



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

Annual Unit Planning Handbook



Revised November 2024

Office of College Planning & Institutional
Effectiveness

Table of Contents

Integrated Planning at Grossmont College	2
Accreditation and Institutional Effectiveness	5
Annual Unit Planning Process.....	8
Timeline for Preparing & Submitting AUPs	10
Six-Year Program Review and AUP Requirements.....	12
Annual Unit Planning FAQs.....	14
General Questions about the AUP Template	15
Administrative Leadership	18
Administrative Services	19
Instruction.....	20
Student Services	23
Diagram of the AUP Process	25
Sample Dean/Manager/Supervisor Checklist	26
Using the Power BI Program Review Data Dashboard in the GCCCD Reports Server.....	28
VISION, MISSION & VALUES	31
STRATEGIC GOALS & OBJECTIVES.....	32

Integrated Planning at Grossmont College

Integrated planning at Grossmont College links outcomes assessment, program review, annual unit planning, and resource allocation in an effort to move the college forward in achieving its vision, mission, and strategic goals. The college's integrated planning processes are aligned with ACCJC Standard IB.9:

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

Integrated planning at Grossmont College consists of the following processes:

Outcomes Assessment: All planning (both program review and annual unit planning) begins with the analysis of data, including course-, program-, and/or unit-level outcomes assessment results. Instructional units assess over a six-year cycle, student services units assess over a three-year cycle, and administrative services units assess annually.

Program Review: The program review process involves assessing unit-level performance and developing unit-level plans needed for continuous improvement. A comprehensive program review is completed every six years for instructional units and every three years for student services units. Program-level planning units are grouped into cohorts which participate in self- evaluation during an assigned planning year within their respective cycle. The program review processes are coordinated through the Academic Program Review committee for instructional units and the Student Services Program Review committee for student services units. The Administrative Services Council uses the annual unit planning cycle to review its services. At the end of the program review process, each planning unit presents highlights of their program review to the Planning & Institutional Effectiveness Council as well as to a broader audience at the Spring Annual Planning Forum.

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

Resource Allocation: The annual resource allocation and prioritization process is intended to ensure that the resources of the college (including human resources, physical/facilities resources, technology resources, etc.) are allocated in direct support of the institutional goals and objectives. The annual resource allocation process commences upon the completion of annual unit plans in the fall, and the annual unit plans are used to inform the resource allocation process. Requests for resources (human/staffing, physical/facilities, technology, and equipment/supplies) are submitted to the appropriate participatory governance committee for prioritization.

The Society for College and University Planning (SCUP) describes how when done well integrated planning is:

- **Sustainable:** It builds a culture of planning that is durable and brings focus to institutional progress and student success.
- **Collaborative:** It engages stakeholders so that everyone with a stake in the institution is invested in the success of the institution.
- **Aligned:** It aligns efforts across the institution: up, down, and sideways. It links planning to resource allocation and to assessment, so goals and initiatives have the resources they need to be achieved and progress can be measured.
- **Change-ready:** Institutions with integrated planning processes are poised to respond to a volatile environment.

(Source: <https://www.scup.org/planning-type/integrated-planning/>)

Grossmont College has embraced these principles in its design and practice of integrated planning.

Evaluation of Integrated Planning at Grossmont College

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

- The Grossmont-Cuyamaca Community College District Office (District) and Colleges, through established committees with representation from faculty, administration, classified professionals, and students, will review and recommend planning decisions related to educational, human, physical, technology, and financial resources through a broad-based, comprehensive, systematic, and integrated planning process.
- The planning process be guided by [the college's] adopted vision, mission, and core values statements; and

To ensure implementation and ongoing assessment of college planning processes, each college maintains a planning/institutional effectiveness committee that guides the

planning process to ensure it is broad-based, provides opportunities for input by appropriate constituencies, and leads to improvement of institutional effectiveness, equity, and ultimately student learning and achievement. (Source: <https://www.gcccd.edu/governing-board/documents/2323procedures/ch3/AP%203225.pdf>)

Accreditation and Institutional Effectiveness

The Annual Unit Planning processes support the ACCJC's 2024 Accreditation Standards on Institutional Effectiveness. Note: "ER" indicates that the standard is an eligibility requirement. The full set of ACCJC 2024 Standards can be found [here](#).

Standard 1: Institutional Mission & 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)
- 1.2 The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.
- 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)
- 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)
- 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)

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)
- 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)
- 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)
- 2.6 The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.
- 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)
- 2.9 The institution conducts systematic review and assessment to 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)

Standard 3: Infrastructure and Resources

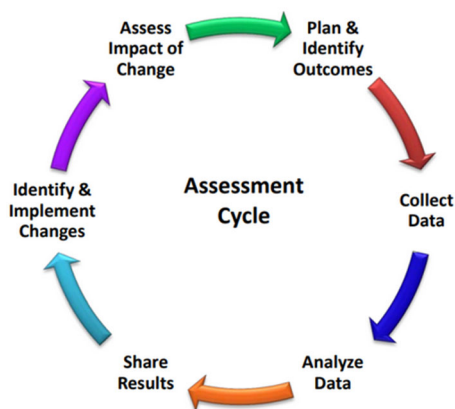
The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote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

- 3.5 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.

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.

- 4.2 Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.
- 4.3 The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes equitable student outcomes.



