

G R O S S M O N T  
C O L L E G E



**FOLLOW UP REPORT  
TO THE  
ACCREDITING COMMISSION FOR COMMUNITY  
AND JUNIOR COLLEGES**

By

Grossmont College  
8800 Grossmont College Drive  
El Cajon, CA 92020

October 15, 2009

**GROSSMONT COLLEGE  
FOLLOW UP REPORT FOR OCTOBER 15, 2009  
STATEMENT OF FOLLOW UP REPORT PREPARATION**


In January 2008, Grossmont College received seven recommendations from the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC) based upon the college's self-study and the October 2007 site visit. The first follow up report addressing recommendations 1, 2, 3, and 7 were to be addressed and formally submitted by October 15, 2008. Following receipt of the report, ACCJC conducted a modified site visit. Grossmont College President, Dr. Sunita Cooke, and the Accreditation Liaison Officer, Dr. Pamela Amor, organized a series of teams, consisting of faculty, staff and administrators from Grossmont College, including District and Governing Board representatives to begin work. Teams were immediately deployed to work on the two separate reports due in 2008 and 2009 in response to the Commission's Recommendations and College's self-identified planning agendas. Dr. Bonnie Price, an independent consultant, was hired to integrate and edit all drafts.

Following the acceptance of the first report by the ACCJC, the second report was done using the same procedures as the first. During the process, a new chancellor, Dr. Cindy L. Miles, joined the district. Recommendations 1, 5, 6, and 7 were addressed.

A draft document developed by the teams was reviewed by the Steering Committee, circulated through collegial consultation committees and councils: Student Services Council, Academic Senate, President's Cabinet, Associated Students of Grossmont College Board, Leadership Council, Instructional Administrative Council, District-wide Educational Council, Classified Senate, Planning and Resource Council, and Governing Board.

The Steering Committee deliberated over suggested changes to the draft document and made final edits based upon constituent group input. The Follow Up Report was reviewed and approved by the Board of Trustees, Grossmont-Cuyamaca Community College District on September 8, 2009. Appropriate additional shared governance final approvals are reflected in the signatures below.

**GROSSMONT COLLEGE ACCREDITATION FOLLOW-UP REPORT APPROVALS**



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Sunita V. Cooke, Ph.D., President



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Pamela Amor, Ed.D. Accreditation Liaison Officer



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Chris Hill, Ph.D., President, Academic Senate



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Pat Murray, Vice President, Classified Senate



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Marc Valenzuela, President, Associated Students of Grossmont College

**DISTRICT REPRESENTATIVES**



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Cindy L. Miles, Ph.D., Chancellor



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Bill Garrett, President, GCCCD Board of Trustees

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## **The Follow Up Report Expanded Steering Group**

Pamela Amor	Accreditation Liaison Officer
Kevin Arvidson	Associated Students of Grossmont College, Inc.
Devon Atchison	Professor of History
John Colson	Vice President, Student Services
Sunita Cooke	President of Grossmont College
Tim Flood	Acting Vice President, Administrative Services
Sue Gonda	Professor of History
Kats Gustafson	Dean, Learning and Technology Resource Center
Chris Hill	President of Academic Senate
Ben Lastimado	Vice Chancellor, Human Resources
Dave McDade	Vice President of Classified Senate
Cindy L. Miles	Chancellor, Grossmont-Cuyamaca Community College District
Pat Murray	Vice President of Classified Senate
Marc Nguyen	Associated Students of Grossmont College, Inc.
Tim O'Hare	Interim Vice President of Instruction, Cuyamaca College
Dana Quittner	Associate Vice Chancellor, Intergovernmental Relations, Economic Development, and Public Information
Sue Rearic	Vice Chancellor, Business
Arleen Satele	Vice President, Administrative Services, Cuyamaca College
Omero Suarez	Chancellor, Grossmont-Cuyamaca Community College District
Mike Wangler	President of Academic Senate, Cuyamaca College

### **The four teams' participants responding to those recommendations due October 15, 2009:**

RECOMMENDATION 1: Sunita Cooke, Amber Green, Kats Gustafson, Chris Hill, Marci Jahn, Ben Lastimado, Yvonne Reid-Hairston

RECOMMENDATION 5: John Colson, Chris Hill, Dana Quittner, Arleen Satele, Mike Wangler

RECOMMENDATION 6: Tim Flood, Chris Hill, Tim O'Hare, Dana Quittner, Sue Rearic, Arleen Satele, Jean Wallace, Mike Wangler

RECOMMENDATION 7: Sunita Cooke, Sue Gonda, Chris Hill, Dave McDade, Cindy L. Miles, Pat Murray, Dana Quittner, Omero Suarez, Deanna Weeks

## Focused Follow-Up Report

### Recommendation 1

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

### Response to Recommendation 1

Key Issues Related to Recommendation 1: Two issues have been identified relative to satisfying the standards on diversity: (1) establishment of policies and practices with the district to ensure equity and diversity in human resource planning; and (2) assessment and communication of the district's employment and diversity record.

Since the human resource function for the college is managed by the Grossmont-Cuyamaca Community College District (GCCCD) services, the college has collaborated closely with district services staff to resolve both issues.

Description of Steps to Resolve Issue 1: Human resource practices to ensure equity and diversity were originally outlined in the 1994 GCCCD Staff Diversity Plan (B2). In 2007, the State Chancellor's Office requested that all districts "develop and adopt their own Equal Employment Opportunity (EEO) plan pursuant to Title 5 Section 53003" (D156). The EEO Advisory Committee (EEOAC) developed the draft plan which was edited by the EEO/Diversity Taskforce (D159, D211, D212). The EEO plan resulted in a number of actions that helped address the accreditation issue of establishing or updating policies and practices to ensure equity and diversity in human resource planning.

The charge of the EEOAC (D157) is to act as an advisory body to the EEO designee and the GCCCD as a whole by monitoring district compliance with the State Chancellor's guidelines and providing training and visibility to district-wide EEO efforts (D75). In addition, the EEOAC established three sub-groups to support various advisory initiatives: A) compliance; B) education; and C) visibility. The sub-groups meet as required based on tasks to be completed. Each sub-group held initial meetings: Group A met on August 6, 2008 (D76), Group B met on July 25, 2008 (D77), and Group C met on July 14, 2008 (D78). The entire EEOAC meets a minimum of four times per year and during each meeting the sub-groups provide status reports to the entire group on current projects, issues, ideas and recommendations.

The district is currently in the process of instituting EEO/diversity training programs (D162). Sub-group B of the EEOAC focuses on this education component. The committee is developing an in-depth training program to prepare hiring managers and committee chairs as well as personnel who are willing to serve as EEO representatives on

screening/interviewing committees. In turn, these EEO representatives who are assigned to screening/interviewing committees will assist in training all of the members of their committee on the principles and practices of EEO/diversity, and how it is applied both in law and in spirit at GCCCD. The EEO representative will participate in every portion of the selection process to ensure fair and equal access for all applicants.

In addition, the EEOAC will work closely with other appropriate district-wide and college committees to develop and implement goals that will help create and maintain an inclusive working environment that values diversity and equity. Several proposed activities and practices are outlined within Sections XIII and XIV of the EEO plan ([D159](#)).

