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**COMPLETE**

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Page 1: I. Service Area Overview and Update

**Q1**

1 Service Area for Review:

Institutional Effectiveness, Success, and Equity

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**Q2**

2 Lead Author:

Bri Hays

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**Q3**

3 Collaborator(s):

Katie Cabral, Rafael Ayala, Heyley Troyer, Stephanie Rodriguez

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**Q4**

4. Manager(s):

Bri Hays

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**Q5**

Date / Time

**12/06/2023**

5. Initial Collaboration Date with your Manager:

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Page 2: II. Service Area Reflection and Description

**Q6**

6. Provide your service area's mission statement. If your service area does not have a mission statement, what is your timeline for creating a mission statement?

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

Equity and social justice

Innovation

Inclusiveness

Transparency

Evidence-based decision-making

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

**Q7**

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

No: What steps will you take to revise the college catalog description?:

The catalog description will be revised to represent the IESE unit's structure and functions to include Student Success and Equity as a separate but related functional area.

**Q8**

8. Describe how your service area advances the College's new vision of equity, excellence, and social justice through education. How does the service area reflect the College's mission and values?

The IESE unit advances the College's vision by collecting and analyzing information to improve college systems, structures, process, and ultimately performance through a student-centered and equity-minded lens. The IESE unit works collaboratively with a variety of organizational units from across the College to gather student, community, and/or employee input to improve practices. In addition, the IESE unit coordinates college accreditation reaffirmation efforts, operational aspects of program review and outcome assessment processes, and strategic planning to ensure the College is achieving its mission and measuring its progress toward its strategic goals. The IESE Office routinely disaggregates data by race/ethnicity (at minimum) to shed a light on equity gaps and facilitates discussions leading to action planning by practitioners to address equity gaps and improve overall program or department outcomes and operations.

**Q9**

9. Administrative areas collect data in many different ways. This may include the number of students, employees, or community members served, survey results, number of projects completed, number of square feet maintained, or other data collected by the department. Please provide a summary of the kinds of data your service area uses to assess performance.

At present, the IESE Office mainly collects data for overall institutional performance assessment and for other programs and departments. Among the data the IESE Office collects to assess its own work is the number of projects completed, number of ad hoc requests received, feedback on the Integrated Planning Survey, feedback on IESE Office events, such as college planning workshops and IEPI visits. The number of outcomes assessed across college instructional and student service areas is another way in which the IESE Office measures its impact/progress. Ultimately, the impact of the IESE Office's work is represented in the following outcomes:

Overall institutional performance in relation to standards and targets

Successful accreditation reaffirmation

Program/department use of overall and disaggregated data to improve (and evidence thereof)

Practitioner understanding of and utilization of disaggregated data to improve practices, processes, and reduce equity gaps in student access/outcomes

Successful grant applications and completed evaluations

Title V/III Eligibility

Number of program reviews submitted out of total program reviews due each year

Number of SLOs/SAOs assessed within 4-year cycle

College practitioner understanding and awareness of college strategic goals

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**Q10**

10. What do these data imply about the progress made on goals set in your previous comprehensive program review?

These data imply that there is much work left to do in relation to previously-set goals. While the IESE Office works to restructure in a way that makes operational and functional sense, it is clear that there are goals distinctly related to Institutional Effectiveness functional areas (e.g., research, planning, assessment, accreditation, program review, governance) and goals distinctly related to the Success and Equity functional areas (e.g., in-reach, professional development, guided pathways). Thus, these two areas are split into two separate but related program review units this year. While the College was successfully reaffirmed for accreditation in January 2020, college KPI data suggest that more work is needed to address access and outcome equity gaps and reach college-established aspirational performance goals. In addition, while the College went through a substantial governance redesign in 2017, the work was not quite completed related to this work, and evaluation and improvement of governance structures and processes is ongoing. This progress, or lack thereof, is represented in the IESE Office new goals, included further in this program review. Goals specific to the Success and Equity functional area will be represented in that separate program review.

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**Q11**

11. How will these data inform goals, action steps, or other changes in the department over the next four years?

College performance data and information gathered via the measures discussed in the previous question are regularly used in IESE team meeting discussions. The Senior Dean meets regularly with IESE Office team members 1:1 and via team meetings, and during these meetings, office projects, upcoming improvements, initiatives, and relevant statewide updates. College-wide data are regularly monitored and discussed in the Institutional Effectiveness Council as well. Input from the Institutional Effectiveness Council, College Council, Program Review Steering Committee, Outcome Assessment Committee, and other college governance groups, based on qualitative and quantitative data, inform the work and goals of the IESE Office. The IESE Office serves the entire College and regularly seeks input to inform its work, strategic directions, and overall operations.

