



C U Y A M A C A
• C O L L E G E •

Annual Update Report

Admin - Institutional Effectiveness, Success, and Equity

Build a stronger culture of inquiry, assessment, and improvement (Goal 1; Fall 2023)

Program Goal: Build a stronger culture of inquiry, assessment, and improvement

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Eliminate Equity Gaps in Course Success:** Build a stronger culture of inquiry, assessment, and improvement (X)
- **Increase Completion and Eliminate Equity Gaps:** Build a stronger culture of inquiry, assessment, and improvement (X)
- **Increase Persistence and Eliminate Equity Gaps:** Build a stronger culture of inquiry, assessment, and improvement (X)

Summary of Progress or Results

Summary Date: 09/23/2024

Summary of Progress or Results: In 2023-24, the IE/research team made progress through the following:

Completion of the Strong Workforce Counselor Institute, which helped counselors reflect on their own practices and develop data-informed action plans. Counselors participated in follow-up meetings with the Chair and Research and Planning Analyst leading this project to assess the project progress and offer coaching/support for improving practices.

The College sent a team to the Enrollment Management Academy at UCSD. The IE/research team prepared both program review data and enrollment management data in support of more student-centered scheduling and data-informed enrollment management.

Members of the campus community who have not previously engaged in college-wide planning workshops attended and provided input to inform college-wide efforts to advance strategic goals. New members of the Institutional Effectiveness Council facilitated breakout discussions.

The IESE IE/research team launched the Accreditation 2026 college-wide self-evaluation effort and Accreditation Core Evaluation (ACE) teams.

The IESE IE/research team completed the Nuventive mapping for data migration.

In support of the Vision-Aligned Reporting project and in partnership with IT, the IESE IE/research team collaborated on a crosswalk and SARS reason code cleanup project aimed to improve data quality for student engagement and service utilization.

Reporting Period: 2024 - 2025

Status: In Progress - will carry forward into next year

Action steps for this academic year.:

In 2024-25, the IE/research team will aim to complete the following:

- Improve upon previous cohorts of the Strong Workforce Faculty Institute by incorporating a faculty liaison/co-lead for PD
- Develop a dashboard for faculty-specific data
- Complete first full draft of the accreditation ISER
- Identify critical areas of need for assessment

Summary of Progress or Results

- Implement SAO assessments (surveys and other data) in A&R and Financial Aid
- Successfully launch Nuventive for outcome assessment, including clear roles, responsibilities, training, etc.

Improve data collection and accessibility for both internal and external stakeholders (Goal 2; Fall 2023)

Program Goal: Improve data collection and accessibility for both internal and external stakeholders

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Equitable Access:** Improve data collection and accessibility for both internal and external stakeholders (X)

Summary of Progress or Results

Summary Date: 11/18/2024

Summary of Progress or Results: In 2023-24, The IESE IE/research team expanded efforts to clarify roles and leverage both district and college research units for optimal data access. In addition the team moved forward with a new model of having one analyst primarily assigned to student services areas and one analyst primarily assigned to instructional areas/instruction-focused research projects. This model has been promising to date, providing for more clarity in who the project lead is for specific projects and allowing each analyst to learn more about the context for the functional areas/programs they support. Katie Cabral has been supporting student services more specifically for the past year, and Rafael Ayala has been supporting instructional areas. This has allowed each analyst to focus in on the professional learning and the types of technical support that those within the departments they support need, which in turn is intended to lead to greater and more meaningful data collection, particularly in support of the now-statewide Vision-Aligned Reporting requirement, and and for instructional areas/academic programs as they work to address AB 928 requirements.

Reporting Period: 2024 - 2025

Status: In Progress - will carry forward into next year

Action steps for this academic year.:

Action steps for 2024-25 include the following:

- Conduct surveys(s) of practitioners that include questions regarding data access and utilization
- Redesign the IESE home page and subpages on the Cuyamaca website
- Create at least 1 college-level dashboard in PowerBI to support practitioners
- Participate in professional learning specific to the areas each IESE team member supports and apply learnings to IESE processes and practices

Integrate program review/planning, assessment, and resource allocation processes (Goal 3; Fall 2023)

Program Goal: Integrate program review/planning, assessment, and resource allocation processes

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Hiring and Retention of Diverse Employees:** Integrate program review/planning, assessment, and resource allocation processes (X)

Summary of Progress or Results

Summary Date: 09/23/2024

Summary of Progress or Results: To date, the IESE Office has implemented the Nuventive Improve system for program review but still needs to fully implement for outcome assessment. In addition, PRSC has been working much more closely with ROC to streamline systems/processes and strengthen communication.

