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Page 1: Classified Position Request Form

Q1

Please enter the following:

Department	Institutional Effectiveness, Success, and Equity
Position Title	Research and Planning Analyst
Salary Range*	44
Annual Salary at Step B*	\$69,516 (full-time)
Hours/week and # of months (e.g., 10-month, 11-month, 12-month)	40 hours/week, 12-month

Q2

Current goal this position will directly advance/support

This position will most directly support IESE Goal #1: Streamline/improve institutional processes, particularly in assessment, program review, planning, and governance

Q3

How will this position directly advance/support the goal listed above?

This position will directly impact the ability of the IESE Office to address Goal #1 since it provides critical support to a variety of institutional effectiveness-related processes, from program review to strategic planning to outcome assessment, and systems and specifically to faculty coordinators reassigned to the IESE Office.

Q4**Position currently funded by grant funds**

What type of position is being requested?

Q5

Please attach the description for the position classification (job descriptions are posted on this GCCCD Human Resources webpage).

C.44%20-%20RESEARCH%20AND%20PLANNING%20ANALYST.pdf (109.4KB)

Q6

What are the actual duties and responsibilities that are specific to this requested position that you would like to highlight to help the Classified Hiring Priorities Committee understand the need for this position?(200 words or less)

For the past 2.5 years, the Institutional Effectiveness, Success, and Equity (IESE) Office has been able to use grant funds from the Strong Workforce and CTE Data Unlocked initiatives to employ a full-time Institutional Effectiveness Specialist. Prior to that, the position was funded by the College's first IEPI Innovation and Effectiveness grant. The position has grown from what was initially a technical support position focused on accessing and entering outcome assessment data and managing the TracDat accountability management system to a position much broader in scope. The position, currently titled Institutional Effectiveness Specialist, completes a variety of duties that are critical to the IESE Office and college functions, such as outcome assessment, program review, research and evaluation, and even professional development. The position has increasingly focused on the following types of work: gathering and analyzing qualitative and quantitative data; preparing reports and presentations of research findings; developing webpage content; accessing and summarizing publicly available data; working with faculty members to develop materials and resources for trainings/workshops; moderating events and workshops; facilitating breakout discussions; organizing data and information into reports that are meaningful and accessible to faculty; and providing technical/administrative support for college systems, such as TracDat and the Vision Resource Center. While no existing GCCCD position description exactly matches up with the current duties and breadth of responsibilities for the Institutional Effectiveness Specialist position, the Research and Planning Analyst position comes the closest to addressing the primary duties as described above.

Q7

Please address the following: How are the duties of the requested position currently being performed, if at all? If duties are being performed by a grant-funded position, when will the grant end? How does the lack of this position impact the program's or service area's ability to serve students? ****The Classified Hiring Priorities Committee will also consider the program review data provided by the IESE Office in reviewing this request. (Rubric Criterion 1)**** (200 words or less) (Rubric Criterion 1)

As noted in the previous question, this position's duties are currently being performed by the full-time, grant-funded Institutional Effectiveness Specialist. We have been very fortunate in that the employee in this position has been able to build and co-create more sustainable, well-documented systems and processes for everything from learning outcome assessment to webpage development to professional development event/activity and hours tracking. This position has become such a significant part of college and IESE Office operations that if it were not filled, many aspects of our institutional effectiveness infrastructure would be fractured. For example, this position has allowed for the redesign of both the SLO Co-Coordinators and Professional Development/Teaching and Learning Coordinator such that these faculty positions are freed up to focus on visioning and content development, which is how both of these roles should always have been. Currently, this position will be funded through June 30, 2023 through Strong Workforce regional funds. However, these duties/responsibilities are so essential to the IESE Office operations, this position truly should be a permanent, district-funded position. The SLO Coordinator (Tania Jabour) advocated for this position four years ago, as did the Institutional Effectiveness Council, given the great void that would be left at the College should this position not be filled. We were fortunate enough to receive grant funds as a temporary resource for this position, but these are not ongoing funds, and ongoing funds are required to ensure the appropriate delineation of roles and effective use of human resources to advance the college mission. The workload for just the research and evaluation aspect of the IESE Office is significant, often outpacing the available time of our two full-time Research and Planning Analysts; thus, these duties cannot be assumed by our existing staff without a significant reduction their ability to focus on just research and evaluation projects.

