

#1

COMPLETE

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Page 1: I. Service Area Overview and Update

Q1

1 Service Area for Review:

Institutional Effectiveness, Success, and Equity Office

Q2

2 Lead Author:

Bri Hays

Q3

3 Collaborator(s):

Katie Cabral, Heyley Troyer, Stephanie Rodriguez, Jesus Miranda, Rafael Ayala, and Derrek Gudino

Q4

4. Manager(s):

Bri Hays

Q5

5. Please summarize the changes, additions, and achievements that have occurred in your service area since the last program review. You can access the Fall 2021 program reviews on the program review webpage.

The IESE Office has undergone some significant changes over the past year, which mirror those of the rest of the College. As an example, in August 2022, the Senior Dean of IESE took on an additional role as Interim Vice President of Student Services. At the same time, the Student Equity Plan was in its final stages of drafting, and work on the accreditation midterm report was begun. It has been a year of transitions, but the office has shown resilience, completing several critical projects that went above and beyond the regular projects the office undertakes. These include the following:

- Comprehensive Strategic and Facilities Plan (year-long process) completed
- Developed program matrices for SEM work group
- Hosted and facilitated Fall SEM workshops with IEC
- Coordinated Fall Convocation activities
- Updated Assessment Quick Guides
- Analyzed Student Equity Plan data and facilitated student equity planning process

Additional changes to the office and office accomplishments include the following:

- Addition of OER Coordinator to IESE Office
- Renewed grants: Pathway Navigation, Strong Workforce Faculty Institute
- Collaboration with student services areas (providing logistical/administrative support and funding) – Find Your Pack event, Reorientation, Together We Rise Center Grand Opening, Culture and Community Circles, outreach efforts
- Onboarded 30 EMTLI faculty participants
- Co-organized Kumeyaay Village cleanup events
- PD support and facilitation: Lasana Hotep Series, USC Equity Alliance, THRIVE, Teaching Dialogs
- Developed new program review data workshops
- HACU and A2MEND outreach/recruitment via sponsor tables
- Onboarded new SSE Coordinator and changed SSEC co-chair role (removed from SSE Coordinator responsibilities)
- Piloted embedded counseling in STEM
- Informed and assisted with the development of the Transfer Center Canvas (student contacts, coordination with TC Coordinator)
- Worked across the District to develop an LGBTQ+ grant plan/grant

Q6

6. 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.

Data Collected to Inform IESE Work:

Strategic Planning Workshop Feedback – qualitative analysis

EMTLI survey findings: In total, 24 faculty members participated in the 2021-2022 EMTLI. Based on the results of the 2021-2022 EMTLI post-survey, 100% of respondents either agreed or strongly agreed with the statement: “I would encourage other instructors to participate in the EMTLI.” We had increased interest in the EMTLI in the subsequent year, and 30 faculty members signed up to participate in the 2022-2023 cohort. Each year, the EMTLI planning team is responsive to additional feedback participants provide, and makes modifications to the curriculum, e-portfolio components, and other material to continuously improve this professional development series for part-time and full-time faculty to ensure it is an impactful and meaningful process to empower each participant to make changes in their classes to close equity gaps for historically racially marginalized student groups.

Strong Workforce Faculty Institute evaluation: In total, 20 faculty members completed the 2022 Strong Workforce Faculty Institute. Based on the results of the 2022 Strong Workforce Faculty Institute post-survey, 100% of respondents indicated this institute was either “helpful” or “very helpful” as they engaged in inquiry about their classes and planned to implement changes in their classes. When asked about their biggest takeaway from participating in the institute, one faculty member responded, “I have learned about the data and how it's important to analyze the enrollment, success and retention rates. I have also learned about the diverse backgrounds of my students and I have learned how to create an effective action plan to promote for my program as well as eliminate the equity gaps. Strong workforce faculty Institute was well informing and helpful in regards to minimize equity gaps, understand my students and create a welcoming environment for them to grow and learn as individuals.” Other responses to this question also included reflections about the importance of understanding their practitioner-level data and regularly monitoring this data to ensure the impact of their work aligns with their intentions to support student success in their classes. Participants also appreciated the opportunity to connect and collaborate with other faculty members in the region who teach similar classes at the regional Strong Workforce Faculty Institute events.

Integrated Planning Survey Feedback – Bri to summarize

Increased focus group projects (PN, tutoring, Facilities Planning) - The IESE department conducted focus groups this year on behalf of Pathway Navigation and the Tutoring Center. The purpose for each focus groups was to learn about students' experiences and identify institutional barriers to student success, in each respective area, in order to gather suggestions for improving services, processes, and support at Cuyamaca College through an equity lens. The focus groups included a combined total of 40 students and gathered important feedback which was compiled and presented back to the Pathway Navigation and Tutoring Teams. These types of research requests are impactful and an important way to connect and get feedback from students but can be time consuming for the IESE team and thus require additional resources and planning. The office can only conduct a couple of these studies per year due to current capacity constraints.

Increased college-wide surveys (EEI, NACCC staff survey, internal scheduling survey, RP African American Transfer Tipping Point survey, Sisterhood for Equity BIPOC Mothers Survey) - these projects have helped identify barriers to access and success among students of color both locally and in the context of statewide and system challenges. These studies will result in reports at the college level that include recommendations for action to address inequities.

Planning workshop participation – IESE conducts evaluations of events it co-facilitates with IEC. The results of these evaluations help the office improve future events.

Governance evaluation/surveys - The IESE Office conducts annual evaluations of governance groups in light of governance guiding principles. Evaluation findings are shared with committee and council co-chairs to help them improve group operations the following year. Findings are provided in aggregate form to College Council as a way to continually assess the overall governance structure.

