



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

Institutional Self-Evaluation Report



Accreditation Report

December 2025



Institutional Self-Evaluation Report
in Support of an Application for
Reaffirmation of Accreditation

Submitted by

Grossmont College
8800 Grossmont College Drive
El Cajon, CA 92020

to:

Accrediting Commission for Community and Junior Colleges

December 2025

Certification

To: Accrediting Commission for Community and Junior Colleges

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This Institutional Self-Evaluation Report is submitted to ACCJC in support of an Application for Reaffirmation of Accreditation. The Institutional Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies and was developed with appropriate participation and review by the campus community.

Signatures:

 12-08-2025

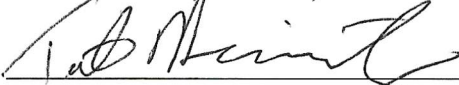
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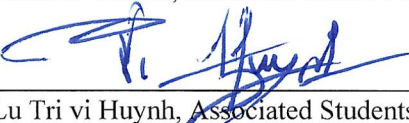
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Forward to the Institutional Self-Evaluation Report

Grossmont College's Institutional Self-Evaluation Report (ISER) reflects a campus-wide commitment to continuous improvement, equity, and student success. Through this comprehensive process of self-reflection and evidence-based assessment, the college identified areas of institutional strength as well as opportunities to refine its practices and deepen its impact on the San Diego East County communities it serves.

Among the college's core strengths are its strong alignment with the mission, its focus on equitable student achievement, and its dedication to inclusive governance. Grossmont has taken meaningful steps to improve access and retention through expanded basic needs support, culturally responsive student programs, and enhanced instructional services. These include the implementation of culturally inclusive and innovative curriculum, a reorganization of tutoring centers, and upgrades to library services such as technology lending, e-reserves, and the creation of inclusive, welcoming study environments that foster a sense of belonging.

The college has also responded proactively to community needs and changing learning preferences. In 2024-2025, an expansion of demand for noncredit ESL on-campus offerings led to a surge in enrollment and the hiring of 14 new part-time ESL faculty. In addition, the college implemented HyFlex classes that have reached success rates of 74%, matching the outcomes of traditional on-campus formats. Finally, the college has offered proactive instructional design support for online courses and continues to narrow the success rate gap between online and on-campus offerings.

This evaluation reaffirmed Grossmont's commitment to participatory governance, integrated planning, and data-informed decision-making. At the same time, the process highlighted key opportunities for growth, which have led to more consistent assessment cycles across student services areas, deeper integration of learning outcomes into planning processes, and continued efforts to stabilize senior leadership following several key administrative transitions.

Overall, the ISER process has strengthened Grossmont's institutional learning culture, revealing a college that is responsive and resolute in its mission to provide equitable, high-quality education for all.

A. Introduction: Institutional Context

A Brief History of Grossmont College

Grossmont College was conceived during a time of visionary planning and a drive to meet the educational needs of East San Diego County. Despite starting with no name, fixed location, or construction funding, the college's creation was firmly supported by the community. On November 8, 1960, voters approved the formation of the Grossmont Junior College District, and the first Governing Board meeting took place on July 1, 1961. Classes began on September 11, 1961, with an initial enrollment of 1,538 students at Monte Vista High School in Spring Valley.

The rapid development of Grossmont College saw the acquisition of a 135-acre site in the Fletcher Hills area, adjacent to El Cajon and La Mesa, following a \$7.5 million bond approved by voters in 1962. Construction of the permanent campus began in December 1963, with classes opening at the new location on September 14, 1964. The campus was officially dedicated on December 12, 1964, and was designed to serve 2,500 daytime students with plans to expand to accommodate 4,800 students. A subsequent \$3.5 million bond approved in 1965 allowed the completion of the campus master plan, with final facilities ready by September 25, 1967.

In line with broader statewide changes, the term "junior college" began to be phased out in 1970. In January 1971, Grossmont's governing board officially adopted the name Grossmont Community College District. Later, in 1985, the district was renamed the Grossmont-Cuyamaca Community College District (GCCCD) to reflect the establishment of its second college, Cuyamaca College.

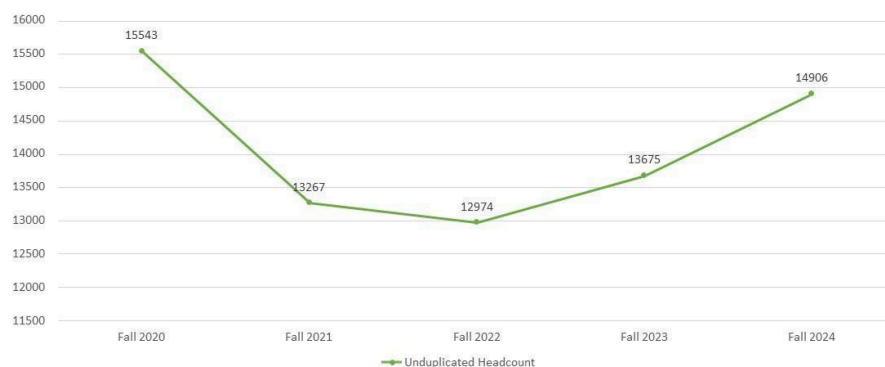
In Fall 2024, Grossmont College enrolled approximately 14,906 full- and part-time students. We are a leader in higher education and career training in San Diego's East County, recognized as a top transfer school to San Diego State University and a proud Hispanic-Serving Institution. With a strong commitment to diversity, equity, and student success, the college provides comprehensive support services for historically underrepresented and diverse student populations, including Latina/o, Black/African American, Asian American and Pacific Islander, and LGBTQ+ students, as well as veterans, first-generation college students, active-duty military personnel, and students with disabilities. Anchored by our state-of-the-art Performing & Visual Arts Center and renowned Allied Health program, Grossmont continues its legacy of excellence in education and cultural enrichment.

Demographic Information

Grossmont College serves a diverse student body that is reflective of the rich cultural tapestry of San Diego County. As of Fall 2024, the college enrolled 14,906 students.

Over the past several years, Grossmont has experienced enrollment fluctuations due to the COVID-19 pandemic, with a low point in Fall 2022. However, enrollment has steadily rebounded, reaching its current point in Fall 2024. Figure A.1 illustrates this enrollment trend.

Fall Headcount—Overall



Source: <https://www.gcccd.edu/research-planning/kpi/sections/section-2/unduplicated-head-count.php>

Figure A.1: Student Headcount Fall 2020 to Fall 2024

Gender Distribution

Female students have consistently been overrepresented, with little change in the past five years. In 2024, female students made up 57.4% of the student population, and male students made up 40.4%. Students who identified as other or who did not specify their gender comprised the remaining 2.2%.

Racial and Ethnic Composition

Between Fall 2020 and Fall 2024, Grossmont experienced modest but meaningful demographic shifts in its student population. The proportion of Latino students, while still the largest group, declined by 1.4 percentage points. White students decreased by 7.7 percentage points. The Middle Eastern student population increased by 4.1 percentage points, while Asian students grew by 1.7 points. The African American/Black student population remained relatively stable, with a slight decline of 0.1 points. Other changes include a 4.2-point increase in students identifying as Other/Unknown, while those identifying with two or more races declined by 0.6 points. Smaller decreases were also observed among Native American/Alaskan Native and Pacific Islander students. These trends are illustrated in Figure A.2.

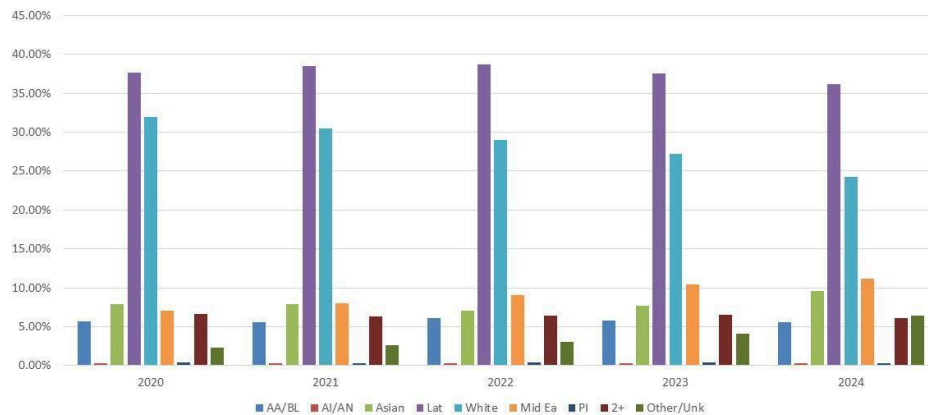
These shifts underscore the college's expanding role as a majority-minority and Hispanic-Serving Institution, reinforcing its commitment to serving a richly diverse and historically underrepresented student population.

- **White:** 39.6%
- **Hispanic or Latino:** 37.8%
- **Middle Eastern:** 11.6%
- **Asian:** 6.8%
- **Black or African American:** 4.9%
- **Two or More Races:** 5.2%
- **Native Hawaiian or Other Pacific Islander:** 0.4%
- **American Indian or Alaska Native:** 0.3%

This diverse student population also closely aligns with the demographics of San Diego County, which, as of 2020, had a population of approximately 3.3 million residents. The [county's racial and ethnic composition](#) is as follows:

- **White:** 43.1%
- **Hispanic or Latino:** 33.9%
- **Asian:** 12.1%
- **Black or African American:** 4.4%
- **Two or More Races:** 5.1%
- **Native Hawaiian or Other Pacific Islander:** 0.4%
- **American Indian or Alaska Native:** 0.4%

Fall Unduplicated Headcount Disaggregated by Race/Ethnicity



Source: <https://www.gcccd.edu/research-planning/kpi/sections/section-2/unduplicated-head-count.php>

Figure A.2: Student Headcount Disaggregated by Race/Ethnicity, Fall 2020 to Fall 2024

Educational Attainment and Economic Indicators

In [San Diego County](#), 88.9% of residents aged 25 and over have at least a high school diploma, and 43.5% hold a bachelor's degree or higher. The median household income is \$103,674, with a poverty rate of 10.1%.

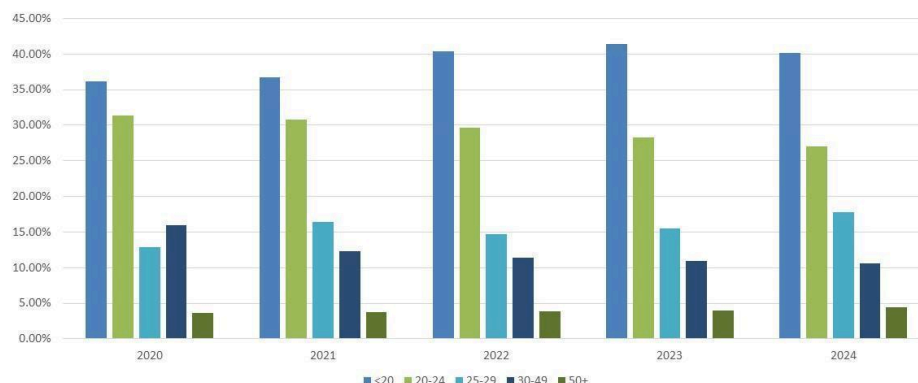
Student Enrollment Status

At Grossmont College, a significant portion of the student body attends part-time, with 46% of students enrolled full-time and 54% enrolled part-time.

Age Distribution

The college serves a wide age range, including traditional-aged students and adult learners. Between Fall 2020 and Fall 2024, the proportion of students under 20 years of age increased by 3.9 percentage points (from 36.2% to 40.1%), while the 20–24 age group declined by 4.3 points (from 31.4% to 27.0%). The share of students aged 25–29 increased by 4.8 points (from 12.9% to 17.7%), those aged 30–49 declined by 5.3 points (from 15.9% to 10.6%), and the 50+ group rose by 0.9 points (from 3.6% to 4.5%). Figure A.3 illustrates these trends.

Fall Unduplicated Headcount Disaggregated by Age



Source: <https://www.gcccd.edu/research-planning/kpi/sections/section-2/unduplicated-head-count.php>

Figure A.3: Student Headcount Disaggregated by Age, Fall 2020 to Fall 2024

Service Area

Grossmont College primarily serves the East County region of San Diego, including cities such as El Cajon, Santee, Lakeside, and La Mesa. These areas reflect a distinct [demographic profile](#), with higher proportions of White and Black residents and lower proportions of Latino and Asian populations compared to San Diego County overall. These differences underscore the need for locally responsive programs and services.

In 2024–2025, the college experienced a surge in ESL enrollment, particularly among our middle eastern population, following the expansion of noncredit ESL offerings, prompting the hiring of 14 new part-time ESL faculty to meet demand. The college also just approved a new, full-time faculty position in ESL. This example highlights Grossmont’s continued responsiveness to the evolving needs of its diverse service area.

Major Events and Developments

Since the last comprehensive review in 2019, Grossmont College has undertaken significant initiatives to enhance academic quality, student services, governance structures, leadership development, guided pathways, commitment to equity, and more.

Advancements in Academic Affairs and Assessment

Grossmont has fully implemented the assessment, collection, and utilization of student learning outcomes (SLOs) across all courses, programs, and units. Key developments include:

- **Establishment of SLO Liaisons Community:** Regular meetings and a shared Canvas space with training resources began in Spring 2020 to support continuous improvement.
- **Upgrade to Nuventive Improvement Platform:** This enhancement, implemented in Spring 2021, facilitates streamlined data collection and analytics, enabling departments to maintain updated assessment schedules and track progress effectively.
- **Integration of Assessment with Planning and Resource Allocation:** SLO reflections have been embedded in annual and six-year planning cycles, directly influencing resource requests and ensuring alignment with institutional goals.

These measures have fostered a culture of continuous improvement, directly linking assessment outcomes to strategic planning and resource distribution.

Enhancements in Student Services

Student Services has prioritized assessment and program review to elevate service quality and student satisfaction:

- **Student Satisfaction Surveys:** Fall 2021 surveys indicated high satisfaction, with over 90% of respondents affirming ease of access, needs being addressed, and supportive interactions.
- **Program Review Redesign:** Completed Phase I in Spring 2023, focusing on aligning program goals with the college's Key Performance Indicators (KPIs) in enrollment, retention, completion, and units to completion.
- **Strong Workforce Counselor Institute Participation:** Engagement in the Strong Workforce Counselor Institute in 2024 led to the development of a Counseling Data Dashboard. This provides disaggregated data by race/ethnicity, among other things, and enables the College to analyze, access, and plan interventions for comprehensive educational planning.

These efforts aim to enhance service delivery, promote intentional program design, and implement proactive interventions to support student success.

Governance Evaluation and Integrated Planning

The college has undertaken a comprehensive review of its governance structures and planning processes:

- **Governance Review and Evaluation:** In Fall 2020, a governance review began, including surveys across participatory governance committees, with findings disseminated college-wide. A full governance handbook review commenced in Fall 2021, with a draft completed in Spring 2023.
- **Integrated Planning Handbook:** Developed in Spring 2021 and updated in Spring 2023, this handbook outlines transparent planning processes, timelines, and templates, fostering a culture of continuous improvement. A key addition to the Spring 2023 update was a new strategic priority of improving online course success and retention, as well as closing equity gaps.

These initiatives have strengthened institutional effectiveness through clear, inclusive, and transparent planning and governance frameworks.

Leadership Development and Administrative Stability

In response to administrative turnover, Grossmont College has implemented strategies to support leadership development:

- **THRIVE Program:** Launched in Fall 2023, this college-specific employee retention program offers welcome events and workshops to integrate new employees, including administrators, into the college's mission and culture.
- **Institutional Effectiveness Partnership Initiative (IEPI) Grant:** Secured in Spring 2023 to create resources for improving organizational processes, promoting safety and wellness, and creating college-wide opportunities for professional development.
- **Equity in Employment Task Force:** Established to guide the revision of equitable hiring processes, policies, and procedures, fostering an inclusive environment that supports both student and employee success. The Task Force's work resulted in updated hiring practices and guidelines, approved in January 2022, which are available on the [District Hiring Resources page](#).

These measures aim to enhance leadership stability and promote a supportive, equitable campus culture.

Associate Degrees for Transfer

Grossmont College has been recognized for its exceptional efforts in supporting students' seamless transfer to four-year universities. Key developments include:

- **Statewide Recognition as a Champion of Higher Education:** For four consecutive years, including 2021, the college was recognized by the Campaign for College Opportunity for its significant increase in Associate Degrees for Transfer (ADT) conferrals.
- **High Rates of ADT Conferrals:** Grossmont achieved one of the highest ADT conferral rates in California, guaranteeing students direct admission to California State University campuses and streamlining their path to a bachelor's degree.

These accomplishments highlight Grossmont College's leadership in creating accessible and successful transfer opportunities for its students.

Guided Pathways

Grossmont College has implemented transformative strategies to guide students along academic and career pathways with equity and student success at the forefront. Key developments include:

- **Launch of Griffin Inquiry and Action Teams:** In 2022, the college introduced these teams to develop data-informed, equity-focused strategies for enhancing student-centered pathways.
- **Introduction of Academic and Career Pathways Webpage and Canvas-based Information Hubs:** These new resources, launched in 2022/2025, help students align their interests and strengths with majors and career opportunities, creating a clear and accessible roadmap for their educational journey.

These initiatives ensure students are supported in discovering and achieving their academic and professional goals.

Commitment to Equity

Grossmont College has prioritized equity and diversity through initiatives aimed at fostering inclusivity and advancing antiracism efforts. Key developments include:

- **Adoption of a New Vision Statement:** This statement, updated in Fall 2021, emphasizes the college's commitment to advancing antiracism work and diversity as institutional priorities.
- **Establishment of Equity Initiatives:** Programs such as the President's Task Force on Anti-Racism, the Equity in Employment Task Force, and the Grossmont College Equity Institute have contributed to driving equity-focused action across campus.
- **Implementation of Equitable Hiring Practices:** Professional development workshops and the creation of an Equal Employment Opportunity system ensure inclusive hiring processes that support diversity and student success.
- **Peer Online Course Review (POCR) Buy-In Program:** The college developed a POCR "Buy-In" Program in Fall 2023 to help ensure online courses are serving students equitably through high quality and accessible online instructional design.
- **Multilingual Support in Several Offices and Programs:** In response to the needs of our local community, the staff in several office and programs (e.g., CalWORKs and financial aid) provide services in many languages including the following: Arabic, Chaldean/New Aramaic, Dari, English, Farsi, French, Italian, Kurdish, Spanish and Swahili.

These actions demonstrate Grossmont College's dedication to fostering an equitable and inclusive environment for students, staff, and the community.

Additionally, through these significant events and developments, Grossmont College continues to advance its mission of delivering high-quality education and support services, adapting to emerging challenges, and meeting the evolving needs of its diverse student population and the broader community.

B. Institutional Self-Evaluation of Alignment with Accreditation Standards

Standard 1: Institutional Mission and Effectiveness

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

- 1.1. The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring equitable educational opportunities and outcomes for all students. (ER 6)

Mission, Vision, and Core Values

At Grossmont College, our guiding principles are deeply embedded in our [mission, vision, and core values](#). These foundational elements reflect our dedication to fostering an inclusive, student-centered environment that not only supports the academic and professional growth of our students but also their personal development and social mobility.

Mission

The mission statement at Grossmont College informs and shapes our [strategic plan](#), [enrollment plan](#), [facilities plan](#), and other planning resource documents. It is published on the [institution's website](#) as follows:

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.

Vision

At the heart of our commitment to excellence and innovation, Grossmont College's Vision Statement encapsulates our dedication to fostering an environment where every student can thrive:

Empowered through a culture of inclusivity, Grossmont College strives to maintain our student-centered philosophy while working to support the ever-changing needs of our students. Along with ensuring student success, Grossmont College continues to advance our antiracism and equity work as we venture further into the 21st century.

Core Values

- **Learning and Student Success:** We dedicate our resources and ourselves in support of our students and their pursuits to achieve their academic, professional, and personal goals.
- **Creativity and Innovation:** We value the capacity for ingenuity and originality on our campus and within our community.
- **Pursuit of Excellence and Continuous Improvement:** We strive for excellence in our programs and services. We believe in the capacity for continuous quality improvement in the pursuit of excellence. We accept the challenges of being accountable for our efforts and strictly adhere to the institution's mission and vision.

- **Integrity:** We commit to acting and speaking truthfully and responsibly and hold ourselves and others accountable to this standard.
- **Power of Diversity and Inclusion:** We are committed to a climate for learning that considers diverse perspectives to be a powerful component in the education of every individual, valuing and accommodating both differences and commonalities.
- **Civility:** We value fair, respectful, thoughtful interactions, based on a positive approach, that promote reflection, foster deeper understanding of phenomena, and permit achievement of common goals.
- **Balance:** We value a nurturing and positive approach in all we do, embracing laughter and enthusiasm, as we nurture the development of the whole individual, including the intellectual, spiritual, emotional, and physical well-being of each individual.

Development of Vision, Mission, and Strategic Goals

Grossmont College's [2022-2028 Strategic Plan](#) was developed through a process that began in the spring of 2021 at the [College's Annual Planning Forum](#). Traditionally, the Annual Planning Forum consisted of a one-day college-wide retreat. However, during this time, most of the college's students, faculty, staff, and administrators continued to work and study remotely because of the COVID-19 pandemic. Frankly, the emotional impact of working in isolation combined with the heavy racial reckoning after the murder of George Floyd that prompted nationwide protests against police brutality and systemic racism contributed to employee burnout and, at the same time, a desire for change.

Therefore, the Office of [College Planning & Institutional Effectiveness](#) (CPIE) held three separate 3-hour virtual planning sessions in spring 2021 to bring the college community together to begin discussions on a new vision and mission—the first step in the strategic planning process. One of the themes of the 2021 Annual Planning Forum centered upon two core commitments of the California Community Colleges Chancellor's Office's [\(CCCCO\) Vision for Success](#): "Always design and decide with the student in mind" and "Focus relentlessly on students' end goals." At the heart of the CCCC's Vision for Success is a call for all California Community Colleges to eliminate racial equity gaps not only in student access, success, and completion, but also in terms of pathways to living wage employment. A few months earlier, CCCC leadership had issued what came to be known as the [Call to Action](#), a renewed effort to dismantle structural racism.

The college's desire to align its planning efforts with these commitments is reflected in the new, equity-minded [vision and mission statements](#) as well as throughout its five strategic goals. Serving as its North Star, Grossmont College's vision is to "advance our antiracism and equity work," and its mission aims "to create clear and accessible pathways to degrees and jobs leading to social and economic mobility for our students." In keeping with the CCCC's Vision for Success Core Commitments mentioned above, the mission includes a commitment to "hold ourselves accountable for improving student outcomes through ongoing assessment, evaluation, and data-informed decision making."

