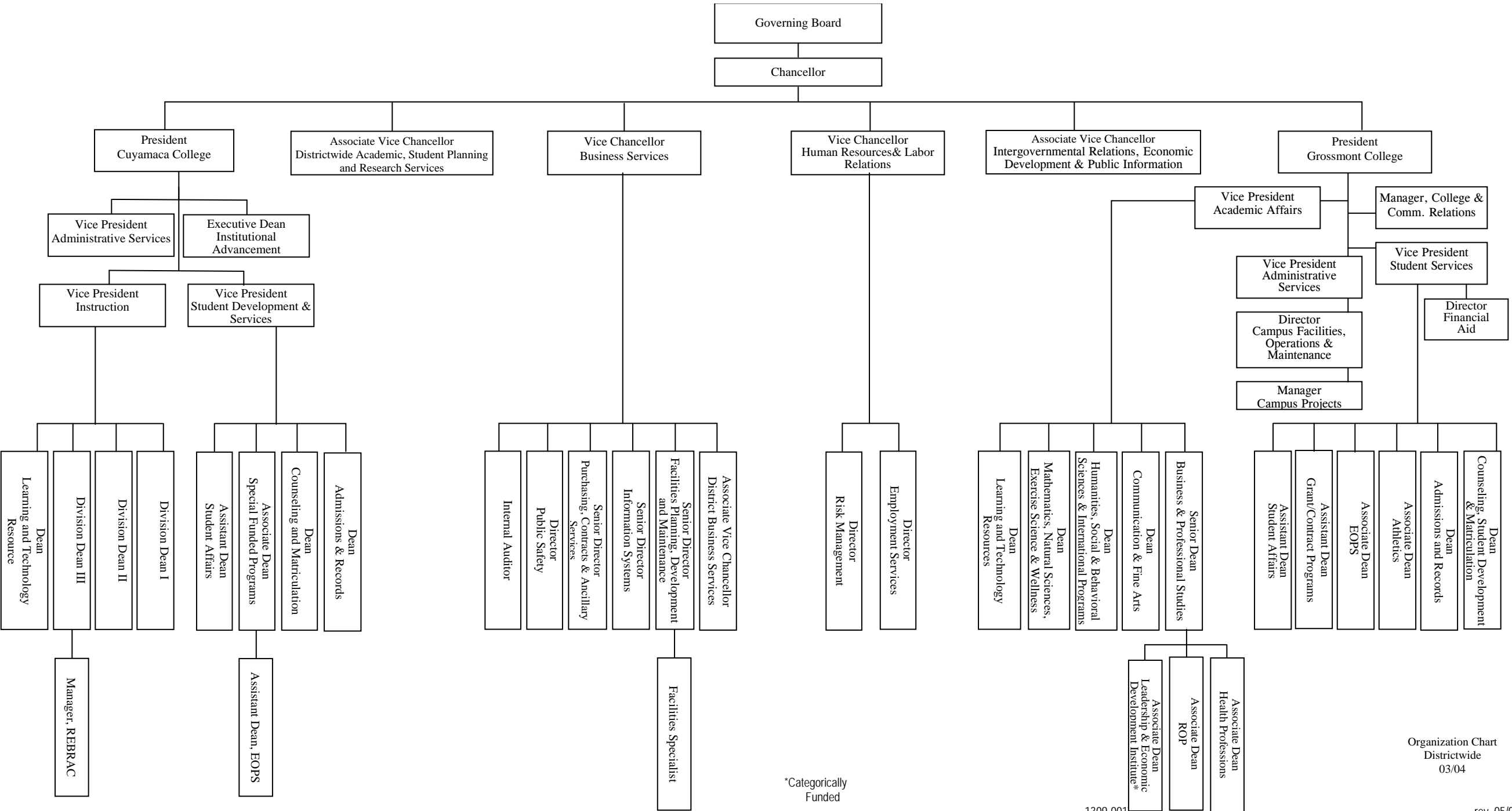
GROSSMONT COLLEGE
Organizational Structure
2006-07

President

- **Vice President Administrative Services**
  - Manager Bookstore
  - Manager Food Services
  - Director Campus Facilities/Operations
    - Manager Campus Projects
    - Supervisor Custodial
    - Supervisor Grounds
    - Supervisor Maintenance
  - Supervisor Bookstore
  - Supervisor Business/Communications
  - Supervisor Printing/Duplicating
  - College Cashiering

- **Vice President Academic Affairs**
  - Senior Dean Business/Professional Studies
    - Associate Dean Health Professions
    - Associate Dean Regional Occup. Program
  - Dean Communication/Fine Arts
  - Dean Hum./Social & Beh. Sciences
  - Dean Math/Nat.Sci./Ex.Sci.&Wellness
  - Dean Learning & Technology Resources
  - Associate Dean Instructional Services
  - Supervisor Instructional Operations

- **Vice President Student Services**
  - Dean Admissions & Records
    - Coordinator DSPS
    - Supervisor Admissions & Records
  - Director Financial Aid
  - Dean Couns./Student Dev./Matricul.
    - Supervisor Career and Job Placement
    - Coordinator Transfer Center
    - Supervisor Counseling and Assessment
  - Associate Dean Athletics
  - Associate Dean EOPS
  - Assistant Dean Student Affairs
    - Supervisor Health Services
  - Assistant Dean Grants/Contracts Program

- **Manager College and Community Relations**

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│President │ │President │ │President     │ │College and   │ │
│Administr.│ │Academic  │ │Student       │ │Community     │ │
│Services  │ │Affairs   │ │Services      │ │Relations     │ │
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Functions:

Leadership of Cabinet in Coordination
    between Academic Affairs,
    Administrative Services and Student
    Services functions
College Budget
College Governance
    (Committees, Policies & Procedures,
    Structure)
College Liaison with Chancellor's Cabinet
College Representation to Governing Board
    (including College agenda items)
College-Wide Planning, including
    Educational Facilities Master Plans
Grossmont College Foundation
Personnel
Public Information (including coordination
    with District), College Image,
Marketing,
    and Community Relations

Committee Responsibilities:
President's Cabinet
Extended President's Cabinet
Administrative Council
Planning & Budget Council
AdSOC Committee

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Grossmont-Cuyamaca Community College District

Governing Board

Chancellor

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- Executive Dean Institutional Advancement
  - Vice President Instruction
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    - Division Dean III
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    - Division Dean II
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  - Vice President Student Development & Services
    - Assistant Dean Student Affairs
    - Associate Dean Special Funded Programs
      - Assistant Dean, EOPS
    - Dean Counseling and Matriculation
    - Dean Admissions & Records

Associate Vice Chancellor Districtwide Academic, Student Planning and Research Services

Vice Chancellor Business Services
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- Director Public Safety
- Director Purchasing, Contracts & Ancillary Services
- Senior Director Information Systems
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- Director Risk Management
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- Vice President Administrative Services
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      - Associate Dean Health Professions
    - Assistant Dean Student Affairs
    - Assistant Dean Grant/Contract Programs
    - Associate Dean EOPS
    - Associate Dean Athletics
    - Dean Admissions and Records
    - Dean Counseling, Student Development & Matriculation

*Categorically Funded

1309-001w/sh

Organization Chart Districtwide 03/04

00-rev. 05/07/yrh

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Grossmont College Demographic Profile
Accreditation Self-Study

Grossmont College is part of the Grossmont-Cuyamaca Community College District, which also includes Cuyamaca College. Both colleges are located in El Cajon, California. The district completely or partially encompasses 29 zip codes in San Diego County, east of the City of San Diego. Additionally, students come to Grossmont College from zip codes outside the district boundary, most notably from areas on the eastern edge of San Diego, where the nearest four-year transfer institution, San Diego State University, is located.

Regional Information

In 2004, the San Diego Association of Governments estimated there were 1,728,094 residents in the zip codes in the Grossmont Service Area, where the majority of Grossmont College students reside, with anticipated growth to 1,983,456 (14.8%) by 2020. Growth during this time period will occur dramatically among older residents, with an increase of nearly 230,000 residents over the age of 45 in the Grossmont Service Area, occurring concurrently with an increase of only approximately 20,000 residents ages 18 to 24.

Regional Distribution of Age in Grossmont Service Area
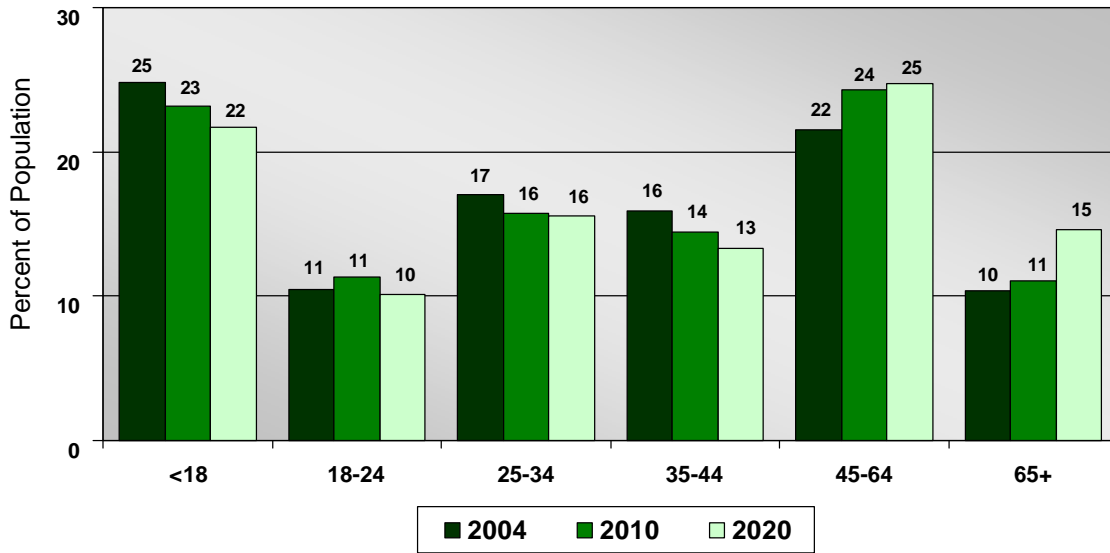
The region is also becoming more ethnically diverse. Between 2004 and 2020, it is estimated that there will be an increase of nearly 200,000 Hispanic residents in the Grossmont Service Area corresponding to a decrease of more than 60,000 White non-Hispanic residents, such that each group will make up less than 40% of the population.

Regional Distribution of Ethnicity in Grossmont Service Area

Demographic Information

During the Fall 2006 semester, 17,062 students were enrolled for credit at Grossmont College. More than half (58%) were female, a figure that has remained generally stable over the past five years.

Student Gender

	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
Female	11058	59	10764	59	10291	58	9694	58	9824	58
Male	7725	41	7462	41	7273	41	7015	42	7084	42
Unknown	45	0	87	0	117	1	120	1	154	1
Total	**18828**	**100**	**18313**	**100**	**17681**	**100**	**16829**	**100**	**16829**	**100**

According to the District Employment Services Office and Information Systems statistics regarding Grossmont College, in the aggregate, female and male employee percentages reflected the gender demographics of Grossmont College students.

Full-Time Faculty Gender

	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
Female	100	46	96	46	94	47	109	51	111	52
Male	116	54	112	54	106	53	104	49	104	48
Unknown	0	0	0	0	0	0	0	0	0	0
Total	216	100	208	100	200	100	213	100	215	100

Administrator Gender

	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#		#	%	#	%
Female	12	48%	12	46%	11	44%	8	35%	9	39%
Male	13	52%	14	54%	14	56%	15	65%	14	61%
Unknown	0	0%	0	0%	0	0%	0	0%	0	0%
Total	25	100%	26	100%	25	100%	23	100%	23	100%

Classified Staff Gender

	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
Female	163	74%	160	73%	151	71%	157	70%	163	69%
Male	58	26%	58	27%	63	29%	67	30%	72	31%
Unknown	0	0%	0	0%	0	0%	0	0%	0	0%
Total	221	100%	218	100%	214	100%	224	100%	235	100%

Approximately two-thirds of Fall 2005 Grossmont College students (67%) were under the age of twenty-five. This figure has increased approximately 1% each year for the number of students 19 and younger enrolled in fall semester from Fall 2002 through Fall 2005. Approximately 5% of the students are over the age of fifty, compared with 7% of community college students in the state overall, according to the California Community Colleges Chancellor's Office *Datamart*.

Student Age

	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
19 or younger	5330	28	5263	29	5334	30	5184	31	5269	31
20-24	6778	36	6628	36	6391	36	5987	36	6101	36
25-29	2295	12	2195	12	2028	11	2012	12	2142	13
30-49	3687	20	3492	19	3208	18	2919	17	2775	16
50 or older	738	4	735	4	720	4	727	4	775	5
Total	**18828**	*100*	**18313**	*100*	**17681**	*100*	**16829**	*100*	**17062**	*100*

According to the District Employment Services Office and Information Systems statistics regarding Grossmont College, the following charts show that over the past five years, full-time faculty 50 or older have diminished in number due in part to many retirements. The number of full-time faculty between the ages 30 to 49 has increased due to the number of faculty hires to replace those who have retired, as well as a few newly hired tenure track instructors. In the aggregate, the age of employees tends to be older than that of the students.

Full-Time Faculty Age

	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
19 or younger	0	0	0	0	0	0	0	0	1	0
20-24	0	0	0	0	1	1	1	1	2	1
25-29	4	2	4	2	4	2	6	3	6	3
30-49	70	32	73	35	74	37	87	41	98	46
50 or older	142	66	131	63	121	61	119	56	108	50
Total	**216**	**100**	**208**	**100**	**200**	**100**	**213**	**100**	**215**	**100**

Administrator Age

	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
19 or younger	0	0%	0	0%	0	0%	0	0%	0	0%
20-24	0	0%	0	0%	0	0%	0	0%	0	0%
25-29	0	0%	0	0%	0	0%	0	0%	1	4%
30-49	11	44%	12	46%	12	48%	11	48%	10	43%
50 or older	14	56%	14	54%	13	52%	12	52%	12	52%
Total	**25**	**100%**	**26**	**100%**	**25**	**100%**	**23**	**100%**	**23**	**100%**

Classified Staff Age

	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#		#	%	#	%
19 or younger	0	0%	0	0%	0	0%	0	0%	1	0%
20-24	0	0%	0	0%	3	1%	3	1%	6	3%
25-29	4	2%	6	3%	5	2%	9	4%	8	3%
30-49	69	31%	75	34%	77	36%	93	42%	109	46%
50 or older	148	67%	137	63%	129	60%	119	53%	111	47%
Total	**221**	**100**%	**218**	**100**%	**214**	**100**%	**224**	**100**%	**235**	**100**%

White non-Hispanic students make up the majority of Grossmont College's student body, though current enrollment trends indicate that this appears likely to change over the next several years. The campus continues to become increasingly diverse, particularly with respect to students who identify themselves as Hispanic or who decline to specify their race/ethnicity. These trends reflect regional ethnic trends; in fact, Grossmont College students are more diverse than residents within the Grossmont-Cuyamaca Community College District boundary, according to Census 2000 figures and 2004 estimates from the San Diego Association of Governments.

Student Race/Ethnicity

	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
Amer. Indian/Alask. Nat.	222	1	198	1	193	1	202	1	195	1
Asian	1460	8	1396	8	1276	7	1155	7	1171	7
Black non-Hispanic	1152	6	1186	6	1219	7	1214	7	1266	7
Filipino	547	3	617	3	714	4	722	4	745	4
Hispanic	2959	16	2961	16	2994	17	2952	18	3108	18
Pacific Islander	220	1	225	1	204	1	201	1	241	1
White non-Hispanic	10933	58	10267	56	9508	54	8824	52	8641	51
Other	626	3	603	3	516	3	531	3	546	3
Unknown	709	4	860	5	1057	6	1028	6	1149	7
Total	**18828**	100	**18313**	100	**17681**	100	**16829**	100	**17062**	100

According to the District Employment Services Office and Information Systems statistics regarding Grossmont College, white non-Hispanic individuals make up the majority of Grossmont College's full-time faculty body, though current hiring trends indicate that this may be likely to change over the next several years, to reflect changes in student demographics. In the aggregate, employee percentages tend to be dominated by White, non-Hispanic individuals. However, the trend is toward the campus becoming increasingly diverse.

Full-time Faculty Ethnicity

	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
Amer. Indian/Alask. Nat.	3	1	3	1	3	2	3	1	3	1
Asian	12	6	13	6	14	7	16	8	16	7
Black non-Hispanic	11	5	10	5	9	5	11	5	9	4
Filipino	1	0	1	0	2	1	3	1	3	1
Hispanic	25	12	26	13	25	13	26	12	30	14
Pacific Islander	1	0	1	0	1	0	1	0	1	0
White non-Hispanic	163	75	154	74	146	73	153	72	153	71
Other	0	0	0	0	0	0	0	0	1	0
Unknown	0	0	0	0	0	0	0	0	0	0
Total	**216**	**100**	**208**	**100**	**200**	**100**	**213**	**100**	**215**	**100**

Administrator Ethnicity

	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
Amer. Indian/Alask. Nat	2	8%	2	8%	2	8%	1	4%	1	4%
Asian	1	4%	1	4%	2	8%	2	9%	2	9%
Black non-Hispanic	0	0%	1	4%	1	4%	0	0%	2	9%
Filipino	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic	2	8%	2	8%	2	8%	2	9%	2	9%
Pacific Islander	0	0%	0	0%	0	0%	0	0%	0	0%
White non-Hispanic	20	80%	20	77%	18	72%	18	78%	15	65%
Other	0	0%	0	0%	0	0%	0	0%	0	0%
Unknown	0	0%	0	0%	0	0%	0	0%	1	4%
Total	**25**	**100%**	**26**	**100%**	**25**	**100%**	**23**	**100%**	**23**	**100%**

Classified Staff Ethnicity

	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
Amer. Indian/Alask. Nat.	5	2%	5	2%	4	2%	4	2%	3	1%
Asian	11	5%	14	6%	13	6%	13	6%	12	5%
Black non-Hispanic	14	6%	14	6%	15	7%	15	7%	16	7%
Filipino	4	2%	4	2%	6	3%	6	3%	6	3%
Hispanic	21	10%	26	12%	28	13%	30	13%	31	13%
Pacific Islander	0	0%	0	0%	0	0%	0	0%	1	0%
White non-Hispanic	165	75%	154	71%	146	68%	155	69%	163	69%
Other	0	0%	0	0%	0	0%	0	0%	0	0%
Unknown	1	0%	1	0%	2	1%	1	0%	3	1%
Total	**221**	**100%**	**218**	**100%**	**214**	**100%**	**224**	**100%**	**235**	**100%**

Students at Grossmont College are diverse with regard to other characteristics as well. As shown below, approximately 14% of Grossmont students report that their primary language is not English, a figure that has generally remained consistent for the past six years. The percentage of international students at Grossmont College has steadily decreased since Fall 2001, from 4.3% to 3.3% in Fall 2006. This may be related to changes in federal immigration policy following the terrorist attacks of September 11, 2001. The most recent Student Services Program Review for Counseling: International Students showed that, as of Spring 2003, even with the decline that began two years earlier, Grossmont College still enrolled more international students than any other community college in the San Diego region.

Percent of ESL and International Students
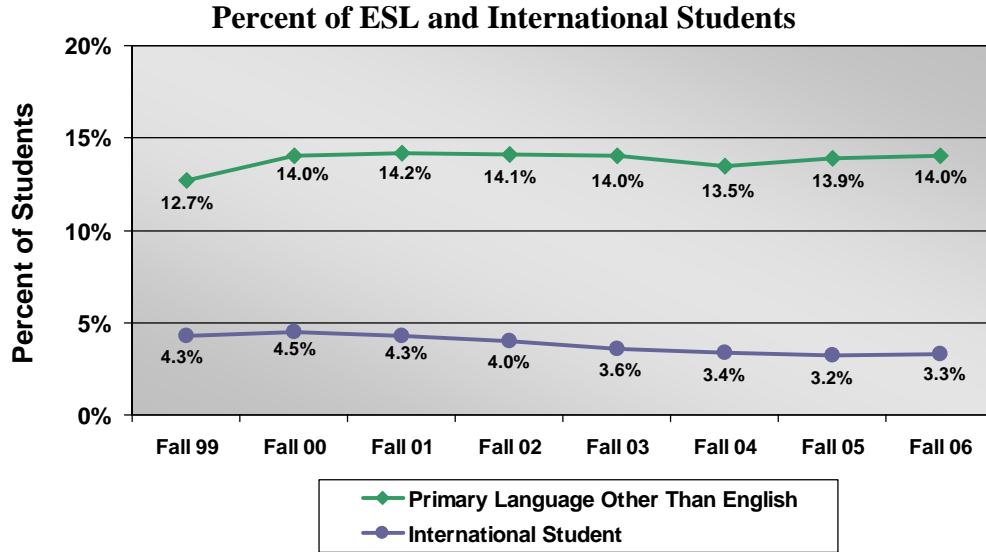
More than one-third of spring 2006 Grossmont College students qualified for a Board of Governors Waiver, representing an increase from approximately one-fourth of the students five years ago. The Board of Governors Waiver is a state program that waives the enrollment and health fees for California residents with financial need, and provides an index of low-income students for planning purposes.

Percent of Students with Board of Governors Waiver

28
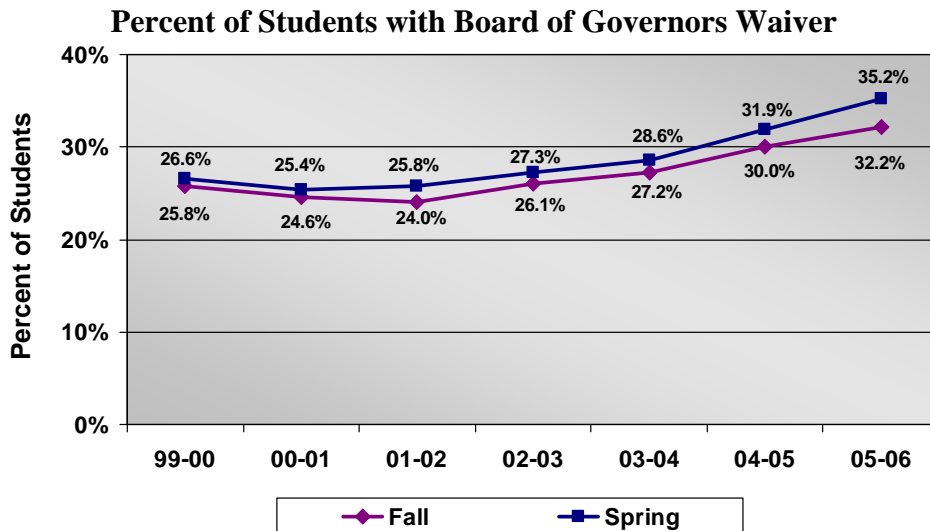
Students attend Grossmont College for a wide variety of reasons. The percent of students who indicate they are undecided in their educational goals has decreased slightly over the past several years, though it still remains just under 20%. Approximately 55% of Fall 2006 students indicated on their application that they intend to obtain an bachelor's degree. This figure represents an increase from 52% of students with these goals in Fall 2001.

Student Educational Goals

	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
Obtain BA/BS after AA/AS	7721	41	7433	41	7445	42	7066	42	7234	42
Obtain BA/BS without completing AA/AS	2282	12	2321	13	2334	13	2235	13	2302	13
Obtain AA/AS without transfer	1251	7	1211	7	1096	6	1090	6	1151	7
Obtain two year vocational degree	134	1	147	1	146	1	136	1	119	1
Earn a vocational certificate without transfer	182	1	186	1	164	1	203	1	220	1
Discover/formulate career interests, plans, goals	557	3	527	3	484	3	409	2	380	2
Prepare for a new career	821	4	847	5	753	4	712	4	666	4
Advance in current job/career	639	3	552	3	479	3	433	3	430	3
Maintain certificate or license	295	2	278	2	276	2	259	2	256	2
Educational development	679	4	632	3	585	3	549	3	590	3
Improve basic skills in English, reading or math	285	2	301	2	285	2	287	2	307	2
Complete credits for high school diploma or GED	137	1	183	1	212	1	215	1	266	2
Undecided on goal	3838	20	3687	20	3417	19	3231	19	3135	18
Uncollected	7	0	8	0	5	0	4	0	6	0
Total	**18828**	*100*	**18313**	*100*	**17681**	*100*	**16829**	*100*	**17062**	*100*

The majority of the students reside in the areas surrounding the college. The five most common zip codes for Grossmont students are located in Santee, El Cajon, and La Mesa; more than one-third of the students come from these five zip codes. A map of the region is provided on the following page, showing local zip codes, the GCCCD boundary, and the Grossmont Service Area.

Most of the Fall 2006 credit students (85%) obtained a high school degree or equivalent before enrolling at Grossmont College; another 7% had already obtained a bachelor's degree or higher.

Grossmont-Cuyamaca Community College District Boundary
and Grossmont College Service Area by Zip Code

PACIFIC OCEAN

MEXICO

IMPERIAL COUNTY

92129

92126

92145*[2]

92065*[2] Ramona

92040*[1] Lakeside

92004*[2] Borrego Springs

92036*[2] Julian

92122

92117

92071*[1] Santee

92124*[2]

92021 El Cajon

91916*[1] Descanso

91948*[1] Mt. Laguna

92111

92119

92020 El Cajon

92109

92123

92120

91942*[1] La Mesa

92108

91901*[1] Alpine

91931 Guatay

92107

92116

92115

La Mesa 91941

92019 El Cajon

91962*[1] Pine Valley

92259 Ocotillo

92110

92103 92104

92101

92105

91977 Spring Valley

Spring Valley

91905 Boulevard

91945*[1] Lemon Grove

92102

92114

91978*[1]

91935*[1] Jamul

91950 National City

92139

91902*[2] Bonita

91906 Campo

91934 Jacumba

91910 Chula Vista

91917*[1] Dulzura

91963 Potrero

91911 Chula Vista

91913 Chula Vista

92154

91980 Tecate

GCCCD Boundary	Grossmont Service Area

★ Grossmont College ★ Cuyamaca College

Boundary is defined by state law.

Service area is defined as zip codes in which 90% of Fall 2004 enrolled students resided.

Base zip code boundary map provided by SANDAG.

* Zip code area is partially contained within the district boundary
[1] More than half the area falls within the district boundary
[2] Fewer than half the area falls within the district boundary

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Enrollment Trends

During the past ten years, credit student headcount increased until the 2002-2003 academic year and since then has decreased slightly each year.

Number of Credit Students

	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06
Fall	15,432	16,453	16,783	17,099	16,730	17,866	18,828	18,313	17,681	16,829
Spring	15,300	15,935	16,677	16,559	16,724	18,301	17,990	17,569	17,050	16,259
Summer	7,514	7,495	7,699	7,501	8,046	8,902	8,508	7,727	7,149	7,150
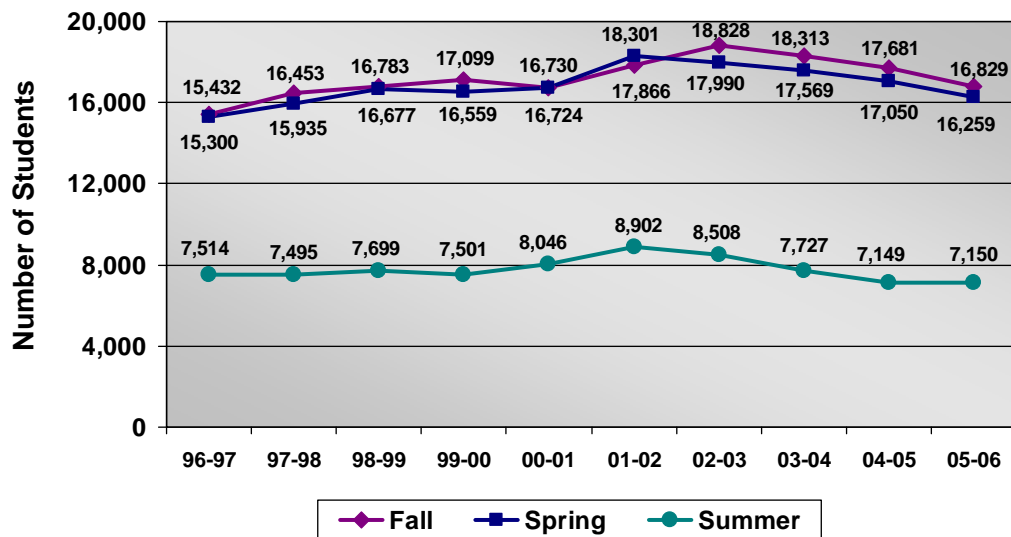
Approximately 40% of Fall 2006 credit students attempted a full-time course load (twelve or more semester units), a figure that has increased from 37% in fall 2001. More than one-fourth (28%) enrolled in fewer than six units, representing a decrease from 32% in Fall 2001. More than one-fifth (22%) of Grossmont College students enroll in only one course per semester. These students are more likely to be older, female, and/or White non-Hispanic students than students who enroll in more than one course per semester. Students enrolling in one semester course most often take Exercise Science, Personal Development Counseling, English, or Psychology courses. Additionally, more than one-third (36%) of students report that they work 20 hours a week or more. Higher employment hours relates to a lower likelihood of enrolling in a full-time courseload.

Online course offerings and enrollments at Grossmont College continue to increase.

Online Course Enrollments
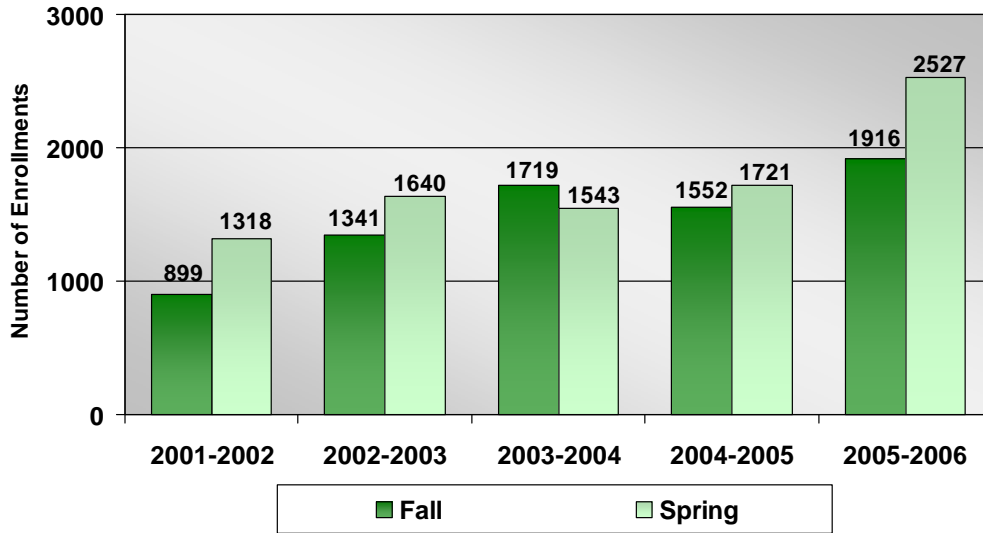
More than 70% of new students entering Grossmont College and going through the assessment process were prepared for college or transfer-level math courses, and more than 85% were prepared for college or transfer-level English courses, according to Fall 2005 placement rates.

Fall 2005 Placement Rates of New Students
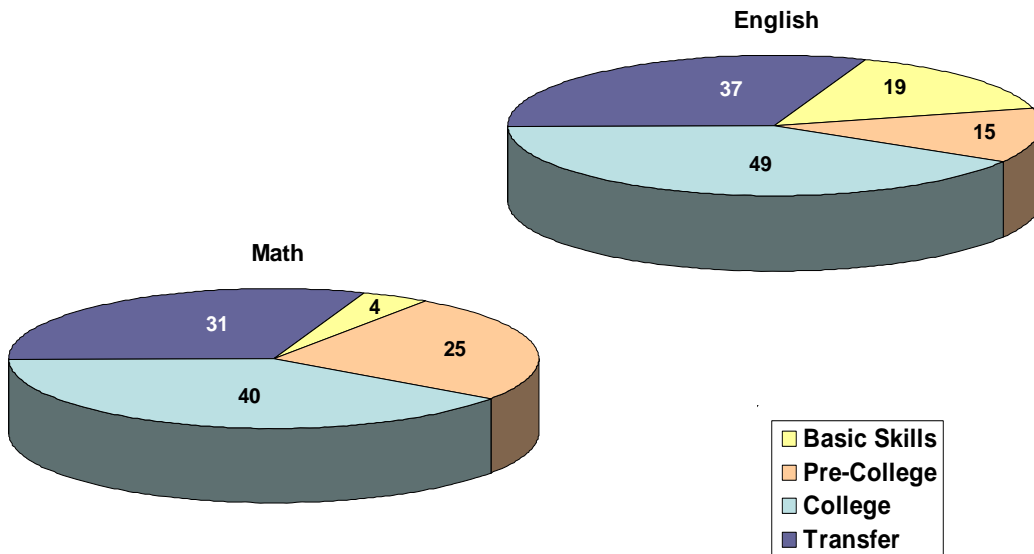
Subjects with the most enrollments during Fall 2005 and Spring 2006 are presented below. The five most common subjects accounted for 38% of all enrollments both semesters.

Course Enrollments by Subject

Fall 2005				Spring 2006		
Subject	**#**	**%**		**Subject**	**#**	**%**
English	5567	11.0		Math	5077	10.4
Math	5551	11.0		English	4951	10.1
Exercise Science	3718	7.4		Exercise Science	3677	7.5
History	2434	4.8		History	2573	5.3
Biology	2023	4.0		Communication	2176	4.4
Communication	2004	4.0		Biology	2038	4.2
Art	1912	3.8		Art	1803	3.7
Business	1761	3.5		Business	1802	3.7
Psychology	1673	3.3		Music	1558	3.2
Music	1662	3.3		Psychology	1532	3.1

Student Outcomes

Nearly two-thirds of all course enrollments result in a successful outcome, and another one fifth of enrollments are withdrawn. Success rates tend to vary by semester; summer success rates are quite a bit higher than those from fall or spring semesters. This may be related to the type of student who chooses to enroll in courses during the summer. Spring semester success rates have generally been slightly higher than those from fall semesters.

Course Success Rates
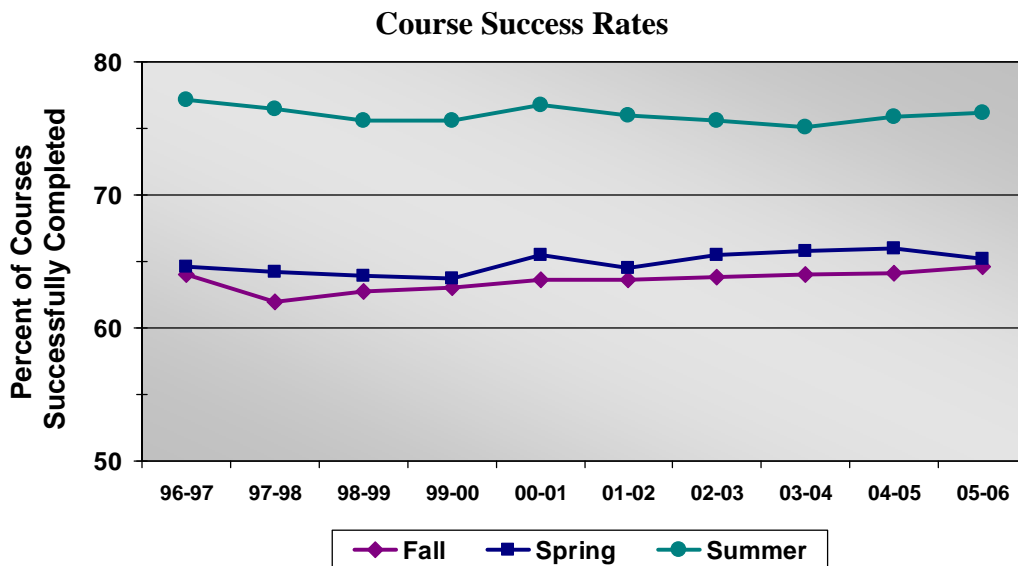
Success rates vary by type of course enrollment; success rates are highest in vocational courses and in transfer-level courses, and lowest in basic skills courses and in courses offered online. These lower success rates are partially related to higher withdrawal rates.

Course Success Rates by Type of Course
Fall 2005 – Spring 2006

	ALL COURSES	Basic Skills	Degree Applicable	Transfer	Vocational	Online
Withdraw	22	32	25	21	20	33
No Success	13	19	18	12	10	21
Success	65	49	57	66	69	45

Legend: ■ Success □ No Success ■ Withdraw
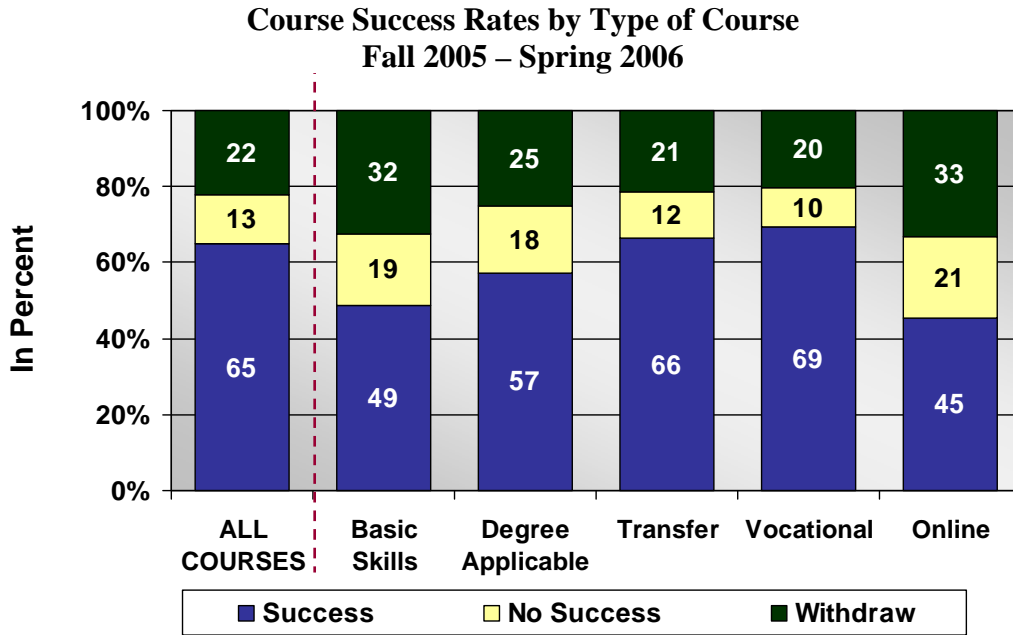
*Success includes grades of A, B, C, or Credit. No Success includes grades of D, F, or No credit.

More than half the students (53% in Fall 2006) obtain a semester GPA of 3.0 or above. In that same semester, 79% of students earned a 2.0 GPA or above. However, more than one-fifth of students (21% in fall 2006) obtain a semester GPA lower than 2.0.

Semester GPA

	Fall 02	Fall 03	Fall 04	Fall 05	Fall 06
3.0 and above	52	51	52	52	53
2.6 - 2.9	7	7	7	7	7
2.0 - 2.5	20	20	19	19	19
< 2.0	22	22	22	22	21

Legend: □ < 2.0 ■ 2.0 - 2.5 □ 2.6 - 2.9 □ 3.0 and above
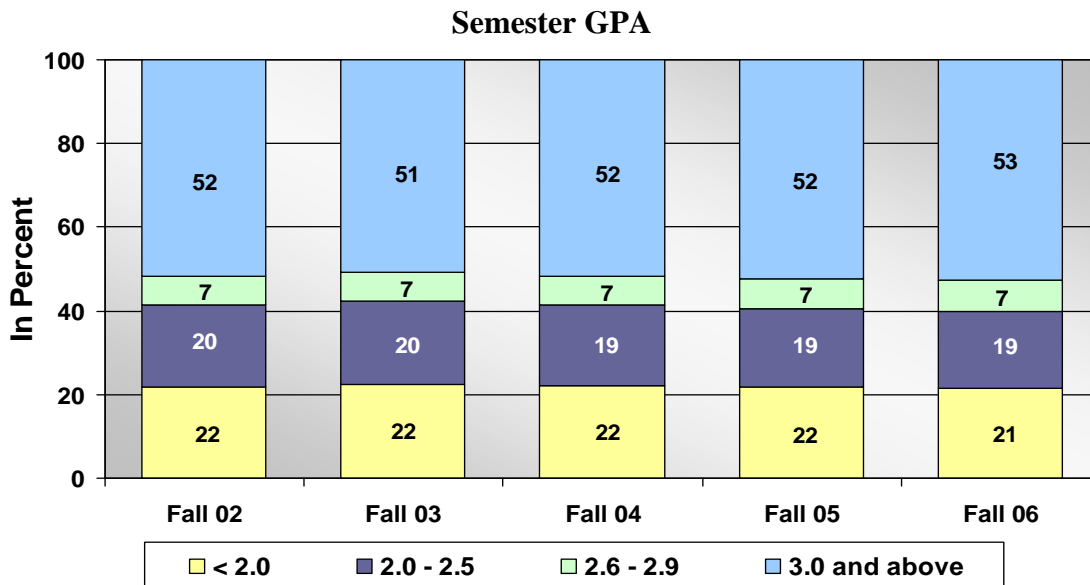
*Semester grade point average includes letter grades only.

Degree and certificate completion is most common during the spring semester. More associates degrees are awarded each semester than are certificates.

Degrees/Certificates Awarded

Number of Degrees/Certificates

	Summer 2003	Fall 2003	Spring 2004	Summer 2004	Fall 2004	Spring 2005	Summer 2005	Fall 2005	Spring 2006*
Certificates	52	154	274	53	171	317	83	178	297
Degrees	182	242	711	192	252	652	192	239	615

Legend: ☐ Degrees ■ Certificates
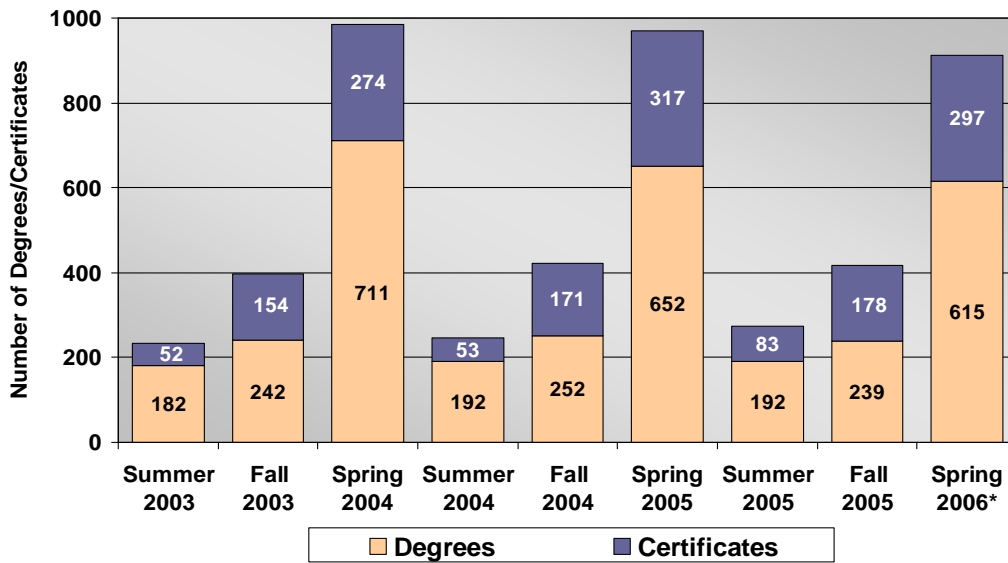
* Information is current as of 7/16/06.

The number of students who transferred to a four-year university after attending Grossmont College has increased over the past five years. The first year grade point average for transfers to the California State University (CSU) system is slightly lower for Grossmont transfers than for CSU transfer students overall. More than 40% of Grossmont College transfer students attend San Diego State University, where success rates in courses taken during their first semester are high (86%).

Transfers to Four-Year Universities

Number of Transfers

Total:	1931	1921	2053	2065	2217
	2001/02	2002/03	2003/04	2004/05	2005/06
Other	594	536	617	658	601
UC	230	238	224	197	272
CSU	1107	1147	1212	1210	1344

First Year at Transfer University

Legend: ■ CSU ☐ UC ■ Other
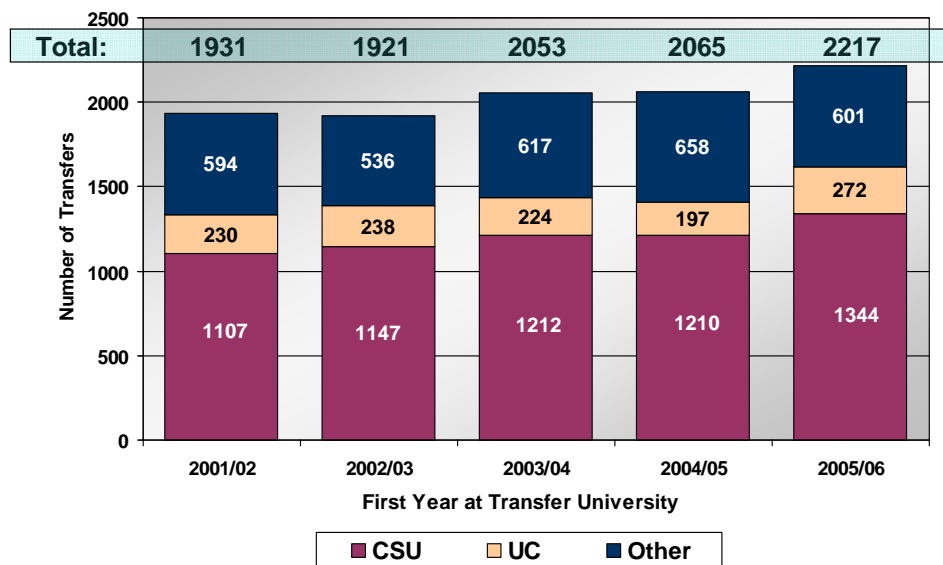
Notes on Transfer Figures: Students were included who attended Grossmont College and subsequently transferred to a four-year university within six years. Only students who completed three or more units at Grossmont are included. Transfer data are provided by the National Student Clearinghouse. Students may have attended other colleges in addition to Grossmont prior to transferring to a four-year college.

Faculty and Staff

Demographic information on college students and full-time faculty, staff, and administration are presented below. Full-time faculty represented approximately 24% of all faculty during the Fall 2006 semester.

Percentage of Grossmont College Students and Full-Time Staff
Fall 2006

Demographic Characteristics	Students (n=17,062)	Faculty (n=215)	Classified (n=230)	Exec/Admin/Mgt (n=23)
Female	57.6	51.6	68.7	39.1
Male	41.5	48.4	31.3	60.9
American Indian/Alaskan Native	1.1	1.4	0.1	4.3
Asian/Filipino/Pacific Islander	12.6	9.3	7.8	8.7
Black non-Hispanic	7.4	4.2	7.0	8.7
Hispanic	18.2	14.0	13.5	8.7
White non-Hispanic	50.6	71.2	69.1	65.2

This document was prepared by the Office of Districtwide Academic, Student, Planning and Research Services (IR-PASS), using Grossmont-Cuyamaca Community College District institutional and data sources cited in the text.

GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

**Organizational Map of District and Grossmont College Functions
for Accreditation**

October 2007

Grossmont-Cuyamaca Community College District

TABLE OF CONTENTS

1. Introduction

This mapping document is to assist in identifying and understanding district and college functions and relationships within the Grossmont-Cuyamaca Community College District. The following pages describe major district functions and departmental organization as well as functions and departmental organization at Grossmont College.

District Vision and Mission

Vision: Educational Excellence for a Productive Citizenry

Mission: The mission of the Grossmont-Cuyamaca Community College District is to provide leadership for learning opportunities that anticipate, prepare for, and meet the future challenges of a complex democracy and a global society. The district facilitates and supports educational programs and services at Grossmont and Cuyamaca Colleges to meet student and community needs.

The district provides the following:

- Centralized leadership for coordination of educational services district-wide;
- Institutional research and planning;
- Human resource programs and development;
- Responsible fiscal and business management;
- Administrative support;
- External relations that inform, advocate, and support the District's vision, mission, and values; and
- Conscientious compliance with federal, state, and local laws, policies, and regulations.

***The Way Forward*:** The five elements of *The Way Forward* provide the district guiding principles, the framework for our values and direction:

- ***Academic Excellence***
  Commitment to institutions focused on teaching, learning, and supportive services that lead to student success

- ***Unity***
  Commitment to cooperation in good faith throughout the organization and the community to enable progress beyond that of any individual's capacity

- ***Standardization***
  Commitment to standardizing systems and processes to save resources, facilitate operations, and remove barriers

- *Alignment*
  Commitment to align curriculum and practices to eliminate obstacles to student success and facilitate seamless transition

- *Resources*
  Commitment to secure, sustain, and develop human resources; protect, maintain, and enhance the physical environment; and pursue technological and fiscal resources to support educational programs and appropriate facilities

Grossmont College Vision and Mission:

The primary mission of Grossmont College is to serve the broad and diverse community of individuals who seek to benefit from the college's wide range of educational programs and services.

In order to fulfill its commitment to student learning, the college provides the following:

- Instructional programs that meet student needs for transfer education, vocational and career education, general education and developmental courses
- Community education programs and services
- Programs that promote economic, civic, and cultural development

To facilitate this mission, Grossmont College provides a comprehensive range of support services, including outreach and access initiatives, academic and learning resources, student development programs, and multicultural and co-curricular activities.

In support of its primary mission to promote student learning, Grossmont College structures its planning processes and engages the college community to pursue the following areas of focus:

- Student Development and Academic Excellence
- Our Community
- Fiscal Resources
- Human Resources
- Physical Resources
- Campus Life

2. Governing Board

A five-member Governing Board elected from the district's geographic area governs the Grossmont-Cuyamaca Community College District (GCCCD). Board members are elected by seat to four-year terms. Elections for those seats occur in November in even-numbered years. The terms are staggered so that three trustees are elected at one regularly scheduled election and two trustees are elected at the next. In case of vacancies on the board, the vacant position is filled either by order of an election or by a provisional appointment to fill the vacancy. An appointed member of the Governing Board holds the position only until the next regularly scheduled election for district Governing Board members. The elected trustee will fill the vacancy for the remainder of the unexpired term.

The two colleges within the district, Grossmont College and Cuyamaca College, hold elections for a student trustee before May 15 of each year. If the student trustee position becomes vacant, it can be filled by appointment or special election. Student trustees are accorded advisory votes, noted in the official minutes, on items before the Governing Board.

The Governing Board is the policy-setting body of the district and acts collectively, not individually, in making decisions regarding the governance of the district. The chancellor assists the board members in their policy-making roles and as representatives of the community and promotes and enhances the board's knowledge of the district's programs, services, and processes. In its decision-making capacity, the board reflects the interests of the public and abides by local, state, and federal laws and guidelines.

Current board members (2005-2006) are active within their communities and beyond through occupational, civic, philanthropic, and professional involvements. Board members represent the district at numerous college and community events. Board members are encouraged to attend campus events and activities to familiarize themselves both formally and informally with the colleges.

Members have attended career fairs; college graduations and events such as the Grossmont and Cuyamaca College health fairs, Ford ASSET and General Motors ASEP automotive program graduations at Cuyamaca and nursing pinning ceremonies and police academy graduations at Grossmont; scholarship ceremonies; ornamental horticulture scholarship celebrations at Cuyamaca and Students of Note ceremonies at Grossmont; college convocations at the beginning of each semester; and many other opportunities to get to know each college and its programs, services, staff, faculty, administrators and students.

Governing Board members also take the opportunity to meet individually with college and district personnel or collectively in departments who are receptive to or express interest in meeting with them.

The chancellor as well as college and district leadership provide orientation for new board members to their duties, policies, and procedures. New and continuing trustees also meet with district and college administrators on an ongoing basis to become familiar with the district and each college. The Community College League of California and the American Association of Community College Trustees are accessed for similar purposes for their orientation, leadership, and professional development seminars. Documents such as *Governing Board Policies of the Grossmont-Cuyamaca Community College District* and the *California Community College Trustee: Trustee Handbook* provide a broad range of information to assist the five publicly elected and two student trustees. Student trustees often participate in these same orientations, workshops, and conferences. There are also special orientations and workshops specifically for student trustees.

The board has ultimate responsibility for educational quality, legal matters, and financial integrity. The board carries out an annual, confidential evaluation of the chancellor, based on contractual and other agreements.

Board Meetings

Consistent with Education Code Sections 35143 and 72000(2) (A), which require that the Governing Board, at its annual organizational meeting set the time, frequency, and place of regular Governing Board meetings, the Governing Board meets each December and acts on these items.

Unless modified because of a special meeting or workshop, the Governing Board meets on the third Tuesday of each month, with adjustments made at the discretion of the board at their annual organizational meeting or as needed.

The location of the board's regularly scheduled monthly meetings rotates between colleges. Meetings convene at 5:30 p.m., and the board adjourns to closed session to deal with legal and personnel issues as necessary. The board reconvenes in open session at approximately 6:30 pm. Informational workshop meetings, such as annual budget workshops, are scheduled at different days and times.

Student trustees have an advisory vote on board items, but do not participate in closed session. Student trustees are responsible for communicating board decisions and information to the students at their respective colleges.

The board reviews and approves all board policies and performs other board functions as provided by statute or policy. Board decisions are by group majority vote.

The board acts as a unit once a decision is made and is responsible for ensuring the institution's integrity and independence.

Representatives of the district and college constituencies sit at a resource table at each regularly scheduled Governing Board meeting and are invited to provide constituency input by the Governing Board president. These groups are the Academic Senates of Grossmont College and Cuyamaca College, United Faculty, California School Employees Association (CSEA), Classified Senate, and the Administrators' Association.

Members of the public and/or constituent groups of the district may speak to agenda items during the meeting or present other topics during the public comment section of the board's agenda.

Governing Board meetings are recorded in compliance with the California Public Records Act, Government Code Sections 6250, et seq. The recordings are kept for a minimum of six years and are available to the public for viewing at the Learning Resource Centers on both college campuses.

Board Policies

A board policy is a written statement that embodies the thinking, interest, and philosophies of the district. Board policies provide a basic guide to thinking and action so that individuals can make decisions that are consistent with the mission and educational philosophy of the district. A majority of the board members must approve a board policy.

The Governing Board invites thorough review of policies and procedures and considers the advice of internal constituencies, individuals, the Community College League of California, and other interested parties prior to adopting policies. Current processes include reliance on shared governance councils and committees for recommendations to the Governing Board through the chancellor. For policies and procedures that affect academic and professional matters, the board, by policy, looks to mutual agreement with advice of the Academic Senates.

On matters defined as within the scope of bargaining interests, the board follows the requirements and conventions of negotiations.

The general public may comment at public board meetings on any policy item before the board or may provide input through correspondence.

The chancellor is responsible, using appropriate processes for participation and communication, for developing administrative procedures to implement board policies. These include reliance on shared governance councils and committees, such as the District Executive Council for recommendations to the chancellor.

3. Chancellor

The chancellor provides educational and administrative leadership for the district and is responsible for assisting the Governing Board in its development of policies, goals, and objectives.

The chancellor is committed to research-based decision-making and planning. The chancellor leads, develops, and evaluates the district executive team.

The chancellor manages the district's resources and provides oversight of the district and college budgets. The chancellor protects the district's fiscal resources by maintaining a prudent financial management system, advocating for state and federal funding, and pursuing alternative resource development activities.

The chancellor works to develop and strengthen management systems that ensure efficient and effective operations and directs the recruitment and employment of highly qualified and culturally diverse faculty and staff. He strengthens management systems for sound decision-making and effective policy implementation with an emphasis on flexibility, accountability, and continuous improvement through ongoing staff development.

The chancellor works with the presidents of Grossmont College and Cuyamaca College in focusing on the colleges' primary role of teaching and learning, improving academic programs and providing for optimum student access consistent with resources and opportunities for maximum student success.

The chancellor meets regularly with his cabinet, which includes the college presidents. The chancellor gives full responsibility and authority to the college presidents to implement and administer district/system policies without interfering and holds them accountable for the operation of the colleges.

The chancellor establishes and implements a long-range planning process based on the district's vision, mission, and values described in *The Way Forward*.

The chancellor ensures an organizational structure that facilitates and supports constituent participation in decision-making processes.

The chancellor articulates the district's vision, programs, and services to the educational, political, business, and civic leaders of the community and all levels of governance and engages in community activities.

4. Administrative Organization

District: Chancellor
Colleges: College Presidents

The attached matrix (Attachment A) identifies functions that are performed by the district and colleges. Its purpose is to clarify the district's and the colleges' levels of responsibility and identify supporting documentation.

Governing Board Office

District: Chancellor/Governing Board Office Supervisor
Colleges: College Presidents

The Governing Board Office provides administrative support to the chancellor in assisting the Governing Board in its role as policy maker and community representative, ensuring that deadlines and legal requirements are met. The office serves as resource to, and acts as liaison between the Governing Board and faculty, administration, staff, students, and community. The Governing Board Office develops and implements procedures for preparation of Governing Board materials; serves as custodian of related legal records and maintains official Board Policy and Administrative Procedures manuals.

Role of the Grossmont College President:

Under the direction of the chancellor, the president leads, directs, and supervises the college and administers programs and operations in compliance with various rules, regulations, board policies, and legal requirements. S/he facilitates communication and understanding of perspectives among faculty, staff, students, and the community, as well as to the chancellor and the Governing Board. The president works closely with the chancellor and the Chancellor's Cabinet, including the Cuyamaca College president, in accomplishing the district's overall mission and strategic plan as approved by the Governing Board. S/he works cooperatively in the development and implementation of Governing Board policies.

After approval by the college presidents, items to be considered by the Governing Board are submitted to the chancellor and Governing Board Office supervisor.

Business Operations

District: Vice Chancellor-Business Services
Colleges: Vice Presidents, Administrative Services

The Board of Trustees delegates budget development to the chancellor with the vice chancellor-business services providing the primary operational leadership.

The district, under the authority of the Governing Board, determines the formula for the distribution of funds to the colleges and other district functions. Once funds are distributed, the colleges are given general autonomy for expenditures within compliance with state and federal statutes and regulations and district policies and procedures. The district funding allocation formula was adopted in 1997, developed in consultation with shared governance councils and committees. The formula has been under review by a Funding Allocation Task Force since 2005.

The office of the vice chancellor-business services is responsible for planning, management, and implementation of the district's $276 million budget, over one-half (56 percent) of which is for capital outlay projects. The office is responsible for all financial functions of the district as well as the planning and construction of all district facilities.

Business services operations has the primary responsibility for the administration of operating procedures related to the expenditure of funds and has full audit compliance responsibility for these expenditures. The district works with the colleges to ensure that revenue and expenditures will meet audit, accounting, and fiscal requirements. The office is also responsible for obtaining the maximum funds for the district, distributing those funds to both colleges and the two district site cost centers, and properly accounting for those funds to ensure that they are spent in the most efficient and effective means possible within the law.

Role of the Vice President of Administrative Services for Grossmont College:

At Grossmont College, the vice president of Administrative Services (VPAS) has the primary responsibility for the administration of operating procedures related to the expenditure of funds and works with the district to ensure that revenue and expenditures meet all audit, accounting, and fiscal requirements. Additionally, the VPAS ensures that the campus Business Services Office (BSO) manages its budget allocation in coordination with the college Planning and Budget Council (PBC). The college uses the districtwide accounting system to ensure accountability, efficiency, and effectiveness.

Budget and Fiscal Operations

District: Associate Vice Chancellor-Business Services/Controller
Colleges: Vice Presidents, Administrative Services

The controller function is responsible for districtwide budget coordination of all funds including general funds, financial aid, and the facilities bond measure Proposition R. This includes coordination of all banking activity, including cash flow management, and oversight of restricted funds. This office also closely coordinates with purchasing and contracts, accounting, student cashiering, payroll, and risk management/benefits. The office also provides leadership and training in the implementation of college-wide automated fiscal software programs.

Unrestricted general funds are allocated using a districtwide income allocation formula. Once funds are distributed, the colleges' business offices manage their budget and expenditures within their allocation and in coordination with the site shared governance budget and planning committee.

Role of the Vice President of Administrative Services regarding Grossmont College Budget:

Unrestricted general funds are allocated to Grossmont College using a districtwide income allocation formula. Upon receipt of the institutional allocation, the VPAS is responsible for the management of the campus budget, including the restricted general funds budget, and expenditures within the campus allocation in coordination with the college PBC. The college is also responsible for the preparation, review, and approval of monthly, quarterly, and final expenditure reports, as required.

Accounting

District: Accounting Supervisor
Colleges: Vice Presidents, Administrative Services

The Accounting Office provides financial services for both the colleges and the district. The department is responsible for all accounts payable and receivable, validation and distribution of deposits received by college cashiers, reconciliations, scholarship and loan warrants and sales and use taxes. Accounting administers fiscal aspects of financial aid,

processes and tracks all financial expenditures, and prepares billings to the state for facilities projects. Accounting processed 42,432 warrants (checks) in 2004-05.

The colleges forward various types of requests for payments to district accounting after review and approval by site administration and the college Business Office.

Role of the Vice President of Administrative Services regarding Grossmont College Accounting:

At Grossmont College, the VPAS oversees the office that is directly responsible for verification of all receipts, review of financial documents for correct expenditure information (i.e., object codes, key codes, and other like details), and ascertainment that expenditures have been duly authorized by college administration. The college also processes reimbursement requests for travel, mileage, petty cash, Guest Instructional Providers, postage and rental invoices, and general check requests. The college checks all deposits from the college, (General, Trust, or Restricted Funds) before they are forwarded to accounting for processing. After review and approval by the college BSO and the VPAS, all fiscal information is forwarded to the District Accounting Office for review and processing.

Payroll

District: Payroll Supervisor
Colleges: Vice Presidents, Administrative Services

The Payroll Office processes monthly payroll for over 2,500 district contract and hourly employees, totaling approximately $67 million a year. Office functions include calculation of hire letters, large class bonuses, special projects, longevity, various timesheets and other miscellaneous documents affecting employee pay and expense charges. The office maintains vacation, sick leave, and other leave balances.

The colleges report hours worked on district provided timesheets on a monthly basis.

Role of Vice President of Administrative Services regarding Grossmont College Payroll:

At Grossmont College, the VPAS oversees the review of all hire letters for accuracy, as well as ascertains that they agree with the designated state program codes. The college also verifies the total Load Equivalent Decimal (LED), which designates the extent of an instructional assignment and whether it is a 1.0 full-time equivalent (FTE) or less than 1.0 FTE for part-time service. All hire forms (Academic, Non-Academic, Hourly, Student, Work study, Short-term) are verified for appropriate approvals before they are sent to the district Employment Services Office for processing.

Special campus projects are also verified for appropriate key/object code and budget information before they are forwarded to the appropriate administrator for approval.

When approved and verified, these documents are then forwarded to the Payroll Office for processing and payment.

Additionally, the college keeps track of and processes all college time sheets to review the number of hours worked, verify leave balances, and determine discrepancies and correct them before submitting the document to the district Payroll Office (DPO). Once completed, documents are then forwarded to the DPO for processing, with the college distributing the monthly payroll through the BSO.

Purchasing and Contracts

District: Sr. Director, Purchasing & Contracts
Colleges: Vice Presidents, Administrative Services

The office provides centralized purchasing and contract services and is responsible for ensuring minimal legal and contractual liability to the district in all aspects of purchases, contracts, and material management. The purchasing function entails all non-salary purchasing of the district, including equipment, supplies, professional services, and construction/remodeling services. The office processed 3,900 purchase requests and 1,000 contracts in 2005-06 with an aggregate value of $131 million.

The colleges prepare purchase requisitions and requests for contracts for the acquisition of college goods and services.

Role of Vice President of Administrative Services regarding Grossmont College Purchasing and Contracts:

The VPAS interacts with the district Integrated Fund Accounting System (IFAS), when it is used by Grossmont College faculty, staff, and administrators to enter purchase orders to secure supplies, equipment, and other items.

Public Safety Department

District: Director, Public Safety
Colleges: Constituency representatives; cashiers

The department's three major areas of responsibility are police, building security, and parking. The department provides 24-hour-a-day police services to persons and property on district grounds, facilities, parking lots, and at adjacent or off-site locations. District public safety officers are sworn peace officers in compliance and pursuant to California Penal Code 830.32 (a) and California Education Code 72330 and have full law enforcement authority. The department is certified by P.O.S.T. (Police Officers Standards and Training).

Police functions involve direct contact with students, staff, faculty, and the public, and include police patrol, criminal investigations, crime prevention, police communications, records, and emergency and disaster response.

Building security includes monitoring and responding to alarm systems and patrols. A total of 32,000 calls for service were handled in 2005-06.

The parking function includes maintenance of the lots, issuance of citations, and parking and traffic management.

College representatives participate on the Districtwide Parking Committee, and college cashiers sell student parking permits.

Role of the VPAS in Public Safety:

The college VPAS oversees offices that interact frequently with the Public Safety Department (PSD).

The college BSO interacts with the PSD by routing facility requests through the PSD for assistance in securing athletic and special events. Additionally, the college Facilities Office (FO) coordinates construction projects and information with the PSD in order to provide security at the sites and adjacent areas. PSD security functions include monitoring and responding to alarm systems, as well as patrolling the campus. Additionally, both the college Operations Department (OD) and PSD are responsible for securing buildings and classrooms. The OD opens most classrooms each morning and secures them each evening. The PSD is responsible for opening classrooms for staff on the weekends, when operations staff is not present, and for calling college representatives to report building operation and security issues that are found while officers complete their patrols. Both the OD and PSD respond to calls from staff that have been locked out of their work spaces.

The PSD functions that involve direct contact with students, faculty, staff, and the public, include police patrol, criminal investigations, crime prevention, police communications, records, and emergency and disaster response. The PSD also is responsible for the college lost and found service and for providing the college with weekly updates regarding crime, citations issued, medical aide, and incident reports. College staff members are encouraged to contact PSD to report any crime, suspicious persons, and inappropriate activity.

The PSD parking oversight function includes issuance of citations, and parking and traffic management. The college is involved in a number of these processes through the FO. The FO makes requests for parking lot and road repairs, initials repair and maintenance estimates and work orders, and requests signage. The FO also coordinates construction projects and deliveries with the PSD to ensure that the sites are cordoned off and secured. The FO also works with the PSD on establishing temporary parking areas, coordinating parking lot and road repairs and changes, and providing adequate accessible parking.

Lastly, college, district, and public safety representatives all participate on the Districtwide Parking Committee. This committee monitors the funds generated from parking permits, sold by the college cashier, and through citations, and recommends the prioritization and allocation of the funds, both for district and for campus services.

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Facilities and Planning

District: Sr. Director, Facilities Planning & Development
Colleges: Vice Presidents, Administrative Services

The district has functional responsibility for the planning and development, construction, maintenance and operation of all district facilities. The facilities planning and development department works with college facilities planning committees and coordinates with the corresponding faculty and staff at the colleges to plan construction and use of facilities.

The department coordinates, directs and supervises facilities planning, new construction and renovations, manages preventative and scheduled maintenance of existing facilities, and provides design guidance. For Prop. R projects, the district is assisted by a program and project management consultant.

The department reviews projects to assure state guidelines are met for scope, cost, and space usage; manages and develops five-year planning documents (available at *http://www.gcccd.edu/facilities*); directs electronic maintenance; and develops Initial Project Proposal (IPP) and Final Project Proposal (FPP) documents for the State Chancellor's Office.

The department coordinates scheduled maintenance with the colleges.

The district has been both aggressive and successful in identifying and funding energy conservation projects. All of the district's capital construction projects are designed to maximize economically feasible energy technologies.

Each college has its own facilities function: custodial, building maintenance, and grounds departments. College staff, through college shared governance committees and councils, develop the academic master plans that drive the facilities master plans. College staff works with district staff to program new facilities.

Role of Vice President of Administrative Services regarding Grossmont College Facilities and Planning:

The VPAS oversees the Grossmont College Facilities Office (FO), which works with college faculty and staff, and with the district Facilities Planning and Development Office (FPDO) to assist in the compilation of specifications, design review, construction, renovations, and scheduled maintenance of existing facilities. The district FPDO is responsible for electric and electronic maintenance of the college, while the college Maintenance Department is responsible for the physical maintenance of all other components of the college facilities. When large remodel projects are needed, both college maintenance and district electronic maintenance departments coordinate their efforts to write specifications, check plans, or provide construction and maintenance services.

The district FPDO also collaborates with the college FO and college committees and councils to develop Initial Project Proposals, Final Project Proposals, 5-Year Construction Plan, Scheduled Maintenance Plan, and Space Inventory Report for the state chancellor's office.

Warehouse

District: Warehouse Supervisor
Colleges: Vice Presidents, Administrative Services

The warehouse provides districtwide centralized warehousing services. The warehouse organizes the receipt, storage, and distribution of equipment, supplies and inventory, maintains a physical inventory of all fixed assets, disposes of surplus property, and provides mail and district driver services.

College staff receives merchandise delivered by the warehouse staff.

Role of Vice President of Administrative Services for Grossmont College:

The VPAS interacts with the district Integrated Fund Accounting System (IFAS), when it is used by Grossmont College faculty, staff, and administrators to enter purchase orders to secure supplies, equipment, and other items that will be received by the District Warehouse. Once supplies are received by the warehouse, they are delivered to college staff, who are required to verify receipt of the item(s) by signature. Since the main warehouse location is on the Grossmont College campus, it collaborates closely with college departments. The warehouse also keeps a centralized store of regularly ordered items, which staff can order through the computerized stores ordering system.

The warehouse also tracks and maintains a physical inventory of all fixed assets, and is responsible for the disposal of the fixed assets as well. The college assists in this process by maintaining the currency of the physical asset inventory through submission of Surplus Property and Inventory Change forms. If a department is going to change the physical location of a fixed asset, or wants to retire a fixed asset, the department must complete the appropriate form so that the warehouse can keep the district inventory current. Surplus property forms must be signed off by the department chair and the business officer to ensure that assets are not retired that could be used by other departments or programs. The warehouse also informs the college Facilities Office FO of property that has been recycled or donated to other institutions so the college can claim these items for use on its AB 75 submission.

The warehouse and operations departments work together to distribute both United States Postal Service (USPS) and inter-office mail to designated campus and district locations. The college Operations Department (OD) completes the morning mail delivery, and the warehouse staff completes the afternoon mail delivery.

Information Systems

District: Sr. Director, Information Systems
Colleges: Various, virtually all administrators

The function of the Information Systems Department is to provide access to technology throughout the district for administrative and instructional purposes. The department plans, develops, and supports the information technology and telecommunications infrastructure.

Quarterly reports are provided to the Governing Board on the Information Systems Plan status and progress. Presentations and plans can be accessed at *http://www.gcccd.edu/is/techplans.asp*.

The Local and Wide Area Network structure is designed to enhance instruction in the classroom, online instructional delivery systems, and back office support. District Information Systems supports the Integrated Financial Accounting System (IFAS) and Human Resource Systems; the in-house Student Record System; the Colleague Student Instructional System; the SIRSI library management system; the SIGMA financial aid system; the ImageNow document imaging system; the Tadiran telephone switches; and the Callegra voice mail and auto-attendant system.

The district has established a district standard for office automation, and information systems supports that standard. Information systems also provides hosting and management services for the WebCT and BlackBoard course management systems and for the Red Canyon positive attendance tracking system.

College staff is primarily responsible for the operation of college instructional laboratories and Learning Resource Centers' database systems.

Role of Grossmont College Administrators Regarding Information Systems

Grossmont College administrators work with the district Information Systems (IS) Department to maintain and troubleshoot the campus telephone system. Campus work orders submitted for telephone repair are checked on a daily basis to ensure that all requests are completed in a timely manner. Voice mail and telephone numbers are assigned to new staff by the college, followed by the college notification of IS to activate the new lines. The college also updates the switchboard and web site staff directory and works closely with IS to maintain this directory. The college also works with IS to address problems with the district financial system (IFAS) or with Microsoft Office products.

Districtwide Academic, Student, Planning and Research Services

District: Associate Vice Chancellor-Districtwide Academic, Student, Planning and
            Research Services
Colleges: Presidents, Vice Presidents of Instruction, Academic Affairs, Student
            Development and Services, and Student Services

The Districtwide Academic, Student, Planning and Research Office (IR-PASS) develops and coordinates a comprehensive institutional strategic planning and evaluation process. The office facilitates the coordination of districtwide academic and student service alignment and standardization.

The office also facilitates communication and coordination of curriculum goals and standards providing support to the colleges' administrative processes to ensure districtwide course alignment. The Districtwide Academic, Student, Planning and Research Office (IR-PASS) is responsible for maintaining the master course list.

The office provides accurate and timely information to facilitate research-based decision making and policy formation. Planning and research functions include providing data and reports on program reviews; validity and treatment studies; surveys, grant evaluations, student outcomes, demographic and high school transitions; and periodic environmental scans with internal and external assessments.

The colleges have primary responsibility for the delivery of curriculum, instruction, academic, and student support services as well as processes to ensure on-going evaluation and improvement.

The associate vice chancellor Districtwide Office of Academic, Student, Planning and Research Services (IR-PASS) co-chairs the Districtwide Strategic Planning and Budget Council (DSP&BC); and chairs the Districtwide Coordinating Educational Council (DCEC) and Institutional Planning and Research Committee (IPRC). College administrators, faculty, staff, student, and organizational and bargaining group constituencies' representatives participate on DSP&BC and college representatives work closely with the office to develop policy and the research agenda.

Role of Vice President of Academic Affairs for Grossmont College:

The Grossmont College vice president of Academic Affairs (VPAA) participates in the DSP &BC, DCEC, and with the IR-PASS to ensure that research issues related to the academic programs of the college are addressed.

Role of Vice President of Student Services for Grossmont College:

The Grossmont College vice president of Academic Affairs (VPAA) participates in the DSP &BC, DCEC, and with the IR-PASS to ensure that research issues related to the student services programs of the college are addressed.

Intergovernmental Relations, Economic Development, and Public Information

District: Associate Vice Chancellor, Intergovernmental Relations, Economic
            Development, and Public Information
Colleges: College Presidents, Academic Senates, and constituency representatives;
            Enrollment/Marketing Committee chairs and Cuyamaca College Executive
            Dean, Institutional Advancement

The Office of Intergovernmental Relations, Economic Development, and Public Information (OIREDPI) develops and coordinates implementation of the district's external relations in these areas.

The office is responsible for assessing legislative priorities, providing recommendations to the chancellor, and implementing the district's legislative program. Through this office, in coordination with the chancellor, the district is represented to elected officials, and officers and staff of other governmental and community agencies at local, regional, state, and federal levels.

The director and staff also develop and coordinate district public information plans and strategies, serving as principal contacts for media representatives, with the director serving, as appropriate, as district spokesperson. The office produces publications, reports, information, and resource documents including the *Courier*, the *Update*, fact sheets, and media kits. The office serves as liaison to college public information personnel, as well as enrollment and marketing committees and coordinates, where appropriate, joint marketing publications. The office provides support services to both colleges to increase public awareness and resources.

The office is also responsible for facilitating workplace information for the purposes of economic development, including assessment of current and emerging workforce issues.

College participation on the Districtwide Legislative Strategy Committee and the Districtwide Enrollment/Marketing Committee brings forth student, staff, faculty and administrative perspectives and shapes the proposed legislative program and districtwide enrollment/marketing strategies.

Roles of President, Academic Senate, Enrollment and Marketing Committee Chairs for Grossmont College:

The Grossmont College president interacts with the OIREDPI to ensure that college interests are served in liaison efforts with governmental bodies, particularly in regard to state and federal initiatives that will impact the college and also in securing special funds.

The Academic Senate provides information to the OIREDPI about Academic Senate actions and input for areas of academic and professional matters affected by state and federal initiatives.

The Enrollment and Marketing chairs collaborate with the OIREDPI to develop common strategies for advertising aimed at increasing the size of the student body and promoting institutional programs.

Human Resources and Labor Relations

District: Vice Chancellor-Human Resources & Labor Relations
Colleges: Presidents, Vice Presidents of Instruction/Academic Affairs, Grossmont and Cuyamaca Colleges

The Board of Trustees has delegated most human resources and labor relations responsibilities to the chancellor and the vice chancellor of human resources and labor relations, whose division provides services that primarily pertain to employment.

The human resources and labor relations division provides or develops services and systems that support the district's overall vision, mission, and *The Way Forward*. This objective is accomplished via coordination with college presidents or their designee.

The office coordinates policy and procedure development affecting personnel and monitors Title V regulations and state mandated cost programs. The office also provides and conducts investigations regarding Equal Employment Opportunity Commission and/or other employment issues such as the handling of grievances, mediations, and arbitrations.

The vice chancellor of human resources and labor relations is the chief negotiator during collective bargaining for the Governing Board.

Each college and district entity is responsible for participating in hiring procedures, staff evaluations, and contract administration.

Role of President and Vice President of Academic Affairs for Grossmont College:

As part of the Chancellor's Cabinet, the president provides input to the development and revision of district human resources policies, procedures and general direction of relations with employee bargaining units' negotiations with the district. S/he is responsible for policy and procedure implementation and actions in keeping with the rule of law.

The vice president of Academic Affairs (VPAA) assists the president in his/her duties related to human resources. In addition, the VPAA ensures that subordinates follow policies and procedures and communicates notions from subordinates regarding changes that would improve organizational functionality.

Human Resources Committees

District: Director, Risk Management, and Director, Employment Services
Colleges: Vice Presidents of Instruction and/or Student Services and/or Administrative
             Services or their designee

The division is responsible for governance committees including Americans with Disabilities Act, Staff Diversity, Emergency Preparedness, Workplace Safety Committee, hiring committees, and other ad hoc committees. The committees (consisting of staff from each employee group) add to the effectiveness of managing employees and resources of the district.

Role of Human Resources Search Committees at Grossmont College:

Human resources search committees at Grossmont College implement district policies and procedures related to the employment of new faculty, staff, and administrators.

Employment Services

District: Director, Employment Services
Colleges: Vice Presidents, Student Services, and Vice Presidents, Instruction and/or
             Vice Presidents, Administrative Services

The Employment Services Department manages the recruitment, selection, and hiring process for the entire district, including monitoring diversity and equal employment opportunity compliance, performance evaluation and job reclassification, and continuously interacts with the risk management and payroll departments. Employment Services is also responsible for compliance with collective bargaining agreements and state laws and regulations.

The department is responsible for the development and maintenance of personnel policies and procedures and maintains and manages personnel records. The department actively interacts with the California Community Colleges State Chancellor's Office on faculty issues.

Roles of Vice President of Academic Affairs, and Vice President of Student Services for Grossmont College related to Employment Services:

The vice presidents of Academic Affairs and Student Services at Grossmont College assist in implementation of policies and procedures that ensure that district policies and procedures related to the hiring and continuing employment of faculty, staff, and administrators are followed.

Risk Management and Benefits

District: Director, Risk Management
Colleges: Vice Presidents, Deans, Directors, Managers

The department functions as the primary manager of health benefits, workers' compensation, retirement programs, the Americans with Disabilities Act, all district insurances, and issues relating to safety, hazardous materials compliance, and professional development in these areas. The office works with vendors in obtaining services for the district.

The risk management function includes providing general liability and property insurance coverage, management of the district self-insured insurance program, and assistance in resolving and paying claims against the district.

The benefits office provides counsel and information regarding insurance coverage, workers' compensation benefits, health, dental, life, retirement, long and short-term disability, Section 125 plan, and tax shelter annuities 403b/457 program. The department performs enrollments for new hire orientation and provides claims processing.

The department is responsible for the development and monitoring of policies and procedures relating to risk management and related training.

The director is a member of the board's negotiations team for collective bargaining.

College staff participates in hazardous materials and safety program development, policies and procedures.

Roles of Grossmont College Vice Presidents, Deans, and Managers in Managing Risks and Benefits.

Grossmont College vice presidents, deans, and managers interact with Risk Management on issues within the department's purview that also are of concern to the college. In particular, these college administrators collaborate with the district Risk Management department on matters involving safety of employees and students.

5. Governance

The Governing Board retains the ultimate fiduciary responsibility for administration of the district. The Governing Board has delegated to the chancellor the authority and responsibility for administration of the district.

The District Governance Structure document, as updated June 2007, sets forth general principles of governance, overview of participants and roles, and council, committee and task force purposes and composition. The district governance document is periodically reviewed and updated to capture and validate, or adjust, the purpose, composition, and

role of the groups within the governance structure. The governance structure was updated in 2006-2007, with the committee review ongoing 2007-2008.

Governing Board

The locally elected Governing Board:

- Sets policy direction.
- Establishes the climate in which educational goals are accomplished.
- Defines legal, ethical, and prudent standards for college and district operations.
- Assures fiscal health and stability.
- Monitors institutional performance.

In carrying out these functions, the Governing Board provides for and encourages effective participation by staff and student representatives and collegial consultation to reach mutual agreement with faculty regarding academic and professional matters. The Governing Board has authorized the chancellor to assign other positions as designees and has provided that the board designee(s) may carry out collegial consultation. The Governing Board may act, after a good faith effort to reach agreement, for compelling legal, fiscal, or organizational reasons.

Chancellor and Chancellor's Cabinet

District: Chancellor
Colleges: Presidents

The chancellor, as designated by the Governing Board, is responsible for administration of the district.

The Chancellor's Cabinet functions as the executive leadership body of the district and reviews administrative and policy issues, discusses items of concern to the district, and makes recommendations to the chancellor. Chancellor's Cabinet consists of the Cuyamaca College president, Grossmont College president, vice chancellor of Business Services, vice chancellor of Human Resources and Labor Relations, associate vice chancellor of Districtwide Academic, Student, Planning and Research Services, and the senior director of Intergovernmental Relations, Economic Development and Public Information.

The Chancellor's Cabinet meets regularly, weekly or as scheduled.

Role of Grossmont College President in serving on Chancellor's Cabinet:

The president is a member of this cabinet and engages actively in its discussions, deliberations and recommendations. S/he is responsible for setting college-level direction from and relaying college-level input to those discussions.

Chancellor's Extended Cabinet

The Chancellor's Extended Cabinet reports directly to the chancellor. The Extended Cabinet reviews administrative and policy issues, discusses items of concern to the district, and makes recommendations to the Chancellor's Cabinet regarding those issues. The Chancellor's Extended Cabinet consists of the Chancellor's Cabinet plus the college business officers and vice presidents of student services and academic affairs. The Chancellor's Extended Cabinet meets monthly and is chaired by the chancellor.

Role of Grossmont College President in Serving on Chancellor's Extended Cabinet:

The president is a member of this cabinet and engages actively in its discussions, deliberations, and recommendations. S/he is responsible for setting college-level direction from and relaying college-level input to those discussions.

Districtwide Executive Council (DEC)

The Districtwide Executive Council (DEC), the districtwide participatory governance body, serves in an advisory capacity to the chancellor. The DEC advises the chancellor on districtwide policy development and governance issues. The DEC advises on matters referred to the council by the colleges, district office, and standing councils and committees. DEC reviews and recommends items for the docket of Governing Board meetings. The District Legislative Strategy Committee reports directly to DEC.

The DEC leadership team is comprised of the chancellor, vice chancellor of Business Services, vice chancellor of Human Resources and Labor Relations, associate vice chancellor of Districtwide Academic, Student, Planning and Research Services, the presidents of both colleges, the presidents of Associated Students of Cuyamaca College and Associated Students of Grossmont College, the presidents of the Academic Senates from both colleges, the presidents of the Classified Senate, CSEA, United Faculty, and the Administrator's Association and the senior director of Intergovernmental Relations, Economic Development and Public Information. Until 2006, DEC also included a supervisory/confidential representative. This unit has been reconfigured.

Depending on the issue, DEC may receive reports and/or recommendations from Districtwide Strategic Planning & Budget Council, Districtwide Operations or specific committees. DEC meets monthly, two weeks prior to each regularly scheduled Governing Board meeting.

Role of Grossmont College President in Serving on DEC:

The Grossmont College president is a member of the District-wide Executive Council and engages actively in its discussions, deliberations, and recommendations. S/he is responsible for setting college-level direction from and relaying college-level input to those discussions.

Councils, Committees and Task Forces

There are three major councils: Districtwide Executive Council (DEC), described above; Districtwide Strategic Planning and Budget Council (DSP&BC), and Districtwide Coordinating Educational Council (DCEC). The District *Governance Structure* document provides an overview of the districtwide structures through which the process of participation and collegial consultation is conducted, including descriptions of the district's major councils, committees and councils in relationship to participatory governance. The strength of the various committees lies in the communication that takes place within the councils and committees and between the individual members and their respective constituencies.

Note: The District Governance Structure document has been updated effective June 2007, to reflect revised district and college missions, updated board policies, and DEC recommendations. Councils, committees and task forces will review their roles during 2007.

Definitions

A council is composed of administrators and/or executive representatives of faculty, staff, or student organizations and often directs the work of numerous committees or task forces. A council meets regularly.

A committee is composed of a variety of individuals whose scope of work is narrower than a council. A committee reports its recommendations to senior administrators or a council. A committee can be long term in nature and may meet on a regular basis.

A task force is composed of a variety of individuals, which may include administrators, and representatives of student, faculty and staff. Task forces are created to address a specific distictwide issue and meets until its charge has been completed. It is characterized by being focused on a single issue and is usually short-term in nature. Upon conclusion of the task, the group is disbanded.

Role of Grossmont College Related to Councils, Committees, and Task Forces:

Grossmont College representatives serve as members of district councils, committees, and task forces, as appointed by the constituent groups of which they are members or by administrators. These representatives serve the interests of their constituent groups or appointing administrators, providing information and counsel from diverse perspectives.

Districtwide Strategic Planning and Budget Council (DSP&BC)

The Districtwide Strategic Planning and Budget Council serves in an advisory capacity to the chancellor on development and evaluation of three-year strategic plans and budget planning priorities based upon the districtwide vision, mission, and goals. The council reports its progress on an annual basis to the Governing Board.

Operationally, DSP&BC reports directly to the chancellor.

The council is co-chaired by the vice chancellor of Business Services and the associate vice chancellor of Districtwide Academic, Student, Planning and Research Services. This major council is comprised of the two vice chancellors, the presidents and vice presidents from both colleges, district and college business officers, Academic Senate presidents plus an additional Academic Senate representative from both colleges, student government presidents from each college, and bargaining group (United Faculty and CSEA) and other employee group representatives (Administrators' Association and Classified Senate), plus the directors of Information Systems and Intergovernmental Relations, Economic Development and Public Information.

The following standing committees report to DSP&BC: Educational and Facilities Master Planning, Districtwide Enrollment/Marketing, Institutional Research & Planning, and Parking.

Role of Grossmont College Designees serving on DSP&BC:

Grossmont College representatives serve as members of the DSP&BC, as appointed by the constituent groups of which they are members or by administrators. These representatives serve the interests of their constituent groups or appointing administrators, providing information and counsel from diverse perspectives.

Distictwide Coordinating Educational Council (DCEC)

The Districtwide Coordinating Education Council anticipates and serves the educational needs of the students by reviewing, facilitating, and recommending educational initiatives districtwide.

The committee is comprised of the chancellor, the presidents of both colleges, the presidents of ASCC and ASGC, the presidents and vice presidents of the Academic Senates of each college, the Curriculum Committee co-chair from each college, the vice president of Student Services at Grossmont, the vice president of Student Development and Services at Cuyamaca, the vice president of Instruction at Cuyamaca, the vice president of Academic Affairs at Grossmont, and the associate vice chancellor of Districtwide Academic, Student, Planning and Research Services.

The following standing committees report directly to DCEC: Calendar, Prerequisite/Assessment, and Student/Gender Equity.

Role of Grossmont College Designees serving on DCEC:

The role of the DCEC committee members who represent Grossmont College is to ensure that the initiatives and programs that are proposed and instituted are consistent with college planning processes as well as district and Governing Board Policies BP 2410 and 2510.

Districtwide Operations

Districtwide operations includes seven committees: Administrative Technology Advisory, Americans with Disabilities Act, Emergency Preparedness, Human Resources Procedures, Instructional Computing Advisory, Staff Diversity, and Workplace Safety. Each is chaired by an administrative department head and reports to the appropriate vice chancellor who, when appropriate, forwards information and recommendations to the District Executive Council and Chancellor's Cabinet.

Role of Grossmont College Designees serving on above Districtwide Committees:

Grossmont College representatives serve as members of the named districtwide committees, as appointed by the constituent groups of which they are members or by administrators. These representatives serve the interests of their constituent groups or appointing administrators, providing information and counsel from diverse perspectives.

Administrative Technology Advisory Committee (ATAC)
(Information Systems)

This committee consists of appointed representatives from both colleges, the vice chancellors of Human Resources and Labor Relations and Business Services, associate vice chancellor of Districtwide Academic, Student, Planning and Research Services, and the senior director of Information Systems.

The committee provides recommendations to the Chancellor's Cabinet concerning strategic policies and directions for administrative information systems. Additionally, the committees assist in the development of the Information Technology Plan, provide status reports to constituent groups, and provides recommendations on operational priorities and system enhancements. Ad hoc committees may be established to focus on specific topics. The committee meets the third Friday of each month.

Role of Grossmont College in serving on ATAC:

Grossmont College representatives on ATAC communicate information about administrative and instructional needs related to information technology systems. They make suggestions regarding planning based on the college Technology Plan and Instructional Computing Committee actions, including distance education planning.

Americans with Disabilities Act Committee
(Risk Management)

This committee recommends processes and implementing procedures to the chancellor's cabinet. The committee reviews and advises the chancellor regarding employee requests for accommodation.

The committee consists of the director of Risk Management, who chairs the committee, senior director of facilities, planning and development, Grossmont dean of Admissions and Records, Cuyamaca assistant dean of Student Affairs, an Academic Senate representative from each college, the Disabled Student Programs and services coordinator from Cuyamaca College, the learning disabilities specialist from Grossmont and a community member. The committee meets as required.

