Midterm 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

15 October 2023

Certification

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

From: Denise Whisenhunt, J.D., President
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We certify there was broad participation by the campus community in the development of this Report and we believe this Report accurately reflects the nature and substance of this institution.
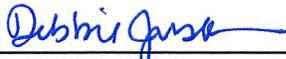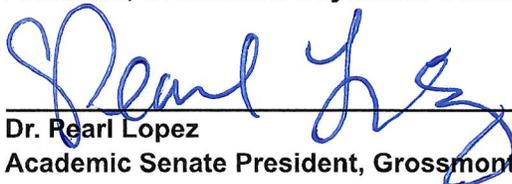
Signatures:

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Dr. Lynn Neault
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President, Grossmont-Cuyamaca Community College District Governing Board

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Accreditation Liaison Officer

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Section 4: Report Preparation

In advance of the site visit that occurred in October, 2019, Grossmont Community College submitted its Institutional Self-Evaluation Report (ISER) to the Accrediting Commission for Community and Junior Colleges (ACCJC). The Commission acted to Reaffirm Accreditation for eighteen months and required a Follow-up Report due March 1, 2021. The follow-up report was to address four recommendations (three College-level and one district-level) that the Commission deemed necessary to correct to meet compliance requirements. The College submitted the written follow-up report in March 2021.

On April 25, 2021, the College received the ACCJC action letter which concluded that the district-level requirement and two of the College-level requirements had been satisfied. Subsequently, the College provided an additional follow-up report that addressed the remaining recommendation in March 2022. The College received the final action letter from the ACCJC on June 14, 2022 which acted to "Reaffirm Accreditation for the Remainder of the Cycle" and noting the Midterm Report that would be due on October 15, 2023.

To prepare for the Midterm Report, the Accreditation Liaison Officer established a timeline for approval of the report, organized the work plan, and shared this information with the Planning & Institutional Effectiveness Committee (PIEC). The Midterm Report was then drafted by the Accreditation Liaison Officer in collaboration with a team of employees directly involved with the areas to be addressed. The following is a list of those involved in the collection of evidence and writing of the report:

Name	Title
Joan Ahrens	Accreditation Liaison Officer, Senior Dean of College Planning & Institutional Effectiveness
Marshall Fulbright	Vice-President, Academic Affairs
Marsha Gable	Vice-President, Student Services
Dawn Heuft	Instructional Design Technology Specialist
Carmen Hernandez	Guided Pathways Project Coordinator
Taneisha Hellon	Faculty Professional Development Co-coordinator
Tate Hurvitz	Interim Dean, Learning & Technology Resources
Felicia Kalker	Faculty SLO Coordinator
Pearl Lopez	Academic Senate President

Natalie Ray	Faculty SSO Coordinator
Victoria Rodriguez	Dean, Student Success & Equity
Sharon Sampson	Faculty Professional Development Co-coordinator
Denise Whisenhunt	President
Courtney Willis	Dean, First-year Services & Retention

Throughout the writing of the report, regular updates were reported to the Planning & Institutional Effectiveness Committee (PIEC) at their monthly meetings. The draft report was shared with PIEC and the College Council (CC). A second draft was reviewed with the Academic Senate (AS), Classified Senate (CS), Administrators Association (AA), and the Associated Students of Grossmont College (ASGC). Finally, a draft incorporating input from these reviewing bodies was presented to the President's Cabinet and to the Governing Board for approval. This approval process allowed for college-wide review and input from all constituent groups.

Committee/Group	Review Date
President's Cabinet (1st review)	5/11/23
PIEC	5/19/23
CC	5/24/23
President's Cabinet (2nd review)	9/5/23
Governing Board	9/12/23

Evidence: ACCJC Action Letter June 2021, ACCJC Action Letter June 2022, President's Cabinet First Draft Review 051123, PIEC Feedback 051923, ACCJC Midterm Report Update to CC 052423, *Agenda from President's Cabinet 9/5/23 (pending), Agenda and Minutes from Governing Board 9/12/23 (pending)*

Section 5: Plans Arising from the Self Evaluation Process

The College's 2019 Institutional Self-Evaluation Report included improvement plans for Standards IB, IIA, IIIA, and IIID. The improvement plan for Standard IB contained three components: 1) Outcomes Assessment, 2) Governance Evaluation, and 3) Integrated Planning. The College's improvement plan for Standard IIA on Outcomes Assessment is identical to the Outcomes Assessment Improvement Plan outlined in Standard IB.

Standard IB

1. ***Improvement Plan for Assessment:***

"*More effective and consistently applied processes for documenting assessment results would improve the analysis and use of assessment data in college planning. The college's intended plans for progress in this area are documented in its Innovation & Effectiveness Plan (IEP), developed in response to its work with the Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Team. The college will continue its progress on the IEP, and sustain this work as outlined in Quality Focus Project 2. Specifically, the college will:*
• Improve analysis and use of assessment data through more effective and consistently applied processes for documenting student learning outcomes assessment results at the course and program level (I.B.2, II.A.3).
• Improve culture, practice, and structures related to student learning outcomes assessment, as documented in the Innovation & Effectiveness Plan developed in collaboration with the IEPI Partnership Resource Team (I.B.2, II.A.3)."

A. Academic Affairs Update on Assessment:

Grossmont College has fully implemented the assessment, collection, and use of student learning outcomes for all courses, programs, and units. We have established a community of SLO Liaisons that meets regularly (each semester). Numerous trainings, meetings, workshops and support labs have been offered and continue to be offered each semester.

We have upgraded our assessment collection system, the Nuventive Improvement Platform. All units have now established a schedule of course and program outcome assessments and keep their schedule up to date in our Nuventive Improvement Platform. We have created analytics dashboards within Nuventive that track the progress of departments, and these are shared with faculty, staff, and administrators from each division so that anyone can see at a glance what needs to be done. Deans are involved to help provide support and help each department and program stay on track.

As noted in our 2022 follow up report: "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." This year, 2023, we are currently in the process of creating a more streamlined resource request form that will also be integrated within the Nuventive Platform. This is the next step in upgrading our system so that goals and outcomes can be directly tied to the data about resource requests. This will improve decision-making processes and help administrators track college priorities over time and how well we are meeting our mission and our equity commitment to students.

Here is a short encapsulation of key progress points since the 2019 ISER:

- SLO community of liaisons established:
  - Shared Canvas space, course shell with training tutorials and resources
  - Regular meetings ("SLO Liaisons Meetup") established for regular communication
- Assessment support and training workshops, expanded with equity focus, student learning focus
- Revised SLO reporting prompts to include:
  - Equity reflections
  - Closing the loop
- AUPs (Annual Unit Plans) included assessment and equity in outcomes reflections, as well as plans for closing the loop.
- Nuventive Improvement Platform upgrade provided a single data collection for outcomes assessment college wide
  - AUPs in Nuventive
  - Ensured all departments and units have an assessment schedule in Nuventive
  - Updated Nuventive platform to include analytics dashboards
- Assessment Planning workshops, templates and assessment support (SLO labs)
- Conducted first round of PSLO baseline assessments
- Outcomes collection in Canvas - began to pilot the use of this tool for easy data collection *[note: Section 6C to detail Canvas progress]*
- Completed full cycle of planning and resource allocation with integrated outcomes assessment

Evidence: [SLO Liaisons Meetup FA22](#), [SLO Liaisons Meetup SP23](#), [ESBS Dean Email to Division Chairs 031423](#), [CPIE Dean Email on Nuventive 042423](#)**,** [Board Presentation Success-Equity FA22](#)

B. Student Services Update on Assessment

Assessment. Documentation of assessment and use of results are uploaded into the College's online data collection system, Nuventive Improve. Student Services program units use a student satisfaction survey as a method of assessment. Key findings from student survey results in fall 2021 indicated high satisfaction with the services provided. In particular, the following areas had the highest percentage of respondents indicating "strongly agree" or "agree" with percentages added respectively:

o   I was able to easily access services (96%)
o   The services I received addressed my need (92%)
o   I felt the person I met with cared about helping me (92%)
o   We discussed career and major options related to my interests (92%)

In the cases of negative feedback, student comments suggested improvements in three areas:

o   Scheduling and availability of services
o   Paperwork processes
o   Student experience

The Student Services units are using the student survey results to improve. Recognizing the importance of a collaborative and comprehensive approach, program members contributed to the development of an Outcomes Improvement Plan. This plan reflects narrative content from Annual Unit Plan reports, Program Review presentations, college planning and student success events, and numerous student surveys. To develop the plan, members indicated their priorities and preferences, and offered suggestions for implementation.