Developing the college's vision, mission, and strategic goals was a highly collaborative and engaging process that included many methods for keeping the college community involved, including [brown bag lunch hours](#), [workshops](#), and [forums](#). Following the Annual Planning Forum, the CPIE office administered a college-wide survey soliciting feedback on draft versions of the vision and mission. The [Strategic Planning Steering Committee](#) used this feedback to inform revisions of the draft statements and create a [timeline for review](#). Strategic Plan Steering Committee members then presented the [draft statements](#) to each of the college's eight participatory governance committees for additional review and feedback. This [feedback](#) was used to inform another revision of the vision and mission statements. The [GCCC Governing Board approved](#) the final set of statements in November 2021.

Once the final versions of the new vision and mission were completed, work to develop an accompanying set of strategic goals and objectives needed to operationalize the mission began. CPIE facilitated a [Fall 2021 Planning Workshop](#) where participants discussed the institution's strengths, challenges, an [environmental scan](#), and a [hierarchy of college plans](#) that illustrated the interconnectedness of college plans to the vision and mission. Divided into breakout rooms, forum participants were asked to consider [key questions](#), such as "How do they want students to experience our college, ideally?" and "What outcomes would we like to see for students?" The overarching response to the first question was a desire to ensure students' needs were met and that they felt welcomed, supported, and connected. In response to the second question, participants noted they wanted to close equity gaps and, as a means of doing so, focus on system changes and institutional processes.

Using feedback collected during multiple college-wide forums, such as the one described above, the strategic plan goals, objectives, and metrics were drafted in February 2022. They are informed not only by the CCCCO's Vision for Success and the college's new vision and mission but also by the [Guided Pathways framework](#), which is centered on the Student's Journey from initial connection to completion and, eventually, employment. The crosswalk below illustrates the relationship between the College's Strategic Plan Goals and performance metrics with the major CCCCO initiatives.

Grossmont College Strategic Objectives & Key Performance Indicators (KPIs) 2022-2028		CCCO Vision for Success	CCCO Vision 2030	CCCO Student Centered Funding Formula	Grossmont Vision & Mission	Student Equity Plan	Guided Pathways	AB 705	Strong Workforce	Strategic Enrollment Management
Connection & Enrollment	Increase Equitable Access*	X	X		X	X	X	X	X	X
	FTES Enrollment (Census after Start)									
	Enrollment in Academic/Career Pathway									
	Number of students enrolling in CCAP classes									
Learning Progress	Increase Course Success Rates and Close Equity Gaps*	X	X		X	X	X	X		X
	Course Success Rate									
	Course Retention Rate									
	Completion of Transfer-Level English & Math*	X	X		X	X	X	X		X
	Completion of Transfer-Level English									
	Completion of Transfer-Level Math									
Momentum	Units Attained*	X	X		X	X	X	X		X
	Students attaining 12-20 units units									
	Students attaining 20-29 units									
	Students attaining 30+ units									
	Increase Term & Annual Persistence Rates*	X	X		X	X	X	X		X
	Term Persistence Rate (Fall to Spring)									
Completion	Increase Completion Rates & Close Equity Gaps*	X	X	X	X	X	X	X	X	X
	Number of students who earn a certificate									
	Number of students who earn an ADT									
	Number of students who earn an AA/AS									
	Number of students transferring to UCs and CSUs									
	**Percentage of certificate/degree/transfer seeking students who graduate or transfer within 3 years									
Employment/Earnings	Increase Career & Transfer Outcomes that Lead to a Livable Wage for All Students*	X	X		X	X	X		X	
	Job placement rates									
	Attained employment in field of study (or related field of study)									
	Attainment of regional living wage									
	Median Annual Earnings									
	*Key 2022-2028 Strategic Objective									

Figure 1.1. Strategic Framework Crosswalk to CCCCO Initiatives

Commitment to Antiracism and Equity

Grossmont is strongly committed to student success, community engagement, and inclusivity. Our institutional vision explicitly emphasizes antiracism and equity, guiding efforts to address systemic barriers and promote social justice. The President's Advisory Taskforce on Antiracism actively supports this work, providing strategic guidance to help the college realize its equity goals. Grounded in core values that

prioritize diversity, inclusion, and holistic development, Grossmont continues to advance initiatives that reflect the ideals of educational excellence, accountability, and social responsibility.

1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.

Meaningful and Ambitious Goals for Grossmont

At Grossmont, our commitment to excellence and equity is articulated through the integration of our Mission, Vision, and Core Values with our comprehensive planning framework. The [2022-2028 Strategic Plan](#) serves as a pivotal document that translates our foundational principles into actionable goals. This document is crafted with broad input from our college community, facilitated by processes outlined in the Governing Board's administrative policy on Institutional Effectiveness and Planning ([AP 3225](#)) and the deliberations of the college's [Planning and Institutional Effectiveness Committee](#) (PIEC). This inclusive approach ensures that our goals resonate with the needs of our students and community and drive innovations in education and student support services.

Goals Related to Innovation and Equitable Student Outcomes

Our [Strategic Plan](#) outlines specific, measurable objectives to enhance student success and institutional performance. This central and frequently visited document, informed by the annual strategic planning forum and the [Student Equity Plan](#), provides guidance for departmental [Annual Unit Plans](#) (AUPs) and [Program Reviews](#), ensuring that Grossmont College remains focused on long-term and meaningful improvements. For example, the Strategic Plan identifies goals that embrace equity, aiming to systematically address and reduce equity gaps. This focus is evident in the careful consideration of equity data within AUPs, along with the Student Equity Plan, where departments reflect on progress towards these goals and outline actions to foster an inclusive learning environment.

College Goals are Aligned to Key Initiatives

Grossmont's goals are intricately aligned with key state and national initiatives, ensuring our strategies support broader educational objectives while remaining true to our local context. Our planning processes, as guided by [AP 3225](#), incorporate critical insights from the State Chancellor's Office initiatives like the [Vision for Success and Guided Pathways](#), reflecting a commitment to improving access, completion, and equity. The [Strategic Plan](#), coupled with our rigorous [SLO assessment process \(page 9\)](#), not only articulates our response to legislative mandates like [AB 1705](#) but also demonstrates our proactive stance towards enhancing academic and career pathways for all students. This includes programs like the Umoja Community, which enriches the educational experiences of African American students and others by aligning the curriculum with the cultural and historical contexts relevant to these communities. Through PIEC's oversight, Grossmont College ensures that these plans are not static but evolve in response to emerging needs, thereby sustaining our mission to empower students through education and support equitable outcomes for our diverse community.

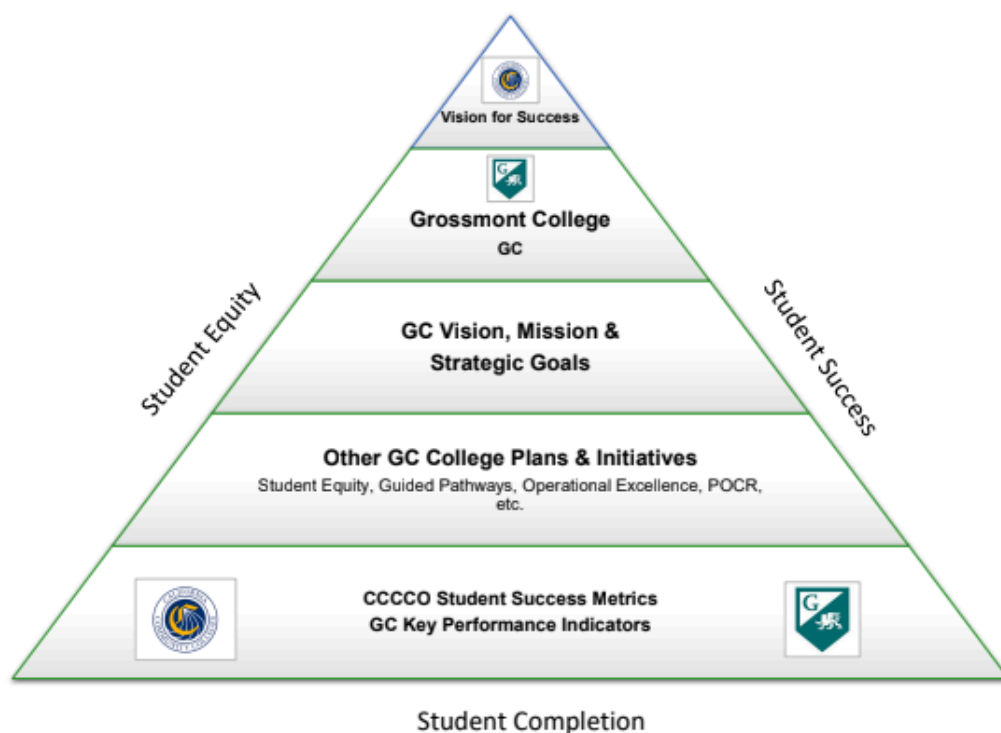


Figure 1.2. Integrated Planning and strategic framework at Grossmont

1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)

Grossmont is steadfast in its commitment to realizing its mission and goals. It systematically leverages relevant, disaggregated data to gauge progress and guide continuous enhancement and innovation across all facets of its operation. This commitment is embodied in the institution's comprehensive approach to planning, assessment, and data-informed decision-making, as outlined below.

Standards for Student Achievement and Institutional Accountability

- **Integration of Goals and Data:** Grossmont integrates state initiatives, including [Vision for Success](#), [Vision 2030](#), [Guided Pathways](#), and [AB 1705](#), with its institutional aspirations, embedding these within its strategic planning framework. This ensures alignment between Grossmont's mission and internal and external student success benchmarks.
- **Transparent Reporting:** Progress on strategic objectives is widely disseminated through the [district's annual report](#), the [college's institutional data dashboard](#), the [annual planning forum 24-25](#), the [annual planning forum 25-26](#), and various governance meetings, promoting a shared understanding of institutional achievements and areas for growth.
- **Annual Unit Plans (AUP):** Departments utilize AUPs, as guided through the [Annual Unit Planning Handbook](#), to set goals, request resources, and provide evidence-based assessments using program review data. This process is crucial for aligning departmental objectives with the college's overarching mission and strategic goals.

Evaluating Progress and Fostering Improvement

- **Comprehensive Program Review:** Grossmont employs a detailed [program review](#) process, aided by platforms like Nuventive, to evaluate CSLOs, PSLOs, and ISLOs. This facilitates the identification of performance gaps and the formulation of actionable plans for improvement,

exemplified by initiatives such as the [Math Jam program](#), which emerged from targeted efforts to enhance student outcomes.

- **Faculty Equity and Innovation Institute:** [The FEI Institute](#) represents Grossmont's dedication to advancing equity and pedagogical excellence. It is an annual, week-long institute that takes a cohort of faculty through learning and development focused on anti-racism and proven equity-minded instructional practices. It leverages disaggregated data to tailor interventions and support underrepresented student groups. A [2025 analysis](#) of the first cohort demonstrates a 4% increase in student retention compared to the comparison group.
- **Student Success & Equity Committee:** Focused analysis of the [Student Equity Plan](#) data informs targeted efforts to close equity gaps. For example, by looking at the disaggregated data, the committee recommended focusing on our African American male students, demonstrating a data-driven approach to equity and inclusion. In parallel, results from student surveys and focus groups provide valuable qualitative data on student needs and perceptions, further informing institutional goal setting.

Meaningful Use of Data in Planning and Innovation

- **Key Performance Indicators (KPIs):** Developed by the Planning & Institutional Effectiveness Committee (PIEC) and C PIE, [KPIs](#) guide institutional efforts toward specific, data-informed goals, enhancing transparency and accountability.
- **Disaggregated Data Analysis:** Grossmont's commitment to equity is further evidenced by its nuanced analysis of disaggregated data, informing strategies to address the needs of diverse student populations. The Program Review Dashboard is embedded in Nuventive so that users have access to relevant data while completing program reviews, annual unit plans, and SLO reports. The dashboard also provides course success and retention disaggregated by race/ethnicity.
- **Virtual Grossmont Learning Center:** The [Virtual Grossmont Learning Center](#), which focuses on culturally responsive pedagogy, illustrates Grossmont's innovative responses to identified needs and leveraging technology to support student learning and success comprehensively. In addition, Grossmont developed the Data Coach course in Canvas to foster a campus-wide understanding and utilization of data, enhancing decision-making and strategic planning across all departments.

Our methodical approach to evaluating our progress, informed by a rich array of disaggregated data, underpins our ongoing efforts to achieve our mission, improve student outcomes, and foster an environment of continuous improvement and innovation. Through transparent reporting, rigorous program review, and strategic use of data, we hold ourselves accountable to our students, faculty, and the broader community, ensuring that we not only meet but exceed expectations for educational excellence and equity.

1.4. The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)

At Grossmont, the mission is the cornerstone of our strategic approach to resource allocation, innovation, and continuous improvement. This commitment is reflected through our planning and evaluation mechanisms, which ensure all programs and services align with our institutional goals.

Strategic Integration and Planning Framework

Grossmont leverages a comprehensive planning ecosystem anchored by key documents, including the [Annual Unit Planning \(AUP\) Handbook](#), the [Strategic Plan](#), the [Program Review Handbook](#), and the [Governance Handbook](#). In addition, presentations ([example AUP overview presentation](#)) are given to

various stakeholder groups at the beginning of the AUP cycle to assist during kickoffs. These documents collectively ensure that the planning and decision-making processes are mission-driven and inclusive.

The Nuventive planning platform is the tool we use to operationalize our integrated planning system, consisting of program reviews, annual unit planning, outcomes assessment, and resource requests. This platform facilitates a cohesive approach, ensuring that all planning activities are interlinked and supportive of Grossmont's mission and strategic objectives.

Governance and Prioritization

The Participatory Governance structure, as delineated in the [Governance Handbook](#), supports an integrated planning cycle at Grossmont, linking program review, outcomes assessment, annual planning, and resource allocation. The four governance resource prioritization committees are Faculty Staffing, Classified Staffing, Technology, and Facilities. Prioritization committees consist of representation from the college's four constituent groups, and rubrics are informed by the college's mission and strategic priorities.

The 2022 annual prioritization processes resulted in the hiring of ten faculty positions, including a [Justice Scholar counselor/coordinator](#), which supports formerly incarcerated and systems-impacted students. Based on the [2022 Technology Prioritized Resource List](#), examples of funded requests included a [ventilator](#) for Respiratory Therapy, and [Go React and iSpring software licenses](#) for the American Sign Language program. From the [2022 Classified Prioritized List](#), both the [Curriculum Specialist and Research & Planning Analyst positions](#) were approved for hire in 2024.

Evidence-Based Improvement and Innovation

The [Student Services and Academic Program Reviews](#) offer valuable insights into the needs and achievements of our students and programs (see sample program reviews from the [Behavioral Sciences](#) and [Theater Arts](#) departments). These reviews are integral to our cyclical planning process, informing resource allocation, program development, and strategic innovation.

Our strategic planning and evaluation processes are rooted in our mission, guiding resource allocation, innovation, and quality improvement. Grossmont aligns all aspects of the college's operations with our goals of excellence, equity, and engagement through a combination of comprehensive planning documents, integrated technology platforms, and mission-driven governance. This systematic and collaborative approach supports our current needs and positions us to adapt and thrive in a dynamic educational landscape.

1.5. The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)

Grossmont actively communicates its progress toward achieving its mission and strategic goals to internal and external stakeholders, fostering a transparent and inclusive environment that highlights institutional strengths, priorities, and opportunities for continuous improvement. The college ensures ongoing dialogue through various structured forums and publications, demonstrating a commitment to continuous quality enhancement and stakeholder engagement.

Strategic Communication and Engagement

At Grossmont, the process of engaging stakeholders in the institution's mission and goals is multifaceted. Academic programs undergo a detailed review every six years, with findings and data-driven insights shared regularly through the [Academic Program Review Committee](#) meetings held weekly during the fall and spring terms. In addition to being available on the college website, [results from these reviews](#), along

with disaggregated data from division-specific reports ([AHN Division Report FA 23](#), [ALC Division Report FA 23](#), [CTE WD Division Report FA 23](#), [ESBS Division Report FA 23](#), [MNSESW Division Report FA 23](#)), generated biannually by the College Planning & Institutional Effectiveness (CPIE) office, are disseminated to deans to inform ongoing discussions and planning from an equity perspective.

[Student Services](#) also undergoes a [program review cycle](#) every six years to ensure programs are aligned with strategic goals and student needs. This review includes a collaborative peer assessment to support service enhancements, reflecting on performance data and feedback to strengthen campus planning and resource allocation. These evaluations foster enhancing service design and interventions aimed at improving key student success metrics such as enrollment, retention, and completion.

The approach to both areas provides integrated strategic planning with program reviews and objectives, which are strategically communicated through relevant governance and council meetings to engage stakeholders effectively.

Performance Metrics and Public Reporting

Grossmont utilizes its [Annual Planning Forum meetings](#) to review and discuss [Key Performance Indicators](#) (KPIs). These meetings focus on progress toward meeting [KPI goals](#) (currently for 2022-2028), such as [increasing course success rates and closing equity gaps](#). The discussions ([sample feedback spring 2023](#)) are enriched with data on course success, retention, degrees granted, and licensure examination pass rates, with special attention to shifts in enrollment patterns and the impact of increased online enrollment post-pandemic. In addition, Grossmont's KPIs are available on the [institutional data dashboard](#) and as links within Nuventive for easy access during program review and annual planning activities.

Stakeholder Involvement and Transparency

Further aligning with best practices, Grossmont enhances stakeholder understanding and participation through the publication of an [AUP Newsletter](#), which reports on progress towards institutional goals and presentations to the Board, such as those on [Diversity, Equity, Inclusion, and Accessibility initiatives](#).

These efforts are complemented by the [Budget Committee](#), which plays a pivotal role in ensuring fiscal transparency and aligning budget allocations with college-wide planning and strategic priorities. This committee [actively engages](#) with the [College Council](#) to recommend and oversee budget development and management, providing ongoing oversight regarding budget changes and information at the State and District levels.

In addition, the [Facilities Committee](#) reviews and makes recommendations to the [College Council](#) regarding the Facilities Master Plan, facilities maintenance and renovation, general facility use, grounds, custodial issues, campus access and traffic patterns, state-scheduled maintenance projects, and ADA compliance. The [Faculty Staffing Prioritization Committee](#) also contributes to stakeholder involvement and transparency by prioritizing faculty staffing requests made by departments during the annual unit planning process. In addition, the college president provides the college community updates on resource allocation decisions as part of a monthly ["Decisions, Directions, and Distinctions" email](#).

Community and Industry Engagement

Externally, Grossmont maintains active engagement with local communities and industry partners. For example, the [Foundation for Grossmont & Cuyamaca Colleges](#), strives to form community partnerships that benefit our business community, college initiatives, and students' future success; the [East County Education Alliance](#) includes our [Promise Program](#) which offers two years of free college for full-time students who maintain a 2.0 GPA; and we partner with the East County Chamber of Commerce for an annual [Career Expo and Job Fair](#). Grossmont also collaborates with the [Las Colinas Detention and Reentry Facility](#) to offer incarcerated women access to college courses that support rehabilitation and prepare

them for meaningful reintegration into society. These efforts ensure that the college's educational services remain responsive to community needs and workforce demands, supporting local economic growth and reinforcing Grossmont's role in regional development.

In sum, by employing a diversified and strategic communication plan, Grossmont effectively shares its achievements and areas for ongoing improvement with a broad spectrum of stakeholders. These practices foster a culture of transparency and accountability and align with the institution's commitment to enhancing educational experience and operational effectiveness through continuous, data-informed improvements.

Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)

At Grossmont College, our academic offerings are a direct reflection of our institution's mission, designed to support social and economic mobility while fostering a comprehensive educational environment. This commitment is evident in the diverse array of programs and courses available across all locations and delivery modes, ensuring accessibility, breadth, depth, and rigor in alignment with expected learning outcomes.

Curriculum Development and Oversight

The foundation of our academic excellence lies in the robust structure of our Curriculum Committee, tasked with overseeing the approval processes and curriculum review cycles. Detailed documentation, including the [Curriculum Guide](#), [sample meeting agenda](#), and [minutes](#), transparently outlines our procedures and standards. These documents, available on the [Curriculum Committee website](#), provide insight into our commitment to high academic standards and continuous improvement.

Our curriculum review process is intricately connected to foundational resources like the [Course Outline of Record](#), the [course master list](#), and an [accessibility guide](#), ensuring all offerings meet the highest standards of quality and relevance. The review process is additionally guided by the [California Community Colleges Curriculum Submission and Approval Technical Manual](#), ensuring compliance with state regulations and best practices.

Alignment with Institutional Values

Grossmont's academic programs, detailed in our [Academic Catalog](#), are rigorously designed to meet and exceed the [Program and Course Approval Handbook](#) (PCAH) criteria. This ensures our courses remain current and relevant while also reflecting our institution's values, including a commitment to anti-racism and the clarification of pathways that support our students' aspirations for social and economic mobility.

Our [Institutional Learning Outcomes](#) (ISLOs) embody these values by enhancing critical and creative thinking, effective communication, global awareness, technological proficiency, and life and career skills. These outcomes prepare students for professional success and thoughtful engagement with the world, reinforcing our mission to develop competent, respectful, and informed citizens who contribute positively to a diverse and dynamic society.

Responsive Curriculum Development

Curriculum changes at Grossmont have responded to both legislative mandates and evolving community needs. One significant driver was AB 1705, which requires that a community college district or college maximize the probability that a student will enter and complete transfer level coursework in English and Math. In response, the English and Math departments eliminated remedial/pre-collegiate courses and developed co-curricular support courses. These changes are detailed in the [sample board packet](#), which outlines the Math course adjustments made in response to AB 1705, specifically. In accordance with the directives in AB1705, the math department recently created a course to provide students with an "innovative pathway to calculus." They have also implemented the Calculus Instructional Support Lab (CISL). CISL is designed to provide instruction for all students who require additional support in their

Calculus courses. Students are taught by trained instructors through Just-In-Time remediation and Directed Learning Activities that are designed to meet their individual content needs. Students are supported to monitor their own learning processes. Additionally, Grossmont developed new courses to meet revised Title V California Education Code requirements, establishing [Ethnic Studies](#) as a graduation requirement.

The curriculum has also evolved in response to community needs. Following a 2023 Grossmont Healthcare District study that identified limited advancement opportunities for Licensed Vocational Nurses (LVNs), the Nursing Department created NURS 210, an LVN-to-RN Bridge course. This course grants credit for three nursing courses, shortens the program by 24 weeks, and provides a streamlined path to RN certification.

The Trauma-Informed Early Childhood Educator Certificate of Achievement at Grossmont College was officially approved in Fall 2023 following two years of curriculum development and refinement. This initiative was driven by the increasing need for early childhood educators to effectively address challenging behaviors observed in children, many of whom have experienced trauma. The Child Development Department developed and piloted two specialized courses: Trauma and Its Effect on Children, Families, and Teachers (CD 147) and Trauma-Informed Practice for Early Childhood Educators (CD 148). These courses equip students with a deeper understanding of childhood trauma and evidence-based strategies to support children in educational settings. To date, over 40 students have completed both courses, expressing enthusiasm and gratitude for the knowledge and practical skills gained.

