MIDTERM REPORT
TO THE
ACCREDITING COMMISSION FOR COMMUNITY
AND JUNIOR COLLEGES

By

Grossmont College
8800 Grossmont College Drive
El Cajon, CA 92020

October 15, 2010

GROSSMONT COLLEGE

MIDTERM REPORT FOR OCTOBER 15, 2010

STATEMENT OF MIDTERM 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 was to be submitted by October 15, 2008. Following receipt of the report, ACCJC was scheduled to conduct a modified site visit. To prepare for the first report, Grossmont College President, Dr. Sunita Cooke, and the Accreditation Liaison Officer, Dr. Pamela Amor, organized a series of teams, consisting of faculty, staff, administrators, and students from Grossmont College, including district and Governing Board representatives to begin work. They 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.

Following the acceptance of the first report by the ACCJC, the second report was done using procedures and teams in place. During the development of the second report, a new chancellor, Dr. Cindy L. Miles, joined the district. Recommendations 1, 5, 6, and 7 were addressed. The second report was also accepted by the commission.

Preparations for the Midterm Report were initiated in November 2009. Dr. Sunita Cooke and Dr. Pamela Amor established new teams to develop updated versions of college responses for each of the recommendations and their related planning agendas. The co-chairs of these teams comprised the Steering Committee, which assumed responsibility for ensuring that all segments of the Midterm Report were completed, including an additional section regarding substantive changes. Dr. Bonnie Price, an independent consultant, was hired to integrate and edit all drafts.

A draft document developed by the teams was reviewed by the Steering Committee and 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 Midterm Report was reviewed and approved by the Board of Trustees, Grossmont-Cuyamaca Community College District, on _____, 2010. Shared governance final approvals are reflected in the signatures below.

GROSSMONT COLLEGE

ACCREDITATION MIDTERM REPORT SHARED GOVERNANCE APPROVALS

Sunita V. Cooke, Ph.D., President

Accreditation Liaison Officer

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

Pat Murray, Vice President, Classified Senate

President, Associated Students of Grossmont College

DISTRICT REPRESENTATIVES

Cindy L. Miles, Ph.D., Chancellor

Bill Garrett, President, Grossmont-Cuyamaca Community College District

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The Midterm Report Steering Committee

Pamela Amor   Accreditation Liaison Officer
Devon Atchison   Professor of History
Sang Bai   Instructional Computer Facilities Supervisor
Jerry Buckley   Dean, Math, Natural Sciences, Exercise Science
Janet Castanos   Acting Vice President Academic Affairs
John Colson   Vice President, Student Services
Sunita Cooke   President of Grossmont College
Edwin Cruz   Student
Stephen Dailing   Student
Tim Flood   Acting Vice President, Administrative Services
Sue Gonda   Professor of History
Chris Hill   President of Academic Senate
Beth Kelley   Exercise Science Instructor
MaryAnn Landry   Administrative Secretary, English & Social/Behavioral
                           Sciences
Pat Murray   Vice President of Classified Senate
Chuck Passentino   English as a Second Language Instructor
Adelle Schmitt   English Instructor
Kitty Walden   Account Clerk Senior, Extended Opportunity Programs and
                           Services

Participants in Preparation of the Midterm Report Due October 15, 2010:

RECOMMENDATION 1: Sunita Cooke, Chris Hill, Will Pines

RECOMMENDATION 2: Devon Atchison, Janet Castanos, Chuck Passentino,
Stephen Dailing

RECOMMENDATION 3: Jerry Buckley, Chris Hill, Patty Morrison

RECOMMENDATION 4: Pamela Amor, Edwin Cruz, Chris Hill, Adelle Schmitt,
                   Kitty Walden

RECOMMENDATION 5: John Colson, Beth Kelley

RECOMMENDATION 6: Sang Bai, Tim Flood, MaryAnn Landry

RECOMMENDATION 7: Sunita Cooke, Sue Gonda, Pat Murray

MIDTERM 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.

Description of Steps to Resolve Issue 1: As discussed in the October 2009 Follow Up Report (B6), the original Grossmont-Cuyamaca Community College District (GCCCD) Staff Diversity Plan to ensure diversity and equity in human resource practices was developed in 1994 (B2). In 2007, in response to a request from the State Chancellor's Office, a draft Equal Employment Opportunity (EEO) plan was developed by the EEO Advisory Committee (EEOAC) and edited in summer 2009 by the EEO/Diversity Taskforce (D159, D211, D212). The development of the EEO plan resulted in a number of other actions that helped address the accreditation issue of establishing policies and practices to ensure equity and diversity in human resources planning, including:

- articulation of a districtwide commitment to diversity, equity and inclusion.

- the initiation of EEO/diversity training programs to prepare hiring managers and committee chairs as well as personnel who are willing to serve as EEO representatives on screening/interviewing committees. The EEO representatives are trained to participate in every portion of the selection process to ensure fair and equal access for all applicants

- the identification of proposed activities and practices, as outlined within Sections XIII and XIV of the EEO plan (D159), that will help create and maintain an inclusive working environment that values diversity and equity, and

- the development or update of several board policies and administrative procedures to address nondiscrimination (D198, D199), equal access (D200), prohibition of harassment (D201), commitment to diversity (D202, D203), and recruitment and selection (D204).

The college continued working on Issue 1 in March 2010, with EEO training for managers and supervisors throughout the district (D261, D262). The procedure for training the screening committee EEO representatives will be developed through DEC in

spring and summer 2010. In addition, several diversity activities were conducted during Spring 2010 Professional Development Week (D264) including:

- an interactive presentation featuring a campus student group that culminated in an opportunity for campus wide dialogue on diversity and equity,
- a presentation of demographic data by the Office of Institutional Research, and
- other activities focused on diversity in the classroom.

The EEO Task Force is also working in conjunction with the EEOAC to develop an overarching framework that may include a restructuring of district and campus committees in order to more effectively address and promote a culture of diversity, equity, and inclusion within the district.

Analysis: This issue was addressed through collaborative work between the college and district services that resulted in preparation and approval of an EEO plan, a collegial process that resulted in the development of a districtwide oversight committee, a diversity training program for EEO compliance during the screening/interviewing process, revision and/or development of appropriate board policies and procedures, development of additional practices that will foster diversity, equity, and inclusion, and discussion of a revised district framework for more effective implementation of these many initiatives.

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

Description of Steps to Resolve Issue 2: As documented in the 2009 Follow Up Report (B6), the assessment and communication of the GCCCD record in employment equity and diversity is also detailed in the EEO plan (D159).

The district 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, and
- sending an annual written notice of non-discrimination to community organizations.

In addition, demographic data and its analyses are communicated to the GCCCD community for use in human resource planning at both the district and college levels via a number of methods including:

- a district EEO web site with posted EEO plan and annual analysis (W9), and
- an 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.

In September 2009, the Governing Board approved the EEO plan (D263), which included the most up-to-date demographic information regarding the district's employment and diversity record. The Office of Institutional Research also communicated that demographic data during a Spring 2010 Professional Development Week presentation (D264) and the college's leadership planning retreat (NEED LEADERSHIP RETREAT AGENDA AS EVIDENCE).

Analysis: As outlined in the comprehensive EEO Plan, regular collection and analysis of demographic data, as well as periodic review of the policies and practices related to equity and diversity, have established schedules. Communication of information generated through these processes will continue to occur via the methods outlined above.

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

Recommendation 1: Midterm 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.

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 the application process may have limited the applicant pools. 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, hiring faculty for these positions has been postponed until stability at the state level is achieved.

This planning agenda has been met, to the extent that financial conditions permit.

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 is monitored and disseminated and is scheduled to be updated with demographic information and institutional progress for submission to the state chancellor's office at least 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 strategic goals outlined by both the college and district services in the 2010-16 GCCCD Strategic Plan

(W21).

This planning agenda has been met.

Recommendation 2:

The college establishes a specific timeline for producing student learning outcomes at the course level and the program level; incorporate student learning outcomes into the curriculum and program review processes; identify systematic measurable assessments; and use the results for the improvement of student learning and institutional effectiveness. (Standards I.B.a, II.A.1, II.A.1.a, II.A.1.c, II.B., II.B.3.f, II.C.1.b., III.A.1, III.D.1.a, IV.A.1, IV.B.1.b)

Response to Recommendation 2:

Key Issues Related to the First Segment of Recommendation 2**:** The two key issues are that the college will establish a specific timeline for producing student learning outcomes (SLOs) at the course level as well as at the program level.

Description of Steps Taken to Resolve Issue 1: In the 2008 follow- up report (B5), a specific timeline was developed for the production of SLOs for all courses at the course level. Grossmont College successfully followed that timeline and by the end of the fall 2008 semester, every single course at Grossmont College had identified course-level SLOs [W15].

Analysis: Since the required specific timeline was developed, and subsequently, since the course-level SLOs were written, this issue related to the recommendation has been met.

Additional Plans: No further plans are required.

Description of Steps Taken to Resolve Issue 2: In the follow-up report, a specific timeline was developed for the production of SLOs for all programs. Grossmont College successfully followed that timeline, and by the end of the fall 2008 semester, every single program at Grossmont College had identified program-level SLOs [W16].

Analysis: Since the required specific timeline was developed, and subsequently, since the program-level SLOs were written, this issue related to the recommendation has been met.

Additional Plans: No further plans are required.

Key Issues Related to the Second Segment of Recommendation 2: The two key issues are that the college incorporates student learning outcomes into both the curriculum and the program review processes.

Description of Steps to Resolve Issue 1: In fall 2008, Grossmont College's Academic Senate recommended that the Curriculum Committee add course-level SLOs to the Course Outlines of Record as addenda. Since that time, Instructional Operations and

Creative Services have added course-level SLOs to all Course Outlines of Record [D220].

Analysis: Since the course-level SLOs have been added to the Course Outlines of Record, this issue related to the recommendation has been met.

Additional Plans: No further plans are required.

Description of Steps to Resolve Issue 2: Since the 2008 Follow-Up Report, Grossmont College has assessed and improved the program review process. In that process, the Program Review Committee met with the SLO coordinator on several occasions to discuss how to better incorporate SLOs into the program review process. The Program Review Committee decided to change the SLO questions in the Program Review process to the following:

> **PROGRAM REVIEW QUESTION 2.1**: Using the course SLO assessment data (via AARs) that you've compiled annually in your annual SLO progress reports, discuss your success in achieving your program SLOs:
> - What are your program SLOs?
> - Give a broad overview of your findings (as outlined on your AARs) regarding the data you collected at the course level.
> - Analyze what these data tell you about the success of your program SLOs
> - Make recommendation for changes to the program SLOs (if any) and explain.
>
> **PROGRAM REVIEW QUESTION 2.2**: Describe how your department uses SLO assessment data for course and program improvement?
> - Explain how your program SLOs

Analysis: This issue regarding the incorporation of the program SLOs into the program review process has been accomplished, so this issue related to the recommendation has been met.

Additional Plans: No further plans are required.

Key Issues Related to the Third Segment of Recommendation 2: The only issue involved in this segment is the identification of systematic measurable assessments related to SLOs.

Description of Steps to Resolve the Issue: Systematic measurable assessments have been not only been created for all academic programs at the college, but also other operating areas, including instructional-support services, student services, and administrative services. Descriptions of how each area has developed its assessment system follows:

1. As each academic department created course-level SLOs, measurable assessments were also identified for each course-level SLO. The Grossmont College faculty agreed, however, that **specific** assessments would not be created for each course-

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level SLO at this time. This was because the assessments that have already been conducted have offered direction to each department regarding how to better conduct the next assessment, not just in the course in which the assessment was originally conducted, but in every course in that particular department. This approach ensures effectiveness because what is learned from assessment better informs future assessment efforts. Therefore, while each department has identified potential measurable assessments for each course, **specific** assessments will be designed prior to the semester the assessment will be conducted [W17].

 While some programs may have exit tests and capstone courses, this is not a collegewide norm, thus all program-level outcomes will be assessed at the course level. As detailed in the Second Segment of Recommendation 2, Issue 2, faculty will assess program-level SLOs during the program review process by compiling and analyzing course-level SLO data and recommending program-wide change according to their analysis.

For General Education (GE) SLOs, the Academic Senate approved the use of institutional SLOs as the college GE SLOs in spring 2010. By the end of the Spring Semester 2010, departments will have completed the mapping of their general education courses to the GE SLOs [D228]. INSERT TABLE FROM DEVON The mapping process asks departments to look at each of their general education courses and compare each course to each GE SLO; they are then asked, for each GE SLO, to place GE courses into one of three categories:

- .“focuses on” that GE SLO

- “has a Course SLO” for that GE SLO

- “does not address/have a Course SLO” for that GE SLO.

For the GE courses in which the course “has a Course SLO,” course-level SLO data will be used to assess the overall effectiveness of the GE SLO. Cases in which the GE course “focuses on” a GE SLO, the faculty plan to encourage departments to assess and analyze how their course SLOs address the GE SLOs, create an exit survey for graduating students regarding the GE package and show how the general education courses address the GE SLOs; additionally, numerous instructors from the particular GE area being assessed may gather, with their course-level SLO data, into a faculty inquiry group (FIG). That FIG will discuss and analyze their data from a GE perspective and bring a formal report and recommendations for change to the Academic Senate and/or the General Education Task Force, the following semester.