Role of Grossmont College in Serving on American With Disabilities Act Committee:

Representatives of Grossmont College serving on the Americans with Disabilities Act Committee share concerns with others on the committee about specific needs of students and employees at the college. They make efforts to ensure that appropriate plans are made to accommodate diverse populations by appropriate modification of facilities and services.

Emergency Preparedness Committee
(Risk Management)

This committee develops and recommends district operating procedures relative to Governing Board Policy BP 3501 *Disaster Preparedness*. This 17-member committee includes representatives from student government, classified and academic senates, and appointees of the presidents of both colleges as well as representatives appointed by the vice chancellor of Business Services, vice chancellor of Human Resources and Labor Relations, senior director of Intergovernmental Relations, Economic Development and Public Information, the Administrators' Association, United Faculty, CSEA, and the director of public safety.

The committee coordinates and communicates with appropriate college committees to identify college issues and ensures uniform practices related to emergency preparedness. It also develops, recommends, and supports a training program to familiarize faculty, staff, and other appropriate audiences with district policies and procedures relative to emergency preparedness. The committee meets monthly.

Role of Grossmont College in Serving on Emergency Preparedness Committee:

The Grossmont College president and other designated individuals serve on the district Emergency Preparedness Committee. They also participate in implementation of the GCCCD Emergency Response Plan on campus.
(http://www.gcccd.edu/rmb/riskmgt/disaster/gcccd.response.plan/)

The GCCCD Emergency Response Plan requires that the college have an Emergency Operations Center (EOC). The EOC charge, as listed in Checklist 4-G is to activate, direct, and manage the college's response, determine strategic priorities, allocate resources, coordinate operations with other agency EOCs, oversee the recovery process, and deactivate the EOC. (http://www.gcccd.edu/rmb/checklists/cl14g.htm)

There is an EOC Working Group, which is a subset of the EOC at its full composition. The purpose of this group is to plan, conduct, and evaluate emergency drills. This group also debriefs the EOC's function, after it has been deployed in a real time emergency situation, to evaluate the plan and manner in which the EOC has responded to the emergency.

**Instructional Computing Advisory Committee
(Information Systems)**

This committee consists of district and college representatives from each college's instructional computing committee, each college's Academic Senate, the senior director of Information Systems and Information Systems staff as required.

The committee provides recommendations to the Chancellor's Cabinet concerning the application of technology for instructional programs. The group also recommends standards and procedures for implementation of instructional technology throughout the district, priorities to the Information Systems Department for instructional computing support, and standards for acquisition of new instructional software and hardware.

Ad hoc committees may be established to focus on specific topics such as Internet, network, standards and procedures, computing ethics, or software licensing. Meetings are scheduled as needed.

Role of Grossmont College in Serving on Instructional Computing Advisory Committee:

Grossmont College representatives on the district Instructional Computing Advisory Committee communicate information about instructional needs related to information technology systems. They make suggestions regarding planning based on the college Technology Plan and Instructional Computing Committee actions, including distance education planning.

Staff Diversity Committee
(Human Resources)

This committee advises the Chancellor's Cabinet, via the vice chancellor of Human Resources and Labor Relations, on the content and implementation of a Staff Diversity Plan. The committee reviews progress and disseminates information and recommended measures for improvement. The committee meets on a quarterly basis.

Committee membership includes the vice chancellor of Human Resources and Labor Relations (chair), director of Employment Services, director of Risk Management, representatives from United Faculty, CSEA, the Administrators' Association, Associated Students of Cuyamaca College, and Associated Students of Grossmont College.

Role of Grossmont College in Serving on Staff Diversity Committee:

Grossmont College representatives on the district Staff Diversity Committee serve in behalf of the interests of the constituent groups that appoint them. They provide information and counsel from varied perspectives.

Workplace Safety Committee (WSC)
(Risk Management)

This committee addresses district workplace safety issues and recommends actions through the Chancellor's Cabinet to ensure a healthier, safer environment for all district employees and students. The WSC has three co-chairs: the district director of Risk Management, and Grossmont and Cuyamaca vice presidents for Administrative Services. Committee members include the director of Public Safety and an additional public safety representative, two Grossmont and one Cuyamaca classified representatives, a faculty representative from each college, and a Cuyamaca Health Services representative. The committee meets as needed.

Role of Grossmont College in Serving on Workplace Safety Committee:

Grossmont College representatives on the Workplace Safety Committee share information and suggestions about issues specific to the college related to protecting students and employees from harm.

6. Communication

The district is responsible for external and internal districtwide communication. E-mail to all district employees is used regularly to make announcements, report on Governing Board actions, announce job openings and personnel changes, and invite employee participation.

Periodic issue reports are made by the chancellor to either a specific group, such as a bargaining group, or to the entire district. These may focus on a single issue or provide an overall status report, such as information about the state budget.

The Courier, published for faculty and staff after each Governing Board meeting, provides information on actions, presentations, and considerations at the monthly Governing Board meetings.

The *Update* is the district's periodic newsletter to interested parties. It provides news about the district to the community.

News releases are regularly prepared and distributed by the District Public Information Office. Approximately 35 releases are prepared annually. Almost all result in print and/or electronic coverage by community, regional, state, and/or national media. District news releases are posted and available online (*www.gcccd.edu/news/*) and are circulated to employees for information.

Media clippings are circulated periodically to the Governing Board, Chancellor's Cabinet, and district and college administrators and others who are interested or involved.

The district, the Citizens Bond Oversight Committee, and the colleges regularly post information on construction projects.

Other information is regularly provided by the colleges, departments and individuals to the community at large, high schools, current and prospective students, Governing Board members, college staff and faculty, district administrators, media and many others regarding issues, programs, activities and events.

Role of Grossmont College in Facilitating Communications:

Grossmont College has a Department of College and Community Relations (DCCR) that bears the primary responsibility for marketing and public relations for the institution. While the DCCR focuses most of its attention on external audiences, internal audiences are also addressed through a variety of venues, approaches, and publications. All efforts aim to inform and promote the college to diverse constituencies. The DCCR implements enrollment-generating activities that reflect goals developed by the Enrollment Strategies Committee. The DCCR also provides assistance and guidance to students and campus staff in planning and developing outreach activities, promotional materials, and event planning.

College communications include the following:

The Loop – a weekly newsletter of events, announcements, and advertisements for staff
Campus Scene-a compilation of news articles about college events regularly published by the President's Office and distributed electronically to the campus and in hard copy to an external mailing list comprised of local officials, news media representatives, foundation board members, and other community members.
eGrossmont – a monthly electronic communication which shares the contents of the college president's report to the Governing Board, as well as Governing Board highlights
News releases – information prepared by the Department of College and Community Relations for local media and the college website.
Grossmont College website – campus events, activities, and special announcements are posted on a variety of web pages.

Campus e-mail – a variety of e-mail groups exists that facilitate distribution of
    announcements, campuswide or to select groups of the campus community.
The Summit – a newspaper produced through the Media Communications Department,
    specifically Media Communications 132A-D, Campus Newspaper Production.

7. Academic Freedom

The district policy (BP 4030) on academic freedom is consistent with the Accrediting
Commission for Community and Junior Colleges (ACCJC) standards and faculty
standards. The district maintains the policy and is responsible for processing complaints
about the policy.

> "The board shall promote public understanding and support of academic
> freedom for the implementation of the educational philosophy of
> Grossmont-Cuyamaca Community College District. Academic freedom is
> fundamental for the protection of the rights of the instructor in teaching,
> and of the student to freedom in learning. It carries with it duties
> correlative with rights."
>
> Introduction to Board Policy 4030 (Adopted 12/18/01)

The colleges also have responsibility for implementing this policy.

Grossmont College Position on Academic Freedom:

Grossmont College regards academic freedom as essential to the implementation of the
college mission. Faculty and students engage in scholarship, which includes assembling,
teaching, learning, questioning, researching, creating, presenting, and publishing without
censorship from college authority. Only such principles as academic integrity, ethical
standards of conduct, scientific principles of inquiry, and rights and freedoms guaranteed
under the Constitution of the United States exercise control over this process.

8. Bargaining Groups

Decisions regarding salaries, benefits and working conditions are bargained and ratified
by the respective unions and Governing Board.

United Faculty

The United Faculty is the exclusive representative of the faculty of the district in matters of compensation and working conditions as specified in Government Code Section 3543 et al. Representatives of the United Faculty are included as members of various governance councils, committees, and task forces.

The United Faculty includes all employees in academic faculty positions except continuing education/adult non-credit instructors and supervisory, management, and confidential employees.

Grossmont College's Role with United Faculty:

Grossmont College representatives interact with United Faculty on issues related to implementation of the collective bargaining agreement.

Classified School Employees Association (CSEA), Chapter 707

CSEA is the exclusive representative of all classified non-exempt employees of the district in matters of compensation and working conditions as specified in Government Code Section 3543 et al. Representative of CSEA are included as members of various governance councils, committees, and task forces.

Grossmont College's Role with Classified School Employees Association:

Grossmont College representatives interact with the Classified School Employees Association on issues related to implementation of the collective bargaining agreement.

Administrators' Association

The Administrators' Association represents academic managers and classified managers except the chancellor, vice chancellors, and college presidents. It meets and confers with representatives of the Governing Board regarding compensation and working conditions, and participates in development of policies and procedures. Representatives of the Administrators' Association may be included as members of various governance committees or task forces.

Grossmont College's Definition and Role Regarding the Administrator's Association:

The Grossmont-Cuyamaca Community College District Administrators' Association (GCCCDAA) is distinct from any other organization of the district. It is the sole and official body promoting the interests of the administrative and supervisory staff of the district. The GCCCDAA represents the interests of this staff through the negotiation of collective bargaining agreements and participation in college and district shared governance committees and councils.

The GCCCDAA obtains, considers, takes positions, and makes recommendations on issues relevant to administrative and supervisory staff. The GCCCDAA promotes individual leadership and professional excellence by its members. It also facilitates communication and understanding between and among district and college constituencies.

The GCCCDAA represents all administrative and supervisory staff of the district, with the exception of the college presidents, district chancellor, vice chancellors, and any other position determined by the Public Employee Relations Board (PERB) to be management or confidential.

9. Academic Senates

Academic Senates

Title 5, Section 53203 of the California Code of Regulations and Policy 2510-Participation in Local Decision Making-Academic Senates, empowers the Academic Senates to represent faculty in collegial consultation on policies and procedures related to academic and professional matters. The Grossmont College Academic Senate and the Cuyamaca College Academic Senate are established as separate bodies representing the faculty of the respective colleges. The two respective Academic Senates shall make appointments to committees, task forces, or other groups dealing with academic and professional matters. The Governing Board has specified that after consultation with the administration of the district, the Academic Senates may present their views and recommendations to the Governing Board.

Grossmont College's Academic Senate:

The Grossmont College Academic Senate represents the faculty in the formation of policy in academic and professional matters. Following deliberations on the issues involved in policy development, the Senate makes recommendations to the college administration and to the Governing Board. The Academic Senate promotes the development and maintenance of teaching excellence within the framework of academic freedom, professional responsibilities, and ethics. The Academic Senate also facilitates communication among the faculty, the college administration, the classified staff, the students, and the Governing Board

Senators include all department chairs and additional representatives from each department based on full time equivalent faculty (FTEF). Two part-time faculty representatives are elected by the part-time faculty as senators. The four Academic Senate officers are also members of the Grossmont College Academic Senate.

10. Classified Senate

For purposes required under Title 5, section 51023.5 of the California Code of Regulations, the Governing Board recognizes the Classified Senate as a representative of non-management classified staff of the district. The Classified Senate participates in the district shared governance processes that are not collectively bargained under the

Employer-Employee Relations Act. In development of policies or procedures, after consultation with administration of the colleges and district, the Classified Senate may present its views and recommendations to the Governing Board. Appointments of classified representative to committees are made with permission of CSEA.

Grossmont College's Role Regarding the Classified Senate:

Grossmont College representatives recognize the contributions made by members of the Classified Senate by including them in the shared governance system. Through this opportunity to participate, members of the classified staff are able to help shape institutional actions.

11. Grossmont-Cuyamaca Community College District Auxiliary

The GCCCD Auxiliary is a non-profit 501(C)(3) entity which serves the colleges and the district by supporting the implementation of grants and contracts, including jointly seeking new external funding for programs and activities. The GCCCD Auxiliary offers a flexible vehicle for the colleges and the district to administer grants and contracts that support the district's overall vision and mission.

The GCCCD Auxiliary maintains a master agreement with the district describing the roles and responsibilities of the Auxiliary. The GCCCD Auxiliary is designated by the district as an auxiliary organization of GCCCD, per the California Education Code.

The GCCCD Auxiliary maintains an infrastructure of systems and services to help implement grants and contracts. Projects of the Auxiliary include outreach to prepare students to enroll at Cuyamaca or Grossmont College, staffing and other services in support of grant-funded projects, and support of districtwide activities and events in partnership with the college foundations.

CERTIFICATION OF COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

1. Authority

Grossmont College is a member institution of the California Community College system and is authorized to provide educational programs by the California Education Code. The college acts under the direct authority of the Grossmont-Cuyamaca Community College District Governing Board, the Board of Governors of the California Community Colleges, and the Chancellor's Office. Grossmont College's programs and services follow the guidelines set by the California Code of Regulations Title 5. The Accrediting Commission grants continuous accreditation for community and junior colleges of the Western Association of Schools and Colleges.

2. Mission

The current Grossmont College Mission Statement was adopted October 2, 2006. The mission statement has been thoroughly integrated into the institution's planning documents and has been published and displayed in key locations throughout the campus. It functions as an expression of the philosophy, principles, and values of the institution.

3. Governing Board

A five-member elected Board of Trustees has responsibility for the programs and operations of Grossmont College. These members are elected from the district's geographical area and serve four-year terms. Terms in office are staggered to provide for continuity of membership. Students elect one student representative from each of the two colleges that comprise the district. The student members serve in an advisory capacity. Representatives from shared governance groups also attend governing board meetings to provide advisory information as needed.

The Governing Board regularly schedules and receives reports from faculty ad staff on a variety of programs and services. Moreover, a variety of individuals and groups are given access to the Board of Trustees through a "Public Comments" item on every agenda.

4. Chief Executive Officer

Grossmont College has a chief executive officer, the College President, who is appointed by the Governing Board on recommendation by the District Chancellor. The College President has full-time responsibility to the college and possesses the requisite authority to administer board policies. In addition, the president of Grossmont College provides leadership in defining institutional goals and plans. The president endeavors to use collegial consultation to establish priorities for the college. Further, the president utilizes a variety of college committees to address the issues, goals, plans, and priorities as related to comprehensive planning. Neither the District Chancellor nor the College President may serve as the chair of the Governing Board.

5. Administrative Capacity

Academic and classified managers possess the minimum required qualifications as approved and established by the Grossmont-Cuyamaca Community College district Governing Board. A thorough and careful hiring process ensures that the college selects the most qualified staff possible. Training and experience are defined by position descriptions that are then used by selection committees as a means to ensure that administrators are qualified to perform their responsibilities.
Academic and classified managers are routinely evaluated.

6. Operational Status

Grossmont College is committed to serving students completing lower division major preparation for transfer to a four-year institution as well as students interested in completing occupational/vocational programs. Grossmont College also offers programs that meet the needs of special populations, which include personal development, basic skills, and English as a Second Language. The Grossmont College Catalog and the Grossmont College web site provide information on the philosophy, mission, and educational objectives of the college.

7. Degrees

The college award Associate in Arts and/or Science degrees in 80 majors and offers 73 certificate programs. A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them.

8. Educational Programs

Grossmont College's degree and certificate programs are established to support the missions of the college and the district as well as the missions of the individual departments. Title 5 regulations for degrees and certificates are followed closely, as are, in some of the vocational fields, the dictates of State Board accrediting bodies. Programs are reviewed by the Curriculum Committee and scrutinized for appropriate length, breadth, depth, and sequencing of courses. Members of the Academic Program Review Committee critically scrutinize all programs to ensure effectiveness and support of the district and college's missions.

9. Academic Credit

The Grossmont College catalog clearly describes the grading system and information on grading procedures, repeating classes, and grade responsibility is also repeated in the class schedule. Credit is awarded based on the conventional Carnegie unit; each unit represents three hours of the student's time each week – one hour in classroom lecture, and two hours in outside preparation – for one semester.

10. Student Learning and Achievement

Grossmont College is currently involved in identifying college, program, and course-level student learning outcomes (SLOs) and their related assessments. In the past two years, much dialogue has occurred throughout the college on SLOs along with a variety of in-depth workshops. By 2010, the goal is to have faculty collaboratively write and collectively agree upon SLOs and the assessments for both academic program and course completion. Through regular and systematic analysis of assessment data generated through SLO achievement studies, the faculty will continuously be able to improve on methods of instruction and assessment along with modes of delivery. Implementation of collaborative SLO assessment studies will allow instructors to teach to the same standards as well as students to demonstrate that they have achieved the established SLOs.

11. General Education

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

12. Academic Freedom

The Grossmont-Cuyamaca College District Governing Board promotes public understanding and support of academic freedom for the implementation of the educational philosophy of Grossmont-Cuyamaca Community College District. Academic freedom is fundamental for the protection of the rights of the instructor in teaching and of the student to freedom in learning. It carries with it duties correlative with rights. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.

13. Faculty

Grossmont College employs 215 full-time instructional faculty as of fall, 2006. There are 34 full-time non-instructional faculty members (librarians and counselors) and approximately 520 adjunct faculty members. All faculty members meet minimum qualifications. Necessary qualifications and equivalency procedures have been established through the shared governance process between the local Academic Senate and the Grossmont-Cuyamaca Community College District Governing Board. The process and procedures by which the faculty members are evaluated are outlined in the contract between the district and the United Faculty. There are specific processes and timelines for evaluation of tenured faculty, tenure-track faculty, and adjunct faculty. Current evaluation criteria monitor the effectiveness of academic instruction,

involvement in activities appropriate to the area of expertise of the faculty member, and the participation o that faculty member in serving the institution. Regulations regarding faculty conduct are included in the Grossmont College Faculty Handbook. Grossmont College faculty members develop a variety of new programs and courses, while maintaining quality in existing courses. They also provide a variety of services to students. Faculty members take seriously the mission of the college as they attempt to meet the diverse needs of their students.

14. Student Services

Grossmont College has a long history of providing comprehensive student support services. The emphasis the college places on these services is reflected in its long range planning documents. At the core of many of these programs and services are specific support services aimed at promoting retention and success. In order to be as effective as possible in providing services to meet the students' educational needs, the college conducts regular and systematic self-studies, surveys, and evaluations of its programs and services. In general, students have a favorable opinion of the student services ranging from Admissions and Records, Adult Re-entry, Assessment, Career Center, Child Development Center, Counseling, Job Placement, Disabled Student Services, and EOPS, to the English Writing Center, the Reading Center, Math Study Center, Tutoring Center, and Transfer Center.

15. Admissions

Grossmont College admissions policies and practices promote access to the college as stated in the Grossmont College Mission Statement. Access is provided to anyone with a high school diploma or equivalent, or to anyone who is 18 years of age who may benefit and is interested in seeking a postsecondary experience. The admission policies are published in the catalog, the student handbook, and on the college web site. Health Science programs have additional requirements of students prior to enrolling. These policies are also published in the catalog, in brochures, on the college web site, and on the Health Science web site.

16. Information and Learning Resources

Grossmont College provides long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered. The recently renovated Library Resource Center and Technology Mall (2004) offers a full service Library, Informational Systems, Instructional Media Services, Graphics, Photography, Word processing, Video Conferencing, a Center for Advancement of Teaching and Learning, and instructional development labs as part of Instructional Media Services. The various computer-equipped centers and labs support diverse methods of instruction and address the varied needs and learning styles of our students. Support staff members of the centers and labs work in close collaboration with the classroom faculty.

17. Financial Resources

Grossmont College documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability. College budget planning occurs within the context of district budget planning. The college president and other college staff are members of the district wide Budget Planning Committee (DBPC). The DBPC develops its budget within the framework of projections from the State Chancellor's Office based on campus-generated goals for enrollment. After the district sets campus allocations, the college then develops its budget, which includes fixed costs, categorical programs, committed expenses, and the use of discretionary funds. Under the college's current budget planning process, the linkage between financial planning and other planning efforts is clear and open. Proposals for expenditures will not be considered, other than in emergencies, in the budgeting process unless those proposals have completed a rigorous planning process. Proposed expenditures must be tied to specific objectives in the appropriate plans.

Through the district budgeting system, the Integrated Financial Accounting System (IFAS), the Vice President of Administrative Services administers the finances for all college programs, except those funded by the Grossmont Foundation, and contractual agreements. An external, independent auditor audits all funds each year.

18. Financial Accountability

Grossmont College, as part of the Grossmont-Cuyamaca Community College district, annually undergoes and makes available an external financial audit by a certified public accounting firm. The institution submits with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by the outside certified public accounting agency, who has no other relationship to the institution for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits are certified and any exceptions are fully explained.

19. Institutional Planning and Evaluation

The Office of Districtwide Academic, Student, Planning and Research Services (IR-PASS) conducts an array of research for the campus and the district. Grossmont College systematically uses this data to evaluate and makes public how well and in what ways it is accomplishing its purposes, which will now include assessment of student learning outcomes. The college assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. The president uses the information to update the college's annual report regarding the accomplishment of goals as outlined in the Strategic Plan. Research information is valuable in supporting program development and evaluation – program review.

The allocation of resources is based on the planning process. The Strategic Plan and the Educational Master Plan are the documents that drive the initiatives and activities developed each year.

20. Public Information

The Grossmont College Catalog is made available to students, public and private institutions, and the community. The complete catalog is posted on the Admissions and Records web site. The catalog contains residency and admission requirements, general education requirements, associate degree requirements, course descriptions, financial aid and scholarship information, and general information on student activities and services. Members of the full-time faculty, classified staff, distinguished faculty, instructional and student services administration, and Governing Board members are listed in the catalog.

The Grossmont College Student Handbook includes tips for students with regard to admission, registration, educational plans, general education, Transfer Admission Guarantee agreements, financial aid regulations, assessment information, and strategies on being a successful student at Grossmont College. The handbook is also available on the college web site.

The Grossmont College Class Schedule contains the courses o f instruction, student services information, fees refunds, admissions requirements, and course descriptions. Class schedules are published in the spring, summer, and fall, and also appear on the college's web site.

21. Relations with the Accrediting Commission

Grossmont College has complied with the Accreditation Commission's standards. All segments of the college have been involved in the self-study. Each standard committee was comprised of administration, faculty, staff, and students.

The Grossmont-Cuyamaca Community College district Governing Board has been informed of the accreditation process through reports from the Accreditation Steering Committee. Moreover, the trustees have participated in the process, sharing information and making recommendations to the committees as those standards were written.

The Grossmont College Catalog includes information about the college's accreditation through the Western Association of Schools and Colleges. The college addressed the previous visiting team's recommendations and submitted updates to the Commission.

Responses to Previous Team's Recommendations

Recommendation 1. Ensure that the progress in the area of institutional planning continues from its nascent stages and make the timing, processes, and expectations of all staff in the institutional planning process more widely known and understood. (3.A.1. A.2, B.1, B.2, B.3, C.1, C.3; 4.A.1; 5.4,. 10; 6.7; 7.C.2; 8.5; 9.A.1, A.4, A.5, 10.C.6)

Grossmont College has continued to implement the planning model, as described earlier in the Mid-Term Report, and as more recently updated in the response to Standard One statements within this 2007 Self-Study. The model matures, with annual iterations of the planning processes; suggestions from those involved continue to contribute toward its improvement and further evolution.

The Mid-term Report states, "The greatest challenge faced by the college's planning process is the integration of separate but overlapping planning documents, initiatives, and timelines." The Report also references a Spring 2004 planning group's report that was commissioned by the College's Planning & Budget Council to outline the relationship among the various planning documents and processes. While an initial gathering of information occurred, the planning group did not complete its task. During the College's Spring 2006 Leadership Planning Retreat, participants discussed improvement to the College-wide planning processes referencing Standard One goals, highlighting those which have been met while recognizing those that have only been partially met.

Clear understanding of the planning process across the campus continues to be a challenge. During the 2006-2007 academic year, the Planning Processes Review Task Force formally addressed the need for higher levels of awareness and clarity regarding planning processes among constituent groups across the campus. As such, an integrated calendar of planning processes has been developed. With this in place, each segment of the process may interact and support the others as the College updates its Educational Master Plan in relation to the 2004-2010 Strategic Plan. As the calendar is integrated, realignment of the timing of respective planning processes has given the College representatives to the Planning & Budget Council a greater sense of comfort in clarifying these relationships. Although the calendar does not fully address the broad understanding of the planning process, it serves as a beginning. As the planning processes are implemented in 07-08, further assessment of the College's progress in this regard will be conducted.

Finally, the Mid-Term Report referenced the 2003-2004 review of the College-wide forums. As such, the President's Cabinet questioned the effectiveness of the forums. The Cabinet concluded that during the forums, the discussion and participants involved had been the same as those involved in the implementation of the shared governance structure, and redundancy became apparent. In addition, the Cabinet reviewed attendance at the forums, which had gradually waned and finally dropped off considerably. The final consensus of the Cabinet was to discontinue the effort past the 2003-2004 academic year.

Recommendation 2. Consider improving its management information system which has become somewhat antiquated. The review team believes the current system may cease to be effective in handling student records and web-based programs. Because both institutions in this multi-campus district will be impacted by a change in information systems the review team recommends planning for a new information system be a district-wide process involving all operational areas affected.(3.B.3, C.1, C.3, 4.A.1, A.5, D.3, D.4, D.5, 5.9; 7.D.4; 9.B.1; 10.C.4)

In October 2000, Grossmont College was awarded a Title III grant. The main activity of the grant was to strengthen student retention and success with technology-enhanced academic programs and student services. The major objective of the grant was to procure a new student record information system (SRIS) that integrates educational, financial, physical, and human resources.

Since the system would serve the entire district, District Information Services was charged with sending out the RFP to vendors. Grossmont College participated along with Cuyamaca College in the review of various web-based management information systems for the handling of student records. Representatives from all operational areas at both colleges affected by the new information system participated in the selection process. The final selection was Datatel's Colleague.

At first, weekly meetings were held with representatives from both colleges, but as implementation progressed, bi-weekly meetings were held and will continue until full implementation of all phases of the system is completed. The first phase of the installation is in process and is scheduled for completion in summer 2008.

Recommendation 3. Continue to address issues of diversity found in the Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges Statement on Diversity. In particular the team recommends that every effort be made to hire a faculty , administration and staff reflective of the changing demographics of the student population, and that educational programs and services meet the need of a changing student population. (2.6; 4.C.3; 5.7; 7.D.2; Statement on Diversity)

In response to the review team's 2001 recommendation that every effort be made to hire a faculty, administration, and staff reflective of the changing demographics of the student population, the following charts depict changes over time:

Demographic Information

During the fall 2006 semester, 17,062 students were enrolled for credit at Grossmont College. More than half (58%) were female, a figure that has remained generally stable over the past five years.

Student Gender

	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
Female	11058	59	10764	59	10291	58	9694	58	9824	58
Male	7725	41	7462	41	7273	41	7015	42	7084	42
Unknown	45	0	87	0	117	1	120	1	154	1
Total	**18828**	*100*	**18313**	*100*	**17681**	*100*	**16829**	*100*	**16829**	*100*

According to Human Resources and Information Systems statistics regarding Grossmont College, in the aggregate, female and male employee percentages reflected the gender demographics of Grossmont College students.

Full-Time Faculty Gender

	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
Female	100	46	96	46	94	47	109	51	111	52
Male	116	54	112	54	106	53	104	49	104	48
Unknown	0	0	0	0	0	0	0	0	0	0
Total	**216**	*100*	**208**	*100*	**200**	*100*	**213**	*100*	**215**	*100*

Administrator Gender

	#	%	#	%	#	%	#	%	#	%
Female	12	48%	12	46%	11	44%	8	35%	9	39%
Male	13	52%	14	54%	14	56%	15	65%	14	61%
Unknown	0	0%	0	0%	0	0%	0	0%	0	0%
Total	**25**	*100%*	**26**	*100%*	**25**	*100%*	**23**	*100%*	**23**	*100%*

Classified Staff Gender

	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
Female	163	74%	160	73%	151	71%	157	70%	163	69%
Male	58	26%	58	27%	63	29%	67	30%	72	31%
Unknown	0	0%	0	0%	0	0%	0	0%	0	0%
Total	**221**	*100%*	**218**	*100%*	**214**	*100%*	**224**	*100%*	**235**	*100%*

Approximately two-thirds of fall 2005 Grossmont College students (67%) were under the age of twenty-five. This figure has increased approximately 1% each year from fall 2002 through fall 2005, specifically among students age 19 or younger. Approximately 5% of the students are over the age of fifty, compared with 7% of community college students in the state overall, according to the California Community Colleges Chancellor's Office *Datamart*.

Student Age

	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
19 or younger	5330	28	5263	29	5334	30	5184	31	5269	31
20-24	6778	36	6628	36	6391	36	5987	36	6101	36
25-29	2295	12	2195	12	2028	11	2012	12	2142	13
30-49	3687	20	3492	19	3208	18	2919	17	2775	16
50 or older	738	4	735	4	720	4	727	4	775	5
Total	**18828**	*100*	**18313**	*100*	**17681**	*100*	**16829**	*100*	**17062**	*100*

According to Human Resources and Information Systems statistics regarding Grossmont College, the following charts show that over the past 5 years, full-time faculty 50 or older have diminished in number due in part to many retirements. The number of full-time faculty between the ages 30 to 49 has increased, due to the number of faculty hires to replace those who have retired, as well as a few newly hired tenure track instructors. In the aggregate, the age of employees tends to be older than that of the students.

Full-Time Faculty Age

	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
19 or younger	0	0	0	0	0	0	0	0	1	0
20-24	0	0	0	0	1	1	1	1	2	1
25-29	4	2	4	2	4	2	6	3	6	3
30-49	70	32	73	35	74	37	87	41	98	46
50 or older	142	66	131	63	121	61	119	56	108	50
Total	**216**	**100**	**208**	**100**	**200**	**100**	**213**	**100**	**215**	**100**

Administrator Age

	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
19 or younger	0	0%	0	0%	0	0%	0	0%	0	0%
20-24	0	0%	0	0%	0	0%	0	0%	0	0%
25-29	0	0%	0	0%	0	0%	0	0%	1	4%
30-49	11	44%	12	46%	12	48%	11	48%	10	43%
50 or older	14	56%	14	54%	13	52%	12	52%	12	52%
Total	**25**	**100%**	**26**	**100%**	**25**	**100%**	**23**	**100%**	**23**	**100%**

Classified Staff Age

	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#		#	%	#	%
19 or younger	0	0%	0	0%	0	0%	0	0%	1	0%
20-24	0	0%	0	0%	3	1%	3	1%	6	3%
25-29	4	2%	6	3%	5	2%	9	4%	8	3%
30-49	69	31%	75	34%	77	36%	93	42%	109	46%
50 or older	148	67%	137	63%	129	60%	119	53%	111	47%
Total	**221**	**100%**	**218**	**100%**	**214**	**100%**	**224**	**100%**	**235**	**100%**

White non-Hispanic students make up the majority of Grossmont College's student body, though current enrollment trends indicate that this appears likely to change over the next several years. The campus continues to become increasingly diverse, particularly with respect to students who identify themselves as Hispanic or who decline to specify their race/ethnicity. These trends reflect regional ethnic trends; in fact, Grossmont College students are more diverse than residents within the Grossmont-Cuyamaca Community College District boundary, according to Census 2000 figures and 2004 estimates from the San Diego Association of Governments.

Student Race/Ethnicity

	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
Amer. Indian/Alask. Nat.	222	1	198	1	193	1	202	1	195	1
Asian	1460	8	1396	8	1276	7	1155	7	1171	7
Black non-Hispanic	1152	6	1186	6	1219	7	1214	7	1266	7
Filipino	547	3	617	3	714	4	722	4	745	4
Hispanic	2959	16	2961	16	2994	17	2952	18	3108	18
Pacific Islander	220	1	225	1	204	1	201	1	241	1
White non-Hispanic	10933	58	10267	56	9508	54	8824	52	8641	51
Other	626	3	603	3	516	3	531	3	546	3
Unknown	709	4	860	5	1057	6	1028	6	1149	7
Total	**18828**	**100**	**18313**	**100**	**17681**	**100**	**16829**	**100**	**17062**	**100**

According to Human Resources and Information Systems statistics regarding Grossmont College, white non-Hispanic individuals make up the majority of Grossmont College's full-time faculty body, though current hiring trends indicate that this may be likely to change over the next several years, to reflect changes in student demographics. In the aggregate, employee percentages tend to be dominated by White, non-Hispanic individuals. However, the trend is toward the campus becoming increasingly diverse.

Full-Time Faculty Ethnicity

	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
Amer. Indian/Alask. Nat.	3	1	3	1	3	2	3	1	3	1
Asian	12	6	13	6	14	7	16	8	16	7
Black non-Hispanic	11	5	10	5	9	5	11	5	9	4
Filipino	1	0	1	0	2	1	3	1	3	1
Hispanic	25	12	26	13	25	13	26	12	30	14
Pacific Islander	1	0	1	0	1	0	1	0	1	0
White non-Hispanic	163	75	154	74	146	73	153	72	153	71
Other	0	0	0	0	0	0	0	0	1	0
Unknown	0	0	0	0	0	0	0	0	0	0
Total	216	100	208	100	200	100	213	100	215	100

Administrator Ethnicity

	#	%	#	%	#	%	#	%	#	%
Amer. Indian/Alask. Nat.	2	8%	2	8%	2	8%	1	4%	1	4%
Asian	1	4%	1	4%	2	8%	2	9%	2	9%
Black non-Hispanic	0	0%	1	4%	1	4%	0	0%	2	9%
Filipino	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic	2	8%	2	8%	2	8%	2	9%	2	9%
Pacific Islander	0	0%	0	0%	0	0%	0	0%	0	0%
White non-Hispanic	20	80%	20	77%	18	72%	18	78%	15	65%
Other	0	0%	0	0%	0	0%	0	0%	0	0%
Unknown	0	0%	0	0%	0	0%	0	0%	1	4%
Total	25	100%	26	100%	25	100%	23	100%	23	100%

Classified Staff Ethnicity

	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
Amer. Indian/Alask. Nat.	5	2%	5	2%	4	2%	4	2%	3	1%
Asian	11	5%	14	6%	13	6%	13	6%	12	5%
Black non-Hispanic	14	6%	14	6%	15	7%	15	7%	16	7%
Filipino	4	2%	4	2%	6	3%	6	3%	6	3%
Hispanic	21	10%	26	12%	28	13%	30	13%	31	13%
Pacific Islander	0	0%	0	0%	0	0%	0	0%	1	0%
White non-Hispanic	165	75%	154	71%	146	68%	155	69%	163	69%
Other	0	0%	0	0%	0	0%	0	0%	0	0%
Unknown	1	0%	1	0%	2	1%	1	0%	3	1%
Total	**221**	**100%**	**218**	**100%**	**214**	**100%**	**224**	**100%**	**235**	**100%**

In response to the review team's recommendations about diversity in educational programs, the College Curriculum Committee created a Subcommittee on Diversity. This subcommittee has been meeting since Spring, 2003. In that time the following has been accomplished:

- Reviewed Grossmont's Accreditation Report and 2002 Accreditation Team recommendations about diversity.
- Continuously discussed the role of this subcommittee and its intersection with diversity issues throughout the college
- Researched and collected information about
    - o the history of diversity GE discussions at Grossmont
    - o diversity requirements at other community colleges in California
    - o definitions of diversity, state and national
    - o infusion of diversity into GE classes at other colleges
    - o how to successfully implement diversity GE at Grossmont
- Recommended a two-prong approach to incorporating diversity: GE Diversity Requirement and infusion of diversity into all GE courses
- Developed a definition of "diversity" and a "diversity requirement"
- Developed criteria for courses that qualify for a diversity requirement (see attached)
- Developed a process for reviewing Grossmont courses and selecting those that qualify for the diversity requirement
- Sent liaisons from this committee (Pak & Tuscany) to the College Student Success Committee & District Equity Committees addressing diversity (2004-05)
- Began to evaluate courses already listed in GE Areas C & D (see list, attached)

Subcommittee Recommendations:
- The subcommittee recommended to the Curriculum Committee and Academic Senate a two-prong approach to incorporating diversity:
  - (1) A GE Diversity Requirement of 6 units, to be comprised of GE courses already available to students. Students will be able to choose from courses (i.e., marked with an asterisk or some other marker from those courses already listed in the catalogue under Area C – Humanities or Area D – Social Sciences.
    - The Diversity Requirement is designed to teach students diverse ways of thinking or of experiencing the world—to provide them with sensitivity to difference and a *multicultural competency*. As WASC put it, the college is "preparing students for lives of effective participation in the civil culture of their communities, as well as the rapidly changing world of work."
    - "*multicultural competency*": focuses on (1) awareness, (2) knowledge, and (3) skills needed for effective communication, relationships, and citizenship, including (a) understanding experiences of members of various cultural groups, (b) understanding barriers to communication across cultures, and (c) possessing specific abilities that make one culturally skilled. (Pedersen, P. (2004). *110 Experiences for Multicultura Learning*. Washington, DC: American Psychological Association Press.
  - (2) Infusion of diversity skills & content into all GE classes

Definition of Diversity: From the WASC Statement on Diversity: "Diversity itself is an increasingly comprehensive term, encompassing the diversity of institutions with their unique mission statements; the diversity of ethnic and gender backgrounds of faculty, administration, staff and student bodies; and the diversity of cultures in the larger communities. This broad conception …extends to the curriculum, and includes awareness and understanding of diversity cultural values." Accordingly, this subcommittee recommended that "diversity" will include a wide variety of perspectives, including, but not limited to, racial, ethnic, cultural, physical, gender and sexual orientation.

Discussion

Members of the Curriculum Committee were concerned that six units would place an undue burden on students' graduation requirements, would make general education cumbersome, and would place departments without courses in diversity at a disadvantage because students would bypass those courses in favor of another department.

In response the subcommittee reviewed the materials collected during its 3-year tenure about other institutions' GE diversity requirements and a literature review about the effectiveness of such a requirement. The Subcommittee found that one course does not help students reach effective multicultural competence. Many institutions are requiring only one course, but that cannot, as the WASC statement says, prepare students "for lives of effective participation in the civil culture of their communities, as well as the rapidly changing world of work."

Guiding this subcommittee's conclusion was the article of the American Psychological Association's *American Psychologist* (May 2003): "Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists." The article provides an array of educational evidence and practices, analyzing the effectiveness of multicultural education that can be applied to college general education. The U.S., it stated, is becoming more racially and ethnically diverse, "increasing the urgency for culturally responsive practices and services." Despite the increases, data indicate that "racial/ethnic minority students are graduating at a lower rate than White students…." (379) Studies by a variety of researchers find multicultural education promotes students' self-awareness:

> At the individual level, benefits include an enhanced commitment to work toward racial understanding. Institutional advantages may be found for employers, who have a workforce with greater preparation in cross-cultural understanding. Societal benefits may be located, for example in institutions of higher education, where scholars conduct research addressing issues of gender, race, and ethnicity, as well as research on affirmative action in the workplace. Rather than attempting to cover culture-specific and multicultural material in one course, psychologists are encouraged to consider ways to make the multicultural focus thematic to the educational program. (387)

The subcommittee reasoned that one course focusing on multicultural content would not allow students to gain the skills necessary to move through the critical thinking steps toward *cultural competence* (five steps from merely *valuing* diversity to *adopting ideas and behaviors* that reflect a true understanding of diversity).

One final reason for two courses as a requirement arose from a study of other skills taught in the general education package. Mathematics, writing, exercise science, etc. all require more than one course—or proven assessment—for competency. Students cannot be expected, then, to acquire the skills and knowledge of cultural competency with one course.

Based on this information and other studies, this subcommittee concluded, then, that both a diversity requirement of two courses and infusion of diversity into all general education courses would be necessary to effectively prepare students.

This subcommittee concluded that students would not be unduly burdened if they can overlap general education requirements by choosing a course for diversity that also provides general education credit in another area, such as social sciences, etc. Furthermore, some departments have courses qualifying for the diversity requirement that are not in the general education package. Students in those majors can then take a course for the diversity requirement that also qualifies for their major degree. The goal is to have as many courses as possible at Grossmont that focus upon diversity, giving most departments at least one option for diversity.

To test the effectiveness of the proposed criteria for evaluating courses for the diversity requirement, the subcommittee reviewed a sampling of course outlines, finding that the following qualify for the diversity requirement:

Anth 120	Cultural Anthropology
Anth 125	Cultures of the World
CD 153	Diversity Issues in Early Childhood Education
CCS 124	American Culture and Institutions
CCS 125/Psych 125	Cross-Cultural Psychology
CCS 131/ Hist 131	U.S. History and Cultures: Native American Perspectives II
CCS 181	U.S. History: Black Perspectives II
Comm 124	Intercultural Communication
Geog 130	Human and Cultural Geography
Hist 122	Women in Early American History
Hist 123	Women in Modern American History
Hist 154	Early History of Women in World Civilization
Hist 155	Modern History of Women in World Civilization
Soc 114	Introduction to the Sociology of Minority Group Relations

Future Tasks, beginning Spring, 07:
- Note all the vocational programs that already have diversity requirements
- Need to align with Cuyamaca
- Discuss possibility of a gradual introduction of the diversity requirement with 3 units for two years while departments update their curriculum; then institute the 6-unit, two course requirement.
- The Subcommittee will provide the Academic Senate and Curriculum Committee copies of research about the effectiveness of one, versus two courses for this requirement
- Circulate evaluation criteria to department chairs
- Continue evaluating courses for the diversity requirement.
- Create criteria for infusing diversity into all G.E. courses. (one or two objectives in the course outline that match content and an evaluation mode)
- Bring forward Subcommittee's Senate recommendation for a permanent, college-wide Diversity Committee.

Grossmont College: Criteria for Evaluating Course Outlines for the Diversity Requirement
The following borrows language from WASC Policy Statement on Diversity (1994) and from Pedersen, P., *110 Experiences for Multicultural Learning.* Washington, DC: American Psychological Association Press (2004). In addition, "the overriding criterion for approval is that at least one of the domains that defines diversity is a central, rather than a peripheral or supplemental theme in the course." (Chang, UCLA, "The Impact of Undergraduate Diversity Course Requirement on Student's Level of Racial Prejudice.")

o This course provides a critical analysis of diverse ways of thinking and of experiencing the world

o This course develops students' *cultural competence** and prepares "students for lives of effective par-ticipation in the civil culture of their communities, as well as the rapidly changing world of work" (WASC)

  o This course provides a critical analysis of one (1) of the following domains as a central theme and at least two (2) or more additional themes:
    - Gender
    - Socio-economic class
    - Race/ethnicity
    - Sexual orientation
    - Religion
    - Ability/disability
    - Regional identity

  o The <u>content</u> provides students with sensitivity to difference with information about three (3) or more of the above domains.
    - Awareness of difference
    - Knowledge and understanding of the difference
      - Understanding experiences of various cultural group members
      - Understanding barriers to communication across cultures

  o The <u>objectives</u> provide students with sensitivity to difference about three (3) or more of the above domains:
    - Understanding the experiences of difference
    - Enhances skills needed for effective communication, relationships, and citizenship
    - Enhances specific abilities that make one culturally skilled

*Cultural competence: According to the pathbreaking work of Cross et al, 1989: "Cultural competence is a set of congruent behaviors, attitudes, and policies that come together in a system, agency or among professionals and enable that system, agency or those professions to work effectively in cross-cultural situations.   The word culture is used because it implies the integrated pattern of human behavior that includes thoughts, communications, actions, customs, beliefs, values and institutions of a racial, ethnic, religious or social group. The word competence is used because it implies having the capacity to function effectively.

 "Five essential elements contribute to a system's, institution's, or agency's ability to become more culturally competent which include:

1. Valuing diversity
2. Having the capacity for cultural self-assessment
3. Being conscious of the dynamics inherent when cultures interact
4. Having institutionalized culture knowledge
5. Having developed adaptations to service delivery reflecting an understanding of cultural diversity

These five elements should be manifested at every level of an organization including policy making, administrative, and practice. Further these elements should be reflected in the attitudes, structures, policies and services of the organization."

Recommendation 4. Continue to encourage district and college leadership stability in order to allow the very encouraging changes in campus and district climate to become acculturated. (10.B.1, B.2, C.1 C.6)

Regrettably, the stability of college leadership has declined since the 2004 mid-term report. At the close of the fall 2006 semester, 13 of 21 administrators had been in their position fewer than two years. The college had an interim president, an interim vice-president for Academic Affairs, an interim vice-president of Student Services, an interim associate dean of EOPS, and an interim assistant dean of Student Affairs. At the start of the spring 2007 semester, three of these positions (vice-president of Student Services, associate dean of EOPS and the assistant dean of Student Affairs) were filled on a permanent basis, but the search for a college president was undertaken for a third time. The vice-president for Administrative Services and the associate dean for Health Professions were hired last summer. Unfortunately, the associate dean for Health Professions will be leaving the college at the end of the spring 2007 semester. Two instructional deans, the assistant dean for Athletics, and the Financial Aid director were hired within the last year and a half. Furthermore many key staff members, both on the campus and at the district office, have recently retired. These retirees take with them a wealth of institutional memory and experience. Much of the "nuts and bolts" of running the college and district are being re-discovered and re-learned by the new staff. However, the unavoidable mistakes, false starts, and wrong turns that accompany this training process undermine the efficiency of college operations.

Many factors contribute to the high staff turnover and the difficulty in attracting highly qualified applicants. The factors cited most frequently during interviews with constituency representatives include the current climate within the district and non-competitive salaries.

The one bright spot in this picture has been the stability of the faculty leadership. The Academic Senate president is completing her second term. The chair of Chairs & Coordinators is a veteran in her position. Faculty interest in shared governance committees remains strong. At the same time, it must be noted that the inability of the college to hire new and replacement faculty is affecting this situation. The many faculty vacancies have a deleterious effect on morale and lessen faculty enthusiasm for serving in these leadership positions.

Accreditation Self-Study Surveys
Grossmont College

Surveys were administered during the spring 2006 semester to Grossmont College faculty, staff, and students, as well as to GCCCD district staff in order to gather information relating to accreditation standards.

<u>Faculty and Staff Surveys</u>

Staff and faculty surveys were administered in two formats: on a scannable paper form and online. Respondents were asked to only complete one version. Links to the online survey were emailed to all faculty and staff email addresses along with follow-up reminder emails; additionally, paper surveys were distributed to every campus and district department. Grossmont faculty had a response rate of 35% (n=273). Full-time faculty respondents totaled 145 (53%); part-time faculty respondents totaled 128 (47%). The staff response rate was 22% (n=155). The response rate for district staff was 39% (n=50). The response rate for Grossmont college staff was lower than hoped for, and on the low end of a range of staff response rates for surveys administered at other community colleges. The faculty response rate was somewhat above average compared with faculty surveys administered at other community colleges.

Faculty responses were roughly evenly divided between full-time and part-time faculty (53% full-time, 45% part-time); more than 75% had worked at the college for three years or longer. Slightly more than half of the faculty respondents were female (51%), and nearly three-fourths (72%) reported being White, non-Hispanic, and not of Middle Eastern descent. These figures are similar to the gender and ethnic distribution of Grossmont faculty overall. More than half the responses (54%) were provided on paper forms of the survey.

More than two-thirds of staff responses came from full-time classified staff (71%); 13% were from part-time classified staff and 14% from administrators. More than four-fifths (84%) of respondents had worked at the college for three years or longer. More than three-fourths of respondents (79%) were female, somewhat more than the ratio at Grossmont College (69% female). Approximately 73% reported being White, non-Hispanic, and not of Middle Eastern descent, and another 8% reported Hispanic as their ethnicity. These gender and ethnicity rates represent those of college staff overall. Surveys were more often completed via online forms (68%) than paper-based forms (32%).

More than two-thirds of district staff responses were from full-time classified district staff (70%); approximately 19% were from administrators and 8% from part-time classified district staff. More than two-thirds (68%) had worked at the district offices for three or more years, and approximately 19% had worked for the district offices less than one year. The majority of district staff surveys were completed by female respondents (57%). Approximately 61% of respondents reported to be White, non-Hispanic, and not of Middle Eastern descent, with another 12% Hispanic and 12% reporting Other. These figures generally reflect the gender and ethnic distribution among district staff. Nearly two-thirds (62%) of the surveys were completed online.

Student Surveys

Students were administered paper-based surveys during a random selection of classes and sections. Respondents were asked to complete only one survey, even if they were given more than one during multiple classes. The response rate for students was approximately 53% (n=1171).

Females responded at a rate of 54%, which roughly corresponds to the gender distribution of Spring 2006 students enrolled at Grossmont. Many respondents (40%) reported studying at the college for less than one year, and another 49% reported studying there for 1 to 3 years. More than half (59%) indicated that they intended to transfer for a bachelor's degree, and another 21% intended to obtain an associate's degree. Nearly half (49%) reported their ethnicity as White, 19% as Hispanic, and 10% as Asian. Gender and ethnic distributions reflected the student population of Spring 2006 students in the college.

Grossmont College Accreditation Survey Response Rates
Faculty/Staff Surveys

	Online Survey		Paper Survey		Total	
	#	*%*	*#*	*%*	*#*	*%*
Grossmont Staff (N=709: total GC staff)	109	*15*	46	*6*	**155**	*22*
Grossmont Faculty (N=782: total GC faculty)	129	*16*	144	*18*	**273**	*35*
District Staff (N=129: total district staff)	33	*26*	17	*13*	**50**	*39*

Institutional Climate in the Past Two Years

The past two years have been a trying time for the college. In Fall 2005, the United Faculty, the bargaining agent representing the faculty at both Grossmont and Cuyamaca Colleges, had requested that all faculty "work to contract," which meant that faculty were asked not to work beyond their duties and responsibilities dictated by the United Faculty contract. Therefore, most faculty chose not to serve on committees, which included work on accreditation committees. Also, in December of 2005, in spite of the faculty's overwhelming support of the college president, his contract was not renewed by the Governing Board. He was immediately relieved of his position; an acting, and subsequently interim, president was appointed. The political climate at the college was volatile. These negative feelings and perceptions were shared by members of various constituent groups on campus: faculty, staff, administrators, and students. The results of the accreditation survey are a clear reflection of the negative political climate that pervaded the college at this time.

Standard I: Institutional Mission and Effectiveness

STANDARD I

INSTITUTIONAL MISSION AND EFFECTIVENESS

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

A. **Mission**

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

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

Description

Standards I.A.2. and I.A.3. describe in greater detail a thorough review and revision of the mission statement that was carried out by key college and district level representatives during the 2005-2006 academic year and fall 2006 semester; the result is an updated statement of institutional purpose.

Prior to the recent adoption of updated Grossmont College and District mission statements by the Governing Board of the Grossmont-Cuyamaca Community College District (GCCCD), both colleges of the district were guided by the following statement which was adopted in 2000 as seen on pages 4 and 5 of the 2006-2007 College Catalog (1.1):

> *"The mission of the Grossmont-Cuyamaca Community College District is to provide educational leadership through learning opportunities that anticipate, prepare for, and meet the future challenges of a complex democracy and a global society.*
>
> *It is the policy of the Governing Board of the Grossmont-Cuyamaca Community College District to implement the educational philosophy by providing a variety of programs. These shall be known as:*

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*A.	An instructional program composed of:*

- *Transfer courses equivalent to the lower division curriculum of universities and colleges for students who plan to continue their education at a baccalaureate institution.*
- *Vocational and career education courses to provide technical skills and knowledge for beginning employment, retraining and advancement.*
- *General education courses to broaden knowledge, skills, attitudes and values, to develop analytical ability and critical thinking, and to foster interest in life-long learning in the educational, scientific, and cultural fields essential for effective participation in a complex society.*
- *Developmental courses to assist inadequately prepared students to succeed in college course work.*

*B.	A student services program composed of:*

- *Academic and vocational support services and personal support services to provide students with sufficient opportunity to achieve educational success.*
- *Co-curricular activities to provide opportunities for personal development and social responsibility.*

*C.	A learning resources program composed of:*

- *Programs and services to support and to supplement the instructional, student services and community education programs.*

*D.	A community education program** composed of:*

- *Continuing education non-credit courses which are eligible for state support and are designed to provide education and training in areas of local needs.*
- *Community services courses, workshops, seminars, forums and institutes to provide for the special educational, cultural, avocational and recreational needs of the community."*

(NOTE: ** The GCCCD assigned the management and operation of this function to Cuyamaca College. However, some Cuyamaca community services-type offerings are typically conducted on the Grossmont College campus each semester.)

New mission statements for both the district and the college follow. They address the requirements of this standard, as well as the mandate of the law (1.2). In addition, these statements more clearly define the educational purposes of the college, its intended student population, and its commitment to achieving student learning.

Grossmont-Cuyamaca Community College District
Vision and Mission Statements
Approved by the Governing Board on December 12, 2006

Vision: Educational Excellence for a Productive Citizenry

Mission: The mission of the Grossmont-Cuyamaca Community College District is to provide leadership for learning opportunities that anticipate, prepare for, and meet the future challenges of a complex democracy and a global society. The District facilitates and supports educational programs and services at Grossmont and Cuyamaca Colleges, to meet student and community needs.

The Community College District provides:

- *Centralized leadership for coordination of educational services districtwide*
- *Institutional Research and Planning*
- *Human resource programs and development*
- *Responsible fiscal and business management*
- *Administrative support*
- *External relations that inform, advocate and support the District's vision, mission and values*
- *Conscientious compliance with federal, state and local laws, policies and regulations*

The Way Forward

The five elements of The Way Forward provide the District's guiding principles, the framework for our values and direction.

Academic Excellence

Commitment to institutions focused on teaching, learning and supportive services that lead to student success

Unity

Commitment to cooperation in good faith throughout the organization and the community to enable progress beyond that of any individual's capacity

Standardization

Commitment to standardizing systems and processes to save resources, facilitate operations and remove barriers

Alignment

Commitment to align curriculum and practices to eliminate obstacles to student success and facilitate seamless transition

Resources

Commitment to secure, sustain and develop human resources; protect, maintain and enhance the physical environment; and pursue technological and fiscal resources to support educational programs and appropriate facilities

Grossmont College Mission Statement
Adopted by the Governing Board on November 14, 2006

The primary mission of Grossmont College is to serve the broad and diverse community of individuals who seek to benefit from the college's wide range of educational programs and services.

In order to fulfill its commitment to student learning, the college provides:

- *Instructional programs that meet student needs for transfer education, vocational and career education, general education and developmental courses*
- *Community education programs and services*
- *Programs that promote economic, civic, and cultural development*

To facilitate this mission, Grossmont College provides a comprehensive range of support services including: outreach and access initiatives, academic and learning resources, student development programs, and multicultural and co-curricular activities.

In support of its primary mission to promote student learning, Grossmont College structures its planning processes and engages the college community to pursue the following areas of focus:

- *Student Development and Academic Excellence*
- *Our Community*
- *Fiscal Resources*
- *Human Resources*
- *Physical Resources*
- *Campus Life*

Since 1996-97, Grossmont College has adopted, published, and pursued the following values:

- *Promote Student Success Through Educational Excellence*
- *Seek and Sustain High Quality Staff*
- *Provide Access*
- *Promote and Value Diversity*
- *Promote an Environment Conducive to Building Harmonious Relationships*
- *Maintain and Engage Community Relationships*
- *Promote Standards of Accountability*
  (1.3)

The mission and values of Grossmont College state its broad institutional purposes and have established the foundation for all student learning programs and services. That the mission and values of the institution are incorporated into college operations is reflected in employee responses to accreditation survey questions. In reply to Question 67, "I am aware of the college's mission, vision, and values," 80.2% of faculty respondents and 84.6% of the staff agreed. In reply to Question 1, "the college's mission statement guides institutional planning and institutional decision-making," 66.8% of the faculty and 70.2% of the staff agreed (1.4). As indicated in the table below, this response represents an increase in such agreement as compared with the 2000 accreditation survey (1.5, Faculty Question 2; 1.6, Staff Question 2).

Survey Statement		% Strongly Agree or Agree	
Question	**Respondents**	2000*	2006
Q1. The College's mission statement guides institutional planning and institutional decision-making.	Faculty Staff	58.7% 50.5%	66.8% 70.2%

*2000 wording: "College planning and decision-making are guided by the college mission statement."

Student enrollment demonstrates college efforts to address the needs of an ethnically diverse student body. In Fall 2006, the college enrolled approximately 16,579 students, a student body generally reflective of the demographic composition of the communities it serves, as discussed in the prefatory demographic profile.

The college seeks to serve students who have the ability to benefit from services and programs available. As stated in the introduction, the average age of a Grossmont College student is 26, and most work, at least part-time, while attending school. Courses are scheduled (1.7) to accommodate the diverse work schedule of Grossmont students, and many working students take courses that will result in their retraining.

Institutional processes, as listed below and more fully described elsewhere in Standards I, IIA, and IIB, ensure that both academic and student support services sustain these mission and values statements. These processes also ensure that the constituent groups

remain aware of the college mission and values statements as a guide to the institutional commitment to student learning.

- The Curriculum Committee (1.8) processes tie new course and program development along with revisions to courses and programs to the mission.
- Community advisory committees (1.9) provide recommendations for curricular changes to meet student needs and industry standards.
- Academic Program Review (1.10) and Student Services Program Review (1.11) dialogues ensure that programs are developed in response to student needs.
- The Student Success Committee (1.12) discusses and implements changes that respond to the needs of the basic skills students.
- The college Counseling Office and Assessment Center interface effectively with departments that provide basic skills courses, such as Mathematics, English, and English as a Second Language. English, Math, and ESL meet periodically with Institutional Research to review assessment test "cut scores" and student success rates. As per the dean of Counseling, Student Development and Matriculation, the cut scores and placement recommendations are adjusted to maximize the effectiveness of the assessment process.

As a result, Grossmont College operates many successful instructional programs that implement the college mission. These programs are listed, in full, in the 2007-08 Grossmont College Catalog (1.3, p. 42). Since the last accreditation team visit to the college in 2001, the addition of 16 associate in arts degrees, 11 Certificates of Achievement, and 19 Certificates of Proficiency have been approved by the Curriculum Committee and the Governing Board. As required, all but Certificates of Proficiency (less than 18 units) were also approved by the System Office of the California Community Colleges and the California Postsecondary Education Commission. During this same time period, 11 programs have been removed. Almost all program removals were transitions of program structures to a different format for one or more degree/certificate requirements rather than wholesale deletion. The one exception, Family and Consumer Sciences Certificate, was conditionally published, pending system office approval, but was removed before any students were allowed to pursue it (1.13).

Numerous and diverse examples of instructional and student services programs are described in Standards IIA and IIB, all of which support the mission of the college and the needs of the students and communities served. A few are also mentioned here.

One of the more recent Certificates of Proficiency, "Tribal Gaming: Culture and Policies," is an example of one way the college has responded to the needs of local industry and those of the local Native American population. Housed within the Cross-Cultural Studies Program, the program provides a basis of cultural, political and economic understanding of the environment of the tribal gaming industry. Given the proliferation of tribal gaming enterprises within the college's service area, and the fact that the college ranks 85th nationally in the number of American Indian students receiving associate degrees, the college stands ready to assist tribal gaming operation management

by preparing students for employment and by providing on-reservation instruction for members of a local tribe (1.14).

Musical theater, as described in the 2006-07 Grossmont College Catalog (1.1) on page 83, is another example of a newly established associate degree and certificate program which responds to student need. It addresses both educational and local economic needs in the community by providing a path for students enrolled in the college's well-known Theatre Arts, Music, and Dance departments to prepare for transfer to the university as well as enhance their preparation for entry-level employment in the entertainment industry.

Further, in response to the rapid growth of immigrant populations in East San Diego County, the college has improved the standardization and academic rigor of its English as a Second Language (ESL) Program. To better facilitate matriculation to college-level ESL and/or English classes, the Grossmont College program is now coordinated with similar programs offered through East County high schools. New outreach brochures in English, Spanish, and Arabic, targeted at high school students, support outreach efforts. With the use of an Educational Development and Innovation Committee (EDIC) mini-grant, ESL faculty have also analyzed how to best support English language learner students in the Office Professional Training program, with the goal of developing a model to guide expanded support to ESL students in vocational and professional programs campuswide (1.15).

Also addressing a significant immigrant population in the college service area, as well as the post 9-11 world, the college established a new associate degree in Arabic in Fall 2002. The Arabic program, as described in the 2006-07 Grossmont College Catalog (1.1) on page 45, is designed to provide students with skills in understanding, speaking, reading, and writing Arabic, and prepares them for greater international and domestic career opportunities.

In addition to these new academic and vocational programs, the following programs and services have also been established or expanded since the last institutional self-study:

- GEAR UP—This is a multi-year program (1.16) to better prepare middle school and high school students for college. The program supports families of students as it supplies them with information related to the prospective college experience.

- Distance Education—Over 85 online and over 25 hybrid courses are now offered, with a three-year plan in place to improve and augment distance education classes (1.17).

- Online support for students seeking counseling (1.18) and financial aid information is now available.

- Middle College High School—This is a program ([1.19](#)) in which high school students are concurrently enrolled in both high school and college courses, all of which are conducted on the college campus.

- The Assistive Technology Center, now located in the Technology Mall, has been expanded and enhanced to facilitate the educational needs of disabled students, which was documented in the Educational Master Plan ([1.20](#)).

- EOPS has inaugurated the EOPS Summer Readiness program to prepare students for the rigors and realities of college life ([1.21](#) and [1.22](#)).

- A new Leadership and Ethics Program for public safety managers ([1.23](#)) is now in place as part of the Administration of Justice Department curriculum.

The program review system is routinely used to assess the degree to which the college meets student needs in academic ([1.10](#)) and student service ([1.11](#)) programs. In addition, the Institutional Effectiveness Report ([1.24](#)), written as part of the Title III Project and published in February 2005, evaluates the degree to which the first goal (Grossmont College will support and maintain academic excellence) in the Strategic Plan is met. Indicators show progress toward Goal 1. Lower division English course success rates increased 6% over four academic years (2000-01 through 2003-04), while the percentage of transfer-ready students remained steady for those four academic years. The increase in degree-seeking students was the same for Fall 2003 through Summer 2004. Students seeking a two- or four- year degree increased from 62.7% to 64.7%, and first-year Grossmont College transfers to the CSU system earned equal or higher GPAs during their first year when compared with community college transfer students overall. Finally, when comparing like semesters, success and retention rates for all courses slightly increased.

Self-Evaluation

Student learning programs and services are aligned with the college's stated purposes, character, and student population. Evidence showed that discussions occurred among appropriate constituencies regarding the relevance of the mission statement to student learning. The updated college mission and values statement clearly identifies the students served and emphasizes that the primary mission of the college is to promote student learning, providing a specific focus for the institution to use as a guide while developing and updating programs and services. Evidence that the college mission and values statements guide college operations was demonstrated by employee responses to the accreditation survey. Information was also supplied that demonstrated college attention to the needs of its student population through provision of a broad array of programs targeted to them. Institutional effectiveness assessments developed by the college were also identified.

Grossmont College meets Standard I.A.1.

Planning Agenda

None.

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

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

Description

As stated earlier, the updated mission statements (1.25) for the college and district were approved by the Governing Board at its November 14, 2006, and December 12, 2006, meetings (1.26), respectively. It became effective immediately and was first published in the 2007-08 catalog (1.27). The new mission statement (1.28) also appears in print in the class schedule, in a number of other locations, as well as in electronic documents available on the website.

The institutional process for periodic review of the mission statement is effective because it is aligned with the processes related to the cyclical reaffirmation of accreditation as well as information produced through an Environmental Scan (1.29). Further, it allows for involvement of all stakeholders through the governance process. The most recent effort is evidence of this.

In late 2005, the District Coordinating Educational Council (DCEC) (1.30) reviewed the mission statement adopted in 2000, in light of WASC/ACCJC Accreditation Standard I statements, around which both colleges were beginning to write their respective institutional self-studies. DCEC then charged a small working group to consider whether the mission statement needed to be updated. Consisting of the two college presidents, the administrator and faculty co-chairs of each Standard I writing team from the colleges, two classified staff representatives, and the Associated Students president from each of the colleges, it met on a regular basis beginning in early 2006. The working group quickly concluded that the 2000 mission statement did not meet the accreditation standard in several respects and recommended to DCEC that a new statement be developed.

At the direction of the DCEC, and with approval of the Districtwide Strategic Planning and Budget Council (1.31), the working group reviewed samples of mission statements that had been gathered from numerous California community colleges. Then, drawing on state regulatory requirements for the mission of the California community colleges, the 2004-10 Strategic Plans (1.32) for both colleges, and the recently completed district Environmental Scan (1.29) (which is completed every three years), the working group developed an initial draft of mission statements for each college and the district. They circulated the draft statements among various constituent groups—the college Academic Senate, the Districtwide Classified Senate, the college Associated Student organizations, and the Standard I teams at each college—for further input. Following constituent group review and consideration of input by the DCEC working group, the new statement was approved by the Academic Senate (1.33) and the districtwide Classified Senate (1.34). It was then prepared for proposal to the college's Planning and Budget Council, then to the

president, and finally to the chancellor and to the Governing Board. The updated mission statements were subsequently approved by the Governing Board, as mentioned above. They became effective immediately and were first published in the 2007-08 catalog.

The effectiveness of the mission statement may be measured by the level of awareness and use of the mission statement by stakeholders involved in planning and execution of plans. Since the institution involves all college constituencies in the processes related to the creation and approval of the mission statement, there is a high level of awareness and commitment to its use to guide institutional planning efforts. Survey responses cited in I.A.1. reveal that both of these conditions have been met by the institution.

Planning efforts based on the mission are a continuous process, with the aim of ensuring that college and districtwide goals are current, relevant, and comprehensive. The most recent activities to this end involve updating the districtwide Environmental Scan (1.29), an effort which helps to guide college and district planning, including the college educational and facilities plans. The external scan data provide information on the surrounding community in which the college operates. Data on population trends, K-12 school enrollment, economic indicators, occupational forecasts, regional competitors, and local, state, and federal policies help to inform collegewide decision-making processes. Internal scan data contributes to ongoing monitoring of college processes and outcomes, including student learning and educational progress, enrollment and success equity, faculty and staff employment, and college climate assessment. These data inform planning decisions for continuous improvement.

Changes to the mission statement are prompted by the periodic review occasioned by preparations for reaffirmation of accreditation, as well as new information generated via the recent district Environmental Scan, as described previously.

<u>Self-Evaluation</u>

The current mission statement was developed in response to new accreditation standards, as well as new information generated via the recent districtwide Environmental Scan. According to evidence provided in relation to this standard, Grossmont College cooperated with the district and Cuyamaca College through governance representatives and processes to prepare a revised mission statement that the Governing Board approved. The processes used to revise the mission statement were effective, as the developing document was well-circulated through the governance system for input and approval. Because of changes detected via the scan, participants in institutional dialogue concluded that the college needs to review its mission statement as new scans are done.

Grossmont College meets Standards I.A.2. and I.A.3.

By 2010, the college will utilize the district Environmental Scan and other data to reassess its student population as it relates to the Mission and Values Statements, its educational purpose, and its commitment to student learning. The college will revise the statements, as necessary, in accord with the three-year update of the Environmental Scan and the renewal of the Strategic Plan.

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

Description

The mission statement is the basis for the Grossmont College Strategic Plan (1.32), the central planning document for the college. As planning groups develop activities and accomplishments that are listed in the Educational Master Plan (EMP), all information references the Strategic Plan. Specific decisions regarding functions, activities, and resource allocation are grounded in the EMP (1.20) and other iterative planning and evaluation processes. For example, curriculum development, the Technology Plan (1.35), the Facilities Master Plan (1.36), and the annual Vocational and Technical Education Act (VTEA) Plan (1.37) are developed in response to the Strategic Plan and the annual EMP. Proposals for new courses and programs include reference to the mission statement, as required by guidelines stated in the Curriculum Committee Handbook (1.8) for the college and for the California community college (1.38) system as a whole.

Priorities for resource allocation in areas of staffing and facilities are based in part on support for proposals as outlined in the EMP (1.20). In addition, Educational Development and Innovation Committee (EDIC) forms for regular grants reference the Strategic Plan and district values (1.39). The mini-grant form references the Educational Master Plan and the Strategic Plan (1.40). Finally, allocations of discretionary fiscal resources are also based on activities proposed in department EMPs.

That the college mission is central to institutional planning and decision making is confirmed through employee responses to the accreditation survey cited in I.A.1.

Self-Evaluation

Findings introduced in relation to this standard revealed that the college relies on the mission statement for its central planning document and decision making, ensuring that the statement is effective in guiding institutional affairs.

Grossmont College meets Standard I.A.4.

Planning Agenda

None.

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

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

<u>**Description**</u>

Grossmont College has always maintained campuswide dialogue aimed at improving
student learning. Because much of the dialogue has occurred through the departmental
program review process that involves statistical and qualitative analysis of student
success in programs, the college has clearly embraced and understood its purpose.

The Grossmont College Accreditation Survey Response Comparisons (1.4) results
indicate strong faculty agreement that the college is committed to continuous
improvement of the student learning process. That opinion was expressed by 85% of the
respondents. A lower portion of staff and students agreed with the statement—69% and
74%, respectively (Question 63). However, taken on balance, the institution-wide
perspective seems to support a culture focused on student learning.

Since the last team visit in 2001, the college enhanced its awareness of the growing
national and state-level student assessment initiative (1.41) by sending teams of
instructional and student services faculty and administrators to several state-sponsored
assessment institutes. Dr. Brad Phillips, then the Director of Research and Planning for
the Grossmont-Cuyamaca Community College District (GCCCD), was a frequent
presenter at these institutes. Dr. Phillips periodically shared his expertise with faculty and
administrative groups on campus.

Then, as a result of increasing awareness of the evolving accreditation standards
incorporating reference to student learning outcomes (SLOs), the Grossmont College
Academic Senate began discussing SLOs during Spring 2004. It was further agreed that
the SLOs (1.42) would be collaboratively authored and collectively agreed upon.

With consensus on a starting point, the Senate elected a faculty Accreditation Self-Study
co-chair, who has also served as the SLO Coordinator. To support the faculty co-
chair/SLO coordinator, two administrative self-study co-chairs were identified by the
college administration to assist in the development of the self-study, as well as to guide
the implementation of the SLO initiative. The three, working as a team, engaged the

campus community in workshops, collegewide forums, and training sessions, with all initiatives aimed at formalizing the full SLO process across campus. With the team's guidance, faculty, staff, and administrators have been exposed to various guest speakers who are experts in the field of SLOs and with associated written materials to support the effort. In addition, the faculty co-chair developed a website (1.43) to house information about designing and using student learning outcomes.

The Accreditation Self-Study co-chairs, individually and as a group, have also supported the efforts of individual departments in various academic and student service areas. They have met with some of the department chairs and coordinators at various division council meetings to discuss SLOs. Throughout the 2005-06 year, many of the Grossmont programs—instructional, learning support services, and student service—wrote learning or student service outcomes, and some identified one outcome to be studied using the full cycle of student learning assessment. In addition, approximately $30,000 in Educational Development and Innovation Committee (EDIC) (1.44) funds was set aside to prompt department leaders to begin the SLO development process. The faculty co-chair has given periodic reports to the administration and Academic Senate on the implementation of the SLO process. As the institution continues its movement in this direction, the SLO assessment initiative (1.41) has become a cornerstone in the student learning evaluation process.

The campuswide dialogue on the improvement of student learning and institutional processes was also manifested in an Institutional Outcomes retreat led by the faculty co-chair/SLO Coordinator during the Spring 2006 semester, resulting in a draft document to support ongoing dialogue. Throughout the 2006-07 academic year, continued work on these institutional outcomes evolved, focusing on their identification.

Instructional faculty, staff, and administrators continue to discuss the improvement of student learning in other venues as well. Two of the most intensive centers of such dialogue are related to ongoing processes of curriculum development and program review. Throughout most of the academic year, the Curriculum Committee (1.8, 1.45), Academic Program Review Committee (1.10, 1.46), and Student Services Program Review Committee (1.11) meet weekly to discuss and take action in support of instructional programs' or service areas' commitment to improvement of student learning.

Departmental meetings also occur throughout the semester, and agenda items often have either a direct or indirect impact on student learning. In addition, department chairs and coordinators meet periodically in their respective divisions with their instructional deans to present suggestions and concerns voiced at department meetings. The Council of Chairs and Coordinators (1.48), representing instruction, counseling, and learning resources areas, also meets monthly to dialogue about instructional issues and processes. Usually twice each semester, these council meetings are jointly held with instructional deans, student services deans, and the vice presidents of both Academic Affairs and Student Services, bringing together the faculty and administrative perspective as ideas and issues are pursued to improve student learning opportunities and outcomes (1.48). The same purpose is served by instructional deans and the Instructional Operations Office

supervisor meeting semi-monthly,as the Instruction Administrative Council (1.49), under the leadership of the vice president of Academic Affairs. Student Services functions in a similar way through semi-monthly meetings of the Student Services Council (1.50).

In addition, the campus Faculty Professional Development Committee plans activities and discussions for the week preceding every fall and spring semester. Professional Development Week provides opportunities for all-campus, division, department, and workshop discussions to occur on a variety of issues. Many of these sessions address the improvement of student learning. For example, activities conducted during the Fall 2006 Professional Development Week (1.51) included tracks addressing distance learning and Senate-sponsored sessions regarding current "hot issues" in the community college environment—budget, AB 1725, vocational education, enrollment, academic integrity, transfer, minors on campus, matriculation and accreditation issues, as well as a joint summit with Cuyamaca College.

Further, the orientation process for new full-time faculty members, led jointly by the vice president of Academic Affairs, Senate leadership, and Faculty Professional Development Committee co-chairs, is another venue for collegial dialogue. New faculty (1.52) meet monthly with various representatives across the campus community for an orientation to campus life and functions and for continuous networking about improvement of processes and outcomes related to student learning.

Finally, the Academic Senate proceedings take a strong role in collegial dialogue. Examples from the 2005-06 year include the development of the Distance Education Plan (1.17), a task force on creation of new programs, and participation in the Leadership Planning Retreat (1.53) each spring. In addition, the Academic Senate unanimously passed a resolution to incorporate student learning outcomes (1.42) into the curricula by including student learning outcome statements in course syllabi and into the planning and assessment of student service programs. At the time of this writing, plans for the 2007-08 academic year are under development and review.

The Grossmont College accreditation survey results give strong evidence that employees, particularly faculty, believe they have the opportunity to participate in dialogue with colleagues about how to improve student learning and institutional processes (item 73). Approximately 82% of faculty and 58% of staff agree (1.4) with the following statement: "I have the opportunity to participate in dialogue with colleagues about how to improve student learning and institutional processes."

Self-Evaluation

Evidence regarding maintenance of continuous dialogue about improvement of student learning and improved institutional capacity to assess learning reveals that the college complies with the standard. Findings demonstrated that the college has a well-structured and well-understood, purposeful dialogue related to program review that predates recent activities on the SLO Assessment Initiative. Evidence also revealed that the college has dialogued about the content of student learning, the assessment of learning, teaching strategies, and a broad range of related professional development topics, making faculty,

staff, and administrators more focused on ensuring that students achieve learning outcomes. Survey responses noted above confirmed that dialogue options are sufficient and reflective of concerns about improving student learning. Currently, established practices support that the college has an established collective understanding of the meaning of data and research to evaluate student learning through its program review process; the institution did not need to create consensus on this issue.

While significant progress has occurred with respect to this standard, more work needs to be done to fully demonstrate the impact of the SLO Assessment Initiative on student learning.

Grossmont College partially meets Standard I.B.1.

Planning Agenda

Staff and faculty in each college program will continuously identify, articulate, and publish student learning or service outcomes, develop assessment procedures, and study how well each outcome is achieved. They will then report the findings in mutually agreed upon planning documents, program review, and on the SLO website. See the planning agenda in II.A.1.c. for more details.

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

Description

Grossmont College has a global goal setting process, in the creation and pursuit of its Strategic Plan (1.32), which is grounded in the college Mission Statement (1.25). Deeper within the organization, the college also has a goal setting process embodied in the Educational Master Plan (EMP) (1.20). The EMP process facilitates departments and/or committees to work hand-in-hand to set goals to improve the college's effectiveness consistent with its stated purposes. Each EMP (1.20) activity is related to goal statements and objectives in the Strategic Plan, thereby ensuring that the Mission Statement is adhered to while programs are implemented. In reply to Question 68, 62.6% of the faculty and 64.4% of the staff agree (1.4) that "the college's planned activities are aligned with its mission, vision, and values."

The EMP guides the ongoing development of the institution's instructional programs, student services, and administrative services, and there is evidence indicating that college employees understand the goals contained therein. Survey results indicate that 64.1% of the faculty and 69.6% of the staff agree with the following statement: "I understand the college's goals and the extent to which they are achieved" (1.4, Question 66). The annual EMP assembles the planning activities and accomplishments of the four primary college

areas: Academic Affairs, Administrative Services, Student Services, and President's Office. The EMP is formulated within individual departments, highlighting specific needs to fulfill proposed activities in the following areas:

- Curricular Development
- Equipment
- Facilities
- Marketing
- Staffing (classified and faculty)
- Staff Development

Prospective activities with associated benefits are connected to specific Strategic Plan institutional goals (1.32). Planning documents are developed based on needs listed in the EMP (1.20). In addition, the Facilities Master Plan (1.36) gleans its information from the EMP (1.20). The Staffing Committee (1.54) does the same when reviewing staffing needs. Ultimately, the Planning and Budget Council (1.55), a shared governance council, works collaboratively to meet the needs of each department whenever possible to optimize student learning programs. As such, the EMP guides most of the planning and budget decisions made at the college.

Information on implementation and achievement of stated goals is readily available. The EMP enumerates annual accomplishments of the prior year. Further, the EMP (1.20) is reviewed, discussed, and updated annually by departments, so the institutional members have the opportunity to determine whether or not goals are being achieved. Additionally, the Strategic Plan goals (1.32) and progress reports are reviewed and discussed at the annual Leadership Planning Retreat (1.53).

According to the Institutional Effectiveness Study of 2003-04 (1.24), there is consistent positive advancement towards eight strategic goals and the college mission to prepare students for educational success, to develop their job skills, and to enrich their social and cultural awareness so that they might live more productive and responsible lives. Respondents to two statements on the accreditation survey offer confirmation of assertions about the identification and implementation of college goals. For Question 70, 63.1% of the faculty and 65.6% of the staff agree that "College planning processes are effective in identifying areas of development, growth, and improvement." For Question 71, "College planning processes are effective in addressing areas of development, growth, and improvement," 50.8% of faculty and 58.7% of the staff agree (1.4). Although the college can determine if it effectively implements and achieves its goals, the goals in the Strategic Plan and the format of information gathering in the EMP (1.20) are not stated in measurable terms.

Self-Evaluation

Findings about institutional goal setting for improvement reveal that, on most issues, the college meets the standard. Criteria for goal setting are in the mission statement. Broad-based understanding of the goals and implementation processes, as well as institutional commitment to achievement, occur through the organizational structure and governance

system. Survey responses support the notion that the college has plans that identify and address areas of need. Evidence of goal achievement exists in annual plan reports, as well as the Institutional Effectiveness Report. However, on the question of articulating goals in measurable terms to facilitate determination of their achievement, the institution falls short.

Grossmont College partially meets Standard I.B.2.

Planning Agenda

The college will state future EMP and Strategic Plan objectives whenever possible in measurable terms, as they are reviewed. The EMP objectives are identified annually; the Strategic Plan goals will be renewed in 2010 (see Planning Agenda 1.A.2.3.).

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

Description

Planning is woven into the fabric of Grossmont College. As described earlier, the six-year Strategic Plan, which is grounded in the college's mission, is the basis for all annual planning. Emphasis on planning is confirmed by the number of participants involved in the planning process, the quantity, frequency, and duration of planning meetings, and most importantly, the quality of planning decisions. Prioritization of needs, as expressed by departments, is carefully considered by the appropriate shared governance groups. Relevant EMP data are also utilized in the planning process as well as recommendations from Academic Program Review and Student Services Program Review reports.

A cycle of activities is composed of the following elements and conducted on a departmental or functional area level.

- Evaluation is conducted through:
  - Annual employee reviews of accomplishments associated with instructional and service departments related to the prior year EMP activities and an assessment of a changing environment.
  - The work of the Planning and Budget Council that reviews on an annual basis proposals for staffing and facilities, as well as for equipment and technology .
  - Either the Academic Program Review or Student Services Program Review process.
- Planning occurs through the development of an annual EMP.
- Budgeting is done through the development of annual departmental or functional area ongoing budgets and the development of priorities from

other specific proposal processes (staffing, facilities, equipment, and technology).

- Implementation is carried out through the pursuit of the annual EMP and implementation of budgetary decisions.
- Reevaluation is accomplished through a repetition of the evaluation process described above.

Members of all programs, departments, or functional areas, as well as numerous shared governance groups, contribute input to the planning process and serve on the many committees that submit planning recommendations to the Planning and Budget Council (1.56). Specifically, groups that provide input to their representatives on the Planning and Budget Council include the President's Cabinet (1.57), the Senate Officers Committee (SOC), the Cabinet and Senate Officers (ADSOC) (1.58), the Administrative Council (1.59), the Administrative Services Council (1.60), the Council of Chairs and Coordinators (1.48), the Instructional Administrative Council (1.61), the Student Services Council (1.50), and Associated Students of Grossmont College (1.62). In addition, planning input from 26 formal college committees and information from staff, department, and division meetings is assessed at the appropriate council. The Planning and Budget Council, in turn, makes final recommendations to the president. Co-chaired by the college president and a faculty member of the Academic Senate, this 24-member council is composed of representatives from faculty, the administration, classified staff, the Associated Student organization, and employee bargaining units. It identifies institutionwide priorities, assists the president in preparing the college budget for upcoming years, and recommends periodic changes to current-year expenditure plans.

Planning within the cycle occurs through a synthesis of EMPs developed at the instructional and service department level into a division-level review of accomplishments and priorities for the subsequent year (1.20). Then, division priorities are further synthesized into area priorities for Academic Affairs (1.61), Student Services (1.50), and Administrative Services (1.60). From these area priorities, the College Leadership Retreat (1.53), held each spring, usually develops a proposal of collegewide priorities for the Planning and Budget Council (1.55) to consider and recommend to the president.

Academic Program Review (1.10, 1.46) and Student Services Program Review (1.11, 1.47) include input from faculty, staff, students, and administration. While Academic Program Review reviews instructional programs, as well as the learning resources area, Student Services Program Review considers student services areas. The process for each program review process begins with a previously determined list of questions to be addressed by the identified program, which the program uses to begin writing a self-study. In addition, both quantitative and qualitative data are used in the document. Each college instructional and service department develops a program review document where progress made in reaching goals and objectives is presented and evaluated, and plans are developed for implementation through the next period of the cycle, which is typically five or six years. Throughout the process, the program conducting the self-study seizes opportunities for review and revision before the final document goes to the respective program review committee; the program review committees meet weekly to assess each

program review document and develop planning recommendations. After such review, the program reviews are then submitted to the president. The program reviews are used as a source of information for proposals submitted to the Staffing Committee (1.54) and the Facilities Committee (1.63); these two bodies report to the Planning and Budget Council (1.56). At this time, the Educational Master Plan (1.20), Strategic Plan (1.32), and the collegewide priorities are not formally tied to program review but may be used informally. Once the program receives the commendations and recommendations, it is the responsibility of the dean and/or the vice president to ensure that recommendations are implemented.

Opinion data supports satisfaction with the program review process as being effective in evaluating the strengths and weaknesses of individual programs of the college, with 73% of faculty and 64% of staff believing this to be true (1.4, Question 9). It is apparent from a review of a similar 2000 accreditation survey question that the faculty have more confidence in the program review process now than in 2000 (1.5, 1.6).

Survey Statement		% Strongly Agree or Agree	
Question	**Respondents**	**2000**	**2006**
Q9. Program review is effective in evaluating the strengths and weaknesses of individual programs of the college.	Faculty	67.3%	73.2%
	Staff	N/A	64.3%

Both quantitative and qualitative data are used to support evaluation and planning decisions at every level and in each element of the cycle. Institutional research data are provided primarily by the Districtwide Academic, Student, Planning, and Research Services (IR-PASS) and supplemented by selected offices on campus, such as Instructional Operations and the Assessment Center. IR-PASS (1.64) makes much statistical data accessible through its *Data on Demand* system and supplements that with iterative and ad hoc research reports.

Listed below are some examples of how the college community utilizes IR-PASS ad hoc research reports:

- The District Environmental Scan, referred to in other parts of this narrative.
- Data to support the development of departmental program review self-studies.
- Data to support the consideration of faculty staffing proposals, such as WSCH trends, part-time/full-time percentages.
- Data to respond to departmental research needs to facilitate consideration of curricular developments, such as course prerequisite identification, validation, or revision.
- Fact Book reports on student demographics and course/program completion data that facilitate Leadership Planning Retreat processes and New Full-Time Faculty Orientation.
- Student zip code data, published each semester, permitting analysis to support planning for outreach and promotion, both at the district level and the college level.

- Performance of distance education students as compared to students taking analogous courses in a traditional delivery format
- Student performance and satisfaction surveys periodically prepared for the Project Success learning communities program.

These are listed here for a brief collection of evidence and are referenced elsewhere in the self-study where they are better placed. The Grossmont College community analyzes data with assistance of IR-PASS and engages in collaborative dialogues that ensure easy understanding by the college community. However, accreditation survey respondents did not confirm support for the notion that "College institutional planning decisions are driven by research data" (Question 75). Only 42% of the faculty and 49% of the staff agreed (1.4).

Fiscal data are provided through the district accounting system, the Integrated Financial Accounting System (IFAS), accessible via the intranet throughout the campus, and additional reports are developed and made available, primarily through the Office of Administrative Services.

Funding for staffing, facilities, equipment, and technology priorities emanate from recommendations of those respective committees to the Planning and Budget Council. The council considers those recommendations and, in turn, makes recommendations to the president. The president, oftentimes in consultation with President's Cabinet, exercises final judgment on fiscal resource decisions at the campus level.

Finally, consideration of one-time or ongoing augmentations to annual general fund budgets is more directly conducted between the departments, the Planning and Budget Council (at times, reflecting priorities set by the annual Leadership Planning Retreat), and the president. Solicitation of such needs is facilitated by the vice president of Administrative Services, whose office then compiles requests for initial review by the President's Cabinet (1.57). The cabinet develops a strategy for how such needs can be effectively considered by the Planning and Budget Council (1.56). Once presented to the Planning and Budget Council, it deliberates over the collection of augmentation proposals and ultimately recommends to the president how any available funding might be applied to meet those one-time or ongoing requests.

This then lays out the delicate and complex relationship between planning and budgeting processes, documents, and deliberations that result in the decisions governing the flow of college resources.

Data from the 2006 accreditation survey mildly confirm constituent opinion that decisions are made based on an effective planning process. The majority of faculty (56%), staff (53%), and students (69%) agree that "The college has an effective planning process" (1.4, Question 7). There is also a majority of faculty (59%) and a larger majority of staff (63%) who agree that the college Strategic and Master Plans are regularly assessed and results are shared with college constituencies (Question 65). Similarly, 63% of faculty and 58% of staff believe the college is making progress in carrying out its planned activities (Question 69). However, support for the college planning processes is

weaker, with only 51% of faculty and 59% of the staff agreeing that college planning processes are effective in addressing areas of development, growth, and improvement (1.4, Question 71).