The completion of the Trauma-Informed Early Childhood certificate allows students to enhance their professional qualifications by upgrading their California Child Development Permit to the Master Teacher level, fulfilling the specialization requirement in Trauma-Informed Early Childhood Education.

These curriculum initiatives reflect Grossmont's equity-minded mission to promote anti-racism, develop global and local perspectives, and respond to emerging community needs.

Exemplary Practices and Innovations

Our Curriculum Committee's detailed review process, as detailed in the [Curriculum Guide](#), ensures that every course and program aligns with our mission and advances our strategic goals. This includes everything from proposal submission guidelines to member responsibilities. The committee's diverse composition, including faculty, administrators, and students, also ensures a wide range of perspectives to inform decision-making, promoting an inclusive and equitable academic environment.

Our Student Learning Outcomes (SLO) assessment process, outlined in the [SLO Handbook](#), is another exemplary practice. This process thoroughly assesses whether students are attaining the anticipated educational results in their courses and programs. Faculty members, being experts in their respective fields, establish the desired learning outcomes and assessment methods for every course and program, ensuring that they are in line with the Program SLOs (PSLOs) and the [Institutional SLOs](#) (ISLOs). This process aligns with the college's strategic objectives and mission by promoting faculty collaboration, with the goal of improving instructional delivery and student support services through continuous quality improvement and reflective practice.

Grossmont also stands out for its forward-thinking approach, particularly in areas such as anti-racism and student support. Our [mission and vision statements](#) reflect a deep commitment to providing clear and accessible educational pathways, thereby enhancing the social and economic mobility of our students. Through continuous evaluation and innovation, we ensure our academic programs remain relevant, accessible, and impactful, preparing students for success in an ever-changing world.

2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals. (ER 3, ER 9, ER 11, ER 14)

The design and delivery of our academic programs are deeply rooted in ensuring they reflect the mission of the institution, align with relevant discipline and industry standards, and support equitable attainment of learning outcomes and achievement of educational goals. This commitment to academic excellence and equity manifests in several key processes and structures within the college.

Faculty Involvement and Stakeholder Engagement

Central to our academic program development and review is the active involvement of faculty and other relevant stakeholders. Our curriculum development processes are faculty-driven, as required by [Title 5's 10+1 policy](#), ensuring that those who are most intimately involved in teaching and learning are at the forefront of curriculum design. This approach is supported by our [Curriculum Committee membership](#), which includes broad representation from various academic and student services departments. The committee operates under clear guidelines and procedures outlined in our [Curriculum Guide](#), ensuring transparency and accountability in all curriculum-related decisions.

Curriculum Review Process

Grossmont College adheres to a comprehensive [curriculum review process](#) that includes planning, technical review, committee review, and final approval stages. This process ensures that all academic courses, programs, awards, and certificates are periodically reviewed to remain relevant to current discipline and industry standards. It involves a thorough examination of curriculum proposals, including assessment of learning outcomes, alignment with equity goals, and compliance with distance education requirements. This structured review process culminates in the [systematic updating](#) of our Program Learning Outcomes (PSLOs) and Course Learning Outcomes (CSLOs), which are made available to the college community through our [Academic Catalog](#) and [Nuventive](#), our planning platform.

Equity-Focused Curriculum Development

Grossmont is committed to fostering equity in all aspects of its academic offerings. This commitment is evident in our [Faculty Equity and Innovation Institute](#), which is designed to close equity gaps by supporting faculty in adopting culturally relevant pedagogy and course content, using their own section-level disaggregated data to target equity issues, and facilitating ongoing improvements in curriculum and teaching methods. This initiative provides comprehensive training and support for faculty to implement systemic changes aimed at enhancing equity-focused curriculum development (see [sample project outline and plan](#)).

Our [Academic Program Review Handbook](#) and [Student Equity Plan](#) also serve as foundational documents that guide our efforts through targeted strategies, data-driven decision making, and holistic support to close equity gaps and ensure that all students have the opportunity to achieve their educational goals. For example, Section 2.2 of the Program Review Handbook emphasizes how diversity, equity, and inclusion are infused in curriculum development, course outlines, and degree programs to support student success. Additionally, Section 5 focuses on analyzing student enrollment and success rates disaggregated by ethnicity, age, and gender, guiding departments to implement strategies that close equity gaps while maintaining academic rigor.

Integrated Planning and Continuous Improvement

Our integrated planning framework links outcome assessment, program review ([Academic Program Review Handbook](#)), [Annual Unit Planning \(AUP\) process](#), and resource allocation, as described below, to move the college forward in achieving its strategic goals and mission. This framework facilitates

continuous quality improvement of our programs and services, ensuring they are aligned with the college's mission and strategic priorities.

The AUP process allows departments to reflect on learning outcomes data and to plan actions that enhance program effectiveness and student success. Integrated planning is facilitated by the [Office of College Planning & Institutional Effectiveness](#) (CPIE).

Resource Allocation and Innovation

Resource allocation at Grossmont is closely tied to program reviews and annual unit planning processes. Through the governance structure detailed in our [Curriculum Guide](#) and the participatory processes described in our [AUP Handbook](#), we ensure that resources are allocated in a way that supports innovation, enhances academic quality, and advances our mission. Our efforts are further supported by our assessment of the latest Student Learning Outcomes ([SLO Handbook](#)) that are managed in [Nuventive](#) and the continuous dialogue around equity, as evidenced in our [Student Equity Plan](#) and related documentation.

In sum, Grossmont's approach to academic program design and delivery is characterized by a strong commitment to faculty involvement, equity, integrated planning, and continuous improvement. Through rigorous curriculum review processes, active engagement of stakeholders, and strategic resource allocation, we strive to offer programs that meet the highest standards of academic excellence and effectively support our students' diverse needs and goals.

2.3. All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives. (ER 12)

Grossmont is dedicated to ensuring the development of a comprehensive general education framework that instills broad knowledge, skills, and competencies essential for students' holistic development. This commitment is articulated through the board policy and procedures on Philosophy and Criteria for Associate Degree and General Education ([BP 4025](#), [AP 4025](#)), which align with the standards set by [Title 5, section 55061](#). These policies emphasize the college's mission to provide learning experiences that significantly broaden students' educational opportunities and strengthen the democratic institutions of our society.

General Education Philosophy and Implementation

Our general education philosophy is embedded into the fabric of our academic offerings, reflected in the [Academic Catalog](#), which outlines the degree requirements consistent with expected norms for undergraduate-level coursework. The college actively maintains this philosophy to nurture analytical abilities, critical thinking, and a lifelong interest in educational, scientific, and cultural pursuits, facilitating effective participation in a complex, ever-changing society.

Furthermore, there is broad alignment between our General Education areas and our Institutional SLOs (ISLOs), reflecting an ongoing assessment of efficacy and achievement in these areas. While this has been a strength for Grossmont, one area of opportunity would be to conduct a collegewide assessment looking specifically at General Education in the next few years.

Curriculum Committee Oversight

The [Curriculum Committee](#) plays a pivotal role in overseeing the proposal and approval processes for General Education courses. This committee ensures that all courses meet the high standards necessary for inclusion in Areas A through E of the Associate of Arts or Science degrees, as detailed in the [Curriculum](#)

[Guide](#). This structured review process is essential in maintaining the integrity and relevance of the general education courses offered at Grossmont.

Integration of Global Awareness

In alignment with our commitment to global awareness and cultural competency, Grossmont offers a [Certificate of Proficiency in Global Awareness](#) and [Certificates in Cross-Cultural Competence and Cross-Cultural Communication Skills](#). These are bolstered by [Institutional Student Learning Outcomes](#) (ISLOs) related to global awareness, demonstrating the institution's dedication to preparing students to engage thoughtfully and effectively with diverse perspectives and cultures.

2.4. The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys. (ER 20)

Grossmont is committed to providing clear, accurate, and accessible information about its programs, services, and resources to foster student success on their unique educational journeys. This commitment is rooted in a comprehensive strategy designed to ensure all students and stakeholders can access and utilize necessary information.

Communication Platforms and Strategies

Information about programs and services is organized and disseminated through multiple platforms to ensure accessibility and ease of use. The [college website](#) serves as the primary hub of information. It features navigational tabs and links that direct users to detailed information about programs, services, and resources, including specific degree and certificate programs and their associated learning outcomes. This organized approach helps students and prospective students find the information they need quickly and efficiently.

Additionally, the integration of [Canvas](#) as a supplementary communication platform supports an interactive learning environment where students can access course materials, engage with instructors and peers, and track their academic progress. Canvas also hosts the [Student Support Hub](#), which consolidates important resources and announcements, ensuring students are well-informed and supported throughout their academic journey.

Grossmont continues to enhance its digital offerings by updating and expanding its online resources regularly. This includes revising course content, updating program descriptions to reflect new academic standards, publishing an [online class schedule](#), and ensuring all program pages are complete with current learning outcomes and instructional objectives. It also includes having an active social media presence from many Student Services areas to provide timely updates. These efforts underscore the college's commitment to providing a seamless and informative online experience that aligns with each student's educational needs and goals.

Communicating Academic Program Details

The academics section of the [college website](#) and [academic catalog](#) offer detailed descriptions of divisions and academic programs. The academics landing page includes links to the [campus calendar](#), an interactive and thorough [academic and career pathways section](#), and each of the six specific divisions within the college. Each program landing page provides comprehensive details on application processes, costs, accreditation, career opportunities, program outcomes, and essential student resources, including FAQs, job listings, and student forms (see [Cardiovascular Technology](#) for example).

The majority of degree and certificate programs have learning outcomes listed on their websites, and it is a goal that all programs update their pages to include this information. Regarding course details, the

[Course Outline of Record checklist](#) ensures consistency in communicating course elements to students, including course descriptions, objectives, learning outcomes, and methods of instruction.

Resource Accessibility

Understanding the importance of remote access, particularly highlighted by recent shifts towards online learning, Grossmont provides [Wi-Fi services](#) in designated areas like the student parking lot (Lot 4) in addition to on-campus access. Along with free [Wi-Fi hot spot](#) loans available from the Learning and Technology Resource Center, this is part of a broader effort to ensure students have the necessary internet access to engage with their coursework effectively outside of traditional campus environments.

Comprehensive Student Support

Grossmont offers a comprehensive array of student resources designed to support every aspect of the academic journey. These resources are accessible via the [Student Resources section](#) of the website and the [Student Support Hub](#) on Canvas. These resources include detailed FAQs addressing queries related to admissions, financial aid, and international students, along with services ranging from admissions to mental health. Each service is accompanied by relevant contact information and descriptions to ensure students can easily navigate and access the support they need.

Through an equity-focused lens, the college provides academic support including [free online tutoring](#), [library services](#), [free access to many online textbooks](#), real-time assistance for Canvas along with [Canvas Student Guides](#), and the opportunity for students to [borrow essential equipment](#) such as laptops and Chromebooks. Additional resources extend to discounted internet services through programs like [Spectrum broadband](#) and Internet Essentials from Comcast, enhancing students' online access and learning experience.

Specialized supports are also available through the [Accessibility Resource Center](#), [Basic Needs](#), [CalWorks](#), [New Horizons](#), [Counseling Services](#), [EOPS/CARE/NextUp](#), [Transfer Center](#), [Veterans Resource Center](#), [Mental Health Services](#), and [Student Health Services](#), providing tailored assistance that meets diverse student needs.

Academic and Career Pathways

The college's academic programs information is available on the [Academics landing page](#), where links to each program's page include educational and career pathways, types of awards offered, and contact information for lead counselors and instructors. In addition, an [Academic and Career Pathways webpage](#) provides consolidated support for prospective and current students, including information about coursework within their area of interest, occupational/employment outlook, and expected earnings. This structured approach helps students explore their options and make informed decisions about their educational and career goals.

In alignment with Grossmont's commitment to advance antiracism and equity work, these pathways are designed to be inclusive and accessible to all students, regardless of their background or circumstances. By providing clear, comprehensive information about various career options and their associated educational requirements, we aim to break down barriers and open doors for historically underrepresented groups in various fields. This approach reflects our mission to "work collaboratively to cultivate an equitable student-centered learning environment." Through these pathways, we empower all students with the knowledge and resources they need to pursue their aspirations, promoting equity in both educational attainment and career advancement.

Real-Time Updates and Alerts

Grossmont emphasizes safety and awareness through its effective communication strategy for real-time updates and alerts. This includes the use of the [GCCCD Emergency Notification System](#), driven by the RAVE emergency notification system, which delivers timely alerts via SMS, landline, cell phone, email, select desktop computers, and a mobile app.

When emergency situations arise, the RAVE system sends messages that can include text, text-to-speech, and audio, quickly reaching all members of the college community. The system efficiently broadcasts information about safety concerns, weather disruptions, and other critical issues. All staff, faculty, and currently enrolled students are encouraged to keep their contact information up to date to ensure receipt of these important messages promptly.

In addition to the RAVE system, Grossmont uses other traditional forms of communication such as emails, social media posts, and public address systems. These platforms are vital for broadcasting important deadlines, campus events, and other non-emergency but significant announcements. Together, these systems create a layered approach to communication that keeps the college community fully informed, engaged, and prepared for a wide array of situations.

Commitment to Continuous Improvement

The commitment to clear and accessible communication is an ongoing process at Grossmont. Regular reviews of communication effectiveness are conducted to identify areas for improvement. The college actively engages in updating its communication strategies and platforms to meet the evolving needs of its students and to comply with best practices in information dissemination.

2.5. The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time. (ER 9)

Grossmont is committed to ensuring students can complete their degree and certificate programs within the expected time frames, adhering closely to the accreditation standard. This commitment is reflected in the college's strategic scheduling practices, designed to optimize course availability and facilitate timely program completion.

Guided Pathways and Strategic Enrollment Management

The college employs the [Guided Pathways framework](#) to streamline the educational experience by integrating instruction, student services, and learning support. The Guided Pathways articulates the purpose of each field of study and offers opportunities to explore relevant careers, their minimum qualifications, associated earning potential, and relative demand. This approach helps to clarify the course selection process for students, detailing required courses and sequences depending on their educational and career goals.

In conjunction with Guided Pathways, Grossmont is developing a Strategic Enrollment Management Plan (SEMP) through the [Enrollment Strategies Committee](#) (ESC). This plan is being formulated in response to the changing dynamics caused by the pandemic, racial inequities, and economic challenges impacting the East San Diego County community. The [2022-2025 Strategic Enrollment Management Plan](#) aims to maintain Grossmont's medium college status by supporting enrollment, equitable student success, fiscal viability, and the efficient use of facilities and technology. Key goals include developing and maintaining Guided Pathways roadmaps, identifying and marketing online pathways, front-loading career exploration, and refining the First-Year Experience for all matriculants.

Dynamic and Responsive Scheduling Practices

Scheduling at Grossmont is a dynamic process, informed by data and focused on meeting student needs. Scheduling decisions prioritize balancing online and face-to-face offerings to accommodate the ever-changing and diverse student preferences and maintain productivity (see [sample communication](#) from the Vice President of Academic Affairs to academic deans). The college uses data-driven approaches, such as analyzing Full-Time Equivalent Student (FTES) to Full-Time Equivalent Faculty (FTEF) efficiency ratios and past enrollment trends to inform future FTEF allocations and FTES targets, and to guide course offerings and avoid overscheduling. In addition, data from [surveys on students preference of course modality](#) and [course lengths](#) have been used along with [low-enrolled class guidelines](#) for appropriate exceptions to class cancellations when there is limited enrollment. This meticulous planning ensures that all course modalities are adequately represented, and that class overlaps are minimized through [block scheduling](#).

Continuous Monitoring and Adjustment

Academic deans regularly use enrollment reports (see sample from [spring 2024](#)) before the start of the term to adjust the course schedule effectively. This allows the college to respond to unmet needs or unexpected demands by adding or adjusting course sections as needed. This responsiveness helps ensure that students have access to the courses that are needed to progress through their programs without unnecessary delays.

Student Achievement and Progression Data

Analyzing Grossmont College's [student achievement and progression data](#) over the past few years reveals a steady upward trend in program completion rates. The percentage of full-time, first-time degree/certificate-seeking students completing their programs within normal time increased from 8% in the [2021 IPEDS report](#) (based on the 2016 entering cohort) to 11% in the [2024 IPEDS report](#) (based on the 2018 entering cohort). During the same period, completion rates at 150% of normal time rose modestly from 29% to 30%, while rates at 200% decreased slightly from 38% to 36%. When compared with 30 peer institutions identified by the National Center for Education Statistics (NCES), Grossmont lagged by 2 percentage points in normal-time completions but exceeded peer medians by 2 to 3 percentage points at both the 150% and 200% completion benchmarks.

This pattern suggests the college is making slow but consistent progress in student completion outcomes, aided by institutional reforms and student support initiatives. Notably, disaggregated data from the 2024 IPEDS report show that Hispanic/Latino students at Grossmont improved their 150% completion rate from 26% in the 2017 cohort to 30% in the 2020 cohort, reflecting progress in equity-focused outcomes. However, the persistent gap in on-time completions underscores the need to further strengthen academic advising, course sequencing, and resource accessibility. As with many institutions nationwide, pandemic-related disruptions during this time likely impacted both institutional operations and student trajectories, influencing the data trends observed in recent reporting cycles.

One student support mechanism is the [implementation of degree audit software](#) that will span several projects from 2024 to 2026. This includes the National Student Clearinghouse Graduation Module, Internal Coursework, External Coursework, DARS Migration, and the full launch of Student Planning. Once all elements of the degree audit project are implemented, students can make informed decisions based on their program requirements in Colleague and this will empower them to track their progress and achieve their educational goals more effectively.

In sum, we are proud of the positive progression in on-time completion rates and the consistent high performance relative to our benchmark institutions in overall completion rates, while understanding the need to further explore ways to continue to improve our on-time completion rates.

2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

Grossmont is committed to ensuring that its delivery modes and teaching methodologies effectively meet the diverse needs of its students, facilitating equitable learning and achievement. This commitment is operationalized through the institution's rigorous program reviews, annual unit planning, strategic enrollment management, and the integration of flexible learning environments.

Assessment and Adaptation of Delivery Modes

Grossmont employs a systematic approach to evaluate and adapt its delivery modes to enhance student access and success. The [Annual Unit Planning process](#) and [program reviews](#) are instrumental in assessing the effectiveness of current teaching methodologies and delivery modes. These reviews include detailed analyses where academic deans and department chairs/coordinators work in tandem with discipline-related staff to respond to critical questions about trends in service utilization, retention, academic transfers, and the awarding of degrees and certificates (for example, see the [Annual Planning Forum](#) presentation from spring 2024). This reflective practice helps identify actionable strategies to enhance educational delivery and address any observed equity gaps.

The introduction of the [HyFlex modality](#), where students are given the option to attend each class in person or online via Zoom (described further below), is one example of an improvement to delivery modes that was made to address gaps in student learning and achievement.

In addition, as mentioned in Standard 2.5, data from [survey of student preferences on course lengths](#) and [survey on modality preferences](#) that were conducted in the spring of 2022 have been used to guide the selection of delivery modes that best meet the needs of students.

Innovations in Online and Hybrid Learning

Recognizing the evolving needs of its student body, Grossmont has significantly invested in online and hybrid learning modalities. The college participates in the statewide [Peer Online Course Review](#) (POCR) program to ensure high-quality online course offerings. This program supports faculty in adopting templates aligned with the [OEI Course Design Rubric](#), which prepares courses for POCR certification, which has been demonstrated to improve overall course success rates and significantly reduce achievement gaps. The college has developed a [POCR Buy-In Program](#) to help faculty prepare for submission of their courses for POCR review using the statewide rubric. Additionally, the [GC Canvas Resource shell](#), which supports faculty course development on many topics, includes guidelines to ensure regular and substantive interaction in online courses, aligning with updated Title IV regulations. In 2023, Grossmont set a goal of improving Online Course Success rates. As of Fall 2024, our [data shows](#) a steady increase in success (relative to face-to-face) as well as shrinking equity gaps.

To further support faculty development in online pedagogy, a twice-annual, 2-day [Online Teaching Summer/Winter Camps](#) have been implemented that offer workshops on Canvas, grading, and other online teaching best practices. Facilitated by the Grossmont and Cuyamaca Distance Education teams, the camp is open to all instructors, whether teaching fully online, hybrid, or web-enhanced courses.

Grossmont has also introduced a [HyFlex course modality](#), as mentioned above, which has shown promising results in terms of student success and retention rates, sometimes outperforming traditional on-campus modalities. This flexible approach allows students to choose between attending sessions in person, participating online in the live session, or viewing recorded sessions, thus accommodating diverse learning preferences and life circumstances.

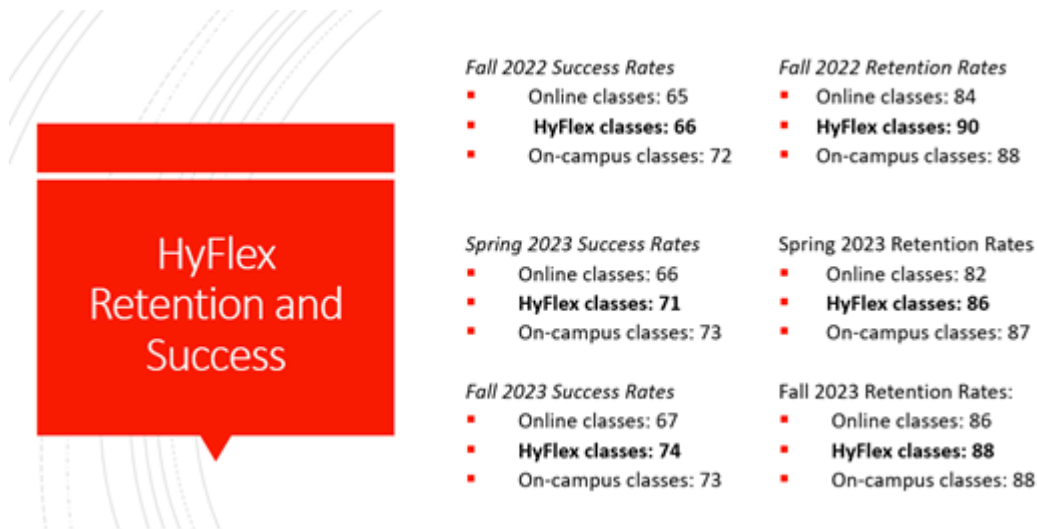


Figure 2.1: HyFlex Retention and Success Metrics

Professional Development and Continuous Improvement

Continuous professional development is a priority at Grossmont, with various initiatives designed to enhance faculty expertise in delivering high-quality, equitable education. Faculty benefit from participation in the [POCR Buy-In Program](#), which facilitates the improvement of online course design and emphasizes embedding equity-focused practices within the curriculum.

One example of a professional development initiative related to delivery modes involved a cross-functional team from Academic Affairs, Student Services, Instructional Operations, and Administrative College Leadership that participated in an Enrollment Management Academy (EMA) at UCSD in July 2025. This program focused on the Student-Centered Funding Formula (SCFF), State Financial Reports, Enrollment Management Planning, and Gap Analysis. As a result, the college is focusing on persistence and retention, dual enrollment, and enhancing our prospective and current student communication plans.