Annual Unit Planning Process

The college has implemented a fall-to-fall planning cycle. The Annual Unit Plans (AUPs) are due on the first Monday in October and consist of reflecting on the past year's activities and planning for the following academic year. Units are encouraged begin drafting their AUPs in the spring—well in advance of the October deadline. This process is expected to be collaborative. For example, chairs/coordinators within Academic Affairs should consult with their department/program colleagues (including classified professionals within the unit) as well as the deans of their divisions on drafting the plan and completing resource requests. The same collaboration is expected to occur in Student Services and Administrative Services in order for planning to be comprehensive.

All materials for annual unit planning, outcomes assessment, resource requests, and program review are now in Nuventive Improve for all units within Academic Affairs, Student Services, and Administrative Services. <https://solutions.nuventive.com/>

Additional Information

1. Annual Unit Plan (AUP) work can begin anytime—all users have 24/7 access to *Nuventive*, so there is no need to wait until the last minute to complete AUPs.
2. **All AUPs and accompanying resource requests must be completed in *Nuventive* and reviewed by deans/supervisors/managers prior to 5:00 on October 1 (or if October 1 falls on the weekend, the first Monday in October).**
3. **Deans/Supervisors/Managers** – Since your review of the AUPs must be done prior to final submission, you need to set an internal deadline with your chairs/coordinators that will allow you the time to adequately review prior to the first Monday in October.
4. Resource Requests will be downloaded from Nuventive and distributed to the appropriate prioritization committees by the first Friday in October. Therefore, all AUPs and accompanying resource requests must be submitted on time.
5. Questions? Please email Grossmont.CPIE@gcccd.edu

Important: Prior to the end of the spring semester, deans should consult with their chairs and coordinators about the following:

- **Facilities Project Requests (FPRs) require an extra step**—If a unit intends to submit a Facilities Project Request, the Dean/Supervisor must provide the FMO Director with a Feasibility Report request with all signatures completed by June 1 (See Section 1 of the FPR form—available in Nuventive: solutions.nuventive.com). The FMO Director will distribute completed feasibility reports to the appropriate dean in September. If the feasibility report is

approved, the FMO director will provide Section 2 of the application to the dean to complete.

- **Staffing Requests**—Deans/Supervisors need to provide the CPIE dean with **preliminary** number/type of staffing requests that they intend to submit with their Fall AUPs in June **in order for the CPIE office to compile data needed to support the request.** This can be done by emailing: Grossmont.CPIE@gcccd.edu. The CPIE team uses this information to collect necessary data for faculty staffing requests and this information will be distributed to deans/chairs well ahead of the October AUP submission deadline.
- **Instructional Deans**—Check in with Chairs/Coordinators to ensure they are following through with their SLO assessment timeline and preparing for any upcoming curricula review in the fall.

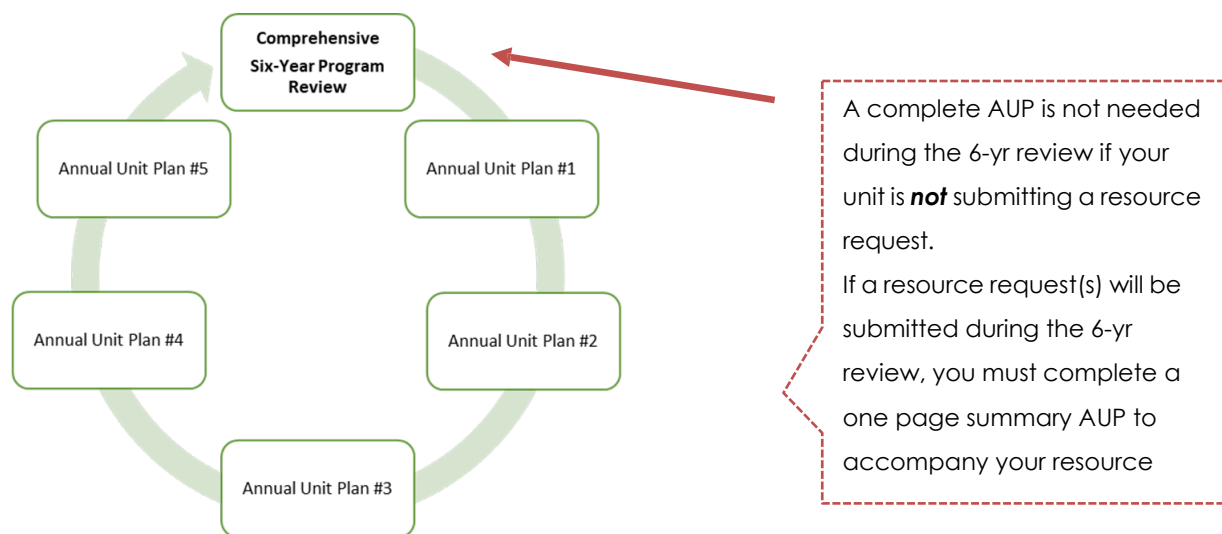
Timeline for Preparing & Submitting AUPs

(aligns with statewide budget development timeline)

