GROSSMONT COLLEGE

Institutional Effectiveness Study

2003-2004

Office of Institutional Research and Planning
Grossmont-Cuyamaca Community College District

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I. INTRODUCTION

A. General Statement

The Grossmont College Institutional Effectiveness Study is a reflection of the College's long-term commitment to assessing the effectiveness of its programs and services. This report provides feedback on indicators of effectiveness that are important to the College as outlined in the Educational Master Plan, Strategic Planning Report, and Mission Statement. While the indicators pertain to the goals and values articulated in these various documents, this document and its indicators are organized within the structure of the eight Strategic Planning Goals set forth in the Grossmont College 2001 Strategic Plan Report. Indicators were chosen for inclusion based on three factors: *Availability* – data are available for at least three academic years, *Objectivity* – the indicator provides an unbiased measure of progress toward the Strategic Goal, and *Repeatability* – the indicator will be available for inclusion in future versions of the report.

B. Mission Statement

"Provide educational leadership through learning opportunities that anticipate, prepare for, and meet the future challenges of a complex democracy and a global society."

II. INSTITUTIONAL GOALS

Grossmont College will provide high-quality education and support services to prepare students for success at baccalaureate institutions, to develop their workplace skills, and to enrich their social and cultural awareness so that they might live more productive and responsible lives. To accomplish the mission, the following Strategic Goals for 2001 – 2002 were established:

Goal 1: Grossmont College will support and maintain educational excellence.

Goal 2: Grossmont College will actively seek, sustain and value a high-quality, diverse staff dedicated to accomplishing the goals of the college.

Goal 3: Grossmont College will provide high-quality instructional programs and appropriate technologies, support services and staff to achieve educational goals.

Goal 4: Grossmont College will establish values and promote a climate that enhances diversity, collaboration, effectiveness, and student success.

Goal 5: Grossmont College will be a viable, engaged and responsive leader within the wider community.

Goal 6: Grossmont College will identify and meet internal standards of accountability and promote external standards of accountability.

Goal 7: Grossmont College will increase funding, maximize resources and enhance staff understanding of and involvement in all budgeting processes.

Goal 8: Grossmont College will provide and maintain an environment, including infrastructure that is safe, functional, attractive, accessible, and ecologically sound.

Goal 1: *GROSSMONT COLLEGE WILL SUPPORT AND MAINTAIN EDUCATIONAL EXCELLENCE.*

Overview: This section presents six indicators used to evaluate progress toward Goal 1. Indicators include English and math course success rates, the percent of students completing transfer level English and math courses, the percent of students with *Undecided* as their educational goal, first year GPAs at California State Universities for Grossmont College transfers, and success and retention rates.

Figure 1.1 presents English course success rates for course numbers 110 and below. English department faculty determined these courses to be typical lower division college level English courses. Success in these courses increased from 61% to 67% over the four academic years.

Figure 1.1
Lower Division English Course Success Rates*
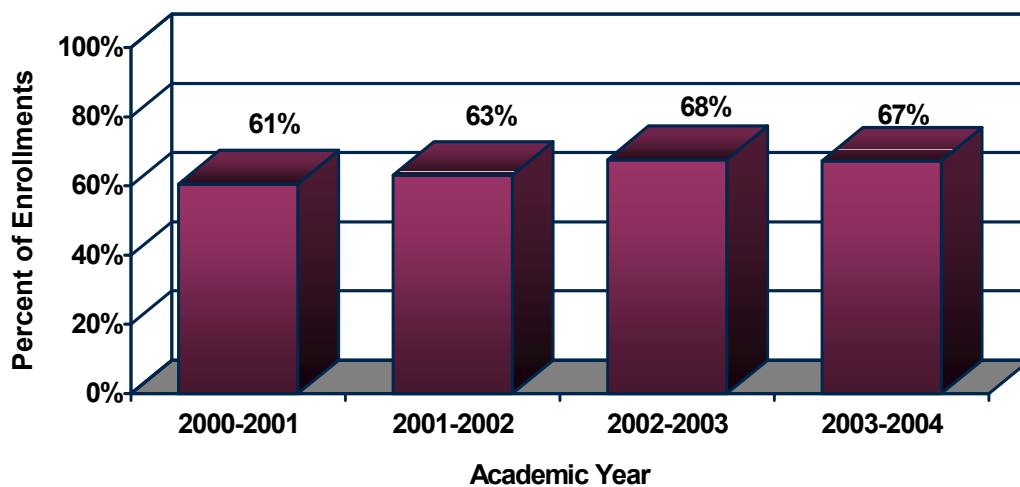
*Includes course numbers 110 and below only.

Figure 1.2 presents math course success rates for course numbers 120 and below. Math department faculty determined these courses to be typical lower division college level math courses. Though math course success rates fluctuated slightly over the academic years presented, they are relatively stable across the four year period.

Figure 1.2
Lower Division Math Course Success Rates*
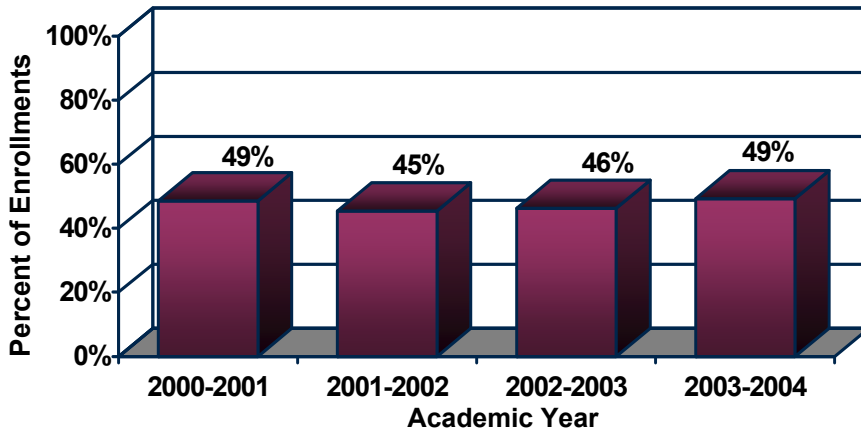
*Includes course numbers 120 and below.

Figure 1.3 presents the percentage of students attending Grossmont College during the academic years indicated who are *transfer-ready*. Transfer-ready students are defined as those who have successfully completed a transfer level math <u>and</u> English course during the current or prior three academic years of interest. Thus, a student labeled as transfer-ready for the academic year 2001-2002 would have successfully completed a transfer level math and English course during academic years 1998-1999 through 2001-2002. Over the past four academic years, the percentage of transfer-ready students has remained steady at approximately 12%.