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**Q12**

12. Over the next 4 years, how will your service area apply an equity-minded approach to its work?

The IESE Office regularly applies an equity-minded lens to its work, routinely disaggregating data by race/ethnicity and gender, working to amplify the student voice, and use inclusive language in its survey and focus group questions. However, equity work is ever evolving, and the IESE Office will need to continue to learn, grow, and adapt with the field and the College. In order to maintain currency in this work, the IESE Office will engage in regular professional learning related to decolonizing research, inclusive data collection methods, amplifying the student voice, engaging students in research and institutional effectiveness work, and creating a pipeline for a diverse student research assistant pool (working with federal work study and the Learning-Aligned Employment Program). In addition to all of this, the IESE Office will also need to ensure integrity, transparency, and objectivity in its work in order to minimize bias and present information accurately so that practitioners can take action. Lastly, the IESE Office will engage in professional learning related to college initiatives and program/service area work to better connect data to tangible action in the context of these service areas and programs.

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**Q13**

13. Please describe the most significant or impactful ways your service area has worked across the college to advance the college's vision over the past four years.

The IESE Office works across the College with virtually every department on campus, though at different levels. The IESE Office works with special programs, such as EOPS, DSPS, CalWORKs, and Up/NextUP to provide important data on student access and outcomes through an equity lens as well as data validation support for MIS reporting. In addition, the IESE Office has collaborated with a variety of faculty members across a wide range of disciplines to examine practitioner-level data through an equity lens. These include the Strong Workforce Faculty Institute, Math Community of Practice, English Community of Practice, and Equity-Minded Teaching and Learning Institute. Furthermore, the IESE Office facilitated the re-envisioning of the College's mission and vision in 2021 as well as the development of the 2022-2028 Comprehensive Plan (Strategic Plan and Facilities Plan). The IESE Office has worked closely with different instructional areas to share and explain data used in the program review process and with the Program Review Steering Committee to address suggestions for data report enhancements. The IESE Office has provided data to support the assessment of AB 705 implementation, working closely with the Math Department, English Department, and ESL Department. The IESE Office has also partnered with the Financial Aid Department to examine student access to federal and state aid through an equity lens. Lastly, the College's IESE Office has served as the college lead for the Vision-Aligned Reporting Project Pilot (Years 1-3), which is now being brought to scale and includes the refined reporting of student access and outcomes for categorical programs through an equity lens and through a budget lens.

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**Q14**

Respondent skipped this question

OPTIONAL UPLOAD 1: Please upload any supporting documentation related to this section. You can upload PDF, Word, and image files.

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**Q15**

Respondent skipped this question

OPTIONAL UPLOAD 2: Please upload any supporting documentation related to this section. You can upload PDF, Word, and image files.

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**Q16**

Respondent skipped this question

OPTIONAL UPLOAD 3: Please upload any supporting documentation related to this section. You can upload PDF, Word, and image files.

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Page 4: IV. Strengths, Challenges & External Influences

**Q17**

14. Please describe your service area strengths.

As discussed in an IESE team meeting in November/December 2023, the IESE Office strengths include the following:

Strong employee retention rates, including some team members who have been a part of IESE since its inception over seven years ago.

Team members are dedicated to growing within current roles and advancing professionally, and continue to participate in professional development and other campus opportunities to strengthen our leadership skills and enhance our relationships with campus practitioners

Team members have many opportunities to participate in professional development opportunities related to department-wide goals

The team effectively utilizes project management tools and approaches that support collaboration among team members and ensure efficient project completion.

The team has demonstrated resilience through transitions over the past year and a half, while undergoing structural changes and having the Senior Dean also serving as the Interim Vice President of Student Services and later also in the capacity of Acting Director of Admissions and Records.

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**Q18**

15. Please describe your service area challenges.

As discussed in November/December 2023 IESE team meetings, IESE Office challenges include the following:

The team operated a Senior Dean that was assigned as the Interim Vice President of Student Services for over one year; interim administrators temporarily served as co-chairs of Program Review Steering Committee in Spring 2023 and Outcome Assessment Committee in Spring 2023 and Fall 2023.

Historically, many data dashboards and reports have only been accessible on-site or via VPN, which has impacted data access for many deans, department chairs, and other campus leaders and practitioners

The IESE IE team currently has limited research capacity with just two permanent Research and Planning Analysts

There is very sparse data documentation district-wide, including data definitions/parameters.