By June 1	<ol style="list-style-type: none"> 1) Deans send Feasibility Reports for Facilities Project Requests to the Director of Facilities/Maintenance/Operations. Note: A Facilities Project Request may not be submitted with the Annual Unit Plan without the approved Feasibility Report. 2) Deans to provide preliminary information on staffing requests to the CPIE dean.
Mid-August	CPIE provides deans and Faculty Staffing Committee co-chairs with faculty staffing data based on information provided on June 1. Deans are to return data to department chairs who requested data on June 1.
First Week in September	The Director of Facilities/Operations/Maintenance returns the Feasibility Reports to the Deans/Supervisors of the area where the request originated. If approved, the FMO Director will request that part two of the facilities project request be completed and submitted with the AUP by the October deadline.
First Friday in September	<p>Due date for SLO/SSO/ASO liaisons to post results from the Spring semester SLO/SSO/ASO assessments in Nuventive Improve.</p> <p>Instructional deans: Please ensure this work is taking place. This work is needed to complete the sections requiring analysis of outcomes assessment results in the AUP.</p>
September 15 - 30	Deans/Supervisors review completed AUPs in Nuventive and consult with Department Chairs/Coordinators to fill in any missing information.
October 1 (or the first Monday in October if October 1 falls on the weekend)	All AUPs & Deans/Managers Checklists due in Nuventive

November	Resource requests and accompanying AUPs are sent to prioritization committees.
February/March	Participatory Governance committees review, discuss, and prioritize requests for one-time and ongoing resources. Recommendations submitted to College Council.
March/April	College Council reviews prioritized resource requests
April/May	College Council sends recommendation to President to approve resource requests
June through September (to accommodate state budget timeline)	President consults with cabinet on what can be funded. Decisions align with adoption of new budget by governing board.

Six-Year Program Review and AUP Requirements



Q1: Do units currently completing the six-year comprehensive program review process (PR units) have to complete an AUP?

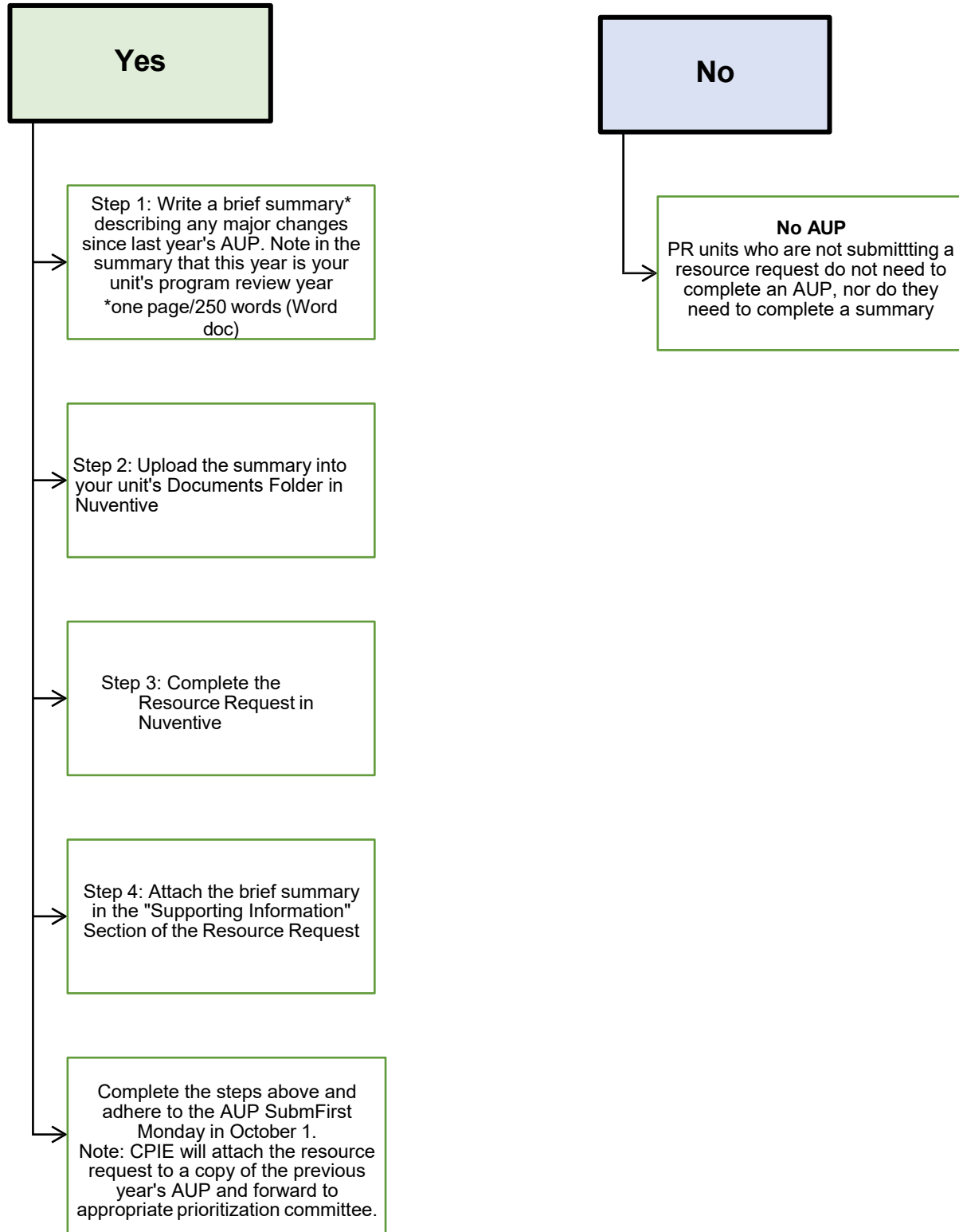
A1: PR Units who intend to submit a resource request will need to write a brief summary (250 words) noting any major changes since the last AUP was submitted and attach it to the completed resource request application in Nuventive (see the flow chart on the next page for full instructions). PR units can attach the same summary to multiple resource requests. ***If a PR unit will not be submitting a resource request, no AUP or summary is required.***

Note: The term “PR unit” refers to units who are in the process of completing a comprehensive (six-year) program review. This is a two semester process: 1) in the first semester consists of analyzing progress over the past 5 years by reviewing the set of AUPs and any other relevant artifacts and completing the PR template in Nuventive; 2) during the second semester, the PR committee reads the PR and makes recommendations for continuous improvement. This process may begin in either the fall or spring semesters. The cycle then starts again with the first AUP.