Figure 1.3
Percent of Transfer-Ready Students
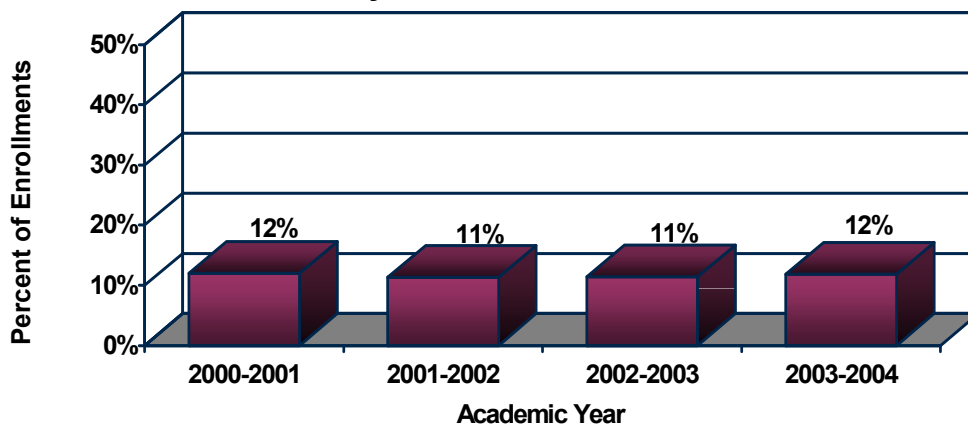
Table 1.4 presents the *informed educational goal* identified by students. In contrast with students' *initial* educational goal, the informed educational goal presents the most recently reported goal for each student. Therefore, when students change their goal or move from *Undecided* to a specified goal after their initial enrollment, it is reflected as their informed educational goal. Over the past four semesters, the percent of students stating their informed goal as *Degree/Transfer*, *Vocational Degree/Transfer*, *Plan or Maintain Career*, or *Basic Skills* have increased. Students with an informed educational goal of *Plan or Maintain Career* increased the most (3.3%) over the period of interest. Students with a stated goal of *Undecided* decreased by 7.4% from Fall 2002 to Spring 2004.

Table 1.4
Informed Educational Goal[1] by Semester

INFORMED EDUCATIONAL GOALS	Fall 2002	Spring 2003	Fall 2003	Spring 2004
Degree/Transfer	60.7%	61.7%	62.3%	61.6%
Vocational Degree/Transfer	2.0%	3.0%	3.0%	3.1%
Plan or Maintain Career	12.5%	14.9%	14.7%	15.8%
Basic Skills	5.9%	7.7%	7.4%	8.0%
Undecided	18.9%	12.6%	12.5%	11.5%
Total	**100%**	**100%**	**100%**	**100%**

[1] Informed Goal information is available beginning in Fall 2002.

Grossmont College is ranked fourth in the state for the highest percentage of transfers to the CSU system and is the number one transfer institution to SDSU. Figure 1.5 presents the first-year GPA of Grossmont transfers to the CSU system, compared with all community college students transferring to the CSU. During all academic years presented, Grossmont College transfer students to the CSU system earned equivalent or higher GPAs during their first year when compared with community college transfer students overall.

Figure 1.5

First Year GPA at California State University*
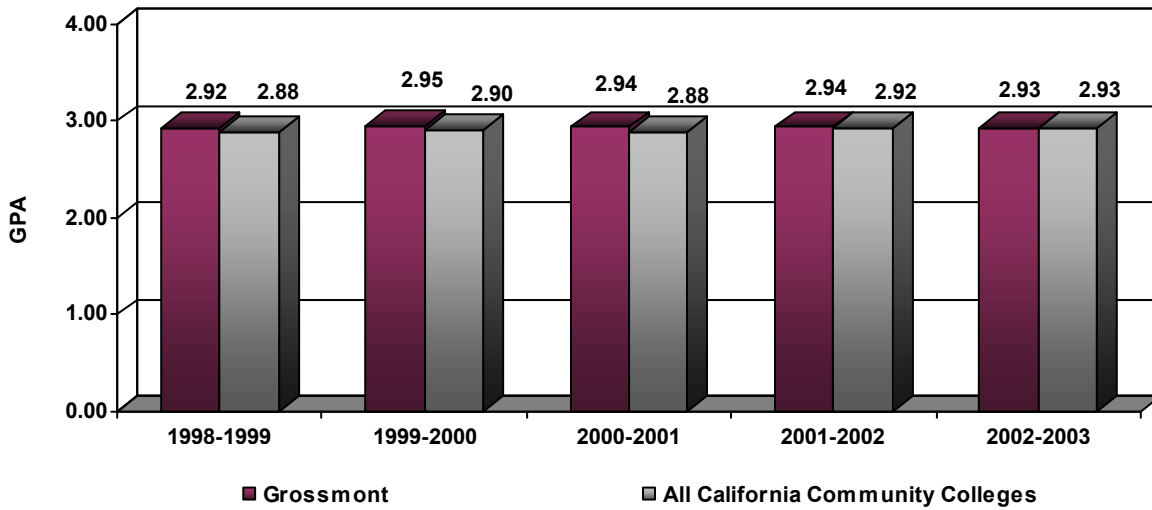
* Data provided by California State University Analytic Studies Department

Table 1.6 presents campus-wide course success and retention rates for three academic years. At Grossmont College, overall success and retention rates have increased slightly over this period. Fall semester success rates were consistently between 1% and 2% lower than spring semester success rates. This difference between these Fall and Spring semester rates is most likely an artifact related to first-time students adjusting to community college.

Table 1.6
Course Success and Retention Rates by Semester

	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004
Course Success	63.8%	64.7%	63.9%	65.7%	64.0%	65.8%
Course Retention	77.1%	76.6%	76.6%	77.1%	77.9%	77.7%

<u>Goal 1 Summary</u>:   All six indicators show progress toward Goal 1. Lower division English course success rates increased 6%, while the percentage of transfer-ready students has remained steady. Similarly, students seeking a two- or four-year degree increased from 62.7% to 64.7%, and first-year Grossmont College transfers to the CSU system earned equal or higher GPAs during their first year when compared with community college transfer students overall. Finally, when comparing like semesters, success and retention rates for all courses slightly increased.

Goal 2: *GROSSMONT COLLEGE WILL ACTIVELY SEEK, SUSTAIN AND VALUE A HIGH-QUALITY, DIVERSE STAFF DEDICATED TO ACCOMPLISHING THE GOALS OF THE COLLEGE.*

Overview: Two indicators were used to evaluate progress toward this goal. These include faculty and staff turnover rates and a comparison of demographics for full-time employees versus the demographics of the surrounding service area.

As shown in Figure 2.1, faculty turnover rates have fluctuated over the past four academic years between a low of 4.1% to a high of 7.7%. Similarly, staff turnover rates varied between 6.5% and 10.3%. In general, staff employees showed a higher turnover rate than faculty.

Figure 2.1
Full-Time Faculty and Staff* Turnover Rates
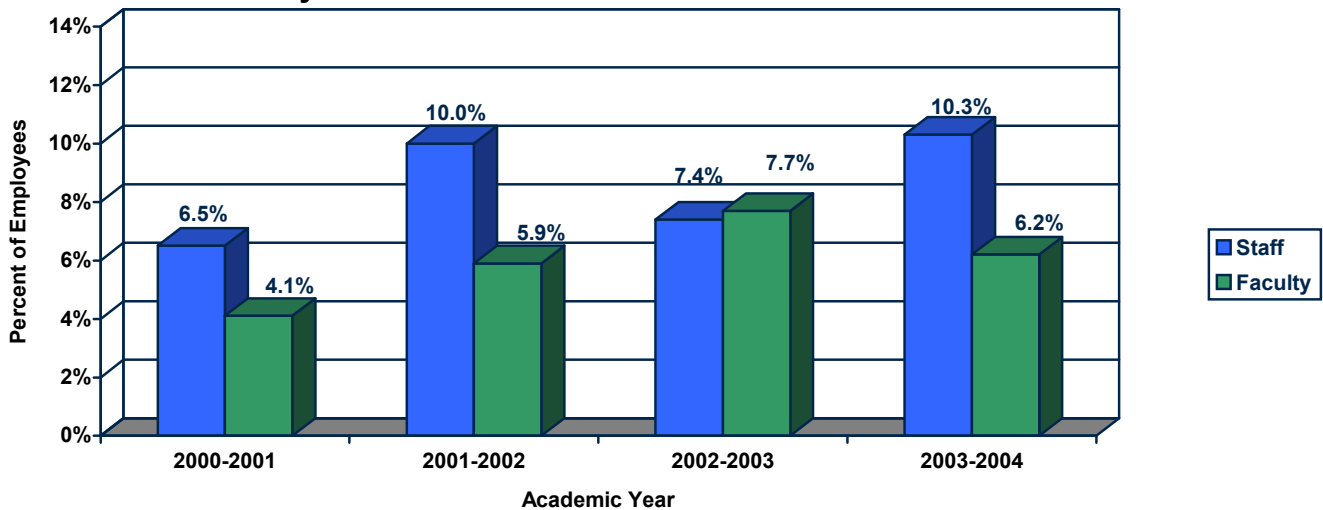
*   Does not include executives and management.

