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COMPLETE

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Page 1: I. Service Area Overview and Update

Q1

I.1 Service Area for Review:

Institutional Effectiveness, Success, and Equity

Q2

1.2 Lead Author:

Bri Hays

Q3

I.3 Collaborator(s) - List any person that participated in the preparation of this report:

Jesus Miranda, Katie Cabral, and Madison Harding, with input from Tania Jabour, Moriah Gonzalez-Meeks, and Ticey Hosley

Q4

I.4 Dean/Manager:

Julianna Barnes

Q5

I.5. Please summarize the changes, additions, and achievements that have occurred in your service area since the last program review you submitted. You can access the 2020 program reviews on the program review webpage.

The IESE Office has made significant strides in a number of areas over the past year. Changes to the office scope of work, structure, and staffing are summarized below:

- Guided pathways facilitation was moved to the IESE Office in October
 - Racial Equity and Social Justice Task Force launched in August, with leadership from the President and facilitation by IESE and faculty inquiry group leaders.
 - The Office quickly shifted to a remote working environment in March 2020 due to the pandemic.
 - The IESE Office's administrative assistant retired through the District's early retirement program, resulting in October 27th as her last day in the Office.
 - In January 2020, the College's new Research and Planning Analyst started at the District RPIE Office and then moved to a split schedule in February.
 - The Regional Workforce Development Council and Career Ed Consortium launched the first iteration of the Strong Workforce Faculty Institute. This served as a data-informed collaboration between the Career Education Division and IESE Office. The grant funding the institute allowed the IESE Office to continue its full-time Institutional Effectiveness Specialist position.
 - After years of advocating for a more efficient structure for the institutional research positions across the District, the organization modification was completed for the College's two Research and Planning Analysts. This means the analysts now report directly to the Senior Dean of IESE rather than the currently-vacant Associate Vice Chancellor of Research, Planning, and Technology position and District RPIE Supervisor.
 - The Associate Dean of Equity and Engagement position was rescoped to include new responsibilities and is now the Dean of Student Success and Equity
 - The SLO Coordinator, with the support of the Institutional Effectiveness Specialist and Senior Dean, hosted a series of workshops to renew focus on outcome assessment in student services.
 - The SLO Coordinator re-envisioned and rescoped the College's assessment committee, re-launching and rebranding it as the Outcome Assessment Committee, which is focused on peer coaching and distributed leadership to advance meaningful assessment across the College
 - The IESE team repopulated web content for new Cuyamaca website/CMS.
- Faculty leaders and the IESE team launched Teaching Dialogs, a faculty community of practice and professional learning series.
- The IESE team provided operational, logistics, and web design support for Social Justice Conference
 - In order to improve data access and usability, the IESE team developed new, streamlined program review data reports and posted them to the new college website.
 - The IESE team began coordinating monthly teams to attend USC Race and Equity e-convenings and debrief on action items.
-

Q6

II.1. Administrative service areas collect data in many different ways. Please discuss the access, success, and/or other data that your service area is using to inform its plans for the year and/or to evaluate its progress. This may include the number of students, employees, or community members served, survey results, or other reports prepared by the department and external organizations.

The IESE Office uses a number of qualitative and quantitative data sources to inform its work and make improvements. For 2019-20, these sources include the annual Integrated planning survey, program review submissions and program review responses (goal-setting, data analysis, equity discussion), and notes from events the office facilitates, such as the Spring Planning and Evaluation Retreat/workshop and convocation activities.

The Integrated Planning Survey includes questions about the college-wide program review process, for which the IESE office provides operational and technical support. The survey also includes questions about program review data, which the IESE team compiles for instructional programs and works with service areas to compile reports or conduct research to inform program planning and improvement. The responses to these survey items provide an annual benchmark and progress measure for the IESE Office's work to improve the program review process, data, training, online module, and even the instructions and prompts for program review responses, which are developed by the Program Review Steering Committee.

Program review submissions are another indicator the IESE Office uses to assess communication and operational support provided for the program review process. The number of program reviews submitted and submitted on time are a reflection of the effectiveness of the program review website, communication regarding program review deadlines, and the ease of use of the online program review module.

Program review responses provide insight into how effective program review trainings are in preparing authors to engage in meaningful, data-informed goal-setting and planning.