2. With regard to instructional-support service outcomes (ISOs), all of the instructional-support services have identified systematic measurable assessments

[D221]. Assessments have been conducted in the English Writing Center and the Library Workshops/LUCI areas and assessment results have been used to determine changes needed in service areas. For the Library institutional service areas (including Circulation, Interlibrary Loan, Media Desk and Reference Desk), a student survey is being conducted through May 2010, and the survey data will be collected, analyzed, and used to determine changes needed in service areas in the Summer Semester 2010 [D331].

3. With regard to student service outcomes (SSOs), systematic measurable assessments have been identified for all Student Service areas, and Student Services is currently conducting a second round of assessments for all SSOs [D223]. Assessment surveys were administered in October 2008 and 2009; results of these surveys have and will continue to determine changes needed in programs, as have the other measurable assessments employed by the various Student Service areas.

4. Grossmont College has also created administrative service outcomes (ASOs), and systematic measurable assessments have been identified for all Administrative Service areas. Administrative Services is currently doing a second round of assessments for all ASOs [D222]. Assessment surveys were administered in October 2008 and 2009; results of these surveys have and will continue to determine changes needed in programs, as have the other measurable assessments employed by the various administrative service areas.

Analysis: Identified assessments for all course-level SLOs, all GE SLOs, all program-level outcomes, and all instructional-support and administrative service outcomes, as described above, have been completed. All SSOs have identified assessments and reported results and recommendations in fall 2009. Additionally, ISOs and ASOs have been developed and are now a significant aspect of program evaluation. All processes implemented will continue according to a predetermined cycle of action. This issue related to the recommendation has been met.

Additional Plans: No further plans are required. Though work will continue to align, assess, and use assessment data to improve learning and student achievement.

Key Issues Related to the Fourth Segment of Recommendation 2: The single issue involved is use of the results for the improvement of student learning and institutional effectiveness.

Description of Steps to Resolve the Issue: To date, Grossmont College has completed multiple SLO studies and has used the results of assessments to improve student learning and institutional effectiveness. Every department has conducted at least one assessment, discussed the assessment results in a department analysis meeting, and used the analysis to develop future assessments as well as enhance effectiveness in the classroom [D224]. Each department has also filled out a six-year SLO plan, which indicates when each course SLO will be assessed over the next ten semesters. Accordingly, each department

will have conducted assessments of every course in the next five years while simultaneously conducting some studies a second time or more [W18]. Many departments are now focusing on completing their cycles and using evidence from previous assessments to have vigorous department-wide conversations and affect pedagogy [D229].

With regard to SSOs, each SSO has been assessed twice, with plans to continue assessing them annually [D225]. The SLO coordinator met with each Student Service area in November and December 2009 to discuss cyclical closure [D330]. Each Student Service area discussed significant changes to implement with regard to the Student Satisfaction Survey (conducted annually), internal data collection, and the outcomes themselves.

With regard to ASOs, each ASO has been assessed twice, with plans to continue assessing them annually. The SLO coordinator met with the vice president of Administrative Services in April 2010, to discuss how to complete the SSO assessment cycle.   Given the college's move toward a more streamlined process and because of Grossmont's dedication to conducting meaningful outcome assessments, the vice president of Administrative Services and the SLO coordinator decided to collapse many of the individual administrative service areas into larger, more meaningful cohorts (Facilities, Custodial, Grounds, Business Services and Maintenance) for assessment and planning purposes. Now, each cohort has designed ASOs to assess, focusing on student satisfaction, student success and resourcefulness (all areas of focus in the Administrative Services strategic plan, as well). The ASOs will be assessed via the student satisfaction survey, conducted annually, and internal data collection [D226].

Grossmont College has also changed the annual planning process so that each department submits an annual plan for assessment. At the same time departments plan for the coming year, they report on the past year's assessment through a standard reporting template. [D227].

Additionally, since the drafting of the last accreditation report, the Office of Districtwide Academic, Student, Planning and Research Services (Institutional Research) has become a more supportive resource for faculty, particularly in providing faculty with information about generating valid, reliable, and unbiased faculty-generated standardized tests. In the fall of 2009, Institutional Research designed a document which was distributed to all faculty listing best-practice references for generating valid, reliable, and unbiased standardized tests as well as informing faculty of the process for requesting direct assistance [D230].

Many departments have worked directly with Institutional Research in the design of their standardized tests. For example, the Communications Department has conducted an assessment of the validity and reliability of their faculty-generated standardized tests for the gateway communications courses; the communications faculty has implemented best practices, such as faculty peer-review of the examination questions, monitoring class averages, performing item analyses, and making appropriate changes. Similarly, members of the English as A Second Language (ESL) faculty have worked with

researchers in Institutional Research since spring 2007 to test the validity, reliability, and potential bias of the ESL writing placement test. In July 2008, ESL was granted probationary approval. Since then, ESL and the district researchers have continued to collect data, so that the department faculty may solve problems the State Chancellor's Office found with the cut scores and their disproportionate impact. The department faculty will resubmit their report to the state next spring, so that the ESL Program may regain full approval in the fall of 2010.

Further, to continue to expand and improve college assessment efforts, the college president sent two representatives—the SLO coordinator and the Academic Senate president—to the Western Association of Schools and Colleges (WASC) Level II Assessment retreat in November 2009 [D328]. At that retreat, the participants received in-depth assessment training, saw best practices regarding assessment, and devised a strategic plan on improvement of assessment efforts on campus. To further support this end, the president sent seven representatives to the WASC Level I Assessment retreat in February 2010, including the academic senate president, faculty from various departments, and a representative from Administrative Services, Student Services, and Institutional Research [D329]. These attendees were trained in assessment, to create a large, diverse, "SLO Rapid Response Team" to assist in assessment efforts on campus. In particular, their focus will be to help departments and service groups build sound and meaningful assessments and provide assistance to departments and service groups as they complete their assessment cycles. This "SLO Rapid Response Team" will also work on training additional SLO/SSO assessment experts, including adjunct faculty and classified staff.

Analysis: Every department is currently using the course-level SLO assessment data to improve student learning and institutional effectiveness.   An enforceable plan is now in place to ensure that every department assesses every SLO. With regard to SSOs, ISOs, and ASOs, the respective service areas are actively completing their cycles annually. This issue related to the recommendation has been met.

Additional Plans: No plans are required.

Recommendation 2: Midterm Report
Related College Self-Study Planning Agenda Status Reports

I.B.1

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

The SLO Assessment Initiative has surpassed expectations since this planning agenda was written in 2007. SLOs have been identified for 100% of all college courses. Most departments conducted at least one assessment study in the initial semester (Spring Semester 2009), and most departments conducted an additional study of at least one course SLO during the Fall Semester of 2009. All departments have also completed a six-year plan which identifies when each of the SLOs for each of their courses will be assessed, through spring 2015. In the reporting template for assessment analysis, faculty document the analysis of their assessments, make recommendations for future changes to the assessment tool, method of instruction, and related issues, as well as agree on when the next assessment will be conducted. This will provide direction for the entire six year cycle.

Program SLOs have been identified for 100% of college programs. The assessment of these program SLOs will take place regularly when each program conducts its program review; this will provide a clear timeline of when program SLOs will be conducted and a clear framework for programs on how to assess program SLOs using data from their course SLO assessments. Each program has also mapped their program SLOs to their course SLOs. (See the full description in the Response to Recommendation 2, which precedes these planning agendas.)

The college has also identified 100% of student service outcomes (SSOs), administrative service outcomes (ASOs) and instructional service outcomes (ISOs). Each service area has conducted two cycles of assessment for every SSO/ASO/ISO via a student survey, and various internal measures, have met to analyze their assessments, have reported on their progress via reporting templates for assessment and analysis, and have met with the SLO coordinator and the vice president of Student or Administrative Affairs to discuss recommendations for future changes and implementation of those changes.

The SLO Coordinator has also created an SLO website that is regularly updated with the most current versions of SLOs, SSOs, ASOs, and ISOs, as well as information on college assessment efforts, 6-year SLO plans, forms, SLO research and publications, and other pertinent documents.

This planning agenda has been met.

II.A.1.c

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

Grossmont College has committed substantial and varied human and fiscal resources to the development, implementation, and assessment of SLOs campus-wide. As described in the Response to Recommendation 2 and Planning Agenda I.B.1, a sea-change has occurred at the college and SLOs are being thought about, talked about, worked on, assessed, analyzed, and changes are being implemented institution-wide.

In regard to the human resources commitment, both the entire college community and district staff have been involved. First, the college understands that the position of SLO coordinator is one which fluctuates with the phase for which the college is striving. As such, there have been two times when the college provided additional support for the SLO coordinator in the form of additional faculty help and release time. The first time was as the college was completing its SLO identification and was preparing for SLO leadership change, in spring 2008. The second time is occurring now, as the college is preparing for comprehensive assessment across disciplines and programs. The assistance of an SLO faculty assistant is in place for spring 2010. The college anticipates that a second SLO coordinator will be identified and in place by fall 2010 to enhance the understanding, communication, and expertise for assessment and continuous improvement. Both SLO coordinators (total 80% release overall) will work in concert to coordinate and develop all aspects of the student outcome process.

Second, the Office of Districtwide Academic, Student, Planning and Research Services (Institutional Research), has provided and will continue to provide assistance regarding assessment development, data gathering, as well as determinations of validity, reliability, and bias. Third, the college vice president of Academic Affairs, among many others, dedicates a considerable amount of time and effort as the leader of the SLO Rapid Response Team, which was designed to offer immediate, personal assistance to faculty along with student and institutional service staff regarding SLOs and SSOs. Fourth, the college Instructional Computing Services Department has assisted and continues to assist in the creation of the SLO website and its maintenance. Fifth, Grossmont College has committed to having an SLO track in every semester's professional development plan, dedicated solely to developing, implementing, and assessing SLOs and SSOs. Sixth, and

most importantly, the college has the commitment of full-time and part-time faculty members and staff to continue to work on SLOs and SSOs as a part of professional development activities.

Grossmont has made a strong commitment to providing fiscal resources for the development of outcome studies throughout the college. The SLO coordinator receives 40% release time, allowing him/her to commit much of his/her time to assisting departments and areas with the creation of SLOs and SSOs and their assessments. The college, as budgeting allows, has also committed to funding assessment calibration and grading sessions, and funding to adjunct professors to maintain their continued support of the SLO assessment cycle. The college has also allowed for various classrooms and meeting rooms to be used continually for SLO and SSO discussions. The college has also paid for the attendance, by faculty members, including the SLO coordinator, the academic senate president and others from instruction, administrative services, and student services, to attend WASC-sponsored training sessions and retreats in 2009 and 2010 [D328 and D329]. Finally, and perhaps most importantly, for the 2009-2010 academic year, the college has created a more streamlined fiscal planning process which puts SLOs and SSOs first, along with funding projects concerning basic skills and community outreach/workforce development. According to the new fiscal planning process, all proposed activities will be approved via a departmental action plan which includes SLO activity proposals and funding requests evaluated and prioritized based on criteria found in an agreed upon formula [D280].

Because of the availability of institutional resources, the development of SLOs has occurred on all levels, on a basis that relates course, program, and institutional SLOs.

This planning agenda has been met.

II.A.2.g

For programs and courses using faculty-generated standardized tests, faculty will work with the research office to develop and implement means to assess the validity, reliability, and potential bias of faculty-generated standardized tests in the next three years.

Since the drafting of this planning agenda, Institutional Research has become a more visible resource for faculty, particularly in providing faculty with information about generating valid, reliable, and unbiased faculty-generated, standardized tests. (See the full description in the Response to Recommendation 2 (Fourth Segment), which precedes these planning agendas).

This planning agenda has been met.

II.B

The college will commit fiscal and human resources to the development and maintenance of the student learning/service outcome assessment cycle. Student Service programs will implement SSO studies into their regular yearly review process by the end of the 2007 and 2008 academic year. Results of SSO studies performed in one academic year will facilitate improvement in the subsequent year. The SSO assessment cycle will continue annually, and results will be reported in the EMP. These data will also be analyzed and used for continual improvement by student service programs going through program review. These data and improvement plans will be reported in the 2013 accreditation document and in any midterm reports.

Grossmont College has committed substantial and varied human and fiscal resources to the development, implementation, and assessment of SSOs campus-wide (See the full description in Section II.A.1.c of these planning agendas).

With regard to the SSO annual assessment cycle, each service area has conducted two cycles of assessment for every SSO/ASO/ISO via a student survey and various internal measures, has met as service areas to analyze their assessments, has reported on their progress via reporting templates for assessment and analysis, and has met with the SLO coordinator and the vice president of Student or Administrative Services to discuss recommendations for future changes and implementation of those changes.

It is worth noting, as well, that Grossmont College has eliminated the EMP (Educational Master Plan) process that was referenced in the original planning agenda. In its place, Grossmont College has created a more streamlined annual planning and reporting process. In the 2010-2011 academic year, then, Student and Administrative Service areas will report the outcomes of their assessments in Grossmont College's new annual reporting process, including recommendations for future changes and implementation of those changes [D227].

Because of the availability of institutional resources, the development of SSOs (and ASOs and ISOs) has occurred on all levels.

This planning agenda has been met.

