



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

Follow-Up Report

to the 2019 Institutional Self-Evaluation Report

Submitted by:

Grossmont College

8800 Grossmont College Drive
El Cajon, CA 92020

to:

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

1 March 2022

Certification

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

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This Follow-Up Report is submitted to fulfill the requirements of the January, 27, 2019 Commission Action Letter to the College President.

We certify there was broad participation/review by the campus community and believe this Follow-Up Report accurately reflects the nature and substance of this institution.

Signatures:

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Report Preparation

The following section describes the process of report preparation and identifies those involved. Brief – 1 or 2 pages. May also include a high-level timeline.

This document is a second Follow-Up Report to Grossmont College's Fall 2019 Institutional Self Evaluation Report (ISER). The College's Accreditation Steering Committee (ASC) co-chairs prepared this report with input from ASC members. The co-chairs also solicited input from faculty, staff, and administrators by providing regular updates at Academic Senate, Classified Senate, Fall 2021 Convocation, and at the College's participatory governance meetings, namely the Planning & Institutional Effectiveness Committee (PIEC) and College Council ([RP-01](#); [RP-02](#); [RP-03](#)).

The College Council, the College's apex participatory governance committee, recommended this report be approved on January 27, 2022, and the Grossmont-Cuyamaca Community College District Governing Board approved the report on February 15, 2022 (RP-04; RP-05).

This report describes the progress the College has made since the first peer team Follow-Up site visit in April 2021. The table below provides a high-level overview of the actions taken during this time period.

Evidence List: Report Preparation

[RP-01](#) Detailed Timeline of Follow-Up Report Activities

[RP-02](#) ASC Agendas/Meeting Notes FA 21

[RP-03](#) Presentations and Updates to College

RP-04 College Council Minutes 1-27-22

RP-05 GCCCD Governing Board Meeting Agenda w/Vote Count to Approve Follow-Up Report 2-15-22

Other Evidence (Live Web Link):

[RP-06](#) Grossmont College Accreditation Website

High-Level Timeline of Report Preparation Activities

WHEN	WHAT
April 2021	Virtual ACCJC Peer Reviewer Follow-Up Site Visit #1
June 2021	ACCJC Commission sends Action Letter and External Peer Team Report to the College. The President notifies the College community that the Commission has requested a second Follow-Up Report and Peer Team visit.
July 2021	The Accreditation leadership team drafts an overall timeline for response activities and action steps for the compliance requirement.
August 2021	The College president provides an accreditation update during Fall Convocation on August 9, 2021. ALO and Faculty Co-Chair begin monthly progress reports to Academic Senate, College Council, and relevant operational and participatory governance committees.
October 2021	Accreditation Leadership team completes first draft Follow-Up Report.
November 2021	ALO and Faculty Co-Chair present first full draft to Accreditation Steering Committee for initial comments.
December 2021	<p>The ALO and Faculty Co-Chair present the first full draft to Academic Senate, Classified Senate, and College Council.</p> <p>ALO and Faculty Co-Chair post the first full draft on the college intranet for constituency feedback. The Accreditation Steering Committee reviews the draft and comments at its last meeting of the semester.</p>
January 2022	ALO and Faculty Co-Chair incorporate feedback into the draft of the report for presentation to the Accreditation Steering Committee (Jan. 19) and conditional recommendation for approval by the College Council (Jan. 27).
February 2022	The ALO and Faculty Co-Chair present the final version of the report to the Governing Board for approval (Feb. 15), finalize all remaining evidence links, and submit the report to ACCJC (Feb. 25).

Response to the Commission Action Letter

This section provides a brief summary of actions taken from a holistic perspective. The Intention is to keep this brief.

After reviewing Grossmont College's Fall 2019 Institutional Self Evaluation Report (ISER), the ACCJC Commission reaffirmed accreditation for eighteen months. In its January 27, 2020, communication to the College, the Commission noted that they were requiring a Follow-Up Report due no later than March 1, 2021, which would be followed by a peer review team site visit. The Commission informed the College that it must demonstrate compliance with Standard III.A.5 (District Requirement 1), ACCJC Policy on Distance Education and Correspondence Education (College Requirement 1) as well as Standards I.B.2, II.A.3, and II.A.16 (College Requirement 2), and Standard II.A.3 (College Requirement 3) ([RC-01](#); [RC-02](#)). The College submitted the Follow-up Report by the March 1, 2021 deadline, and, due to the pandemic, hosted a virtual site visit for the ACCJC peer team reviewers on April 8, 2021 ([RC-03](#); [RC-04](#)).

In late June 2021, the ACCJC Commission notified the College president that it ruled the College to be in compliance with District Requirement #1, College Requirements #1, and College Requirement #3. However, the Commission noted that the college was not yet fully compliant with College Requirement #2 and decided to defer action. The Commission also noted that a second Follow-Up Report was required, due no later than March 1, 2022, and would be followed by another site visit from a peer review team shortly thereafter ([RC-05](#); [RC-06](#)). The interim College President communicated this information to the College in an email on June 29, 2021 ([RC-07](#)). The College provided a written response to the Commission's ruling ([RC-08](#)).

While the Spring 2021 ACCJC Peer Team Report acknowledged that the College has "created organizational structures and processes that support the implementation of Student Learning Outcomes assessment, collection, and closing the loop," the team concluded the College had not yet satisfied College Requirement 2 ([RC-06](#), p. 6). The ACCJC Commission acted accordingly by agreeing that the College had not yet demonstrated compliance with Standards I.B.2, II.A.3, and II.A.16 [[RC-05](#)].