Spring Planning and Evaluation Retreats notes are another measure the IESE Office uses to assess the effectiveness of the retreats (now workshops) in achieving IESE and Institutional Effectiveness Council (IEC) objectives, which generally pertain to raising consciousness about college performance, particularly through an equity lens, fostering a deeper understanding and analysis of data, and engage in data-informed action planning. IEC also debriefs after each retreat/workshop to engage in formative assessment, what worked well and what needs to be improved for future events.

On the whole, the IESE Office measures its effectiveness in college departments' effective use of data to improve student outcomes and eliminate equity gaps.

Q7

II.2. How has this data impacted the goals set in your Spring 2020 comprehensive program review?

The IESE Office used data from all the sources listed above to develop new tools and resources for program review and assessment. In addition, analysis of program review submissions made it clear that additional conversations and trainings on equity data are needed, and the IESE Office needs to facilitate this dialog. In fact, this very finding, in part, led to the reframing of the fall retreat/workshop, was was a jointly-hosted event from IEC and the Student Success and Equity Council, focused on raising consciousness around student equity data for the College.

Q8

Respondent skipped this question

OPTIONAL: Please upload any supporting documentation related to this section. You can upload PDF, Word, and image files.

Q9

II.3. Please describe the most significant or impactful ways your service area worked across the college to advance the college's student success and equity goals and strategic priorities over the past year?

The IESE Office's work is collaborative in nature. We work with various departments and practitioners on campus to advance a culture of data-informed decision-making, with the ultimate goal of improving college processes, structures, and practices to maximize student success and ensure equitable student access and outcomes. The following are examples of the most impactful and significant ways the IESE Office has worked across the College to advance student success and equity goals and college strategic priorities over the past year:

- IESE took on the facilitation of the College's guided pathways efforts in October.
- The IESE team served as technical facilitators and breakout group facilitators for an ILAT pathways workshop in August
- IESE and faculty leaders began coordinating inquiry groups and consultative support for the Racial Equity and Social Justice Task Force.
- IESE began coordinating the College's participation in the USC Race and Equity e-convenings.
- IESE team members served as technical and operational support for Critical Conversations (June and convocation events).
- IESE team members continued coordinating and hosting EMTLI sessions, including 35 faculty participants this year.
- The IESE team helped faculty leaders launch the Teaching Dialogues community of practice in Spring 2020 by providing technical facilitation and operational support.
- The IESE Office facilitated the local implementation of the Strong Workforce Faculty Institute, a data-informed and inquiry driven project focused on improving student outcomes for disproportionately impacted students.
- IESE team members served on the Student Engagement Advisory Group, providing consultation for content for this student engagement program.
- The SLO Coordinator, with support from the IESE team, hosted student services assessment workshop series to reinvigorate assessment in student services areas.
- The SLO Coordinator, with support from the IESE team, launched the new Outcome Assessment Committee in Fall 2020.
- The IESE team provided operational, logistics, and web design support for Social Justice Conference.
- The IESE team created new, streamlined program review data reports.
- The Dean of Student Success and Equity provided consultation and support fo the RISE program.
- The Dean of Student Success and Equity coordinated a student laptop/wifi hotspot distribution.
- The Dean of Student Success and Equity serves on a work group to optimize support for Kumeyaay Studies students.
- The IESE Office increased its efforts in the evaluation of Title III and Title V grants in partnership with both grant project teams.
- The IESE Office continued its partnership with instructional departments in the evaluation of math, English, and ESL redesign efforts, including focus groups to assess math and English placement and acceleration efforts.
- The IESE research team included additional data disaggregation in program review reports this year and highlighted equity gaps to assist program review authors in not only identifying gaps but developing plans to address equity gaps.
- In collaboration with IEC, the IESE Office prepared the materials for and provided operational support for two college-wide workshops (spring planning and evaluation workshop; fall workshop to raise consciousness about our racial equity gaps).

Page 3: III. Previous Goals: Update

Q10

Goal 1:

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

Q11

In Progress - will carry this goal forward into next year

Goal Status

Page 4: III. Previous Goals: Update continued

Q12

Respondent skipped this question

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

Q13

Respondent skipped this question

Do you have another goal to update?

Page 5: III. Previous Goals: Update continued

Q14

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

- After website redesign, clean up IE webpages and college resources page links to IE pages to ensure access to and consistency of information
 - Redesign integrated planning webpage to include resource prioritization lists and increase transparency
 - Develop and pilot a process for direct assessment of ILOs
 - Develop a scope of work and implement action steps for strategic planning process
 - Develop environmental scan for strategic plan
 - Develop infrastructure for PLO development development and reporting by ACP
-

Q15

Yes

Do you have another goal to update?

