# #2

**COMPLETE**

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Page 1: I. Service Area Overview and Update

## Q1

I.1 Service Area for Review:

Institutional Effectiveness, Success, and Equity

## Q2

1.2 Lead Author:

Bri Hays

## Q3

I.3 Collaborator(s):

Jesus Miranda, Rafael Ayala, Katie Cabral, Madison Harding, and Stephanie Rodriguez

## Q4

Manager(s):

Julianna Barnes

**Q5**

I.4. Please summarize the changes, additions, and achievements that have occurred in your service area since the last program review. You can access the 2021 program reviews on the program review webpage.

The Institutional Effectiveness, Success, and Equity Office underwent some significant changes in 2021 and collaborated with practitioners from across the campus to implement a number of activities, events, and achieve milestones for the College and District. For example, we transitioned the professional development coordination and oversight to our office, hired a new, grant/categorical-funded Professional Development Specialist, and took on administrative responsibilities for the Vision Resource Center. In addition, the IESE Office hired a new administrative assistant to fill Jane Lytle's position. Furthermore, IESE Office team members: provided leadership for district-wide strategic planning, including website development, materials, project management, data, presentation templates; served as co-lead for the district-wide Curriculum and Catalog Management System RFP process; coordinated the completion of the district IEPI Innovation and Effectiveness Plan; facilitated the revision of the college vision, mission, and values; took on the co-chair role for the Student Success and Equity Council and PD (now Teaching and Learning) Committee; provided technical assistance and support for Social Justice and Black Consciousness Conference as well as Encuentros Leadership Summit; collaborated with and co-facilitated District PD Specialist to create and offer Uncomfortable Conversations with a Black Man workshop series; continued facilitating the Equity-Minded Teaching and Learning Institute (EMTLI)I and Teaching Dialogs community of practice; develop infrastructure for outcome assessment update reporting back to faculty; completed the internal and environmental scans and workshop presentations for strategic planning; and with the Institutional Effectiveness Council (IEC) develop and implement a new governance group goal reporting form and training.

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

**Q6**

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

The IESE Office partners with departments across the campus to collect, access, and analyze data for program and service improvement. We assess our own work by reviewing the number of research requests we receive and complete; monitoring the number of program reviews submitted on time; analyzing program review feedback forms to see where we can improve our research and data training and technical facilitation for the program review process; assessing EMTLI efficacy through participant and student surveys; examining assessment schedules; reviewing program review goals reports to assess goal and planning infrastructure and training for the campus; Padlets administered during planning workshops and events, and a variety of surveys that we administer to students and employees.

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**Q7**

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

The data we collect has had the following impacts on our comprehensive program review goals: Streamline/improve institutional processes, particularly in assessment, program review, planning, and governance
-Improving instruction assessment and building capacity
-Providing equity data at the course level
-Governance group goals (goal-setting forms) and changes to governance group charge and composition to assess our goal-setting workshops
-Revamping pathways webpages to improve visibility and access for students

Intentionally integrating equity and social justice into college policies, processes, and structures
-Revision of mission, vision, and values (facilitated process) - we gathered student input to inform this work
-BP/AP revision to integrate equity and anti-racism - student outcome data disaggregated
-Equity in Employment Task Force work - employee data and student data
-Racial Equity and Social Justice Task Force - Inquiry groups/onboarding, surveying faculty and students on public safety perceptions, preferences
-Strategic planning workshops - reframing workshop format and data story
-Continued EMTLI and Teaching Dialogs
-Reorganized professional development structure, focus based on inquiry group findings
-New opportunity to facilitate Pathway Navigation grant

Build a stronger culture of inquiry, assessment, and improvement
-Strategic planning workshops - reframing workshop format and data story
-OAC launched successfully with liaison model
-SLO assessment updates for faculty and OAC liaisons
-Outcome assessment webpage revisions to increase information sharing
-Course-level disaggregated data for program review
-Program review training videos and workshops
-Expanded partnerships with student services on data/inquiry (surveys)
-Research and Ethics Review Committee - launching in spring 2022
-IEPI assessment projects - ILO Direct Assessment, Canvas Assessment, PLO assessment, assessment innovation

