Accrediting Commission for Community and Junior Colleges

2014 Annual Report
Final Submission
03/28/2014

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/admissions/Catalogs/fall1314catalog/partOne1314.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.grossmont.edu/aboutgrossmont/accreditation.asp
6.	Total unduplicated headcount enrollment:	Fall 2013: 18,956 Fall 2012: 18,104 Fall 2011: 20,066
	Total unduplicated headcount	

7.	enrollment in degree applicable credit courses for fall 2013:	17,065
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013:	1,355
9.	Number of courses offered via distance education:	Fall 2013: 103 Fall 2012: 92 Fall 2011: 101
10.	Number of programs offered via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2013: 4,475 Fall 2012: 4,047 Fall 2011: 4,766
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2013: 0 Fall 2012: 0 Fall 2011: 0
13.	Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree?	No

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 2013 semester:	68.2%
	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. 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.

15.	a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	0
	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

16a.	Number of students (unduplicated) who received a certificate or degree in the 2012-2013 academic year:	1,644
16b.	Number of students who received a degree in the 2012-2013 academic year:	1,249
16c.	Number of students who received a certificate in the 2012-2013 academic year:	865
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 2012-2013:	1,775
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes
18b.	If yes, please identify them:	Russian German French Spanish Arabic Musical Theatre Dance Theatre Arts-Acting Technical Theatre/Theater Design Theatre Technical Training Fitness Specialist
19a.	Number of career-technical education (CTE) certificates and degrees:	76
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:	6

20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:

Program	CIP Code 4 digits (##.##)	Examination	Institution set standard	Pass Rate
Cardiovascular Technology (CVT)	51.09	national	60 %	76 %
Nursing	51.38	national	87 %	97 %

	CIP Code 4 digits (##.##)	Institution set standard	Job Placement Rate
Occupational Therapy Assistant (OTA)	51.08	national	80 %	90 %
Orthopedic Technology (OT)	51.23	national	80 %	100 %
Respiratory Therapy (RT)	51.09	national	87 %	93 %

21.

2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:

Program	CIP Code 4 digits (##.##)	Institution set standard	Job Placement Rate
Cardiovascular Technology (CVT) (non-invasive)	51.09	70 %	36 %
Cardiovascular Technology (CVT) (invasive)	51.09	70 %	75 %
Nursing	51.38	70 %	96 %
Occupational Therapy Assistant (OTA)	51.08	70 %	100 %
Orthopedic Technology (OT)	51.23	70 %	98 %
Respiratory Therapy (RT)	51.09	70 %	60 %

22.

Please list any other instituion set standards at your college:

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
Course Retention	Percent retention in all courses	80
Math and English/ESL enrollment	Percent of first-time Fall students who enroll in a math and/or English or ESL sequence in the first year	28
Financial aid recipients	Percent of student population receiving financial aid	40
Basic Skills Sequence - English	Percent of students who started below transfer level in English and completed a college-level course in the same discipline	43
Basic Skills Sequence - Math	Percent of students who started below transfer level in mathematics and completed a college-level course in the same discipline	32
Basic Skills Sequence - ESL	Percent of students who started below transfer level ESL and completed a college-level course in the same discipline	27
Persistence	Students who, within the first three consecutive major terms, attempted a credit course OR completed a degree or certificate or transferred to a four-year institution.	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 more than 8 units in a single CTE discipline within three years and completed a degree, certificate, or transferred.	56
Completion or transfer-related outcome	Percent of degree and/or transfer-seeking students who completed a degree, certificate, or transfer-related outcome	48

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 (1,250 character limit, approximately 250 words).

The discussion of institution-set standards takes place primarily within the college's Institutional Excellence Council (IEC). The IEC is composed of members who represent various initiatives and committees at the college who regularly review data as part of their

23.	evaluation processes. Thus the IEC's review of the institution-set standards is informed by input from program review, the annual college planning forum, the Basic Skills Committee, and Student Services, as well as relevant individual departments. 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 set 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.

Student Learning Outcomes and Assessment

Note: Beginning fall 2012, colleges were expected to be at the proficiency level of Student Learning Outcomes assessment (see the ACCJC Rubric for Evaluating Institutional Effectiveness, Part III, Student Learning Outcomes). 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.