Q2: Will the AUP submission deadline be changed from the fall to the spring semester?

A2: After experimenting with different models, it became apparent that changing the timeline is not feasible at this time. **The AUP submission deadline will continue to be the first Monday in October.**

It is your 6-year program review year?
Does your unit plan to submit a resource request?



Annual Unit Planning FAQs

What is the purpose of the Annual Unit Plan (AUP) process?

The Annual Unit Plan (AUP) process is designed to help all units/departments at Grossmont College:

- make better decisions based on data and documented needs
- link resources to program goals and activities
- create institutional memory and evidence of continuous improvement.

Annual Unit Plans will help to streamline the annual resource request and prioritization process, while also helping each department create a record of how its work supports and affirms the College vision, mission, and strategic priorities in support of educational equity and student success.

How is this different than/related to Program Review?

The AUP process has been designed to be a bridge between Program Review and the College's annual resource prioritization and allocation process. The AUP is **not** intended to duplicate Program Review, although the specific questions on the AUP form are similar to those found in the Comprehensive Program Review templates.

The AUP form provides a structure for each unit to check-in on the goals, challenges, needs, and recommendations outlined in comprehensive program review, provide a brief status report, and document significant progress or changes. The AUP also allows units to document any issues or needs that emerge between program reviews that could have an impact on planning or resource needs. By completing the AUP form each year, departments are effectively writing much of their program review as they move through the six-year cycle.

How will the information I've included in the AUP be used?

The information in the AUP can be used by the department to identify resource needs and as supporting rationale or documentation for any resource requests. Additionally, the AUP can be used to document any emerging issues or progress towards goals throughout the longer Comprehensive Program Review cycle.

The information in the AUP will also be used by prioritization committees and the College Council as they prioritize resource needs and requests each year. The AUP form will be included as part of individual resource request forms, in order provide context for the committees and College Council as they prioritize requests and make a recommendation to the President about how to proceed with allocating available resources to support the needs of the College.

Information in the AUPs will also be reviewed by the CPIE Office, in order to identify any trends that may be emerging across the institution. These trends could relate to resource needs, emerging issues, areas of progress, or promising practices that are leading to success. These high-level trends will be shared with the college in order to promote a shared understanding of progress and inform conversations about priorities for the coming planning cycles.

What happened to all the information I put into TracDat?

If your department has been using TracDat for planning purposes, all of your information is safe and secure. If you would like to incorporate any of that information into your AUP form for this cycle, please contact the CPIE Office ASAP so the CPIE team can facilitate that for you.

I have a question that isn't listed on this FAQ. Where can I get more information?

Please contact the CPIE Office staff with any additional questions – we will update this FAQ as needed. Thank you in advance for helping us keep this FAQ up-to-date and useful! Contacts: Grossmont.CPIE@gcccd.edu

General Questions about the AUP Template

Who created this template? Where did the questions come from?

The current AUP form was developed a small workgroup from the Planning & Institutional Effectiveness Committee (PIEC) that included faculty and administrators from Academic Affairs, Student Services, and Administrative Services. As the form was developed, the contents (including the specific questions on the form) were discussed in Academic Senate, Classified Senate, Academic Program Review Committee, Academic Affairs Council, the Council of Chairs & Coordinators, Student Services Program Review Committee, Student Services Council, and Administrative Services Council – as well as in governance committees such as Staffing and Budget. After incorporating this collegewide feedback, PIEC members formally recommended to the College Council that the AUP form be adopted and implemented in October 2019. At the Oct. 23, 2019 College Council meeting, College Council discussed the form and made a formal recommendation to the college President that the CPIE Office be tasked with implementing the form and process.

Why are there multiple versions of the form?

The questions on the AUP form are intentionally broad, so that they can be essentially identical for all departments at the college. However, different departments might need to contextualize questions differently – for example, question 1.2 asks about “major programmatic changes.” In an instructional department, this might mean a new degree program. In an administrative area, this could be a new regulation or a new building.

Therefore, each version of the form contains specific examples that will be relevant to its audience. This is intended to help those individuals filling out the form to contextualize their answers in a way that is meaningful for the purpose of their

department.

Where can I send questions, suggestions, or other feedback about the form?

The CPIE Office is eager for your feedback and input! Please share your questions, suggestions, and other feedback by emailing Grossmont.CPIE@gcccd.edu.

Specific “How-To” Questions about the AUP Form

How long should my answers be?

Suggested word counts are provided for most answers in the template as rough guidelines. The AUP form is **not** intended to replace Program Review, and it is **not** intended to be burdensome – we encourage you to be as succinct as possible, and aim for a balance between brevity and meaningful context. This may look a little different from question to question, which is fine – but you are not expected to duplicate the depth of your program review. This is an annual check-in and status report.

What should I do if I don’t understand a question?

Please email Grossmont.CPIE@gcccd.edu to request assistance.

What should I do if I don’t think this question applies to my department?

You can simply put N/A, and if you are not sure if this will suffice, you can email Grossmont.CPIE@gcccd.edu to request assistance.