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**Q8**                                                             **Respondent skipped this question**

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

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**Q9**

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

The IESE Office's work is grounded in collaboration and partnership with faculty, staff, and administrators across the campus. Below are some examples of the ways we work across the college to advance student success and equity goals as well as college strategic priorities over the past year:

-Via equity funds, IESE provides resources for Umoja, RISE, Cuyamaca Cares, tutoring, Kumeyaay student support
-Pathways work requires coordination across departments and connection with instruction and student services
-Professional development - working with faculty leaders across the College
-Infrastructure building for meaningful assessment, with faculty SLO Co-Coordinators and IEPI project leads
-Providing support for ACP leads for web presence and technical assistance
-Strategic planning coordination across the District - providing templates and resources to Grossmont and -District Services
-Continued partnership with instructional and student services areas through reporting, data tools, surveys
-Lead development and administration of district-wide student survey in spring and fall 2021
-Administration of VRC
-Providing leadership internally and across the district for institutional research, planning, and effectiveness (IRPE) and expanding collaboration with Grossmont and District Services IRPE functions

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**Q10**

II.4. What did your service area learn from the transition to remote operations over the past year? How can this be used to improve the student experience and operational improvements in the future?

Our office has learned many things during the pandemic and remote (and now hybrid) operations over the past year (and really two years). For example, we learned that working remotely:
-Made it easier to collaborate across the district and work more collaboratively: we don't need to be physically in the same space to meet across the District for governance meetings and work groups
-Makes it easy to identify and locate resources for the campus community to advance inquiry, improvement, and equity-minded practices
-Allows us to be mindful of budgetary constraints, but we work around them to the degree possible, leveraging free and open source resources
-We observed improved coordination and collaboration in virtual workspaces, use of breakout rooms
-We have seen increased participation in virtual planning workshops and in some other virtual events - particularly for students
-Allows for multiple ways for people to communicate/engage (chat, breakouts, main room discussions, reactions)
-Identified previous blind spots on technology access
-Increased use of technology tools (e.g., Canvas, Google Drive, OneDrive, etc.) across the campus, including in non-instructional areas
-Increased adoption of new or underutilized technology

We have also learned to leverage virtual and hybrid modalities to increase engagement in meetings and events, particularly for students.

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Page 3: III. Previous Goals: Update

**Q11**

1. Previous Goal 1:

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

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**Q12**

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

**Organizational Health**

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**Q13**

3. Goal Status

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

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Page 4: III. Previous Goals: Update continued

**Q14**

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

**Respondent skipped this question**

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**Q15**

Do you have another goal to update?

**Respondent skipped this question**

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Page 5: III. Previous Goals: Update continued

**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).

Action steps for this year include providing more resources and support for assessment in student services; working with Grossmont teams to meaningfully revise relevant policies and procedures to reflect effective practice; launch Strong Workforce Faculty Institute 2.0; further integrate assessment and program review; create repository of faculty assessment projects/materials that were funded through IEPI; develop a Canvas outcome assessment guide based on lessons learned during the pilot; provide research and inquiry support to other campus committees and councils for continuous improvement; complete the new strategic plan and launch the new annual action plan template; launch the accreditation mid-term report development.

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**Q17**

Do you have another goal to update?

**Yes**

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Page 6: III. Previous Goals: Update continued

**Q18**

1. Previous Goal 2:

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

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**Q19**

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

**Student Validation and Engagement**

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**Q20**

3. Goal Status

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

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Page 7: III. Previous Goals: Update continued

**Q21**

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

**Respondent skipped this question**

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**Q22**

Do you have another goal to update?

**Respondent skipped this question**

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Page 8: III. Previous Goals: Update continued

**Q23**

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).

Action steps for this goal over the next year include the following: revise appropriate district policies and procedures in collaboration with Grossmont to reflect our commitment to equity and anti-racism; conduct focus groups focused on historically marginalized and excluded students to inform strategic and facilities master planning and help other departments remove barriers to student participation/access and success by leveraging the student voice; create an annual plan/timeline for fall and spring convocation focused on equity.

