



**2015 Annual Report
REVIEW**

Grossmont College
8800 Grossmont College Drive
El Cajon, CA 92020

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Chris Hill
3.	Phone number of person preparing report:	619-644-7462
4.	E-mail of person preparing report:	chris.hill@gcccd.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.grossmont.edu/academics/schedulecatalog/fall1415/GCCatalog1415Part1.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.grossmont.edu/college-info/accreditation/default.aspx
6.	Total unduplicated headcount enrollment:	Fall 2014: 18,373 Fall 2013: 18,956 Fall 2012: 18,104

7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	16,619
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	1,334
9.	Number of courses offered via distance education:	Fall 2014: 117 Fall 2013: 103 Fall 2012: 92
10.	Number of programs which may be completed via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 4,929 Fall 2013: 4,475 Fall 2012: 4,047
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: 0 Fall 2013: 0 Fall 2012: 0
13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer
14a.	What is your Institution-set standard for successful student course completion?	67 %
14b.	Successful student course completion rate for the fall 2014	68.3 %

	semester:										
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. <i>Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</i></p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?</td> <td>N/A</td> </tr> <tr> <td>b.</td> <td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td> <td>1110</td> </tr> <tr> <td>c.</td> <td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td> <td>525</td> </tr> </table>	a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	N/A	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	1110	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	525	
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c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	525									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	1,444									
16b.	Number of students who received a degree in the 2013-2014 academic year:	1,299									
16c.	Number of students who received a certificate in the 2013-2014 academic year:	980									
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	1,600									
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:	1,882									
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes									
18b.	If yes, please identify them:	<ul style="list-style-type: none"> Russian German French Spanish Arabic Musical Theater Dance Theatre Arts - Acting Theatre Arts - Technical Theatre Arts - Technical Training American Sign Language Photography English English - Creative Writing Exercise Science/Wellness - Fitness Specialist Exercise Science/Wellness - Athletic Training University Studies - Business & Economics University Studies - Communication & Language Arts University Studies - Humanities and Fine Arts University Studies - Mathematics, Natural Sciences, and Computer Science Social and Behavioral Sciences 									
	Number of career-technical education (CTE) certificates and										

19a.	degrees:	34																														
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	6																														
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	5																														
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	5																														
20.	2012-2013 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:																															
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	Persistence	students who enrolled in the first three consecutive terms and/or achieved a degree, certificate, or transfer	70
	Achievement of 30 Units	Percent of degree and/or transfer-seeking students who achieved at least 30 units	64
	CTE completion	Percent of students who completed several courses classified as CTE in a single discipline and completed a degree, certificate, or transferred	56
	Completion of transfer-related outcomes	Percent of degree and/or transfer-seeking students who completed a degree, certificate, or transfer related outcomes	48
23.	<p>Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,350 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>The discussion of institutional-set standards takes place primarily within the college's Institutional Excellence Council (IEC). The IEC is composed of members representing various initiatives and committees at the college who regularly review data as part of their evaluations processes (e.g. Basic Skills Committee, Program Review from all three areas of the college). In addition, all college personnel and students are invited to review data and provide input on performance during an annual college planning forum held each spring. Grossmont College considers the institutional-set standards to be an acceptable level of performance (i.e. a "C" grade) that we expect to achieve on a regular basis. Targets to which we aspire are determined separately in a similar manner. The IEC based the current standards on a review of longitudinal data, both annual and from the Student Success Scorecard (SSS). In the case of the annual data, the Council decided to set the standards very close to the average for each category. The standards for the SSS data were chosen to reflect the upper limit of the San Diego County average. Both the standards and the processes for selecting them are reviewed on an annual basis. College and programmatic performance is evaluated on a regular basis through our program review processes.</p> </div>		

Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In preparation for the 2016 reporting, please refer to the revised Accreditation Standards adopted June 2014.

#	Question	Answer	
24.	Courses		
	a.	Total number of college courses:	1210
	b.	Number of college courses with ongoing assessment of learning outcomes	1210
		Auto-calculated field: percentage of total:	100
25.	Programs		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	61
	b.	Number of college programs with ongoing assessment of learning outcomes	61
		Auto-calculated field: percentage of total:	100