Q7

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

The data collected from the above-identified studies and other studies and metrics help the IESE Office assess the impact of its efforts and improve for the future. The IESE goals set in 2020 are reflected in the following data the office collects:

Goal 1: Streamline/improve institutional processes, particularly in assessment, program review, planning, and governance

Integrated Planning Survey – impact to PR timeline, training, webpage design

Planning workshop participation – shift to two offerings on different dates (one virtual and one in person to maximize participation)

Goal 2: Intentionally integrate equity and social justice into college policies, processes, and structures

EMTLI feedback used to adjust plan for each subsequent semester

Pathway Navigation focus group feedback – now collecting data regularly through student feedback sessions; being responsive to student feedback (for ACP Canvas, on ACPs, function of ACPs); refine information-sharing with students

Responsive to USC review of the Student Equity Plan/feedback - centered SEP on race, prioritized groups, activities

Q8

Respondent skipped this question

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

Q9

8. Please describe the most significant or impactful ways your service area worked across the college to advance the college's vision of equity, excellence and social justice through education over the past year?

Administrative Program Review Annual Update - Fall 2022

Program Review – Senior Dean has served as administrative co-chair since 2019 and IESE Office serves as operational lead for program review,

Implemented various components to our college wide Guided Pathways efforts, revision of ACP web pages, ACP leads, and embedded ACP counseling.

Outcome Assessment - IE Specialist serves as TracDat administrator and technical support for OAC

Collaborated to adopt changes recommended by the Academic Integrity area of focus from the Presidents' Task Force on Racial Equity and Social Justice.

Offered multiple opportunities for programmatic professional development focused on racial equity and social justice.

The Online Education Resources (OER) coordinator moved under Equity, and we submitted for the Phase One grant of the Zero Textbook Cost (ZTC) program.

Equity-focused activities in student services (in-reach, outreach, Find Your Pack, Reorientation)

Culture and Community Circles – successfully moved the curricular advising aspect to the Student Success and Equity Council to ensure the social justice and racial equity focus remains in place.

Strategic planning – district-wide effort that resulted in an aligned plan across the district and an integrated strategic and facilities plan

Emergency Conditions Allowance - Senior Dean served on writing team with District PIO and Grossmont PIO to ensure the District application included data, targets, baselines, and contextual information for enrollment, financial aid, course offerings, class schedules, and other critical information.

Providing leadership for IRPE across the district – prior to the hiring of the Associate Vice Chancellor of Educational Support Services, the IESE Senior Dean and IESE Office as a whole provided leadership across the district institutional effectiveness functions, including serving as liaison to Gensler Architects for integrated strategic and facilities plan, shepherding the strategic planning process and providing templates to District Services and Grossmont, conducting surveys on behalf of the district, and providing data for both colleges for external reports

LGBTQ+ grant - provided leadership across the district for a successful grant application

Fall convocation activities – worked with Teaching and Learning Coordinator to develop materials for the activity and facilitate breakout groups.

THRIVE employee retention events – provided logistical support and funding.

Equity in Employment Task Force – 3 members of the IESE team plus the Teaching and Learning Coordinator served on the Task Force

DEIA Board Subcommittee – 3 members of the IESE team plus the Teaching and Learning Coordinator serve on the subcommittee.

Program Review Workshops and presentation to FHPC on data – IESE team members developed training on program review data and faculty hiring priorities data.

SEM work group – 2 members of the IESE team serve on the team, and 2 others have provided data for Program Matrices, which are part of the SEM work group's plan for the year.

Q10

9. What did your service area learn from the transition to remote operations over the past few years? How can this be used to improve the student experience and operational improvements in the future?

The IESE Office functions well in a remote environment. The office increased efficiency/capacity during the transition to remote operations. This shift made it easier to collaborate across the district and allowed for increased participation in some campus events (e.g., workshops).

During the remote work period, the IESE office began to leverage more interactive technology (Padlet, Menti, Canvas, Google Docs, OneDrive, Google Sites), which it still uses today.

The IESE Office shifted to electronic signature and document processing (OneDrive) to streamline processes.

The pandemic was tough on everyone – some members of the campus community are not comfortable returning to campus, and some crave more in-person interaction on campus. We are working to balance this both internally in the office and for the events we host for the campus community.

Virtual focus groups have increased participation in this type of research – Zoom has been a helpful tool.

The Office has piloted HyFlex meetings for team meetings and for IEC.

The Office now offers workshops in person and online.

Page 3: III. Previous Goals: Update

Q11

Previous Goal 1:

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

Q12

In Progress - will carry this goal forward into next year

Goal Status

Page 4: III. Previous Goals: Update continued

Q13

Respondent skipped this question

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

Q14

Respondent skipped this question

Do you have another goal to update?

Page 5: III. Previous Goals: Update continued

Q15

Increase hiring and retention of diverse employees to reflect the students and communities we serve

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

Q16

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).

Increase engagement/participation in governance evaluation (survey) for spring 2023 via additional outreach to committees/chairs

Review SLO assessment percentages – what classes are being assessed within the cycle

Explore ways to improve program review technology

Explore form software to optimize processes

Implement Asana project management software

Host IEPI PRT visits and develop I&E Plan

Q17

New classified position

What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q18

Yes

Do you have another goal to update?

Page 6: III. Previous Goals: Update continued

Q19

Previous Goal 2:

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

Q20

In Progress - will carry this goal forward into next year

Goal Status

Page 7: III. Previous Goals: Update continued

Q21

Respondent skipped this question

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

Q22

Respondent skipped this question

Do you have another goal to update?

Page 8: III. Previous Goals: Update continued

Q23

**Increase completion and eliminate equity gaps
(graduating with a degree/certificate, or transferring)**

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

Q24

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).

Clarify role of SSEC and other committees in equity plan implementation

Integrate equity plan activities into annual action plan (under strategic plan)

Provide resources to SSEC on specific equity gaps and action plans to address them

Implement PD Plan

Integrate communities of practice centered on equity

Q25

New classified position

What resources, if any, are needed to achieve this goal?
Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q26

Yes

Do you have another goal to update?