IV.B.2.b

The college will request that the new president facilitate a process to review the current resources committed to the development of SLOs and techniques for assessment with a goal of recommending any needed enhancements to these resources. The process will identify resources for the Academic Senate to develop assessment measures for the Institutional Student Learning Outcomes recommended by the senate in Spring 2007. The president will garner the assistance of IR-PASS, within the district, to assist any departments or areas wanting more data about student learning outcomes.

The president of the college, Dr. Sunita Cooke, has played an instrumental role in reviewing the current resources committed to the development of student outcome assessments. Most recently, Dr. Cooke has set aside funding for select faculty to attend assessment workshops sponsored by the Western Association of Schools and Colleges (WASC). Similarly, Dr. Cooke called in a local assessment expert, Dr. Marilee Bresciani, to meet with the academic senate president, the SLO coordinator and the vice president of Academic Affairs, to discuss assessment at Grossmont College. The most immediate effect of that meeting, coupled with the attendance (by the academic senate president and the SLO coordinator) at a WASC Level II Assessment retreat, was a rethinking of the institutional SLOs (ISLOs). For GE SLOs, the Academic Senate approved the use of institutional SLOs as the college GE SLOs in Spring 2010. By the end of the spring 2010 semester, departments will have completed the mapping of their general education courses to the GE SLOs. (See the full description in the Response to Recommendation 2 (Third Segment), which precedes these planning agendas). Institutional Research will be instrumental in helping departments analyze their course SLO assessment data as it pertains to the GE SLOs, in creating a general education exit survey, and in facilitating the GE SLO faculty inquiry groups and their collection and analysis of data.

This planning agenda has been met.

MIDTERM REPORT

Recommendation 3

In order to satisfy the standards on planning, the College must review and revise as necessary its institutional planning processes and make the timing, processes, and expectations of all staff in the institutional planning process more widely known and understood. (Standards I.B, I.B.1, I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, I.B.7, IV.A.2, IV.A.3)

Response to Recommendation 3

Key Issues Related to Recommendation 3: The two key issues in the recommendation are requirements that: 1) the college review and make necessary revisions in the institutional planning processes, and 2) make the timing, processes, and expectations of all staff in the institutional planning process more widely known and understood.

Description of Steps to Resolve Issue 1: In fall 2007, initial discussions occurred on how to approach review and revision of the college's planning process (D8, D10) and in spring 2008, an Integrated Planning Task Force (IPTF) was formed to undertake that work.

In addition to the core members of the task force, additional contributors were consulted on the various tasks related to review, revision, implementation, and communication of the college planning process.

Upon completion of five months of study, discussion, and revision, the IPTF proposed a revised planning model for Grossmont College at the annual leadership retreat held on April 11, 2008 (D26). The model consists of a six-year planning cycle that integrates the college's strategic plan, annual budget cycle, and program review mechanism (D116, D117, D118, D120). Institutional foci are developed at the college's annual leadership retreat each spring. Each fall, activities are developed at the department level to address needs within each department or division, but also to support the institutional foci. These activities are reviewed at division councils, then, incorporated into an annual college plan of action.

An Institutional Review Committee (IRC) conducts a criteria-based prioritization of activity proposals based on alignment with strategic priorities, program review information and program outcome data. The list of prioritized activities is forwarded to the Planning and Resources Council (P&RC) for consideration and allocation of funds. The P&RC recommends to the college president which activities should be funded from general fund monies, versus those that should be referred to the Resource Development Committee (RDC) for identification of alternate funding.

Outcomes are evaluated each year at the departmental, division, and college level during the preparation of annual progress reports and via presentations of the finished work to the P&RC. Once formed, the Institutional Excellence Steering Committee (IESC) will, on

a regular basis, gather data on and review trends in key performance indicators in order to assess progress toward achieving the goals identified within the college strategic plan. This assessment will complement both annual progress reports that will serve as an update to program review progress and the annual progress toward assessment of student learning (SLO) and service outcomes (SSO). The P&RC and participants at the spring Leadership Planning Retreat will review annual progress reports and hear presentations on the success of funded annual activities.

Since the follow up report was prepared for fall 2008, the following additional steps have been taken to address this recommendation.

- The planning cycle has been adjusted to a six-year cycle (D281), which includes the development of six-year unit plans, annual planning implementation (along with annual progress reports), and overall program and process review, as well as planning for the new six-year cycle.

- The IPTF developed an electronic annual proposal process (W24) that combines the submittal process of staffing, technology, and planning activities that previously occurred at various times of the year. This software was implemented in spring 2009, evaluated via user feedback, and revised in fall 2009 for the next planning cycle.

- In early spring 2009, the various units of the college (i.e., academic, student service, and administrative areas) developed annual action plan activities for implementation during the 2009-10 academic year. Those proposed activities were reviewed in division and area councils and a limited number of activities (based proportionally on the percentage of full-time equivalent employees in a given division/area) were forwarded to the IRC. The IRC reviewed the activities, heard presentations from a representative of each proposal and scored each proposal against a set of pre-determined criteria. The scores were ranked and a prioritized list, along with the costs of each proposal, was forwarded to the P&RC. In fall 2009, the P&RC reviewed the prioritized list and, based on the funds available for planning in the 2009-10 budget cycle, allocated funding for a number of the activities (D283).

- In spring 2009, the college also began development of the 2010-16 Strategic Plan. The plan was based on five district-wide strategic areas of focus (W21) that were developed in the District Strategic Planning and Budget Council (DSP&BC) (D237, D238) and adopted by the Governing Board (D278). Those five strategic areas of focus are:

  o Student Access
  o Learning and Student Success
  o Value and Support of Employees
  o Economic and Community Development

     o   Fiscal and Physical Resources

A variety of activities were conducted in order to obtain input from a broad college constituency as well as background information and included an environmental scan developed by the District Institutional Research Office (B7), a Professional Development Week visioning activity attended by over 300 college employees (D313), and trend analyses produced by college scan teams (D314). The analyses were conducted to examine political/economic, educational, and energy/transportation trends.

- Work also began in the spring 2009 semester on a comprehensive review of the college's academic program review handbook. The primary focus was to review a process that has received accreditation commendations in the past while building upon it to include more rigorous use of data, better incorporate student outcomes assessment, and serve as an overall review of progress in accomplishing college strategic plan and unit plan initiatives. The new version of the academic program review handbook will be in use as the new 5-year program review cycle begins in fall 2010.

  In addition to the reassessment of the academic program review process, the college is reviewing and revising the student services program review process and developing an administrative program review process.

- In the fall 2009, as a result of various program review and planning discussions, the college developed a six-year unit plan template (D316) that individual units within the college used to detail the unit's (i.e., department or service area) long-term plans for addressing both past program review recommendations, as well as moving the college forward toward the achievement of the college's strategic plan goals. Strategies reported in that six-year unit plan are then used to guide a department as the annual action plans are developed.

- During the 2009-10 year, the college also worked to better integrate student outcome assessment into the overall planning process by including an SLO activity in the annual action plans. Each SLO activity proposal outlines the student outcomes that they plan to assess in the upcoming academic year. Student outcome assessment analyses will also be included in the annual planning progress report template.

- At the spring 2010 convocation, the college officially unveiled its 2010-16 Strategic Plan (W22). In addition to including a new vision and mission statement (which were selected via a college-wide vote), the plan also includes a new list of values. The plan incorporates not only various strategic goals in each area of focus but also outlines strategies to achieve those goals, as well as key performance indicators that can be measured to assess progress toward those goals.

- In spring 2010, the college also created a college planning website (W27) that serves as a comprehensive source for information on the various college planning and program review components, links to district planning information, and planning process documents. It also houses the college's archive of documents including the educational and facilities master plans, the annual action plans, and program review documents.

- Additional work that is scheduled to be completed in spring 2010 include the finalization of the annual progress report template, dashboards, the collection and analysis of baseline data for the strategic plan key performance indicators, and the review, selection, and potential purchase of a software package by the district to better document and track the various components of the planning and assessment process. There are also plans to develop an overall planning calendar that will outline the steps and due dates for the various planning, review, and assessment activities that will occur throughout the year.

Analysis: In addressing this recommendation, the college engaged in a thorough review of the full range of institutional planning processes, from strategic planning through resource development, and determined that revisions in planning processes were warranted. These revisions resulted in the development of changes in planning that resulted in a more efficient organizational structure and increased the rationality of institutional planning by creating linkages between planning cycles and resources dedicated to the implementation of plans, and annual evaluation of expenditures to determine their impact on institutional effectiveness.

Additional Plans: No further plans are required, since the college meets the accreditation standards using the described means.

Description of Steps to Resolve Issue 2: As the newly designed planning process has been in place since fall 2008, various mechanisms have been employed to communicate both the existence of the revised process and the process for implementing it. The process has been presented and explained in a number of venues including convocation, the annual leadership retreat, via written communication in the college president's campus newsletter (D127) and at P&RC. Implementation of the process included both individual training and group training sessions on the use of the online plan manager software as well as instruction at various monthly meetings (i.e. Council of Chairs and Coordinators (D-317), Student Services Council (D318), Administrative Services Council (D319), and Instructional Administrative Council (D320).

As mentioned in the preceding section, information is also available via a college planning website and a professional development week workshop to be offered in fall 2010, in order to allow more faculty and staff to learn about and understand the process.

Analysis: In addressing this recommendation, the college integrated the planning process within its operations so that all staff are continually informed of the activities and results

thereof.

<u>Additional Plans:</u> The college meets the accreditation standards using the means described. Work will continue on evaluating and refining the process that has been established.

Recommendation 3: Midterm Report
Related College Self-Study Planning Agenda Status Reports

I.B.2

The college will state future EMP and Strategic Plan objectives whenever possible in measurable terms, as they are reviewed. The EMP objectives are identified annually; the Strategic Plan goals will be renewed in 2010.

Response to Planning Agenda I.B.2

As explained in the Response to Recommendation 3, the revised integrated planning process has been designed to include measurable outcomes as part of the annual activity proposal process. The newly designed annual process results in the development of annual action plans (which have taken the place of the previously termed annual "Educational Master Plans"). The new planning processes require applicants to state proposed outcomes and link the activity to annual college foci identified at the each year's planning retreat.

As stated in the Response to Recommendation 3, the college strategic plan was updated for 2010-16 and unveiled in January 2010. The 2010-16 Strategic Plan contains new goals and strategies, as well as key performance indicators that will be used to measure ongoing progress toward the stated goals. The college plans to provide regular update reports to the college constituencies each semester and to the surrounding community via annual reports.

This planning agenda has been implemented.

I.B.3

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

Response to Planning Agenda I.B.3

The revised planning cycle and integrated planning process were shared with college constituencies at the spring 2008 annual planning retreat and its follow-up session, Academic Senate meetings (D321), Council of Chairs and Coordinators meetings (D317), and the Planning and Resources Council (D57).

Since the follow up report was prepared for fall 2008, the following additional steps have been taken to address this planning agenda:

- Convocation announcements during the last two professional development weeks have highlighted the cycle of planning;

- The Council of Chairs and Coordinators has had training on data entry for Activity Proposals during the past two terms - fall 2008 (D317) and spring 2010 (D322). The Council was also advised of the cycle, timeline, and process since fall 2008 (D323, 324); and

- The planning webpage, http://www.grossmont.edu/planning (W27), has been functioning since Spring 2010. It covers four planning areas: 1) Strategic Planning, 2) Annual Planning/Budgeting, 3) College Plans and Initiatives and 4) Unit Review.

This planning agenda has been implemented.

I.B.6

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

Response to Planning Agenda I.B.6

As described in the Response to Recommendation 3, throughout the 2007-2008 academic year, a small group of faculty, classified staff and administrators engaged in brainstorming and researching processes that would result in a streamlined planning process and committee structure capable of driving resource allocation. In April and May of 2008, two separate planning retreats were held whereby all college constituent groups were involved in responding to draft planning processes, prioritization, evaluation, and communication mechanisms. As a result of these retreats, a six-year planning cycle and evaluation were approved, and the college foci for the 2009-2010 year were determined.

Since the last follow up report, feedback on the planning process was obtained via discussions at the spring 2009 planning retreat (D329), in training workshops on the online planning software, and at P&RC meetings (D291). Based on that feedback, changes were made to the online planning software. In addition, baseline data were reviewed and new institutional foci were chosen for the 2010-11 planning year. In spring 2010, the IRC conducted a review of the matrix used to score the annual activity proposals and adjusted the weighting of the criteria based upon feedback (D282).

This planning agenda has been implemented.

II.C.1.a

The library will pursue provision of a line item in the library and instructional media budget in order to maintain and expand the current library collection and instructional classroom equipment by the conclusion of Spring 2010.

Response to Planning Agenda II.C.1.a

One method that the library used to pursue a line item in its budget was through Program Review. The first recommendation from the committee in the latest library program review (D327) was "Establish line items in the budget for books, periodicals, non-print materials, instructional technology as well as equipment repair and replacement." Secondly, each library annual activity plan for the last 2 years (2008/09 and 2009/10) has within it a goal to acquire line items in the budget for each of the materials listed above. Third, the library's six-year unit plan for 2010-2016 contains within it the same goal as the yearly plans (D326).