I just answered this question for Program Review. Do I have to answer it again?

If your department completed its program review in the last year, you are welcome to use that as a basis for your responses. However, keep in mind that the AUP is designed to summarize and synthesize the contents of your program review.

Where are the links to the resource request forms?

The resource request forms are located within Nuventive and can be downloaded from that site <https://solutions.nuventive.com/>. CPIE is currently working on integrating the resource request forms directly into the AUP to eliminate the need for multiple, separate forms. The integration is expected to be completed in Fall 2023.

What do I do if a resource request form asks for the same information that’s in my AUP?

It is possible that there will be a bit of redundancy between the prompts on the AUP and the prompts in the resource request forms. If this happens, please answer the prompt on the resource request form by listing the specific spot in your AUP where you have already provided the information. (For example: “Please see AUP question 2.2” or “Answered in AUP section 3.”) Thank you for doing this – as it will help the committees identify places where their resource request forms can

be further streamlined and improved to align with the AUP form.

I've finished my AUP. Now what?

Your dean/manager will review your AUP and may provide you with some feedback. All resource requests will be routed to the appropriate prioritization committee with the AUP attached for information/contextual purposes. Information from your AUPs can be used to complete your comprehensive program reviews (Academic Affairs and Student Services). Once resource requests have been prioritized by the appropriate prioritization committee, they will be forwarded to the College Council. The College Council will then review completed prioritized lists and make a recommendation for approval to the College president.

**Administrative Leadership
Annual Unit Plan Template**
[Nuventive Improve](#)

SECTION ONE: CHANGES IN THE PAST ACADEMIC/FISCAL YEAR

Over the last year, have there been any changes (e.g., staffing changes, new mandates, construction impacts, space allocation, etc.) in your unit that have had a significant impact on your unit's goals and/or effectiveness?

Briefly (500 words or less) explain any changes to the mission/purpose of your unit.

In the upcoming academic/fiscal year, do you anticipate any other significant changes?

Briefly (300 words or less) explain any anticipated changes not previously addressed.

SECTION TWO: REFLECTION ON SERVICE AREA OUTCOMES

What did you learn from conducting your SAO assessment(s)?

How will you use your SAO assessment results toward continuous improvement?

How will you know if your improvement(s) has worked/is working?

SECTION THREE: RESOURCE REQUESTS

Based on the information entered above, what resources does your unit need in order to make continued progress towards its goals and/or address planning implications?

If your unit has ideas for innovations or projects that don't fit neatly into the categories listed above, please describe below and consider completion of an innovation request form.

AUP SUBMISSION

My AUP is complete and ready for review.

**Administrative Services
Annual Unit Plan Template**
[Nuventive Improve](#)

SECTION ONE: CHANGES IN THE PAST ACADEMIC/FISCAL YEAR

Over the last year, have there been any changes (e.g., staffing changes, new mandates, construction impacts, space allocation, etc.) in your unit that have had a significant impact on your unit's goals and/or effectiveness?

Briefly (500 words or less) explain any changes to the mission/purpose of your unit.

In the upcoming academic/fiscal year, do you anticipate any other significant changes?

Briefly (300 words or less) explain any anticipated changes not previously addressed.

SECTION TWO: REFLECTION ON SERVICE AREA OUTCOMES

What did you learn from conducting your SAO assessment(s)?

How will you use your SAO assessment results toward continuous improvement?

How will you know if your improvement(s) has worked/is working?

SECTION THREE: RESOURCE REQUESTS

Based on the information entered above, what resources does your unit need in order to make continued progress towards its goals and/or address planning implications?

If your unit has ideas for innovations or projects that don't fit neatly into the categories listed above, please describe below and consider completion of an innovation request form.

AUP SUBMISSION

My AUP is complete and ready for review.

Instruction
Annual Unit Plan Template
Nuventive Improve

SECTION ONE: CHANGES IN THE PAST ACADEMIC YEAR

In the past academic year, has the mission/purpose of your department changed?

In the past academic year, has your department had any major programmatic changes, including major changes in an effort to increase student success and equity (e.g., adding or deleting degree/certificate programs, significant changes to course offerings, shift in course schedules or modalities, etc.)?

Briefly (300 words or less) explain any major programmatic changes to your unit.

Staffing

In the past academic year, has your department had any significant changes in staffing (i.e., new hires, retirements, (e.g., new hires, retirements, sabbaticals, changes in reassigned time, etc.)?

Briefly (300 words or less) explain any changes in your unit's staffing.

Facilities

In the past academic year, has your department had any significant changes to its existing facilities or shifts in its facility needs (i.e., new buildings, classroom reconfigurations, construction impacts, scheduling changes, etc.)?

Implications

If you answered yes to any of the questions above, what implications might the changes described above have for your department's planning over the next 1-3 years?

SECTION TWO: PROGRESS TOWARDS EXISTING GOALS

Institutional Goals

Grossmont College has built the goal of achieving educational equity into its mission statement and Strategic Plan. As part of this work, we have begun to engage in dialogue institutionally about how we support this goal. In the past year, how has your department begun to support this institutional goal (e.g., departmental discussions on disaggregated data; implementation of equity-focused best practices; participation in the 12 Gateway project; equity-focused changes in curriculum or scheduling, etc.)?

Department/Unit Goals

In the past year, what progress has your department made towards recommendations / goals from your most recent Program Review or other stated departmental goals? Please edit goals, add new goals, or input progress towards your goals using the main menu.

