

**Grossmont College  
Accreditation Midterm Report**

**Due: October 15, 2023**

**Action Plan/Timeline**

<b>Key Dates:</b>	Governing Board Agenda for Approval:	September 12, 2023
	Full Draft Ready for President’s Cabinet:	August 15, 2023
	College Council Review & Feedback	May 2023
	College-wide Review & Feedback	April 2023
	<ul style="list-style-type: none"> <li>▪ Academic Senate, Classified Senate, Administrator’s Association</li> </ul>	
	First Draft Presented to PIEC	March 17
	First Draft Completed	March 15
	Accreditation Steering Committee Meets	Week of February 13 (meeting not yet calendared)

**Perspective:** Most reports are between 25 and 45 pages in length

Section #	Section Title & Content Needed	Responsible Person(s)	Status a/o	Notes
1-4	Cover Sheet, Certification Page, Table of Contents, and Narrative Describing Report Preparation	Sr. Dean of CPIE		
5	<b>Plans Arising from the Self-Evaluation Process</b> --This section provides an update on the self-identified plans to strengthen alignment with Standards outlined by the college in its most recent Institutional Self-Evaluation Report (ISER). Colleges should describe their progress on these plans and resulting outcomes. A chart format can be used for this section of the report if appropriate. Any plans that have not yet been fully implemented should be clearly identified, and an update of the specific timelines and responsible parties in place to support completion should be provided.	Sr. Dean of CPIE, SLO Coordinator, SSO Coordinator, Deans, VPAA, VPSS		The Improvement Plans from the Fall 2019 ISER include the following Standards: IB—ISER p. 59 IIA—ISER p. 102 IIIA—ISER p. 149 IIID—ISER p. 191

<p>6A</p>	<p><b>Response to Recommendations for Improvement</b> -- This section of the report addresses any recommendations for improvement to increase institutional effectiveness noted in the Commission Action Letter following the most recent comprehensive peer review. (If no improvement recommendations were noted in the Action Letter, this section is not required.) The college should refer to the Peer Review Team Report for further information and context for each improvement recommendation. The narrative for this section should explain the manner in which each recommendation to improve was considered, and what, if anything, the college did as a result. The narrative should also note any outcomes or increases in effectiveness resulting from these improvements.</p>	<p>Sr. Dean of CPIE, SLO Coordinator, SSO Coordinator, Instructional Design Tech Specialist, OTL Committee Chairs, Academic Senate President, Deans, VPAA, VPSS, District HR</p>		<p>ACCJC Action Letter dtd 1-27-20 contained the following compliance requirements that were addressed in two subsequent follow-up reports:</p> <ol style="list-style-type: none"> <li>1. Policy on Distance Education and Correspondence Education: In order to meet the policy, the Commission requires the College ensure that all distance education courses demonstrate regular and substantive interaction as defined by the College.</li> <li>2. Standards I.B.2, 11.A.3, 11.A.16 (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.</li> <li>3. Standards 11.A.3 (College Requirement 3): In order to meet the standards, the Commission requires that the College ensure that, in every class section, students receive a syllabus that includes SLOs consistent with the officially approved course outline of record.</li> <li>4. Standard 111.A.5 (District Requirement 1): In order to meet the Standard, the Commission requires that the District ensure that all classified and management employees are systematically evaluated at stated intervals.</li> </ol>
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6B	<p><b>Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards</b>--This section of the report provides an institutional reflection on institutional performance in two areas: 1) student learning outcomes, and 2) institution-set standards. Colleges should respond to the specific prompts listed below and provide evidence to support the information and narrative.</p> <ol style="list-style-type: none"> <li>1. <u>Student Learning Outcomes (Standard I.B.2):</u> ACCJC Standard I.B.2 states: "The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services." Reflect on assessment processes since the last comprehensive peer review:             <ul style="list-style-type: none"> <li>• What are the strengths of the process that help the college to improve teaching and learning?</li> <li>• What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment? • Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.</li> <li>• In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college's schedule? Evidence: Provide evidence to support the information and narrative described above.</li> </ul> </li> <li>2. <u>Institution Set Standards (Standard I.B.3):</u> ACCJC Standard I.B.3 states: "The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is</li> </ol>	Sr. Dean of CPIE, SLO Coordinator, SSO Coordinator, Deans, VPAA, VPSS, Accreditation Steering Committee, Academic Senate President, PIEC		

	<p>achieving them in pursuit of continuous improvement, and publishes this information.”</p> <p>Using the most recent Annual Report, reflect on trends in data for institution set standards on course completion, certificate completion, degrees awarded, transfer, licensure examination pass rates, and employment rates for career and technical education (CTE) students:</p> <ul style="list-style-type: none"> <li>• Has the college met its floor standards?</li> <li>• Has the college achieved its stretch (aspirational) goals?</li> <li>• What initiative(s) is the college undertaking to improve its outcomes?</li> <li>• How does the college inform its constituents of this information?</li> </ul> <p>Evidence: Provide the most recent Annual Report used for this reflection.</p>			
6C	<p><b>Report on the outcomes of the Quality Focus Projects--</b> The Institutional Self-Evaluation Report (ISER) includes a Quality Focus Essay in which colleges identify two to three quality focus projects they will implement to improve student learning and achievement. This section of the Midterm Report provides a progress update on the goals, outcomes, and data identified for each quality focus project and details any changes in student learning and student achievement that resulted from the projects. If appropriate, the narrative should also comment on any next steps, such as further expansion or replication of projects. In the event that a project did not achieve the desired results, the college should provide information about factors that contributed to that outcome and reflect on what was learned during the process.</p>	<p>Sr. Dean of CPIE, SLO Coordinator, SSO Coordinator, Deans, VPAA, VPSS, CPIE, Research &amp; Planning Analyst, SSE Dean, PD Coordinators</p>		
6D	<p><b>Fiscal Reporting--</b>This section of the Midterm Report provides an update on fiscal conditions at the college. Colleges must provide a copy of their most recent ACCJC</p>	<p>VPAS/President</p>		

	<p>Annual Fiscal Report (AFR) as evidence. In addition, colleges must provide narrative responses in response to the following conditions:</p> <ul style="list-style-type: none"> <li>• If any of the areas of the most recent Annual Fiscal Report indicate that the college is not meeting its goals (e.g., high loan default rates, unmet liabilities, and/or projected deficits), please describe any plans for improvement.</li> <li>• If the institution is on enhanced fiscal monitoring, please provide narrative describing progress on the institution’s improvement plans.</li> </ul> <p><b><i>If the conditions above do not apply, a narrative response is not required to supplement the copy of the Annual Fiscal Report.</i></b></p>			
7	<p><b>Appendices</b>--All Midterm Reports should include appropriate evidence to support the information and narrative in the report. Colleges should provide a list of all evidence cited as an appendix to the Midterm Report, as well as providing appropriate links throughout the report. (See “Evidence Format” above.)</p>	Sr. Dean of CPIE		