Another result of EEO plan preparation was the revision and/or development of specific board policies (BP) and administrative procedures (AP) related to equity and diversity. These are:

- BP/AP 3410: Nondiscrimination ([D198](#), [D199](#))
- BP 3415: Equal Access ([D200](#))
- BP 3430: Prohibition of Harassment ([D201](#))
- BP/AP 7100: Commitment to Diversity ([D202](#), [D203](#))
- BP 7120: Recruitment and Selection ([D204](#))

The revisions to the board policies and procedures were considered through the District-wide Executive Council (DEC) ([D47](#)) during the summer of 2009 ([D216](#), [D217](#), [D218](#)). Governing Board action to approve the proposed revisions is anticipated at their October 2009 meeting.

Analysis: This issue was addressed through preparation and approval of an EEO plan, a collegial process that resulted in the development of a district-wide oversight committee, a diversity training program for EEO compliance during the screening/interviewing process, revision and/or development of appropriate board policies and procedures, and development of additional practices that will foster diversity, equity, and inclusion.

Additional Plans: No further plans are required, since the actions taken meet the accreditation standards. However, there will be continuous monitoring of district and college progress on implementing the policies and practices developed. This implementation is a priority despite the anticipated 32% cuts in the statewide funding for EEO initiatives.

Description of Steps to Resolve Issue 2: The assessment and communication of the GCCCD record in employment equity and diversity is also detailed in the EEO plan ([D159](#)). The plan is a comprehensive document, which details district policies on equal employment opportunity, reports demographic data about the community, as well as the GCCCD workforce. The plan also identifies representation gaps and remedies, outlines the process for complaints, and sets standards for communication and training, all under the direction of the EEOAC.

Demographic data and the resulting analysis are communicated to the GCCCD community for use in human resource planning at both the district and college levels. This information is disseminated to the GCCCD community through the following methods:

- District EEO web site with posted EEO plan and annual analysis ([W9](#)).
- Annual e-mail notice to all employees emphasizing the district's commitment to diversity and EEO initiatives ([D161](#)), including a link to annual demographics posted on the web, and information about the location of hard copies of the EEO Plan.
- An annual demographic analysis released in the *The HR Pulse* newsletter ([W7](#)).
- An annual report to the Governing Board starting in Fall 2009.

The district also communicates information regarding EEO, diversity, and non-discrimination policies and procedures by:

- Printing policy statements in college catalogs and class schedules.
- Providing a non-discrimination statement to all student clubs, vendors and facility users.
- Sending an annual written notice of non-discrimination to community organizations.

Analysis: The assessment portion of this issue was addressed through preparation of the comprehensive EEO plan. The data, analyses, policies, and practices that have been collected and developed will be communicated through a variety of means to the district and surrounding community.

Additional Plans: No further plans are required, since the actions taken meet the accreditation standards via the described steps.



## **Recommendation 1: Follow Up Report**

### **Related College Self-Study Planning Agenda Status Reports**

#### **III.A.1.a**

**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.**

#### **Response to Planning Agenda III.A.1.a**

As described in the Response to Recommendation 1, the college and the district have worked to address this planning agenda through creation of an EEOAC and through the preparation of an EEO plan. The EEO plan replaces the original 1994 Staff Diversity Plan. The comprehensive district EEO Plan includes information about the collection, analysis, and dissemination of data regarding campus diversity and its efforts to reflect the community it serves. The plan contains an analysis of the district's workforce and applicant pool as well as steps to remedy significant underrepresentation of monitored groups. Additionally, information about various aspects of the district's demographics has been included in the HRD's quarterly newsletter, *The HR Pulse*, since September 2008. The HR Pulse is distributed to all employees via e-mail and is also posted on the district's website.

This planning agenda has been met.

#### **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.**

#### **Response to Planning Agenda III.A.2**

As discussed in the Response to Recommendation 1, the college has collaborated with the district to respond to all issues regarding employment access. Specific attention to the two items identified in this planning agenda resulted in the following remedies:

- After a thorough review of the hiring process, it was determined that applicant pools may have been limited by the application process. A list of recommendations to facilitate and streamline the process was made and circulated. These recommendations included development and commitment by

the screening/interviewing committee to fixed meeting dates and times. Additionally, the GCCCD has implemented a web-based application software program to facilitate the application process. This should help to reduce applicant frustration with an unwieldy process that may have resulted in abandonment of the process. As the new system proves to be effective, it is expected that more viable applicants should aggregate within pools.

- The GCCCD Governing Board has committed to increase the number of full-time faculty members over a multi-year period ([D92](#)). In each academic year starting in 2006-2007, this commitment has been realized ([D99](#), [D100](#), [D101](#)). The college, through its collegial consultation process, moved forward in 2006-2007 and in 2007-2008. The commitment to hire new faculty in 2008-2009 was made to the institution, however, with the economic slowdown and state budget uncertainty, these positions have been postponed until stability at the state level is achieved.

This planning agenda has been met.

### **III.A.3.a**

**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.**

#### **Response to Planning Agenda III.A.3.a**

As documented in the Response to Recommendation 1, the district has developed a comprehensive EEO Plan through efforts in the EEOAC and through a collegial EEO/Diversity task force that meets the requirements of this planning agenda. Data about the workforce will be monitored and disseminated and is scheduled to be updated with demographic information and institutional progress for submission to the state chancellor's office every three years.

This planning agenda has been met.

### **III.A.4.b**

**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.**

#### **Response to Planning Agenda III.A.4.b**

As discussed in the Response to Recommendation 1, the EEO Plan (which replaced the older Staff Diversity Plan) and the communication channels established will enable the college and district to more regularly assess and disseminate information on the status of

employment equity and diversity in terms of the statistical data described in the planning agenda. Implementation of the EEO Plan will also assist in achieving the objectives outlined in the college Strategic Plan ([W11](#)).

This planning agenda has been met.

## Focused Follow-up Report

### Recommendation 5

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

### Response to Recommendation 5

Key Issues Related to Recommendation 5: The two key issues in the recommendation are: (1) clarification of district policies and procedures to enhance the delegation of responsibility and authority to the president of the college and (2) definition of clear policies and procedures for the selection and evaluation of the president.

Description of Steps to Resolve Issue 1: To address the issue of clarifying district policies and procedures related to the delegation of responsibility and authority to the college president, a task force was formed by the Accreditation Extended Steering Group. Since it was necessary to establish policies and procedures applicable to presidents at both district colleges, representatives from the district and its constituent colleges were appointed to develop and recommend appropriate measures ([D184](#)).

The first step taken by the task force was to review existing board policies (BP) and administrative procedures (AP) to assess their applicability to address the recommendation. While the task force found numerous references to the responsibility of the president in various sources, including the job description ([D166](#)), and board policies and procedures on selection ([D180](#), [D181](#)) and evaluation ([D182](#), [D183](#)) of the president, nothing was in place that defined the authority of the president.

Next, a statewide survey of practices at other similar community college districts was undertaken by the State Chancellor's Office. Little was discovered through the survey that would aid the local effort, so it was determined that the task force needed to draft a novel approach to define the authority of the president in relation to responsibilities assigned. This approach involved creating a new board policy, BP 7113 Delegation of Authority to the College Presidents ([D197](#)). BP 7113 was reviewed by the task force members, proposed to the Districtwide Executive Council (DEC), and then circulated through the appropriate constituency groups. Following collegial consultation with the constituent groups and their feedback to DEC, a recommendation was made to the chancellor for adoption of the modified policy by the Governing Board ([D196](#)). BP 7113 was adopted by the Governing Board at its June 2009 meeting ([D195](#)).

Analysis: The issue was reviewed and addressed through collegial consultation. The consultation resulted in adoption of a new policy, BP 7113 Delegation of Authority to the College Presidents by the Governing Board.