What factors have supported or hindered progress towards your goals?

What implications might your unit's progress towards its goals have for your department's planning over the next 1-3 years?

SECTION THREE: REFLECTION ON STUDENT LEARNING, ACHIEVEMENT, & EQUITY

Student Learning

What observations or patterns emerged from your department's analysis of its SLO and/or PSLO assessment results?

Closing the Loop: What actions is your department taking in response to these results?

What observations or patterns emerged from your department's analysis of overall course success rates in face-to-face versus online sections?

How does your department/program plan to respond to the course success rate observations/patterns identified above?

Equity

What observations have emerged from your department's analysis of other disaggregated data (e.g., course success rates, course retention rates, program completion rates, semester to semester persistence rates, etc.) related to your department's mission?

Closing the Loop: What implications might these observations have on your department's planning over the next year? What actions might your department take in the next year?

Has your department explored the ways that its policies and practices (e.g., scheduling, late adds, grading, office hours, etc.) might inadvertently serve as a barrier to student equity?

Briefly (300 words or less) describe how your department engages in dialogue around the identification and elimination of barriers to student equity.

SECTION FOUR: CURRICULUM REVIEW AND PLANNING

Total number of active CORs for the discipline(s) in your area

Total number of CORs between one and three years old

Total number of CORs between four and five years old

Total number of CORs over five years old

SECTION FIVE: OTHER PLANNING CONSIDERATIONS

In the upcoming academic year, do you anticipate any other significant changes not already addressed in Sections 1-4 above?

Briefly (300 words or less) explain any anticipated changes not previously addressed.

Considering your responses in Sections 1-4, are there any overarching trends or implications that might affect your department's planning over the next 1-3 years?

Briefly (300 words or less) explain any overarching trends that might affect planning.

SECTION SIX: RESOURCE REQUESTS

Based on the information entered in Sections 1-5, what resources does your department need in order to make continued progress towards its goals and/or address planning implications?

If your department has ideas for innovations or projects that don't fit neatly into the categories listed above, please describe below and consider completion of an innovation request form.

SECTION SEVEN: NOTES AND ARTIFACTS

AUP SUBMISSION

My AUP is complete and ready for review.

Student Services
Annual Unit Plan Template
Nuventive Improve

2022-23

SECTION ONE: OUTCOMES ASSESSMENT

What observations emerged from your unit/program's analysis of its assessment results?

Closing the Loop - Assessment Results: What actions will your unit take to address the results/observations you made above?

Closing the Loop - Assessment Results: Additional documents

What trends or patterns emerged from analysis of other disaggregated data (e.g., utilization of services, retention, academic transfers, degree and certificate awards, etc.) related to your unit's mission?

Closing the Loop - Disaggregated Data: What implications might the observations noted above have on your unit/program's planning over the next year? What actions might your unit/program take in the next year?

SECTION TWO: PROGRESS ON GOALS FROM LAST PROGRAM REVIEW

In the past year, what progress has your department made towards recommendations / goals from your most recent Program Review or other stated departmental goals? Please edit goals, add new goals, or input progress towards your goals using the main menu.

Grossmont College has built the goal of achieving educational equity into its mission statement and Strategic Plan. As part of this work, we have begun to engage in dialogue institutionally about how we support this goal. In the past year, how has your unit/program begun to support this institutional goal (e.g., unit/program/division discussions on disaggregated data; implementation of equity-focused best practices; equity-focused changes in curriculum or scheduling, etc.)?

SECTION THREE: RESOURCE REQUESTS

Based on the information entered above, what resources does your unit/program need in order to make continued progress towards its goals and/or address planning implications?

