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COMPLETE

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Page 1: I. Program Overview and Update

**Q1** Division/Service Area(s) Reviewed:

Institutional Effectiveness, Success, and Equity

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**Q2** Lead Author and Collaborators:

Bri Hays, Jesus Miranda, Katie Cabral, Jane Lytle

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**Q3** Service Area Update (Required): Please summarize the changes, additions, and achievements that have occurred in your service area since the last program review annual update. Note you can access previous years' program reviews here (requires a District username and password).

## Administrative/Executive Areas Program Review Annual Update

The IESE Office has changed significantly since the last program review (2017-18) was completed. These include structural, personnel, and scope of work changes.

### Structural and Personnel Changes

For example, the Title V grant shifted over to the Student Services division (as of spring 2018), which will impact at least one of the previously-established unit goals. At the same time, the Student Success and Equity (SSE) faculty coordinator was moved over to the IESE unit (out of the instructional unit). This position played a critical role in establishing the Equity in Teaching Institute and also serves as the co-chair for the Student Success and Equity Council. The SSE faculty coordinator works closely with other IESE team members to develop Equity In Teaching Institute activities and materials and facilitate professional development opportunities for faculty. In addition, in June 2018, the two part-time, grant-funded educational researchers assigned to the HSI STEM Title III grant resigned, leaving those positions vacant until February 2019.

In addition, the previously-hired full-time, IEPI-grant-funded Institutional Effectiveness Specialist reduced hours from 40 to 8 per week as of September 2018, leaving a significant gap in research, administrative/technical, and institutional effectiveness support for the office and particularly for program review and outcome assessment processes across the campus. The IESE office put forward a request for a full-time campus-based Research and Planning Analyst in 2018; this position was funded and endorsed by College Council in October 2018. Given the current institutional research model, this position will receive daily oversight from the Senior Dean of Institutional Effectiveness, Success, and Equity but will report to the District Research, Planning, and Institutional Effectiveness Office on paper. The College and IESE Office intends to leverage this position to better distribute the increasing workload and demand for research, data, and technical support for college initiatives, planning, and evaluation processes. The position is expected to be hired in spring 2019.

The IESE Office team works closely with several key faculty leadership positions, including the faculty accreditation co-chair, SLO Coordinator, and Student Services and Instruction Program Review Faculty Co-Chairs. Moving forward, these positions would be well situated within the IESE office (structurally, as with the SSE faculty coordinator), as they function largely as the larger cadre of IESE team members and work collaboratively with IESE staff.

The IESE Office has worked with several categorical and grant-funded programs to develop evaluation plans and as such has been able to secure funding that would support multiple part-time positions. Although these positions are temporary in nature, they will be hired in spring 2019 and will support key college initiatives, such as career education/Strong Workforce, student equity efforts, and programs for special populations.

### Scope of Work Changes

Over the past year, the IESE Office has taken on a number of college-wide and community events in collaboration with other groups and departments on campus. These events include the Cuyamaca College Pow Wow, Encuentros Leadership Conference, and Summer Institute. In addition, the IESE Office serves as the lead for many campus-wide activities, such as the fall retreat (which in 2018 focused on accreditation), the spring planning and evaluation retreat (which has now been integrated into the campus culture), convocation workshops and activities related to guided pathways, equity, and IEPI Partnership Resource Team visits.

In addition, the IESE Office has played a critical role in the College's governance redesign and will continue to provide coordination, facilitation, and support as the College transitions to the new governance structure. In line with this work, IESE has programmed and deployed online program review templates through SurveyMonkey for instructional comprehensive program reviews and annual updates, student services program review annual updates, and administrative/executive program review annual updates. For 2018/19, the IESE office prepared and posted program review data for every instructional program for both fall and spring terms, created online versions of the Facilities Request Form and Technology Request Form, and posted all request documents to the program review and integrated planning internet sites. While there are still many improvements to be made, the office has supported this important work as the Program Review Steering Committee (PRSC) was getting up and running. PRSC officially launched in February 2019.