Additional Plans: No further plans are required, since the action taken meets the accreditation standards. However, there will be continuous dialogue between the college presidents and the district chancellor during their regularly scheduled weekly meetings to ensure that the lines of responsibility and authority are clearly understood and communicated.

Description of Steps to Resolve Issue 2: As part of its continuous review and update of board policies and administrative procedures, DEC considered the selection and evaluation of the college presidents at meetings held from May through December 2008, as well as February of 2009 ([D168](#), [D169](#), [D171](#), [D172](#), [D173](#), [D174](#), [D177](#)).

Following approval of a draft developed through reliance on DEC deliberations, Board Policy 7111 ([D180](#)), concerning selection of the president, was forwarded to the Governing Board and approved by that body at its July 15, 2008 meeting ([D170](#)). The associated administrative procedure was thoroughly discussed by constituencies, particularly the Academic Senates, and recommended to the chancellor via DEC, who approved it in December 2008 ([D174](#)).

Board Policy 7112 ([D182](#)), on evaluation of the president, was approved by the Governing Board at its December 2008 meeting ([D175](#)). Following consensus at DEC, the administrative procedure addressing evaluation of the college president was recommended to the chancellor and approved in February 2009 ([D177](#)). Administrative procedures for both BP 7111 and 7112 were included in the Governing Board agendas of December 2008 ([D175](#)) and February 2009 ([D178](#)), respectively, as information items, and posted on the Governing Board's web page ([D179](#)).

Analysis: The second issue was addressed through the collegial consultation processes at both colleges. These processes were engaged to draft and vet the policies and procedures dealing with the selection and evaluation of the college president. BP/AP 7111 Selection of the President and BP/AP 7112 Evaluation of the President were approved by the Governing Board and/or the chancellor and/or the Governing Board in accordance with the established processes.

Additional Plans: No further plans are required, since the college meets the accreditation standards via the development of the appropriate board policies and procedures.

## **Recommendation 5: College Presidency**

### **Related College Self-Study Planning Agenda Status Reports**

#### **III.A.1.b**

- 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.**

#### **Response to Planning Agenda III.A.1.b**

The college worked with its constituencies, the chancellor, and Governing Board in the development and adoption of BP 7112 regarding evaluation of the college presidents ([D182](#)). The related administrative procedures include provisions for constituent involvement in the development and implementation of the evaluation tool ([D183](#)).

This planning agenda has been met.

#### **IV.B.1.j**

**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.**

#### **Response to Planning Agenda IV.B.1.j**

The college worked with its constituencies, the chancellor, and Governing Board in the development and adoption of new policies and procedures regarding the selection ([D180](#), [D181](#)) and evaluation ([D182](#), [D183](#)) of the college presidents.

This planning agenda has been met.

#### **IV.B.3.e**

**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.**

**Response to Planning Agenda IV.B.3.e**

Board policy on the delegation of authority to the college president ([D197](#)), the selection of the college president ([D180](#)) and the evaluation of the college president ([D182](#)) were developed to more clearly delineate the authority, accountability and responsibilities of the position. The board policies and procedures, as well as the official job description, provide a clearer and more easily communicated account of the role of the college president than could be accomplished via the Organizational Map of District and College Functions.

This planning agenda has been met.

## Focused Follow-Up Report

### Recommendation 6

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

### Response to Recommendation 6

Key Issues Related to Recommendation 6: The three key issues are: (1) a regular and systematic review of district functions and goals (2) goal setting and self-evaluation by the Board of Trustees and (3) evaluation of the district's services to the colleges and its effectiveness as a liaison between the colleges and Board of Trustees.

Description of Steps Taken to Resolve Issue 1: A systematic review of district functions was undertaken through actions taken by Grossmont College and districtwide collegial consultation groups when they reviewed the Organizational Map of District and Grossmont College Functions (Organizational Map). The revised Organizational Map incorporated college modifications to its descriptions and was then approved by the college and the district ([D144](#)).

To provide for systematic review of district goals, District Services developed a Strategic Plan for 2008-2010 ([D142](#)) in 2008. Creation of the plan began with a review of the district's adopted vision and mission and an overview of District Services. The plan established overarching goals and strategies for District Services and its related operational divisions. Since its completion, the plan has guided district services.

The District Services Strategic Plan has been reviewed at Districtwide Strategic, Planning & Budget Council (DSP&BC), which has representatives from across the district, including college leadership. The plan is also available on the district website ([D192](#)).

A self-evaluation of progress made in implementing the District Services Strategic Plan began in spring 2009. The self-evaluation included an all-district survey requesting feedback on district services. A summary of the results will be presented to the college community in Fall 2009.

Analysis: Through the recent review and approval of the Organizational Map, as well as the completion and implementation of the District Services Strategic Plan and subsequent evaluation, the first issue related to Recommendation 6 has been resolved.

Additional Plans: No further plans are required since the college meets the accreditation standards via the described steps.



Description of Steps Taken to Resolve Issue 2: In order to address goal setting and self evaluation by the Governing Board, college and district leaders worked collaboratively with the Governing Board over a three year period to identify and implement changes in policies, create a self evaluation tool, complete the evaluation process, and create a timeline for continual evaluation and goal setting.

The first step occurred in 2007 when the 2001 Governing Board Policy BP 2745 Board Self Evaluation (D129) was revised with technical changes, in accordance with board policy (BP)/administrative procedures (AP) 2410 Preparation and Revision of Board Policies and Administrative Procedures (D131, D59). The updated policy was routed through the Districtwide Executive Council (DEC) (D140) for constituent group review and comment. (DEC advises the chancellor on districtwide policy development governance issues, and on matters referred to DEC by the colleges, district, and/or college/district standing councils or committees (D72)). DEC recommended the updated policy for action. The revised version of BP 2745 Board Self Evaluation (D129) was approved by the Governing Board in summer 2007 (D100).

BP 2745 was again reviewed by DEC and revised again in 2008 (D90), with the inclusion of AP 2745 (D130). This administrative procedure specified the timelines for the evaluation to be completed by the Governing Board and the evaluation tool to be utilized. The Governing Board approved the revisions in July 2008 (D134).

BP/AP 2745 were again reviewed by DEC in September 2008 (D141), as additional technical changes were needed. DEC recommended moving the policy forward to the board with no further revisions. The Governing Board approved the revised policy on September 16, 2008 (D135, D136).

The Governing Board completed its first self evaluation in 2008, utilizing the recently designed self evaluation tool (D139) that it previously approved. The results of the evaluation were included as an informational item on the Governing Board agenda of September 16, 2008 (D136). The responses to the evaluation were candid, highlighting functions that were working well and areas in need of improvement.

During the February 17, 2009, Governing Board meeting (D138), the board set the date of March 31, 2009, to hold a meeting solely for the purpose of goal setting. The board held this meeting as scheduled and engaged in goal-setting (D186). Following collegial consultation with the DSB&PC, the board intends to adopt the goals during September of 2009 (D219).

Analysis: Since the Governing Board completed a self evaluation on September 16, 2008, established a timeline for regular self evaluation and assessment, and conducted a goal setting meeting, the second issue related to Recommendation 6 has been resolved.

Additional Plans: No further plans are required since the college meets the accreditation standards via the described steps.

Description of Steps Taken to Resolve Issue 3: The district, in consultation with the various college constituency groups, has developed a survey tool for systematic evaluation of district services and core operations. A timeline ([D143](#)) has been established for the initial evaluation process to be completed by the end of spring semester 2009. The plan is for the districtwide assessment process to be repeated on an annual basis.