Page 9: III. Previous Goals: Update continued

Q27

Goal 3:

Build a stronger culture of inquiry, assessment, and improvement

Q28**In Progress-will carry this goal forward into next year**Goal Status

Page 10: III. Previous Goals: Update continued

Q29**Respondent skipped this question**

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

Q30**Respondent skipped this question**

Do you have another goal to update?

Page 11: III. Previous Goals: Update continued

Q31**Eliminate equity gaps in course success (passing grade in class)**

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

Q32

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).

Transition dashboards to public and Office 365

Clarify roles of college and district research teams

Develop college data tools and dashboards

Create guidance on data access (dashboards that are password protected)

Automate recurring reports

Q33**Respondent skipped this question**

What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q34**No**

Do you have another goal to update?

Page 12: III. Previous Goals: Update continued

Q35 Respondent skipped this question

Goal 4:

Q36 Respondent skipped this question

Goal Status

Page 13: III. Previous Goals: Update continued

Q37 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

Q38 Respondent skipped this question

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

Q39 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).

Q40 Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Page 15: IV. New Goals

Q41 No

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

Page 16: IV. New Goals continued

Q42 Respondent skipped this question

New Goal 1:

Q43

Respondent skipped this question

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

Q44

Respondent skipped this question

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

Q45

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 data:

Q46

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 computer hardware).

Q47

Respondent skipped this question

How will this goal be evaluated?

Q48

Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q49

Respondent skipped this question

Do you have another new goal?

Page 17: IV. New Goals continued

Q50

Respondent skipped this question

New Goal 2:

Q51

Respondent skipped this question

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

Q52

Respondent skipped this question

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

Q53

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 data:

Q54

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 computer hardware).

Q55

Respondent skipped this question

How will this goal be evaluated?

Q56

Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q57

Respondent skipped this question

Do you have another new goal?

Page 18: IV. New Goals continued

Q58

Respondent skipped this question

New Goal 3:

Q59

Respondent skipped this question

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

Q60

Respondent skipped this question

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

Q61

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 data:

Q62

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 computer hardware).

Q63

Respondent skipped this question

How will this goal be evaluated?

Q64

Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q65

Respondent skipped this question

Do you have another new goal?

Page 19: IV. New Goals continued

Q66

Respondent skipped this question

New Goal 4:

Q67

Respondent skipped this question

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

Q68

Respondent skipped this question

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

Q69

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 data:

Q70

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 computer hardware).

Q71

Respondent skipped this question

How will this goal be evaluated?

Q72

Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

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

Q73

Respondent skipped this question

1. Administrator Position Request 1:a. Description

Q74

Respondent skipped this question

b. This position is being requested to advance the following Program Goal(s):

Q75

Respondent skipped this question

2. Administrator Position Request 2:a. Description

Q76

Respondent skipped this question

b. This position is being requested to advance the following Program Goal(s):

Page 21: Final Check

Q77

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."

#2

COMPLETE

Collector: Email Invitation (Email)
Started: Sunday, December 18, 2022 12:30:00 PM
Last Modified: Sunday, December 18, 2022 2:03:06 PM
Time Spent: 01:33:06
First Name: Jessica
Last Name: Robinson
Email: jessica.robinson@gcccd.edu
Custom Data: President's Office
IP Address: 108.255.205.47

Page 1: I. Service Area Overview and Update

Q1

1 Service Area for Review:

President's Office

Q2

2 Lead Author:

Jessica Robinson

Q3

3 Collaborator(s):

N/A

Q4

4. Manager(s):

N/A

Q5

5. Please summarize the changes, additions, and achievements that have occurred in your service area since the last program review. You can access the Fall 2021 program reviews on the program review webpage.

Since the last program review submitted by the President's office there has been a change in leadership from Dr. Julianna Barnes to Interim President, Dr. Jessica Robinson. Additionally, the complete return to campus has occurred.

Page 2: II. Student Learning Outcome/Service Area Outcome Assessment and Student Success

Q6

6. 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.

Since my time as Interim, I have worked on reviewing all institutional data collected by the college, including our strategic plan and priorities, our facilities master plan, our equity plan, and recent student data on the return to campus.

Q7

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

I have no set goals from the past, as this is my first program review as the author for the Presidents office.

Q8

Respondent skipped this question

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

Q9

8. Please describe the most significant or impactful ways your service area worked across the college to advance the college's vision of equity, excellence and social justice through education over the past year?

The president's office plays an important role in setting the expectation for consistent progress on the college's vision of equity, excellence, and social justice. This includes involvement in shared governance council goal setting, revamping hiring practices, and increasing access and persistence with student outcomes to meet the college's strategic priorities.

Q10

9. What did your service area learn from the transition to remote operations over the past few years? How can this be used to improve the student experience and operational improvements in the future?

Our college has learned that students come to us with more considerable demands of work and family placed on them post-COVID and that we, as a college, must support students and begin rebuilding enrollment. Our college has learned to use student data to create hybrid services in both student services and instruction. We have used this data to create hybrid student and instruction services.

Page 3: III. Previous Goals: Update

Q11

Previous Goal 1:

There have been no previous goals

Q12**Not Started**

Goal Status

Page 4: III. Previous Goals: Update continued

Q13**Respondent skipped this question**

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

Q14**Respondent skipped this question**

Do you have another goal to update?

Page 5: III. Previous Goals: Update continued

Q15**Increase equitable access (enrollment)**

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

Q16

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).

N/A No previous goals exist

Q17**Respondent skipped this question**

What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q18**No**

Do you have another goal to update?

Page 6: III. Previous Goals: Update continued

Q19**Respondent skipped this question**

Previous Goal 2:

Q20

Respondent skipped this question

Goal Status

Page 7: III. Previous Goals: Update continued

Q21

Respondent skipped this question

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

Q22

Respondent skipped this question

Do you have another goal to update?