Table 2.2 presents demographic characteristics of full-time faculty and staff at Grossmont College compared with those of residents within the College's service area. The distribution of ethnicity of Grossmont College's full-time faculty and staff were investigated for signs of *adverse impact*. According to the *Uniform Guidelines* (Uniform Guidelines on Employee Selection Procedures ,1978), the ratio of any group must be at least 80% of the ratio or the most favorably treated group. If the ratio is smaller than 80%, the *initial* conclusion is that adverse impact has occurred.

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According to the U.S. Census Bureau's figures, Black Non-Hispanic and Hispanic employees are underrepresented when compared with the population in the surrounding Grossmont College area; these groups are employed at the College at less than 80% of the rate at which they reside in the area. Given the U.S. Census Bureau's method in which respondents of Hispanic origin are permitted to choose more than one ethnic designation, it is expected that the Census estimates for Hispanics would be higher than those reported for the college. Grossmont College students and staff are permitted to choose only one ethnicity. This difference in data collection makes any valid comparison difficult.

Table 2.2
Comparison of Demographics of Full-Time Employees[1] versus Service Area Residents

	Academic Year				Grossmont College Students [2]	GCCCD area overall [3]
Ethnicity	**2000-2001**	**2001-2002**	**2002-2003**	**2003-2004**		
Asian / Filipino / Pacific Islander	26	28	29	34		
	6.8	*6.9*	*6.8*	*7.9*	*12.2*	*8.5*
Black Non-Hispanic	17	19	22	23		
	4.4	*4.7*	*5.1*	*5.3*	*6.5*	*7.5*
Hispanic	48	47	52	55		
	12.5	*11.6*	*12.1*	*12.8*	*16.1*	*21.0* [4]
American Indian / Alaskan Native	10	10	10	9		
	2.6	*2.5*	*2.3*	*2.1*	*1.1*	*0.7*
White Non-Hispanic	282	302	318	309		
	73.4	*74.6*	*74.1*	*71.7*	*56.2*	*59.4*
Other / Unknown	1	0	0	1		
	0.3	*0.0*	*0.0*	*0.2*	*7.8*	*3.0*
Gender						
Female	218	237	255	258		
	56.8	*58.4*	*59.2*	*59.9*	*59.0*	*51.3*
Male	166	169	176	173		
	43.2	*41.6*	*40.8*	*40.1*	*41.0*	*48.7*
Total	**384**	**406**	**431**	**431**		

[1] Full-time employees include only full-time faculty and staff. Does not include executives and management.

[2] Grossmont College students as of end of term Fall 2003.

[3] GCCCD area includes all zip codes within the District boundary as well as zip codes in which 200 or more Fall 2003 Grossmont students resided. Percentages are based on 2003 Census estimates from SANDAG for ages 15 and above.

[4] Census estimates for Hispanic residents include people of any race.

<u>Goal 2 Summary</u>:   Both indicators evidence progress toward Goal 2. While turnover rates fluctuated over the four academic year period, there was no systematic increase in turnover. Full-time faculty and staff demographics, with the exception of those of Hispanic or Black Non-Hispanic ethnicity, demonstrate the College's success at reaching out to the local community with its recruitment efforts. Grossmont College's proportion of Hispanic employees (between 15.1% and 16.5% over the past 4 academic years) failed to reach 80% of the proportion of Hispanic employees (16.8%) in the surrounding area. However, the U.S. Census Bureau method of collecting demographic information, which allows persons of Hispanic origins to choose more than one ethnicity, would likely result in a higher estimate of the number of Hispanics in the surrounding area. Therefore, the difference found for Hispanics is most likely an artifact of data gathering differences, rather than an indication of adverse impact.

Goal 3: *GROSSMONT COLLEGE WILL PROVIDE HIGH-QUALITY INSTRUCTIONAL PROGRAMS AND APPROPRIATE TECHNOLOGIES, SUPPORT SERVICES AND STAFF TO ACHIEVE EDUCATIONAL GOALS.*

Overview: This section presents five indicators used to evaluate progress toward Goal 3. These include student use of computerized tutorial labs, the number of terminals in computer labs, student use of online registration services, and degree completion and transfer rates of students using matriculation services.

As shown in Table 3.1, the average number of tutorial sessions per student was approximately thirteen from Fall 2001 to Spring 2003. The average for Fall 2003 to Spring 2004 was approximately seven. This decrease in number of tutorial sessions per student is most likely an artifact caused by campus construction and budgetary issues rather than a change in student behavior. In Fall 2003, the number of computers available for student use decreased by 30 and lab hours decreased by 14 per week during construction and remodeling of the Tech Mall.

Table 3.1
Average Number of Tutorial Sessions* Per Student by Semester

Subject	Semester					
	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004
Biology	7.0	7.4	6.9	6.6	6.2	6.8
Computer Science	9.9	8.6	7.5	9.6	8.1	8.2
CVTE	6.4	9.1	5.2	7.7	5.0	5.5
English	7.7	5.9	5.5	6.1	5.6	6.6
IDS	18.7	19.9	17.6	16.9	8.2	13.0
Math	9.3	9.5	9.8	9.5	9.7	9.1
Nursing	5.7	2.3	4.5	1.9	5.0	1.6
Respiratory Therapy	3.8	1.6	3.3	2.7	2.8	17.0
Term Total	**13.0**	**13.3**	**12.9**	**13.0**	**6.3**	**8.5**

*Tutorial Session: Individual visit to Grossmont College campus tutoring centers or labs.

Table 3.2 displays the number of students served by tutorial services by term. Between Fall 2001 and Spring 2003, the number of students using tutorial services increased by 13.7%. This increase in student use of tutorial services is particularly noteworthy given the overall increase of less than one percent in student enrollment at Grossmont College during this period. As discussed previously with respect to the number of tutorial sessions, the number of students using tutorial services also decreased during Fall 2003 and Spring 2004, as a result of construction and remodeling of the Tech Mall.

Table 3.2
Number of Students Served by Tutorial Services* by Semester

	Semester					
Subject	**Fall 2001**	**Spring 2002**	**Fall 2002**	**Spring 2003**	**Fall 2003**	**Spring 2004**
Biology	180	203	285	234	225	205
Computer Science	268	174	201	149	164	116
CVTE	120	99	130	100	163	78
English	896	732	641	653	487	578
IDS	2062	2499	2499	2782	2133	2330
Math	905	1097	1017	1207	1015	915
Nursing	106	41	65	34	63	11
Respiratory Therapy	4	7	8	6	9	4
Term Total	**4541**	**4852**	**4846**	**5165**	**4259**	**4237**

*Tutorial Session: Individual visit to Grossmont College campus tutoring centers or labs.

As presented in Table 3.3, over the past four academic years, Grossmont College has replaced more than 500 computers in 18 computer labs with 907 new units. Table 3.3 shows that the total number of computers available to students increased by 397.