In addition, the college's commitment to responsive and inclusive education is exemplified by its strategic planning efforts, which include developing and regularly updating the [Strategic Enrollment Management Plan](#) (SEMP). This plan emphasizes the importance of a student-centered budget and integrated infrastructure to support enrollment and student success, particularly in an increasingly digital learning environment.

2.7. The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)

Grossmont provides a comprehensive array of support services designed to foster student well-being, goal attainment, degree completion, and skills development. To ensure broad access to these services, detailed information is available in the [academic catalog](#) and the [college website](#). Emphasizing critical thinking, respect, accountability, and self-advocacy, these programs meet students' diverse academic and non-academic needs and support their unique educational paths.

Orientation and Initial Engagement

- [New Student Orientation](#): The college recently revamped the onboarding experience for new students by creating an “[Enrollment Checklist](#)” located in Self-Service, which consist of the following steps: Student Orientation (available in English, Spanish, and Arabic), Financial Aid: Get Help Paying for College, Student Support Questionnaire, Career Assessment/Career Coach, Grossmont Placement Questionnaire, and an Abbreviated Education Plan.
- [Virtual Welcome Center](#): This interactive hub for new and prospective students and families helps with applications, registration, and general inquiries through a 24/7 online chatbot.
- [Campus Tours](#): Available upon request, the Grossmont College Outreach team organizes these tours, which offer prospective and new students a real-time exploration of campus facilities and services.

Student Services Integration

- [Accessibility Resource Center](#) (ARC): Provides comprehensive support for students with disabilities, including academic accommodations and disability management.
- [Career Services](#): Offers extensive resources for career exploration and job placement, including career assessments, resume writing support, and job fairs.
- [Counseling Center](#): The counseling center offers academic, career, and personal counseling, with services accessible online or in person. One innovative example is Mind Over Math which pairs a mental health counselor with every math support course in both SLAM and BSTEM pathways. These services help students develop comprehensive educational plans and support their academic success.
- [Financial Aid Office](#): This office assists students with applications for financial aid, including grants, scholarships, and loans, ensuring that financial challenges do not hinder educational progress.
- [Student Records and Privacy](#): The college maintains student records and privacy in accordance with the Family Educational Rights and Privacy Act (FERPA).

Enrichment and Retention

- [Associated Student Government](#) (ASGC): ASGC facilitates student involvement in governance, fund allocation for student activities, and representation in college decision-making processes.
- [Student Clubs and Organizations](#): These groups enrich life at Grossmont by providing numerous leadership opportunities for students, as well as a place to enhance social and professional connections.
- [Athletics](#): Supports student-athletes through specialized academic planning and integration with other campus support programs such as tutoring to maintain eligibility and academic success.
- [Basic Needs Program](#): Provides essential resources like food, healthcare, and childcare, addressing the fundamental needs that support academic success.
- [Student Success Office](#): The Student Success Office consists of a team of Student Success Liaisons and Success Mentors who assist currently enrolled students in reaching their educational goals and connecting them to various campus resources.
- [Tutoring Services](#): This service offers free academic support both online and in-person to currently enrolled students, with tutoring available in a wide range of subjects. Students can schedule individual or group tutoring sessions for daytime or evening or access online tutoring 24/7, promoting a diverse, equitable, and inclusive learning environment.
- [Events](#): From Week of Welcome, Family Nights, Health Fairs, Career and Resource Fairs, and De-Stress Week, we offer a variety of ongoing events to help our students get engaged in campus life.

Inclusive Spaces and Identity-Affirming Support Programs

In alignment with the college's equity vision and student success goals, Grossmont has expanded its outreach, engagement, and retention efforts to foster a greater sense of belonging for historically underrepresented populations. The college offers culturally responsive programming and support through initiatives such as the Puente Project, Umoja, and Mathematics, Engineering, and Science Achievement (MESA).

Grossmont has also invested in revitalized student-centered spaces, including the Learning and Technology Resource Center and "The Village," which provides identity-affirming, third-space environments for affinity groups (e.g., Puente, Umoja, LGBTQIA+ club, and Dream Center) to gather, collaborate, and access resources. These efforts are supported by the President's Advisory Taskforce on Antiracism and aligned with campus-wide DEI goals.

Faculty development opportunities such as the Faculty Equity & Innovation Institute, Communities of Practice, and the POER (Peer Online Course Review) process further equip instructors to implement inclusive teaching strategies and course design. These professional learning efforts have helped inform the development of curriculum development in Queer Studies, Asian Pacific Islander Studies, and Ethnic Studies, enhancing academic relevance and representation for our diverse student population.

Library and Learning Resources

The [Grossmont College Library](#) provides a comprehensive range of [services and resources to support students](#) both on-campus and online through the following:

- Facilitates access to a broad academic collection, as well as course materials, technology, and research assistance, ensuring students have the tools they need to succeed academically.
- It offers borrowing services for course materials and technology like Wi-Fi hotspots, laptops, and Chromebooks and facilitates interlibrary loans for items not available within its collection.
- Provides instructional services including tailored research strategies workshops for classes such as ENGL, COUN, PSY, HIST and more. The library provides online student tutorials, information literacy modules imported into Canvas courses, and specialized research guides for programs like Nursing and Allied Health.

Institutional Innovations and Improvements

Grossmont continuously seeks to innovate and improve its academic and support services to enhance student success and equity. The following initiatives highlight recent advancements in library services and tutoring organization, demonstrating the college's commitment to adapting to the evolving needs of its diverse student body.

Library Services

The following initiatives aim to enhance digital equity and accessibility, ensuring that all students have the necessary technology and academic resources to succeed in their studies regardless of their financial background or access to physical materials.

- The library recently began a [borrowing program](#) to provide hotspots, laptops, Chromebooks, and other technology to students who need it.
- The library has also begun a new initiative to [offer e-reserves](#) (digital copies of textbooks on reserve).

Library services also achieved several significant advancements to enhance student access, equity, and success through the following:

- Added a variety of virtual facilities, including Canvas integration, OneSearch, and a LibCal subscription.
- Focused on student equity through campus-wide development, training, and the accessibility of Open Educational Resources (OER), including the hire of a new OER and Equity Librarian position in the fall of 2023.
- Encouraged instructors to adopt OER and library resources. These courses are labeled 'ZTC' (Zero Textbook Cost) in the class schedule for easy selection. Students enrolled in ZTC/OER courses have shown [higher success rates](#) than non-ZTC/OER courses in the Fall 2024 and Spring 2025 terms, supporting continued ZTC scaling as a cost-reduction and student-success strategy.

Tutoring Reorganization

Grossmont has implemented significant [changes to its tutoring services](#) to enhance the academic support provided to students. These changes include reconfiguring tutoring spaces, refining interviewing processes, expanding embedded tutoring, and specialized support for student athletes.

- Reorganization of Tutoring Centers and space
 - o The tutoring centers were reorganized into several centers: the Math & Science Center (MSC), the Math, Engineering, Science Achievement Program Center (MESA), the English Writing and Humanities Center (EWHC), the Anatomy Learning Center (ALC), the Business Office Technology Lab (BOT Lab), and the Computer Science and Information Systems Lab (CSIS Lab).
 - o The reorganization matches recent changes in space, namely the construction of the new building where the MSC is now located and the availability of staffing. This reorganization attempts to keep tutoring services as consolidated and standardized as possible while meeting students at convenient locations on campus within our limited staffing capacity.
- Improved interviewing processes
 - o We've improved our interviewing process to include more subject expert oversight from lead tutors and faculty by doing mock tutoring sessions on subject material provided by relevant faculty and their departments.
- Embedded tutoring
 - o We continue to expand embedded tutoring to cover more Math, English, and ESL classes. We plan to extend embedded tutoring to science subjects soon, including Biology 120, one of the college's identified 12 gateway courses.
- Athletics tutoring
 - o The initiative was developed in response to an equity directive aimed at supporting the academic success of Black/African American students. It was further aligned with institutional efforts to enhance the retention and achievement of student athletes. Given the significant overlap between these populations, the implementation of a study hall program was identified as a strategic intervention to positively influence both groups. While the primary objective centered on improving the outcomes of Black/African American students, the program was intentionally designed as an inclusive support service, accessible to all students. The study hall has the following services:
 - Support from coaches who will visit or attend the study hall
 - Additional office hours with athletic learning community faculty
 - Counseling and financial aid support
 - Tutoring
 - o One of our objectives is to train and hire athlete tutors to reinforce our peer tutoring philosophies.

New Student Onboarding and Support Tools

Grossmont has made significant improvements to the student onboarding experience, aiming to connect students with support services early in their journey. The college created an [“Enrollment Checklist”](#) located in Self-Service, which includes:

- New Student Orientation (available in English, Spanish, and Arabic)
- Financial Aid Assistance
- Student Support Questionnaire
- Career Assessment through Career Coach
- Grossmont Placement Questionnaire
- Abbreviated Education Plan

The redesigned New Student Orientation includes modules that cover paying for college, academics, academic and student support services, student life, policies and procedures, account access, and success strategies. These updates are intended to provide an inclusive and comprehensive welcome that anticipates the diverse needs of new students.

The Student Support Questionnaire is also a key innovation that helps proactively identify support needs (e.g., academic, financial, personal, or technical) before students enter the classroom, enabling early connection to targeted services.

Integrated Student Services Hub

Grossmont launched the [Student Support Hub](#) to provide students with a centralized, accessible location for connecting with support services across campus. The Hub features a clean, user-friendly interface and is designed to reduce stress and confusion by helping students quickly find the help they need.

Accessible via the [Canvas student portal](#), the Support Hub organizes resources into clear categories, including Academic Support, Financial Assistance, Personal Wellness, and Help with Technology. Students can easily navigate to services such as tutoring, counseling, health and wellness, DSPS, and financial aid without having to search multiple pages or websites.

Enhanced Learning Environments: Zoom Booths and Tech Access

To meet the evolving needs of students enrolled in hybrid and online courses, Grossmont has introduced a variety of technology-equipped spaces that support flexibility and access:

- Zoom Booths: Located in the Library, these private, sound-reduced booths allow students to participate in remote classes or meetings. Five booths are available on a first-come, first-served basis.
- Open Computer Lab (Tech Mall): Provides general access to technology, Zoom-enabled stations, and academic software.
- Study Carrels and Group Study Rooms: Additional quiet spaces for focused work or virtual learning.
- HyFlex Classrooms: Enable students to engage in live Zoom sessions while on campus, offering a hybrid learning experience.
- Assistive and Specialized Labs: Offer technology and staff support tailored to specific student populations.

2.8. The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students’ unique educational journeys. (ER 15)

Grossmont is committed to fostering a sense of belonging and community among its students by providing diverse and inclusive opportunities for engagement. These initiatives, framed under the nomenclature, “[Get Involved](#),” are designed to meet the varied needs of the student population and effectively support students' unique educational journeys, thereby enriching their college experience.

Athletics and Team Spirit

Grossmont offers a dynamic [athletics program](#) as part of the National Junior College Athletics Association (NJCAA). The program includes a variety of sports, such as baseball, basketball, football, swim and dive, tennis, volleyball, and water polo for men and badminton, basketball, beach volleyball, cross country, soccer, softball, swim and dive, tennis, volleyball, and water polo for women. These activities foster team spirit and physical fitness while enhancing community feeling and school pride among students.

Arts and Cultural Engagement

Since its inception in 1961, Grossmont has been a hub for [arts and culture](#), significantly contributing to the educational enrichment of its students. The college supports numerous arts-related events and activities through its [Music](#), [Theatre Arts](#), [Dance](#), and Visual Arts and Humanities departments, including the [Literary Arts Festival](#) and [Brian Jennings Political Economy Week](#). Grossmont's new [Performing and Visual Arts Center](#) (PVAC) is home to our concert hall, Hyde Gallery and Stagehouse Theatre, and offers key cultural hubs on campus include the Grossmont Symphony Orchestra and Master Chorale, [Hyde Art Gallery](#), and Stagehouse Theatre and offers regular events that promote cultural appreciation and artistic expression, creating a vibrant campus atmosphere.

Cultural Celebrations and Heritage Recognition

Grossmont fosters a sense of inclusion and belonging by hosting graduation celebrations and commemorative events that honor the cultural heritage and identities of its diverse student population. These culturally affirming events offer opportunities for students, their families, and the broader campus community to celebrate academic milestones and shared histories.

- **Rites of Passage Celebrations:** Each spring, Grossmont hosts open cultural rites of passage events including the [Latine Celebration](#), Asian American and Pacific Islander (AAPI) Celebration, Lavender Celebration honoring LGBTQIA+ students, and the Umoja Rites of Passage Celebration honoring Black and African American students. These events are open to all students and bring together families, faculty, and staff in support of student success and identity affirmation.
- **Heritage Month Events and Displays:** Throughout the year, the college commemorates national heritage months through educational programs, speaker series, and events. For example, during Asian American and Pacific Islander Heritage Month, the college hosts activities such as Tai Chi sessions, anime pop-culture events, dance fitness, and sound healing workshops. The library complements these celebrations with vibrant displays and curated collections during [Pride Month](#), [Black History Month](#), Latinx Heritage Month, [AAPI Heritage Month](#), and [Native American Heritage Month](#), promoting awareness and cross-cultural understanding.

Student Governance and Leadership

The [Associated Students of Grossmont College](#) is actively involved in enhancing campus life, promoting awareness of issues affecting students, and fostering strong partnerships within the campus and the broader community. It connects students with each other and with faculty and administrators, fostering clearer communication through events like Donuts with the Deans and Club Rush. In addition, ASGC offers opportunities for student leadership and professional growth both locally and at the state level. This governance body also plays a crucial role in funding a variety of projects, ensuring proper resource allocation following board policy ([BP 5420](#)). Notably, ASGC has achieved a 100% fill rate for governance seats, reflecting its commitment to giving students a voice

in important matters. By bridging connections and prioritizing student participation, ASGC drives measurable success and cultivates long-term cultural change.

Expansive Club Network

The college boasts over 30 active [student clubs and organizations](#) that cover a wide range of interests—from academic and cultural to social and recreational. Clubs such as the Muslim Student Association, Sexual Orientation Gender Identity (SOGI) Club, Student Veteran Organization (SVO), and the Spanish & Hispanic Culture Club offer students leadership opportunities and the chance to form meaningful connections with peers who share similar interests. In addition, the [Inter-Club Council \(ICC\)](#) offers an opportunity for club leaders to share ideas and resources, collaborate on events, and apply for grants to fund projects, all while building leadership experience and feeding future ASGC leadership opportunities.

The Village

[The Village](#) is a newly established student cultural hub designed to enhance community and belonging. This innovative space consolidates specialized counseling programs and student services like A2MEND, Umoja, and TRIO/EOC, providing a centralized location for holistic student support. Launched in fall 2023, it offers a variety of resources and activities, from private counseling and academic support to social gatherings and cultural workshops, catering to the intersectional needs of historically marginalized students. By fostering a welcoming community environment, it aims to significantly enhance student engagement and academic success.

The Library

The Grossmont library has recently added services to increase a sense of belonging and community with our students by offering food and beverage options, coloring stations, interactive art projects, social spaces, and [board games](#). A [promotional video](#) highlights these welcoming features, showcasing the library as a student-centered environment where academic support meets creative expression, collaboration, and wellness.

Cooperative Work Experience

The college offers cooperative work experience opportunities for students in several majors, including Child Development, Education, and Family Studies. One example of a cooperative work experience course is BOT 225, which is an office work experience course. Cooperative work experience programs combine academic classroom lessons with on-the-job learning experiences to help students prepare for their future careers. Students can earn one to eight units of occupational cooperative work experience credit per semester, for a total of up to 16 units.

These opportunities are supported by the district's [Cooperative Career Education/Work Experience procedures](#), which outline faculty oversight, employer agreements, and structured student engagement. Students benefit from individualized support and guided employer contact, helping them apply classroom learning in real-world settings. This structured approach fosters a connection to academic and career goals while promoting a sense of belonging through meaningful workplace experiences.

Assessment Opportunities

Student engagement in co-curricular activities and data collection to evaluate the effectiveness of co-curricular programs have been impacted by the pandemic and post-pandemic period of increasingly online and hybrid student enrollment patterns. While assessment is underway through the [Student Services Program Reviews](#) and Annual Unit Planning updates ([Spring 2023 newsletter](#) example), the institution has been looking at opportunities to obtain data that show what continues to foster a sense of belonging and community in students and where opportunities exist to engage those student who are predominately enrolled in online courses and are largely off-campus.

One such opportunity emerged through a collaborative [assessment and co-design project between the library and student veterans](#) in spring 2024. Using interactive workshops and feedback sessions, library faculty engaged veteran students in reimagining library services, space use, and communications to better support their unique needs and sense of belonging on campus. The process yielded actionable insights, including the importance of creating trauma-informed, quiet study zones, creation of a missing soldier display, and integrating messaging that affirms student identity and service. The initiative generated immediate improvements to the library environment and modeled an inclusive, equity-driven approach to student-centered design.

2.9. The institution conducts systematic review and assessment to both ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement. (ER 11, ER 14)

Overview of Program Review and Assessment

At Grossmont, systematic review and assessment are integral to ensuring the quality and improvement of academic, learning support, and student services programs. These processes aim to promote equitable student achievement, aligning with both state guidelines and the institution's commitment to continuous improvement.

Program Review for Academic Programs

The program review cycle, as detailed in the [Program Review Handbook](#), is a rigorous, data-driven process designed to ensure the highest quality of academic offerings. Departments engage in a comprehensive self-study every six years (with annual updates), analyzing a wide array of data, including student enrollment trends, course completion rates, student success and retention metrics, and student and faculty feedback. This process includes:

- **Data Collection:** Each academic program collects data from internal systems and student feedback to understand trends and issues related to course offerings, student engagement, and learning outcomes.
- **Goal Setting:** Based on the data analysis, programs set specific, measurable goals to improve student outcomes and align with the college's strategic priorities.
- **Implementation:** Programs implement strategies and interventions based on their goals, which may include curriculum redesigns, the introduction of new courses, or enhancements in teaching methodologies.
- **Review and Adjustment:** Following implementation, programs review the effectiveness of the changes and make adjustments as necessary to continue meeting the needs of their students and the requirements of the industry.

Program Review for Learning Support and Student Services

At Grossmont, Student Services engages in systematic program review and outcomes assessment to improve the quality and effectiveness of services supporting equitable student achievement. Several major initiatives in 2023–2025 have informed a redesigned approach to program review in this division, aligning it more closely with the academic program review model in both structure and rigor.

Data Collection and Analysis

The California Community Colleges Chancellor's Office (CCCCO) introduced [Vision Aligned Reporting](#) (VAR) in Fall 2024, a data-centered accountability framework for Student Services categorical programs. This reporting process emphasizes analysis of disaggregated student outcome data to monitor progress and close equity gaps, particularly in areas such as transfer, degree completion, and academic probation. Simultaneously, [AB 928, Student Transfer Achievement Reform Act](#), was introduced in Fall 2023 as one

component of the [CCCCO's Vision 2030](#) and guided Student Services toward more intentional tracking of transfer pathways and related outcomes. To support these efforts, faculty counselors from General Counseling engaged in the [Strong Workforce Counseling Institute](#), which promoted collaboration with the Research Office and inspired culturally inclusive strategies to enhance career and educational planning.

In response to the growing need for equity-focused analysis, Grossmont Strong Workforce Counseling Institute team collaborated with categorical programs—including EOPS, CalWORKs, Puente, FYE, and the Transfer Center—to identify essential student success metrics. This needs assessment directly informed the development of a counseling data dashboard, consistent with Vision Aligned Reporting, which includes access to disaggregated data such as education plan completion, GPA, transferable units, and academic standing. By making this information readily accessible, the dashboard enables counselors to identify equity gaps, target interventions for students who need them most, and monitor the effectiveness of those efforts.

Goal Setting and Planning

Building on this enhanced data capacity, the Counseling Division programs are incorporating insights from the new dashboard to establish goals focused on increasing access to [comprehensive educational plans](#), improving counseling frequency, and monitoring student trends. These equity-minded goals aim to reduce barriers to persistence and improve outcomes for underrepresented students. By embedding these priorities into annual unit planning, departments are now equipped to monitor progress longitudinally and refine interventions over time.

Implementation and Infrastructure Development

To ensure cohesive support for this evolving process, the college appointed a [VAR/SSO Coordinator](#) in Spring 2025, supported by reassigned time across 2025–2026. The coordinator works with Institutional Research to build the infrastructure needed to connect program review, annual unit planning, [outcomes assessment](#), and state-mandated reporting. This integration, reflected in the [VAR implementation timeline](#), ensures that all Student Services units move beyond anecdotal evidence and satisfaction surveys, instead using measurable outcomes and student achievement data. The draft of our updated [Student Services Program Review process](#) also reflects this integration.

Review and Adjustment

The revised Student Services program review model adopts a six-year cycle, aligning with Academic Affairs. This shift alleviates the burden of the previous three-year cycle and promotes deeper reflection and evidence-based planning. The newly implemented data dashboards and reporting structures are expected to support continuous improvement through regular analysis and refinement of goals and interventions, creating a feedback loop similar to the academic review cycle.

Program Review and Assessment of Library and Learning Resources

- The library regularly assesses Learning Outcomes and Student Services Outcomes (SSOs) ([sample report](#))
- The library regularly gathers data about services including head count, space utilization, student access by service or resource, collections data, and circulation/borrowing data as evidenced in the [library data dashboard](#).
- The library conducts student surveys:
 - For example, [LTRC Spaces Survey](#) & [Vision Board](#)
 - Currently open: [Reading Format Preferences survey](#)
- Additional data on assessment and continuous improvement are contained in the Annual Unit Plans (AUPs) from the Library and Tutoring
- The library also conducts program reviews ([sample program review](#))

Examples of Program Improvements

At Grossmont, we are committed to enhancing educational programs through systematic reviews and targeted improvements. Some key examples from Academic and Student Services highlight the proactive strategies and significant adaptations implemented to align with educational goals and improve student outcomes.

Academic Improvements

[Improvements based on outcomes assessment data](#) have been widely implemented across various academic departments at our institution. Here are notable examples, as detailed in an [Academic Program Review Update](#):

- Biology: Implemented a pilot assessment of information literacy to contribute to ISLO data collection in 2022/23. The results indicated the need to focus on data literacy within the Bio Statistics course, and in direct response to this result, the department decided to add a PSLO that is related to data literacy and to explicitly include BIO215 among their content.
- Nursing: Introduced Student Success Advisors for remediation, adapted to alternative clinical placements and teaching strategies during the pandemic, and initiated dual enrollment in BSN programs.
- Occupational Therapy Assistant: Enhanced student engagement through team-based learning, community projects, and interdisciplinary collaboration.
- Cardiovascular Technology: Updated and restarted the ECG/Telemetry program and implemented effective student engagement strategies.
- Political Economy: Based on a question of authentic assessments, explored alternatives to quizzes and exams, such as incorporating group activities, discussion questions, debates, and varied writing assignments, to provide a more comprehensive evaluation of student learning outcomes.
- Respiratory Therapy: Utilized engaging teaching methods like flipped classrooms and hands-on activities and integrated community service into the curriculum.
- Orthopedic Technology: Introduced new courses OT112 and OT215 to build foundational skills and updated all course outlines in 2020.
- Oceanography (from [program review](#)): Revised curriculum to spend more time on concepts such as force, work, and energy, added content on the impacts of an El Niño event, and developed tutors to enhance students' skills in interpreting graphs.