The ACCJC Peer Review Team Reports provide further information on the specific areas related to College Requirement #2 that the College must demonstrate compliance:

- The Fall 2019 Peer Review Site Team recognized that "the lack of consistency in the storage of SLO data provides barriers to mapping course assessment to program assessment" ([RC-09](#) p. 22)
- The Spring 2021 Peer Review Follow-up Team noted a "lack of assessment planning within the six-year cycle will make using student learning outcomes for college planning, curriculum review, and program improvement challenging." ([RC-06](#) p.10)

Therefore, the College's Accreditation Response plan has consisted of the following primary actions:

1. Full Implementation—Build a project timeline and assign implementation tasks to Academic Affairs, Student Services, and Administrative Services to ensure full implementation of outcomes assessment, with expectations for reporting back to

- Accreditation Steering Committee and College constituent groups. Perform a baseline PSLO Assessment across Academic Affairs.
2. Complete design and implementation of Nuventive Improve—the single data collection for outcomes assessment college-wide-- and upload assessment schedules into this system.
 3. Complete a full cycle of planning and resource allocation with integrated outcomes assessment.

This report describes the progress the College has made on these primary actions since the first peer team Follow-Up site visit in April 2021.

The leadership team developed a support plan for all faculty and staff in order to expedite the completion of assessment schedules and the training of all users on the updated Nuventive Improve platform ([RC-010](#); [RC-011](#); [RC-012](#); [RC-013](#); [RC-014](#); [RC-015](#)). The leadership team worked collaboratively across campus functions and constituent groups in order to promote a college-wide community and to support the continued advancement of institutional effectiveness through the integration of outcomes assessment and planning ([RC-016](#); [RC-017](#); [RC-018](#)). To support these efforts and to help inform the PSLO baseline assessment within Academic Affairs, the Office of College Planning & Institutional Effectiveness hosted a professional development workshop featuring guest speaker, Jarek Janio, who is widely considered the state's leading expert on assessment. Janio also facilitates the annual statewide SLO symposium. At this workshop, Janio provided information on using outcomes assessment to improve classroom, program, and institutional effectiveness ([RC-019](#)).

In addition to connecting SLO assessment and reflection to planning on both the annual and 6-year cycles, the College has integrated SLO reflection into resource allocation as well. Resource requests are submitted during the annual unit planning process and require a demonstration of need that is connected to the department's planning goals. These goals are informed by reflection and analysis of outcomes assessment results. Unit supervisors/managers/deans ensure that Annual Unit Plans are completed in full, that assessment results are being used for continuous improvement, and resource requests support institutional goals ([RC-020](#)).

Evidence List: Response Summary to Commission

[RC-01](#) ACCJC Commission's Notification of Reaffirmation 1-29-20

[RC-02](#) President's Email 1-29-20

[RC-03](#) Grossmont College SP 21 Follow-up Report to the 2019 Institutional Self-Evaluation Report

[RC-04](#) SP21_Grossmont College Follow Up Visit Date

[RC-05](#) ACCJC Commission Letter to GC 062821

[RC-06](#) ACCJC SP 2021 Peer Team Report

[RC-07](#) Interim President's Email 062921

[RC-08](#) GC Response to AACJC Commission 051021

[RC-09](#) Fall 2019 ACCJC Site Team Report for Grossmont College

[RC-010](#) Collegewide Presentations

[RC-011](#) SP 2020 Accreditation Response Plan

[RC-012](#) SLO Email Announcements 081621

[RC-013](#) SLO Canvas Site

[RC-014](#) SLO Labs

[RC-015](#) FA 2021 Follow-Up Report Timeline/Action Plan

[RC-016](#) ASC Meeting Notes 081821

[RC-017](#) PIEC Meeting Notes 082021

[RC-018](#) College Council Update 082621

[RC-019](#) Outcomes Assessment Workshop 080421

[RC-020](#) Dean's Annual Unit Plan Checklist

College Requirement 2

In order to meet the standards, the Commission requires that the College fully implement the assessment, collection, and use of student learning outcomes for all courses, programs, and units. (Standards I.B.2, II.A.3, and II.A.16)

Resolution of the Requirement

In order to address the requirement and come into compliance with Standards I.B.2, II.A.3, and II.A.16, the College took the following actions:

1. Full Implementation—Build a project timeline and assign implementation tasks to Academic Affairs, Student Services, and Administrative Services to ensure full implementation of outcomes assessment, with expectations for reporting back to Accreditation Steering Committee and College constituent groups.
2. Perform a baseline PSLO Assessment across Academic Affairs.
3. Complete design and implementation of Nuventive Improve—the single data collection for outcomes assessment college-wide-- and upload assessment schedules into this system.
4. Complete a full cycle of planning and resource allocation with integrated outcomes assessment.

Actions Taken to Address the Requirement and Sustain Improvements

The Accreditation Steering Committee leadership team prepared a project timeline for Academic Affairs, Student Services, and Administrative Services to follow ([CR2AA-001](#)). This timeline provided direction to all units and helped everyone to stay on schedule with the implementation of the new data collection system. The Accreditation Steering Committee co-chairs expanded the committee to include both instructional and student services deans, who were then assigned various tasks to ensure accountability for the completion of outcomes assessment in their respective areas. For example, to ensure accountability for outcomes assessment activities, the CPIE dean created a Dean's Checklist that the deans used to verify that each unit provides substantive evidence in their annual unit plans to close the loop—or to use results for continuous improvement ([CR2AA-002](#)). The narrative that follows describes the progress made in Academic Affairs, Student Services, and Administrative Services since the first peer review Follow-Up Visit was completed in April 2021. These sections are followed with a description of how outcomes assessment is integrated into collegewide planning.

