



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

President's Report to the Governing Board March 8, 2022

The Grossmont College Strategic Plan, which evolved from Grossmont College's Achieving the Dream goals, is focused on outreach, engagement, retention, and institutional capacity.

OUTREACH



Welcome to Grossmont College's Random 60, an initiative celebrating our 60th anniversary by asking our college community to engage in random acts of kindness and to share stories when a colleague or student offers support to others, not just on campus, but also in the community.

Random 60 is meant to highlight untold random acts of kindness that our community has provided to others over the decades that often go unrecognized. Here are just a few recent submissions from our [Random 60 webpage](#):

Gabriella Avila Garcia

"Gaby's kindness is not random but always intentional and should be recognized. As a CAPS employee Gaby has never left the campus during our entire COVID shut down the past two years. She worked diligently and more hours than required. During this time, she quietly assisted so many staff and faculty with things that needed to be done in their office spaces such as turning on computers, taking out garbage's, feeding the CDC pets and completing small maintenance projects on both campuses. She's the type of person that never really asks for help but is always willing to stop her day and help others. I've watched Gaby assist frustrated students during the pandemic for up to an hour with registration questions or general information that they had trouble finding. They always leave happy customers. I know many others on our team would support this nomination."

Michele Clock

"As the Director of Public Information, Government Relations & Community Relations for the Grossmont-Cuyamaca Community College District, Michele Clock has her hands full. Regardless, Michele is never too busy to help out a friend or co-worker. When a fellow employee recently

fell ill, Michele volunteered to pick the person up from the hospital. With the fellow employee convalescing back home, Michele headed to the grocery store and on her own dime went shopping. This was a true random act of kindness, and it underscores who Michele is.”

Frank Laveaga

“Frank takes care of his department and team regularly without any acknowledgement. He brings in coffee, food, supplies and small gifts of appreciation on a regular basis and leaves them out for all to use and rarely identifies himself as the person doing so. Frank has also put together goodie bags for our homeless population on campus. He purchases items they need with his own money and leaves them at our office for use by our team when they work alone at night. The bags create goodwill and respect between our team and our homeless population often helping us deescalate bad situations. Frank needs to be recognized for this.”

ENGAGEMENT

Soul food. Maya’s Cookies. Free tacos. Welcome Back Week 2.2 included all this and more.

Despite the sometimes-inclement weather, students, faculty, and professional staff returned to campus February 22 and were greeted with a bevy of activities. Some examples: Tuesday Transition and “Wear Your Zoom Outfits to Work”; Wellness Wednesday and “Healthy Cookies in the Quad” courtesy of Maya’s Cookies; Throwback Thursday and “Old School Music,” “Dance Hour,” and “Taco Lunch with Our Students”; and Fan Favorite Friday with the legendary Grossmont College Dodge Ball Competition.



The highlight was a Welcome Back Fair that attracted several hundred students and included free Mexican food and Maya’s Cookies. Welcome Back Week 2.2 also incorporated African American Literature Readings and a soul food feast at Griffin Gate, all part of Black History Month; Grossmont College faculty and professional staff staged a “Welcome Back Fair” in the Quad for students on Wednesday; and students enrolled in evening classes were treated to a Pizza and Karaoke Night on Thursday.



Wrote President Denise Whisenhunt in a welcome back letter to the campus community: “Grossmont College is a strong and vibrant community, but I recognize this is a challenging time for every

one of us. For many, professional relationships until now have been built through Zoom via laptops and personal computers. Frankly, at times this can seem overwhelming. But as a campus, we will strive to do our best and move in grace to serve our students.”

RETENTION

Grossmont College is looking forward to two giant steps in its Guided Pathways journey.

First, with support from a newly hired web developer, the Guided Pathways team anticipates launching an Academic and Career Pathways webpage that will provide students with access to degree maps drafted in the fall and reviewed by departments using Degree Map Worksheets to help students make more fully informed decisions about their course selections. As we move further into the spring semester, we will begin focusing our efforts on the idea of what an ACP Griffin Completion Team is and what it can look like at Grossmont College. Establishing how these Griffin Completion Teams will function and who will be part of each team will be central to our work.

Grossmont College awarded 2,308 degrees to 1,495 students and 1,379 certificates to 1,189 students in 2020-21.

Meanwhile...

Grossmont College was featured in a special issue of the [California Acceleration Project's CAPacity Gazette](#) for its work in more than doubling the percentage of students completing transfer-level English to 69% from 2015 to 2019. English Department co-chairs Tate Hurvitz and Cindi Harris noted that, beyond eliminating almost all remedial English classes and replacing them with courses with co-requisite support, the department's success was aided by a number of long-term investments collegewide.



Another other key investment, wrote the CAPacity Gazette, was professional development. “For years before AB 705, said Harris, the college funded teams of English faculty to statewide California Acceleration Project events, with most full-time faculty participating. To ensure that adjunct faculty received similar support, in 2017, Harris and a colleague

created a local community of practice with four meetings modeled on CAP pedagogy. The college paid participants a \$1,500 stipend and gave them priority to teach sections with corequisite support, incentivizing nearly all part-time instructors to participate.”

INSTITUTIONAL CAPACITY

A Strategic Planning Retreat convened on February 11 led to engaging conversations about Grossmont College and its commitment to student success. The event was the latest in an ongoing series of discussions that have so far yielded new Vision and Mission statements; increased awareness across constituent groups of college service area demographics, labor market information, and external environmental factors; and identified internal strengths and challenges.

Breakout groups at the February 11 retreat focused on Connection, Entry, Progress, Completion, and Employment/Transfer. Draft goals related to Employment/Transfer included removing barriers to completing degrees and certificates and fostering community partnerships with K-12 districts and regional businesses. Objectives identified by a breakout group tackling Completion included recognizing important milestones on the student journey, such as email notifications on courses completed and what courses are left to be completed in a particular program.

Accreditation

The ACCJC Accreditation Site Team visit is scheduled for March 23. At issue are changes enacted since a June, 2021, Follow-Up Report based on a site visit last April.

In its follow-up report, the ACCJC peer review site team called on Grossmont College to improve how it measured student learning outcomes, pointing out it was not using a



centralized data collection system to track and monitor assessment results. Since then, Grossmont has implemented a single data collection software system – Nuventive Improve – incorporating outcome assessment results for all units within Academic Affairs as well as for Student Services and Administrative Services. The Nuventive Improve analytics

component has enabled Grossmont to better access and use assessment data to inform decision making and monitor continuous quality improvement. Course-level data reporting

prompts in Nuventive Improve also include spaces for more meaningful reflection of assessment results using an equity lens.

We look forward to the March visit and full accreditation.