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Page 1: I. Service Area Overview and Update

Q1 Department(s) Reviewed:

Institutional Effectiveness, Success, and Equity Office

Q2 Lead Author and Collaborators:

Bri Hays, Jesus Miranda, Tania Jabour, Moriah Gonzalez-Meeks, Katie Cabral, Madison Harding, and Jane Lytle

Q3 Dean/Manager:

Julianna Barnes

Page 2: II. Service Area Reflection and Description

Q4 Provide your service area's mission statement:

The Institutional Effectiveness, Success, and Equity (IESE) division aims to advance student success and equity by integrating, aligning, and sustaining improvement efforts across the college. IESE provides coordination, support, and collaborative leadership for the college's planning, assessment, evaluation, and equity efforts to advance the College's mission. We approach this work with a social justice lens to advance equity and excellence. Our core values include:

- Equity and social justice
- Innovation
- Inclusiveness
- Transparency
- Evidence-based decision-making

The IESE unit includes the institutional effectiveness, equity, strategic planning, assessment, engagement and validation, and institutional research teams. Our dynamic team facilitates institutional change through inquiry and professional development, student validation and engagement, and systems thinking.

Q5 Describe how your service area supports the College's mission:

The IESE Office is focused on advancing the College's mission and fulfilling its commitment to student success and equity. IESE does so by facilitating evidence-based planning and decision-making; evaluating and providing training and support for college governance structures and processes; provides professional development, and guidance, and advocacy for equity-minded practices, processes and policies. In addition, the IESE Office facilitates strategic planning and evaluation, which is core to the College's mission development, validation, refinement, and evaluation of progress to achieving its mission. To advance the College's mission in its core functional areas, IESE team members coordinate (with designated faculty leaders) assessment, accreditation, program review, and student success and equity professional development activities. The IESE Office works to build sustainable college processes and structures that evolve and improve to ensure the College is meeting the needs of its students and the community, particularly for those who have historically been excluded from or underserved in higher education.

Q6 Is the service area description in the current college catalog up to date and accurate?

If No, what steps will you take to revise the college catalog description?:

Currently, there is no IESE section in the college catalog. During this program review planning cycle, the IESE team met to revise the department mission statement so that it could more accurately reflect the scope and aims of IESE's current work. The department will be sure to work with the Instructional Services team during the college catalog review process to include in an IESE department description. This description will include the IESE mission statement and the College's equity commitment statement, developed by the former Student Success and Equity Committee.

Page 3: III. Curriculum Review, Assessment, and Student Success

Q7 Does your service area offer any credit courses?

No

Page 4: III. Curriculum Review, Assessment, and Student Success

Q8 Access the Five Year Curriculum Review Cycle. Have all of your active course outlines been reviewed within the last five years?

Respondent skipped this question

Page 5: III. Course Curriculum, Assessment, and Student Success

Q9 Do you have a course Student Learning Outcomes (SLO) assessment plan on file with Student Learning Outcomes & Assessment Committee (SLOAC)? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu.

Respondent skipped this question

Q10 OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission.

Respondent skipped this question

Q11 Please provide an analysis of your SLO findings and what changes, if any, were made as a result.

Respondent skipped this question

Q12 What student learning-related successes and challenges have SLO results revealed for your department? Note: If SLO data are not offering useful feedback regarding student learning, and are not currently informing program improvements, please instead discuss the specific steps you plan to take to make learning outcomes and assessments more meaningful.

Respondent skipped this question

Page 6: III. Course Curriculum, Assessment, and Student Success

Q13 How has the department or discipline's success rate across all courses changed over the past 5 years?

Respondent skipped this question

Q14 The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade of A, B, C, or P out of those enrolled at census) for the College as a whole. Consider how your department or discipline will help the College reach its long-term goal of increasing the course success rate to 77%. What is your department or discipline's one year (2020-21) goal for success rate across all courses in the department or discipline?

Respondent skipped this question

Q15 Please describe any equity gaps, in which specific groups (e.g., by gender and ethnicity) have success rates lower than that of the department or discipline overall?

Respondent skipped this question

Q16 What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?

Respondent skipped this question

Q17 What specific steps will the department or discipline take to address these equity gaps in the 2020/21 academic year?

Respondent skipped this question

Q18 How do these steps inform the long-term department or discipline goals that you are setting in this comprehensive program review?