These systematic changes fostered a culture of continuous improvement, as evidenced by [commendations](#) received during our last program review cycle:

- Cardiovascular Technology maintains high registry pass rates and job placement rates, hosted annual faculty retreats, secured financial aid for a high percentage of students, and actively pursued grants for technological enhancements.
- Nursing was highlighted for achieving SLO benchmarks that surpass state levels and achieved a 100% pass rate for NCLEX in 2019 (with a sustained pass rate over 95% since then).
- The library focus on student equity through campus-wide development, training, and accessibility of OER.
- Orthopedic Technology achieved national certification pass rates above the national average in 2019 and 2020.
- Respiratory Therapy received accolades for the thoroughness of its SLO and Program SLO processes and maintained high program demand, evidenced by a 2-year waitlist.
- ESL, ASL, and Math were recognized for excellence in their SLO implementation in 2021.

Student Services Improvements

To continue to develop a collaborative culture and provide proactive updates, program-level improvements have occurred in many areas related to the key findings of comprehensive surveys, including the following:

Scheduling

- Added screening questions and reminders in the appointment system.
- Implemented [mobile counseling](#) to reach students in other areas on campus.
- Revised the [Counseling Services website](#) to improve communication regarding services and availability.
- Students can now schedule counseling appointments online via the [eSARS Online Appointment System](#).

Accessibility (converting paper forms to electronic)

- Student Affairs transitioned to industry standard software platform to manage intake, case management and communication for complaints, student conduct, Title IX, and behavioral intervention.
- Student Health transitioned to electronic medical records.
- Mental Health transitioned to electronic medical records.
- Basic Needs transitioned to software platform to manage intake, and case management.
- [Transcript Request](#) process is now electronic through Parchment.
- The Counseling Division transitioned from paper education plans to electronic educational plans using self-service.

Student Experience

- Launch of [the Village](#), a centralized cultural hub that brings together programs like A2MEND, Umoja, Puente, Dream Center and TRIO/EOC to offer holistic support, private counseling, academic assistance, and culturally affirming events for historically marginalized students.
- Expansion of the [Basic Needs program](#) to a [software platform](#) to manage intake, and case management.
- 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 Comunidad: 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 areas are using a standardized [improvement plan template](#) to identify and act on emerging opportunities, ensuring continuous progress in addition to those identified in the six-year program review cycles.

Standard 3: Infrastructure and Resources

The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

- 3.1. The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and mission fulfillment. (ER 8, ER 14)**

Determination of Staffing Needs

Grossmont College adheres to a well-defined staffing process anchored in our [mission, vision, and core values](#) and [six-year strategic plan](#). The [Staffing Committee](#), one of the college's central participatory governance committees, is responsible for the oversight of the prioritization of faculty and classified staffing requests. This prioritization is driven by [Annual Unit Planning](#) that closely aligns with the college's mission and strategic goals, ensuring that all staffing decisions support educational excellence and student success. This approach to staffing needs links outcomes assessment, program review, and resource allocation.

While the goal of integrated planning is to ensure that staffing aligns with both immediate and long-term academic and administrative needs, the college recognizes that a multi-year staffing plan is not a constructive goal of the Committee given the highly variable budgetary realities. Thus, through governance discussions, the purpose of the Staffing Committee will be updated to focus on the prioritization of staffing requests made in the Annual Unit Plans to be more flexible and responsive in meeting the institution's dynamic staffing needs.

The Annual Unit Planning process ([AUP handbook](#) and [sample presentation](#)) includes reflection on the college/district's mission and goals, as well as the key contributions of each department to those goals. The resource requests, including staffing, stem from those reflections and necessitate further consideration of how this specific resource will advance the department/college/district goals. This is prioritized against all other requests using a rubric that is reviewed, updated, and published each year, as well as reflecting the college's mission and goals. The district's ["PE" documents](#), which guide the hiring process, were recently redesigned by a district-wide task force with the explicit goal of increasing diversity in our applicant pool and faculty body.

Examples of recent hires that were prioritized through the Annual Unit Planning process include an athletics counselor, dance faculty, a research and planning analyst, and a curriculum specialist. The curriculum specialist was a new role recognized as a need by the college that emerged during the planning processes. The most recent process has resulted in a number of additional classified professional positions including additional facilities and IT staffing, as well as a first-ever ADA web and digital accessibility specialist.

Recruitment and Hiring Practices

The college's recruitment and hiring protocols are designed to attract a diverse and highly qualified workforce. Grossmont's hiring practices are governed by the board policy on Recruitment and Selection ([BP 7120](#)) and are detailed on the [GCCCD Hiring Process](#) and [Personnel Commission](#) sites. Job descriptions and vacancy announcements are carefully written, regularly updated, and widely disseminated through the [GCCCD Careers website](#) to ensure transparency and broad access. This process is essential for

maintaining the relevancy and currency of job roles in response to evolving institutional and student needs.

Specific procedures for hiring and related processes are included in the following resources:

- [Adjunct faculty hiring process](#)
- [Faculty equivalency resource](#)
- [Rules and Regulations for the Classified Service](#)
- [Foreign degree translation](#)
- [Student workers hiring process](#)

Grossmont exceeds the state-mandated [Faculty Obligation Number](#) (FON), ensuring sufficient full-time faculty to maintain educational quality. Recent state funding for new faculty positions has allowed the college to expand its faculty base, particularly in growth areas and new programs.

Enhancing Equity Through Informed Hiring

Grossmont places a strong emphasis on equity and diversity within its hiring processes. The college ensures that all hiring managers and members of hiring committees receive specific training on equity and diversity, promoting a deep understanding across the institution. This training is part of a broader commitment to equal employment opportunities as detailed in the district's [EEO Plan](#). Furthermore, the effectiveness of these employment practices is regularly evaluated through the collection and analysis of [EEO data](#), aiding in the continual refinement of hiring strategies to better meet the needs of a diverse student body.

Operational Excellence in Staffing

Operational guides and tools support Grossmont's recruitment, screening, and hiring processes. The [GCCCCD Committee Workgroup Hiring Resources](#) page provides detailed resources for committee chairs involved in hiring, ensuring that procedures are thoroughly documented. In addition, training related to [Hiring Innovative Recruits Effectively](#) (HIRE) is available for hiring managers.

The Personnel Commission also plays an important role in administering the Merit System. This system ensures the selection, retention, and promotion of classified staff based on objective examinations and performance evaluations. Additionally, the commission oversees the classification and reclassification of positions and adjudicates appeals from disciplined classified employees. This was voted in to democratize the hiring processes and engage in a comprehensive review of job classifications and salary schedules.

A [sample training](#) from College Planning & Institutional Effectiveness (CPIE) to the Staffing Committee details the resource request process. This training covers transitioning resource request applications to Nuventive for FT faculty and classified staffing requests, timelines for requests, links to staffing request forms, faculty staffing data tables, and a sample faculty data spreadsheet.

Additionally, the district evaluates and certifies transcript equivalency and qualifications through processes that uphold the integrity and standards required for all academic and administrative positions. Annual assessments of staffing effectiveness are conducted through the integrated planning and review processes, reinforcing staffing alignment with Grossmont's mission and educational objectives.

Administrative Turnover

Grossmont has implemented several initiatives to address the challenge of administrative turnover, as detailed in the midterm report to ACCJC in October 2023. Initiatives like the ThRIVE program have been introduced to foster a supportive community for new hires, enhancing their integration and retention. This program includes welcome events and social gatherings, along with monthly workshops that aim to

deepen new employees' understanding of the college's mission and community. Furthermore, the college has leveraged an IEPI grant to develop a comprehensive orientation and onboarding experience tailored specifically for new managers, faculty, and classified professionals.

Despite these proactive measures, the college continues to face challenges with vacancies and interim roles in key administrative positions. The Vice President of Academic Affairs (VPAA) remains an interim assignment, the Senior Dean of College Planning and Institutional Effectiveness is interim, and the president position is also interim.. The college successfully filled the Vice President of Student Services (VPSS) position in February 2025 and the Vice President of Administrative Services (VPAS) position in July 2025, indicating some progress.

3.2. The institution supports employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.

Professional Development and Employee Support

Grossmont is committed to fostering an environment that supports the professional growth of its employees, aligning with its mission to enhance institutional effectiveness and student success and our vision to advance our antiracism and equity work. The college utilizes a structured approach to ensure all staff, faculty, and administrators receive ongoing professional development opportunities that are relevant and supportive of the college's strategic goals.

Policy Framework and Planning for Professional Development

[Professional development](#) at Grossmont ensures all training and development opportunities are aligned with institutional goals and the Vision 2030. The trainings cover a wide range of offerings, including orientation, onboarding, and ongoing professional learning for Faculty, Classified Professionals and Administrators. District Human Resources also provides onboarding support specifically for Classified Professionals and Administrators which is outlined on the [Hiring Process](#) website. This site provides a process overview for hiring, onboarding, and orientation, emphasizing the importance of a well-informed and continuously developing workforce.

To address the diverse learning needs of our employees, Grossmont actively engages its Professional Development Committee structures. These committees, which include the college-wide and Academic Senate Faculty Professional Development committees, operate in collaboration with the Office of Professional Development. They are tasked with identifying, evaluating, and addressing current and emerging professional development needs. This framework ensures that the development opportunities offered are reflective of and responsive to the feedback and evolving requirements of the college's diverse staff, thereby enhancing overall institutional effectiveness and employee satisfaction.

The [Annual Unit Planning process](#) also plays a critical role in determining the needs for professional development. It links outcomes assessment and resource allocation to strategic objectives, ensuring that professional development efforts are both strategic and evidence-based. The [Annual Unit Planning website](#) provides more information about funding for professional development linked to annual unit plans, illustrating how these plans directly support professional growth opportunities.

Goals have been set to further enhance professional development, including the creation of a three-year Equity Plan and continuing to improve access to offerings for classified professionals and administrators.

The achievements in Grossmont's professional development are abundant. They include: equity-funded professional development coordinators who ensure that mission and strategic objectives are being met;

the contributions of the Faculty Equity and Innovation Institute; the Classified Equity Institute; professional development offerings in wellness in partnership with VEBA; the POCR Buy-In Program; and increased funding for sending individuals to the Classified Leadership Institute each year.

Overall, the college embeds professional development opportunities in existing work being done, making it part of the institutional culture and fostering a continuous learning environment.

Employee Handbooks and Manuals

A variety of employee handbooks and manuals are available for faculty and staff, and as of spring 2024, several are under development through the utilization of an IEPI grant.

- [Labor Contracts and Employee Handbooks](#)
- [Part-time Faculty Handbook](#)
- [Academic Affairs Operations Manual](#)

Resources and Opportunities for Professional Growth

The college's [Office of Professional Development](#) organizes various workshops and seminars throughout the year. These are specifically tailored to meet the evolving needs of the college's diverse workforce and are informed by comprehensive evaluations of previous sessions.

The [Faculty Professional Development Committee](#) (FPDC) is responsible for overseeing professional development opportunities for faculty, which include workshops, conferences, and self-designed external training, as approved by Deans. This includes Flex Week workshops, a dedicated week of professional development opportunities each semester. The FPDC webpage outlines the contractual obligations and deadlines for completing PD requirements for full-time and adjunct faculty. It also includes resources and links to the Vision Resource Center (VRC), which is used to track and manage professional development activities.

Programming at the district level includes HIRE training, Workday training, Orientations, and a variety of safety trainings, including fork lift certification, first aid, hazmat, active shooter, and mandated reporting. Events are scheduled and made available on the District's [Professional Development Calendar](#). This programming supports strategic priorities and mission alignment and is facilitated through governance committees dedicated to professional development. A recent example of a [Classified Professional Development Day](#) shows the comprehensive program offerings that are made available for participants.

Resources provided online for professional development include the following:

- [Virtual Grossmont Learning Center \(VGLC\)](#): The VGLC is a one-stop shop for a variety of professional development resources.
- [Communities of Practice \(CoP\)](#): CoP is a faculty-led collective where participants come together for a fixed amount of time to engage in critical inquiry and reflection around an agreed-upon topic relevant to their teaching practice. It's an opportunity for faculty to learn in community – sharing experiences, reflecting on practice, and identifying ways to accelerate skill development.
- [Anti-Racism & Equity Resources](#): a resource for Grossmont to deepen our understanding of equity and anti-racism in connection with the [College's Mission, Vision, and Values](#).

In addition, Grossmont offers many professional development resources through the [Vision Resource Center](#), an online platform that provides access to training modules, including educational services, equity and diversity training, and technology use. This includes links to the [GCCCCD Vision Resource Center User Manual](#), how-to videos, and an [FAQ](#).

Evaluation and Enhancement of Professional Development

Grossmont continuously evaluates the effectiveness of its professional development offerings. This evaluation process involves collecting data on the impact of training sessions and using this information to refine and enhance future programming. Examples of recent evaluations include the following:

- The Allied Health and Nursing (AHN) [Fall 2023 Evaluation Report](#) provided actionable insights into the specific needs of faculty in these disciplines.
- A [Fall 2024 Evaluation Report](#) of Flex Week workshops for faculty.
- A [research study](#) on our first Faculty Equity and Innovation Institute cohort

The college also distributes a [Professional Development Newsletter](#) featuring updates on upcoming opportunities and highlights from recent events. This ensures that all employees are well-informed about available resources and encouraged to participate in ongoing learning activities.

Through a structured policy framework, dedicated resources, and a robust evaluation process, Grossmont actively supports its employees in their professional development. This aligns with our overarching mission to improve institutional effectiveness and student success. The continuous assessment and refinement of professional development activities ensure that the college meets and exceeds expectations for employee support and professional growth.

3.3. The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution's mission and goals.

Grossmont is committed to regular and systematic evaluations of its employees, ensuring alignment with professional responsibilities and reflecting the institution's mission and goals. This process is integral to maintaining high-performance standards and supporting continuous improvement across all constituent groups. GCCCD Human Resources provides the framework, tools, and training for employee evaluations, ensuring processes are consistent, contract-compliant, and aligned with state law and district policies. While supervisors and managers at Grossmont College conduct evaluations and provide performance feedback, the district monitors timelines, maintains evaluation records, and supports continuous improvement through standardized procedures and guidance.

Faculty Evaluation Process

The evaluation of faculty members is comprehensively outlined in the [Faculty Contract](#), Article V, which covers Evaluation and Tenure. This section delineates the process across various categories, including Purpose and Guidelines, Frequency & Timelines, Evaluation Components, and Summary Ratings. The contract ensures evaluations are conducted at stipulated intervals, incorporating peer reviews, student feedback, and administrative oversight. These evaluations assess teaching effectiveness and the faculty's contribution to their disciplines and community.

Through this process, faculty are evaluated at regular intervals through a systematic process that is facilitated by Grossmont's Instructional Operations unit. The faculty evaluation process includes, per the Faculty Contract, student evaluation, peer review, and administrator review. Criteria for faculty evaluation focus on instructional quality for [classroom faculty](#) and responsiveness to student needs for [counselors](#) and [librarians](#). In addition, similar evaluation forms with adapted or additional context-specific criteria exist for [online instructional faculty](#), [coaches](#), and for [DSPS/ARC faculty](#).

Evaluations may lead to recommendations for improvements, with required follow-up actions and re-evaluations to assess progress, especially when initial evaluations indicate areas of concern.

Evaluation of Classified Professionals and Administrators

For classified professionals, evaluations are completed on an annual basis and include both an optional employee self-evaluation and supervisory evaluation component. Criteria for evaluation are outlined in the California School Employee Association (CSEA) contract and include core areas such as communication, interactions with students, employees, and community members, and quality of work in the specific area of responsibility ([Classified CBA Article 12](#), [Classified Evaluation Form](#)).

For deans, directors, and supervisors, employee evaluations are conducted annually and follow the process outlined in the [GCCCCD Administrators Association contract](#). These evaluations include both a self-evaluation component and a supervisory evaluation component, as well as an annual goal setting and evaluation process. Criteria for evaluation include core competencies such as leadership, project management, communication, and support of student learning and achievement.

The evaluation process for confidential administrators is administered annually and is designed to assess the efficacy of their leadership and progress made on identified goals. ([AP 7241](#)).

Classified professional, supervisor, director, and dean evaluations are facilitated by the GCCCCD Human Resources office and are completed via the Workday online human resources system ([Classified Workday Evaluation Guide](#), [Administrator Workday Evaluation Guide](#)). Confidential administrator evaluations are facilitated by Human Resources outside of the Workday system.

Grossmont and GCCCCD have prioritized the systemic and timely evaluation of employees to support professional learning and growth, goal-setting, and to ensure alignment of professional responsibilities with the district and college missions and goals. To this end, the District Human Resources Department conducts [trainings for managers](#) to support meaningful evaluation processes. Moreover, the District Human Resources Department monitors classified and administrator evaluation schedules to ensure evaluations are launched on time using an automated process in the WorkDay system.

Evaluations are designed to foster an environment of continuous improvement, helping staff align their performance with the college's operational needs and objectives.

Outcomes Leading to Professional Development and Training

Grossmont enhances the effectiveness of its faculty evaluations by providing numerous professional development opportunities linked to the evaluation outcomes. If evaluation findings identify recommendations for improvement, a "Plan for Improvement" can document the performance improvement requirements, including the use of professional development activities to fulfill the outlined requirements. Another evaluation is conducted within two semesters after the semester in which the unsatisfactory rating was incurred, based on criteria outlined in 5.7.4.3 of the Faculty Contract.

Training sessions cover a broad range of topics, including equity and diversity, technological proficiency, and instructional best practices. Notably, a [spring 2024 training session](#) covered essential aspects of the faculty evaluation process, enhancing transparency and understanding of the evaluation procedures.

Policy and Documentation

The college maintains documentation of its evaluation processes and policies on its website, ensuring transparency and accessibility for all employees. This includes detailed job descriptions and evaluation forms for each employee group, accessible through the district's Human Resources webpage and forms depot, respectively.

The district's Workday HR system tracks evaluation cycles for classified professionals and managers and provides evaluating managers with automated prompts and reporting to ensure on-time, meaningful evaluations aligned to contract and policy requirements.

By adhering to clearly defined policies and collaborating with the district services and labor unions in periodic updates to evaluation practices, Grossmont strives to support its employees in achieving professional excellence while enhancing their ability to contribute to student success and institutional goals.

3.4. The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success. (ER 18)

Resources to Support Essential Programs and Innovation

Grossmont manages its fiscal resources to support and sustain student learning programs and services and improve institutional effectiveness in a manner consistent with its mission. GCCCD Board Policies and Administrative Procedures guide the management of financial affairs to ensure financial stability and integrity in the allocation of resources to Grossmont College, Cuyamaca College, and the District Office. The district board policies that are germane to financial resources and management include:

- Budget Preparation ([BP 6200](#), [AP 6200](#))
- Budget and Reserve Management ([BP 6250](#), [AP 6250](#))
- Fiscal Management ([BP 6300](#), [AP 6300](#))
- Debt Issuance and Management ([BP 6307](#), [AP 6307](#))

Grossmont and GCCCD have established processes to ensure fiscal resources are adequate to sustain instruction and student support. The GCCCD Governing Board provides fiscal oversight of the district and approves district policies that govern budget-related procedures. The district's Chief Business Officer, the Vice Chancellor of Business Services, provides regular reports to the Governing Board regarding district finances, including annual and quarterly budget reports, bond project reports, grant information, and other areas of significant fiscal impact ([GCCCD Quarterly Fiscal Report 5-20-25](#); [GCCCD Governing Board Minutes 5-20-25](#), [GCCCD Quarterly Fiscal Report 2-11-25](#), [GCCCD Governing Board Minutes 2-11-25](#), [Monthly Facilities Projects Report to Governing Board March 2025](#)).

The GCCCD Income Allocation Model (IAM) allows for a responsive process for allocating fiscal resources based on college enrollment. The IAM, which was revised most recently in 2023 by the Budget Allocation Task Force (BAT) in response to feedback from the colleges, now follows a three-year average for Full-Time Equivalent Students (FTES) to allocate financial resources to the two colleges ([BAT Minutes 4-10-23](#), [BAT Minutes 2-21-23](#), [BAT Memo 5-1-23](#)). This ensures that one year of unusual FTES growth at one of the colleges will not shift budgetary resources so greatly that it would have an adverse impact on the other college, similar to the California Community Colleges Student-Centered Funding Formula. Revenue from international students and non-resident tuition is directly allocated to each of the colleges. In addition, ending balances remain at each college to be rolled into the next fiscal year budget.

The [2024–2025 Adoption Budget](#) includes a final unrestricted general fund (UGF) contingency reserve of \$16.25 million, consistent with Board Policy 6250 ([BP 6250](#)) and best practices established by the Government Finance Officers Association. This reserve equates to approximately one to two months of total operating expenditures. Additional set-asides include \$1.8 million each for technology upgrades and facilities maintenance, \$1 million for STRS/PERS cost increases, and one-time funds totaling \$27.4 million across categories such as health and safety mitigation, deferred maintenance, and pending litigation. Unrestricted general fund revenues are projected at \$161 million, with expenditures totaling \$166 million,

including salary and benefits making up 85% of ongoing expenses. The budget assumes no state-imposed deficit, includes COLA-related increases, and incorporates stability funding for SCFF revenues.

In summary, the 2024–2025 budget reflects a cautiously optimistic outlook amid statewide fiscal constraints. The expiration of “Hold Harmless” provisions and increased operating costs underscore the importance of maintaining enrollment levels and fiscal discipline. Despite rising expenditures in insurance, health benefits, and legal liabilities, the district remains committed to strategic investments in employee compensation, academic programs, and long-term financial sustainability, as further detailed in Standard 3.7.

Enhanced Services and Programs

The college has been able to create and enhance services for students through the budget process. One significant program is the [Promise Plus Program](#), developed in collaboration with the [Foundation for Grossmont & Cuyamaca Colleges](#). This strategic initiative was designed to address the educational needs of local students and reduce the financial barriers hindering their college attendance. Understanding the critical role of post-high school education in securing sustainable careers, the district has observed a concerning trend: nearly half of local high school graduates do not pursue higher education, primarily due to the prohibitive costs associated with it. In response, the district has collaborated with the Grossmont Union High School District (GUHSD) to create a comprehensive support system through the Promise Plus Program.