Page 8: III. Previous Goals: Update continued

Q23

Respondent skipped this question

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

Q24

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).

Q25

Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q26

Respondent skipped this question

Do you have another goal to update?

Page 9: III. Previous Goals: Update continued

Q27

Respondent skipped this question

Goal 3:

Q28

Respondent skipped this question

Goal Status

Page 10: III. Previous Goals: Update continued

Q29

Respondent skipped this question

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

Q30

Respondent skipped this question

Do you have another goal to update?

Page 11: III. Previous Goals: Update continued

Q31

Respondent skipped this question

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

Q32

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).

Q33

Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q34

Respondent skipped this question

Do you have another goal to update?

Page 12: III. Previous Goals: Update continued

Q35

Respondent skipped this question

Goal 4:

Q36

Respondent skipped this question

Goal Status

Page 13: III. Previous Goals: Update continued

Q37

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

Q38

Respondent skipped this question

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

Q39

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).

Q40

Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Page 15: IV. New Goals

Q41

Yes

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

Page 16: IV. New Goals continued

Q42

New Goal 1:

Over the course of the 2022-2023 academic year, complete the diverse hiring of 12 faculty, seven deans, one VPI, and several classified professionals to reflect the students and communities we serve.

Q43

Increase hiring and retention of diverse employees to reflect the students and communities we serve

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

Q44

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

This goal is a direct college strategic goal.

Q45

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 data:

We have reviewed student and employee demographics and noted the gap between our diverse student backgrounds and our current employees. There is a distinct and noted difference between the background of our disproportionately impacted students and our current employees, resulting in the need to reexamine our equitable hiring and retention practice.

Q46

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 computer hardware).

N/A

Q47

How will this goal be evaluated?

By viewing the percentage difference between employees and students by race/ethnicity (overall and by employee group) and the percentage difference between employees and community/service area by race/ethnicity (overall and by employee group).

Q48

Respondent skipped this question

What resources, if any, are needed to achieve this goal?
Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q49

Yes

Do you have another new goal?

Q50

New Goal 2:

Increase equitable enrollment overall when compared to the 2021-2022 academic year.

Q51

Increase equitable access (enrollment)

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

Q52

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

Increasing equitable access for enrollment is listed as one of our current strategic priorities.

Q53

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 data:

This goal was created by viewing the ongoing decline in enrollment and recognizing the need for better access for students and residents in our neighboring communities.

Q54

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 computer hardware).

Work with VPSS to increase outreach, recruitment, and engagement in the community. Work with the PIO to expand marketing/branding efforts to ensure relevance to the communities we serve. Work in partnership with our VPI to adopt a student-centered class schedule development process; optimize class modalities to meet student needs and integrate and expand CCAP/dual enrollment efforts.

Q55

How will this goal be evaluated?

By evaluating enrollment rate (overall, disaggregated by race/ethnicity) and student headcount (overall, disaggregated by race/ethnicity).

Q56

Respondent skipped this question

What resources, if any, are needed to achieve this goal?
Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q57**No**

Do you have another new goal?

Page 18: IV. New Goals continued

Q58**Respondent skipped this question**

New Goal 3:

Q59**Respondent skipped this question**

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

Q60**Respondent skipped this question**

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

Q61**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 data:

Q62**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 computer hardware).

Q63**Respondent skipped this question**

How will this goal be evaluated?

Q64**Respondent skipped this question**

What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q65**Respondent skipped this question**

Do you have another new goal?

Page 19: IV. New Goals continued

Q66 Respondent skipped this question

New Goal 4:

Q67 Respondent skipped this question

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

Q68 Respondent skipped this question

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

Q69 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 data:

Q70 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 computer hardware).

Q71 Respondent skipped this question

How will this goal be evaluated?

Q72 Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

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

Q73 Respondent skipped this question

1. Administrator Position Request 1:a. Description

Q74

Respondent skipped this question

b. This position is being requested to advance the following Program Goal(s):

Q75

Respondent skipped this question

2. Administrator Position Request 2:a. Description

Q76

Respondent skipped this question

b. This position is being requested to advance the following Program Goal(s):

Page 21: Final Check

Q77

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."

#3

COMPLETE

Collector: Email Invitation (Email)
Started: Tuesday, December 20, 2022 10:41:31 AM
Last Modified: Tuesday, December 20, 2022 12:54:03 PM
Time Spent: 02:12:31
First Name: Jodi
Last Name: Reed
Email: jodi.reed@gcccd.edu
Custom Data: Instructional Media Services (ITS, ICS & IMS)
IP Address: 160.227.129.151

Page 1: I. Service Area Overview and Update

Q1

1 Service Area for Review:

Instructional Technology Services. This is not a formal designation we use on campus but for the purposes of this document, it includes the Help Desk, Instructional Computing Services (ICS), Instructional Media Services (IMS), the Web Team, and the Distance Education team. The Learning and Technology Resources (LTR) division includes Tutoring and Library, which do separate program reviews.

Q2

2 Lead Author:

Jodi Reed

Q3

3 Collaborator(s):

Bryan Cooper, James Neal, Brianna Brown

Q4

4. Manager(s):

Alicia Muñoz

Q5

5. Please summarize the changes, additions, and achievements that have occurred in your service area since the last program review. You can access the Fall 2021 program reviews on the program review webpage.

It's been a busy year for Learning and Technology Resources, particularly with regard to hiring. Following is a list of new hires.