During a time of huge budget reductions, the college was still able to establish a line item of $80,000 for technology equipment to ensure that classroom and laboratories are updated on a regular basis. A general fund allocation of $20,000 annually for classroom furnishing replacement and updates was approved for the same year (D283). Unfortunately, state funding reductions required the college to postpone implementation of these actions until the funding is restored. The college, through its annual planning process, has also established a means for departments and divisions to request a one-time fund allocation to assist them in meeting their strategic planning goals and program review needs. In the 2008-2009 planning cycle, $300,000 was allocated to fund college prioritized activity proposals. The library pursued and was allocated $36,000 to expand and update its media and print collections. (D284). The college also allocated funds from the State Instructional Materials block grant to support electronic media and electronic data bases as well. With the state budget allocations continuing to be reduced, the college will need to find creative ways to ensure that the needs of the library are met within current budget constraints.

This planning agenda has been implemented but will need to continue to be reviewed in the context of limited state funding and further appropriation and categorical program reductions.

III.A.5.a

Develop funding sources to implement plans made by the Professional Development Committee.

Response to Planning Agenda III.A.5.a

Each year, the P&RC plans to set aside available funding from fall and spring for college-

wide professional development and allocate $8,000 in support of professional development week activities (D125). In addition, various activities are proposed via the unit annual action plans and may be funded through the college planning process.

This planning agenda item has been implemented.

III.A.6

The college will engage the district in beginning the process of developing a common human resource plan that is integrated with district-wide planning and research, through the shared governance system.
Response to Planning Agenda III.A.6

As a result of the development of a new integrated planning process, Grossmont College and the district office merged their planning calendars to address local and district-wide strategic planning activities. As reported in the Response to Recommendation 1, the Governing Board has established, through the collegial consultation process, a funding allocation each year to support faculty and staff hiring that addresses human resources needs at both campuses. The DSP&BC updated the district's strategic plan to include human resource and staffing considerations.

Since the follow up report was prepared for fall 2008, the following additional steps have been taken to further address this planning agenda:

- As detailed in the response to Recommendation 1, the GCCCD developed an updated Equal Employment Opportunity Plan (D159) that was adopted by the GCCCD Governing Board on September 8, 2009 (D263). The EEO Plan is a comprehensive resource covering various aspects of how GCCCD assures equal opportunities to all who are, or wish to be, part of its team. Further, it details the district and Grossmont campus activities needed to enhance the working environment of all employees.

- In the GCCCD Strategic Plan 2010-16 (W21), Strategic Area of Focus number 3 is "Value and Support of Employees." This area of focus contains four GCCCD goals (**Goal 1:** Enhance district services processes to streamline workflow and reduce workload stress; **Goal 2:** Enhance customer service for employees; **Goal 3:** Improve campus safety and awareness of emergency preparedness procedures; **Goal 4:** Enhance professional development). Strategies to move those district goals forward are further delineated in the Grossmont College 2010-16 Strategic Plan (**1.1** Recruit, develop, and retain an exceptional and diverse group of employees; **1.2** Promote cultural proficiency; **1.3** Promote employee health and well-being; **1.4** Provide comprehensive professional development), thereby ensuring the integration of the two entities' strategic plans (W21, W22).

This planning agenda has been implemented.

III.B.1 and III.B.1.b

1. The Facilities Committee will reconstitute the Campus Safety Committee during Spring 2007, requiring bi-monthly meetings, regular meeting minutes, and reports to the Facilities Committee.
2. The Facilities Committee will identify and secure approval for a process to ensure off-campus sites are safe and sufficient to meet the needs of the program or service by the end of Fall 2008.
3. The college will pursue full implementation of the Grossmont College Facilities Master Plan by seeking additional funding for construction through placement of a second Proposition 39 bond measure on the ballot by 2012.

Response to Planning Agenda III.B.1 and III.B.1.b

Beginning in 2008, the college has taken the following steps to address the various parts of this planning agenda:

1. In an effort to reduce the number of committees and task forces on campus, the college Facilities Committee incorporated the functions of the Campus Safety Committee within its monthly meetings. The Facilities Committee reviews safety related items, makes recommendations, and assists in the compilation of required safety reports including the HazMat (Hazardous Materials) Business Plan, El Cajon fire inspections, parking and traffic mitigation, and other safety related items (D285). The college also participates in the district safety committee where district-wide policies, procedures, and recommendations are discussed and brought back to the Facilities Committee for discussion, review, and input (D286).

2. The college adopted a process to ensure that off-campus sites meet educational needs. The off-site locations are housed on high school campuses for regular instruction and medical sites for clinical instruction. Each of these sites must meet Division of the State Architect (DSA) or Americans with Disability (ADA) code requirements. The area deans meet with instructors at off-campus sites to ensure their needs are being met. The Facilities Office recently sent out a survey to instructors teaching at off-campus sites (D298). The results of the survey will be distributed to the area deans and used to evaluate the effectiveness of each off-campus site.

3. In the current economic climate, it has been determined that now is not the appropriate time to seek a second bond initiative. Grossmont College still has projects to complete utilizing its current bond funding . Grossmont College, in concert with District Facilities Planning, has developed a needs analysis in preparation for a future bond initiative. However, it is anticipated that the campus will revise the overarching Educational and Facilities Master Plans in long-term preparation for a subsequent bond. (D299).

This planning agenda has been met but will need continuous review in the context of the state budget crisis and public sentiment regarding placing another proposition 39 bond initiative on the ballot.

III.B.2

The college will identify a consistent annual funding source and prioritization plan for the replacement of furnishings for existing classrooms and office spaces by Fall 2010.

Response to Planning Agenda III.B.2

As noted in the responses to Planning Agendas II.C.1.a and II.A.5.a, as well as in the response to Recommendation 3, additional financial resources will be identified and considered annually for planned campus projects, such as classroom equipment and furniture replacement, faculty office renovation, and general campus maintenance.

The process used for funding campus projects is the following: the college Facilities Committee recommends each year to the Planning and Resources Council (P&RC), the use of college scheduled maintenance funds, state matches for scheduled maintenance, and Proposition R (Prop R) bond funds that can be applied to projects (D106, D107). Two recent examples of how these funds have been maximized and used to renovate classroom and other instructional areas are the Exercise Science and Wellness facility, which celebrated its grand opening in August 2008. It was a mix of Prop R funds, as well as scheduled maintenance funds.

Since the follow up report was prepared for fall 2008, one of the largest lecture rooms was renovated (in December 2008) through the use of scheduled maintenance and Prop R funds, based upon a recommendation from the Facilities Committee to P&RC. Additionally, critical roofing projects and classroom furnishing continue to be purchased according to prioritized needs even under the most difficult current budget crisis.

This planning agenda has been met, but as current economic conditions improve, additional discussions will occur on the development of a consistent funding source.

III.B.2.a

1. The Director of Campus Facilities, Operations, and Maintenance will head college efforts to develop a total cost of ownership definition and integrated process to identify the funding required to sufficiently staff, equip, operate, and maintain new college buildings prior to their approval and construction and secure approval thereof by the end of Fall 2009.

2. The college will complete the planning and initiate the construction of the Student Services Building by the end of Fall 2008.

Response to Planning Agenda III.B.2.a

As seen in the Response to Recommendation 3, the strategic planning cycle addresses all issues related to funding needs.

However, the following additional steps have been taken to address the various parts of this planning agenda:

1. The state has an allocation formula based on new square footage added to the campus. Each new building is allocated the state-recommended amount at a minimum (D288). Grossmont College has developed and approved additional processes to collect, prioritize, and fund the total cost of ownership for new and/or remodeled spaces above the state allocations. Through the budget allocation process and the staffing committee, the college can prioritize and fund the additional needs of a new building space being brought onto campus. This process allows the college to make a value-based decision and allocate funding based on educational needs and priorities. The Director of Campus Facilities reviews the facilities, furniture, and equipment (FF&E) needs along with maintenance costs and submits estimated cost increases to the P&RC for consideration and possible inclusion in the Adopted Budget. The utility increases for new building costs are estimated using a cost per assignable square foot (ASF) spreadsheet. This number factors costs based on current allocation per ASF of building space (D289). Shortfalls in FF&E funding are reported to the Facilities Committee for discussion and review. The Facilities Committee then makes a recommendation to the Planning & Resources Council, if additional funding above the standard state allocation is needed to provide the educational and service outcomes the students, faculty, and staff have prioritized. The P&RC recently approved augmentations to the state FF&E allocation for the Exercise Science and Wellness Center and the Health & Sciences Complex (D290, D291). The staffing committee has made recommendations regarding staffing requirements to ensure the buildings are staffed appropriately, within budget constraints. The staffing committee has approved the hiring of four additional custodians, one additional maintenance worker, and a 0.5 FTE Lab Technician (D292).

    Another part of the total cost of ownership that the college and district have addressed is the ongoing maintenance aspect. The GCCCD has developed design criteria and required district standards for many building components. These standards assist in lowering the overall maintenance costs by standardizing systems, which makes it easier to maintain repair parts, lower staff training time, and ensures system integration (D293).

2. The college has completed an internal Final Project Proposal (FPP) for the Student Center and Student Services Building. Plans are currently being reviewed by the

Division of the State Architect (DSA). Faculty, staff, and students have been an integral part of the development and planning of the new buildings. A budget for the project has been approved, and work on secondary effect has already begun (D294, D295). Construction of the newly expanded Student Services Building and Student Center building will begin summer of 2010, and is expected to be complete by December 2011. (D296)

This planning agenda has been implemented.

III.B.2.b

1. The college will develop a process to ensure that the facility and equipment needs identified in the Educational Master Plan updates are used in the planning and budgeting process by the end of Fall 2009.

2. The college will institute a process to ensure that adequate funding is available for furnishings, fixtures, and equipment (FF&E) by the end of Fall 2010.

Response to Planning Agenda III.B.2.b

As seen in the response to Recommendation 3, resource allocations will be considered for all campus needs, including unmet FF&E requirements for all future building projects, via the newly revised college planning process.

Since the follow up report was prepared for fall 2008, the following additional steps have been taken to address the various parts of this planning agenda:

1. The new integrated planning process and timeline ensure that the college planning processes are completed prior to the budget process. This allows the college to make priority-based budget decisions and ensure that planning drives the budgetary decisions. This new planning and budget cycle was first implemented in the 2009-2010 fiscal year planning.

2. The state has an allocation formula based on new square footage added to the campus. Each new building is allocated the state recommended amount at a minimum (D288). The Director of Campus Facilities and the Building Task Force review the FF&E needs and requests. Shortfalls in FF&E funding are reported to the Facilities Committee for discussion and review. The Facilities Committee then makes a recommendation to the P&RC, if additional funding above the standard state allocation is needed to provide the educational and service outcomes the students, faculty, and staff have prioritized. The P&RC recently approved augmentations to the state FF&E allocation for the Exercise Science and Wellness Center, and the Health & Sciences Complex (D290, D291).

This planning agenda has been implemented.

III.C.1.b

The college will conduct periodic general assessments of the technology training needed starting by the end of Fall 2008.

Response to Planning Agenda III.C.1.b

The college has conducted limited assessments of the technology training needed for faculty and staff over time. At the time the 2007 Accreditation Self-Study was developed, Grossmont College had already collected information regarding faculty information technology needs in two surveys conducted for the Title III Project. These surveys were named identically, *Faculty Incorporation of Technology into Instruction*, but conducted several years apart (W6). In Spring 2008, the college reorganized its Instructional Computing Committee into the Technology for Teaching and Learning Committee (TTLC) and appointed a Distance Education Coordinator (D119, D121). Surveys continue to be conducted to assess faculty and staff needs in the area of instruction.

In addition, the college operates the Center for the Advancement of Teaching and Learning (CATL) under the auspices of the Library, which offers training for faculty and staff. Routine evaluations conducted after each workshop to secure information about technology training needs as well as assessment of the workshop content. CATL also secures such information through programs offered during Professional Development Week and throughout each semester (D86).

With regard to student training, the Library has created student service outcomes (SSOs) for all tutorials and services. All SSOs can be found on the following webpage: http://gclib.pbwiki.com/SSO (W5).

The library began assessment for the online tutorial (LUCI) and bibliographic instruction (BI),both hour long classes offered by the library, in the spring of 2008; assessment results can be found in the Library Tutorial (LUCI and BI) Assessment Results document (D82).

Additionally, the LIR 110 course created the following SLO, "Students will be able to effectively perform research using recognized search tools as well as accurately cite and evaluate information sources on an appropriate topic". They began assessment of this SLO in the Spring of 2008, as shown in the LIR 110 SLO study (D83).

The Learning and Technology Resource Center offers tutoring to students using computers in the Tech Mall. Faculty and tutors assist students in learning to use the technological aids there (D96). They routinely anticipate student needs through advance preparation to ensure that they can assist them in the use of new or upgraded hardware, software, and Web applications for class work and for college registration via the Web. They also consider student suggestions to improve their capacity to provide assistance.

In spring 2010, the classified staff submitted an activity proposal for specific training on

the latest software packages. That proposal is being evaluated and scored via the college planning process. Should funding be allocated, the training will occur during 2010-11.

This planning agenda has been implemented.

III.C.2

By Fall 2009, the college will develop a general fund supported plan for technology so that it is not dependent on block grant funds.

Response to Planning Agenda III.C.2

The college established an ongoing line item of $80,000 for Technology equipment to ensure that classrooms labs are updated on a regular basis. An ongoing general fund allocation of $20,000 annually for classroom furnishing replacement and updates was also established (D283). Unfortunately, state funding reductions required the college to postpone implementation of these actions until the funding is restored. The college through its annual planning process has also established a means for departments and divisions to request a one-time funding allocation to assist them in meeting their strategic planning goals or program review needs (D284). The departments have successfully utilized the activity proposals to implement technology upgrades (D284).