Respondent skipped this question

Page 7: III. Course Curriculum, Assessment, and Student Success

Q19 Does your service area/program have distance education (online) courses? **Respondent skipped this question**

Page 8: III. Course Curriculum, Assessment, and Student Success

Q20 Are there differences in success rates for distance education (online) versus in-person sections? **Respondent skipped this question**

Page 9: III. Course Curriculum, Assessment, and Student Success

Q21 If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities? **Respondent skipped this question**

Q22 What mechanisms are in place to ensure regular and effective contact within online courses across the discipline or department? **Respondent skipped this question**

Page 10: IV. Degree and Certificate Programs

Q23 Does your service area offer any degree/certificate programs? **No, and it does not have PLOs**

Page 11: IV. Degree and Certificate Programs

Q24 For each degree and certificate, indicate how many awards were conferred in the past five years? Please upload a summary document. If you have an Excel spreadsheet, please convert to the supported files listed below before submission. **Respondent skipped this question**

Page 12: IV. Degree and Certificate Programs

Q25 Degree/certificate #1: **Respondent skipped this question**

Q26 Degree/certificate #2: **Respondent skipped this question**

Q27 Degree/certificate #3: **Respondent skipped this question**

Q28 Degree/certificate #4: **Respondent skipped this question**

Q29 Do you need to include more degrees and/or certificates?

Respondent skipped this question

Page 13: IV. Degree and Certificate Programs

Q30 Degree/certificate #5:

Respondent skipped this question

Q31 Degree/certificate #6:

Respondent skipped this question

Q32 Degree/certificate #7:

Respondent skipped this question

Q33 Degree/certificate #8:

Respondent skipped this question

Q34 Do you need to include more degrees and/or certificates?

Respondent skipped this question

Page 14: IV. Degree and Certificate Programs

Q35 Degree/certificate #9:

Respondent skipped this question

Q36 Degree/certificate #10:

Respondent skipped this question

Q37 Degree/certificate #11:

Respondent skipped this question

Q38 Degree/certificate #12:

Respondent skipped this question

Page 15: IV. Degree and Certificate Programs

Q39 How are these degrees/certificates meeting the needs of students, and/or articulation with four-year institutions?

Respondent skipped this question

Q40 Are there any changes planned if the degrees/certificates are not meeting these needs?

Respondent skipped this question

Q41 Can students complete the degree/certificate requirements within a two-year period? **requirement of Title 5, California Code of Regulations

Respondent skipped this question

Page 16: IV. Degree and Certificate Programs

Q42 How are you currently assessing you PLOs within a 4-year cycle? **Respondent skipped this question**

Q43 Are the PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives? **Respondent skipped this question**

Q44 Are the PLOs mapped to the course SLOs?If you require assistance, please contact Madison Harding in the IESE Office at madison.harding@gcccd.edu **Respondent skipped this question**

Page 17: IV. Degree and Certificate Programs

Q45 Does your service area directly serve students? **No**

Page 18: V. Student Service Area Assessment & Data Analysis

Q46 How does the service area student population differ from the College's overall student population, if at all? **Respondent skipped this question**

Q47 How does the service area ensure it is addressing the needs of its student population? **Respondent skipped this question**

Q48 Service areas are collecting data in many different ways. Please discuss the access, success, and/or other data relevant to your service area. **Respondent skipped this question**

Q49 What steps is your service area taking to advance the college's student success and equity goals? **Respondent skipped this question**

Q50 OPTIONAL Upload 1: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF. **Respondent skipped this question**

Q51 OPTIONAL Upload 2: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF. **Respondent skipped this question**

Q52 OPTIONAL Upload 3: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF. **Respondent skipped this question**

Q53 OPTIONAL Upload 4: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF. **Respondent skipped this question**

Page 19: V. Student Service Area Assessment & Data Analysis

Q54 Does your service area have a SLO/SSO* assessment plan on file with SLOAC?*Student Learning Outcome/Student Services Outcome **Respondent skipped this question**

Page 20: VI. Service Area Assessment and Institutional Effectiveness

Q55 In what way does your service area work across the college to advance the college's student success & equity goals? Please contact the Institutional Effectiveness & Student Equity Office (brianna.hays@gcccd.edu or 619-660-4060) for assistance in collecting data to inform your program review.

The IESE Office's work is collaborative in nature and requires partnerships with various practitioners and departments in order to be successful. We often say in the IESE Office that we grease the wheels of college processes and provide support and infrastructure so practitioners can focus on their work, which is directly serving students. In other words, IESE may not invent a process or structure but works to improve both structures and processes across the College with an emphasis on equity-mindedness, evidence, inquiry, improvement, student-centeredness, and efficiency.