Programs will continue to gather student feedback to assess impact related to the three areas identified above, while also implementing comprehensive assessment activities across and within divisions, and at the program-level.

Program Review Redesign. Student Services has completed Phase I of its Program Review redesign and all programs have presented to the Student Services Program Review Committee as of spring 2023. Content included discussion of progress related to annual planning as well as progress on service improvements. Participants were invited to share candidly about their program operations and provide feedback to improve the program review process itself. During Phase II implementation, programs will reflect more deeply on student success data and intentional service design, as well as showcase positive impacts of service improvements.

The Student Services units have aligned their program review goals with the College's KPI goals and targets. Student Services programs developed three-year plans to coordinate around Common Goals and Strategies. These efforts seek to have a positive impact on targeted Student Success Metrics/Key Performance Indicators:

o   Enrollment
o   Retention
o   Completion
o   Units to Completion

Division members will work together over three years to improve services, design intentional and student-centered programming, and implement proactive interventions.

Evidence: SSPR Schedule 2020-2026, SSPR Recommendations & Priorities 2017-2019, SSO Survey Data Fall 2021,SSPRC Minutes 012121, SSO Framework 2023-2026, PD-Collab Calendar 2023-2024, KPI Data Plan 2023-2026, SSO Assessment & Improvement Plan 2022-2023, KPI Goals & Strategies 2023-2026

2. Improvement Plan for Governance Evaluation

"To support and sustain the improvements emerging from the launch of the new system of governance, the CPIE office and PIEC will lead the development of structured support for the evaluation of college processes, including documentation for evaluation cycles, evaluation instruments, and facilitation of dialogue (I.B.7)."

Governance Evaluation Update

Grossmont College's Office of College Planning & Institutional Effectiveness collaborated with College Council to develop a governance review and evaluation timeline in spring 2020. The timeline was revised due to the need to reprioritize other projects during the height of the pandemic. In fall 2020, Grossmont College administered a survey to the members of the eight participatory governance committees. Survey participants were representative of all of the constituent groups, including students, full- and part-time faculty, classified professionals, and administrators. The survey questions addressed topics such as consistency of attendance, quality of communication, level of participation, co-chair preparation, level of interaction between committees, and committee climate. The findings were widely distributed across the college.

A full review of the governance handbook was launched in fall 2021 and the process is ongoing. A full draft was completed in spring 2023 and is currently under review by the College Council.

The College has requested training, or a "governance refresher," as part of a new IEPI grant focused on operational excellence. The refresher will take place in fall 2023, pending the receipt of IEPI grant funds which will be used to hire the original consultants who assisted in the governance reorganization in 2018.

Evidence: Governance Evaluation Timelines FA21, Participatory Governance Survey FA20, Governance and Decision-Making Handbook SP23

3. Improvement Plan for Integrated Planning

"The college has recently restructured its system of participatory governance and decision making, which necessitates adjustments to established planning routines and procedures. To further strengthen the relationship between systems of governance and planning, the college, led by the CPIE office and PIEC, will review all planning models, diagrams, and documentation and facilitate revisions as needed to ensure currency and consistency. Further, the college will develop an integrated planning handbook that collects planning related artifacts (e.g., processes, diagrams, resource prioritization rubrics, etc.). This documentation and communication will build shared understanding of the revised systems and support sustainable improvements to institutional effectiveness (I.B.9)."

Integrated Planning Update

In spring 2021, the Sr. Dean of College Planning & Institutional Effectiveness created a handbook that describes the integrated planning processes at the College and includes planning related artifacts such as explanation of processes, planning timeline, diagrams, annual

unit planning templates, and copies of the resource request forms. The diagrams and timelines included in the handbook provide the participatory governance committees with the structure needed to carry out their responsibilities and meet institutional needs in a timely, efficient manner.

The intent of the handbook is to make the process both transparent and informative for the college community. The handbook was updated in spring 2023 to reflect the change from using manual reporting processes for program review, annual unit planning, and outcomes assessment, which were difficult to monitor and evaluate from an institutional perspective, to using an online reporting tool, Nuventive Improve. All units across the college use this tool to conduct their planning activities, which has fostered a culture of planning and continuous improvement at the College. This tool enables the CPIE office and others to run reports and monitor progress at both the unit and institutional levels.

Standard IIA - Improvements in Outcomes Assessment

"The college will continue with its implementation of the assessment-related improvements identified with its IEPI Partnership Resource Team. The college anticipates that these activities will improve dialogue and enable sharing of best practices across departments, while also strengthening institutional policies and procedures related to outcomes assessment (II.A.3). Specifically, the college will:
- *Improve analysis and use of assessment data through more effective and consistently applied processes for documenting student learning outcomes assessment results at the course and program level (I.B.2, II.A.3)*
- *Improve culture, practice, and structures related to student learning outcomes assessment, as documented in the Innovation & Effectiveness Plan developed in collaboration with the IEPI Partnership Resource Team (I.B.2, II.A.3)."*

Outcomes Assessment Update

Please see Academic Affairs and Student Services Responses in the Improvement Plan for Standard IB.1 on Outcomes Assessment.

Standard IIIA - Administrative Turnover

"The college will investigate factors contributing to administrative turnover in order to understand concerns, attract and retain middle managers, and improve the continuity and stability of its middle leadership."

When the Fall 2019 ISER was written, the College was concerned about the stability of its middle-level leadership. However, in May of 2023, the College had two vacancies (one current and the other pending) at the vice-presidential level. At this date, the Vice President of Administrative Services position has been vacant for several months, and the College has relied on an outside consultant to provide guidance on budgetary matters. The Vice President of Academic Affairs was recently hired for a presidential assignment at another college, which is to commence at the start of the 2023/2024 academic year. In light of the ongoing challenges in maintaining stability in College leadership, the following initiatives and/or practices have been introduced to assist both newly hired and veteran leaders:

- The College's professional development team has created a college-specific new employee retention program called ThRIVE (Thrive, Retain, Invest, Validate, Engage). ThRIVE hosts a new and new-ish employee welcome event during our professional development week as well as a social event later in the semester. Our long-term goal for ThRIVE is for it to be a space where new employees can be introduced to our college's mission of being an equitable, student-centered learning environment for our students, while being encouraged to grow and explore as community college professionals. We are hoping to expand our ThRIVE programming so that in addition to our welcome and social, we will host monthly workshops where participants can learn more about our college community.
- The College was awarded an Institutional Effectiveness Partnership Initiative (IEPI) grant in spring 2023. The primary focus of the grant is to develop a plan that will guide the College toward achieving operational excellence. One of the objectives is to develop a college specific, extended orientation and onboarding experience for new managers, faculty, and classified professionals—one that would work to complement the onboarding process currently provided by the district's HR team. In addressing the need to improve onboarding and retention of middle managers, one of the desired outcomes of this objective is to draft a guidebook or manual for new deans with internal resources needed to successfully perform the responsibilities of a dean/manager/supervisor.
- The joint Academic Affairs and Student Services held a deans retreat in April 2023. At the retreat, the deans and Vice-Presidents of both Academic Affairs and Student Services spent considerable time talking about the role of deans as middle managers as well as challenges, strategies, and long term professional goals. Participants discussed in detail two articles from the Center for Creative Leadership titled, "The Leadership Skills that Managers in the Middle Need to Advance," and "Navigating Change: A Leader's Role." Through discussion of these articles and connecting to actual situations on campus, participants were able to create strategies to increase leadership skills; to better support teams/departments; to influence and gain buy-in; to understand the role of middle managers in implementing processes/directives from the district; and as middle managers, the importance of supporting each other and building trust.
- In 2022, the District assembled an Equity in Employment Task Force that is responsible for informing and guiding the revision and/or establishment of racially equitable hiring processes, policies, and procedures (including onboarding) in order to create an environment that supports student success, and in turn, employee success.
- The College President's Anti Racism Task Force has led discussions through its book club, including semester length discussion of *From Equity Talk, Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education* by McNair et al (2020), to increase the professional development and learning with faculty and classified professionals as it relates to enhancing the culture of inclusivity on campus for employees.