1. Network Spec II (Matt Wyatt)
2. Network Spec II (Adam Andrews, who moved from IMS lead)
3. IMS Lead (out of class filled by James Neal, who moved from IMS Senior)
4. Instructional Designer (Amber Toland Perry)
5. Administrative Assistant (Rhonda Elsaad)
6. Librarian (Matthew Chase)
7. Librarian (Rita Ghazala)
8. Theatre Tech (Camillo Hernandez, replacing Robert Setzer)
9. Library Tech III substitute (Erika Stuart, replacing Cathy Long on partial leave)
10. Dean, LTR (Jessica Hurtado Soto starting January 3, 2023)
11. Instructional Computer Facilities Supervisor (Bryan Cooper)

The new faculty and staff have infused new energy, expertise, and life into many areas.

We have several positions in flux. These include 2 Library Tech positions opening January 1 due to retirements, IMS Lead (currently staffed Out of Class by James Neal), an Instructional Media Tech Senior position left open when James moved to IMS Lead, and a Tutoring Center Specialist position that will be vacant in January due to Dante Jones's resignation. The new Dean will work on filling these in spring.

These transitions offer great opportunity, but have also created some stress in a few understaffed areas.

LTR continues to support campus and remote work, which has meant more work for some areas.

INSTRUCTIONAL COMPUTING SERVICES (ICS) includes support for on-campus and remote technology. This means more and different help desk requests, supporting laptops checked out to students, supporting laptops checked out to faculty and staff, and updating aged computer labs. Our team has been deftly led by Bryan Cooper, and Matt Wyatt and Adam Andrews have made huge strides in eliminating the backlog caused by previous vacant positions and increased demands. Our help desk has also been quite responsive. It would be helpful to increase one help desk employee from 10 months to 12 months to support the increased demands. The new dean could explore this possibility in the coming year.

INSTRUCTIONAL MEDIA SERVICES (ICS) now supports HyFlex classrooms and has supported equipment ordering and coordination of installation plans. IMS will also work with contractors once the installation begins. This has been a challenge even without understaffing, but currently, there is only one IMS employee in an area formerly staffed by 3 people. We identified someone to step into the area out of class, but that person won't be able to begin until mid-January. The third position has not been categorized as essential and so we cannot fill it due to early retirement replacement requirements. IMS is also helping with design, coordination, and installation support for new digital signage technology. IMS staff also assisted with event support after Robert Setzer left that position.

DISTANCE EDUCATION (DE) now has a new Instructional Design Technology Specialist: Amber Toland Perry. DE has increased demands as online course enrollment is still about double what it was before the pandemic. DE is also leading efforts to improve online course quality via Peer Online Course Review (POCR) and faculty professional development focused on eliminating equity gaps and improving course quality. DE has also supported HyFlex courses and arranged for a HyFlex mentor Jessica Hernandez to lead training and support for our growing HyFlex program. Jessica was just appointed as the new HyFlex Coordinator to begin in Spring 2023 at .40 release time.

Bri Brown has done an amazing job leading DE,POCR, HyFlex, and Online Teaching and Learning Committee and Amber has been a skilled and effective instructional designer. Bri worked with the admin team to gain funding for ongoing POCR efforts and has also

written an ambitious DE plan with the Online Teaching and Learning Committee. Once finalized, this plan will be shared with relevant committees and councils. Our POCR leadership team includes faculty teaching POCR courses statewide at the California Virtual Campus (CVC) Online Network of Educators. Bri won several awards this year, including Cuyamaca's Outstanding Faculty Award and the League Excellence Award from the League for Innovation in the Community College.

Other highlights for DE include the district's agreement to join the California Virtual Campus (CVC) Consortium. This will eventually enable students to enroll in online courses at participating colleges without having to re-apply at those colleges, thus allowing students to complete degrees more easily if courses are not available at their local colleges. An increase in POCR-badged courses is expected as part of the consortium agreement, and POCR-badged courses will show first in the online course search results at cvc.edu.

DE continues to collaborate with Grossmont on training and decisions related to online learning and Canvas. The 2 colleges have offered focused training during winter and summer "camps" - these have been highly popular.

The LIBRARY has come back to life as the campus has opened. Our two new librarians have reinvigorated outreach and instruction, two services that we were not able to support during COVID after retirements left us without any librarians. The library does their own program review, but it's worth mentioning here that our new librarians have made a huge difference in LTR in their first semester.

TUTORING also does a separate program review, but deserves recognition for responding to the changing environment due to the pandemic.

Page 2: II. Student Learning Outcome/Service Area Outcome Assessment and Student Success

Q6

6. 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.

DE has continued to dominate enrollment with about 70% of FTES. We expect this percentage to decrease as students return to campus, but fill rates continue to trend higher for online classes than for Face-to-face classes. The DE coordinator plans to analyze DE success and retention data and present findings to Online Teaching and Learning Committee in Spring 23.

HyFlex sections increased from 6 sections (spring 22) to 44 sections (spring 23). We currently have 11 HyFlex classrooms. The district is working with Gafcon to hire a vendor for phase 2 installation of 72 more classrooms and several conference rooms. We expect this to begin in summer 2023. Bri Brown and Nicole Hernandez plan to work with the Institutional Effectiveness, Success, and Equity Office to assess success and retention for HyFlex classes once there are enough sections to ensure adequate data.

Help Desk data shows increases in tickets related to changes in technology use since the pandemic. These are tracked at https://gcccd-my.sharepoint.com/:f/g/personal/c-ics_gcccd_edu/EqVxNAQbxIVItsvdhshRvnABYBWROxqDf9PP5PZEJUoH3g?e=SXDJga and show the need to increase one staff member from a 10-month position to a 12-month position to be able to cover help desk hours and allow vacations and other time off. While we were told this staff change isn't requested via Program Review, this shows one-way data is used to guide decisions.

The Network Specialist II staff members set up a system that scans our network. The resulting data guides decisions for purchasing replacement equipment for classrooms and faculty/staff offices. Our technology staff also works with faculty, staff, and admin to assess needs. One example of this is an online survey sent to deans to ascertain replacement needs for Mac users so some gently used Macs could be repurposed.

Q7

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

Data affects decisions for technology replacement, DE training priorities and goals outlined in the new DE plan, and staffing requests.