IESE champions a culture of inquiry, assessment, and improvement in each of the following areas:

- The Equity - Minded Teaching and Learning Institute (EMTLI) interdisciplinary cohort
- Integration of equity and systems thinking into college-wide assessment and program review (e.g., Student Services training in 2019)
- Consultation and resource development for RISE, Umoja, Kumeyaay Studies program, Student Affairs -Welcome Week and Diversity Dialogues, and Cuyamaca Cares
- Engagement activities and campus-wide/community events coordination focused on historically marginalized groups
- Strong Workforce Faculty Institute (collaboration with the Career Education division)
- Planning and coordination for college-wide retreats and convocation

The IESE Office regularly conducts surveys to assess the effectiveness and impact of its work on various college processes and events. For example, the IESE Office is preparing to launch the 2020 Integrated Planning Survey, which is sent to program review authors in the week or so following the program review and resource request deadline. This survey informs changes to the college-wide program review and resource request/prioritization process, and the results have implications for committees and councils that the Senior Dean of Institutional Effectiveness, Success, and Equity co-chairs (Program Review Steering Committee, Student Learning Outcome Assessment Committee, and Institutional Effectiveness Council), as well as other committees and councils (Resource and Operations Council, staffing prioritization group or groups, College Technology Committee, and Facilities and Sustainability Planning Committee). A summary of the 2019 Integrated Planning Survey Results is attached. IESE used the results of this survey to improve the online program review module functionality and created new documents and resources, such as the Annual Integrated Planning Timeline, in collaboration with the Institutional Effectiveness Council (IEC). In addition, IESE offered additional program review training sessions and helped completely redesign the program review internet page so that program reviews and program review information is more easily accessible to faculty, staff, and administrators.

IESE team members work with other members of the college leadership team to develop and facilitate portions of the College's fall and spring convocations. In order to evaluate the effectiveness and impact of these activities on college practitioners, the IESE Office administers a survey after convocation each semester. The results of these activities are used to inform future changes to the convocation activity and/or program. The most recent results from Fall 2019 and Spring 2020 are attached and indicate participants prefer more interactive formats in general, so the office will work to achieve that for portions of convocation that it helps facilitate.

The IESE team, in collaboration with IEC members, facilitates the College's spring planning and evaluation retreat. Participants RSVP for the retreat and sign-in on the day of the event. The IESE Office monitors retreat participation numbers to assess effectiveness of retreat marketing and communication, and uses this information to make improvements each year. In addition, the IESE team reviews questions participants would like to address during the retreat to help inform the retreat agenda to the extent possible. The IESE team also uses retreat evaluations to make improvements to the retreat format, content, and schedule each year. Spring 2019 Retreat Evaluation results are attached.

EMTLI has now been implemented with three cohorts, with the third cohort continuing their professional development into a second semester this spring. In order to assess participant experiences with EMTLI and gather feedback for improvement, surveys are conducted throughout participants' experience in EMTLI. Results are used to inform changes to specific sessions, content delivery, and scheduling for future cohorts.

In addition to these formative assessment measures, ultimately, the long-term impact of IESE's work may be assessed through the College's student access and achievement data, both aggregate and disaggregated by race/ethnicity and gender, among other factors.

In addition, the IESE Office intends to also assess the following process indicators in future years:

- Number of program reviews submitted by the established deadline
- Institutional Effectiveness Survey and campus climate survey data
- Number of programs and ACPs with fully revised PLOs
- Number of programs and ACPs with at least one PLO assessed and documented
- Number of ILOs assessed directly and indirectly

Q56 Please review any research data and/or reports for your service area and summarize the findings and implications for practice. Please use the "choose file" button below to upload any supporting documentation for this question.

IPSurvey_2019_Results.pdf (997.2KB)

Page 21: VI. Service Area Assessment and Institutional Effectiveness

Q57 Please describe your service area strengths.

The office includes a number of inherent strengths, which are driven largely by the hard-working and dedicated team members that make up the team of faculty, classified staff, and administrators in the IESE office. When the team met in Fall 2019 to collectively identify strengths, the following themes emerged:

- The IESE Team Itself: All team members partner with others outside of the department to achieve IESE's mission and advance the College's mission. The team works diligently to build rapport and trust with the campus community through high-quality deliverables, work ethic, and transparent relationships with other practitioners, departments, and governance groups. The team works to ensure engagement not just in processes or activities directly within the IESE area of responsibility but in other areas, such as campus and community events. Team members also serve on and are active members of a variety of college governance groups.
 - Productivity: The IESE team works to ensure efficiency and productivity not just in its own processes and work but larger, college-wide processes and department activities. IESE team members work to learn new and existing no- or low-cost technology to share options with the campus community for making processes more efficient. Examples of this are IESE's use of Canva for internal graphics and info-graphics, Google Drive for accreditation self-evaluation writing, and SurveyMonkey for program review.
 - Evidence-Based: The IESE team works to advance evidence-based decision-making and improvement across the College. This starts within the Office itself. The Office works hard to make data more accessible and transparent so that practitioners have easier access to the data they need to continuously assess and improve their practices and processes. IESE team members advocate for the use of data, research, and evidence at all levels of college planning. In sum, the IESE Office aims to model the behavior it seeks from the rest of the campus community in terms of actively seeking feedback, assessing its work, and making improvements on a regular basis.
 - Adaptability: The IESE team is small but mighty, and draws strength from its collaboration with a variety of college practitioners to create sustainable, student-centered improvements. The team is involved in a broad range of college activities and processes, and adapts to a constantly changing environment within and external to the College. Through it all, the team comes together to overcome challenges and find new ways to approach problems and create opportunities for improvement.
 - Transparency: The IESE Office highly values transparency and works to create transparent processes across the College. In all of its relationships, the IESE Office seeks to communicate openly with the campus and the community, and it has used technology to make progress in this area, even as the College's content management systems continue to be a significant challenge in terms of document management and user-friendly navigation.
 - Office Culture: While the IESE Office takes on a number of projects and often is part of high-stakes work that requires substantial commitment and willingness to create open spaces for dialog, even regarding difficult topic areas, the IESE team strives to find opportunities to make processes and content more accessible, approachable, and human. Team members offer and provide support, and wit and humor when appropriate, to help each other get through challenging situations.
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Q58 Please describe your service area challenges.