Table 3.3
Number of Computers in Labs

2000 – 2001	Number of old computers replaced	Number of new computers added	Net Increase
Music	15	21	6
Summit (newspaper)	5	10	5
Math	60	72	12
Synergy	16	20	4
English Writing Center	25	28	3
Total	**121**	**151**	**30**

2001 – 2002	Number of old computers replaced	Number of new computers added	Net Increase
Student Ed Tech Lab	50	90	40
Chemistry	0	42	42
Total	**50**	**132**	**82**

2002 – 2003	Number of old computers replaced	Number of new computers added	Net Increase
CSIS	0	91	91
Physics	10	15	5
Reading Center	17	25	8
Total	**27**	**131**	**104**

2003 – 2004	Number of old computers replaced	Number of new computers added	Net Increase
Tech Mall (formerly SETL)	90	178	88
EWC/ESL	28	40	12
BOT	120	132	12
Tech I and Tech II	0	58	58
Chemistry 307B	10	10	0
Health Professions Rm. 352	25	30	5
CTC Room 534 (ROP)	29	30	1
ATC	10	15	5
Total	**312**	**493**	**181**
Total 2000-2004	*510*	*907*	*397*

Grossmont College began offering students an online application and registration process in Spring 2002. As shown in Table 3.4, online applications now account for 40.1% of all applications received. Similarly, as of Spring 2004, over 77% of all students registered for some or all of their courses online.

Table 3.4
Number of Students Applying and Registering Online

Online Service	Academic Year									
	Spring 2002		Fall 2002		Spring 2003		Fall 2003		Spring 2004	
	N	%	N	%	N	%	N	%	N	%
Application	N\A	N\A	3239	18.0	4005	36.7	6876	35.6	4555	40.1
Registration	6,931	37.6	10,840	57.3	11,786	65.2	12,933	70.3	13,693	77.5

As presented in Table 3.5, student use of matriculation services has varied greatly across semesters during the past four academic years. The percent of students served by the Transfer Center, Career Services and the Financial Aid Office was generally stable from semester to semester. Counseling Center services fluctuated between Fall and Spring semesters with a high of 39.6% of enrolled students served in Fall 2001 to a low of 26.6% in Spring 2003. Examination of like semesters (e.g., Fall 2001, 2002, 2003) suggests the percent of students served by matriculation services has remained stable over the past three academic years, with Financial Aid showing the largest increase (1.7%) for like semesters between Spring 2002 and Spring 2004.

Table 3.5
Percentage of Students Served by Matriculation Services by Semester

Subject	Semester					
	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004
Career Services Center	2.3%	3.1%	*	*	3.5%	4.3%
Counseling Center	39.6%	27.9%	36.9%	26.6%	35.0%	28.6%
Financial Aid Center	14.1%	14.3%	14.1%	14.9%	14.8%	16.0%
Transfer Center	5.8%	7.1%	4.5%	5.9%	*	*

*Data unavailable for this semester.

The following tables (Tables 3.6 and 3.7) show the outcomes of students who started at Grossmont College during five academic years. The academic outcomes used in this study include transfers and degree attainment up to and including Fall 2003. Students who did not complete any units at Grossmont College were omitted from the study in order to present only those students who could potentially qualify for transfer. Students were considered to have transferred as long as the transfer date occurred at least one semester after their first semester at Grossmont College. Table 3.6 presents data for students with educational goals of *Degree/Transfer* while Table 3.7 displays data for student with an educational goal of *Undecided*.

Students with educational goals of *Degree/Transfer* who received matriculation services were more likely to transfer and/or obtain a degree than those who did not receive such services. This relationship appears stronger for students who obtained a degree or transferred in less time. Students with an *Undecided* educational goal were less likely to obtain a degree and/or transfer than students with goals of *Degree/Transfer*. However, these students with *Undecided* goals were also more likely to obtain a degree and/or transfer if they had participated in matriculation services than if they had not. Note that although an association was found between matriculation services and academic success, this does not necessarily indicate a causal relationship. The association may instead be due to internal student characteristics (e.g., student motivation).

Table 3.6
Degree Completion and Transfer Rates by Matriculation Status for Students with an Educational Goal of Degree or Transfer

Began at Grossmont	Outcome*	Matriculation Services		No Matriculation Services		Overall	
		#	*%*	*#*	*%*	*#*	*%*
1996/1997	Transfer only	501	*24.7*	360	*22.8*	861	*23.9*
	Degree only	141	*7.0*	61	*3.9*	202	*5.6*
	Degree & Transfer	205	*10.1*	31	*2.0*	236	*6.5*
	Neither	1178	*58.2*	1129	*71.4*	2307	*64.0*
	Total	**2025**	*100.0*	**1581**	*100.0*	**3606**	*100.0*
1997/1998	Transfer only	607	*24.6*	291	*17.4*	898	*21.7*
	Degree only	158	*6.4*	61	*3.6*	219	*5.3*
	Degree & Transfer	236	*9.6*	22	*1.3*	258	*6.2*
	Neither	1463	*59.4*	1300	*77.7*	2763	*66.8*
	Total	**2464**	*100.0*	**1674**	*100.0*	**4138**	*100.0*
1998/1999	Transfer only	742	*24.9*	166	*13.0*	908	*21.4*
	Degree only	168	*5.6*	49	*3.8*	217	*5.1*
	Degree & Transfer	272	*9.1*	5	*0.4*	277	*6.5*
	Neither	1794	*60.3*	1056	*82.8*	2850	*67.0*
	Total	**2976**	*100.0*	**1276**	*100.0*	**4252**	*100.0*
1999/2000	Transfer only	707	*22.9*	150	*11.2*	857	*19.4*
	Degree only	175	*5.7*	47	*3.5*	222	*5.0*
	Degree & Transfer	201	*6.5*	6	*0.4*	207	*4.7*
	Neither	2004	*64.9*	1131	*84.8*	3135	*70.9*
	Total	**3087**	*100.0*	**1334**	*100.0*	**4421**	*100.0*
2000/2001	Transfer only	541	*18.2*	128	*9.9*	669	*15.7*
	Degree only	131	*4.4*	57	*4.4*	188	*4.4*
	Degree & Transfer	139	*4.7*	4	*0.3*	143	*3.3*
	Neither	2166	*72.8*	1105	*85.4*	3271	*76.6*
	Total	**2977**	*100.0*	**1294**	*100.0*	**4271**	*100.0*

* Up to and including Fall 2003

Table 3.7
Degree Completion and Transfer Rates by Matriculation Status for Students Undecided on their Educational Goal