Q8

Respondent skipped this question

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

Q9

8. Please describe the most significant or impactful ways your service area worked across the college to advance the college's vision of equity, excellence and social justice through education over the past year?

Our hiring processes have been equity-minded. We worked closely with Moriah Gonzalez-Meeks to refine our processes and practices.

Our ICS and IMS teams continue to support remote work and instruction.

The new DE plan (in progress) is tied to the new college goals and priorities. DE training is focused on improving success and retention and reducing equity gaps. The DE team continues to support Peer Online Course Review (POCR) to align online courses to the CVC Course Design Rubric adopted by the Academic Senate.

Q10

9. What did your service area learn from the transition to remote operations over the past few years? How can this be used to improve the student experience and operational improvements in the future?

Our teams have been an integral part of supporting remote teaching, learning, and work. We are optimistic that the huge investment in time by faculty and staff will vastly improve the student experience by continuing remote services and operations. We expect Zoom to remain the preferred meeting modality and a useful way to work with students. We expect Canvas to continue to see increased (and improved) use by teachers to more effectively teach students. We expect to see continued interest in online teaching and new modalities like HyFlex or online/hybrid classes that integrate Zoom.

Page 3: III. Previous Goals: Update

Q11

Previous Goal 1:

TECHNOLOGY PLANNING AND BUDGET.

Q12

Completed

Goal Status

Page 4: III. Previous Goals: Update continued

Q13

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

While we will continue to coordinate technology replacement and communication, the process and funding seems stable.

Q14**Yes**

Do you have another goal to update?

Page 5: III. Previous Goals: Update continued

Q15**Respondent skipped this question**

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

Q16**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).

Q17**Respondent skipped this question**

What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q18**Respondent skipped this question**

Do you have another goal to update?

Page 6: III. Previous Goals: Update continued

Q19

Previous Goal 2:

CVC CONSORTIUM

Q20**Completed**

Goal Status

Page 7: III. Previous Goals: Update continued

Q21

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

The district joined the CVC Consortium this year and will move forward to become part of the Exchange. This will allow students to enroll in online classes from other colleges listed at cvc.edu without having to go through the application process at that college. This should improve degree completion.

Q22**Yes**

Do you have another goal to update?

Page 8: III. Previous Goals: Update continued

Q23**Respondent skipped this question**

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

Q24**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).

Q25**Respondent skipped this question**

What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q26**Respondent skipped this question**

Do you have another goal to update?

Page 9: III. Previous Goals: Update continued

Q27

Goal 3:

IMPROVE ONLINE SUCCESS AND RETENTION AND REDUCE EQUITY GAPS

Q28

In Progress-will carry this goal forward into next year

Goal Status

Page 10: III. Previous Goals: Update continued

Q29

Respondent skipped this question

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

Q30

Respondent skipped this question

Do you have another goal to update?

Page 11: III. Previous Goals: Update continued

Q31

Eliminate equity gaps in course success (passing grade in class)

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

Q32

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).

- Continue Peer Online Course Review progress to improve Online Courses and enrollment.
 - Continue 1.0 LED for DE Coordinator
 - Continue training focused on improving success and retention and reducing equity gaps.
-

Q33

Respondent skipped this question

What resources, if any, are needed to achieve this goal?
Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q34

Yes

Do you have another goal to update?

Page 12: III. Previous Goals: Update continued

Q35

Goal 4:

PROVIDE UNINTERRUPTED TECHNOLOGY SUPPORT SERVICES

Q36

In Progress-will carry this goal forward into next year

Goal Status

Page 13: III. Previous Goals: Update continued

Q37

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

Most of the action steps have been completed and hiring permanent IMS staff is expected to be completed by summer.

Page 14: III. Previous Goals: Update continued

Q38

Increase equitable access (enrollment)

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

Q39

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).

- Hire a permanent replacement for the Instructional Media Lead (Sr) position.
 - Hire a permanent replacement for the Instructional Media Senior position.
 - Increase the Computer Lab Tech 1 position from 10 month to 12 months.
 - Provide Internet access for staff by purchasing Hotspots for loan.
-

Q40

Technology

What resources, if any, are needed to achieve this goal?
Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Page 15: IV. New Goals

Q41

No

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

Page 16: IV. New Goals continued

Q42 Respondent skipped this question

New Goal 1:

Q43 Respondent skipped this question

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

Q44 Respondent skipped this question

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

Q45 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 data:

Q46 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 computer hardware).

Q47 Respondent skipped this question

How will this goal be evaluated?

Q48 Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q49 Respondent skipped this question

Do you have another new goal?

Page 17: IV. New Goals continued

Q50 Respondent skipped this question

New Goal 2:

Q51 Respondent skipped this question

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

Q52 Respondent skipped this question

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

Q53 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 data:

Q54 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 computer hardware).

Q55 Respondent skipped this question

How will this goal be evaluated?

Q56 Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q57 Respondent skipped this question

Do you have another new goal?

Page 18: IV. New Goals continued

Q58 Respondent skipped this question

New Goal 3:

Q59 Respondent skipped this question

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

Q60 Respondent skipped this question

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

Q61 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 data:

Q62 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 computer hardware).

Q63 Respondent skipped this question

How will this goal be evaluated?

Q64 Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q65 Respondent skipped this question

Do you have another new goal?

Page 19: IV. New Goals continued

Q66 Respondent skipped this question

New Goal 4:

Q67 Respondent skipped this question

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

Q68

Respondent skipped this question

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

Q69

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 data:

Q70

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 computer hardware).

Q71

Respondent skipped this question

How will this goal be evaluated?

Q72

Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

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

Q73

Respondent skipped this question

1. Administrator Position Request 1:a. Description

Q74

Respondent skipped this question

b. This position is being requested to advance the following Program Goal(s):

Q75

Respondent skipped this question

2. Administrator Position Request 2:a. Description

Q76

Respondent skipped this question

b. This position is being requested to advance the following Program Goal(s):

Page 21: Final Check

Q77

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."