The initial survey was released to the colleges for feedback on March 30, 2009 ([D188](#)). Based on the evaluation of feedback from the survey, the district will identify areas where it effectively serves as a liaison between the colleges and the Governing Board, and those areas that could benefit from improvement. The results of the survey will be shared with District Services departments and offices and will be utilized annually to formulate action plans for improvement and revise district services goals as needed.

Additionally, a summary of survey results and action plans will be disseminated to constituent groups district-wide through DSPB&C and DEC.

Analysis: Since the district and colleges have established a tool for systematic evaluation of district services and core operations, and an on-going timeline to continue that process, the final issue related to Recommendation 6 has been resolved.

Additional Plans: No further plans are required since the college meets the accreditation standards via the described steps.

## **Recommendation 6**

### **Response to Related Grossmont College Self-Study Planning Agendas Status Report**

#### **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.**

#### **Response to Planning Agenda IV.B.1.g**

Working through the collegial consultation groups, the district and colleges have established a district services evaluation survey to be sent to current employees ([D188](#)). Results of the survey will be used annually to formulate action plans for improvement and revise district service goals as needed.

College and district information, data, and survey results will be provided to the Governing Board for their use when establishing their annual goals. The Governing Board has developed a self evaluation tool ([D139](#)), and completed a public goal setting forum on March 31, 2009 ([D186](#)).

This planning agenda has been met.

#### **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 improvements 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.**

#### **Response to Planning Agenda IV.B.3.f**

As reported in the responses to both Recommendations 6 and 7, the college has sought cooperation with the chancellor and board to achieve the objectives stated in this planning agenda item. Among the initiatives taken to achieve them are workshops on the meaning of collegial consultation, revision of policies and procedural guides to describe a changed understanding of shared governance, the establishment of the Task Force on Excellent Working Relationships, the completion of the District Strategic Plan, and the implementation of a District Services survey tool. Collaborative ventures using new practices and perspectives demonstrate improvements that have been achieved. The

college will measure progress by survey during the fall of 2009. (See the Response to Recommendation 7.)

This planning agenda has been substantially achieved, but it will be met upon completion of the Fall 2009 survey and the report thereon.

#### **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.**

#### **Response to Planning Agenda IV.B.3.g**

The college and district both participated in the annual review of the overall governance structure, as well as each committee and council composition and charge ([B3](#), [D144](#), [D191](#)). The college and district also review Governing Board policies and administrative procedures on an ongoing basis through DEC and District Coordinating Educational Council (DCEC).

This planning agenda has been met.

#### **IV.B.3.b1**

**Planning Agenda: The District/system provides effective services that support the colleges in their missions and functions.**

#### **Response to Planning IV.B.3.b1**

The District Services Survey ([D188](#)), developed in part through the collegial consultation process, addresses the effectiveness of services related to the college's mission and functions. Other independent evidence of effectiveness includes the district's independent audits ([D145](#)), and the annual report from the Citizens' Bond oversight Committee ([D146](#)).

This planning agenda has been met.

## Focused Follow Up Report

### Recommendation 7

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

### Response to Recommendation 7

Key Issues Related to Recommendation 7: The two key issues involved in Recommendation 7 are the improvement of relationships between the college, the chancellor, the district, and constituent groups, and the institution of collaborative processes involving stakeholders that result in effective outcomes of benefit to the college.

Description of Steps Taken to Resolve Issue 1: Since the last focused follow up report, submitted in October 2008, work has continued on the improvement of relationships between the college, the chancellor, the district, and constituent groups. Established channels of communication, as well as informal collaborations between constituent groups and the district, have continued to foster effective decision making and collaborative, proactive problem solving across the district.

The night before the November 2008 follow up visit by representatives of the accrediting commission, national, state, and regional elections were held, and change was in the air. That night an incumbent board member was not re-elected and a new board member joined the Grossmont-Cuyamaca Community College District (GCCCD) Governing Board. Since that time, the five member board has spent much time together performing the most important task of a governing board: selecting a new chancellor. Accomplishing this task, among others, such as goal setting, has enabled them to demonstrate their strength in working together for the greater good of the entire college community. The chancellor selection process is also an example of collaboration across colleges, the district, and the Governing Board. The Governing Board laid out expectations and charged the screening committee with the initial phase of selection of the next chancellor. The committee, composed of constituent group members from both district colleges, the district, and the community, was charged with screening, interviewing, and recommending five candidates for the chancellor position. After completing its work, the committee recommended only two candidates instead of five for further consideration. Despite initial concerns expressed by board members, the board demonstrated trust and valued the work of the screening committee by agreeing to interview only the two recommended candidates. The successful candidate, Dr. Cindy L. Miles, has now taken the helm of GCCCD and has been greeted very positively by all constituencies and the board. She has fostered open communication by offering multiple open forum sessions at

each campus to determine what is working well, what needs improvement, and how all can work together more effectively ([D147](#)).

When combined with the relatively new Grossmont College leaders (president and Academic Senate officers) the change in district leadership has fostered a new dynamic that includes collegial and productive planned and impromptu discussions between members of the district and colleges—discussions that would not have taken place two years ago.

Examples of ongoing collaborations between all sites of GCCCD are evidenced by the work of the Districtwide Executive Council (DEC) ([D47](#)). Recent examples of effective deliberations of DEC can be seen in the development of board policies on President Selection and Evaluation (BP7111 and BP/AP7112) as well as Discipline and Dismissals—Classified Employees (BP/AP 7365) ([D153](#), [D154](#)).

The Taskforce on Excellent Working Relationships met in February and March of 2009 to continue the work initially completed prior to the October 2008 report to the accrediting commission. The group consists of all of the original members, with the exception of two new members, a replacement classified staff representative and the new district chancellor. The original classified staff representative from Grossmont College stepped down from his role in the Classified Senate and was replaced by another classified staff representative. The new chancellor met for the first time with the taskforce in late March 2009. The group identified and implemented strategies for communicating to broader college constituency groups the efforts of those in college, district, and board leadership to significantly improve communication and collaboration. The types of issues discussed by the taskforce over the years, range from interpersonal communications to perspectives guiding institutional decision-making ([D55](#) and [D189](#)). A table identifying institutional tensions, efforts made to understand and resolve them, and the next steps toward their resolution has been devised as a tangible representation of progress to share with broader college constituencies ([D189](#)). By sharing this record of progress with diverse college constituencies and encouraging their acceptance, the taskforce will take the final step toward improving all institutional relationships through the listening, trust, and collaboration that developed within the taskforce.

Description of Steps Taken to Resolve Issue 2: In resolving the second issue associated with this recommendation, the institution of collaborative processes involving stakeholders that result in effective outcomes of benefit to the college, many efforts have been undertaken. However, seven initiatives spanning the college and district boundaries, which are described in the following pages, serve as exemplars demonstrating that GCCCD is a place where broad groups of people have worked together to produce outcomes beneficial to the entire college community. Because no significant issues impeding effective collaboration have occurred since the last report, none have been identified.

The premier representation of collaboration operating for the benefit of the college—the “Students First Campaign”—involved years of planning ([D187](#)). This campaign was

designed to mitigate the effects of building a multi-story parking structure on an existing parking lot at Grossmont College. The construction on campus resulted in a temporary net loss of 800 parking spaces. In order to make room for students to park on campus, college and district employees parked off-site at a temporary parking lot five miles away from the college and rode a shuttle to work. Several board members were present at the launch of this campaign to show their appreciation for college and district employees who parked off-site. This project was a 9 month effort demonstrating the willingness of college and district personnel to sacrifice and work together to put students first, even when it involved daily inconvenience for all employees.