This planning agenda has been met, but will need to continue to be reviewed in the context of limited state funding and further allocation reductions.

III.D.1.a

By the conclusion of the Spring Semester 2008, the college will establish means to better inform faculty and staff of the linkages between institutional planning and expenditures.

Response to Planning Agenda III.D.1.a

As described in the Response to Recommendation 3, dissemination of information related to the integrated planning process has occurred via presentations in various venues, such as at division meetings, college convocations, collegial consultation meetings, and at chairs and coordinators meetings. Information is also provided in graphic and written form in newsletter communications, on the college planning website, and within the 2010-16 Grossmont College Strategic Plan.

This planning agenda has been implemented.

III.D.2.b

1. The college will work with the district administration to eliminate delays in processing financial data by the end of the 2008 fiscal year.

2. The college Planning and Budget Council will provide current financial information regarding college operations on an Intranet website by the end of the 2008 fiscal year.

Response to Planning Agenda III.D.2.b

1. A district-wide administrative calendar has been developed to improve processing and dissemination of financial data at the end of each fiscal year (D102, D103). In addition, a process for communicating vacation balances has been developed (D104, D105). The district and college have also worked collaboratively to develop and provide training to department chairs and coordinators regarding the district's online financial records system (IFAS). This training has facilitated access to the budget detail reports and provided the opportunity for individuals to review their financial and budget information in real time. The first training sessions occurred during a professional development week in fall 2008, with additional training to be scheduled. (NEED FALL 08 FLEX WEEK CALENDAR AS EVIDENCE)

2. District budgets and general financial statements are now available via the Intranet. Additionally, more detailed financial information is available through the district's online financial records system (IFAS) at any time.

Since the follow up report was prepared for fall 2008, the following additional steps have been taken to address the various parts of this planning agenda:

The district, in consultation with the various college constituency groups, developed a survey tool for systematic evaluation of district services and core operations. A timeline (D143) was established for the initial evaluation process to be completed by the end of spring semester 2009. The plan is for the district wide 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 has identified areas where it effectively serves the colleges and the Governing Board, and those areas that could benefit from improvement. The results of the survey were shared with District Services departments and offices and were utilized to formulate action plans for improvement and revise district services goals as needed. The elimination of financial delays within departments has been addressed in the district action plans (D234).

The college P&RC has placed current financial data on the intranet for review by the college. The intranet also contains a link to a newly created District Budget Information website that includes such information as budget updates, frequently asked questions (FAQs), and audit information.

This planning agenda has been implemented.

IV.A.2.a

By Spring 2008, the college will improve timely distribution of information for campus constituents to participate fully in governance processes.

Response to Planning Agenda IV.A.2.a

College leaders have acted to improve the flow of information to campus constituents by several means. Most importantly, meeting minutes of all collegial consultation groups are made available to members; members have also been reminded of their responsibility to report to the groups they represent. Minutes of governance groups operating at the district level are posted on the district website at www.gcccd.edu/district-wide.minutes (D70). In addition, the chancellor issues periodic updates when appropriate to keep the college informed of important events, potential security threats, and the dynamic state budget situation. (www.gccccd.edu/itranet) (W26)

Governing board meetings are taped and made available through the college libraries, meeting highlights and updates are sent out each month via electronic newsletters called eGrossmont and *The Courier*, and Governing Board minutes are posted on the website at http://www.gcccd.edu/governingboard/ (D65, D71)**.**

This planning agenda item has been implemented.

IV.B.2.b

The college will request that the new president facilitate a process to review the current resources committed to the development of SLOs and techniques for assessment with a goal of recommending any needed enhancements to these resources. The process will identify resources for the Academic Senate to develop assessment measures for the Institutional Student Learning Outcomes recommended by the senate in Spring 2007. The president will garner the assistance of the Office of District-wide Academic, Student, Planning, and Research Services (the research office), within the district, to assist any departments or areas wanting more data about student learning outcomes.

Response to Planning Agenda IV.B.2.b

As reported in the Response to Recommendation 2, the college has supported the SLO initiative, including assessment, with human and fiscal resources. Even though difficult budget times have been encountered, the college perservered in funding the work. During a district-wide travel freeze, professional development funds were used to augment SLO identification, assessment, and calibration. Also, whenever possible, basic skills funds were applied to SLO work. The research office also supported SLO research, as evidenced by meetings with individual academic departments as well as the entire college faculty. The SLO coordinator, vice president of academic affairs, and research office staff are working together to support the assessment needs of departments.

Since the follow-up report was prepared for fall 2008, the following activities have occurred to further address the planning agenda:

- The research office conducted several assessment workshops for the college.

- A small task force from the college met with a local assessment expert to brainstorm ideas on how to better engage the campus community in the assessment process.

- The college sent teams to the Western Association of Schools and Colleges (WASC) Level I and Level II retreats as well as the Academic Senate for California Community Colleges-sponsored Accreditation Institute (D259, 260).

- The college is providing short-term funding to provide additional faculty release time in order to provide an assistant to the current SLO Coordinator.

This planning agenda has been implemented.

MIDTERM REPORT

Recommendation 4

The District, in consultation with the College, should provide "primary leadership in setting and communicating expectations of educational excellence and integrity" for the College. The District should expand its own strategic plan to link its Allocation Formula to the District and College's plans. (Standards I.A.2, 1.A.3, III.D, IV.B.3.a, IV.B.3.c)

Response to Recommendation 4

Key Issues Related to Recommendation 4: The two key issues in the recommendation are: 1) the need for the district and the college to work together to set and communicate clear expectations for educational excellence and integrity; and 2) for the district to link its Allocation Formula to its strategic plan and that of the college.

Description of Steps Taken to Resolve the Issue #1: In order to address this portion of the recommendation, the first steps were to re-establish effective and open communication channels between the district offices and the college constituency groups. These channels existed formally through collegial consultation groups such as the District Executive Council (DEC) and the District Strategic Planning and Budget Council (DSP&BC). To strengthen the collegial consultation process and enhance communication among new leadership at all levels (Governing Board, college, and Academic Senate), the Grossmont-Cuyamaca Community College District (GCCCD) Governing Board sponsored a district-wide collegial consultation workshop conducted by Diane Woodruff and Ian Walton on March 27, 2007 (D41, V1).   The district governance structure document was also reviewed and updated, in the process helping to clarify the roles and responsibilities of the various college and district constituency groups. In addition, a Task Force on Excellent Working Relationships was convened to identify and resolve sources of tension and disagreement between Grossmont College constituents and the district (D55). The district membership of this task force included the former chancellor, a member of the Governing Board, and the associate vice chancellor of intergovernmental affairs, economic development and public information. College participants included the college president, the president and vice president of the Academic Senate as well as the college's highest-ranking officer (vice president) of the district-wide Classified Senate. The taskforce met during May and June and agreed to continue meeting throughout the summer of 2008 (D55).

With the hiring of a new chancellor in the Spring 2009, additional steps were taken to enhance communications and to establish a level of trust. These continuing activities include:

- **Open Chancellor Forums:** Chancellor Forums were held in 2009 to provide an open, public venue by which employees could talk with the chancellor regarding district concerns, issues, and problems (D265),

- **Confidential communications with the Chancellor:** A form for comments to the chancellor was created and provided online (W25),
- **Chancellor's Listening Post:** This includes opportunities for participants to drop in for informal conversations (D266),
- **Chancellor campus participation and visits:** The chancellor regularly speaks at various campus events, such as convocation (D340) and drops by for informal visits (i.e., the Associated Students of Grossmont College office), and
- **Regular written updates:** These written email updates include important information on budget and other issues currently affecting the district (D267).

In fall 2008 and continuing into spring 2009, preparations began at both the college and district services level for the development of the 2010-16 strategic plans. Discussions in DSP&BC (D237, D238, D239), as well as in a joint workshop with the DSP&BC and the Governing Board, key areas of focus for the district were established (D240). These areas included Student Access, Student Success, Value and Support of Employees, Fiscal and Physical Resources, and Economic and Community Development (W21). These areas of focus are clear articulations of the expectations for the district over the next six years and as such, they were incorporated as guiding principles in the strategic plans of each college and district services (W22, D236). Communication of these areas of focus occurred in various venues throughout 2009-10 including the college Planning and Resources Council (P&RC) (D268), college convocation (this is part of the president's speech so any agenda will not show this), and College Leadership Council (D341).

During the preparation of the strategic plans, the district and college communities also had the opportunity to re-examine and revise their vision and mission statements. The revised statements are included in the various strategic plans and included in the updated Board Policy 1200 (D269). Board Policy 1200, as well as the various strategic plans, also includes the college values and the district value statement. The new district-wide mission and values statements were also presented at the Spring 2010 Joint Academic Senate meeting (D270).

Expectations for educational excellence and integrity have been communicated in other venues as well including the:

- **CLASS Initiative:** The district is participating in the California Leadership Alliance for Student Success (CLASS) initiative, an opportunity that has allowed participants from both colleges and the district offices to openly examine student success data and dialogue about ways in which the institutions can currently and continue to improve student success throughout the district. These "Conversations About Student Success" have transpired during meetings that occur prior to the regular monthly Governing Board meetings (i.e. D271) providing the opportunity to use data to inform decisions, to improve student retention, to foster student completion of basic skills sequences, and to promote student graduation and transfer rates across all demographics, and
- **District-wide Student Code of Conduct** :As the result of a joint effort of Student Services personnel and the Associated Student bodies on each campus, a revised

and updated Student Code of Conduct was developed to communicate expectations of integrity and conduct (D272). The changes were also incorporated into the appropriate board policy (D273).

- **Integration of District and College Strategic Plans** – Both the strategic plans clearly set the expectations for excellence and integrity with the inclusion of a value statement in the GCCCD plan (W21) and a descriptive list of values in the college plan (W22). As mentioned above, the areas of focus extend across all of the strategic planning documents in the district with common goals that focus on excellence in a number of key areas of focus. In addition, key performance indicators have been established at both district services and the college to monitor progress toward the indicated goals.

Analysis: Issue 1 has been addressed through significant collaboration between the district and the college to set and communicate clear expectations for educational excellence and integrity, not only by the development of integrated strategic planning, but also through extensive dialog by district and college personnel. Shared values and goals, emergent from shared conversations, have engendered renewed focus on student academic achievement and improved student conduct.

Additional Plans: While this recommendation has been met, the established processes will continue over time.

Description of Steps Taken to Resolve the Issue #2: Since the arrival of the new chancellor, the district has reviewed and modified, or put into place, a number of new processes, procedures, and tasks to strengthen the linkage between planning (both strategic and annual) and resource allocation. These efforts are intended to not only ensure short-term financial solvency and the identification of priorities that sustain long-range fiscal stability, but also are important components in the ongoing endeavor to focus on providing budget transparency, cultivating collegial conversations, and developing a foundation for trust and understanding of how resources are allocated in support of the mission of the institution(s). The processes, procedures, and tasks include:

- **DSP&BC Budget Task Force** – This task force was composed of members from DSP&BC and was convened during the summer of 2009 to analyze the budget system, which included the following components:

  ➢ Establishing the accuracy of budget information/data,
  ➢ Budgeting and allocation formula,
  ➢ 50% Law,
  ➢ Equalization funds, and
  ➢ Ending balances.

As a result of the analyses of these components and based on a report by an outside consultant (see next bullet), the task force validated the district's overall budget format

and provided some recommendations on improving the process of communication (D274). Since then numerous communication tools have been put into place that include:

- ➢ Development of a district intranet site that includes complete budget information and communications (W23),
- ➢ Regular budget messages from the chancellor (i.e., D275, D276),
- ➢ Use of a budget suggestion box that allows district and college employees to send messages to the chancellor with cost-cutting/saving ideas,
- ➢ Budget training sessions for managers,
- ➢ Budget forums held at each college and in district services (D276) to respond to employee budget questions and concerns, and
- ➢ Development of a list of Frequently Asked Questions (FAQs) that are posted on the Intranet site (D277).

- **Outside Consultant Review:** Joe Newmyer, an outside consultant, was hired to look openly and honestly at the budget process and to respond to questions raised by Budget Task Force members, as well as district employees,

- **Strategic Planning Process:** Through collaborative dialog, the district's strategic planning process was improved and strengthened in 2009 with much greater participation and integration between the colleges, students, District Services, the Chancellor's Office and the Governing Board. Activities included:

- ➢ **Governing Board/DSP&BC Workshop:** On July 20, 2009, a joint meeting of the Governing Board and DSP&BC was held to engage in a discussion on strategic planning and goals (D240).
- ➢ **Writing Team:** A writing team created at the Governing Board/DSP&BC Workshop met several times and prepared a draft of the Strategic Areas of Focus.
- ➢ **Integrated Six-Year Strategic Planning Framework:** The outcome of the writing team's efforts was a framework that resulted in alignment of the district areas of focus with the six-year strategic plans of the colleges and District Services. The Governing Board approved the six-year plans on December 15, 2009 (D242, D278).

- **2010-11 Budget Cycle** – The development of the 2010-11 budget began with a macro-level discussion of district-wide priorities that were aligned with the district areas of focus (D279) and continued at the college level with the implementation of the annual planning and budget cycle that is integrated with the six-year strategic plan (D280, D281). Thus, whether deliberations occur at the district, college, or department level, the decisions are made with the same strategic planning priorities in mind.