Academic Affairs

1. **Full Implementation:** The College has established processes for conducting outcomes assessment. The College's Senior Dean of College Planning and Institutional Effectiveness works in collaboration with the Faculty SLO Coordinator to oversee outcomes assessment at the College. The Faculty SLO Coordinator is the primary lead responsible for providing regular progress reports to the Accreditation Steering Committee as well as to the Planning and Institutional Effectiveness Committee (PIEC), one of the College's eight participatory governance committees ([CR2AA-003](#); [CR2AA-004](#)). The SLO Coordinator leads designated Faculty SLO Liaisons from each unit in their work facilitating assessment activities at the

department/program level and updates are posted regularly on the SLO Canvas Resource Site ([CR2AA-005](#)).

To launch the 2021-2027 new outcomes assessment cycle, all instructional departments created individualized, 6-year course-level assessment schedules. SLO Liaisons uploaded their schedules into Nuventive Improve into a Planning folder in their document repository. Additionally, each individual outcome for every course listed in their plan has been assigned a semester to be assessed accordingly. With these schedules in place, we are now able to pull data about completion rates according to the relevant semester or term ([CR2AA-020](#)). All academic units conducted their scheduled Fall 2021 assessments as planned.

Table 1. Course-Level SLO Assessment Results in Academic Affairs as of January 29, 2022

Division	# of Fall 2021 Scheduled Assessments	SLOs Assessed*	% of SLOs Assessed**
Allied Health & Nursing	36	36	100%
Arts, Languages & Communication	56	56	100%
Counseling***	2	2	100%
Career Tech/Workforce Develop	76	76	100%
English/Social & Behavioral Sci	77	77	100%
Learning & Technology Resources	1	1	100%
Math/Nat Sci/Ex Sci/ Wellness	64	64	100%
Overall Percent Complete Academic Affairs	312	312	100%

*# of SLOs scheduled to be assessed that were actually assessed as scheduled

**Based on results uploaded into Nuventive

***SLOs for Counseling courses

To sustain its focus on equity and to better align with program review and the College's strategic goals, the college has revised the course-level data reporting prompts in Nuventive Improve to include spaces for more meaningful reflection of assessment results using an equity lens. In addition to asking departments what changes they will implement after reflecting on and discussing assessment results, the prompt calls for units to cite specific examples of the kinds of changes they will make in the areas of instruction, curriculum design, and/or assessment method ([CR2AA-008](#)).

The Annual Unit Planning template also calls for deeper reflection in analyzing outcomes data and provides the opportunity for units to establish and/or evaluate an improvement plan, which connects their assessment activities to their progress on department goals, and potentially to resource requests. A holistic reflection and evaluation of the six-year assessment cycle takes place during the comprehensive program review ([CR2AA-009](#); [CR2AA-010](#)).

The faculty SLO Coordinator continues to facilitate robust professional development on outcomes assessment, a key component in achieving the full implementation of outcomes assessment at the College. In Spring 2020, the SLO Coordinator created a Canvas resource course and enrolled all of the SLO faculty liaisons as students in this course. This resource course has been updated throughout 2021 and now includes many additional training videos, screencasts, support resources, and recordings of Zoom workshops. The Canvas resource site

has become a valuable resource used to inform campus-wide assessment work ([CR2AA-005](#); [CR2AA-011](#))

2. **Conduct Baseline PSLO Assessment:** In addition to conducting scheduled course-level assessments, instructional units are currently conducting a baseline PSLO assessment ([CR2AA-006](#)). All instructional PSLOs will be assessed and recorded in Nuventive Improve by the end of Spring 2022. An examination of progress thus far is impressive. Sixty-five percent of PSLO assessments were completed and recorded in Nuventive Improve before the start of the Spring 2022 semester (see Table 2 below). Moving forward, all units are required (at a minimum) to complete PSLO assessments in preparation for their comprehensive program review every 6 years ([CR2AA-007](#); [CR2AA-013](#)).

Table 2. Program-Level SLO Assessment in Academic Affairs as of January 29, 2022

Division	# of Scheduled PSLO Assessments	PSLOs Assessed*	% of PSLOs Assessed**
Allied Health & Nursing	20	16	80%
Arts, Languages & Communication	39	20	51%
Career Tech/Workforce Develop	25	16	64%
English/Social & Behavioral Sci	30	23	77%
Math/Nat Sci/Ex Sci/ Wellness	31	20	64%
Overall Percent Complete Academic Affairs	145	95	65%

*# of PSLOs scheduled to be assessed that were actually assessed as scheduled

**Based on results uploaded into Nuventive

Next Steps: Nuventive Improve will continue to be refined and tailored to the College's needs. Further integration of learning outcomes data between Canvas and the Nuventive platform will continue, along with ongoing training of department SLO liaisons. While key functions such as the Annual Unit Plan, comprehensive program review, and SLO Assessments are now fully integrated into Nuventive, the College will continue to work towards uploading the related Resource Allocation forms (Faculty Staffing, Technology, Facilities, etc.) into the platform so that users can complete all forms without leaving Nuventive, and relevant prioritization committees can access all materials in one location. This will also allow for more nuanced search functionality in the CPIE office – which will support better collegewide trend analysis of institutional effectiveness and planning.

3. **Data Collection:** The Spring 2021 ACCJC peer review site team noted that the College was not using a centralized data collection system to track and monitor assessment results ([CR2AA-012](#)). The College is now using a single data collection software system for outcomes assessment results for all units within Academic Affairs as well as for Student Services and Administrative Services ([CR2AA-013](#); [CR2AA-020](#); [CR2AA-021](#); [CR2AA-022](#)). The College adopted Nuventive Improve for this purpose in Fall 2021 in order to have access to the data analytics component that was not available in the college's previous data collection system, Trac Dat. The Nuventive Improve analytics component has enabled the College to better access and use assessment data to inform decision making and monitor continuous quality improvement.