A second example of both the district and the two colleges working together for the good of the institution was the planning process used to discuss and implement a deficit factor in the 2008/2009 budget in anticipation of reduced state funding. This effort was discussed in existing district-wide forums, including Chancellor's Cabinet, District-wide Strategic Planning and Budget Council (DSP&BC), and DEC, as well as college budget planning committees ([D148](#) and [D155](#)). This collaboration and communication will continue to be critical components of a successful strategy to weather the challenges of an economic downturn not seen since the Great Depression. These challenges have resulted in a district budget based on fewer resources, while the college serves students enrolling in record numbers.

Another example of collaboration across the colleges and district is in establishing common processes, areas of focus, and a timeline for strategic planning. The colleges worked together with district representatives, and through DSP&BC, laid out a common framework with four major areas of focus ([D190](#)). These areas include: student access, student learning and success, community and economic development and good stewardship of human, fiscal, and physical resources. Both colleges will follow similar processes and launch their new strategic plans in January 2010.

A fourth example of effective collaboration across the district is evidenced by the annual Classified Senate Planning Retreat. The Classified Senate is a district-wide organization of staff members. Each summer, a planning retreat is held and leaders of the college, district, and all Governing Board members are invited to attend. At this session, there is candid dialog about expectations of the staff and expectations of the administration and Governing Board. One mutual focus was agreed upon at the fall 2007 retreat—funding staff training opportunities ([D149](#)). Since that time, efforts have been made to provide training to staff across the district, and these opportunities have been evaluated for effectiveness by the participants.

A fifth example of effective district-wide collaboration for the good of the college community is a recent award of \$190,000 to support the Grossmont College nursing program from federal funds ([D151](#), [D152](#)). This effort was collaboration between college leadership and the Intergovernmental Relations, Economic Development and Public Information Office of the district. Without the collaborative planning and submission of such a request, the effort would not have been possible.

A sixth example of effective work between the district, both colleges, and trustees is the collaboration involved in resolving accreditation recommendations found within this report. District personnel have actively worked to identify and implement strategies and have worked hand-in-hand with college personnel to resolve issues raised during the comprehensive site visit. Three of the four recommendations addressed in this report span both colleges and district and, as such, have required close collaboration between personnel at all three sites, as well as involvement and support from the Governing Board. ([D151](#), [D153](#))

One final example of recent effective work between both colleges, the district, and trustees is the Textbook Taskforce established in June 2008. This taskforce meets regularly and is made up of two Governing Board Trustees, two Student Governing Board Trustees, one district administrator, Cuyamaca and Grossmont College faculty and staff, Grossmont College Academic Senate, Cuyamaca College Academic Senate, Classified Senate, Associated Students of Grossmont College, Associated Students of Cuyamaca College, and representatives from Barnes & Noble Bookstores ([D193](#)). The Districtwide Academic, Student, Planning and Research Services office supports the Textbook Taskforce by providing data, communicating with other colleges, and monitoring state legislative and community college activity to reduce textbook costs. The focus of the taskforce has been to gather information on how to reduce student textbook cost, to distribute this information to students, faculty, and the Governing Board, and to promote low cost or no cost open educational resource materials and textbooks. Since its inception in June 2008, thus far, the committee's work has resulted in two recommendations: (1) for students, on how students can reduce textbook costs ([D210](#)) and (2) for faculty, how faculty can reduce textbook costs ([D209](#)). The work of the taskforce also resulted in sending this information electronically to all newly registered students. The information was posted to the colleges' and student government organizations' web sites. The student representatives distributed the information at student orientation events. Taskforce members presented information at the joint Grossmont and Cuyamaca Academic Senate meeting in January 2009, and on March 30, 2009, members of the taskforce attended Grossmont College's Academic Senate meeting to report on the work of the group and to distribute information ([D194](#)). That report was positively received. While a Grossmont faculty member was the lead presenter, the Governing Board president and a district administrator also attended as taskforce members. Their contributions were welcome, reflecting the new atmosphere of collaboration between the district and college. A board policy addressing textbook costs is anticipated to be developed in fall 2009.

Analysis: On both issues associated with this recommendation, evidence reveals that they have been addressed. The improvement of relationships between the college, the chancellor, the district, and constituent groups, has occurred through a new dynamic in leadership at the college, district, and Governing Board level. Commitment to improved communication and positive relations and interactions has resulted in tangible progress toward remedying past divisiveness, which may have prevented effective collaboration. Seven examples demonstrated the extent and degree of commitment made by college, district, and Governing Board members to ensure that the entire GCCCD district



community works together for the good of the entire college. Since no significant disagreements emerged during the year that prevented effective collaboration, and the evidence reveals that significant improvements have been accomplished, it appears that the period of discord and dysfunctional relationships is being replaced by a new era of consideration and collaboration at Grossmont College.

Additional Plans: To ascertain the degree to which college constituencies share the perception that relationships have improved, a survey will be administered and the results reported to the college and district during the fall of 2009.

## **Recommendation 7: Improve Working Relationships Between the Governing Board, District, and College**

### **Related College Self-Study Planning Agenda Status Reports**

#### **I.B.5**

**As a follow-up to the Office of Districtwide Academic, Student, Planning and Research Services (the research office) presentations to selected shared governance groups during Spring 2007, the college will arrange for them to offer workshops during Professional Development Week to all faculty and staff to inform them of how to use their services, including Data on Demand and other web-based applications.**

#### **Response to Planning Agenda I.B.5**

The research office offered training on August 16, 2007, during Professional Development Week, prior to the ACCJC visiting team visit of October 2007 ([W4](#)). Such presentations are repeated as deemed necessary by the Professional Development Week Planning Committee.

This planning agenda has been met.

#### **III.A.1.d**

**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.**

#### **Response to Planning Agenda III.A.1.d**

While the 2007 Self-Study noted that the faculty and the Governing Board have had comprehensive statements regarding ethical requirements for their group members for some time, the administrative staff, classified staff, and students have not had such statements covering their actions ([D89](#)). Instead, they have been guided by memoranda, professional and other training programs, and situational advisories ([D112](#)). The college has identified all extant policies, procedures, documents, and campus training programs regarding ethics, to use as the basis of comprehensive statements and will compile them in accordance with the requirements of the planning agenda ([D112](#), [D126](#)).

This planning agenda will be completed by Fall 2010, as noted in the planning agenda.

### III.A.4.c

**College administrators and faculty will meet with district administrators to share concerns and develop common approaches to problem solving.**

#### **Response to Planning Agenda III.A.4.c**

As described in greater detail in the foregoing Response to Recommendation 7, the Taskforce on Excellent Working Relationships has worked diligently over the past two years to share concerns, look at past conflicts and learn from them how to improve communication and transparency, and come to closure on issues. There has been productive discussion, listening, and understanding within this group made up of college, district, and governing board members. College representation on the taskforce includes faculty, classified staff, and administration. Discussion topics and recommendations can be found in taskforce summaries ([D55](#)) and the Recommendation #7 table ([D189](#)).

This planning agenda has been met.

### IV.A.2.b and IV.A.3

**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.**

**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.**

#### **Response to Planning Agenda IV.A.2.b and IV.A.3**

As outlined in the foregoing response to Recommendation 7, the college and the district took a number of steps to address the issues identified in these planning agendas, both before the visit of the accrediting commission representatives in 2007 and thereafter. Pre-visit initiatives included a Governing Board-sponsored workshop on collegial consultation, followed by one limited to college employees, laid the foundation for addressing these issues. These processes were operationalized when the most recent version of the *District Governance Structure* was prepared; this document lays out the council and committee structures supporting collegial consultation. It is posted to the district web site ([W13](#)) and was last reviewed in 2009.