The IESE Office has faced a number of challenges in recent years. During its two program review planning sessions, the IESE team identified the following challenges:

-Institutional Research's (IR) Reporting Structure: The district's institutional research reporting structure continues to be outdated, awkward, and inefficient, leaving campus-based researchers with a complicated chain of command. Currently, campus-based researchers are based on the Cuyamaca College campus and take most day-to-day work direction from the Senior Dean of Institutional Effectiveness, Success, and Equity. However, they formally report to the district Research, Planning, and Institutional Effectiveness (RPIE) supervisor and Associate Vice Chancellor for Research, Planning, and Technology. This outdated structure is representative of older institutional research models, in which researchers did not interact much with members of the campus community and instead remained in a back office, away from students, faculty, and staff, and provided static reports without much dialog or discussion. With researchers now based at each of the colleges in the district, it would improve efficiency, productivity, and morale to update this structure to eliminate the complexity of essentially three supervisors. In addition, regular communication should be instituted across the institutional effectiveness offices at the two colleges and district in order to foster collaboration, transparency, and communication.

-Access to Data: While there is a plethora of data available via district reports, the reports are focused on a particular end-user and typically include only aggregate information. In recent years, the district RPIE Office has contracted with external consultants to create an Enrollment Management Analysis system and pivot table-based online analytical processing (OLAP) data cubes, which have been rolled out to several users/practitioners on campus. While these pivot tables/queries are helpful for some standard data needs, they are limited. The Senior Deans at both colleges' institutional effectiveness offices do not have access to the unitary data that the research analysts have. This limits the ability of the Senior Deans to engage more closely with the data and troubleshoot with the research analysts. In addition, the database that the research analysts can query is limited in the information contained in the ODS. If data sources and systems were integrated, a single source (or more limited array of data sources) would make research work more efficient.

-Initiative Fatigue/Lack of Integration: Across the California Community College system, there are a variety of initiatives that colleges are expected to implement, and unfortunately, many of these initiatives are not cohesive or integrated. Funding streams, reporting mechanisms, accountability systems, and timelines vary by initiative. In addition, community colleges often do not let an initiative fully live out its pilot years to see if it has an impact before they shift gears and pursue a new course of action or initiative. This, combined with an overall lack of funding for community colleges, creates an environment that makes local, authentic, meaningful change more challenging because practitioners may already be overwhelmed with all the changes at the state-wide and system levels.

-Implicit Bias: In everything that we take on, we must first critically evaluate our own biases. This is inherently difficult but is imperative for us to lay the foundation for a more equitable system. We are diligently trying to dismantle an oppressive system that was not built for the vast majority of the students and communities we serve. IESE strives to constantly assess our own biases and help others self-reflect to become more aware of their own so that we can create a more equitable learning environment for students and a more inclusive environment for students and employees. This is very challenging work because we are working to revise a very entrenched narrative and way of thinking about higher education and our role therein (as agents of change rather than gatekeepers).

Q59 Please describe external influences that affect your service area (both positively and negatively).

The IESE team discussed a number of external influences that are impacting the office's work, including the following:

-System Office Transitions: The IESE Office has experienced the impact of leadership changes at the system level first hand, with the implementation of the Vision for Success and overhaul of the Student Equity and Achievement Program, as well as an increased system-wide focus on implementing guided student pathways. These changes, including massive changes and turnover at the system office, have impacted timelines, schedules, and processes for college-wide planning.

-National Socio-Political Landscape: Civility seems to have taken a substantial decline in public discourse, particularly since 2016. This national trend toward less of a focus on inclusivity and respect for different perspectives and backgrounds makes equity and social justice work that much more challenging. The polarizing effect of these national trends makes creating a safe space for civil dialog extremely difficult. In addition, national policy changes have directly and indirectly impacted various student groups at Cuyamaca, particularly among students from historically marginalized groups (DACA policy, travel bands limiting international students, fear-mongering against historically marginalized groups, and racism in policymaking).