There are few standard office syntax resources and templates across the district, meaning report parameters may vary from college to college as well as project to project without it fully being highlighted/known.

There is very limited communication and transparency between RPIE and college research projects/priorities. This can lead to duplication of effort and confusion about roles/responsibilities as well as inefficient use of resources.

There has in instability in staffing/structure the District RPIE Office (two vacant positions and no director/dean) to provide district-wide support for district-wide projects.

Some campus departments are unaware of how IESE can support their work. This points to a need for more outreach/in-reach and internal marketing for the office.

At times, due to limited public data, accessibility issues, and limited understanding among some practitioners about how to apply data to practice, the College has been described as data rich but information poor.

Data infrastructure is not strong (data processes, definitions, etc. are not well documented, communicated, and business processes need to be examined).

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**Q19**

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

Historically, there have been many changes to statewide data infrastructure and reporting, which has significantly impacted the IESE IE team's workload; additional changes to the statewide reporting/dashboards are anticipated.

There has been staff turnover at District Services and Grossmont College, and there continue to be vacancies in the District RPIE office, which has impacted the team's workload, as the IESE team often takes on district-wide projects to meet critical data needs.

The statewide Vision Aligned Reporting initiative is anticipated to have a significant impact on the team's work across student services areas.

Statewide initiative fatigue, especially with limited staffing/resources is impacting many college departments, meaning practitioners may be less open to making changes, as often staff time/resources are required.

Turnover in leadership positions across the campus has been substantial over the past year. The College hired an entirely new set of deans in the past year, as well as a new VPI and is hiring a permanent VPSS and now a new Director of College and Community Relations. The team will need to build rapport with new leadership team members and demonstrate how we can support their work.

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**Q20**

17. Given these factors, what opportunities exist for the service area to advance the College's goals in the next 4 years?

Given the above strengths, challenges, and external influences, the IESE team foresees the following opportunities:

Vision 2030 provides an opportunity to continue the IESE IE team's progress supporting the Vision for Success locally at Cuyamaca College

The launch of Accreditation 2026 will help increase awareness and understanding of the IESE IE team's role at Cuyamaca College, and will give our team opportunities to work directly with practitioners to document continuous quality improvement efforts across campus.

Purchasing Power BI Pro licenses will enable the IESE IE team to develop data dashboards that are publicly accessible.

The IESE IE team will have an opportunity to continue to strengthen partnerships with Student Services departments and practitioners after the permanent VPSS is hired and onboarded

Multiple IESE IE team members will be able to support practitioners with SLO and SAO assessment and evaluation across the campus via robust Nuventive access and cross-training opportunities

Strengthen integration of curriculum review, outcome assessment, program review, resource allocation processes with the new system.

**Q21**

Previous Goal 1:

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

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**Q22**

**Completed**

Goal Status

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Page 6: V. Previous Goals continued

**Q23**

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

Institutional processes for program review have been implemented (2019), and work has been completed to eliminate barriers to outcome assessment reporting (2021-present). Governance processes are in the process of being refined after complete redesign in 2017. In 2021, IESE and IEC created council/committee goal-setting/evaluation forms and processes, and now all major governance groups engage in annual goal-setting and action planning linked to the College's mission and strategic goals. Evaluation of goal progress is not as consistent among groups and could be strengthened. This particular goal really is ongoing in nature, but most components of this goal were accomplished at a fairly high level. The implementation of Nuventive Improve will more fully address this goal in this next comprehensive program review cycle.

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**Q24**

**Yes**

Do you have another goal to update?

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Page 7: V. Previous Goals continued

**Q25**

**Respondent skipped this question**

If it is Not Started, please share why including whether your program is experiencing barriers for starting this goal OR if it is In Progress, what actions steps from the last report have been completed and which ones are you still working towards

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**Q26**

**Respondent skipped this question**

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

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**Q27**

**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).

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**Q28**

**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.

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**Q29**

**Respondent skipped this question**

Do you have another goal to update?

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Page 8: V. Previous Goals continued

**Q30**

Previous Goal 2:

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

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**Q31**

**Completed**

Goal Status

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Page 9: V. Previous Goals continued

**Q32**

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

The IESE Office facilitated the work of the Racial Equity and Social Justice Task Force, which was largely implemented by faculty leaders. In addition, IESE team members facilitated the revision of the College's mission, vision, and values in 2021 to include a clearer representation of the College's commitment to equity and social justice. These served as the basis for the College's 2022-2028 Comprehensive Strategic and Facilities Plan. In addition, several IESE team members serve on the Governing Board Diversity, Equity, Inclusion, and Access (DEIA) Subcommittee, which presents issues, initiatives, and considerations and responds to Governing Board requests for additional information regarding college and districts efforts to advance DEIA. Lastly, IESE team members have served on work groups related to equity in hiring, ad hoc groups assembled to revise district policies and procedures, and other district and college working bodies focused on equity in access and outcomes.