Evidence: [Equity in Employment Taskforce FA22](#)

Standard IIID - Evaluation of Integrated Planning

"Grossmont College has found opportunities for continued improvement as it engages in the first cycle of planning and resource allocation using its new governance system. At the time the

ISER was written, Grossmont College was developing an Annual Unit Plan (AUP) process to streamline the resource request process and timeline. As the AUP is used for the first time, it will be evaluated for effectiveness using both formative and summative methods of assessment that include feedback from resource committees, department chairs, and other participants. Results of these evaluations will be used to inform improvements for the next cycle."

Update on Evaluation of Integrated Planning

A review of the annual planning models, diagrams, and documentation was conducted in fall 2021 by the Office of College Planning & Institutional Effectiveness (CPIE). Based on this review, the senior dean of College Planning & Institutional Effectiveness made the following recommendations to the Planning & Institutional Effectiveness Committee, one of the College's participatory governance committees. These recommendations were also shared at College Council, the apex participatory governance committee:

- The College needs to consider whether large/high priced equipment purchases (in excess of $100,000, for example) should be submitted for prioritization along with less expensive requests. Since large/high priced equipment may be essential to the sustainability of particular programs, they may require broader consultation on prioritization and budget planning.
- The College/District lacked a clear process for hiring new deans/managers/supervisors. However, since this recommendation was made, the District assembled a task force to update the hiring policies and a new policy for hiring deans/manager/supervisors has been drafted.
- The process for submitting strategic hire requests has been unclear. These requests are typically submitted as off-cycle requests. The District's HR Office has provided some clarity on submission of strategic hire requests.
- A process for submitting division-wide or institution-wide requests needs to be defined. One such request from 2022 for a teaching and learning center is being met (online) after several units banded together to make the request collectively by including the request in multiple individual unit resource requests.
- The final recommendation addressed the need for outlining a process for submitting innovation requests as part of the annual unit planning process. The senior dean of College Planning & Institutional Effectiveness is working with the President's cabinet on drafting a process that will be brought to PIEC for review in fall 2023. The process will need to include a plan for how such requests will be prioritized using the participatory governance process. Currently, resource requests are prioritized by designated governance committees: facilities projects are prioritized by the Facilities Committee; faculty staffing requests are prioritized by the Faculty Staffing Committee; technology requests are prioritized by the Technology Committee, etc. Therefore, the College would need to identify a committee to prioritize innovation requests.

The Office of College Planning & Institutional Effectiveness also recommended that the College draft a resource allocation manual that clearly outlines how budget allocation and planning is conducted. The Budget Committee began examining processes at other colleges and that work will be completed once the Vice President of Administrative Services position is filled. This position has been vacant for several months, and this administrator co-chairs the Budget Committee.

The annual unit planning process is transparent and inclusive. All units, programs, and service areas use the same timeline and tools documented in the handbook to complete resource requests and report progress toward meeting their program review and annual planning goals. They also have copies of the rubrics used by the deans/managers who are responsible for ensuring that AUPs are meaningful, resource requests reasonable, and for ensuring assessment results are used for continuous improvement. This has helped foster a shared understanding of how to support institutional effectiveness.

With the completion of two full cycles of the annual unit planning processes, feedback will be collected from the participants in the process: resource committee members, department chairs, and administrators, via a survey that will be administered in May 2024.

Evidence: Budget Committee Meeting Summary 10-21, Budget Committee Meeting Handout 10-21, Budget Committee Meeting Summary 11-21, AUP Handbook SP23, Annual Planning Handbook 2021, AUP Newsletter FA21, AUP Newsletter SP23

Section 6A: Response to ACCJC Recommendations for Improvement

The College has now met all requirements for improvement that that the ACCJC outlined in its January 27, 2020 action letter, which required that the College 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). The ACCJC requested a Follow-up Report and site visit. The ACCJC notified the College that three of the four requirements were met in its June 2021 action letter based on the first Follow-up Report and visit. The ACCJC recognized that the last requirement had been met upon receipt and review of a second Follow-up Report and peer team report of a second Follow-up Visit in its June 2022 action letter.

Evidence: ACCJC Action Letter June 2021, ACCJC Action Letter June 2022

Section 6B: Reflection on Improving Institutional Performance

Student Learning Outcomes (Standard I.B.2)

A. *What are the strengths of the process that help the college to improve teaching and learning?*

Response from Academic Affairs

Our upgrade to the Nuventive Improvement Platform in Spring 2021 provides a single data collection for outcomes assessment college wide. One of the main strengths of our new process is the ease and availability of access to summary data and analytics reports, which are shared at all levels, so that no one feels lost, and everyone can stay on task and keep track of what they are supposed to be doing. Administrators can monitor progress, check in when needed, and provide supports that directly tie to the evidence of which departments need it.

We have learned the *relevance and direct effectiveness of outcomes assessment on the process of teaching and learning* depends upon:

- Faculty liaisons not getting "lost," or so far behind with assessment that it is an additional sudden burden.
- Having regularity, consistency, adherence to schedule, and regular reflection upon the results, along with ongoing planning to implement changes.

In Section 3 of the Annual Unit Plan template for Academic Affairs, units are asked to reflect on student learning by noting the observations or patterns that emerged from unit discussions of assessment results, and they are asked to close the loop by describing the actions their unit will take in response to the analysis of assessment results. This section also asks units to reflect on their equity outcomes. Units are asked to reflect on the program data, such as course success and persistence rates, and to close the loop by creating an action plan for the next year to address any gaps in equity. Finally, this section also calls for reflection on program policies and practices that may serve as barriers to equity, and to address how barriers can be removed in their planning for the next year.

With our SLO Liaison community and regular meetings, there is also a sense of support and boost in morale, recognition of effort and regular communication that makes everyone more comfortable and helps to support the implementation of planning and loop-closing.

Evidence: SLO Liaisons Meetup FA22, SLO Liaisons Meetup SP23, ESBS Dean Email to Division Chairs 031423, CPIE Dean Email on Nuventive 042423

Response from Student Services

One of the strengths of the Student Services approach is the intentional scheduling of reflection and planning discussions across programs, departments, and divisions. This integrated approach promotes consistency and collaboration, and it reduces both gaps and duplication.

Additionally, Student Services has worked to develop a coordinated 3-year Goals and Strategies Plan to leverage the collective expertise across departments and divisions and address common barriers.

Evidence: PD-Collab Calendar 2023-2024, KPI Goals & Strategies 2023-2026

B. **What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment?**

Response from Academic Affairs

We have a few refinements still in progress, such as developing a new single seamless online form for the resource request integration within the Nuventive Platform (described in more detail in Section 5). We will incorporate the changes to this process as part of the Participatory Governance System Evaluation, which includes committees involved in the prioritization of the resource requests.

We are also headed in the direction of aligning Canvas outcomes data directly with Nuventive. This is arguably our biggest growth opportunity overall because it may provide the ability for everyone, without extra labor, to easily view transparent interpretation of their learning outcomes results data using analytics and charts within Nuventive. Our response to section 6C, to follow, will outline our progress on our project to integrate Canvas Outcomes Tool in collecting SLO data. Currently we have at least 6 departments using this feature in their Canvas courses, and we are currently analyzing the reports that emerged.

Getting this data directly from Canvas to Nuventive can create a huge impact, as we have seen the power of the analytics dashboards to assist with division level reporting and tracking. Having data at the SLO level that shows student learning visually enables faculty to focus primarily on reflection and closing the loop.

In addition, we have begun to develop strategies for assessing ISLOs to include mapping of PSLOs and ISLOs and the inclusion of data coming in from assignments tagged with the ISLO using the outcomes tool in Canvas.