Beginning in Spring 2022, all program review activities will be reported using Nuventive as well. Preparation for this roll-out also included the pre-loading of every scheduled course-level

assessment (as designated by each unit) for the next 6-year assessment schedule into Nuventive. This simplifies the process of staying on planned assessment schedules for departments, and it enables accurate tracking of assessment completion rates by the CPIE office on an ongoing basis.

To ensure that the users were properly trained and supported in their use of the newly implemented platform, the Accreditation Leadership team created and facilitated a weekly “SLO Lab” series in Fall 2021, in which faculty and/or staff could come for immediate direction and assistance with any questions related to completing their Annual Unit Plans or their outcomes assessment work in Nuventive ([CR2AA-014](#)). These were regularly attended by individuals seeking guidance, and in some cases, deans brought entire division councils to attend. This proved to be a highly successful approach. Assessment reports pulled from Nuventive for the Fall 2021 semester indicate 98.7% completion of scheduled assessments in Academic Affairs as of January 19, 2022 ([CR2AA-020](#)).

Completion of baseline PSLO assessments in Academic Affairs will continue throughout the Spring 2022 semester. Progress on completion of PSLO assessment in Academic Affairs is recorded in Table 2 (based on number of results posted in Nuventive as of January 19, 2022).

4. Complete a Full Cycle of Planning and Resource Allocation with Integrated Outcomes

Assessment: Our template for annual unit planning—which includes discussion of SLOs, and is directly connected to planning and resource allocation—was piloted in Spring 2020 and aligns with the College’s six-year academic program review template ([CR2AA-002](#); [CR2AA-010](#)).

Data from the annual unit plans is distributed to the SLO Coordinator and is used to prompt continuous improvement with individual units. The SLO Coordinator provides support and professional development that directly responds to the data submitted in annual unit plans. For example, upon finding limited reflection and analysis on PSLO data in Fall 2020 AUPs, we identified a training gap and provided direct training and support for SLO/PSLO mapping by hosting a professional development workshop specifically geared toward this issue ([CR2AA-011](#); [CR2AA-006](#)).

In terms of closing the loop, the course SLO reporting prompts include a reflection component for users to report on how interdepartmental discussions of results have impacted course and program planning ([CR2AA-008](#)). Accordingly, comprehensive program review and annual unit plan reports include a summation of how units have used assessment data and analyses for continuous improvement throughout the six-year cycle ([CR2AA-019](#); [CR2AA-010](#)).

In addition to connecting SLO assessment and reflection to college planning on both the annual and 6-year cycles, the College has integrated SLO reflection into resource allocation as well. The annual unit plans, and their accompanying SLO reflection work, are the basis for resource allocation requests (such as staffing, facilities and technology), which are vetted, ranked and recommended to the president via the College shared governance process. Each of the resource requests requires a demonstration of need that is connected to the department’s planning goals and evidence they submitted. These goals and results have been determined—in part—by SLO assessments. Unit supervisors/managers/deans ensure that Annual Unit Plans are completed in full, that assessment results are being used for continuous improvement, and resource requests support institutional goals ([CR2AA-016](#); [CR2AA-017](#); [CR2AA-018](#)).

Next steps: During the Spring 2021 semester, the SLO Coordinator and the LMS (Canvas) Administrator uploaded all of the campus course SLOs into Canvas. They are currently working with two departments (English and Health Education) to pilot two different SLO/Canvas integration models to share campus wide. The Canvas Outcomes tool will enable faculty to assess SLOs simultaneously as they grade assignments, allowing for more timely formative feedback to students as well as for intra-departmental discussion on assessment results from multiple sections of the same course. Using Canvas Outcomes also allows for disaggregation of SLO data for more powerful equity-minded reflection and planning.

Evidence List: Academic Affairs

[CR2AA-001](#) Detailed Fall 2021 Action Plan/Timeline
[CR2AA-002](#) AUP Materials
[CR2AA-003](#) ASC Meeting Notes
[CR2AA-004](#) PIEC Meeting Notes
[CR2AA-005](#) SLO Canvas Site
[CR2AA-006](#) Anthropology PSLO Sample
[CR2AA-007](#) Canvas Screenshot w/PSLO Information
[CR2AA-008](#) Course SLO Results Form
[CR2AA-009](#) AUP Template for Instructional Units
[CR2AA-010](#) Academic Program Review Handbook Section 3
[CR2AA-011](#) April 2021 Assessment Planning Workshop
[CR2AA-012](#) ACCJC SP 2021 Peer Team Report
[CR2AA-013](#) End of Semester Assessment Reminders
[CR2AA-014](#) SLO Lab Information
[CR2AA-015](#) Academic Program Review Cycle 2022-2027
[CR2AA-016](#) AUP_Behavioral Sciences Fall 2021
[CR2AA-017](#) ESBS Dean's Checklist Behavioral Sciences Fall 2021
[CR2AA-018](#) ESBS Dean's Checklist & Email RE: Political Science
[CR2AA-019](#) Math Dept. AUP FA 2021
[CR2AA-020](#) Nuventive Dashboard for Academic Affairs a/o 1-19-22
[CR2AA-021](#) Nuventive Dashboard for Student Services a/o 1-19-22
[CR2AA-022](#) Nuventive Dashboard for Administrative Services a/o 1-19-22

Student Services

1. **Full Implementation:** The College's Student Services Division established a formal process for conducting outcomes assessment, which is integrated into the program review cycle ([CR2SS-001](#)). The integrated Student Services program review cycle consists of three components: Annual, Three-Year and Six-Year. All units review, discuss, and create a plan of improvement based on assessment results as part of the annual unit planning process ([CR2SS-002](#) – Section 3). Programs scheduled for a Three-Year Review reflect on their goals, outcomes, and processes; and units conducting a comprehensive Six-Year Review, report and respond to their data in a formal presentation to the SSPR committee. The Division is using a survey instrument to assess the division wide SSO ([CR2SS-003](#); [CR2SS-004](#)).