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**Q33**

**Yes**

Do you have another goal to update?

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Page 10: V. Previous Goals continued

**Q34** Respondent skipped this question

If it is Not Started, please share why including whether your program is experiencing barriers for starting this goal. OR If it is In Progress, what actions steps from the last report have been completed and which ones are you still working towards?

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**Q35** Respondent skipped this question

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

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**Q36** 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).

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**Q37** 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.

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**Q38** Respondent skipped this question

Do you have another goal to update?

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Page 11: V. Previous Goals continued

**Q39**

Goal 3:

Build a stronger culture of inquiry, assessment, and improvement

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**Q40** In Progress-will carry this goal forward into next year

Goal Status

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Page 12: V. Previous Goals continued

**Q41** Respondent skipped this question

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

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**Q42**

**Respondent skipped this question**

Do you have another goal to update?

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Page 13: V. Previous Goals continued

**Q43**

If it is Not Started, please share why including whether your program is experiencing barriers for starting this goal. OR If it is In Progress, what actions steps from the last report have been completed and which ones are you still working towards?

Without having a baseline and follow-up measure for the campus culture around assessment and inquiry, this is a tough construct and goal to measure. Significant progress has been made in bringing assessment out to the campus, particularly in instructional areas. Thanks to the College's two phenomenal Outcome Assessment Co-Coordinator, much progress has been made in distilling down outcomes into a few overarching learning outcomes, creating measurable outcome statements, and leveraging technology (e.g., Canvas) to assess learning outcomes. Progress has been less consistent in student services areas; thus, that will be a focus of IESE Office work and goals in the coming comprehensive program review cycle. In addition, even some instructional areas struggle with identifying equity gaps (though this is becoming less and less common) and turning them into action. This presents an opportunity for the IESE Office to improve support and training for these areas.

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**Q44**

**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)

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**Q45**

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 - Will be replaced with new goals. However, the nature of this work means this goal is more on an ongoing direction for the office.

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**Q46**

**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.

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**Q47**

**No**

Do you have another goal to update?

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Page 14: V. Previous Goals continued

**Q48**

**Respondent skipped this question**

Goal 4:

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**Q49**

Respondent skipped this question

Goal Status

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Page 15: V. Previous Goals continued

**Q50**

Respondent skipped this question

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

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Page 16: V. Previous Goals continued

**Q51**

Respondent skipped this question

If it is Not Started, please share why including whether your program is experiencing barriers for starting this goal. OR If it is In Progress, what actions steps from the last report have been completed and which ones are you still working towards?

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**Q52**

Respondent skipped this question

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

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**Q53**

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).

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**Q54**

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.

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Page 17: VI. New Goals

**Q55**

Yes

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

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Page 18: VI. New Goals continued

**Q56**

New Goal 1:

Improve data collection and accessibility for both internal and external stakeholders

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**Q57**

**Increase equitable access (enrollment)**

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

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**Q58**

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

This goal could easily play a role in advancing all of five of the College's strategic goals, as it speaks to improved data/research capacity and accessibility, which is essential to making equity-minded improvements and measuring progress on strategic goals.

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**Q59**

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

The IESE Office has goals but, similar to most administrative units, has not yet established SAOs. However, this goal was informed by IESE team discussions and IEC and College Council feedback, as well as information contained in previously-submitted program reviews across the College.

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**Q60**

Action steps for the Next Year:

Ensure all IESE IE team members are trained on OU Campus so webpage edits can be completed

Create a data landing page

Obtain Power BI Pro licenses for the team

Develop training for stakeholders to access, interpret, and utilize the information in SSRS Reports

Re-organize SSRS Reports (requires District agreement) or provide recommendations to District IT for improving organization

Advocate for campus to prioritize hiring an additional Research and Planning Analyst position or a Research Assistant position to institutionalize grant-funded Institutional Effectiveness Specialist position

Work closely with practitioners to learn how data are entered into Colleague and how stand-alone spreadsheets/databases are maintained (to improve data integrity and accurate data collection/entry/interpretation)

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**Q61**

**New classified position**

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below and due on the program review deadline.

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**Q62**

How will this goal be evaluated?