Post-visit actions taken by the college, included the establishment of the Taskforce on Excellent Working Relationships, as described in the response to Recommendation 7 in the Follow Up Report to the Accrediting Commission for Community and Junior Colleges October 15, 2008 (B5). It has undertaken efforts to address issues defined by these planning agendas and has begun to identify specific problems and potential means for their resolution, including how to reach closure when agreement has not been achieved (D55). The taskforce also has communicated to the broader college constituency the work that has been done and progress made. A college-wide survey planned for Fall 2009 will establish the degree to which campus constituencies share the perception that working relationships have improved.

Other actions of both formal and informal character, as described in the Responses to Recommendation 7 in both of the Follow Up Reports for 2008 and 2009 have resulted in the conclusion of both complex and simpler projects by the college in cooperation with the district and Cuyamaca College. These successful projects reveal that delineated processes are effective.

Through all of these initiatives, this planning agenda has been met.

#### **IV.B.1.b**

**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.**

#### **Response to Planning Agenda IV.B.1.b**

The district and colleges, through collegial consultation, amended the district's mission statement to include both colleges' mission statements. Thus any board policy referencing the district's mission statement automatically includes the colleges' mission statements. One example of where the college mission statement was added to a board policy is BP 1200 – District and College Mission Statements (D87).

This planning agenda has been met.

#### **IV.B.1.d**

**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.**

#### **Response to Planning Agenda IV.B.1.d**

A memorandum distinguishing these policies and procedures was circulated via campus e-mail on September 21, 2007 (D74). A reminder is sent to employees annually to ensure that access to this important information is broadly understood. The information has been

posted to the web for continuous access at  
<http://www.gcccd.edu/governingboard/policies/>

This planning agenda has been met.

#### **IV.B.1.e and IV.B.3.f**

**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.**

**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.**

#### **Response to Planning Agenda IV.B.1.e and IV.B.3.f**

As the response to Recommendation 7 demonstrates, the college has sought cooperation with the chancellor and board to achieve the objectives stated in these planning agenda items. Among the initiatives taken to achieve them are workshops on the meaning of collegial consultation, revision of policies and procedural guides to describe changed understandings of shared governance, and establishment of the Task Force on Excellent Working Relationships. Collaborative ventures using new practices and perspectives demonstrate improvements that have been achieved. The college will measure progress by a survey in Fall 2009, with the results to be disseminated to all college constituencies, the district, and the Governing Board.

This planning agenda will be met when the survey and its report are disseminated in Fall 2009.

#### **IV.B.1.i**

**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.**

#### **Response to Planning Agenda IV.B.1.i**

The Governing Board reviewed and accepted the Grossmont College self study prior to its submission in 2007. In lieu of workshops held by the college for board members, the ACCJC final report in summary form was sent in an email to the college community. Copies of the report in its entirety were distributed to district colleagues at the Chancellor's Cabinet level and to all Governing Board members. In lieu of workshops, both college presidents addressed the self-study reports in an open Governing Board meeting summarizing the site visit and the recommendations in the November 13, 2007

meeting ([D68](#)). Additionally, a representative of the Governing Board was appointed to the Taskforce on Excellent Working Relationships and has been working with college representatives to address issues raised in the self study, planning agendas as well as site team recommendations.

This planning agenda has been met.

#### **IV.B.3.a**

**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.**

#### **Response to Planning Agenda IV.B.3.a**

In accordance with the planning agenda item, the college initiated review of the mapping document through the governance processes. Participation at all levels resulted in acceptance of an updated and clarified document that was considered and accepted by the Chancellor's Cabinet in June 16, 2008 ([D69](#)). The mapping document was also distributed, discussed and no objections were raised at the July 2008 DEC meeting ([D114](#)).

This planning agenda has been met.

#### **IV.B.3.g**

**By Spring 2008, the college will recommend a process to the district for regular review of its governance processes used for decision making.**

#### **Response to Planning Agenda IV.B.3.g**

As described in the Response to Recommendation 7, the college engaged in revision of its own governance processes and produced its annual updated model ([B3](#)). A process currently exists at the district for councils and committees to annually review and evaluate the continuing need for their operation and make recommendations for any necessary changes in the governance structure ([D115](#)). This was last done collegially in 2009. This process of review is anticipated to be ongoing as a result of new leadership at the district and colleges. The college has reiterated the importance of this review by the district with the involvement of constituent groups from the college.

The Taskforce on Excellent Working Relationships, whose work was more fully described in the Response to Recommendation 7, promoted the use of forums and channels by which collegial consultation resulted in decisions acceptable to both the college and the district; seven examples were offered. The work done by this taskforce was expanded and shared with the broader college constituency through meetings and small group formats.

This planning agenda has been met.

## EVIDENCE LIST

B = bound material

**Official Printed Name**

- B1 Program Review Handbook
- B2 1994 Staff Diversity Plan
- B3 Governing Structure Booklet 08/09
- B4 “Give Us Your Feedback” Survey
- B5 Follow-Up Report to the ACCJC – October 15, 2008

W = web URL

**Official Printed Name**

- W1 Professional Development Week Fall 2008
- W2 Professional Development Week Spring 2008
- W3 Human Resources Web Site
- W4 Flex Week Fall 2007.
- W5 Library Student Service Outcomes
- W6 2007 Self-Study, Section III.C.1.b
- W7 <http://www.gcccd.edu/hras/hr-pulse-newsletter.asp>
- W8 <http://www.grossmont.edu/devonatchison>
- W9 EEO website  
<http://www.gcccd.edu/hr/eo/default.asp>
- W10 Evaluation Report, and pp.8-9  
<http://www.grossmont.edu/accreditation/docs/gcTeamReport.pdf>
- W11 Grossmont College Strategic Plan 2004-2010  
<http://www.grossmont.edu/strategicplan0410/>
- W12 Accreditation Reference Handbook August 2008, p. 69  
[http://www.accjc.org/pdf/Accreditation\\_Reference\\_Manual\\_August\\_2008.pdf](http://www.accjc.org/pdf/Accreditation_Reference_Manual_August_2008.pdf)
- W13 District Governance Structure  
[http://www.gcccd.cc.ca.us/district-wide.minutes/DistGovStructDocs/District\\_Governance\\_Structure\\_08-09\\_FINAL\\_revisions\\_Feb09-030209.doc](http://www.gcccd.cc.ca.us/district-wide.minutes/DistGovStructDocs/District_Governance_Structure_08-09_FINAL_revisions_Feb09-030209.doc)
- W14 Diversity Vision and Mission  
<http://www.gcccd.edu/hr/diversity/es-diversity-vision-test.asp>



D = word documents, unbound

**Official Printed Name**

- D1 ACCJC Annual Report 2007-2008, submitted in April
- D2 Course SLO Matrix
- D3 Title III Faculty Technology Survey Results
- D4 Curriculum Committee Meeting Minutes, 3/4/08
- D5 SSO Matrix
- D6 Assessment Studies Matrix
- D7 6-Year Template
- D8 Planning concept notes – discussed 10/4/08
- D9 Linking Planning Documents – discussed 2/4/08
- D10 Grossmont College 2007-08 planning calendar – discussed 2/4/08
- D11 Mira Costa site visit “Strategic Planning On-Line” (SPOL) training – 2/28/08
- D12 First draft – revised planning process – 2/11/08
- D13 Second draft – revised planning process – 2/25/08
- D14 Third draft – revised planning process – 3/3/08
- D15 Sample strategic planning process- 3/3/08
- D16 Sample planning flow chart – 3/3/08
- D17 Draft of yearly planning process – 3/10/08
- D18 Revised large-scale planning cycle – drafted 2/25/08 (Parts A and B).
- D19 Revision to yearly planning process – 3/24/08
- D20 Blueprint for planning – 3/27/08
- D21 Proposed revision to annual planning cycle – 3/28/08
- D22 Blueprint for planning – 3/28/08
- D23 Proposed revision to annual planning cycle – 3/31/08
- D24 Proposed revision to annual planning cycle – 3/31/08
- D25 Draft agenda –leadership planning retreat – 4/7/08
- D26 Leadership planning retreat – handouts and results – 4/11/08
- D27 Draft of revised planning committee structure - 4/28/08