-Statewide Budget Uncertainty: While the new Student-Centered Funding Formula (SCFF) has indeed made budget and resource planning extremely challenging, other factors in place before the new formula presented their own budget challenges. The SCFF has impacted the IESE Office in that there have been challenges in organizing the district-wide work around obtaining internal data on SCFF metrics early enough to determine if a reporting issue exists and whether internal data need to be resubmitted to the state. In addition, both colleges in the district have been experiencing enrollment declines in recent years, and that will likely result in a decrease in funding after the SCFF hold-harmless period ends. The impact on IESE work specifically, aside from having a greater role in analyzing enrollment trends and surveying students about their enrollment preferences, remains to be seen. In addition, a recession appears to be on the horizon, which will likely result in spending cuts, although the specifics are unknown at this time.

-Regional Initiatives: Region X is often the outlier in the California Community College system, with greater cohesion and communication than almost any other region in the state. A strength of this close collaboration has been realized in this year's regional Strong Workforce project, the Strong Workforce Faculty Institute. This project infuses funding to institutional research and effectiveness offices to support and collaborate with faculty working on action research projects to improve their practice. The project funds faculty projects and increased staffing in institutional research and effectiveness offices. The IESE team is excited to partner with Career Education colleagues and faculty from across the College to advance evidence-based practices with an equity lens.

Q60 Given these factors, what opportunities exist for the service area to advance student success and institutional effectiveness in the next 4 years?

Given the aforementioned strengths, challenges, and opportunities, the IESE team has identified a number of opportunities to pursue over the next 3-4 years. These include the following, which serve as the basis for the IESE program review goals:

- Streamline/improve institutional processes, particularly in assessment, program review, planning, and governance
- Intentionally integrate equity and social justice into college policies, processes, and structures
- Build a stronger culture of inquiry, assessment, and improvement

Page 22: VII. Previous Goals: Update (If Applicable)

Q61 Would you like to provide an update for your previous program review goal(s)? **Yes**

Page 23: VII. Previous Goals: Update (If Applicable)

Q62 Previous Goal 1:

Build support and infrastructure for guided pathways at the College

Q63 Which College Strategic Goal does your service area most directly support?

Guided Student Pathways

Q64 Please describe how this goal advances the college strategic goal identified above.

This goal specifically speaks to the College's goal of implementing guided student pathways. Initially, this goal was created when the IESE unit led the College's application for the California Guided Pathways (CAGP) Demonstration Project and when the Pathway Academy Title V grant reported to the IESE unit. The work has shifted to other departments on campus, and now the IESE Office is focused on broader infrastructure work that will still benefit guided pathways but is not specific to just the guided pathways framework.

Q65 Goal status:

Deleted

Page 24: VII. Previous Goals: Update (If Applicable)

Q66 Please describe the results or explain the reason for the deletion/completion of the goal:

As noted previously, the IESE Office's role in guided pathways on campus has evolved and, thus, the unit is shifting its goals to focus on broader infrastructure improvements that are not specific to guided pathways but will still support pathways implementation.

Q67 Do you have another goal to update?

Yes

Page 25: VII. Previous Goals: Update (If Applicable)

Q68 Please describe action steps for the year:

Respondent skipped this question

Q69 How will this goal be evaluated?

Respondent skipped this question

Q70 Do you have another goal to update?

Respondent skipped this question

Page 26: VII. Previous Goals: Update (If Applicable)

Q71 Previous Goal 2:

Assess and improve college assessment, planning, and evaluation processes

Q72 Which College Strategic Goal does your service area most directly support?

Organizational Health

Q73 Please describe how this goal advances the college strategic goal identified above.

This goal is essential to building a robust, data-informed culture that strives for continuous improvement. The IESE Office has focused heavily on this over the past three years in areas such as accreditation, program review and integrated planning, and governance, as well as programmatic improvements.

Q74 Goal status: **Completed**

Page 27: VII. Previous Goals: Update (If Applicable)

Q75 Please describe the results or explain the reason for the deletion/completion of the goal:

The IESE Office's work in this area helped create a new governance structure and regular evaluation process for college governance. In addition, IESE team members helped lead the College's transition to a single, aligned, college-wide program review and integrated planning structure and process. Furthermore, with the Institutional Effectiveness Council, IESE has institutionalized fall and spring college-wide retreats that focus on process assessment and improvement (fall) and evaluation of college performance on key indicators of effectiveness (spring). Clearly, this work is ongoing, but the infrastructure is in place now.