Page 6: III. Previous Goals: Update continued

Q16

Goal 2:

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

Q17

In Progress - will carry this goal forward into next year

Goal Status

Page 7: III. Previous Goals: Update continued

Q18

Respondent skipped this question

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

Q19

Respondent skipped this question

Do you have another goal to update?

Page 8: III. Previous Goals: Update continued

Q20

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

- Develop content and enlist cadre of facilitators for professional learning workshops on implicit bias, -microaggressions (building upon USC convening content)
 - Through the RESJ Task Force Hiring Processes inquiry group, provide recommendations...
 - To improve the hiring process
 - For student conduct and policing
 - To refresh the professional development structure and process to advance anti-racist practices
 - To integrate racial equity into governance and decision-making processes as well as campus culture
- Offer opportunities for faculty to critically reflect on their practice (EMTLI, Teaching Dialogues)
-

Q21

Yes

Do you have another goal to update?

Page 9: III. Previous Goals: Update continued

Q22

Goal 3:

Build a stronger culture of inquiry, assessment, and improvement

Q23

In Progress-will carry this goal forward into next year

Goal Status

Page 10: III. Previous Goals: Update continued

Q24

Respondent skipped this question

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

Q25

Respondent skipped this question

Do you have another goal to update?

Page 11: III. Previous Goals: Update continued

Q26

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

- Provide data coaching and training for college governance groups
 - Expand program review asynchronous trainings and resources
 - 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
 - Resign the program review annual report to address committee and council information needs
 - Add course-level disaggregated data to program review and develop training
 - Facilitate data coaching and action research workshops for EMTLI and Strong Workforce Institute participants (2020-2021 and 2021-2022 cohorts)
-

Q27

No

Do you have another goal to update?

Page 12: III. Previous Goals: Update continued

Q28

Respondent skipped this question

Goal 4:

Q29

Respondent skipped this question

Goal Status

Page 13: III. Previous Goals: Update continued

Q30

Respondent skipped this question

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

Page 14: III. Previous Goals: Update continued

Q31 Respondent skipped this question

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

Page 15: IV. New Goals

Q32 No

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

Page 16: IV. New Goals continued

Q33 Respondent skipped this question

New Goal 1:

Q34 Respondent skipped this question

Which College Strategic Goal does this department goal most directly support? (Check only one) (NEEDS LINK)

Q35 Respondent skipped this question

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

Q36 Respondent skipped this question

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Q37 Respondent skipped this question

Action steps for this year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Q38 Respondent skipped this question

How will this goal be evaluated?

Q39 Respondent skipped this question

Do you have another new goal?

Page 17: IV. New Goals continued

Q40 Respondent skipped this question

New Goal 2:

Q41 Respondent skipped this question

Which College Strategic Goal does this department goal most directly support? (Check only one) (NEEDS LINK)

Q42 Respondent skipped this question

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

Q43 Respondent skipped this question

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Q44 Respondent skipped this question

Action steps for this year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Q45 Respondent skipped this question

How will this goal be evaluated?

Q46 Respondent skipped this question

Do you have another new goal?

Page 18: IV. New Goals continued

Q47 Respondent skipped this question

New Goal 3:

Q48 Respondent skipped this question

Which College Strategic Goal does this department goal most directly support? (Check only one) (NEEDS LINK)

Q49 Respondent skipped this question

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

Q50 Respondent skipped this question

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Q51 Respondent skipped this question

Action steps for this year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Q52 Respondent skipped this question

How will this goal be evaluated?

Q53 Respondent skipped this question

Do you have another new goal?

Page 19: IV. New Goals continued

Q54 Respondent skipped this question

New Goal 4:

Q55 Respondent skipped this question

Which College Strategic Goal does this department goal most directly support? (Check only one) (NEEDS LINK)

Q56 Respondent skipped this question

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

Q57

Respondent skipped this question

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Q58

Respondent skipped this question

Action steps for this year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Q59

Respondent skipped this question

How will this goal be evaluated?

Page 20: V. Resources Needed to Achieve Goal(s)

Q60

Classified Staff Resource Needs

What resources is your program requesting this year to achieve the program's goal(s)?

Page 22: Final Check

Q61

I am ready to submit my program review

Are you ready to submit your program review? If you would like to go back and review a section, select a section and click "Next."