Student Services units used an improved version of the survey instrument developed in Fall 2020 as their assessment tool in Fall 2021. The first part of the Fall 2021 semester was devoted to improving survey questions and creating unique locations within the Student and Reporting System (SARS) to distinguish Puente or Umoja survey responses, for example, from general Counseling responses ([CR2SS-009](#)). A summary of the Fall 2021 survey results was shared at the December 1, 2021, Division Council meeting ([CR2SS-010](#)).

2. **Data Collection:** Student Services representatives were active in the configuration of Nuventive Improve. In December 2021, all Students Services began to upload their assessment data into Nuventive Improve. To ensure documentation of plans and progress, program coordinators participated in a half-day work session on December 10, 2021 hosted by the college VPSS ([CR2SS-011](#)). This was an opportunity for training and data entry in the Nuventive platform. At this time, all programs entered their Fall 2021 assessment data and updated their assessment plans.

Table 3. Program-Level Assessment (SSO/SAO) in Student Services as of January 29, 2022

Program	# of Fall 2021 Scheduled Assessments	PLOs Assessed*	% of PLOs Assessed**
Admissions and Records	4	4	100%
Adult Re-entry	1	1	100%
ARC	5	5	100%
Assessment Center	3	3	100%
Athletics	4	4	100%
CalWORKs	4	4	100%
CARE	4	4	100%
Career Services	4	4	100%
Counseling (General)	4	4	100%
Dream Center	4	4	100%
EOPS	4	4	100%
Financial Aid	4	4	100%
First-Year Services	7	7	100%
International Students	4	4	100%
Justice Scholars	4	4	100%
Mental Health Services	0	0	---
Next Up	2	2	100%
Outreach	3	3	100%
Puente	4	4	100%
Retention	5	5	100%
SSSP	2	2	100%
Student Affairs	6	6	100%
Student Engagement	3	3	100%
Student Health Services	3	3	100%
Student Services Sample	1	1	100%
Success Coaches	1	1	100%
Transfer Services	5	5	100%
Umoja	4	4	100%
Veterans Services	5	5	100%
Overall % Complete Student Services Division	104	104	100%

*# of PSLOs scheduled to be assessed that were actually assessed as scheduled

**Based on results uploaded into Nuventive

3. **Complete a Full Cycle of Planning and Resource Allocation with Integrated Outcomes**

Assessment: The SSO provided results and a summary of key findings from the Fall 2020 survey in January 2021 ([CR2SS-005](#)). Throughout the Spring 2021 semester, programs documented their observations and discussions related to these survey results using a common Reflections template ([CR2SS-006](#)). This template included prompts that aligned with the components of the overarching Student Services SSO ([CR2SS-003](#)). These observations and priorities contributed to improvements and enhancements throughout the Spring semester and informed program action plans for the 2021-2022 academic year. The SSO Coordinator presented a review of these actions and launched the Fall 2021 assessment activities at the September Counseling Division meeting ([CR2SS-007](#)). Both the summary of key priorities and related action plans were also included in each area's Fall 2021 Annual Unit Plan ([CR2SS-008](#))

Based on their analysis of the assessment process, the Student Services Program Review Committee worked with departments to make the following improvements beginning in Fall 2021:

- Added three questions to the survey for counseling program areas (17 units)
- Automated survey distribution for the Financial Aid Virtual HelpDesk
- Completed configurations in SARS to ensure that all Counseling programs have unique locations to allow for individualized data collection
- Created HIPAA-compliant survey methods for Health & Wellness Department

The establishment of unique locations for programs within SARS will increase the accuracy of the data (both survey and student success metrics data). This will help the Division promote student-centered and data-informed decision-making. This feature responds to a division-wide program review recommendation to improve data collection processes ([CR2SS-012](#)). The Division will look to using the survey to assess other service offerings, such as eAdvising and walk-in services. Programs that are not currently using SARS will be provided with training and support to effectively utilize SARS to track student participation and outcomes where possible.

A summary of survey results was shared on Wednesday, December 1, 2021 ([CR2SS-009](#); [CR2SS-010](#)). The summary included data gathered since the January 2021 cumulative summary. It included comparisons by semester and identified three areas for potential improvement. There was a follow-up discussion at the Student Services Council meeting on December 7, during which time program coordinators and deans identified some initial strategies related to each of the targeted areas.

The discussions continued at the December 10 workshop ([CR2SS-013](#)). During this time, each division finalized its action plan to respond to the findings, and received training and support to enter this (and other information) into the Nuventive platform.

Next Steps: The Spring 2022 semester began with a Prep & Planning meeting for Student Services Deans and Coordinators. Attendees discussed the workplan and action items to address the findings from the Fall 2021 survey as well as the planning timeline for the next academic year ([CR2SS-014](#)).