In conjunction with the California Community College system’s [Promise Program](#) (AB 19), which covers tuition for first-time students, the Promise Plus Program aids in covering costs beyond tuition, such as books, supplies, and basic needs, ensuring students have everything required to succeed academically. Moreover, the Promise Plus Program has broadened its scope to include support for returning students facing extenuating circumstances, adults re-entering college to enhance their job prospects, transfers from Grossmont Adult School, and the provision of emergency scholarships.

Other programs and innovations that have been implemented include:

- [Peer Online Course Review](#) (POCR): Established in fall 2023, the POCR program assists participants in applying POCR-aligned DesignPLUS templates to asynchronous online courses, aligning them with the CVC/OEI Course Design Rubric that promotes student success and regulatory compliance.
- [Faculty Equity and Innovation Institute](#) (FEII): Launched in fall 2023, the FEII aims to close equity gaps and enhance instructional excellence by empowering faculty with data, insights into the impacts of race and systemic issues on education, and tools for implementing culturally relevant pedagogy.

Grant Funding

In addition to the unrestricted and restricted general fund budgets, Grossmont also relies on federal and state grants to support its mission. All grants directly support the college's mission and priorities, and the district supports Grossmont staff by ensuring compliance with accounting and grantor requirements. Policies that govern the use of grants are outlined in the Board Policies on Grants ([BP 3280](#)), Grants-Federally Funded Guidelines ([BP 3281](#)), and Grants-Time and Effort Reporting for Federally Funded Grants ([BP 3282](#)).

Grossmont has obtained several grants that have taken advantage of local collaborations and assesses and seeks out suitable grant funding that fits with the goals of the campus and community. Recent grants the college has been awarded include:

- [IEPI Grant on Operational Excellence](#): This grant supports our strategic priority of operational excellence. Our goal is to maximize student learning and success by improving organizational processes, promoting safety and wellness, and creating college-wide opportunities for professional development. This will lead to a commitment to the sustained use and development of resources.
- [Open Textbook Pilot Grant](#): This grant utilizes the LibreTexts platform, which hosts a vast collection of Open Educational Resources (OER). LibreTexts features 13 discipline-specific libraries, 400 open textbooks, and various tools that allow faculty to customize OER content for their courses.
- [Via Rápida FYE Grant](#): Funded by a U.S. Department of Education Title V grant aimed at supporting Hispanic and low-income students. While the original grant has concluded, the program continues under the name First Year Experience (FYE), maintaining its commitment to enhancing academic and social experiences for first-time college students.
- [Zero Textbook Cost \(ZTC\) Grants](#): Funded by the California Community Colleges Chancellor's Office, these grants aim to reduce the cost of college attendance and accelerate completion. Grossmont received an implementation grant to support ZTC pathways in University Studies degree programs, along with acceleration grants for Anthropology, History, and Philosophy.
- [Strong Workforce Regional Grants](#): These state-funded grants enhance career education through guided pathways, faculty and counselor professional development, and expanded work-based learning opportunities. Funding also supports job placement services, clinical planning for Allied Health programs, and initiatives that improve equitable access and completion in CTE fields.
- [Faculty Equity and Innovation Institute \(FEII\)](#): A year-long, faculty professional development model being funded by a two-year Culturally Responsive Pedagogy Grant from the state chancellor's office. Grossmont will use restricted funding to continue the program after the grant ends in spring 2025.

Resource Allocation Process

At the district level, GCCCD develops its budget annually based on revenue projections, enrollment targets, and Board-approved priorities. A tentative budget is followed by a final budget each September, with funds allocated to the colleges through a process that considers FTES, program needs, and strategic goals. Grossmont's annual resource allocation and prioritization process occurs via [Annual Unit Planning](#) and ensures that the college's resources (including human resources, physical/facilities resources, technology resources, etc.) are allocated in direct support of the institutional goals and objectives. The resource allocation process commences upon the completion of annual unit plans in the fall, and the annual unit plans are then used to inform the resource allocation process. Requests for resources (human/staffing, physical/facilities, technology, and equipment/supplies) are submitted to the appropriate participatory governance committee for prioritization.

The Vice Chancellor of Business Services provides regular budget reports to the Districtwide Budget Council (DBC), formerly the District Strategic Planning and Budget Council (DSP&BC), a participatory body with representatives from both colleges and district constituencies. The DBC reviews revenue and expenditure assumptions, provides input on budget priorities, student fee recommendations, and business policies, and forwards advice through district shared governance. Supporting resource include [DBC Charge and Composition](#), [DBC Minutes 2-10-25](#), [DSP&BC Minutes 5-13-24](#).

Grossmont's [Budget Committee](#) plays a central role in supporting this process by promoting transparency, understanding, and consistency in how resource decisions are made. The committee reviews requests for budget increases from the annual unit planning process and considers them in the context of broader institutional plans, including the Strategic Plan, Technology Plan, and Facilities Master Plan. It also integrates guidance from ongoing state and district fiscal developments. Through this integrative role, the Budget Committee reviews budget assumptions, priorities, and procedures for resource allocation. This structured, participatory approach ensures that resources are allocated equitably and strategically.

3.5. The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.

Financial Planning and Integrated Planning

[Integrated planning](#) at Grossmont effectively links outcomes assessment, program review, annual unit planning, and resource allocation to advance the college's strategic goals and mission. This process is facilitated by the Office of College Planning & Institutional Effectiveness, ensuring that all planning activities are sustainable, collaborative, aligned, and change-ready. These guiding principles support the institution in maintaining a focus on progress and student success while engaging all stakeholders in the planning process.

Guiding Principles for Integrated Planning

Grossmont upholds several guiding principles through its Office of College Planning & Institutional Effectiveness to ensure that planning is not only aligned with but also foundational to the financial strategies of the institution, as aligned with the Society for University & College Planning:

- **Sustainable:** Builds a lasting culture of planning focused on institutional progress and student success.
- **Collaborative:** Engages all stakeholders, promoting investment in the institution's success.
- **Aligned:** Links planning across the institution to resource allocation and outcomes assessment, ensuring that goals and initiatives are adequately funded and progress is measurable.

Integrated Planning Processes

- **Outcomes Assessment:** This begins with data analysis from course, program, and unit-level outcomes, which guides subsequent planning stages.
- **Program Review:** Assess unit performance and develop plans for continuous improvement with systematic evaluations and reflections over specified cycles.
- **Annual Unit Planning:** Identifies action steps and necessary resources for the upcoming year, directly linking to the program review objectives.
- **Resource Allocation:** Ensures that resources are allocated to support institutional goals effectively, based on the comprehensive planning processes.

The [Annual Unit Plan Process diagram](#) illustrates this process. These integrated planning processes at Grossmont are essential for maintaining alignment between the institution's financial strategies and mission. They also facilitate effective decision-making in developing plans and budgets.

Participation of Appropriate Stakeholders

The district and college have established clearly defined policies and procedures for financial planning in budget development, including BPs and APs for Budget Preparation ([BP 6200](#), [AP 6200](#)), Budget and Reserve Management ([BP 6250](#), [AP 6250](#)), and Fiscal Management ([BP 6300](#), [AP 6300](#)). Grossmont's [Budget Committee membership](#) includes the Vice President of Administrative Services, a faculty co-chair, and three representatives from each of the following groups: the Academic Senate, Administrators' Association, Associated Students of Grossmont College, and Classified Senate. In addition, the VPAA and the Senior Dean from Allied Health and Nursing serve as advisory members.

The district's [Budget Planning Calendar](#) ensures that all stakeholders are informed and engaged in a structured and timely financial planning process throughout the year. This calendar serves as a collaborative framework jointly used by the district and the college to guide budget development and resource planning. It outlines key dates and responsibilities, from the initial release of the Governor's proposed budget to the final approval of the adoption budget by the Governing Board. Budget

development efforts are then communicated to the Grossmont College Budget Committee to promote transparency and demonstrate fiscal responsibility and solvency. Under this overarching process, annual unit plan requests for resource allocations are evaluated by the Budget Committee, which prioritizes and forwards recommendations to the College Council for consideration and approval.

From a communications perspective, the [College Council Recommendation form](#) is one method used to facilitate structured and effective proposal submissions and decision-making within the College Council at Grossmont. In addition to general governance use, the form is also employed to recommend the allocation of discretionary funds already built into the budget (for example, proposals that emerge from shared governance committees such as the Student Success and Equity Committee). These committees may submit prioritized requests, such as funding for faculty or student success initiatives, which can influence budget allocation decisions through this formal process. By requiring detailed input about the recommendation, including its alignment with the college's mission and strategic goals, the form facilitates appropriate assessment of each request. It also serves as a formal record of requests and actions taken, supporting transparent governance and allowing for informed discussions and decisions during College Council meetings.

Governance and Fiscal Management

The district has additional board policies and administrative procedures that help ensure sound financial practices and financial stability to support its educational plans. This includes Investments ([BP 6320](#), [AP 6320](#)), Purchasing ([BP 6330](#), [AP 6330](#)), Debt Issuance and Management ([BP 6307](#), [AP 6307](#)), Purchasing ([BP 6330](#), [AP 6330](#)), and Bids and Contracts ([BP 6340](#), [AP 6340](#)). The district's most recent clean audit reports provide evidence of these sound fiscal practices, as provided in the following: [2022-2023 Annual District Audit Report](#), [2022-2023 Foundation for Grossmont & Cuyamaca Colleges Audit Report](#), and the [2022-2023 Prop V Financial and Performance Audit](#).

The coordination of institutional planning with grants and other alternative funding sources is evidenced in the [Grant Planning Process Overview](#) and examples like Perkins Grant funding (see [sample Grant Coordinator meeting agenda](#)) and Instructional Equipment and Library Materials (IELM) funds. With IELM, funding is periodic and evaluated against a [list of instructional and library resource needs](#) that are prioritized in alignment with Grossmont's mission and goals.

The [Board Policy 6250](#), related to Budget and Reserve Management, was updated in February 2023 to ensure the goal of maintaining an Unrestricted General Fund reserve of (at least) two months of total operating expenditures. Raising this reserve requirement supports prudent fiscal management.

3.6. The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.

Transparency of Budgeting

The availability and dissemination of district [Tentative Budgets](#) presented in the summer and [Adoption Budgets](#) presented in the fall of each year allow for transparency in the budgeting process for comparison and forecasting in anticipation of each fiscal year.

As detailed in the [2022-2023 Tentative Budget presentation](#), the district adheres to the Government Financial Officers Association (GFOA) Budgeting Best Practices, aiming to maintain a structurally balanced budget by ensuring recurring revenues meet or exceed expenditures. The Tentative Budget, based on the Governor's January proposal, allows the district to meet its financial obligations early in the fiscal year, while the Adoption Budget aligns with the final approved state budget, covering state funding protections, revenue, expenses, and contingency reserves. The district's budgeting process emphasizes transparency

and rigor in policy adoption and includes five-year financial projections to ensure long-term financial stability.

Control Mechanisms to Ensure Responsible Fiscal Management

The district ensures the institution's financial integrity, the responsible use of its financial resources, and its fiscal outcomes through an internal control structure with appropriate control mechanisms. These are addressed in the following Board Policies: Fiscal Management ([BP 6300](#)), Debt Issuance and Management ([BP 6307](#)), Purchasing ([BP 6330](#)), Bids and Contracts ([BP 6340](#)), and Financial Audits ([BP 6400](#)). Multiple control mechanisms are built into the district's accounting system to ensure the responsible and appropriate use of the college's fiscal resources. For example, purchase requisitions are generated electronically in the Workday. Processing a requisition through the system requires a valid account number, available budget, and multi-tiered approval with the Accounting Forms Workflow. Changes to approval levels can only be executed in the system by college administrative and district administrative staff who, by the nature of their positions, have been assigned high-level security clearance.

Audit Outcomes

The U.S. Department of Education FSA Program Review, noted on June 17, 2024, eight federal compliance findings. On August 25, 2025, the Department of Education issued a [Final Program Review Determination](#) concluding that all Title IV findings were resolved, validated the College's corrective actions, and closed the program review with no further actions required. In addition, the college revised internal financial aid policies and practices and required key campus personnel, including administrative leadership, to complete the USDOE's Fundamentals of Federal Student Aid training program to promote campus-wide awareness and accountability.

The [independent audit for the fiscal year ending June 30, 2024](#) of the Grossmont-Cuyamaca Community College District (GCCCD), confirmed that the financial statements were presented fairly in all material respects, in accordance with generally accepted accounting principles. The audit identified no material weaknesses in internal controls over financial reporting. One significant deficiency related to documentation and timeliness of credit card transaction approvals was noted. Three federal compliance findings were issued: disbursement of Pell Grant funds to ineligible students, delays in processing Return to Title IV (R2T4) funds, and failure to update student enrollment status promptly in the National Student Loan Data System (NSLDS). Each of these findings included auditor recommendations, and the district submitted a corrective action plan to address them.

The independent [audit for the fiscal year ending June 30, 2023](#), similarly confirmed that the financial statements were fairly presented. No material weaknesses or significant deficiencies were found. Minor issues at this time included delayed R2T4 calculations and financial aid overpayments related to changes in student units. These matters were addressed with improved verification procedures and staffing adjustments. Previous annual financial audits dating back to the 2000-2001 fiscal year are available on the district's [Annual Audit Reports](#) homepage.

Any audit findings are noted in the external audit reports and are presented to the Board of Trustees at regular [Board meetings](#) (current Board agendas and minutes are available on the [BoardDocs website](#); agendas and minutes prior to June 2018 are available on the [Governing Board Archived Agendas and Minutes webpage](#)). The District, Foundation, and Prop V Financial and Performance Audits, including responses to deficiencies, are available and are posted on the [Annual Audit Reports](#) website. These practices reflect the district's ongoing commitment to financial accountability, transparency, and continuous improvement.

3.7. The institution ensures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability. (ER 18)

Financial Solvency through Policy and Planning

The district ensures there are adequate financial resources to fulfill present operational requirements while also considering long-term financial objectives and forthcoming commitments. This includes BPs and APs for Budget Preparation ([BP 6200](#), [AP 6200](#)), Budget and Reserve Management ([BP 6250](#), [AP 6250](#)), and Fiscal Management ([BP 6300](#), [AP 6300](#)), in conjunction with Debt Issuance and Management ([BP 6307](#), [AP 6307](#)), which support the financial management of funds and ensure financial stability for short-term and long-term financial priorities.

Reserve Policies and Cash Flow Management

Consistent with [BP 6250](#) and [AP 6250](#), the district maintains a Board contingency reserve to safeguard operations and support fiscal stability across budget cycles. The 2025–26 Tentative Budget reflects an unrestricted general fund board reserve of approximately \$16.4 million, aligned with board guidance. The district also conducts monthly cash-flow forecasting to monitor the timing of apportionments, grants, and payroll obligations and, when necessary, employs permitted short-term measures (e.g., policy-compliant interfund borrowing) to manage timing variances. These practices protect short-range liquidity while reinforcing the institution’s long-range financial priorities.

The college ensures that its resource allocation process facilitates program evaluation, encompassing both immediate and future-oriented strategies like the [Technology Rollover Plan](#), the [Five Year Construction Plan](#), and the [GCCCCD Comprehensive Strategic and Facilities Plan 2022-2028](#). Performance in annual audit reviews (as described in Standard 3.6) has assisted in validating the effectiveness of the organization's fiscally responsible strategy. By adopting this strategy, the college maximizes outcomes by strategically capitalizing on funding opportunities while exercising prudence to ensure the sustained viability of programs and initiatives.

In fall of 2023, Grossmont developed a [Three-Year Budget Plan](#) (fall 2023-spring 2026) for the use of dedicated retention funds in order to meet student needs and increase enrollment in the face of potential financial decreases given the potential impacts of the end of statewide hold harmless provisions. The plan outlines measures to counteract a potential \$2 million deficit in the 2025/26 academic year, coinciding with the end of the state’s full hold harmless protections. The plan also involves a strategic blend of revenue enhancements and expense reductions to secure a balanced budget by 2025/26. The success of Grossmont's efforts to expand enrollments has mitigated the projected deficit and demonstrates a forward looking and fiscally prudent approach.

Specifically, Grossmont aims to boost retention in six key areas and increase enrollment by 10% annually over three years. The latter is supported by a 21% increase in 2023–24, a 5% growth in 2024–25, and a target of 7% in 2025–26. On the expenditure side, the college has taken steps such as reducing discretionary release time and aligning budgeted positions with staffing availability. Each initiative within the plan includes specific target goals, which are regularly monitored and evaluated to ensure effectiveness and fiscal sustainability.

Reserve Policies and Cash Flow Management

To sustain fiscal solvency over the long term, the district proactively plans for retiree health obligations and pension cost volatility while managing enterprise risk. This includes maintaining an irrevocable OPEB trust and a Section 115 Pension Rate Stabilization (PARS) trust, and modernizing insurance programs by transitioning to PIPS (workers’ compensation) and SWACC (property/liability) while establishing a District

Risk Management Office. These measures complement reserve and cash-management practices and ensure the district can meet future obligations without jeopardizing operational stability.

The district has a long-established Other Post-Employment Benefits (OPEB) funding process. As part of the annual budget development process, the district allocates 2% of contract salaries to fund OPEB each year. The district has established an irrevocable trust to fund OPEB ([Irrevocable Trust Statement as of May 2025](#)). The district is projected to have a total of \$16.1 million in the OPEB fund as of the 2024-25 fiscal year, of which \$13 million is in the irrevocable trust, with an additional estimated \$2 million to be added in 2025-26. Every year, the district performs an actuarial study of retiree health liabilities under GASB 74/75 to assess and project OPEB liabilities ([GCCCD Actuarial Report 2024-25](#)). The Total OPEB Liability (TOL) was \$21.2 million and the Net OPEB Liability (NOL) was \$9.2 million as of June 30, 2024.

Capital Financing and Deferred Maintenance

To address capital improvement needs, the district successfully passed Proposition V, a facilities bond measure approved by voters in 2012, to fund a range of modernization and construction projects across both Grossmont and Cuyamaca Colleges. As of June 30, 2024, the District had expended the majority of Proposition V bond proceeds along with accumulated interest, with active projects including the Phase 2 Science, Math & Career Tech Complex, and the Liberal Arts & Business Tech Complex at Grossmont. With bond funds nearly fully allocated, the district now uses its unrestricted general fund savings and deferred maintenance reserves to address ongoing capital and facilities needs.

Through contract negotiations, the district and the California School Employees Association (CSEA) agreed to a temporary [side letter in June 2022](#) permitting classified employees to carry over excess vacation balances beyond the usual June 30 deadline, provided the time was scheduled and used by September 30, 2022. While not a permanent change to accrual limits, this measure supported operational flexibility and helped reduce the district's compensated absence liability by encouraging timely use of accrued vacation. The district has since made progress in lowering the number of employees with excess vacation balances.

The college works collaboratively with the district to ensure that all long-term financial obligations are met without jeopardizing operational stability. This includes participating in multi-year planning efforts and monitoring of liabilities such as pensions and retiree benefits, as documented in the district's annual independent audits. Through these practices, the college and district maintain a proactive approach to fiscal responsibility and long-term sustainability.

3.8. The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers courses, student services, and/or learning supports.

Long-Term Planning for Physical Resources

Grossmont's infrastructure planning is steered by its [Comprehensive Strategic and Facilities Plan 2022-2028](#), which emanated from extensive shared governance dialogues initiated at the college's Annual Planning Forum in Spring 2021. This plan integrates a robust facilities framework aligned with the college's vision for community building, student engagement, and academic excellence. Informed by contributions from a broad range of interested parties, the plan reflects community priorities such as collaborative spaces and educational improvements designed to advance student success.

In Spring 2025, the [College Council reviewed and approved](#) the Facilities Committee's prioritized list of 11 proposals, which included long-standing deferred needs. Cabinet approved all but one item on the Facilities Prioritization Request (FPR) list and also discussed adjustments to specific instructional material requests, including reduced costs for BIO department furniture and cabinets.. These priorities will continue to inform Cabinet-level funding decisions over the summer, contingent on available resources.

This process illustrates the college's continued commitment to inclusive planning and responsible stewardship of physical resources.

Future Development and Project Initiatives

The Facilities Plan, as part of the comprehensive plan linked above, lays out a series of developmental proposals ranging from new constructions to renovations and site enhancements, with each project poised for detailed planning and design upon securing funding and defining user groups. Notable future projects include:

- **200s and 500s Complexes:** Proposals to upgrade elements of these outdated facilities into modern, multi-purpose buildings that accommodate diverse instructional and administrative needs and foster efficient space utilization.
- **Athletic & Recreation Facilities, Library Renovation:** Comprehensive improvements are planned for the athletic, exercise science, and library facilities to meet both current and future needs. These upgrades will ensure equitable access to modernized spaces, enhance connectivity across the campus, and expand community access, supporting a dynamic and inclusive educational environment.
- **Centralizing Student Support Services:** A reorganization plan to centralize student services, making them more accessible to initiate and support students' educational journeys by repurposing existing structures around a revitalized Central Plaza.
- **New Front Door:** A redesigned campus entrance on the southeast side to ease traffic and enhance first impressions.

Recent and Ongoing Projects

Recent initiatives, such as the integration of solar panels and energy storage systems, signify Grossmont's commitment to sustainability and energy efficiency, with a [public hearing in February 2024](#) underscoring community involvement in campus developments.

In addition, there was the opening of the math and earth sciences building (which houses the MESA center, math and science tutoring, and Veteran's Resource Center), and Performing and Visual Arts Center (PVAC). Also, there have been perimeter road upgrades to allow for better access to the campus and improvements to our facilities' infrastructure, including HVAC and roof repairs.

Finally, Grossmont is engaged in the renovations in several buildings on campus, including our 500s and 200s complexes. These renovations include classroom upgrades, enhanced safety features, IT infrastructure, and accessibility.

Ensuring Safety and Compliance

Board policies and administrative procedures that support safe and effective physical resources include Campus Safety ([BP 3500](#), [AP 3500](#)), Campus Security and Access ([BP 3501](#), [AP 3501](#)), Weapons on District Property ([BP 3530](#), [AP 3530](#)), and Emergency Preparedness and Management Plan ([BP 3505](#), [AP 3505](#)), among others in the 3500s.

The district website provides information on [Facilities Planning and Electrical Maintenance](#), including information on the [Five-Year Construction Plan](#), [Schedule Maintenance](#), and [Staff Contacts](#). Scheduled maintenance projects are organized by funding year and include the type of project, costs, adverse effects, and planned corrective methods.

In addition, Grossmont is completing an upgrade to building 35 in summer 2025, which is a storage facility for hazmat materials in order to accommodate newly reimagined and improved hazardous waste management practices.

Facilities Usage and Inventory Assessment

The Facilities Condition Index (FCI) serves as a pivotal tool in the strategic planning of campus facilities, offering a quantitative assessment of building conditions. Administered by the California Community College Chancellor's Office (CCCCO), the FCI provides a ratio of deferred maintenance costs to replacement values, thereby facilitating a straightforward comparison of the campus' building assets. Notably, buildings erected at Grossmont from the 1960s through the 1980s exhibit FCI numbers exceeding 30%, signaling that renovation costs would be prohibitively high, making replacement a more viable option. This crucial data underpins discussions about renovating or replacing these aging structures to better support the college's programmatic needs.