Student and Learning Support Activities			
26.	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	21
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	21
	Auto-calculated field: percentage of total:		100
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://www.grossmont.edu/college-info/planning/default.aspx	
28.	Number of courses identified as part of the general education (GE) program:	463	
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100 %	
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes	
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :	463	
32.	Number of Institutional Student Learning Outcomes defined:	9	
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100 %	
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100 %	
35.	Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,350 character limit, approximately 250 words).		
	<div style="border: 1px solid black; padding: 5px;"> <p>One innovative measure the college used involved the graduating students. A survey was handed to them fill out before the commencement service began thereby yielding 100% return. The results of this survey are shared with the Academic Senate and other constituent groups for faculty, staff, and student discussion. Another effective practice was the reworking of the ISLOs by constituent groups. A "Framework for Essential Learning" was developed which encompasses the broad scope of education provided by Grossmont College. This new set of outcomes will pave the way for future assessment work. The Program Review process also examines the link between student learning outcomes and student service outcomes with the ISLOs. This process asks all departments to analyze and reflect upon the effectiveness of services provided. In addition, the achievement of student outcomes are reviewed each year at the college\'s annual planning forum.</p> </div>		
<p>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</p>			
36.	Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,350 character limit, approximately 250 words).		
	<div style="border: 1px solid black; padding: 5px;"> <p>The most exciting alignment has been the development of program maps. Departments have created flowcharts or "program maps" which show students the courses to take and when to take them. The maps have department PSLOs listed on them as well. As maps were</p> </div>		

	<p>developed, departments were encouraged to verify the map was a successful guide for students. This prompted discussions about accuracy in scheduling, SLO assessment results, and available resources. In some instances, programs had to consider that the program is dependent upon courses from other areas, and alignment of course SLOs from those courses also contribute to the PSLOs. The program maps will soon be available on the College's website for public viewing.</p>
37.	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,350 character limit, approximately 250 words).</p> <p>The College has supported the needs of the faculty and staff by increasing the time of a dedicated SLO Coordinator to facilitate communication strategies, provide training, and to strengthen the benefits of learning outcomes for instruction, student services, and administration. Additionally, the SLO/SSO reporting practices have shifted from one electronic container to another for purposes of streamlining information. The new SLO Coordinator will be involved in supporting faculty and staff during this transition. Professional development activities are also provided to dedicate time for departments to engage in dialogues about learning outcomes and implementation of desired changes. The Program Review process includes an analysis of learning outcomes as well. This process reveals the ongoing work departments have done related to program and institutional level SLOs.</p>
38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,350 character limit, approximately 250 words).</p> <p>It's common practice for SLO assessment results to be discussed during department meetings. During these meetings, conversations reveal modifications to instructional practices or course updates. As official course outlines are updated through the curriculum process, so are the SLOs. The College's program review process includes questions for academic departments and student service areas to analyze their assessments of SLOs/SSOs. The Program Review committee uses the analysis to engage in discussions and make recommendations. Resource allocation happens through the college's Planning and Resources Council. Program changes occurring from outcomes assessments may surface through this process. Departments and programs submit a list of activities to request funds. The process considers program review recommendations and the institution's planning goals to make recommendations for funding to those areas that have met the College's criteria. Employees and students from all programs are invited to the College's annual planning retreat in order to discuss institutional goals. The topics of the discussions often emerge from outcomes assessments and data provided by the research office. This year's planning retreat also includes information gathered from focus groups held with students.</p>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,350 character limit, approximately 250 words).</p> <p>The Administration of Justice program has always been diligent in reporting practices of outcomes. The instructors report assessment results and they engage in discussions which have changed their instructional methods. The English department held a meeting with both adjunct and full time instructors. A rubric was developed for use with the SLOs. The rubric was "normed" by everyone using "survey monkey." The faculty engaged in discussions and shared the assignments that were effective. The Business Administration department also made course improvements through the SLO assessment. It was discovered that students achieved lower scores due to insufficient writing skills. Discussions occurred about adding a writing course prerequisite. Business Admin faculty also developed a collaborative model for widespread use among their faculty. One important Admin Services Outcome (ASO) success was the collaboration of instructional programs in the sciences with the grounds services department to develop outdoor learning zones with learning outcomes focused on sustainable land use, native plants, and the value of using drought tolerant plants. Food Service ASOs are shifting from service to learning. The menu in the cafeteria supports celebrations of culture each month (i.e. Black History Month, Women's History Month, etc.).</p>

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 0 2012-13: 1 2011-12: 1
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	No changes planned
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	n/a

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	n/a
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	n/a
43.	List all of the institutions instructional sites out of state and outside the United States:	n/a

Go To Question #:

The Annual Report must be certified as complete and accurate by the CEO (Mr. Tim Flood). Once you have answered all the questions, you may send an e-mail notification to the CEO that the report is ready for certification.

Only the CEO may submit the final Annual Report.

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