Furthermore, the IESE Office has, in collaboration with the faculty accreditation co-chair, built the infrastructure and managed the sizable project that is the Institutional Self-Evaluation Report (ISER). The College's ISER is in its final stages of development, with final edits to be made in late spring 2019. The IESE Office facilitated the fall college-wide retreat in December 2018, which focused on ISER key findings related to each of the four main standards and identification of two initiatives for the Quality Focus Essay (QFE).

Page 2: II. Administrative/Service Area Outcome Assessment Reflection

**Q4** Please provide a summary of your administrative/service area outcome assessment efforts and findings from 2017/18. For assistance locating assessment information stored in TracDat, please contact the Institutional Effectiveness, Success, and Equity Office at [brianna.hays@gcccd.edu](mailto:brianna.hays@gcccd.edu).

In 2017-18, the IESE Office launched the Integrated Planning Survey, which sought to collect feedback from those who were most engaged in the program review process in order to improve the process for the following year. The results of the 2017-18 Integrated Planning Survey were mixed, pointing to strengths of the IESE Office in terms of supporting the data analysis piece of program review but also to limitations of the previous program review and governance structures. The survey will be conducted again this spring, with the goal of generating an action plan based on survey results, which will serve as a task list for the PRSC in summer 2019.

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**Q5** OPTIONAL: Please use the button below to upload any additional/supporting documentation (in Word or PDF format) for the above question.

**Cuyamaca College Annual Intergrated Planning Survey Report 2017-18 FINAL.pdf(617.8KB)**

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**Q6** How did (or will) your service area use its 2017/18 AUO assessment findings to improve its operations and/or the College's organizational health?

As with other data gathered to inform IESE Office work, improvements will be implemented to ensure the office is maximizing resources to support continuous improvement to various college processes, structures, communication, data resources, documents, training and support, while ensuring the College is in compliance with ACCJC standards, CCCCCO mandates and reports, and grant reporting requirements, while still supporting practitioner inquiry to support innovation and improvement across the College.

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**Q7** OPTIONAL: Please use the button below to upload any additional/supporting documentation (in Word or PDF format) for the above question.

**Respondent skipped this question**

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Page 3: III. Institutional Effectiveness

**Q8** Please review any research data and/or reports for your service area and summarize the findings and implications for practice.

The IESE Office facilitated a number of workshops and events across the campus, with the primary planning and evaluation-focused event being the spring planning and evaluation retreat. For the spring 2018 retreat a total of 63 students, faculty, staff, and administrators RSVPed for the event, and 49 participated in the event. Of those 25 completed the retreat evaluation. Results of the evaluation were positive overall, with over 80% of retreat participants indicating their participation in the retreat improved their familiarity with the College's strategic goals, understanding of the College's KPIs, and college planning processes. In addition, all but one of the 25 participants who completed the survey indicated their perspectives were included in the identification of annual priorities for the subsequent year.

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**Q9** OPTIONAL: Please use the button below to upload any additional/supporting documentation (in Word or PDF format) for the above question.

**2018\_Spring\_Retreat\_Evaluation\_Results.pdf (48.5KB)**

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## Administrative/Executive Areas Program Review Annual Update

**Q10** How has the service area used the results of these studies to improve services to the campus and overall organizational health?

The IESE Office works with appropriate bodies on campus (e.g., Institutional Effectiveness Council, Program Review Steering Committee) to review results of applicable surveys or other data to ensure that recommendations arising from surveys are leveraged to improve processes, services, activities, events, or structures. For example, the IESE Office is currently reviewing feedback from the 2018 with the Institutional Effectiveness Council (IEC) in order to improve and create the agenda and parameters for this year's spring planning and evaluation retreat. The IESE Office will be acting upon this information to improve the materials and communication for the spring 2019 retreat.