Evidence: Sample Analytics Nuventive_Canvas, CPIE Dean Email on Nuventive 042423, ESBS Dean Email to Division Chairs 031423, SLO Liaisons Meetup FA22, SLO Liaisons Meetup SP23, English Analytics Nuventive_Canvas

Response from Student Services

Student Services has identified several growth opportunities in its assessment process. First, programs have recognized the need to clearly identify how their improvements can effectively reduce barriers and enhance success for underrepresented students. Second, there is a focus on fostering a more consistent and coordinated utilization of operational and service-level data to inform decision-making. Third, the college aims to prioritize improvements based on established timelines, ensuring a systematic approach to enhancing assessment practices.

Additionally, efforts are being made to improve coordination and communication across different areas involved in program improvements. Collaboration with Student Leadership (ASGC) and the Student Success & Equity Committee is also sought to develop a streamlined framework for student surveys. Finally, there is a concerted effort to increase the number of student survey responses, allowing for more comprehensive and representative feedback. By implementing these identified growth opportunities, student services aims to further refine its culture of assessment and continuously enhance its commitment to student success and equity.

Evidence: SSO Assessment & Improvement Plan 2022-2023

C.   Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.

Response from Academic Affairs

In recent years, the Culinary Arts, Media Communications, Cardiovascular Technology, and World Language departments have all implemented extensive revisions across their course SLOs in order to conduct better assessments of the current skills in their programs.

Other departments such as Theater Arts, English, and Physics & Astronomy, have created more structure to their overall cycle of assessments in order to be directly responsive to needs identified in various courses for specific types of students. One great example would be in Media Communications, preparing graduates to better understand professional terminology and professional resources. They have revised course SLOs and accompanying assessments as well as building in a regular cycle of assessment and closing the loop which is organized by topical area in their department.

MCOM quote from 2022 AUP: "To improve imparting discipline-specific and industry-specific terminology, instructors will focus on reinforcing the nomenclature in classes and on assessments. To address the relevance of the data collected, our department adopted a course-level SLO assessment plan, which will ensure all courses will be assessed over a three-year cycle." They also decided to revise the plan according to program area, finding that when it is "divided up according to lecture/labs classes (lecture in fall, lab in spring) and our three emphases – one year for audio production, one for cross-media journalism, and one for video production – the data collected over a semester are more likely to be relevant to each other."

In a summary of the last program review cycle we noted that:

- Nursing was commended for "meeting SLO benchmarks at levels higher than the state."
- Respiratory Therapy was commended for the thoroughness of their SLO and PSLO processes.

In addition, ESL, ASL, and Math were commended by APR for SLOs in 2021.

Evidence: Academic Program Review Update SP22, Sample Analytics Nuventive_Canvas, English Analytics Nuventive_Canvas, SLO Liaisons Meetup FA22, SLO Liaisons Meetup SP23, CPIE Dean Email on Nuventive 042423, English as a Second Language AUP FA22

Response from Student Services

One of the areas of growth for the college is a continued focus on developing a culture of collaboration and proactive improvements. There have been program-level improvements in many areas related to the key findings from comprehensive surveys, including the following:

Scheduling:

- Extended the lead time for appointments from same-day to three weeks or more
- Added screening questions and reminders in appointment system
- Implemented mobile counseling to reach students in other areas on campus
- Revised website to improve communication regarding services and availability

Accessibility (converting paper forms to electronic):

- Student Affairs Maxient communication software
- Mental Health intake forms
- Basic Needs case management tracking system
- Overload Approval
- Transcript Request

Student Experience:

- Expansion of Basic Needs program to include comprehensive resources and referrals
- Counseling division participation in Puente Professional Development series:
  - What Students Carry: Community Cultural Wealth Among Students
  - STEM Justice: Everyone Can Be a STEM Champion for Students
  - Creating Communidad: Community Care & Wellness for the Equity Worker
  - Seeing the Whole Student: The Significance of Intersectionality
  - Counseling Moves: Tangible Strategies to Support Every Student

Student Services will continue to focus on these three areas (scheduling, accessibility, and student experience) over the next three years to promote thorough and comprehensive implementation of improvements (Improvements Plan: Progress Report June 2023)

Evidence: SSO Assessment & Improvement Plan 2022-2023

D.   In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college's schedule?

Response from Academic Affairs

In the cases where some departments may fall behind schedule, the SLO Coordinator is meeting with the faculty liaison from the department to determine what assistance is needed. As mentioned above, we are working with administrators such as deans by sending them a snapshot picture of where all the departments stand, and we are also sharing this data with departments. All levels of review, including faculty, administrators, and support staff, can be equally informed and updated using this tool. Deans work with department chairs to determine who needs extra support.

Updates are needed when departments make adjustments to their schedule: some courses may not be offered as expected, others may change format due to scheduling changes, and some departments have retirements, etc. We have seen responsiveness to the analytics reports; faculty obtain their schedule at a glance and see what courses they need to fall back and fix.

Evidence: Sample Analytics Nuventive_Canvas, SLO Liaisons Meetup FA22, SLO Liaisons Meetup SP23, English Analytics Nuventive_Canvas, CPIE Dean Email on Nuventive 042423, AUP Dean-Manager Checklist SP23

Response from Student Services

The implementation of the Student Services Planning, Professional Development, and Collaboration calendar seeks to address gaps in participation, coordination, and inclusion. This provides the structure and timeline for reflection, action plans, and progress reports. These weeks also provide the opportunity for planned collaborative events, as well as updates and relevant training.

In addition, the SSO coordinator follows up with any unit/program/division within Student Services via individual consultation with the unit lead. The Student Services Program Review committee also monitors whether each unit/program/division is following the assigned activities within each phase of the cycle.

Evidence: PD-Collab Calendar 2023-2024, SSPRC Minutes 012121

Institution Set Standards (Standard I.B.3)

The following response is based on the 2022 ACCJC Annual Report. The 2023 Annual Report is pending.

How does the College inform its constituents of key performance data?

- ▪ Planning & Institutional Effectiveness Committee (PIEC)

  PIEC is one of Grossmont College's participatory governance committees. The goal of PIEC is: "to ensure a culture of continuous quality improvement and data-informed decision making. Best practices for institutional effectiveness include improving equity and student learning and achievement by analyzing data and using results to inform practice. It uses environmental scan data as well as institutional outcomes to drive institutional responses. The committee reviews program assessment results against the college's mission, values, and strategic goals. The committee is also responsible for assuring the continuous integration of planning across the campus,

regularly evaluating the college's progress to ensure institutional effectiveness" (*Grossmont College Governance & Decision Making Handbook, 2018,* p. 31). In addition, one of the primary responsibilities of PIEC is to "evaluate institution-set standards and student achievement goals, including both internal and CCCCO-produced key performance indicator metrics, and other student success outcome measures."

The committee members consist of representatives from all of the constituent groups: Academic Senate, Classified Senate, Administrator's Association, and Associated Student Government. The College's Key Performance Indicators are aligned with the Strategic Goals and Objectives and reviewed annually by PIEC during its regular monthly meetings and presented widely at the College's Annual Planning Forum. During the 2021/2022 academic year, the year in which the College developed its new Strategic Plan, PIEC helped to facilitate college-wide discussions on KPIs and other internal and external scan data during many planning forums. This data is also presented during constituent group meetings whenever possible.

Evidence: Governance and Decision-Making Handbook FA18, Governance and Decision-Making Handbook SP23, PIEC Meeting Notes FA22, PIEC Meeting Notes SP23, KPI Presentation to Academic Senate SP23, KPI Targets for 2022-2028, KPI Matrix Rev FA22, Annual Planning Forum Agenda SP23, Annual Planning Forum Presentation SP23, APF Feedback-Course Success Rates_Equity Gaps SP23, APF Feedback-Equitable Access_Enrollment SP23, APF Feedback-Improving Persistence SP23, APF Feedback-KPI Data Discussion SP23, APF Feedback-Stress and Students Discussion SP23, APF Feedback-Student Persp_Survey Results SP23

Has the college met its floor standards?