Reporting Period: 2024 - 2025

Status: In Progress - will carry forward into next year

What resources, if any, are needed to achieve this goal? (Select all that apply): New classified position

Action steps for this academic 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)
- Institutionalize/sustain Institutional Effectiveness Specialist position, which is critical to these technical projects and has been grant funded from various sources since 2017. With state budget reductions, particularly to the categorical programs that fund this position, it is essential for the College to sustain this position beyond 2025, at which time the grant funding for the position will end. This position provides technical support, training, project management, and career education-focused research support so that faculty Outcome Assessment Co-Coordinators can focus on programming, coaching, and content to advance student learning outcome assessment across the College. Without this position, the College will not be able to sustain this infrastructure and support for integrated planning while meeting internal research demands, external reporting requirements, and key institutional effectiveness processes, such as accreditation, strategic planning, and integrated planning.

Implement a successful accreditation reaffirmation effort (Goal 4)

Program Goal: Implement a successful accreditation reaffirmation effort

1/30/2025

Generated by Nuventive Improvement Platform

Page 4

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Completion and Eliminate Equity Gaps:** Implement a successful accreditation reaffirmation effort (X)
- **Increase Equitable Access:** Implement a successful accreditation reaffirmation effort (X)

| Summary of Progress or Results |
|--|
| <p>Summary Date: 12/13/2024</p> <p>Summary of Progress or Results: ACE Teams have drafted bullets and listed evidence for each of the 2024 ACCJC Standards; the narrative needs to be fleshed out for Standards 2, 3, and 4, and the ISER front matter must be completed. ACE teams have presented on areas in which the College is doing well and where there are gaps.</p> <p>Reporting Period: 2024 - 2025</p> <p>Status: In Progress - will carry forward into next year</p> <p>What resources, if any, are needed to achieve this goal? (Select all that apply): New classified position</p> <p>Action steps for this academic year.:</p> <ul style="list-style-type: none">• Draft narratives for each ACCJC 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• Present findings from the self-evaluation in spring 2025 to college councils and committees• Hold accreditation governing board workshop• Submit draft of the ISER for campus review• Institutionalize the Institutional Effectiveness Specialist position, which has previously played a critical role in integrated planning, outcome assessment, and accreditation efforts and for which funding is ending. |

Service Area Overview and Update

Lead Author

Bri Hays

Collaborator(s)

Katie Cabral, Rafael Ayala, Heyley Troyer

Manager(s)

Bri Hays

Initial Collaboration Date with Administrative Area Team

11/18/2024

Please summarize the changes, additions, and achievements that have occurred in your program since the last program review.

In the IESE unit overall, many changes have occurred in the past year. The IESE unit includes the Institutional Effectiveness/research team, which focuses on research and evaluation, planning, assessment, and accreditation as well as the Student Success & Equity team, which focuses on student validation and engagement, retention strategies, and professional development. Prior to Fall 2023, these units were combined as one program review, but given the shifting nature of the Student Success and Equity unit (to include student engagement centers), the two units were separated for the purposes of program review so that the Student Success & Equity team would be able to share their own story, journey, progress, and goals.

Over the past year, the IESE unit has undertaken several new functional areas or initiatives. Those noted below focus on the initiatives undertaken by the Institutional Effectiveness/research team:

- Nuventive migration for program review and outcome assessment
- Redesign of program review webpages
- Launch of Accreditation 2026 self evaluation process
- Re-launch of enrollment management data/research/planning support
- Vision-Aligned Reporting project statewide launch

These initiatives are in addition to the regular duties of the IESE Institutional Effectiveness/research team, which include outcome assessment technical assistance, program review operational and research support, strategic planning and evaluation, student services and instruction research and evaluation, reporting for statewide initiatives, and coordination of campus planning events.

After a year and a half of the Senior Dean of Institutional Effectiveness, Success & Equity being split between IESE and Student Services (as the Interim Vice President of Student Services from August 2022 through January 2024), the Senior Dean was fully back in IESE as of February 2024, but at the same time, the Dean of Student Success and Equity and the First-Year Experience/In-Reach Coordinator took positions at other colleges and left Cuyamaca. The dean's duties were taken on by the Senior Dean through July 2024, at which point an interim dean was hired to oversee the Student Success and Equity functional areas. Through all of these personnel changes, the IESE unit has continued its work to advance equitable access and outcomes through professional development, research and data coaching, research and assessment, planning, and technical support.

As of the writing of this program review, the Senior Dean and Institutional Effectiveness Specialist are still overseeing the Vision Resource Center and faculty professional development tracking. However, a position dedicated to the Vision Resource Center is needed.

Service Area Outcome Assessment and Operational Improvements

Administrative service areas collect data in many different ways. This may include the number of students, employees, or community members served, survey results, or other reports prepared by the department and external organizations. Which data was used to assess your service area?