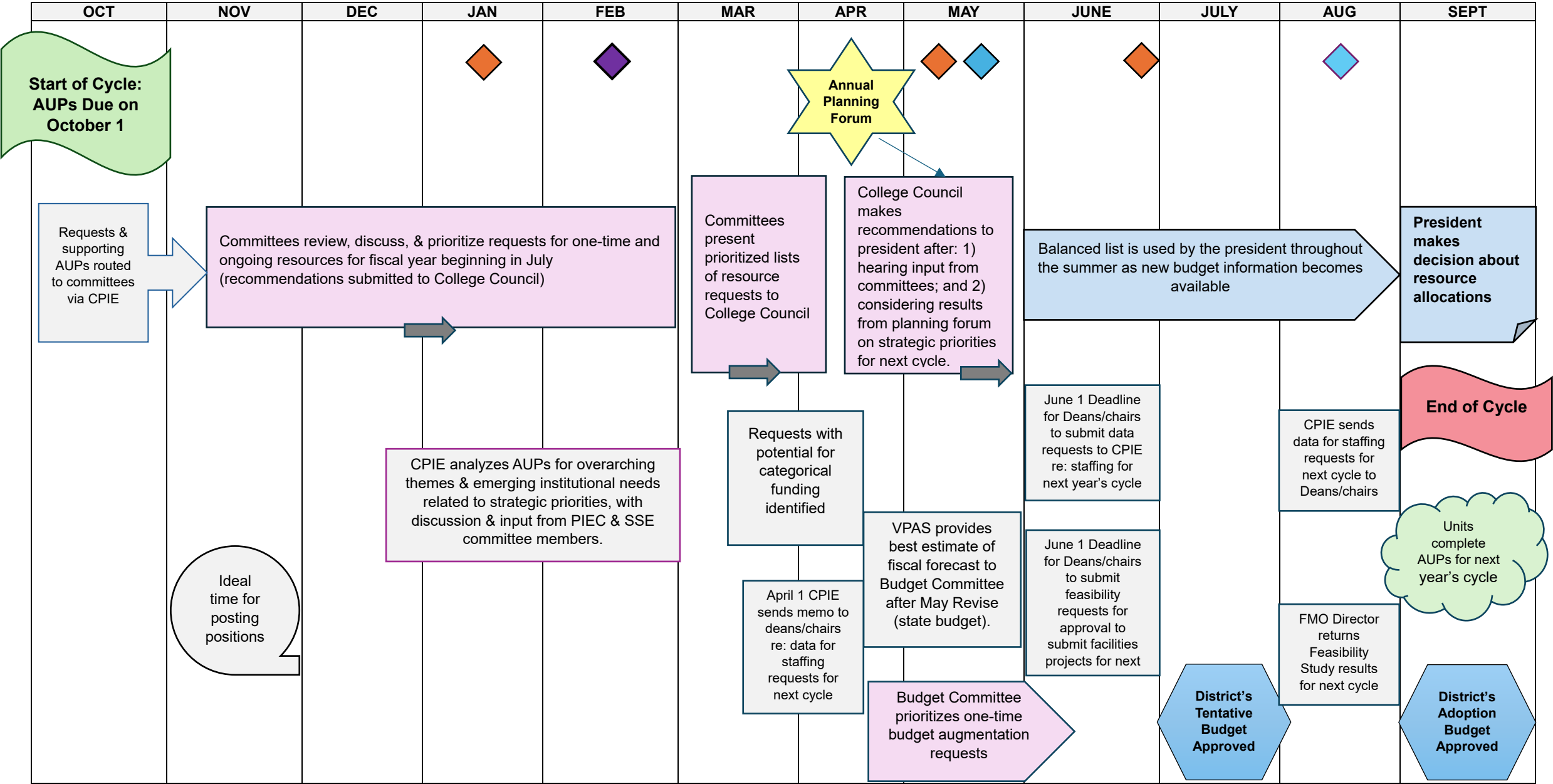
If your unit/program has ideas for innovations or projects that don't fit neatly into the categories listed above, please describe below and consider completion of an innovation request form.

Please upload any completed resource request forms here.

SECTION FOUR: NOTES AND ARTIFACTS

AUP SUBMISSION

Grossmont College’s Annual Unit Planning Timeline (subject to change)



Orange diamond = Budget information from state Purple diamond = Revenue information from CCCCCO Blue diamond = Allocation information from district

Note: Units are planning ahead for the next fiscal year.

Color Coding: Pink = Governance; Grey = Operational; Light Blue = Executive Leadership

Annual Unit Plan Dean's Checklist --Arts, Languages, & Communication

ALC Division	Indicate Number and Type of Resource Requests for each department/unit								Resource Requests Align with the College's Vision, Mission, Strategic Goals & Priorities Y/N								Resource Requests Support other College-wide Initiatives and/or Plans (e.g., Student Equity, Guided Pathways, Strategic Enrollment Management, etc.) Y/N								Data Analyses Used to Support Resource Request is Accurate/Fair? Y/N							
Type of Resource Request	ASL	Communication	Dance	Media Communications	Music	Theatre Arts	World Languages	Visual Arts/Humanities	ASL	Communication	Dance	Media Communications	Music	Theatre Arts	World Languages	Visual Arts/Humanities	ASL	Communication	Dance	Media Communications	Music	Theatre Arts	World Languages	Visual Arts/Humanities	ASL	Communication	Dance	Media Communications	Music	Theatre Arts	World Languages	Visual Arts/Humanities
FT Faculty Position(s)--provide # of postions requested																																
Classified Staffing Position(s)--provide # of positions being requested																																
Instructional Technology																																
Facilities Projects																																
Professional Development																																
Research																																
Budget Augmentation																																
Suggestion: Work with your division councils to prioritize all resource requests from your area.																																
Initial/Date:																																
Comments (optional):																																

Annual Unit Plan Dean's Checklist -- Arts, Languages, & Communication

Scores of 1 in columns "D" and/or "E" require the dean to follow up and assist department/unit with improvement plan.

AUP Content Review					
Department/Discipline/Program	AUP Complete Y/N	Current Assessment Results Posted in Nuventive Y/N	AUP Contains Thoughtful Analysis of Assessment Results (3 = Excellent, 2 = Good, 1 = Needs Improvement)	AUP Contains Planned Actions for Using Assessment Results for Improvement (3 = Excellent, 2 = Good, 1 = Needs Improvement) <i>*Accreditation</i>	AUP Contains Planned Actions for Improving DE course success rates (3 = Excellent, 2 = Good, 1 = Needs Improvement) <i>*Accreditation & Strategic Priority</i>
American Sign Language					
Communication					
Dance					
Media Communications					
Music					
Theatre Arts					
Visual Arts & Humanities					
World Languages					
Initial/Date:					

Using the Power BI Program Review Data Dashboard in the GCCCD Reports Server

Last Updated on 3-24-23

There are two ways to access the Power BI Program Review Dashboard:

- Using a campus computer, use this link to go to the [Colleague Reports Server](#).
- Using an offsite computer, laptop, or other mobile device anywhere via [Nuventive Improve](#) (offsite access is available for chairs/coordinators and deans only)

To view a video recording on how to use the Power BI Program Review Data Dashboard, please follow this [link](#).