The Integrated Planning Survey results were used to inform changes to the program review process in 2018-19, including the launch of an online program review and posting of information to a central program review internet site. The goal of these efforts is to make the program review process more meaningful and program review documents easier for authors to access and complete.

Additional data are being collected through various surveys in order to improve IESE services and support for overall institutional effectiveness.

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**Q11** OPTIONAL: Please use the button below to upload any additional/supporting documentation (in Word or PDF format) for the above question.

**Cuyamaca College Annual Intergrated Planning Survey Report 2017-18 FINAL.pdf(617.8KB)**

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Page 4: IV. Previous Goals: Update (If Applicable)

**Q12** Would you like to provide an update for your previous program review goal(s)? **Yes**

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Page 5: Previous Goal 1

**Q13** Previous Goal 1:

Build support and infrastructure for guided pathways at the College

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**Q14** Link to College Strategic Goal(s): **Guided Student Pathways**

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**Q15** Goal Status **In Progress**

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**Q16** How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

This goal will be evaluated with perception surveys (of practitioners in relation to awareness of and attitudes toward guided pathways), of students (in terms of satisfaction/expectations met and pathways to careers and transfer were clear), and ultimately college KPIs mapped to guided pathways. In fall 2018, the IESE Office hosted a Kahoot Survey to assess practitioner attitudes toward and awareness of the guided pathways approach.

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## Administrative/Executive Areas Program Review Annual Update

**Q17** Please provide the rationale for this goal:

The IESE Office played a central role in preparing the California Guided Pathways Project application in 2017 and in preparing the CCCC Guided Pathways work plan in 2018; however, with the creation of the Guided Pathways Steering Committee, the IESE Office has been less involved with this work. Guided pathways implementation relies on a significant amount of data, inquiry, and awareness of equity issues; thus, the IESE Office will look for ways to play a more facilitative role in this work in 2019.

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**Q18** Please provide the goal action steps for the year (previously "Activities"):

- Collaborate with campus practitioners to provide professional development and trainings to increase awareness of equity as the central "why" for guided pathways
  - Update the CCCC Guided Pathways work plan to reflect actual work taking place on the campus
  - Develop the Accreditation Quality Focus Essay around two pathways action items (Open Educational Resources and a Center for Teaching and Learning)
  - Conduct focus groups with students regarding learning outcomes
  - Facilitate the development of the Student Equity Plan centered on pathways through an equity lens
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**Q19** **\*\*OPTIONAL\*\*** Previous Goal 1 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file.

**Respondent skipped this question**

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**Q20** Do you have another goal to update?

**Yes**

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Page 6: Previous Goal 2

**Q21** Previous Goal 2:

Assess and improve college assessment, planning, and evaluation processes

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**Q22** Link to College Strategic Goal(s):

**Organizational Health**

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**Q23** Goal Status

**In Progress**

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**Q24** How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

This goal is continuously being evaluated through KPIs such as the number and percentage of units with assessment results/dialog/action plans, awareness of ILOs, identification of PLOs, and content of program reviews.

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Administrative/Executive Areas Program Review Annual Update

**Q25** Please provide the rationale for this goal:

While the College has made great strides in assessment over the past year (e.g., re-scoping the SLO Coordinator position as a .70 position, creating an online SLO entry form, updating historical information in TracDat, and offering professional development for faculty, staff, and administrators), there is still more work to do. The IESE Office and SLO Coordinator are currently developing a request for a second IEPI Seed Grant to implement our second IEPI Innovation and Effectiveness Plan, which is focused squarely on assessment.