#	Question		Answer
24.	Courses		
	a.	Total number of college courses:	1255
	b.	Number of college courses with ongoing assessment of learning outcomes	1255
		Auto-calculated field: percentage of total:	100
25.	Courses		
	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
26.	Courses		
	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 programs:		http://www.grossmont.edu/academic_senate/Program%20Review/default.asp
28.	Number of courses identified as part of the GE program:		491
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 program Student Learning Outcomes:	491
32.	Number of Institutional Student Learning Outcomes defined:	7
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 (1,250 character limit, approximately 250 words). GE/ISLOs have been measured via surveys and assignments associated with integrated learning activities (i.e. our One Book, One Campus events). In addition to these periodic surveys, Grossmont conducted an exit survey in 2013 in which 332 graduating students were given an exit interview directly related to our GE/ISLOs. Highly successful (100% response rate) this survey will be conducted annually. The results of this exit interview were provided to the Academic Senate and other constituent groups for faculty and staff discussion. In addition, Grossmont will be soon be forming a faculty group to assess one or two ISLOs each semester using a shared rubric assess assignments collected from across the campus. The results will be used to ensure continuous improvement is made in the area of GE/ISLO assessment. In non-instructional ares of the college, ISLOs are also mapped to service outcomes and are regularly assessed as part of their annual and long-term program review processes. Grossmont College is currently completing a year-long review of their ISLOs with the goal of adopting a more comprehensive framework of essential learning knowledge and skills that can be clearly measured and communicated to students and the community.

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.

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 (1,250 character limit, approximately 250 words). The alignment of student learning/service/support outcomes at Grossmont College begins with comprehensive mapping, but continues beyond with discussion and analyses. At the course level, all departments/units review student outcomes as part of their regular assessment cycle (6-years for academic units and annually for administrative and student service units). During their regular comprehensive program review, all units are asked to discuss how well, based on their course or service level assessment, students achieved the developed program-level outcomes and what changes the program has made as a result of those assessments. As mentioned in a prior section, we are moving toward review of assignments from across our curriculum to assess the achievement of GE/ISLOs and reviewing administrative and student services outcomes to ensure that they each include learning outcomes in addition to service outcomes. In just one example of how a department used outcomes assessment results for improvement, the ESL department recognized a correlation between failure to achieve their culturally-related SLOs and lack of course completion. This resulted in better communication of learning outcomes and expectations to the students.

	Describe the various communication strategies at your college to share SLO assessment results for

37.	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 (1,250 character limit, approximately 250 words). SLO assessment results are discussed in a variety of venues on campus. Department/units discuss outcomes results as part of their regular assessment cycle and as part of their program review (both annual and long-term) and use those results for improvement. For example, the Math department made improvements to facilitate consistent faculty SLO assessment, and also made pedagogical changes such as changing the exam questions to better fit the SLOs. They used the data to advise instructors on areas in need of greater emphasis and which topics required additional class time, which served to support student success. Annual surveys that assess service outcomes and GE/ISLOs are also posted on the college's website for review. Also, as indicated earlier in this report, all program review documents are posted on the college website. Outcomes are reported to a broader audience in a number of ways including annual reports to the Governing Board and as part of the discussions at the annual College Planning Forum. Both of these venues include students who attend and provide input and feedback. The shared outcomes results are considered, along with other student achievement data, by the college as it develops planning goals for each cycle.
38.	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 (1,250 character limit, approximately 250 words). All departments and programs discuss their SLO and PSLO results as part of the Annual Program Review Update in the fall and during department meetings held during the fall (with some departments also holding meetings throughout the year, such as Exercise Science). During the comprehensive program review process, departments reflect more substantially on their SLO and PSLO assessment results. Based on those comprehensive program reviews and their annual updates, departments develop activities that are intended to address deficiencies or bring about improvement. If funds are required for implementing a proposed activity, those are requested through the college's annual planning process, which includes review of the requests at the department, division, and institutional level. Departments/units requesting funds through activity proposals are asked whether the activity they are requesting funding for relates to an SLO assessment. At the end of an annual planning cycle, departments/units document the activity results and if a particular activity received funding from the college, units may be asked to report on the outcomes to the college Planning and Resources Council.
39.	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 (1,250 character limit, approximately 250 words). The college has incorporated SLO evaluation into the institutional culture. Effort has been made to strengthen the connection of SLOs to program reviews and broader institutional planning. Assessment results are used to make course and program level improvements. For example, the AOJ department has used assessment results to restructure their bloodstain pattern assessment to better and more reasonably assess students' knowledge of what bloodstain spatters can tell law enforcement agents by conducting an assessment, changing the assessment after a data analysis, and then retesting the new assessment. Other departments, such as Communication, have worked directly with institutional research in the design of their standardized tests to conduct an assessment of the validity and reliability of faculty-generated standardized tests. As a result, the communications faculty has implemented faculty peer-review of the examination questions, initiated the monitoring of class averages, and performed item analyses. Departments, such as ESL and English, have created rubrics and processes to norm grading across faculty within the department, which has facilitated department discussions on continuous improvement.

Substantive Change Items

#	Question	Answer
		2012-13: 1

40.	Number of submitted substantive change requests:	2011-12: 1 2010-11: n/a
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Courses and/or Programs (additions and deletions)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	Addition of newly developed ADTs and certificates of achievement.

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 institution's instructional sites out of state and outside the United States:	n/a

The data included in this report are certified as a complete and accurate representation of the reporting institution.

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