Began at Grossmont	Outcome*	Matriculation Services		No Matriculation Services		Overall	
		#	*%*	*#*	*%*	*#*	*%*
1996/1997	Transfer only	121	*14.7*	70	*14.0*	191	*14.4*
	Degree only	56	*6.8*	8	*1.6*	64	*4.8*
	Degree & Transfer	71	*8.6*	1	*0.2*	72	*5.4*
	Neither	574	*69.8*	421	*84.2*	995	*75.3*
	Total	**822**	*100.0*	**500**	*100.0*	**1322**	*100.0*
1997/1998	Transfer only	138	*16.3*	71	*13.3*	209	*15.1*
	Degree only	51	*6.0*	10	*1.9*	61	*4.4*
	Degree & Transfer	51	*6.0*	2	*0.4*	53	*3.8*
	Neither	608	*71.7*	450	*84.4*	1058	*76.6*
	Total	**848**	*100.0*	**533**	*100.0*	**1381**	*100.0*
1998/1999	Transfer only	187	*17.8*	66	*11.6*	253	*15.6*
	Degree only	44	*4.2*	5	*0.9*	49	*3.0*
	Degree & Transfer	68	*6.5*	0	*0.0*	68	*4.2*
	Neither	750	*71.5*	499	*87.5*	1249	*77.1*
	Total	**1049**	*100.0*	**570**	*100.0*	**1619**	*100.0*
1999/2000	Transfer only	142	*14.0*	44	*8.7*	186	*12.3*
	Degree only	35	*3.5*	10	*2.0*	45	*3.0*
	Degree & Transfer	50	*4.9*	0	*0.0*	50	*3.3*
	Neither	785	*77.6*	450	*89.3*	1235	*81.5*
	Total	**1012**	*100.0*	**504**	*100.0*	**1516**	*100.0*
2000/2001	Transfer only	118	*11.7*	39	*7.9*	157	*10.4*
	Degree only	18	*1.8*	4	*0.8*	22	*1.5*
	Degree & Transfer	17	*1.7*	0	*0.0*	17	*1.1*
	Neither	858	*84.9*	449	*91.3*	1307	*87.0*
	Total	**1011**	*100.0*	**492**	*100.0*	**1503**	*100.0*

* Up to and including Fall 2003

<u>Goal 3 Summary</u>:   Four of the five indicators for Goal 3 show increases. The number of students using tutorial services increased by almost 14% across the first four semesters reviewed, while a substantial decrease for the subsequent two semesters was most likely due to exogenous factors. The net gain in the number of computer terminals for student use was nearly 400 units. Student use of online registration services increased almost 40% since becoming available in Spring 2002, while student use of online application services has more than doubled since becoming available. Finally, students receiving matriculation services have substantially higher degree/transfer completion rates than students not receiving these services.

Goal 4: *ESTABLISH VALUES AND PROMOTE A CLIMATE THAT ENHANCES DIVERSITY, COLLABORATION, EFFECTIVENESS, AND STUDENT SUCCESS.*

Overview: Four indicators were used to evaluate progress toward this goal. Primary indicators include a comparison between enrollment and service area demographics, course success and persistence rates, and a comparison of the course success rates of international students and all other students.

Table 4.1 presents the gender and ethnic distributions of students enrolled at Grossmont College during the academic years presented, as well as the distribution of these groups residing in the surrounding area. The distributions were investigated for signs of adverse impact. See page 9 for the definition of adverse impact used in this study.

In general, Grossmont College students are more diverse than the surrounding area. Only one group showed signs of adverse impact. Based on a proportion of 21.0% in the surrounding area, Hispanic students should comprise a minimum of 16.8% of the student population. However, the proportion of Hispanic students ranged from 15.1% to 16.5% over the past four academic years. As discussed on page 11, because the U.S. Census allows persons to choose more than one ethnicity, it is reasonable to assume that this estimate would be greater than that provided by Grossmont College enrollment data, where students must select just one race/ethnicity.

Table 4.1
Comparison of Enrollment versus Demographics of Service Area

	Academic Year[1]				GCCCD area overall [2]
	2000-2001	2001-2002	2002-2003	2003-2004	
Gender					
Female	15,155	16,595	16,833	16,107	
	56.6	*56.8*	*58.8*	*58.7*	**51.3**
Male	11,580	12,579	11,673	11,152	
	43.3	*43.0*	*40.8*	*40.7*	**48.7**
Not Reported	31	46	111	163	
	0.1	*0.2*	*0.4*	*0.6*	
Ethnicity					
Asian / Filipino	2,725	3,067	3,036	2961	
	10.1	*10.5*	*10.6*	*10.8*	***8.0***
Black Non-Hispanic	1,642	1,867	1,867	1,908	
	6.1	*6.4*	*6.5*	*7.0*	***7.5***
Hispanic	4,057	4,701	4,614	4,523	
	15.1	*16.1*	*16.1*	*16.5*	***21.0*** [3]
American Indian / Alaskan Native	341	361	347	306	
	1.3	*1.2*	*1.2*	*1.1*	***0.7***
Pacific Islander	286	329	350	331	
	1.1	*1.1*	*1.2*	*1.2*	***0.5***
White Non-Hispanic	16,097	16,955	16,193	14,977	
	60.1	*58.0*	*56.6*	*54.6*	***59.4***
Other / Unknown	1,618	1,940	2,210	2,416	
	6.0	*6.6*	*7.7*	*8.8*	***3.0***
Total	**26,766**	**29,220**	**28,617**	**27,422**	

[1] Academic year includes Fall, Spring, and Summer semesters (e.g., Fall 2000, Spring 2001, and Summer 2001).

[2] GCCCD area includes all zip codes within the District boundary as well as zip codes in which 200 or more Fall 2003 Grossmont students resided. Percentages are based on 2003 Census estimates from SANDAG for ages 15 and above.

[3] Census estimates for Hispanic residents include people of any race.

Table 4.2 presents course success rates by course level, gender, and ethnicity. Course success rate is defined as the percent of students successful in courses (i.e., receiving a letter grade of A, B, C, or Credit) out of the total number of students enrolled in courses. As with student demographic data, course success rate distributions were investigated for signs of adverse impact. *Basic skills* courses evidenced the lowest course success rates overall with a success rate of 53.1% compared to 63.0%, 63.5%, and 68.4% for *degree-applicable*, *transfer*, and *vocational* courses respectively.

When examined by ethnicity, *basic skills* courses also show signs of adverse impact. Occasionally, several minority groups (Black Non-Hispanic, Filipino, Hispanic, American Indian/Alaskan Native, and Pacific Islander) failed to meet the 80% threshold at some point across the three academic years under review. However, only the Black Non-Hispanics and Hispanic groups consistently fell below the threshold in the *basic skills* courses. Examination of success rates by ethnicity for the other types of courses (i.e., *degree-applicable*, *transfer*, and *vocational* courses) shows less evidence of adverse impact. Only Black Non-Hispanic students fluctuate across the 80% threshold in all course types, though the differences are never as large as in *basic skills* courses. For additional information on these findings and proposed solutions to help mitigate these achievement gaps, please refer to the 2004 Grossmont College Student Equity Plan.

Table 4.2
Course Success Rates by Course Level and Gender, Ethnicity

Basic Skills Courses	2001-2002		2002-2003		2003-2004	
	# Attempted	% Success	# Attempted	% Success	# Attempted	% Success
Gender						
Female	2,619	*57.7*	2,905	*58.7*	2,546	57.6
Male	1,663	*48.5*	1,707	*53.2*	1,453	50.7
Ethnicity						
Asian	345	*58.6*	338	*59.9*	252	*69.4*
Black Non-Hispanic	418	*39.1*	450	*42.8*	453	*40.8*
Filipino	78	*55.1*	81	*64.2*	101	*36.6*
Hispanic	820	*46.3*	845	*48.3*	756	*49.3*
American Indian/ Alaskan Native	62	*53.2*	41	*53.7*	34	*44.1*
Pacific Islander	43	*53.5*	33	*53.1*	36	*36.1*
White Non-Hispanic	2,172	*58.7*	2,407	*60.9*	1,949	*60.1*
Other	236	*57.6*	272	*60.1*	279	*56.5*
Unknown	108	*58.3*	153	*59.9*	151	*57.0*
Overall Basic Skills	**4,282**	***54.2***	**4,620**	***56.7***	**4,011**	***55.2***

Table 4.2 (cont.)