The diagram that follows, entitled College Fiscal Resources Planning, provides a visual rendition of the relationship among planning processes, planning documents, and shared governance groups involved in using those documents to make recommendations to the president regarding fiscal resource allocations. The availability of funding, identified in green on the diagram, emanates from local, state, and national sources. The primary source of ongoing resources is the college's annual general fund budget. This allocation of general funds to the college comes as a result of a recommendation for the District Strategic Planning and Budget Council to the chancellor and then to the Governing Board. Other ongoing and one-time resources to the college are listed within the green box on the diagram. The initiation of annual planning occurs from input at the department level; each department develops its own Educational Master Plan (EMP). Activities planned for the coming year and accomplishments achieved in the prior year, all expressed in relation to the six-year Strategic Plan, comprise each department's EMP. Consideration of needs, as expressed in those EMPs, is conducted by a variety of shared governance groups, which are identified in blue on the diagram. Based upon those EMPs, departments also respond to a solicitation of needs for resources --for technology and non-technology equipment collected by the Equipment and Technology Committee, for new support staff as well as replacement and new faculty positions collected by the Staffing Committee, and for facilities remodeling needs collected by the Facilities Committee. All of these needs identification processes result in planning documents, identified in yellow on the diagram, which are used to communicate funding requirements to various shared governance groups.
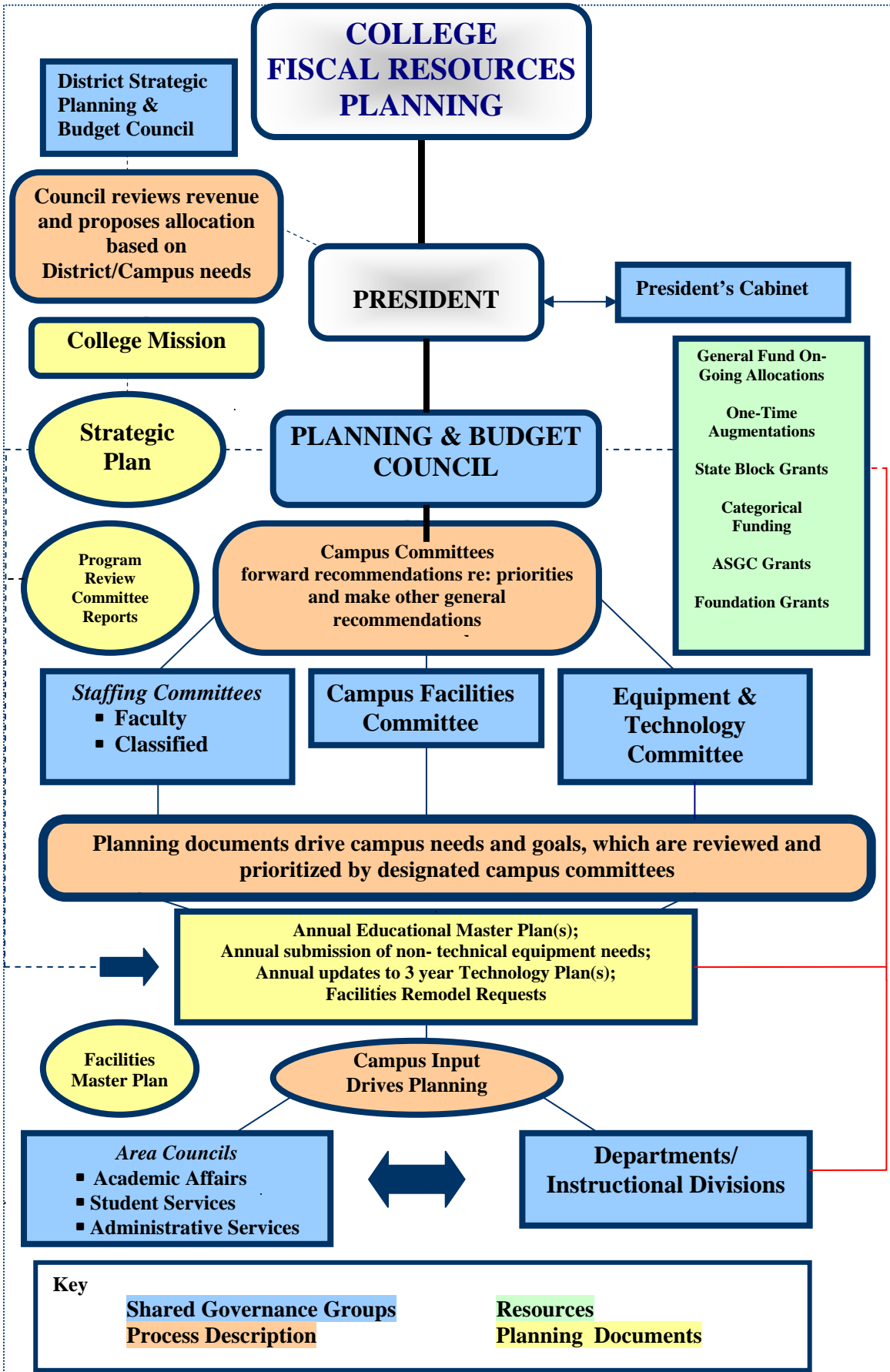
COLLEGE FISCAL RESOURCES PLANNING

District Strategic Planning & Budget Council

Council reviews revenue and proposes allocation based on District/Campus needs

PRESIDENT

President's Cabinet

College Mission

Strategic Plan

PLANNING & BUDGET COUNCIL

General Fund On-Going Allocations

One-Time Augmentations

State Block Grants

Categorical Funding

ASGC Grants

Foundation Grants

Program Review Committee Reports

Campus Committees forward recommendations re: priorities and make other general recommendations

Staffing Committees
- Faculty
- Classified

Campus Facilities Committee

Equipment & Technology Committee

Planning documents drive campus needs and goals, which are reviewed and prioritized by designated campus committees

Annual Educational Master Plan(s);
Annual submission of non- technical equipment needs;
Annual updates to 3 year Technology Plan(s);
Facilities Remodel Requests

Facilities Master Plan

Campus Input Drives Planning

Area Councils
- Academic Affairs
- Student Services
- Administrative Services

Departments/ Instructional Divisions

Key

Shared Governance Groups	Resources
Process Description	Planning Documents

Self-Evaluation

Grossmont College complies with the standard as evidenced by institutional progress toward achievement of improvement goals via a systematic cycle of data-based planning, resource allocation, implementation, and evaluation, followed by iteration of the process. Understanding of the value of planning is shown by the level of participation and time devoted to the process, as well as the quality of plans. Documentation and, to some extent, accreditation survey responses, provide evidence that the process is an integrated cycle that effectively performs evaluation/planning/implementation/budgeting/ reevaluation. Weaknesses are reported in survey responses related to the general effectiveness of the planning process in two areas: the use of research data to drive planning and the capacity of the processes to address needs. Plans based on data of both quantitative and qualitative nature are easily understood by the college community.

Survey responses tend to detract from significant evidence introduced showing the evolution of a culture of data-based decision-making at Grossmont College; the responses may be related to insufficiency of funds, as described in I.B.4.

Grossmont College meets Standard I.B.3.

Planning Agenda

The college will improve constituent group awareness of the regular cycle of planning via workshops during Professional Development Week. The college will improve planning processes under the leadership of the Planning and Budget Council.

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

Description

The planning process is framed by the Strategic Plan (1.32) which sets six institutional goals. This component of the planning process is broad-based, as its development elicits involvement of all constituent groups. As the last Strategic Plan expired in 2004, during 2003-04, the college identified a small working group of administrators, faculty members, classified staff, and students to review the 2001-04 Strategic Plan (1.65) and its accomplishments. From this review and with input from an Environmental Scan (1.29) provided by the district, the working group developed ideas that were then fed into regular meetings of the key planning committees and regular meetings of constituent group organizations. From these discussions, embedded in the regular planning process itself, the new Strategic Plan (1.32) emerged as a collegewide expression of the direction to be taken for the subsequent six years (2004-10), which serves as the framework for an enhanced student-centered learning environment.

As described earlier in the narrative explaining the College Fiscal Resources Planning diagram, formal planning takes place at the department and division level as the college embraces the planning cycle and the need for information from its programs and services. Information solicited for the development of the EMP brings the individual departments

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into the strategic, educational, and facilities planning process, including the annual development and review of departmental priorities and budgets.

Institutional planning continues with the annual Leadership Planning Retreat (1.53), where goal setting and priorities for the subsequent academic year are determined. The retreat involves faculty, staff, student, and administrative representatives. At the retreat, the Educational Master Plan (1.20) and the Strategic Plan (1.32) serve as the impetus for developing ideas, activities, and priorities that are identified for the subsequent academic year. Once a general consensus is established about needs and priorities, the activities related to the Strategic Plan goals are developed. Ultimately, the Planning and Budget Council uses the goals and priorities set at the Leadership Planning Retreat as the foundation for its decisions. Decisions for any planning recommendations by the Planning and Budget Council (1.55) are then forwarded to the president, who is charged with making final decisions.

Accreditation survey responses addressing perceptions of participation in the planning process by campus constituencies provide insights into how broad the involvement in planning is 68% of the faculty and 60% of the staff agree that they "have the opportunity to participate in the college's planning processes, either directly or through representatives" (1.4, Question 72). However, only 53% of the faculty agree that they are "aware of the college's annual planning activities," while 65% of the staff agree with that statement (Question 78). Further, only 53% of the faculty agree that the college involves appropriate segments of the college community in institutional planning" (Question 8). The statistics gleaned from the staff are approximately the same, with 56% who agree that the college involves appropriate segments of the college community in institutional planning (1.4, Question 8). In comparing the results from the accreditation survey from 2000, it is apparent that a higher percentage of faculty and staff agree that the college involves appropriate segments of the college community in institutional planning (1.5, 1.6).

Survey Statement		% Strongly Agree or Agree	
Question	**Respondents**	**2000**	**2006**
Q8. The college involves appropriate segments of the college community in institutional planning.	Faculty	48.4%	52.5%
	Staff	48.3%	55.7%
	Students	N/A	61.7%

In the college's Midterm Report (1.66) to the Accrediting Commission (ACCJC), the planning process was characterized as the integration of separate but overlapping planning documents, initiatives, and timelines, which continued to be confusing to the various constituent groups. Even though some effort has been made to circulate how the planning documents intersect, the foregoing responses to the survey prompted the college Planning and Budget Council to establish a task force to rationalize its planning efforts and more clearly explain how all the planning efforts support one another.
College budget planning occurs within the context of district budget planning. The college president, Academic Senate president, and other Grossmont College faculty and staff serve as members of the District Strategic Planning and Budget Council (DSP&BC).

The DSP&BC (1.31) develops the overall district budget within the framework of projections from the State Chancellor's Office based on campus-generated goals for enrollment. State-funded growth levels are included in the enrollment goals for the district. After the district budgeting process sets campus allocations through the districtwide allocation formula, the college then develops its own budget, which includes fixed costs, categorical programs, committed expenses, and use of discretionary funds through the budget development process.

Instructional and service departments analyze their current and prior-year budgets to make allocations into the object codes in which they are projecting to spend funds for the following year. All allocations are based upon resource needs that are determined by the EMP (1.20), in addition to department and program plans. Campus needs which are unmet in a given year are prioritized by designated campus shared governance groups and may be funded in future years, based upon growth or other revenue increases, in accordance with the Strategic Plan (1.32). Departments have the opportunity to request one-time augmentations, and the college allocates necessary resources, as funding is available. When resources to fulfill plans are not available, the college looks to external sources to support the needs of various programs and events, such as grants and/or contracts as well as a partnership with the Grossmont College Foundation and the Grossmont-Cuyamaca Community College District (GCCCD) Auxiliary. This strategy has allowed the campus to maximize the use of resources, enhance services, implement new programs, and meet the various needs of the campus community. Given resource demands related to future plans, the college is perpetually identifying means to become more cost effective in monitoring current operating costs by engaging in an enrollment management program. According to the survey, 53% of the faculty and 64% of the staff agree that "the college seeks out appropriate alternate funding resources to enhance its educational programs and services (1.4, Question 82), so institutional efforts are not ignored.

Planning, review, assessment, and updating of activities provide the opportunity to respond to the evolving needs of the student population and the demands of both external and internal environments, ultimately with the goal of improving institutional effectiveness. The Strategic Plan (1.32) is referenced annually as part of the EMP process (1.20). The institution moves recommendations forward that have surfaced via the broad-based participation in planning and decision-making and ensures that the college is effectively focused on the future and positioned to meet the educational needs of the college community. Accomplishments are shared widely, and it is those accomplishments that are linked to the planning and budgeting process that demonstrate institutional effectiveness (1.67).

Accomplishments documented in EMPs (1.20), program review self-studies (1.46), and the annual Strategic Plan Reports (1.67) demonstrate that when the college sets priorities, those goals are met to the best of the college's ability. As such, most decisions are made through the processes outlined above in support of the college's mission. Unfortunately, fiscal cutbacks have hampered the institution's ability to serve the needs of the students, as can be substantiated by survey responses showing that only 15% of the faculty and 14% of the staff agree that "the college receives adequate financial support to effectively carry out its mission" (1.4, Question 81). Decisions made as a result of fiscal realities often have an impact on existing programs and services, particularly on their ability to

enhance the college's pursuit of its mission. While they are addressed in later standards, two examples are briefly described here.

- There was a significant decrease in sections offered in 2002-03. This was necessary in order to meet FTES targets better as part of a districtwide enrollment management initiative in response to inadequate state funding. This decrease in sections limited students' access to programs and critically needed educational experiences.
- As a result of general apportionment and categorical and grant funding reductions, the college found it necessary to reduce student support services in EOPS, matriculation services, and the Office Professional Training programs.

Self-Evaluation

Findings regarding the level and quality of participation in the planning process, related resource allocations, and resulting improvements in institutional effectiveness demonstrate that Grossmont College meets the standard. The Strategic Plan frames the planning discussion at the institutional level while the EMP solicits information at the department level. This comprehensive planning process demonstrates that the college makes a serious effort to meet the needs of the institution by facilitating input from all constituents. Both faculty and staff accreditation survey responses reinforce the notion that planning involves all, with fewer faculty than staff affirming this position. Issues noted in the Midterm Report may be at the root of these differences in responses, despite initiatives by the college to eliminate them. In regard to resource allocations vis-à-vis plans, the college budgets to implement plans and seeks alternative funding sources when normal sources are insufficient. Finally, changes produced by funded plans are identified in documents cited.

Grossmont College meets Standard I.B.4.

Planning Agenda

None.

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

Description

Grossmont College employs both institutional and districtwide reports and information collection to communicate student data and college outcomes. In addition, external surveys and awards communicate the quality of Grossmont College.

To begin, the success of the Strategic Plan is delineated in a yearly review within the EMP (1.20), which summarizes the previous year's accomplishments and the status of

completion of the plan's objectives, thus integrating the goals and objectives identified in the thorough review processes. Improvement outcomes are monitored and documented in several ways. One way has been a district/college report entitled, The Way Forward Strategic Planning: Status and Validation (March 2005) (1.68), related to the District Strategic Plan (1.69). Prepared most recently in 2005 by the Districtwide Academic, Student, Planning and Research Services (IR-PASS) to correspond to the last year of its associated District Strategic Plan, The Way Forward Strategic Planning: Status and Validation (March 2005) contains data on student success in degrees and certificates, student transfers to four-year institutions, percent of population served by ethnicity vs. service area, and percent of increase in students entering from local feeder high schools. Other areas included in this report are comparisons of faculty hires to student demographics, number of community and business partnerships, current and former student wage records data from the Employment Development Department, staff development budget and opportunities, and funding.

In addition, IR-PASS also prepares a set of data for general use and for departments undergoing program review. That information is made available through a web-based service called Data on Demand (1.64). The outcomes include a five-year series monitoring success/retention by age and ethnicity, as well as various measures of student demographics and enrollment. This departmental analysis of student learning plays a major role in ensuring quality education and is used by departments to prepare their program reviews. According to the accreditation survey respondents, 73.2% of the faculty feel that program review is effective in evaluating the strengths and weaknesses of individual programs of the college, with 8% in disagreement (1.4, Question 9). A comparison between the results of the 2000 accreditation survey (1.5) and 2006 accreditation survey responses demonstrates increased confidence in the program review process.

Survey Statement		% Strongly Agree or Agree	
Question	**Respondents**	**2000**	**2006**
Q9. Program review is effective in evaluating the strengths and weaknesses of individual programs of the College	Faculty	67.3%	73.2%
	Staff	N/A	64.3%

Other published documents, such as *Campus Scene* (1.70), which is a college newsletter, provide access for campus, district, and community groups to college information. In addition, the district Office of Public Information publishes *Update* (1.71), a newsletter that distributes campus/district data to the local public and business communities. Research data are integrated into the decision making of the college community. Finally, the district also maintains a news release section on the district's website.

The Assessment/Testing Office supports appropriate placement of students into math, English, and ESL (English as a Second Language), and various departments track student placement and academic results to help students realize their educational objectives through the college's established programs, policies, and requirements. The English and math multiple measures placement systems allow students to demonstrate current skills

and knowledge of math and English. ESL offers a multiple-choice and essay assessment to help students decide which courses will be most helpful for them. Pass rates on certification/ licensure examinations associated with some occupational programs, such as health professions, help communicate the quality of the program to their respective external accreditation agencies.

Campus publications are reviewed regularly to ensure quality. For example, the class schedule (1.7) is reviewed with each publication (Fall, Spring, Summer), and the college catalog (1.1) is assessed annually to ensure that information is updated and accurately represents the institution's intentions, curriculum, academic policies, and procedures. Departments are ultimately responsible to provide updates when necessary. In addition, a Publications Committee (1.72), established in late 2006, is charged with responsibility for visual and message consistency of college materials intended for promotional and other no classroom purposes. The committee provides oversight of and suggestions for materials produced in both printed and electronic formats, reviews and updates graphic standards, and recommends priorities and systems for use of college graphics, as well as electronic and printing resources.

The web publications of the academic calendar, schedules, catalogs, and campus events are updated each semester. Departmental updates (both Academic and Student Services) are either sent to the instructional design specialist for uploading or are updated by staff within the department. The instructional design specialist systematically goes through the website to ensure that information is current and that pages meet Section 508, ADA compliance.

The college also offers the campus community periodic information via new releases, electronic newsletters, *Campus Scene* (bimonthly) (1.70), and *eGrossmont* (monthly) (1.73). These publications help to keep the campus community informed about current college data and outcomes. Printed copies of *Campus Scene* are also mailed to a list of community leaders, secondary school principals, and other friends of Grossmont College. In addition, news releases are disseminated to local media by the college and Community Relations Office and are posted on the college website (1.74).

Internal constituencies responded to accreditation survey questions about college efforts to inform them as follows: 94% of faculty and 89% of students surveyed agree that "external publications (e.g., class schedule, student handbook, catalog) provide accurate information." (1.4, Question 3) In comparing accreditation surveys conducted in both 2000 (1.5, Question 25), (1.75, Question 1) and 2006 (1.4, Question 3), it appears that both faculty and students have more confidence in external publications now than before.

Survey Statement		% Strongly Agree or Agree	
Question	**Respondents**	**2000***	**2006**
Q3. External college publications (e.g., class schedule, student handbook, catalog) provide accurate information.	Faculty Students	92.1% 84.9%	94.2% 88.6%

*2000 wording: College publications (class schedule, student handbook, catalog, etc.) provide current and accurate information.

In addition, 84% of the faculty and 74% of the staff agree with the following statement: "Internal college publications (e.g., Organizational Structure and Governance Handbook (1.76) and the Faculty Handbook) (1.77) provide accurate information" (1.4, Question 4). However, only 47% of the faculty and 46% of the staff respondents agree that the "resources from the District Institutional Research and Planning Office (e.g., website, research reports, presentation, individual research requests) help me with the information I need" (1.4, Question 76).

The extent to which the college is effectively communicating information about institutional quality to external audiences is evaluated in several ways. In 2002, Fairbank, Maslin, Maulin & Associates (1.78) conducted a telephone survey of 500 voters in the Grossmont-Cuyamaca Community College District. Results indicated that 'voters have a positive impression of Grossmont College (76 % favorable, 5% unfavorable). Voters also gave the GCCCD good reviews for the quality of education it provides, with nearly seven of ten voters (68 %) giving the district an excellent or good rating. In November 2002, the voters of the GCCCD passed Proposition R, a $207 million facilities bond, by more than 60%. The success of the bond measure by such a margin is indicative of the public confidence in the institution and reflects the findings of the Fairbank, Maslin, Maulin & Associates survey. Moreover, Grossmont College has been named "San Diego's Best" in its category in the annual *San Diego Union-Tribune Readers' Poll* (1.79) for 2003 and 2004 and was runner-up in 2005 and 2006. Results of this annual poll are valued and widely used for promotional advantage by all recipients. Given that the Grossmont College primary service area is East San Diego County and that the poll is for readers countywide, the results are indicators of the high reputation accorded to the college by a broad spectrum of the public.

Awards for academic and promotional materials the college produces to carry its messages to both internal and external audiences are another indicator of effective and quality communication. Between 2002 and October 2006, the college received 58 awards in state (Community College Public Relations Organization—CCPRO) (1.80), regional, and national (National Council for Marketing and Public Relations—NCMPR) (1.80) competitions, including four gold Paragon awards from NCMPR. These awards consistently recognize the quality of academic catalogs, class schedules, program and event brochures, posters, and newsletters.

In June 2006, the college commissioned Interact Communications, Media Preferences Survey ([1.81](#)) to determine the most effective media to use in marketing and promotional campaign planning, as well as in communicating with students in general. In addition to specific media preference queries, the survey also sought to validate recognition of the college in the community. More than 1,900 students participated. Ninety-five percent agreed with the statement "Grossmont College is a premier community college." Another survey question sought to determine the primary reasons students chose Grossmont College. Of several possible responses, students selected "reputation" 37.4 percent of the time, and "program of study' 59.3 percent, which is an indication of the degree to which the public at large as well as potential students consider Grossmont College to be a quality institution.

Self-Evaluation

Findings related to this standard reveal that Grossmont College uses documented assessment results to communicate matters of quality assurance to appropriate constituencies. Assessment data are present in abundance, publication of data and analyses to internal and external audiences occur routinely, and the college effectively assesses its public communications about institutional quality. Survey results by employee respondents showed strong support for all documented assessment results, with the exception of information provided by the research office; this exception may be indicative of lack of use by respondents rather than dissatisfaction with the considerable amount of information available.

Grossmont College meets Standard I.B.5.

Planning Agenda

As a follow-up to IR-PASS presentations to selected shared governance groups during Spring 2007, the college will arrange for IR-PASS to offer workshops during Professional Development Week to all faculty and staff to inform them of how to use IR-PASS services, including Data on Demand and other web-based applications.

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

Description

Grossmont College reviews and modifies the various components of the planning and resource allocation process on an annual basis.

With the exception of Spring 2006, the Annual Leadership Planning Retreat has been used to show accomplishments and to present a synthesized list of priorities in each of the major operating areas (Academic Affairs, Student Services, and Administrative Services). From that synthesis of priorities, a list of collegewide priorities was annually updated,

modified, and expanded. However, in Spring 2006, the college was fully engaged in the development of its self-study and was well positioned to have a formal review of the overall planning process. Therefore, during this Leadership Planning Retreat (1.82), the participants were asked to share proposed changes to improve the current planning and budget process. As a result, the Planning and Budget Council (1.83) established a task force to discuss those proposed changes and to consider ways of improving the effectiveness of the planning and budgeting process.

The Educational Master Plan (EMP) (1.20) is updated annually through a formalized review process. The EMP Implementation Task Force, which is a subcommittee of the Planning and Budget Council (1.83), is charged with reviewing and making recommendations about the EMP planning process; it is comprised of administrators and faculty. The task force submits suggested changes to the Planning and Budget Council for its final review and recommendation to the president.

Finally, there is a procedure for the review of the resource allocation process (1.84). The President's Cabinet annually makes recommendations to the Planning and Budget Council regarding the process for the subsequent year's budget development. Dialogue between the President's Cabinet and the Planning and Budget Council also focuses on the process for distribution of discretionary resources based on the campuswide budget (1.83). The process by which resources are allocated districtwide is reviewed through a dialogue between the Chancellor's Cabinet and the Districtwide Strategic Planning and Budget Council (DSP&BC) (1.85). Concurrently, a district task force is reviewing the allocation model used at present and considering other models based upon an analysis of fiscal data (1.81).

Even though processes are in place to review the effectiveness of the college's ongoing planning and resource allocation, according to the accreditation survey (1.4, Question 7), only 56% of the faculty and 53% of the staff agree that the college has an effective planning process. On the other hand (Question 9), 73% of the faculty and 64% of the staff agree that program review is effective in evaluating the strengths and weaknesses of individual programs of the college, and 75% of the faculty agree that the college has clearly defined program review processes for evaluating its educational programs (1.4, Question 14) . Again, the comparison of accreditation survey responses of 2000 (1.5, Question 32, Question 39) and 2006 (1.4, Question 9, Question 14) indicates a stronger sense of confidence in the program review process.

Survey Statement		% Strongly Agree or Agree	
Question	**Respondents**	**2000**	**2006**
Q9. Program review is effective in evaluating the strengths and weaknesses of individual programs of the College.	Faculty	67.3%	73.2%
	Staff	N/A	64.3%

Survey Statement		% Strongly Agree or Agree	
Question	**Respondents**	**2000***	**2006**
Q14. The College has clearly defined program review processes for evaluating its educational programs.	Faculty	59.8%	74.6%

*2000 wording: "The College has clearly defined processes for establishing and evaluating all of its educational programs."

Improvements in the planning process have occurred as a result of the continual reexamination of the planning process, as outlined in I.B.4. The effectiveness of the planning process in fostering improvement is demonstrated by achievements linked thereto in documents cited, such as the Institutional Effectiveness Report (1.24).

Self-Evaluation

Evidence introduced reveals that Grossmont College ensures the effectiveness of its planning and related components by assessment and adjustment, but since these tend to be based on ad hoc criteria, the standard has not been fully met. Processes in use to assess effectiveness are formal in some instances and informal in others, such as in the recently-established effort to develop a new planning calendar which will be synchronized with the budget development calendar. However, the effectiveness of the planning process in fostering improvement is confirmed via reports documenting achievements.

Grossmont College partially meets Standard I.B.6.

Planning Process

The college Planning and Budget Council will develop a cyclical process for periodic review and improvement of planning and resource allocation.

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

Description

Grossmont College assesses its evaluation mechanisms by systematic processes that review the degree to which these mechanisms result in improvement of all services rendered by the institution. Organizational and governance structures collaborate in these tasks.

Perhaps the most important assessment of all evaluation mechanisms is that related to each of the program review processes (1.10, 1.11). Review and modification of the

Academic Program Review process occurs at the end of each review cycle and includes input from faculty, staff, students, and administrators. For example, the evaluation and revision of the current program review process occurred in 2002-03. The revision reflected changes in technology support, data sources, curriculum emphases, degree modifications, and department community outreach requirements that have become standard operating procedures. The Academic Senate (1.86) approved the revised process in October 2003. As student-learning outcomes became more fully implemented, program review has added relevant questions which were approved by the Academic Senate. Since the start of the review process in 1980, each revision has produced a more productive, comprehensive version, and one that continues to promote and support innovation, collegiality, shared governance, and improved instructional programs.

Student Services programs also have their own program review. The processes for review are the same as in the instructional area. Student Services Program Review is conducted on a regular cycle; at the completion of each cycle the program is reevaluated and the report is updated and modified. The Student Services Program Review Committee continues to refine the review process to ensure a fair and honest reassessment of the programs.

The Curriculum Committee also annually evaluates its process for review and approval of proposals for new or revised courses and programs. At the end of each annual cycle of Curriculum Committee meetings, a survey is conducted of the committee members, as well as faculty and deans who have brought curriculum proposals to the committee. Questions address what the survey participants liked and what they would like to see improved. Results of the survey are then discussed at the last Curriculum Committee (1.87) meeting of the year and revisions to the Curriculum Committee processes are considered and implemented as appropriate.

Finally, proposals for staffing, facilities modifications, and equipment and technology are solicited and reviewed by the three subcommittees of the Planning and Budget Council—Staffing (1.88), Equipment and Technology (1.89), and Facilities (1.90)). Each of those committees periodically considers revisions to their processes and makes recommendations to the Planning and Budget Council (1.91) for allocation of resources and, as appropriate, to the Academic Senate.

Grossmont College uses a variety of mechanisms to gather evidence about the effectiveness of programs and services. Primarily, the institution relies on the program review process for Academic and Student Services effectiveness assessments. However, as described in I.B.3., the district Office of Academic, Student, Planning, and Research Services (IR-PASS) regularly generates data and reports on general and specialized topics related to the effectiveness of programs and services.

Cyclical evaluations of evaluative processes result in changes related to changes in demographics, technology, and knowledge. Products of dialogue among peers collaborating to improve student performance and records of results in reports cited in I.B.5. (such as the Institutional Effectiveness Report), demonstrate effectiveness in program and service improvement.

<u>Self-Evaluation</u>

According to evidence introduced, Grossmont College systematically considers mechanisms in place to evaluate services rendered to ensure that the mechanisms are effective in prompting improvements. Program and curriculum review process assessments occur on a cyclical basis. Furthermore, they result in program and service improvement.

Grossmont College meets Standard I.B.7.

<u>Planning Agenda</u>.

None.

STANDARD I

INSTITUTIONAL MISSION AND EFFECTIVENESS

Themes

The institutional mission statement reflects commitments to the student population and student learning as the primary reason for the operation of Grossmont College. Although student-learning outcomes are conceptually new to the institution, they have now been instituted. They continue the task of guiding student achievement at the course, program, and degree level that was begun by their precursors: course objectives and measures in the course outlines of record.

The planning and evaluation processes, which are linked to the mission of the college, are designed to facilitate inclusive, informed, and intentional dialogue about institutional quality and improvement of student learning. The primary planning and evaluation processes (that is, the Strategic Plan, the Educational Master Plan, and program reviews) demonstrate a conscious and systematic effort to organizationally support student learning, measure that learning, assess how well learning is occurring, and make changes to improve student learning through identified student-learning outcomes. The budgeting process intersects with the planning process to forward student improvement, and resources secured by both internal and external sources link identified student needs to budget allocation where success therein is continually evaluated. The planning, assessment, and review of the planning and assessment process are presented openly and honestly for all to review, so that decision-making which results from the planning process is criterion-referenced and is based on pressing student need.

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS
EVIDENCE ENUMERATION

Sequence Number	Document Title
1.1	*Grossmont College Catalog 2006-:* http://www.grossmont.edu/admissions/Catalogs/catalog0607b.pdf
1.2	California Education Code 66010.4 (a)—Missions and function of public independent institutions of higher education (CCC 2007-08)
1.3	*Grossmont College Catalog 2007-08*: Policy BP 1200
1.4	Grossmont College Accreditation Survey Response Comparisons 2006: http://www.grossmont.edu/accreditation/surveys/currentSurveys/Accreditation_Survey_Response_Comparisons.pdf
1.5	Faculty Accreditation Survey 2000: http://www.grossmont.edu/accreditation/surveys/past_surveys/faculty/gc_faculty_accred2000_032106.pdf
1.6	Staff Accreditation Survey 2000: http://www.grossmont.edu/accreditation/surveys/past_surveys/staff/gc_staff_accred2000_032106.pdf
1.7	*Grossmont College Class Schedule*: Samples of Spring, Summer, and Fall 2006: http://www.grossmont.edu/schedule/
1.8	*Grossmont College Curriculum Committee Handbook*, p. 3
1.9	Advisory Committee Minutes from Forensic Technology Program (4/26/06), Law Enforcement/Police Academy, (4/19/06), Security Management, (4/5/06), Business Office Technology/ Office Professional Training (11/1/05)
1.10	*Academic Program Review Handbook*
1.11	*Grossmont College Student Services Program Review Committee Handbook*
1.12	Student Success Committee, Sample Minutes 9/12/06
1.13	Grossmont College Academic Program Changes: Course, Certificate, and Degree Deletions: (2005-06), (2006-07), (2007-08)
1.14	www.ccweek.com 2006 Top 100
1.15	Grossmont College Education Development and Innovation Mini-Grant Proposal: Model Vocational ESL Collaboration (Business Office Technology, Office Professional Training, and English as a Second Language Program Collaboration)
1.16	Grossmont-Cajon Valley GEAR Up Program Brochures (Gaining Early Awareness and Readiness for Undergraduate Programs)
1.17	Grossmont College Distance Education Plan 2006-09 *Grossmont College 2007 Spring Class Schedule*, p.110.
1.18	http://www.grossmont.edu/counseling/webcounselor.htm www.grossmont.edu/fa
1.19	Grossmont College Middle College High School: Brochure and Other Documents
1.20	2007-08 Educational Master Plan: www.grossmont.edu/edmasterplan/
1.21	Grossmont College Summer Institute Program (SIP): Extended Opportunity Programs and Services (EOPS): Information Sheet, Information Letter, Application, Student Profile Card
1.22	*Grossmont College 2007 Summer Class Schedule*: p. 41, English 105 and p. 56, Personal Development Counseling 130
1.23	California Public Safety Leadership and Ethics Program Brochure
1.24	Grossmont College Institutional Effectiveness Study 2003-2004 (February 2005)
1.25	Grossmont College Mission Statement: www.grossmont.edu/aboutgrossmont/missionstatement.asp
1.26	Grossmont-Cuyamaca Community College District Governing Board Minutes of the Regular Meeting: 11/14/06 and 12/12/06
1.27	*Grossmont College Catalog 2007-08*
1.28	Mission Statement Poster Placement Table
1.29	Environmental Scan 2005: http://www.gcccd.edu/research/logon.asp
1.30	District Coordinating Educational Council (DCEC): Meeting Notes: 4/21/06, 1/20/06
1.31	Districtwide Strategic Planning and Budget Council: Meeting Notes:

Sequence Number	Document Title
	http://www.grossmont.edu/newsrelease/
1.75	Student Accreditation Survey 2000: http://www.grossmont.edu/accreditation/surveys/past_surveys/students/gc_student_accred2000_032106.pdf
1.76	*Grossmont College Organizational and Governance Structures: 2005-2006*
1.77	*Grossmont College Handbook for Full-Time and Part-Time Faculty Handbook*: Revised 2005
1.78	Fairbank, Maslin, Maulin & Associates Survey 2002
1.79	*San Diego Union-Tribune Annual Readers' Poll* 2003-04, 2005-06
1.80	www.ncmpr.org and www.ccpro.cc: Referenced hard copies provided
1.81	Interact Communications: Media Preferences Survey, October 2006
1.82	Leadership Planning Retreat (March 2006): Roundtable Discussions - Planning Process Summary
1.83	Planning and Budget Committee Meeting Summaries Concerning Planning and Budgeting Processes: 5/4/06, 9/28/06
1.84	President's Cabinet Minutes Concerning Allocation Task Force: 11/1, 10/25, 9/6, 5/31, 5 /24, 3/29
1.85	Districtwide Strategic Planning/Budget Council (DSP&BC) Summaries Concerning Income Allocation Taskforce Recommendations, 5/8/06, 2/13/06
1.86	Academic Senate Minutes: 10/2/06
1.87	Curriculum Committee Summaries, Surveys/Changes 3/27/07, 4/24/07
1.88	Planning and Budget Committee Meeting Summaries Concerning Staffing: 2/23/06, 6/22/06
1.89	Planning and Budget Committee Meeting Summary Concerning Technology: 5/25/06
1.90	Planning and Budget Committee Meeting Summary Concerning Facilities: 5/25/06
1.91	Planning and Budget Committee Meeting Summary Concerning Meeting Protocol: 3/22/07

Standard II.A: Instructional Programs

Standard II.A.

INSTRUCTIONAL PROGRAMS

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

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

Descriptive Summary

Grossmont College ensures that the quality of instruction, academic rigor, and educational effectiveness address and meet the mission of the institution and uphold its integrity by way of academic program review and curriculum review, which are fully described later in this section.

The Grossmont College Curriculum Committee has composed a mission statement, contained in its handbook (2.1), which states that the purpose of the committee is to "ensure a curriculum that reflects the mission of Grossmont College and is academically sound, comprehensive, and responsive to the evolving needs of the community." The Curriculum Committee Handbook is a comprehensive guide to the development and modification of curriculum. The Curriculum Committee Handbook provides specific instructions on the curriculum approval process, the committee review process, how to design a course outline, as well as how to evaluate course criteria. Thus, the curriculum review process (2.1) ensures courses are in line with the college mission.

With both the 2006 (2.2, Question 68) and 2000 (2.3, 2.4, Question 2) accreditation surveys, a majority of both faculty and staff agree that planned activities are aligned with the mission, vision, and values of the college. This percentage has increased from the last accreditation.

Survey Statement		% Strongly Agree or Agree	
Question	**Respondents**	**2000***	**2006**
Q68. The college's planned activities are aligned with its mission, vision, and values.	Faculty Staff	58.7% 50.5%	62.6% 64.4%

*2000 wording: "College planning and decision-making are guided by the college mission statement."

Along with curriculum review and approval, the program review process helps to ensure that academic and student services programs are high quality and appropriate for a community college. All courses and programs are evaluated every six years by the academic program review (2.5) process, which applies to both credit and noncredit courses taught on campus or off campus by traditional or nontraditional delivery systems.

The Grossmont-Cuyamaca Community College District Governing Board (2.6) approves the addition, deletion, or modification of any credit and noncredit course as well as collegewide degree and certificate programs prior to their submission for state approval. Special programs, contract education courses, work experience courses, and independent study courses are carefully coordinated with existing campus programs and are held to the same standards and rigorous guidelines set forth by the college. In addition, the districtwide Office of Academic, Student, Planning, and Research Services (IR-PASS) (2.7) provides important information about the success of students in programs and courses whenever needed.

To further ensure that both the mission and integrity of Grossmont College are upheld, administrators, faculty peers, and students evaluate all faculty members on a regular basis. The evaluation procedure is explained in detail in Standard III.A. New full-time faculty members participate in a four-year evaluation process before receiving tenure and are subsequently evaluated every three years. Part-time faculty members are evaluated by an administrator, faculty peer, and students during these faculty members' first semester of employment. Subsequent evaluations are completed following the schedule outlined in the contract between the district and United Faculty (2.8) (UF Contract Article V, Section 5.6.). A score of 3.5 or lower for part-time faculty may result in nonrehire or other consequences. Additionally, faculty members are provided with opportunities to improve their skills through the presentations and workshops held during Professional Development Week at the beginning of each semester. The central theme of faculty development (2.9) programs continues to be student success.

Both the 2006 (2.2, Question 13 and 14) and 2000 (2.3, Question 39) accreditation surveys show that the college faculty agree the institution has established clearly defined procedures for curriculum and program review. The responses for the more recent survey reveal greater agreement on this issue than the last one did, even though the processes have not been altered to a substantial extent.

Survey Statement		% Strongly Agree or Agree	
Questions	**Respondents**	**2000***	**2006**
Q13. The college has clearly defined curricular processes for developing its educational programs	Faculty	59.8%	77.4%
Q14. The college has clearly defined program review processes for evaluating its educational programs.	Faculty	59.8%	74.6%

*2000 wording: "The college has clearly defined processes for establishing and evaluating all of its educational programs."

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The fields of study offered at Grossmont College (2.10) are initiated by either outside agencies or faculty and administrators at the college. The following substantive changes occurred since the last accreditation reaffirmation in October 2001:

GROSSMONT COLLEGE APPROVED PROGRAMS, DEGREES, & CERTIFICATES
2001 through 2005

PROGRAM	DEGREE/ CERTIFICATE OF ACHIEVEMENT	CHANCELLOR'S APPROVAL DATE
Arabic	A.A. and Certificate	October 2003
Art: Digital Media	A.S.	June 2003
Business Office Technology: Administrative Assistant and Executive Assistant	A.S. and Certificate	See note.
Computer Science Information Systems: Web Master	A.S. and Certificate	May 2002
Culinary Arts: Baking & Pastry	A.S. and Certificate	December 2002
Culinary Entrepreneurship	A.S. and Certificate	December 2002
Exercise Science and Wellness	A.S. and Certificate	June 2002
Hospitality and Tourism Management	A.S. and Certificate	December 2002
Japanese	A.A. and Certificate	October 2003
Multimedia: Software Development; Video; Visual Design; Web Development	A.S. and Certificate	March 2001
Musical Theater	A.S. and Certificate	July 2005
Oceanography	A.S.	May 2004
Retail Management	A.S. and Certificate	June 2001
Russian	A.S. and Certificate	December 2002
Speech Language Pathology Assistant	A.S.	October 2001
University Transfer Studies	A.A. and A.S.	October 2001

Note: The Business Office Technology Department restructured the degree options and deleted many of the areas of emphasis. The Curriculum Committee considered the degree options to be "new" in format in 2001. The college contacted the State Chancellor's Office in 2001 and were advised a new program approval was not necessary.

Currently, if students complete a prescribed course of study, they earn the degree or certificate for that discipline. Success in a course is deemed by earning a C grade or higher based on assessments of the course learning objectives. Through Data on Demand, provided by the research office (2.11), success rates can be accessed via the password-protected district Intranet. Based on the new accreditation standards focused on SLOs, Grossmont has begun the Student Learning Outcome Assessment Initiative (SLOAI) (2.12) so that the college will be in compliance with the new accreditation standards and so that Grossmont may better serve its students. Institutional outcomes have been identified and endorsed by the Academic Senate. Some academic programs have already identified learning outcomes in gateway courses and have developed outcome studies to measure how well students are achieving the outcome in multiple sections of the same course. Program-level student learning outcomes have not been developed by most

disciplines at Grossmont, but with the pursuit of the new college SLOAI process, program-level student learning outcomes will be in place along with their assessment instruments by the next accreditation. For further discussion of the college's student learning outcome assessment initiative, see II.A.1.c.

Data on transfer are available through the Transfer Center. The data below show that Grossmont has maintained consistent numbers of students transferring to the University of California (UC) and California State University (CSU) system institutions since 1998, with a high of 1,042 Grossmont students transferring to the CSUs in 2005-06.

Number of Grossmont Students Transferring to CSU and UC: 2001 through 2006
California Postsecondary Education Commission Report (2.13)

Year	CSU	UC
2001-02	837	145
2002-03	871	134
2003-04	838	131
2004-05	891	150
2005-06	1,042	146

The Admissions and Records Department collects and manages all data on completion of degrees and certificates. Below are the totals for students receiving degrees and certificates of achievement by commencement year:

Year	Degrees	Certificates of Achievement
2001-02	1106	346
2002-03	1028	381
2003-04	1123	305
2004-05	994	350
2005-06	1040	330
2006-07	1073	381

Also, each program review document (2.14) contains data on completion of degrees and certificates.

Currently, the college has no central repository of program-completer employment data; however, some departments, such as Administration of Justice, Nursing, Respiratory Therapy, and Cardiovascular Technology, keep track of the number of graduates who are placed in jobs.

Programs are assessed for currency as well as teaching and learning strategies via the program review process, as described in the ensuing paragraph. Student learning outcomes assessments are in a formative period of their development.

Faculty are primarily responsible for updating content, methods, learning objectives, and their assessments. They generally use the most current editions of textbooks and other teaching materials. The program review and curriculum review processes also call upon each program to consider the currency of teaching materials.

According to the 2006 (2.2, Questions 38 and 35) and 2000 (2.3, 2.4, 2.15, Questions 24 and 6) accreditation surveys, faculty, staff, and students agree that faculty are current in their fields. Responses reveal great similarities of opinion registered by faculty and students for the two surveys, but show a marked increase in staff agreement with the notion in 2006 over 2000.

Survey Statement		% Strongly Agree or Agree	
Questions	**Respondents**	**2000***	**2006**
Q38. As a group, the members of my department or office stay current in their field of expertise.	Faculty Staff	90.9% 74.3%	87.8% 84.5%
Q35. In general, my instructors seem to know about current issues in their field of expertise.	Students	87.5%	85.5%

*The 2000 wording is slightly different.

<u>Self-Evaluation</u>

According to the evidence and descriptive summary of II.A.1., the institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity. The faculty are primarily responsible for the initiation, development, and evaluation of instructional programs, as well as their currency. Periodic academic curriculum and program review ensure high-quality programs. Full implementation of SLO assessment studies done by all programs on campus will further promote program quality. Increasing numbers of graduates and earners of certificates, as well as college transfers, attest to the quality and integrity of institutional programs.

Grossmont College meets Standard II.A.1.

Planning Agenda

See II.A.1.c: The Student Learning Outcome Assessment Initiative (SLOAI).

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

Descriptive Summary

Assessment Tests

At entry, students are advised to take assessment tests in English and mathematics. Their test scores reveal the level of their readiness to perform college-level work in courses dependent on functionality in these and related disciplines. Students are advised to take courses offered at levels at which they are likely to be successful.

Placement Tests

Tests are given to assess the preparation students need in order to be successful in their chosen field of study. These preparation needs are integrated into determining prerequisites. These prerequisites are reviewed to ensure that they guide students into the appropriate classes without serving as an obstacle to timely program progress and completion.

Advisory Committee Recommendations

Considerable outreach occurs to determine whether or not programs are consistent with the needs of the community. For example, advisory committees (2.16, 2.17) systematically provide faculty with information on skills needed to succeed in the workplace.

Councils

Faculty use research done by the research office (2.7) to gain an understanding of student-learning needs. However, Grossmont faculty gain more information about the student-learning needs of graduating high school students through dialogue with members of the Intersegmental English, ESL, and Math Councils. In these councils Grossmont College, Cuyamaca College, and Grossmont Union High School District faculty meet on a regular basis to discuss curriculum issues. For example, over the last year, the Math Council has deconstructed the California High School Standards for beginning algebra and is working on deconstructing the standards for intermediate algebra.

Cal-PASS

The councils are supported by a much larger project, the California Partnership for Achieving Student Success (Cal-PASS). Cal-PASS is a data-sharing agreement, a system linking all segments of education, including K-12, community college, and university levels. Its purpose is to improve student transition from one educational segment to the next so that students are prepared to succeed in every segment. Cal-PASS collects data from multiple local and state sources; it is unique in that it is the only data collection system that spans and links student performance and course-taking behavior throughout the various levels. The data collected from Cal-PASS includes basic student information, such as courses, grades, and outcomes. The data can then be analyzed by researchers, who in turn can offer instructors and administrators data-based information relating to a variety of educational issues. In other words, Cal-PASS brings K-16 faculty together to examine transitional data and then work toward redesigning curriculum to remove barriers to transition across the various educational levels. Not surprisingly, large numbers of Grossmont and Cuyamaca students transfer to San Diego State University (SDSU), which is located near the district. During the Fall 2005 semester at Grossmont College, the Cal-PASS project brought together teachers from Grossmont College, Cuyamaca College, and SDSU in order to teach a common reading and writing assignment sequence. Through this collaboration (2.18), faculty from all three campuses participated in a dialogue regarding alignment and student learning outcomes.

Vocational Education Programs

The college employs a variety of methods to assess the varied educational needs and outcomes of its students. For example, faculty and members of advisory committees in vocational education programs monitor, analyze, and implement strategies based on core indicators of success for recruitment, completion, and placement in employment as presented in the Vocational and Applied Technology Education Act (VTEA). These programs also regularly analyze service area employment trends and consult department advisory committees. Finally, these departments contact and conduct analyses of program leavers/completers to obtain feedback and determine success in employment (2.19).

Grossmont College relies upon research and analysis to identify the varied educational needs of its students. The Grossmont College Assessment andd testing office assesses students for their level of math and English/ESL skills. This assessment results in a recommendation to the student regarding enrollment in the appropriate course. Along with their standardized placement tests, the Math and English Departments also provide students with self-assessment tests, *Mathland* and *England*, to assist in placement at the appropriate proficiency level (2.20). Placement data are used by the English, ESL, and Math Departments to monitor enrollments and to ensure students have access to these required core courses, offering as many as needed. Placement and enrollment data are used in determining the optimum number of sections of core math and English/ESL courses to serve student demand.

The research office provides faculty with Data on Demand, which includes information on student success and retention rates in the courses specified. Section 3 of the program review document (2.5) is concerned with student access and success. Faculty in the program reviewed must analyze statistical data in the outcome profile, efficiency report, and grade distribution report, then comment on emerging trends of course and program completion, success, retention, and enrollments. (For specific data on retention, success, and much more, refer to http://www.gcccd.edu/research/factbook.asp; the Factbook is published by the research office.)

Along with the success and retention data readily available through Data on Demand and the Factbook, the research office provides data on specialized learning outcome analyses carried out by individual programs. The research office study of Project Success in 2001 and 2002 exemplifies how Grossmont utilizes research to determine whether students are attaining learning objectives in linked courses. Project Success is an interdisciplinary learning community designed to meet varied needs. The linked courses go beyond stand-alone courses, reinforcing for students the connections between disciplines. Working cooperatively, instructors regularly discuss course learning objectives and assessments as well as the needs and progress of their individual students. Project Success directly contributed to achieving the Title III goal of increasing academic success for diverse populations and special needs students. Using data based on the Fall 2001/Spring 2002 enrollments, a comparison of course enrollment outcomes for the linked Project Success course enrollments with non-linked comparable course enrollments revealed significantly higher course success for the linked Project Success courses in college-level English courses than in non-linked English courses; 69.1% of the students enrolled in college-level Project Success English courses experienced successful outcomes compared to 52% of non-Project Success students taking the same level of composition. Furthermore, 65.7% of the minority students enrolled in Project Success English courses achieved success compared to 50% of non-Project Success minority students enrolled in the same level of composition. The success rate was also higher for low-income students enrolled in Project Success English courses. Of those students, 68.8% were successful compared to 46.7% of non-Project Success low-income students enrolled in the same level of composition. Disabled students also fared better in the Project Success composition classes, with 60.4% successful compared to 47.4% of non-Project Success students enrolled in the same level of composition (2.21).

Grossmont faculty have agreed to define a student learning outcome (SLO) as the combination of a learning objective and specific assessments used to judge whether the objective is satisfactorily achieved or not. Presently, a successful student is one who earns a C grade or better in a course. Earning a C grade assumes that the student has satisfactorily achieved the course objectives. The college will continue to use grades as a measurement of success. However, with the new accreditation standards focused so heavily on data generated by SLO studies, the college is committed to the implementation of the SLOAI, which will involve faculty in collaboratively identifying key learning outcomes to be studied in gateway courses as well as the measurements used to test whether the outcomes are achieved or not. The results will be presented by a course coordinator, who manages the study, and results are analyzed by all teachers of the course. The faculty who teach the course will determine if the results warrant change in the outcome statement, method of delivery, teaching materials, assessment criteria, or

assessment instrument. If change is agreed upon, then further study of the outcome is necessary, but if the outcome is deemed successful, faculty move to investigating another SLO within the gateway course. This cycle, known as the Student Learning Outcome Assessment Cycle (SLOAC), continues until all outcomes have been studied. The vision is to start this cycle with a gateway course in the program which has multiple sections. Much still needs to be done to assess how well students are achieving particular learning outcomes in each of the disciplines offered at the college. In addition to data on grades, results of the SLOAC will give faculty a clearer understanding of how well students are achieving SLOs and cause improvements to be made to programs (2.12).

Self-Evaluation

Evidenced by the descriptive summary and the survey information above, the college identifies and meets the diverse educational needs of its students based on their educational preparation. To date, Grossmont has relied solely on grades to assess whether student learning objectives are achieved. If students pass a class, they have satisfactorily achieved the course objectives. Grossmont measures success by grades, not SLO studies. Through the implementation of the SLOAI, the college will rely on research and analysis to determine whether SLOs are satisfactorily achieved or not. The college meets the educational needs of a diverse student body and relies on research to analyze how well course objectives are achieved, but until the Grossmont College SLOAI is fully implemented, the college will not have the research data on SLO studies required by the new accreditation standards.

Grossmont College does not fully meet Standard II.A.1.a.

Planning Agenda

See II.A.1.c.

1.   b.   The institution utilizes a range of delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the needs of the students.

Descriptive Summary

Grossmont College values and promotes excellence in teaching and strives to deliver educational programs that are rigorous yet appropriate for Grossmont students. The college utilizes a wide range of delivery systems and modes of instruction, including online courses as well as traditional on-campus courses, to meet the needs of its students.

Faculty are primarily responsible for curriculum design, including delivery methods used to achieve course objectives. The mode of instruction is determined by the faculty of each discipline based on the learning objectives and content of the course. The faculty are also primarily responsible for evaluating whether the methods of instruction are appropriate for the content and learning objectives. All aspects of new courses are reviewed by faculty in the discipline, including delivery system and mode of instruction, before final review and approval of the Curriculum Committee (2.1). For example, faculty determine whether delivering a course fully online, as a hybrid, or as a traditional course is

appropriate, based on their knowledge of the content and objectives of the course and dialogue with colleagues who have previously taught the course in one format or another. Also, faculty determine whether a course should have a laboratory or not. As with many science courses, so much time is spent in lecture that lab time is needed so that students may apply the principles they are learning in the course.

During faculty meetings and through professional development activities both on and off campus, faculty discuss the effectiveness of delivery methods in achieving stated learning objectives. Additionally, through the program review process, faculty evaluate their effectiveness in their current delivery systems and modes of instruction. The results of SLO assessment studies may lead faculty to reevaluate their delivery methods and modes of instruction with the intent to improve student learning.

Because faculty are committed to improving their teaching and student learning, they engage in dialogue about teaching and learning in many venues at Grossmont. Academic Senate is one forum in which dialogue takes place about delivery systems and modes of instruction. Faculty evaluation is another means to stimulate dialogue on the effectiveness of instructional methods and techniques used in the instruction of the class. Faculty professional development activities also facilitate dialogue between faculty on new delivery systems, such as online teaching, as well as dialogue on new methods and techniques for more effective classroom teaching. Finally, student learning outcome assessment projects will give faculty and students another way to engage in dialogue about the effectiveness of the delivery system and the mode of instruction as they relate to achieving student learning outcomes.

In the 2006 accreditation survey (2.2, Question 17), over three-quarters of the students surveyed agreed that the instructional methods fit their learning needs. This is a slight increase from the last accreditation (2.15, Question 2).

Survey Statement		% Strongly Agree or Agree	
Question	**Respondents**	**2000**	**2006**
Q17. Instructional methods are compatible with my learning needs.	Students	70%	76.8%

Self-Evaluation

Based on the information in the descriptive summary, including data from the 2006 and 2000 accreditation surveys, the delivery systems and modes of instruction used at Grossmont are effective. Continuous review by faculty, students, and academic deans, through faculty evaluations, curriculum review, and program review ensure the effectiveness of delivery systems and modes of instruction.

Grossmont College meets Standard II.A.1.b.

Planning Agenda

None.

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

<u>Descriptive Summary</u>

Presently, program certificates, and/or degrees are earned once a student has passed all courses required in a certificate or degree program. Beyond passing a prescribed set of courses, faculty have yet to identify program-level SLOs for each of their disciplines but are committed to develop program-level outcome statements and assessments in the next three academic years. Institutional-level student learning outcomes (ISLOs) are covered in the section below.

However, now that Grossmont has added SLO assessment studies as a way to set standards and continuously review how well students are meeting the standards, faculty have an additional measurement of how well they are teaching and students are learning. The SLOAI has been supported by the Academic Senate, which established an SLO coordinator position and supported training of both full-time and part-time faculty in the construction and application of SLO assessment studies. The Academic Senate has passed a resolution for all faculty to publish learning outcomes (2.12) in their course syllabi. Because the syllabus is the document that the students receive, not the course outline of record, the Academic Senate deems the syllabus the most appropriate way to communicate to students the learning outcomes and methods of evaluating student performance. Grossmont is committed to the SLOAI. Outcome (2.12) studies have already begun in various programs: English, ESL, Math, Child Development, Business Office Technology, Communication, Administration of Justice, Cardiovascular Technology, Nursing, Respiratory Therapy, Business Administration, and Dance.

Before ACCJC/WASC required SLO assessment studies, Grossmont College instructors evaluated students by establishing course objectives and developing methods for evaluating student performance, which are found both in course outlines of record in addition to course syllabi. These course objectives are agreed upon collaboratively by faculty either adding or modifying the course outline. Methods of assessment, too, are collectively agreed upon by faculty designing or altering the course outline. Students also have input into the appropriateness and validity of both course objectives and assessments as they take advantage of the opportunity to evaluate the various aspects of course content and instructional delivery. Administrative review and oversight of course outlines, syllabi, and delivery methods further contribute to consistency in both the creation and assessment of current course objectives.

Course objectives and methods for evaluating student performance have always been required when course outlines are submitted to be reviewed and evaluated by the Curriculum Review Committee during the standard course outline review cycle. The Technical Review Committee of the Curriculum Committee initially determines that appropriate course objectives and methods for evaluating student performance are in place along with other requirements. The course proposal packet is then forwarded to the

full Curriculum Committee (2.1). The Technical Review Committee and the Curriculum Committee also review whether each course objective has assessments which measure whether the outcome is achieved or not. Once the course is approved by the committee, faculty members produce, distribute, and discuss syllabi which stem from the course outline of record. In addition to Curriculum Committee review, the Program Review Committee recommends that all programs identify program and course SLOs and appropriate means of measuring how well the outcomes are achieved. In the future, faculty will report on the results of SLO studies as well as plan for improvement in the program review document. In the near future, Grossmont students will first learn about the SLOs in the course syllabi; the SLOs will describe what they are expected to gain from a course and how they will be assessed (2.5).

The 2006 accreditation survey (2.2, Question 12) results show that an overwhelming majority of students (83.2%) and instructors (94.1%) agree that instructors clearly define course objectives and how students will be assessed. Comparing the 2006 (2.2) and 2000 (2.3, Question 37 faculty survey, 2.15, Question 25 student survey) accreditation survey results, Grossmont is doing a better job of specifying the content of the class, the skills to be acquired by students, and the assessment instruments used to measure the degree to which students are achieving defined student learning outcomes.

Survey Statement		% Strongly Agree or Agree	
Question	**Respondents**	**2000***	**2006**
Q12. Course outlines and syllabi clearly specify the subject matter to be covered, the skills to be acquired by the students, and the methods of evaluation used by the faculty.	Faculty Students	88.7% 74.3%	94.1% 83.2%

*2000 wording: "Course outlines clearly specify the subject matter to be covered and skills to be acquired by the students."

Specifically focusing on assessment, a great majority of students in both 2006 (2.2, Question 21) and 2000 (2.15, Question 23) agree that instructors clearly define how students are graded. The percentage remains high, indicating that students continue to have a clear understanding of how they will be graded.

Survey Statement		% Strongly Agree or Agree	
Question	**Respondents**	**2000**	**2006**
Q21. Generally instructors clearly define how I will be graded.	Students	78.9%	83.5%

In 2006, (2.2, Question 127) students at Grossmont also overwhelmingly agree (80.2%) that grading is conducted in a fair and impartial manner, which again is an increase from the last accreditation survey (2.15, Question 25). This is another indication that students not only know the assessment instruments but also how they are used.

Survey Statement		% Strongly Agree or Agree	
Question	**Respondents**	**2000**	**2006**
Q127. Grading is conducted in a fair and impartial manner.	Students	74.3%	80.2%

Grossmont has relied on program review and curriculum review to evaluate and plan in order to make improvements in student retention and success. The college's recent move to SLO assessment projects will produce more data that will help faculty improve their ability to measure stated SLOs. The plan to combine both present data collected through program review and data generated by SLO studies will facilitate faculty in making prudent changes in modes of instruction, content, learning objectives, or assessments used in a course or program.

Grossmont has remained a college focused on teaching and learning; what students learn and how to assess whether they learn it are of paramount concern to the Grossmont faculty at all levels of the college: course, program, and college-level outcomes. Representative groups of faculty, staff, and administrators from the various divisions developed institutional value and learning outcome statements during the Spring 2006 Grossmont College Institutional Student Learning Outcome Retreat. The SLO coordinator, in conjunction with the Academic Senate and college administration, planned and designed the retreat. Six writing teams comprised of students, faculty, staff, and administrators wrote institutional student learning outcomes for Grossmont graduates and transfer students. The six lists of outcome statements were synthesized into one by the SLO coordinator, who also directed the retreat (2.12). The synthesized draft composed at the retreat was presented to the Academic Senate in Fall 2006 for adoption and publication. In Spring 2007, the Senate overwhelmingly approved the statements on institutional values and college-level learning outcomes (2.22). Work still needs to be done to relate these outcomes to the program and the course level. At this point, it is assumed that students have achieved most program, certificate, or degree outcomes once individual courses of which the certificate or degree program is composed are passed. The college uses retention, success, transfer, and graduation rates to measure college-level outcomes. Grossmont has yet to develop capstone courses or exit tests to measure whether students have adopted the values described in the Grossmont College

Institutional Student Learning Outcomes. As stated above, Grossmont relies primarily on grades to measure how well students are achieving learning outcomes at every level.

Faculty, both individually and collectively, are primarily responsible for establishing measures of student performance and success to guide improvements in their courses and programs. Extensive dialogue has occurred and continues across the campus, both in training sessions and in department and division meetings, as faculty attempt to demonstrate the relationship of outcomes to content, and to validate the outcomes and assessments identified for each course and program. Through program review, faculty look at retention, completion rates, progress in subsequent courses, transfer success, and other measures to assess the appropriateness of course objectives and standards. As a result of reviewing statistical information provided through program review, colleagues dialogue to determine appropriate adjustments to content, methods, outcomes, or assessments.

To support faculty efforts, the college has recently intensified its efforts to ensure that all faculty, both full-time and part-time, have exposure to and practice in writing student learning outcomes. During the past year, many full-time and part-time faculty have attended and participated in SLO workshops held during the semester and Professional Development Week (2.9).

At the direction of Academic Senate, department chairs and coordinators, and division deans, faculty have now begun to discuss the issue of assessment as it relates to identified students learning outcomes. Faculty in each of the disciplines approach the SLOAI in their own way. For example, English, ESL, American Sign Language, and Foreign Language faculty are rewriting their course exit skills in the form of student learning outcomes. Faculty have also worked together to write standardized tests, grading rubrics, and shared writing prompts to measure how well students are achieving language learning outcomes. The Academic Senate through the Curriculum Committee and Program Review Committee will continue to guide the process whereby student learning outcomes will be both developed and measured in all disciplines and classes.

Since the new ACCJC/WASC standards are so heavily focused on continuous improvement, an accreditation survey item was added to poll Grossmont students, faculty, and staff on the issue in 2006. The results show that 85% of faculty, 68.8% of staff, and 73.8% of students either strongly agree or agree that the college is committed to continuous improvement of the student learning process (2.2, Question 63).

The results of the survey in 2006 (2.2, Question 73) also show that 81.6% of faculty either strongly agree or agree that they have the opportunity to participate in dialogue with colleagues about how to improve student learning and institutional processes; however, only 59.7% of students feel they have ample opportunity to provide feedback on how to improve their learning experience at the college. Staff results are similar to those for students polled; 57.5% of staff either strongly agreed or agreed that they have the opportunity to participate in dialogue with colleagues about how to improve student learning and institutional processes (2.2, Question 74). Discrepancy also exists between students and teachers on this matter, even though students have the opportunity to

evaluate faculty, providing feedback on their learning. As faculty focus more on SLOs, they will naturally engage in dialogue with students on how to prepare them for greater success through achieving particular learning outcomes.

According to the 2006 survey responses, 75.7% of faculty members believe that Grossmont will continue to provide staff development opportunities on student learning outcomes and pedagogical approaches (2.2, Question 99). However, the 2006 (2.2, Question 48) and 2000 (2.3, 2.4, Question 30) accreditation survey did highlight an area of concern with both faculty and staff in regard to financial support to achieve institutional goals and student learning outcomes.

According to the survey results, the faculty have been quite successful in identifying and measuring achievement of course objectives, but a majority of both faculty and staff believe that the institutional financial planning does not support college goals and student learning outcomes (2.2, Question 48; Question 30, 2000 faculty survey). The new SLOAI needs institutional commitment from all constituents: faculty, staff, and administrators. Investment in and commitment to designing and implementing the SLO assessment cycle will provide the college with the necessary data to more clearly report on the performance of students. All Grossmont constituents will collectively and collaboratively work to establish SLOs for all courses and programs in addition to the assessments. Then, faculty will assess how well students are achieving the SLOs in a gateway course, and then in all courses within an academic program. To do these ongoing studies, covering all SLOs in all courses, is a major undertaking. Clearly, faculty and staff need to believe they have the institutional commitment and financial support to ensure the success of the SLOAI.

Survey Statement		% Strongly Agree or Agree	
Question	**Respondents**	**2000***	**2006**
Q48. The college's financial planning supports institutional goals and student learning outcomes.	Faculty Staff	33.3% NA	36.4% 44.3%

* 2000 wording: "Financial planning supports institutional goals and educational objectives."

In sum, the survey comparisons indicate that college constituencies are satisfied with the institutional commitment to teaching and learning; however, faculty and staff are not confident that the college will provide ongoing fiscal support of SLOs.

Self-Evaluation

Standard IIA.1.c. focuses on whether the institution identifies student learning outcomes for courses, programs, certificates, and degrees, assesses student achievement of those outcomes, and uses assessment results to make improvements. Although the survey results indicate that students, faculty, and staff are relatively happy with identifying outcomes and appropriate assessments, the college has only partially met this new standard. Through the support of the Academic Senate and college administration, the college has identified institutional student learning outcomes; however, the faculty have generally yet to identify assessments they can use to judge whether students achieve the outcomes or not. Although Nursing, Cardiovascular Technology, and Respiratory

Therapy have already established program SLOs, much needs to be done to identify program-level SLOs in other academic programs. Course-level outcomes are identified by faculty by reviewing course objectives already set forth in the course outline of record (COR) and syllabus. Faculty have agreed to identify a key SLO of a gateway course to begin their pilot study, then continue to study key SLOs in other courses within the program.

The collaborative identification of student learning and student service outcomes at the college, program, and course level along with outcome studies which investigate how well students are achieving outcomes will provide Grossmont a clearer picture of how well students are achieving SLOs. While considerable progress has been made over the last year to develop SLOs and SLO assessment studies, outside of grades, graduation, or transfer, the college has no way of evaluating whether students taking Grossmont's general education (GE) curriculum have achieved college-level outcomes or not. Until the college commits fiscal and human resources to doing ongoing SLO studies, data on grades, retention, success, transfer, and graduation will continue to be the primary method of measuring outcomes.

Grossmont College partially meets Standard II.A.1.c.

Planning Agenda

The college will commit fiscal and human resources to the development and maintenance of the student learning/service outcome assessment cycle, including defining course and program-level outcomes and assessments, identifying college-level outcomes and assessments, developing a data collection plan, and reporting on the results of the assessment projects. By the end of the 2008-09 academic year, all academic programs will have identified SLOs to be assessed in SLO studies; during subsequent years, programs will conduct SLO studies, report the results, and use the results for continuous improvement. By the end of the 2008-09 academic year, each academic program will have identified program-level SLOs and the assessments, including how course and program SLOs fit with the institutional SLOs. These data and improvement plans will be reported in the 2013 accreditation document and in any midterm reports.

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

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

Descriptive Summary

The faculty—with the support of administrators and staff—designs, approves, administers, and evaluates all courses and programs. The Academic Senate, Curriculum Committee, Program Review Committee, and college administrators and staff establish institutional processes that guide the development and evaluation of courses and programs. The role of faculty is primary and central. However, the collegial support from college administrators, staff, and board members facilitate the development and evaluation of courses and programs. The Governing Board approves the addition, deletion, or modification of any credit or noncredit course, as well as collegewide degree and certificate programs prior to submission for state approval. The Governing Board also receives Program Review Committee reports; thus, the board has ample opportunity to oversee the evaluation of academic programs and is aware of the commendations and recommendations made by the Program Review Committee. All constituents are involved in the evaluation and development of the college; however, faculty are primarily responsible for the evaluation and development of academic courses and programs.

Both curriculum and program review procedures at Grossmont have been effective means to assess the quality of the courses and programs, as well as to effectively study and evaluate them. Faculty are primarily responsible for identifying appropriate SLOs and studying how well they are achieved.

At Grossmont, an SLO combines a learning objective with appropriate assessments. Learning objectives and methods of assessing student performance are found in the course outline and syllabi. The appropriateness of the course objectives and the methods for evaluating student performance are determined by the faculty of the discipline and reviewed by the Curriculum Committee. Program-level SLOs have yet to be identified for all academic disciplines; those that have been established have been evaluated by faculty.

The curriculum and program review processes are established to approve and administer courses and programs; both of these processes have proven to be effective means of continuous evaluation and improvement.

Curriculum Committee

The Curriculum Committee has clearly defined procedures to design and approve all courses. All courses and programs, regardless of whether credit or noncredit, on campus or off campus, are carefully examined, evaluated, and approved or disapproved by the Curriculum Committee. Distance-learning courses must be approved separately for this method of delivery. The Curriculum Committee Handbook describes all procedures related to alignment, course addition or deletion, program modification, content review, and distance education. Curriculum approval and review procedures used by the Curriculum Committee have proven to be effective (2.1).

Program Review

Grossmont College's Academic Program Review (2.5) is conducted as a three-step process for each department/program: a departmental self-study report, Academic Program Review Committee assessment, and a final report. The Academic Program Review Committee is chaired by a faculty member and includes a faculty representative from each instructional division, from Counseling, and from the library. All academic programs are reviewed once every six years as part of the program review cycle. Programs are encouraged to engage all full-time and as many part-time faculty as possible in the development of the self-study document. All full-time faculty review and sign the draft to verify their participation. The semester before the program is reviewed, faculty are provided with pertinent qualitative and quantitative reports and asked to evaluate their program(s). Data include enrollment trends, grade distributions, success and retention rates, staffing and budget information, and student surveys. The department writes a self-study document analyzing such reports, answering prescribed questions, and formulating departmental priorities and recommendations. The Academic Program Review Committee then reviews these documents. A joint meeting is held between members of the committee and faculty of the department under review for further discussions and clarifications. A summary of findings and recommendations is included in a final report prepared by the committee and distributed to the college president, the chancellor, and the Governing Board. The vice president of Academic Affairs meets with the program chair or coordinator and dean a year after the review to follow up on the recommendations. One year later, the vice president of Academic Affairs presents a status report to the Academic Senate on the implementation of the Academic Program Review Committee's recommendations for that department.

Courses are reviewed every five years or more often. The five-year review is prompted by the Instructional Operations Office, which issues annual lists of courses to departments that are due for review in the coming year; departments then consider their courses, make any needed changes, and send them through the standard curriculum approval processes. Other reviews and changes may be prompted by technological or other content developments inherent in the field or by notice from the Articulation Office that a transfer institution recommends course revisions in order to maintain transferability.

Programs are reviewed every six years. The results of program review include both recommendations and commendations. The recommended changes are followed up by the faculty and monitored by the vice president of Academic Affairs and the division dean, as well as reported on in the subsequent program review document (2.14).

Improvements to courses and programs are documented in each of the program review documents. Each program lists improvements in the number of full-time faculty, better facilities, better training, and better equipment (2.14). As stated, both the program and curriculum review processes are faculty-driven, with collegial support from college administrators and staff. The college ensures that faculty are central in establishing the quality of its programs by requiring faculty to design and evaluate curriculum as well as serve as the majority on both the Curriculum Committee and Program Review

Committee. Faculty fulfill their responsibility to develop and evaluate courses and programs related to their specialized disciplinary training. The college relies on faculty not only to develop and assess courses and programs but also to provide leadership and representation on all college committees, not just the Curriculum and Program Review.

In the accreditation survey (2.2, Question 12), 94% of faculty and 83% of students agree that course outlines and syllabi clearly specify the subject matter to be covered, the skills to be acquired by the students, and the methods of evaluation used by faculty. Furthermore, 84% of students agree that instructors clearly define how students will be graded (Question 21). Collegewide efforts for continuous improvement have been recognized in that 85% of faculty, 69% of staff, and 74% of students agree that the college is committed to continuous improvement of the student learning process (Question 63). Nearly three-quarters of the faculty agree that procedures for incorporating student learning outcomes into the curriculum are faculty driven (Question 89). In addition, 78% of the faculty agreed that faculty routinely incorporate student learning outcomes into their courses (Question 91).

Self-Evaluation

The established procedures of the Curriculum Committee, which is comprised of mostly faculty, guide the college in designing courses and programs to better serve students; the Curriculum Committee also reviews and approves additions, deletions, and modifications of all courses and programs. The administration and delivery of courses are primarily the responsibility of the faculty experts within a discipline; they are greatly supported by college staff and administrators. Through departmental and division meetings as well as program review, faculty are again primarily responsible for the evaluation and continuous improvement of courses and programs. Both the program and curriculum review processes carried out primarily by faculty have remained quite effective in systematic departmental self-study and ongoing evaluation and improvement. The accreditation survey data cited above support this evaluation. College constituents are satisfied with the established procedures in place to design, deliver, and evaluate courses and programs; thus, the college has met Standard IIA.2.a. In addition to these well-established, effective procedures described and evaluated in this section, Grossmont is committed to implementing established procedures for designing, conducting, and reporting the results of SLO/SSO studies, which provide another measure of institutional effectiveness. See IIA.1.c. for a description of the SLO Assessment Initiative.

Grossmont College meets Standard II.A.2.a.

Planning Agenda

SLO Assessment Initiative. See II.A.1.c.

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

Descriptive Summary

Presently, competency levels are measured by grades. Grade weights are established by faculty and published in course syllabi. Changes in grade weights are determined through dialogue with colleagues who teach the same course, based on test results and experience teaching the course. With the implementation of the new student learning outcome assessment cycle, SLOs will be clearly identified in all syllabi and faculty will work collaboratively to determine how well students are achieving SLOs in multiple sections of the same class. This will be done through analysis of standardized test results as well as calibration and grading session results of a shared assignment. SLO studies will assist faculty in determining appropriate competency levels for the course.

In some programs more than others, notably English, ESL, and Foreign Language, faculty have collaborated to rewrite their exit criteria for sequenced core classes in the form of SLOs and identified particular assessments used to evaluate SLOs in core classes. The purpose is to improve the consistency of what is taught and how it is evaluated. Full-time and many part-time faculty in ESL and English meet once a semester to grade common finals and/or require portfolios using rubrics established collaboratively in group calibration and grading sessions. The results of these sessions are distributed to English and ESL faculty, as appropriate, and used for further improvement of teaching and learning. It is expected that with continued professional development and additional SLO data incorporated into the program review process that all Grossmont academic programs will follow in the paths of these departments.

Although faculty are primarily responsible for establishing competency levels and student learning outcomes for courses, programs, degrees, or certificates, advisory committees play an important secondary role. All vocational programs as well as the Health Science programs have advisory committees which support and advise faculty on curricular enhancements to better prepare students for employment. For example, the Respiratory Therapy Advisory Committee (2.23) addresses information about how the students are doing on their credentialing exams, job placement, and employer surveys. This information gives the committee members an idea how effective the program is and how well stated goals and objectives are met. The committee members also give suggestions on how the curriculum can be enhanced to keep the program current. The role the Respiratory Therapy Advisory Committee plays in determining competency levels and SLOs is typical of all the vocational and Health Science programs.

As already stated, the college has historically relied solely upon grades to determine whether or not course objectives have been achieved. If a student passes all the classes required to earn a degree or certificate, then the degree or certificate is granted. The college has begun to implement SLO assessment studies at the course level, and the Academic Senate has identified proposed institutional student learning outcomes. Much work still has to be done to identify program-level SLOs and the assessments used to measure whether course- and program-level SLOs have been achieved or not. Ultimately, faculty will have to relate institutional SLOs to program-level SLOs, which directly relate to course-level SLOs. Proposed institutional SLOs have been established; once they are

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formally adopted, faculty will have clear direction on how they shall write program-level outcomes for their academic program.

At this point in the implementation of the SLO assessment cycle, students have a clear path to achieving course-level outcomes; however, how course outcomes relate to program and institutional outcomes and how they are assessed are yet to be determined.

Self-Evaluation

The college relies on faculty expertise with the assistance of advisory committees, when applicable, to identify competency levels and SLOs for courses, programs, certificates, and degrees. Traditionally, Grossmont has relied on grades and satisfactory completion of courses within a program of study to assess how well students are achieving outcomes, but now with the new accreditation standards focused heavily on SLO assessments, the college has embraced the implementation of the SLO assessment cycle to regularly assess how well students are achieving SLOs at the course, program, and institutional level.

Grossmont College does not fully meet Standard II.A.1.b.

Planning Agenda

SLO Assessment Initiative. See IIA.1.c.

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

Descriptive Summary

The quality of instruction at Grossmont is demonstrated by the high quality of faculty hired, the performance standards to which faculty are held, and the continuous attention faculty give to course and program effectiveness. Maintaining high-quality faculty involves rigorous evaluation of instructors. Faculty are held accountable to students, peer instructors, and their division dean. (Faculty evaluation is covered in detail in IIIA.1.b.) The high quality of instruction is ensured in both on-campus and online courses, each of which are regularly evaluated. The evaluation of the breadth, depth, and rigor of a course and program is solely the responsibility of the faculty. Because the faculty meet the quality standards set by the college, their decisions related to curriculum result in institutional program quality that has been recognized regionally, statewide, and nationally, for its content and its graduates (2.24).

Of particular note are the national recognitions received for leadership in the use of learning communities to aid students in developmental courses through Project Success, the unique ten-year accreditation of the Cardiovascular Technology program by the national professional accrediting agency, the first-place award received by the Grossmont College Middle College High School from a national instructional administrators group, and the achievement by the football team of first place in the nation at the same time the coach received similar recognition. These and all other recognitions have been received by the college since the last reaffirmation of accreditation.

The quality and level of a program are discussed by faculty in course meetings, department meetings, as well as during professional development and program review. Informal dialogue about the effectiveness of teaching and learning is ongoing among instructors. The implementation of SLOs at every level of the institution has also stimulated dialogue about effective teaching and learning.

Once designed, programs are reviewed by the collegewide Curriculum Committee and scrutinized for appropriate length, breadth, depth, and sequencing of courses, as addressed by Title 5 (2.25). Any general education components must go through a separate application and review process by the Curriculum Committee. All new degree or certificate programs are submitted to the State Chancellor's Office for final approval before they are offered. Individual departments analyze and evaluate their degree and certificate programs as they write their Academic Program Review document every six years and as they prepare their Educational Master Plan (EMP) (2.26).

As stated earlier in this section, faculty are primarily responsible for all matters concerning breadth, depth, rigor, sequencing, time to completion, and synthesis of learning that characterize all programs.

Faculty in developmental programs consider breadth, depth, rigor, sequencing, time to completion, and synthesis of learning when designing curricula. For example, the sequencing of mathematics and English courses starts at the precollegiate level and leads to the collegiate. The developmental courses are logically sequenced, building on the competencies and objectives of the previous course. Students apply their previous skills and knowledge into the more challenging higher-level course

Results of the 2006 accreditation survey (2.2) show high-quality instruction has been recognized both by students and faculty: 84% of students agree that the education and training they receive on this campus will greatly contribute to achieving their education goals (Question 126), and 91% of faculty agree that the college is committed to high standards of teaching (Question 124). Furthermore, 79% of students agree that they are satisfied with their program of study (Question 125). The issue of course offerings was met with mixed results: 70% of students agree that general education course offerings are sufficient for them to complete their program within a reasonable period of time (Question 18), but only 57% of students agree that course offerings in their major were sufficient for them to complete their program within a reasonable period of time (Question 19).

Self-Evaluation

Based on the instructional performance standards to which faculty are held and the effectiveness of the program and curriculum review process through which faculty ensure quality control by making all significant instructional decisions concerning breadth, depth, rigor, sequencing, time to completion, and synthesis of learning, the college meets this standard. Reinforcing this conclusion are the high scores reported in the accreditation survey data and numerous recognitions the college has received from diverse regional, state, and national organizations.

Grossmont College meets Standard II.A.2.c.

Planning Agenda

None.

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

Descriptive Summary

Grossmont College utilizes a wide range of delivery systems and modes of instruction to meet the needs of its students. Credit is offered through day, evening, and weekend as well as off-site courses, independent studies, distance education, contract education, community service learning, work experience, the Regional Occupational Program (ROP), study abroad, and open entry/open exit classes, such as those offered in the English Writing Center, the Math Study Center, and the Business Office Technology (BOT) computer lab. Nontraditional classes are developed and implemented according to the same educational standards as traditional classes, and most courses are offered in both modes.

The college does no formal assessment of learning styles. However, faculty are cognizant of the various kinds of learning styles of Grossmont students, and thus provide students with appropriate modes of instruction that reach varied learning styles. Many instructors informally assess how their students learn because they are constantly searching for the appropriate method of instruction to fit particular learning styles.

The Disabled Student Programs and Services (DSP&S) Office currently has the technology to make the curriculum accessible to students with a wide range of disabilities. Course materials are produced in an alternative format on demand. Moreover, the college now has the technology to caption videos for deaf and hard-of-hearing students.

Many programs meet educational objectives through laboratory time, clinical experiences, volunteer opportunities, or internships. This is particularly true in the health-

related fields. For example, students completing the Occupational Therapy Assistant program must complete two 4-unit fieldwork courses, each of which requires a ten-week assignment for 40 hours per week of clinical experience.

Extensive learning support services that supplement classroom instruction are made available by the college to the students in 14 locations on campus. The English Writing Center is where students receive tutoring in textbook reading and writing skills as they relate to disciplines offered at Grossmont. The Math Study Center provides students with learning support in mastering the language of math. Both the English and math centers are equipped with computers and staffed with tutors. Because the faculty and staff are aware that students attending learning centers have higher success rates than students who do not attend, they often refer students to learning support services, which are primarily housed in the Learning and Technology Resource Center (LTRC). (See II.C.1.a. and III.C.1. for expanded information.)

Professional development workshops are offered every semester to address learning styles and pedagogical approaches. Faculty also use *4faculty.org* (2.27) for online training about learning needs and pedagogy.

Program review requires instructional programs to encourage students to become actively engaged in the learning process. Methodologies reported in the program self-study vary widely within and between programs. They include collaborative student groups, role-play, peer feedback, group and individual writing projects, portfolios, lecture, learning communities, and labs.

The research office provides instructors with the Data on Demand service so that instructors are readily able to analyze retention and success rates of students by course, semester, and demographics. The research office also conducts student surveys every six years as part of program review. The student surveys provide instructors and programs with the means to assess how well students with various learning needs are served. Program review requires faculty to "describe specific strategies that have been used to meet the different needs of students (e.g., reentry, academically underprepared, working, disabled, limited English)"(2.5). Programs analyze Data on Demand reports, student outcome profiles, and student surveys, then summarize their findings as part of their program review report.

As indicated above, the faculty are primarily responsible for determining the appropriateness of a particular delivery mode. In addition to a variety of delivery modes, Grossmont faculty use varied assessment instruments to judge how well students have achieved particular learning objectives. These methods for evaluating student performance are listed in the course outlines and syllabi (2.28). Assessments are evaluated primarily by instructors; however, some teachers also enlist student input. Because faculty in each academic program collaboratively determine the best delivery modes to foster student success, they also design the assessment instruments to judge how well students have achieved particular learning outcomes. Examples of these delivery modes include pre-collegiate introduction courses, bridge courses, variable-unit courses, online courses, honors courses, linked courses, and web-enhanced hybrid

courses. Grossmont College recognizes that a range of modalities are effective for teaching and learning, and faculty hiring committee members value prospective new faculty members who can deliver course content in a variety of ways.

Methods of instruction are listed in the course outline and on syllabi. Teaching methodologies include collaborative student groups, role-play, peer feedback, group and individual writing projects, online assignments, portfolios, lectures, learning communities, internships, clinicals, and labs. These teaching methods are collaboratively selected by the faculty. The effectiveness of instructional methods in promoting student performance is considered in faculty meetings and professional development workshops, especially in SLOAI sessions; through these exchanges, faculty have collaborated on developing more varied approaches to instruction of students with diverse learning needs and styles.

The effectiveness of delivery modes is primarily evaluated by the faculty of the discipline. However, the research office has completed studies comparing success and retention rates of online versus on-campus students, as well as students in Project Success versus students in non-linked English courses (2.21). Program review also requires faculty to evaluate their instructional methods and modes of delivery. Thus, the college investigates the effectiveness of its delivery modes and uses the results of these data for continued improvement.

In the 2006 (2.2) accreditation survey, 77% of students agreed that instructional methods were compatible with their learning needs (Question 17), so more than three-fourths of students are satisfied with the methods used.

An awareness of and sensitivity to different learning modalities has been embraced by a strong majority of the faculty, and these efforts are recognized by a strong majority of the students. In the accreditation survey (2.2), 80% of faculty and 71 % of students agree that the college provides adequate support services to its students regardless of service location or delivery method (Question 25). The commitment to ongoing efforts in these areas is reflected in the opinion that 85% of faculty, 69% of staff, and 74% of students agree that the college is committed to continuous improvement of the student learning process (Question 63); 76% of faculty agree that staff development opportunities are generally available on student learning needs and pedagogical approaches (Question 99). While only 60% of students agree that they have the opportunity to provide feedback on how to improve their learning experience at the college (Question 74), 79% of students agree that they are satisfied with the quality of their program of study (Question 125).

Self-Evaluation

Based on the descriptive summary of how faculty match methods of instruction with varied learning styles, Grossmont meets the standard. Varied modalities of instruction tailored to diverse populations are intentionally offered to promote student success. Extensive learning support services augment and enhance instruction and student success. Accreditation survey data also support the conclusion that instructional methods are compatible with student learning needs. Nonetheless, SLO studies will provide the

college greater insight into delivery modes and teaching methods that may better reach students who possess a variety of learning styles.

Grossmont College meets Standard II.A.2.d.

Planning Agenda

See II.A.1.c.

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

Descriptive Summary

All programs, regardless of type, are evaluated by the same criteria in the curriculum and program review processes described in II.A.2.a. The Curriculum Committee systematically reviews each course for relevancy and appropriateness. The committee also requires each program to conduct a periodic review of all courses for relevance, appropriateness, and currency (2.1).

In addition to curriculum review, program review also requires faculty to address relevance, appropriateness, currency, and SLOs. In the program review document (2.5), sections 2.2 and 2.3 describe how faculty make decisions related to SLOs, including identifying methods to demonstrate achievement of learning outcomes, and how faculty use this information for continued program improvement. Faculty in each academic program will identify both program and course SLOs. Section 2.1 reviews program currency; section 2.6 asks programs to describe and provide a rationale for any newly developed courses or programs; section 2.8 asks programs to identify innovations or special projects, including the application of technology in teaching and learning. Section 4.2 forecasts staff development needs and section 4.10 asks for the future outlook of the program related to the economy and meeting emerging needs, and asks for recommendations for the decrease, maintenance, or increase in resources in order to accommodate these trends.

Curricular evaluation in program review includes examination of course catalog descriptions, teaching methodologies and assessment measures, course and program standards, departmental collaboration, course outline currency and alignment status, course integrity, as well as procedures to ensure that instructors teach to the official course outline.

The program review process does not include a comprehensive review of the role of the program in the overall college curriculum; however, the Program Review Committee might consider adding this point to the self-study template, especially as programs are asked to establish course and program outcomes and assessments that align with institutional SLOs. Describing the role of the program in the greater context of the college should be a task within program review.

As indicated earlier, several types of data from the research office are available and integrated into program review (2.5, 2.7). These include earned WSCH/FTEF and cost/FTES by program, Educational Master Plan, previous program review summary, catalog descriptions, course status, grade distribution summary, results of student survey, statistical data, efficiency and success by subject, degrees and certificates awarded, department equivalencies, subject WSCH analysis report, and grade distribution.

Student learning outcomes related to employment and university transfer are confirmed through data collected and analyzed by the research office. The income of students who have earned professional degrees or certificates from Grossmont and who are employed in their field of study is tracked through the Employment Development Department Unemployment Insurance wage records report (2.29). Also, a data-sharing agreement

with San Diego State University (SDSU) allows the college to track its graduates, by discipline and individual course, in their performance at SDSU (2.7). These data show clearly that Grossmont students are well-prepared for transfer to four-year universities and that they continue their academic success in their subsequent coursework at SDSU.

Grossmont College uses program review recommendations in institutional planning. The Staffing and Facilities Committees utilize program review recommendations in their areas of planning. Program review recommendations are also considered in developing the annual EMP (2.26), in which intended activities are referenced to goals and objectives within the Strategic Plan (2.30). Most importantly, faculty in each department use the program review recommendations as a guide to improve teaching and learning within the program.

The effectiveness and faculty support of these continuous review processes is reflected in the 2006 (2.2) accreditation survey responses, in which 73% of faculty and 64% of staff agree that program review is effective in evaluating the strengths and weaknesses of individual programs of the college (Question 9). Furthermore, faculty awareness of these established evaluative processes and their importance is reflected in the 2006 survey, with 75% of faculty agreeing that the college has clearly defined program review processes for evaluating its educational programs (Question 14). Moreover, Grossmont faculty resoundingly feel empowered by the review processes and deem them vital and necessary tools in evaluation and planning, as evidenced by 80% of faculty agreeing that faculty have significant roles in evaluating courses and programs (Question 97).

Self-Evaluation

Through curriculum and program reviews, Grossmont systemically evaluates programs for currency, relevance, appropriateness, achievement of learning outcomes, and planning. The survey data also confirms that faculty effectively use these two formal reviews to ensure ongoing evaluation and improvement.

Grossmont College meets Standard II.A.2.e.

Planning Agenda

None.

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

Descriptive Summary

Planning pervades the culture of Grossmont College. Established organizational and governance processes ensure that all constituencies have opportunities to participate. Meeting records, ranging from the Planning and Budget Council (2.31)-- the central planning body--to the Associated Students of Grossmont College, Inc., (2.32) demonstrate that these opportunities are used for ongoing planning.

The college has a cyclical planning process that incorporates systematic evaluation of programs and services, improvement planning, linkage to budgeting, and reevaluation following implementation (2.33). The primary college plan is the Strategic Plan (2.30). It is compiled using consensus-based recommendations from the Annual Leadership Planning Retreat, the Educational Master Plan (2.26) (which encompasses recommendations from Academic and Student Services Program Reviews (2.14) and annual departmental updates based on evaluations of accomplishments), as well as recommendations made in the Technology Plan by the Equipment and Technology Committee, and the Facilities Plan by the Facilities Committee. For additional information on organizational and governance structures, see www.grossmont.edu/org_gov_structures/ (2.34). Standard I.B.3 also includes an explanation of the cyclical planning process (2.33).

The Annual Leadership Planning Retreat is used periodically to initiate changes in the Strategic Plan via review of previously established annual objectives and accomplishments, as well as new information in the form of an environmental scan developed by the research office. The retreat involves selected faculty, staff, students, and administrative representatives in assessment of the mission statement, past achievements as recorded in the most recent Strategic Plan report, consideration of new information and recommendations, and development of new priorities and objectives. Following the retreat, the revised Strategic Plan is sent to the Planning and Budget Council (PBC) for consideration; PBC is composed of representatives from all college constituencies and serves as the central planning body for the college (2.31).

The PBC, Equipment and Technology, Facilities, and Staffing Committees evaluate the requests for resources based on the priorities in the Strategic Plan and the EMP, as well as the plans and priorities for which they are responsible. Based on funding received through AB1725, the faculty produces a separate plan for staff development. All resource allocation recommendations made by the PBC are sent to the college president for consideration and action.

Greater detail on the Grossmont College planning system is available in Standards III.D.1 and IV.A.1.

Grossmont College generates and uses data of both a quantitative and qualitative nature for planning through organizational and governance structures and processes. The research office provides significant amounts of statistical data and analyses for all institutional planning, not only through the Data on Demand website but also through special reports (2.11). In addition, program reviews done by departments and other data

generated by organizational divisions and departments and governance groups are the bases for plans. An example of a plan developed in this manner is the Technology Plan (2.35). All data are analyzed and interpreted for easy understanding by the college community so they can be used for planning.