Analysis: By developing and implementing a number of communication channels, the opportunity exists to convey clear expectations regarding not only educational excellence and integrity, but also to provide transparency and nurture trust in the planning and resource allocation process. With the development of the most recent strategic plan areas of focus and documents, the links between planning and resource allocation have been established.

Additional Plans: The following actions will be taken to continue strengthening the effective linkage between strategic planning and resource allocation:
- Continued communication of budget information to the district and college communities,
- Continued efforts to build trust in leadership as well as the planning and budget processes
- Conduct a needs assessment based upon data and information in order to update the Facilities and overarching Educational Master Plan
- Following development of updated Facilities and Educational Master Plans, reconvene the Income Allocation Task Force to address how the institutions can most effectively implement the plans (i.e., via the generation of external funding or a more efficient use of often limited general funds).

The college meets the accreditation standards using the means described above. As indicated, additional work will continue to strengthen the linkage between strategic planning and resource allocation.

Recommendation 4: Midterm Report
Related College Self-Study Planning Agenda Status Reports

I.A.2 & 1.A.3

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

Response to Planning Agendas I.A.2 & 1.A.3

In preparation for the development of the 2010-16 strategic plans, an environmental scan was conducted (B7). The data from that scan, along with information from a campus-wide visioning activity and a separate trend analysis, were analyzed and discussed by a strategic planning task force. Draft vision and mission statements as well as values were developed and circulated through the various collegial consultation groups. Eventually a collegewide vote was taken to select new vision and mission statements that were subsequently included in the strategic plan.

This planning agenda has been met.

III.D

College representatives on the Income Allocation Task Force (IATF) will continue to work collaboratively with the district administrative and Cuyamaca College representatives to address perceived inequities. The college representatives will work to ensure IATF agreement and Governing Board adoption of a new Income Allocation Formula by no later than June 30, 2009.

Response to Planning Agenda III.D

The IATF last met during the Spring 2006 semester. Following those meetings, the task force agreed that the allocation formula needed improvement but recommended using the existing model for the 2006-07 academic year. The group also listed several options to be considered for future action (D312). Concerns surrounding the income allocation formula and task force recommendations were revisited when the new chancellor arrived in spring 2009. Given the context of the state budget crisis, the loss of $10M in the 2009-10 budget, and the projected loss of $14 million for the 2010-11 fiscal year, the need for a measured approach is even more prudent. As discussed in the Response to Recommendation 4, further discussion of the allocation of resources will occur once the district has had the opportunity to conduct a needs assessment and complete much-needed updates to the overarching Facilities and Educational Master Plans. Further information relating to these issues is contained in the Response to Planning Agenda IV.B.3.c.

The foundation for achievement of this planning agenda item is in place, but it is still in progress.

IV.B.3.c

By Fall 2008, the college will pursue with the district an improved allocation formula for the district. Key components of the formula to be pursued will include restoring the college's confidence that funding in the district is allocated on a fair and rational basis, will support the district-wide commitment that students are the first priority, will include factors that will be used to hold sites accountable for the funding they receive, and will hold the district offices to the same constraints as the college in order to build a sense of fairness in how funds are distributed and accessed.

By Fall 2008, the college and the district will develop an objective metric for evaluating the needs of the college. Once the metric has been established, the college will recommend to the district that the allocation of resources be based on the analysis of the data from the metric.

Response to Planning Agenda IV.B.3.c

As stated in the response to Recommendation 4 and the response to planning agenda III.D, the district and college have worked hard to develop a culture of transparency, trust, and effective communication. These efforts, along with the strengthening of the connection between the strategic plans and resource allocation via the development of the overarching areas of focus, have positioned the district and college to move forward in a collaborative way to address future fiscal concerns.

In response to the second portion of the planning agenda, the upcoming needs assessment will allow the district to more effectively plan for future resource allocation. At the college level, the annual planning implementation cycle provides an opportunity for individual units to propose activities that help them and the college move forward toward the accomplishment of the strategic planning goals. Those activities are scored via a series of weighted criteria (D282). In addition, the results of those activities are assessed via annual progress reports and reported upon at the annual college leadership retreat.

The foundation for achievement of this planning agenda item is in place, but it is still in progress.

MIDTERM 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.l.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 in 2009. 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 has been 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, BP 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).

During the summer of 2009, a presidential screening committee was seated to select a president for Cuyamaca College. On November 18, 2009 the announcement of Dr. Stuart Savin as Cuyamaca College president was sent to district employees by GCCCD Chancellor Dr. Cindy Miles. BP/AP 7111 was successfully employed in order for the GCCCD to complete its task of presidential selection (D306).

BP 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).

The evaluation of the college presidents is progressing according to AP 7112. In March, 2010, an evaluation process including faculty, staff, and administration was developed and disseminated to those who directly report to the presidents, as well as faculty and classified staff leader (D307). Leadership from Grossmont College faculty, staff, and those who directly report to the president were sent the survey and asked to complete and return it to the chancellor. This information, along with the president's self assessment, is considered during the performance review that the chancellor has with the president (D311). A review of goals and performance towards meeting them is considered along with the "feedback survey," and "self evaluation" in the annual performance review of the president. This information is reflected on the "Presidents Annual Performance Appraisal" form (D308).   The annual performance review of the Grossmont College president occurred in early April 2010. This information went to the closed session of the GCCCD Governing Board on April 20, 2010, for consideration, as prescribed in AP 7112 (D309, D310).

Analysis: The second issue was addressed through the collegial consultation processes at both colleges and the district. These processes were engaged to draft and appraise 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 in accordance with the established processes. Both processes have been successfully implemented through use in the hiring of a president at Cuyamaca College and in the evaluation of the president at Grossmont College.

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

Recommendation 5: Midterm Report
Related College Self-Study Planning Agenda Status Reports

III.A.l.b

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.l.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's (D183 and D307). In March and April of 2010, BP/AP 7112 was followed in the evaluation of Grossmont College president, Dr. Sunita Cooke.

This planning agenda has been met.

IV.B.l.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, D307, and D308) 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. On November 18, 2009 Grossmont-Cuyamaca Community College District (GCCCD) Chancellor Dr. Cindy Miles announced the appointment of Dr. Stuart Savin as president of Cuyamaca College. The expanded description, authority, and responsibilities of presidents within the GCCCD were included in the presidential recruiting brochure (D306).

This planning agenda has been met.

MIDTERM 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) in 2009.

To provide for systematic review of district goals, District Services developed a strategic plan for 2008-2010 (D142) in 2008. 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 2008-2010 plan has guided district services. The new District Services Strategic Plan for 2010-2016 will guide district services through 2016.

The District Services 2008-2010 Strategic Plan was 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).

Anevaluation of progress made in implementing the District Services Strategic Plan began in spring 2009. The evaluation included an all-district survey requesting feedback on district services. The survey results, analysis, and executive summary have been made available to the college and district community via the district intranet (D233). The results and analysis were utilized by each department within district services to create action plans that address the survey responses and where needed make improvements (D234). The actions plans are an integral part of the development of the District Services 2010-2016 Strategic Plan

In fall of 2009 a new District Services Strategic Plan for 2010-2016 (D236) was developed through the collegial consultation process. The district Services Strategic Plan

was developed in unison with the colleges' updates of their strategic plans. Updates and information regarding the development and progress was reported to the DSP&BC monthly from February 2009 through April 2009 (D237, D238, D239). On July 20, 2009, the Governing Board held a special meeting with members of the DSP&BC . District wide and college strategic plans were reviewed and discussed in a special meeting of the Governing Board on July 20, 2009 (D240). This special Governing Board meeting included the DSP&BC (D241). On December 15, 2009, the Governing Board approved the Grossmont-Cuyamaca Community College District, Grossmont College, and Cuyamaca College Strategic Plans (D242). The District Services Strategic Plan for 2010-2016 is still in draft form and will be completed by fall 2010.

Analysis: Through the recent review and approval of the Organizational Map, as well as the completion and implementation of the District Services 2008-2010 Strategic Plan and subsequent evaluation, and approval of the 2010-2016 Strategic Plans for GCCCD and Grossmont College, and the updating of the District Services Strategic Plan, 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 actions described above.

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 once more 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 was 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 identifying 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). At this meeting the Governing Board developed Communication and Development Goals for 2009-2010 (D243). On May 11, 2009, Chancellor Miles reported to the DSP&BC (D244) that the Governing Board was continuing to work on developing Governing Board goals. Chancellor Miles acknowledged that the institutions' strategic plans and the Governing Board goals should be in alignment, and that the Governing Board had planned a retreat on June 18, 2009, to develop additional Governing Board Goals. The Governing Board held a special meeting on June 18, 2009 (D245). Dr. Kevin Ramirez, from KMR Services conducted a workshop with the Governing Board to review the goals set on March 31, 2009, and to discuss additional goals and strategies. On December 11, 2009, the Governing Board held a special meeting to review their goals and to ensure the goals set on March 31, 2009, were being met and were consistent with mission statements to ensure the quality, integrity, and improvement of student learning programs and services. The Governing Board also reviewed and discussed BP 2745 Board Self Evaluation and AP2745 Board Self Evaluation, and considered self evaluation tools. The Governing Board is in the process of completing its second self evaluation. The Governing Board has also included a Governing Board evaluation tool that was sent to members of DEC (D246) for the Governing Board. DEC members were able to contribute their recommendations in February, and the results of the board self evaluations were discussed at the March 2010 meeting (D247, D248). Recommendations from the self evaluation are already being implemented. At the March Governing Board Meeting, Board President Bill Garrett stated the Board had received a recommendation that the Board President restate actions being voted on by the board. Before each vote, Trustee Garrett clarified and repeated the action being voted on prior to each Governing Board vote.

Analysis: Since the Governing Board established a timeline for regular self evaluation and assessment, they have continued to discuss and conduct goal setting and sought guidance from DEC. The Governing Board completed one self evaluation on September 16, 2008, and is in the process of completing its second self evaluation, utilizing an updated evaluation tool. The issue related to Recommendation 6 has been resolved.

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

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) was 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 regular 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 has identified 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 were shared with District Services departments and offices (via email (D235) and were utilized to formulate action plans for improvement and revise district services goals as needed (D234).

Additionally, an executive summary of survey results, the survey results data, and action plans have been disseminated to constituent groups district-wide through e-mail and are listed on the GCCCD intranet. (D233). The action plans were incorporated into the District Services Strategic Plan for 2010-2016.

Analysis: Since the district and colleges have established a tool for systematic evaluation of district regular services and core operations, an on-going timeline to continue that process, the completion of the first evaluations, the dissemination of the evaluation results districtwide, and the establishment of action plans to continue to improve services provided, 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 actions described above.

Recommendation 6: Midterm Report
Related Grossmont College Self-Study Planning Agenda Reports

IV.B.1.g

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 that was sent to current employees (D188). Results of the survey were shared district wide through an e-mail sent by Chancellor Miles (D235) and are available on the district intranet. The results of the survey have been used to formulate action plans for improvement and revise district service goals as needed (D234). The results and action plans were also incorporated in the District Services Strategic Plan for 2010-2016 (D236).

College and district information, data, and survey results were 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). The Governing Board met again on June 18, 2009, to continue the development and adoption of goals (D-245). On July 20, 2010, the Governing Board held a special meeting with members of the Districtwide Strategic Planning and Budget Council (DSP&BC) to discuss strategic planning and 2010-2016 goals. A districtwide task force was formed to assist in the development of districtwide goals and key performance indicators for the 2010-2016 plan (D240). The Governing Board also held a special public workshop on December 11, 2009 to discuss and review the colleges and district strategic plans (D257), board protocols, and the Governing Board self evaluation (D247).

This planning agenda has been met.

IV.B.3.f

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

In the follow up reports of 2008 and 2009, all planning agendas related to the recommendations were met, with the exception of the reissuance of the faculty and staff survey.   This survey occurred during the 2009-2010 academic year, as described in the text of the Response to Recommendation 7. As stated in the response, the survey showed improvements in the tenor of district and college relationships; these results were shared throughout the college. Through the various collegial consultation processes, the decision to periodically survey the college or entire district will be made jointly to monitor continued improvement.
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

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 the Districtwide Executive Council (DEC) and District Coordinating Educational Council (DCEC) (D249, D250, D251, D252)

This planning agenda has been met.

IV.B.3.b1

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. The district also created action plans for each district services department to address survey results and to improve services and communication with the college (D234); the survey results were shared with the college community.   These action plans were also incorporated into the District Services Strategic Plan for 2010-2016 (D235). Other independent evidence of effectiveness includes the district's independent audits (D145, D305) and the annual report from the Citizens' Bond oversight Committee (D146, D303).

This planning agenda has been met.