Degree Applicable Courses	2001-2002		2002-2003		2003-2004	
	# Attempted	% Success	# Attempted	% Success	# Attempted	% Success
Gender						
Female	6,938	67.3	6,731	66.4	5,858	67.3
Male	5,439	64.8	4,626	59.5	4,139	60.9
Ethnicity						
Asian	1,067	70.7	900	68.1	963	72.5
Black Non-Hispanic	1,018	56.7	948	52.4	767	51.4
Filipino	372	65.3	394	68.3	378	66.4
Hispanic	2,339	63.6	2,133	61.1	2,022	63.1
American Indian/ Alaskan Native	148	68.2	116	56.0	74	58.9
Pacific Islander	150	63.3	169	57.7	132	57.6
White Non-Hispanic	6,549	68.2	5,935	65.8	4,859	66.4
Other	450	63.6	451	55.9	408	63.9
Unknown	285	66.0	332	69.2	417	60.1
Overall Degree Appl.	**12,378**	**66.2**	**11,378**	**63.6**	**10,020**	**64.6**

Transfer Courses	2001-2002		2002-2003		2003-2004	
	# Attempted	% Success	# Attempted	% Success	# Attempted	% Success
Gender						
Female	57,806	67.5	60,891	68.1	53,548	67.0
Male	43,724	63.6	44,824	64.4	39,178	63.8
Ethnicity						
Asian	9,803	72.4	10,122	74.5	8,544	74.4
Black Non-Hispanic	6,127	54.3	6,564	55.2	5,743	53.7
Filipino	3,024	62.8	3,207	65.4	3,180	63.5
Hispanic	15,210	59.3	15,780	61.4	14,308	60.2
American Indian/ Alaskan Native	1,137	62.7	1,232	63.2	1,013	61.4
Pacific Islander	1,086	62.3	1,257	60.6	1,132	57.9
White Non-Hispanic	59,588	68.0	60,793	68.1	51,798	67.7
Other	3,401	64.4	3,462	63.5	3,002	60.3
Unknown	2,168	64.2	3,472	68.0	4,355	65.8
Overall Transfer	**101,544**	**65.8**	**105,889**	**66.5**	**93,075**	**65.7**

Table 4.2 (cont.)

Vocational Courses[1]	2001-2002		2002-2003		2003-2004	
	# Attempted	% Success	# Attempted	% Success	# Attempted	% Success
Gender						
Female	16,421	72.9	17,781	73.8	15,189	72.7
Male	10,547	68.7	10,565	66.8	9,228	66.3
Ethnicity						
Asian	3,041	77.1	3,127	76.9	2,830	79.0
Black Non-Hispanic	1,926	57.1	1,954	57.4	1,627	54.6
Filipino	1,006	77.1	1,005	77.9	905	78.1
Hispanic	4,175	66.2	4,215	66.5	3,930	66.2
American Indian/ Alaskan Native	260	65.0	257	66.7	241	68.2
Pacific Islander	261	71.3	300	63.3	268	58.8
White Non-Hispanic	14,845	73.3	15,697	73.4	12,848	72.0
Other	891	66.6	983	63.3	756	62.2
Unknown	565	69.2	856	71.0	1,091	67.8
Overall Vocational	**26,970**	**71.2**	**28,394**	**71.2**	**24,496**	**70.3**

[1] Vocational courses are courses labeled as "Advanced Occupational," "Clearly Occupational," or "Possibly Occupational."

Note: Enrollments in zero-unit courses were not included.

Student persistence rate is defined as the percentage of students enrolled in a semester of interest (e.g., Fall 2000) who reenroll in the following semester (e.g., Spring 2001). Persistence rates for Fall-to-Spring semester combinations have generally remained consistant over the past four academic years. Figure 4.3 presents student persistence by gender over a four-year period. Student persistence rates do not differ significantly when examined by gender.

Figure 4.3
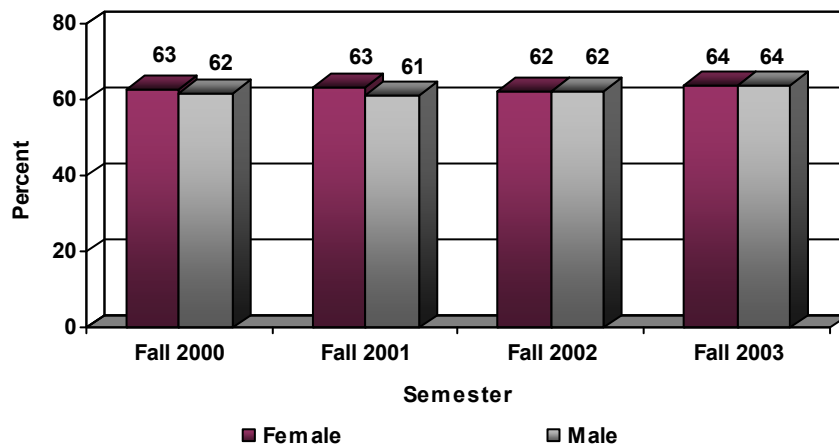**Fall to Spring Persistence Rates by Gender**

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Figure 4.4 presents student persistence rates by ethnicity. Asian students maintained the highest persistence rates, followed by White, Hispanic, and Black Non-Hispanic students respectively over the past three academic years. Although Black Non-Hispanic students had the lowest persistence rate, it is still within 80% of the rate found for White Non-Hispanic students.

Figure 4.4
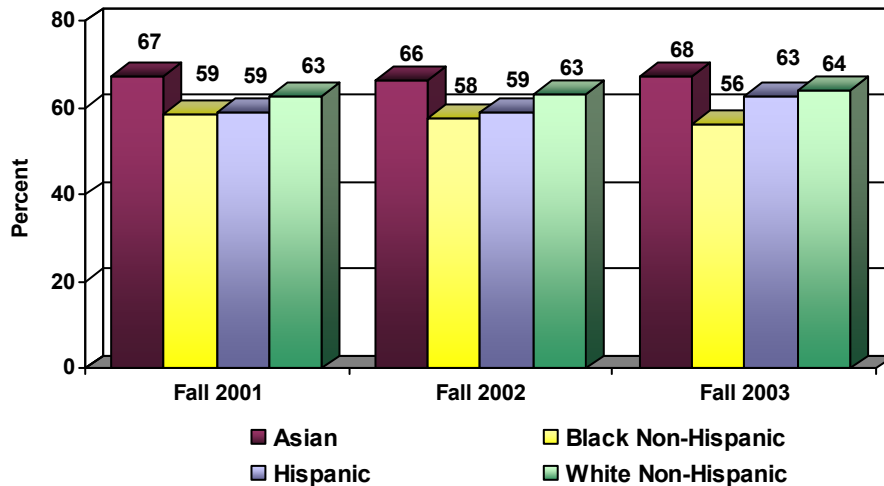**Fall to Spring Persistence Rates by Ethnicity**

Table 4.5 displays the percentage of international students attending Grossmont College. Over the past four academic years, Grossmont College has maintained an international student population of approximately four percent of its entire student body. International students have significantly higher course success rates when compared with all other students.

Table 4.5
International Students at Grossmont College

	International Students			All Other Students		
	Students		Course Success Rate	Students		Course Success Rate
	#	%	%	#	%	%
Fall 2000	752	4.5	83.4	16,024	95.5	62.3
Spring 2001	812	4.8	83.3	15,989	95.2	64.2
Fall 2001	777	4.3	79.2	17,183	95.7	62.6
Spring 2002	809	4.4	81.4	17,621	95.6	63.4
Fall 2002	757	4.0	82.9	18,167	96.0	62.7
Spring 2003	726	4.0	85.2	17,353	96.0	64.3
Fall 2003	657	3.6	83.7	17,756	96.4	63.0
Spring 2004	721	4.1	83.5	16,939	95.9	64.8

Goal 4 Summary: Overall, Grossmont College has a diverse student body with course success rates averaging 64.2% across all types of courses and student persistence rates averaging 62.1% over four academic years. Furthermore, during difficult economic and social times both domestically and abroad, Grossmont College has been able to attract and maintain an average international student rate of more than 4% over the past eight semesters. Several ethnic subgroups (Black Non-Hispanic, Filipino, Hispanic, American Indian/Alaskan Native, and Pacific Islander), at some point during the three academic years under review, failed to meet the 80% threshold. Please refer to the 2004 Grossmont College Student Equity Plan for a detailed discussion on these findings and proposed solutions.