Q8

How has the demand for program/department services increased over the past 3 to 5 years? How have workloads in the program/department increased over the past 3 to 5 years? **Please use both quantitative and qualitative data including, but not limited to: details of a new program, service, or initiative; number of students served; number of appointments; number of visits; number of workshops; total overtime/comp time accrued, number of hourly/intern/volunteer/work study in program/service area and services provided.** (200 words or less) (Rubric Criterion 2)

The IESE Office has grown significantly each year since its inception in 2016. Year after year, new faculty coordinators are assigned or reassigned to the IESE Office, and additional initiatives are taken up by the IESE team. Examples of these initiatives are outcome assessment in 2017, program review in 2019, guided pathways in 2020, professional development and the Pathway Navigation Grant in 2021, and Open Educational Resources in 2022. With these additional functions and initiatives on top of the existing responsibilities of the IESE Office, the Institutional Effectiveness Specialist is critical to maintaining systems and supporting college-wide processes. The IESE Office often supports district research functions and Grossmont College's research while they are short a Research Analyst. All of these recent changes have required the support of a third researcher, which is currently the IE Specialist.

Q9**Increase Hiring and Retention of Diverse Employees**

Which of the College's strategic priorities will this position most directly support? Note: Selecting more than one strategic goal will not impact the Classified Hiring Priorities Committee rating of the position.

Q10

Please explain how the requested position will support the college strategic priority(ies) identified above. (200 words or less) (Rubric Criterion 3)

This Research Analyst position will provide the technical assistance, expertise, and research and system support to ensure faculty coordinators have the support they need to be able to focus on visioning and programming. This will result in stronger retention of faculty coordinators in their roles as well as faculty across the campus since they will have this layer of support for things like outcome assessment data/analysis/reporting as well as qualitative research such as focus groups, as this position as recently served as the lead for three focus group projects, which would not have been possible without this position.

Q11

How will this position improve the student experience at Cuyamaca College?(200 words or less) (Rubric Criterion 4)

This position plays a significant role in the IESE Office's ability to conduct qualitative research, such as focus groups, which is one way in which we are able to amplify the student voice. This position also serves as technical support for a variety of processes, including learning outcome assessment, which is important to continuous improvement of teaching and learning processes.

Q12

How many more students will the position serve, and who will it serve?(200 words or less) (Rubric Criterion 4)

This position is not a direct service to students; rather, as a position within the IESE Office, the Research and Planning Analyst will serve faculty coordinators and faculty across the College, who in turn serve students. Without this position, the IESE Office will not be able to maintain its current level of research support or technical assistance.

Q13

How will this position address college equity goals, as well as overall access, retention, and success?(200 words or less) (Rubric Criterion 4)

This position plays a significant role in data collection and analysis, which helps practitioners continuously review their own access, retention, and success data in support of equity goals.

Q14

How will the program or service area measure the impact of this position on the student experience?(200 words or less) (Rubric Criterion 4)

The IESE Office measures the success and impact of this position via assessments of office performance, including number of projects completed, number of departments served, number of courses assessed, number of qualitative research projects completed, and feedback received from both students and employees related to office events and processes.

Q15

Please confirm that you have discussed this classified position request with your dean/manager and that you understand that deans/managers will be providing feedback to help inform the prioritization process.

Yes, I have discussed this position request with the Dean or Manager

Q16

How could the process and/or CHPC guidance for preparing and submitting new classified position requests be improved?

Inform authors of changes to the form