- Course completion rates: Yes, the College has met its floor standard. These rates have remained consistent for the last five years. The average successful course completion rate over the last 5 years (AY 2017/18 through 2021/22) is 70%. We have not met our stretch goal of 75%.
- At the 2023 Spring Annual Planning forum, the KPIs that were developed for the 2022-2028 Strategic Plan were presented as the baseline data for this cycle. One of the KPIs the College is monitoring is successful course completion. The Spring 2023 Annual Planning Forum agenda included reflection and discussion activities intended to identify barriers that may be preventing us from meeting our targets in three main areas: equitable access/enrollment, course success, and term/annual persistence rates. Prior to the forum, attendees completed a pre-reading on the impact of mental health on student learning, and they reviewed the College's results from a statewide survey on basic needs of students. The intent of these topics was to build empathy needed to support student success in the classroom. The feedback from these activities will be analyzed by the PIEC committee, and the analysis will be submitted to the appropriate committee for action (e.g., Professional Development committee).
- The College's Strategic Plan Goals and objectives are aligned with the Guided Pathways framework and focused on student success and completion. In addition, the College has an ambitious student equity plan, and together, these documents provide the foundation informing the College initiatives. The College has several initiatives in place to improve

student outcomes: First Year Experience; Equity Leadership Institute (faculty/staff professional development); Strong Workforce Faculty Institute; Guided Pathways Griffin Inquiry & Action Teams; Student Success Liaisons; emerging early alert process; Puente & Umoja Learning Communities; Athletics Learning Communities; A2mend; S.O.G.I. Club; AB 705; Faculty led Communities of Practice; developing a virtual Teaching & Learning Center; online student support services; Math Jam; Gizmo's Kitchen Food Distribution; Justice Scholars; and Campus-wide Black Student Success Initiative, to name a few.

Evidence: [Student Equity Plan FA22](#), [Strategic Plan 2022-2028](#), [Student-Athletes Learning Community 2023](#), [Sample Equity Institute Flyer SP23](#), [Sample PD Newsletter SP23](#), [Board Presentation Success-Equity FA22](#), [Annual Planning Forum Presentation SP23](#), [Strong Workforce Faculty Institute Emails](#)

- ▪ Certificate and Degrees: We have exceeded our stretch goals as evidenced in the Annual Report to the ACCJC.

Evidence: [2023 Annual Report to the ACCJC](#)

Section 6C: Report on the Outcomes of the Quality Focus Projects

Quality Focus Project #1 - Gateway Courses

Grossmont College's 2019 ISER outlined a quality focus project which targeted our 12 "gateway" courses, or the 12 courses on our campus that had the highest non-success and enrollment rates. The project's goal was to provide extended professional development opportunities focused on equitable practices to departments with a 12-gateway course. These departments would construct an evaluation plan to support ongoing reflection and improvement for these courses.

In the fall of 2019, Grossmont held its first two 12 Gateway Forums where faculty that taught in 12 gateway courses or their departments were invited to review the data on these courses as well as learn about different equitable practices that they could adopt within their classrooms to address the equity gaps noted in these 12 courses. Adjuncts were also encouraged to attend and were offered a stipend for attending workshops and/or submitting proof that they had updated part of their course materials to reflect a more equitable practice. Our final 12 Gateway event was an Equity Symposium in the spring of 2020, which would end up being the last large on-campus event for Grossmont prior to the pandemic.

When the world went remote in the spring of 2020, the Office of Professional Development (PD) chose to put our 12 Gateway work on pause to focus on more immediate needs the college was experiencing. The office expanded its offerings around online teaching practices, wellness, and antiracism. The PD team hosted listening circles for racial and pandemic healing to allow our colleagues the space to vent and reflect on the turbulent times we were going through. The Community of Practice (CoP) Leads team was also created so that each division could have one designated faculty member to go to with questions around online teaching practice. Our CoP Leads could field questions that other faculty had around Zoom, Canvas, and other online tools that many faculty were using for the first time. In addition to the shifts that were made as a result of the pandemic, we also lost our Dean of Student Success & Equity in June of 2021, as well as our Professional Development Assistant a few months later. These two individuals comprised half of our professional development team, with the remaining two members of the team being our faculty PD co-coordinators. Our past Dean of Student Success & Equity spearheaded our 12 Gateway efforts, so momentum was lost when this individual departed. The dean position remained vacant for about six months and the PD assistant position remains vacant.

Current Professional Development Initiatives

Despite these shifts and transitions, the Office of Professional Development has been able to create programming that has been in the spirit of the original 12 Gateway project. As mentioned previously, our CoP Leads have been able to offer support to our faculty as they navigated a new teaching modality and are still utilized for their expertise. The role of the CoP Lead is also shifting to include more of a focus on *equitable* online practices to address the equity gaps that persist in online platforms. Additionally, the PD team created the Equity Leadership Institute,

which has offered professional development to all constituencies on equitable practices every semester since the Spring of 2022 when we made a full return to campus.

The structure of the Equity Leadership Institute is such that an outside expert is brought in to discuss a particular theory or practice they created, and a debriefing session is hosted afterward for members of the college to gather and discuss how they might apply what they learned to their everyday work at Grossmont. We have been able to bring speakers such as Dr. Tara Yosso, Dr. Bettina Love, and Dr. Gloria Ladson-Billings to name a few. Sessions with the various experts have been well attended and have had a far reach on our campus. This semester, to highlight our in-house talent, we hosted our first Equity Showcase as a part of the Equity Leadership Institute. For the showcase, we invited faculty to give a 15-minute presentation on an equitable practice they engage in for their courses and invited the campus to attend. The event was one-hour long, so participants could hear up to 4 presentations from the faculty that presented. This conference-style workshop was successful, and we will be using this format again to encourage peer-to-peer learning among our faculty.

As mentioned in Section 5, the PD team has also created a college-specific new employee retention program called ThRIVE (Thrive, Retain, Invest, Validate, Engage). ThRIVE hosts a new and new-ish employee welcome event during our professional development week as well as a social event later in the semester. Our long-term goal for ThRIVE is for it to be a space where new employees can be introduced to our college's mission of being an equitable, student-centered learning environment for our students, while being encouraged to grow and explore as community college professionals. We are hoping to expand our ThRIVE programming so that in addition to our welcome and social events, we will host monthly workshops where participants can learn more about our college community.

Grossmont College has also had the opportunity to participate in the Strong Workforce Faculty Institute hosted by our Regional Consortium in 2020 and 2022. This professional development opportunity has perhaps gotten us the closest to achieving our original plans with the 12 Gateway project. For the institute, 25 faculty members are recruited. Due to the nature of the institute, our CTE faculty are given the first right of refusal. For the two years that we have participated, we have had a good mix of both CTE faculty and other faculty. Many of the faculty that have participated teach a 12 Gateway course. In the institute, faculty are asked to review their section-level student outcomes for a course of their choosing. Once they review their data and identify equity gaps that exist for their course, they are asked to review their syllabi, course policies, assessments, and other aspects of their course that may be contributing to these gaps. After this review, faculty are asked to create an action plan to address the equity gaps they observed in their courses. The last two cohorts of faculty have had a wonderful experience and were excited about making their data actionable to improve students' experiences in their classroom.

The professional development team is currently trying a new approach to professional development on the campus with more intrusive PD offerings to various divisions or constituencies. For example, this semester we are hosting a series of five workshops through the PUENTE statewide professional development team with our counseling division. These workshops are being held during normal division meeting times so that the entire division has the opportunity to attend. Like the intrusive supports we provide our students, we expect that this intrusive approach to hosting professional development workshops will help us avoid some of the barriers to access that keep our colleagues from taking advantage of PD offerings such

as lack of coverage or schedule conflicts. We would also like to extend this approach to other departments and divisions, including those that have 12 Gateway courses.

Finally, the Grossmont PD team, in collaboration with our college's Strategic Enrollment Management (SEM) Academy team, is in the process of creating and launching a virtual teaching and learning center for our campus. Establishing a teaching and learning center was one of the project activities listed in our 12 Gateway Quality Focus Essay and this work has been a cross-college initiative and the culmination of many projects coming together. Our SEM team chose the development of a virtual teaching and learning center as one of their focus projects for our work on improving enrollment through retention efforts. The virtual teaching and learning center's main focus will be on developing equitable practices both in and out of the classroom. The center will be open to all constituencies and will become the place where our various professional development and equity initiatives are housed. For example, our Communities of Practice would be housed within the virtual teaching and learning center. Our long term goal is for the center to also have physical space in addition to a virtual space.