Print Directions for Using the Power BI Program Review Data Dashboard

The Power BI Program Review Data Dashboard contains the following quantitative data needed for completing comprehensive Academic Program Review reports, Annual Unit Plans (AUPs), and the Resource Requests applications that accompany your Annual Unit Plans. The dashboard contains data on the following metrics and is updated daily:

- FTEF
- Section and Enrollment Counts
- WSCH and FTES
- WSCH/FTEF
- Student Retention and Success
- Reassigned Time
- Grade Distribution
- Definitions of Terms

How to Look Up Faculty Staffing Data on the Program Review Data Dashboard

1. Using a campus computer, use this link to go to the [Colleague Reports Server](#) (must be on campus or using VPN); **or** using an offsite computer, laptop, or other mobile device anywhere access via [Nuventive Improve](#) (offsite access is available for chairs/coordinators and deans only)
2. Go to Instructional Services
3. Go to Program Review
4. Go to Program Review Power BI Reports (tab is at top left of page)
5. Select the College, Division, and Discipline Info you want to review

6. Use the tabs at the bottom to look up data needed (e.g., use the FTEF tab for FT FTEF, XP, and PT FTEF)
7. In the right hand filter column go to “Term Session” and indicate if you are interested in fall, spring, and/or summer enrollment.
8. Note that for enrollment, you are asked for two numbers: census enrollment and final enrollment. Power BI is set at census enrollment (see filters in right hand column), so to get the final enrollment, you’ll need to change the filter settings (select final grades).
9. You will need to change the filter settings to get the % fill rate at census and at final as well.
10. Check filter setting for WSCH at final as well.
11. WSCH/FTEF use at census.

How to Look Up Student Success and Retention Data on the Program Review Data Dashboard

1. Follow steps 1 – 7 above
2. Go to the Retention and Success Tab (at bottom of page)
3. This tab provides disaggregated data by ethnicity/race and gender on success and retention.
4. Select the College, Division, and Department/Discipline Info you want to review
5. In the right hand filter column go to “Term Session” and indicate if you are interested in fall, spring, and/or summer success and retention data.
6. To enlarge the view, go to the “View” tab and select the option that suits your needs.

How to Look Up Efficiency (Productivity) Data on the Program Review Data Dashboard

1. Follow steps 1 – 7 above
2. Go to the WSCH/FTEF Tab (at bottom of page)
3. This tab provides WSCH/FTES totals.
4. Select the College, Division, and Department/Discipline Info you want to review
5. In the right hand filter column go to “Term Session” and indicate if you are interested in fall, spring, and/or summer WSCH/FTES.
6. To enlarge the view, go to the “View” tab and select the option that suits your needs.
7. Go to the WSCH and FTES tab for this data.

How to Look Up Enrollment Data on the Program Review Data Dashboard*

1. Follow steps 1 – 8 above
2. Go to the Section and Enrollment Counts Tab (at bottom of page)
3. This tab provides number of sections, enrollment, and % fill rate.

4. Select the College, Division, and Department/Discipline Info you want to review
5. In the right hand filter column go to “Term Session” and indicate if you are interested in fall, spring, and/or summer enrollment.
6. In the right hand filter column go to “Point in Time” and indicate if you are interested in “Census After Start” or after “Final Grade.”
7. If you want to view enrollment data on a particular course, go to “Course Name” and choose one or more courses
8. For enrollment data on an entire division, after selecting the division you intend to focus on, select all to include all departments/disciplines.

Note: The Colleague Reports Server now has a Power BI Enrollment Dashboard.

Special Thanks

CPIE would like to thank Bonnie Ripley and the GCCCD RPIE Office for designing and publishing this data dashboard and for creating the instructional videos below:

- Understanding Course Efficiency Data (including discussion of terms): [Link](#)
 - Understanding Faculty Data: [Link](#)
-

VISION, MISSION & VALUES



Vision

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.

Mission

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.

Values

- Learning & Student Success
- Creativity & Innovation
- Pursuit of Excellence & Continuous Improvement
- Integrity
- Power of Diversity & Inclusion
- Civility
- Balance

STRATEGIC GOALS & OBJECTIVES



1 - Educational Excellence

Ensure learning and timely completion of students' educational goals.

- Increase equitable access
- Increase course success rates and close equity gaps
- Increase term and annual persistence rates
- Increase completion rates

2 - Completion Culture

Ensure excellence in educational outcomes by providing programs, resources, and services that empower students to achieve their educational goals.

- Remove barriers that interfere with completion of degrees/certificates, particularly for racially marginalized students
- Increase 3-year graduation rates and close equity gaps
- Increase career and transfer outcomes that lead to livable wages for all students

3 - Innovation & Effectiveness

Ensure student success and institutional effectiveness by embracing and adopting innovative practices and technologies.

- Implement technology needed for students to monitor their own successes/progress toward their goals
- Scale-up successful programs and services
- Examine disaggregated data using an intersectional lens

4 - Operational Excellence

Maximize student learning and success by improving organizational processes, promoting safety and wellness, and creating college-wide opportunities for professional development.

- Improve systems, processes, and resource allocation to maximize organizational effectiveness

- Strengthen college-wide collaboration and communication
- Increase opportunities for professional development and continuous learning on equitable and anti-racist best practices

5 - Community Collaboration

Collaborate with community partners to provide educational opportunities that best serve the needs of our students and our community.

- Increase community partnerships with K-12 districts and regional businesses.
- Increase experiential learning opportunities for students
- Strengthen community engagement

(Grossmont College 2022 – 2028 Goals & Objectives)