Goal 5: *GROSSMONT COLLEGE WILL BE A VIABLE, ENGAGED AND RESPONSIVE LEADER WITHIN THE WIDER COMMUNITY.*

Overview: The primary indicator for Goal 5 is a summary description of programs Grossmont College has initiated, or participated in, that show its commitment to being a viable, engaged and responsive leader on campus and with the surrounding area.

Puente

This program strives to increase the number of Latino students who transfer to four-year colleges, obtain their bachelor's degrees, and return to the community as leaders and mentors. (FY 1990-91 to Present)

Mathematics, Engineering, Science Achievement (MESA)

This program supports educationally disadvantaged community college students to excel in math, computer science, engineering, and science so they can transfer to four-year institutions as majors in these fields. (FY 2000-01 to FY 2003-04)

Database Specialist Program

This program provided intensive training on developing and using databases. The program served laid-off workers and others who were eligible for unemployment insurance. The program operated in collaboration with the East County Career Center. Instructors in the program were Grossmont College faculty members. (FY 2002-03 to FY 2003-04)

Leadership and Economic Development Institute (LEDI)

LEDI anticipates, recognizes and responds to community economic development needs by establishing innovative computer-related training opportunities for business owners and operators, for their employees, and for those preparing to enter or re-enter the workforce. Programs under LEDI included Contract Education (including a local area network certificate program, a Webmaster certificate program, and Customized Training and fee-based seminars); Office Professional Training; programs at the East County Career Center (vocational assessment services and computer lab); grant-funded

programs for welfare-to-work students; and computer training for Persons with Disabilities. Sponsors of the LEDI programs included the Veteran's Administration, Department of Rehabilitation, Private Rehabilitation, One-Stop Career Centers, and Career Advancement Centers. (FY 1986-87 to FY 2002-03)

Office Professional Training (OPT)

This program's funding ended in June of 2004, but is still being run with financial support from fundraising efforts by its director. The program has provided office training for low-income, unemployed, and disabled students since 1985. It is aimed at recruiting and retraining unemployed workers in order to return them to the workforce. Partners have included the East County Career Center, ACS State and Local Solutions, and the San Diego-Imperial County Labor Council. (FY 1985-86 to Present)

Welcome Back – The Welcome Back program assists internationally trained healthcare workers in preparing for healthcare work in the U.S. It addresses the need for a culturally diverse and competent health care workforce. (FY 2001-02 to Present)

California Partnership for Achieving Student Success (Cal-PASS)

Cal-PASS is a data-sharing project funded by the California Community Colleges Chancellor's Office. The project works with community colleges, K-12 districts, and universities to create regional partnerships and share selected student data. The goal of the data sharing is to improve student success across educational segments throughout California's education system, especially the coordination between segments of the system. (FY 2002-03 to Present)

Regional Health Occupations Resource Center (RHORC)

RHORC works with healthcare employers and schools to identify and address unmet healthcare workforce skill needs in San Diego and Imperial Counties. FY 02-03 was the first year of this five-year project at Grossmont College. (FY 2002-03 to Present)

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

Project GEAR UP is a five-year project to prepare and encourage youth at Cajon Valley Middle School to enter college. Two cohorts are served beginning in 7th grade, continuing through their years at the Middle School and at El Cajon High School. The project is funded by the U.S. Department of Education. (FY 2002-03 – Present)

East County Career Center (ECCC)

The ECCC provides services each year to over 2,000 job seekers in East County. The Center operates as one of the six major One-Stop Career Centers in San Diego County. The Center hosts co-located staff of the California Employment Development Department, the Regional Occupational Program, and other community agencies. Grossmont College staff conducted assessment activities and operate the computer training center. (FY 1986-87 to Present)

Grossmont Middle College High School (GMCHS)

Located on the Grossmont College campus, GMCHS is a WASC accredited high school. Students who are capable of succeeding at the college level and who are not engaged in, or challenged by, the traditional high school environment, have the opportunity through this unique school to explore new options in the 11th and 12th grades. They complete requirements for high school graduation while earning college credits. (FY 2001-02 to Present)

Goal 5 Summary: Over the past three academic years, Grossmont College has initiated and/or participated in numerous programs, consortia, and activities designed to better serve current students, underrepresented groups, and the surrounding community. The willingness of faculty and staff members at Grossmont College to participate in, and in some cases (i.e., the OPT program) to personally sustain programs, show Grossmont College's enthusiasm in playing a major leadership role in the wider community.

Goal 6: *IDENTIFY AND MEET INTERNAL STANDARDS OF ACCOUNTABILITY AND PROMOTE EXTERNAL STANDARDS OF ACCOUNTABILITY.*

Overview: Goal 6 indicators included completion status of Academic and Student Services program review.

Table 6.1 shows the status of the Academic Program Review process. During the 2002-2003 academic year, the program review process underwent its own review and thus no academic program reviews were conducted during this period. Although no academic reviews took place during this period, Grossmont College was able to exceed its goal of reviewing a minimum of 60 percent of its academic programs by Spring 2004.

Table 6.1
Academic Program Review Status

Academic Year			
2000 – 2001	**2001 – 2002**	**2002 – 2003**	**2003 – 2004**
Administration of Justice	Business Office Technology		American Sign Language
Family and Consumer Studies	Cardiovascular Technology	Program Review Self-Study	Art
International Business and Marketing	Computer Science Information Systems		Communication
	Disabilities Services Management		Cross-Cultural Studies
	Nursing		Dance
	Occupational Therapy Assistant		Media Communication
	Orthopedic Technology		Music
	Respiratory Therapy		Political Economy
			Theater
			Library

Table 6.2 shows the status of the Student Services Program Review process. Eight separate student services programs have undergone review during the past four academic years.

Table 6.2
Student Services Program Review Status

Academic Year			
2000 – 2001	**2001 – 2002**	**2002 – 2003**	**2003 – 2004**
Athletics	Admissions and Records	Articulation	
	Counseling	Assessment	
		International Students	
		Puente	
		Transfer Center	

<u>Goal 6 Summary</u>:   As depicted in Tables 6.1 and 6.2, Grossmont College has an active Academic and Student Services Program Review process. With its review of 21 academic programs, Grossmont College exceeded its four academic year goal of reviewing 60% of all 31 academic programs. In total, 29 individual academic and student services programs were reviewed.

Goal 7: *INCREASE FUNDING, MAXIMIZE RESOURCES AND ENHANCE STAFF UNDERSTANDING OF AND INVOLVEMENT IN ALL BUDGETING PROCESSES*

Overview: Goal 7 indicators include both the number and dollar amount of competitive and solicited grants. Table 7.1 displays the number and dollar amounts of competitive and solicited grants received by Grossmont College during the past three academic years. Though the total number of individual grants has declined by more than half during this period, total grant funding dollar amounts have decreased by only 22%.