Q76 Do you have another goal to update? **Yes**

Page 28: VII. Previous Goals: Update (If Applicable)

Q77 Please describe action steps for the year: **Respondent skipped this question**

Q78 How will this goal be evaluated? **Respondent skipped this question**

Q79 Do you have another goal to update? **Respondent skipped this question**

Page 29: VII. Previous Goals: Update (If Applicable)

Q80 Previous Goal 3:

Advance equity mindedness across the college

Q81 Which College Strategic Goal does your service area most directly support? **Student Validation and Engagement**

Q82 Please describe how this goal advances the college strategic goal identified above.

This goal is linked to the College's commitment to student equity and success but also to student validation and engagement. If we are able to create a more aware and equity-minded culture on campus, students will feel more included, engaged, and will experience a greater sense of validation and belonging.

Q83 Goal status: Deleted

Page 30: VII. Previous Goals: Update (If Applicable)

Q84 Please describe the results or explain the reason for the deletion/completion of the goal:

The IESE Office's work in this area has evolved over the past three years. While this is obviously a continuing aim of the office, we have opted to change the verbiage and create a more concrete, measurable goal that addresses equity-mindedness.

Q85 Do you have another goal to update? Yes

Page 31: VII. Previous Goals: Update (If Applicable)

Q86 Please describe action steps for the year: Respondent skipped this question

Q87 How will this goal be evaluated? Respondent skipped this question

Q88 Do you have another goal to update? Respondent skipped this question

Page 32: VII. Previous Goals: Update (If Applicable)

Q89 Previous Goal 4:

Improve transparency in college performance data and decision-making

Q90 Which College Strategic Goal does your service area most directly support? Basic Skills Acceleration

Q91 Please describe how this goal advances the college strategic goal identified above.

This goal is clearly linked to organizational health in that transparency is critical to building culture of collaboration and trust across the organization.

Q92 Goal status: Completed

Page 33: VII. Previous Goals: Update (If Applicable)

Q93 Please describe the results or explain the reason for the deletion/completion of the goal:

Similar to other previous IESE goals, the work in transparency is never “done,” but great progress has been made in this area. Examples of this are the creation of an annual integrated planning calendar that outlines the timelines for various college processes, the development of an annual integrated planning process flow and visual, and migration to a public-facing program review webpage with resources and program review documents, and the creation of publicly displayed and accessible program review data reports for all instructional departments. In addition, the IESE team has played a vital role in the College’s governance redesign process with a focus on increased transparency.

Page 34: VII. Previous Goals: Update (If Applicable)

Q94 Please describe action steps for the year: **Respondent skipped this question**

Q95 How will this goal be evaluated? **Respondent skipped this question**

Page 35: VIII. New Goals

Q96 Would you like to propose any new goal(s)? **Yes**

Page 36: VIII. New Goals

Q97 New Goal 1:

Streamline/improve institutional processes, particularly in assessment, program review, planning, and governance

Q98 Which College Strategic Goal does this service area goal most directly support? **Organizational Health**

Q99 Please describe how this goal advances the college strategic goal identified above:

This goal focuses on the college-wide goal of organizational health. An important aspect of the College’s organizational health is its core evaluation and improvement processes, including program review and assessment. In previous years, program review was underutilized as a central component of college planning. Assessment has been another underutilized vehicle for innovation and improvement in student learning and the student experience. Both of these areas have also previously had challenges in terms of processes and structures, which resulted in redundant activities and undue burden on departments with little payoff in terms of meaningful, evidence-based improvement. Similarly, the College governance structure was previously flat, with almost all committees directly reporting to the College Council on paper but not in practice. Now that this has changed with the new governance structure, opportunities still exist for improvements to governance processes to ensure transparency and increased efficiency. With a new strategic plan on the horizon, there will be even more opportunities to integrate processes and streamline activities.

Q100 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

This goal is informed by a variety of data, both qualitative and quantitative, that have demonstrated the College's challenges with inefficient, dis-integrated, paper-heavy, and manual processes. In addition, previous technology products have not shown much promise in addressing these challenges, and in some cases (TracDat) have exacerbated the problem by creating a barrier for faculty. In addition, accreditation standards provide some inspiration for this goal. For example, the College previously had four separate program review committees with different timelines and program review structures. Now these committees have combined to form the Program Review Steering Committee with aligned and well-published timelines that link to the resource allocation process. In addition, previous feedback from the Instructional Leadership Advisory Team informed the College's two IEPI Innovation and Effectiveness Plans, which focused on improving the infrastructure for learning outcome assessment.

Q101 Action steps for this year:

- Create, vet, and publish a multi-year planning/institutional effectiveness calendar
- Develop a process for direct assessment of institutional learning outcomes (ILOs)
- Refine participatory governance group evaluation forms/process
- Conduct a participatory governance survey of all employees and student government members
- Develop a process for strategic plan development
- Connect spring planning and evaluation retreat feedback to annual priority-setting process for the subsequent year
- Create assessment plan templates for student services areas
- Create outcome assessment reporting form for student services areas

Q102 How will this goal be evaluated?