MIDTERM 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.l, IV.A.2, IV.A.3, IV.B.2)

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

Description of Steps Taken to Resolve the Issue: Accreditation focused follow up reports accepted by the Accrediting Commission for Community and Junior Colleges (ACCJC) in both 2008 (B5) and 2009 (B6) described how Grossmont College has worked deliberately with the Grossmont-Cuyamaca Community College District (GCCCD) officials and its Governing Board partners to address and completely resolve tensions and issues associated with this recommendation. This work is briefly summarized here but is more thoroughly detailed in the preceding focused reports. The college, district , and board identified representatives to participate in the Taskforce for Excellent Relationships. The membership of this taskforce consisted of the GCCCD chancellor, associate vice chancellor for intergovernmental affairs, public information, and economic development; a Governing Board representative; the Grossmont College president, academic senate president and vice president, and the vice president of the classified senate. This taskforce met regularly throughout 2008 and 2009 to identify, discuss, and recommend resolution mechanisms for existing tensions. The work of this taskforce was documented and shared with college constituencies. Additionally, key personnel and leadership changes established new patterns of interaction, engagement, and collegial consultation. Finally, in 2009/10 an abbreviated, follow-up college survey was done to gauge the perceived improvement in college-district relationships and services; its results are included in this midterm report and described in the ensuing pages.

A key indicator of improvement in relationships and processes resulting in benefit to the college community has been the results of an abbreviated survey completed by Grossmont College employees throughout late fall 2009 and early spring 2010. The survey consisted of a subset of questions that had been part of the comprehensive 2006 survey completed for the 2007 self study (D231, D188). The follow up survey focused on full time employee input, as this was determined to be the locus of the key issues noted in the self study of 2007. The streamlined survey was made available to employees November 2009 through February 2010. At the end of the survey period, approximately 46% of employees had completed the survey. The employees consisted of 280 faculty and 148 staff and administrators of the college. The average response rate in 2010 (46%) is higher than the response rate in 2006 (28.5%).

Survey results indicate that college faculty and staff see a significant improvement in the areas of Governing Board decisions and support, district policy implementation, the chancellor's communication and inclusion of faculty voices, district information dissemination, and district resource use. (D231)

When asked whether the **Governing Board provides support** necessary to effectively manage the GCCCD, only 8.9% of faculty agreed in 2006 versus 28.6% who agreed in 2010 (a 3-fold increase) (Question 49). Staff opinions changed even more: only 7.0% agreed in 2006; 48.3% agreed in 2010 (a 7-fold increase).   There was a concomitant decrease in dissatisfaction: 78% of faculty *disagreed,* or were unhappy with board support in 2006, versus only 28.6% in 2010. In 2006, 76.7% of staff *disagreed*; only 18.0% disagreed in 2010.   (Discussion of the percentage of individuals claiming "neutral" in the survey is discussed below) (Question #49).

Likewise, when asked if the **Governing Board's decision-making processes** are consistent with its mission statement and policies (Question #50), only 8.4% of faculty agreed in 2006, versus 32.2% in 2010 (a 3.8-fold increase). Staff paralleled faculty, with 8.7% agreeing in 2006, but increased to 52.3% in 2010 (a 6-fold increase). Clearly, changes in communication and more open processes between the Governing Board, district and college employees have improved relations as well as perceptions of the Board's effectiveness (Questions 49 & 50).
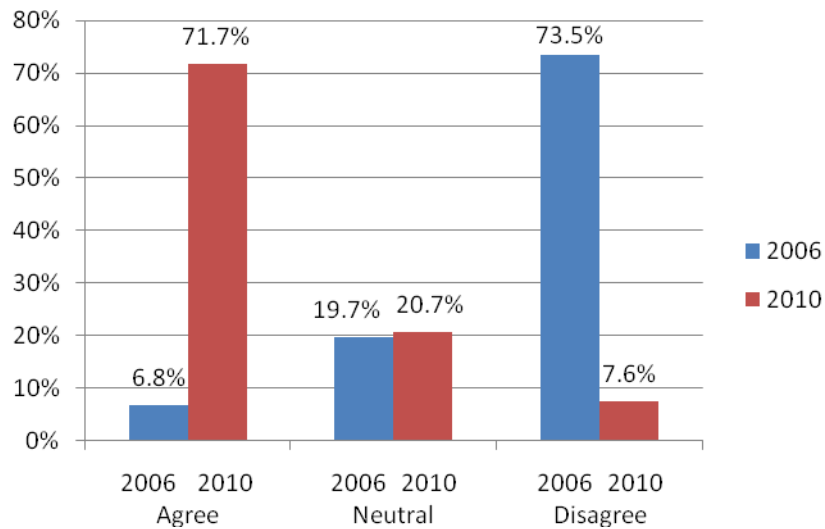
In 2006 only 21.7% of faculty agreed that the **District Offices ensure the implementation** of statutes, regulations, and Board policies (Question #54); 47% agreed today (a 2.2-fold increase). Fully 51.2% *disagreed* with this statement in 2006, whereas only 21.1 *disagreed* today. The gap in staff dissatisfaction was even greater in 2006: 22.4% of staff agreed; 60.2% agree with the statement in 2010 (a 2.7-fold increase). In addition, faculty and staff expressed more satisfaction in 2010 with how the District Offices are structured, staffed, and managed compared to 2006. These answers reflect College employees' greater confidence today in district management (Questions 51, 52, 53, 54).

Among the strongest sources of tension between the College and District in 2006 was **communication and collegial consultation between College faculty and staff and the Chancellor**. Faculty at that time felt strongly that they were **not included in processes** nor taken seriously about matters that concerned them. In 2006 only **8.2%** of faculty and **6.8%** of staff believed that the chancellor fostered appropriate communication among the Governing Board, college personnel, and students; now, **64.6%** of faculty (a7.9-fold increase) and **71.7%** of staff agree in 2010 (a 10.5-fold increase). The changes in *disagreement* with that statement were even more palpable: **81.5%** of faculty and **73.5%** of staff *disagreed* in 2006; only **8.4%** of faculty and **7.6%** of staff *disagree* today, reflecting a 180 degree reversal in opinion (Questions #56).

FACULTY RESPONSES TO THE CHANCELLOR 'S APPROPRIATE COMMUNICATION AMONG THE GOVERNING BOARD, COLLEGE PERSONNEL AND STUDENTS
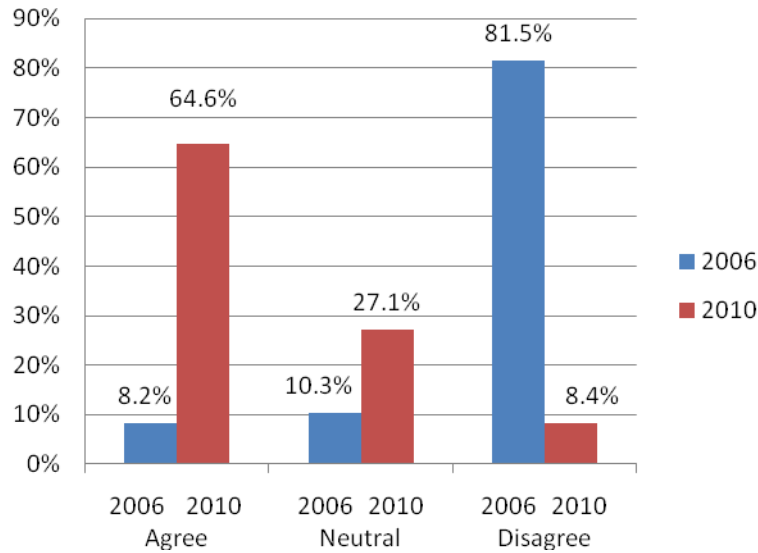
STAFF RESPONSES TO THE CHANCELLOR 'S APPROPRIATE COMMUNICATION AMONG THE GOVERNING BOARD, COLLEGE PERSONNEL AND STUDENTS

On this same topic, in 2006, only 11.0% of faculty agreed that the chancellor used established mechanisms to ensure a faculty voice in matters of shared concern; 58.1% agree in 2010 (a 5.3-fold increase). Notably, 79.2% of faculty *disagreed* with that statement in 2006; only 14.0% *disagree* in 2010. There was also a marked improvement in faculty and staff satisfaction with formal arrangements for regular, reciprocal

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communication of views and concerns between faculty/staff and the Governing Board (Questions 56, 84, 86).

Faculty and staff find that **information from the District** is more available in 2010 than in 2006 (Question #79). In 2006, 27.9% of faculty and 31.5% of staff agreed that College members have timely access to the information they need to make informed decisions or recommendations on GCCCD matters. In 2010, 37.3% of faculty and 52.6% of staff agreed that this is true. When asked in 2006 if GCCCD provides sufficient and accurate information about GCCCD issues and Governing Board actions that have an impact on the college, 20.1% of faculty and 21.9% of staff agreed (Question #92). In 2010, 42.7% of faculty (a 2.1-fold increase) and 59.6% of staff (2.72-fold increase) agree. In 2006, 14.9% of faculty and 18.0% of staff agreed that the District Offices provided appropriate and timely financial information to college constituents (Question #107). In 2010, 34.4% of faculty (a 2.3-fold increase) and 55.2% of staff (a 3.7-fold increase) agree (Questions #79, #92, #107).

Faculty and staff were asked if they agree that **districtwide resources are distributed** based on an objective assessment of the needs of each College. In 2006, only 10.5% of faculty and 14.8% of staff agreed; in 2010 only 12.8% of faculty agreed, but a marked increase to 40.5% of staff now agrees (a 2.7-fold increase). However, when asked whether the GCCCD identifies resources for future obligations before committing to those obligations, 18.1% of faculty and 29.8% of staff agreed in 2006. In 2010, 44.2% of faculty (a 2.4-fold increase) and 50% of staff (a 1.7-fold increase) now agree. In these and other questions, it appears that the low increase in faculty satisfaction may be due in part to changing personnel at the District Offices, leaving unclear the lines of authority and understanding of some processes. Upon the new chancellor's arrival in 2009, the district underwent an immediate self-evaluation under her guidance. In the changes since then, the office of the Vice Chancellor of Human Resources was eliminated, and there is a new half-time interim Director of Research. The duties and processes in those areas are being reorganized for maximum efficiency and service. The former Vice Chancellor of Business is now Executive Vice Chancellor of Business Services and Human Relations and has taken on additional duties. While college staff and some faculty in leadership positions have ongoing business with the district throughout these changes, most faculty have had far fewer interactions that would lead to greater understanding and satisfaction with the district resource distribution. This fact is revealed most markedly in responses to "The resources from the District Institutional Research and Planning Office (e.g., website, research reports, presentations, individual research requests) help provide me with the information I need." Faculty in agreement actually declined between 2006 (47.1%) and 2010 (38.1). Staff agreement increased (2006: 46.4%; 2010: 56.5), possibly paralleling their greater exposure to the Institutional Research office than faculty (Questions 90,108, 76).

Perhaps most telling in the two surveys are the *dissatisfaction* levels of college faculty and staff. In some cases, like the above question about distribution of resources to the colleges (Question #90), there was only a 2.3% increase of faculty agreement that the district was doing a good job. However, the numbers of people who answered "neutral"

together with the decrease in those who *disagreed* with the statement reveals that there is a decline in overall *dissatisfactio*n with the district. This trend was noticeable throughout the surveys. In the question above, 77.3% of faculty and 66.7% of staff *disagreed* in 2006 that districtwide resources are distributed based on an objective assessment of the colleges' needs. In 2010, that disagreement has declined to 51.7% of faculty and 29.8% of staff. In 2006, 13.2% of faculty and 18.5% of staff remained *neutral* on the topic; in 2010, an increase of 25.5% of faculty and 29.8% of staff remained neutral. In another example, 48.3% of staff in 2006 *disagreed* that the District Offices insured implementation of statutes, regulations and board policies, reflecting a lack of confidence in the board. Only 12.5% *disagree* today.

Review of both the "neutral" and "disagree" answers together also show a decline in overall dissatisfaction in the college when it comes to relations with the district. For example, to the important question as to whether GCCCD provides adequate opportunities for all constituencies to participate in districtwide financial plans and budgets, 67.3% of faculty *disagreed* in 2006; 30.8% disagree in 2010 (a 2.2-fold decrease). In 2006, 21% of faculty remained neutral on the topic; 41.5% remain neutral today. The staff had stronger perceptions: 50.5% disagreed with the statement in 2006; only 13.6% disagree in 2010 (a 3.7-fold decrease) (Questions 109, 90, 92, 105, 107). The increase in "neutral" responses reflects uncertainty or ambivalence about those questions, but they also reveal a decrease in active discontent or frustration. While there is certainly room for improvement, specifically in the areas involving perception and understanding of resource allocation, the survey indicates that new processes and communication practices are making a difference. The college and the district are on the right track in improving relations between the entities. (Questions #90, #54)