We are currently in the process of developing a Faculty Equity Institute, which would be one of the offerings under our new virtual teaching and learning center. We are hoping to combine the practices of our Equity Leadership Institute and the Strong Workforce Faculty institute to create our own Faculty Equity Institute. Our goal is to give our 12 Gateway course faculty the first right of refusal to participate in this institute. In order to be compensated for their participation, faculty will need to submit a portfolio that reflects the integration of more equitable practices into their course(s). This institute would meet the goals of the original 12 Gateway Project by providing an extended professional development opportunity to the faculty in the courses with the most impact on our campus's overall success rates and equity gaps.

Status of Other Original Project Activities

As with the virtual teaching and learning center, there were some project activities that still occurred despite the pause in our 12 Gateway efforts. For example, an "Equity Corner" has been established as a regular agenda item at Academic Senate meetings after a group of Grossmont faculty went to the Skyline Equity Institute. However, this practice was stopped while we were remote. This academic year, the "Equity Corner" was brought back by our current senate officers. In our original essay, we also included an activity around establishing a non-evaluative classroom observation practice to pilot with 12 Gateway. We have begun to establish this through our involvement with peer online course review (POCR). There is a faculty-led effort on campus to initiate this program which would allow for participating online courses to be reviewed by other online instructors that have gone through the POCR training.

Another project activity is focusing on regular meetings with department chairs to discuss PD opportunities to support faculty. Instead of having meetings with the department chairs, we are utilizing our fully implemented Annual Unit Planning process to understand the PD needs of various departments. Feedback from our CoP Leads also helps us to better understand faculty's PD needs. Through our college-wide participatory committee on professional development, we have begun to host an annual PD needs survey where all employees can offer their feedback on PD programming. These various data sources then inform our PD planning for the year.

As a result of our participation in the Strong Workforce Faculty Institute and the Leading from the Middle (LFM) Academy of 2020, we were able to establish data training. Our LFM team created a data coach training course, and we had two small cohorts of faculty go through the

training, including former SWFI faculty. However, this program was difficult to maintain through the pandemic and our transition back to campus. Since this is a tool we have already developed, we anticipate using the course in the future and bringing back our data coach training.

Next Steps

The timeline for our PD activities over the next few years is provided here:

A. Timeline

<u>Spring 2023</u>

1. 12 Gateway Update
   a. SS&E Dean & PD Co-Coordinators will (re)introduce 12 Gateway to current & new deans
   b. PD Co-Coordinators & SS&E Dean will provide an updated list of our college's 12 Gateway Courses to the appropriate department chairs.
   c. Will create and distribute an infographic displaying the 12 Gateway data update along with a description of the purpose & intention behind 12 Gateway
   d. PD Co-Coordinators will ensure coordination between 12 Gateway planning & Faculty PD Committee
   e. 12 Gateway faculty will be invited to participate in our inaugural cohort for our new Faculty Equity & Innovation Institute in Fall 2023. They'll receive the first right of refusal to participate.
2. College-Wide PD Committee will draft & come to consensus on PD calendar for 2023-2024
   a. Will review Annual Unit Plan data, PD Needs Assessment Survey results, and feedback from current year workshops to identify needed PD programming

<u>Summer 2023</u>

1. Build out Virtual Teaching & Learning Center (VTLC) content
   a. PD Co-Coordinator(s) & SS&E Dean will add existing PD content to canvas shell where the VTLC will be housed
   b. PD Co-Coordinators & SS&E Dean will create content for new programming

<u>Fall 2023</u>

1. Launch the Virtual Teaching & Learning Center
   a. See Section B below for the existing and new PD programs that will be housed in the VTLC
2. Ongoing assessment of PD programming via feedback forms

<u>Spring 2024</u>

1. Comprehensive feedback survey on the launch of VTLC and its programs
   a. College-Wide PD Committee will use this data along with individual session feedback surveys and Annual Unit Plan PD resource request data to make adjustments to programming

1. Will submit Faculty Equity & Innovation Institute curriculum to SDSU Global so that faculty who participate may have the choice of receiving CEUs or stipend for participation.

Fall 2024 – Spring 2026

1. Ongoing assessment and improvements to VTLC & its programs via feedback from participants & collaboration with Faculty PD Committee, PD Committee, PD Co-Coordinators, and PD Office
2. Continue to review AUP PD resource requests to identify new PD needs that may arise.

B. (Virtual) Teaching & Learning Center Programs

1. **Equity Leadership Institute**
   a. Current status: An existing PD offering open to all constituencies
   b. Equity-focused convocation speaker(s) to provide outside expertise
      i. Perhaps also focused on the President's Antiracism Taskforce book study book selection for that year
   c. Kick-Off event will be our **Equity Showcase** during FLEX week where members of the campus give short presentations to colleagues on equitable practices they use in their work with students
   d. There will be monthly workshops during the semester with individual presenters from the Equity Showcase providing more in-depth workshops to peers
2. **Classified Equity Institute**
   a. Current status: An existing PD offering, open to classified professionals
   b. One-week long equity focused workshops for classified that occurs during the summer when classified have more flexibility in their schedules
   c. Monthly workshops (5 per semester) to keep the cohort engaged & to continue the learning (this would be a new addition)
      i. Would host on off Thursdays for classified senate during the same time
3. **Faculty Equity & Innovation Institute**
   a. Current status: A new PD offering, open to all faculty
      i. 12 Gateway identified faculty (adjunct & full-time) would be given first right of refusal
   b. Would combine elements of the Strong Workforce Faculty Institute & Equity Leadership Institute
   c. Community of Practice (CoP) Leads would be incorporated into the institute to offering support & best practices
4. **ThRIVE Employee Retention Program**
   a. Current status: An existing PD offering, open to all constituencies
   b. Kick Off Welcome event for new & new-ish employees during flex week
   c. Monthly new employee welcome workshops focused on building community
   d. Module within VTLC that offers info on topics of interest: onboarding; participatory governance

    e.   Semesterly Joint Social Event where employees from both colleges gather off campus for fellowship

5. PD Programming connected to Heritage Months
    a.   Current status: Programming exists but is not coordinated between different groups. This would be an effort to coordinate.
    b.   Faculty that attend conferences such as the UMOJA Summer Institute will be asked to provide presentations during appropriate heritage months on topics they learn about
    c.   Bring back consistent participation in UndocuAlly Training and Safe Zone Training with a train the trainer approach

Quality Focus Project #2 - Alignment of Outcomes Assessment with Guided Pathways

A.   Outcomes Assessment & Data Collection in Canvas

A key goal, which we began planning for in 2018 and which continues to evolve as we near full implementation in 2023, was to implement the Outcomes tool in Canvas and to enable easy data collection on student learning outcomes at the course, program, and institutional level.

In 2019, we began by piloting the use of the Outcomes tool in a single section (LIR 110) as we started researching the methods for aligning the outcomes to student submissions; reviewing reports available at the section, course, and program level; and considering access, levels of permissions, and other features that accompanied the use of the tool.

Throughout 2019, and in conversations with the LIR and ENGL instructors who were willing to pilot with us, we determined that it would be necessary to upload outcomes in Canvas at the subaccount level (rather than individual instructors adding their own at the course level). We also determined that this put different constraints on the way the outcomes were set up. Some of the initial setup questions that were tested in 2019 included: naming convention, report output errors, how updates function, how outcomes are replaced or changes can be tracked, file folder hierarchy, permissions for reports at the subaccount level, and workflow. We focused on resolving technical details, such as how to align outcomes to question banks for quizzes, and how to separate outcomes scores from grading.

Through conversations with our ENGL instructors, we determined that different types of rubrics will work differently in collecting outcomes data.