- D28 Resource material for planning discussions: foci, criteria and structure – 5/5/08
- D29 Revision to planning cycles / discussion of first planning retreat results – 5/5/08
- D30 Final draft “Blueprint for Institutional Planning” – 5/12/08
- D31 Draft agenda – second leadership planning retreat – 5/12/08
- D32 WASC rubric for evaluating institutional effectiveness – planning – 5/12/08
- D33 Second leadership planning retreat – institutional focus and activity proposal selection criteria - 5/16/08
- D34 Summary of planning task force meeting minutes – 5/28/08
- D35 Unassigned
- D36 Email from Dr. Lastimado dated June 11, 2007
- D37 Staff Diversity Committee meeting notes
- D38 Vision and Mission Statement on Staff Diversity
- D39 Email from Gloria Reyes dated May 27, 2008
- D40 HR Pulse
- D41 Governing Board Special Meeting Workshop (3/27/07 Agenda and Minutes)
- D42 Collegial Consultation Workshop Scenarios (August 31<sup>st</sup>)
- D43 Chancellor’s Cabinet (membership and charge)
- D44 Chancellor’s Extended Cabinet (Membership and Charge)
- D45 Districtwide Strategic Planning and Budget Council (membership and charge)
- D46 Districtwide Coordinating Educational Council (membership and charge)
- D47 Districtwide Executive Council (membership and charge)
- D48 Administrative Technology Advisory Committee (membership and charge, meeting agenda and summaries)
- D49 Vice President-Dean Think Tank Luncheon
- D50 VP/VC Monthly lunches
- D51 Academic Senate Presidents monthly meeting with Chancellor and Associate Vice Chancellor
- D52 CSEA President and VP monthly meetings with Chancellor – agendas,

- summaries, etc.
- D53 Academic Senate Resolutions in Support of “Plus” and “Minus” Grades
  - D54 Academic Senate support of United Faculty’s call for work to contract resolution
  - D55 Taskforce on Excellent Working Relationships (5/7/08 and 5/14/08 Agendas and Summaries)
  - D56 Unassigned
  - D57 Leadership Planning Retreat Agendas (April 11<sup>th</sup> and May 16<sup>th</sup>)
  - D58 Flex Week Materials
  - D59 Board Policy 6620 – Naming of Facilities  
AP 2410 – Preparation and Revision of Board Policies and Administrative Procedures (1<sup>st</sup> reading, 2<sup>nd</sup> reading, final)  
BP 2105 – Election/Appointment of Student Members (1<sup>st</sup> reading, 2<sup>nd</sup> reading, final)
  - D60 NASPA Training (schedules, programs)
  - D61 Planning and Budget Council – (3/27/08 and 4/24/08 agendas and minutes)
  - D62 Leadership Training and Development (brochure)
  - D63 The Loop – Grossmont College Staff Bulletin
  - D64 Confidentiality Statement
  - D65 The Courier
  - D66 Board Policy 2510 – Participation in Local Decision Making-Academic Senates
  - D67 Board Policy 3840 – Children on Campus
  - D68 President’s Board Report, 11/13/07, Commendation and Recommendations, Governing Board Minutes 11/13/07, and The Courier, 11/13/07
  - D69 Chancellor’s Cabinet – 6/16/08 Minutes
  - D70 [www.gcccd.edu/district-wide.minutes](http://www.gcccd.edu/district-wide.minutes)
  - D71 [www.gcccd.edu/governingboard](http://www.gcccd.edu/governingboard)
  - D72 District Governance Structure July 2007
  - D73 Annual Report Update on Student Learning Outcomes 2006-2007
  - D74 Board Policies, Administrative Procedures, and Operating Procedures, September 21, 2007
  - D75 EEOAC Minutes, July 1, 2008

- D76 EEOAC SubGroup A Minutes, August 6, 2008
- D77 EEOAC SubGroup B Minutes, July 25, 2008
- D78 EEOAC SubGroup C Minutes, July 14, 2008
- D79 Dept./Program Action Plan
- D80 Unassigned
- D81 Figure 2: Annual Institutional Planning Review and Implementation Cycle
- D82 Library Tutorial (LUCI and BI) Assessment Results
- D83 LIR 110 Study
- D84 Library Statistics spreadsheet
- D85 Tech Mall tutoring services data
- D86 CATL Training Survey Data
- D87 Board Policy 1200 – District and College Mission Statements
- D88 Staff Diversity Minutes, July 10, 2008
- D89 Report of Institutional Self-Study for Reaffirmation of Accreditation October 2007 III.A.1.d.
- D90 DEC Meeting Minutes – July 7, 2008
- D91 ACCJC SLO Rubric
- D92 GCCCD Governing Board Staffing Commitments
- D93 Email from Devon Atchison dated August 15, 2008
- D94 ACCJC Rubric for Evaluating Institutional Effectiveness
- D95 Email from United Faculty dated August 20, 2008
- D96 Email from Kats Gustafson dated July 23, 2008
- D97 Website Review Stamats Visit Teams 8-28-08
- D98 Email from Tim Flood, September 2, 2008
- D99 Email from Sunita Cooke, September 4, 2008
- D100 Governing Board Minutes of the Regular Meeting Tuesday, June 19, 2007
- D101 Governing Board Minutes of the Regular Meeting, Tuesday, September 18, 2007
- D102 Email from Sue Rearic, September 4, 2008
- D103 GCCCD Year End Closing Deadlines, 2007/08
- D104 Email from Sue Rearic, September 4, 2008

- D105 GCCCD District Business Services Quick Reference Vacation Balances
- D106 Grossmont College Planning and Budget Council, Thursday, May 22, 2008, Meeting Summary
- D107 Grossmont College Facilities Needs Estimates 2/25/08
- D108 Governing Board Final Project Proposal Grossmont College Student Services/Student Center Renovations/Expansions
- D109 Grossmont College Facilities Committee Agenda, March 4, 2008
- D110 Facilities Committee Meeting Minutes, March 4, 2008
- D111 Total Building Cost Worksheet
- D112 Email from Sunita Cooke dated August 20, 2008
- D113 Governing Board Minutes of the Regular Meeting, Tuesday, August 19, 2008
- D114 Districtwide Executive Council Meeting Notes, Monday, July 7, 2008
- D115 Grossmont-Cuyamaca Community College District Governance Structure
- D116 Grossmont College - Blueprint for Institutional Planning (7/8/08)
- D117 Grossmont College Institutional Planning Review and Implementation Cycle (7/8/08)
- D118 Department/Program Action Plan Activity Proposal
- D119 Technology for Teaching and Learning Committee
- D120 Planning Process Implementation Timetable
- D121 Distance Education Coordinator
- D122 Email from Zoe Close dated August 15, 2008
- D123 Email from Marci Jahn dated September 3, 2008
- D124 Taskforce Meeting Minutes – 7/1/08
- D125 Collegewide Professional Development Committee Meeting Minutes – 2/7/08
- D126 Fall 2008 Workshops/Seminars
- D127 President's News Burst Email – June 2008
- D128 Engagement Contract Between Stamats, Inc. and Grossmont-Cuyamaca Community College District
- D129 Board Policy 2745, Board Self-Evaluation
- D130 Administrative Procedure 2745, Board Self-Evaluation