**Q26** Please provide the goal action steps for the year (previously "Activities"):

- Identify a system that meets college needs for integration of curriculum review, program review and outcome assessment
- Integrate timelines for curriculum review, syllabi review, program review, and outcome assessment
- Expand professional development on meaningful outcome assessment
- Integrate assessment into college-level planning with a focus on ILOs
- Improve communication of learning outcome assessment findings
- Facilitate the development of a vision and foundation for the Center for Teaching and Learning

**Q27** **\*\*OPTIONAL\*\*** Previous Goal 2 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file.

Respondent skipped this question

**Q28** Do you have another goal to update?

Yes

Page 7: Previous Goal 3

**Q29** Previous Goal 3:

Advance equity mindedness across the college

**Q30** Link to College Strategic Goal(s):

Student Validation and Engagement

Organizational Health

**Q31** Goal Status

In Progress

**Q32** How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

This goal will be evaluated from both the student and employee perspectives. Disaggregated student achievement data will be used to measure progress in achieving equity in student outcomes. Institutional Effectiveness Survey data from students and employees will be used to assess perceptions and experiences on campus, particularly as they relate to equity and inclusion. Furthermore, Equity in Teaching pre- and post-surveys will be used to measure effectiveness of the institute each semester.

**Q33** Please provide the rationale for this goal:

The College has committed to advancing a culture of equity-mindedness and improving equity in student outcomes. Still, student groups are experiencing disproportionate impact, and more must be done to eliminate these equity gaps. College practitioners still struggle with more challenging conversations about racial disparities and social justice concerns. Thus, more work is needed for these important conversations to occur.

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**Q34** Please provide the goal action steps for the year (previously "Activities"):

- Continue implementation of the inclusivity framework
  - Reframe guided pathways as an equity-driven transformation
  - Continue to expand engagement and validation campus-wide efforts (increase participation among students and employees)
  - Enhance culturally responsive pedagogy across the curriculum through training and professional development (e.g., Equity in Teaching Institute)
  - Provide additional opportunities for equity-minded training and professional development for faculty, staff, and administrators
  - Facilitate the equity planning process through data-informed discussions
  - Provide quantitative and qualitative data through an equity lens to inform Student Success and Equity Council work
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**Q35** **\*\*OPTIONAL\*\*** Previous Goal 3 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file.

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**Respondent skipped this question**

**Q36** Do you have another goal to update?

**Yes**

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Page 8: Previous Goal 4

**Q37** Previous Goal 4:

Improve transparency in college performance data and decision-making

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**Q38** Link to College Strategic Goal(s):

**Organizational Health**

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**Q39** Goal Status

**In Progress**

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**Q40** How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

This goal is currently being evaluated by the governance evaluation/survey results, planning and evaluation retreat results, and IE Survey results. It will also be evaluated by via the results of the Integrated Planning Survey and through a review of program review content related to assessment and KPI data.

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## Administrative/Executive Areas Program Review Annual Update

**Q41** Please provide the rationale for this goal:

Currently, the College's documentation related to governance and decision-making is very limited, often difficult to find on the Intranet, and in many cases the information posted is obsolete. In addition, data on the College's performance has historically been discussed by a few select committees and in small pockets of practitioners. While progress has been made in this area (e.g., participatory governance survey, governance redesign website, launch of the new governance structure) with the recent governance redesign efforts, there is still much work to be done to 1) create standard governance group documentation, 2) build accountability and annual goal-setting and evaluation into governance processes and structures, and 3) ensure decision-making process, such as integrated planning, and properly documented and communicated across the campus. Furthermore, IESE and IEC will need to work collaboratively over the next year to help various college governance groups learn how to effectively use data to inform their work.

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**Q42** Please provide the goal action steps for the year (previously "Activities"):

-Work with College Council to develop standard governance group documentation (agendas, minutes, internet webpages, goal reports)  
-Ensure data/research/reports are agendized regularly in College Council, IEC, SSEC, ROC, PRSC, SLOAC, and other key college governance groups

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**Q43** **\*\*OPTIONAL\*\*** Previous Goal 4 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file.

**Respondent skipped this question**

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**Q44** Do you have another goal to update?