This goal will be evaluated in a number of ways, including the creation and publication of deliverables, such as a multi-year planning/institutional effectiveness calendar, governance evaluation forms, governance survey results, and student services assessment reporting. In addition, this goal will be evaluated through the Integrated Planning Survey results and responses to questions on the next iteration of the Institutional Effectiveness Survey.

Q103 Do you have another new goal? **Yes**

Page 37: VIII. New Goals

Q104 New Goal 2:

Intentionally integrate equity and social justice into college policies, processes, and structures

Q105 Which College Strategic Goal does this service area goal most directly support? **Student Validation and Engagement**

Q106 Please describe how this goal advances the college strategic goal identified above:

College's commitment to student success and equity and its strategic priority of student validation and engagement. The IESE Office works diligently to broaden awareness of and critical reflection on historically exclusionary practices in higher education. An equity lens is essential to re-evaluating current and past practices with a goal of leveling the playing field and removing barriers that impede success of historically marginalized groups, and students of color in particular. If these efforts are not implemented in a systematic and intentional way, equity gaps will persist and in some cases even worsen.

Q107 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

During the Spring 2019 semester, the College analyzed its equity data and identified equity gaps based on race/ethnicity, gender, LGBTQ+ status, economically disadvantaged status, and former foster youth status. The data were clear and decisive in identifying equity gaps for African American students, Latinx students, Native American students, and Pacific Islander students in a number of areas, including graduation, transfer, and persistence. In addition, a mere perusal of program review course success rate data reveal equity gaps almost across the board by race/ethnicity and gender.

Q108 Action steps for this year:

Expand and diversify the SDICCCA internship program
Provide professional development opportunities for chairs and coordinators related to equity and diversity in the faculty hiring process
Advocate for district policies and procedures to ensure equitable hiring of part-time faculty
Continue to implement, assess, and refine the Equity-Minded Teaching and Learning Institute (EMTLI) with the current and, in Fall 2010, new cohort of faculty
Offer additional equity-focused workshops for faculty

Q109 How will this goal be evaluated?

The IESE Office will continue to assess the EMTLI through its formative assessments and will also evaluate the College's progress in creating a more equitable teaching and learning environment and overall student experience through its disaggregated data on key performance indicators.

Q110 Do you have another new goal? **Yes**

Page 38: VIII. New Goals

Q111 New Goal 3:

Build a stronger culture of inquiry, assessment, and improvement

Q112 Which College Strategic Goal does this service area goal most directly support? **Organizational Health**

Q113 Please describe how this goal advances the college strategic goal identified above:

This goal specifically speaks to the IESE Office's focus on building infrastructure for research and inquiry across the College. Access to and use of data is critical for college decision-making and plays a vital role in improvement efforts and accreditation standards. Meaningful data are essential for enrollment management, budgeting under the new Student-Centered Funding Formula, scheduling, and making improvements to service areas and the teaching and learning environment. All of this serves as the basis for organizational health.

Q114 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

For this goal, IESE gathers feedback through a variety of means, including narratives written in the data analysis and assessment sections of program review, Integrated Planning Survey results, feedback from program review authors, members of the campus community, and retreat participants. Recent results of TracDat analysis indicate that few PLOs are mapped to ILOs, and course SLO mapping to PLOs is inconsistent. In addition, workshops with Student Services areas revealed gaps in support and infrastructure for student services assessment. In addition, the College's institutional self-evaluation report in support of accreditation reaffirmation revealed gaps in assessment.

Q115 Action steps for this year:

Offer a series of assessment workshops with Student Services areas
Provide professional development opportunities focused on data and assessment
Provide data coaching and training for college governance groups
Facilitate data coaching and action research workshops for Strong Workforce Institute participants
Refine and improve program review data and training
Implement department-wide program review data workshops for programs that opt-in for this support
Export the data analysis, equity analysis, distance education, and assessment sections of program review to inform work of various college councils and committees
Offer additional research and data literacy workshops for faculty, chairs and coordinators, administrators, and staff

Q116 How will this goal be evaluated?

This goal will be evaluated through surveys (such as the Integrated Planning Survey, Institutional Effectiveness Survey, and Participatory Governance Survey), debriefs/feedback sessions with Strong Workforce Institute participants and analysis of faculty project content, and a content analysis of the information contained in program review.

Q117 Do you have another new goal? **No**

Page 39: VIII. New Goals

Q118 New Goal 4: **Respondent skipped this question**

Q119 Which College Strategic Goal does this service area goal most directly support? **Respondent skipped this question**

Q120 Please describe how this goal advances the college strategic goal identified above:

Respondent skipped this question

Q121 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Respondent skipped this question

Q122 Action steps for this year:

Respondent skipped this question

Q123 How will this goal be evaluated?