Data generated by the research office has historically been used to determine student success in courses as measured by faculty-developed tests assessing student achievement of course objectives included in the course outline of record. In addition, research office data is used to determine student achievement in program and degree completion. These kinds of data are used in program review analyses and subsequent efforts to improve courses and programs. However, with the advent of the student learning outcome/assessment initiative (SLOAI), faculty have just begun to design assessment processes aligned with SLOs. When these are in place, there will be additional efforts to improve outcomes and make the results available to appropriate constituencies.

An example of use of data and analysis by a department using the historic model of systematic evaluation and improvement is provided by the Academic Program Review process most recently implemented by the English-as-a-Second Language (ESL) program (2.36). The process incorporated data on student success provided by the research office. Following data analysis, the ESL program generated the program review document, which included recommendations that were incorporated into the annual EMP. The following year, progress was assessed on the program review recommendations and EMP objectives to determine if improvements had occurred; revisions were made and the ESL program proceeded to implement them.

Self-Evaluation

The college uses extensive planning, integrating all features identified in the standard, including data-based analyses to ensure improvement. Evidence introduced in relation to systematic, integrated planning, evaluation, outcome assessment, and related processes to ensure programmatic improvement are in place. Results are made available to appropriate constituencies, which reveal that Grossmont College meets the standard.

Grossmont College meets Standard II.A.f.

Planning Agenda

Refer to planning agenda I.B.3.

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

Descriptive Summary

Most courses and programs do not use common examinations. Some programs, however, utilize standardized exit exams (2.37) which have been developed for sequential courses to ensure that all students have met the exit competencies for these courses. Some of these exams come from national discipline-specific organizations which allow Grossmont to compare exit competencies with the skills of students across the country. Specific examples of departments that use these common exams are listed below:

1. Some chemistry and foreign language courses utilize department-wide standardized tests developed by faculty to ensure consistency in measuring student competency.

2. The developmental writing and ESL courses utilize a standardized rubric developed by faculty for grading student essays and portfolios to ensure consistency in measuring student competency.

3. Nursing administers a standardized exit exam to fourth-semester associate degree nursing students and graduating third-semester vocational nursing students. The reliability and validity of these exams has been determined by an outside vendor consistent with external licensing requirements.

4. Administration of Justice (AOJ) administers standardized Peace Officer Standards and Training (POST) exams to its students. The reliability and validity of these exams has been determined by an external professional organization.

5. For some courses, the English Department faculty have found the use of a common rubric to be very effective in ensuring that students in the different sections of a course all meet the same criteria for the measurable objectives of the course. This also helps ensure that incoming students advancing to higher-level composition or literature courses can successfully complete course requirements at the higher levels. Composition instructors meet during the semesters and during the breaks between semesters to continue their dialogue about course standards.

Faculty have talked about the use of departmental course and program examinations. Some have felt that common course and program examinations are a breach of academic freedom, whereas other individuals have felt that common examinations can be very effective at ensuring course continuity. Aside from the Nursing and AOJ program tests, where elimination of test bias has already been evaluated by the outside vendor, the college has not evaluated locally-administered tests or evaluation tools for test bias or

disproportionate impact. Given sufficient funding, this could be another area for institutional research to play an effective role.

When queried regarding grading in the accreditation survey (2.2), 80.2% of students responded that grading was conducted in a fair and impartial manner (Question 127). This suggests that students do not detect any bias in grading.

Self-Evaluation

Notwithstanding the Nursing and AOJ program assessments, in which elimination of test bias has already been evaluated, no formal research has been conducted by the research office measuring the validity and reliability of faculty-generated standardized tests. With the need to generate SLO data on courses and programs and use them for continued improvement, more and more faculty will benefit from using some standardized assessment instruments, especially with multiple sections of a gateway course.

Grossmont College partially meets Standard II.A.2.g.

Planning Agenda

For programs and courses using faculty-generated standardized tests, faculty will work with the research office to develop and implement means to assess the validity, reliability, and potential bias of faculty-generated standardized tests in the next three years.

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

Descriptive Summary

Credit awarded in classes is based on grades which are the result of assessments used to measure whether students are achieving a majority of the stated course objectives found in course outlines. Grossmont instructors align course objectives, modes of instruction and delivery, and methods of assessment.

As described earlier in II.A.1.c. and other sections, the SLOAI system is in a developmental stage and will become part of the basis for award of credit over time.

The grading policies are clearly described in the catalog (2.10) and in each class schedule (2.38), including information on grading procedures, repeating classes, and grade responsibility. During the 1999-2000 academic year, a new procedure was established for the grade of Incomplete (I) because under the previous system, very few Incompletes were completed. Moreover, misunderstandings about when a grade should be awarded seemed to prevail campuswide. The new procedure makes clearer the criteria for Incompletes and establishes a process for completing Incompletes that encourages

student accountability. A more detailed description of the grading system is included in the Grossmont College Faculty Handbook (2.39). Additionally, instructors include a description of how they will evaluate students in their syllabi, which are reviewed by the department deans (2.28).

Through the curriculum review process courses are updated every five years to update and maintain the courses according to the standards of the discipline. Department grading patterns are also examined as part of their program review.

Credit is awarded based on the conventional Carnegie unit: three hours each week—one hour in class and two hours in outside preparation for lecture-hour units and three hours in class for lab-hour units.

The accreditation survey (2.2) results show that 83.5% of student respondents agree that instructors clearly define to students how they will be graded (Question 21), and 80.2% believe that "grading is conducted in a fair and impartial manner" (Question 127).

Self-Evaluation

Based on the descriptive summary above and the positive responses to the accreditation survey, Grossmont consistently awards credit based on student achievement of the course objectives and fulfillment of the course requirements. These objectives and the assessments, along with all other course requirements, are described in course outlines and syllabi. The college awards credit in a way consistent with generally accepted norms in higher education. Notwithstanding full implementation of the SLOAI, this standard has been met.

Grossmont College meets Standard II.A.2.h.

Planning Agenda

See II.A.1.c

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

Descriptive Summary

As mentioned in previous sections, presently, if a student passes all of the courses within an academic program, the degree or certificate sought is granted. Grossmont faculty have not identified program-level SLOs as the basis for awarding degrees in every academic program, but faculty are committed to doing so in the next two years. Now that the Academic Senate has put forth proposed institutional student learning outcomes (ISLOs), program-level outcomes can logically be written to apply to the ISLOs. In addition to the faculty commitment to establish program-level outcomes, faculty are also committed to identifying and/or developing assessments that measure program-level outcomes. Most recently, faculty have dedicated more professional development time and department

meeting time to the development and writing of program and course SLOs in addition to developing SLO assessment studies. With the addition of SLO assessment studies, faculty will be able to evaluate how well students are achieving specific SLOs within courses and programs. The combination of success and retention reports, grade distribution reports, and SLO assessment study results will give Grossmont faculty greater clarity on how well Grossmont students are achieving course and program SLOs. These measures will be used to judge the quality of teaching and learning, academic rigor, and educational effectiveness of courses and programs at Grossmont.

Before the new accreditation standards focused so heavily on SLOs were established, Grossmont faculty had always dedicated department meeting and professional development time to the increased effectiveness of teaching and learning. Now with SLOs as the focus, faculty have engaged in intense dialogue in first identifying ISLOs, which have become the basis for establishing program-level outcomes and assessments. With the continuous support of college staff and administrators as well as the Academic Senate and its subcommittees, dialogue will continue, and faculty will collectively and collaboratively establish program-level outcomes and assessments for each academic program at Grossmont.

As stated above, the college has historically awarded degrees and certificates after students satisfactorily pass a prescribed set of courses. Now with the demand to establish institutional, program and course SLOs, faculty have begun the process by developing ISLOs through the support of the Academic Senate. The next logical step is to have faculty in each program collaboratively write program-level outcomes and identify or develop assessments to measure whether students satisfactorily achieve the program outcomes or not. Data on program-level SLO studies will be used for continued improvement of teaching and learning.

Evidence of Grossmont's high quality of instruction can be found in responses to the recent accreditation survey (2.2): 91.3% of the faculty and 76.4% of the students agree that "excellence in teaching is expected at this college" (Question 122); 90.9% of the faculty and 76.4% of the students agree that "the college is committed to high standards of teaching" (Question 124). That students are satisfied with the quality of their program of study is evidenced by 78.5% of them agreeing with the survey statement (Question 125). Furthermore, 83.5% of students believe that the education and training they receive at Grossmont will greatly contribute to achieving their educational goal (Question 126).

Self-Evaluation

The survey results suggest that Grossmont has met the standard because past practices have proven to be effective in awarding certificates and degrees based on successful completion of a required set of courses; however, faculty in most academic programs have neither written program-level SLOs collaboratively nor developed program assessments which measure whether or not students are achieving SLOs. As for institutional SLOs, students, faculty, staff, and administrators have collaboratively written ISLOs, and the Academic Senate has approved the ISLOs drafted; nonetheless, the college has yet to develop assessments to measure whether college-level ISLOs are

achieved. Even though past practices for awarding degrees and certificates had proven to be effective, the addition of the SLOAI will facilitate even more accountability.

Grossmont College has partially met Standard II.A.2.i.

Planning Agenda

See IIA.1.c.

3. **The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:**

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

Descriptive Summary

The college general education requirements are determined by Title 5 of the California Education Code (2.25) and implemented by the Curriculum Committee of the Academic Senate. Faculty within the disciplines determine the current content and methodology of the general education areas. All general education courses are regularly reviewed by the Curriculum Committee to ensure that they introduce the student to the content and theoretical base of the material studied and to methods of inquiry in that field. The Curriculum Committee ensures that current and relevant content and methodology are maintained in all general education courses by notifying departments through the Instructional Operations Office when their course outlines have not been reviewed in the most recent five years.

Faculty specializing in general education areas submit new and updated course outlines to the Curriculum Committee for general education consideration. The Technical Review Committee of the Curriculum Committee provides feedback to faculty to help ensure specificity in answers and consistency in documentation required on the Grossmont College General Education forms (2.40). Published in the Curriculum Handbook (2.1), the general education philosophy allows faculty to understand the criteria to develop new courses or evaluate existing ones. Completed course addition or modification paperwork is then submitted to the Curriculum Committee and reviewed for consistency, accuracy, and rigor.

The general education forms for the Curriculum Committee utilize language quoted directly from Title 5 for each area of emphasis. For instance, "Area A: Language and Rationality" describes relevant courses as "those which develop for the student the

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principles and applications of language toward logical thought, clear and precise expression, and critical evaluation of communication in whatever symbol system the student uses" (2.40, 2.25, Section 55806). Faculty must provide consistent data throughout the content, objective, and evaluation sections of the course outline and must apply the course content and methodology to the questions on the general education forms.

Presently, SLOs are not listed in course outlines; however, the sections "Objectives" and "Methods of Evaluating Student Performance" on the course outline require students to understand the basic content and methodology in the major areas of knowledge. The Technical Review Committee, and then the full Curriculum Committee, reviews the objectives on the course outlines to ensure that they meet general education requirements. For instance, Grossmont's "Area D3: Social Sciences—U.S. History and Government" is required by Title 5 to "focus on people as members of society. Courses in this category should be designed to develop an awareness of the methods of inquiry used by the social and behavioral sciences and be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate." Accordingly, the general education form asks such questions as:

1. In what ways does this course focus on people as members of society?

2. How, *specifically,* does this course develop an awareness of the methods of inquiry used by the social and behavioral sciences?

Listed below are a sample of outcomes for Early American History (2.41) provided to meet the general education requirements:

The student will achieve the following learning objectives:

- Compile list of books and nonprint resources on relevant historical topics and events in order to research historical topics.

- Analyze economic change, social change, intellectual movements, and the importance of science and technology in America's development.

- Evaluate significant theories of historical development.

- Analyze how various geographical areas and groups, such as ethnic minorities and women, influenced early American history.

- Analyze the relationships between regions of the U.S. in the context of major events.

- Examine the rights, obligations, and activisms of citizens under the U.S. Constitution.

- Critically apply the basic themes of early American history to present history.

Grossmont College employs this rigorous process of course approval, ensuring that all new and revised courses meet the general education philosophy adopted by the institution. After discussion and approval at the department level, the course outline form (2.42) is reviewed by the articulation officer who ensures that it is in compliance with the college general education requirements for the A.A./A.S. degree, as well as requirements determined by transfer institutions. A representative from the Learning Resource Center and the Evaluations Office also review course proposals for accuracy. The outline, the proposal, and the general education forms are then reviewed by the Curriculum Committee. The following information is provided for each course:

1. Course number, title, units, hours
2. Prerequisites and/or corequisites
3. Catalog description
4. Course objectives, stated in the format of student learning outcomes
5. Instructional facilities necessary
6. Special materials required of student
7. Course content
8. Method of instruction
9. Methods of evaluating student performance
10. Outside-class assignments
11. Texts: suggested, required, and supplementary.

The institution specifies intended comprehensive outcomes as course objectives, which are measured by the documented methods of evaluating student performance. Achievement data through faculty measures and institutional research is accessible.

General education courses demonstrate student achievement of learning objectives in several ways. Faculty identify and develop assessments which measure how well students are achieving course objectives. The research office provides information on student success and retention through Data on Demand (2.11). Both the district and the college monitor improvement outcomes. The research office collects and evaluates the bulk of improvement data, but other offices contribute as well, most notably Instructional Operations and Admissions and Records. Finally, the program review process, which requires an in-depth departmental analysis of the data provided by all of the above, plays a major role in generating initiatives and strategies to achieve those goals.

Through the Curriculum Committee content review process, departments develop entrance and exit skills for courses. By successfully passing tests of exit skills, students are able to apply their understanding and skills to the successive course, other coursework, employment, or other endeavors. Skills and knowledge obtained in general education courses are designed to provide students with "experiences which will greatly broaden the students' educational opportunities and strengthen the society's democratic

institutions … and to provide an education through which students may create rewarding lives, productive for themselves and for society, based on an understanding of the relationship between the past and the challenge of the present and the future." (2.10)

As an example, the English Department developed entrance and exit skills for each English composition course. Those skills are delineated on course outlines. Exit skills in the English 110 course require students to develop their ideas and produce writing that is substantially free of major grammar and usage errors while asserting, supporting, and documenting an argument. Student competency in these areas is necessary not only as a prerequisite for English 120, the next college composition and reading course, but also for other courses requiring college reading, writing, and research skills.

Furthermore, competence in each program is evidenced by the completion of course requirements to the satisfaction of the instructor and as delineated on course outlines and syllabi. Instructors assess competence in skill areas through the use of written objective tests, written compositions, oral presentations, individual or group projects, and portfolios. The English Department has dialogued and implemented consistent department-wide criteria for evaluation, ensuring equal assessment of all students' successful completion of English courses.

In another example, competence with respect to mathematical computation is demonstrated by the completion of Math 103 (intermediate algebra) or higher. These courses teach computation as well as quantitative and qualitative reasoning. Skills are assessed through the use of tests as well as in-class and outside assignments. Mathematical competence serves the students well beyond additional math courses.

Community learning linkages (Project Success) such as those between English reading and writing courses have promoted and bolstered the college-level language skills of those students enrolled. Anecdotal evidence from participating students indicates not only satisfaction with what they have learned in these linked courses but also a desire for further opportunities to study in these integrated learning environments. The English Department has been compiling statistics that confirm the strength of these linkages for student success. Research studies provide statistical evidence that Project Success courses have higher success and retention rates than non-Project Success courses (2.21).

Evidence shows that Grossmont students who transfer to San Diego State University (SDSU) perform successfully. Since 1998, when the research office pioneered a tracking system for Grossmont transfers to SDSU, students have been tracked anonymously on what courses they take at SDSU and their grades and degrees earned (2.43). The data reveal that Grossmont students perform as well as or better than other community college transfer students at that university.

In addition, other statistics regarding the achievement levels of transfer students reveal that they are generally successful at other California State University (CSU) System and University of California (UC) System institutions in most areas of general education in the major areas of knowledge, capability to be productive individuals and lifelong learners, and historical and aesthetic sensitivity.

Research is also available on (1) the number of transfers from Grossmont to CSU and UC, (2) first-year grade point average (GPA) at CSU from 2000 to 2005, and (3) continuation rates at CSU from 2000 to 2005. In 2004-05 Grossmont transferred 891 students to CSU and 150 to UC universities, according to figures from the California Postsecondary Education Commission. First-year GPAs of Grossmont students at CSUs between 2000 and 2005 were very close to, or exceeded, the GPA of other transfer students. Former Grossmont College students continued at CSUs between 2000 and 2005 at a rate slightly higher than that of all transfer students combined, except for 2002-03, when both Grossmont and all other transfer students continued at a rate of 85%.

The 2006 (2.2) accreditation survey revealed that students benefit from general education; 1,171 students participated in this study. Students were asked about their understanding of general education requirements and to what extent the general education requirements of Grossmont College have contributed to their development, skills, and knowledge. Survey results showed that 69.7% of students agree that Grossmont has clearly defined general education requirements for all of its academic and vocational degree programs (Question 87). Additionally, students indicated that general education requirements contributed to the development of a variety of skills and characteristics to a great or moderate extent, including written communication skills (82%), oral communication skills (77%), critical thinking/problem-solving skills (80%), math/quantitative skills (75%), appreciation of cultural diversity (64%), intellectual curiosity and desire for lifelong learning (76%), and personal and civic responsibility (68%) (Question 22).

Self-Evaluation

As evident in the student survey, Grossmont has a well-developed general education program, and students find they are achieving success in it. Furthermore, general education requirements are communicated effectively to students and stakeholders. The effectiveness of general education courses is derived from a rigorous curriculum process, ensuring that courses are updated every five years. The resulting courses are now evaluated for student learning outcomes, which are currently in the form of course objectives and methods of evaluating student performance. Curriculum review also ensures that course content matches those outcomes and that courses remain current and relevant for student success.

The findings introduced in relation to this standard demonstrate that all the degree programs offered by Grossmont College contain courses that cover the basic content and methodology of all major areas of knowledge. In addition, these courses mandate understanding of these areas through demonstrations related to specified student learning outcomes. Evidence in support of these assertions reveals that Grossmont College follows regulatory and institutional requirements, as well as the disciplinary expertise of faculty, to ensure that students acquire general knowledge enabling them to be successful in subsequent courses and transfer institutions. Confirmation that students attain what they are intended to achieve is documented by research conducted by faculty, the districtwide research office, and faculty and student responses to survey questions.

Grossmont College meets Standard II.A.3.a.

Planning Agenda

None.

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

Descriptive Summary

Through the general education program, Grossmont College students are exposed to learning experiences that promote the likelihood that they will become productive individuals and lifelong learners. Among the skills they are expected to achieve are those in oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and knowledge acquisition. Students completing the general education program meet or exceed competence (a grade of C or better) in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking. Students also may demonstrate competence through credit by examination, credit by the College Level Examination Program (CLEP), or submission of Advanced Placement (AP) scores. Additionally, competence is established by successful completion of at least 30 units of general education courses in language and rationality, natural sciences, humanities, social sciences, and physical education.

Associate degree students must complete a minimum of 30 units of general courses as outlined in II.A.3.a. Through consistent assessment, updating course outlines every five years, and program reviews every six years, the college ensures that students obtain expected skill levels and that those expectations are clearly delineated in course outlines. To obtain consistent assessment, Grossmont College has for decades expected programs to undergo systematic, rigorous program review. In addition, for two years the college has engaged in dialogue to implement student learning outcomes to strengthen implementation of student objectives and the assessment of achievement. Departments will identify program-level and course-level SLOs to ensure that all general education students obtain competency in these graduation requirements.

The college ensures that students meet the required collegiate skill level, identified in course outlines, through a consistent process. Course outlines must match objectives and methods of evaluating student performance with content, indicating that students learn content and achieve course objectives through effective methodology. Assessments listed on course outlines must indicate how students meet those objectives. The Curriculum Committee Handbook (2.1) provides guidelines for writing course objectives. It advises using:

A minimum of four objectives must be specifically stated, avoiding vagueness and generalization.

A minimum of two of the total number of objectives must reflect the application of critical thinking skill components. (Helpful terms, such as *critique, analyze, evaluate, differentiate*, etc., are provided to guide writing of the objectives.)

The institutional definition of critical thinking as established by the General Education Committee and endorsed by the Academic Senate, which reads:

> *Critical thinking* is the commitment and disposition to fair-mindedly analyze, interpret, evaluate, and synthesize arguments, information, and experience with a composite of reflective knowledge, abilities, attitudes, and values to guide thoughts, beliefs, and action.

A minimum of four of the stated objectives must be quantitatively measurable.

First the Curriculum Committee's Technical Review Subcommittee and then the full Curriculum Committee assess each course outline for the *intensity* of the course for collegiate level, as delineated in Title 5 (2.25, Section 55002):

> "The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity which prepares students to study independently outside of class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students completing each such course successfully will have acquired the skills necessary to successfully complete college-level work upon completion of the required sequence of such courses."

The committee assesses the intensity of the course for collegiate level through information provided on the course outline and dialogue with faculty and deans about the following sections of the course outline:

4. Course objectives, stated in the format of student learning outcomes
7. Course content
8. Method of instruction
9. Methods of evaluating student performance
10. Outside-class assignments
11. Texts: suggested, required. and supplementary

Student skills are measured in various ways, as implied by items 9 and 10, above, on course outlines. Assessment must directly relate to the measurable course objectives and

may include tests (objective and subjective), writing assignments/research papers, projects, and/or performance activities. Essays, problem-solving, or skills demonstrations must assess specific proficiencies. All general education courses must include substantial writing assignments. Typical outside assignments (10 above) must demonstrate critical thinking, utilizing their course texts (11 above), library materials, or other research resources.

Although computer literacy is an institutional value with institutional SLOs, computer literacy is not currently a requirement of the general education package. Grossmont College has a wide array of computer and personal development courses designed to teach computer literacy. Students are not only practicing their information and computer literacy skills in many, if not most, Grossmont courses, but also the college facilitates their growth in these areas. The Library and Technology Resource Center (LTRC) provides students with access to computers and with staff support to aid in students' computer literacy. Grossmont offers a range of courses in Library Information Resources (LIR), Business Office Technology (BOT), and Personal Development Counseling (PDC) to teach students competency in information and computer technology. BOT courses include Basic Keyboarding, Building Keyboarding Skills, Windows Basics, Essential Word, and many more. LIR courses include LIR 110: Research Methods in an Online World, and a new course: College Research Methods. PDC offers, among others, Strategies for Success in Online Courses.

The program review process has proven that the above processes and measurements are effective in ensuring that students have attained the required skill level in both general education classes and in their major coursework, since the program review documents include data and analysis on student success and retention in individual courses, as well as courses in a series. Data on transfer and employment of program graduates are also considered in program review analyses.

Evaluation for II.A.3.b follows IIA.3.c descriptive summary.

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

Descriptive Summary

Through its general education program, Grossmont College endeavors to educate its students about ethics, citizenship, interpersonal relations, cultural diversity, historical and aesthetic values, and assumption of responsibilities in a global society. The college has a lengthy history of educating students in these areas through teaching to course objectives and assessing student performance in achieving the objectives. Over the past two years, through regular staff development activities, departmental meetings, and a variety of Academic Senate meetings, Grossmont College has engaged in dialogue to establish

student learning outcomes (SLOs) at the course and institutional levels; institutional SLOs (ISLOs) (2.44) proposed by the Academic Senate include ISLOs focused on developing a productive and ethical citizenry.

The Academic Senate has facilitated the creation of these institutional SLOs. Consistent with the college educational philosophy and mission, the institution has created the following SLOs regarding ethics and citizenship:

> Demonstrate cultural competence by respecting all people.
> Commit to egalitarian and democratic values.
> Attain self-understanding and willingness to accept personal responsibility.
> Value lifelong learning.
> Exhibit civic and environmental responsibility.
> Exhibit ethical principles in decision-making.
> Understand and utilize history in decision-making.

Courses in the general education requirements are specifically designed to instill knowledge and critical understanding of ethics and effective citizenship. In Areas C: Humanities and D: Social Sciences, students may choose from a variety of courses in philosophy, humanities, cross-cultural studies, political science, history, sociology, and psychology, among others that emphasize cultural competence, democratic values, ethical choices, and personal responsibility. For example, History 108, Early American History, and History 109, Modern American History, include among their objectives the role of citizens and democratic values in historical change. Humanities 125, Women and Western Culture, places emphasis on "the manifestations of women's struggles across the spectrum of human experience." Philosophy 140, Problems in Ethics, "involves the exploration of moral theories and principles to see how they affect the individual and society." Political Science 124, Introduction to Comparative Government and Politics, analyzes the political systems of a variety of countries "to understand the importance of political development, political institutions, political actors, political processes, and political change for the dynamics of today's global society."

Perhaps no courses are more effective in developing student ethics and civic responsibilities than the Community Service Learning Experience (CSLE). Several disciplines offer a one-unit course that requires 60 hours of community service. This service is linked to content and methodology of the disciplines, allowing students to apply the lessons learned in the disciplines to life experiences. CSLE is a community outreach program that promotes the national agenda of volunteer engagement. The purpose is to provide students the opportunity to explore options and careers in a selected area of study, while at the same time providing much-needed services in the community. Major goals of the national movement in CLSE are to instill in students an understanding of the challenges communities face in maintaining self-sufficiency; civic pride and duty; and the rewards of connecting and providing services to one's own community. Examples of Grossmont courses in CSLE, always numbered 194, are cross-cultural studies, English, exercise science, history, and math.

In addition to the one-unit course, some Grossmont students have the opportunity to experience CLSE as a substitute for a class assignment. Instructors in both psychology and history, for example, offer students the choice of working 15 hours for an agency, applying the lessons in the course to their service work, maintaining a journal, and writing a final essay about the ways in which their service work augmented the course content and methodology.

As of the last accreditation report, Grossmont had an active core of general education faculty participating in various forms of CSLE with students, through the one-unit 194 courses, or in general education courses where students participate in civic duties in lieu of a writing assignment. A video produced by the CSLE Office as well as the pamphlet reprinting student reflection papers revealed that CSLE was an effective tool in promoting civic, social, and political responsibility in students. Students participating in CSLE connected their volunteerism to the content and analysis of the discipline, thus reinforcing the objectives of a general education course; at the same time, they experienced first-hand the challenges faced by communities and the importance of their own contributions to maintain democratic, independent, viable communities. Lacking funding at the college and district level, however, the central office for Grossmont CSLE, created with an institutionalization grant, closed, and the faculty coordinator was released. Since then, both faculty and student participation in CLSE has dramatically fallen because the tracking of students, their forms, and the community sites is too time-consuming for most faculty to pursue on their own (2.45).

Students also have the opportunity to learn effective leadership, ethics and governance through participation in Associated Students of Grossmont College (ASGC), Inc. (2.46) The ASGC offers students the opportunity to participate in an important and varied program of activities. From self-government to membership on collegewide committees to interaction with faculty and administration, the opportunities for developing interpersonal and decision-making skills, ethics, and civic leadership make ASGC a basic part of the educational program at Grossmont College.

The results of the student surveys cited in II.A.3.a. indicate student satisfaction that the college general education program provides them with oral and written communication skills, reasoning, and critical thinking. The results of the 2006 accreditation survey (2.2) show that 92% of faculty respondents and 73% of student respondents agree that the faculty incorporates values, ethics, civic responsibilities, and diverse perspectives when presenting the issues (Question 123). Sixty-eight percent of student respondents agree that the knowledge received through their general education courses has contributed to their personal and civic responsibilities (Question 22).

In response to the 2002 accreditation visiting team recommendations, the college Curriculum Committee, which oversees general education, formed a subcommittee on diversity in Spring 2003. The subcommittee has researched and collected information about the history of GE diversity discussions, diversity requirements at other community colleges in California, state and national definitions of diversity, infusion of diversity into GE classes at other colleges, and ways to successfully implement diversity GE at Grossmont. The subcommittee recommended a two-fold approach to incorporating

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diversity into general education: (1) require six units of GE diversity, to be comprised of GE courses or major courses already available to students. Students will be able to choose from courses they would already be taking for their major or another area of GE, so this requirement will not expand their graduation units; (2) infuse diversity skills and content into all GE classes. The subcommittee recommended a process for incorporating diversity into the curriculum review process: It established criteria that qualify courses meeting the diversity requirement so that when the subcommittee reviews course outlines, it can easily identify courses meeting the diversity requirement. The subcommittee also sent liaisons to the Student Success Committee and the District Equity Committee to address diversity. Finally, the subcommittee recommended that a permanent, collegewide Diversity Committee be established that includes representatives from various programs throughout the college. See the Diversity Subcommittee Report to the Curriculum Committee and Academic Senate, as well as its attachments Criteria for Evaluating Course Outlines for the Diversity Requirement and Courses Under Consideration for the GE Diversity Requirement (2.47).

Faculty have created and updated relevant and stimulating courses designed to instill cultural competence in students on many levels. Because the WASC Statement on Diversity describes "diversity" as "an increasingly comprehensive term," the subcommittee defined it as a "wide variety of perspectives, including, but not limited to, racial, ethnic, cultural, physical, gender, and sexual orientation." Upon review, the subcommittee concluded that there are dozens of courses already in Grossmont's general education package that either already qualify, or with some slight modifications will qualify, for the proposed diversity requirement (2.47).

The proposal for the diversity requirement in general education and the plan for infusion of diversity into all general education courses will be brought to the Academic Senate for approval in Fall 2007 (2.48).

Self-Evaluation

The findings introduced in relation to these standards demonstrate that all of the academic and vocational degree programs offered by Grossmont College contain courses that cover the basic content and methodology of all major areas of knowledge. Evidence introduced revealed reliance on standard processes related to curriculum development and program reviews, as well as initiatives undertaken by the Curriculum Committee and Academic Senate, to ensure that students are exposed to this knowledge. While institutional activities are planned to expand the amount of exposure students receive to studies related to diversity, evidence was cited that the college already offers broad options for students to explore issues related to diversity and life-long learning.

Grossmont College meets Standard II.A.3.b. and c.

Planning Agenda

None.

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

<u>Descriptive Summary</u>

All degree programs offered at Grossmont College must have at least one established interdisciplinary core or an area of focused study. The minimum core requirement is 18 college credit units designed to meet student needs in a specialized or related field of study. In addition, students are required to complete a minimum of 30 units in the general education core and 12 units of electives, with an overall total of at least 60 degree-applicable units of associate degree college credit coursework. The catalog indicates all degree requirements for an associate in arts (A.A.) and an associate in science (A.S.), as well as the transfer requirements to the UCs and CSUs. The associate degree programs section in the catalog lists the information on specific degrees and certificates. For example, in the Cardiovascular Technology major, students take courses primarily in the field of Cardiovascular Technology, but they also take GE courses in language/rationality, natural sciences, humanities, social sciences and fitness/wellness before they are conferred with an associate degree in Cardiovascular Technology. Another example is the Japanese associate degree. Students take courses primarily in the Japanese language, but they also take history and cross-cultural studies courses in addition to their GE core of language/rationality, natural sciences, humanities, social sciences, and fitness/wellness.

The college maintains updated information regarding degree and certificate requirements in the college catalog, which is printed once a year, and in individual major brochures, available in the Counseling Center, in department and deans' offices; and on the college website. In identifying degree and certificate programs, the catalog outlines the specific content of courses, the objectives, and the level of skill and knowledge required for successful completion of degrees and certificates. Moreover, the catalog indicates which programs prepare a student for work and/or career advancement and which are A.A./A.S. nontransfer or A.A./A.S. transfer degrees.

<u>Self-Evaluation</u>

All degree programs offered at Grossmont College require a focused area of study or an established interdisciplinary core involving minimum numbers of credits. Evidence supportive of this assertion demonstrates that the institution surpasses the requirements of this standard.

Grossmont College meets Standard II.A.4.

<u>Planning Agenda</u>

None.

5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment

and other applicable standards and are prepared for external licensure and certification.

<u>**Descriptive Summary**</u>

A rigorous standard is ensured for vocational and occupational degrees and certificates through a combination of processes which include specialized accreditation bodies, dialogue with vocational advisory committees, a well-established program review process, and student preparation for and passage of external licensure and certification examinations. For example, Administration of Justice, Cardiovascular Technology, and Nursing acquire reliable information about the ability of their graduates to meet employment competencies through review of test scores on standardized certification or licensure examinations secured from the external agencies which do the testing. According to reports received, graduates of these and other programs have high pass rates (2.49). These data are annually updated by each respective department and published in program review documents as measures of program effectiveness. In addition, some program heads collect employment information from their graduates and keep records of it. Collection of such information is most successful when students are hired while still in their programs, as is the case with those enrolled in the Cardiovascular Technology (CVTE) Program; because of its nationally recognized status, prospective employers visit the college and make offers to CVTE students prior to completion of their programs. Program heads would like collection of employment data to be incorporated into the institutional data collection system so records would be more useful for assessing program effectiveness.

The documentation of student competence begins with the official course outline, which is required for all courses in the curriculum and is maintained in the Instructional Operations Office. The faculty, in consultation with advisory committees and the guidelines and essentials of various accrediting or licensing organizations, develop appropriate course outlines. Content review is required for courses listed in a specific sequence; entrance and exit competencies are established for sequential courses. As with all courses, the faculty evaluate students by written examination, assigned projects, and behavior performance. For example, Business Office Technology (BOT) has developed courses that utilize Skills Achievement Manager software that allows students to work in the Microsoft Office environment under instructor-designated parameters. The software provides continuous assessment and feedback to the student and to the instructor throughout the assignment and a comprehensive assessment at the end of the project.

In selected programs such as Health Professions, national accrediting organizations and/or licensing agencies specify student outcomes as part of the process to attain and maintain program accreditation. Advisory committees provide vocational programs with current standards and demands in the field of study. Many of the occupational programs include hands-on performance tests that show what a student can do as well as what they know at the completion of the course. In some programs, graduates must pass statewide or national exams in order to be licensed to practice or gain national registry. For example, the Administration of Justice program uses performance examinations to assess skills on the firing range. Assessment is performed via a timed, daylight, combat-firing

exercise, prescribed by the California Commission on Peace Officer Standards and Training (POST). The student must demonstrate proficiency within agency-approved handgun requirements and achieve a POST-established minimum passing score.

Self-Evaluation

Grossmont College students who complete vocational and occupational certificate and degree programs are successful in securing licensure, certification, and employment in their field of preparation, according to evidence introduced in relation to this standard. High pass rates for such examinations are routine among Grossmont College graduates. In some fields, the programs have earned national or regional recognition for excellence, so students are recruited for positions in advance of program completion. Some program heads maintain independent records of individual student employment data, but they would prefer that the institution collect the data systematically. Despite this, there is abundant evidence that Grossmont College vocational and occupational programs exceed the standard.

Grossmont College meets Standard II.A.5.

Planning Agenda

By the end of Fall 2010, the college will establish a system for collection of employment data regarding students who complete certificate and degree programs in the vocational and occupational areas.

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

Descriptive Summary

Grossmont College endeavors to address the issues identified in this standard by systematic curriculum review and publication of information that clearly communicates relevant information. The following paragraphs describe these measures:

Curriculum Review

The Curriculum Committee carefully checks each course proposal that is submitted for clearly established objectives and appropriate methods of evaluating student outcomes. Moreover, each official course outline includes learning objectives, and courses have undergone content review when prerequisites, corequisites, and recommended preparations are included for the purpose of establishing entrance and exit skills. These entrance and exit skills are usually delineated on course syllabi. Course syllabi (2.28)

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receive close scrutiny by the division deans to make sure that course objectives are clearly stated, and faculty distribute course syllabi to students during the first week of classes. In addition, each academic division requires that faculty submit a current syllabus during the first two weeks of each semester. New faculty members are provided with information in the Faculty Handbook on developing an effective syllabus as well as in the Faculty Information section of the website (2.39, 2.50).

Catalog

The Grossmont College Catalog (2.10) is made available to students, public and private institutions, and the community. The college catalog is designed to be a comprehensive guide to students regarding the college, its academic programs, resources, and policies. A statement delineating the educational purposes of the college is published in the catalog as part of the institutional mission and is posted on the college's website. The complete catalog is posted on the Admissions and Records website. The catalog contains residency and admissions requirements for entrance to the college as well as admissions information for allied health programs, general education requirements, associate degree requirements, course descriptions, financial aid and scholarship information, along with general information on student activities and services. Members of the full-time faculty, classified staff, distinguished faculty, Academic and Student Services administration, and the Governing Board are listed in the catalog. Sections of the college catalog, identified as "Divisions of the College" and "Associate Degree Programs and Certificates of Achievement," describe each program of study, including statements about the focus of the program and jobs available to students who enroll in the program (2.10).

Transfer

Grossmont College clearly states transfer of credit policies in the college catalog. The catalog states, after each course description, whether the course is degree-applicable, transferable, and/or satisfies a general education requirement. The Transfer Center also provides students with information and resources on transfer to a California State University, the University of California, independent colleges and universities, and out-of-state four-year institutions. The Transfer Center contains resources such as reference books and college applications. There are also two computer terminals available for students to access College Source (a computerized college search program), ASSIST (California's official website for transfer information and articulation), and other transfer information websites. Representatives from four-year colleges and universities visit campus regularly to advise students, free of charge. Workshops on transfer-related topics are presented throughout the year and students are assisted with completing university admission applications (2.51).

Brochures

Grossmont College has a variety of brochures (2.52) from instructional departments available in the Counseling Center. These brochures are designed by department faculty and revised when program modifications are made through the curriculum process or are

developed by the department members when new ideas or programs need promotion in the community.

Schedule

The schedule of classes (2.38), published three times a year, is another source for identifying courses offered as well as for providing critical student information regarding admissions, registration, financial aid, calendar, maps, and a summary of pertinent policies. It is reviewed by the Instructional Operations Office and both Academic and Student Services programs for accuracy with the development of each publication. The schedule of classes serves as a promotional tool as well as an informational document, highlighting new offerings/programs and emphasizing programs/services with which students may be unfamiliar.

Website

Both the catalog and class schedule serve as primary sources for students and are uploaded to the college website (2.10, 2.38). The website enables the college to update course offerings after schedule publication, making the website the most current source of information regarding class schedules. In addition to current information regarding classes, the college website provides other information critical to students. Financial aid information, for example, is provided directly from the Financial Aid Office to the webmaster for uploading, ensuring accuracy and timeliness.

The 2006 Accreditation Survey Results

The 2006 (2.2) accreditation survey indicates that students are largely in agreement (88%) that external college publications, such as the class schedule, student handbook, and catalog are accurate (Question 3). Nearly the same percentage (83.2%) of students agree that the course outlines and syllabi clearly specify the subject matter to be covered, the skills to be acquired by the students, and the methods of evaluation used by faculty (Question 12). However, when asked if the college has clearly defined general education requirements for all of its academic and vocational degree programs, the student response was somewhat less favorable, with only 69.7% of students in agreement (2.2, Question 87).

Self-Evaluation

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

Grossmont College meets Standard II.A.6.

Planning Agenda

None.

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

Descriptive Summary

Grossmont College clearly states transfer of credit policies in the 2006-07 college catalog (2.10) (pp. 31-40). After each course description the catalog states whether the course is associate degree applicable, transferable, and/or satisfies a general education requirement. The Evaluations Office, located in the Admissions and Records area, researches and evaluates credits accepted, including those for associate degree and transfer general education, to ensure that the courses achieve educational objectives comparable to Grossmont College courses. Once an official student transcript is received, a counselor may request an evaluation of it to determine course equivalencies. There is a three- to five-day evaluation period. An online evaluation system is used to evaluate student records for general education certification. Students requesting credit for foreign coursework or degrees must have their transcripts evaluated by one of two recommended credential services.

Efforts have been undertaken to formulate articulation agreements with four-year institutions. Grossmont College has extensive articulation agreements with the three local public universities (UCSD, SDSU, and CSU San Marcos) and copies of these agreements are distributed to students in the Counseling Center and Transfer Center. Grossmont College has several articulation agreements with all of the major CSU and UC campuses and many local independent colleges in the San Diego area and continues to increase the number of agreements every year. ASSIST, the official website of articulation agreements in California, is available to students in several areas on campus.

Statistics provided by the research office indicate that these articulation agreements have facilitated the transfer process for many Grossmont College students. The table below shows the number of students who have transferred to four-year colleges and universities since Fall 2000.

Fall Semester Transfers	Spring Semester Transfers
Fall 2001: 1,285	Spring 2002: 646
Fall 2002: 1,308	Spring 2003: 613
Fall 2003: 1,566	Spring 2004: 487
Fall 2004: 1,545	Spring 2005: 520
Fall 2005: 1,549	Spring 2006: 668
Fall 2006: 1,361	

Grossmont College continues to increase the number of articulation agreements with local high schools through liaisons with the East County Tech Prep Consortium and the High School Advisory Council. These agreements require a formal and program-specific articulation. The secondary schools and Grossmont College commit to jointly develop and implement these agreements, which are then reviewed on a yearly basis.

The college follows California Code of Regulations (CCR) requirements regarding transfer-of-credit, by publishing policies and procedures in the catalog. The Evaluations Office serves students seeking transfer credit approval for application to Grossmont College degrees. The Transfer Center assists students seeking to transfer Grossmont College credits to other institutions.

These policies are regularly reviewed by both the Transfer Center and the articulation officer as well as other staff involved in the transfer process at the college and in the research office. The research office reviews transfer patterns and publishes periodic reports to guide policy-making.

Through a full-time articulation officer, the college uses conventional articulation procedures to ensure that courses are transferable from high schools and other institutions to the college and from the college to upper-division institutions and other community colleges.

Self-Evaluation

Grossmont College students are apprised of transfer-of-credit policies through college publications and staff who are employed to counsel them individually. Evaluations and articulations staff work with faculty and students to ensure that policies and procedures facilitate student mobility without penalty to their academic success or progress.

Grossmont College meets Standard II.A.6.a.

Planning Agenda

None.

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

Descriptive Summary

Program review is the primary vehicle for program evaluation and improvement. When program review results in the elimination of either a course or program—or when courses or programs are significantly changed as the result of program or other review—provisions exist in both catalog rights and college policy that ensure students have ample opportunity to complete their education in a timely manner (2.10). Catalog rights make it

possible for students in continuous enrollment—with an absence of no more than one semester—to complete program and/or course requirements that were in effect when they initially enrolled at the institution. If a program changes significantly, or if courses are added or dropped so that catalog rights cannot be exercised, the student may, by petition or otherwise, either substitute other courses or have courses waived. The initiation of such actions is guided by the Counseling Office and may require the approval and signature of faculty, department chairs, deans, or other college officials. Independent study is also an option when events such as these might warrant the use of this method of content delivery. Whatever action is called for in these cases is viewed from the standpoint of doing that which would provide the least amount of disruption to the program and progress of the student and is in the best interest of the student.

Program review documents and guidelines as well as a very comprehensive 2005 to 2006 Curriculum Committee Handbook thoroughly describe for faculty the processes by which both courses and programs can be developed and discontinued. The college catalog then clarifies for students what they must or may do when such events occur. The intent is that students are never harmed by either course or program discontinuance. The catalog and/or Counseling will guide the process so that students achieve an outcome that is satisfactory to them. Where possible, both courses and programs will be supported through an announced date so that students have ample opportunity to complete them. When this is either financially or otherwise impossible, courses will be substituted or waived and students redirected. In all cases the emphasis will be on allowing students to satisfy their preset goals in a timely fashion. Again, the student is of utmost importance and, philosophically, the college will ensure that this remains true. As such, the consideration of any change in course and/or program requirements that might disrupt the student's progress is documented in the catalog.

Self-Evaluation

Curriculum and program review documents and procedures address issues related to program elimination and changes. The catalog publishes information for students on what occurs under such circumstances. Counselors interact with students using set procedures so they may complete their education in a timely manner with minimal disruption.

Grossmont College meets Standard II.A.6.b.

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

Descriptive Summary

Grossmont College is committed to providing information to prospective and current students as well as the public in a variety of sources, including the catalog, website, and class schedules, among other publications. The catalog is updated yearly and is available in print and online via the college website. Class schedules are available in both print and online formats for fall, spring, and summer sessions. Campus publications are regularly reviewed and updated as state regulations and district policies are revised and/or established by committees, including but not limited to Educational Development and Innovation Committee (EDIC), Curriculum, Planning and Budget, Program Review, District Prerequisite Task Force, Instruction Administrative Council, District Academic Calendar, and Classified Staffing. Programs are reviewed by both the Curriculum and Program Review Committees. Student Services are monitored by both Academic and Student Services Divisions.

In the 2006 (2.2) accreditation survey responses, students are in agreement with statements regarding how the college represents itself. In fact, 88.6% of students agree with the statement "External college publications (e.g., class schedule, student handbook, and catalog) provide accurate information" (2.2, Question 3). Faculty responses to the same question are overwhelmingly positive, with 94.2% of faculty in agreement (2.2, Question 3). In terms of internal publications, both faculty and college staff agree with the statement "Internal college publications (e.g., shared governance handbook, faculty handbook, staff development handbook) provide accurate information," with 83.5% of faculty and 73.7% of college staff in agreement (2.2, Question 4). A favorable response is given by both students and faculty for the statement "Course outlines and syllabi clearly specify the subject matter to be covered, the skills to be acquired by the students, and the methods of evaluation used by faculty," with 83.2% of students and 94.1% of faculty in agreement (2.2, Question 12). Finally, both students and faculty also agree with the statement "The college has clearly defined general education requirements for all of its academic and vocational degree programs," with 69.7% of students and 90.9% of faculty responding favorably (2.2, Question 87).

Self-Evaluation

At Grossmont College, policies and practices regarding publications are reviewed systematically on a periodic basis. Annual reviews of all catalogs, statements, and publications, including those in electronic formats, occur in specified governance venues. Student achievement is presented to the public via publications containing current data developed by the research office and published in program review documents. Faculty and student surveys support these assertions.

Grossmont College meets Standard II.A.6.c.

7.   In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty and specific institutional beliefs or worldviews.

These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

Descriptive Summary

The Governing Board of the Grossmont-Cuyamaca Community College District (GCCCD) adopted policy which delineates four points of academic freedom—BP 4030, Academic Freedom (2.53). Board policy also prescribes "that a community college should provide experiences which will greatly broaden the students' educational opportunities and strengthen the society's democratic institutions" (BP 1300, Educational Philosophy*)* (2.54).

Grossmont College publishes statements on academic freedom and ethics within the college catalog and the *Handbook for Full-Time and Part-Time Faculty* (2.39):

> "On November 16, 1992, the Grossmont College Academic Senate adopted the Academic Senate for California Community Colleges' modification to the 1987 'Statement of Professional Ethics' of the American Association of University Professors. The statement sets forth five ethical obligations of faculty to which Grossmont College subscribes" (2.39, p. 6).

To implement Governing Board policy, Grossmont College faculty regularly consider issues of academic freedom, honesty, integrity, and student rights and due process during Professional Development Week, at the beginning of every semester. For example, the Fall 2005 Professional Development Week keynote speaker was Roger Bowen, General Secretary for the American Association of University Professors (AAUP). (Professional Development Calendar, Fall Flex Week, August 15-19, 2005) (2.9). Dr. Bowen's keynote address was titled "Academic Freedom and Tenure: Why We Must Be Vigilant and How We Might Be Empowered to Act." In a time when public education is moving to greater standardization and accountability, faculty understanding of the rights and responsibilities of academic freedom is essential.

The 2006 (2.2, Question 5) and 2000 (2.3, Question 31) accreditation survey information shows that the faculty (76.2%) and students (83.2%) believe that the college supports academic freedom; however, only 45% strongly agree or agree with the statement that GCCCD supports academic freedom (Question 98). The survey results show that 76.2% faculty, 58% staff, and 74.7% students either strongly agree or agree that the college fosters an environment of ethical behavior.

Survey Statement		% Strongly Agree or Agree	
Question	**Respondents**	**2000***	**2006**
Q5. This college, as a whole, supports academic freedom.	Faculty Students	82.1% N/A	76.2% 83.2

*2000 wording: "College supports academic freedom."

Self-Evaluation

The findings introduced in relation to this standard and the positive results of the survey demonstrate that the college makes and uses public Governing Board-adopted policies on academic freedom and responsibility. The college does not purport any specific institutional beliefs or worldviews. The policies in place make clear the institutional commitment to the free pursuit and dissemination of knowledge; both faculty and students support the conclusion that the college is achieving its policy objectives.

Grossmont College meets Standard II.A.7.

Planning Agenda

None.

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

Descriptive Summary

Board policy "recognizes that controversial issues have a legitimate place in the instructional program." This policy allows an instructor to express personal opinion but expects the instructor to identify the position as such. It is the intent of the district that controversial issues do not "stifle the spirit of free inquiry" (BP 4035, Controversial Issues*)* ([2.55](#)). Board policy also allows for free expression on the part of students with the understanding that students have certain responsibilities to adhere to rules and regulations of the district and Grossmont College (BP 5510, Rights of Students) ([2.56](#)).

Through language contained in the United Faculty contract, the evaluation process for both full-time and part-time faculty allows peer faculty and management the opportunity to observe classroom discussions and the dissemination of information between faculty and students to ensure that faculty distinguish between personal and professional views within their discipline (UF Contract, Article V, Evaluation and Tenure*,* p. 11) ([2.8](#)).

The student evaluation component of all full-time and part-time faculty evaluations (UF Contract, Article 5.3.3 p. 15) ([2.8](#)) allows students to participate in the evaluation of an instructor. "Because student input is regarded as a valuable part of an instructor's evaluation, the college requests [the students'] participation in evaluating [an] instructor (UF Contract, Appendix H-3 p. 17) ([2.8](#)). Comments are welcomed and all evaluations are submitted anonymously. Instructors are not present in the room at the time of the evaluation to allow students to write honestly and accurately about their perception of the instructor's professionalism in the classroom.

The 2006 ([2.2](#)) accreditation survey shows strong agreement between both the faculty and students that the faculty present information fairly and without bias to students and the public and that students are encouraged to express their views. Over 82% of the

student respondents (Question 6) believe that instructors at the college attempt to be fair and objective in their presentation of course materials, a 6% increase from 2000 (2.3, Question 9).

Survey Statement		% Strongly Agree or Agree	
Question	**Respondents**	**2000***	**2006**
Q6. In general, instructors at the college attempt to be fair and objective in their presentation of course.	Students	76%	82.6%

*Wording of the 2000 survey is slightly different.

A strong 94% of the faculty respondents and 87% of the student respondents (2.2) (Question 2) believe that the faculty fosters an open environment for discussion of ideas related to course content, a marked increase from 2000 (2.3, Question 15).

Survey Statement		% Strongly Agree or Agree	
Question	**Respondents**	**2000***	**2006**
Q2. Faculty foster an open environment for discussion of ideas related to course content.	Faculty Students	86.6% 67%	94.2% 87.1%

*Wording of the 2000 survey is slightly different.

In addition, 88% of faculty respondents (2.2, Question 38) and 86% of student respondents (Question 35) agree that faculty stay current on the issues in their field of expertise, levels of agreement nearly the same as in 2000 (2.3, Question 6). Staff agreement increased markedly from survey to survey.

Survey Statement		% Strongly Agree or Agree	
Questions	**Respondents**	**2000***	**2006**
Q38. As a group, the members of my department or office stay current in their field of expertise.	Faculty Staff	90.9% 74.3%	87.8% 84.5%
Q35. (2006) In general, my instructors seem to know about current issues in their field of expertise.	Students	87.5%	85.5%

*Wording of the 2000 survey is slightly different.

Sixty percent of student respondents state that they have the opportunity to provide feedback on how to improve their learning experience at Grossmont College (Question 74). Lastly, 80.4% of student respondents are satisfied with their interaction with faculty (Question 115), and 77.1% agree that faculty treat all students fairly and respectfully (Question 116). In sum, these accreditation survey results support the proposition that

Grossmont College faculty members are committed to presenting relevant data fairly and objectively.

Self-Evaluation

At Grossmont College, Governing Board policies mandate that the faculty distinguish between personal conviction and professionally accepted views in a discipline, as well as present data and information fairly and objectively. In addition, the faculty collective bargaining agreement requires these practices. Professional development training reinforces the need for such behavior. Evidence that these requirements are met is demonstrated in student evaluations of faculty and in survey responses of students and faculty.

Grossmont College Standard II.A.7.a was met.
Planning Agenda

None.

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

Descriptive Summary

Grossmont College is committed to informing students of their rights and responsibilities as integral partners in the educational system. Board policy states that the chancellor "shall establish procedures…[which] shall clearly define the conduct that is subject to discipline. The procedures shall be made widely available to students through the college catalog and other means" (BP 5500, Standards of Student Conduct*)* (2.57). In the 2006-07 Grossmont College Catalog (p. 16) (2.10), academic integrity is addressed as it pertains to students. Cheating and plagiarism are described along with the penalties for each infraction, and violations of copyright laws as they pertain to computer software are stipulated.

In Spring 2004 the theme for Professional Development Week was "Success in the Classroom" and the keynote speaker, Dr. Jeanne Wilson, gave a presentation on "Academic Integrity in the Classroom." Dr. Wilson covered such topics as cheating, plagiarism, curricular integrity, Internet abuses, and how the faculty, administration, and students work together to ensure integrity in the classroom and in the college.

The Academic Senate has posted on their website information on academic fraud. The site defines academic fraud as "a form of cheating, lying and stealing" and academic dishonesty as "cheating, plagiarism, fraud, false citations or data, and the fraudulent use of Internet resources." The site details the penalties for engaging in academic fraud. The Academic Senate also encourages faculty members to put information concerning academic honesty in their syllabi (2.58). In addition, instructors and students have access to the following guidelines on academic honesty:

Syllabus Resources (www.grossmont.edu/CATL/Grossmontsyllabus.doc) (2.50). This web page provides faculty with a Grossmont College syllabus template which includes clear expectations for classroom behavior and academic integrity. It informs students that the Student Code of Conduct can be found in the college catalog and the Student Affairs Office.

GCCCD Student Discipline Procedures Handbook (2.59) is provided through Student Affairs and online (http://www.grossmont.edu/student_affairs/) and references the Student Code of Conduct. In addition, the website has links to student grievance and due process procedures and a notice to students regarding academic fraud.

To Copy or Not to Copy (www.grossmont.edu/copyrightandplagiarism/) (2.60). This web page is designed to provide faculty and students with information about copyright laws and plagiarism.

Self-Evaluation

At Grossmont College, Governing Board policy is implemented to inform students and faculty about expectations concerning student academic honesty and consequences for dishonesty. Publications available to students and faculty, as well as reinforcement of the printed word through training and instructional settings, provide evidence that this standard is observed.

Grossmont College meets Standard II.A.7.b.

Planning Agenda

None.

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

Descriptive Summary

The Student Code of Conduct is printed in both the catalog (p. 24) and class schedule (Spring 2006, p. 144) (2.10, 2.38). It addresses 16 forms of student misconduct and refers the student to the assistant dean of Student Affairs for a copy of the district's Student Discipline Procedures. Board policies establish "procedures for the imposition of discipline on students" (BP 5500, Standards of Student Conduct) (2.57), prescribe a student's right to equal treatment and access to programs and the privacy of a student's own thoughts (BP 5510, Rights of Students) (2.56), and ensures a student's right to "request redress of grievances" (BP 5520, Due Process) (2.61).

An orientation is conducted for new full-time faculty during their first year, in which academic freedom, ethics, student discipline, and many more such topics are covered. Recently, these sessions have been co-conducted by the Academic Senate president and the vice president of Academic Affairs. A typical spring workshop covers student grading and academic dishonesty. In the past three years, the Academic Senate president has been the presenter (New Faculty Orientation Agendas, March 15, 2002; February 6, 2003; and February 4, 2005) (2.62).

There is no specific reference to a code of conduct in the 2002 Supervisory/Confidential Employees' Handbook (2.63), the 2004 Administrators' Handbook (2.64), or the California School Employees Association, Chapter 707 classified employees' contract (2.65).

Grossmont College does not seek to instill specific beliefs or worldviews but instead encourages freedom of expression and critical thinking.

Self-Evaluation

Codes of conduct that the college expects its employees and students to follow are specified in publicly adopted Governing Board policies. Grossmont College implements procedures to ensure that students and faculty receive materials containing code of conduct and encourages a balanced perspective of beliefs and worldviews.

Grossmont College meets Standard II.A.7.c.

Planning Agenda

None.

Standard II.A.

Instructional Programs

Themes

Dialogue

Dialogue is very important to the development and strengthening of instructional programs. The curriculum approval and review process encourages points of dialogue throughout, from initial departmental formulation and discussion of course and program proposals to curriculum committee review and questioning of department chairs and to ongoing evaluation of course and program success. The Academic Senate is one forum in which dialogue takes place about educational delivery systems and modes of instruction. In evaluation of instructional quality, an opportunity to discuss and respond to the evaluation is given to all faculty. Students are encouraged to provide written commentary in addition to numerical evaluation of instructors. Faculty are encouraged to create learning environments in which dialogue among students and faculty in the classroom aids the educational process. Faculty are required to hold regular office hours to be accessible to students. Clear processes are in place for students to receive an explanation of how their grade was determined. Throughout instructional processes, dialogue is an important way for administrators, faculty, and students to ensure a continued focus on improving instructional delivery.

Student Learning Outcomes

As part of its focus on high-quality instructional programs, Grossmont College is engaged in the development of Student Learning Outcomes. Almost all of the Student Services programs have developed student service outcomes. The college has developed institutional student learning outcomes. At the course level, Grossmont faculty have agreed that a student learning outcome combines both student learning objectives and methods of evaluating student performance. Many faculty members have added outcome statements to their syllabi, along with various assessments to measure whether learning objectives are achieved. The college has sponsored a student learning outcome retreat and has provided ongoing financial support for individual departments to develop student learning outcomes. Recent focus has been on progressing from student learning outcome statements to the development of methods of assessment. The assessment initiative has focused on evaluating exit skills, grading rubrics, and measurement tools.

Institutional Commitments

The Grossmont College mission statement includes the goal "to serve the broad and diverse community of individuals who seek to benefit from the college's wide range of educational programs and services." The Curriculum Committee mission statement is to "ensure a curriculum that reflects the mission of Grossmont College and is academically sound, comprehensive, and responsive to the evolving needs of the community." In the

service of these curricular goals, the college states that its values are collegiality, mutual trust, mutual support, cooperation, openness to all ideas, open and honest communication, integrity, respect for each other, commitment to task, concern and sensitivity for staff and students, and responsibility to the future needs of students. The college committee structure, funding processes, and review procedures are all designed to serve the ultimate needs of students and to ensure that instructional programs are responsive to the needs of the college community.

Evaluation, Planning, and Improvement

The college engages in regular and thorough evaluation, planning, and improvement of its instructional programs. The college Curriculum Committee ensures that all courses and programs receive a regular review, and that departments include detailed plans for the adaptation and improvement of programs to answer the changing needs of the community. All faculty undergo an evaluation process that includes substantial involvement by administration, peer faculty, and students. Institutionally, the college develops and maintains an Educational Master Plan (EMP), which provides detailed departmental and divisional plans, spanning current needs and the projection of future needs. The EMP is developed at the departmental level and is reviewed extensively at the dean, vice president, and presidential levels. The master plan is tied into a yearly collegewide strategic planning retreat. Evaluation and planning are seen as a necessary means to the ongoing improvement and responsiveness of the college's instructional programs.

Organization

The management and committee structures of the college are designed to support and promote the ultimate needs of the students served by the college. The Academic Senate provides an important forum in which faculty can maintain the important status of academic freedom, the open exchange of ideas, curricular and professional growth, and the focus of programs on the changing needs of students. The organization of academic divisions, overseen by a structure of vice presidents and the college president, is designed to maximize instructional innovation and the communication of ideas among faculty and administration. The college encourages advisory councils in as many disciplines as possible, so that departments can maintain currency in their program design. The college relies on a district office of Institutional Research and Planning to provide data on student needs, student success and retention rates, and community statistical trends. The many college committees are organized to address the broad instructional-related concerns of curriculum, budgeting, marketing, facilities, planning, student life, and many other important concerns.

Institutional Integrity

Grossmont College is well known for the rigor of its courses, its highly professional staff, and its value to the community. Solid shared governance processes contribute to this reputation, along with dedicated faculty, administration, and staff. The college is proud of its many outstanding instructional programs, and uses its program development and

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review processes to maintain and enhance those programs. The college has developed a culture of excellence, and it employs its committees and evaluation processes to reinforce this commitment. Processes for evaluation and improvement of programs and instructional practices are articulated clearly and pursued in an open and positive manner. The college emphasizes integrity not only in its instructional programs and staff, but also in its related areas of Student Services, Administrative Services, facilities management, student government, and campus health and safety. Institutional integrity is seen as a collaboration among all stakeholders in the college community.

STANDARD II.A INSTRUCTIONAL PROGRAMS
EVIDENCE LIST

Sequence Number	Document Title
2.1	Curriculum Committee Handbook
2.2	Grossmont College Accreditation Survey Response Comparisons
2.3	Grossmont College Faculty Accreditation Survey Spring 2000
2.4	Grossmont College Staff Accreditation Survey Spring 2000
2.5	Program Review Handbook
2.6	GCCCD Governing Board Minutes http://www.gcccd.edu/governingboard/minutes.asp
2.7	The Office of Districtwide Academic, Student, Planning and Research Services http://www.gcccd.edu/research/default.asp
2.8	United Faculty Contract
2.9	Professional Development Website http://www.grossmont.edu/staffdevelop/
2.10	2006-2007 Grossmont College Catalog
2.11	The Office of Districtwide Academic, Student, Planning and Research Services: Data-on-Demand http://www.gcccd.edu/research/data.on.demand.asp
2.12	The Grossmont College Assessment Initiative: Implementation of Measured Student Performance Standards http://www.grossmont.edu/student_learning_outcomes/pdfdocs/SLOProgressReport.pdf
2.13	California Postsecondary Education Commission Report: Number of Grossmont Students Transferring to CSU and UC 1989 to 2004
2.14	Sample Program Review Document
2.15	Grossmont College Student Accreditation Survey Spring 2000
2.16	Cardiovascular Technology Advisory Committee Minutes
2.17	Administration of Justice Advisory Committee Minutes
2.18	California Partnership for Achieving Student Success http://www.cal-pass.org/
2.19	Administration of Justice Documentation
2.20	Grossmont College Assessment Information http://www.grossmont.edu/assessment/
2.21	2001-2002 Project Success Study
2.22	Academic Senate Minutes http://www.grossmont.edu/academic_senate/minutes.asp
2.23	Respiratory Therapy Advisory Committee Minutes
2.24	Grossmont College Awards and Accomplishments 2002 to 2006
2.25	Title 5
2.26	Educational Master Plan http://www.grossmont.edu/edmasterplan/
2.27	4faculty.org: http://www.4faculty.org
2.28	Sample Course Outlines and Syllabi
2.29	The Employment Development Department Unemployment Insurance

Sequence Number	Document Title
2.30	College Strategic Plan http://www.grossmont.edu/faculty_staff/#Strategic_Plan
2.31	Sample Minutes from Planning and Budget Council
2.32	Sample Minutes from ASGC
2.33	College Planning Flowchart
2.34	http://www.grossmont.edu/org_gov_structures/
2.35	http://www.grossmont.edu/GCtechplans/techplan0407
2.36	English as a Second Language Department Program Review Document
2.37	Sample Standardized Exams from Foreign Language, ESL, POST, Nursing, and/or English
2.38	Schedule of Classes
2.39	Faculty Handbook
2.40	General Education Forms
2.41	Syllabus from Early American History
2.42	Course Outline Form
2.43	GC SDSU Tracking Study
2.44	Grossmont College Institutional Values for Learning and Institutional SLOs
2.45	CSLE Video and Pamphlet
2.46	ASGC Website http://www.asgcinc.org/
2.47	Curriculum Committee Diversity Subcommittee Report—2003
2.48	End-of-Year Academic Report June 10, 2006
2.49	Test Scores 2002 to 2006 for Nursing, CVTE, AOJ, Respiratory Therapy, and Others
2.50	GC Syllabus Template http://www.grossmont.edu/CATL/syllabusresources.asp
2.51	www.grossmont.edu/transfercenter
2.52	Program Brochures
2.53	Governing Board Policy BP 4030 Academic Freedom
2.54	Governing Board Policy BP 1300 Educational Philosophy
2.55	Governing Board Policy BP 4035 Controversial Issues
2.56	Governing Board Policy BP 5510 Rights of Students
2.57	Governing Board Policy BP 5500 Standards of Student Conduct
2.58	http://www.grossmont.edu/academic_senate/pdfdocs/Academic_Fraud.pdf
2.59	GCCCD Student Discipline Procedures Handbook http://www.grossmont.edu/student_affairs/discipline_handbook.pdf
2.60	www.grossmont.edu/copyrightandplagiarism
2.61	Governing Board Policy BP 5520 Due Process
2.62	New Faculty Orientation Agendas 2001 - 2005
2.63	2002 Supervisory/Confidential Employees Handbook
2.64	2004 Administrative Handbook
2.65	California School Employees Assn. Chapter 707 Classified Employees Contract

Standard II.B: Student Support Services

Standard II.B.

Student Support Services

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

Through a comprehensive network of support services and activities, Grossmont College provides access to college programs and strives to enhance the likelihood of student attainment of their educational goals. Support services are provided across college divisions but are the principal focus in the Student Services division. Processes, including evaluation procedures, are in place to provide comprehensive services designed to meet the varied and complex needs of current and future students.

Grossmont College has an open admissions policy for adults over the age of eighteen years and/or high school graduates. Students may begin college with very weak academic preparation due to a variety of circumstances, including non-native speaker status, non-high school graduate, developmental disabilities, or poor past academic performance. The matriculation process, which includes orientation, assessment, and advisement, is conducted in order to provide critical information to students regarding their ability to benefit from the college experience.

Matriculation policies and procedures relate to access, admissions, assessment, orientation, continued counseling and advisement, as well as ongoing evaluation and improvement. Through orientation, assessment, and advisement, students are made aware of prerequisites, co requisites, and recommended preparation in the academic programs. Through this process, the college identifies student needs and determines how to best meet these needs.

High school students at the junior and senior level have the opportunity to review the High School/College Credit Brochure (3.1) prior to enrolling in college courses. They are required to submit a High School/College Credit Enrollment Authorization Form (3.2) with the college application. The form is signed by the high school principal or designee and indicates the student has the ability to benefit from "advanced scholastic or vocational work."

Enrollment starts with the submission of an application (3.3, 3.4), in which students identify their educational goal and indicate any special needs they might have. They are instructed to attend an assessment session to determine appropriate course placement in English and math. Before the assessment is conducted, a counselor provides an

orientation to college (3.5), including an overview of campus resources, college policies and procedures, general education patterns, and aspects of the college culture. An English instructor participates in the orientation portion and presents a summary of the writing classes including information on linked courses or learning communities known at Grossmont as Project Success (3.6). Both ESL and English provide ample linked reading and writing courses, which have proven to be more successful and retain more students than non-linked courses (3.7). After students have been assessed, they are asked to attend an advising session at which they receive their placement results and work individually with a counselor to plan their first semester schedule of classes. To better serve students who work during the week, Saturday sessions include all of the components: orientation, assessment, and advising. In addition to the traditional orientation sessions offered, there is also an online orientation to the college at www.grossmont.edu/counseling (3.8).

The college maintains a supportive environment for students by providing comprehensive services to address special needs. In addition to participating in the general matriculation process, students with special needs are encouraged to meet individually with counselors in the Disabled Student Programs and Services (DSPS) to determine what variations from the standard matriculation process may be desirable because of the individual's unique circumstances and limitations.

Program Review is an effective means for monitoring the quality of student service programs and for setting new goals to improve services. Each of the programs is committed to student success and regularly looks for ways to improve services and better support student learning. Student services program review is an ongoing, systematic process that occurs every five years for each program in the division. There is continuous evaluation of how new students are introduced to the college environment.

During collegewide discussions about student learning outcomes (SLOs), staff, faculty, and administrators in the Student Services Division agreed to focus their part of the Student Learning Outcome Assessment Initiative (SLOAI) (3.9) on providing the highest quality student services possible. Staff, faculty, and administrators all agreed to make a necessary distinction between SLOs, student learning outcomes and SSOs, student service outcomes. The Student Services Division of the college is focused on providing the best service possible that supports learning and achieving the college mission. The Instructional Division of the college is focused on SLOs, student learning outcomes, which also support the mission of the college. See II.A for a full discussion of SLOs. The college will use this distinction between SSOs and SLOs in the implementation of the SLOAI. The assessment of SSOs and SLOs will give the college another measure of accountability, which all in the Student Services Division have embraced. The plan is to report on all SSO assessment studies in the Educational Master Plan (3.10) done by each student service program and used for continued improvement.

In addition to the ongoing program review cycle and new SSO assessment studies, all programs in the Student Services Division have regular staff meetings. It is at these staff meeting that many problems concerning student service and program operation are

solved. By having these regular staff meetings, Student Services staff and administrators are constantly working to improve the effectiveness of the service they provide.

The New Student Orientation and Advising Task Force reviews the assessment, orientation, and advising components of the matriculation process yearly to determine ways to better serve students. Past student evaluations of the process resulted in revisions to the format, which included scheduling orientation before the assessment since most students are likely to view the placement tests as mandatory and the orientation as optional. Advising is now a separate event that occurs no sooner than the next day to give students a chance to review the information they receive before they are advised on what classes to take their first semester. Smaller advising sessions are offered in the Tech Mall classrooms so counselors can work individually with students who can then register for their classes online using the Tech Mall computers. A survey of the new student advising sessions (3.11) was conducted in fall 2006. Out of 428 students who completed the survey, 426 answered affirmatively to the following question: "Did this new student advising session answer your questions?"

Collegewide discussions about student access to programs occur at the departmental, divisional, and committee level. A counselor and a Disabled Student Programs and Services (DSPS) representative serve on the Curriculum Committee (3.12) and provide a perspective regarding new course submissions and their impact on student access and success. Changes in transfer requirements, including new deadlines for course completion, resulted in a very close working relationship between the Counseling faculty and their instructional colleagues (3.13). The Counseling faculty was asked to propose a list of short-term classes to meet transfer requirements and boost enrollment. Counseling also proposed adding a "bonus" month to the spring semester as a safety net for students who needed to complete 60 transferable units by the end of spring to transfer to San Diego State University (SDSU) in the fall semester. The college implemented the suggestions of the Counseling Department and continues to offer a spring bonus session.

The Student Success Committee (3.14), under the leadership of the dean of Counseling and Matriculation, meets periodically to discuss policies and procedures affecting student success. Recent topics under discussion included the process for allocation of the one-time state basic skills block grant, matriculation augmentation, the math self-assessment project, and middle college.

Counselors are responsible for conducting outreach to the local high schools. They plan and present an annual High School Counselors' Luncheon, where data (3.15) are provided to every feeder high school regarding the percentage of students who enrolled in the college after high school graduation. New programs, services, and transfer updates (3.16) are shared with the high school counselors. Representatives from DSPS are often invited to give special presentations at local middle schools and high schools. These presentations address the unique needs of students who face various challenges and special circumstances as they consider postsecondary education.

Disabled Student Programs & Services, the Transfer Center, the Career Center, and CalWORKs/CARE/EOPS utilize advisory committees (3.17) in order to evaluate effectiveness and receive recommendations related to specific student populations.

Collegewide discussions have continued throughout campus on implementing student learning outcomes (SLOs) and student service outcomes (SSOs) to adhere more closely to the new accreditation standards in addition to utilizing another measure of accountability. All student service programs have identified SSOs and the assessments and are now ready to measure how well students are achieving the collectively agreed upon SSOs. Programs are committed to conducting SSO assessment studies and using the results of the studies for continued improvement, with reporting via the Educational Master Plan (EMP).

Self-Evaluation

The descriptive summary and supporting evidence show that the college meets Standard II.B. The findings introduced in relation to this standard above confirm that Grossmont recruits and admits students from a variety of backgrounds and skill levels that are able to benefit from the programs that lead to the mission of the college. Student support services identify student needs and help students meet those needs through supporting and maintaining a successful learning environment. Students are provided quality support services throughout their college experience from access to orientation and from achievement of learning outcomes to completion of the academic goal. Student Services programs systematically assess student support services through program review, periodic student and faculty evaluations and ongoing staff meetings. Now with the introduction to SSO studies, Student Services programs will have more systematic evaluative data to use to continuously improve the effectiveness of these services.

Grossmont College meets Standard II.B.

Planning Agenda

The college will commit fiscal and human resources to the development and maintenance of the student learning/service outcome assessment cycle. Student Services programs will implement SSO studies into their regular yearly review process by the end of the 2007 and 2008 academic year. Results of SSO studies performed in one academic year will facilitate improvement in the subsequent year. The SSO assessment cycle will continue annually, and results will be reported in the EMP. These data will also be analyzed and used for continual improvement by student service programs going through program review. These data and improvement plans will be reported in the 2013 accreditation document and in any midterm reports.

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

<u>Descriptive Summary</u>

As stated in II.B, program review is an effective means by which the college assures the quality of student services by providing a systematic way to evaluate programs and set new goals to improve services.

Grossmont College utilizes the program review process (3.18) for the examination and evaluation of student services programs. The ultimate goal of program review is to improve and strengthen all the student services programs as well as the entire institution. All programs within the Student Services Division go through a complete program review every five years. The first step in the program review process occurs with a standard set of questions that an individual program responds to in order to identify general strengths and weaknesses. Programs then use the questions and initial evaluation to develop a self-study, which includes research and data collection. After the data are analyzed and incorporated into the self-study, the entire self-study is then read and evaluated by the Program Review Committee. The result is a report which includes an overall analysis, commendations, and recommendations to the specific program. After consultation with the vice president of student services and the president, revisions are made and a final report is written and released to the public. The program review report is used by the Staffing and Facilities Committees as well as the Planning and Budget Committee. The following are included in the self-study document:

1. A report on the current status of the program as well as commendations and recommendations for improvement.

2. A plan for addressing any recommendations for improvement and achieving new goals.

3. A review of the mission statement for the department.

4. Results of the student satisfaction surveys administered by the department for program review.

5. A five-year analysis of staffing for the department.

6. An analysis of student usage trends and an evaluation of services based on the data gathered from the student satisfaction surveys, concerning:

    a. Overall quality of service offered by the department;

    b. Trends driving changes that impact the department and the population(s) it serves;

    c. Changes in procedures, processes and policies, and the potential impact on services; and

> d. Impact (if any) the department has on institutional retention rates.
>
> 7. A budget analysis including a five-year funding history for the department.
>
> 8. An analysis and strategic plan identifying departmental needs (what the department needs to be able to do, but cannot for whatever reason) and potential gaps in services and/or staffing.

Every student service program utilizes the findings of program review to improve the services it provides students. This is also done by linking program review to the annual updating of the Educational Master Plan (EMP) (3.10) for each specific student service area. The EMP addresses improvements or obstacles a particular program might be facing and includes strategies and new goals for the upcoming academic year which will help strengthen the services a department gives to both students and the college community as a whole.

Some programs, such as DSPS, EOPS and Financial Aid, are subject to additional program reviews conducted by the federal or state government or other affiliated agencies which have regulatory oversight. These additional reviews assure the quality of student services in these critical student-support services.

The college demonstrates that student services support learning through specialized studies conducted by student service programs and the research office. For example, Financial Aid, Counseling, and the research office conducted a study of financial aid students who enrolled in and completed PDC 095: Academic and Financial Aid Planning. The study examined 189 students who were enrolled one semester before taking PDC 095 and who continued at least one semester after the course. Students who took PDC 095 earned higher GPAs. Average semester GPAs for these students changed from 2.00 during the semester prior to their PDC 095 course, to 2.45 while enrolled in PDC 095 and 2.46 the following semester. The sample included in this report is limited to those students who were continuing students at Grossmont College during the semester before their PDC 95 course and who remained at Grossmont College at least one semester after their PDC 95 course.

The college believes that equitable and accurate assessment, placement, and advisement are keys to the ability of students to succeed in the college environment. Another study which demonstrates that student services support student learning was conducted by Counseling and the research office. The results (3.19) that student participation in the orientation, assessment, and advising, as described in II.B above, is a predictor of future academic success.

In the near future, data from Student Services Outcome (SSO) assessments will provide further evidence that student services support student success in the academic programs.

The results (3.9) studies will be used to make recommendations for improvement of services.

Student services programs continuously monitor, assess, and modify how and what they do to assist students in achieving academic success by having regular department meetings, updating the Educational Master Plan (3.10), and conducting peer and student evaluations on an ongoing basis. Although many of the programs are located in different areas of the campus, the student services faculty and staff work closely together to provide comprehensive services to students.

The increased access to and usage of online services, including the application process for admissions, financial aid and the Board of Governors (BOGW) waiver (3.20) as well as web counseling, attests to the great strides Grossmont College has made in providing services that support student learning. Currently all application and enrollment processes are available online; 96.76% of students register for classes using WebConnect (3.21). Since its inception in 2004, the Web Counseling site responds to approximately 3000 inquiries per year (3.22). The Career Center website (3.23) is another online resource students off campus can utilize. The site includes information on career counseling, assessments, resources, and student development services.

The Accreditation Survey Response Comparisons (3.24) data show that students are generally satisfied with student services. Out of the 1,171 Grossmont College students surveyed, over 70% rated the following departments as Excellent or Good: Admissions and Records, DSPS, EOPS/CalWORKs, International Student Services, Counseling, Financial Aid, and Job Placement (Question 27); however, the Student Affairs Office rated lower than most with 65.4% of students rating the office excellent or good. Overall, the results show improvement from the last accreditation. See the table below contrasting the results of the 2000 and 2006 accreditation surveys (3.25).

Percentage of Students Rating the Student Services Program Excellent or Good

Student Services Programs	2000	2006
Student Government	61.8	72.5
Assessment Center	67.2	73.1
Transfer Center	60.2	68.9
Tutoring Center	69.1	77.5
Admissions and Records	71.3	78.2
Veterans Affairs Office	71.4	75.2
Career Center	68.2	72.8
Job Placement	63.7	70.6
Disabled Student Services	64.3	77.8
Counseling	65.1	71.5
EOPS	71.3	74.5
Health Services	73.1	73.1
Bookstore	71.3	75.6
Financial Aid	69.6	71
Cafeteria	58.3	66.3
Student Affairs Office	68.5	65.4
International Student Services	NA	73.5
Adult Reentry Center	71.9	NA

Even though students rated student services relatively high in the accreditation survey, student services staff are constantly striving to improve. The Student Services Program Review Committee (SSPRC) makes recommendations for continued improvement, which are documented in the Student Services Program Review Committee Report (3.18). A need which reoccurs is that of more sufficient, accessible physical space. For example, the Spring 2005 DSPS report recommends that the college preserve the space currently allocated to DSPS in the plan for a new student services building; the report also recommends the college provide critical additional space for conducting classes, accommodating testing, training, and wheelchair-accessibility within offices. Also, in Spring 2005 the Health Services Department was recommended to seek additional space through the "Building 100 Secondary Effects Task Force." In Fall 2004, the Adult Reentry Program was recommended to seek more space in the proposed Gateway Building due to increasing numbers of reentry students. Also, in Fall 2004, the first recommendation made by the SSPRC to EOPS was to seek additional space in the proposed Gateway Building. Expanding EOPS facilities will also allow the program to expand staffing and service. Moreover, the only SSPRC recommendation to the Financial Aid Program was to seek more space in the proposed Gateway Building. The Spring 2002 Counseling report recommends that Counseling, as well as other areas of student services, needs more space, including a room to accommodate large groups of students. Also, in Spring 2002, the SSPRC recommended that Admissions and Records continue to address the need for more office space.

Sufficient space and proximity of student services locations continue to be serious problems facing the effective delivery of student services. In November 2002, the voters

of East County approved Proposition R (Prop R) specifically for the renovations of existing facilities and the construction of new buildings in the Grossmont Cuyamaca College District. The one-stop Student Service Complex, which included a new Student Center, had the third highest priority in the 1997 Grossmont College Facility Master Plan behind the building of a new library and the renovating and converting of the old library into the Technology Mall. When Prop R monies were allocated, the library and Technology Mall were already built, leaving the Student Services Complex with the highest priority for funding. Since the allocation of Prop R funds, countless delays have postponed the approval of the construction of the Grossmont College Student Services Complex (3.26). A persistent core group of the Gateway Center Task Force continued to meet between 2005 and 2006 to expedite the approval process. In the meantime, Prop R funds have been greatly depleted because of the allocation of money for other building projects, which were given priority over the building of the one-stop Student Services Complex. Also, escalating construction costs have significantly reduced the amount of money available to build the Student Services Complex.

In February 2007, all the members of the Gateway Center Task Force reconvened to discuss a modified plan that reflected a 12 to 23% reduction in gross square footage; this new plan does not include the construction of a new Student Center (3.26). In May 2007, the Planning and Budget Council (3.27) was informed that construction of the project will not begin until approximately 2010, and the estimated 42 million dollars in Prop R funds has been reduced to 20 million dollars due to competing priorities.

The college and district support the original design, which includes a new Student Services Building adjacent to a new Student Center; thus, the college and district are currently seeking additional funding sources so that the original design can be realized. If additional funding can not be raised, the college will have to settle for a much smaller Student Services Building and a modestly renovated Student Center (3.26). Standard III.B: Physical Resources provides more specific information about this proposed facility. Refer to III.B.1, III.B.1.a, and III.B.2.a.

In spite of obstacles due to proximity of student service facilities and insufficient office space, the Student Services staff and faculty will continue to ensure that students receive quality services. In fact, according to the accreditation survey (3.24, Question 25), 80.3% of faculty and nearly 71% of students indicated that adequate support services are available regardless of service location or delivery method

Self-Evaluation

The descriptive summary and supporting evidence show that the college meets Standard II.B.1. Grossmont assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and lead to achievement of the college mission through various means: program review, special federal and state accreditation self-studies, special studies done by the research office, regular department meetings, and student service outcome studies, which begin Fall 2007. The survey results are positive, but student service faculty and staff are committed to doing better. Improving the quality and access of student service facilities

is an effective way to improve the quality of student services and increase student satisfaction. The college and district are committed to building a centrally-located student service building and renovating the Student Center. Once this plan is realized, Grossmont students, faculty, staff, and administrators will be better served by improved student service facilities.

Grossmont College meets Standard II.B.1.

Planning Agenda

See III.B.2.a. Planning Agenda 2: The college will complete the planning and initiate construction of the Student Services Building by the end of the Fall Semester of 2010.

2. **The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:**

   a. **General Information**

   Official Name, Address(es), Telephone Number(s), and Web Site
   Address of the Institution
   Educational Mission
   Course, Program, and Degree Offerings
   Academic Calendar and Program Length
   Academic Freedom Statement
   Available Student Financial Aid
   Available Learning Resources
   Names and Degrees of Administrators and Faculty
   Names of Governing Board Members

   b. **Requirements**

   Admissions
   Student Fees and Other Financial Obligations
   Degree, Certificates, Graduation and Transfer

   c. **Major Policies Affecting Students**

   Academic Regulations, including Academic Honesty
   Nondiscrimination
   Acceptance of Transfer Credits
   Grievance and Complaint Procedures
   Sexual Harassment
   Refund of Fees

Descriptive Summary

The current catalog (3.28) contains precise, accurate, and current information on all of the required General Information components. Included as part of this section are the college's official name, address, telephone number, and website address; in addition to sections on Educational Mission; Course, Program and Degree Offerings; Academic Calendar and Program Length; Academic Freedom Statement; Available Student Financial Aid; Available Learning Resources; Names and Degrees of Administrators and Faculty; and Names of Governing Board Members.

Detailed information on admissions, tuition and other fees, degrees, certificates, as well as graduation and transfer is presented in the college catalog. More specific details are included in the schedule of classes, which is published three times a year. In the college catalog, course requirements are listed under each specific program for both certificates and degrees. Graduation and transfer requirements are clear and are provided as individual handouts (3.29) in the Counseling Center and Transfer Center. The information is reviewed thoroughly on an annual basis in concert with the articulation approval and review process.

All components are addressed with sufficient information in language that is understood by Grossmont College students. Academic regulations, including academic honesty, nondiscrimination, grievance and complaint procedures, and the sexual harassment policy are found in the Admissions Procedures/Academic Policies section of the catalog. Sections on Nondiscrimination, Student Code of Conduct, Smoking and Parking Regulations are included in the schedule. Information on acceptance of transfer credits and refund of fees is found in the Admission Procedures. The Sexual Harassment policy is found in the Student Code of Conduct and Nondiscrimination Notice in the catalog.

The catalog contains comprehensive and current information and serves as a legal contract regarding policies for students. Detailed information on major policies, which include addressing grievance issues, enforcing student rights, and instructing students on initiating the process to rectify or enforce their rights, is provided, (3.28, pgs. 8-30) and accessible to all students online or in a hard copy. Major policies are also addressed in the class schedule that is printed and fully accessible electronically each term. Throughout the academic year, the Instructional Operations director reviews the catalog and class schedule for accuracy, legal requirements, and changes to policies, and procedures. GCCCD Board Policies (3.30) are also published and kept in the President's Office for public access, distributed campuswide, and appear on the college website. Every department and program is provided with a reference copy of the catalog, and any faculty or staff member who needs a catalog can obtain one from the Operations Office.

As a result of the institutional partnership with high schools in the district, high school counselors and career center staff are provided with reference copies. As part of the matriculation process, new students are encouraged to buy a catalog during new student orientation. The instructional design technology specialist ensures that the catalog is uploaded to the website, and the public has the opportunity to use the catalog via the Internet. See website at http://www.grossmont.edu/admissions/catalog.asp (3.8). The library maintains copies for review and the college bookstore has an inventory of catalogs available for purchase.

The Student Affairs Office maintains information related to the Student Disciplinary Procedures, the Student Grievance Procedures, and the Students Rights and Due Process Procedures. These procedures are published in the Student Grievance and Disciplinary Handbook (3.31).

Self-Evaluation

The descriptive summary and supporting evidence show that the college meets Standard II.B.2. The college provides a catalog and course schedule for its constituencies with precise, accurate, and current information concerning all of the topics listed in II.B.2. Grossmont provides both hard copies of the catalog and schedule and electronic versions on the college website.

Grossmont College meets Standard II.B.

Planning Agenda

None.

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

Descriptive Summary

The college determines the support needs of its students by conducting a variety of surveys and studies in a continuous effort to understand and address its student population. As stated in II.B.1, the college utilizes program review, accreditation self-studies, department meetings, student evaluations, and specialized research studies conducted by student service programs and the research office. The research includes the assessment of how well student services are supporting student learning.

One way the college has successfully responded to student needs assessment is through providing greater access to the admissions and registration process through providing online services. Grossmont College was one of the first colleges to utilize CCCApply, which enables students to apply online at any time. The college also provides an array of other online services, including the Board of Governors Waiver (BOGW) application (3.20) and the class registration and dynamic class schedule at the college website (3.8) *WebConnect* or telephone systems, students have remote access to the registration system between 7:00 a.m. and 10:00 p.m. These two systems (3.21) provide students the ability to apply to the college, add and drop classes, review and print class schedules and pay fees by credit card. Students can utilize computer access to WebConnect at the college Learning and Technology Resource Center, Counseling Center, Transfer Center or Admissions Office. The Admissions and Records Office (A&R) also includes the Veterans Affairs Office, which assists over 600 students to access their VA benefits to achieve their academic goals. Making it easy for students to apply and register has enhanced services to students.

Students need to be placed in appropriate English and math proficiency levels. The research office staff works with faculty to identify or design and validate assessment instruments used for placement. Assessment Center staff administers the assessment and placement along with faculty. Presently, students are assessed for placement in English, ESL, math, and chemistry. For example, ESL students are assessed using the Comprehensive English Language Skills Assessment (CELSA) testing in addition to completing a writing sample on prompts that have been validated by the research office and approved by the State. In addition to ESL assessment, the Ability to Benefit Test (ATB) is used to qualify students for financial aid who have not earned a high school diploma or GED. The Districtwide Academic, Student, Planning, and Research Services (IR-PASS) has collected student success data that demonstrate the testing instruments support student learning. The college meets and maintains the state requirements for validation of assessment and placement instruments through the research office (3.32). Along with the research office, the Assessment Center provides information to the Student Success Committee, which is charged with reviewing the effectiveness of the assessment and placement process and recommending changes when appropriate. The English, ESL, and Math chairs and Counseling department faculty meet periodically to discuss the assessment placement process to ensure that students are placed in the appropriate level of English, ESL, and math courses (3.7).

As stated in II.B.1, research has shown that students who participate in orientation and advisement have greater success than students do not (3.19). That is why new students matriculating to the college are strongly encouraged to participate in orientation and advisement conducted by counselors and faculty. Orientation and advisement sessions are designed to help students achieve their academic goals by providing information about college policies and procedures and students' role and responsibilities in the college environment. For a more detailed explanation of the matriculation process, refer to II.B.

Counselors not only support student learning but also deliver it. Counselors assist students in identifying academic goals and majors by offering Personal Development Counseling classes, inviting new and continuing students to meet individually with counselors, and providing workshops. Career, academic and personal counseling is made available to all students. PDC courses are regularly evaluated by students, and the results of the evaluations are used for continued improvement. As stated in II.B.1, research has shown how PDC 095: Academic and Financial Aid Planning helped students increase their GPA (3.19) (3.32).

Meeting the needs of the disabled is the sole focus of the DSPS, which offers a variety of courses providing support to students with special needs in the areas of study skills, developmental writing, developmental math, and speech and language development (3.33).

The college makes every effort to support probationary and disqualified students who are identified each semester, except summer, after final grades have been submitted. Counseling contacts every probationary student by letter, with the invitation to meet with

a counselor individually, attend a workshop, or take a Personal Development course, and/or utilize campus support services. Chronically disqualified students who petition for readmission are given an option to complete a contract with a counselor, which includes a review of the student's unit load, academic goal, course history, and work obligation. The counselor recommends strategies and campus resources and the student chooses whether to agree to the conditions of the contract or sit out a semester (3.34). A treatment for first-time probationary students was attempted two years ago, which required students to complete a series of self-assessments on the College Success Profile website: http://www.grossmont.edu/counseling/college_success/ (3.8). Results show that the website is a good tool for probationary students; 27% of students who did the series of online self-assessments came off of probation, compared to only 11% who did not do the self-assessments.