In addition to the FCI assessments, Grossmont diligently maintains a comprehensive [Space Inventory](#), updated annually in compliance with State Chancellor's Office standards. To meet projected 2030 enrollment and program requirements, and to replace functions from facilities slated for removal, the college relies on its [2022-2028 Strategic Facilities Plan](#). This plan also allows for space adjustments based on evolving hybrid delivery models. Additionally, an increase in the diversity of study, engagement, and collaboration spaces in the Library is anticipated, reflecting student preferences and supporting their stated reasons for campus visits. Ultimately, the current and projected space needs by 2030 are closely aligned, highlighting the potential for facility repurposing to adhere to strategic principles.

A [Space Utilization Study](#) from February 2024 further informed campus planning with actionable recommendations to enhance space efficiency and student experience. These include phasing out underutilized modular buildings by expanding scheduling beyond peak hours, increasing student-centered spaces such as study hubs and academic "living rooms," and optimizing energy use by aligning building operations with actual occupancy patterns. The study also advised incorporating flexible workspaces in future capital projects to support updated faculty and staff needs for office and meeting spaces. These insights complement the college's long-term facilities strategy and support sustainable, student-focused growth.

3.9. The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.

Technology Plans

Grossmont employs a strategic and secure approach to bolster its educational services and operational functions. The [Grossmont College Technology Plan 2023-2029](#) is central to these efforts, emphasizing a student-centered learning environment that aligns with the college's missions and strategic goals. This plan intricately details the prioritization processes, governance, and decision-making strategies essential for integrating technology throughout the college's operations. It establishes a clear timeline for annual and off-cycle technology requests and outlines a detailed process for evaluating these requests to ensure they align with the college's strategic objectives.

Grossmont's Technology Committee organizes [Strategic Plan Action Items](#) and provides short-term goals and objectives that work in alignment with the six-year master plan. [Technology requests](#) from faculty and staff are ranked and prioritized based on alignment with the institution's mission and goals. An example of a technology request is shown in the [Respiratory Therapy Annual Unit Plan](#), with the technology resource request highlighted, demonstrating its integration in the annual planning process.

The [District's Technology Plan for 2023-2029](#) serves as a strategic guide for managing district resources over the next six years. It sets forth guiding principles and objectives aimed at enhancing information security, bolstering teaching and learning, improving student experiences, and increasing administrative efficiencies. Developed collaboratively with contributions from faculty, staff, and students dedicated to advancing GCCCD's vision and mission, the plan covers key areas, including guiding principles and core values, addressing drivers of change, IT governance, and organizational structure.

Ensuring Security and Efficient Management of Technology Resources

To strengthen the security and management of its technology infrastructure, Grossmont adheres to the Board Policy on Information Security ([BP 3726](#)), which mandates the highest standards of data privacy and security in compliance with state and federal laws, best practices, and board policies. Employees responsible for managing sensitive data are required to follow the district's information security protocols. In addition, Grossmont follows Computer and Network Use policies and procedures ([BP 3720](#), [AP 3720](#)).

At the district level, the [Information Security Program](#) safeguards information and personally identifiable information (PII) through rigorous guidelines and annual reviews. Overseen by the Information Security Officer (ISO), the program establishes strict protocols for data access, storage, and security, ensuring that all personnel are trained in handling sensitive information responsibly. Key security measures include secure user authentication protocols, access control measures, and regular network security audits to protect against unauthorized access and data breaches. This comprehensive approach ensures the efficient management of technology resources while upholding the security of critical information.

Technology Support and User Guidelines

Grossmont offers support systems to address technology-related issues, ensuring ongoing assistance for all users on campus and demonstrating a commitment to accessibility and user support. The [Technology Self-Help Guides](#) available on the Grossmont website offer valuable resources for troubleshooting and optimizing the use of technology resources. The [Technology Services Site](#) (same location) further supports this by providing links to essential services such as the helpdesk, computer lab information, support requests, digital signage standards, HyFlex classroom details, and on-campus printing options, ensuring commensurate support for all technology users. The college also provides 24/7 phone and chat support for Canvas, supported by the California Community College Chancellor's Office (CCCCO).

In addition, the district IT department sends timely Tech Bulletin newsletters to faculty and staff that provides key informational updates to help ensure the security, efficiency, and compliance of the community's technology use.

These detailed measures and resources illustrate Grossmont's commitment to enhancing its technological capabilities in alignment with educational goals and operational efficiency, ensuring that staff, faculty, and students benefit from a secure and progressive learning environment.

3.10. The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.

Policies and Procedures for Risk Management

Grossmont is committed to maintaining a safe and prepared campus environment through comprehensive risk management policies and emergency response procedures. At the district level, the [Risk Management](#) office administers, reviews, and updates the district's property, liability, and student insurance programs. In addition, it ensures a safe environment for the community and protects and preserves the district's assets from the adverse effects of physical and financial losses. The Risk Management office collaborates with the college by advising leaders on the risks of activities and ensuring compliance with district policies.

At the college level, the [Emergency Communications Plan](#) provides comprehensive procedures for addressing various security threats, ensuring the campus can respond promptly and effectively in emergency situations. This plan includes protocols for issuing timely warnings and emergency notifications, maintaining a current list of personnel authorized to initiate these communications, and procedures for managing emergency communications across different platforms and devices.

Relevant policies and procedures include:

- **Emergency Information:** Critical details on [Emergency Information](#) for the college community, including [Grossmont's Incident Response Process](#).
- **Health and Safety:** Resources on the [District HR Health and Safety Intranet](#) and [Environmental Health and Safety Plans and Programs](#).
- **Risk Management:** The district's [Risk Management website](#).

Additional key policies:

- Campus Safety ([BP 3500](#), [AP 3500](#))
- Prohibition of Harassment ([BP 3430](#), [AP 3430](#))
- Computer and Network Use ([BP 3720](#), [AP 3720](#))

Insurance and Self-Insurance Records

Grossmont maintains comprehensive coverage for health benefits, workers' compensation, and unemployment through self-insurance and cooperative programs.

The district regularly reviews and updates its insurance coverages in order to ensure the effectiveness of its program. As a result of a recent analysis of the GCCCD insurance programs, as of 2025-26, the district shifted to the Protected Insurance Program for Schools and Community Colleges (PIPS), a JPA that provides workers compensation coverage for schools and community colleges in California. This move minimized future risk and functions like a "fully insured" program, providing member districts more than 99% of their actuarially determined probability level and offering training for district personnel to enhance loss control ([Governing Board Minutes 3-11-25 Item 11.1](#)).

Similarly, the district shifted to SWACC, a JPA focused specifically on California Community Colleges, as its insurer for property and liability insurance. These changes are expected to improve coverage and risk mitigation support while also projected to have saved the district nearly \$400,000 for the 2024-25 academic year ([Governing Board Minutes 3-11-25 Item 11.2](#)). PIPS provides a variety of cost containment services and employee training opportunities ([PIPS Services Overview](#)). SWACC provides resources to help community college districts control risk and protect assets with programs such as loss control services, property and liability safety inspections and audits, loss driver reduction programs, and litigation management services ([SWACC Overview](#)).

In addition, based on a recent assessment completed by a risk management consultant, the district identified a need to streamline and improve its facilities maintenance and reservations system while improving its risk mitigation strategies. To this end, the district began migrating to the Facilitron system for facilities maintenance work orders in spring 2025 and is planning to implement Facilitron for facility use and rental in the next few years. This change is expected to streamline facilities request documentation, reservation processes, and data collection, and improve the district's approach to addressing statewide facilities use regulations and requirements ([Facilitron Reservations Dashboard](#)).

Relevant resources:

- [Workers' Compensation Information](#)

- Insurance Coverage ([BP 6540](#), [AP 6540](#))
- Volunteer Workers' Compensation and Liability Coverage ([BP 3830](#))

Contingency Plans for Emergencies

The college has developed broad and inclusive contingency plans to address financial, environmental, technological, and other emergencies, ensuring the continuity of operations and safety of the college community under various unforeseen circumstances. Districtwide, GCCCD implemented the RAVE emergency notification system (replacing InformaCast) to deliver rapid, multi-channel alerts to students and employees. RAVE is tested on a regular cadence in coordination with campus and district public safety.

Key contingency resources and planning documents include:

- Information Security ([BP 3726](#))
- Budget and Reserve Management ([BP 6250](#), [AP 6250](#))
- Emergency Preparedness and Management Plan ([BP 3505](#), [AP 3505](#))

The [2024–2025 Adoption Budget](#) includes a final unrestricted general fund (UGF) contingency reserve of \$16.25 million, consistent with Board Policy 6250 ([BP 6250](#)) and best practices established by the Government Finance Officers Association.

Risk Management for Information Technology

An essential component of risk management is the security of sensitive data systems, including student and employee information systems. Grossmont adheres to the articulated policies on Records Retention and Destruction ([BP 3310](#), [AP 3310](#)), as well as policies and procedures on Student Records, Directory Information, and Privacy ([BP 5040](#), [AP 5040](#)).

The district has an [Information Security Program](#) to safeguard electronic data and personally identifiable information (PII). This program adheres to strict guidelines to ensure compliance with relevant regulations. These standards include at least three data copies on two different media and at least one data copy located at a separate site for disaster recovery.

GCCCD has multiple backups of digital files in two data centers at the two college campuses, which are approximately 10 miles apart. In addition, the district's servers and file storage utilize redundant LAN switches and increasing amounts of data are backed up on a secure cloud storage service. Any data set that becomes corrupted or if a data center is breached can be recovered via backup. The district has shifted much of its traditional file servers to Microsoft 365, with OneDrive as an option for computer backup and document storage. The district recently implemented Microsoft's Single Sign-On portal and is in its initial stages of implementing Microsoft SharePoint, which will improve business continuity.

Additionally, the program covers the scope of PII protection, addressing access, storage, and transmission of sensitive information. Employees and other authorized users must adhere to strict access controls. The program also specifies measures for reporting security breaches and outlines procedures for risk assessment and the management of electronic and physical records. These policies and procedures ensure that all data, especially PII, is handled securely to prevent unauthorized access or breaches.

Standard 4: Governance and Decision-Making

The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.

4.1. The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13)

Commitment to Academic Freedom

Grossmont College upholds the sanctity of academic freedom, as enshrined in several key policies and outlined comprehensively in the Academic Freedom Board Policy ([BP 4030](#)). This policy champions academic freedom as fundamental to protecting the rights of instructors in their teaching roles and students in their learning journeys. It advocates for instructors' liberty to explore all aspects of their subjects, including controversial issues, with the stipulation that such discussions should be relevant to the course content. This commitment extends to faculty conduct outside of the classroom, where faculty members are reminded to exercise their speech rights responsibly, given their position within the community and their potential impact on the institution's reputation.

Further supporting these principles, the Board Policies and Procedures on Political Activity ([BP 3905](#), [AP 3905](#)) and Controversial Issues ([BP 4035](#)) are integral to defining the scope of academic freedom at the college. These policies ensure that political expressions and discussions on controversial issues are conducted in ways that respect free academic inquiry and the diverse opinions of all community members. Additionally, Grossmont guarantees freedom of expression provided that such expression does not result in a disruption of the orderly operations of college and district programs and activities, as outlined in the Board Policy on Speech: Time, Place, and Manner ([BP 3900](#), [AP 3900](#)).

The [Faculty Contract](#) appropriately supports these ideals in Section 2.5, outlining the district's commitment to an academic environment that values freedom of expression as vital to educational excellence. This section emphasizes that academic freedom facilitates a culture of open, critical inquiry and is essential for effective teaching and learning.

As an example of academic freedom in action, the Academic Senate [passed a resolution](#) in 2021 condemning anti-Asian American and Pacific Islander (AAPI) hate crimes and affirming faculty's right to engage in critical discussions on racial justice. The resolution encouraged faculty to incorporate relevant topics into their curriculum where appropriate, reinforcing the role of academic freedom in addressing contemporary societal issues. This demonstrates Grossmont's commitment to fostering an inclusive learning environment where faculty and students can explore complex and challenging subjects without fear of censorship.

Academic Integrity Guidelines

Academic integrity is a cornerstone of educational excellence at Grossmont, as detailed in the college's [Academic Catalog](#). The Academic Policies section of the catalog defines academic integrity, explicitly addressing impermissible actions such as cheating and plagiarism and their potential ramifications. It sets clear expectations for behavior in academic settings, mandating that faculty communicate these standards at the start of each course and that students understand and adhere to these principles.

This policy is reinforced through various college communications, including the [Part-Time Faculty Handbook](#), the [Student Rights and Responsibilities](#) website, course syllabi (see [example extract from syllabus](#)), and Canvas in the [Distance Education policies and procedures](#), ensuring comprehensive

dissemination of these standards across the college community. In addition, there is a sample [guidance for faculty](#) communication, instructing them to include the Academic Integrity policy language when creating their course syllabi.

Specific consequences for violations of academic integrity, ranging from failing assignments to potential suspension or expulsion, are outlined in the [Student Conduct Handbook](#), providing a clear framework for enforcement. Student conduct policies are built on the foundation provided by the board policies and procedures regarding Standards of Student Conduct ([BP 5500](#), [AP 5500](#)), which address student conduct and the disciplinary actions related to breaches of academic integrity. These policies ensure that all members of the college community are held to consistent and high standards in their academic endeavors, promoting a culture of integrity and respect that aligns with the college's mission and educational goals.

These detailed policies and procedures underscore Grossmont's commitment to fostering an environment that supports academic freedom and academic integrity and ensures that the institution provides a respectful and rigorous academic experience.

4.2. Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. Institutional decision-making processes provide opportunities for the inclusion and participation of stakeholders, as appropriate to the institution's character.

Governance Structure and Participatory Decision-Making

GCCCD's governance policies, outlined in Board Policies (BP) and Administrative Procedures (AP) such as Board Duties and Responsibilities ([BP 2200](#)), Participation in Local Decision-Making ([BP 2510](#), [AP 2510](#)), and Delegation of Authority to the Chancellor([BP 2430](#)), define the roles of the Governing Board, Chancellor, College Presidents, and constituency groups, ensuring compliance with Title 5 and accreditation standards. Within this district framework, Grossmont College engages students, faculty, classified professionals, and administrators in planning, policy development, and decision-making through designated representatives. This inclusive approach, detailed on the [Participatory Governance website](#), and more specifically in the [Governance and Decision-Making Handbook](#), reinforces the college's commitment to collaborative policy-making and strategic planning. Districtwide, the [GCCCD Governance Handbook](#) describes the flow of recommendations from college participatory governance bodies to district councils and the Chancellor's leadership team, reinforcing alignment between institutional planning, district policy development, and Board action.

At Grossmont, the governance framework is defined primarily through the board policies and procedures regarding Participation in Local Decision-Making ([BP 2510](#), [AP 2510](#)), which underscores the principle of participatory governance. This process involves various stakeholder groups in planning, developing policies, and making decisions critical to the institution's functions. Each constituency—students, part-time and full-time faculty, classified professionals, and administrators—has the opportunity to contribute through designated representatives, ensuring a comprehensive approach to institutional governance. This inclusive structure is detailed in the [Governance and Decision-Making Handbook](#), reinforcing the college's commitment to collaborative policy-making and strategic planning.

In August 2025, Grossmont held its annual [Governance Retreat](#) to assess the effectiveness of its participatory governance structure and identify areas for improvement. The retreat provided a forum for interest holders to discuss governance challenges, clarify roles, and enhance communication pathways. This retreat is part of an established cycle of governance evaluation, engaging the College Council and governance committee co-chairs in a structured review process that informs ongoing improvements. Grossmont's governance model and handbook have been recognized by other institutions as a best-practice framework, demonstrating the college's leadership in participatory decision-making. Key

outcomes included strategies to improve stakeholder participation and refine decision-making processes, reinforcing the college's commitment to an inclusive and transparent governance framework.

Councils and Committees Facilitating Inclusive Governance

The [College Council](#) stands as the apex of the governance structure, advising the College President on wide-ranging institutional matters. It synthesizes inputs from the following committees that play a crucial role in the institutional decision-making process:

- The [Budget Committee](#) oversees the alignment of budgeting processes with strategic priorities, promoting transparency and informed decision-making.
- The [Facilities Committee](#) advises on the Facilities Master Plan and pertinent issues such as maintenance, renovations, and ADA compliance.
- The [Planning and Institutional Effectiveness Committee](#) (PIEC) ensures that decision-making is data-informed and aligned with institutional effectiveness standards.
- The [Professional Development Committee](#) oversees the planning and evaluation of professional development programs to enhance the college's strategic goal achievement and supports continuous institutional improvement.
- The [Staffing Committee](#) is tasked with creating and monitoring Grossmont's multi-year Staffing Plan, aligning its efforts with the college's Educational and Strategic Plan goals to ensure employment equity and diversity.
- The [Classified Staffing Prioritization Committee](#) reviews and ranks classified staffing requests submitted through the annual unit planning process and provides recommendations to College Council.
- The [Faculty Staffing Prioritization Committee](#) reviews and ranks faculty staffing requests submitted through the annual unit planning process and provides recommendations to College Council.
- The [Student Success and Equity Committee](#) is dedicated to leading and supporting initiatives that enhance student access, success, and equity, helping to shape programs that foster an inclusive educational environment.
- The [Technology Committee](#) manages the college's technological advancements, recommending strategies for technology implementation, prioritizing annual technology requests, and ensuring alignment with the broader strategic and educational goals.

Documentation and Resources Supporting Decision-Making

Key documents such as the [Governance and Decision-Making Handbook](#) provide essential guidelines on the roles and responsibilities within the governance structure, ensuring clarity and consistency in participatory governance. This handbook serves as a foundational resource and helps preserve institutional memory concerning Grossmont's governance practices.

The effectiveness of Grossmont's governance model is further supported by intentional efforts to strengthen communication across governance groups. For example, the college has implemented the use of the [College Council Recommendation form](#) which details recommendations and rationale for the College Council, and it includes an opportunity for the President to close the loop by memorializing final decisions.

The VPAA's regular coordination with the Academic Senate president and the Chair of Chairs, as well as the monthly meeting of the President's Cabinet with the Academic Senate officers, strengthens the bridge between 10+1 academic and professional matters, participatory governance committees, and operational committees, ensuring proposals move efficiently from concept to implementation.

Decision-Making in Action

Practical applications of this governance structure are visible in the actions and decisions that propel the college's mission forward. For example, the [College Council](#) coordinates with other governance bodies to address complex issues, ensuring that decisions are well-considered and mission-aligned. Similarly, the [Student Success & Equity Committee](#) plays a crucial role in shaping initiatives that enhance student access and equity, directly influencing the college's strategic direction.

One of the core functions of the governance committees is that they engage in the annual work of prioritizing resource requests that come from the AUPs relevant to their areas. This is one key way in which Grossmont ensures that resource allocation at the college is a shared governance function that is consistent with the college's vision, mission, and goals.

A recent example of governance in action occurred when concerns were raised in the Academic Senate about the faculty staffing prioritization rubric after annual unit plans and resource requests had already been submitted. In response, the [College Council facilitated discussions](#) between the Staffing Committee and constituent groups, leading to an extension of the resource request deadline to allow for improvements to the rubric. This collaborative effort ensured a more transparent and inclusive decision-making process, and the revised rubric is now being used in prioritizing requests. This process exemplifies Grossmont's commitment to shared governance, demonstrating how concerns are addressed through structured dialogue and refinement.

Other examples of recent initiatives that have advanced the college's mission include the [Black History Month flag request](#) and the [National Coming Out Day-LGBTQ+ flag request](#). The review of the governance structure also advances our college's mission.

4.3. The institution's decision-making structures and processes are used consistently and effectively to advance the mission and prioritize equitable student outcomes.

Participatory Governance to Advance the Mission

At Grossmont, decision-making processes are critically evaluated to ensure alignment with the institution's mission and the prioritization of equitable student outcomes. The college periodically assesses the effectiveness of its participatory governance through various means, including surveys like the [Fall 2020 Participatory Governance Survey](#). This survey gathered feedback from stakeholders on the quality of communication and areas for improvement within the committee's work. The results from these assessments guide ongoing refinements to ensure the governance model remains dynamic and responsive.

Enhancing Governance Through Strategic Retreats

In pursuit of continuous improvement, Grossmont conducts a broad survey periodically and an annual survey of governance co-chairs and college council members. Since 2023, the college has held an annual, full-day [Governance Retreat](#) in August. The retreat facilitates a common understanding among participants of the existing strengths and areas needing enhancement within the governance and decision-making processes. Based on the most recent [annual survey and retreat](#), several actionable goals were set, including the aims of enhancing the clarity of governance versus non-governance issues and improving participant onboarding and college-wide communication. This proactive approach reaffirmed the college's commitment to effective governance and fostered a deeper engagement within the college community in line with Grossmont's foundational principles.

The outcomes of the Governance Retreat were pivotal in advancing the mission of the college. Significant initiatives emerged from this structured dialogue, including the refinement of college-wide policies, the alignment of strategic priorities with the institutional mission, and the enhancement of resource

allocation processes. These initiatives are documented in the [Governance Refresher Retreat Notes](#), which outline specific recommendations for operational improvements across various college functions. Other opportunities to [learn about participatory governance](#) are being offered in August 2025 through the VRC.

Documenting and Advancing Institutional Initiatives

Several critical ideas have been advanced through Grossmont's decision-making structures, including the [Classified Staffing Prioritization List](#), [Faculty Staffing Prioritization List](#), and [Student Equity Plan](#), all of which are crucial for aligning staffing with strategic and equity goals.

In response to the institutional priority of decreasing equity gaps in online success rates, the College Planning and Institutional Effectiveness Office amended the annual unit planning template to include an equity gap analysis and action plan [after discussion of annual unit planning in PIEC](#). This adjustment ensures that resource requests and departmental planning actively address student success disparities, with anticipated improvements already beginning to emerge.

Additional initiatives that have moved forward through the governance process include the creation of a Student Ambassador Welcome Desk, developed to enhance student success and equity. Other significant projects, such as the Welcome Center and the Village, were prioritized to improve student support and engagement. Additionally, revisions to the faculty staffing prioritization rubric were made in response to governance discussions, ensuring a more equitable and transparent process.

Closing the loop on recommendations brought to the College Council and the President regarding final decisions was a key improvement that came from the review of the Governance structure. The process from idea generation to implementation is thoroughly documented through minutes, the [College Council Recommendation form](#), and reports from specific committee and College Council meetings, ensuring transparency and accountability.

Feedback and Continuous Improvement

The feedback received in January 2022, as documented in the [PIEC Governance Feedback notes](#), resulted in significant improvements to the [Participatory Governance Handbook](#), which itself has led to substantial enhancements. Recommendations included integrating specific accreditation standards relevant to each committee's work, improving the clarity of committee interrelations, and extending co-chair tenures to optimize leadership continuity. These refinements illustrate Grossmont's commitment to a robust governance structure that supports and actively enhances the academic environment and broader community engagement.