#4

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Sunday, December 25, 2022 2:05:00 PM
Last Modified: Sunday, December 25, 2022 2:10:06 PM
Time Spent: 00:05:05
IP Address: 71.9.136.214

Page 1: I. Service Area Overview and Update

Q1

1 Service Area for Review:

Vice President of Student Services (VPSS)

Q2

2 Lead Author:

Bri Hays

Q3

3 Collaborator(s):

Keith Turner, Agustin Orozco, Lauren Vaknin, Greg Vega, Ray Reyes

Q4

4. Manager(s):

Bri Hays

Q5

5. Please summarize the changes, additions, and achievements that have occurred in your service area since the last program review. You can access the Fall 2021 program reviews on the program review webpage.

The Vice President of Student Services Office went through a substantial change in the past year, with the previous VPSS moving up to Interim President of the college and the Senior Dean of Institutional Effectiveness, Success, and Equity taking on the additional role of serving as Interim VPSS in August 2022. In addition, nearly the entire Student Services unit moved from the A Building to the new G Building in December 2022. This was a massive undertaking that required each office within the unit to work together to maintain services to students during this transition. The move was completed and new opportunities for cross-department collaboration emerged. The team is still settling in to the new building, but it is a major improvement to relocate student services offices to the heart of the campus. In addition, the Fall 2022 semester saw the return of many in-person events and activities that had been canceled or shifted to online during the pandemic. These include Future Fest (formerly Got Plans), monthly heritage month events, a Halloween event for students and their families, and participation in community engagement events around San Diego County. In addition, over the past year, a permanent Dean of Counseling was selected, resulting in the need to backfill the Associate Dean of Student Services and Special Programs. The Student Services unit is hard at work on living the College's new strategic plan through community outreach, engagement, in-reach, and equity-minded professional development.

Page 2: II. Student Learning Outcome/Service Area Outcome Assessment and Student Success

Q6

6. 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 VPSS Office does not currently collect service area outcome data; however, the VPSS Office has played an important role in campus initiatives in Fall 2022, including the following:

- Ensuring students who owe fees for Cuyamaca College courses had access to emergency grant opportunities or having their student debt paid via HEERF funds
- Supporting community-building events, such as the Halloween Safety Event with special programs
- Reframing SSLAT meetings to focus on college strategic goals, innovative approaches to addressing equity gaps, and creating more efficient processes, such as creating a single events calendar for all of student services (Padlets attached)

In the future, the VPSS office will be moving to the new Student Services Building (G) and there will be additional opportunities to collaborate with other student services offices and begin implementing some standard student surveys across all units, meaning some questions can be shared across areas while others will be specific. Looking across those shared student experience items (which are yet to be created), the VPSS Office will be able assess the student experience across service areas and assess that as a reflection of the entire Student Services unit. In addition, data from the National Assessment of Collegiate Campus Climate (both students and classified professionals) will be used to frame conversations across Student Services on how we can create a more welcoming, validating, inclusive, and racially conscious space. Data from internal surveys conducted during the pandemic were used to guide service delivery across both in-person and online modalities. Furthermore, data from the national Education Engagement Index has been used and will continue to be used to help areas across Student Services build community and a stronger sense of belonging for students and employees, which is part of the College's new strategic plan.

Q7

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

With a new (interim) VPSS starting in August, the work is underway to incorporate more data into student services discussions both within SSLAT and within departments. As areas gear up for their comprehensive program review in 2023, more data will be collected and utilized to inform 4-year goals. As for the goals set in 2020 and updated in 2021...

Goal 1: Successfully implement Student Services re-organizational structure.

- While this goal has not yet been completed, data from the various categorical programs shows both the need for more coordination, the capacity to invest in positions (dean and administrative assistant) that will help streamline and improve administrative support for categorical programs, and the need to focus on improving equitable access to categorical programs.

Goal 2: Student Service departments will collect and assess data to improve student outcomes and experiences.

- This goal specifically notes the importance of collecting and using data to improve the student experience; however, there is more work to be done to ensure all student services identify SLOs/SAOs and that we are regularly assessing them and gathering and using other data to improve services to students. At present, a few areas do not have SLOs/SAOs and are not assessing. However, most areas are collecting both data on student access, persistence (if appropriate to the scope of the service area), and/or the student experience via surveys and focus groups. SLO Co-Coordinator Tania Jabour visited SSLAT and provided multiple trainings/presentations on outcome assessment even with the disruption of the move to the new G Building, all departments have turned in or will turn in a program review annual update this year. Additional workshops and collaboration with the IESE Office will take place in the future to ensure student services areas have the support they need to prepare for a comprehensive review in 2023 and engage in regular assessment data collection/utilization.

Q8

Respondent skipped this question

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

Q9

8. Please describe the most significant or impactful ways your service area worked across the college to advance the college's vision of equity, excellence and social justice through education over the past year?

As a whole, the Student Services unit regularly collaborates with a number of other areas on campus, including but not limited to the following:

- Guided pathways: Student Services areas regularly collaborate with other areas on campus, including ISE and the faculty guided pathways leads on Find Your Pack Events and other outreach and in-reach activities designed to connect students to their Academic and Career Pathways.
- Through the emergency grant process, Student Services areas have worked with a variety of other areas to identify disproportionately impacted students and ensure they receive financial assistance via the Higher Education Emergency Relief Fund (HEERF).
- The Student Services unit is spearheading a new college partnership with the Blue Heart Foundation, which focuses on advancing higher education access and success for African American male youth.
- The Student Services unit is championing dual enrollment efforts across the College, working with instructional areas and the district Educational Support Services division, to increase equitable access through college classes/credit for high school students.
- The Student Services unit is also serving as the college lead for the GCCCD Promise Grant. The Promise requirements are changing, and Cuyamaca Student Services are leading the way in refining requirement to remove barriers and increase access to Promise funds.