Many Grossmont students choose to transfer to four-year institutions. Counseling targets transfer students during the months of October and November, which coincide with the fall priority application period for both the University of California and the California State University systems. An extensive outreach effort is made to heighten student awareness of critical deadlines and procedures. Organized by the transfer coordinator, workshops and presentations are conducted by financial aid advisors, counselors, faculty, and university representatives on a variety of transfer issues (3.35).

The goal of the Transfer Center is to provide students, college faculty and staff with current information for effective transfer planning to a California State University, University of California, or independent colleges and universities. The Transfer Center is committed to serving underrepresented students to increase the number of ethnically diverse students transferring to four-year institutions. Activities are coordinated with UniversityLink, Puente, EOPS, and DSPS to reach underrepresented student groups. Representatives from four-year colleges and universities visit the campus regularly to advise students. Campus tours to various local universities are available to Grossmont College students, free of charge. Workshops on transfer-related topics are presented throughout the year and students are assisted with completing university admission applications. The Transfer Center staff coordinates an Annual College Transfer Day during fall semester with representatives from 40-50 universities attending the event and a Transfer Achievement Celebration is arranged for students and their families at the end of the year. The University Link program is coordinated through the Student Transfer Center (3.35) and is growing larger every year.

The Counseling Center faculty, staff, and student ambassadors provide outreach to local high schools (3.16). Through this program, staff members from Admissions & Records and the Financial Aid Office lead application workshops conducted at the local high schools. Counselors meet with potential high school students individually for academic advising and provide classroom presentations on college-related topics. The outreach team also participates in college fairs. Student ambassadors conduct on-campus tours. DSPS representatives also do frequent outreach presentations to middle school and high school audiences throughout the community.

Many Grossmont students need financial support. The Financial Aid Office (FAO) supports student learning by providing access to financial support to cover tuition and materials (3.36). To make this service more accessible to the community, Financial Aid staff members schedule numerous off-campus presentations to potential students and their parents. Additionally, the FAO designed and implemented an innovative online program for access to Free Application of Federal Student Aid (FAFSA) applications and local and national scholarships. In addition to governmental financial support, Grossmont provides scholarships sponsored by Grossmont staff, faculty, administrators, the Grossmont Foundation, as well as various community and professional organizations. The scholarship specialist leads workshops and meets with scholarship candidates and recipients. There is also a comprehensive scholarship website (3.37).

Grossmont students want to prepare for a career. The Career Center provides an on-campus site for students to identify and pursue their career goals. Assistance includes vocational assessment, including the following interactive computer software programs: DISCOVER and Career Cruising. The Career/Job Search Library contains an extensive range of the most current occupational and educational resources. Career Center services include resume and cover letter writing, job search assistance, career preparedness workshops, and occupation and employer files. An annual job fair, Career EXPO, is held in October; this service has been offered to students for more than 25 years and involves more than 100 employers. Career development and job search workshops (3.23) are held throughout the academic year.

Most Grossmont students need to find work, so Job Placement assists all former and current Grossmont and Cuyamaca College students in finding employment that best suits the student's skills, interests, education, and needs. New job listings are posted on the Grossmont College job board every day, Monday through Friday. The various job opportunities include part-time, full-time, paid internships, temporary, and summer employment (3.23).

Disabled Grossmont students need accommodations, so Disabled Student Programs and Services (DSPS) provides services which enable students with disabilities to become independent, responsible, and productive members of the community. The DSPS program at Grossmont College was established to accommodate the academic and support needs of students with disabilities, as mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. DSPS offers eligible students access to a variety of specialized support services and assistive equipment. These services are intended to accommodate students with disabilities in regular college programs and activities in order to get the most from their college learning experiences. Depending on their need, students may receive transportation around the campus, sign language interpreters, in-class note takers, special testing accommodations, special computer technologies, printed materials in alternate formats such as Braille, special classes, and a host of other services. Currently, DSPS (3.38) staff and faculty provide services for over one thousand students.

Extended Opportunities Programs and Services (EOPS) (3.39) provide a variety of special support services that help reduce hardships for academically and financially

disadvantaged individuals. Services include additional counseling, a mentor program, workshops, financial aid, and specialized events, including the Summer Readiness Institute targeting newly graduated high school seniors or 17 to 19-year-old first-time college students.

Project Workplace is a CalWORKs program that serves students who participate in training and education as part of their Welfare-to-Work plan. Project Workplace provides intensive counseling and support services such as childcare assistance, and work experience/work study opportunities for students (3.39).

Health Services (3.40) help students maintain their physical and mental health so that they may focus on their studies. The office also conducts health awareness events and provides information on health issues, which by themselves are student learning opportunities. Although these services exist for students enrolled in credit classes, students in the Regional Occupation Program (ROP) receive emergency first aid and health education services as well.

Associated Students of Grossmont College (ASGC) (3.41) provides students with activities that teach students leadership skills, responsibility, appreciation for diversity, and personal development.

Grossmont College has long been recognized for pioneering a support program for student athletes. Grossmont College has developed the Griffins Academic Assistance Program (GAAP) (3.42) designed specifically to meet the needs of the student athlete. The GAAP provides assistance to all student athletes helping them to balance academics and athletics. GAAP is a comprehensive support framework that provides all Griffin student athletes with the tools necessary for academic success. The program prepares student athletes to transfer to some of the finest four-year universities in the country. Counselors work closely with athletic coaches to ensure student athletes understand and follow the appropriate academic path.

Self-Evaluation

The descriptive summary and supporting evidence show that the college meets Standard II.B.3. The findings introduced in relation to this standard above confirm that Grossmont researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs. Research, evaluation, and recommendations for improvement are done through program review, department meetings, specialized studies, and accreditation self-studies. With the addition of student service outcome studies, the college will have a clearer means of measuring how well student services are achieving student service outcomes.

Grossmont provides an array of student-support services focused on meeting the needs of a diverse student body. These services strive to meet the learning-support needs of Grossmont students as identified through continuous, systematic research, evaluation, and improvement.

Grossmont College meets Standard II.B.3.

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

Descriptive Summary

The college assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. Aside from classes offered on the college campus, courses are available at three local high schools, on an Indian reservation, a variety of health care facilities, and at the San Diego County Office of Education. See page 24 of the *Spring 2007 Grossmont College Class Schedule* (3.43). The services at these sites are evaluated using the same means as discussed in II.B and II.B.1.

Grossmont College assures equitable access to all students by providing a comprehensive array of student services to both day and evening students. Initial access to the college is typically gained through Admissions and Records, Extended Opportunity Programs and Services (EOPS), outreach to high schools, Athletic Program, International Programs, and the college website. Additionally, the college offers extensive ongoing academic support through Counseling (offered in workshops, by appointment, by phone, on-line and on a walk-in basis), Financial Aid, Extended Opportunities Programs and Services (EOPS), CalWORKs/CARE, Disabled Student Programs and Services (DSPS), Assessment, Athletic Advising, International Programs, Transfer Center, including University Link, Health Services, Adult Reentry, Veterans' Office, Job Placement, Career Center, and the Student Affairs Office.

In addition to a traditional format of service delivery, Grossmont College offers access through its well-established website: http://www.grossmont.edu (3.8). Students on campus and off use this valuable resource. Comprehensive information, resources, and services such as resident and nonresident college applications; admission information and services; financial aid information and services; course registration; campus orientation, assessment, and advising schedules for both native and non-native English speakers; on-line counseling; degree requirements; articulation and transfer information; prerequisite information; office hours and locations; distance-learning program; electronic class schedule; catalog, and much more information is available through the website. In addition, the college employs a fulltime assistive technology alternate media specialist to ensure that the website is in compliance with section 508 of the Rehabilitation Act. Online services are evaluated by the means described in II.B and II.B.1.

One way the college assures equitable access to all high school students is through high school outreach (3.16). The institutional high school outreach team—including general and EOPS counselors, student ambassadors, and financial aid staff, in conjunction with many student services departments—has done extensive outreach in the feeder high

schools. An important mission of the outreach team is to inform high school students, particularly juniors and seniors, of the advantages and opportunities available through the academic and student-support programs at the college. The outreach team conducts classroom presentations, one-on-one appointments, workshops, campus tours, and attends parent nights, and college fairs (3.44) In an effort to keep communication up-to-date and accessible, the high school outreach coordinator and the Counseling Department host a luncheon for high school counselors and faculty on an annual basis.

DSPS ensures equitable student access to all students with disabilities. As stated in II.B and II.B.1, the college provides all students with orientation, assessment, and advisement. DSPS has a clearly defined in-take procedure to assess student needs. Once a student's disability is identified, staff members apply appropriate services including counseling, use of adaptive equipment, enrollment in specialized classes, ASL interpreters, note takers, on-campus transportation, test accommodations, or whatever services are necessary as a result of the needs assessment. Furthermore, any high school students with disabilities are assisted by college DSPS counselors and staff during the outreach sessions and at Grossmont to assure an easy transition into college.

As stated in II.B, Counseling invites all first-time college students, native and non-speaker English speakers, to attend an orientation, assessment, and advisement session offered at various days and times and on Saturdays (3.16). Each student is given a student handbook (3.5) filled with information that will help them succeed in college. Students are strongly encouraged to attend an advising session in which counselors help students develop a first-semester educational plan. Assistance with online class registration is provided at the workshops and during scheduled hours. International (F1-VISA) students participate in a specialized matriculation process, which includes acceptance to the college, issuance of an F1-VISA, orientation, assessment, advisement, and registration. Counseling, Assessment, ESL, and student ambassadors all work together to help new international students to begin their college careers at the appropriate math and English proficiency level and in courses that fit their schedules. In addition to student orientation and advisement sessions, Counseling, in conjunction with several student services programs, conducts Parent Night; parents and students are informed about degree and transfer opportunities, financial aid, DSPS, student life, the rigor of college, and the role parents can play in supporting their students (3.44).

All of the student-support services discussed above, traditional and online, are evaluated using the means discussed in II.B and II.B.1. In addition to these data, 93.6% faculty and 96.4% staff in the accreditation survey indicated that they refer students to the various support services (3.24, Question 24). As stated previously, nearly all student services are rated excellent to good by 70% or more by students surveyed (3.24, Question 27).

Self-Evaluation

The descriptive summary and supporting evidence show that the college meets Standard II.B.3.a. The college assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. The programs described above are regularly evaluated by

the means described in II.B.1. As for online services, Grossmont College continues to keep pace with rapidly changing technology. Access to services has improved tremendously through the use of the college website, yet student service programs still need to develop assessments which clearly measure the effectiveness of online services. Through current and future SSO studies, these data will be readily available and used for continued improvement.

Grossmont College meets Standard II.B.3.a.

Planning Agenda

See Planning Agenda for II.B.

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

Descriptive Summary

Grossmont College provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students. The institutional capacity to provide this rich and dynamic environment begins with the articulation of its educational philosophy, mission statement, and educational objectives found in the introductory pages of the *Grossmont College Catalog* (3.28).

The educational philosophy provides the strong foundation upon which the college supports student success:

1.   The democratic way of life allows each individual the personal freedom and initiative consistent with his/her responsibilities to other persons;

2.   The college recognizes the worth of the individual, and the fact that individual needs, interests, and capacities vary greatly;

3.   The maximum development of the personal, social, and intellectual qualities of each individual must be encouraged;

4.   The maximum development and fulfillment of the individual and the development of the community are increasingly interdependent; and

5.   All segments of the college community are encouraged to contribute and participate in the operation of the college.

The Academic Senate and many campuswide committees and councils address the issues surrounding what constitutes a good learning environment. Dialogue is ongoing and often intense regarding how to best serve students. Student Services employees are

dedicated to these philosophical and practical pursuits. Counseling has a number of committees that focus on specific student issues and include the following areas of focus: 1) personal counseling, 2) new student advising; 3) personal development counseling classes; 4) transfer/career issues; and 5) online counseling.

The college mission statement is "to serve the broad and diverse community of individuals who seek to benefit from the college's wide range of educational programs and services. In order to fulfill its commitment to student learning the college provides instructional programs that meet the needs for transfer education, vocational and career education, general education and developmental courses; community education programs and services; and programs that promote economic, civic, and cultural development." Student Services faculty, staff, and administrators encourage and value diversity and an environment conducive to building harmonious relationships within the college and the community. As role models for the high standards the institution advocates, the staff of the Student Services Division understands that people perform at their highest potential when they feel valued and know their contributions are acknowledged and appreciated. Student Services views the students they serve as part of a community within a community and are as concerned with the roles students perform inside as well as outside Grossmont College. They are committed to helping build a better community within their sphere of influence—one student at a time.

This commitment is further emphasized in one of the educational objectives for the college: "A student services program composed of academic and vocational support services and personal support services to provide students with sufficient opportunity to achieve educational success as well as cocurricular activities to provide opportunities for personal development and social responsibility."
http://www.grossmont.edu/aboutgrossmont/educationalobjectives.asp (3.8).

Driven by the high standards set by the educational philosophy, mission statement, and educational objectives, the college has a variety of means by which it actively seeks to encourage personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students. Counseling is staffed with professional counselors trained to help students with transfer and academic counseling, vocational and career counseling, personal and crisis intervention counseling, semester-by-semester planning, and international student orientation and advisement. A series of personal development classes (PDC) assist students with the exploration of individual needs and interests: Career Decision Making, College and Career Success, Orientation to College: Reentry Student, Study Skills and Time Management, Seven Ways to Maximize Leaning, as well as various topics such as Learning and Motivational Strategies and Strategies for Success in Online Courses. Additionally, the Financial Aid Program offers workshops specifically focusing on voter registration, scholarship, money management, and financial responsibility. The Career and Student Job Placement Center's variety of services and workshops, such as "What the Experts Say about First Rate Customer Service," and how to "Build a Powerful Career & Life Portfolio," add to the plethora of opportunities for personal development at Grossmont College.

A member of the Honors Transfer Council of California, the Honors Experience at Grossmont provides highly motivated students who have demonstrated outstanding academic achievement the opportunity to pursue their individual scholarly interests. In addition, it permits them to participate in an intellectual community of students with a shared purpose of advancing scholarship, enhances their ability to transfer to their preferred college or university, and allows their participation in an honors program in their transfer institution. The program offers four types of experiences: honors sections of existing course, linked honors courses, honors seminars, and honors contract in regular courses.

Another branch of the comprehensive Student Services Division is Extended Opportunity Programs and Services (EOPS). EOPS offers a wide range of services to support the personal growth of students. The Cooperative Agencies Resources for Education (CARE) is a California State funded program designed to recruit and assist single parent recipients of CalWORKs, formerly Aid to Families with Dependent Children (AFDC). CARE provides support services and/or grant funds to assist single parents with academic support and financial assistance. CalWORKs (Project Workplace) provides intensive instruction, counseling and support services, such as internships, job search, employment preparation, childcare assistance, as well as work experience or work-study opportunities for students currently receiving Temporary Assistance for Needy Families (TANF) benefits. The program assists students in preparing for immediate and successful employment. In addition, the staff of the CalWORKs program serves as a liaison between the college and the San Diego County Health and Human Services Agency (HHSA). New Horizons is a Vocational and Technical Education Act (VTEA) grant-funded program for full-time students who are enrolled in vocational majors and are single parents, displaced homemakers, or single pregnant women. The services provided by the program include textbook support, transportation funds, parking permits, as well as academic, career, and personal counseling. EOPS also supports the Summer Institute to assist high school graduates with their transition to college and enhance their academic success.

It is important to note that Grossmont College has earned an enviable record for interest, variety, and excellence of its student activities program. The Student Affairs Office promotes "Quality Campus Life" through enhancement of special events, culture, and cocurricular student programming resulting in direct impact on student personal, civic, intellectual and aesthetic growth. Under the guidance of the Student Affairs Office, student complaints and grievances are facilitated in compliance with policies for conflict resolution. The Associated Students of Grossmont College, the Inter Club Council (ICC), and the World Arts and Culture Committee (WACC formerly referred to as WACO) help to create a dynamic environment for this growth to occur.

At the forefront of extracurricular student engagement, the Associated Students of Grossmont College, Inc., (ASGC), supports student clubs, dances, dramatics, forensics, student publications, athletics, musical programs, rallies, speakers, films, elections, cultural events, and scheduled social affairs. It fosters personal and civic responsibility by organizing and recruiting students to work polling stations and quad events such as "Rock the Vote" and candidate debates. The ASGC, Inc., provides opportunities for

students to participate at the local and state level in community college student government through the Student Senate for California Community Colleges (SSCCC). The college has led in establishing and expanding San Diego County student government, athletics, and other college interrelations and has earned statewide recognition for effective student leadership. ASGC offers students the opportunity to participate in a variety of activities, including management of the student government, membership on collegewide committees, as well as shared governance with faculty, staff, and administrators. ASGC provides students ample opportunity to demonstrate civic responsibility.

The Inter Club Council (ICC) includes student service organizations such as the ASGC, Circle K, Rotaract, and the Phi Theta Kappa Honor Society. It also supports departmental clubs such as the California Nursing Student Association (CSNA), Cardiovascular Technology, Ceramic City Clay, Child Development Student Association, Culinary Arts, EOPS, Occupational Therapy, Photo, Respiratory Therapy, and Sculpture Club. In addition to service organizations and departmental clubs, the ICC supports ethnic, religious, and special interest clubs, which include the Gamma Chi Chi, Aktion, Premed, Black Student Union, International, German, Arabic, Vietnamese, Japan, Puente, Campus Christian Fellowship, Latter Day Saints, Muslim, Jewish, Fellowship of Christian Athletes, Earth Club, Future Broadcasters Association, Film, Speech and Debate, Melodia, Size Acceptance, and Step-Up, which address the needs and challenges of students who are parents. ICC also works in conjunction with KFGN, the campus radio station, to create an environment that promotes civic and personal responsibly.

The World Arts and Culture Committee (WACC) sponsors a wide range of free events that enrich the campus environment and encourage personal, intellectual, and aesthetic growth. Events related to Black History Month, have included a forum on the topic "The Beginning: Historical Black Colleges and Universities," performances by the Grossmont College Afro-Cuban Ensemble and the Black Story Tellers of San Diego and Friends, a Gospel Festival, and "Hip Hop on the Quad" featuring the World Beat Dancers and Drummers. Additionally, WACC supports events including, but not limited to, "Women's History Month," the "Cinco de Mayo Celebration," "The Literary Arts Festival," and in conjunction with Grossmont's Cross-Cultural Studies Department, Extended Opportunity Programs and Services (EOPS), and local Native American organizations, the well-known annual Grossmont Powwow.

While ASGC, ICC, and WACC provide an environment conducive to the civic, intellectual, and aesthetic development of students, Heath Services recognizes the importance of physical wellness in personal development. A caring and professional staff administers immunizations, professional nursing services, first aid and emergency care, health counseling and education, referral to community resources as needed, vision, hearing and blood pressure screening, and voluntary health and accident insurance plans.

Disabled Student Programs & Services (DSPS) is committed to providing programs that respond to the unique needs of the nontraditional student. Its mission statement further avows "to support Grossmont College in the inclusion of students with disabilities as independent, responsible, and productive members of the community." In the DSPS

Learning Development Center, assessment, remediation, and individualized support are available to students with diagnosed learning disabilities. Also available to these students are writing skills classes, test taking accommodations, and registration assistance. Support services for the mobility, hearing and visually impaired students include early registration, special parking, on-campus transportation, note-takers, interpreters, readers and class aids. Print enlarging, tape recording and test proctoring are available; adapted classes in exercise, swimming, aerobics, sports education, bowling, and computers are offered. Special adapted equipment is available for the hearing impaired, while students with speech or language problems are given special assistance conducted by a licensed speech pathologist. An integral part of DSPS, the Assistive Technology Center (ATC) features state-of-the-art assistive hardware and software. Students may enroll in adapted computing classes offered in the fall and spring semesters or come in during open lab hours available year round to learn to use the equipment. A full-time lab aide and several part-time lab aides are available to demonstrate assistive technology for groups and individuals. In addition, students can receive guided assistance as they learn to use specific assistive products. Hardware and software products in the ATC collection include the following: voice recognition software, screen reading software, OCR scanning/reading software, Braille translation software and Braille embosser, text magnification software and CCTV magnification hardware, Idea Generation Software, "Talking" Word Processing Software, alternative input hardware, and computer-assisted learning software. An alternate media and assistive technology specialist works to provide equal, usable and universal access to information. DSPS has also created a publication, *Catching the Wave from High School to College: A Guide to Transition* (3.45). It is designed to help students with disabilities make an easy transition from secondary school to college.

Athletics is another means through which Grossmont students may develop personally and learn valuable lessons in individuality. The Exercise Science and Wellness (ES) Department currently supports 16 men's and women's athletic teams, competing in the Pacific Coast (PCC), Foothill, and Orange Empire Conferences. With the help of 36 full-time and part-time coaches, the athletics programs supported at Grossmont College include the following sports: Baseball, Basketball, Cross Country, Badminton, Football, Softball, Soccer, Swimming and Diving, Tennis, Volleyball, and Water Polo.

At Grossmont College, over 350 students compete in intercollegiate athletic competitions each year. In order to participate, students need a GPA of 2.0 and must be continuously enrolled in 12 units. Athletes are supported by a concerned and professional coaching staff as well as by counselors, athletic trainers, and athletic equipment specialists. With such a tightly woven support system, students have reached impressive individual and collective goals. Grossmont is the home of the 2005 State and National Football Champions, who were also Southern California Champions in 2003. The water polo program for men is also highly successful, taking home various titles in 2002, 2004, and 2005, while the team for women earned the Pacific Coast Conference (PCC) title in 2002. Additionally the tennis team for women took home a State Championship in 2004 as well as various other tittles, including PCC champs in 2001, 2002, and 2003, while the men placed second and fourth in the state in 2003 and 2004, respectively. The swim and diving teams were the Orange Empire champs in 2000 and 2002, and the basketball and

baseball teams for men were PCC champions in 2002. This list is far from exhaustive, and the individual success within the athletics program are too numerous to list.

While they do not typically fall under the umbrella of student services, various academic programs promote civic and personal responsibility and foster intellectual and aesthetic development. Project Success and the Creative Writing Program are two excellent examples. The nationally acclaimed Project Success links courses to create a cooperative learning community. Project Success students complete more units than other students, earn higher grade point averages (GPAs) than average freshmen, and experience a greater sense of academic and personal involvement by being part of a group. The Annual Literary Arts Festival of the Creative Writing Program is a two-week celebration of the power and beauty of the written word. It includes a diversity of guest speakers, student readings and contests, workshops, and other literary activities. Additionally, the Creative Writing Program students produce *The Acorn Review*, a literary journal that requires student editors to make aesthetic judgments about art and literature. Another Grossmont periodical, *The Summit* newspaper, published by students in the Journalism Program, requires students to make intellectual and aesthetic decisions about photography and prose as well as write cover stories and editorials while adhering to ethical standards within the profession. Theatre Arts annually produces five major productions with numerous scheduled performances in either the Stagehouse Theatre or the smaller theater lab space. The Hyde Art Gallery offers an array of exhibitions representing each of the department's disciplines. Political Economy Week presents renowned speakers who engage students in local, national, and global politics. Finally, it would be remiss to suggest that the examples end here; a variety of dynamic programs at Grossmont College provide students ample opportunities to attend performances, meetings, workshops, and films, highlighting and/or exploring various topics relevant to their discipline.

Clearly, Grossmont College is committed to serving its students by means of a variety of student services and academic programs in a productive learning environment. Building from the foundation set by the educational philosophy, mission statement, and educational objectives, student services work to provide an environment that encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students. The employees at Grossmont are respected for their high standards, collegiality, and passion—they are driven by a rigorous concern for their students.

In student services, the writing of SSOs and the identification of assessments will help to invigorate, shape and define how the program will continue to provide exceptional services for Grossmont's students. In addition to this new approach to assuring high quality service and accountability, Grossmont will continue to use its tried and true measures for ensuring student success: regular staff meetings, program review, and specialized assessment studies done by programs and the research office. Results of these assessments are used for continuous improvement

The college community is actively engaged in addressing the whole student. As a recent example, during Fall 2006 Professional Development Week, the author of the book *Generation Me*, Jean Twenge, provided insight on the differences in attitude and behavior

of students born between the early 70s and late 80s as compared to earlier generations. The entire week was devoted to dialogue on how to better understand and acknowledge current traditional students' very different take on the college experience.

Self-Evaluation

Based on the descriptive summary and supporting evidence presented above, the college exceeds Standard II.B.3.b. Through a variety of programs and events, the college provides students with extracurricular and cocurricular programs and events that encourage personal and civic responsibility as well as intellectual, aesthetic, and personal development. Students have every opportunity to develop themselves intellectually, aesthetically, and personally outside of the classroom and laboratory. However, the results of SSO studies will give the college a better understanding of how well students are benefiting from extracurricular and cocurricular activities that enhance their academic studies. Along with information collected through program review, specialized studies done by the research office, and accreditation surveys, the college will have an additional measure of how well students are achieving stated outcomes.

Grossmont College meets Standard II.B.3.b.

Planning Agenda

See Planning Agenda for II.B.

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

Descriptive Summary

The college designs, maintains, implements, and evaluates counseling and academic advising to support student development and success through five programs: Counseling, EOPS, CalWORKs/New Horizons, DSPS, and the Transfer Center. Refer to II.B.3.a. and b. for a description of these programs. There is also an athletic advising program that works closely with Counseling to provide academic advising to athletes. Counselors for these programs provide students with accurate information on certificate and degree requirements as well as up-to-date transfer requirements and major preparation. The counselors in these programs meet once a week to discuss information related to campus programs as well as changes in articulation agreements, curriculum updates, and transfer requirements. Each counselor serves as a liaison to one to three instructional programs and is responsible for maintaining contact with the chair or coordinator to schedule presentations to update counseling faculty on program issues and changes. Recommendations resulting from this ongoing dialogue and evaluation are used for program improvements. Some examples of improvements that have been made as a result of the liaison between Counseling and academic programs are as follows: 1) Based on counselor suggestions, the ROP (3.46) coordinator includes salary ranges for jobs in marketing material; 2) Administration of Justice (AOJ) (3.47) has developed handouts

that describe specialized courses; and 3) Nursing has updated its website to include general education requirements: http://www.grossmont.edu/nursing/ (3.48).

Counseling offers in-service training on personal counseling issues two to three times a semester. Topics that have been covered recently include eating disorders, suicide prevention, and critical incident debriefing. Professionals with specialized training provide the presentations. Occasionally an incident will occur on campus that requires an expertise in group counseling and crisis management. The counselors who are involved in the event provide a debriefing session for all counselors regarding what they did and how their effectiveness could be improved in the future.

The number of counselors paid by the college to attend statewide transfer conferences and meetings was severely cut during the budget crisis of 2003-2004; no more than two counselors from the department were approved and funded to register for any one conference or event. When an important statewide transfer conference occurs, the counselors who attend the event provide an in-service training session and copies of important information at a special counseling meeting. In the 2006-2007 campus budget, travel funds were reinstated, and the department intends to send more counseling faculty to California State University/University of California (CSU/UC) sponsored statewide conferences related to transfer issues.

As mentioned in II.B.3, Counseling has a strong high school outreach program and college counselors make bimonthly visits to each of the high schools in the district. At the end of the spring semester, Counseling hosts the High School Counselors Advisory Luncheon to present information about students who have transferred to the community college from the local high schools. Each year, different college programs are highlighted to encourage high school counselors to offer the community college as an option for all their students.

Every year, Counseling, the Transfer Center, Articulation, EOPS, and DSPS update their Educational Master Plan (EMP). It is an opportunity to assess previous annual accomplishments as well as continued concerns and needs. In addition to the evaluative review documented in the EMP, Counseling goes through a rigorous program review every five years. Thus, Counseling has in place systematic and continuous means for evaluating services provided in terms of student success, as well as for making recommendations and plans for continued improvement.

Counseling continually evaluates and improves the services provided to students. As stated in II.B and II.B.3, beginning Spring 2005, the advising portion of the matriculation process for new students was conducted in a computer classroom in the newly constructed Learning and Technology Resources Center (LTRC). The advising sessions were limited to the 25 computers available to students. Based on student evaluation comments, the session now includes a demonstration of online resources and provides students with an opportunity to work individually with a counselor to select and then register for classes using WebConnect. The written evaluations from students have been the most favorable responses the department has received regarding the new student advisement process (3.11).

Counseling, in collaboration with the Transfer Center coordinator and articulation officer, has designed a comprehensive website that provides prospective, new, and continuing

students with the most accurate college and university information. The site includes general information related to student success as well as links to a variety of sites that provide academic and technical assistance related to transfer (3.8).

Three years ago, a six-week on-the-job training program and manual for new adjunct and full-time counselors was developed and implemented to assure students would receive accurate and comprehensive information from all counselors in the Counseling Center. Newly hired counselors meet regularly with counseling faculty mentors to discuss college policies and procedures, to ask questions, and to express concerns. The counselors are required to shadow full-time counselors before they are given the opportunity to work individually with students.

As stated throughout this chapter, the college regularly assesses the academic advising program through faculty and administrator evaluations and program review, as well as student evaluations and surveys. All new full-time faculty hires are required to participate in a twenty-hour training regimen which provides an opportunity to shadow other counselors first and then work individually with students who have increasingly complex issues. Tenured, tenure-track and adjunct counselors are evaluated by their peers, students, and the dean according to the stipulations in the United Faculty contract.

The Accreditation Survey Response Comparisons results indicate that 66.7% of faculty respondents strongly agree or agree that the processes for evaluating the college's student services programs help improve the quality of services compared to 4.7% who disagree or strongly disagree. For college staff, the ratio of responses was 62% to 16.5% (Question 23). Over 93% of the faculty respondents and 96.4% college staff indicated that they referred students to the various support services on campus (Question 24). This extremely high score shows how Grossmont faculty and staff work together to help students. Survey results also show 80% of faculty strongly agreed or agreed that the college provides adequate support services to its students regardless of service location or delivery method (Question 25). The Accreditation Survey Response Comparisons of students resulted in the following percentages that rated college services as either good or excellent (3.24):

Student Services Program	Student Rating of Good or Excellent
Tutoring Center	77.5%
Admissions and Records	78.2%
Veterans Affairs Office	75.3%
Career Center	72.8%
Job Placement	70.6%
DSPS	77.8%
Counseling	71.5%
EOPS/CalWORKs	74.6%
Health Services	73.1%
Financial Aid	71.0%
International Student Services	73.5%
Student Affairs Office	65.3%

A strong majority of students surveyed are satisfied with college academic advising programs.

<u>**Self-Evaluation**</u>

The descriptive summary and supporting evidence show that the college meets Standard II.B.3.c. The college designs, maintains, and evaluates counseling and academic advising programs to support student development and success. Counseling faculty and staff go through regular student, peer, and supervisor evaluation as does the Counseling Department as a whole. Program review, regular meetings, specialized studies, and now SSO studies are excellent means of evaluating performance and making recommendations for continued improvement. Counselors and staff do much to provide access to Grossmont students: orient, assess, and advise them when they apply and provide ongoing, quality counseling and advisement until students graduate, transfer, or separate having fulfilled their academic goals.

Grossmont College meets Standard II.B.3.c.

<u>**Planning Agenda**</u>

See Planning Agenda II.B.

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

<u>**Descriptive Summary**</u>

Grossmont College values and promotes a climate that enhances diversity, collaboration, effectiveness, and student success. The institution supports a number of campus activities and student clubs that promote an understanding and appreciation of diversity. The World Arts and Cultural Committee (WACC), Cross Cultural Studies Department, ASGC, and a number of cultural clubs have cosponsored events and activities which occur throughout the year, and in some cases, are held annually. The following are examples of events that have promoted diversity beyond the classroom:

- Native American Powwow.
- Living History Film & Lecture Series including the *Gringo in Mañanaland*.
- Dia de Los Muertos.
- Literary events, including Kamal Kapur poetry and the Literary Arts Festival.
- Art Exhibits encompassing many different perspectives and media.
- Black History Month celebrated with poetry, African storytelling, and dancing.
- Puente Project.
- Arabic Culture Day, celebrated with a bazaar, dance and food.
- Disabled Students Programs & Services Walk-A-Thon.

- Cinco de Mayo.
- Symphony orchestra performs The French, Cuban Celebration & Mozart Mania.
- Music Department concerts performed by students and teachers.
- St. Patrick's Day food and dance.
- Navajo code talker.

The World Arts and Cultural Committee presents a full-year schedule of cultural and social activities to promote a climate that enhances diversity, collaboration, and student success. WACC strives to bring the flavor of other cultures of the world to the campus, so understanding of the diverse student body can be fully realized and appreciated. Students, faculty, and staff are encouraged to join in planning events so that everyone has equal representation. WACC identifies and addresses diversity issues as well as provides recommendations to both student-service and academic programs to better support and enhance understanding and appreciation of diversity. For example, WACC has used the Student Equity Plan (3.49) to identify ways to better support and enhance diversity in and out of the classroom.

The Cross-Cultural Studies Department makes available classes to educate students about the history of minority group relations as well as sociological theories of ethnic prejudice and racial discrimination.

ASGC fund grants for programs on campus with decisions made by a diverse board as to what programs will benefit students. Weekly meetings of the Inter Club Council collaborate on programs to illustrate the cultural diversity of Grossmont College. The college actively supports student participation in organizations and activities that promote understanding and appreciation of its diverse population. Join-a-Club Week is sponsored each semester to raise awareness among the general student population about active clubs and encourage new membership. ASGC hosts an open house every semester to inform interested students about student government and student club involvement. The activities are evaluated primarily through observation of student participation and direct feedback. Student clubs actively promote diversity and cultural awareness through a series of events held throughout the year. There are different ways in which the activities are communicated across campus, but electronic announcements, posters, and flyers developed by the organizing student group serve as the primary forms of mass communication.

Evaluations of these programs occur most often through observed participation in and attendance at the various events and activities coordinated by the student clubs and academic and student service programs. Other evaluative measures will evolve via the SLO/SSO Assessment Initiative on campus.

The accreditation survey results (Question 119) showed that 76.3% of Grossmont students agree or strongly agree that opportunities are available on campus for them to learn about other cultures. This high percentage shows that students are satisfied with how the college supports diversity (3.24).

Self-Evaluation

Based on the descriptive summary and supporting evidence presented above, the college exceeds Standard II.B.3.d. The college designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity. Grossmont has a diverse student body. The college curricular, cocurricular, and extracurricular programs and events described above serve this diverse student body well with more than three-quarters of student survey respondents agreeing that opportunities are available on campus for them to learn about other cultures. This high percentage is promising, yet very little evaluative data exists on how well the programs and events that promote diversity serve students. With the advent of SSO and SLO studies, both academic and student-service programs will have ample evaluative information to determine how well their programs promote and enhance diversity throughout campus; faculty, staff, and administrators will use these data to make recommendations for continued improvement.

Grossmont College exceeds Standard II.B.3.d.

Planning Agenda

See Planning Agenda II.B.

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

Descriptive Summary

The college regularly engages in the evaluation of admissions and placement instruments. Applications are available in written and online format. Evaluation and revision of the instruments occurs at the district level, as both colleges use the same instruments. Decisions affecting the application and placement procedures are made on the basis of research data and anecdotal input from students and staff.

Admissions

The Grossmont-Cuyamaca Community College District (GCCCD) was one of the first college districts to implement the CCCApply (3.3) online application, starting in Fall 2005. Recently, the colleges implemented the Board of Governor's Grant as an online application option. An online admissions application for International Students is also available.

The college has been responsive to the changing needs of the student population and community by offering telephone and online registration options as well as online applications for admission and financial aid. The college has responded to the greater dependence on the Internet by adding computers in the Admissions and Records Office

lobby for Web registration and telephone access in the patio. During the registration period, one of the computer-based classrooms in the LTRC is reserved for registration, and staff and student ambassadors are available to help students registering online for classes for the first time. The percentage of students using online services has increased substantially since Fall 2002 when 84.5% of students came to the campus to fill out an application as compared to 73% that now complete the CCCApply online application (3.21). Currently, almost 97% of students register for classes online.

The increased student usage of online services attests to its effectiveness and value to student access and success. Nevertheless, systematic evaluative processes have not yet been created to evaluate these services. The SSO assessment initiative which has begun will address this deficiency.

Assessment and Placement

The college meets and maintains the state requirements for validation of assessment and placement instruments through the district research office (3.7). All assessment and placement instruments must be approved by the statewide Chancellor's Office. Approval comes only after a rigorous review process by experts in the field. The review process examines data on content validity, criterion or consequential validity, test bias and sensitivity, disproportionate impact, and reliability. Cut scores are determined locally to ensure course recommendations maximize student success in the classroom.

All assessment tests are regularly evaluated. The research office provides the English, ESL, and Mathematics faculty with student data that assists them in identifying cut-off scores. In addition, the research office, in conjunction with faculty, determines validity and whether the assessment has cultural and linguistic biases (3.49). Additional input comes from the Student Success Committee, which is comprised of a cross section of the campus community, including faculty and staff from Mathematics, English, ESL, Counseling, Behavioral Sciences, and Tutoring. The committee is charged with addressing issues related to implementing the sixth component of matriculation, "Coordination and Training." It serves as an advisory committee which coordinates all components of matriculation to meet the objectives of the Student Success and Matriculation Plan. It also coordinates with other campus programs and services that contribute to the implementation of the plan.

The Assessment Center staff works closely with Counseling and faculty to evaluate and revise the assessment schedule to better meet the needs of students during the registration period.

Self-Evaluation

The descriptive summary and supporting evidence show that the college meets Standard II.B.3.e. The college regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. The college placement instruments are on the state-approved list or have gone through the rigorous state validation process, which tests for cultural and linguistic bias. As for admissions, 73% of students

now apply through CCCApply online application as compared to 15% in Fall 2002. Clearly, today's students take advantage of the ease and convenience of online application; however, little information is available on how well online admission is serving students and what can be done to make the online application process even better. Admissions and Records has already committed to an SSO study which will give both qualitative and quantitative information on how well online application is working for students.

Grossmont College meets Standard II.B.3.e.

Planning Agenda

None.

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

Descriptive Summary

The GCCCD Board Policy BP 5040 (3.50) regarding the maintenance of student records states the following:

> The college effectively maintains and secures student records. In cooperation with the district and its sister college, Grossmont has responded to the needs of students for greater access to their own information via WebConnect. The district is in the process of expanding students' access to their academic records by purchasing a new student record keeping system entitled Colleague. Student Services staff is currently receiving training on how to use the new system, which is projected to be piloted by summer 2007. Currently social security numbers are used to identify students, but this practice will be phased out once the system is in place. A personal identification number (PIN) is originally assigned to every student; the college will use the student's birthdate, a six-digit identification code, to set the original PIN, which can then be personalized by the student.

Grossmont College policies governing the maintenance of student records adhere to the California Education Code and California Code of regulations, as mandated by Title 5. Academic records for Grossmont College students are complete and secure. Both microfiche and hard copy records are housed securely on-site in the Admissions and Records Office. Daily backup of transactions are conducted by the Information Systems (IS) Department and the tapes are kept in a secure location. The backup is kept at a different location off-site. A document imaging system is used to scan student records, incoming transcripts, and faculty grading records.

Grossmont College accords to students all rights under the Family Educational Rights and Privacy Act. The Grossmont College Catalog (3.28) states the following:

> No one outside the institution shall have access to nor will the institution disclose any information from the students' education records without the written consent of students except to officials of other institutions in which students seek to enroll, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons.

At Grossmont College, only those employees acting in the educational interest of students are allowed access to student education records within the limitations of their need.

The San Diego and Imperial Counties Community Colleges Association (SDICCCA) Data Sharing Consortium—Cal-PASS collects data from local high schools, community colleges, and public universities that include basic student information, such as courses, grades, and outcomes. The information is used to improve instruction and enhance student preparation.

Release of any information requires written request or written permission of the student, except as provided by law. In case of the closure of Grossmont College, responsibility for records would be assumed by the Chancellor's Office in Sacramento, California.

Self-Evaluation

Based on the descriptive summary and supporting evidence presented above, the college meets Standard II.B.3.f. The college maintains hard copies and microfiche of student records permanently, securely, and confidentially on-site, and backups are secured off-site by Information Systems. The college publishes and follows established policies for release of student records and publishes the policy for maintaining and securing student records in the catalog.

Grossmont College meets Standard II.B.3.f.

Planning Agenda

None.

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

Descriptive Summary

As described in II.B.1, Grossmont College utilizes regular department meetings, program review, and specialized studies done by student service programs and the research office to systematically and regularly review of student services. The results of these means of program evaluation are used to develop recommendations for continued improvement. For a detailed description of program review and some of the specialized studies evaluating student services, refer to II.B.1. As stated in II.B.1, some programs, such as DSPS, EOPS and Financial Aid, are subject to additional accreditation self-study reviews conducted by the federal or state government or other affiliated agencies which have regulatory oversight.

Every student service program strives to utilize the findings and recommendations made by department meetings, program review, and specialized studies in order to improve the services the college provides for students. This is also done by linking program review to the Grossmont College process of annually developing and revising the Educational Master Plan (EMP) (3.10) for each specific student services area. The EMP addresses improvements or obstacles a particular program might be facing and includes strategies and new goals for the upcoming academic year which will help strengthen the services a department gives to both students and the college community as a whole. Student Services Outcomes (SSO) study results will also be reported in the EMP, which will provide evaluative information annually on how well student services are delivered according to Grossmont students. SSO studies in addition to the evaluative processes already in place will give Grossmont another means to show the quality of student services and a way to make recommendations which lead to continued improvement.

Self-Evaluation

Based on the descriptive summary and supporting evidence presented above, the college meets Standard II.B.4. The review processes already in place have served the college well in maintaining a satisfactory-level of quality. Review of the Student Services Division is a continuous process. The college review measures are thorough and effective and the Student Service Division has made numerous improvements as a result of these measures. However, the new accreditation standards demand SSO study results, which show greater accountability of how well student service outcomes are achieved. Grossmont embraces this addition quality-control measure and will report SSO results and the recommendations made as a result of the SSO studies in the EMP.

Grossmont College meets Standard II.B.4.

Planning Agenda

See Planning Agenda II.B.

Standard II.B

Student Support Services

Themes

Grossmont College has made a commitment to provide high quality education congruent with its institutional mission. Institutional action is guided by the college's primary mission to support student learning. The range of student support services attests to the value the institution places on addressing student academic experience inside and outside the classroom. The evaluation, planning and improvement of Grossmont College student support services at the department, program and college level is assured through the Student Services Program Review and the Educational Master Plan process. These processes require departments and programs to: assess what they are doing to help serve students and identify how they plan to continue or improve those services.

The dialogue between instructional and student services faculty and administrators is ongoing, inclusive, and productive. The shared goal of student success drives the conversation and results in exceptional and innovative ways to address student learning and retention. The college organizational structure—with Instructional and Student Services Vice Presidents and division deans representing the college's major functions—tends to facilitate the dialogue.

Institutional integrity is at the heart of all decisions related to the development and implementation of policies, practices, and procedures that affect students. The Student Services Outcomes Implementation Team will examine the Program Review process to develop a model that will accommodate the needs of all areas while integrating SSOs into the process.

STANDARD II.B.

STUDENT SUPPORT SERVICES EVIDENCE

3.1   High School/College Credit Brochure
3.2   High School/College Credit Enrollment Authorization Form
3.3   CCCApply
3.4   GCCCD Application
3.5   Student Handbook
3.6   Project Success
3.7   Office of Districtwide Academic, Student Planning & Research Outcome in English Courses (IR-PASS)
3.8   Grossmont College Website http://www.grossmont.edu
3.9   Student Learning Outcome Assessment Initiative (SLOAI) Progress Report
3.10   Educational Master Plan (EMP)—http://www.grossmont.edu/edmasterplan/
3.11   New Student Orientation and Advising Evaluations (NSA)
3.12   Curriculum Committee Agendas & Minutes
3.13   Enrollment Strategies Committee Agenda
3.14   Student Success Agendas & Minutes
3.15   Copy of Information given to High Schools
3.16   High School Outreach Plan & Schedules
3.17   Advisory Minutes—DSPS, EOPS & Transfer Center
3.18   Student Services Program Review Documents 2002-2006
3.19   Assessment Data & Survey Results
3.20   California Board of Governors Fee Waiver (BOGW)
3.21   CCCApply Utilization and Web Utilization Data
3.22   Online Counseling
3.23   Career Center—http://www.grossmont.edu/careercenter/
3.24   Accreditation Survey Response Comparisons
3.25   Grossmont College Student Accreditation Survey Spring 2000
3.26   Student Center/Gateway Project Materials—Minutes, Memos, Email
3.27   Planning & Budget Committee Minutes
3.28   *Grossmont College Catalog 2006-2007*
3.29   Counseling Center & Transfer Center Handouts
3.30   GCCCD Board Policies—Chapter 5
3.31   Student Grievance and Disciplinary Handbook
3.32   Student Assessment Utilization Data (IRP)
3.33   Personal Development Classes Enrollments
3.34   Probation & Disqualification Notifications; Petition for Readmission form; Disqualification Readmission Contract
3.35   Student Transfer Center Data
3.36   Financial Aid Office—http://www.grossmont.edu/fa/
3.37   Grossmont College Scholarships
        http://www.grossmont.edu/fa/scholarships/default.asp
3.38   Disabled Student Programs and Services (DSPS)
        http://www.grossmont.edu/dsps/
3.39   EOPS: http://www.grossmont.edu/eops/

3.40   Health Services—http://www.grossmont.edu/health_services/
3.41   ASGC—http://www.asgcinc.org/
3.42   Athletics—GAAP http://www.grossmont.edu/athletics/general/gaap.asp
3.43   Grossmont College Class Schedule
3.44   Parent High School Student Postcard and other samples
3.45   DSPS—Catch the Wave
        http://www.grossmont.edu/dsps/transition/transition00_default.asp
3.46   Regional Occupation Program (ROP)
3.47   Administration of Justice handouts—http://www.grossmont.edu/aoj/
3.48   Grossmont College Nursing Program Website
        http://www.grossmont.edu/nursing/
3.49   Student Equity Plan
3.50   GCCCD Board Policy BP 5040
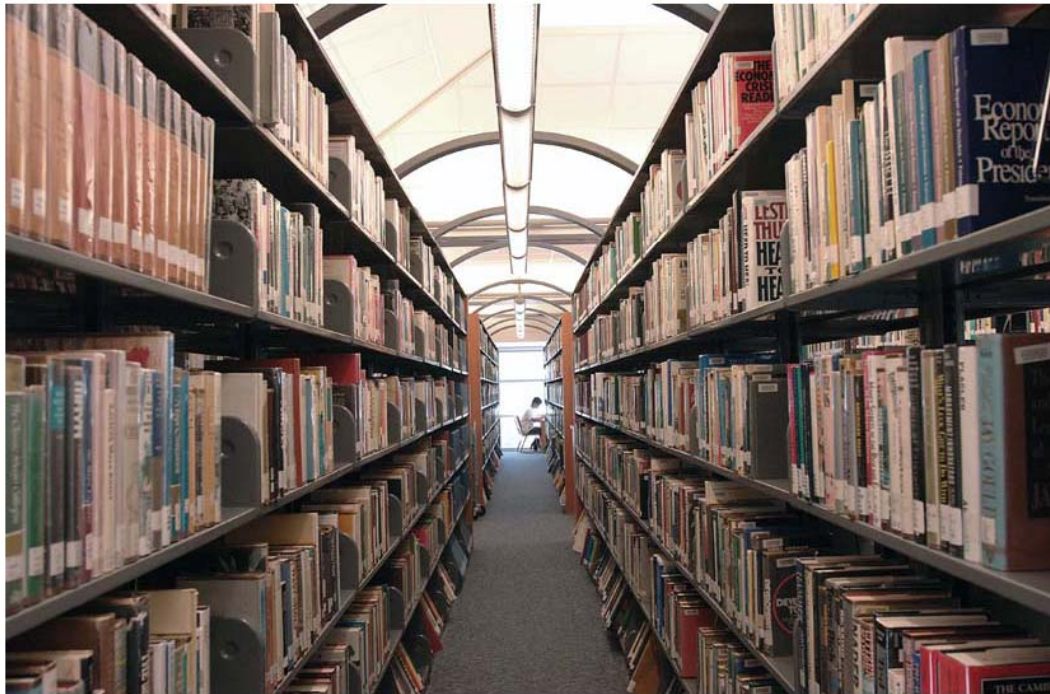
Standard II.C: Library and Learning Support Services

Standard II.C

Library and Learning Support Services

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

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

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

Grossmont College employs professional librarians and trained technicians, who have had many years of experience in the performance of their work.

The print and nonprint collections are monitored and maintained continuously by the librarians. Each librarian is assigned subject areas and/or programs within their area of expertise. Selection criteria are set forth in the Collection Development Policy (CDP) (4.1). The CDP is developed in consultation between faculty within the discipline and the subject area librarian. The CDP outlines the type of material to be collected, the currency of materials, relevance to the program, and any specific areas defined by the department. The librarians are liaisons between the library and the faculty within their assigned subject areas or programs.

In addition, the librarians select general reference materials, periodicals, media, and electronic databases according to their subject expertise. With the increasing use of technology, the library has been able to provide more resources to students via the Internet. The librarians (4.2) use their expertise to carefully select databases that will best serve students' needs.

When new courses are proposed to the Curriculum Committee, the library liaison (4.3) for the proposing department (or the library department chair) meets with the faculty member proposing it and discusses whether the library has adequate resources for the students in that course to be successful. Librarians sign the proposal form to indicate

whether the resources are adequate or require upgrades; if additional resources are needed, an estimate of the cost to upgrade is given.

Prior to making library materials available to users, trained staff members process them. The cataloging librarian does original cataloging using the Online Computer Library Center (OCLC) system. (OCLC is a nationwide program that provides cataloging and holdings information for libraries across the country.) Technical services staff perform related work to ensure distribution control.

Library equipment is supported and maintained by the district Information Systems (IS) Department. However, the library employs a learning resources system specialist for maintenance of software programs and SIRSI, the online library catalog system. The specialist also troubleshoots computers in the library and makes recommendations to the dean for upgrades and/or replacements.

The library houses Instructional Media Services (IMS), which supports and maintains classroom instructional equipment. IMS is headed by the coordinator, who oversees trained staff and makes recommendations to the dean for upgrades and/or replacement equipment. The classroom instructional equipment has been placed on the Lab Rollover Schedule in the Grossmont College Technology Plan (4.4), along with the library computers. The Lab Rollover Schedule ensures that the technology on campus is kept up-to-date.

Library Collection: A new 46,650 square foot Learning Resource Center (LRC or library) was completed in 2004. Funding for the facility was provided via the state. Although the state funded the facility, furniture, and equipment, there was no funding for books and materials. In an effort to eliminate outdated holdings in preparation for the move to the new library, the collection was reduced from 106,000 volumes to 97,300 volumes. The volumes that were withdrawn had publication dates of 1975 and older and included those that had not circulated since 1968. Due to budgeting constraints, the LRC has not been able to replace those volumes. The budget for books has decreased over time, from $120,100 in 1999 to $46,000 in 2005. The college depends on state block grant funds to purchase library materials instead of monies provided via the general fund accounts (4.2).

When funds become available via block grants from the state, the budget figures are run through an allocation formula (4.5). The allocation formula takes into account the size of each instructional department, the average cost of each book for the discipline, the number of weekly student contact hours (WSCH) the department generates, and a weighting number according to the discipline and the student usage of library materials. The funds are then distributed to the subject area librarians. In this way, the LRC can ensure that identified needs of the curriculum are met.

According to *The Bowker Annual: Library and Book Trade Almanac* (4.6), the number of paper volumes held for less-than-four-year institutions had a median of 18.1 paper volumes per full-time equivalent student (FTES). The Grossmont College library holdings are 6.97 paper volumes per FTES. Paper volumes include periodicals. The standard put forth by the Association of College and Research Libraries (ACRL) (4.7)

recommends 140,000 volumes for the number of FTES at Grossmont. The LRC program review (4.2) recommended the establishment of line items in the budget for books, periodicals, and nonprint materials in order to achieve the ACRL standards.

Library quality standards for book and nonprint media acquisitions are specific to type. For books, librarians use readability levels for undergraduates, frequency of use data, publisher reputation, and recency of publication, in addition to reviews of books in the *Library Journal* or *Choice,* to help guide selections. For nonprint media, librarians rely on the same standards to the extent that they apply to the given media; however, in the case of media items using visual and auditory components, librarians now only purchase media items that have close captioning for hearing-impaired and deaf students.

In order to overcome the limitations of reduced holdings and inadequate funding to expand them, the library arranged online linkages with Public Access Catalog (PAC), which provides access to the San Diego State University (SDSU) Library and with Cuyamaca College holdings via the Inter-Library Loan System (4.8). Materials from these libraries are obtainable within a day or two. Books are available through Inter-Library Loan without charge; copies of articles are available for a reasonable copying fee. Materials are available from other area libraries as well.

As the subscription rates for periodicals soared in the past ten years, alternative methods for securing resources were sought. The LRC joined the California Community College Libraries Consortium and has subscribed at greatly reduced rates to full-text periodical databases, allowing the library to cancel print subscriptions and focus on acquiring subscriptions to periodical databases. While the acquisition of electronic databases helped to provide students with a larger variety of periodicals with a cost-savings due to the cancellation of print subscriptions, the library budget was reduced from $51,640 to $38,070 over a three-year period. The cost of electronic subscriptions was largely funded by state Telecommunications and Technology Infrastructure Program (TTIP) funds, a grant that may not be funded in coming years. The library has maintained its membership in the consortium and continues to provide students access to electronic databases. Grossmont students are able to access these electronic periodical databases by remote authentication from anywhere with Internet connectivity. The library catalog is available via the web to anyone. The electronic databases (4.2), however, are password-protected to allow only currently registered students and district employees access while off campus (remote access).

Audio holdings dropped by 75% between 1994 and 1996 due to a major purge of outdated materials. The collection of microforms has decreased as it has been replaced with electronic subscriptions, which include archives going back to 1995. The video/DVD collection has grown slowly and has not kept up with demand due to budget restraints.

In an effort to circumvent declining budgets, the San Diego Imperial County Community College Association (SDICCCA), of which Grossmont College is a member, formed a media consortium and collaborated with the San Diego County Department of Education. This membership, which includes seven colleges, allows Grossmont faculty and students to request videos/DVDs from a combined collection of 12,500 items. Assistance in the

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selection and use of media available through the consortium is provided by the staff in the Interlibrary Loan/Media Acquisitions Department of the library (4.9).

The 2006 accreditation survey indicates that 68.3% of faculty and 72.9% of student respondents agree that the library collection, including books, periodicals, media resources, and online databases is adequate to meet the needs of their educational programs (4.10, Question 29). This is a marked improvement over faculty and student opinions registered in the 2000 accreditation survey. Then, slightly less than half of the faculty and nearly two-thirds of the students agreed (4.11, Question 40, 4.12, Question 12).

Survey Statement		% Strongly Agree or Agree	
Question	**Respondents**	**2000**	**2006**
Q.29. The LRC's collection, such as books, periodicals, media resources, and online databases is adequate to meet the needs of my educational program.	Faculty	49.5%	68.3%
	Students	64.8%	72.9%

Library Computers/Equipment: The library houses 54 public access computers, two American with Disabilities Act (ADA) compliant computers, and three printers. Twenty carrels are also equipped for video/DVD viewing (4.13). According to figures in the Total Cost of Ownership (4.14), a document provided by the state for minimum technological requirements for community colleges, the number of computers is adequate for a college of this size.

Instructional Media Services (IMS) provides classroom technology equipment campuswide. IMS also maintains and supports the equipment in over 110 classrooms. It is the goal of IMS to equip all classrooms as stated in each departmental Technology Plan (4.4). IMS plans the installation of equipment in the classrooms on a systematic basis by meeting with department chairs and other users of each room. As noted previously, a schedule for acquisition of replacements and/or other types of equipment (4.15) has been developed by the IMS coordinator. IMS provides CD/DVD duplicating services as well as audiovisual setups for campus events.

Learning centers and labs that operate in the adjacent Technology Center, and in other campus locations, serve as auxiliary learning support systems for students. However, they operate independently, but cooperatively, with the LRC, under a different organizational structure managed by the same dean of Instructional and Technology Resources. They are as follows:

Technology Center: The new library was built adjoining the former Learning Resource Center (LRC) Building. The former Learning Resource Center was remodeled with local bond funding and designed as a Technology Center to house computer labs, Tutoring Center, Assessment Center, and offices; it opened in 2004. Together, the library and the remodeled Learning Resource Center are known as the Learning and Technology

Resource Center (LTRC). Within the remodeled portion of the LTRC, the Tech Mall (4.4) is a large general-use computer lab, occupying the center or mall area of the first floor. The Tech Mall has 178 computers, of which 20 are ADA accessible. All machines have Windows XP operating systems and Microsoft Office software. Some machines also have course-specific software installed, as requested by faculty and/or students. The Tech Mall serves over 5,000 students per semester (4.16, 4.17). In addition, Tech I and Tech II are open labs, which are available to faculty who wish to bring their classes in for an orientation to particular software, Internet research, or computer-assisted lessons.

Math Study Center: The Math Study Center (MSC) is located within the remodeled area of the LTRC. The MSC operates two labs. One has 22 computers with tutorial software and provides one-on-one or group tutoring, and the other is used for math instructors who need technology equipment to enhance student learning. The computers contain a number of math software and tutorial programs. Instructor-referred tutors who meet the qualifications to tutor different levels of math do the one-on-one and group tutoring. The Math Study Center serves an average of 1,500 students per semester (4.4).

English Writing Center: The English Writing Center (EWC) is also located within the remodeled area of the LTRC. The EWC has tutors who are recruited and trained by the lab specialist and faculty coordinator. The EWC has ten computers with learning software installed, and tutors are available to help students with the software applications. Tutoring occurs on a one-on-one basis or in small groups in the EWC. The English Writing Center serves about 1,600 students per semester (4.4).

English as Second Language (ESL)/Independent Studies: The ESL/Independent Studies Lab is used for class assignments by students for whom English is not their native language. The lab is also used for English instructors to teach basic-level English courses. The ESL/Independent Studies lab houses 30 computers that have tutorial software installed. The ESL/Independent Studies Lab serves about 400 students per semester (4.4).

Business Office Technology: Business Office Technology (BOT) has three labs within the remodeled space. Two of the labs, one containing 25 computers and the other 30, are used for BOT classes and the Office Professional Training program. The third lab contains 72 computers and is used for open-entry/open-exit classes in which students learn software applications at their own pace. BOT labs serve approximately 1,300 to 1,500 students per semester (4.4).

Assistive Technology Center: The Assistive Technology Center (ATC) provides computer support and training for disabled students. ATC houses 15 specialized computers with various software designed to assist disabled students. The ATC serves about 200 students per semester (4.4).

Computer Science and Information Systems: The CSIS Department expanded the number of labs in the 500 South Building when BOT vacated its classroom area to relocate into the remodeled LRC. CSIS has five labs: two with 24 stations, one with 40 stations, one with 28 stations, and one with 30 stations. CSIS has open labs where students are able to receive tutoring on using the course-related software. In addition, the same software is loaded on some of the computers in the Tech Mall. Students are able to

access the software and receive tutoring in the Tech Mall. CSIS open labs serve about 2,000 students per semester (4.4).

Reading Annex: The Reading Annex houses 25 computers with specialized software to assist students in reading comprehension. The Reading Annex is run by the English Department and is limited to students enrolled in reading classes (4.4).

Physics Lab: The Physics Lab, in the 300 North Building, houses 15 computers with specialized software. Instructors use the lab to enhance student understanding of the subject area. The lab is limited to students enrolled in physics and astronomy classes (4.4).

Health Professions Labs: The Health Professions Labs, also in the 300 North Building, provide students with access to 30 computers with various nursing, cardiovascular, and respiratory therapy software. The labs are limited to students enrolled in the Health Professions programs. The labs serve approximately 900 students each semester (4.4, 4.18).

Chemistry Lab: The Chemistry Lab moved into the new Science Lab Building in December 2006 and became a multi-discipline lab. The multi-discipline lab houses 42 computers (4.4). Chemistry instructors are assigned to tutor students in the lab.

Biology Lab: The Biology Lab also moved into the new Science Lab Building. It relies on laptops instead of desktops. The lab provides tutoring for biology students. This lab serves about 1,700 students per semester (4.4).

Synergy: Synergy is the Fine Arts computer lab in the new Digital Arts Building. The lab is used as a classroom and contains 30 Macintosh computers. It serves about 700 students per year (4.4).

Tutoring Center: The Tutoring Center is located on the upper level of the remodeled LRC. One-on-one and group tutoring is available for all disciplines. The Tutoring Center serves about 2,000 students per semester (4.4, 4.18).

Funding totaling $199,540 to support tutoring labs was provided by Title III funds during 2000 to 2006.

According to the accreditation survey, 76.5% of the faculty respondents and 75.4% of the student respondents agree that the equipment in the LRC is properly maintained (4.10, Question 28). Faculty in the 2000 survey (4.11, Question 35) reported a slightly higher percentage of agreement.

Survey Statement		% Strongly Agree or Agree	
Question	**Respondents**	**2000**	**2006**
Q.28. The equipment in the LRC (e.g., VCRS, DVD players, CD ROM players, televisions) is properly maintained.	Faculty	77.8%	76.5%
	Students	Not Asked	75.4%

In addition, 72.5% of the student respondents agree that access to computer labs in the LRC is adequate for their educational needs (4.10, Question 34).

Historically, the librarians have used program review processes to determine the degree to which the library is enhancing student achievement of learning outcomes, identified as course objectives and measures in the course outlines of record. In addition, they have monitored student achievement of course objectives through traditional testing. However, with the advent of the Student Learning Outcome Assessment Initiative (SLOAI), librarians have developed SLOs (4.19) and assessment measures. Results of SLO studies will be reported in the coming years.

<u>Self-Evaluation</u>

Evidence introduced in relation to the selection and maintenance of learning support materials to enhance student learning and achieve the institutional mission reveals that the college meets the standard. Selection of materials occurs upon recommendation by qualified professionals, given the availability of funds. The institution demonstrates that its collection is adequate for current demands, despite inadequate funding to expand its holdings. Through adroit use of resources to participate in arrangements with other libraries and a media consortium, the institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery. The availability of electronic databases has significantly changed the way in which students access research materials. The demand for currency in instruction and for immediate access by students has necessitated subscription to more electronic databases, as well as provision of more computer access. The institution has enhanced student achievement of learning outcomes through measuring achievement of objectives and, more recently, through involvement in the SLOAI.

Grossmont College meets Standard II.C.1.a.

Planning Agenda

The library will pursue provision of a line item in the library and instructional media budget in order to maintain and expand the current library collection and instructional classroom equipment by the conclusion of Spring 2010.

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

Librarians teach students information competencies either individually, at the Reference Desk, or in a group, during classroom bibliographic instruction sessions; librarians have also developed web resources to promote student acquisition of information competency skills. At the Reference Desk, librarians are able to help students individually and guide them through the process of finding pertinent information and materials. Bibliographic instruction sessions in a classroom setting occur on the request of faculty from various disciplines who arrange specialized library instruction sessions with the librarians. On the web, the librarians teach information competencies through a web resource, *4 Cs: Content, Credibility, Currency, and Clarity* (4.20), which explains to students how to identify credible Internet sources and how to consider the source of the information.

To promote student use of library resources, librarians actively approach encounters at the Reference Desk as "teachable moments," when students are most likely to listen and absorb instructions and guidance in the use of the online catalog and/or subscription databases. Appropriate tools and techniques are demonstrated, often with the assurance that these same methods may be used by students from any Internet-connected computer with a browser function.

Librarians offer specialized training when faculty bring their classes into the Library Instruction Lab (LIL). Students learn search strategies, the differences between the databases, how to search the library catalog, and how to determine the reliability of sources. LIL has 28 student computers so that techniques demonstrated by librarians can be reinforced. Statistics (4.21) are collected on a monthly basis showing the number of instructors and students attending these sessions.

Students are also made aware of copyright laws and plagiarism. After the library instruction sessions for English 120 sections, the librarian may ask students to complete a quiz to determine what they have learned. Results of this quiz (or survey) are used in planning future classes as well as in implementing student learning outcomes assessment as that evolves. Librarians are also evaluated through the faculty evaluation process.

In January 2005, an online tutorial option was added that could supplement or replace face-to-face sessions. Statistics clearly indicate that approximately 25% more students participate now that the online tutorial is available. A new product, created by the librarians and systems specialist, is known as Library User Computer Instruction (LUCI) (4.22), an interactive tutorial with audio and video components that offers a self-paced alternative to current library instruction options. This new online tutorial helps students understand the concepts of library research and guides the students through the process of

locating materials and information. Students are quizzed at the end of the tutorial to determine their level of information competency. Quizzes are based on student learning outcomes developed by the librarians (4.2, 4.19, 4.21). Assessments from these tutorials have been and will continue to be used to improve learning outcomes over time.

Librarians present workshops during Professional Development Week that inform faculty of the various resources available in the library. Workshops may also include information on copyright, plagiarism, and specific databases and other resources for faculty, including electronic reserves. Instructional Media Services also does a workshop for faculty (4.23) on using the equipment in the classroom. In addition, the Library Information Resources 110 course, Research Methods in an Online World, was designed and developed to teach students research methods and information competency. This course was originally delivered as a traditional on-campus course but now is available as an eight-week hybrid and fully online course.

The librarians have promoted broad use of the online library catalog (4.24) by making access freely available to any user, but subscription databases require remote authentication via EzProxy using the same user name and password required to access campus email accounts.

Self-Evaluation

Evidence revealing that the institution provides continuous instruction to permit students to develop information competency skills was introduced in this segment. The college has established competencies that are routinely taught individually and via group instruction. An online tutorial reaches a quarter more of the student body than prior to this innovation. Assessment of competencies occurs via tests and quizzes; the results of these tests and quizzes are also used to assess teaching effectiveness and improve instruction. Nevertheless, greater use of these assessments is needed to expand learning improvements.

Grossmont College partially meets Standard II.C.1.b.

Planning Agenda

The librarians will increase their efforts to achieve student learning outcomes related to information competency through the use of electronic tutorials and assessments by the end of Spring 2009.

1.   c.   The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning services, regardless of their location or means of delivery.

In order to ensure adequate access to library services, the Grossmont College library offers extended hours and online options. During the spring and fall semesters, the library is open Monday through Thursday from 8:00 a.m. to 9:00 p.m., Friday from 8:00 a.m. to 3:00 p.m., and Saturday from 9:00 a.m. to 1:00 p.m. Summer semester hours vary (4.9).

Web access to library resources is continuous for all who use personal computers with Internet browser capacity.

The sufficiency of library hours for educational needs is reported by only 60.5% of students, according to the 2006 accreditation survey (4.10, Question 32). This percentage is less than that registered in the 2000 survey, when 67.9% agreed (4.12, Question 18).

Survey Statement		% Strongly Agree or Agree	
Question	**Respondents**	**2000***	**2006**
Q.32. Library hours are adequate to meet my educational needs.	Students	67.9%	60.5%

*2000 wording: The Learning Resource Center is open enough hours and days of the week to allow access for my educational needs.

Because the library provides online access to its databases and direct access to the library catalog for enrolled students, faculty, and staff using an Internet browser from any location 24 hours a day, seven days a week via the library website, students should be well served, despite the limited hours the library operates. From the library homepage (4.9), a menu of links allows these users access to the following: (1) Library Catalog (Sirsi-Dynix iLink, which includes materials held by Cuyamaca College, the other district college); (2) other library catalogs (San Diego State University's Public Access Catalog) [PAC], both city and county local branch information, and a recently-added link to World-Cat, identifying which libraries hold materials being sought); (3) a list of the periodical holdings of the library (SerialsSolutions, which indicates which of the college subscription databases contain indexing and/or full-text for individual titles); (4) several fliers and handouts (in Portable Document Format [PDF] so that students can read and/or print them); and a long list of links to reference tools (such as online encyclopedias, dictionaries, style guides, and much more).

Examples of resources accessible online include journal and newspaper articles, 16,000 electronic books, electronic reserves, art images, and online reference tools such as Country Watch, Books in Print, and numerous encyclopedias and other resources in electronic format (4.9). Interlibrary loan requests, tutorials, and other resources can be accessed remotely via the library website.

Subscription databases do require remote authentication by users who connect to the Internet from off-campus locations. Fortunately, district Information Systems (IS) personnel have enabled proxy servers that allow access to students using the same user name and password that connect them to campus email. Faculty and staff, likewise, have off-campus use of library materials accessible when they input their name and password combination that connects them to computers in their offices.

Users are also able to send an email by using the Ask a Librarian link on the library website. Users may send an email to ask reference questions or questions on how to find information. A librarian (4.25) is assigned to answer all inquiries. Providing students with remote access to library resources (4.9) also helps support the growing distance education program.

Nontraditional students on the campus need special assistance and attention as they enter—or return to—an academic setting. Capitalizing on nontraditional students' strengths and helping to support and reacquaint them with the library is part of the task the librarians have undertaken. Although all students benefit from an individualized approach which acknowledges a wide range of skill levels, the librarians keep in mind that a difficult research project may intimidate the most confident student or frustrate the nontraditional student. Librarians are trained to assist each type of learner appropriately. Fliers and handouts of various library instructions also provide a degree of independence, often valued by the returning student. These are available continuously via the library website (4.9). The library is investigating the addition of continuous access to librarians via the Question Point system in the near future.

The library website is accessible and is Section 508-compliant with the Americans with Disabilities Act (ADA). The library provides an Optelec magnifier, assistive software on two computers, and ADA height study tables. The library also offers books in audio format. Because of frequent technological changes, there is a need to constantly assess the adequacy of accessibility issues.

Self-Evaluation

According to evidence cited, Grossmont College provides students and personnel responsible for student learning programs and services adequate access to the library and other learning services, regardless of their location or means of delivery. On issues raised in connection with this standard, the college responded affirmatively. Hours of operation are acceptable, according to student respondents to the survey, and electronic access to library materials is possible for all. Finally, all college programs for all kinds of students in all types of programs are supported adequately by library services on campus and online; however, continuous assessment of this adequacy is necessary as technology changes.

Grossmont College meets Standard II.C.1.c.

Planning Agenda

The library will enhance evaluation of online access and use of library resources by an electronic monitoring system by the end of Fall 2008.

1.   d.   The institution provides effective maintenance and security for its library and other learning support services.

Maintenance and security of the library computer equipment are provided by the district Information Systems (IS) Department. Most equipment has three- to five-year warranties. The new library and the adjacent Technology Center have alarms, and limited access is allowed when the building is closed. The library entrances/exits are equipped with book detection systems to prevent theft of materials. Student hourly personnel patrol the stacks to ensure that materials and equipment are not being abused. Equipment is either secured with security ties or installed in a manner that deters theft (4.2).

Self-Evaluation

Information supplied regarding maintenance and security reveals adequacy in these matters.

Grossmont College meets Standard II.C.1.d.

Planning Agenda

None.

1.   e.   When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

The library relies on and collaborates with other institutions for a variety of library and other learning support services. They include the following:

The library contracts through the California Community College Libraries Consortium for database subscriptions. In addition, the library participates in the Community College Media Collection and Information Services Joint Powers Agreement (4.26) between the San Diego County Superintendent of Schools and the San Diego Imperial Counties Community Colleges Association (SDICCCA) Consortium (4.27). The library is a member of the consortium and participates in the sharing of combined media collections, which allows access to over 12,500 media titles. The library has an ongoing interlibrary loan agreement with San Diego State University (SDSU), which enhances student access to materials. The maintenance of these agreements and contracts are ensured by frequent communication between representatives of the participant institutions. Responsible personnel keep up to date via list serves and monthly meetings with consortium members.

The library also contracts independently to subscribe to the ArtSTOR database (4.28). The database allows students to access and use a variety of art images. The use of the database is evaluated each year in consultation with Art Department faculty to ensure continued use and applicability to the curriculum. All other databases are evaluated by the librarians on a yearly basis. The evaluation takes into consideration vendor-supplied statistical reports.

Statistical evidence is currently being collected for usage of media services provided by the Joint Powers of Agreement contract with San Diego County. Each year, consortium members meet to discuss the continuation of the agreement based on usage and funding

availability. Usage statistics ([4.27](#)) are analyzed to evaluate the effectiveness of the resources.

Self-Evaluation

Evidence cited in regard to contracted library resource services demonstrates that Grossmont College meets the requirements. Formal agreements, evaluated routinely, document arrangements between the institution and other organizations. Statistics are collected to determine usage.

Grossmont College meets Standard II.C.1.e.

Planning Agenda

None.

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

The library operates a continuous self-evaluation process through periodic formal review, a patron suggestion system, and Division Council sessions.

The library undergoes program review ([4.2](#)) every five years. Areas covered by the review are support services, student access and success, development and human resources, facilities, equipment, fiscal profile, and recommendations. Recommendations are made through the Program Review Committee, which includes faculty, staff, and students. One of these faculty members is a librarian. The results of the review are shared with all faculty and staff working in the library, and plans to carry forth the recommendations are made through the Educational Master Plan (EMP) ([4.29](#)).

The library also seeks input from patrons by making available a suggestions/comments form. Patrons are encouraged to use the forms if they have comments. The suggestions/comments are reviewed by the area staff affected and, if needed, improvements are made almost immediately. The library staff constantly seeks ways to improve services and any suggestion is taken seriously. The lead staff person from each area participates in a monthly meeting of the Division Council ([4.30](#)). Patron suggestions ([4.31](#)) are discussed in the meeting, as well as any suggestions for improvement made by staff.

For information on the evaluation of learning support services that are housed in the Technology Center, see Standard III.C.2.

<u>Self-Evaluation</u>

Evidence presented in relation to evaluations of the library and other learning support services and their use for improvement reveal that the college meets the requirements.

Grossmont College meets Standard II.C.2.

<u>Planning Agenda</u>

None.

Standard IIC

Library and Learning Support Services

Themes

The institution is committed to providing high-quality education and making excellent educational resources available through the library and learning assistance centers. The institution promotes ongoing dialogue among and between constituent groups as evidenced in the Collection Development Policy and the Instructional Computing Committee, as well as the Administrative Technology Advisory Committee and the Instructional Computing Advisory Committee. The library consistently evaluates its collection and services by surveying students, faculty, and staff to ensure that improvements are made that meet the needs of constituents and support the achievement of student learning outcomes. Librarians meet regularly with faculty within their assigned subject areas as part of their normal support functions to ensure effective collection development. The library helps to maintain institutional integrity by providing instructional materials and equipment and by disseminating information on plagiarism, copyright, academic integrity, freedom of expression, accessibility, and diversity.

Standard IIC

Library and Learning Support Services Evidence Enumeration

4.1   Collection Development Policy
                   http://www.grossmont.edu/library/collection_development_policy/

4.2   Division of Learning Resources Program Review

4.3   Process of Liaison Collection from Faculty

4.4   Technology Plan 2006-2007

4.5   Allocation Formula

4.6   The Bowker Annual: Library and Book Trade Almanac

4.7   Association of College and Research Libraries website: http://www.ala.org/acrl

4.8   http://www.grossmont.edu/library/libraryinformation/interlibrary.asp

4.9   Grossmont College Library website   http://www.grossmont.edu/library/

4.10   Accreditation Survey Response Comparisons

4.11   Faculty Accreditation Survey Spring 2000

4.12   Student Accreditation Survey Spring 2000

4.13   General Library Information Brochure

4.14   Total Cost of Ownership

4.15   Equipment Schedule

4.16   Tech Mall Head Count Report

4.17   Tech Mall Orientation   http://www.grossmont.edu/techmallorientation/

4.18   Red Canyon Data for Lab Students

4.19   Library SLOs

4.20   http://www.grossmont.edu/library/libraryinstruction/flyers/evaluating_internet_sources.pdf

4.21   Library Instruction Statistics

4.22   http://www.grossmont.edu/library/luci/

4.23   Flex Week Schedule Spring 2006

4.24   Online Catalogue   http://opac.gcccd.edu/uhtbin/webcat

4.25   Ask a Librarian Statistics

4.26   Joint Powers Agreement—San Diego Community College Media Collection and Information Services (SDCCC Media Collection)

4.27   SDICCA Joint Powers Agreement Usage Statistics

4.28   ArtSTOR

4.29   Educational Master Plan   http://www.grossmont.edu/edmasterplan/

4.30   Division Council Minutes

4.31   LRC Suggestion Box Form

Standard III.A: Human Resources

Standard III.A

Human Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

1.   The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training and experience to provide and support these programs and services.

a.   Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

Grossmont-Cuyamaca Community College District (GCCCD) Governing Board policies and related procedures (5.1) direct the processes for selecting all college personnel. The college follows districtwide policies and procedures in hiring, rather than ones specific to the institution as recommended in the 2001 Accreditation Self-Study (5.2), since the Governing Board has adopted standardization as one of the principles of "The Way Forward," the foundation of the district Strategic Plan. In addition, establishment of separate processes would be redundant.

For each new or vacant position, a selection committee composed of representatives of the job function and division is formed. Tasks assigned to such committees aim to assure that qualifications for each position and the individuals recommended to fill them closely match programmatic needs. Selection committees develop hiring criteria based on basic position descriptions, which they customize for the specific positions for which they have been assigned to seek employees. The selection committees are composed of representatives who are diverse in age, gender, and ethnicity; this diversity of committee composition aims to ensure diversity in the employee population. (Lacking current studies of the existing college employee population compared to state and national populations, as well as the district Staff Diversity Plan (5.3), these committees lack certainty about whether or not they are functioning in a manner that facilitates achievement of the desired level of employee diversity.)

After the closing date for submitting an application, the Office of Employment Services (Employment Services) prepares the candidate application materials for the designated selection committee to review. Employment Services also prepares statistical information about the applicant pool. The district and the president then assess the diversity of the pool. If the pool meets the standard for diversity, the district approves it and sends it to the president for approval. After final clearance, the screening process begins. Throughout the screening process, Employment Services tracks progress toward completion of candidate selection.

The following paragraphs describe how selection committees function in the selection of administrators, faculty, and classified staff:

Administrators: Previously, the Governing Board, through its district administrators, met with the management employees of the district and agreed on the provisions to be used in the hiring of management personnel. These provisions are contained in Chapter III of the GCCCD *Administrators' Association Handbook* (5.4). These provisions provide for the authorization of a management position, the announcement and distribution of the position announcement, the committee composition, the duties of the committee chairperson and Employment Services representative, screening and interviewing procedures, and recommendation of the selected candidate. However, the *Administrators' Association Handbook* is in the process of review and update and will be in the process of negotiation to become a labor contract. This is due to decisions made in Fall 2005 which added members of the supervisory group to the Administrators' Association. (Until that time, both Supervisory/Confidential and Administrators' Association held meet and confer status.) Subsequently, the Administrators' Association, along with the newly included supervisory group, was granted approval by the Public Employee Relations Board (PERB) to form a union and initiate formal labor negotiations. There is ongoing disagreement between the district and the Administrators' Association regarding which academic administrators should be included in the reconfigured Administrators' Association. PERB is currently addressing these issues. Thus, the work to evolve the *Administrators' Association Handbook* to a formal contract has been delayed.

Currently, management position selection committees follow the districtwide selection procedures and complete the necessary standardized selection forms. Working from a basic job description, the committee adds clarification and specificity as appropriate; using this customized description, the committee develops an open position announcement. Thereafter, the Employment Services advertises the position, using the agreed description, and receives applications. Selection committees then do a paper screening of applications, determining who should be interviewed. After completing the interviews, the selection committees develop a list of acceptable candidates, and then recommend who should be employed. College executives and the committee chair conduct final interviews and check references prior to the job offer being made by the Employment Services.

Faculty: GCCCD Governing Board policies and related procedures (5.1) direct the processes for selecting faculty. These procedures outline the steps for hiring tenure-track faculty, part-time faculty, instructors who teach in not-for-credit programs, and classified contract personnel, as well as prescribe the process for adding, deleting, revising, or replacing academic and classified positions.

Each faculty selection committee, in consultation with its respective supervisors, meets to draft vacancy announcements for individual faculty positions, as well as sabbatical-leave replacements. Screening procedures, including interview questions and timelines, are also the responsibility of the committee. Job announcements for instructional faculty positions list a variety of personal and professional characteristics as necessary qualifications, including knowledge of teaching methodology, demonstrated ability in teaching and curriculum development, and currency in the discipline area. The faculty selection committee membership plays an important role in establishing these standards.

The application paper-screening process places primary emphasis on required training, experience, and skill criteria. Interviews address applicant knowledge and demonstrated professional abilities. Candidates for faculty positions are asked to answer questions to assess their knowledge of the discipline, and, when appropriate, teaching abilities. Because teaching effectiveness is a primary concern when hiring instructional faculty, each full-time instructional faculty candidate is evaluated in a simulated classroom situation. Most disciplines require candidates to give a sample teaching demonstration. For noninstructional faculty, appropriate counselor and librarian simulations are used and assessed. A candidate's overall potential to contribute to the mission of the college is explored in the final interviews with the president, vice president, respective dean and hiring committee chair. The college also conducts reference checks before the district makes formal offers of employment.

Part-time faculty selection involves a multi-tiered process. The interested candidate submits an application packet to the Employment Services, where it is screened for minimum qualifications. The Employment Services maintains applicant pools for part-time faculty. Reports are provided to department chairs or coordinators for their review. If a chair or coordinator is interested in interviewing applicants, the application material for those applicants is provided to them for review prior to the interview. Once

approved by the department chair, the candidate is sent on to a final interview with the instructional dean. Upon approval by the dean, the candidate is directed to Employment Services to complete the paperwork.

Classified Staff: Classified staff selection committees utilize a districtwide procedure and standardized forms to fill positions. A vacancy notice is developed and distributed for each position.

Supervisory/Confidential: Until Fall 2005, provisions for Supervisory/Confidential Employees were included in the specific handbook relative to their individual group; however, concerns registered by the California Schools Employees Association (CSEA) to PERB, resulted in the disbanding of this group. Almost all former confidential employees are now under the auspices of CSEA (5.5), and supervisors are included in the Administrators' Association (5.4). Hiring of new supervisory and confidential employees is subject to the collective bargaining agreement associated with the respective groups to which they have been assigned.

The Grossmont College Staffing Committee, a governance group that reports to the Planning and Budget Committee, guides the decision process for determination of which open or new positions are filled. Programmatic needs are important considerations in the recommendation of which positions should be filled. The Staffing Committee (5.6) asks every department to submit a copy of their Educational Master Plan (EMP) along with the staffing request. Departments may submit information about job markets and student demands for training, but it is not required. When this information is included, due consideration is given. Use of the EMP in the Staffing Committee deliberations partially addresses a need identified in the 2001 Accreditation Self-Study (5.2), that consideration be given to the Strategic Plan (5.7) and the Educational Master Plan (EMP) (5.8) to provide guidance in future hiring decisions and in determining priority lists for hiring faculty and classified positions. The 2001 Accreditation Self-Study also suggested that trends in the regional job market, as well as student demand for certain kinds of training should also be used as criteria to measure the need for replacement of new faculty and classified positions. The Environmental Scan (5.9), which is available to any committee, contains some of this information, but it is not used by the Staffing Committee in setting hiring priorities; data from the Environmental Scan is used by occupational programs in the development of their EMPs. EMPs are used in the development of the Strategic Plan. Therefore, indirectly, much of the 2001 Accreditation Self-Study recommendation has been implemented.

Through application of policies and procedures described in the previous paragraphs, the college aims to determine whether or not applicants for positions are sufficiently qualified to guarantee the integrity of programs and services.

Through application of hiring policies and procedures described in previous paragraphs, the college determines whether or not the chosen faculty have knowledge of their subject matter.

As noted in a prior response, teaching effectiveness is a primary concern when instructional faculty are being hired. Therefore, each full-time instructional faculty candidate is evaluated in a simulated classroom situation, with most disciplines requiring candidates to give a sample teaching demonstration. For noninstructional faculty, appropriate counselor and librarian simulations are used and assessed.

Even though screening criteria are approved and adhered to by selection committees, it is always difficult to completely negate subjectivity in the hiring process. While each member of a faculty selection committee values teaching and/or counseling abilities as important criteria used to measure candidates, each member of the committee also brings an individual perspective or definition of *effective teaching and/or effective counseling*. Therefore, prescreening consideration of common understandings of these concepts occurs. Effectiveness in teaching is determined by the common understandings developed by and agreed to by faculty selection committees. Committee members make efforts to adhere to these clearly stated agreed criteria, consistently applying them through established procedures.

Selection committees engaged in consideration of new academic and student services faculty and administrators, generally define and judge candidate scholarship according to conventional standards. Consideration is given to degrees earned, publications, presentations at conferences, and projects undertaken. A candidate's overall potential to contribute to the mission of the college is explored in the final interviews with the president, vice president, respective dean, and selection committee chair.

Job announcements are widely distributed, both locally and nationwide. Advertisements are placed in national publications, such as the "*Chronicle of Higher Education*," as well as the California Community Colleges Registry, local newspapers, college and career placement centers, the Employment Development Department, Department of Social Services, and sent to all individuals in an active file who have applied for the same or similar position in the past. All positions are advertised on the district website (5.10), where application materials are also posted.

Selection committee chairs, college administrators, and the Employment Services Department check the references and records related to the qualifications of applicants and newly hired personnel. Employment Services verifies degrees via examination of all official college and university transcripts as part of calculating salary placement for new hires. All degrees received in the United States must be from accredited institutions.

Foreign degrees are recognized if equivalency is established. Candidates must submit degrees and transcripts to an evaluating organization that is a member of the National Association of Credential Evaluation Services (NACES) (5.11) where determinations are made of equivalency of degrees granted by colleges and universities in other nations.

That highly qualified employees are hired is evidenced by evaluations done by supervisors and peers, as well as program reviews done by academic and student services departments (Program reviews are fully described in Standards II.A. and II.B). In the

case of faculty in tenure track assignments, evidence is also provided by the high ratio of nontenured faculty attaining tenure status, as opposed to those who do not achieve tenure; according to the latest information on the subject, in a summary covering four years of the tenure process, all separations were motivated by faculty request (5.12).

Confirmation of the quality of faculty is also revealed in the responses to a question on the 2006 accreditation survey (5.13): 87.8% of faculty and 84.5% of staff respondents agree that, as a group, the members of their department/office stay current in their field of expertise (Question 38). Students indicate concurrence, with 85.5% of respondents agreeing that their instructors seem to know about current issues in their fields of expertise (5.13) (Question 35). In the 2000 accreditation surveys (Faculty 5.14), (Staff 5.15) (Students 5.16), results were similar, except in staff responses; it is notable that staff consider their currency to be much greater in 2006 (F & S Q24) (Students Q6).

Survey Statement		% Strongly Agree or Agree	
Questions	**Respondents**	**2000**	**2006**
Q38. As a group, the members of my department or office stay current in their field of expertise.	Faculty	90.9%	87.8%
	Staff	74.3%	84.5%
Q35. In general, my instructors seem to know about current issues in their field of expertise.	Students	87.5%	85.5%

The district has attempted to establish equitable procedures for the hiring of all personnel. Employment Services trains chairs of selection committees, provides written instructions, and monitors the entire hiring process. Chairs guide selection committee members and require that all hiring procedures are followed.

Because of currently adopted procedures and practices, hiring processes tend to be slow. A review of all district hiring processes is currently under way to determine which aspects of the hiring processes may be accelerated with technology or other improvements in the processes. Even with applicant pools shrinking in size, the workload for Employment Services remains heavy due to the number of vacancies at the college that need to be filled, and the number of vacancies and staff changes in this office.

According to results from the accreditation survey, 72.8% of the faculty respondents and 59.7% of the staff respondents agree that the Grossmont-Cuyamaca Community College District adheres to its written policies for hiring and employment procedures (5.13) (Question 36).

Self-Evaluation

Findings related to this standard, reveal that the college employs personnel who are qualified by appropriate education, training, and experience to deliver Grossmont College programs and services. On all matters raised in regard to fulfilling this standard, evidence demonstrates that the institution matches positions to programmatic needs following appropriate discussion and actions, and personnel are appropriately qualified. While hiring processes tend to be slow, the quality of those hired appears to meet the demands of the positions for which they are employed.

In relation to this standard, it was noted that three recommendations made in the 2001 Accreditation Self-Study have not been fully implemented as originally planned. The recommendations include: 1) development of a college-specific process for conducting hiring processes, 2) use of data regarding job market trends for establishing priority lists for hiring employees, and 3) use of current diversity statistics to assist in meeting diversity plans. In regard to the first, it is unlikely that a college-specific hiring process will be developed, since it would contradict the foundation of the district strategic plan and unnecessarily duplicate hiring processes. In relation to the second, because job market trends are indirectly involved in establishing priority lists for occupational program employees through their consideration for preparation of the EMP, and the EMP is used in formation of the Strategic Plan, the recommendation has been met by indirect means; therefore, it is likely that the current process will be continued. In regard to the third, it is uncertain whether or not current diversity statistics will become available, since this is a function of the district Human Resources Department, not the college.

Grossmont College partially meets Standard III.A.1.a.

Planning Agenda

The college will work with the district to establish a system to collect, analyze, and disseminate data reflecting actual campus diversity, as compared to state and national averages and as compared to district goals set forth in the District Staff Diversity Plan, and use the information in hiring processes. The college will urge the district to create a functional system by the Fall Semester of 2010.

1.   b.   The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely and documented.

Descriptive Summary

According to several Governing Board policies (5.17, 5.18, 5.19, 5.20, 5.21, 5.22) and employment contracts (citations below), all college personnel are subject to periodic evaluation, through the application of systematic procedures. The implementation of policy and procedures varies by employee group. The ensuing paragraphs address how each class of employees is evaluated.