Table 7.1
Grant Funding Summary

	Academic Year					
	2001 – 2002		**2002 – 2003**		**2003 – 2004**	
Grant Type	**Number**	**Amount**	**Number**	**Amount**	**Number**	**Amount**
Competitive	29	$2,814,868	23	$2,829,209	11	$1,583,869
Solicited	5	$74,000	6	$366,710	4	$673,061
Total	**34**	**$2,888,868**	**29**	**$3,195,919**	**15**	**$2,256,930**

Goal 7 Summary: As shown in Table 7.1, the number and dollar amounts of competitive and solicited grants received by Grossmont College during the past three academic years has decreased. The 22% decrease in funding dollars is most likely a reflection of California's challenging economic conditions over the past three academic years.

Goal 8: *PROVIDE AND MAINTAIN AN ENVIRONMENT, INCLUDING INFRASTRUCTURE THAT IS SAFE, FUNCTIONAL, ATTRACTIVE, ACCESSIBLE, AND ECOLOGICALLY SOUND.*

Overview: Two indicators, Public Safety statistics and Facilities and Maintenance Department projects completed, were examined to assess progress toward this goal.

Table 8.1 shows Public Safety crime statistics for four academic years. The three most often reported incidents were loss property, vehicle hit and run, and petty theft. As a group, these crimes occurred at a rate of 8.7, 7.6, 8.4 and 9.7 per 1,000 full-time equivalent students during the past four academic years, respectively. As a group, violent crimes (including assaults, domestic violence, homicide, rape, and robbery) occurred at a rate of 6.5, 7.7, 2.2, and 3.0 per 10,000 full-time equivalent students during the past four academic years, respectively.

Table 8.1
Public Safety Crime Statistics: Number of Reported Incidents

	Academic Year			
Type of Incident	**2000-2001**	**2001-2002**	**2002-2003**	**2003-2004**
Alcohol Possession	0	0	0	4
Simple Assault	3	8	3	4
Aggravated Assault	1	1	0	0
Arson	0	0	0	0
Auto Burglary	3	10	12	19
Burglary	3	14	9	2
Disturbance Cases	12	12	7	17
Domestic Violence	4	1	0	0
Drug/Narcotic Offenses	0	0	2	6
Hate Crimes	0	1	0	0
Homicide	0	0	0	0
Loss Property	51	33	48	55
Robbery	0	0	0	0
Rape	0	0	0	0
Sex Offenses	0	0	2	1
Stolen Vehicle	0	0	5	9
Grand Theft	3	4	8	10
Petty Theft	22	38	27	43
Vandalism	25	36	12	39
Vehicle Hit and Run	34	27	39	32
Weapons Possession	0	0	1	2
Other	65	132	132	91
Total/FTES	**226/12,318**	**317/12,969**	**273/13,633**	**334/13,429**
Percent of FTES	**1.8%**	**2.4%**	**2.0%**	**2.5%**

Table 8.2 displays a list of major projects completed during the academic year 2003-04 by the Grossmont College's Facilities and Maintenance Department. Thirteen programs were completed. All thirteen were considered structural, ten were also instructional, and four were technological.

Table 8.2
Facilities and Maintenance Department Projects Completed in Academic Year 2003-2004

Project Description	Type of Project		
	Structural	Instructional	Technological
Installed automatic doors to improve accessibility to EOPS, Financial Aid, and Job Placement Offices.	X		
Remodeled Rooms 352A, 352B, and Cardio and Reading Labs.	X	X	
Completed Phase 2 of the Architectural Barrier Removal Plan	X		
Remodeled the 590 A, B, C, E, F, L, Q, R, S, T, 517 A, B, 582 A, B and EOPS offices; painted interiors of 500 North, East and South classrooms; and created an EOPS patio, and added office space.	X		
Upgraded the Health Professions Computer Center to state-of-the-art technology; remodeled Room 363 to increase student capacity and access.	X	X	X
Completed remodel of classrooms 356, 376, 523, 524, 525, 530, 531, 532, 533, and 571 classrooms, and 500 complex whiteboard replacement program.	X	X	
Remodeled the Astronomy lab to protect telescopes from the new LTRC lights; installed a walk-in freezer in Culinary Arts; installed a separate air system for the glaze area, and storage racks in Ceramics and Sculpture programs.	X	X	
Remodeled the old Learning Resource Center into a High Technology Center.	X	X	X
Installed new T-5 fluorescent fixtures in gym to augment lighting during the day	X	X	
Installed new Primex GPS controlled master clock system in the Tech Mall classrooms.	X	X	
Implemented access control system on campus.	X	X	X
Resurfaced five tennis courts.	X	X	
Upgraded Assistive Tech Center.	X	X	X

Goal 8 Summary: Both indicators show that Grossmont College is committed to providing and maintaining an environment that is safe, functional, attractive, accessible, and ecologically sound. While reports of petty crimes have risen slightly over the past four academic years, the number of reported violent crimes has dropped by more than 50%. Finally, Grossmont College completed thirteen major structural projects. Several of these projects aimed to improve instruction and/or technology.

III. SUMMARY

<u>Overall Summary</u>: A review of Grossmont College's progress, based on the selected indicators, suggests progress towards the College's Strategic Goals.

This study indicates that Grossmont College supports and maintains educational excellence in a number of ways. First, the College increased the percentage of course outlines containing properly stated student learning outcomes. Additionally, Grossmont College's lower division English course success rates, and the number of students seeking a two- or four-year degree, increased during the period of study. Likewise, Grossmont College transferred more students to the CSU system than any other institution in its region during the three years evaluated.

By attracting a population of employees that is generally more diverse than the surrounding area, and maintaining a low faculty turnover rate, Grossmont College demonstrates its success in reaching out to the local community with its recruitment efforts and its commitment to seek, value, and sustain a diverse staff.

Similarly, Grossmont College has demonstrated that its programs, technologies, support services, and staff help students to achieve their educational goals. Students receiving matriculation services show a significantly higher degree/transfer completion rate than students not receiving these services. Further, during the past four years, almost 400 new computers have become available for student use. As of Spring 2004, more than 77% of Grossmont College students use online registration services.

Grossmont College shows that it values and promotes a climate that enhances diversity by its ability to attract and maintain an international student population of more than 4% on average over the past eight semesters. The College illustrates its conviction to student success by its course success rate of 64.2% across all types of courses and student persistence rate averaging 62.1% during the period of study.

Equally important, Grossmont College has demonstrated that it is dedicated to being a viable, engaged and responsive leader within the wider community. The College participates in numerous programs, consortiums, and activities designed to better serve current students, underrepresented groups, and the surrounding community.

Grossmont College's academic program review process underwent reform during academic year 2002-2003. In total, 29 individual academic and student services programs were reviewed during the past four academic years. Grossmont College exceeded its goal of reviewing 60% of all academic programs within four academic years, and in doing so, showed its commitment to better identify and meet internal standards of accountability and to promote external standards of accountability.

During the past three academic years, Grossmont College has struggled to increase funding amounts of competitive and solicited grants. Total grant funding dollar amounts have decreased by 22%. This decrease in funding dollars is most likely a reflection of California's challenging economic conditions over the past three academic years.

Grossmont College is dedicated to providing and maintaining a campus that is environmentally safe, functional, attractive, accessible, and ecologically sound. To this end, the College has initiated and completed a variety of structural projects that improve instruction and/or technology. Likewise, campus security is important. Over the past four academic years, reports of petty crimes have risen slightly; however, the number of reported violent crimes has dropped by more than 50%.

Overall, this evaluation of Grossmont College's goal attainment reveals consistent, positive advancement towards the College's eight Strategic Goals and its mission to prepare students for educational success, to develop their job skills, and to enrich their social and cultural awareness so that they might live more productive and responsible lives.