**No**

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Page 9: Previous Goal 5

**Q45** Previous Goal 5:

**Respondent skipped this question**

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**Q46** Link to College Strategic Goal(s):

**Respondent skipped this question**

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**Q47** Goal Status

**Respondent skipped this question**

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**Q48** How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

**Respondent skipped this question**

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**Q49** Please provide the rationale for this goal:

**Respondent skipped this question**

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**Q50** Please provide the goal action steps for the year (previously "Activities"):

**Respondent skipped this question**

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Administrative/Executive Areas Program Review Annual Update

**Q51 \*\*OPTIONAL\*\*** Previous Goal 5 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file. **Respondent skipped this question**

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Page 10: V. New Goals (If Applicable)

**Q52** Would you like to propose any new goal(s)? **No**

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Page 11: New Goal 1

**Q53** New Goal 1: **Respondent skipped this question**

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**Q54** Link to College Strategic Goal(s): **Respondent skipped this question**

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**Q55** Please provide the rationale for this goal: **Respondent skipped this question**

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**Q56** Please provide the goal action steps for the year (previously "Activities"): **Respondent skipped this question**

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**Q57** How will the goal be evaluated? **Respondent skipped this question**

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**Q58** Do you have another new goal? **Respondent skipped this question**

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Page 12: New Goal 2

**Q59** New Goal 2: **Respondent skipped this question**

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**Q60** Link to College Strategic Goal(s): **Respondent skipped this question**

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**Q61** Please provide the rationale for this goal: **Respondent skipped this question**

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**Q62** Please provide the goal action steps for the year (previously "Activities"): **Respondent skipped this question**

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**Q63** How will the goal be evaluated? **Respondent skipped this question**

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**Q64** Do you have another new goal? Respondent skipped this question

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Page 13: New Goal 3

**Q65** New Goal 3: Respondent skipped this question

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**Q66** Link to College Strategic Goal(s): Respondent skipped this question

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**Q67** Please provide the rationale for this goal: Respondent skipped this question

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**Q68** Please provide the goal action steps for the year (previously "Activities"): Respondent skipped this question

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**Q69** How will the goal be evaluated? Respondent skipped this question

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Page 14: VI. Resources Needed to Fully Achieve Goal(s)

**Q70** Is the program requesting resources this year to achieve this goal? No

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Page 15: V. Faculty Resource Needs

**Q71** Are you requesting one or more faculty positions to achieve this goal? Respondent skipped this question

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Page 16: Faculty Position Request(s)

**Q72** Please remember to complete the Faculty Position Request Form (accessible [here](#), under Staffing Request Information) for this position that you are requesting and upload it using the button below. The Faculty Position Request Form (In Word) can be located [here](#) (under Staffing Request Information). Brief Description of the Position Requested: Respondent skipped this question

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**Q73** Related Program Goal(s): Respondent skipped this question

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**Q74** Faculty Position Request Upload 1: Please upload the completed faculty request form for the above position using the button below. You can access the Word version of the Faculty Position Request Form [here](#). Respondent skipped this question

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**Q75** Faculty Position Request 2 (if applicable): Please remember to complete the Faculty Position Request Form (accessible [here](#), under Staffing Request Information) for this position that you are requesting and upload it using the button below. The Faculty Position Request Form (In Word) can be located [here](#) (under Staffing Request Information). Brief Description of Position Requested:

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**Respondent skipped this question**

**Q76** Related Program Goal(s):

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**Respondent skipped this question**

**Q77** Faculty Position Request Upload 2: Please upload the completed faculty request form for the above position using the button below. You can access the Word version of the Faculty Position Request Form [here](#).

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**Respondent skipped this question**

Page 17: VI. Classified Staff Resource Needs

**Q78** Are you requesting one or more classified positions to achieve this goal?

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**Respondent skipped this question**

Page 18: Classified Staff Position Request(s)

**Q79** Classified Staff Position Request 1: Please remember to complete the Classified Staff Position Request Form (accessible [here](#), under Staffing Request Information) for this position you are requesting. Brief Description of Position Requested:

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**Respondent skipped this question**

**Q80** Classified Staff Position 1 Related Program Goal(s):

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**Respondent skipped this question**

**Q81** Classified Staff Position 1 Request Upload: Please upload a completed Classified Position Request Form for this request using the button below. You can access the Word version of the Classified Position Request Form [here](#).