Administrators: Within the administrative group, there are distinctive evaluation schemes that apply to the president and the remainder of the administrators. According to the president's contract, there is at least one evaluation per year. The chancellor facilitates the presidential evaluation process. Any input regarding the performance of the president is to be directed to the chancellor. However, there is no established process in place for opinions to be solicited from college constituents. This approach does not conform to the recommendation in the 2001 Accreditation Self-Study (5.2) for an inclusive process for college constituencies in presidential evaluation. On December 23, 2005, the contract for the most recent college president was not renewed, following his evaluation by the chancellor and the Governing Board. (See detailed information in Standard IV.B.1.)

The past president, who served from 1999 to 2005, devised his own additional annual evaluation process, by which he solicited responses to survey questions from campus constituencies regarding his performance.

Procedures for evaluating college administrators on an annual basis are described in Chapter VII of the *GCCCD Administrators' Association Handbook* (5.4). The handbook also quotes district policy, stating that "it shall be the policy of the Governing Board to periodically evaluate the performance of management personnel."

Evaluation tools used for administrators include annual goal setting between each administrator and the immediate supervisor, an appraisal of the performance of the given administrator by the immediate supervisor, and recommendations for improvement from the supervisor. A web-based performance feedback survey (5.23) by which a sample of faculty, classified staff, and other administrators were able to comment on the performance of the administrator in accomplishing his/her responsibilities was added to the evaluation system for a pilot period. Following this period, an analysis of the process occurred. Because the system was difficult to administer, it is no longer being utilized.

According to interviews with select administrators regarding evaluation procedures used, application of the procedures (5.24) varies according to the preferences of the evaluating supervisor. Due to the problems cited in III.A.1.a, administrator evaluations are currently being negotiated.

Faculty: The process and procedures by which faculty members are evaluated are outlined in the United Faculty (UF) Contract (5.25). There are specific evaluation

processes and timelines applicable to tenured faculty, tenure-track faculty, and part-time faculty. There are three components to faculty evaluation: manager, peer, and student.

The evaluation process is intended to assess faculty effectiveness and includes a quantitative and qualitative evaluation. The forms used for each component are consistent for all instructional faculty members, with appropriate and agreed-upon modifications for counseling and librarian faculty. Timelines for subsequent evaluations vary depending on the status of the faculty member.

In accordance with the contract, tenure-track faculty members receive evaluation summaries at the end of the semester in which the evaluation was conducted. For the rest of the faculty members, evaluation summaries are not available to the instructor until the semester following the evaluation.

When the evaluation summary is complete, the dean invites the faculty member to sign the evaluation and/or schedule a meeting to discuss the results of the evaluation. Follow-ups to faculty evaluations tend to be formal, following UF Contract requirements. When an evaluation indicates that there are areas in need of improvement, an individual improvement plan is developed between the faculty member and the respective dean.

The evaluation process for faculty is monitored by the deans, peers (often department chairs), the tenure review coordinator, and the candidates themselves. All deans have been trained in faculty evaluation and in supervisory evaluation. Because new administrators involved in faculty evaluations have joined the college since the most recent training in online evaluation, there is a need to offer additional training specific to that area, however.

The current structure of the academic divisions at Grossmont provides for four deans; three of the deans have one secretary, and one dean has two secretaries. These managers and supporting staff complete 95% or more of required evaluations each semester. However, with approximately 50 to 80 faculty evaluations to be performed each semester by each of the deans, the workload makes it difficult for the deans to complete evaluations in a timely manner; disparities in numbers of faculty evaluations required of each dean make effective completion problematic. Following the 2001 Accreditation Self-Study, a task force was created to investigate the restructuring of the academic divisions to alleviate this and other workload issues. Due to budgetary constraints, the committee was disbanded before any final decision to address the problems could be recommended to the Planning and Budget Council.

Despite the delays in completion of evaluations, the current accreditation survey (5.13) (Question 39) reveals that the majority of the faculty respondents agree that evaluation procedures are effective in improving the quality of instruction. This is a marked increase over the results of the 2000 survey (5.14) in which only 40.2% of the faculty agreed (Question 28).

Survey Statement		% Strongly Agree or Agree	
Question	**Respondents**	**2000**	**2006**
Q39. Faculty evaluation procedures are effective in improving the quality of instruction.	Faculty	40.2%	61.5%

Training in faculty evaluation (5.26) to improve the quality of tenure review is in place for the Tenure Review Committee members. Candidates are also provided with workshops on the contractual aspects of the process as well as philosophical discussions of evaluations and improved performance. Full-time and part-time faculty, as well as administrators, may attend the training offered for faculty on tenure review committees; however, since participation is targeted to tenure review committee members, it may not meet the terms of the 2001 Accreditation Self-Study (5.2) recommendation that training be provided.

The college has no system in place to assist faculty with necessary growth opportunities that might be identified as common challenges across numerous individual evaluations. This issue was previously outlined and presented in the form of a recommendation in the 2001 Accreditation Self-Study (5.2); it called for a comprehensive staff development plan, linking broad needs identified through evaluations to staff development programs, in order to facilitate teaching improvement.

Classified Staff: Article 13 of the California Schools Employee Association (CSEA) Contract (5.5) sets forth the manner of evaluation and includes an evaluation program form for classified staff. The form is an Individual Strategic Plan (ISP); this allows classified employees to participate in goal determination for their annual review. The ISP system was developed by the district with assistance from a consulting firm. However, in interviews with classified staff and CSEA representatives (5.24), it was discovered that some departments have sent in ISPs and some have not. There is a tentative agreement to use a new performance evaluation process, which includes the current ISP.

Employment Services provides and tracks the 3-, 6-, 9-, and 12-month probationary reviews. Following probationary status, evaluations are not tracked. It is under the purview of managers to carry out ISPs for classified employees under their direction. Employment Services (5.27) reports that most do not.

Evaluation may be an area of concern for staff, as the accreditation survey indicates a marked difference between their responses to the statement regarding the conduct of performance evaluations according to written procedures, versus those recorded by the faculty. Opinions of 87.8% of the faculty respondents agree, while significantly fewer staff agree at 63.6% (5.13) (Question 36). It is notable that there were similar disparities in the 2000 survey (Faculty 5.14) (Staff 5.15) (Question 23).

Survey Statement		% Strongly Agree or Agree	
Question	Respondents	2000	2006
Q36. Performance evaluations are conducted according to contract/handbook.	Faculty	87.5%	87.8%
	Staff	59.8%	63.6%

The college decides on appropriate institutional responsibilities for personnel to perform through immediate supervisors assessing workloads of subordinates and determining whether or not they have time and the expertise to assume additional tasks. If so, they confer with their subordinates and secure their participation. Any additional tasks assumed by employees become part of the work assessed through the annual review process. For the purpose of assessment, participation is judged by reports of employee attendance at meetings and performance of tasks.

Processes to assure that evaluations lead to improvement of job performance vary by classification of employee. For administrators, immediate supervisors oversee job performance improvement following evaluations that recommend changes. Since all administrators were put on one-year contracts in 2005, with dismissal for cause without regard to the contract period, termination for lack of improvement can readily occur. For full-time faculty, the process related to job performance improvement following evaluations varies by status related to tenure; described previously, it is governed by contract and is closely monitored by supervisors to ensure that needed changes occur. For part-time faculty, collaborative supervisory efforts by department chairs and deans ensure that evaluations lead to improved job performance; if the desired improvements do not occur, their contracts (5.25, Section 5.2, 5.6) provide for immediate termination for cause). Nonrenewal of part-time teaching contracts is also an option. For classified staff, immediate supervisors oversee job performance improvement following evaluations that recommend changes. If these improvements do not take place, their contracts (5.5) provide for immediate termination for cause. In a study of the tenure process conducted by the Academic Senate President (5.28), all the separations were motivated by the candidates leaving for personal, family or other employment opportunities. Employment Services (5.29) reports that there is no similar documentary reference for employees in other categories.

The college regards institutional effectiveness to be a product of a well-managed organization. The college presumes that a well-managed institution is reliant on the effective performance by employees. Because the delivery of education and student services contribute the most to the effectiveness and improvement of the college, more resources are invested in evaluation of teaching and student services faculty than in other employees. However, the district and college have made significant resource commitments to development of effective evaluation processes for administrators and classified staff, as well, because the college considers effective employee performance as key to institutional success.

Evaluation criteria utilized for all classes of employees relate to the effective performance of their duties as specified in their job descriptions. In 2005, all non-contractualized job

descriptions were revised to ensure that employee performance could be more effectively achieved, supervised, and monitored via evaluation processes.

Self-Evaluation

Findings related to personnel evaluation reveal that Grossmont College has made strong efforts to meet all issues raised in the standard, but, in some respects, has fallen short. During 2002 to 2006, the institution has had evaluation systems, described in writing, in place for all employees. These evaluation systems provide written criteria for evaluation of all personnel; the criteria reflect both job descriptions and participation in institutional activities appropriate to the expertise of the employee. While evaluations are formal, documented, assess performance, encourage improvement, and seek to promote institutional effectiveness, timeliness of occurrence appears to be lacking in relation to classified staff, while timeliness of feedback appears to be lacking in the evaluation of faculty. In sum, in nearly all of the issues considered, the college meets the standard.

Problem areas identified that merit attention include the following:

1.   The evaluation processes by which college constituents can contribute to the evaluation of the president were the subject of a recommendation in the 2001 self-study. However, the recommended changes were not implemented.

2.   Timely feedback on most faculty evaluations appears to have been forestalled because of insufficient administrative and support staff. A more equitable distribution of the number of faculty to be evaluated by each dean appears to be warranted in order to ensure more timely feedback. In addition, a 2001 self-study recommendation that training for all employees participating in faculty evaluations seems to have had only partial implementation, with faculty training as optional unless they are involved in tenure review.

3.   The 2001 self-study recommendation that a comprehensive staff development plan based on common needs of evaluated faculty and staff was not implemented but the need remains.

Grossmont College partially meets Standard III.A.1.b.

Planning Agenda

1.   The college will work with the chancellor and Governing Board to clarify to campus constituencies the timing, process, and criteria used in the evaluation of the president. In addition, the college will collaborate with the chancellor and board to ensure that evaluations occur and that they involve college constituencies, as recommended in the 2001 self-study.

        For greater detail and Planning Agendas in regard to Leadership and Governance at Grossmont College, see Standard IV.

2.	The college will implement a 2001 self-study recommendation by working with the district Employment Services and representatives of the Academic Senate, United Faculty, and Administrators' Association to develop mandatory systematic training and/or orientations for faculty regarding faculty evaluations. In addition, the college will devise a plan to redistribute the number of faculty to be evaluated among deans to achieve greater workload equity and ensure more timely feedback.

3.	The college will implement a 2001 self-study recommendation by working with the Academic Senate and Faculty Professional Development Committee to develop specific linkages between common needs identified through the evaluation process and a comprehensive staff development plan.

4.	The Administrators' Association will continue negotiating with the district Employment Services in order to come to agreement on a new performance evaluation process.

5.	The college will implement a 2001 self-study recommendation by working with the Academic Senate and Faculty Professional Development Committee to develop specific linkages between common needs identified through the evaluation process and a comprehensive staff development plan.

**1.	c.	Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.**

<u>Descriptive Summary</u>

Faculty are primarily responsible for identifying student learning outcomes (SLOs), strategies for achieving them, and assessment of their validity. Tutors, other support staff, and administrators in academic and student services assist faculty in these tasks, according to their level of expertise.

The system the college has used over time for producing SLOs, as traditionally understood, is as follows:

Faculty develop course objectives and methods for evaluating student performance when course outlines are submitted and are reviewed and evaluated by the Curriculum Review Committee during the standard course outline review cycle (5.30). The Technical Review Committee (TRC) of the Curriculum Committee initially determines that course objectives and methods for evaluating student performance are in place, along with other requirements. The TRC then forwards the course proposal packet to the full committee. Once approved, the course outline of record is used by faculty members to produce, distribute, and implement related syllabi. Students learn what they are expected to gain from a course in the course syllabi, which specify course requirements, discuss course

content, establish grading weights and methods of evaluating student performance, as well as identify student learning objectives.

In addition to Curriculum Committee review, the Program Review Committee (5.31) recommends that programs identify program and course SLOs and appropriate means of measuring how well they are achieved.

Historically, SLOs have been written in the course objective format and communicated to students and measured by the instructor of the course in each case. It is expected, nevertheless, that these objectives will represent the collective wisdom of all of the instructors of that course within the department. Methods of assessment, too, are independently created, but subject to scrutiny by department members. Administrative review and oversight of course outlines, syllabi, and delivery methods, further contribute to consistency in both the creation and assessment of SLOs.

The new SLO development system, using the new accreditation guidelines is in its formative period at the college. The following summarizes its progress:

The college, with support from the Academic Senate (Senate), has begun to make resources and time available to train both full-time and part-time faculty in the construction and application of SLOs according to the new accreditation standards. The Senate adopted a resolution that all faculty publish SLOs in their course syllabi. The syllabus is the document that the students receive, not the course outline of record, so the Senate deems the syllabus the most appropriate way to communicate SLOs and methods of evaluating student performance to students. Many faculty members have already added outcome statements to their syllabi; others have listed various assessments used to measure whether learning objectives are achieved or not; still others are availing themselves of the opportunity to participate in SLO training and are well on their way to developing SLOs for their courses and programs. For example, many programs have already identified key outcomes of gateway courses for study. The effectiveness of each element of the construction, implementation, and measurement process that is now in its initial stages will continue to be the subject of ongoing attention by the college, as well as by the department and division in which each course and program are housed.

The college has recently intensified its efforts to ensure that all faculty, both full-time and part-time, have exposure to and practice in writing SLOs. During the past year many full-time and part-time faculty have attended and participated in paid SLO workshops done during the semester and Flex Week. (See Standard II.A.1.c. for detailed information on the SLO/Assessment Initiative.)

Faculty evaluation processes are governed by a collective bargaining agreement, which does not include reference to SLOs in relation to evaluation. However, the accreditation survey (5.13, Question 91) reveals that 77.9% of faculty respondents agree that SLOs are routinely incorporated into their courses. This is evidence that even without SLOs being a focus of the faculty evaluation process, faculty recognize their value in promoting student learning.

Intense dialogue has occurred and continues to occur across the campus, both in training sessions and in department and division meetings, as faculty attempt to demonstrate the relationship of outcomes to content, and to otherwise validate the objectives and/or outcomes identified for each course. They look at retention, completion rates, progress in subsequent courses, transfer success and other measures to assess the appropriateness of course objectives and standards, and then both individually and as a group make the adjustments that these measures suggest are appropriate. While the data which allow for analyses of these issues have always been available, faculty have only recently obtained ready access to them via the Environmental Scan. Program review (5.31) produces such data as well but is not on a cycle that always provides the latest information. To the extent possible, faculty use identified student outcome measures, as well as these other measures of student performance and success, both individually and collectively, to guide improvements in their courses and programs.

In addition to the discussions described in the foregoing paragraphs, division deans, department chairs, coordinators, and faculty have begun to discuss the issue of assessment as it relates to identified SLOs. Faculty in each of the disciplines have implemented the assessment initiative in their own way, based on their work with students. English, ESL, American Sign Language, and foreign language faculty are rewriting their exit skills in the form of SLOs. Faculty have also worked together to write standardized tests, grading rubrics, and shared writing prompts to measure how well students are achieving language learning outcomes. The Senate, through the Curriculum and Program Review Committees, will continue to guide the process whereby SLOs will be both developed and assessed in all disciplines and classes. College departments are in the initial phases of the assessment of SLOs, so evaluation of their effectiveness in producing SLOs has not yet occurred.

To date, Grossmont College has relied on program review and the Curriculum Committee to make improvements in course content or sequencing. The recent move to SLO assessment projects will produce more data that will help faculty to improve the course content or sequencing in relation to helping students' achieve stated SLOs. The plan to combine data collected through program review and data generated by outcome studies will facilitate prudent changes in delivery, content, objectives, or assessments used in a course or program.

Because the assessment of SLOs has just been initiated, changes in teaching methodologies linked to that process have not been documented. Faculty routinely revise their teaching methodologies to accommodate different student learning styles and content revisions; it is likely that the assessment of SLOs will make the process more systematic. When evaluation results have been produced, analyses, and applications for improvement of teaching and learning will occur. Because the model established by the program review process is embedded in institutional work, it is likely that the SLO Assessment Initiative will use it as an example. For greater detail on the SLO Assessment Initiative, see II.A.1.c.

Self-Evaluation

Findings related to this standard reveal that faculty and others involved in the development of student learning outcomes (SLOs) consider the effectiveness in production of SLOs as part of their evaluation. However, responses to issues raised in regard to this matter show that Grossmont College processes in the SLO/Assessment Initiatives are in the initial stages, with variations across the divisions. While the Academic Senate, faculty, administrators, and staff are involved in the implementation of the initiative, students have not yet been involved. Nevertheless, there has been much progress toward achieving the standard.

Grossmont College partially meets Standard III.A.1.c.

Planning Agenda

At this time, there is no mechanism for student input into the appropriateness and validity of both outcomes and assessment as they take advantage of the opportunity to evaluate the various aspects of course content and instructional delivery. The college will develop a mechanism for student input as well.

1.   d.   The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

Grossmont College fosters ethical behavior in its employees through supervisory discussions with subordinates regarding issues related to appropriate responses to situations and the people involved therein.

No written code of professional ethics for all personnel exists in one formalized document. There is, however, a section in the *Faculty Handbook* (5.32) that covers professional ethics and academic freedom that sets forth ethical obligations of faculty. This was adopted in 1992 by the Academic Senate. Board Policy BP 2715 (5.33), adopted in August 2001, specifies the Code of Ethics and Conduct for Board members.

Self-Evaluation

Findings related to this standard reveal that Grossmont College makes efforts to foster ethical behavior in its employees through supervisory guidance of subordinates, but a written code of professional ethics exists only for faculty and Governing Board members.

Grossmont College partially meets Standard III.A.1.d.

Planning Agenda

College governance groups will review existing documents on ethics, develop them for groups not covered by them, and compile the information into one document for reference and distribution to all campus constituencies by the Fall Semester of 2010.

2.   The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary

Grossmont College determines appropriate staffing levels for each program and service based on program reviews, the Educational Master Plan, the Strategic Plan, recommendations made by the Staffing Committee and the Planning and Budget Council, and administrative judgments.

The Organization and Governance Structure (5.34) provides processes for proposals to be made regarding the organization of administrative and support staffing. Proposals are sent through the system, and, if approved by all groups, are implemented. The Staffing Committee, the Planning and Budget Council, and the college president are the primary decision-makers in the process.

In Spring 2007 (5.35), Grossmont College employed 22 full-time administrators (including three interims). The full-time faculty totaled 194 instructors and 28 non-instructional faculty (librarians, counselors), totaling 222 full-time faculty. This represents a 1.4% increase over the 2001 accreditation report totals for full-time faculty. The college also employs 682 part-time faculty members equaling 249 FTE. This represents a 48% increase over the 2001 accreditation report totals for part-time faculty FTE. In addition, the college employed 553 classified staff, equaling 332 FTE; 15 were supervisory staff. The number of short-term and student workers varies from semester to semester and year to year, but totaled 517 in Spring 2007, equaling 194 FTE.

The college Staffing Committee prioritizes and recommends the approval of new and replacement positions for both faculty and classified positions. In determining the need for a new or replacement position, an evaluation system is used to determine the areas of greatest need. The Staffing Committee makes its recommendations to the Planning and Budget Council, and the college president makes the final decision on which positions will be funded.

Administration: Educational managers must possess the minimum required qualifications as specified by the Chancellor's Office, California Community Colleges and approved by the GCCCD Governing Board (5.36). The minimum qualifications call for a master's degree from an accredited institution of higher education and one year of

position-related experience for educational managers, and a bachelor's degree for classified managers. In addition to the minimum qualifications, the college, through the process of developing screening criteria, determines desirable qualifications. Among the 23 administrators who formed the Grossmont College administrative team as of Fall 2006 three held a Ph.D. and eight held an Ed.D. (5.37). Each of the remaining educational managers met the required qualifications.

Faculty**:** Minimum qualifications for faculty are set by the state Chancellor's Office. Necessary qualifications and equivalency procedures have been established through the shared governance process by the college Academic Senate and the GCCCD Governing Board and are reflected in the district contract with the United Faculty (UF) (5.25).

In the Fall Semester of 2006, among the full-time faculty, 30 held the Ph.D., six held the Ed.D., and two had a J.D. (5.37). The remainder held master's degrees or credentials deemed equivalent.

Currently, Grossmont College employs sufficient numbers of qualified full-time and part-time faculty and staff to support its educational programs and services where offered and by whatever means delivered. However, the goals set forth in the Educational Master Plan (5.8) and the Strategic Plan (5.7) will require additional personnel for effective implementation, particularly new full-time faculty positions.

The district awards a maximum of nine years of teaching experience to full-time faculty hires, if applicable. Granting nine years of teaching credit towards the salary schedule placement of full-time faculty exceeds the six years given by the San Diego Community College District and the five years granted by Southwestern College.

Until the most recent UF Contract (5.25), ratified October 2006, was effective, part-time faculty received no health benefits. Beginning February 1, 2007, part-time faculty will be able to enroll in a special health benefits plan.

The ratio for Assembly Bill (AB) 1725 (5.38) stipulated a goal of 75% full-time and 25% part-time faculty. The district reports to the State Chancellor's Office that, as a district, 51.9 % of credit instruction for both colleges is taught by full-time faculty. Figures for Fall 2006 (5.37) reveal that 47% of credit instruction for Grossmont College was delivered by full-time faculty.

Attaining the goal of AB1725 and improving faculty salaries remains challenging due to limited resources. With pending legislation for additional equalization funding at the state level, the college intends to improve the ratio and eventually achieve the AB1725 goal.

Some departments are severely impacted by high ratios of part-time faculty. For example, the Foreign Language Department employs eight full-time faculty and 65 part-time faculty.

In October 2006, research regarding community college graduation rates in relationship to ratios of full-time to part-time faculty (5.39) was circulated. It contained the following findings: "A national analysis of graduation and program completion rates at community colleges has found that institutions with higher percentages of full-time faculty members have higher completion rates. The study was conducted by Dan Jacoby; the Harry Bridges Professor of Labor Studies at the University of Washington, whose paper on the research is forthcoming in the *Journal of Higher Education.*

Even though the system for determining staffing levels works well, the college rarely allocates funds to increase the number of full-time faculty as recommended by the Program Review Committee. Since the 2001 Accreditation, the Program Review Committee has recommended the addition of 15 new faculty positions; nonetheless, the college has funded only four new full-time positions: English, ESL, Chemistry and a Librarian (5.40). The problem of not having sufficient full-time faculty was first identified in the 1995 Accreditation Report (5.41), and the problem has persisted to the present. The college maintains current levels of full-time faculty by replacing them as they separate, but the college has resisted additions of new full-time faculty because of funding shortfalls. In the short-term, it has always been more cost-effective to hire part-time instructors than full-timers. The long-term effect of this fiscal decision is yet to be known.

With only four new full-time positions and with some full-time teachers receiving release time to chair departments, lead programs, and chair committees, the college meets the growing FTES demand through hiring part-time instructors. Since the 2001 accreditation, Grossmont College (5.42) has become a college taught by a majority of part-time professors, as shown by the graph below.
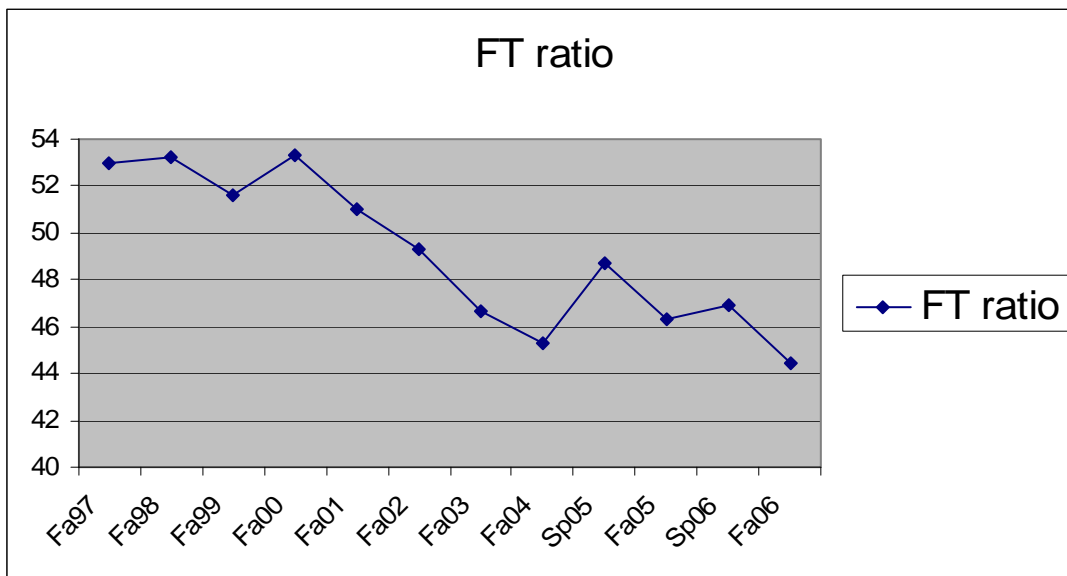
The 2006 accreditation survey (5.13) responses to a question about the sufficiency of resources to support educational programs at the college reveal that 50% of faculty and 75.4% of student respondents agree that they are adequate (Question 11).

Classified Staff: As provided by agreements between the district and the California School Employees Association (CSEA) Chapter 707 (5.5), job descriptions are reviewed to ensure accurate classification and to stipulate qualifications along with essential and secondary qualifications. A temporary employee was hired for the District Office, Department of Human Resources for the purpose of updating and completing job descriptions to include essential and secondary qualifications. This task was completed in August 2006.

Through the hiring process, the college selects the most qualified staff available from the position recruitment process. However, hiring pools for administrative positions, and in some instances faculty and classified positions, are occasionally limited in numbers of qualified applicants, which results in the need to readvertise those positions. Classified positions requiring extensive computer expertise (e.g., Information Systems) may lack qualified applicants due to the competitive salaries in the private sector. A 2001 Accreditation Self-Study (5.2) recommendation calling for a collaborative report on why applicant pools are limited would have offered explanation for the situation, but it was not done.

Through the processes related to program review, the Educational Master Plan, the Strategic Plan, and considerations by the Staffing Committee and the Planning and Budget Council, the institution evaluates the effectiveness of its personnel to support its programs.

Evaluation

According to findings developed in relation to this standard, Grossmont College has sufficient numbers of qualified faculty and staff in most disciplines to meet the current mission and purposes. To meet goals stated in institutional plans, additional faculty and staff will be required. Most questions raised in relation to the standard have affirmative responses. However, on the issues of the quality and quantity of job applicants, it appears that the employment pool has been negatively impacted by lower compensation at the college in comparison to other institutions; a 2001 Accreditation Self-Study recommendation calling for a collaborative report on why applicant pools are limited may have offered explanation for the situation, but it remains undone. Furthermore, the ratio of full-time faculty-taught courses to those taught by part-time faculty is lower than the goal established by AB 1725.

Grossmont College partially meets Standard III.A.2.

1.   The college will work with the district to determine why applicant pools are limited.

2.   The college will develop a plan to address the AB1725 recommended levels of full-time faculty to part-time faculty.

3.   **The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.**

   a.   **The institution establishes and adheres to written policies ensuring fairness in all employment procedures.**

Descriptive Summary

Fairness in employment procedures is required by district policies ([5.1](#)) and administrative procedures ([5.43](#)), as well as by state guidelines. Collective bargaining agreements negotiated between the district and exclusive bargaining agencies created by employees also operate to ensure fairness in employment practices. The district vice chancellor for Human Resources directs the administration of all personnel policies, procedures, and employment contracts.

The institution makes recommendations for personnel policies and procedures through the shared governance system. Stakeholders, such as students and employees, collaborate in the development of draft policies and procedures, which are presented to the District Executive Council (DEC) for review, comments, and recommendations to the chancellor prior to the policy or procedure being forwarded to the Governing Board for adoption. This same process is used for any other human resource policies and procedures that are updated, revised, or deleted.

Currently, the vice chancellor for Human Resources is leading a task force for the DEC to review and update all personnel policies and procedures since a number of them are out of date. Revised and updated policies are going to DEC monthly for review and approval. Revising and updating human resource policies and procedures remains a high priority and will continue to be until all out-of-date policies and procedures have been thoroughly reviewed, revised, and current.

When employing new personnel, the district follows established policies and procedures. Positions are filled by the best qualified candidates, without regard to race, color, religion, sex, national origin, sexual orientation, age, or physical handicap. When a vacancy occurs, the district attempts to attract an adequate pool of qualified candidates. Emphasis is placed on the recruitment of women, individuals from historically underrepresented groups, and individuals with disabilities. The composition of selection committees is required to be diverse and is monitored by Employment Services. The

district vice chancellor for Human Resources and the president of the college monitor all phases of the screening, selection, and hiring processes to ensure adherence to all policies and procedures.

Personnel policies and procedures affecting employees are specified in the Board Policy Manual (5.1) and referenced in the California Schools Employees Association (CSEA) (5.5) and United Faculty (UF) (5.25) contracts, and the *Administrators' Association Handbook* (5.4). These documents are appropriately placed on the district web site for all to review. Hard copies are available when requested.

Exclusive bargaining units (CSEA, UF, and Administrators' Association) can initiate policy change proposals that are not reflected or addressed in the collective bargaining or meet and confer agreement. Such proposals are generally processed through the shared governance system or collectively bargained under the rules of the Public Employee Relations Board (PERB). There are clearly stated hiring, evaluation, retention, advancement, and due process procedures for faculty and classified staff in policies, procedures, and the collective bargaining agreements.

Self-Evaluation

Findings introduced in this response reveal that Grossmont College establishes and adheres to written policies ensuring fairness in all employment procedures. However, some district procedures lack currency, particularly those related to hiring and diversity.

Grossmont College meets Standard III.A.3.a.

Planning Agenda

The college will collaborate with the district through the shared governance process to begin to develop a human resource plan that is integrated with diversity information obtained from the research office.

3.   b.   The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary

Policies regarding privacy of information are a matter of federal law, state law, and the California Code of Regulations (CCR). Governing Board policy and collective bargaining agreements (5.4, 5.5, 5.25) reflect these mandates.

Policies regarding the privacy rights of employees as they relate to personnel records are stated in Personnel Procedures (5.44, pp.5), which state that personnel information is confidential. Personnel files are permanent records

Human Resources is the exclusive repository for all personnel records; these records are maintained and stored in a secure manner in the Human Resources area of the district offices and do not leave the premises. Human Resources staff members have access to all files. All records are kept locked and protected with a security system. Files on job applicants are also protected.

Staff in the Office of Employment Services is in the process of transferring old files to a secured storage facility with cameras and guards. In addition, an electronic file tracking system and web management will be implemented. Files that are three or more years old will be retained in this facility and eventually transferred to electronic storage.

Procedures are in place for employees to view their personnel files. The procedures are available to all personnel at the district Office of Employment Services. Employees have access to their personnel files and may review them in the presence of a Human Resources employee. Supervisors have access to the personnel files of those employees they oversee, and those supervisors may also review employee files in the presence of a Human Resources employee.

All applicant files are maintained in one file. A statement on each job announcement declares that the application becomes the property of the district, thereby ensuring its permanence. An applicant may have a copy of his/her application; however, applicants are not allowed access to some information, such as final ranking.

Self-Evaluation

Findings related to this standard demonstrate that the district Human Resources Department provides security and confidentiality of personnel records, while providing access to individuals who want to review their files.

Grossmont College meets Standard III.A.3.b.

Planning Agenda

None

4.   **The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.**

        a.   **The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.**

Grossmont College determines the kinds of support needed by its personnel through processes inherent in the organizational structure and shared governance system. For example, supervisors routinely encourage subordinates to identify training needs, so appropriate plans and budget provisions can be made. The Faculty Professional Development Committee has special responsibilities for campuswide training (5.45),

while the Center for Advancement of Teaching and Learning (CATL) (5.46) focuses on specialized training for faculty.

The World Arts and Cultural Committee (WACC), led by the Student Services Office and a faculty member, is the primary agency that routinely offers collegewide programs supportive of diversity at Grossmont College. Guest speakers, presentations, and other events are staged to promote understanding among and between all campus constituencies. Among these events are programs that showcase the work and cultures of personnel of diverse backgrounds.

Many employees collaborate with student cultural groups to mentor and support their efforts. These clubs and organizations (5.47) include the Muslim Student Association, the Spanish Club, and the German Club.

The Faculty Professional Development Committee and faculty members who teach courses related to diverse cultures also create programs that provide specialized information and training about the range of social groups that populate the campus. The Faculty Professional Development Committee creates programs that promote cross-cultural understanding specifically for employees. According to evaluations (5.48) received, these programs have been well received.

The district Office of Employment Services provides services supportive of the hiring and protection of diverse personnel, because of its mandate to implement Equal Employment Opportunity law. That these services are effective is demonstrated by the hiring of diverse employees (5.49).

Self-Evaluation

Findings related to this standard demonstrate that Grossmont College provides programs, practices, and services that support its diverse personnel. Through reliance on supervisory and governance structures and processes, the college ensures that diversity is nurtured among all campus constituencies.

Grossmont College meets Standard III.A.4.a.

Planning Agenda

None

4.   b.   The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary

As noted in a previous response, the district Human Resources Department provides equity in seeking to employ diverse individuals. (See III.A.1.a.)

According to the 2006 Accreditation Survey Response Comparison (5.13, Question 121), more than 70% of faculty, staff, and student respondents agree that the college actively promotes diversity.

In the past, the district regularly assessed and reported its achievements of objectives relative to employment equity consistent with the institutional mission. Screening committees were issued a summary of college hiring practices as they compared to state averages. Such an assessment no longer takes place on a regular basis. Therefore, updated reports are not supplied to screening committees. (See III.A.1.a.)

The implementation of the college mission occurs through actions taken to implement the Strategic Plan 2004-2010 (5.7). This plan addresses the issue of diversity as an area of focus. Nevertheless, without statistical information regarding the employment equity record of the institution, it is impossible to determine whether or not the plan has been implemented according to criteria therein.

The 2001 Accreditation Self-Study (5.2) recommended that the college would work with the district Employment Services to more frequently collect, analyze, and disseminate data reflecting actual college personnel diversity as compared to state and national averages and as compared to district goals set forth in the District Staff Diversity Plan (5.3); however, this has not been done.

Self-Evaluation

According to findings evidenced in responses related to this standard, the district and college make efforts to employ diverse personnel, but statistical information demonstrating that these efforts achieve desired levels is unavailable. Despite the lack of statistical evidence of successful policy implementation, survey responses support the belief that the college actively promotes diversity on the campus.

Grossmont College partially meets Standard III.A. 4.b.

Planning Agenda

The college will work with the district Employment Services to more frequently collect, analyze, and disseminate data reflecting actual college personnel diversity as compared to state and national averages and as compared to district goals set forth in the District Staff Diversity Plan, as well as to achieve objectives associated with the college Strategic Plan.

4.   c.   The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary

Governing Board policies and procedures related to their implementation address the treatment of personnel and students (5.17, 5.18, 5.19, 5.20, 5.22, and 5.43). In addition, employment contracts (5.5, 5.25) in place with all full-time and some part-time personnel describe procedures related to the treatment of personnel.

At the college level, the shared governance process is documented and adhered to at multi-levels. The process allows for all constituents to share in discussion and decision making. The result of a well-instituted and practiced shared governance process for administration, faculty, staff, and students is high morale and a sense of partnership and pride in the college. The commitment to shared governance demonstrates integrity to the entire campus community.

Results from the 2006 accreditation survey (5.13) related to this standard reveal that nearly three-quarters of faculty and the majority of staff strongly agree that college administrators treat them fairly (Question 110). A majority of staff agrees that college administrators respond to their concerns, while fewer than 15% of faculty agree that district administrators respond to faculty concerns (5.13, Question 136). In addition, over three-quarters of students agree that faculty treat them fairly and respectfully (5.13, Question 116).

Self-Evaluation

In regard to this standard relating to the treatment of employees and students, findings reveal that the district and college have policies and procedures in place. Shared governance at the college promotes appropriate treatment of all constituencies. Survey responses by faculty, staff, and students show satisfaction with the treatment rendered toward them by college officials. However, faculty responses to their treatment by district administrators demonstrate a high level of dissatisfaction.

Grossmont College partially meets Standard III.A.4.c.

Planning Agenda

College administrators and faculty will meet with district administrators to share concerns and develop common approaches to problem solving.

5. **The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.**

   a. **The institution plans professional development activities to meet the needs of its personnel.**

Descriptive Summary

In support of its mission, and as delineated in the Strategic Plan (5.7), Grossmont College strives to "seek and sustain high quality staff." For that purpose, the college provides opportunities for all staff to participate in activities as appropriate to their position, such as professional development activities on campus, conferences, seminars, in-service programs, as well as extended experiences such as Fulbright Exchange Programs and sabbatical leaves. Provisions for each category of staff to participate in staff development activities are delineated and referenced through the appropriate handbook or contract. Professional development is required for faculty and administrators but is recommended for classified and supervisory/confidential staff. Classified staff have one day a year on campus specifically set aside for their professional development, but it is at the discretion of department managers as to whether or how much of the day a classified staff person may attend, due to the need to keep offices open for students, other staff, and the public. There is an annual recognition ceremony that recognizes excellence and outstanding accomplishments by faculty and staff.

Orientation sessions are offered to all new full-time and part-time faculty. Professional development is encouraged for all new faculty members immediately upon their employment. The vice president of Academic Affairs provides a year-long orientation program for newly hired certificated staff. In addition to a general session held for all part-time faculty members during Professional Development Week, a workshop for new part-time faculty is conducted each semester.

Faculty and staff may take advantage of a variety of in-service training opportunities. Many are conducted through the Center for the Advancement of Teaching and Learning (CATL) (5.46). CATL has designated space in the Learning and Technology Resources Center (LTRC) that includes a multimedia computer lab. Peers conduct training for small groups on a variety of topics including FrontPage, Microsoft Office, and PowerPoint. The faculty also has the opportunity to participate in professional development through the 4faculty.org online program (5.50).

Professional Development Week (usually referred to as Flex Week), is conducted at the beginning of the fall and spring semesters, providing a multitude of professional growth opportunities for both faculty and staff (5.51). Additionally, faculty members have limited funding to attend off-campus activities to further professional development. Moreover, a library of videos, approved by the Faculty Professional Development Committee, is available to be used by part-time or full-time faculty.

Additionally, the Professional Development Committee (PDC) comprised of faculty, staff, and administrators meets occasionally during the academic year to review, evaluate, and plan for future professional development needs. With the loss of AB 1725 funds, the funding for professional development has decreased substantially with very little budget allocated to conference and travel, guest speakers, and seminar/workshop attendance. The work of the PDC implements the 2001 Accreditation Self-Study recommendation that attention be accorded to the development and implementation of a comprehensive

professional development plan for the college. However, the loss of AB1725 funds and insufficiency of allocations from the general fund makes implementation problematic.

Self-Evaluation

Grossmont College offers a broad range of options for faculty and staff to engage in professional development activities, ranging from Professional Development Week activities to classified staff days. Despite loss of state funding of AB1725 and inadequate replacement support from the general fund, college employees have used diverse resources to stay current in their fields.

Grossmont College meets Standard III.A.5.a.

Planning Agenda

Develop funding sources to implement plans made by the Professional Development Committee.

5.   b.   With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary

As described in the previous response, III.A.5, Grossmont College offers a broad range of options for its employees to engage in professional development. Those having campuswide value tend to be products of Professional Development Committee (PDC) planning. However, other options, such as conferences and training offered off campus are available to individuals, when funding is available. Specific campus employee groups have specialized options online and on campus.

The Faculty Professional Development Committee has developed a comprehensive staff development plan (5.52) for the college. Along with professional development opportunities, the plan includes faculty and staff recognition programs. All professional development activities are evaluated by the participants, using standardized forms. The groups responsible for the activities collect the evaluations following the programs, review them, and consider the responses when preparing for subsequent training sessions.

Each semester faculty and staff are invited to submit proposals for the Professional Development Week (Flex Week) workshops they might present; those proposals often include topics suggested by evaluations of previous training sessions. Each proposal is reviewed, and, for the most part, all proposals are accepted. Additionally, outside presenters are allowed to present information-only workshops.

Faculty and classified staff each have a committee of peers that determines staff development priorities and schedules professional development opportunities for the

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school year. The Faculty Professional Development Committee includes representatives from each staff development committee. This committee ensures that overall college goals for development are being met and coordinated.

Specific employee groups at the college participate in training options on campus as described below:

Administration: There is no Professional Development Committee specific to the administrators. However, they do participate in pertinent training and updates devised by the Staff Development Committee. In addition, administrators attend mandatory training provided by the vice chancellor of Human Resources.

Faculty: A Faculty Development Committee meets regularly to plan for future activities and evaluate previous activities. The committee is made up of representatives from all divisions. Additionally, the participants in each activity evaluate (5.53) each experience for its appropriateness, currency, and adequacy. These evaluations are tabulated (5.54) and reviewed by the committee. The committee then uses the information for the planning of future activities. However, there are no evaluations subsequent to faculty exposure to training that determine whether or not teaching and learning improvements may be linked to the experience.

Classified Staff: Classified staff has a Professional Development Committee that meets regularly. They plan for the annual classified staff development/appreciation event, utilizing the expertise of classified staff, faculty, and administrators to present their workshops. They use their funding to bring guest speakers to educate, enlighten, and support the classified staff.

Faculty respondents on the accreditation survey (5.13, Question 99) recorded satisfaction with the options available for professional development in student learning needs and pedagogy, with 75.7% responding affirmatively to the statement.

Self-Evaluation

Evidence considered in regard to this standard indicated that the college provides appropriate opportunities to faculty and staff for professional development. In responding to questions raised in relation to the standard, it was revealed that a range of professional development programs are offered through active involvement of personnel in peer and college-wide groups attending to developmental efforts. Evaluations of the activities occur that shape future programming. However, there is no means of documenting whether or not exposure to activities improves teaching and learning. Faculty survey respondents expressed satisfaction with professional development options related to their work with students.

Grossmont College meets Standard III.A.5.b.

Planning Agenda

None.

6.   Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

At Grossmont College, periodic program reviews assess the use of human resources in academic (5.40) and student services (5.55) areas. Action on implementation of program review recommendations occurs through consideration by the Staffing Committee, the Planning and Budget Council, and the president. Program reviews are also considered in the development of other institutional plans, such as the Educational Master Plan and the Strategic Plan.

The college process is not replicated at the district level, despite the centralization of many college human resource functions at the district Human Resources Department.

All college organizational and governance groups collaborate to ensure that human resource needs of program and service areas are attended to as funds become available. Since all constituencies of the college are participants in the organization and governance system, there is continuous pressure to provide personnel in parts of the institution where needs are most acute. However, since funding is limited, not all requests can be accommodated on demand. The Staffing Committee (5.56) uses a system for establishing priorities in hiring that fairly attends to requests submitted, followed by actions of the Planning and Budget Council (5.57) and the president. See III.A.2. for additional information regarding this standard.

Self-Evaluation

Evidence related to the integration of human resource planning and evaluation with institutional planning and improvement reveals that Grossmont College meets the standard. From program reviews of academic and student services areas through the implementation of the Strategic Plan by organizational and governance system actions, the college ensures the operation of the institution in an effective manner that leads to improvement.

Grossmont College meets Standard III.A.6.

<u>Planning Agenda</u>

The college will engage the district in beginning the process of developing a common human resource plan that is integrated with districtwide planning and research, through the shared governance system.

Standard III.A

Human Resources

Themes

Grossmont College makes strong efforts to implement its mission through its human resources. In its employment policies and practices, the institution strives to ensure that qualified people who perform competently are hired and retained to deliver high quality educational programs to students. Because of the centrality of faculty to the teaching—learning process, the college directs significant resources to assessing the performance of faculty. However, the institution, in collaboration with the Grossmont-Cuyamaca Community College District (GCCCD), has also invested in the development and use of several strategies for evaluating the performance of other employees.

Evaluation, planning, and improvement of human resources at the college level are heavily influenced by the GCCCD through the Human Resources Department. In recent years, there have been disagreements between college employee groups and the district. The decision by the Administrators' Association to seek status as a collective bargaining agency with the Public Employee Relations Board (PERB) was one result of this disagreement. While district representatives have made strides to address areas of disagreement, differences remain that complicate evaluation, planning, and improvement. Nevertheless, internal college efforts have occurred that address these concerns through the planning cycle that operates with the aid and involvement of the college organization and governance structures.

Attention to student learning and service outcomes by appropriate faculty and staff has occurred historically via assessment of course objectives and program review processes. However, because of the new SLO Assessment Initiative supported by the Academic Senate, greater faculty and staff attention has been directed toward changing the system. All student service departments and many academic departments have developed outcomes based assessments, but more effort is required to meet the desired level of attainment.

In all of the issues related to Human Resources, much dialogue has occurred at the college through organizational and governance structures and processes, as well as through other venues. Based on the accreditation survey, the consensus appears to be that the college is an institution that treats its employees with integrity but the district does not. There is uncertainty about whether or not the issue of diversity among employees is fairly addressed by processes used to hire new ones.

STANDARD IIIA
HUMAN RESOURCES EVIDENCE ENUMERATION

5.1   Governing Board Policies 7100, 7110, and 7120 & Procedures 7100, 7110, and 7120
5.2   2001 Accreditation Self-Study
5.3   District Staff Diversity Plan
5.4   GCCCD Administrators' Association Handbook
5.5   California Schools Employees Association Contract (CSEA)
5.6   Jim Fenningham email/Staffing 1/03/07
5.7   Strategic Plan 2004-2010
5.8   Educational Master Plan (EMP)
5.9   Environmental Scan
5.10   GCCCD Employment Services http://www.gcccd.edu/hr
5.11   Amber Green email/International Degrees 3/27/07
5.12   Beth Smith email/Supporting Document
        Tenure 3/26/07.
5.13   2006 Accreditation Survey Response Comparison
5.14   Faculty Accreditation Survey Spring 2000
5.15   Staff Accreditation Survey Spring 2000
5.16   Student Accreditation Survey Spring 2000
5.17   GCCCD BP 7210 Academic Employees
5.18   GCCCD BP 7240 Confidential Employees
5.19   GCCCD BP 7250 Educational Administrators
5.20   GCCCD BP 7260 Classified Supervisors and Managers
5.21   GCCCD BP 7310 Nepotism
5.22   GCCCD BP 7360 Discipline and Dismissals
5.23   Keren Brooks email/Evaluation of
        360 Evaluation Tool 3/27/07
5.24   Keren Brooks email/Survey 3/27/07
5.25   United Faculty Contract
5.26   email/Administrative Training for Faculty Evaluation 1/0/07, 3/26/07
5.27   Amber Green email/Classified Evaluations 3/27/07
5.28   Beth Smith email/Tenure Separations 3/26/07
5.29   Amber Green email/Job Improvement via Evaluation 3/27/07
5.30   Grossmont College Curriculum Committee Handbook
5.31   Grossmont College Program Review Committee Handbook
5.32   Faculty Handbook
5.33   GCCCD BP 2715 Code of Ethics/Standards of Practice
5.34   Organization and Governance Structures
        http://www.grossmont.edu/org_gov_structures
5.35   Summary of Full-Time and Part-Time Employees Spring 2007 Amber Green
5.36   GCCCD BP 7120 Recruitment and Selection
5.37   Amber Green email/Administrator Degrees 1/31/07
5.38   AB 1725

Standard III.B: Physical Resources

STANDARD III.B. PHYSICAL RESOURCES

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

1.   The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Descriptive Summary

The college employs criteria to guide institutional safety (6.1) and maintenance measures (6.2) that are set forth in federal, state, and local laws, regulations, policies, and procedures. Various local and state agencies also inspect college facilities annually, including those regarding fire, hazardous materials, and backflow inspections to ensure that college facilities are safely maintained and chemicals are properly stored and secured.

The college evaluates the safety of its facilities through combined efforts from a number of departments, committees, and individuals. The safety of college facilities is overseen by the college Facilities, Operations, and Maintenance Department and the Grossmont-Cuyamaca Community College District (GCCCD) Risk Management Department. These administrative departments have established processes to evaluate and address safety concerns or issues. Periodic inspections of campus buildings and facilities occur on a regular basis. In addition, staff members (6.3) inspect all sites where reported accidents occur; reports involving a single site prompt corrective action to eliminate the source of the problem. At the beginning of each semester, the college president requests that division deans go through their facilities and report any maintenance, safety, or aesthetic concerns for attention by college and district staff. In addition, college departments can enter electronic work requests to correct issues at any time.

The college collaborates with the District/College Safety Committee (6.4), coordinated through the GCCCD Risk Management Office. This committee is comprised of facilities managers, faculty, classified staff, administrators, and district risk management officials. The committee is charged with planning for or resolving any developing safety concerns or issues. Because the Safety Committee meets irregularly and does not keep meeting minutes, it is difficult to assess its contribution to the safety of the campus.

Each year the college evaluates the sufficiency of its classrooms, lecture halls, laboratories, and other facilities through the annual update of the Educational Master Plan (EMP) (6.6) and the GCCCD Five-Year Construction Plan (6.7) The Five-Year Construction Plan uses projected growth and weekly student contact hours (WSCH) information to determine the sufficiency of college facilities through the capacity/load ratio. Currently, Grossmont College is below the 100% capacity/load ratio in all

categories, as detailed in the GCCCD Five-Year Construction Plan and Facilities Master Plan (6.5), meaning the college does not currently have sufficient instructional and support space to adequately serve its existing student population, faculty, and staff, much less that which it anticipates in the future. Even with the addition of the Digital Arts/Sculpture Buildings Complex (6.8), the college still has only 94% of the needed lecture space, 77% of the needed laboratory space, 67% of the needed office space, 70% of the needed library space, and 71% of the needed audiovisual/television (AV/TV) space. Therefore, presently the extensive building program has only partially met needs for facilities that provide safe, sufficient, accessible facilities, furnishings, and equipment for the comprehensive programs and services that the students and community expect.

Accreditation survey questions related to the adequacy of workspace, classroom space, and emergency resources were included in both the 2006 and 2000 (6.9, 6.10, 6.11, 6.12) versions. In response to a statement about the workspace for job assignments, nearly two thirds of the staff agreed that it was adequate in 2006 (Question 40), compared to 43% in 2000 (Question 6). In response to a statement about the adequacy of classrooms to accommodate students enrolled, 43.5% of faculty respondents registered agreement, and 64.2% of student respondents agreed in 2006 (Question 44), compared to 52.2% of faculty (Question 6) and 57.9% of student respondents in 2000 (Question 7). Responses to a question about the resources for classroom emergencies revealed that 66.3% of the faculty respondents agreed that they were adequate in 2006 (Question 46), while 52.4% agreed in 2000 (Question 46). Perceptions of respondents on all questions ranged from 43% to just above 66%, demonstrating that they agree that facilities are less than sufficient.

Survey Statements		% Strongly Agree or Agree	
Questions	**Respondents**	**2000**	**2006**
Q40. My assigned. workspace is adequate for me to carry out my job.	Staff	43%	65.5%
Q44. In general, the classrooms are large enough to comfortably accommodate all students enrolled in a given course.	Faculty Students	52.2% 57.9%	43.5% 64.2%

With local funding for facilities unavailable prior to passage of a Proposition 39 local bond measure, Proposition R, the college focused on submitting projects to the state that increased instructional capacity, since this category provided the college with the best opportunity to compete for the limited state facilities construction funds. This strategy was successful, as the college received state funding for the Learning Resource Center (LRC), Science Laboratory (Lab), and Digital Arts/Sculpture Buildings Complex. The receipt of state funding for these projects set the construction schedule at first, as the state required expenditure of funds on each project as received. This funding strategy delayed progress on the Student Services Building, which is listed as priority No. 3 on the Facilities Master Plan. Projects farther down the priority list moved ahead of the Student

Services Building on the construction schedule when state funding was obtained to complete these projects.

Proposition R bond funds (6.14), generated through a public referendum led by the GCCCD Governing Board in 2002, enabled repair, renovation, and construction of several substantial projects. However, the college's share of these funds are unable to permit the completion of the Facilities Master Plan, especially in the wake of unprecedented construction cost escalation. With construction costs rising quickly and years of pent-up demand for new facilities and renovation of aging facilities, the college has had to prioritize the projects, leaving a significant number of construction and renovation projects to be completed.

Proposition R funding has supported these four projects: 1) Using state bond allocations a new Learning Resources Center (LRC) building was opened for students in August 2003. 2) Then the old LRC was remodeled into a new technology center, affixed to the new LRC building, which opened in 2004; and 3) The combined structure is known as the Learning and Technology Resources Center (LTRC). The college also constructed the Digital Arts Building, the Sculpture Buildings Complex, and the Science Laboratory Building during 2005 to 2007. All three of these buildings opened for use in Spring 2007. The LTRC, Digital Arts, and Science Laboratory buildings are multi-storied structures to ensure that the college is able to preserve open spaces for student and staff use.

A new Life Safety Road (6.15) was finished in Spring 2006, which provides access to emergency vehicles and completes the college loop road with better access to State Route 125. The college currently has a number of projects under construction, including the Extended Opportunities Program and Services (EOPS) office expansion, new dance studio (6.16), Exercise Science and Wellness Complex renovation, and phase four of the faculty office remodeling project. Planning is also underway on the construction of additional parking facilities (6.17), a new Health/Physical Sciences Building, a new Child Development Center (CDC) Playground and learning center, infrastructure sufficiency and repair, and fire protection landscaping design. A performance theater building is in the Final Project Proposal (FPP) stage (6.18), the remodel and expansion of the 200 Fine Arts Complex is in the Initial Project Proposal (IPP) stage (6.19), and the remodel of the Student Center , 100 Building Complex, and construction of a new Student Services Building is in a combined internal IPP/FPP phase (6.20). All new construction and remodel projects are reviewed by both state and local agencies as well as district and college personnel to ensure that all building code, accessibility, and fire and life safety requirements are met.

Regular and frequent meetings are held for each construction project occurring on campus. Any safety issues at or around the construction sites are considered at these meetings and then resolved. The director of Campus Facilities, Operations, and Maintenance provides the college with regular facilities updates (6.21) about the projects occurring on campus, notes any impact that these projects will have, and requests that any questions or concerns be directed to him.

The GCCCD also created an unsafe condition report that can be accessed anonymously through the district website. This report generates an e-mail to the district Risk Management Department, vice president of Administrative Services, and the director of Campus Facilities, Operations, and Maintenance.

Individual departments have classified staff who are regularly trained and updated on equipment and material safety through the district Risk Management Department. As a part of this training and their regular job responsibilities, defective, broken, or malfunctioning equipment is either maintained or repaired on site or reported as needing repairs to the proper college administrator. A critical need is employment of additional classified staff to maintain equipment and ensure student and staff safety, in conjunction with new equipment installed in the new science, Digital Arts/Sculpture Building Complex and future buildings scheduled for construction.

As noted previously, the institution is struggling to provide facilities to meet current needs and falls short in this regard, despite an ambitious building program funded by both state funds and local bond initiative Proposition R. This is especially true in regard to office space, where the college currently has only 67% of the office space it requires, based on current WSCH totals. The college is adding faculty and staff office space as new instructional buildings are being constructed; the need for additional student services and administrative services office space has yet to be addressed. This lack of space highlights the need to move the Student Services Building project forward to completion.

With the construction of the Health/Physical Science Building, scheduled for completion in Fall 2009, the college will have reached at least 100% capacity/load ratios in both lecture and lab spaces. However, even with the added capacity acquired via completion of the Health/Physical Science Building, the college will be required to make additional changes to meet the demands of existing and future students and reduce or eliminate the long wait lists for Health Profession Program's prerequisite classes. The college might address this space shortage through changes in class scheduling and commit to utilizing the existing and future classroom and lab spaces over extended schedules as capacity/load ratios hit 100% and the college cannot qualify or successfully compete for funding for additional space. The scheduling might include adding more sections on Fridays into the main instructional week and increasing night and evening course sections. According to space standards, a classroom is available 70 hours a week (8 a.m. to 10 p.m.) and should be occupied 75% of the available hours with two-thirds of the seats occupied on average; with a limited number of sections that utilize Fridays, this ratio becomes almost impossible to attain, and creates overcrowding and space shortage issues.

Off-campus instruction (6.22) is offered at a wide range of facilities and locations throughout the community. Although classes are offered off campus, the percentage of sections offered at off-campus sites is only 1.8% (34 sections out of 1,889 active sections). For off-campus offerings, the college relies on the host outside agencies or facilities to meet all safety and accessibility codes. The college relies on facilities to have adequate lighting and security personnel when necessary. The college expects faculty to

report any concerns they may have with off-site facilities to their dean or vice president of Academic Affairs.

Distance education is facilitated by the Grossmont College Instructional Computing Services (ICS) Department, which provides instructional equipment maintenance. All faculty have access to computer technology in their offices and/or in the Center for the Advancement of Teaching and Learning (CATL). CATL houses 10 high-end computers, high-speed scanners, and two printers. Training for online course development is provided through CATL. ICS also maintains and supports instructional computer labs and the 178 computers in the Tech Mall portion of the Library and Technology Resource Center (LRTC). Video conferencing equipment is housed in the Distance Education Room located on the lower level of the LTRC. The equipment is maintained by district Information Services. Student-access computers are replaced every three to four years and are generally funded through state block grant funds. Student computer access is a college priority.

The district maintains servers and communications infrastructure for the campus and has a staff of information technology service professionals and contractors to perform these functions.

Self-Evaluation

Findings related to this standard reveal that Grossmont College provides physical resources that support and ensure the integrity and quality of its programs and services, regardless of location or means of delivery. The college addresses all safety issues raised but lacks a system for ensuring safety of off-campus sites, relying on hosts and users to do this. The college and district committees charged with oversight of safety also meet irregularly and lack meeting minutes. The college also addresses all issues raised about the sufficiency of institutional facilities and equipment to meet institutional needs, except space. While the college has attempted to expand facilities with new monies from a local bond issue and the state, there are still insufficient funds available to provide adequate space to serve the current population and population growth projected by construction and facilities plans.

Grossmont College partially meets Standard III.B.1.

Planning Agenda

1.   The Facilities Committee will reconstitute the Campus Safety Committee during Spring 2007, requiring bi-monthly meetings, regular meeting minutes, and reports to the Facilities Committee.

2.   The Facilities Committee will identify and secure approval for a process to ensure off-campus sites are safe and sufficient to meet the needs of the program or service by the end of Fall 2008.

3.   The college will pursue full implementation of the Grossmont College Facilities
        Master Plan by seeking additional funding for construction through placement of
        a second Proposition 39 bond measure on the ballot by 2012.

1.   a.   **The institution plans, builds, maintains, and upgrades or replaces its
                physical resources in a manner that assures effective utilization and
                the continuing quality necessary to support its programs and services.**

Descriptive Summary

Grossmont College has an integrated and well-developed master planning process which
ensures that the institution plans, builds, maintains, and upgrades its physical resources to
ensure the continuing quality of programs. The process begins with the Educational
Master Plan (EMP) (6.6). The EMP addresses the issues of programmatic needs, staffing
needs, equipment needs, and facility needs, mostly on a departmental level based on
program review and department updates. The EMP is then used as the foundation for the
Facilities Master Plan (6.5) to ensure the facilities planned will have the optimal impact
on the educational environment. The EMP is reviewed and updated on a yearly basis by
the college administration, faculty, and staff. The EMP is supported and driven by the
college Strategic Plan, written as a series of identified goals and priorities for the college
and the district at large.

The Facilities Master Plan was updated in 2002, to reflect changes in new facilities
priorities as identified by the college. The Facilities Master Plan provides the framework
for planning, building, upgrading, and replacing institutional physical resources.

The Grossmont-Cuyamaca Community College District (GCCCD) and the Grossmont
College Facilities Office utilize information from the EMP, the Facilities Master Plan, the
Facilities Assessment Report (6.23), and the Energy Conservation Plan (6.24) to produce
the annual GCCCD Five-Year Construction Plan (6.7) and the GCCCD Scheduled
Maintenance Five-Year Plan (6.25). The passage of Proposition R has given the college
some ability to address long-standing maintenance and instructional needs.

The Facilities Committee (6.26) is a broad-based campus committee with representatives
from each division and college bargaining unit. This committee reviews and makes
recommendations to the Planning and Budget Council regarding Facilities Master Plan
priorities, facilities maintenance and renovation, general facility use, grounds, custodial
and maintenance issues, space allocation, campus access, parking, traffic issues, and state
scheduled maintenance projects. The Facilities Committee is also responsible for
reviewing and recommending Proposition R funding allocations and project priorities to
the Planning and Budget Council.

As a result of self-study preparation, it was determined that the sequences of the main
planning documents were not aligned with the budgetary process. The yearly
departmental EMP updates needed to occur prior to the yearly campus budgetary process
to allow the college to establish priorities and set funding for these priorities for the

upcoming year. The sequencing of the planning documents was changed to ensure that the college plans and institutional goals drive the budgeting process. The change was initially proposed in 2006, and will be fully implemented in 2008 for the 2008-09 budget year.

Perhaps the inappropriate sequencing of planning processes explain survey responses (6.9) related to them. According to answers to the accreditation survey, only 51% of faculty respondents and 59% of staff respondents agree that the college planning processes are effective in addressing areas of development, growth, and improvement (Question 71).

In response to another survey question (6.9) on planning, only 51% of faculty and 58% of staff believe that the Facilities Master Plan is effective in guiding long-range institutional planning (Question 95). Regarding opportunities to impact planning decisions through participation, 57.9% of faculty and 49.2% of staff agreed that they had sufficient opportunities to do so (Question 94).

To ensure that the new building construction provides the continuing effective utilization and the continuing quality necessary to support its programs, building task forces are formed at the initial planning process of each new building or major renovation project. Each building task force is comprised of faculty and classified staff representatives from each department that will occupy the building, as well as college and district administrators, Maintenance, and college and district Information Services personnel, as shown in the various construction project binders (6.8, 6.13, 6.27). Task Forces are heavily facilitated by the leadership of the Director of Facilities Planning and Maintenance and the Director of Campus Facilities, Operations, and Maintenance.

Each building task force meets to assist in planning and designing the building from the initial project proposal through the design development and construction drawing stages, including the prioritization and allocation of new building furniture, fixtures, and equipment funds (FF&E). The departments assist in the selection and prioritization of equipment and furnishings that will go into the new or remodeled buildings. This allows the departments to furnish and equip instructional and support spaces to ensure they meet the educational requirements of the programs and services offered. Departments have the ability and responsibility to work directly with architects, engineers, and consultants to plan their spaces to ensure that each space meets the program and service needs. Both college and district design guidelines have been developed to ensure each building meets the design, educational, and operational criteria established.

Both full- and part-time staff are responsible for the maintenance of buildings and grounds. In Summer 2001, the District Maintenance Department was decentralized. The Grossmont College Maintenance Department was reorganized and placed under the leadership of the Director of Campus Facilities, Operations, and Maintenance. With this reorganization, all buildings, grounds, and custodial services were placed under a single campus administrator, allowing the college to more quickly respond to maintenance and safety issues and provide more coordinated efforts between these college departments.

The college approved and funded additional staff to ensure the newly constructed buildings would be adequately cleaned and maintained. Seven additional custodians and one additional maintenance worker senior position were added to their respective departments.

The Custodial Department has been completely reorganized, with work hours adjusted to provide additional services during peak and extended hours. Custodial service is now provided 24 hours a day, Monday through Friday, with an additional crew working Sundays to ensure classrooms used over the weekend are cleaned and ready for classes on Monday morning.

The Grounds and Maintenance Departments were also reorganized, combining two supervisor positions into a single supervisor position over both departments. The service hours were extended, so coverage is provided Monday through Friday 5:00 a.m. to 7:30 p.m., and Saturdays from 6:00 a.m. to 2:30 p.m.

The college Equipment and Technology Committee (ETC) serves as the collection point of requests for instructional/administrative computers, equipment, furniture, and learning resource materials. Each department on campus completes a three-year Technology Plan, and then submits yearly ETC request forms. The requests are reviewed vis-à-vis collegewide plans for education, technology, and facilities. The ETC Allocation Task Force develops a recommendation for campuswide allocations from categorical fund resources for equipment and technology. These recommendations are then taken to the Planning and Budget Council for review, approval, and allocation of funds.

In 2006, the college ended the fiscal year with a sizable balance; $1,855,861 was available for distribution. The college solicited augmentation requests, which included requests for facilities improvements, staffing, equipment, supplies, and travel funds. The college Planning and Budget Council was responsible for recommendations to the President for the allocation and distribution of these funds, some of which were used for equipment.

Each year the district produces the college space inventory report and GCCCD Five-Year Construction Plan. These reports detail the types of space on the campus. This is then used to calculate the college capacity/load ratios to determine how effectively Grossmont College uses its physical space. The capacity/load ratios remain under 100% demonstrating that Grossmont College maximizes the use of its physical space, as we currently house more students than we have technically have space for. This condition highlights the need to continue to add new classroom, laboratory, and office space.

The process of establishing equipment replacement and maintenance is well defined, but the continued lack of funds for equipment is always an issue. In 2006, the ETC received $3,267,399.08 in equipment and technology requests, while only having $225,526 in block grant funding to distribute. The funds available were distributed to the divisions, so each division could prioritize the use of the funds allocated. As stated earlier, over $1.8

million additional funds were distributed based on approved augmentation requests. Many of these requests were for equipment purchases or replacement items.

Since the college does not have the instructional or support space needed for the current enrollment, as noted in section B.1, the college has had to be very efficient in the use of its physical resources. The lack of instructional and support space has meant the college has had to add portable classroom and office space, and remodel existing space to increase efficiency. Portable classrooms and offices have been added for the Health Professions Department. The college Maintenance staff has also remodeled existing ancillary and storage space to increase instructional and student service space in the Health Professions, Culinary Arts, Disabled Students Programs and Services (DSP&S), EOPS, Foreign Language, and Computer Science and Information Services (CSIS) departmental areas.

Self-Evaluation

Findings related to this standard segment reveal that the institution, within the funding available, plans, builds, maintains, and upgrades or replaces its physical resources in a manner that ensures the effective utilization and the continuing quality necessary to support its programs and services. A well-defined, integrated planning process involving all campus constituencies ensures these outcomes. However, some concerns ─ possibly relating to the sequencing of planning activities, which are being addressed—were expressed in survey responses. Additionally, the lack of funding to meet current and future facilities and equipment needs detailed in the planning documents are issues needing attention.

Grossmont College meets Standard III.B.1.a.

Planning Agenda

None

1. b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary

Grossmont College continues to work to ensure that its physical resources are constructed and maintained to provide a safe, secure, and healthful learning and working environment, despite limited funds and an aging campus. The college considers institutional accessibility to be an important aspect of this work.

An example of how the college improved access to its facilities lies in how it remodeled the former Learning Resource Center (LRC), following construction of the new one in the adjacent space. The college restructured the former LRC into a new technology center. The new combined facility is called the Learning and Technology Resource Center (LTRC) (6.28). The former LRC houses many learning laboratories that were relocated from various locations throughout the campus. One of the relocated labs, the Assistive Technology Center (ATC), serves disabled students exclusively, but relocation of all labs greatly enhanced accessibility for students (see http://www.grossmont.edu/techmallorientation/).

The construction of the LTRC (6.28) required the construction of an emergency vehicle access road on the interior of the campus. The new construction also gave the college an opportunity to widen and increase the various walkways around the LTRC. The new construction and secondary effects have allowed greater access for students, faculty, staff, and the public.

As mentioned earlier, the college opened three new buildings in Spring 2007. The three new buildings are a Science Laboratory Building (6.13) and Digital Arts/Sculpture Buildings Complex (6.8). The programs relocated to the new facilities will be expanding, and their existing spaces will have secondary effects that will allow greater access to other expanding programs. Each capital construction or remodel project is designed and constructed to ensure compliance with all applicable local, state, and federal laws, codes, and access requirements. An example of how the college provides for accessibility for all students is provided by arrangements made when a native garden was added to the Science Lab building construction project. The garden provides students with a location to view plants native to the Southern California scrub communities that grow in the Grossmont Sanctuary without having to hike down the steep canyon trails.

The college attends to the needs of its disabled students. There is a college ADA Advisory Committee that works closely with the staff from the Disabled Students Program and Services (DSP&S) to provide better services for the disabled. DSP&S staff works with the manager of Campus Projects to provide reasonable classroom furniture accommodations for students with special needs. DSP&S has added an additional electric mobility cart that holds several passengers and is used to transport the increasing numbers of students with physical disabilities to classrooms, labs, parking, and the public transportation center.

As noted earlier, the college relocated the Assistive Technology Center (ATC) to the LTRC. The ATC provides a range of special computer-assisted learning devices for

students with special needs. The former ATC site was converted to a DSP&S Testing Center. This provides DSP&S students with a place to take tests that will give them greater opportunity to be successful in their courses.

When incidents occur due to barriers within classrooms, restrooms, or other facilities, staff from DSP&S work closely with students or others involved to resolve problems and reduce obstacles in the environment. The college utilizes various resources in identifying barriers and safety issues/concerns. Some of the resources utilized are Public Safety, Maintenance, Facilities, Operations, Risk Management, DSP&S, ADA Advisory Committee, both College and District Safety Committee, Facilities Committee, faculty, staff, students, and the public. Faculty and staff may submit work orders online to address their concerns with the physical plant. Faculty and staff may complete an anonymous Grossmont College Unsafe Condition Report Form (6.29), available on the district website. The college Facilities, Maintenance, and Operations Department, along with the Public Safety Department, takes a proactive role in mitigating safety and barrier concerns in a timely manner. The college has repaired walkways and ramps that were in poor condition. The college has replaced several doors with automatic doors to improve accessibility for people with special needs. The college installed Americans with Disabilities Act (ADA) compliant ramps and has replaced inaccessible sidewalks on the south of the Child Care Center, the northwest side of the 400 Buildings, parking Lot 5 leading toward the interior of the campus, the Bookstore ramp, the 300 Quad, and the ramp at the Southwest corner of the 100 Building. The District Parking Committee handles issues related to parking accessibility.

Despite inadequate funds, the college continues to address maintenance and safety concerns. Since the last accreditation, numerous physical and work environment improvements have been made. These improvements include exterior painting, classroom and office remodels, roofing system replacements, restroom remodels, heating, ventilating, and air conditioning (HVAC) replacements, chiller plant and air handling unit replacements, skylight installation, classroom lighting replacements, and boiler replacements. All of these improvements, which are detailed in the Facilities Updates (6.21), have a direct impact on providing staff and students with a healthful work environment. In addition to the above improvements, the college has also completed several asbestos abatement projects, including the removal of asbestos-containing material from restrooms, mechanical rooms, roofing, and pipe lagging.

Despite all of the construction, remodeling, and maintenance that has occurred in recent years, the 2006 accreditation survey (6.9) reflects campus perceptions that the current facilities are viewed as less than adequately maintained (Question 131). The survey indicated that 50.7% of students, 47.6% of college staff, and 39.6% of faculty respondents believe the physical facilities are adequately maintained. Survey responses to the comparable 2000 question (6.10) revealed that faculty opinions were much less favorable then (Question 43). Comparison data were not available for staff and students.

Survey Statement		% Strongly Agree or Agree	
Question	**Respondents**	**2000**	**2006**
Q131. The physical facilities are adequately maintained.	Faculty	26.3%	39.6%
	Staff	Not asked	47.6%
	Students	Not asked	50.7%

The independent audit of district facilities by 3-D International in 2002, prior to the building construction program, assessed the condition of the facilities using standard engineering criteria. The report states: "The overall FCI rating of the facilities in the Grossmont-Cuyamaca Community College District is 41.41%, typical of what we would find for facilities of similar age and function across the nation. While this is a "poor" FCI (as determined by the APPA) the facilities are generally well maintained by the district" (6.23, page 12).

Survey responses (6.9) on the condition of the exterior of the campus received a much better review than did the facilities, with 74% of faculty, 80.7% of college staff, and 75.2% of students believing the landscaping is adequately maintained (Question 134). This is especially significant, as much of the landscaping was damaged during construction of various buildings due to traffic, construction lay-down areas, and extended water disruption.

The lack of adequate parking continues to be a concern for the college, as evidenced by survey responses: According to the 2006 accreditation survey responses (6.9), only 42.4% of faculty, 33.6% of college staff, and 31.2% of students believe that there is adequate parking at the college to serve the needs (Question 43).   In the 2000 survey (6.11), only the staff had the opportunity to respond to the question; 51.5% agreed that parking was adequate (Question 25).

Survey Statement		% Strongly Agree or Agree	
Question	**Respondents**	**2000**	**2006**
Q43. In general there is adequate parking on campus	Faculty	Not asked	42.4%
	Staff	51.5%	33.6%
	Students	Not asked	31.2%

The parking problem has been compounded as construction projects have reduced the number of parking spaces available on the campus. Every effort is made to reduce the amount of parking lost due to construction projects, construction trailer placement, or construction worker parking, but the loss of parking spaces cannot be entirely mitigated.

The Facilities Committee has identified and made recommendations that the college has implemented to increase the number of parking spaces on campus (6.30). Many of the recommendations that have been implemented, such as temporary parking on the soccer field, use of an adjacent church parking lot, and perimeter road parking are to meet the short-term needs for the first four-week rush at the beginning of each semester. The long-range plan was to purchase the property north of the campus and then convert the

land to make additional parking. After land appraisal and environmental studies, the North Property option has been eliminated due to extensive environmental constraints. The college will now focus its efforts on building a parking structure in parking Lot 5 to add 800 parking spaces to meet current and future needs (6.17). The Life Safety Road was completed to improve accessibility for all, including local agencies such as the El Cajon Fire Department, to provide safety assistance, and to complete the college loop road with better access to State Route 125.

The lighting in the parking lots and interior of the campus has been upgraded as well. The only issues of concern seem to arise around new construction zones and their effect on the surrounding buildings. The plywood paneled breezeways installed during construction as sound barriers have additional lighting for safety.

Responses to questions about lighting in the 2006 and 2000 accreditation surveys revealed a majority of constituent groups believed that adequate lighting is provided on campus. In 2006 (6.9), more than 61% of faculty, staff, and students agreed that it was adequate (Question 132). However, in the previous survey, a greater percentage of faculty (6.10) and about the same percentage of students (6.12) agreed with a similar statement (Faculty Question 45) (Student Question 21).

Survey Statement		% Strongly Agree or Agree	
Question	**Respondents**	**2000**	**2006**
Q132. The lighting at the college is adequately provided at appropriate times.	Faculty	75.4%	61.6%
	Staff	Not asked	65.7%
	Students	66.1%	66.5%

The district Public Safety Department (6.31) provides security and parking services. The department consists of the district Public Safety director, two supervisors, seven POST-certified sworn police officers, one operations assistant, one half-time clerical assistant, two security dispatchers, two security assistants, and various student hourly and short-term employees. The Public Safety Department receives reports of all incidents occurring on campus and is responsible for investigating all campus crime. The department employs parking enforcement officers with training specific to parking and security. Officers are on duty 365 days of the year, 24 hours a day. Along with enforcement of security policies, officers offer security escorts for faculty, staff, and students upon request. The Public Safety director forwards a weekly report to the college president.

The district Risk Management and Benefits Department assists the college in its safety work. Departmental staff consists of a director, environmental health and safety coordinator, benefits technician, Risk Management assistant, and a half-time clerical assistant. The department is responsible for ensuring that the district and colleges are complying with environmental health and safety standards, maintaining property and casual insurance coverage, administering the Americans with Disabilities Act (ADA), planning and providing employee benefits, and assisting with various state mandates. All

of the district forms and procedures for the Risk Management Department are available on the district Risk Management website (6.2).

The Risk Management and Benefits Department maintains many records and plans, such as employee health and benefit records, Material Safety Data Sheets (MSDS), Hazardous Materials Business Plan, the Blood-borne Exposure Control Plan, Emergency Response Manual, a number of district-related procedures, a supply of personal protective safety equipment, a training video library, and emergency response supplies. The department provides safety and emergency preparedness training and information, some of which is included in the following booklets and brochures: Right to Know, Safety Tips, Back Injury Prevention, Respiratory Protection, Hepatitis B Vaccination Program, Blood-borne Pathogens, Basic Life Support, and Emergency Preparedness Exercises. The Facilities, Maintenance, and Operations Department subscribes to *Safety Smart,* a publication with quarterly issues circulated campuswide, and emails a weekly electronic publication of the *Safety Smart! Weekly Briefing*.

To promote a more healthful learning and work environment, the college has completed hazardous materials and asbestos removal projects, installed new lighting and skylights in classrooms, and scheduled professional carpet cleaning for all classrooms and administrative offices a minimum of twice a year. Floors are scrubbed and waxed twice a year, as well. Restrooms are now being cleaned on a continual basis during the peak hours of the day, from 10 a.m. to 7:30 p.m., Monday through Thursday, and 10 a.m. to 3:30 p.m. on Fridays. This is a significant increase from the once-a-day cleaning prior to the reorganization of the custodial department.

That the college provides a safe environment is attested to by responses to accreditation survey statements (6.9). Over 91% of students, staff, and faculty feel safe on campus during the day (Question 128). In the evening, however, fewer feel safe, with only 66% of students, 76% of staff, and 83% of faculty agreeing that they feel safe (Question 130).

In responding to another safety statement in the 2006 survey (6.9), over 60% of college faculty, staff, and students believe that safety hazards are promptly removed (Question 41). In the previous survey, 44.5% of faculty (6.10) and 34.7% of staff (6.11) agreed (Question 10). The comparison over time reveals improvement in perceptions about this issue. Nevertheless, greater improvements may occur if the college Safety Committee becomes active, records issues, and attends to matters requiring attention.

Survey Statement		% Strongly Agree or Agree	
Question	**Respondents**	**2000**	**2006**
Q41. Safety hazards are removed promptly.	Faculty	44.5%	62.7%
	Staff	34.7%	69.2%
	Students	Not asked	66.9%

Efforts to ensure safety during emergencies have also occurred at the college. The Grossmont-Cuyamaca Community College District Emergency Information booklets

(6.32) are distributed collegewide and posted in all classrooms and labs. Emergency Preparedness Plans with an Emergency Operations Center (EOC) are in place for handling emergencies and evacuations of the campus.

The college, in coordination with GCCCD, recently completed updating the Grossmont College Emergency Management Response Plan (6.33). This plan identifies the members of the Emergency Management Response teams and the members of the emergency operations center. It also details duties and responsibilities of various teams, whether involving a minor chemical spill or a major earthquake or fire. This plan has been put to the test several times during actual emergencies, including the following: (1) The 2003 Cedar Fire, in which much of San Diego County was burned, caused a full-campus evacuation; (2) the college was partially evacuated due to a wildfire in the vacant property north of the campus; and (3) the 300 West Building was evacuated because of a minor chemical release. The college has also practiced numerous evacuation scenarios.

Despite attention to preparation for emergencies, faculty registered opinions on both the 2006 and 2000 accreditation surveys that classroom emergency resources are less than adequate. Only 66.3% of the faculty respondents agreed that they were adequate in 2006 (6.9) while 52.4% agreed in 2000 (6.10) (Question 46).

Survey Statement		% Strongly Agree or Agree	
Question	**Respondents**	**2000**	**2006**
Q46. Adequate resources are available to me for classroom emergencies.	Faculty	52.4%	66.3%

Health issues about smoking, second-hand smoke, and chewing tobacco prompted concerns within the campus community. These concerns prompted student initiatives at both district colleges, which were voted on in April 2006. The Districtwide Office of Academic, Student, Planning, and Research Services (research office) then did a District Tobacco Survey of faculty, staff, and administrators. Both the initiatives and the employee survey demonstrated widespread support for restriction or elimination of tobacco use on campus. The districtwide Tobacco Task Force followed with recommended changes to the existing Board Policy BP227, and new Board Policy BP 6810 (6.34) was approved after going through the shared governance processes. Grossmont College used shared governance to identify and create eight designated smoking areas on campus. The college and district publicized the changes through various means, including emails, news releases, fliers, and the webpage. The college posted over 250 "Smoking is Prohibited…" and 30 "Smoking is Permitted…" temporary signs around campus. Temporary signs are being utilized to control cost, since BP 6810 is in a one-year evaluation period that began on January 22, 2007.

Off-campus instruction is offered at a wide range of facilities and locations (6.22) throughout the community, as listed in the supporting document. The college relies on the outside agencies or facilities to meet all safety and accessibility codes, and to have adequate lighting and security personnel when necessary. The college relies on faculty to

report any concerns they may have with off-site facilities to their dean or vice president of Academic Affairs, instead of having periodic safety and accessibility inspections of the sites. Reports to appropriate administrators are done by a representative from the college Facilities, Maintenance, and Operations area.

As stated previously, even though classes are offered at a wide range of facilities, the percentage of sections offered off campus makes up only 1.8% of active sections, based on Spring 2007 section counts.

Self-Evaluation

Findings related to the standard reveal that physical resources at all locations where the college operates appear to be accessible, safe, secure, and healthful learning and working environments. Evidence demonstrates that Grossmont College has made strong efforts to ensure accessibility through funding new construction, remodeling, and maintenance projects. Lack of funding to do more facilities construction and maintenance and inadequate lighting were mentioned as weaknesses. Safety, security, and health conditions have had much attention by organizational agents such as the Facilities, Maintenance, and Operations Department, but a lack of formal meetings and records by the Safety Committee is notable. While off-campus programs operate in facilities that appear to meet standard requirements because they are presented at sites regulated by state or local governmental codes, the lack of formal policy and procedures to ensure college interests are protected is apparent.

Grossmont College meets Standard III.B.1.b.

Planning Agenda

1.   The Facilities Committee will reconstitute the Campus Safety Committee during the Spring 2007, requiring bi-monthly meetings, regular meeting minutes, and reports to the Facilities Committee.

2.   The college will develop a policy and process to ensure that off-campus sites meet the educational, accessibility, and safety requirements for the courses being taught there by the conclusion of Fall Semester 2008.

2.   To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Descriptive Summary

The college participates in statewide, district, and college-level evaluations. The district, with assistance from the college, annually produces the College Space Inventory Report which details the use, square footage, and assignment of campus space. The college also

annually updates the Grossmont-Cuyamaca Community College District Five-Year Construction Plan (6.7). This plan contains information on the college Educational Master Plan (EMP) (6.6) and how it was used to formulate the Facilities Master Plan (6.5). The plan also details the types of space on campus and the current capacity/load ratio, and forecasts what the future capacity/load ratios are for each type of space. The different space types are lecture, laboratory, office, library, and television/audiovisual (TV/AV) space. The capacity/load ratios are then used to assist the college in identifying its space shortages and needs for each space category, and then to prioritize and validate the Facilities Master Plan project priorities.

The process begins with the EMP (6.6). The EMP addresses the issues of programmatic needs, staffing needs, equipment needs, and facility needs, mostly on a departmental level based on program review and department updates. The EMP is then used as the foundation for the Facilities Master Plan to ensure the facilities planned and outlined will have the optimal impact on the educational environment. The EMP is reviewed and updated on a yearly basis by the college administration, faculty, and staff. The EMP is supported and driven by the college Strategic Plan, written as a series of identified goals and priorities for the college and the district at large.

The Facilities Committee annually accepts department requests for facilities improvements or physical structure changes. Departments can enter computerized work orders for maintenance services online. This allows for continuous evaluation and repair of facilities and equipment resources.

The college Equipment and Technology Committee (ETC) (6.35) serves as the collection point of requests for instructional/administrative computers, equipment, furniture, and learning resource materials. Each department on campus completes a three-year Technology Plan and then submits yearly ETC request forms. The requests are reviewed in terms of collegewide plans for education, technology, and facilities. The ETC Allocation Task Force develops a recommendation for campuswide allocations from categorical fund resources for equipment and technology. These recommendations are then taken to the Planning and Budget Council for review and approval. At times, recommendations will come directly from Academic Program Review or Student Services Program review as well.

The director of Facilities, Operations, and Maintenance conducts building inspections to ensure buildings and equipment are being maintained regularly. This information is then used to compile the college scheduled maintenance plan and to generate internal work order requests. Classroom maintenance funds are used to ensure the maintenance and improvements of facilities.

As mentioned earlier, in 2002, as preparation for a local bond initiative, the district contracted with 3-D International to compile the Grossmont-Cuyamaca Community College District Facilities Assessment Report (6.23). This report details the physical repairs required at each building on the Grossmont College campus and also provides the college with a facilities condition index for each building. The report gives an overall

evaluation of the condition of each building and an estimated dollar amount required to repair the building and each component within the building. The evaluations in the report were used to assist the college and district in highlighting the needs of the institution to the public in support of a local Proposition 39 bond initiative, known as Proposition R. With the passage of the bond, the college has been able to make significant progress on the identified facilities and equipment needs, and will be able to continue to make significant progress as funds become available. Facilities shortages in classroom, laboratory, office, learning resource center, and television/audiovisual have already been partially addressed with the construction and remodeling of the Learning and Technology Resource Center, Science Laboratory Building, and the Digital Arts/Sculpture Buildings Complex, as described in the Grossmont-Cuyamaca Community College District Five-Year Construction Plan (6.7) and Facilities Master Plan (6.5). With each new building or remodeling project, equipment is purchased to support the programs and services offered in each building. Departments, through their building task force representatives, area dean, and department meetings, select and prioritize the equipment and furnishings that will be purchased and installed for each new building constructed, as evidenced in the building binders (6.8, 6.13, 6.27).

The college, through the use of instructional equipment block grants and information systems infrastructure funds, has been able to assist in meeting the equipment needs of the campus. Although the need still outpaces the funds, the college has a well defined process for the evaluation and funding of the equipment requests. Although there is a planning process for instructional equipment and funds identified for new building furnishings, the college lacks funding sources for faculty offices and replacement of furnishings in existing classrooms.

By using the facilities condition report, the college has been able to better assess and prioritize scheduled maintenance, college maintenance, and Proposition R renovation fund allocations. A partial listing of facility and equipment improvements are detailed in the facilities updates regularly distributed to all college and district staff and detailed in the annual Strategic Plan Report (6.36) accomplishment updates.

Self-Evaluation

Findings related to this standard demonstrate that Grossmont College plans and evaluates its facilities and equipment on a regular basis, taking relevant program and services information into account. The college, in collaboration with the district, engages in systematic facilities and equipment assessment processes. Because of passage of a local bond initiative based on these assessments, the college has been able to make significant progress on the identified facilities and equipment needs and will be able to continue to make significant progress as funding becomes available. Facilities shortages in classroom, laboratory, office, library, and TV/AV have already been partially addressed with the construction and remodeling of the LTRC, Science Lab Building, and Digital Arts/Sculpture Buildings Complex, and will continue to improve as additional buildings are constructed or remodeled to improve efficiency. With each new building or remodeling project, equipment is purchased to support the programs and services offered.

While needs still outpace the funds, the college has a planning process for instructional equipment and funds identified for new building furnishings. Funding deficiencies include lack of funding to replace furnishings for faculty offices and existing classrooms. In addition, the Fixtures, Furniture & Equipment (FF&E) funds provided by the state to equip the new buildings do not cover the needs of the programs housed in the new facilities, especially when there has not been a significant increase in space.

Grossmont College meets Standard III.B.2.

Planning Agenda

The college will identify a consistent annual funding source and prioritization plan for the replacement of furnishings for existing classrooms and office spaces by Fall 2010.

2.   a.   Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary

Long-range capital planning is a priority with both the Grossmont-Cuyamaca Community College District (GCCCD) and Grossmont College. The GCCCD and Grossmont College have a well-defined and successful capital planning process. Long-range facility capital plans are detailed in the Facilities Master Plan (6.5) and the GCCCD Five-Year Capital Construction Plan (6.7). These master plans were designed to prioritize capital construction and were established with the participation of campus administrators, faculty, staff, and students, and followed by review and approval of the chancellor and Governing Board. The college and district annually update the Five-Year Capital Construction Plan.

As stated in B.1, some projects listed as a high priority were skipped over, as projects with lower priority on the Facilities Master Plan progressed and were constructed due to a number of reasons, but primarily because of the availability of State Bond resources. Projects that received state construction funds, such as the Science Lab Building and Digital Arts/Sculpture Buildings Complex, have already been completed while the Student Services Building remains at the planning stage. Several factors have contributed to the delay of this project, including rejection of the original Spencer-Hoskins design by both the college and district, a redesign of the project due to a reallocation of funding caused by construction cost escalation, a lack of consensus regarding the size and scope of the building, and disagreement over the growth projections of the departments to be housed in the Student Services Building. However, programming and growth projections are in the process of being finalized, and both the college and district are endeavoring to get the Student Services Building project back on track and constructed.

Currently, the college lacks a definition of the "total cost of ownership" and a process to consolidate the total costs and support needs of new facilities. Instead, there are separate processes for budget augmentations related to the various cost impacts of bringing the new buildings on line. Departments must request these monies through separate processes and are not guaranteed the funds required to operate the building and additional sections until well into the building process.

In 2002, the Facilities Committee reprioritized the Facilities Master Plan to reflect changes in college priorities, based on institutional needs and funding availability. A partial reason for the reprioritization was to plan for total costs of new buildings. The plan was updated to ensure secondary effects of capital construction projects were sequenced properly, so that funding would be available to renovate vacated classrooms, labs, and office spaces.

To ensure that institutional planning and programmatic needs are driving the facilities construction and renovation projects, the Educational Master Plan (6.6) is the basis for setting priorities. The GCCCD Five-Year Capital Construction Plan (6.7) also identifies space shortages throughout the campus. This information is then used to prioritize capital construction projects and relieve the critical shortage of laboratory and office space on the campus.

Through the outlined planning process, the college has been able to accurately identify and support institutional needs requiring capital construction. The college has successfully demonstrated the need for new buildings and deferred maintenance support at the state level. In competition with other community colleges, Grossmont College was awarded state construction bond funds to help build a new Learning Resource Center (LRC) (6.28), remodel the former LRC as a technology center, and construct four new buildings: Science Laboratory Building (6.13), Digital Arts/Sculpture Buildings Complex (6.8), and an upcoming Health/Physical Science Building (6.37).