Evidence List: Student Services

[CR2SS-001](#) Student Services Program Review & Outcomes Assessment Cycle v. 8
[CR2SS-002](#) Student Services AUP Template
[CR2SS-003](#) SSO Division Outcome with Inquiry Questions
[CR2SS-004](#) SSO Qualtrics Survey Fall 2021
[CR2SS-005](#) SSO Data Presentation 1-21-21
[CR2SS-006](#) Justice Scholars Program Reflection 9-17-21
[CR2SS-007](#) Counseling Division Powerpoint 9-1-21
[CR2SS-008](#) EOPS Sample Annual Unit Plan Fall 2021
[CR2SS-009](#) SSO Coordinator Update 12-02-21
[CR2SS-010](#) Student Services Fall 2021 Survey Results
[CR2SS-011](#) VPSS Email on Fall 2021 Assessment Goals
[CR2SS-012](#) Student Services Program Review Committee Minutes 1-21-21
[CR2SS-013](#) SS Workshop Agenda 12-10-21
[CR2SS-014](#) SS Planning 2022

Administrative Services

1. **Full Implementation:** A tentative Administrative Services (AS) assessment plan was developed in late Fall 2020 ([CR2AS-001](#)). Because the physical campus was closed due to the pandemic, the implementation of the assessment plan was delayed. During the spring and summer of 2021, the senior dean of College Planning & Institutional Effectiveness initiated the plan by offering training on writing administrative service outcomes and conducting assessments at Administrative Services Council meetings ([CR2AS-002](#); [CR2AS-003](#)). The senior dean charged unit leads with consulting with their team members on drafting outcomes and asked each lead to submit the outcomes to the Office of College Planning & Institutional Effectiveness using a Google form ([CR2AS-004](#)). The senior dean reviewed the outcomes and met with each lead if necessary to ensure that the outcomes were measurable.

The AS units then developed a survey as the assessment tool to assess their individual service area outcomes. The College's Research and Planning Analyst consulted with each unit to ensure the questions related to the outcome being assessed. Survey participants chose one or more of the service units they had accessed: Business Communications, Budget Analyst's Office, Cashier's Office, Activities Window, Printing, and Facilities/Maintenance/Operations. The survey was conducted between September 15 and October 15, 2021 ([CR2AS-005](#)).

The AS Council met on November 8, 2021, to review the survey results ([CR2AS-006](#)). Council members decided to consult with their respective team members on an improvement plan. At this meeting, the CPIE interim senior dean provided training on how to upload the assessment results and improvement plan in Nuventive Improve, the new college-wide data collections software system. AS Council members finalized their six-year assessment schedule at this meeting as well ([CR2AS-007](#)).

2. **Data Collection:** At the November 8, 2021, meeting, the AS Council members agreed that the FA 21 assessment results and improvement plans would be posted in Nuventive Improve no later than December 10, 2021. In addition to assessment results, the AS Units agreed to upload their Fall 2021 annual unit plans into the Nuventive platform by the same date.

Table 4. Service Area Outcomes Assessment in Administrative Services as of January 29, 2022

Unit	# of Fall 2021 Scheduled Assessments	SAOs Assessed*	% of SAOs Assessed**
Activities Office	1	1	100%
Bookstore	1	1	100%
Budget Analyst	1	1	100%
Business Communication Services	1	0	0
Cashier's Office	0	0	0
Facilities/Maintenance/Operations	3	3	100%
Printing	2	1	0
Overall % Complete Administrative Services	9	7	78%

*# of SAOs scheduled to be assessed that were actually assessed as scheduled

**Based on results uploaded into Nuventive

3. Complete a Full Cycle of Planning and Resource Allocation with Integrated Outcomes

Assessment: Annual Unit Plans for Fall 2021 were due on October 1, and the Administrative Services Survey did not close until October 15, 2021. Therefore, survey results will be used in for Fall 2022 annual unit planning. And from that point forward, the Administrative Services' assessment timeline will align with the annual unit planning cycle. The annual unit planning template for Administrative Services includes a reflection component on outcomes assessments conducted over the previous year, and these plans are used to inform resource allocation requests ([CR2AS-008](#)).

A summary of assessment results will be shared with the Planning and Institutional Effectiveness committee, College Council, and more broadly at the Spring 2022 Annual Planning Forum in order to inform college-wide integrated planning efforts.

Evidence List for Administrative Services Units

[CR2AS-001](#) AS Initial Plan Proposal and Timeline Dec 2020

[CR2AS-002](#) AS Council presentation 060921

[CR2AS-003](#) AS Council Meeting Summary 081821

[CR2AS-004](#) ASO Google Forms with ASO Outcomes

[CR2AS-005](#) ASO Survey

[CR2AS-006](#) ASO Fall 2021 Survey Results

[CR2AS-007](#) Administrative Services Assessment Schedule 2021-2027

[CR2AS-008](#) AS Annual Unit Plan

Holistic Summary of College-wide Integrated Planning

Integrated planning at Grossmont College links outcomes assessment, program review, annual unit planning, and resource allocation in an effort to move the college forward in achieving its strategic goals and mission. The College adopted a new mission in Fall 2021 as part of the strategic planning process for the new six-year cycle (Fall 2022 - Spring 2028). The College's new mission provides a roadmap for the continuous improvement of institutional effectiveness by centering ongoing assessment, evaluation, and data-informed decision making at its core:

Grossmont College serves the diverse population of our surrounding community and beyond by creating clear and accessible pathways to degrees and jobs leading to social and economic mobility for our students. We work collaboratively to cultivate an equitable student-centered learning environment, and we hold ourselves accountable for improving student outcomes through ongoing assessment, evaluation, and data-informed decision making. Grossmont College offers associate degrees; transfer preparation, including Associate Degrees for Transfer; certificate programs; career education and workforce development (CR2IP-01_November 9, 2021 Governing Board minutes).