Decision-making effectiveness is further supported by the [district policy review process](#) (see also 4.4), which formally circulates proposed BP/AP revisions to the colleges for feedback prior to Board action, closing the loop between college governance input and district policy updates.

4.4. Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution, and regularly monitors progress towards its goals and fiscal health. (ER 7)

Foundational Policies Guiding Board Responsibilities

Grossmont is dedicated to upholding high standards of quality and stability, guided by the Board of Trustees' robust framework of policies. Central to this framework is the board policy on Board Duties and Responsibilities ([BP 2200](#)), which delineates both areas and ensures a structured approach to governance and oversight. This policy ensures the Board's actions align with the institution's mission and strategic goals, emphasizing their crucial role in decision-making, policy approval, and fiscal management.

Engagement and Decision-Making in Governance

The Board's commitment to effective governance is further reinforced by board policy and administrative procedure on Participation in Local Decision-Making ([BP 2510](#), [AP 2510](#)). These documents outline the structured engagement of various district stakeholders, including the Academic Senate, administrators, staff, and students, in the governance process. This participatory approach is crucial in fostering an inclusive environment where all voices contribute to the college's direction and policy formulation. The [GCCCD Governance Handbook](#) complements these policies by providing a detailed overview of governance processes, enhancing transparency and cooperation across the college community.

Information and Resources for Stakeholders

To support transparency and accessibility, the [GCCCD Governing Board's webpage](#) serves as a vital resource for the college community, offering access to Board members' biographies, meeting schedules, and essential governance documents. This portal includes links to the [GCCCD Governance Handbook](#), districtwide strategic priorities, and detailed records of [Board meeting agendas and minutes](#), which are instrumental in documenting the Board's active role in fiscal and academic oversight.

In addition, the [BoardDocs site](#) serves as the official record of agendas, minutes, and policy actions; standing reports routinely include fiscal status, institutional effectiveness indicators, enrollment/FTES trends, and capital/maintenance updates, supporting ongoing oversight of quality and stability.

Monitoring and Evaluation of Institutional Effectiveness

Regular assessments of institutional effectiveness are a cornerstone of the Board's responsibilities, ensuring that the college not only meets but exceeds its educational and operational goals. This is achieved through regular reviews of key performance indicators, detailed in [Board meeting minutes](#) available on BoardDocs. The Governing Board also engages in an [Annual Retreat](#) in which they review progress on goals at all three sites (district services, Cuyamaca College, and Grossmont College). These reviews are key in evaluating student outcomes, fiscal health, and overall institutional quality.

Board Policies and Administrative Procedures ([BP 2410](#), [AP 2410](#)) outline the procedure for the periodic review of board policies, ensuring they remain relevant and effectively support the college's mission. As part of this review process, policies that are up for revision are formally distributed to the colleges, via the District Executive Council, for feedback from relevant stakeholder groups before a second read and recommendation to the Governing Board. This structured approach ensures broad participation and consideration of diverse perspectives in policy updates, reinforcing the Board's commitment to inclusive governance. This ongoing process is reflected in the Board's agendas, where policy reviews are a regular item, underscoring the Board's dedication to continuous improvement and accountability.

4.5. The governing board selects the institution's chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.

Selection and Evaluation of the Chief Executive Officer

The selection and evaluation of the Chief Executive Officer (CEO) are critical functions performed by the Governing Board, as articulated in the board policy for Chancellor Selection ([BP 2431](#)) and in the board policy and administrative procedures for Evaluation of the Chancellor ([BP 2435](#), [AP 2435](#)). The board implements a fair and open search process for selecting the Chancellor, adhering to state and federal regulations. This process ensures the selection of a leader aligned with the college's mission and strategic goals.

The evaluation of the Chancellor occurs annually and is designed to align with the contractual obligations and agreed-upon performance objectives. This evaluation process includes assessments by the Governing Board and feedback from both internal and external community members. The outcomes of these evaluations guide the continuous improvement and effective leadership of the Chancellor, ensuring that the college's strategic objectives are met.

Delegation of Authority to the Chancellor

The Chancellor is granted full authority to implement board policies and execute administrative actions necessary for the effective operation of the college, as per the board policy on Delegation of Authority to the Chancellor ([BP 2430](#)). This policy allows the Chancellor to interpret and act on board policies when no specific direction is provided, ensuring that the Chancellor can effectively manage the institution's day-to-day operations and respond to emergent needs.

The delegation of authority encompasses the academic and administrative aspects and extends to fiscal and operational responsibilities as detailed in the board policy and administrative procedures on the Delegation of Authority, Business and Fiscal Affairs ([BP 6100](#), [AP 6100](#)). This delegation ensures that the Chancellor can oversee all critical functions of the college, from financial management to academic programming, within the framework set by the Governing Board, including the authority to sign orders and other transactions on behalf of the Board as covered in the Designation of Authorized Signatures ([BP 6150](#)).

Accountability and Information Dissemination

The Chancellor is accountable to the Governing Board for maintaining the institutional mission and ensuring the college's stability and quality. The board policy, Delegation of Authority to the Chancellor ([BP 2430](#)), also stipulates that the Chancellor must keep the board well-informed, providing timely information and reports necessary for board decisions. This includes regular updates on financial statuses, institutional effectiveness, and strategic initiatives.

To support this, the Chancellor arranges for regular presentations from various offices and programs at both colleges, ensuring that the Board receives a broad and comprehensive understanding of institutional activities. One example is an update on CTE programs at both sites at the [July 2024 Board meeting](#). These reports help maintain transparency and facilitate informed decision-making by offering insights into key programs, student success efforts, and operational priorities.

- 4.6. The governing board functions effectively as a collective entity to promote the institution's values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance. (ER 7)**

Effective Board Governance and Fiduciary Oversight

The Governing Board maintains a well-defined framework for participatory governance through its policy and procedure on Participation in Local Decision-Making ([BP 2510](#), [AP 2510](#)). This policy underpins the Board's commitment to effective participatory governance, which is essential in fostering an inclusive decision-making environment. The Board ensures that all significant stakeholders, including the Academic Senate, administrators, staff, and students, are integral to the policy development process, thereby strengthening the institution's commitment to equitable and informed decision-making.

Board's Roles and Responsibilities

The Board's diverse responsibilities are explicitly outlined in the policy Board Duties and Responsibilities ([BP 2200](#)). This policy details the Board's commitment to represent the public interest and to maintain an anti-racist and ethical governance environment. Responsibilities include establishing policies defining the

institutional mission, hiring and evaluating the Chancellor, ensuring fiscal health, monitoring institutional performance, and advocating for the district. This thorough framework ensures that the Board effectively supports and advances the mission of Grossmont.

Board Self-Evaluation and Education

To maintain governance excellence, the Board engages in regular self-evaluations as dictated by the policy and procedures regarding Board Self-Evaluation ([BP 2745](#), [AP 2745](#)). This process is key for continuous improvement and accountability. The Board completes its self-evaluation on an annual cycle, using results to set governance improvement goals for the subsequent year.

Additionally, the board policy and procedures on Board Education ([BP 2740](#), [AP 2740](#)) ensure that both new and continuing Board members receive thorough orientations and [training reminders](#) through distribution of ACCJC policies. This policy covers a wide range of essential topics, from the roles and responsibilities of Board members to their involvement in diversity, equity, inclusion, and anti-racism initiatives, ensuring that Board members are well-prepared to govern effectively.

Oversight and Implementation of Board Policies

The Board delegates the operational responsibility to the Chancellor through the Board policy regarding Delegation of Authority to the Chancellor ([BP 2430](#)). This delegation includes the full authority to implement board policies and decisions, which allows the Chancellor to lead the district efficiently while remaining accountable to the Board for all executive actions. The Chancellor's role includes interpreting board policies in situations where direct board guidance is unavailable, further ensuring that the Board's strategic decisions are implemented effectively.

Transparency and Communication

The [GCCCD Governance Handbook](#) further supports the Board's decision-making processes by detailing cooperative and principled approaches that respect and involve all district community members. This handbook serves as a cornerstone for ensuring transparency and effective communication within the governance structure, reinforcing the collective focus on student learning and success as the paramount mission.

Ethics, Conflicts, and Governance Integrity

The Governing Board maintains a Code of Ethics/Standards of Practice ([BP 2715](#)) that articulates expectations for integrity, civility, accountability to the public, and adherence to law and policy in all Board deliberations and actions. Compliance with Conflict of Interest ([BP 2710](#)) and state requirements (e.g., [Brown Act training](#)) supports impartial decision-making and public trust. Trustees follow established recusal practices when a financial or other disqualifying interest is present, and meeting conduct conforms to Brown Act provisions and district procedures for public participation.

The Code of Ethics/Standards of Practice also outlines a process to address alleged violations of the code, beginning with informal resolution through the Board President and Chancellor and escalating, when warranted, to formal action (including censure) by the Board consistent with policy and open-meeting laws. Together, these guardrails ensure the Board functions as a cohesive governing entity, fulfills its fiduciary responsibilities, and models ethical leadership for the district community.

C. Required Documentation

Within the Institutional Self-Evaluation Report, the institution should provide narratives and a variety of evidence sources to describe and demonstrate alignment with each Standard and related Commission policies. Institutions must also include the required items below. This documentation can be included as supporting evidence for the Standard narratives if appropriate, or they may be provided as stand-alone files. Peer Review Teams will confirm these items during the comprehensive review process.

Standard 1: Mission and Institutional Effectiveness

Required Item	Documentation
i. Documentation of institution's authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	<ul style="list-style-type: none">• ACCJC Reaffirmation Letter 01.07.20• ACCJC Reaffirmation Letter 06.14.22
ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	<ul style="list-style-type: none">• GCCCD Board Policy 1200, District Mission• Governance and Decision-Making Handbook• PIEC Meeting Minutes 09.17.2021• Academic Senate Minutes 09.20.2021• Academic Senate Minutes 10.04.2021
iii. Documentation of the governing board's approval of the institutional mission (ER 6)	<ul style="list-style-type: none">• GCCCD Gov Board Minutes 11.09.2021
iv. Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution	<ul style="list-style-type: none">• 2022-2028 Strategic Plan• GCCCD Board Policy 3225, Institutional Effectiveness and Planning• Administrative Procedure 3225, Institutional Effectiveness and Planning• Annual Unit Planning Handbook• Governance and Decision-Making Handbook
v. Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for successful course completion, certificate completion, degree completion, transfer rates, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)	<ul style="list-style-type: none">• 2022-2028 KPI goals• 2022-2028 Strategic Plan• 2022-2028 Comprehensive Strategic and Facilities Plan• Institutional Student Learning Outcomes (ISLO)• Cardiovascular Tech Credentialing, Nursing Licensure, and Resp Therapy are on the 2024 ACCJC annual report beginning on p. 5.

Standard 2: Student Success

Required Item	Documentation
<p>i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including:</p> <ul style="list-style-type: none"> • Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees • Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities • Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable (ER 10) • Methodology to reasonably equate the direct assessment program to credit or clock hours, if applicable <p>(See Commission Policy on Competency Based Education and Policy on Credit Hour, Clock Hour, and Academic Year)</p>	<ul style="list-style-type: none"> • GCCCD Board Policy 4010, Academic Calendar • GCCCD Board Policy 4020, Program, Curriculum, and Course Development • Administrative Procedure 4020, Program, Curriculum, and Course Development • GCCCD Board Policy 4025, Philosophy and Criteria for Associate Degree and GE • Catalog, Unit of Credit (Unit Value and Student Load) • Catalog, ADT Requirements • Catalog, Associate Degree Requirements • Catalog, Cert of Achievement Requirements • Catalog, Cert of Proficiency Requirements
<p>ii. Documentation that the institution's transfer of credit policies include the following:</p> <ul style="list-style-type: none"> • Any established criteria the institution uses regarding the transfer of credit earned at another institution • Any types of institutions or sources from which the institution will not accept credits • A list of institutions with which the institution has established an articulation agreement • Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning <p>See Policy on Transfer of Credit</p>	<ul style="list-style-type: none"> • GCCCD Board Policy 4050, Articulation • GCCCD Board Policy 4235, Credit for Prior Learning • Transcript Evaluation Process • Transfer Center Webpage • Transfer Related Catalog Pages • Articulation Center Webpage • Course Substitution Waiver Form
<p>iii. Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the Policy on Institutional Advertising and Student Recruitment (ER 16)</p>	<ul style="list-style-type: none"> • GCCCD Board Policy 5010, Admission and Concurrent Enrollment • GCCCD Administrative Procedure 5011, Admission and Concurrent Enrollment of High School and Other Minors • GCCCD Administrative Procedure 5014, International Students • GCCCD Board Policy 5052, Open Enrollment • GCCCD Board Policy 5055, Enrollment Priorities • Dual Enrollment • Athletes • Catalog, Admissions

Required Item	Documentation
iv. Documentation of clear policies and procedures for handling student complaints, including: <ul style="list-style-type: none"> • Evidence that these policies/procedures are accessible to students in the catalog and online; • Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs 	<ul style="list-style-type: none"> • GCCCCD Board Policy 5530. Student Rights and Grievances • GCCCCD Board Policy 3435. Discrimination and Harassment Complaints and Investigations • Complaint Process Webpage • Catalog, Complaint Process • Catalog, Nondiscrimination Notice
v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating: <ul style="list-style-type: none"> • Accurate and consistent implementation of complaint policies and procedures • No issues indicative of noncompliance with Standards 	No link required; to be verified by the team during in-person site visit
vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup	No link required; to be verified by the team during in-person site visit
vii. Documentation of the institution's policies and/or practices for the release of student records	<ul style="list-style-type: none"> • GCCCCD Board Policy 5040. Student Records, Directory Information, and Privacy • GCCCCD Administrative Procedure 5045. Student Records-Challenging Content and Access Log • FERPA-Student Privacy Records Webpage
viii. Documentation that the institution's policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination	<ul style="list-style-type: none"> • GCCCCD Board Policy 4021. Program Discontinuance • Administrative Procedure 4021. Program Discontinuance • Program Feasibility Procedures
FOR TITLE IV PARTICIPANTS:	
ix. Documentation of institution's implementation of the required components of the Title IV Program, including: <ul style="list-style-type: none"> • Findings from any audits and program/other review activities by the U.S. Department of Education (ED) • Evidence of timely corrective action taken in response to any Title IV audits or program reviews <p>See Policy on Institutional Compliance with Title IV</p>	<ul style="list-style-type: none"> • Annual Audit Reports • ED Program Review Report
FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:	

Required Item	Documentation
<p>x. Documentation of institution's:</p> <ul style="list-style-type: none"> ● Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit ● Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable) ● Policies regarding protection of student privacy <p>See Policy on Distance Education and on Correspondence Education</p>	<ul style="list-style-type: none"> ● ID Verification ● Identity Verification Form ● GCCCD Online Teaching Handbook ● FERPA-Student Privacy Records Webpage ● Recommendations for Validating Attendance and Reporting Inauthentic Enrollments
REQUIRED ONLY IF APPLICABLE	
<p>xi. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum</p>	<ul style="list-style-type: none"> ● Administrative Procedure 4222, Pre-Collegiate Basic Skills ● Sample Course Outline of Record ● Specialized Classes & Programs ● ESL Levels 1-3 Courses
<p>xii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit</p>	<ul style="list-style-type: none"> ● GCCCD Board Policy 4235, Credit for Prior Learning ● Administrative Procedure 4235, Credit for Prior Learning ● Catalog, Credit for Prior Learning (CPL) ● Catalog, Credit for Military Service Schools ● Credit for Prior Learning Presentation
<p>xiii. Documentation of agreements with other external parties regarding the provision of student and/or learning support services</p>	<ul style="list-style-type: none"> ● CCLC Membership Agreement ● Interlibrary Loan Contract ● Interlibrary Loan Renewal ● NetTutor
<p>xiv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs</p>	<ul style="list-style-type: none"> ● GCCCD Board Policy 5500, Standards of Student Conduct ● Statement of Ethical Principles

Standard 3: Infrastructure and Resources

Checklist Item	Documentation
i. Written policies and procedures for human resources, including hiring procedures	<ul style="list-style-type: none"> • GCCCD Board Policy 7120, Recruitment and Selection • GCCCD Administrative Procedure 7120, Recruitment and Selection • GCCCD Board Policy 3420, Equal Employment Opportunity • GCCCD Board Policy 7100, Commitment to Diversity • GCCCD Equal Employment Opportunity Plan • GCCCD Equal Employment Opportunity Webpage • GCCCD Hiring Process Webpage
ii. Employee handbooks or similar documents that communicate expectations to employees	<ul style="list-style-type: none"> • GCCCD Labor Contracts and Employee Handbooks • Administrators' Association Handbook • Confidential Administrators Handbook • CSEA Contract • Faculty Agreement
iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)	<ul style="list-style-type: none"> • Annual Audit Reports • 2023-2024 Annual District Audit Report • 2022-2023 Annual District Audit Report • 2021-2022 Annual District Audit Report • 2023-2024 Foundation Audit Report • 2022-2023 Foundation Audit Report • 2021-2022 Foundation Audit Report
iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)	<ul style="list-style-type: none"> • AUP Timeline Diagram • Districtwide Budget Council (DBC) • Discussion of Income Allocation Model • DBC Charge and Composition • 2024-2025 Income Allocation Model • 2024-2025 Budget Preparation Calendar
v. Policies guiding fiscal management (e.g., related to reserves, budget development)	<ul style="list-style-type: none"> • GCCCD Board Policy 6100, Delegation of Authority • GCCCD Board Policy 6200, Budget Preparation • GCCCD Board Policy 6250, Budget and Reserve Management • GCCCD Board Policy 6300, Fiscal Management • GCCCD Board Policy 6307, Debt Issuance and Management

vi. Policies, procedures, or agreements (e.g., AUAs) related to appropriate use of technology systems	<ul style="list-style-type: none"> • GCCCCD Board Policy 3720, Computer and Network Use • GCCCCD Administrative Procedure 3720, Computer and Network Use • Technology Services Webpage
FOR TITLE IV PARTICIPANTS:	
vii. Documentation that the institution's student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue	<ul style="list-style-type: none"> • Grossmont Cohort Default Rates
REQUIRED ONLY IF APPLICABLE	
viii. Documentation of any agreements that fall under ACCJC's Policy on Contractual Relationships with Non-accredited Organizations	<ul style="list-style-type: none"> • GCCCCD Board Policy 6340, Bids and Contracts • Agreement between GCCCCD and the Foundation
ix. Written code of professional ethics for all personnel including consequences for violations	<ul style="list-style-type: none"> • GCCCCD Board Policy 3050, Institutional Code of Ethics • GCCCCD Administrative Procedure 3050, Institutional Code of Ethics • Statement of Ethical Principles • CSEA Code of Ethics • ACCCA Statement of Ethics

Standard 4: Governance and Decision-Making

Checklist Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	<ul style="list-style-type: none"> • GCCCD Board Policy 2431, Chancellor Selection • GCCCD Board Policy 2432, Chancellor Succession • GCCCD Board Policy 2435, Evaluation of the Chancellor • GCCCD Administrative Procedure 2435, Evaluation of the Chancellor
ii. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)	<ul style="list-style-type: none"> • GCCCD Board Policy 2010, Board Membership • GCCCD Board Policy 2210, Officers of the Board
iii. Governing board policies/procedures/bylaws related to Board Ethics	<ul style="list-style-type: none"> • GCCCD Board Policy 2715, Board Code of Ethics and Conduct
iv. Governing board policies/procedures/bylaws related to conflict of interest	<ul style="list-style-type: none"> • GCCCD Board Policy 2710, Conflict of Interest • GCCCD Board Policy 2712, Conflict of Interest Code

Other Federal Regulations and Related Commission Policies

Checklist Item	Documentation
<p>i. Documentation of the institution's appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up</p> <p>See Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions, Section D</p>	<ul style="list-style-type: none"> • Third Party Comments • GC Accreditation Webpage
<p>ii. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page</p> <p>See Policy on Representation of Accredited Status</p>	<ul style="list-style-type: none"> • Accreditation Webpage link on homepage (footer) • Accreditation Webpage

D. Appendix 1: Verification of Catalog Requirements (ER 20)

REQUIRED ELEMENT	CATALOG LOCATION
General Information	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	<ul style="list-style-type: none"> • Catalog Home Page
Educational Mission	<ul style="list-style-type: none"> • History
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	<ul style="list-style-type: none"> • ACCJC Accreditation • Cardiovascular Technology • Nursing • Occupational Therapy Assistant • Respiratory Therapy
Course, Program, and Degree Offerings	<ul style="list-style-type: none"> • Associate Degree Programs and Certificates • Course Descriptions
Student Learning Outcomes of Programs and Degrees	<ul style="list-style-type: none"> • PSLOs are at the bottom of degree programs and most certificates. Example: Respiratory Therapy Associate
Academic Calendar and Program Length	<ul style="list-style-type: none"> • Academic Calendar • Program Details and Credit Length (AA, AS, and transfer degree program lengths unique from a standard 2-year associate degree are defined in the program description.)
Academic Freedom Statement	<ul style="list-style-type: none"> • Located under Academic Freedom
Available Student Financial Aid	<ul style="list-style-type: none"> • Financial Aid (includes Federal Financial Aid and State Financial Aid Programs)
Available Learning Resources	<ul style="list-style-type: none"> • Services for Students
Names and Degrees of Administrators and Faculty	<ul style="list-style-type: none"> • Faculty, Administration and Classified Personnel
Names of Governing Board Members	<ul style="list-style-type: none"> • Catalog Home Page
Requirements	
Admissions	<ul style="list-style-type: none"> • Admission Information
Student Tuition, Fees, and Other Financial Obligations	<ul style="list-style-type: none"> • Located under Admission Information
Degrees, Certificates, Graduation and Transfer	<ul style="list-style-type: none"> • Degree Requirements
Major Policies and Procedures Affecting Students	
Academic Regulations, including Academic Honesty	<ul style="list-style-type: none"> • Academic Integrity under Academic Policies
Nondiscrimination	<ul style="list-style-type: none"> • Nondiscrimination Notice under General Information

Acceptance and Transfer of Credits	<ul style="list-style-type: none"> • Transfer Credit under Admission Information and General Education & Transfer Information
Transcripts	<ul style="list-style-type: none"> • Transcripts from Grossmont and evaluation of transcripts from other colleges under Admission Information
Grievance and Complaint Procedures	<ul style="list-style-type: none"> • Student Grievance and Complaint Process under Academic Policies
Sexual Harassment	<ul style="list-style-type: none"> • Sexual Harassment policy under General Information
Refund of Fees	<ul style="list-style-type: none"> • Refund Schedule under Admission Information
Locations or Publications Where Other Policies May be Found	
N/A	

E. Appendix 2: Organizational Structure

[College Organizational Chart](#)

[District Organizational Chart](#)