Through the passage of Proposition R, the college has been able to significantly reduce facility space shortages depicted in the Five-Year Capital Construction Plan (6.7) Capacity/ Load Ratio tables. While this is a significant improvement over previous years, greater efforts are required to achieve 100% on all space metrics and completion of the Facilities Master Plan.

Self-Evaluation

Findings reported in relation to the issues of capital plans supporting institutional improvement goals and projections of the total cost of ownership of new facilities and equipment indicate that the college meets this standard. The evidence reveals that integrated planning processes and master plans having both long-term and short-term effects are in place to ensure that facilities construction meets identified goals and needs. New construction and remodeling projects have resulted in the reduction of significant space deficits for the operation of many programs, even though not all deficiencies have been addressed. A new Learning and Technology Resource Center, Science Lab

Building, as well as Digital Arts/Sculpture Buildings Complex, funded by state bonds and a local bond initiative, have been constructed. A planned Health/Physical Science Building project will further reduce space inadequacies but will not eliminate them. Construction of the Student Services Building is required to reduce the office space shortage, especially in regard to Student Services and Administrative Services. The completion of the Student Services Building would also bring the completed construction matrix and the Facilities Master Plan priorities back in line. Since the Facilities Master Plan is the document used by the college to set its facilities needs priorities, the alignment of construction projects and planning priorities needs to be addressed.

On the standard question related to total cost of ownership, evidence demonstrates that the college uses a decision system that does not rely on an integrated approach to funding new facilities and equipment. Instead, funds must be requested through separate college processes, and there are no certainties that the funds required to operate the building and its programs will be identified until well into the building process.

Grossmont College meets Standard III.B.2.a.

Planning Agenda

1.   The Director of Campus Facilities, Operations, and Maintenance will head college efforts to develop a total cost of ownership definition and integrated process to identify the funding required to sufficiently staff, equip, operate, and maintain new college buildings prior to their approval and construction and secure approval thereof by the end of Fall 2009.

2.   The college will complete the planning and initiate the construction of the Student Services Building by the end of Fall 2008.

2.   b.   Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

Through the integration of all departmental program reviews and institutional updates of the Educational Master Plan (EMP) (6.6), Strategic Plan (6.39), Facilities Master Plan (6.5), Five-Year Construction Plan (6.7) and Scheduled Maintenance Five-Year Plan (6.25), the college has been able to successfully integrate its institutional planning with physical resource planning. These plans identify and prioritize additional programs, courses, services, and physical plant requirements and staffing needed to continue and improve college programs and services. The plans also detail how college programs, courses, services, and physical structures will be modified to accommodate student enrollment.

The implementation of these plans is currently underway, with a number of identified renovations and repairs, scheduled maintenance, energy conservation, technology infrastructure, and capital construction projects already completed, and more in the planning and design development phase. The projects currently being planned include the 200 complex renovation and expansion, the 300 North and South renovations, the Exercise and Wellness complex renovation, new Health/Physical Science Building, new Student Services Building, remodeled Student Center Building, and remodeled 100 Building complex; these projects are all evidence of a continuing college commitment to fulfilling the physical resource needs detailed in the EMP.

While the planning process is generally functional, there are instances when dysfunctions occur. This is the case with the management of annual EMP departmental updates; there is not a way to ensure that the requests for facilities and equipment are forwarded to the right departments and committees for approval and resolution.

Physical resource decisions are based on plans developed from program and service area needs assessments described previously (see III.B.2.a.). Significant assessments on academic and student services programs occur via program reviews and updates, which are the basis for the college Educational Master Plan and the Strategic Plan. In combination with various facilities plans of long- and short-term nature, all plans allow for informed decision-making.

The Equipment and Technology Committee (ETC) is the primary actor in regard to prioritization of equipment purchases. Annual equipment requests are submitted to the ETC for compilation and categorization, and then submitted through an annual equipment funding recommendation to the Planning and Budget Council for review, prioritization, and approval. For new construction and remodeling projects, departments are given furniture, fixture, and equipment funds (FF&E) to prepare their educational spaces for occupancy. The FF&E funds are allocated to the departments that will occupy the new space. Departments, in conjunction with the division dean and facilities offices, identify and prioritize the equipment needed (6.8, 6.13, 6.38). As noted previously, state allocated FF&E funds are not adequate to meet the department needs and provide all the equipment upgrades required. Although all the new spaces are functional, additional funds are needed to upgrade these spaces, especially for programs that are reliant on high-tech equipment.

An accreditation survey question asked of faculty (6.10) and students (6.12) in both 2006 and 2000, addressed the issue of equipment adequacy for coursework. In 2006 (6.9), 43.5% of faculty respondents and 68.5% of student respondents considered them adequate (Question 45.) In 2000, 30.3% of faculty (6.10, Question 27) and 63.9% of student respondents agreed (6.12, Question 45).   While opinions registered higher in 2006 than in the previous survey, both sets of responses reveal that respondents believe improvement is needed.

Survey Statement		% Strongly Agree or Agree	
Question	**Respondents**	**2000**	**2006**
Q45. In the courses that require a lab, the equipment provided is adequate to meet the needs of the course.	Faculty Students	30.3% 63.9%	43.5% 68.5%

As described previously, the college determines whether or not physical resource needs are met effectively through periodic academic, student services, and physical plant evaluations that are directly related to systematic planning processes and documents. The construction of four new buildings – and the planned construction of a fifth – within a five-year period demonstrates that these plans have produced effective results. Other remodeling projects will bring the capacity/load ratio into proximity with the goal of 100%.

Self-Evaluation

Grossmont College integrates physical resource planning with other institutional planning; systematically assessing the effective use of these resources as a basis for improvement. Evidence of these plans and processes demonstrates that facilities decisions emanate from institutional needs and plans, systematic evaluations and prioritizations, and consideration of the effectiveness of implemented plans. The completion of the construction and the equipping of a new Learning Resource Center, Science Laboratory Building, and Digital Arts/Sculpture Buildings Complex, and the renovation and expansion of the Technology Center are all proof that the college and district have made a commitment to meeting the physical resource needs detailed in the Educational Master Plan and summarized in the Facilities Master Plan. Other projects currently being planned are further evidence of a continuing commitment to providing the physical resource needs detailed in the Educational Master Plan. Each new building will also provide FF&E funds to allow each department the ability to prioritize and purchase some of the equipment needed to support their educational programs and services. Nevertheless, additional funds are needed to augment the FF&E budgets, especially in areas where technology is progressing rapidly or changing completely.

Grossmont College meets Standard III.B.2.b.

Planning Agenda

1. The college will develop a process to ensure that the facility and equipment needs identified in the Educational Master Plan updates are used in the planning and budgeting process by the end of Fall 2009.

2. The college will institute a process to ensure that adequate funding is available for FF&E by the end of Fall 2010.

Standard III.B. Physical Resources

Themes

Grossmont College ensures that its physical resources support a high quality of education by close collaboration between those responsible for them with those who use them, including students, employees, and the public. The collaboration is based on recognition of the centrality of the institutional mission to the building, operation, and maintenance of the physical plant. Essential aspects of this cooperative endeavor include evaluation, planning, and improvement of the facilities in accord with changing requirements of programs and students served.

Because of the integrated nature of physical resource planning with program planning, student learning and service outcomes embedded in program planning are served by actions taken by physical resource staff. As the demands of programs and services change, plans are revised that result in significant alterations in physical resources. Most recently, these changes have been manifested in new and remodeled buildings on the campus, following a 40-year period without much improvement in the physical plant. That these new buildings are not staffed to the extent desired is a by-product of the spurt in facilities growth that will be overcome.

Dialogue occurs on a continuous basis throughout all the collaboration involving physical facilities and program staff. Candid appraisals of wants and needs, as opposed to financial resources available, occurs among representatives of all affected constituencies. Thereafter, a consensus is derived that reflects compromises made based on established priorities.

STANDARD III.B
PHYSICAL RESOURCES EVIDENCE ENUMERATION

Sequence Number	Document Title
6.1	BP6800 Safety
6.2	http://www.gcccd.edu/rmb/riskmgt/hazmat/default.asp GCCCD Risk Management Website
6.3	Robert Eygenhuysen, Director, Risk Management
6.4	District/College Safety Committee
6.5	Facilities Master Plan
6.6	Educational Master Plan
6.7	GCCCD Five-Year Construction Plan
6.8	Digital Arts/Sculpture Complex Binder
6.9	Accreditation Survey Response Comparisons
6.10	Faculty Accreditation Survey Spring 2000
6.11	Staff Accreditation Survey Spring 2000
6.12	Student Accreditation Survey Spring 2000
6.13	Science Laboratory Building Binder
6.14	GCCCD Bond Measure
6.15	Life Safety Road Binder
6.16	Dance Room Plans
6.17	Parking Planning
6.18	Performance Theatre IPP/FPP
6.19	200 Fine Arts Complex IPP
6.20	Student Services Building IPP/FPP
6.21	Facilities Updates
6.22	Spring 2006 Grossmont College Off-Campus Locations
6.23	Grossmont-Cuyamaca Community College District Facilities Assessment Report
6.24	Energy Conservation Plan
6.25	Scheduled Maintenance Five-Year Plan
6.26	Facilities Committee Membership
6.27	400 Locker Room Binder
6.28	LRC & Tech Mall Binder
6.29	Grossmont College Unsafe Condition Report Form
6.30	Grossmont College Facilities Committee Meeting Minutes
6.31	Public Safety Organizational Chart
6.32	Grossmont-Cuyamaca Community College District Emergency Information
6.33	Grossmont College Emergency Response Plan
6.34	GCCCD BP 6810 Smoking Ordinance Binder
6.35	ETC Plan, Annual Priorities and Forms http://www.grossmont.edu/GCTechPlans/techplan0407/
6.36	Strategic Plan Report
6.37	Health/Physical Science Building Binder
6.38	Task Force Meeting Minutes Binder
6.39	Strategic Plan, 2004-2010

Standard III.C:
Technology Resources

Standard III.C

Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

1.   The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, collegewide communications, research, and operational systems.

Descriptive Summary

Grossmont College engages in a spectrum of activities to ensure that the technology support it provides meets student learning program and service needs, faculty support requirements, collegewide communications demands, research objectives, and operational systems mandates, all of which help to improve institutional effectiveness. These activities include consultations with affected parties via committees and planning groups, as well as solicitations for provision of suggestions to guide technology acquisition. Technology planning is integrated with institutional planning via the Technology Plan (7.1). The following paragraphs illustrate the approaches used.

<u>Instructional Labs and Equipment</u>

Planning for instructional labs and equipment begins with faculty in each department. Faculty participate in the development of their departmental technology plan. For those departments with instructional labs, the faculty chairs and/or coordinators meet with the staff of Instructional Computing Services (ICS) to help develop the equipment rollover schedule. The rollover schedule plans for the systematic replacement of computers in the labs. The equipment that is replaced, depending on age and specifications, is rolled over into faculty offices and/or smaller labs. The rollover schedule, along with departmental plans, is made a part of the college technology plan. The Grossmont College Technology Plan, once consolidated, is presented to the Instructional Computing Committee (ICC), the Instructional Administrative Council, and the Planning and Budget Council for information, adoption, and consideration for budgeting. The Grossmont College Technology Plan is appended to the District Information Systems Technology Plan (7.2).

Technology support for computers on campus is divided into two areas: instructional computers and administrative computers. Instructional Computing Services (ICS) supports the instructional area through inquiries to the ICS Help Desk. The ICS Help Desk triages computer malfunctions, software installation, hardware installation, and network services. In addition, ICS maintains and supports 13 instructional servers and 17 instructional labs (approximately 1,100 machines outlined below) and over 500 faculty and instructional support computers. ICS employs three network specialists and a

facilities supervisor. ICS employs Computer Science Information Systems (CSIS) interns. These interns help with many of the tasks while gaining hands-on experience.

The district Information System Office (IS) supports administrative computers. IS has a Help Desk that triages districtwide network services, course management systems, database administration, the student record information system, as well as individual staff machines. IS staff work closely with the library systems specialist to ensure maintenance and support of the library catalog, periodical databases, 52 student access computers, and various staff machines.

Instructional Media Services (IMS) maintains and provides support for classroom equipment. Faculty may request specialized equipment for a particular classroom. Each classroom is equipped with a digital projector, overhead, computer station, document camera, and DVD/VCR player. Other specialized equipment may include a CD player, laptop, or television monitor. IMS is staffed with an IMS coordinator and two full-time IMS technicians. IMS works closely with the ICS staff to ensure coordinated support. IMS plans the installation of equipment in the classroom on a systematic basis by meeting with department chairs and other users of each room. The IMS coordinator in consultation with faculty has developed a schedule (7.3) of replacements and/or other types of equipment. It is the goal of IMS to equip all classrooms as stated in the departmental technology plan (7.1).

Technology Center: The new library was built adjoining the old Learning Resource Center (LRC) Building; it opened in 2003. The older building was remodeled with local bond funding and became the Technology Center. It opened in 2004 and houses computer labs, tutoring services, and the Assessment Center. Together, the library and the remodeled Learning Resource Center are known as the Learning and Technology Resource Center (LTRC). Within the remodeled portion of the LTRC, the Tech Mall is a large general use computer lab, occupying the center area of the first floor. The Tech Mall has 178 computers, of which 20 are ADA accessible. All computers have Microsoft Office and Windows XP operating systems. Some also have course-specific software installed, as requested by faculty and/or students. The Tech Mall serves over 5,000 students per semester (7.1). In addition, Tech I and Tech II are open labs, which are available to faculty who wish to bring their classes in for an orientation to a particular software or Internet research. (See an online video orientation (7.4) for more information on the Technology Center.)

Math Study Center: The Math Study Center (MSC) is located within the remodeled area of the LTRC. The MSC operates two labs. One has 22 computers with tutorial software that also provides one-on-one or group tutoring, and the other that is used for math instructors who utilize technology equipment to enhance student learning. The computers contain a number of math software and math tutorial programs. Tutors are instructor-referred and meet the various qualifications to tutor the different levels of math. The Math Study Center serves an average of 1,500 students per semester (7.1).

English Writing Center: The English Writing Center (EWC) is also located within the remodeled area of the LTRC. The Lab Specialist and Faculty Coordinator recruit and train the tutors. The EWC has ten computers with learning software installed. Tutors are available to help students with use of the software. Tutoring occurs on a one-on-one basis or in small groups. The EWC serves about 1,600 students per semester (7.1).

ESL/Independent Studies: The ESL/Independent Studies Lab houses 30 computers that have tutorial software installed. Students for whom English is their second language use this lab as part of their composition course attendance and to work on their assignments. The lab is also used for English instructors to teach basic-level English courses. The ESL/Independent Studies Lab serves about 400 students per semester (7.1).

Business Office Technology: Business Office Technology (BOT) has three labs within the remodeled LRC space. Two of the labs, one containing 25 computers and the other 30, are used for BOT classes and the Office Professional Training program. The third lab contains 72 computers and is used for open-entry/open-exit classes, where students learn software applications at their own pace. BOT labs serve approximately 1,300 to 1,500 students per semester (7.1).

Assistive Technology Center: The Assistive Technology Center (ATC) provides computer support and training for disabled students. ATC houses 15 specialized computers with various software programs designed to assist disabled students. The ATC serves about 200 students per semester (7.1).

Computer Science Information Systems: The Computer Science Information Systems (CSIS) Department expanded the number of labs in the 500 South Building when BOT vacated their classroom area to relocate into the remodeled LRC. CSIS has five labs: two with 24 stations, one with 40 stations, one with 28 stations, and one with 30 stations. CSIS has open labs where students are able to receive tutoring using course-related software. In addition, the same software is loaded on some of the computers in the Tech Mall. Students are able to access the software and receive tutoring in the Tech Mall. CSIS open labs serve about 2,000 students per semester (7.1).

Reading Annex: The Reading Center houses 25 computers with specialized software to assist students in reading comprehension. The center is run by the English Department and is limited to students enrolled in reading classes (7.1).

Physics Lab: The Physics Lab, in the 300 North Building, houses 15 computers with specialized software. Instructors use the lab to enhance students' understanding of the subject area. The lab is limited to students enrolled in physics and astronomy classes (7.1).

Health Professions Labs: The Health Professions labs, also in the 300 North Building, provide students with access to 30 computers with various nursing, cardiovascular, and respiratory therapy software. The lab is limited to students enrolled in the Health Professions programs. The labs serve approximately 900 students each semester (7.1, 7.5).

Chemistry Lab: The Chemistry Lab moved into the new Science Lab Building in December 2006 and became a multi-discipline lab. The lab contains 42 computers with specialized software. Chemistry instructors assign themselves to tutor students in the lab (7.1).

Biology Lab: The Biology Lab also moved into the new Science Lab Building. It relies on laptops instead of desktops. The lab also provides tutoring for biology students. This lab serves about 1,700 students per semester (7.1).

Synergy: Synergy is the Fine Arts computer lab. The lab is used as a classroom and contains 30 Macintosh computers. The lab moved into the new Digital Arts Building in February 2007 (7.1).

Funding totaling $199,540 to support tutoring labs was provided by Title III funds during 2000 to 2006.

Library: Although not considered an instructional lab, the library houses 54 public access computers and three printers. Twenty carrels are also equipped for video/DVD viewing. Wireless access is now offered in response to student requests received via Give Us Your Input questionnaires that routinely solicit student suggestions.

Collegewide Communications

Support for collegewide communications is coordinated with district Information Systems (IS) staff. The district provides the infrastructure and support for email, web access, telephones, and the student record information system. A new telephone system was installed in 2005, and work to install a new student record information system is underway. Major components of the student record information system are projected to be installed by 2008 (7.2). IS personnel participate in the Instructional Computing Committee (ICC) meetings to gather feedback, concerns, and needs assessments. The IS director chairs the districtwide Administrative Technology Advisory Council (ATAC), comprised of administrators and key personnel involved in the student record and administrative reporting systems. IS uses the input from this council to develop the IS Technology Plan. In addition, the IS director chairs the districtwide Instructional Computing Advisory Committee (ICAC), comprised of the chairs of the Instructional Technology Council (Cuyamaca) and ICC (Grossmont), deans from both district colleges who deal with technology, and other IS staff. Information gathered from these meetings is also incorporated into the IS Technology Plan.

All faculty and staff participate in collegewide communications through remote and on-campus email accounts and voicemail accounts through the district. IS updated both systems in 2005. Security on all systems is continuously updated. In addition, all faculty have access to the Internet via office computers or computers provided in the Center for the Advancement of Teaching and Learning (CATL). Faculty also have access to student records and may request electronic rosters via email.

Through on-campus and remote Internet service, students have access to all web services, including registration, enrollment and fee management, grades, online schedules and catalogs, and departmental information. All enrolled students also have access to the library catalog and periodical databases via the web. All students have an email account created for use throughout the semester in which they are enrolled. Students may access their email accounts via the Internet.

Because of the extensive reliance on web-based resources for communication and services, Grossmont College employs a full-time instructional technology design specialist, who maintains the college website (7.6). The dean of Learning and Technology Resources oversees the website. The dean provided leadership several years ago in a districtwide committee that was formed to develop web standards (7.7); these standards address not only uniformity among the websites (district, Cuyamaca, and Grossmont) but also compliance with Section 508 of the Americans with Disabilities Act (ADA). As a result, the college website was redesigned to comply with ADA and district standards.

Communication is also provided in print and graphics media. The Printing and Duplicating Department provides services campuswide, which include printing of faculty syllabi, tests, and instructional materials. The Creative Services Department provides keyboarding for faculty syllabi, tests, instructional materials, the college catalog text, class schedules, and other promotional materials. The Creative Services Department also provides graphic design for promotional materials, college catalog, class schedule, campus newsletters, as well as departmental fliers and brochures (7.8).

College Research

Grossmont College research services are provided by **t**he districtwide Office of Academic, Student, Planning, and Research Services (IR-PASS) and the Instructional Operations Office.

IR-PASS provides the college with comparative statistics gathered from a wide variety of sources, including state reports, college enrollment figures, surveys, online databanks, and management information services (MIS) electronic data. IR-PASS offers a convenient online form (7.9) for staff to request research data. IR-PASS is equipped with survey scanning devices, statistical analysis software, and high capacity computers to handle large amounts of data. IR-PASS conducts approximately 30 paper-based/electronic surveys per year and prepares comparative analyses for the college. IR-PASS routinely updates its website with student outcome data, demographic data, and

high school transition data. Also, faculty and administrators are able to conduct their own analyses using Data-on-Demand, a web-based program created and maintained by IR-PASS that is password-protected; IR-PASS provides passwords to all qualified applicants. Two research analysts who provide services districtwide staff the research office of IR-PASS.

The Instructional Operations Office provides enrollment reports for departments, reports on weekly student contact hours (WSCH), curriculum information, and information for program review. Most of the requested information is retrieved from the HP System, the districtwide legacy student record information system. Instructional Operations has four staff members, all with updated computers and equipment to handle the large volume of requests. Instructional Operations works closely with IS staff to ensure that the components of the reports reflect the requested need.

Operational Systems

Admissions and Records, Counseling, instructional offices, and faculty use the HP System, a districtwide legacy student record information system (SRIS.) The system is used extensively to access student information such as grades, status, personal profiles, and transcripts. A new enterprise system, Colleague, has been purchased and IS staff is in the process of testing the major components. The new system will replace the old one, bringing in up-to-date technology. Components include admissions and student information, program audit, prerequisite checking, registration, instructor information, educational planning, and a student portal. The projected date for completion is 2008. Installation and training on the system is coordinated with the IS Department.

General Operations

To ensure that all technological support for the full range of college activities is kept up to date, each year all departments evaluate the implementation of their annual technology plan and submit it for inclusion in the final summary of the three-year plan. During the 2002-04 planning period, however, the college revamped its institutional planning processes, so there was a brief interruption in the annual evaluation cycle. Since then, evaluations have been completed annually (7.1).

That the college has been successful in keeping pace with technological changes is demonstrated by national recognition for its efforts. As a result of a 2003 national survey by the Center for Digital Education, Grossmont College was named one of the topten Digital Community Colleges in *Converge* magazine (7.10). The survey focused on the progress community colleges were making in adopting and using digital technologies.

Evidence that technological needs of college constituencies are effectively met is substantiated by their responses on the 2006 accreditation survey (7.11). Survey results reveal that 71.8% of faculty and 83.3% of student respondents agree that the college provides sufficient technological resources to support its educational programs (Question 10). In addition, almost 65% of faculty and 78.4% of staff survey respondents agree that

the computer equipment is adequate to meet the needs of their work function (Question 42). Results of the 2000 surveys on the same question showed less agreement, with faculty reporting agreement at the 60.5% (7.12, Question 16) level and staff registering agreement at the level of 68.6% (7.13, Question 16).

Survey Statement		% Strongly Agree or Agree	
Question	Respondents	2000	2006
Q 42. Computer equipment is adequate to meet the needs of my work function.	Faculty Staff	60.5% 68.6%	64.9% 78.4%

The 2006 survey also shows that 66% of the faculty respondents and 79.9% of the staff respondents report satisfaction with the support and maintenance of computer hardware and software (7.11, Question 133) at the college. Finally, 72.5% of student respondents agree that access to computer labs is adequate for their educational needs (7.11, Question 34).

Self-Evaluation

Evidence introduced in relation to technology support designed to meet the needs of learning, teaching, collegewide communications, research, and operational systems reveals that Grossmont College exceeds the standard. Through shared-governance planning and college and district cooperation, the institution identifies its needs. Those who rely on these resources routinely evaluate the effectiveness of technology supplied to meet their needs. National recognition was received in 2003 for college leadership in technology applications. Accreditation survey responses confirm that institutional efforts to support users via technology are effective.

Grossmont College exceeds Standard III.C.1.

Planning Agenda

None.

1.   a.   Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary

Technology services and related support facilities, hardware, and software purchases are designed to enhance institutional effectiveness. To increase the probability that the design achieves this aim, Grossmont College involves various organizational and governance groups in technology planning. Activities and groups related to this endeavor are described in the ensuing paragraphs:

The collegewide Technology Plan (7.1) is a three-year plan developed by each department/area and consolidated under one cover. The plan outlines objectives, describes technology needs and the curriculum impact, offers an action plan, and approximates the number of students served. In developing the plan, the department/area members refer to their program review documents, the educational master plan, and institutional research statistics, and they consult with their area supervisor.

The Technology Plan is reviewed by the departments on an annual basis. The Program Review Committee (7.14) considers all aspects of departmental successes, innovations, and needs and makes recommendations. The Technology Plan is brought to the Instructional Computing Committee, Instruction Administrative Council (deans committee), and the Administrative Council (comprised of all area managers) for information. The plan is then presented to the Planning and Budget Council for information and adoption.

The Instructional Computing Committee (an Academic Senate committee), is comprised of faculty and staff members interested in advancing technology on campus. In addition, representatives of District Information Systems, the dean for the Division of Learning and Technology Resources, and members of the staff in Instructional Computing Services (ICS) participate in the committee. Faculty members bring to the meetings any global issues or needs regarding technology in the classrooms, faculty office computers, and/or instructional labs. The needs are documented in the minutes (7.15). The chair of the ICC also carries forward requests or needs to a districtwide committee, the Instructional Computing Advisory Council. (For more detail on the ICC, see III.C.1.) Periodic reports are made by the ICC chair to the Senate.

The Administrative Technology Advisory Council (ATAC) is a districtwide group whose members represent district information systems administrators, student services administrators, and learning and technology administrators. As the use of technology has been integrated with all services, this group makes recommendations for improvements to the student record information system, allocates available technology resources, and identifies needs. Needs are gathered from users within their respective areas.

District Information Systems (IS), in consultation with ICS, creates specifications and standards in regard to technology requirements. These specifications and standards are incorporated into the bids the IS awards. The Purchasing Office receives the information on specifications and standards from the IS staff. The dean, Learning and Technology Resources, approves each purchase request to ensure that the standards and specifications are supported. In addition, the director of Information Systems reviews all computer hardware and software purchase requests before approving the purchase.

IS has been instrumental in providing demonstrations of course management systems for faculty to review and test. Faculty, through the ICC, make inquiries to IS regarding the latest technologies or the purchase of districtwide software applications. IS researches the possibilities and reports back to ICC on its findings. Two course management systems for

distance learning are used at Grossmont College: WebCT and Blackboard. Online students access their course materials via the Internet by logging into a secure course management system (CMS). Students may access course materials using any one of the 258 computers within the Tech Mall and library.

Because of IS collaboration with college leaders, Grossmont College began offering students an online application and registration process in Spring 2002. According to the Admissions and Records Office, online applications now account for over 90% of all applications received. Similarly, as of Spring 2004, over 77% of all students registered for some or all of their courses online.

IS also maintains the licenses for the systems and maintains, backs up, and upgrades them on a regular basis. The security on all servers is upgraded periodically. In addition, virus protection software is installed on all computers on the campus and is upgraded regularly via the network. Provisions for privacy are in place.

To ensure protection for college operations, IS has a back-up generator to power servers and the telephone system should an extended power outage occur. Each server, including the ones housed at each college, has an uninterruptible power supply (UPS), which provides power should a temporary outage occur. Data on the servers are backed up on a daily basis, and tapes are kept at an off-campus site to ensure data recovery if a disaster occurs.

Self-Evaluation

According to evidence introduced in relation to this standard, the college, in collaboration with IS, provides technology services, professional support, as well as hardware and software support that enhance the operation and effectiveness of the institution. Users, through the governance system, are involved in processes regarding technology-related decisions. Additionally, the college supports curricular needs for distance education and provides appropriately for all conditions and eventualities, including disaster recovery.

Grossmont College meets Standard III.C.1.a.

Planning Agenda

None.

1.   b.   The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

Grossmont College assesses the need for information technology training for students, faculty, and staff continuously through a variety of means. For example, the suggestions and feedback of faculty, staff, and students are solicited and used by the Learning

Resource Center (LRC)--Library and Instructional Media Services--as well as faculty and staff to determine the training needs of their users. Give Us Your Input questionnaires are always available in the LRC for students to offer their ideas. The LRC also used its program review process (7.16) to gather information from students through a questionnaire (7.17) regarding the effectiveness of the technological resources it provides. Another approach was used by the college as a whole when it commissioned a Title III Survey: Faculty Incorporation of Technology into Instruction (7.18). IR-PASS compiled information regarding faculty information technology needs and use in this survey.

Greater detail regarding training options for students and staff is presented in the following narratives:

Student Training

The library offers students two training opportunities, the one-unit LIR 110 Research Methods/Online World and a self-guided Online Tutorial (7.19), to assist them in using the technology provided by the college. In addition, the college provides a personal development course designed to help students be successful in taking online courses.

The Tech Mall, in the Learning and Technology Resource Center (LTRC), provides 178 personal computers equipped with software programs and Internet access on which students may complete class assignments. The LTRC houses additional discipline-specific computer labs, including the Assistive Technology Center (ATC) coordinated by the Disabled Students Programs and Services (DSP&S) Office, Business Office Technology (BOT) Flex Lab, the English Writing Center and English/ESL Independent Studies Room, the Math Study Center, and the Tutoring Center. Tutors offer general computer assistance to students in each of these settings.

Across campus, outside of the LTRC, various departments--including the departments of Computer Science Information Systems, English, Art, Media Communications, Physics, Biology, Chemistry, and Health Professions--provide instruction to students through discipline-specific labs. Many regular classrooms are equipped with computers and projection systems, allowing instructors to integrate technology training into their courses. Noncredit courses provide other technology training to assist students in increasing their technology knowledge.

Personnel Training

The Center for the Advancement of Teaching and Learning (CATL), located in the lower level of the LRC, serves the technology and computer needs of faculty and staff. CATL is accessible from 8 a.m. to 7 p.m. Monday through Thursday and from 8 a.m. to 12 noon on Fridays. In addition to being staffed with computer technicians to assist users, CATL provides 8 personal computers, 2 iMacs, 2 laser printers, 4 scanners, 4 DVD burners, a Grade Master Scanner, and a typewriter. The software available includes Microsoft Office 2003, Adobe Products, Scanning Software, Macromedia web-design software,

Media Player software, and Internet browsers. CATL offers workshops on computer-software use monthly, and provides use information and tips for software programs in a monthly newsletter, *Praxis.* Statistics are kept regarding the number of CATL users, and evaluations are sought from CATL workshop attendees.

Prior to the beginning of classes each semester, faculty and staff may attend a variety of technology-related workshops during Professional Development Week (Flex Week) (7.20). Faculty interested in developing online courses may enroll in ED 214, Developing an Online Course, through the Education Department; they are also encouraged to take FrontPage and training in a course management system, WebCT or Blackboard.

The Instructional Computing Committee (ICC) monitors currency in computer technology and academic applications for both students and faculty. ICC conducts meetings to hear any concerns from faculty about technology. A subcommittee of the ICC on distance education was formed to discuss issues relating to online teaching and learning; the committee developed a five-year plan for distance education that was adopted by the Academic Senate in 2006 (7.15). Both committees meet at least once each month to review the technology and training needs of the college. Following the goals and objectives of the Grossmont College Technology Plan, the ICC helps to maintain a campuswide view in order to update and/or add to campus instructional computing in a systematic way.

IS offers training in the Institutional Finance and Accounting System (IFAS), as well as online tutoring for staff in various software applications.

While there have been no periodic collegewide surveys to assess the needs of users for training, responses to the 2006 accreditation survey (7.11) may be an indication that the training is adequate: 83.3% of the students and 71.8% of the faculty respondents agree that the technological resources the college provides to support its educational programs are sufficient (Question 10).

Self-Evaluation

Evidence that Grossmont College meets this standard was introduced in relation to issues about technology needs assessment and training. The information supplied shows that the institution provides collaborative needs assessment and broadly available options for access to the training. Accreditation survey data show satisfaction among faculty and students with the technology resources provided. However, periodic surveys of campus users to determine additional training needs may be warranted.

Grossmont College meets Standard III.C.1.b.

Planning Agenda

The college will conduct periodic general assessments of the technology training needed starting by the end of Fall 2008.

1. c.   The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary

Grossmont College endeavors to meet this standard by involving all organizational and governance bodies in cyclical activities related to achievement of the objective. While some of these have been described previously, they are again mentioned here to ensure that the point has been made.

The collegewide Technology Plan (7.1) is a three-year plan which is developed by each department/area. At the end of each year, the department evaluates technology purchases and annual implementation of the plan. The college Technology Plan is part of the District Information Systems Technology Plan. Together, the plans provide the basis for acquiring, maintaining, and upgrading the infrastructure and equipment to meet institutional needs.

District Information Systems (IS), in consultation with the Administrative Technology Advisory Council (ATAC), develops a one-year plan that serves to guide the maintenance, support, and development of the infrastructure (7.2). IS is also responsible for implementing and maintaining the new student record information system (SRIS) and is currently in the process of migration from the old legacy system to the new Colleague system. In addition, each department/area undergoes program review every five years to ensure that recommendations for improvements have been made. As part of their program review, departments include their technological requirements for curriculum support. Technology requirements are planned for in the Technology Plan (7.1).

Three times during the academic year, departments review their software requirements, including potential learning software. Each department then requests learning software that will be installed in computers in the learning centers to enhance student learning. Students are informally polled in the Tech Mall periodically and asked whether their technology needs are being met. In addition, use statistics are kept on an hourly basis (headcount) in each learning assistance center. Statistics (7.21) are compiled at the end of each session and compared with previous years. Institutional research shows that students who take advantage of the services perform better than those who do not (7.22).

The Technology Plan (7.1) outlines a computer lab rollover schedule. In most years, three to five labs are rolled over to install new equipment in place of older versions. While the labs receive new computers, the old computers are redistributed among faculty and staff. An inventory of faculty and staff computers is kept in order to prioritize the distribution. The oldest or lowest-end computers are replaced first. This system has enabled the college to maintain the specification standards for equipment. The college also uses the state guidelines, Total Cost of Ownership (TCO) (7.23), as the base standard for computer specifications. The TCO was developed by the State Chancellor's Office in

2000 in consultation with the GartnerGroup, a consulting firm. The TCO outlines the minimum baseline standard for students, faculty, classified staff, and managerial staff for computer technology and infrastructure.

Instructional Computing Services (ICS) provides maintenance for all instructional (faculty, lab, and instructional support) computers on campus. Information Systems provides support for all administrative systems including the student record information system, infrastructure, IFAS, library catalog, and other data-gathering systems.

As noted in III.C.1.a., IS has a back-up generator to power servers and the telephone system if an extended power outage occurs. Each server, including the ones housed at each college, has an uninterruptible power supply (UPS) which provides power should a temporary outage occur. Data on the servers are backed up on a daily basis, and tapes are kept at an off-campus site to ensure system recovery in the event of disaster.

Self-Evaluation

Evidence introduced reveals that Grossmont College systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs**.** The college demonstrates adequate operating and oversight provisions for technological infrastructure and system reliability.

Grossmont College meets Standard III.C.1.c.

Planning Agenda

None.

1.   d.   The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

To ensure that this standard is met, Grossmont College systematically manages its technology resources through the organizational and governance structures, processes, and procedures described in the ensuing paragraphs:

The Grossmont College Technology Plan (7.1) outlines departmental needs that support programs. The plan includes the updating of equipment and software necessary for the departments. The plan is presented to the Planning and Budget Council and approved for implementation as funds become available.

The districtwide Technology Plan (7.2) outlines the system resources and their maintenance, enhancements, and support. The districtwide Technology Plan is developed and approved by committees comprised of all constituencies and presented to the Governing Board for final approval and adoption.

Security is a major concern for infrastructure planning. Security, including firewalls, virtual LANs, and software security patches, is monitored continuously. The Computer and Network Use Policy and Agreement (7.24) is signed by all faculty, staff, and students to ensure against hacking, harassment, abuse, and illegal use of the infrastructure and equipment. (See III.C.1.a. and III.C.1.c for additional information.)

Grossmont College and the district Information Systems (IS) Department collaborate to keep the infrastructure reasonably up-to-date. Through organizational and governance system processes, described in III.C.a. and III.C.c., the institution manages to ensure that the infrastructure capacity is adequate to the needs.

Grossmont College has accorded broad consideration to equipment selected for distance programs. The groups and processes involved are described in III.C.1.a. and III.C.1.c. Additional information is as follows:

- Through 4CNet, a statewide initiative, the college acquired video-conferencing equipment for possible distance education use. It is housed in the new library in the Distance Education Room on the lower level.

- The Internet has enabled students and faculty to participate in distance education classes online, without the constraints of being on campus. However, statistics (7.22) show that most of the students enrolled in an online course are also enrolled in on-campus courses.

Technology is effectively distributed and used throughout the campus: Students tend to use the computers in the Tech Mall to complete their online assignments; computers in the Tech Mall and LRC provide adequate access for all students. The Tech Mall has 12 computers that are either equipped with ADA-compliant desktops or ADA software and scanners. The Assistive Technology Center (ATC) also has 15 ADA-compliant workstations in the lab adjacent to the Tech Mall (see Standard III.C.1.).

All full- and part-time faculty and staff have access to a computer and printer. There are approximately 1,200 computers campuswide for student and staff use. In addition, there are approximately 600 printers, scanners, and copiers throughout the campus. Faculty and staff have access to duplicating and printing services through the Printing Department and have access to document development through the Creative Services Department. Creative Services provides graphic design and layout for college publications and document development for syllabi, course outlines, and exams. The Creative Services Department collaborates with the Printing Department for final document production.

Self-Evaluation

According to evidence introduced, Grossmont College ensures sufficient distribution and utilization of technology resources to support its programs. Broad-based decision processes are made regarding use and distribution of technology. The institution maintains a robust, secure, and reliable technology infrastructure. Currency of technology

is ensured by institutional governance processes in which collaborative oversight and decision-making occur. Provisions for distance education are adequate for the demand.

Grossmont College meets Standard III.C.1.d.

Planning Agenda

None.

2.   **Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.**

Descriptive Summary

At Grossmont College, technological planning is part of the entire institutional planning process, as described in Standard I.B.3. Elements of the institutional planning process related to this standard are briefly described in the succeeding narrative.

The institution has a Facilities Master Plan (7.25) that outlines facility needs in relation to projected growth patterns. Implementation of the Facilities Master Plan is done through a shared-governance process via the Facilities Committee. Departments are also able to submit facilities requests, which are included in the budgeting process. The facilities requests are reviewed by the committee and recommendations are forwarded to the Planning and Budget Council. The Facilities Master Plan takes into account the infrastructure needed for instructional equipment.

Technology planning is integrated in each departmental program review process and through the departmental development of the Educational Master Plan (EMP) (7.26). Departments base their purchase requests largely on the results of their program review. Through the processes of program review, the development of the EMP, the Technology Plan, the Facilities Master Plan, and the Strategic Plan (7.27), technology use is evaluated and assessed to ensure its effective use.

The college receives technology, equipment and library material block grant funds from the state. The Equipment and Technology Committee (ETC) has a subcommittee that meets to discuss the distribution of the funds. Each area and/or division receives a portion of the funds according to an allocation formula. The formula is based on ETC requests and effective strategies to meet the past needs of the area. The deans and/or supervisors of each area then meet with their councils to determine further distribution of the funds. The departments, in turn, prioritize their needs and submit purchase requests.

The demand for technology campuswide has grown tremendously over the past few years. Each year, the demand far outweighs the available resources, as technology-dependent programs find themselves unable to purchase expensive equipment with the funds allocated. Instructional labs take precedence and grant funds are used for their

support first to maintain the rollover schedule. Faculty computers are upgraded with replaced computers when the rollovers take place. However, provisions for new faculty computers are not made unless there is a large block grant from the state.

Self-Evaluation

According to evidence presented in relation to technology planning, assessment, and improvement, Grossmont College meets the standard. Assessment by college governance groups and processes ensures that decisions are based on needs. Evaluations related to program and service needs ensure that technology is appropriate and effective for users. Prioritization of technology purchase requests, done by college governance groups and processes, results in needs-based acquisitions. However, purchase requests tend to exceed available funds.

Grossmont College meets Standard III.C.2.

Planning Agenda

By Fall 2009, the college will develop a general fund supported plan for technology so that it is not dependent on block grant funds.

Standard III.C

Themes

Dialogue occurs on a regular basis to ensure that instructional, administrative, and student needs are addressed and that student learning outcomes of the college are met. The Instructional Computing Committee, the Administrative Technology Advisory Committee, and the Instructional Computing Advisory Committee help to recognize student and instructional needs and to evaluate methods for implementing solutions that support student learning. The institution has made its commitment to student learning in the area of technology, as is evidenced by the access and use of technology by all college constituencies. The institution continuously evaluates its technology resources by surveying students, faculty, and staff. The institution plans for its technology resources and bases its plans on the identified needs of each instructional program/department to enhance student learning. Planning is evidenced in the Grossmont College Technology Plan.

STANDARD III.C
TECHNOLOGY RESOURCES EVIDENCE ENUMERATION

Sequence Number	Document Title
7.1	Technology Plan
7.2	Information Systems Technology Plan
7.3	Equipment Schedule
7.4	Technology Center Orientation http://www.grossmont.edu/techmallorientation
7.5	Red Canyon Data
7.6	Grossmont College http://www.grossmont.edu
7.7	Web Standards, 508 Compliance http://www.grossmont.edu/webstandards/ada.asp
7.8	Grossmont College Catalogue, Schedule, Brochures
7.9	Research Office Web Form Staff Research Request http://www.gcccd.edu/research/research_request_form_online.htm
7.10	Visions & Trends for Higher Education: Delivering the Promise (A Supplement to Converge Magazine). February/March 2003
7.11	Accreditation Survey Response Comparisons http://www.grossmont.edu/accreditation/surveys/currentSurveys/Accreditation_Survey_Response_Comparisons.pdf
7.12	Faculty Accreditation Survey Spring 2000 http://www.grossmont.edu/accreditation/surveys/past_surveys/faculty/gc_faculty_accred2000_032106.pdf
7.13	Staff Accreditation Survey Spring 2000 http://www.grossmont.edu/accreditation/surveys/past_surveys/staff/gc_staff_accred2000_032106.pdf
7.14	Program Review Minutes
7.15	Instructional Computing Committee Minutes
7.16	LRC Program Review
7.17	Library Student Survey
7.18	Title III Faculty Technology Survey Results Spring 2005
7.19	Library Online Tutorial http://www.grossmont.edu/library/luci/100_luci.htm
7.20	Spring Flex Week 2006 Workshop Schedule
7.21	Statistics – Head Counts LTRC and Open Labs
7.22	Grossmont College Institutional Effectiveness Study 2003-2004
7.23	Telecommunication and Technology Infrastructure Program (TTIP) State Guidelines, Total Cost of Ownership (TCO)
7.24	Computer and Network Use Policy and Agreement AP3720
7.25	Facilities Master Plan
7.26	Educational Master Plan
7.27	Strategic Plan

Standard III.D:
Financial Resources

STANDARD III.D. - FINANCIAL RESOURCES

D.   Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

Grossmont College has made strong efforts to ensure sufficiency of its resources to support student learning programs and services, as well as to improve institutional effectiveness. These efforts have included adoption of budgets that cover planned expenditures and ensure ending balances that permit funding for additional needs.

The college has a sizable budget to cover its operations. For example, the Fiscal Year 2006-07 Adoption Budget for Grossmont College is $57,316,353 (8.1).

Grossmont College has ended the last six fiscal years with an average ending balance of $2,165,105 (8.3). These funds, used for one-time improvements, as well as those secured through extraordinary state and local funding for new construction and retrofitting of older buildings, have permitted a range of facility improvements (8.4). However, as personnel costs (for example, salaries and benefits) and other campus operating costs (such as maintenance of 40-year-old buildings, currency of technology, construction mitigation, and enrollment marketing) increase, significant funding which could be used to increase direct support to the educational mission of the college is not generally available.

One could assume that a result of these competing funding needs contributes toward a perception on campus that the current level of financial support is inadequate. In replying to a statement about this issue on the 2006 accreditation survey (8.5), 14.7% of the faculty and 14.4% of the staff respondents recorded agreement that financial support is adequate (Question 81). However, faculty respondents to a similar survey statement in 2000 (8.6), registered 50% agreement (Question 34).

Survey Statement		% Agree	
Q.81. The college receives adequate financial support to effectively carry out its mission.	**Respondents**	**2000***	**2006**
	Faculty	50%	14.7%
	Staff	Not Asked	14.4%

*2000 wording: "The college provides sufficient resources to support its educational programs."

Resource allocations (8.7) from the Grossmont-Cuyamaca Community College District (GCCCD) are distributed (8.8) to the college following a two-step process. Step 1

involves the determination by the district of its budgetary needs for district services. These decisions address both discretionary and mandated costs and include the costs of certain services provided to the campus. This budget also includes the projected size of the District Contingency Reserve, which is projected to equal 5% of the expenditures from the previous year. Approximately 15% of the annual district income is distributed this way. The remainder of the district general fund income is divided by formula (8.9) between Grossmont College and Cuyamaca College. (This formula is currently under review by the Districtwide Income Allocation Task Force, to address inadequacies perceived by campus constituencies as recorded in survey responses to Question 81.) Step 2 consists of the college being tentatively funded for the coming fiscal year based initially upon the adopted budget of the previous year. Adjustments to the previous budget are then made based on the carryover balance from the previous year, and/or any funding increases provided by the state. This funding is subject to allocation by the college via the organizational and governance system as part of the Adoption Budget process.

The resource allocation process within Grossmont College is one that permits the setting of priorities for funding through the college organizational and governance system. The annual Leadership Planning Retreat (8.10) allows for the review of the college mission statement and strategic plan (8.11). From this information, annual planning priorities are then established. Additionally, departments and programs are required to annually review their past and current budgets as part of the budget development process for the upcoming fiscal year. Any department/program request that is submitted for a budget augmentation must identify a need that is reflected in the departmental Educational Master Plan (EMP) (8.12) and/or their Technology Plan (8.13) and/or the Equipment and Technology Committee. After the college Business Office logs and reviews augmentation requests, they are forwarded to designated campus shared governance committees for their review and prioritizing of requests. Ultimately, the college Planning and Budget Council (PBC) reviews the recommendations from these committees for the reallocation or the augmentation of funds and submits its own recommendations to the college president for consideration in making final decisions. (For more information on this issue, see responses to III.D.1.a., b., and c., as well as Standard I.B.3.) (See also Attachment 1. GROSSMONT COLLEGE BUDGET/DECISION MAKING PROCESS)

Self-Evaluation

Findings related to the adequacy and management of financial resources at Grossmont College reveal that the institution meets the standard. On the issues presented, the size of the college budget, the sufficiency of resources for educational improvements, and the funding allocation process involved in achieving improvements, financial and other evidence demonstrate that the institution functions in accord with accreditation guidelines. However, a task force has been established to address the funding formula used to guide distributions by the district to its two colleges, in order to address perceived inequities.

While proposed campus level educational improvements do not compete for funding at the district level, educational improvements occur at the college level by successfully competing for funding with existing educational programs. This may partially explain the perceptions reported by faculty and staff respondents on the accreditation survey showing strong disagreement with the notion that funding is equivalent to the demands of the mission.

Grossmont College meets Standard III.D.

Planning Agenda

College representatives on the Income Allocation Task Force (IATF) will continue to work collaboratively with the district administrative and Cuyamaca College representatives to address perceived inequities. The college representatives will work to ensure IATF agreement and Governing Board adoption of a new Income Allocation Formula by no later than June 30, 2009.

1. **The institution relies upon its mission and goals as the foundation for financial planning.**

   a. **Financial planning is integrated with and supports all institutional planning.**

Descriptive Summary

Grossmont College endeavors to integrate all financial planning within the institutional planning framework. An annual cycle of activities involving established processes operates to make this occur in a systematic manner. These activities are as follows:

The Grossmont College Annual Leadership Planning Retreat (8.10) generally reviews the college mission statement, in addition to the strategic plan and the coming year's EMP (8.12); and establishes annual planning priorities. Recommendations from the retreat are then sent to the college Planning and Budget Council (PBC), which guides the annual planning and budget development process.

Institutional goals are continuously reviewed and discussed among the various shared governance committees and brought to the PBC throughout the year. The PBC then works to include these goals and/or goal changes within the Tentative Budget process (8.14), the initial yet essential framework for the proposed campus budget. The Tentative Budget process essentially ensures that there is sufficient funding to continue meeting unchanged prior year goals and objectives (8.15), with any new modification to the proposed budget included within the Adopted Budget, which is approved by the Board in mid-September.

During the self-study development process, the annual planning and budget development process was found to have a sequencing dysfunction: Budget preparation deadlines

occurred prior to planning deadlines, so some plans could not be implemented until the following budget cycle. A task force of the PBC developed a new sequencing system that permitted annual plans to be implemented through the ensuing budget. (See I.B.3. College Fiscal Resources Planning Chart.)

Each year, funding priorities are drawn from the Annual Leadership Planning Retreat, the six-year Strategic Plan, the Educational Master Plan, the Technology Plan, and the Staffing Committee reports to the PBC. These institutional plans are examples of long-range and short-term college planning for one to six years. The Facilities Master Plan (8.4) is another long-range planning document, which spans 10 years of proposed construction projects. These plans guide the decisions of the PBC in prioritizing for the development of the annual budget (short range). The most competitive priorities involve staffing, inclusive of support staff and instructional staff, where there is competition between the departments and service areas for filling positions. The mix of Supplemental Employee Retirement Plan (SERP), a retirement benefit that requires the college to keep the vacated position open for one year, and the Faculty Staffing Committee process normally results in a one-year delay, or more, to replace a faculty member. In the meantime, the dynamics of the state funding process can, and does, change institutional support measurably from one year to the next.

Budget development and discretionary spending decisions are guided by the district (8.16) and college strategic plans (8.11). To enhance the likelihood that the financial planning process reflects districtwide and college priorities, the Districtwide Strategic Planning and Budget Council (DSP&BC) and the college PBC meet throughout the year to take the recommendations (8.17, 8.18) received and begin the process of budgeting for the current and future years based upon projected funding. The Grossmont College Strategic Plan Report, the Tentative Budget Workshop, the Adoption Budget Workshop, and the Adoption Budget for the college and the district provide opportunities for college and district reports to the Governing Board on the extent to which goals and objectives have been achieved. An annual presentation to the Governing Board by the chancellor is called *Districtwide Strategic Plan Annual Report and Accomplishments* (8.19); the latter is a report on the accomplishments made through the year that have met the goals and objectives established by the board. Contained within this document is a listing of accomplishments that the college and district believe have contributed to the achievements of the institutional goals of the college.

Despite the foregoing, faculty and staff respondents to an accreditation survey (8.5) question about the relationship between planning and expenditures revealed disagreement that financial planning supports institutional goals and student learning outcomes; only 36.4% of faculty and 44.3% of staff respondents agree that college financial planning supports institutional goals and student learning outcomes (Question 48). Agreement was slightly lower in the last accreditation survey (8.6), with only 33.3% of faculty respondents agreeing that financial planning supported institutional goals and objectives (Question 30).

Survey Statement		% Agree	
Q.48. The college's financial planning supports institutional goals and student learning outcomes.	**Respondents**	**2000***	**2006**
	Faculty	33.3%	36.4%
	Staff	Not Asked	44.3%

*2000 wording: "Financial planning supports institutional goals and educational objectives."

Self-Evaluation

Evidence documenting that Grossmont College relies upon its mission and goals as the foundation for planning supports the conclusion that the institution operates according to all requirements of the standard. A systematic review of the mission and goals is part of annual fiscal planning by the organizational and governance structure. Specific goals are identified, achieved, and reported on during each budget cycle, again through the collaboration of organizational and governance structures and processes. Prioritization of objectives occurs among competing needs in both short-term and long-term planning, so funds received are allocated rationally, whenever they are received. While adjustments are necessary to the sequencing of financial planning processes to align them with institutional plans, financial planning routinely relies on other institutional planning for content. Information supplied reveals that the Governing Board and other institutional leaders receive reports about the ties between fiscal and other institutional planning. Evidence linking past fiscal expenditures and implementation of institutional plans exists, despite faculty and staff perceptions revealed in their survey responses that dispute such connections.

Grossmont College meets Standard III.D.1.a.

Planning Agenda

By the conclusion of the Spring Semester 2008, the college will establish means to better inform faculty and staff of the linkages between institutional planning and expenditures.

1. b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary

The GCCCD planning process provides the context in which the Grossmont College budget planning process takes place (8.8). The Districtwide Strategic Planning and Budget Council (DSP&BC) consists of several members from Grossmont College, including various campus administrators, faculty, and staff representatives, and the college president. This group takes information regarding proposed budget affairs back to the college Planning and Budget Council (PBC) and discusses potential funding

increases/decreases to the campus budget as a result of the state fiscal picture, enrollment goals, alternative sources of funding, and/or partnerships to complement or supplement state and local resources.

The PBC also reviews other potential funding issues which may impact the ability of the campus to hire new faculty and staff or expand course offerings and programs. After these discussions take place, the college uses this information to develop its budget based upon the revenue projected from the state and anticipated through the districtwide allocation model (8.9). In addition to state-provided general funds, the college budget includes categorically funded programs, committed and fixed costs, and discretionary one-time funds (General Fund), which are provided through the budget development process.

Periodically throughout the fiscal year, the college budget staff reviews, on a percentage basis, the rate at which funds are being spent. This review is discussed with key management personnel to determine current and future college needs. The district also regularly communicates with the college concerning changes to funding or pending fiscal commitments that may affect the college. Fiscal information provided to the college is provided in real time and is as accurate as the revenue/expenditure information that has been uploaded into the system as of the date of the report.

Traditionally, the budget development process begins with the development of the campus Educational Master Plan (EMP) in late fall. This drives the discussions during the months of February through June when the Tentative Budget (8.20) must be completed and released during the month of July. The Tentative Budget, tied to the priorities specified in the Educational Master Plan, serves as the base budget for the next fiscal year. Final funding figures for the campus are provided in the Adoption Budget (8.21), which is approved sometime in September. The Adoption Budget contains changes made after the release of the Tentative Budget and is based upon new or reduced funding and expenditure information, and/or programmatic changes made by the college.

As noted previously, the annual Leadership Planning Retreat is the primary venue for establishing college priorities related to its goals and objectives. During this session, the mission statement is reviewed in relation to data collected from the Environmental Scan and compared with overarching goals from the six-year Strategic Plan (8.11). The PBC receives the Strategic Plan that is reviewed at the Leadership Planning Retreat, as well as other plans related to it; among the other plans are the Educational Master Plan, the Technology Master Plan, and the Facilities Master Plan. In addition, the PBC receives Staffing Committee recommendations (8.17). After considering information and recommendations from all sources, the PBC makes determinations and recommendations based on assessments of funding available, for presidential action.

All allocation decisions are focused on continuing and improving instruction in the classroom and optimizing student learning opportunities. This is because allocation decisions are founded on the Educational Master Plan.

Planners also use the following documents to assist with prioritization of funding:

- Departmental Strategic and/or Educational Master Plans (8.22);
- Program Review Reports (8.23);
- Districtwide Strategic Planning and Budget Council Minutes (8.24);
- Facilities Committee Minutes (8.25);
- Equipment and Technology Committee Minutes (8.26); and
- Staffing Committee Minutes (8.27).

Self-Evaluation

According to evidence related to this standard, Grossmont College planning reflects realistic assessments of financial resource availability, development of resources, partnerships, such as the Grossmont College Foundation and expenditure requirements for restricted funds. Issues raised in relation to this standard involve the accuracy of financial information received and prioritization of budget expenditures. Evidence reveals that participants receive accurate information about available funds in all matters affecting budgeting. Information supplied also supports the conclusion that budget priorities are set according to student learning needs, since the Educational Master Plan guides these decisions.

Grossmont College meets Standard III.D.1.b.

Planning Agenda

None

1.   c.   When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Descriptive Summary

Institutional plans establishing priorities for expenditures over several years are devised and used for facilities (8.4) and technology (8.13). In addition, the Staffing Committee maintains personnel priority hiring lists over time. All are related to the mission and strategic plan for the college and district.

Capital or other forms of debt, retiree health benefits, and other long-term funding obligations (8.28) are managed at the district level. Additionally, debt obligations (8.29) are identified by the district prior to determining the available income to be allocated to the college. Expense data is monitored during the year, with current and prior-year expenses being considered in setting the new budget.

The process employed by the district to calculate employee benefits uses annual benchmark percentages, 30% for full-time faculty, 11% for adjuncts, and other percentages for other employee groups, based upon individual salary compensation. While this method is inexact, its simplicity facilitates college cost analysis and budgeting for this expense. In regard to maintenance costs and other continuing cost obligations, the Tentative Budget development process limits the subsequent annual budget total to that of the prior year; however, adjustments are made during the Adoption Budget process (8.21) to cover cost of living and other necessary increases to these budget line items. Sufficient funding is allocated and provided to cover long- and short-term benefits and district liabilities (8.30, 8.31, 8.32, 8.33).

Self-Evaluation

Findings related to this standard reveal that the district and college collaborate to effectively ensure that both long-range and short-range issues are considerations in setting priorities and making payments necessary for financial stability. Financial plans and reports demonstrate that long-term fiscal planning and priorities are recognized in provision for liabilities and obligations, as well as in annual budgeting and on-going fiscal planning.

Grossmont College meets Standard III.D.1.c.

Planning Agenda

None

1.   d.   The institution clearly defines and follows its guidelines and processes for financial planning and budget.

Descriptive Summary

The process which guides budget development is led by the cooperative efforts of a number of constituent groups, such as the Districtwide Strategic Planning and Budget Council (DSP&BC) (8.24) and the college Planning and Budget Council (PBC) (8.34). These groups have established timeframes in which they conduct formal meetings and discussions, both on campus and at the district; members of these groups are drawn from the faculty (Academic Senate), college and district administrators, classified staff, and the Associated Students of Grossmont College (ASGC). College budget planning and the discussion of process and protocol for campus funding priorities takes place during these meetings, with the discussions and decisions from each meeting disseminated to each respective constituency through oral or written reports at their respective meetings and by postings to the district and college websites. (Refer to the chart in Standard 1.B.3)

Self-Evaluation

According to evidence supplied, the college and the district collaborate to define and follow established processes related to financial planning and budgeting. Regular reporting of actions taken at meetings of groups involved in the processes occurs.

Grossmont College meets Standard III.D.1.d.

Planning Agenda

None

2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

> **a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

Descriptive Summary

Grossmont College, in collaboration with the Grossmont-Cuyamaca Community College District (GCCCD), strives to achieve financial management excellence in using financial resources to support student learning programs and services. From the point of funds distribution to the expenditure thereof, all monies are allocated according to institutional plans and accepted procedures.

The current district allocation formula uses full-time equivalent student (FTES) goals as the primary basis for funding the college, which is also consistent with funding the current staffing and program needs of the college. The formula operates on the assumption that as FTES increases occur, the college will expand programs and course offerings commensurate with projected student needs. However, in times of decline, formula-based funding hinders the ability of the college to quickly and effectively reduce programs, particularly if enrollment declines for periods greater than one year. Nevertheless, as funding is based upon stated goals, the college is sufficiently funded to carry out its current programs; additional programs will require additional funds.

Standards II.C, III.A, III.B, III.C, and IV. describe conditions that dispute the adequacy of funding for library media, human resources, facilities, equipment, and technology. However, from the perspective described in this standard, the college appropriately manages the financial resources received for the support of student learning programs and services.

The district audit was conducted by Vavrinek, Trine, Day & Co., LLP, in accordance with auditing standards generally accepted in the United States. There were no findings of financial mismanagement, and no matters involving problems with internal controls were discovered as inappropriate. Since the college functions within the district financial system, the annual audits (8.31) demonstrate the adequacy of institutional financial management. No substantive findings were cited in the 2005-06 independent audit or others preceding it.

Self-Evaluation

According to evidence reviewed for this standard, institutional financial documents demonstrate appropriate allocation and use of financial resources by the college, with no external audit exceptions noted. In regard to all issues raised about use of financial resources for student programs and services, and audit reviews and responses, the district and college meet the financial requirements.

Grossmont College exceeds the requirements for Standard III.D.2.a.

Planning Agenda

None

2.   b.   Appropriate financial information is provided throughout the institution.

Descriptive Summary

Financial planning information concerning district income and expenditures is provided to the Governing Board, the district, and the college via the Planning and Budget Council (PBC), which consists of representatives from the various constituency and bargaining groups across the campus. This information is updated as necessary and provided to these groups throughout the year. The information provided is used to prompt appropriate fiscal actions, such as instituting bodies like the college Savings Task Force.

Additional information about financial affairs at the institution is provided through the financial management system used by the district and college, known as the Integrated Financial Accounting System (IFAS)/Insight. The software is an effective tool in managing the college finances. A limitation is the timely entry of expenditure information. The district is not consistent in the processing of accounts payable. This limits reliance on the system, causing users to view the information with caution and reducing the accuracy of trend analyses, given that expenditure information is not entered into the system consistently from year to year. The college Business Office (8.35) continuously works with the district, particularly on the processing of invoices, to ensure timely payment.

While documented processes reveal that financial information about the district is shared broadly throughout the college, only 14.9% of the faculty and 18% of the staff respondents on the accreditation survey (8.5) believe that the information provided by the district is appropriate and timely (Question 107).   A similar question was not included in the 2000 survey, so no comparisons are possible.

Self-Evaluation

Evidence introduced in relation to this standard concerning the distribution of financial information throughout the institution reveals that organizational and governance systems, as well as a districtwide financial accounting system, provide access on such matters throughout the college. Processing issues related to the financial accounting system and employee perceptions about the appropriateness and timeliness of financial information shared throughout the college are adequate.

Grossmont College meets Standard III.D.2.b.

Planning Agenda

1.   The college will work with the district administration to eliminate delays in processing financial data by the end of the 2008 fiscal year.

2.   The college Planning and Budget Council will provide current financial information regarding college operations on an Intranet website by the end of the 2008 fiscal year.

2.   c.   The institution has sufficient cash flow and reserves to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

The district, not the college, is required to maintain a reserve of 5% to meet unexpected emergencies. The district reserve amount of 5% is based on prior-year expenses. The following figures represent the unrestricted general fund expenditures and uncommitted ending balances for the district for the past three years (8.36).

FY 2003-04 Expenditures $72,983,923   FY 2003-04 Ending Balance $4,280,780
FY 2004-05 Expenditures $74,572,472   FY 2004-05 Ending Balance $3,927,201
FY 2005-06 Expenditures $85,112,335   FY 2005-06 Ending Balance $4,436,685

The foregoing represents reserve amounts of 5.9% for the 2003-04 fiscal year, 5.3% for the 2004-05 fiscal year, and 5.2% for the 2005-06 fiscal year.

The district reserve funds are available for emergency use by the college. These funds are allocated to the college based upon the nature of the specified emergency (for

example, health and safety). Emergency funds are not for supplies or any costs which can be budgeted for in the next fiscal year.

As noted previously, non-emergency funding to the college comes from the district through the Income Allocation Distribution Formula (8.9). The college share is approximately 70%, with a dedicated amount provided from foreign and out-of-state student tuition. No cash flow problems have been cited or experienced (8.37).

Insurance to protect college assets and provide for unusual occurrences is also provided by the district. The district is a member of the Association of Southern California Insurance Programs (ASCIP) and insures for liability, property, and casualty claims effective July 1, 2006, to June 30, 2007, up to $5 million; and beyond this, the district is part of the Schools Excess Liability Fund (SELF) for $10 million excess $5 million and $10 million excess $15 million (total is $25 million) (8.38, 8.39).

Under ASCIP, Southern California Risk Management Association (SCRMA) insures at the first dollar for workers compensation from July 1, 2006, to June 30, 2007, up to $1 million per claim. For student accidents, including athletic injuries, the college has Student Accident Insurance Network (SAIN), which pays up to $25,000 per claim, less applicable deductibles.

Self-Evaluation

Findings related to the sufficiency of cash flow and reserves to preserve stability, manage risk, and mitigate emergencies, reveal that the district and college collaborate to meet standard requirements. Evidence introduced in relation to issues raised about the standard shows sufficiency of reserves, accessibility of cash for exigencies, adequate cash flow arrangements, and insurance sufficient to cover significant losses.

Grossmont College exceeds Standard III.D.2.c.

Planning Agenda

None

2.   d.   The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary

At Grossmont College, budget staff in the Business Office and the various campus departments periodically review the rate at which funds are being spent (that is, the burn rate), in all program areas (such as academic departments and programs, financial aid, special projects, foundation, and auxiliary and campus grants), in addition to preparing

fund balance analyses to assist with program and department management. These analyses help determine if programs are expending resources according to their department plans, or if efficiencies have to be made which will allow for other department and/or campus priorities to be met. This information is presented to and discussed with key management personnel, who use this information to make revisions, if necessary to their respective budgets (8.3, 8.40, 8.42).

An example of monitoring processes used by the Financial Aid Office involves the continuous attention given to the default rate on student loans, which is exceptionally low, as demonstrated by the following data:

2002	OFFICIAL	FFEL	5	As of July 31, 2004
2003	OFFICIAL	FFEL	5.8	As of July 30, 2005
2004	OFFICIAL	FFEL	6.1	As of July 29, 2006 (8.43)

Over time, the handling of all funds (8.40, 8.41, 8.42) by the district, irrespective of source, has been recognized by both independent auditors and local civic groups as exemplary. For example, both the San Diego Taxpayers Association and the Proposition R Construction Budget Oversight Committee publicly lauded (8.44) the district for its fiscal stewardship, and no substantive instances of noncompliance were found in audit reports received during 2002 through 2006 (8.31).

Evidence from both audits and financial program reviews, which cover all campus revenue (for example, general apportionment, financial aid, and grants) and their related expenditures, show that the college and the district are both in compliance with recognized reporting and accounting standards, and that there have been no fiscal management irregularities which need to be corrected. No audit findings (8.31) or negative reviews have been received regarding any of the general fund or special-funded programs.

Self-Evaluation

According to evidence introduced in relation to this standard, the district and Grossmont College engage in effective oversight of all finances, including the monitoring of foundation grants along with other categorical funds. On issues raised in relation to the standard, findings reveal that regular reviews of fiscal management are undertaken and implemented, and that internal and external reviews and audits demonstrate compliance with generally accepted accounting standards and the law.

Grossmont College exceeds Standard III.D.2.d.

Planning Agenda

None

2.   e.   All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Descriptive Summary

All funds received by the district, whether general fund or special grant and/or foundation funds, are accounted for and controlled by the district in accord with the mission and goals of the college and generally accepted accounting standards (8.45). All funds are independently audited (8.31) on an annual basis to ensure that each special fund (8.46) is managed in compliance with designated expenditure guidelines. All audits are conducted in accordance with government auditing standards as issued by the Comptroller General of the United States and are found to be in compliance with all accepted and recognized financial management practices (8.31).

Self-Evaluation

Responses to this standard demonstrate that financial resources received from all sources are used in accord with legal and generally accepted accounting standards, as well as the mission and goals of Grossmont College. On the issue raised in regard to auditing or review by funding agencies, the district, and therefore the college, is in compliance. In relation to the issue of integrity in financial management practices, the district also meets conventional standards.

Grossmont College exceeds Standard III.D.2.e.

Planning Agenda

None

2.   f.   Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Numerous agreements exist between Grossmont College and outside agencies (8.47), especially the health professions. The Grossmont-Cuyamaca Community College District (GCCCD) Auxiliary also enters into various agreements on behalf of the college and/or district. The Grossmont College Foundation serves as a support system linked to the college, alone; it provides small grants to projects operated by college faculty and staff, as funds permit. All contract agreements entered into on behalf of the college are based on the Strategic and Educational Master Plans and reflect the mission and goals of the college; such agreements (8.48, 8.49) are monitored by the college Business Office.

Program coordinators and/or department chairpersons, administrators, and the college president all must formally approve outside agreements (8.47). Necessary controls are exercised by the appropriate department/program representative, under administrative

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supervision. Programs are reviewed annually, with adjustments made as necessary to meet college and community needs. Contracted programs which do not meet approved standards are not renewed by the college.

Self-Evaluation

Evidence presented in relation to contractual agreements with external agencies reveals that Grossmont College acts in accord with its mission and goals, as well as institutional procedures protective of its integrity, when implementing these programs. Several academic programs routinely engage in arrangements facilitated by external funding. Both the district auxiliary organization and the college Foundation support college activities. All relationships are managed in accord with standard institutional processes monitored by designated institutional officials.

Grossmont College meets Standard III.D.2.f.

Planning Agenda

None

2.   g.   The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Descriptive Summary

Annual external audits are conducted at the district and college level to review fiscal management processes and compliance with approved financial management practices. Results of the audit are provided to the college, with any recommendations for improvements or citations discussed with the appropriate campus personnel.

The college, through its annual leadership planning retreat (8.10) and through the various shared governance groups (8.8), consistently discusses and reviews past and current fiscal needs to prepare for its future fiscal needs. Discussions review past allocation practices and the adequacy and/or need to revise the allocation/augmentation processes.

Self-Evaluation

Findings provided in response to issues related to evaluation and improvement of financial processes and management systems reveal that Grossmont College complies with the standard. The college undergoes annual audits and acts on any feedback received. In addition, the institution constantly reviews the effectiveness of its past fiscal planning when preparing new plans involving fiscal requirements.

Grossmont College meets Standard III.D.2.g.

Planning Agenda

None.

Standard III.D. - Financial Resources

Themes

Grossmont College ensures that financial resources are utilized to support the delivery of a high quality education to its students, congruent with the institutional mission. This occurs through reliance on planning and associated cyclical processes, by which revenues received are allocated for priorities identified by organizational and governance groups that represent all institutional constituencies. Part of the processes used to determine funding distributions include evaluation and improvement of institutional programs related to student learning.

The college has had a history of evaluating student learning through assessments related to course objectives, as stated in the course outlines of record, as well as program reviews reliant on evidence of these assessments, such as in course success and program completion. However, the advent of the student learning outcome/assessment initiative (SLO/AI) on campus, prompted by accreditation requirements, has resulted in limited new expenditures; these have occurred through special distributions rather than the institutional planning cycle.

Throughout all of its considerations related to the use of financial resources, the institution engages in inclusive, informed, and intentional dialogue about program quality and improvement. As funding resources become available, they are allocated for uses having high priority, as determined by consensus of representatives of all college constituencies. In making financial resource allocations, all involved individuals and governance groups demonstrate transparency relative to funds available, processes related to decision-making, and uses of allocations.

Attachment 1

GROSSMONT COLLEGE BUDGET/DECISION MAKING PROCESS

Proposed budget revised as needed during summer, sent to Board for final adoption in fall.

Campus holds annual Leadership Planning Retreat in March.

Proposed budget compiled based upon proposed state funding and campus priorities in late spring

Retreat reviews campus mission statement, strategic and educational master plans

Requests sent to campus Planning & Budget Council for review and recommendations

Planning priorities established at retreat. Information used to develop campus budgets

Budget requests sent to campus Business Office mid-spring for consideration in next Fiscal Year budget

Standard IIID

Financial Resources Evidence

Standard IV: Leadership and Governance

STANDARD IV

Leadership and Governance

A.   **Decision-Making Roles and Processes**

      The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

      1.   **Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.**

Descriptive Summary

Institutional leaders at Grossmont College make strong efforts to create an environment for empowerment, innovation, and institutional excellence. They engage employees, regardless of title or position, in open and honest dialogue, through the appropriate organizational network, on any initiative designed to improve the practices, programs, and services in which they are involved. Dialogue, discussion, participation in planning, and involvement in implementation occur in an atmosphere supportive of mutual respect. Recognizing that change is constant and that continuous evaluation and improvements are keys to providing effective educational programs and services, the college leadership provides a common vision to the college community as a whole. The college community collaborates to create the consensus necessary to direct the college. The ensuing paragraphs broadly describe how this system functions.

The goals stated in the Grossmont College 2004-2010 Strategic Plan (9.1) reveal that the institution is committed to achievement of excellence in all aspects of its work. Six goals the college has adopted that aim to attain this include the following: addressing excellence in student development and academics; playing a central role in the community and region; utilizing fiscal resources in a responsible manner; employing qualified, diverse people to teach and guide students; developing and managing physical resources to optimize their support for programs; and providing an engaging and rewarding campus life and environment for all. Annual objectives in the Educational Master Plan (9.2) adopted to support these goals, followed by assessment of the objectives and revision based on accomplishments, as reported by those assigned to the tasks, function to optimize goal achievement.

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The values of the institution are published in the college catalog (9.3). These values are tied closely to the strategic goals of the college. They are published in several sources, including the college website (9.4), so all constituencies have access to them, as need requires.

Both faculty and staff are generally aware of the college goals and the extent to which they are achieved, as shown by over 60% agreement with this statement (Question 66) on the 2006 Accreditation Survey Response Comparisons (accreditation survey) (9.5). Furthermore, the mission, vision, and values of the college are well known, as shown by over 80% agreement with this survey item (Question 67).

It is clear that college staff can describe their own roles in goal achievement, as responses to the accreditation survey (9.5, Question 77) demonstrate. With over 70% of the faculty and staff respondents asserting that they can clearly describe their role in helping the college achieve its goals, it appears that there is a widespread awareness of faculty and staff roles in the operation of the institution.

A variety of institutional performance information is in circulation and available to staff and students. A statistical database, special reports, program reviews, reports related to plans, and meeting minutes are the primary resources that contain performance information. These are briefly described in the ensuing paragraphs.

The *Data on Demand* statistical database, maintained by the Districtwide Academic, Student, Planning and Research Services (IR-PASS) (9.6) on the district website, provides a broad array of up-to-date information that is available at all times for operational decision-making. Because IR-PASS aims to serve college needs, the *Data on Demand* website has been designed collaboratively to be understandable, as well as to supply the type of data requested by the college. *Data on Demand* information is available to all who need to use it for institutional discussions and decision-making sessions. It is accessible by application of a user name and password that is issued by IR-PASS (9.6). Other regular sources of information, such as the twice-annually published fact book (9.7) and an environmental scan (9.8) updated every three years, are also available online.

Special reports, prepared by IR-PASS, to meet specifications developed by the college, are done by request. Among the many reports prepared are analyses of Project Success (9.9) performance and a Title III Institutional Effectiveness Study (9.10). These analyses are shared with the college community, primarily by distribution of copies and at meetings.

The college monitors performance and preserves quality through the academic and student services program review processes (9.11), which are more fully described in Standard II.A.2.a. Data revealing the degree to which student success has occurred, generated by IR-PASS, are included in decisions made regarding the efficacy of the programs. Program and department accountability and program improvement occurs by colleagues cooperatively examining evidence of accomplishments on student success,

as well as other institutional reports, followed by dialogue and assessments resulting in proposals to strengthen the college's educational programs and services for enhancement of student learning, student service, and service by one department to others. Program reviews (9.12, 9.13) are part of the foundation for areas of focus in the Strategic Plan, the activities included in the annual Educational Master Plan, and decisions for resource allocation.

Both the Academic and Student Services Program Review Committees provide copies of their reports (9.12, 9.13) to the reviewed departments, college administrators, and the Academic Senate. Copies are also available in the Learning Resources Center and the Instructional Operations office.

Annual reports (9.14) on accomplishments related to the college Strategic Plan are generated through the Office of the President; these reports include information provided by employees in departments and service areas, organized to create the annual Educational Master Plan (9.2). The Strategic Plan Report is published in hard copy (9.14) and via the college website (9.15) for review by all interested parties.

Minutes of meetings of groups functioning within the organizational and governance structure of the college are also sources of performance information to which all have access. Some of these are posted to the college website (9.16), as well as circulated to group members via email (9.17, 9.17.1). Proceedings of governance group sessions are shared and discussed by all who have interest in them at department meetings, divisional meetings, senate meetings, and others.

In both its planning and routine decisions, the college strives to function as an organization that incorporates data into its assessment activities. In all of these activities, information on institutional performance is available to all college constituencies, as described in the ensuing paragraphs.

All staff have access to the processes for institutional review and evaluation as well as planning for improvements, where performance evaluations of the institution are available. These processes are incorporated into the organizational and governance system. In addition, publications, such as the annual Program Review Reports (9.12, 9.13), are available to all in the Instructional Operations Office or the Learning Resources Center. The annual Strategic Plan Report (9.14) and the Educational Master Plan are posted on the college website (9.2).

As noted above, the Strategic Plan (9.1) and the Educational Master Plan (9.2) are the documents that serve as the impetus for developing initiatives and activities each year. The Leadership Planning Retreat (9.18), involving faculty, staff, student, and administrative representatives, is held annually. In most years, the retreat is used to identify priorities for the next academic year based on the themes and patterns that emerge from the Educational Master Plan. After the priorities are identified, they are linked to goals in the Strategic Plan. Collegewide forums (9.19) are arranged to make

sure everyone on campus has the opportunity to contribute to all college initiatives and plans.

The Planning and Budget Council (PBC) (9.20) is the central governance group that monitors progress on all collegewide functions and initiatives. Working through three committees, 1) Equipment and Technology, 2) Staffing, and 3) Facilities, the PBC evaluates requests for resources based in part on the priorities in the Strategic Plan (9.1), the Educational Master Plan (9.2), and recommendations from Program Review (9.12, 9.13). The Equipment and Technology Committee bases its recommendations on annual submission of needs to the committee as well as annual updates to the three-year Technology Plan (9.21). The Curriculum Committee and the two program review committees, one for academic programs and the other for Student Services area, are also major avenues through which faculty and staff can contribute to the college's planning efforts.

In addition to the Planning and Budget Council, the institutional governance groups and processes that offer options for broad-based participation are as follows: The Administrative Council, Instructional Administration Council, and Student Services Council permit all college administrators, and lead support staff, opportunities to share information and establish consensus on both current and future issues of consequence to the institution. The Academic Senate allows faculty members to be responsive to their role in governance by establishing procedures that utilize dialogue and discussion to reach consensus on institutional issues brought before it (9.22). In addition, faculty members serve on various councils, committees, and task forces to contribute their insights for institutional progress. The Classified Senate (9.23) represents classified employees by established procedures that permit them to consider and take positions on college and district issues. The Classified Senate representatives serve on college committees and relay pertinent information to other classified employees through newsletters and monthly meetings. Finally, through established procedures, the college also promotes the role of students in governance. The Associated Students of Grossmont College (ASGC), with the assistance of the assistant dean of Student Affairs, is actively involved in initiatives to improve Grossmont College's educational programs (9.24). However, consistent participation by students on college committees is an ongoing problem. Since minutes are recorded and shared across the college community, all have access to information about positions taken that relate to given issues. Additionally, constituent group representatives have the duty to report back to those whom they represent, regarding the discussions and decisions of those institutional governance groups. A complete listing of all college governance councils and committees can be found in the college Organizational and Governance Structures handbook (9.25).

In addition to the foregoing, administrators, faculty, staff, and students collaborate in divisions, departments, and programs to establish short-term and long-term needs assessments in planning for facilities, staffing, equipment, and technology via the Educational Master Plan (9.2) and the Grossmont Technology Plan (9.21). Collegewide committees develop the Strategic Plan (9.1) and the Facilities Master Plan (9.26), in which broader institutional goals form the basis of planning. These plans are submitted

to the Governing Board every three to six years and are updated periodically. The annual review of the planning documents and reports on accomplishments, based on these plans by individual departments and by broader-based committees (9.20) whose proceedings are recorded, provide evidence that all segments of the college community contribute to the processes.

Many collegewide decisions are finalized and adopted through the President's Cabinet, and many are made by the president after receiving recommendations from collegewide councils and committees. The President's Cabinet includes the Academic Senate president as an official member, which promotes shared governance.
Since the last accreditation self-study, Grossmont College leadership created an environment for empowerment, innovation, and institutional excellence through a strong organizational structure. The college ensured the opportunity for full participation by every employee through the council and standing committee structure. Every major constituency of the college community participated in reviewing, editing, and approving all created documents that support institutional excellence. Institutional leaders made every effort to create an environment for empowerment and innovation.

In the accreditation survey, more than two-thirds of faculty respondents credited the college president with using established mechanisms to ensure a faculty voice in matters of shared concerns (9.5, Question 83). When the new president takes office, there may be changes in how the institution functions as new dynamics occur. However, for the term of this self-study, the presidents who served effectively employed participative decision making.

Even though a change in the institutional leadership may result in changes, the existence of a participatory governance structure, outlined in the college Organizational and Governance Structures manual (9.25) is likely to continue to facilitate achievement of a broad-based understanding of institutional goals and values. Each committee and council is described by the responsibilities and composition of the group. The structure is based on eight general principles, itemized below, that aim to promote a spirit of cooperation, collaboration, and collegiality. It promotes the vision and values of the college and ensures their achievement through policies and procedures, via a structure of councils, committees, and task forces. Through them, individuals and groups express their ideas for institutional and divisional improvement by participation in planning, implementation, and evaluation.

Participatory Governance Structure - General Principles (9.25, page 11)

1.   *All decision making is based on recognition that the college exists to educate students.*

2.   *All constituent groups have a vested interest and a role in ensuring that Grossmont College fulfills the mission defined by the legislature, State Board of Governors, and the Governing Board of the Grossmont-Cuyamaca Community College District.*

3.	*Participatory governance is a method of organized and collegial interaction in which faculty, staff, administrators, and students participate in thoughtful deliberation and decision-making, leading to recommendations made to the college president, who represents the administration of the college as an agent of the governing board.*

4.	*Mutual agreement is the goal to be achieved through active participation and collegial interaction by all constituent groups.*

5.	*The most effective means of developing policies and procedures is to provide opportunity for involvement by the constituent groups affected by the implementation of these policies and procedures.*

6.	*In academic and professional matters, as defined by AB1725, the college president will rely on the advice of the Academic Senate in reaching mutual agreement.*

7.	*Representatives of constituent groups involved in the participatory governance process have the responsibility of keeping their respective groups informed of the proceedings and recommendations of governance groups.*

8.	*Individuals not serving as representatives have the opportunity to share concerns with the elected representatives of their constituent groups, with the anticipation that their views will be imparted in governance councils, committees, and task forces.*

In previous paragraphs, descriptions are offered regarding how the governance processes are used by individuals and groups to consider issues having institution-wide impact. However, it is at the departmental level that priorities regarding student learning enhancements are set by those who are expert in their fields. Recommendations made during both academic and student services program review processes consider performance results. Program and department accountability and improvement occurs by colleagues cooperatively examining evidence of accomplishments, followed by dialogue and assessments, resulting in proposals to strengthen the college's educational programs for enhancement of student learning. Individual departments and the institution are currently engaged in the development of Student Learning Outcomes (SLOs) (9.27) linked to assessments, a process which will further speed progress toward this goal. (See Standard II.A.1.c for greater detail.)

Self-Evaluation

Findings supported by evidence demonstrate that Grossmont College leaders have created an environment and system through which all members of the organization are empowered to participate, innovate, evaluate, and pursue institutional excellence.

Individuals of all stations and ranks in the institution collaborate to improve the college through diverse structures, engaging in discussion, planning, implementation, and evaluation to achieve goals. Evidence that reveals the extent to which this standard has been effectuated throughout the college ranges from description of the processes by which goals are developed, to descriptions of structures and processes that function to involve all in goal attainment. Examples, such as the annual Leadership Planning Retreat reveal how faculty, staff, administrators, and students share notions of what goals and objectives should be pursued institutionally, based on information supplied by the district IR-PASS and other sources. In addition, documents and survey data reveal broad participation in dealing with improvements on an institution-wide basis, as well as in specific work environments where expertise is the key to success.

Grossmont College meets Standard IV.A.1.

Planning Agenda

None.

A. 2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

        a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

Faculty, administrators, staff, and students function under written policy and procedures to contribute to institutional governance. Sources of these authorizations include Governing Board policy, the college Organizational and Governance Structures model, and diverse plans and procedures.

Governing Board policies that provide guidance for procedures related to institutional governance are BP 2410 Policy and Administrative Procedures (9.28); BP 2510 Participation in Local Decision Making—Academic Senates (9.29); BP 2515 Participation in Local Decision Making—Staff (9.30); and BP 2520 Participation in Local Decision Making—Students (9.31).

The college Organizational and Governance Structures model (9.25) identifies the overall process for college governance, including the specification of key constituencies (e.g.,

Academic Senate, Classified Senate, associated students, administrators, employee bargaining groups) and the charge and composition of all deliberative bodies (e.g., councils, committees, subcommittees, and task forces). The model outlines the role of each group in shaping recommendations that lead to planning and budgeting decisions, as follows:

> **Faculty**: The faculty members serving on governance councils, committees, and task forces represent and express the interests of (1) the Academic Senate (Senate) and (2) their constituencies; appointees approved by the Senate do not make decisions in place of the Senate as a body and are obligated to communicate regularly to the Senate and their representative groups on the activities of the governance group on which they serve.

> **Administrators**: All administrative appointments are made by the college president. They represent the administration in deliberations of councils, committees, and task forces to which they are appointed.

> **Staff**: The practice is to have a representative from both the Classified Senate and California Schools Employees Association (CSEA) on all college governance councils, committees, and task forces.

> **Students**: Students represent the Associated Students of Grossmont College, Incorporated (ASGC) on appropriate college councils, committees, and task forces.

The college *Organizational and Governance Structures* manual is reviewed by committees and constituent groups once each academic year, and additions or changes to it are reviewed and approved by ADSOC (a joint council of the President's Cabinet and the Academic Senate Officers).

Another method for faculty and administrators to have a substantive and clearly defined role in institutional governance is through the development process of the Educational Master Plan (9.2). Each area of the college annually develops and updates a master plan for operating over the next one to three years. The planning process considers input from participating members of the department or unit and includes the budget implications of changes in staffing, facilities, and equipment needed to implement the plan. This effort goes beyond just the program review process and brings the individual departments into the strategic, educational, and facilities planning processes, including the annual development and review of departmental priorities and budgets.

There is mixed opinion regarding whether or not the faculty, staff, and administrators have a substantive and clearly defined role in institutional governance through the Educational Master Plan. In the accreditation survey (9.5), approximately 60% of faculty and staff who responded agree that the college master plans are regularly assessed and the results shared with the college constituencies (Question 65).

The existing planning processes at the college are used successfully to develop a Strategic Plan (9.1). Rather than developing a parallel and duplicative mechanism for carrying out this task, the college commissions a small working group of administrators, faculty members, classified staff and students to review the strategic plan and its accomplishments, along with an environmental scan (9.8) (information descriptive of the community, college, and district provided by IR-PASS). From this review, the working group develops ideas that are then fed into regular meetings of the key planning committees, regular meetings of the constituent group organizations, the Planning and Budget Council (PBC) as a whole, and the collegewide forums.

The PBC (9.25, page 26), made up of members from all constituent groups, provides guidelines and recommendations for all Grossmont College planning processes and identifies institution-wide priorities based on the Strategic Plan. It also assists the college president in preparing the college budget for upcoming years as well as recommending periodic changes to current year expenditures.

The current planning model has also been steadily reviewed, refined and developed over the past few years by ADSOC and has also been reviewed by the PBC. This review process provides one important means of checking on the expectations of faculty, staff, and students who are involved in the various planning groups and ensuring that their expectations are taken into consideration (9.32). The greatest recent challenge faced by the institutional planning process was the integration of separate but overlapping planning documents, initiatives, and timelines addressed by a task force during 2006-07. This challenge and the resulting changes are addressed in greater detail in Standard I.B.3.

Committees and task forces that report directly to the PBC (9.20) develop much more specific calendars or timelines for their assignments and share these with constituent groups. In addition, the committees and task forces provide more regular and detailed updates on progress on each assignment, which are distributed broadly by email, intranet web postings, and hard-copy. This combination of increased formalization and wider distribution allows for more staff and student leaders to be aware of key planning issues and how they are being addressed.

Throughout the academic year, there are also presentations to and discussions with the Academic Senate, Classified Senate, the faculty chairs and coordinators, the ASGC Board, and other groups, when specific topics emerge that require broad campus input. According to the accreditation survey (9.5), over 50% of the faculty who responded agrees that they are able to exercise a substantial voice in establishing college-level procedures (Question 61) and slightly more than 50% of staff agree, that the college administration responds to their concerns (Question 136).

Faculty and staff need timely access to information to make informed decisions or recommendations on college matters. When asked this question on the accreditation survey (9.5), 48% of faculty who responded agree and 52% of staff agree that they had

timely information to make informed decisions, a lower percentage than some of the other responses concerning college governance (Question 80).

Self-Evaluation

The findings of this standard reveal that all college constituencies have substantive and clearly defined roles prescribed for participation in institutional governance, including planning and budget development. The primary source that describes these roles is the *Organizational and Governance Structures* manual. That designated participants perform these roles is evident from the description of their work on the Strategic Plan, Educational Master Plan, the Technology Plan, the Facilities Master Plan, and as members of the Planning and Budget Council. Despite this evidence of participation, respondents to questions related to this issue did not strongly affirm that their work is influential in the direction of institutional affairs. In part, this may be a result of improper sequencing of planning and budget deadlines, as well as lack of understanding of how all plans are integrated for budgeting, issues addressed recently by a task force.

Grossmont College partially meets Standard IV.A.2.a.

Planning Agenda

See Standard I.B.3. Planning Agenda.

By Spring 2008, the college will improve timely distribution of information for campus constituents to participate fully in governance processes.

| A. | 2. | b | **The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.** |

Descriptive Summary

Documents descriptive of the official responsibilities and authority of the faculty and academic administrators in curricular and other educational matters include the following: State law and regulations, Governing Board policy, the Grossmont College *Organizational and Governance Structures* manual, the Academic Senate Constitution and Bylaws, administrator contracts, faculty job descriptions, Curriculum Committee and Program Review Handbooks, and meeting minutes.

California law and regulations provide specific direction for faculty (9.33) and administrators (9.34) to exercise authority in matters of curriculum and related educational issues. Grossmont College follows these mandates in its operations.