FACULTY RESPONSES TO GCCCD PROVIDES ADEQUATE OPPORTUNITIES FOR ALL CONSTITUENCIES TO PARTICIPATE IN THE DEVELOPMENT OF DISTRICTWIDE FINANCIAL PLANS AND BUDGETS
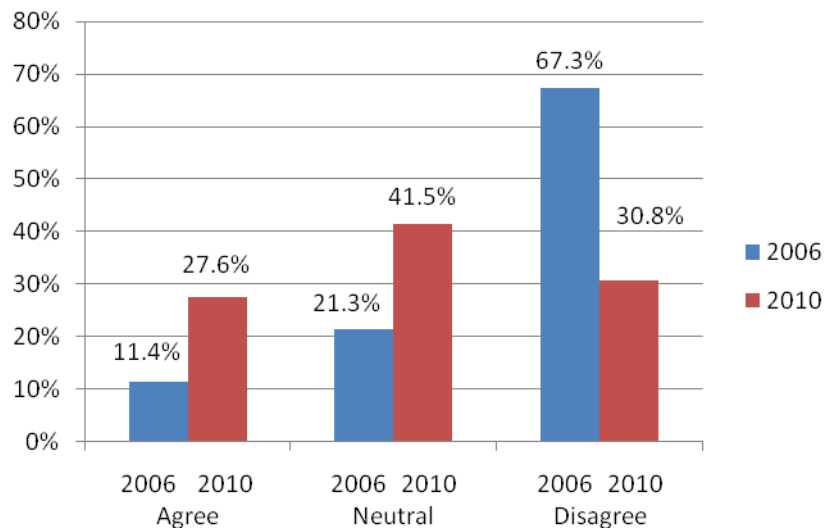
STAFF RESPONSES TO GCCCD PROVIDES ADEQUATE OPPORTUNITIES FOR ALL CONSTITUENCIES TO PARTICIPATE IN THE DEVELOPMENT OF DISTRICTWIDE FINANCIAL PLANS AND BUDGETS
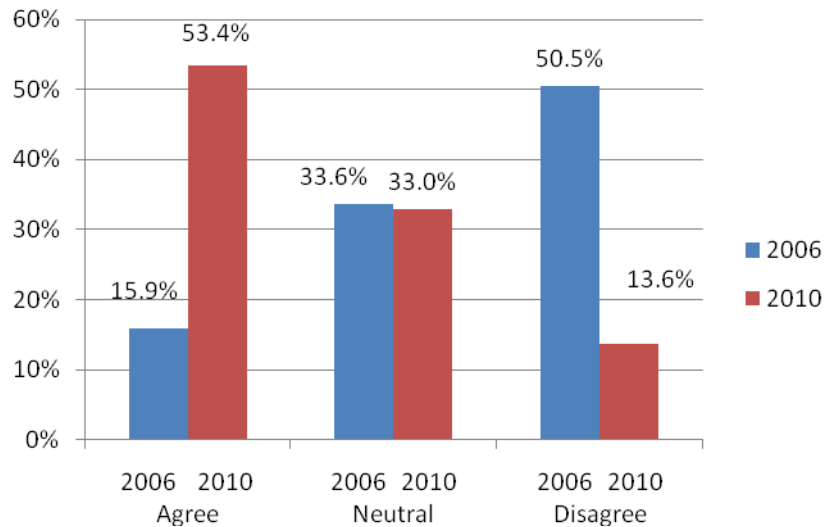
These survey results have been disseminated through email and also through Academic and Classified Senate meetings where data was shared and questions entertained. The results are posted on the college's accreditation website as well.

Additional measures have been taken since the 2009 focused follow up report was submitted to improve relationships and also establish collaborative processes that work toward effective service to students and benefit the college. Seven such measures are highlighted in the ensuing pages as evidence of these efforts.

The district has participated in the California Leadership Alliance for Student Success (CLASS) project (D332). This initiative focuses on the use of data to monitor 2006 student cohort data regarding retention, persistence, and degree/certification completion. The initiative utilizes the objective assessment of data to answer questions about what kinds of strategies or interventions might improve student success and close the achievement gap among students. Representatives of the district include the chair of the Governing Board, chancellor and the Academic Senate presidents of both colleges. Additionally, the district institutional research office works to support both colleges' efforts regarding data collection and presentation. In the past, the institutional research office had not been seen as an effective partner in providing the colleges with informative data other than the static, periodic environmental scan. The result of participation in the CLASS project has been an open monthly dialogue about student success held at each campus prior to the regularly scheduled board meetings. In those sessions, voices of faculty, students, administrators, staff, community members, and Governing Board members are heard with a focus on what the colleges and district could do to improve student success. This collaborative dialogue driven by data about students is unprecedented and allows all participants to better understand the students and each other.

In an effort to improve labor and management relations that had been problematic and led to at least two work actions during crucial accreditation timelines, the chancellor of the district and executive vice chancellor for business services and human relations meet monthly and as needed with union and senate leadership to discuss potentially problematic issues. These meetings are held with representatives of the three district unions separately (American Federation of Teachers Guild 1931 (AFT), California Schools Employee Association (CSEA), and the Administrators Association (AA) to identify, prevent and resolve labor and personnel issues. These meetings are a new addition to the district labor relations strategies. They are not only well received by both labor and administration, the meetings have proven successful in pre-empting and resolving critical issues. Both Academic Senate and Classified Senate leadership continue to meet monthly with the chancellor and executive vice chancellor to plan collaborative events and deal with current issues and concerns. This restructuring of labor relations has been central and effective in reversing the previous negative impact of labor relations on the work of the college and upon relations between the district and college.

Over the past two years, significant budget cuts and concomitant reductions have been implemented across the district. In an effort to approach this in a more systematic and collaborative manner, the leadership of each college and the district meet weekly to discuss, strategize and resolve budget-related issues (D338). This group consists of the two college presidents, vice presidents of administrative services, chancellor, executive vice chancellor of business services and human relations, associate vice chancellor, district business services/controller. The meetings focus on not only resolving issues in a collaborative manner but also in effectively communicating critical information to all employees. Two significant efforts have arisen from the teamwork established through these meetings, open forums and an "e-zone." Budget information regarding the 2009-10 budget and its impacts were communicated in open forums held at each campus and district site (D337). In the past, these sessions would have been conducted by each college on its own campus without the participation of either college or district leadership. However in fall 2009, the entire districtwide budget team participated in an open forum at each site. This allowed all employees to see the teamwork in developing a 2009-10 budget that attempted to put college and student needs above others. It also allowed for questioning any of the college or district leaders by all audiences. All employees were invited to share budget suggestions in open forums or by using the budget solutions email (D336) (budget.suggestions@gcccd.edu). Many of those suggestions were implemented, which allowed for student and employee, districtwide participation in the budgeting process. Additionally, critical budget information, including frequently asked questions (FAQs), have been posted on an intranet site for all employees to review and understand http://www.gcccd.edu/intranet/ (W26). The e-zone was created to allow all employees access to important information anytime and to create a transparency in documenting and disseminating/communicating budget decisions and other information. This level of collaboration and teamwork regarding budgeting issues has also been unprecedented in recent district history.

The fourth example of the college and district working in a collaborative and coordinated fashion was the development of the college and district strategic plans (D339). The chancellor attended the joint Academic Senate session in January, 2010, to present the district vision and mission. In August 2008, both colleges had agreed to a common framework, areas of focus and timeline for strategic plan development. Each college was able to use its processes to finalize its plan, but the shared work and common format and focus enabled all plans to fit together in a more coherent and functional fashion than had occurred previously.

The fifth effort made by the college leadership (administration, faculty and staff) has been to make available a list of useful resources that help keep employees well-informed. This was published and disseminated as a "Did you know?" sheet. The information included in the sheet was collaboratively decided by Classified and Academic Senate leadership and is a reminder each semester of the helpful information available to all employees regarding policies, procedures, forms, minutes, newsletters, board reports, etc. (D232)

Sixth, the colleges continue to work closely with district personnel and police to ensure the safety of the college, students, and employees. For example, on January 19, 2010, a severe weather incident resulted in power outage across the entire college. Both college and district leadership quickly assessed the information and safety implications and recommended closure of Grossmont College as well as District Service Offices located on the college campus (D334). In the past, these decisions took longer to make, but because of improved communication and decision processes, the decision to close was made and communicated quickly to ensure the safety of students and employees.

Finally, the current chancellor has made the time to be accessible to college constituents and supportive of myriad college events. This visible and evident support has made a tremendous impact on college faculty and staff by demonstrating genuine interest of district leadership in the concerns, accomplishments, events, and gatherings of college employees and students. The chancellor has attended performances, art exhibits, sporting events, program graduation, faculty senate meetings, classified senate meetings, and more. She not only holds open hours, but more significantly, makes core walkabouts on campus to increase interaction with constituents (D335). Her emails to update district personnel carry a tone and understanding of the need for collaboration and consideration of all members of our district – rather than implying a separation of the district and colleges (D333). Her personal outreach and hospitality, extended to all college employees, has promoted the importance of celebration and camaraderie across college and district borders.

Analysis: As stated in the 2008 and 2009 focused follow up reports, there has been much work done in GCCCD and Grossmont College to establish positive and effective relationships and also to implement processes that effectively meet the needs of students and the community. This has continued throughout 2010. An abbreviated survey of faculty and staff conducted in the 2009-10 academic year, using questions from the 2006 survey for the 2007 self study, reveal significant improvements in the comparative

perceptions of relationships between the district and the college. Examples of the collaboration and cooperation of the college and the district further demonstrate that the entire district (both colleges and district services) are working together for the good of the students and community. This recommendation has been fully resolved.

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

Recommendation 7: Midterm Report
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 each semester during Professional Development Week. Additionally, enhanced data reporting is available through the district's website and training is provided to department chairs, administrators and others as needed.

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

As indicated in the comprehensive self study planning agenda, the college felt there was a need to develop an ethics statement that was applicable to all college constituencies. This statement was collaboratively drafted in fall 2009 and was shared through consultation groups in spring 2010. The statement applies to all students and employees of the college and is communicated on the college's website (W19), catalog (D258), and in the college governance book (W20).

This planning agenda has been met.

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 two focused reports (2008, 2009), 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. District representatives included the chancellor, associate vice chancellor of economic development and intergovernmental relations, and board members. The results of the taskforce's work were shared with college constituents and the governing board. 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, which 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. As detailed in the response to Recommendation 7, a college-wide survey conducted in Fall 2009 established 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 and in the mid-term report 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.

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) most recently revised in 2010.

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/. Each semester every employee receives

a "Did You Know" sheet collaboratively designed by faculty, staff, and administrators with useful information that every employee should know about policies, procedures, forms, communication and other useful resources (D232).

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

In the follow up reports of 2008 and 2009, all planning agendas related to the recommendations were met, with the exception of the reissuance of the faculty and staff survey.   This survey occurred during the 2009-2010 academic year, as described in the text of the Response to Recommendation 7. As stated in the response, the survey showed improvements in the tenor of district and college relationships; these results were shared throughout the college. Through the various collegial consultation processes, the decision to periodically survey the college or entire district will be made jointly to monitor continued improvement.

 This planning agenda has been met.

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 and planning agendas, as well as site team recommendations. The Governing Board, during workshops, has focused on understanding and contributing effectively to the accreditation process at both colleges. The board's work in goal setting and evaluation in 2009-10 are direct contributions to this process.

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.

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
B6	Follow-up Report to the ACCJC – October 15, 2009
B7	2007-8 GCCD Environmental Scan

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
W10	http://www.gcccd.edu/hr/eeo/default.asp http://www.grossmont.edu/accreditation/docs/gcTeamReport.pdf
	Evaluation Report, and pp.8-9
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
W13	District Governance Structure 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
W15	Course-level SLOs, found at http://www.grossmont.edu/student_learning_outcomes/SLO%20Spreadsheet%20home.htm
W16	Program-level SLOs, found at http://www.grossmont.edu/student_learning_outcomes/SLO%20Spreadsheet%20home.htm
W17	Identified Assessments for Course-level SLOs, found at http://www.grossmont.edu/student_learning_outcomes/SLO%20Spreadsheet%20home.htm
W18	6-Year SLO Plans four Course-level SLO Assessment, found at

http://www.grossmont.edu/student_learning_outcomes/SLO%20Spreadsheet%20home.htm

W19	College Ethics Statement
W20	College Governance
W21	2010-16 GCCCD Strategic Plan, found at: http://www.grossmont.edu/planning/GCCCD%202010-16%20Strategic%20Plan.pdf
W22	2010-16 Grossmont College Strategic Plan, found at: http://www.grossmont.edu/planning/Strategic%20Plan%202010-2016.pdf
W23	GCCCD Intranet site http://www.gcccd.edu/intranet
W24	Department Plan Manager website, found at: http://web1.gcccd.edu/emp
W25	Conversation with the chancellor feedback form, found at: http://www.gcccd.edu/research/gcccd_feedback/conversationwiththechancellor.htm
W26	www.gcccd.edu/intranet
W27	Grossmont College Planning Website, found at: www.grossmont.edu/planning

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

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

GROSSMONT COLLEGE
Substantive Changes

APPROVED DEGREES
AND
CERTIFICATES OF ACHIEVEMENT
2006 through 2009

PROGRAM	DEGREE/ CERTIFICATE OF ACHIEVEMENT	STATE CHANCELLOR'S OFFICE APPROVAL DATE
Chef Apprenticeship	Apprenticeship instruction only	February 2008
University Transfer Studies: California State University GE-Breadth	Certificate of Achievement*	November 2008
University Studies Degree: Intersegmental GE Transfer Curriculum (IGETC)	Certificate of Achievement*	November 2008
American Sign Language	AA and Certificate	May 2009
General Studies: Humanities and Fine Arts	AA Degree	October 2009
General Studies: Science and Quantitative Reasoning	AS Degree	October 2009
General Studies: Social and Behavioral Sciences	AA Degree	October 2009
General Studies: Wellness and Self Development	AA Degree	October 2009
University Studies: Business and Economics	AA Degree	December 2009
University Studies: Communication and Language Arts	AA Degree	December 2009
University Studies: Mathematics and Natural Science or Computer Science	AS Degree	December 2009
University Studies: Social and Behavioral Sciences	AA Degree	December 2009

*These certificates were awarded by the State Chancellor's Office while the college reconfigured the University Studies and General Studies degrees to meet the new Title 5 standards.