This goal will be evaluated by the continued review of information submitted in program reviews from across the College (data analysis and action plans), by webpage hits and dashboard clicks, via qualitative feedback from practitioners across campus, an online feedback form, and by surveys conducted following data trainings/workshops/presentations.

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**Q63**

**Yes**

Do you have another new goal?

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Page 19: IV. New Goals continued

**Q64**

New Goal 2:

Integrate program review/planning, assessment, and resource allocation processes

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**Q65**

**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)

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**Q66**

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

This goal is derived from the College's IEPI Plan. It speaks to the need to further connect major college improvement processes, such as outcome assessment, program review, and resource allocation. Curriculum review is also a major piece of the institutional improvement and could also be connected once both the Nuventive Improve platform and CourseLeaf curriculum system are implemented. If these systems are more closely aligned and integrated, practitioners and programs will have the information they need to improve completion and address equity gaps.

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**Q67**

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

The IESE Office has goals but, similar to most administrative units, has not yet established SAOs. However, this goal was informed by faculty, administrator, and classified professional discussions during the IEPI PRT visits in Spring 2023.

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**Q68**

Action steps for the Next Year:

Migrate from outdated TracDat system to Nuventive Improve platform

Train all IESE team members on Nuventive and ensure broad access

Develop training resources and schedule for campus practitioners on the new system

Host a series of workshops for faculty, administrators and classified professionals on the assessment, program review in Nuventive

Launch Student Services community of practice for practitioners as researchers (data, assessment, inquiry)

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**Q69**

**New classified position**

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below and due on the program review deadline.

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**Q70**

How will this goal be evaluated?

This goal will be evaluated by the number of faculty trained on and using Nuventive for outcome assessment and program review, but the number of program reviews submitted annually, and by the Integrated Planning Survey results (comparing responses related to the program review and integrated planning process).

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**Q71**

**Yes**

Do you have another new goal?

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Page 20: IV. New Goals continued

**Q72**

**Respondent skipped this question**

New Goal 3:

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**Q73**

**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)

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**Q74**

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

This goal addresses the current gap that exists between research and practice. The College has been at times described as data-rich but information poor, and this goal would include specific workshops, training, and coaching on setting meaningful goals, action plans, and evaluating progress at the program, department, and practitioner level. Ultimately, if practitioners and program have a strong facility with data and turning it into actionable improvement that positively impacts student success and completion.

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**Q75**

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

The IESE Office has goals but, similar to most administrative units, has not yet established SAOs. However, this goal was informed by goals and action plans submitted in program review, feedback from practitioners, and discussions with the IESE Office team.

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**Q76**

Action steps for the Next Year:

Expand trainings on goal-setting, action steps (a planning framework)

Develop goal-monitoring/evaluating training

Develop resources for effective participation in planning efforts, including participatory governance

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**Q77**

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below and due on the program review deadline.

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**Q78**

How will this goal be evaluated?

This goal will be evaluated through strategic action plan documentation and program review goals submitted from departments across the College.

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**Q79**

Yes

Do you have another new goal?

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**Q80**

New Goal 4:

Implement a successful accreditation reaffirmation effort

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**Q81**

**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)

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**Q82**

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

This goal plays a large factor in the College's overall organizational health, as accreditation reaffirmation is essential for students to be able to receive Title IV financial aid at the College and for students to be able to transfer their credit. In addition, accredited status is important for the College to draw in and retain diverse employees.

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**Q83**

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

This goal is not necessarily informed by SLO/SAO results but encompasses the College's overall institutional effectiveness. It speaks to the importance of the College adhering to ACCJC accreditation standards, which are grounded in equity and social justice. Outcome assessment and student achievement data are critical to the accreditation reaffirmation process.

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**Q84**

Action steps for the Next Year:

Develop orientation for writing team members

Onboard writing team members

Establish writing templates for each standard

Provide accreditation workshops to all practitioners and to student leaders

Develop an Accreditation 2026 webpage, which includes ACCJC and local resources related to accreditation

Create Google Drive folders/templates for writing teams, evidence

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**Q85**

**Respondent skipped this question**

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below and due on the program review deadline.

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**Q86**

How will this goal be evaluated?

This goal will be evaluated by the College's successful accreditation reaffirmation in January 2027.

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Page 22: VII. Resources Needed to Achieve Goal(s)

**Q87**

**Respondent skipped this question**

1. Administrator Position Request 1:a. Description

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**Q88**

**Respondent skipped this question**

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

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**Q89**

**Respondent skipped this question**

2. Administrator Position Request 2:a. Description

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**Q90**

**Respondent skipped this question**

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

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Page 23: Final Check

**Q91**

**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."

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