The outcome of this is that we accomplished a lot of early planning in 2019. We identified the method for collecting data from student assignments and quizzes. We ironed out a lot of process questions. We needed more faculty from more departments to begin using the tool so that we would have data to analyze. We were then interrupted in 2020 due to the pandemic and our efforts were somewhat stalled. However, we did continue outreach to departments and SLO Liaisons, as much as possible, and continued to offer professional development on using outcomes in Canvas. A few departments began using the tool. By the spring 2021 semester, we had three additional departments using outcomes in Canvas (BOT, HED, MCOM) and by fall 2022, we had a total of six departments.

For our initial tests, we entered outcomes into subaccounts on a case by case basis. In 2021, we added all course level outcomes to Canvas. In fall 2022, we added all institutional level outcomes (ISLOs) into Canvas. As of spring 2023, we now have been promoting the use of

Canvas to measure ISLOs as well as course level SLOs and we have an additional three departments on board (BIO, CVTE, and WLD). Another recent update this semester is the SLO Coordinator now has administrative privileges in Canvas to run the reports and update the outcomes at the subaccount level. With both the Canvas administrator and the SLO Coordinator able to respond to these requests, this enhances our responsiveness and agility.

Now that we have data to look at, the Canvas administrator and SLO Coordinator are currently analyzing the reports from Canvas as of fall 2022 with the six departments who have piloted the Outcomes Tool. The reports provide us with rich data that we are analyzing to better understand how to interpret and sort results, as well as which filters are crucial for reporting data within Nuventive. We have already launched a draft analytics report within Nuventive which pulls the data directly from Canvas. The next section will demonstrate how we will use these data points (see below).

Summary of Timeframe:

Planning began – 2018

- 2019: First Pilot case: single section, course level outcomes (LIR 110)
- 2019: Second case: multiple section, course level outcomes (ENGL 124)
- FALL 2019 first Flex Week presentation to faculty
- JAN 2021 second Flex Week presentation to faculty
- 2021: All course-level SLOs collegewide are now available in Canvas
- 2020-2021: Responding to Changes in Canvas Outcomes tool
- By the SPRING 2021: we have 3 additional departments (BOT, HED, MCOM)
- By the FALL 2022: we have 6 total departments (BOT, ENGL, HED, HUM, LIR, MCOM)
- Beginning with SP23 we are adding BIO, CVTE, WLD to this list and possibly others.
- Beginning with SP23 we are also assessing ISLOS in Canvas
- SPRING 2023: Analyzing reports for course level outcomes and ISLOs.

Reports from Canvas (example in attachments – screenshot here)

student name	student id	student sis id	assessment title	assessme nt id	assessme nt type	learning outcome name	learning outcome id	attempt	outcome score	assess ment questio n	assessme nt question id	course name	course id	section sis id	section name	section id	learning outcome points possible	learning outcome mastery score	learning outcome mastered	learning outcome rating	learning outcome rating points
student1	60587	gcp.stude	Essential Core Assignment	337793	assignment	19SP LIR110 SLO02 Test	2401	1	0			SLO-Testing-0001	26971		SLO-Testing	26432	5	3	0	Does Not Meet Expect	0
student2	60588	gcp.stude	Essential Core Assignment	337793	assignment	19SP LIR110 SLO02 Test	2401	1	0			SLO-Testing-0001	26971		SLO-Testing	26432	5	3	0	Does Not Meet Expect	0
student3	60589	gcp.stude	Essential Core Assignment	337793	assignment	19SP LIR110 SLO02 Test	2401	1	5			SLO-Testing-0001	26971		SLO-Testing	26432	5	3	1	Exceeds Expectations	5
student4	60591	gcp.stude	Essential Core Assignment	337793	assignment	19SP LIR110 SLO02 Test	2401	1	5			SLO-Testing-0001	26971		SLO-Testing	26432	5	3	1	Exceeds Expectations	5
student5	60592	gcp.stude	Essential Core Assignment	337793	assignment	19SP LIR110 SLO02 Test	2401	1	3			SLO-Testing-0001	26971		SLO-Testing	26432	5	3	1	Meets Expectations	3
student6	60593	gcp.stude	Essential Core Assignment	337793	assignment	19SP LIR110 SLO02 Test	2401	1	3			SLO-Testing-0001	26971		SLO-Testing	26432	5	3	1	Meets Expectations	3
student7	60594	gcp.stude	Essential Core Assignment	337793	assignment	19SP LIR110 SLO02 Test	2401	1	0			SLO-Testing-0001	26971		SLO-Testing	26432	5	3	0	Does Not Meet Expect	0
student8	60595	gcp.stude	Essential Core Assignment	337793	assignment	19SP LIR110 SLO02 Test	2401	1	3			SLO-Testing-0001	26971		SLO-Testing	26432	5	3	1	Meets Expectations	3
student9	60596	gcp.stude	Essential Core Assignment	337793	assignment	19SP LIR110 SLO02 Test	2401	1	3			SLO-Testing-0001	26971		SLO-Testing	26432	5	3	1	Meets Expectations	3
User, Test	357244	gcp.test.u	Essential Core Assignment	337793	assignment	19SP LIR110 SLO02 Test	2401	1	0			SLO-Testing-0001	26971		SLO-Testing	26432	5	3	0	Does Not Meet Expect	0
student1	60587	gcp.stude	Essential Core Assignment	337794	assignment	19SP LIR110 SLO02 Test	2401	1	5			SLO-Testing-0002	26972		SLO-Testing	26433	5	3	1	Exceeds Expectations	5
student2	60588	gcp.stude	Essential Core Assignment	337794	assignment	19SP LIR110 SLO02 Test	2401	1	3			SLO-Testing-0002	26972		SLO-Testing	26433	5	3	1	Meets Expectations	3
student3	60589	gcp.stude	Essential Core Assignment	337794	assignment	19SP LIR110 SLO02 Test	2401	1	0			SLO-Testing-0002	26972		SLO-Testing	26433	5	3	0	Does Not Meet Expect	0
student4	60591	gcp.stude	Essential Core Assignment	337794	assignment	19SP LIR110 SLO02 Test	2401	1	0			SLO-Testing-0002	26972		SLO-Testing	26433	5	3	0	Does Not Meet Expect	0
student5	60592	gcp.stude	Essential Core Assignment	337794	assignment	19SP LIR110 SLO02 Test	2401	1	5			SLO-Testing-0002	26972		SLO-Testing	26433	5	3	1	Exceeds Expectations	5
student6	60593	gcp.stude	Essential Core Assignment	337794	assignment	19SP LIR110 SLO02 Test	2401	1	3			SLO-Testing-0002	26972		SLO-Testing	26433	5	3	1	Meets Expectations	3
student7	60594	gcp.stude	Essential Core Assignment	337794	assignment	19SP LIR110 SLO02 Test	2401	1	3			SLO-Testing-0002	26972		SLO-Testing	26433	5	3	1	Meets Expectations	3
student8	60595	gcp.stude	Essential Core Assignment	337794	assignment	19SP LIR110 SLO02 Test	2401	1	3			SLO-Testing-0002	26972		SLO-Testing	26433	5	3	1	Meets Expectations	3
student9	60596	gcp.stude	Essential Core Assignment	337794	assignment	19SP LIR110 SLO02 Test	2401	1	3			SLO-Testing-0002	26972		SLO-Testing	26433	5	3	1	Meets Expectations	3
User, Test	357244	gcp.test.u	Essential Core Assignment	337794	assignment	19SP LIR110 SLO02 Test	2401	1	5			SLO-Testing-0002	26972		SLO-Testing	26433	5	3	1	Exceeds Expectations	5

The attached file, an example not showing actual real student data, is proof of concept. It demonstrates that we can use Canvas for ongoing collection of SLO data. Soon, we will have all of this data automatically transferred from Canvas to Nuventive. Nuventive has already shown us a draft of what the analytics may look like, and we are working with them to refine it (example in attachments – screenshot below). We are currently working with faculty to share this proof of concept.

The message to faculty is that it's going to make their processes so much more efficient because they will not have to waste time manipulating and editing spreadsheets. Rather, by getting everyone in the department (or as many as possible) to use the Canvas Outcomes tool, the work is already done within Nuventive reports.