The IESE IE/research team tracks projects, ad hoc requests, external research requests via the Asana project management tool, and the office eviews participation data and feedback for campus planning events. In Spring 2024 and Fall 2024, the IESE Office again scheduled both in-person and online workshops to broaden participation across the campus community. Though only 21 employees registered for the in-person Spring 2024 workshop, approximately 30 employees attended. Another 26 participants registered for the in-person workshops; 28 attended. For the Fall 2024 workshops, 40 employees participated in person and 28 employees participated online. For the fall workshops, though an invitation was issued through ASG, no students participated. This is an area for improvement in the future, including bringing back student panelists, as were recruited in 2022-23, and recruitment of students through the student worker pool and through the College's engagement centers.

In addition to this, the IESE IE/research team reviews responses to program review data sections and assessment sections to determine areas of additional need and support. The Office has historically used these data to determine what data are needed, how to best get data out to the campus, and to provide coaching and support to areas that need help with assessment and research. Based on feedback received to date, it is clear that the IESE unit website and subpages need to be redesigned with the end-user in mind. This was written into the College's IEPI Innovation and Effectiveness Plan in 2023, but given the personnel changes in the IESE unit, it has not been completed yet.

In addition to the anbove

Over the 2023-24 academic year, IESE provided survey design, data collection, reporting, technical assistance, and/or program review support services to all student services departments/programs and a wide variety of instructional programs in addition to preparing presentations for the college leadership, councils/committees, and the Governing Board. In addition, 21 number of ad hoc requests were submitted, excluding external reporting. All of but one of these was completed. These are in addition to standard reports, required reporting, statewide initiative reporting, and research agenda items.

In the coming year, the IESE IE/research unit will review both goals set in program review and among councils/committees to assess trainings needs. In addition, the IESE Office will help facilitate the development of the Student Equity Plan and support the development of the Strategic Enrollment Management Plan, which is being led by the Instruction Office in partnership with the new Strategic Enrollment Management Committee. The completion of these plans, including data to inform the plan, broad goals, action steps, progress measures, and outcome measures, are artifacts that will represent the quality planning components that the IESE Office strives to train campus practitioners on and model for the campus.

How were the data used to inform changes or improvements to a service area or to the college as a whole?

- Participant data from planning workshops is used to inform future workshop modalities, dates, times of day, and communications. Based on most recent planning workshop participation data, the IESE Office will prioritize student engagement for 2025 planning workshops and will work to inform students early on regarding dates/times/modality options while also finding other ways to center the student voice.
- Research request data are used to determine what types of data should be prioritized for dashboards and publicly accessible aggregate data files. The IESE Office now (as of Fall 2024) has the ability to develop and publish public data dashboards to augment what the District RPIE office produces. This will be a priority for 2025.
- Program review responses are used to guide training on research/data for future semesters - for example, the IESE IE/research unit offered multiple data trainings specific to student services or instruction and via Zoom to maximize participation. In addition, several Nuventive trainings and office hours were offered via Zoom to support practitioners in learning the new system. The annual Program Review/Integrated Planning Survey is being re-launched this year and will be another way for the IESE Office to assess its impact.

Annual Update

- Data on student access and outcomes are presented to departments, councils, and committees to inform action planning related to each respective area. As evidence is being gathered for accreditation reaffirmation efforts, it is becoming clear that data is regularly integrated into committee/council work across the college.
- Looking forward, based on a review of 2024-25 council/committee goals, the IESE IE/research team will develop updated goal-setting training for program review authors, departments, and councils/committees.

What has this data revealed about the progress of the program review goals you set?

To date, the data described in the above section has shown that the current IESE goals are relevant and needed, but that progress has been slow due to staffing challenges and capacity limitations. The IESE Office is pleased to have completed a wide range of research projects over the past year. In addition, the IESE Office continues to host campus-wide workshops and trainings and lead campus-wide institutional effectiveness initiatives. With a fully staffed IESE Office, greater progress on these goals is more feasible. However, with an influx of regional and statewide initiatives, the IESE Office is at its capacity. Still, the IESE Office will center its goals and will integrate this work into its regular/ongoing work to the extent possible so that progress is still made in the midst of required reporting, regional, and statewide initiatives and reports. There is much more work to do, and the IESE Office will need the staff necessary to address the goals set forth in its comprehensive program review in Fall 2023. As of this program review, the Dean of Student Success & Equity position is out to hire, one of the office's two research and planning analysts is transferring to Grossmont, and grant funding for the Institutional Effectiveness Specialist will end within the next year.

Program Goals

Program Goals Status

I have updated the progress on my previous goals.

Program Goals Mapping

Mapping for all active Program Goals complete.

Submission

Program Review response is complete and ready for review.

Yes - Response is complete and ready for review