- D131 Board Policy 2410, Preparation and Revision of Board Policies and Administrative Procedures
- D132 Governing Board January 24, 2007 Special Meeting Agenda
- D133 Governing Board Minutes of the Special Meeting, January 24, 2007
- D134 Governing Board Minutes of the Regular Meeting, July 15, 2008
- D135 Governing Board Docket Item 652, September 16, 2008
- D136 Governing Board Minutes of the Regular Meeting, September 16, 2008
- D137 Governing Board Docket Item 201, February 17, 2009
- D138 Governing Board Minutes of the Regular Meeting, February 17, 2009 (Pending)
- D139 Board of Trustees Self-Evaluation Form
- D140 Districtwide Executive Council Meeting Notes of the June 11, 2007, Meeting
- D141 Districtwide Executive Council Meeting Notes of the September 8, 2008, Meeting
- D142 District Services Strategic Plan 2008-2010
- D143 District Services Evaluation/Survey – 2009 Planning Timeline
- D144 GCCCD Mapping Document
- D145 Grossmont-Cuyamaca Comm. College District Audit Report, June 30, 2008
- D146 Citizens’ Bond Oversight Committee Annual Report for 2008
- D147 Email sent from Jennifer Danks on 3/23/09 to District and Colleges regarding Chancellor’s Open Forums
- D148 Agendas and Minutes from Planning and Resources Council regarding discussion on deficit factor in the 08-09 budget in anticipation of reduced state funding
- D149 Classified Senate Planning Retreat – Fall ’07 Minutes
- D150 District-wide Staff Training Website and Workshop Registration [www.gcccd.edu/stars/](http://www.gcccd.edu/stars/)
- D151 Governing Board Minutes – March 17, 2009
- D152 eGrossmont – March 2009
- D153 Governing Board Minutes – February 17, 2009, December 9, 2008

- D154 DEC Meeting Notes – November 11, 2008 re: Final Readings of Board Policies 7111 and 7365
- D155 Districtwide Strategic Planning and Budget Council Meeting Notes – February 11, 2008 re: budget deficit
- D156 4/4/07 memo from Bruckman to Districts
- D157 3/10/08 DEC meeting notes
- D158 3/6/09 Joint EEOAC/SDC meeting notes
- D159 EEO Plan
- D160 EEO Plan Timeline
- D161 Reaffirmation Notice
- D162 Email to Chairs and Coordinators
- D163 9/18/08 SDC meeting notes
- D164 11/24/08 SDC meeting notes
- D165 SDC Action Plan
- D166 Position Description: College President
- D167 Districtwide Executive Council Meeting, March 10, 2008 item “Status of Legally Required Policies and Procedures”
- D168 Districtwide Executive Council Meeting Notes, May 12, 2008 item “Policies and Procedures
- D169 Districtwide Executive Council Meeting Notes, June 9, 2008 item “Policies and Procedures
- D170 Public Meeting of Governing Board Regular Meeting Agenda, July 15, 2008
- D171 Districtwide Executive Council Meeting Notes, August 11, 2008 item “Policies and Procedures
- D172 Districtwide Executive Council Meeting Notes, October 13, 2008 item “Policies and Procedures
- D173 Districtwide Executive Council Meeting Notes, November 11, 2008 item “Board Policies (BP) and Administrative Procedures (AP)
- D174 Districtwide Executive Council Meeting Notes, December 1, 2008 item “Board Policies (BP) and Administrative Procedures (AP)

- D175 Regular Public Meeting of Governing Board and Organizational Meeting Agenda, December 9, 2008
- D176 Governing Board Minutes of the Regular and Organizational Meeting, December 9, 2008 Information
- D177 Districtwide Executive Council Meeting Notes, February 9, 2009 item “Board Policies (BP) and Administrative Procedures (AP)”
- D178 Governing Board Meeting Minutes of February 17, 2009
- D179 Printed list of the Board Policies and Administrative Procedures listed on the Grossmont-Cuyamaca Community College District website, March 25, 2009 under the heading “Board Policies”
- D180 Board Policy 7111 – College President Selection
- D181 Administrative Procedure 7111 – College President Selection
- D182 Board Policy 7112 – College President Evaluation
- D183 Administrative Procedure 7112 – College President Evaluation
- D184 Recommendation #5 Task Force Summary and Meeting Dates
- D185 Board Policy 2430 – Delegation of Authority to the District Chancellor and College Presidents – DRAFT Revision
- D186 Special Workshop of the Governing Board Meeting Agenda March 31, 2009
- D187 Email from Bernadette Black September 18, 2008
- D188 District Services Survey
- D189 Grossmont College Recommendation #7 -- Spring 2009
- D190 DSP&BC Meeting Notes – November 11, 2008 re: Areas of Focus
- D191 Committee and Council Composition and Charge Annual Review Documents
- D192 Website Location for District Services Strategic Plan
- D193 Governing Board Meeting Minutes and Docket Item – June 17, 2008
- D194 Academic Senate Meeting Minutes re: Textbook Taskforce – March 30, 2009
- D195 Public Meeting of Governing Board, Tuesday, June 16, 2009 (first two pages)
- D196 Board Policy Update Docket Item No. 202.3, June 16, 2009



- D197 Board Policy 7113 – Delegation of Authority to the College Presidents
- D198 BP 3410 – Nondiscrimination
- D199 AP 3410 – Nondiscrimination
- D200 BP 3415 – Equal Access
- D201 BP 3430 – Prohibition of Harassment
- D202 BP 7100 – Commitment to Diversity
- D203 AP 7100 – Commitment to Diversity
- D204 BP 7120 – Recruitment and Selection
- D205 EEOAC Staff Diversity Minutes
- D206 unassigned
- D207 Districtwide Executive Council Minutes June 8, 2009  
<http://www.gcccd.edu/district-wide.minutes/DEC.docs/2009/June-8-09-DEC-mtg-notes.pdf>
- D208 Districtwide Strategic Planning and Budget Council Meeting Notes May 11, 2009  
<http://www.gcccd.edu/district-wide.minutes/DSPBC.docs/2009/DSPBC.May.11.2009.meeting.notes.pdf>
- D209 HOW CAN FACULTY KEEP TEXTBOOK COSTS DOWN?
- D210 HOW CAN STUDENTS KEEP TEXTBOOK COSTS DOWN?
- D211 EEO/Diversity Taskforce Members/Charge
- D212 EEO/Diversity Taskforce Minutes
- D213 unassigned
- D214 unassigned
- D215 unassigned
- D216 DEC July 2009 Minutes
- D217 DEC August 2009 Minutes
- D218 DEC September 2009 Minutes
- D219 Email from Jennifer Danks 7/31/09

V = video

**Official Printed Name**

- V1 GCCCD Board Workshop CD
- V2 NASPA Training (schedules, programs, CD)
- V3 Leadership Training and Development (brochure and CD)

Om = other media

**Official Printed Name**

- OM1 Literature review (CD) of integrated planning articles and dissertations – 3/12/08
- OM2 Grossmont-Cuyamaca Community College District Instructor Evaluation Form