Q10

9. What did your service area learn from the transition to remote operations over the past few years? How can this be used to improve the student experience and operational improvements in the future?

- The VPSS Office and the Student Services unit overall have learned a lot from the transition to remote operations and then back to the campus. All student services are available remotely/online and in person and this was helpful when most of the student services offices moved the week of December 5th, as remote services continued even as most employees transitioned to their new work spaces. Student services areas are bringing back in-person events to build a stronger sense of belonging and community for students (and employees) and are leveraging online appointments and assistance for students to increase access to services for students who work, have family to care for, or other scheduling limitations that would make it difficult to access on-campus services. We will continue to gather feedback from students about what works best for them and what services and activities we need to offer in person, in HyFlex mode, and/or online.

Page 3: III. Previous Goals: Update

Q11

Previous Goal 1:

Successfully implement Student Services re-organizational structure

Q12

In Progress - will carry this goal forward into next year

Goal Status

Page 4: III. Previous Goals: Update continued

Q13

Respondent skipped this question

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

Q14

Respondent skipped this question

Do you have another goal to update?

Page 5: III. Previous Goals: Update continued

Q15

Increase hiring and retention of diverse employees to reflect the students and communities we serve

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

Q16

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).

- Create a full dean position to replace the current associate dean position over categorical programs
- Increase administrative support to categorical programs by hiring administrative support personnel
- Hire additional in-reach ambassadors to support the Together We Rise Latinx student center and persistence among disproportionately impacted student groups
- Open a new Black Student Center (name to be determined by feedback from students and community) which will house the Umoja counselor and serve as a part-time workspace for categorical program employees

Q17**New classified position**

What resources, if any, are needed to achieve this goal?
Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q18**Yes**

Do you have another goal to update?

Page 6: III. Previous Goals: Update continued

Q19

Previous Goal 2:

Student Service departments will collect and assess data to improve student outcomes and experiences.

Q20**In Progress - will carry this goal forward into next year**

Goal Status

Page 7: III. Previous Goals: Update continued

Q21**Respondent skipped this question**

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

Q22**Respondent skipped this question**

Do you have another goal to update?

Page 8: III. Previous Goals: Update continued

Q23**Increase equitable access (enrollment)**

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

Q24

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).

- Create breakout activities during SSLAT meetings and student services retreats
 - Incorporate innovative practices showcase into SSLAT meetings and student services retreats
 - Host additional workshops on outcome assessment and program review as well as how to turn data into action
 - Ensure student services leads and department coordinators/chairs have access to district data dashboards
 - Conduct additional surveys and focus groups that will help inform student services changes in the future
-

Q25**Respondent skipped this question**

What resources, if any, are needed to achieve this goal?
Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q26**No**

Do you have another goal to update?

Page 9: III. Previous Goals: Update continued

Q27**Respondent skipped this question**

Goal 3:

Q28**Respondent skipped this question**

Goal Status

Page 10: III. Previous Goals: Update continued

Q29**Respondent skipped this question**

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

Q30**Respondent skipped this question**

Do you have another goal to update?

Page 11: III. Previous Goals: Update continued

Q31

Respondent skipped this question

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

Q32

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).

Q33

Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q34

Respondent skipped this question

Do you have another goal to update?

Page 12: III. Previous Goals: Update continued

Q35

Respondent skipped this question

Goal 4:

Q36

Respondent skipped this question

Goal Status

Page 13: III. Previous Goals: Update continued

Q37

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

Q38

Respondent skipped this question

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

Q39

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).

Q40

Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Page 15: IV. New Goals

Q41

No

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

Page 16: IV. New Goals continued

Q42

Respondent skipped this question

New Goal 1:

Q43

Respondent skipped this question

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

Q44

Respondent skipped this question

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

Q45

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 data:

Q46

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 computer hardware).

Q47 Respondent skipped this question

How will this goal be evaluated?

Q48 Respondent skipped this question

What resources, if any, are needed to achieve this goal?
Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q49 Respondent skipped this question

Do you have another new goal?

Page 17: IV. New Goals continued

Q50 Respondent skipped this question

New Goal 2:

Q51 Respondent skipped this question

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

Q52 Respondent skipped this question

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

Q53 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 data:

Q54 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 computer hardware).

Q55 Respondent skipped this question

How will this goal be evaluated?

Q56

Respondent skipped this question

What resources, if any, are needed to achieve this goal?
Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q57

Respondent skipped this question

Do you have another new goal?

Page 18: IV. New Goals continued

Q58

Respondent skipped this question

New Goal 3:

Q59

Respondent skipped this question

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

Q60

Respondent skipped this question

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

Q61

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 data:

Q62

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 computer hardware).

Q63

Respondent skipped this question

How will this goal be evaluated?

Q64

Respondent skipped this question

What resources, if any, are needed to achieve this goal?
Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q65

Respondent skipped this question

Do you have another new goal?

Page 19: IV. New Goals continued

Q66

Respondent skipped this question

New Goal 4:

Q67

Respondent skipped this question

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

Q68

Respondent skipped this question

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

Q69

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 data:

Q70

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 computer hardware).

Q71

Respondent skipped this question

How will this goal be evaluated?

Q72

Respondent skipped this question

What resources, if any, are needed to achieve this goal?
Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

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

Q73

1. Administrator Position Request 1:a. Description

Reclass Associate Dean of Student Services and Special Programs to a Dean of Special Programs position

Q74

b. This position is being requested to advance the following Program Goal(s):

Successfully implement Student Services re-organizational structure

Q75

2. Administrator Position Request 2:a. Description

N/A

Q76

b. This position is being requested to advance the following Program Goal(s):

N/A

Page 21: Final Check

Q77

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."