That's our goal. Until we have a significant majority within the departments using Canvas for assessment, we are still in the mode where someone in the department (SLO liaison or Chair) has to do all the manual work of manipulating spreadsheets and adding in all the section data from those not using Canvas, and calculating the result and entering it into Nuventive. This is for each SLO for each course. All of this has to be done before getting to the important part, which is reflection and planning, and following up or closing the loop with results. Canvas takes away a lot of the burden – about 90% of the work. One faculty member summed this up by saying, "Using this [Canvas] tool would free up our time for reflection and planning, which is what we're really supposed to be doing [more of]..."

Draft of Nuventive Analytics Report Using Canvas Outcomes Data:

Next Steps

The Canvas Administrator and the SLO Coordinator have identified the following next steps:

1. Outreach to individual departments by attending department meetings
2. Continue to refine the Nuventive Analytics module and data use capabilities
3. Create a promotional video of the Canvas Outcomes tool and its features and advantages for data collection

4. Share models from departments who are using the Outcomes tool in Canvas now
5. Input Program-Level SLOs into Canvas
6. Align Student demographic data using the SIS field in order to disaggregate Canvas outcomes data by ethnicity, race, gender, and other factors to assist in college equity efforts.

B. Formalize Institutional Policy and Procedures on Learning Outcomes Assessment

In addition to the above, another component of our QFE Project #2 is to use participatory governance processes to create and formalize institutional policy and procedures on learning outcomes assessment. PIEC is one of Grossmont College's participatory governance committees. The goal of PIEC is "to ensure a culture of continuous quality improvement and data-informed decision-making. Best practices for institutional effectiveness include improving equity and student learning and achievement by analyzing data and using results to inform practice. It uses environmental scan data as well as institutional outcomes to drive institutional responses. The committee reviews program assessment results against the college's mission, values, and strategic goals. The committee is also responsible for assuring the continuous integration of planning across the campus, regularly evaluating the college's progress to ensure institutional effectiveness" (*Grossmont College Governance & Decision Making Handbook, 2018,* p. 31). This committee also monitors the College's progress in completing outcomes assessment processes and using assessment results for continuous improvement. Both the Student Learning Outcomes Faculty Coordinator and the Faculty Student Services Outcomes Assessment Coordinators are active members on PIEC and provide regular updates to this committee.

PIEC monitors the annual unit planning process at the College, and two central components of annual unit planning are reflection on learning assessment outcomes and closing the loop by creating an action plan for improvement based on what was learned from an analysis of the assessment results.

Evidence: PIEC Meeting Notes FA22, SLO Progress Report FA22, SLO Process and Report Timeline FA21.

C. Faculty Training & Professional Development

Another goal for QFE Project #2 is to provide faculty with training and professional development related to effective documentation of assessment results and program-level assessment related to Guided Pathways planning. Outcomes assessment training is ongoing, and program level assessment training is included. The College's faculty SLO coordinator maintains a Canvas site with many resources and recorded sessions of the trainings.

Evidence: SLO Canvas Screenshot

D. Use Learning Outcomes Assessment to Develop Academic and Career Pathways

The Guided Pathways Steering Committee shifted focus away from using learning outcomes assessment to inform development of Academic and Career Pathways to forming the Griffin Inquiry and Action Teams (GIATs). GIATs are cross-disciplinary groups of educators who work to support the well-being and success of students. Under the guidance of Dr. Al Solano, each GIAT works through an Inquiry and Action process where they begin by examining local disaggregated data in order to better identify equity gaps in the student journey. From there, each team does additional research on best practices and then creates a purpose statement, followed by an implementation plan that details measurable objectives, strategies to assess effectiveness, timelines, etc.

As of spring 2023, Grossmont launched seven GIATs, one per Academic and Career Pathway (ACP). Each team consists of a lead and four to seven members comprised of counseling, instructional faculty, and classified staff. Each cohort is in a different phase of the Inquiry and Action process. Those teams that have most recently started their work are still in the inquiry and data gathering stage, whereas the two teams that began their inquiries in summer 2022 have begun developing and implementing their homegrown practices.

For example, after examining enrollment data in introductory courses, the STEM GIAT saw that students of color were not taking classes such as chemistry 110 or physics 120. This data point became central to their purpose statement, which is to increase the number of Latinx and Black/African American students in STEM pathway courses. One activity they are implementing designed to promote their degrees is to host a BIPOC STEM panel and three-week workshops for Math and Chemistry courses. They will continue to collect data to better understand the impact of these panels and workshops moving forward.

The Social and Behavioral Sciences GIAT, which began their work in Fall 2022, is in the inquiry stage. To address questions raised from their initial look at students' success in their entry level courses (Anthropology, Sociology, Psychology 120), they noted that students of color were less likely to successfully complete their courses. However, before they decided upon their purpose statement, they wanted to conduct additional inquiry based on their expertise as social scientists in cultural, societal, and behavioral sciences. They wanted to better understand some of the underlying reasons why students were not successful and also to learn from students and faculty regarding approaches to culturally responsive teaching. Results will inform their objectives and implementation plan.

Evidence: Application for STEM and Humanities GIAT, STEM Action Plan Template, STEM Inquiry and Action Workplan

Section 6D: Fiscal Reporting

The College is meeting its goals and is not on fiscal monitoring. While currently operating under "Hold Harmless" provisions, the College is considering the need for the gradual reduction of operations in anticipation of the provision's conclusion in 2024/25.

The most recent annual fiscal report is provided for further review.

Evidence: Annual Fiscal Report 2023

Section 7: Appendices

Glossary

AA	Administrators Association
ACCJC	Accrediting Commission for Community and Junior Colleges
AS	Academic Senate
ASGC	Associated Students of Grossmont College
AUP	Annual Unit Plan
CC	College Council
CCAP	College and Career Access Pathways
CoP	Community of Practice
CPIE	College Planning & Institutional Effectiveness
CS	Classified Senate
DEIAA	Diversity, Equity, Inclusion, Antiracism, and Accessibility
GIAT	Griffin Inquiry and Action Team
IEP	Innovation & Effectiveness Plan
IEPI	Institutional Effectiveness Partnership Initiative
ISER	Institutional Self-Evaluation Report
ISLO	Institutional Student Learning Outcomes
PD	Professional Development
PIEC	Planning & Institutional Effectiveness Committee
PLSO	Program Student Learning Outcomes
POCR	Peer Online Course Review
SEM	Strategic Enrollment Management
SLO	Student Learning Outcomes
SS&E	Student Success and Equity
SSO	Student Services Outcomes
SSPRC	Student Services Program Review Committee
ThRIVE	Thrive, Retain, Invest, Validate, Engage
VTLC	Virtual Teaching & Learning Center

Evidence List

1. Academic Program Review Update SP22
2. ACCJC Action Letter June 2021
3. ACCJC Action Letter June 2022
4. ACCJC Midterm Report Update to CC 052423
5. Annual Fiscal Report 2023
6. Annual Planning Forum Agenda SP23
7. Annual Planning Forum Presentation SP23
8. Annual Planning Handbook 2021
9. APF Feedback-Course Success Rates_Equity Gaps SP23
10. APF Feedback-Equitable Access_Enrollment SP23
11. APF Feedback-Improving Persistence SP23
12. APF Feedback-KPI Data Discussion SP23
13. APF Feedback-Stress and Students Discussion SP23
14. APF Feedback-Student Persp_Survey Results SP23
15. Application for STEM and Humanities GIAT
16. AUP Dean-Manager Checklist SP23
17. AUP Handbook SP23
18. AUP Newsletter FA21
19. AUP Newsletter SP23
20. Board Presentation Success-Equity FA22
21. Budget Committee Meeting Handout 10-21
22. Budget Committee Meeting Summary 10-21
23. Budget Committee Meeting Summary 11-21
24. CPIE Dean Email on Nuventive 042423
25. English Analytics Nuventive_Canvas
26. English as a Second Language AUP FA22
27. Equity in Employment Taskforce FA22
28. ESBS Dean Email to Division Chairs 031423
29. Governance and Decision-Making Handbook FA18
30. Governance and Decision-Making Handbook SP23
31. Governance Evaluation Timelines FA21
32. KPI Data Plan 2023-2026
33. KPI Goals & Strategies 2023-2026