The college's integrated planning processes are also aligned with ACCJC Standard IB.9:

The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrated program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19) ([CR2IP-002](#))

One of the primary responsibilities of the College's Planning and Institutional Effectiveness Committee (PIEC), a participatory governance committee, is to "regularly review the effectiveness of current integrated planning and assessment process (program review processes, annual unit planning, and outcomes assessment planning and reporting) and provide feedback for improvements as necessary" ([CR2IP-003](#)). Meetings are held monthly and attended by the Program Review Committee chairs for both Academic Affairs and Student Services as well as the Outcomes Assessment Coordinators from these areas. These chairs provide regular reports to the committee on the progress of integrating outcomes assessment, program review, and resource allocation. PIEC also reports to College Council, the apex governance committee ([CR2IP-004](#)).

Integrated planning at Grossmont College consists of the following processes:

Outcomes Assessment: All planning begins with the analysis of data, including course-, program-, and/or unit-level outcomes assessment results ([CR2IP-009](#); [CR2IP-010](#); [CR2IP-011](#)).

Program Review: The program review process involves assessing unit-level performance and developing unit-level plans needed for continuous improvement. A comprehensive program review is completed every six years for instructional units and every three years for student services units. The program review process includes reflection on progress made over the course of the cycle as well as identifying plans/actions for the next cycle ([CR2IP-014](#); [CR2SS-001](#)). Program-level planning units are grouped into cohorts which participate in self-evaluation during an assigned planning year within their respective cycle. The program review processes are coordinated through the Academic Program Review committee for instructional units, the Student Services Program Review committee for student services

units, and the Administrative Services Council for administrative services. At the end of the program review process, the program review chair presents program review highlights from each unit in the cohort to the Planning & Institutional Effectiveness Council as well as to a broader audience at the Spring Annual Planning Forum ([CR2IP-005](#)).

Annual Unit Planning: Annual unit planning is conducted each fall and serves as the first step in the annual resource allocation and prioritization process. For program-level planning units, annual unit planning advances the program review objectives and plan for continuous improvement into action. Annual unit planning identifies the specific action steps the program intends to take during the upcoming year after analyzing the results of outcomes. A critical step in ensuring that this planning is actionable is to identify the resources (human/staffing, physical/facilities, technology, and equipment/supplies) needed to carry out goals and objectives ([CR2IP-006](#)).

Resource Allocation: The annual resource allocation and prioritization process is intended to ensure that the resources of the college (including human resources, physical/facilities resources, technology resources, etc.) are allocated in direct support of the institutional goals and objectives. The annual resource allocation process commences upon the completion of annual unit plans in the fall, and the annual unit plans are used to inform the resource allocation process. Unit supervisors/managers/deans ensure that Annual Unit Plans are completed in full, that assessment results are being used for continuous improvement, and resource requests support institutional goals ([CR2IP-007](#)). Requests for resources (human/staffing, physical/facilities, technology, and equipment/supplies) are then submitted to the appropriate participatory governance committee for prioritization. The prioritization committees then send their prioritized lists to College Council, and then the Council submits recommendations to the College President, who makes final decisions about resource allocations.

The college's integrated planning processes are regularly reviewed by the Planning & Institutional Effectiveness Committee (PIEC), one of the college's participatory governance committees ([CR2IP-012](#); [CR2-013](#)). This is in alignment with Board and Administrative Policy 3225 which requires that:

- The Grossmont-Cuyamaca Community College District Office (District) and Colleges , through established committees with representation from faculty, administration, classified professionals, and students, will review and recommend planning decisions related to educational, human, physical, technology, and financial resources through a broad-based, comprehensive, systematic, and integrated planning process.
 - The planning process be guided by [the college's] adopted vision, mission, and core values statements; and
 - To ensure implementation and ongoing assessment of college planning processes, each college maintains a planning/institutional effectiveness committee that guides the planning process to ensure it is broad-based, provides opportunities for input by appropriate constituencies, and leads to improvement of institutional effectiveness, equity, and ultimately student learning and achievement.
- ([CR2IP-008](#))

The College's Annual Spring Planning Forum provides the space for students, faculty, and staff to collectively review integrated planning in action through the lens of the Academic Program Review and Student Services Program Review Faculty Coordinators; Faculty SLO Coordinator, and Faculty Curriculum Coordinator. Staff from the Office of College Planning and Institutional Effectiveness presented an

update on the key themes found in the Fall 2020 Annual Unit Plans. The college's Research and Planning Analyst provided an update on Key Performance Indicators as well ([CR2IP-005](#)).

Evidence List: Integrated Planning

- [CR2IP-001](#) Governing Board Minutes 110921
- [CR2IP-002](#) ACCJC Standards
- [CR2IP-003](#) GC Governance Handbook
- [CR2IP-004](#) PIEC Meeting Notes Folder
- [CR2IP-005](#) Spring 2021 Annual Planning Forum Folder
- [CR2IP-006](#) AUP Handbook & Materials
- [CR2IP-007](#) AUP Dean/Manager Checklist
- [CR2IP-008](#) GCCCD BP/AP 3225
- [CR2IP-009](#) AUP Instruction
- [CR2IP-010](#) AUP Student Services
- [CR2IP-011](#) AUP Administrative Services
- [CR2IP-012](#) PIEC Meeting Notes 10-15-21
- [CR2IP-013](#) AUP Newsletter 12-2-21
- [CR2IP-014](#) Academic Program Review Calendar