Grossmont College also follows the Grossmont-Cuyamaca Community College District (GCCCD) Governing Board Policy BP 2510 (9.29) entitled "Participation in Local

Decision Making—Academic Senates," adopted on August 21, 2001. The policy asserts that the "Governing Board or its designees shall consult collegially with representatives of the Academic Senates of Grossmont and Cuyamaca Colleges . . . to reach mutual agreement in the development of policies and procedures on academic or professional matters as defined by law." To implement this policy, Grossmont College Academic Senate, through representation on district and college committees, acts to provide essential input regarding institutional issues. At the district level, the Senate president, as well as representatives of other college employee groups, is involved as a permanent representative on the District Executive Council (DEC). The Senate president, the College President, and the vice presidents of Academic Affairs and Student Services serve on the Districtwide Coordinating Educational Council (DCEC), the Districtwide Strategic Planning and Budget Council, and other committee meetings that meet both regularly and on an as-needed basis. In addition, the Academic Senate president communicates directly with the board regarding matters of professional concern at its public meetings.

The Academic Senate (Senate) at Grossmont College is governed by a constitution and bylaws (9.22). The constitution requires that faculty senators meet on an established schedule to discuss professional and academic matters. Led by a president and other officers, the leadership team meets weekly to discuss current issues and to set agendas that respond to faculty concerns. The Senate takes seriously its responsibility for providing input regarding institutional governance relative to those areas that comprise academic and professional matters, and it is resolute about the implementation of agreed-upon procedures to ensure its full participation in making decisions relative to such matters.

The Senate communicates orally and through written documents to ensure that all faculty members clearly understand their opportunities for participation in the shared governance process (9.17). The Senate selects faculty representatives for all shared governance committees or task forces which include faculty representation. The faculty serves on various committees aimed at providing better educational services for students. Faculty members chair or co-chair a number of these committees (9.25).

At the college level, the Senate president and the vice president of Academic Affairs are permanent members of the President's Cabinet, an executive committee that meets most weeks to discuss district and college matters. Additionally, the Senate officers have established monthly meetings (ADSOC) with the President's Cabinet to discuss various issues of mutual interest and concern (9.32).

Department chairs regularly seek to involve their faculty members in the decision-making processes at the departmental level. According to the accreditation survey (9.5), 73% of the faculty members who responded agree that the college encourages faculty to take the initiative in improving practices in their area of responsibility (Question 85). Further, the Chairs and Coordinators Council (CCC), made up of all chairs and coordinators, discusses any issue directly related to departmental/discipline functions, scheduling, room utilization, budget, the mechanics of evaluations, hiring committees, and so forth. The council makes

recommendations to the Senate for any action items related to these issues (9.35, page 23). The CCC also meets with the deans and vice presidents twice a semester.

Faculty members participate on key committees (9.25) that are comprised by the various constituents, and faculty are mindful of areas of expertise. Dialogue is conducted in a manner that affords open discussion with the intent of reaching final agreement through mutual consensus, or in the case of committees charged with extremely critical issues, via a final vote, such as the Curriculum Committee and the Academic Senate. Actively involved participants report that reaching agreement through the consensus method is sometimes time-consuming, but both useful and effective.

Senate value to the faculty is affirmed by the accreditation survey (9.5) responses: Over 76% of faculty respondents agree that the Academic Senate effectively meets its responsibilities concerning academic and professional matters (Question 62). This is strong support for the Senate at Grossmont College, and an improvement from the 2000 survey (9.36), where the same question elicited agreement from 69% of faculty respondents.

Survey Statement		% Strongly Agree or Agree	
Question	**Respondents**	**2000**	**2006**
Q62. The Academic Senate effectively meets its responsibilities concerning academic and professional matters	Faculty	69%	76.7%

The Senate leadership continues to reinforce the concept that recommendations involving academic and professional matters must be shared and discussed thoroughly at the faculty level before decisions for change emerge. The Academic Senate communicates orally and through written documents to ensure that all faculty members clearly understand their opportunities for participation in the shared governance process. The accreditation survey (9.5) supports this statement.

The intent of the committee structure in place at Grossmont College is to secure the faculty and academic administrators a substantive role in institutional governance. The committee structure supports the faculty and academic administrators in exercising a substantial voice in matters regarding curricular and educational programs. The committee structure also supports the faculty's and academic administrators' ability to respond to institutional policies that relate to their areas of responsibility and expertise. The college provides reassigned time for certain faculty leadership positions allowing faculty the time to commit to important leadership positions. During the 2006-07 academic year, the following reassigned loads were made available:

Senate President .6 FTE
Senate Vice President .1 FTE
Curriculum Committee .3 FTE
Faculty Professional Development .4 FTE
Tenure Review .1 FTE
Program Review .2 FTE
Instructional Computing Committee Chair .15 FTE
Center for the Advancement of Teaching and Learning Coordinator .4 FTE
Planning and Budget Council .1 FTE
Council of Chairs/Coordinators .1 FTE

Participation in and contribution to regular meetings to examine and support issues of educational programs are promoted in the following committees:

Academic Program Review
Curriculum Committee
Educational Development and Innovation Committee
Student Services Program Review
Student Success Committee
Collegewide Professional Development Committee
Faculty Professional Development Committee
ADSOC
Planning and Budget Council

The Senate has purview over the following committees, and a faculty member chairs each committee, except for Curriculum which is co-chaired by a faculty member and the vice president of academic affairs. The faculty chair reports to the Academic Senate annually on the progress and developments and more frequently if a recommendation needs the support of the Senate:

Academic Program Review
Faculty Professional Development
Curriculum
Instructional Computing
Professional Relations
Nominations and Elections
Academic Rank
Part-Time Faculty Issues

Even with the extensive policy and procedure to ensure that faculty has a substantive role in institutional governance, the current environment is one permeated by differences about the respective roles performed by faculty and district administration in shared governance. These differing perspectives involve how to implement the letter and spirit of AB 1725 regarding collegial consultation. In particular, some believe that formal procedures or protocols seem to be inadequate to ensure districtwide mutual agreement. The faculty view on these differences is represented in the accreditation survey (9.5)

faculty responses, in which only 14% of the respondents agree that district administrators respond to faculty concerns (Question 136), and only 11% of the respondents agree that the chancellor uses established mechanisms to ensure a faculty voice in matters of shared concern (Question 84). Faculty concerns regarding interactions with district administrators, specifically the chancellor, is a major area of contention.

Self-Evaluation

Ample evidence exists of documentation that grants faculty and academic administrators responsibilities for development and management of curricular and other educational matters for the institution. Evidence supportive of these findings includes state law, governing board policies and procedures, college organizational and governance structures and processes, and meeting minutes. Responses to questions on the accreditation survey related to the exercise of their authority in these matters revealed that in all but two instances, faculty and staff agreed that they exercise their responsibilities as policy and procedures prescribe. The exceptions dealt with the response to and recognition of faculty roles and concerns about the receptiveness of the district administration to ensuring faculty participation in governance.

Grossmont College partially meets Standard IV.A.2.b.

Planning Agenda

By Fall 2008, the Grossmont College will pursue with the district the creation of documents that establish protocol addressing how best to ensure shared governance with district constituents.

By Fall 2009, the college will pursue with district leadership the establishment of processes that define communication channels. Subsequently, faculty and instructional administrators will be surveyed to measure whether communication has improved between these employee groups.

A.   3.   Through established governance structures, processes and practices, the governing board, administration, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary

Written Governing Board policies provide the framework for governance procedures that specify appropriate roles for all staff and students to collaborate for the good of the institution. All constituent groups have a vested interest and a role in ensuring that Grossmont College fulfills the mission defined by the legislature (9.33, 9.34, 9.37), the State Board of Governors, and the Governing Board of the Grossmont-Cuyamaca Community College District.

Procedures outlined in the handbooks for Grossmont College Organizational and Governance Structures (9.25) and the District Governance Structure (9.38) provide for participatory governance, according to Governing Board policies, by giving each constituent group the opportunity to become involved in planning processes and initiatives, as well as to develop, review, and make recommendations for new and revised policies and procedures through their representatives. Functionally, this is accomplished by councils, committees, and task forces created to formalize collegiality, to facilitate collegial communication, and to resolve issues as close to the point of origin as possible. These structures provide an opportunity for all perspectives of constituent group interests to be considered.

At the district level, the District Governance Structure manual (9.38) specifies the responsibility and composition of the committees that operate on a districtwide basis. Likewise, the college *Organizational and Governance Structure*s manual (9.25) describes the functions of groups that operate at the college.

The Grossmont College Organizational and Governance Structures model (9.25) clearly identifies the overall structure for college governance, including the specification of key participant constituencies (e.g., Academic Senate, Classified Senate, associated students, administrators, employee bargaining groups) and the purpose and composition of all deliberative bodies (e.g., councils, committees, subcommittees, and task forces) is supported by administration, faculty, staff, and students. The model clearly outlines the role of each group in shaping recommendations that lead to planning and budgeting decisions. The model is posted to the college website, so all can access it at any time. The roles of faculty in areas of student educational programs and services planning are outlined in the written procedures on governance and fully described in such documents as the Curriculum Committee (9.39) and Program Review (9.11) handbooks.

The college Planning and Budget Council (PBC) (9.20) is the representative group for all campus constituencies that advises the college president on the priorities assigned to budget requests. Through the PBC committee structure, requests for new funding are evaluated in terms of the Educational Master Plan and are approved, modified, or denied by recommendations of the PBC committees to the PBC.

Participatory governance at Grossmont College is valued in the spirit of cooperation, collaboration, and collegiality. It promotes the vision and values of the college and encourages their achievement through policies and procedures, via a structure of councils, committees, and task forces that have effective processes of planning, implementation, and evaluation. These structures provide an opportunity for all perspectives of constituent group interests to be considered. The strong majority of faculty and staff (over 70%) who completed the accreditation survey (9.5) agree that they can clearly describe their role in helping the college achieve its goals (Question 77). A majority of the students (52.5%) is satisfied with their opportunities to participate in college planning (Question 72).

The perceived value of participatory governance at Grossmont College is revealed by the involvement of all constituencies in the organizational and governance system. Representatives of constituent groups report to their appointing bodies and receive feedback to share with governance groups for consideration in decision-making. Records of meetings sampled reveal a high rate of attendance at governance meetings (9.20).

Constituent groups, which are involved in the governance system, collaborate on behalf of institutional improvements. An operational example of this occurs annually via a process initiated at the Leadership Planning Retreat, where all constituencies are represented and make suggestions for institutional direction. A consensus document is prepared from the proceedings and forwarded to the Planning and Budget Council (PBC) for further consideration by representatives of all constituencies. Proposals that meet college priorities are developed and discussed at PBC, and if warranted, funds may be allocated at that time.

According to the annual reports on the strategic plan (9.14), improvements occur when objectives are set and met. Since these objectives have been met, it can be concluded that improvement has occurred as a result of efforts made.

The college routinely communicates institutional decisions through established governance structures and processes, as prescribed by the Organizational and Governance Structures Handbook (9.25). In addition, the college communicates information about institutional programs through a variety of publications, such as the college catalog, the class schedule, web-based venues, and broadcasting of messages via email. Of the faculty and staff who responded to the Grossmont College 2006 accreditation survey (9.5), over 60% agree that they understand the colleges' goals and the extent to which they are achieved (Question 66).

Grossmont College administrators, faculty, staff, and students serve as members of the Districtwide Strategic Planning and Budget Council (DSP&BC) (9.40) and District Executive Council (DEC). The DSP&BC serves in an advisory capacity to the chancellor on development and evaluation of three-year Strategic Plans and budget planning priorities based on the districtwide vision and goals; DSP&BC reports its progress annually to the Governing Board. DEC develops policies that affect procedures and practices of the two colleges (9.41). The Academic Senate and various campus committees are given the opportunity to review and make recommendations on the district's policies and procedures at DEC. As the college develops proposals for long-range planning through College Planning and Budget Council, the results are communicated to the DSP&BC and DEC so that they may be considered in the district and Governing Board long-range planning process. DEC and DSB&BC are two arenas where proposals by the Academic Senate, Classified Senate, CSEA, and ASGC are considered by the chancellor and ultimately the Governing Board.

According to the accreditation survey (9.5), only 11% of the faculty respondents expressed agreement that the chancellor uses established mechanisms to ensure faculty a voice in matters of shared concern (Question 84). This expression of faculty opinion is

evidence that the Grossmont College faculty do not feel their concerns are heard by the chancellor as the representative of the Governing Board and that their representation on DEC and DBPC is not sufficient.

The final authority for governance at Grossmont College is the Governing Board. The Governing Board delegates authority to the president through the district chancellor. The president and all college constituent groups are committed to a functional and effective participatory governance process that depends on an effective communication process. However, from 2004 through the present, there has been major concern addressed by the Academic Senate regarding the commitment of the chancellor and the Governing Board to support a participatory governance process (9.42, 9.42.1). The concern is supported by both faculty and staff at Grossmont College, according to responses to related items on the accreditation survey (9.5, Question 92, Question 109, and Question 135).

A comparison of responses from the 2006 (9.5) and the 2000 (9.36, 9.43) accreditation surveys regarding communication fostered by the chancellor between and among the Governing Board, college personnel, and students reveals a significant decline occurred in respondent perceptions of the degree to which the chancellor fosters communication among these constituencies (Question 56).

Survey Statement		% Strongly Agree or Agree	
Question	**Respondents**	**2000**	**2006**
Q56. The Chancellor fosters appropriate communication among the Governing Board, College personnel, and students.	Faculty Staff	64% 54%	8.2% 6.8%

Also, the 2006 survey (9.5) shows that only 23% of faculty and 24% staff who responded believe that formal arrangements exist for regular, reciprocal communication of views and concerns between faculty and the Governing Board (Question 86).

Symptomatic of the declining positive perceptions regarding appropriate communications were nine resolutions passed by the Academic Senate during 2004-06 that culminated in a no-confidence vote on the chancellor in March 2005 (9.42).

The Grossmont College Academic Senate (Senate) requested that the chancellor seek technical assistance from the Statewide Academic Senate and Community College League of California (CCLC) in spring semester 2005 in order to begin solving shared governance issues (9.44). The chancellor did not approve the request but made a commitment to rely first on local efforts to resolve differences (9.45). While the chancellor met with the English Department and held a faculty forum during Professional Development Week in August 2006, the issues were not resolved. In April of 2006, the Senate passed a resolution requesting that the chancellor approve the Senate request for technical assistance, indicating four areas of specific concern: shared governance, budget processes, curriculum, and evaluation of administrators (9.42). Discussions between the

chancellor and the Academic Senate failed to resolve this disagreement. As of the end of the 2006-07 academic year, technical assistance had not been approved by the chancellor and the Senate continues to wrestle with a solution to the problem.

During the spring semester of 2007, the GCCCD Governing Board hosted a workshop on collegial consultation and AB 1725. It was held at the La Mesa Community Center, a location that allowed many interested people to participate (9.46). Presentations were put on a DVD and posted to the website (9.46).

Through the college Organizational and Governance Structures system, college constituencies have access to essential information about institutional efforts to achieve goals and improve learning. The annual college Leadership Planning Retreats, jointly planned through the Planning and Budget Council by the college administration, the Academic Senate, the Classified Senate, the Associated Students, and all subsequent actions taken in relation to plans made there are efforts aimed at ensuring a widespread awareness of essential information related to achievement of goals and improvement of learning.

Of the faculty and staff who responded to the accreditation survey (9.5), over 60% agree that they understand the college's goals and the extent to which they are achieved (Question 66); this implies that most faculty and staff believe they are kept informed of the issues.

However, only 31.3 % of the faculty and 43.5% of the staff agree that they are satisfied with the opportunities to participate in shared governance, and 45.8% and 26%, respectively, disagree with this statement (Question 135). It appears that a majority of faculty and classified staff feel excluded in the shared governance process.

Further survey (9.5) responses reveal the following: 65% of the students, 65% of the faculty, and 56% of the staff respondents agree that the college clearly states their roles in institutional governance (Question 57). In addition, 68% of the faculty, 60 % of the staff, and 52.5% of the students agree that they have the opportunity to participate in the College's planning processes, either directly or through representation (Question 72).

Self-Evaluation

Information related to the collaborative model of decision-making for the good of the institution, as presented in the foregoing narrative, reveals that cooperation and communications occur among all college constituencies named in the standard. There is a perception of exception between the district governing board and district administration and college constituencies. Evidence supportive of the functionality of the collaborative model at the college includes the college Organizational and Governance Structures Handbook, as well as documents and records related to its operation. Additionally, diverse publications reveal dissemination of a broad array of information to all college constituencies. Although communication and collaboration between the district governing board and district administrators and the college constituencies appeared to

work for the good of the institution during 2002-04, in subsequent years, significant issues remain unresolved, according to accreditation survey responses and Academic Senate sources. Senate efforts to resolve the issues include recommending technical assistance, while the chancellor made outreach efforts through meetings, and the board held a workshop on collegial consultation.

Grossmont College partially meets Standard IV.A.3.

Planning Agenda

By Fall 2008, the college will explore and propose clearly defined solutions to the college and district difficulties, one of which could include support for the Academic Senate's request for Technical Assistance between Grossmont College and the District.

A. 4   **The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations by the Commission.**

In its effort to achieve academic excellence, Grossmont College makes every effort to comply with accrediting commission standards, policies, and guidelines. As evidenced in the Fall 2004 Midterm Report (9.47), the institution has responded expeditiously and honestly to the recommendations made by the Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges in the 2001 Accreditation Evaluation Report (9.48).

Additionally, Grossmont College offers the following programs for which compliance is necessary with specialized accrediting agencies:

> Nursing Program—California Board of Registered Nursing (9.49)
> Cardiovascular Technology—Commission on Accreditation of Allied
>   Health Education Programs (9.50)
> Respiratory Therapy—Committee on Accreditation for Respiratory Care (9.51)
> Occupational Therapy—American Occupational Therapy Association,
>   Accreditation Council for Occupational Therapy Education (9.52)
> Orthopedic Technology—National Association of Orthopedic Technologists (9.53)
> Administration of Justice—Commission on Peace Officer Standards (9.54);
>   California Board of Corrections (9.55)

The institution communicates its institutional qualities and effectiveness to the public through various on-line and hard copy publications. As cited earlier, these include the college catalog (9.3) and website (9.4), which allows public access to links about the

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college's educational objectives, educational philosophy and mission statement. Based upon the accreditation survey (9.5, Question 3 and Question 4), more than 73% of students, faculty, and staff agree that these external and internal methods of communication provide accurate information.

The positive relationship between the college and the United States Department of Education (DOE) is evident by its successful completion in 2006 of a Title III grant program (9.56). Furthermore, Grossmont College fully participates in Financial Aid programs administered by the DOE (9.57). Annual audits of these programs have declared the Financial Aid office in full compliance with DOE regulations (9.58). The college is also finishing its fifth successful year of the federally funded GEAR UP program (9.59).

Self-Evaluation

Findings reveal that Grossmont College promotes and demonstrates honesty and integrity in its many relationships with external agencies. In particular, the college complies with ACCJC/WASC requirements and responded with alacrity to their recommendations. Evidence supportive of these findings includes the Fall 2004 Midterm Report to the ACCJC/WASC and documents regarding specialized academic program accreditations, as well as with transfer institutions and other external collaborators. Communications media, such as the college catalog, witness institutional advocacy with integrity.

Grossmont College meets Standard IV.A.4.

Planning Agenda

None.

A.   5.   The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

Each spring, ADSOC reviews the charge and composition of all college committees and councils, based upon recommendation of these groups (9.32). The results of the review are sent back to the committees and councils for implementation. The results of the review are also posted on the Organizational and Governance Structures web pages.

Weaknesses identified by ADSOC are directed to the committees/councils, with a specific recommendation for improvement. The committee/council is charged with reporting back to ADSOC with how the recommendation was implemented. The Curriculum Committee (9.60) and the program review committees include as an annual

agenda item a discussion of improvements. After time for consideration of any suggested ideas, these committees act to implement the improvements.

According to the accreditation survey (9.5, Question 1 and Question 8), the majority of faculty, staff, and students (53%, 56%, and 62% respectively) agrees that the college involves appropriate segments of the college community in institutional planning.

Self-Evaluation

Findings regarding the periodic evaluation and improvement of the governance and decision-making structures at Grossmont College support the application of the standard at the institution. References that buttress these findings include review and improvement documents, as well as responses of faculty, staff, and students on the accreditation survey.

Grossmont College meets Standard IV.A.5.

Planning Agenda

None.

B.   Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

1.   The institution has a governing board that is responsible for establishing policies to assure the quality, integrity and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

Descriptive Summary

The Governing Board is charged with setting policy direction, with empowering the chancellor who acts as the district leader, with acting as a link to the community, with defining the standards for college operation, and with maintaining the fiscal stability of the college and district (9.61). Policies are compiled and numbered. Accessible to all faculty, administrators, classified staff, students, and citizens of the community, the Governing Board policies guide the district, the college, the faculty, the staff, and the

administration. Board Policy BP 2410 Policy and Administrative Procedures (9.28) states that "Policies of the Board may be adopted, revised, added to or amended at any regular Board meeting by a majority vote."

In July 2001, a review and update of board policies was started based on guidelines provided by the Community College League of California (CCLC) (9.62, 9.63). This review extended over the next several months. Since that major review, several new policies have been adopted and others have been revised (9.63.1). This process of updating, adding, and revising board policies has continued throughout the Spring 2007 semester. While policies have been reviewed, revised, and updated, some policies lack a tie to a specific procedure or tie to an unclear procedure, or there is no procedure at all. In some cases, procedures are not required, such as in regard to the composition of the board, but for others, they are needed to operationalize policy. The Academic Senate has made note of this (9.64).

The Grossmont College faculty and staff, combined, have definite opinions as to whether the district ensures the implementation of statutes, regulations, and board policies. The results of the faculty survey show that only 21.7% of the respondents agree that the district ensures their implementation. The Grossmont College staff survey results on this matter were consistent with faculty opinion, as only 22.4% agree (9.5, Question 54).

The quality of programs, integrity of actions, and effectiveness of student learning programs are addressed in various policies, statements, and plans such as The Educational Philosophy of the district (BP 1300) (9.65). Board policies define the district's role, as well as the chancellor's role, in regard to setting and implementing policies regarding programs, services, and the fiscal affairs of the district (9.66).

The district and the college have well-documented and well-publicized statements about the quality of the programs and goals of effective student learning programs. The Educational Philosophy of the District in BP 1300 states that "representatives of the community direct the college to provide an education through which students may create rewarding lives, productive for themselves and for society, based on an understanding of the relationship between the past and the challenge of the present and the future (9.65)." Furthermore, BP 4025 Philosophy and Criteria for Associate Degree and General Education states, "A community college should provide learning experiences that will greatly broaden a student's educational opportunities and strengthen our society's democratic institutions (9.66)."

The board has also adopted vision and mission statements (9.67, 9.67.1) as well as strategic planning documents that provide direction for the district and college (9.68).

Board policy addresses the selection and succession of the chancellor. Board Policy 2431 states, "In the case of a chancellor vacancy, the board shall establish a search process to fill the vacancy. The process shall be fair and open and comply with relevant regulations (9.69)." Procedures for the selection of a chief executive officer, the chancellor, are formulated consistent with current legal and regulatory requirements when there is a

vacancy. It is reported in Governing Board agendas and minutes from the January and July 1998 Governing Board meetings that policies and procedures exist (9.69.1, 9.69.2); however, no specific procedure for chancellor selection is found in the published list of procedures on the GCCCD website (9.70). As stated, policies and procedures are made when the chancellor position is vacant; the last time these hiring policies and procedures were reviewed was 1998, when the current chancellor was hired. In addition, notes from the 1998 selection process exist (9.71, 9.71.1).

The board policy for selection (9.69) of a chancellor is vague, and there is no specific procedure in place to implement it (9.69.1, 9.70). Under the District Operating Procedures, there are no written procedures regarding hiring for top management positions at the college or for hiring the chancellor (9.70). While BP 2431 says "the board shall establish a search process to fill the [a chancellor] vacancy" and that such a "process shall be fair and open and comply with relevant regulations," no such formal, documented process (procedures) exists (9.69, 9.70).

The board policy is specific about the chancellor's responsibilities to the board and the district, as well as being specific about the chancellor's role in administering the board policies. Board Policy BP 2430 states that "the Chancellor is expected to perform the duties contained in the Chancellor's job description and fulfill the responsibilities as may be determined in annual goal setting or evaluation sessions (9.72)." Board Policy BP 2435 calls for an annual evaluation. The board and the chancellor must agree upon the evaluation process used to evaluate the chancellor (9.73). The criteria for evaluation include looking at job performance based on the job description, performance goals, and objectives.

In 2005, the board did not renew the contract of the Grossmont College president, following an evaluation of the president by the chancellor and the board, without input by campus constituency groups. Non-renewal of the contract was based on the evaluation of the president and subsequent loss of confidence in his ability to perform his job to the desired standards. Detailed information regarding circumstances relating to contract renewal is confidential by law.

A new president has been employed to assume the position in July 2007 (9.72.1). The district advertised the vacancy in three searches, and the search committee reviewed application materials during a lengthy procedure to seek a candidate. The committee included representatives from the entire campus community in collegial consultation. The procedure was widely announced and was the same as that used to fill the presidential vacancy at the other district college in 2002. An executive search firm was employed during the third search, and, with involvement and agreement of the search committee, four candidates were selected as finalists. These finalists addressed the campus community in public forums prior to interviews with the chancellor and governing board.

In December 2006, the Academic Senate passed a resolution calling for the board "to direct the chancellor to develop policies and procedures regarding the selection and

evaluation of the college president which will be reviewed by the district shared governance councils allowing the college to address shortfalls in meeting the current accreditation standards" (9.42). The Governing Board chose not to respond to the Senate resolution when it was presented at the December board meeting.

Self-Evaluation

Findings reported in relation to this standard reveal that the governing board establishes policies aimed at assuring the quality, integrity, and effectiveness of the student learning programs and services, as well as the financial stability of the college. Evidence also reveals that the governing board has a continuous policy review process, directed by the chancellor and assisted by CCLC policy initiatives. However, the lack of clear, written policy and procedures to guide the selection and evaluation of the chancellor and president is an unaddressed issue. The lack of inclusiveness for evaluation of the president is an issue for campus constituencies. Responses to the accreditation survey by faculty and staff reveal that fewer than 25% perceive that statutes, regulations, and board policies are implemented.

Grossmont College partially meets Standard IV.B.1.

Planning Agenda

By Spring 2008, the college will recommend well-defined selection and evaluation policies and procedures for the college president to the board through district governance processes.

B.   1.   a.   The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary

During even-year elections, the voters of a 2,000 square mile East San Diego County region elect the five members of the Grossmont Cuyamaca Community College District (GCCCD) Governing Board (9.74). Because the members are elected by the entire electorate, they may be considered appropriately representative. While Fall 2006 elections brought all board members to their representative seats, recent history has shown a pattern of board vacancies and appointments of new members from a pool of candidates solicited by the board and chancellor.

Concerned about board members originally being appointed who also serve on the Board of Directors of the non-profit East County Economic Development Council (ECEDC) prior to their election, a board member who is not an ECEDC member independently expressed his concerns over the relationship between his fellow board members, district

officials, and the ECEDC (9.75). During the 2004 to 2006 period, the Governing Board of five, contained three or four members from ECEDC. The board member who raised questions about the ability of those involved to be free of undue influence shared his analysis and recommendations regarding the situation with the Grossmont College employee community in a PowerPoint presentation (9.76). At a regularly scheduled board meeting, the same board member also raised questions about the ability of a board member to be independent and objective when there is a business relationship between a board member and the chancellor. The alleged business relationship between this trustee and the chancellor had come under scrutiny as potentially creating a perceived conflict of interest (9.77). His allegations of illegal actions due to conflicts of interest by district officials and GCCCD trustees, who also serve on the ECEDC, were referred to legal counsels and found to be untrue and without merit (9.77). An updated Board Policy on Conflict of Interest was adopted by the Governing Board several months later.

At each annual organizational meeting, the board sets the location, date, and time of the regular public meetings (9.78); however, closed sessions of the board are held just prior to the opening of each meeting. Agendas for upcoming board meetings are published and posted seventy-two hours prior to a meeting. The Brown Act specifies the types of matters that may be discussed in closed session and that these matters may remain confidential. Board decisions are by group majority vote. After a closed session, the board holds an open session announcing any actions as well as hearing reports from collegial constituents and comments from the public. Board policies specify the procedures for public participation at board meetings, speakers, and proper decorum at meetings (9.79, 9.80). After each board meeting, the district publishes *The Courier*, which posts the major actions and events of the meeting (9.81). Board policy addresses conflict of interest between a member's role as trustee and any fiscal interest in the district (9.82). Board members may receive compensation and other benefits (9.83, 9.84).

The board, by state law, is the policy making body for the district. Because of collegial consultation, the board must listen to other constituents in the district and the chancellor. However, because the board meets in closed-door sessions to contemplate and vote on sensitive matters, it can act independently of the constituent groups in the district (9.85).

The board respects the public interest when it allows public presentations at board meetings. Examples of several groups that have made presentations include the following: In 2002, with the bond measures having been placed on the November 2002 ballot, a representative from the San Diego County Taxpayers Association made a public presentation in response to the bond measure (9.86), and in 2005, a representative from the League of Women Voters (9.86.1) spoke in support of the community college's five missions. The Citizens' Bond Oversight Committee is comprised of members of the community who watch over the spending and allocation of the bond's funds as they are used for renovation and building on each campus. (9.87) Also, the district, representing the board, respects the public's interest when the district disseminated at a board meeting the district's Annual Report to the East County business community and elected officials (9.88). Regularly at board meetings, public presentations are made. Board members also

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attend college and community events and serve on boards of various community organizations (9.89),

While the Governing Board is charged with acting as a link to the community and with defining the standards for college operation (9.61), including adherence to its own policies, procedures, and practices, departure from normal practices sometimes occurs as a courtesy or in special circumstances (9.90, 9.91). An example of such a departure was the November 15, 2005, board meeting. The board voted 5 to 0 to open public presentation to hear a presentation by a public member concerning an assault on her son and the resulting conviction of two Grossmont College football players. The assault did not occur on campus or at a district sponsored event. Even though board members and the chancellor were aware of the complaint of the public member through e-mail messages sent on October 26, 2005 and October 28, 2005 as well as a meeting that occurred on October 31, 2005, they report that they did not know the public member would be attending the November 15, 2005, board meeting. They also report they did not know the topic of her presentation or that she would attend the meeting along with the San Diego County Deputy District Attorney as well as television and print media reporters, who interviewed the public member and the faculty member. The board voted to allow the presenter to speak earlier in the agenda as a courtesy because the public member, who was from out of town, put in a request to speak earlier. Once the public member finished, public presentation was closed by a vote of 5 to 0, and no other members of the public were allowed to speak until the normal presentation time, which is near the end of the board meeting (9.92, 9.93, 9.94).

During the November 15, 2005 Governing Board meeting, a member of the public made allegations against Grossmont officials and a faculty member (9.93). The chancellor and the board had prior knowledge of the complaint and were aware that the issue involved a personnel matter and that a discussion should have taken place in closed-door session (9.90), but they did not know what the public member, accompanied by a deputy district attorney, would present. A college-wide uproar ensued and there was negative media publicity (9.92, 9.94).

Since Grossmont College is a public institution, no board members are owners.

Self-Evaluation

Findings introduced in relation to this standard reveal that the Governing Board is an independent policy-making body that reflects public interest in the institution as expressed through the board election and selection process. Nevertheless, questions existed about the representative nature of the board since a majority of the members serving during 2004-06 have also been members of the ECEDC Board. The illegal actions alleged by one board member were not substantiated. It was noted that the Governing Board makes policies that allow public access and Grossmont College constituent group access at governing board meetings. In general, the board acts as a whole to support policies adopted; however, an example was cited in which common practice was not followed. This instance was evidence to some that the board did not

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protect the institution from undue influence or pressure. Evidence cited in support of the findings includes board policies and documents, minutes, e-mail, media reports, and other sources.

Grossmont College partially meets Standard IV.B.1.a.

Planning Agenda

None.

B.   1.   b.   The Governing Board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

The Governing Board has adopted a variety of positions aimed at ensuring the quality, integrity, and improvement of student learning programs and services, as well as supplying resources for support thereof. Formal statements, such as vision and mission statements and the strategic plan provide direction for the policies developed to implement them (9.67, 9.68). Annual budgets and other funding allocations adopted by the board implicitly support the intentions expressed in the formal statements and policies (9.95, 9.96).

Board policies identify directives relative to the programs and curricula of the District— that they shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality, currency, and intra-district alignment (9.97, 9.98). All policies adopted under the district mission statement in effect for most of the period reviewed (2002-06), conformed to it.

It is the policy of the board that a variety of programs will be implemented to provide learning experiences that will greatly broaden students' educational opportunities and strengthen American society's democratic institutions (9.98). Academic and Student Services programs are regularly reviewed, and the program review reports that confirm the quality and variety of these programs and curricula are heard by the board. Programs, services, and courses provided in new formats are directed to be held to the same standards as all other programs and curricula (9.97). Board policies (9.99, 9.100, 9.101, 9.102, 9.103, 9.104, 9.105, 9.106, 9.107, 9.108) are in place relating to the services such as Counseling, Disabled Student Services, and EOPS that serve both general and special populations.

Even though the funds allocated by the district to the college support student learning and services, the current board policy (9.109) on budget preparation includes only one bullet

point that references the college and makes no mention of supporting student learning and services.

The board takes action during its regular meetings with resolutions or other motions communicating its position on state funding mechanisms, district allocation of resources, and capital construction.

Self-Evaluation

From the information supplied, it is clear that Governing Board policies are consistent with the district mission and other formal position statements on student learning and services in all areas except one. The exception related to financial support for provision of student learning and services; the budget preparation policy lacks specific reference to funding them, even though college funds are used for these purposes. Evidence supportive of these conclusions includes board position statements, policies, minutes, and other sources.

Grossmont College nearly meets Standard IV.B.1.b.

Planning Agenda

During the regular review process for board policies as described in IV.B.1, the college will recommend that Board Policies be amended where appropriate to include a reference to the college mission statement.

B.   1.   c.   The governing board has ultimate responsibility for educational quality, legal matters and financial integrity.

Descriptive Summary

The Governing Board is the ultimate decision maker in those areas assigned to it by state regulations (9.110). Board policy reflects the legal requirement for the board to consult collegially and reach mutual agreement with the academic senates on matters of academic quality such as curriculum, degrees and certificates, grading procedures, and program development (9.29, 9.33). The board is responsible for ensuring that all fiscal transactions comply with applicable laws and regulations and with the California Community Colleges (CCC) Budget and Accounting Manual. The board delegates authority to the chancellor to supervise general business processes and administer the budget. The chancellor makes periodic reports to the board on the financial state of the district. No legal contract is considered an enforceable obligation until it has been ratified by the board (9.111).

No instance was discovered in which a decision made by the governing board was subject to the veto of its actions by another entity.

Self-Evaluation

A finding that the governing board acts independently of other entities to ensure educational quality, legality, and financial integrity of its own actions is supported by the evidence cited in the foregoing descriptive summary. State law and board policy comprise that evidence.

Grossmont College meets Standard IV.B.1.c.

Planning Agenda

None.

B.   1.   d.   The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary

Chapter 2 of the Governing Board policies defines the size, duties, responsibilities, and structure of the board (9.112, 9.113, 9.114, 9.115, 9.116, 9.117, 9.118, and 9.119). These policies are published on the district website (9.120). Administrative Procedures and Operating Procedures, including those that apply to the board (9.121, 9.122, 9.123, 9.124), are published in a public folder on the district computer network (9.125).

College leaders are aware that board policies and procedures are available via electronic access. There is not a clear understanding of which documents exist on the district website and which documents exist on the district's internal public system. There is not a clear understanding of how existing Operating Procedures are distinguished from the newly adopted Administrative Procedures (9.125).

Self-Evaluation

According to information provided in regard to this standard, the Governing Board publishes bylaws and policies related to all issues identified. Nevertheless, representatives of college constituencies expressed confusion about not only the application but also the location of Administrative Procedures and Operating Procedures. Evidence cited includes policies and procedures, as well as a report of a focus group.

Grossmont College meets Standard IV.B.1.d.

Planning Agenda

By Fall 2007, the college leadership will inform the college community of (1) where Board Policies, Administrative Procedures, and Operating Procedures may be found; (2) how to access them; and (3) the difference between these three types of documents.

B.   1.   e.   The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

Records of Governing Board actions over the 2002 through 2006 period reveal that the board appeared to follow its policies in most situations, with these notable exceptions from 2004 through 2006:

1. A board member used his district email account to help run his business. This practice violated board policy and is contrary to GCCCD Operating Procedure that prohibits the use of computer resources for commercial purposes (9.126, 9.127). This issue was addressed in greater detail in IV.B.1.h.

2. The Grossmont College Academic Senate has been actively communicating concerns to the chancellor and Governing Board regarding Board Policy BP 2510 (9.29) that mandates collegial consultation between the board and the Senate; since June 2004, nine formal resolutions (9.42) have been passed expressing concern over collegial consultation and specifically asking for more direct involvement in decisions that effect the college and the district. There has been no formal response from the board regarding the resolutions. Discussions between the Senate and the chancellor have failed to resolve these differences. This issue was addressed in greater detail in IV.A.3.

3. The faculty and staff surveys also show that only a minority (23% and 24% respectively) of respondents agree that "Formal arrangements exist for regular reciprocal communication of the views and concerns between faculty and staff and the Governing Board (9.5, Question 86)."

4. The formal investigation report into the chancellor's contract modifications lists many violations of Government Code and the Brown Act. This report, known as the *Weiler Report*, was requested by the Governing Board, was on board agendas, and was made available to the public (9.127.1). The investigator provided recommendations to improve board compliance and functionality (9.128).

The 2006 accreditation survey (9.5) results indicate serious concerns about the board acting in a manner consistent with its mission and policies (Question 50). Fewer than 10% of the faculty and staff respondents perceive that the decision processes used by the board follow its policies; this is a significant decline from the previous survey (9.36, 9.43), where a quarter or more saw the board as adhering to them.

Survey Statement		% Strongly Agree or Agree	
Question	**Respondents**	**2000***	**2006**
Q50. The Governing Board's decision-making processes are consistent with its mission statement and policies.	Faculty Staff	25% 33%	8.4% 8.7%

*2000 wording: The governing board ensures that institutional practices are consistent with the institutional mission statement and policies.

The board relies upon three sources for revisions to its policies. Recommendations for changes can come from within the district through the shared governance structure (9.38). The board also relies upon the Community College League of California for updates to its policies that are legally required, legally advised, or suggested as good practice for boards and districts (9.129). The board members themselves can initiate change. While there is no evidence of a systematic, regularly scheduled approach to revising board policies, the board has recently engaged in a continuous process of review.

Self-Evaluation

In regard to the consistency between governing board policies, bylaws, and actions, the findings are mixed. While there seems to be consistency in many cases during the 2002-06 period, there are notable exceptions during the 2004-06 period described. Fewer than 10% of the faculty and staff respondents to the accreditation survey agreed that there is consistency between policies and actions; this is a marked decrease over the previous accreditation survey. In regard to board practices related to systematic review of its policies and practices, it appears that policies are under continuous review. Evidence supportive of these findings is contained in policies, procedures, minutes, media reports, CCLC and other documents, and the accreditation survey.

Grossmont College partially meets Standard IV.B.1.e.

Planning Agenda

By Fall 2008, the college will seek cooperation from the chancellor and the board that focuses on the improvement and restoration of a positive relationship with respect to understanding and implementing policies, procedures, and practices.

B.   1.   f.   The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary

New members of the Board are oriented to their duties, policies, and procedures through two informative documents: the *California Community College Trustee: Trustee Handbook* (9.63) and the Governing Board Policies of the Grossmont Cuyamaca District (9.130). Both documents provide a broad range of details to orient the five elected trustees and two student trustees (9.131, 9.132). New trustees meet with district and college administrators where they are oriented to the district and each campus. In addition, members gain valuable information at annual orientations for new and continuing trustees sponsored by the Community College League of California (CCLC) each January, at other seminars, workshops, and conferences sponsored by CCLC (9.133), as well as at workshop sessions at the annual national conference of the American Association of College Trustees (AACT) (9.134). Student trustees often participate in these same orientations, workshops, and conferences, and there are special orientations and workshops specifically for student trustees.

Board members are encouraged by the chancellor, his staff, and the college to attend campus events and activities to familiarize themselves both formally and informally. Accordingly, trustees have attended career fairs; campus graduations and events such as the nurses' pinning ceremony and police academy graduations; Students of Note ceremonies; college convocations at the beginning of each semester; college department meetings and many other opportunities to get to know the college. Although it varies by an individual trustee's time and interest, most also take the opportunity to meet individually with faculty, staff, students, and administrators who express interest in meeting with them.

The board minutes show that the trustees and the student trustees do participate in varied activities for new-member orientation. The Board minutes reflect only the events attended that are announced at the meeting by a trustee, but trustees also attend many other activities that they do not necessarily include in their announcements (9.62, 9.86, 9.88, 9.89, 9.93, 9.134.1).

Board development activities have included efforts to expand board member understanding of accreditation responsibilities and collegial consultation. To better comprehend accreditation, the board scheduled a special presentation by Dr. Barbara Beno at its September 21, 2004, meeting (9.135). This presentation informed the board on changes to accreditation standards and the concept of student learning outcomes. The board also schedules periodic presentations by the college on the status of the accreditation self-study (9.136). To expand their understanding of collegial consultation, the board conducted a workshop on collegial consultation that was well-attended, as noted previously in IV.A.3.

Governing Board policy provides for five voting members, each with a four-year term of office (9.112, 9.114, 9.116). Held every two years, elections for those seats occur in even-numbered years. The terms are staggered so that three trustees are elected at one regularly scheduled election and two trustees are elected at the next. In case of vacancies on the board (9.116), the vacant position is filled either by order of an election or by a provisional appointment to fill the vacancy. That person holds the position only until the next regularly scheduled election for district governing board members, and then the elected trustee will fill the vacancy for the remainder of the unexpired term.

Board policy clearly states how it provides for continuity of office (9.116). Several times during 2002-06, the board has had to appoint a trustee to finish a term of office for a trustee who has resigned or died (9.137). The policy has provided for the needed continuity of membership. However, because an appointment to fill a vacated seat was scheduled for the November 2006 election, four seats were up for election at the same time.

The board also includes two non-voting student trustees elected by students enrolled in that student's college (9.113). Special elections can be held if the student trustee position becomes vacant. A recent update to Board Policy BP 2105 Election/Appointment of Student Members has clarified the process by which students select a new student trustee (9.115).

Self-Evaluation

Findings presented for this standard reveal that the Governing Board has a program for orientation and development of board members, inclusive of campus orientations and activities, conferences, and workshops. Board policy clearly states how it provides for continuity of office; this policy was used several times during the 2002-06 period, since vacancies occurred and members had to be replaced. Staggered terms are also provided. Evidence supporting these findings is provided in governing board policies and records, as well as media reports and other documents.

Grossmont College meets Standard IV.B.1.f.

Planning Agenda

None.

B.   1.   g.   The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary

While the CCLC Trustee Handbook, which the Governing Board embraces, is very specific about board self-evaluation, the Governing Board's policy is less specific. The policy does not state the specific process or instrument that is to be used. Concerning the criteria used to evaluate the board, the Trustee Handbook lists specific criteria, while the Board Policy BP 2745 (9.138) states, "Any evaluation instrument shall incorporate

criteria contained in these board policies regarding Board operations, as well as criteria defining Board effectiveness, promulgated by recognized practitioners in the field."

Policy BP 2745 (9.138) states that a committee will determine a process or instrument to be used for the purposes of board self-evaluation. Policy BP 2745 also states that evaluations will "be used to identify accomplishments in the past year and goals for the following year." It directs all board members to complete the instrument that is decided upon. The policy calls for a summary of the evaluation to be discussed in a board session scheduled for that purpose. Through this self-evaluation, accomplishments and goals are identified and set.

A self-evaluation instrument from 2001 was developed, but no results from this evaluation were found (9.139). A two-page list of board goals and objectives were discussed at a special board meeting of January 20, 2004 (9.140, 9.141). No action was taken at the meeting. On August 17, 2006, the Governing Board started on the process of self-evaluation by conducting a workshop led by the Director of Education Services for the CCLC (9.142), to discuss board goals, governance, and board self-evaluation.

Self-Evaluation

Findings for this standard reveal that the board has a policy calling for self-evaluation, but the process is not clearly defined, nor is it used regularly. There is no evidence of board self-evaluation between the one conducted in 2001 for the last accreditation visit and the one embarked upon in 2006, when this self-study was being written. During the spring and summer of 2006, the board started the planning process for self-evaluation with the assistance of CCLC. Evidence supporting these findings includes policy, minutes, and related documents.

Grossmont College partially meets Standard IV.B.1.g.

Planning Agenda

By Fall 2008, the college will encourage the district to develop an evaluation tool (surveys, focus groups, constituent group input, etc.) to be used on an annual basis that will inform the board for its annual self-evaluation.

B.   1.   h.   The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary

Chapters 14 and 15 of the Community College League of California *Trustee Handbook* provides definitive rules and regulations regarding governing board code of ethics and self-evaluation processes (9.63, 9.142.1). The Grossmont-Cuyamaca Community College District Governing Board adopted policies that address these processes. Chapter

2 of the Policies defines the board's standards of ethical conduct for its members, with provision for consequences of unethical behavior. These policies address board conduct where ethical behavior is expected and include: Conflict of Interest; Personal Use of Public Resources; Communications Among Board Members; Board Member Compensation; and Board Member Travel (9.83, 9.143, 9.144, 9.145, 9.146, 9.147, 9.148). These policies are published on the district website. Operating Procedures and Administrative Procedures, including those that apply to the board (9.125), are published in a public folder on the district computer network.

Board Policy BP 2710 has been instituted to deal with any potential conflicts of interest on the part of board members (9.143). Akin to conflict of interest is use of public resources for personal business. Board Policy BP 2717 (9.148) is entitled "Personal Use of Public Resources" and states that "No trustee shall use or permit others to use district public resources, except that which are incidental and minimal, for personal purposes or any other purposes not authorized by law." Policy BP 2717 was violated by one particular board member in 2000, 2002, and 2004 when district email was used for non-district use (9.149). California Government Code, section 8314 (9.150) states that it is unlawful for any elected state or local officer, including any state or local appointee, employee, or consultant, to use or permit others to use public resources for a campaign activity, or personal or other purpose which is not authorized by law.

There is no public record of the board identifying any of its behavior as unethical. However, some board member dialogue in public meetings suggests that some concerns might exist at the individual board member level.

Self-Evaluation

Findings regarding this standard demonstrate the existence of a board policy on ethical behavior for board members that includes mention of the consequences of unethical behavior. Evidence supporting the findings are policies related to ethical issues and the Trustee Handbook, which provides guidance for the policies.

Grossmont College meets Standard IV.B.1.h.

Planning Agenda

None.

B. 1. i. The governing board is informed about and involved in the accreditation process.

Descriptive Summary

The Governing Board is informed about and involved in the accreditation process in the following ways: 1) Board Policy BP3200 specifies how the board complies with accreditation standards (9.151); 2) The chancellor has the responsibility of ensuring that

the district is in compliance with what is required by the Accrediting Commission for Community and Junior Colleges (ACCJC); and 3) The board receives a summary of the accreditation report and is notified of any action taken in response to recommendations stemming from the report.

As noted in IV.B.1.f, at its meeting of September 21, 2004, (9.135) the board heard a special presentation by Dr. Barbara Beno, president of ACCJC. Dr. Beno focused on changes to the accreditation standards and student learning outcomes. Board members have also attended training at the Community College League of California (CCLC) accreditation workshops.

At the regularly scheduled board meetings of September 19, 2006, and May 15, 2007, (9.136) both district colleges reported to the board on the status of accreditation self-study preparations. These supplemented routine reports by the college president.

Board members are involved in the accreditation process where board participation is required. Board involvement in the accreditation process has traditionally been minimal. The past Governing Board president agreed to serve as a resource for the Standard IV team and provided responses to questions (9.152).

The board provides overall guidance to the district but is not directly involved with planning and resource allocation related to accreditation. The chancellor provided two separate allocations to the college to support the expenses of the self-study and the visiting team. Institutional self-evaluation and improvement are conducted at the college level.

The two colleges in the district have primary responsibility for implementing student learning outcomes; the colleges report to the board on their progress in defining and adopting student learning outcomes.

Recommendations regarding institutional leadership stability made during the last accreditation cycle remain problematic for the college. Board support is necessary for the college to fully resolve these issues.

Self-Evaluation

Areas in which the governing board appears to be appropriately informed and involved include training, participation in self-study preparations, and reporting requirements to the ACCJC.

Grossmont College nearly meets Standard IV.B.1.i.

Planning Agenda

During the months following the delivery of the ACCJC recommendations and action, the college will provide workshops for the board with key college leaders to review the

accreditation self-study from 2007, including the college-identified planning agendas, along with all recommendations from the visiting team.

B.   1.   j.   The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

<u>**Descriptive Summary**</u>

The Governing Board has the responsibility for selecting the chancellor in the Grossmont-Cuyamaca Community College District (GCCCD). Board policy directs the establishment of a search process for selecting the chancellor (9.69). The manner in which the current GCCCD chancellor was selected is described in IV.B.1.

The chancellor is expected to perform the duties contained in the chancellor's job description and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions. The responsibilities of the chancellor were also described in the job search brochure developed in 1998 during the most recent vacancy (9.153) and in the chancellor's contract (9.154).

The Governing Board delegates full responsibility and authority to the chancellor to implement and administer board policies without board interference and holds him/her accountable for the operation of the district (9.72). In confirmation of this, the past Governing Board president stated: "This board does not micro-manage and does remain quite focused at the policy level. It also looks at both short and long term implications of policy decisions (9.152)."

By policy (9.73), the board is required to evaluate the chancellor at least once per year (9.73). The process is to be developed and jointly agreed to by the board and the chancellor. In January 2007 (9.155) the board called for a performance review of the chancellor in closed session.

The chancellor occasionally directs presentations to the board regarding performance of the college; specifically, one topic may be addressed in a given month. Recent topics include budget status, accreditation, introduction of new faculty, and others. The board

also calls upon the college president and other members of the chancellor's cabinet to present regular reports.

The agendas of the monthly board meetings regularly include time for reports from the board president and the board members. During these reports, board members can ask the chancellor and his staff to follow-up on issues about which board members need additional information. Every board meeting also includes a standing time for the chancellor and his staff to give reports to the board. These reports provide board members an opportunity to engage staff with follow-up discussions and requests for information.

No board policy was identified that outlines the process of selecting or evaluating the college president. However, the approach used to employ the new president, who will assume the position in July 2007, follows: The district advertised (9.156) the vacancy in three searches. The search committee reviewed application materials during a lengthy process to seek a candidate. The committee (9.157) included representatives from the entire campus community in collegial consultation. The procedure was widely announced (9.158) and was the same as that used to fill the presidential vacancy at the other district college in 2002. An executive search firm was employed during the third search, and, with involvement and agreement of the search committee, four candidates were selected as finalists. These finalists addressed the campus community in public forums prior to interviews with the chancellor and governing board.

As noted in IV.B.1., the evaluation of the president is done by the chancellor and board without benefit of comment by college constituencies. To secure this comment, the past president conducted his own "evaluation" (9.159) for purposes of improvement and planning. It was distributed to Planning and Budget Council members and a few other faculty and staff who worked closely him. The current interim president was evaluated in 2006, but the evaluation process did not include any comment from college constituencies. Much of the campus dissent regarding the termination of the former president focused on the lack of an evaluation process that included participation by college constituencies. The lack of a comprehensive and inclusive evaluation process of the college president was noted in the 2001 Accreditation Self-Study (Chapter 7, p.100) (9.160) and in the 2004 Mid-term Report, pp. 21 and 22 (9.161).

Self-Evaluation

Findings in regard to this standard reveal that it was partially implemented. The board has written policies on search and employment of the chancellor and written delegation of responsibility for managing the institution to the chancellor. In addition, the board focuses on policy level actions, leaving management to the chancellor. Finally, the board provides means for securing reports from the chancellor on institutional performance.

There is no policy that specifically addresses the employment and evaluation of the president of the college. There is no public information about the mechanisms used by the board in its evaluation of the chancellor or the president. The evaluation of the

president is problematic for the college because college constituencies are not permitted to participate.

Grossmont College partially meets Standard IV.B.1.j.

Planning Agenda

See Planning Agenda for Standard IV.B.1.

B.   2.   The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

              a.   The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary

The position of the president at Grossmont College is a complex role that is responsible for institutional and academic leadership, as well as for facilitating a working relationship among administrators, faculty, staff, students, the chancellor, and governing board, as well as the community. In each leadership function, the goal of the president is to ensure that the institutional mission, vision, and goals are met. For a college with approximately 17,000 students, numerous departments and programs must work effectively to meet student academic needs, while a variety of services must also be in place to efficiently move the students through the system.

The president is responsible for overseeing a $50 to $60 million dollar budget, always ensuring fiscal stability while also seeking ways to enhance outside funding and ensure that FTES levels and enrollment goals are met. Furthermore, the president is responsible for ensuring that district policies and procedures are implemented and followed. The role also requires working with college constituencies and the district to develop long-range planning and goals, all the while working in a climate of participatory governance. The position also entails academic leadership to ensure that "the College meets the educational needs of the community," as well as ensuring that there is articulation with Cuyamaca College, high schools, and other universities and colleges.   The president is also responsible for the college image, the Facilities Master Plan, the college foundation, personnel, and public information (9.156).

The governance structure of Grossmont College, as overseen by the college president, is a highly complex structure comprised of administrators, faculty, and classified staff. The administrative component of the organizational structure involves layers of vice

presidents, deans, associate and assistant deans, directors, and managers. The president directly supervises the three vice presidents and the manager of College and Community Relations.

Shared governance work takes place within the councils, committees, and task forces to facilitate the decision-making process. These councils, committees, and task forces do not make the final decisions, but they are responsible for reaching consensus collegially regarding recommendations. Final decisions are usually made by the president or by those administrators to whom the president has delegated the authority for making those decisions. Every constituent position within the college structure is represented within the participatory governance structure. To ensure the viability of the governance structure, the president works with the ADSOC to annually evaluate its functionality.

The organization and governance structure "provides the College's administrative organization, the process that ensures effective participation in the planning and decision-making process, the college's councils and committees, and their communication and reporting relationships to administration" (9.25). It is presumed that a well-organized administration and academic structure will ultimately lead to student success through educational excellence, reflecting the vision of the college. Several documents outline the college's organizational structure, showing the entities that give input in the decision-making process and how, under the leadership of the Grossmont College president, the various entities communicate and report to one another.

During most of the self-study report period, one person held the position of president; he held the position from 1999 until December 2005. Thereafter, an interim president held the position until June 30, 2007. During these years, the college held a Leadership Planning Retreat each spring and developed defined goals based on the vision (9.162) and mission (9.163) statements, as well as pre-existing plans and priorities. All are accessible on the college website (9.4). Grossmont College's goals and priorities are documented in its Strategic Plan Goals (9.164), the President's Values and Expectations (9.165), the President's Response to the District's *The Way Forward* (9.166), the Grossmont College 2005-2006 Strategic Plan Selected Accomplishments (9.167), the Educational Master Plan (9.2), the Technology Plan (9.21), and the Facilities Master Plan (9.26).

While the college president receives input from councils and committees to help make decisions, in terms of personnel, the college president makes the final recommendation to the chancellor on new faculty and administrator hiring and conducts the final interview of all classified new hires to confirm a committee's recommendation. The college president works collaboratively with the faculty and classified senates.

Self-Evaluation

Considerable information and evidence was introduced that is supportive of the conclusion that this segment of the standard has been met. The current interim president and former president clearly planned, oversaw, and evaluated a complex organizational

structure and governance system, appropriately delegating authority to administrators and others in consonance with their assignments.

Evidence of the complexity of the president's responsibility was primarily provided through references to the Organizational and Governance Structure, various formal statements and planning documents, and the class schedule.

Grossmont College meets Standard IV.B.2.a.

Planning Agenda

None.

B.   2.   b.   The president guides institutional improvement of the teaching and learning environment by the following:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring that evaluation and planning rely upon high quality research and analysis on external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts.**

Descriptive Summary

The president of Grossmont College engages in a variety of actions to guide institutional improvement of the teaching and learning environment. These actions are founded on a collegial governance process that sets and communicates values, goals, and priorities. Broad-based campus activities involving all constituencies, complemented by many involving community agencies and groups, are indicators of what generally occurs. Several examples are described in the ensuing paragraphs.

Presidential leadership in guiding the college through collegial processes is reinstituted annually at the start of the fall semester's professional development week, with a convocation for all faculty and staff. At this session, the board president, the chancellor, and the college president present the priorities, the challenges, the accomplishments, and the opportunities for growth and improvement that the college will encounter in the upcoming year (9.168). Usually the president distributes copies of the Strategic Plan Report (9.14) at this convocation, to supplement the presentation.

Reinforcing this annual fall event, is the annual spring college Leadership Planning Retreat (9.18). This day-long event, held off-campus, involves the president and other

college leaders in using the mission statement and selected research reports to help develop plans for the upcoming academic year. The district chancellor, as well as college administrators, faculty and staff leaders, and student leaders are invited to participate.

The president also works with the Grossmont College Foundation to reach out to the community to secure resources for the institution. In addition, s/he represents the college to other organizations and the community as a whole, endeavoring to create opportunities to expand institutional services that benefit the college service region.

Both the former college president and interim president have routinely relied on data and analysis of institutional performance to guide decision-making, with the assistance of the district official responsible for the Districtwide Academic, Student, Planning and Research Services (IR-PASS), currently the associate vice chancellor. Both used the district IR-PASS to supply the statistics and analysis that inform the decision-making processes. As an example, the president asked the IR-PASS to present selected data from the district Environmental Scan (9.169) at the start of the annual planning retreat in 2006. The scan provided a description and forecast of the region and the demographics of the service area.

Another example of how the president relies on the use of data and analysis to guide decision-making involves the program review process. This process involves departments and the Program Review Committee in consideration of data from IR-PASS and other sources to judge the quality of institutional services. The president is informed of the bases for assessing the programs and makes decisions about their continuance and funding through reliance on the commendations and recommendations made by the committee.

Educational planning is a significant part of the president's work. The president co chairs with a faculty member, the college Planning and Budget Council (PBC). This council receives recommendations from its constituent committees (9.170), which in turn use the college's planning documents in their work. The Staffing Committee relies upon department WSCH and staffing data and the Educational Master Plan and program review recommendations, the Equipment and Technology Committee relies upon annual submissions of needs from across the campus and annual updates to the three-year plan and the Technology Plan, and the Facilities Committee relies upon the Educational Master Plan and the Facilities Master Plan in developing recommendations on resource allocation that go to PBC. The president makes the final decision on whether these recommendations meet the college's goals.

The campus governance structure provides many opportunities for faculty, staff, and students to provide feedback on the college planning efforts. These suggestions rise through the college administrative structure to the president's office. The president uses his advisory groups, typically his Cabinet, ADSOC, and the PBC to review these recommendations and decide upon further action as necessary. To ensure operating efficiency and effectiveness, ADSOC also oversees annual evaluations of the governance system.

Over the last few years, the college has steadily increased the time, energy, and resources that it spends on incorporating student learning outcomes (SLOs) and student service outcomes (SSOs) into educational and service programs. A memo (9.27) recently written by the college SLO coordinator reports the progress made at the college in recognizing the importance of SLOs and integrating them into college procedures and curricula. The faculty has clearly stated that SLOs should be a faculty-driven process and the former president and current interim president have fully supported the efforts of faculty and administrators to implement SLOs.

Although much effort has been put into student learning outcomes, Grossmont is still in the initial stages of implementation. Much work remains in integrating SLOs into class syllabi and in identifying and developing appropriate assessment methods to measure these outcomes, although progress has been made. (See II.A.1.c. for more detailed information.)

There are numerous accreditation survey (9.5) questions that address the planning process at Grossmont. For example, 55.7% of faculty, 53% of staff, and 68.9% of students agree that the college has an effective planning process (Question 7). Percentages were similar on a closely-related question, with 52.5% of faculty, 55.7% of staff, and 61.7% of students agreeing that the college involves appropriate segments of the college community in institutional planning (Question 8). Agreement among faculty (63.1%) and staff (65.6%) was higher, when they were asked if college planning processes are effective in identifying areas of development, growth, and improvement (Question 70); yet, when asked whether college planning processes are effective in addressing areas of development, growth, and improvement, 50.8% of faculty and 58.7% of staff agreed (Question 71). For the statement "I have the opportunity to participate in the college's planning processes, either directly or through representatives, (Question 72)," 68% of faculty, 60% of staff, and 52.5% of students agreed. When surveyed on whether the college uses objective assessment when planning for resource utilization (Question 104), 50% of faculty and 49.5% of staff agreed with the statement. Although some of the percentages were slightly lower than others, the responses to most of the planning questions show a majority of respondents support the manner in which Grossmont conducts its planning processes.

Self-Evaluation

Findings introduced in relation to presidential guidance on institutional improvements reveal that the Grossmont College presidents (former and interim) accomplished most of them. Information provided involves institutional improvement of teaching and learning through reliance on collegiality for determining institutional directions, quality research related to planning, planning related to resources, and appropriate general evaluation procedures. To date, SLO/Assessment Initiative planning has occurred independently of other institutional planning and resource allocation. Similarly, only funding from specialized sources has underwritten the SLO/Assessment Initiative efforts on campus; the college has not yet identified any general funding on a continuing basis.

Elements of the standard that have evidentiary support are as follows: Effective presidential leadership in communication of values, goals, and direction is demonstrated by the annual professional development week convocation and the annual leadership planning retreat; effective presidential leadership in use of data and analysis of institutional performance is shown by reliance on it to assist in planning and resource allocation; effective presidential leadership was noted when the president sought IR-PASS assistance with projects on a regular basis; and effective presidential leadership is inherent in the linkages between research, planning, and resource allocation.

Evidence supplied to support these findings is available from disparate sources, such as the SLO Progress Report and EDIC Minutes for SLO/Assessment issues, Discussion of the GCCCD Environmental Scan and the Leadership Planning Retreat Agenda for the planning retreat commentary, and the Strategic Plan Report for coverage of the use of research to inform the college community about institutional improvements.

Grossmont College partially meets Standard IV.B.2.b.

Planning Agenda

The college will request that the new president facilitate a process to review the current resources committed to the development of SLOs and techniques for assessment with a goal of recommending any needed enhancements to these resources. The process will identify resources for the Academic Senate to develop assessment measures for the Institutional Student Learning Outcomes recommended by the senate in Spring 2007. The president will garner the assistance of IR-PASS, within the district, to assist any departments or areas wanting more data about student learning outcomes.

B.   2.   c.   The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

In accordance with Governing Board Policy BP 3100 (9.171), the Grossmont College Governance Flow Chart (9.172) delineates the lines of reporting and responsibility between the Governing Board, the chancellor, and the college president. Under the Grossmont College Organizational and Governance Structure (9.172, 9.172.1), the college president represents the chancellor and the district administration, and in that capacity, is charged with the direction and oversight of a number of administrative and academic councils and committees, which are directly responsible for the adherence to current, and the implementation of new, statutes, regulations, board policies, and mission.

Additionally, Governing Board Policy BP 3250 (9.173) establishes a "broad-based, comprehensive, systematic, and integrated system of planning that involves appropriate

segments of the college community." This planning process includes plans that are required by the California Community Colleges System Office including a Matriculation Plan, a Student Equity Plan, and a Staff Development Plan. The system also requires adherence to the ACCJC/WASC Accreditation Standards. It is incumbent upon the president to be familiar with each of these regulations in order to assure compliance.

The president is actively involved in planning the formation of the college's mission statement, Educational Master Plan, the district and college strategic plans, Facilities Master Plan, and Technology Plan, all of which communicate the vision and mission of the district, found in *The Way Forward* (9.174).

Current board-approved policies and procedures are periodically reviewed and revised as needed to ensure compliance with the college and district mission. Both the former college president and current interim president concur that it is the responsibility of the president to comply with these policies and procedures through the processes described above (9.175).

Self-Evaluation

According to information introduced in this segment, the past president and interim president of Grossmont College have ensured the implementation of statutes, regulations, governing board policies, mission statement, and accreditation standards. Evidence supporting these findings includes governing board policies, organization and governance documents, meeting minutes, and interviews with the two chief executives in charge of the college during the review period, 2002-2007.

Grossmont College meets Standard IV.B.2.c.

Planning Agenda

None.

B.   2.   d.   The president effectively controls budget and expenditures.

Descriptive Summary

The president, working with the Office of Administrative Services, relies on many sources to put together the pieces of the college budget. Needs are identified through the planning process, initially prioritized by department and division leadership, as well as the Planning and Budget Council (PBC). The president works within the confines of the allocation given by the district Income Allocation Model (9.176). Within the divisions, deans have the responsibility to manage funds.

Under the leadership of the president, the college takes a conservative approach to the budget in the interest of being prepared for a fiscal emergency. The PBC takes an active

role in the planning and oversight of the college budget and deals with concerns such as prioritization of faculty hiring and facility planning. Day-to-day monitoring of the expenditures is done by the key code manager with the support of the vice president of Administrative Services.

The College Savings Task Force was established in Fall 2002 to propose cost-reduction plans for the campus (9.177, 9.177.1). Since its inception, the task force has initiated money-saving ideas that were implemented after discussions with those faculty and staff affected by the cuts, in an attempt to make changes with little or no surprise, when state funding limitations were imminent.

The college maintains a positive balance on financial statements at fiscal year-end. See Standard III.D.

Self-Evaluation

The findings regarding this standard are that the presidents have effectively controlled budgets and expenditures throughout 2002-2007. This occurred even when state funding limitations restricted college financial resources; prudent practices pursued by the presidents in conjunction with the Cost Savings Task Force and the PBC are largely responsible for this feat.

Evidence supporting this finding is in Academic Senate minutes, as well as in reports of interviews with the chief executive officers.

Grossmont College meets Standard IV.B.2.d.

Planning Agenda

None.

B.   2.   e.   The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

The Office of the President of Grossmont College is the single, most high-profile office to the community (9.178). In order for the college to flourish, community outreach is a necessity. The president is charged with maintaining contact with the community and its leaders who can provide advice on how the college can best serve the community; therefore, the president must be very visible and accessible to the community (9.156).

The president of the college works directly with the manager of College and Community Relations, the director of the District Auxiliary, the executive director of the Grossmont College Foundation, and the President's Cabinet, all of whom have direct connections to the community. Additionally, Grossmont maintains important links to the community

through innovative programs and services, including Middle College High School, GEAR UP, and opportunities for middle and high school students to participate in academic events such as the Science Olympiad, as well as the Welcome Back Program (9.4).

Communication with the community is also accomplished through the Grossmont College website (9.4), where the public has access to links regarding campus events, construction updates, and news releases, which are also sent to the media.

Grossmont College's former president made significant efforts to be involved in the community by participating in community organizations, civic organizations, and various county chambers of commerce (9.175). The interim president is equally visible in the community and attends many college foundation and community advisory committees (9.175). Both also see community involvement as an integral part of the job as a community college president (9.175).

Both the former president and the interim president have maintained an open door policy to any community member who may request a direct meeting.

Self-Evaluation

Findings related to this standard segment reveal that the past president was heavily invested in communicating with community members through outreach efforts of diverse nature. His successor has followed his lead.

Evidence related to the role of the president regarding the establishment and maintenance of these effective communications are the Presidential Search Brochure/Application, websites maintained by the college, a schedule of events and organizations attended by the president, and interviews with the past and current interim president.

Grossmont College meets Standard IV.B.2.e.

Planning Agenda

None.

B.   3.   In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

a. **The district clearly delineates and communicates the operational responsibilities and functions of the district from those of the colleges and consistently adheres to the delineation in practice.**

Descriptive Summary

Prompted by the new accreditation standards, a description of the delineation of district and college functions has been developed. The district chaired a joint committee of the two colleges' Standard IV Committee chairs and the accreditation co-chairs to develop a matrix for delineating district and college functions. The matrix was developed and agreed on over several meetings. Consistent with accreditation requirements, the district also developed a mapping document to define and describe district functions and responsibilities as a baseline document for both colleges. The district office updated the draft of July 2006 in December of 2006 and in Spring 2007; college constituencies supplied descriptions of college responsibilities that complement those performed by the district, which were incorporated into the district draft document (9.179). The final draft of the document will be processed through shared governance groups at the college and the district if it is agreed that the district needs to approve it.

The opportunity to review the responsibilities and functions of the district and college is important since only 19% of the faculty and 30% of the staff survey (9.5) respondents agree with the statement, "There are clear divisions of authority and responsibility between and among the Governing Board, District Offices and the college (Question 55)."

Self-Evaluation

Because this standard segment is new, the district and college did not initiate work on this document delineating functional responsibilities for the district and college until preparations for the accreditation visit began. The document required to meet this standard is in its early stages of development. Since employees registered their strong belief that there are not clear delineations of authority, the effort is deemed to be important for institutional success. The current version of the mapping document has been completed but not formally reviewed by the district and college through its shared governance process.

Grossmont College partially meets Standard IV.B.3.a.

Planning Agenda

By the end of the Fall 2007 Semester, the college will begin reviewing the district and college mapping document through its shared governance processes, and then will add to the District Executive Council agenda an item for review and approval of the college final draft of the mapping document.

**B.   3.   b.   The district/system provides effective services that
                        support the colleges in their missions and functions.**

<u>Descriptive Summary</u>

The district offices provide support to the college to enable it to perform its mission.
Individuals and the college as a whole are beneficiaries of these services. The District
Departments web page offers the most comprehensive list of all services provided by the
district to the colleges with only one service missing—the District Auxiliary (9.180).

Formal evaluation of the effectiveness of district services takes place through district
departmental evaluations performed annually under the direction of supervisors and
managers who report to the vice chancellor or chancellor. Annual goals are set regarding
all aspects of district operations, including services delivered to the college; evaluations
assess the results of efforts undertaken to achieve the goals.

Feedback is requested from college constituencies by district departments through
governance meetings and other venues, such as the Public Safety brochure. However, no
formalized survey is undertaken periodically to secure information from college
personnel that is basic to a systematic review of the cost efficiency, job performance,
responsiveness to college needs, and general satisfaction with service provided.

When the district income allocation model was implemented in 1998 (9.176), the model
included a process for the evaluation of what services should be provided on a
districtwide basis. Once the chancellor acted on recommendations generated from the
evaluation, the scope of district services for the budget year was set. No evidence is
available to confirm that the district implemented this element of the current allocation
model.

Several accreditation survey (9.5) questions allude to services provided by the district.
Only 10% of the faculty and 24% of the staff agree that the district is structured to
provide effective management (Question 51). Twenty-six percent of the faculty and 29%
of the staff agree that the district is staffed to provide effective management (Question
52). And 19% of the faculty and 17% of the staff agree that the district is managed
effectively (Question 53).

Both district and college employees had an opportunity to directly comment on the
evaluation of district services in (9.5, Question 88): "District services are regularly
evaluated with regard to their support of college missions and functions." Only 36% of
district staff, 46% of faculty, and 24% of college staff agreed.

<u>Self-Evaluation</u>

Findings reported for this standard segment reveal that the district provides services that
are intended to support Grossmont College in its mission, but there is disagreement about
whether existing annual evaluations and feedback mechanisms adequately assess the
value of the services to the college. Since many services provided by the district are

directed by decisions derived through the collaborative nature of the work performed, it is likely that feedback does shape the services to the institutional mission and functions. That the services are employed by college faculty, staff, and students demonstrates that they are useful. However, a policy requiring annual evaluation of district services related to the funding formula for the college has not been implemented since its adoption in 1998. Survey responses on whether or not district services meet college needs and that evaluation has occurred did not register clear support for either notion.

Evidence supportive of the findings introduced included the District and College Mapping document, the Allocation Formula 1998, meeting minutes, and the accreditation survey.

Grossmont College partially meets Standard IV.B.3.b.

Planning Agenda

By Fall 2007, the college will begin working with the district to develop assessment measures to determine the effectiveness of district services. A process will be pursued by the college by which district services are regularly assessed for assisting the college in achieving its mission.

B.   3.   c.   The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Descriptive Summary

The district relies upon a formula for allocating income to the two district colleges and the district office (9.181). This formula is reviewed and implemented by the Districtwide Strategic Planning and Budget Council. This formula is currently being evaluated by the Income Allocation Task Force for possible changes (9.182, 9.183).

The accreditation survey (9.5) question that addressed the district's process for allocating resources produced a clear response. Only 10.5% of the faculty and 14.8% of the staff agree that the process is "based on an objective assessment of the needs of the college (Question 90)." Only 14.7% of the faculty and 14.4 % of the staff agree that the "college receives adequate financial support to effectively carry out its mission (Question 81)." A related question (9.5, Question 49) on this topic produced a similar strong response. When asked if "The Governing Board provides the support necessary to effectively manage the GCCCD," only 8.9 % of the faculty and 7.0% of the staff agreed. While reassessment of the funding formula has been assigned to the Income Allocation Task Force (IATF) for review and recommendations, after consideration of much information, running simulations, and presentations from various pertinent district and college personnel, no action has occurred except to delay any changes for a year; the Grossmont College members of the task force concurred with this decision.

Some of the issues raised by the Grossmont College members of the IATF regarding the income allocation formula (9.183) are as follows:

1. Why is the formula based on goals, not needs? Why is no one held accountable for goals not met?

2. Why are the ongoing subsidies provided by Grossmont College to help Cuyamaca College balance its budget?

3. Why does the formula treat income derived from noncredit FTES and credit FTES as equal?

Another frequently mentioned cause for concern is the lack of any potential for a change in this situation. The IATF has been in existence for over two years. It has published a Summary of Results and Future Action Options, but its only recommendation, thus far, is to maintain the current formula for the coming year until the task force achieves consensus on a new model (9.183).

The responses to an accreditation survey item (9.5, Question 109) are a matter of concern because they show that only 11.4% of faculty respondents and 15.9% of college staff respondents agree that the district provides adequate opportunities for all constituencies to participate in the development of districtwide financial plans and budgets. The district staff, themselves, were also asked the question, and less than half (42.2%) agree (9.5). Furthermore, neither college faculty nor college staff think that the district "controls their expenditures to ensure adequate funding for both colleges", with only 11.1% of the faculty and 14.8% of the staff agreeing with this statement (9.5, Question 105).

Self-Evaluation

Findings derived from the evidence presented reveal that the distribution of funds between colleges in the district has been done in manner that is perceived to be flawed by college-based constituent groups. While a task force has been appointed to address the issues, its primary action has been to maintain the status quo. While college task force members have agreed to the status quo for a designated period, they have set forth significant questions about the fairness of the funding formula. Survey respondents overwhelmingly agree that the funds distribution system does not offer appropriate opportunity for them to participate in budget development. They also report that it is not based on objective needs assessment and that funds are insufficient for them to effectively achieve the mission of the college.

Evidence supporting the findings presented in this segment include the Income Allocation Model, the accreditation survey, and documents related to the Income Allocation Task Force.

Grossmont College does not meet Standard IV.B.3.c.

Planning Agenda

By Fall 2008, the college will pursue with the district an improved allocation formula for the district. Key components of the formula to be pursued will include restoring the college's confidence that funding in the district is allocated on a fair and rational basis, will support the district-wide commitment that students are the first priority, will include factors that will be used to hold sites accountable for the funding they receive, and will hold the district offices to the same constraints as the college in order to build a sense of fairness in how funds are distributed and accessed.

By Fall 2008, the college and the district will develop an objective metric for evaluating the needs of the college. Once the metric has been established, the college will recommend to the district that the allocation of resources be based on the analysis of the data from the metric.

B.   3.   d.   The district/system effectively controls its expenditures.

Descriptive Summary

The chancellor, with the approval of the Governing Board, oversees the development of the districtwide budget and the allocation of resources, as well as the subsequent expenditures. His role is based upon district operating procedures, state law and regulations, and board policies. The chancellor is mandated to assure that annual outside audits (9.184, 9.185) are completed for the General Fund, Proposition R funding, the Auxiliary, and Grossmont College Foundation. According to district audits conducted during 2002-2006, the district uses standard financial control mechanisms and follows generally accepted accounting practices. See III.D.2.

In addition to providing a district financial report to the Governing Board each quarter, the chancellor calls on the vice chancellor of Business Services to review with the board the financial and budgetary conditions of the district (9.181, 9.186, 9.187). The board reviews and approves the list of expenditures on a monthly basis. Board approval is required for changes between major expenditure classifications. Functions by the district related to expenditures include, but are not limited to, fiscal services, budget development, administration of property and contracts, financial responsibility and accountability, accounting, purchasing, and payroll (9.188).

Review of the minutes of Governing Board meetings (9.188) indicates that district policies are followed relating to board approval of expenditures.

Greater detail on financial affairs at the district and college may be found in Standard III.D., especially in II.D.2.a., c., and d.

Self-Evaluation

Findings for this segment reveal effectiveness of expenditure controls at the district and college. The institution consistently ends its fiscal year with a positive ending balance and meets the requirements of annual audits. It is clear that financial control mechanisms exist. Evidence cited in support of the findings includes governing board policies and annual audits.

Grossmont College exceeds Standard IV.B.3.d.

Planning Agenda

None.

B.   3.   e.   The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

Descriptive Summary

Board Policy BP 2430 (9.72) delegates authority from the governing board to the chancellor to manage the district. It also permits the chancellor to delegate authority to the college president to implement policies and procedures.   The job descriptions of both the chancellor and the president describe their authorities. The organizational and governance structure (9.189, page vii) does not indicate a role separate from the chancellor and board for the college president in administering the college or the point at which the authority of the president reverts to the chancellor. The Organizational Map of District and College Functions (9.179) contains several paragraphs descriptive of the president's role.

Meetings between the chancellor and the president are one venue for delegation of assignments and authority to the college president. Minutes from these meetings are not available. Organizational and governance meetings, including the District Executive Council (DEC), often result in assignments for the president, as well.

While the job description describes the authority of the president, interviews (9.175) with the past president and the current interim president revealed that it was difficult to arrive at a consistent pattern of delegation and authority. Some situations that may cause such confusion relate to decisions that ultimately conclude at the Governing Board level, such as those that pertain to personnel or facilities.

Self-Evaluation

Whether or not this standard is met is difficult to determine since the policy for delegation exists but it is difficult to confirm the consistency of its implementation. There is also a lack of clarity in the matter of the independence of the college president. The final draft of the Organizational Map of District and College Functions will provide opportunity for delineation of roles and responsibilities of the chancellor and president.

Grossmont College partially meets Standard IV.B.3.e.

Planning Agenda

By Spring 2008, the college will pursue with the district a management system that articulates the authority and responsibility of the college president. The system will be disseminated to constituent groups within the college for clarity and understanding. The college's participation in the development of the Organizational Map of District and College Functions will include an expanded description of the role of the college president and a clear delineation of the authority, responsibilities, and accountability of this position as distinguished from the chancellor.

B.   3.   f.   The district/system acts as the liaison between the colleges and the governing board. The district/ system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary

The chancellor acts as the liaison between the two colleges and the governing board by meeting regularly with the board in closed (9.188) and public session meetings. Governing board meetings alternate between both college campuses to facilitate participation by constituencies of both institutions. Board meeting minutes are published on the web (9.188) and a newsletter of Board meeting highlights is distributed throughout the district (9.189.1).

The preparation, development, and distribution of board policies (9.120) and operating and administrative procedures (9.125), is a responsive way to communicate the needs of the institution and to regulate, stabilize and provide quality education. Specific board policies listed are employed to facilitate routine business. Board policy is updated in response to system/district needs and Community College League of California (CCLC) initiatives and is reviewed by representatives of all constituent groups (9.189, 9.189.1).

Beyond the local campus committees, the President's Cabinet, District Executive Council, Districtwide Strategic Planning and Budget Council, Chancellor's Cabinet and Extended Cabinet, and Districtwide Coordinating Educational Council (9.189) ensure communication in addressing campus and district interests concerns including the

perspectives of the stakeholders. Members of these committees report back to their constituent groups with the results of the meetings. District governance committee minutes are posted on the governing board website (9.190) with other districtwide information.

An example of additional district efforts to coordinate and communicate college plans to the governing board occurred during the preliminary and construction phases of new college buildings during the period 2002-2007. The vice chancellor of business services served as liaison with campus leaders to ensure that construction projects proceeded according to plan and to meet the mission of the college.

The district and colleges share an email network by which the chancellor, president, and public information officer often distribute press releases (9.191) and all-district or college memorandums to employees (9.192).

According to the accreditation survey (9.5), only 28% of the faculty responding agree with the statement, "Faculty have timely access to the information they need to make informed decisions or recommendations on GCCCD matters (Question 79)." Further, 23% of the faculty responding agree with the statement, "Formal arrangements exist for regular, reciprocal communication of views and concerns between faculty and the Governing Board," (Question 86) and only 20% agree with the statement "The GCCCD provides sufficient and accurate information about GCCCD issues and Governing Board actions that have an impact on this College (Question 92)." Furthermore, 7% of staff and 8% of the faculty agree with the statement (Question 56) "The Chancellor fosters appropriate communication among the Governing Board, college personnel, and students." These responses are clear indications from the faculty and staff that the efforts by the district to act as liaison between the college and the Governing Board through effective and timely communications have not been perceived as successful.

Self-Evaluation

Information introduced in relation to this standard reveals significant efforts by the district to serve as a liaison between the college and the Governing Board. Extensive communications occur concerning systems issues, board actions, and processes that have an impact on college operations, educational quality, stability, or ability to provide high-quality education. Nevertheless, survey responses demonstrate that faculty and staff strongly disagree that the communication is effective and timely.

Grossmont College does not fully meet Standard IV.B.3.f.

Planning Agenda

Immediately, the college will pursue with the district improved communication among the faculty, staff, administrators, and students of the college and the district. The college will propose the development of metrics to monitor improvement in the communication

through surveys and other means. The college will provide to the district a periodic report on progress made and suggested areas for improvement.

**B.	3.	g.	The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.**

Descriptive Summary

The District Governance Structure Handbook (9.189, p. iii) states "Each committee should annually review and evaluate the continuing need for its operation and make recommendations for any necessary changes in the governance structure." The District Governance Structure document was completed in June 2007 and had been under review by members of the District Executive Council for six months. The document includes recommendations for modifications, which will be finalized by the District Executive Council and Districtwide Strategic Planning and Budget Council (9.192.1).

The district has not conducted a regular assessment of role delineation and of its governance and decision-making structures. The proposed development of the Organization Map of District and College Functions (see IV.B.3.a) may provide an opportunity for a process of annual review to be implemented.

Self-Evaluation

Findings reported for this standard show the existence of a statement for review and evaluation of governance structures. However, regular assessments have not occurred. A planned review of the District Governance Structures document and the development of the Organizational Map of District and College Functions will provide opportunities in the future to implement an assessment process. The primary evidence cited in relation to these findings is the District Governance Structure document.

Grossmont College does not fully meet Standard IV.B.3.g.

Planning Agenda

By Spring 2008, the college will recommend a process to the district for regular review of its governance processes used for decision making.

Standard IV

Themes

Dialogue

The college family invests time every year in formal discussions about planning, committees, and processes. In order to guide decision-making, the president initiates formal dialogue through meetings, forums, and the like; the college has accepted this formal dialogue as a college tradition. New ways to formalize the dialogue continue to emerge through the greater participation of all constituent groups. As faculty and staff see that suggestions are implemented and administrators follow through; then, there is a greater investment in the processes and committees. The college continues to seek open, safe, and collegial dialogue at all times, furthering the college commitment to improvement.

Dialogue between the college and the district has been problematic. To address this communication problem, some parts of this segment of the self-study recommend that some constituent group members and leaders of the college, district, and Governing Board look for ways to improve collegial dialogue in order to create and sustain an atmosphere in which all are respected and valued. This commitment to productive, collegial dialogue requires making accurate information readily available, expeditiously completing agreed upon tasks and assignments, and fostering trust and understanding, all of which enhance the success of the college and district.

Student Learning Outcomes

Effective governance leads to better teaching and learning. There have been multiple transitions in the college administrative leadership in the past two years. However, the college has made an institutional commitment to implementing the Student Learning Outcome Initiative (SLOAI) and has begun to carry out the plan to establish SLOs and assessments at the college, program, and course level. Having constancy in the college administration as well as committed faculty leadership in this regard will expedite the implementation of the SLOAI and lead to even more effective teaching and learning as well as student and learning-support services.

Institutional Commitments

The college has shown a strong commitment to improving the governance process and strengthening the integrity of the decision-making process. Decisions made by the student, faculty, staff, and administrative leaders are driven by data; the aim of these decisions is to continually improve the teaching, learning, and services at the college. It takes a strong commitment from college leaders in order to create a participatory, inclusive, and objective approach to governance. In every aspect of college business,

students, faculty, staff, and administrators continually seek to develop the most effective and efficient solutions to problems in order to sustain the high level of success which has been the Grossmont College tradition.

Evaluation, Planning, and Improvement

The college governance processes undergo review on a regular basis. Improvements are continuously sought, and all participants are encouraged to suggest better ways to conduct college business and to facilitate more effective and efficient governance of the college. Since the college community is encouraged to make suggestions for improvement, the institution continues to further advance academic programs, administrative services, as well as student and learning-support services.

Organization

One of the strengths of the college is its organization. Job duties and responsibilities are clearly defined so that members of the college family know who to contact and how to accomplish tasks necessary for serving students. Though organizational structures are in place, the multiple transitions of the college administration in the past two years have challenged the governance and development of the college at times. The college, along with a commitment from the district and Governing Board, has worked to regain consistency in the college administration and are striving to resolve the outstanding problems between the college and district.

Institutional Integrity

Grossmont College is well known for the rigor of its courses, its highly professional faculty and staff, and its value to the community. Effective and efficient governance contributes to this reputation along with honest, dedicated, and academically focused leaders. The college provides the community and members of the college with clearly and accurately written publications, such as the catalog and course schedule, in print and online. The college demands and enforces academic honesty on the part of students and faculty. The college continually seeks clarity and fairness in hiring and employment practices. The Grossmont family works vigorously to maintain the name and reputation of the college. When perceptions are created that might challenge how the community views the college, family members give ample attention to addressing issues and resolving problems.

STANDARD IV

EVIDENCE CITATIONS

9.1   Grossmont College Strategic Plan 2004-2010
9.2   Educational Master Plan: http://www.grossmont.edu/edmasterplan/
9.3   *2006-07 Grossmont College Catalog*
9.4   The Grossmont College website: http://www.grossmont.edu
9.5   Accreditation Survey Response Comparisons
9.6   Data-on-Demand website: http://www.gcccd.edu/research/data.on.demand.asp
9.7   Research Services Factbook http://www.gcccd.edu/research/factbook.asp
9.8   The Environmental Scan
9.9   Project Success: Student Outcomes and Satisfaction
9.10   Title III Institutional Effectiveness Report
9.11   Program Review Handbook
9.12   Sample Academic Review Report (including Summary Evaluation)
9.13   Sample Student Services Program Review Committee Report
        (including Summary Evaluation)
9.14   Strategic Plan Report 2005-06 (hard copy)
9.15   2005-06 Strategic Plan Report 2005-06 website:
        http://www.grossmont.edu/faculty_staff/strategicFinal0506.pdf
9.16   Academic Senate Web Page
        http://www.grossmont.edu/academic_senate/minutes.asp
9.17   Sample email from Senate President with Minutes Attached.
9.17.1 Sample Minutes or Summaries from Curriculum Committee, Academic Senate,
        Planning and Budget Council, Marketing and Recruitment Committee
9.18   Leadership Planning Retreat Agendas and Summaries
9.19   Collegewide Forums
9.20   Planning & Budget Council Meeting Minutes
9.21   Technology Plan: www.grossmont.edu/GCTechPlans/techplan0407
9.22   Academic Senate Constitution and By-laws
9.23   CSEA Constitution
        http://www.csea.com/content/chapterpubs/C/707/707_Constitution_Revised_5-
        17-01.pdf
9.24   ASGC, Inc., Constitution and Bylaws: http://www.asgcinc.org/
9.25   Organizational and Governance Structures 2005-06 Handbook
9.26   Facilities Master Plan 2000
9.27   SLO Progress Report, June 15, 2006
9.28   BP 2410 Policy and Administrative Procedures
9.29   BP 2510 Participation in Local Decision Making—Academic Senates
9.30   BP 2515 Participation in Local Decision Making—Staff
9.31   BP 2520 Participation in Local Decision Making—Students
9.32   ADSOC May 27, 2005, minutes
9.33   Title 5, Section 53200-53204—Faculty
9.34   Title 5, Section 51023.5—Staff

9.177   College Savings Task Force Minutes, August 19, 2003
9.177.1 Academic Senate Minutes, September 16, 2002
9.178   Administrative Departments—Office of the President
9.179   Organizational Map of District and College Functions for
         Accreditation Spring 2007 Draft
9.180   District Departments web page
         http://www.gcccd.edu/departments
9.181   Governing Board Minutes, December 15, 1998
9.182   Income Allocation Task Force Meeting Notes, April 21, 2006
9.183   Income Allocation Task Force Recommendation March 2006; Income
         Allocation Task Force Membership; GCCCD Allocation Task Force Summary
         of Results May 2006; GCCCD Allocation Task Force Future Action Options
         May 2006
9.184   BP 6400 Audits
9.185   BP 6100 Delegation of Authority
9.186   BP 6300 Fiscal Management
9.187   BP 6250 Budget Management
9.188   Governing Board Minutes web page
         http:// www.gcccd.edu/governingboard/minutes.asp
9.189   GCCCD Governance Structure
9.189.1 *The Courier*, March 20, 2006
9.190   Districtwide Minutes web page
         http://www.gcccd.edu/district-wide.minutes/default.asp
9.191   GCCCD News Releases web page http://www.gcccd.edu/news/
9.192   Message from the Chancellor email, October 30, 2006
9.192.1 Memo to DEC, March 16, 2007