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**Q24**

Do you have another goal to update?

**Yes**

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Page 9: III. Previous Goals: Update continued

**Q25**

1. Goal 3:

Build a stronger culture of inquiry, assessment, and improvement

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**Q26**

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

**Organizational Health**

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**Q27**

3. Goal Status

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

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Page 10: III. Previous Goals: Update continued

**Q28**

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

**Respondent skipped this question**

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**Q29**

Do you have another goal to update?

**Respondent skipped this question**

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Page 11: III. Previous Goals: Update continued

**Q30**

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).

Action steps for this goal in 2022 include the following: expand access to disaggregated practitioner-level data; create fact sheet template for the College to be updated with key data each fall; create dashboards for local use; increase qualitative data analysis capabilities by using open source software; integrate new curriculum management system and TracDat; increase the number of data trainings we offer each year; implement Research and Ethics Review Committee (local IRB); facilitate the creation of measurable, student-centered goals for the new strategic plan.

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**Q31**

Do you have another goal to update?

**No**

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Page 12: III. Previous Goals: Update continued

**Q32**

1. Goal 4:

**Respondent skipped this question**

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**Q33**

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

**Respondent skipped this question**

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**Q34**

3. Goal Status

**Respondent skipped this question**

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Page 13: III. Previous Goals: Update continued

**Q35**

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

**Respondent skipped this question**

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Page 14: III. Previous Goals: Update continued

**Q36**

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).

**Respondent skipped this question**

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Page 15: IV. New Goals

**Q37**

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

**No**

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Page 16: IV. New Goals continued

**Q38**

1. New Goal 1:

**Respondent skipped this question**

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**Q39**

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

**Respondent skipped this question**

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**Q40**

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

**Respondent skipped this question**

**Q41**

4. 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:

**Respondent skipped this question**

**Q42**

5. 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).

**Respondent skipped this question**

**Q43**

6. How will this goal be evaluated?

**Respondent skipped this question**

**Q44**

Do you have another new goal?

**Respondent skipped this question**

Page 17: IV. New Goals continued

**Q45**

1. New Goal 2:

**Respondent skipped this question**

**Q46**

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

**Respondent skipped this question**

**Q47**

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

**Respondent skipped this question**

**Q48**

4. 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:

**Respondent skipped this question**

**Q49**

5. 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).

**Respondent skipped this question**

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**Q50**

6. How will this goal be evaluated?

**Respondent skipped this question**

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**Q51**

Do you have another new goal?

**Respondent skipped this question**

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Page 18: IV. New Goals continued

**Q52**

1. New Goal 3:

**Respondent skipped this question**

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**Q53**

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

**Respondent skipped this question**

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**Q54**

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

**Respondent skipped this question**

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**Q55**

4. 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:

**Respondent skipped this question**

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**Q56**

5. 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).

**Respondent skipped this question**

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**Q57**

6. How will this goal be evaluated?

**Respondent skipped this question**

**Q58**

Do you have another new goal?

**Respondent skipped this question**

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Page 19: IV. New Goals continued

**Q59**

1. New Goal 4:

**Respondent skipped this question**

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**Q60**

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

**Respondent skipped this question**

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**Q61**

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

**Respondent skipped this question**

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**Q62**

4. 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:

**Respondent skipped this question**

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**Q63**

5. 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).

**Respondent skipped this question**

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**Q64**

6. How will this goal be evaluated?

**Respondent skipped this question**

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Page 20: Resources Needed to Achieve Goal(s)

**Q65**

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

**Classified Staff Resource Needs,**

**Technology Resource Needs**

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Page 21: Resources Needed to Achieve Goal(s) continued

**Q66**

1. Administrator Position Request 1:a. Description

**Respondent skipped this question**

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**Q67**

b. Please share how this position will advance one or more of your service area's current goal(s):

**Respondent skipped this question**

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**Q68**

2. Administrator Position Request 2:a. Description

**Respondent skipped this question**

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**Q69**

b. Please share how this position will advance one or more of your service area's current goal(s):

**Respondent skipped this question**

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Page 22: Final Check

**Q70**

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

**I am ready to submit my program review**

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