Appendix A: Full Evidence List

Report Preparation

[RP-01](#) Detailed Timeline of Follow-Up Report Activities
[RP-02](#) ASC Agendas/Meeting Notes FA 21
[RP-03](#) Presentations and Updates to College
RP-04 College Council Minutes 1-27-22
RP-05 GCCCD Governing Board Meeting Agenda w/Vote Count to Approve Follow-Up Report 2-15-22
Other Evidence (Live Web Link):
[RP-06](#) Grossmont College Accreditation Website

Response Summary to Commission

[RC-01](#) ACCJC Commission's Notification of Reaffirmation 1-29-20
[RC-02](#) President's Email 1-29-20
[RC-03](#) Grossmont College SP 21 Follow-up Report to the 2019 Institutional Self-Evaluation Report
[RC-04](#) SP21 Grossmont College Follow Up Visit Date
[RC-05](#) ACCJC Commission Letter to GC 062821
[RC-06](#) ACCJC SP 2021 Peer Team Report
[RC-07](#) Interim President's Email 062921
[RC-08](#) GC Response to AACJC Commission 051021
[RC-09](#) Fall 2019 ACCJC Site Team Report for Grossmont College
[RC-010](#) Collegewide Presentations
[RC-011](#) SP 2020 Accreditation Response Plan
[RC-012](#) SLO Email Announcements 081621
[RC-013](#) SLO Canvas Site
[RC-014](#) SLO Labs
[RC-015](#) FA 2021 Follow-Up Report Timeline/Action Plan
[RC-016](#) ASC Meeting Notes 081821
[RC-017](#) PIEC Meeting Notes 082021
[RC-018](#) College Council Update 082621
[RC-019](#) Outcomes Assessment Workshop 080421
[RC-020](#) Dean's Annual Unit Plan Checklist

Academic Affairs

[CR2AA-001](#) Detailed Fall 2021 Action Plan/Timeline
[CR2AA-002](#) AUP Materials
[CR2AA-003](#) ASC Meeting Notes
[CR2AA-004](#) PIEC Meeting Notes
[CR2AA-005](#) SLO Canvas Site
[CR2AA-006](#) Anthropology PSLO Sample
[CR2AA-007](#) Canvas Screenshot w/PSLO Information
[CR2AA-008](#) Course SLO Results Form
[CR2AA-009](#) AUP Template for Instructional Units

[CR2AA-010](#) Academic Program Review Handbook Section 3
[CR2AA-011](#) April 2021 Assessment Planning Workshop
[CR2AA-012](#) ACCJC SP 2021 Peer Team Report
[CR2AA-013](#) End of Semester Assessment Reminders
[CR2AA-014](#) SLO Lab Information
[CR2AA-015](#) Academic Program Review Cycle 2022-2027
[CR2AA-016](#) AUP_Behavioral Sciences Fall 2021
[CR2AA-017](#) ESBS Dean's Checklist Behavioral Sciences Fall 2021
[CR2AA-018](#) ESBS Dean's Checklist & Email RE: Political Science
[CR2AA-019](#) Math Dept. AUP FA 2021
[CR2AA-020](#) Nuventive Dashboard for Academic Affairs a/o 1-19-22
[CR2AA-021](#) Nuventive Dashboard for Student Services a/o 1-19-22
[CR2AA-022](#) Nuventive Dashboard for Administrative Services a/o 1-19-22

Student Services

[CR2SS-001](#) Student Services Program Review & Outcomes Assessment Cycle v. 8
[CR2SS-002](#) Student Services AUP Template
[CR2SS-003](#) SSO Division Outcome with Inquiry Questions
[CR2SS-004](#) SSO Qualtrics Survey Fall 2021
[CR2SS-005](#) SSO Data Presentation 1-21-21
[CR2SS-006](#) Justice Scholars Program Reflection 9-17-21
[CR2SS-007](#) Counseling Division Powerpoint 9-1-21
[CR2SS-008](#) EOPS Sample Annual Unit Plan Fall 2021
[CR2SS-009](#) SSO Coordinator Update 12-02-21
[CR2SS-010](#) Student Services Fall 2021 Survey Results
[CR2SS-011](#) VPSS Email on Fall 2021 Assessment Goals
[CR2SS-012](#) Student Services Program Review Committee Minutes 1-21-21
[CR2SS-013](#) SS Workshop Agenda 12-10-21
[CR2SS-014](#) SS Planning 2022

Administrative Services Units

[CR2AS-001](#) AS Initial Plan Proposal and Timeline Dec 2020
[CR2AS-002](#) AS Council presentation 060921
[CR2AS-003](#) AS Council Meeting Summary 081821
[CR2AS-004](#) ASO Google Forms with ASO Outcomes
[CR2AS-005](#) ASO Survey
[CR2AS-006](#) ASO Fall 2021 Survey Results
[CR2AS-007](#) Administrative Services Assessment Schedule 2021-2027
[CR2AS-008](#) AS Annual Unit Plan

Integrated Planning

[CR2IP-001](#) Governing Board Minutes 110921 (pending)
[CR2IP-002](#) ACCJC Standards
[CR2IP-003](#) GC Governance Handbook
[CR2IP-004](#) PIEC Meeting Notes Folder

[CR2IP-005](#) Spring 2021 Annual Planning Forum Folder
[CR2IP-006](#) AUP Handbook & Materials
[CR2IP-007](#) AUP Dean/Manager Checklist
[CR2IP-008](#) GCCCD BP/AP 3225
[CR2IP-009](#) AUP Instruction
[CR2IP-010](#) AUP Student Services
[CR2IP-011](#) AUP Administrative Services
[CR2IP-012](#) PIEC Meeting Notes 10-15-21
[CR2IP-013](#) AUP Newsletter 12-2-21
[CR2IP-014](#) Academic Program Review Calendar