Western Association of Schools and Colleges
Accrediting Commission for Community and Junior Colleges

2016 Annual Report
Final Submission
03/31/2016

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:	Aaron Starck
3.	Phone number of person preparing report:	619 644-7462
4.	E-mail of person preparing report:	aaron.starck@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/fall1516/partOne.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 2015: 18,455 Fall 2014: 18,369 Fall 2013: 18,947
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	17,709
8.	Headcount enrollment in pre-collegiate	2,777

	credit courses (which do not count toward degree requirements) for fall 2015:	
9.	Number of courses offered via distance education:	Fall 2015: 114 Fall 2014: 107 Fall 2013: 93
10.	Number of programs which may be completed via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 5,009 Fall 2014: 4,419 Fall 2013: 3,962
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: 0 Fall 2014: 0 Fall 2013: 0
13.	Were all correspondence courses for which students enrolled in fall 2015 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 2015 semester:	68.9%
15.		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.	
	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

16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	1,440
16b.	Number of students who received a degree in the 2014-2015 academic year:	1,292
16c.	Number of students who received a certificate in the 2014-2015 academic year:	1,029
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 2014-2015:	1,709
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes
18b.	If yes, please identify them:	Chemistry Cross media Journalism Video Production Visual Design Web Authoring Russian German French Spanish Arabic Musical Theater Dance Theatre Arts-Acting Theater 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 Behavior Sciences
19a.	Number of career-technical education (CTE) certificates and 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.	2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:	

Program	Examination	

	CIP Code 4 digits (##.##)		Institution set standard (%)	Pass Rate (%)
Cardiovascular Technology *(CVT)	51.09	national	70 %	96.57 %
Occupational Therapy Assistant (OTA)	51.08	national	70 %	97.5 %
Orthopedic Technology (OT)	51.23	national	80 %	94.5 %
Respiratory Therapy (RT)	51.09	national	70 %	96.1 %
Nursing	51.38	national	87 %	97.47 %

21.

2013-2014 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)	51.09	70 %	77 %
Occupational Therapy Assistant (OTA)	51.08	70 %	100 %
Orthopedic Technology (OT)	51.23	70 %	97.5 %
Respiratory Therapy (RT)	51.09	70 %	63 %
Nursing	51.38	70 %	89 %

22.

Please list any other institution set standards at your college:

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
Course Completion	Percent retention in all courses	80
Math and English/ESL enrollment	Percent of first-time fall students who enroll in the first year in a math and English or ESL sequence	28
Financial Aid Recipients	Percent of student population receiving financial aid	40
Basic Skills Sequence-English	Percent of credit students who started below transfer level and completed a college-level course in the same discipline	43
Basic Skills Sequence-Math	Percent of credit students who started below transfer level and completed a college-level course in the same discipline	32
Basic Skills Sequence-ESL	Percent of credit students who started below transfer level and completed a college-level course in the same discipline	27
Persistence	Percent of degree and /or transfer-seeking students who enrolled in the first three consecutive terms and or achieved a degree, certificate, or transfer	70
Achievement of 30 Units	Percentage of degree and /or transfer-seeking students who achieved at least 30 units	64
CTE Completeion	Pecent of studens who completed several courses classfied as CTE in a single discipline and completged a degree, certificate, or transferred	56
Completion of transfer-related outcomes	Percent of degree and or transfer-seeking studens wo completed a degree, certifcate, or transfer related outcomes	48

23. 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 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 a part of their evaluations

process)e.g. Basic Skills, Committee, Program Review, etc.). 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 standard to be an acceptable level of performance that we expect to achieve on a regular basis.

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
	Courses		
24.	a.	Total number of college courses:	1308
	b.	Number of college courses with ongoing assessment of learning outcomes	1307
		Auto-calculated field: percentage of total:	99.9
	Courses		
25.	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	66
	b.	Number of college programs with ongoing assessment of learning outcomes	66
		Auto-calculated field: percentage of total:	100
	Courses		
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://grossmont.edu/college-info/planning/default.aspx
28.	Number of courses identified as part of the general education (GE) program:		446
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*:		446
32.	Number of Institutional Student Learning Outcomes defined:		12
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% |

	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).
35.	The college understands the importance of ILOs and assessments to ensure student success. Therefore, release time has been allocated for an ISLO Coordinator. This Coordinator will focus entirely on ISLOs and GE outcomes, work with faculty and staff on institutional level assessments, and establish a campus-wide assessment committee. Additionally, the ISLO Coordinator will work closely with the SLO Coordinator to collaborate on assessments beyond mapping and inform internal and external audiences as the college continues this work. Currently, the ISLOs are assessed using an exit survey taken by students graduating with their degree or certificate. The questions are designed to assess the students' knowledge, skills and abilities learned in all of their classes as it relates to the competencies in the institutional learning outcomes. The results are compiled and reported to a council made up of constituent groups representing the all aspects of the college and district. Further work and analysis of the survey will continue as the ISLO Coordinator leads the college to refine effective practices which improve the college.

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.

	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).
36.	The institution examined student equity data and English retention and success rates. The data was disaggregated and analyzed to see which groups were disproportionally impacted. English faculty, along with a counselor in EOPS and the Dean of Student Equity, collaborated together to generate ideas to assist students. A new Puente program was created to increase the success of students and their retention and success rates in English and other general education classes. The new Puente Program is a two-semester program linking Puente students with an English class, a social science class (cross-cultural class/history/sociology), a counseling class, a learning community and a mentoring program. Dedicated release time has been given to a counselor and English instructor to work with these students throughout the entire year and move them into the transfer level courses with higher success rates.

	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 (1,250 character limit, approximately 250 words).
37.	In recognition of the need for communication and coordination, the college has two positions dedicated to SLO work. Both the ISLO Coordinator and the SLO Coordinator sit on committees where this information is shared. One example is the Institutional Effectiveness Council. Another example is the Chairs and Coordinators Council. By sharing SLO related information at this level, the information can inform departmental decision strategies and decisions with respect to student learning. Additionally, the CPIE webpage and the SLO webpage contain information about this data. Both websites are undergoing changes to distribute this information and highlight the work the college does.

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).
	Informational meetings are held by the SLO Coordinator every semester for department faculty leading the SLOs in their area. The division deans are provided reports about assessment data. Dialogue rises out of trainings for faculty and staff on the college's data management system. Every semester 6 – 10 workshops are held and the SLO Coordinator is able to provide support and follow up, as well as, report information to other levels. Departments discuss the assessment results at department meetings throughout the

	semester. The SLO Coordinator is a participant at the Program Review Committee. The Program Review process has an entire section devoted to learning outcomes. Departments reflect on their outcomes and assessments and provide information about how the outcomes have influenced practices and planning in their area.

	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).
39.	The Career Center has successfully increased the number of students served. The students who use their services are given surveys. This assessment indicates their website is a strong starting point for students to access their services. The assessment results were discussed at a department meeting where ideas were generated to modify marketing attempts. The Career Center decided to reexamine their website and inserted student testimonials. This traffic pattern analysis led to modifying their marketing to increase students using their services. The Business Office Technology Program (BOT) has a program outcome to ensure students have workplace skills. The BOT program will begin using a cornerstone class to assess their students. In this course, students will learn workplace skills and take a national assessment. This assessment tool informs the student about their skill level in regards to 1) Reading to find information wanted about a topic, 2) Reading to locate information about a law or policy, and 3) Applying math skills in the workplace. If a student's skill level is below the certification level, students can remediate and repeat the assessment to obtain the national certification.

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:	2014-2015: 0 2013-2014: 0 2012-2013: 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 2015 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

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

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