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**Respondent skipped this question**

**Q82** Classified Staff Position Request 2: Please remember to complete the Classified Staff Position Request Form (accessible [here](#), under Staffing Request Information) for each position you are requesting. Brief Description of Position Requested:

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**Respondent skipped this question**

**Q83** Classified Staff Position 2 Related Program Goal(s):

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**Respondent skipped this question**

**Q84** Classified Staff Position Request 2 Upload: Please upload a completed Classified Position Request Form for this request using the button below. You can access the Word version of the Classified Position Request Form here.

**Respondent skipped this question**

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Page 19: VII. Technology Resource Needs

**Q85** Are you requesting technology resources to achieve this goal?

**Respondent skipped this question**

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Page 20: Technology Request(s)

**Q86** Technology Request 1: Please remember to complete a Technology Request Form for each request you are submitting. You can access the online Technology Request Form here: Technology Request Form

**Respondent skipped this question**

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**Q87** Technology Request 2: Please remember to complete a Technology Request Form for each request you are submitting. You can access the online Technology Request Form here: Technology Request Form

**Respondent skipped this question**

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Page 21: VIII. Perkins and Strong Workforce Resource Needs

**Q88** Are you requesting Perkins and/or Strong Workforce resources to achieve this goal?

**Respondent skipped this question**

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Page 22: Perkins Request and Strong Workforce

**Q89** Perkins Request and Strong Workforce 1: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle.

**Respondent skipped this question**

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**Q90** Perkins Request and Strong Workforce 2: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle.

**Respondent skipped this question**

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Page 23: IX. Supplies/Equipment Resource Needs

**Q91** Are you requesting supplies and/or equipment resources to achieve this goal?

**Respondent skipped this question**

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Page 24: Supplies/Equipment Request(s)

**Q92** Supplies/Equipment Request 1: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis.

**Respondent skipped this question**

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**Q93** Supplies/Equipment Documentation 1: Please upload any supplies/equipment quotes or additional documentation for this request.

**Respondent skipped this question**

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**Q94** Supplies/Equipment Request 2: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis.

**Respondent skipped this question**

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**Q95** Supplies/Equipment Documentation 2 : Please upload any supplies/equipment quotes or additional documentation for this request.

**Respondent skipped this question**

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Page 25: X. Facilities Resource Needs

**Q96** Are you requesting facilities resources to achieve this goal?

**Respondent skipped this question**

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Page 26: Facilities Request

**Q97** Facilities Request 1: Please provide the information below and remember to complete a Facilities Request Form accessible here: [Facilities Request Form](#)

**Respondent skipped this question**

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**Q98** Facilities Request 2: Please provide the information below and remember to complete a Facilities Request Form, accessible here: [Facilities Request Form](#)

**Respondent skipped this question**

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Page 27: XI. Professional Development Resource Needs

**Q99** Are you requesting professional development resources to achieve this goal?

**Respondent skipped this question**

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Page 28: Professional Development Request

**Q100** Professional Development Request 1: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

Respondent skipped this question

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**Q101** Professional Development Request 2: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

Respondent skipped this question

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Page 29: XII. Other Resource Needs

**Q102** Are you requesting any other resources to achieve this goal?

Respondent skipped this question

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Page 30: Other Resource Requests

**Q103** Other Resource Requests 1: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

Respondent skipped this question

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**Q104** Other Resource Requests 2: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

Respondent skipped this question

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Page 31

**Q105** Are you ready to submit your program review? If you click "No," you will be redirected to the start of the program review module.

Respondent skipped this question

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