Respondent skipped this question

Page 40: IX. Executive Summary

Q124 One-page summary:

Student Services and Non-Instructional Comprehensive Program Review - Spring 2020

The Institutional Effectiveness, Success, and Equity (IESE) division aims to advance student success and equity by integrating, aligning, and sustaining improvement efforts across the college. IESE provides coordination, support, and collaborative leadership for the college's planning, assessment, evaluation, and equity efforts to advance the College's mission. We approach this work with a social justice lens to advance equity and excellence. Our core values include:

- Equity and social justice
- Innovation
- Inclusiveness
- Transparency
- Evidence-based decision-making

The IESE unit includes the institutional effectiveness, equity, strategic planning, assessment, engagement and validation, and institutional research teams. Our dynamic team facilitates institutional change through inquiry and professional development, student validation and engagement, and systems thinking.

The IESE Office features the following strengths:

The IESE Team Itself: All team members partner with others outside of the department to achieve IESE's mission and advance the College's mission. The team works diligently to build rapport and trust with the campus community through high-quality deliverables, work ethic, and transparent relationships with other practitioners, departments, and governance groups.

Productivity: The IESE team works to ensure efficiency and productivity not just in its own processes and work but larger, college-wide processes and department activities. IESE team members work to learn new and existing no- or low-cost technology to share options with the campus community for making processes more efficient.

Evidence-Based: The IESE team works to advance evidence-based decision-making and improvement across the College. This starts within the Office itself. The Office works hard to make data more accessible and transparent so that practitioners have easier access to the data they need to continuously assess and improve their practices and processes.

Adaptability: The IESE team is small but mighty, and draws strength from its collaboration with a variety of college practitioners to create sustainable, student-centered improvements.

Transparency: The IESE Office highly values transparency and works to create transparent processes across the College.

Office Culture: While the IESE Office takes on a number of projects and often is part of high-stakes work that requires substantial commitment and willingness to create open spaces for dialog, even regarding difficult topic areas, the IESE team strives to find opportunities to make processes and content more accessible, approachable, and human.

The IESE Office is impacted by the following challenges:

Institutional Research's (IR) Reporting Structure: The district's institutional research reporting structure continues to be outdated, awkward, and inefficient, leaving campus-based researchers with a complicated chain of command.

Access to Data: While there is a plethora of data available via district reports, the reports are focused on a particular end-user and typically include only aggregate information.

Initiative Fatigue/Lack of Integration: Across the California Community College system, there are a variety of initiatives that colleges are expected to implement, and unfortunately, many of these initiatives are not cohesive or integrated.

Implicit Bias: In everything that we take on, we must first critically evaluate our own biases. This is inherently difficult but is imperative for us to lay the foundation for a more equitable system.

The IESE Team is also impacted by the following external influences:

- System Office Transitions
- National Socio-Political Landscape
- Statewide Budget Uncertainty
- Regional Initiatives

In light of these factors, IESE goals include the following:

- Streamline/improve institutional processes, particularly in assessment, program review, planning, and governance
- Intentionally integrate equity and social justice into college policies, processes, and structures
- Build a stronger culture of inquiry, assessment, and improvement

Q125 OPTIONAL: Select the "choose file" button if you wish to upload your one-page summary rather than utilizing the text box above.

Spring2020_Convocation_Evaluation_Results.pdf (94.7KB)

Q126 OPTIONAL: Please upload any additional documentation for your program review using the "Choose File" button below.

Sp2019_Retreat_Evaluation_Results.pdf (95.1KB)

Page 41: X. Resources Needed to Fully Achieve Goal(s)

Q127 Is the program requesting resources this year to achieve your service area goal(s)? (Faculty Resource Needs, Classified Staff Resource Needs, Technology Resource Needs, Supplies, Equipment & Other Resource Needs, Facilities Resource Needs) **No**

Page 42: XI. Faculty Resource Needs

Q128 Are you requesting one or more faculty positions to achieve this goal(s)? **No**

Page 44: XIII. Classified Staff Resource Needs

Q129 Are you requesting one or more classified positions to achieve your service area's goal(s)? **Yes**

Page 46: XV. Technology Resource Needs

Q130 Are you requesting technology resources to achieve your service area's goal(s)? **Respondent skipped this question**

Page 48: XVII. Supplies, Equipment, & Other Resource Needs

Q131 Are you requesting supplies and/or equipment resources to achieve your service area's goal(s)? **Respondent skipped this question**

Page 50: XIX. Facilities Resource Needs

Q132 Are you requesting facilities resources to achieve your service area's goal(s)? **Respondent skipped this question**

Page 52: Final Check

Q133 If you would like to go back and review parts of your program review, select a section and click "Next."

I am ready to submit my program review
