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# **Office of Planning, Research & Institutional Effectiveness**

## **Program Review - Comprehensive Review**

**2022 - 2023**

## Executive Summary

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### **0. Executive Summary**

#### **Summarize your program's strengths, opportunities, challenges, and action plans.**

The Cañada Office of Planning, Research, and Institutional Effectiveness (PRIE) Team is a high-functioning team of two that provides support across the College under the leadership of the College President. Our strengths include decades of experience providing research-based, evidence-informed leadership to college strategic planning and organizational change efforts and to facilitating equity-minded inquiry that supports the success of our diverse students. The PRIE Team is dedicated to our personal, programmatic and institutional efforts to be antiracist and we are committed to combating individual racism and interrogating racist structures and policies.

Losing one of our three team members this year put additional strain on our remaining team of two. We are hopeful that additional resources in the form of additional software tools (Ad Astra MAP) and consultant support (funded by the new DHSI grant) will aid our efforts until another Analyst position can be funded. Our action plans include continuing to support the College's equity and antiracism efforts and strengthening our research and evaluation activities. Under the new Educational Master Plan, the PRIE Office will be regularly evaluating all academic and student support programs and practices to ensure they are effective in closing equity gaps in access, student success and completion. We will also be evaluating all aspects of the college redesign process and essential practices of Guided Pathways including, but not limited to: Interest Areas, First Year Experience, Dual Enrollment, Career Exploration and faculty efforts to ensure students are learning. We will also be continuing to lead the College accreditation efforts, including the preparation of a Midterm Report due to the ACCJC in October, 2023.

## Program Context

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### **1. Mission**

#### **How does your program align with the college's mission? If your program has a mission statement, include it here.**

In 2022, Cañada adopted a new mission, vision and values statements. The PRIE Office is dedicated to supporting the institution in achieving this new mission and vision and, in particular, providing leadership, analysis and insight into how the College can become an antiracist institution, interrogating racist structures and policies, and providing equitable access to resources to students and staff in a manner that ensures equitable student outcomes that help transform lives.

### **2. Program Description**

#### **Program Description.**

The Cañada Office of Planning, Research and Institutional Effectiveness (PRIE) provides support in the area of research and evaluation, strategic planning, accreditation, and governance processes to help Cañada's faculty, staff, and administrators better understand and serve our community and our students such that students from diverse backgrounds are able to achieve their educational goals and benefit the world.

The PRIE Office is highly collaborative and works across administrative, instructional and student support offices to advance the College's efforts to continuously improve and foster social and racial equity in educational outcomes by:

- providing accurate, accessible, and reliable data, research, and tools;
- facilitating evidence-informed and participatory decision-making, strategic planning, and continuous improvement processes; and,
- fostering and supporting a culture of equity-minded inquiry.

All research conducted and used for dialogue, reflection, planning and decision-making comes from data that are accurate, tested for validity and significance, and derived from reliable sources.

### **3. Community & Labor Needs**

**Describe how changes in community needs, employment needs, technology, licensing, or accreditation affect your program.**

As the college lead on matters of Accreditation, the PRIE Office is monitoring the efforts of the Accrediting Commission for Junior and Community Colleges (ACCJC) to update its accreditation standards. The second draft of the proposed 2024 standards was released on September 28, 2022, and our Library staff continue to raise concerns, in particular. These new standards will govern the College's next Institutional Self Evaluation in 2026.

In addition, it is the PRIE Office's responsibility to monitor, analyze and communicate to the College any changes to the demographics, economic welfare, and educational needs of our community and service area in particular. Using labor market information tools, the PRIE Office also monitors and communicates changes in labor market opportunities to help inform program development and improvement. We did this most recently during our EMP planning process (See Environmental Scan Report) and our recent Program Review cycle.

## **Looking Back**

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### **4. Major Accomplishments**

**Describe major accomplishments.**

**Strategic Planning:** Organize, facilitate and support the development of college plans, including:

- Educational Master Plan (2022-2027)
- Strategic Enrollment Management Plan (2020-2023)
- Student Equity and Achievement Plan (2022-2025) – serve on Writing Team, provide data and support understanding of equity gaps and those student groups that may be disproportionately impacted by college structures, policies, practices or systems.
- Student Equity and Achievement Plan (2019-2022) as well as annual assessments of progress made on SEAP Plan goals.
- Transfer Services Improvement Plan (2021-2024)
- Dual Enrollment Implementation Plan (2021-2024)
- Annual Operational Plans for implementing the Educational Master Plan and the Strategic Enrollment Management Plan

- Research and Evaluation Plan (2020-2022)

## **Equity and Antiracism**

- Organize and lead the process of a comprehensive internal equity scan in 2021-22 to inform the Educational Master Planning process as well as college-wide efforts to become an antiracist institution. Facilitate the hiring, management and collaboration with Åse Power Consult to produce an Internal Equity Report and recommendations for the College. Most of these recommendations were included as initiatives in the new EMP.
- Support the formation and efforts of the College Antiracism Task Force established by PBC in 2020. Support the implementation of the Task Force's recommendations in 2021-22 including developing and maintaining the College's Antiracism Resource website.
- Serve on and support the work of the Academic Committee for Equity and Success (ACES), on-going, and especially in 2021-22 as the College seeks to update its participatory governance structure to elevate the focus on and progress on addressing equity gaps and changing policies, procedures and practices to be antiracist.
- Facilitate the Career Ladders Project focus groups to inform the creation of a college Cultural Center, Spring 2021.

## **Participatory Governance:**

- Support PBC's update of the college Participatory Governance Manual in 2019
- Support PBC's Work Group on updating the role of committees, councils and operational groups in participatory governance and the committee reporting structure in 2020.
- Support the annual process of ensuring all constituency groups are represented on all college Councils and Committees.
- Organize and help facilitate annual Leadership Retreats to identify priority projects from the Educational Master Plan and develop operational plans for implementing and taking action on those projects in the coming academic year.
- Support college-wide collaboration on strategic initiatives and reporting to the College on the progress made (over baseline) on each initiative.

**Program Review:** The PRIE Tram continues to help lead and facilitate an effective program review process (one of our objectives from our last program review). In the context of our work managing the College's annual integrated planning and budgeting cycle, we co-chair PBCs Program Review Work Group and support both the program assessment and comprehensive program review process annually. This new Work Group was established to continuously improve this process.

**Guided Pathways:** Provide support to the Guided Pathways college re-design efforts via co-chairing and serving on the Steering Committee, serving as data coaches to each of the Interest Area Success Teams and providing on-going evaluation of the effort and guidance for areas of improvement through inquiry and qualitative and quantitative information and feedback from college constituents. Manage annual assessment of the redesign efforts and reporting to the State of the College's Scale of Adoption for Guided Pathways. This was also one of PRIE's objectives during its last comprehensive program review and we feel that we have achieved it.

## **Research and Evaluation:**

- Conduct regular surveys of students and staff to better understand student and employee experiences and evaluate institutional learning outcomes and other college metrics, via:
  - Graduation Survey (annual evaluation of Institutional Learning Outcomes)
  - Community College Survey of Student Engagement (every few years to assess student engagement and Institutional Learning Outcomes)
  - Participatory Governance survey (annual evaluation of participatory governance processes)
  - Campus climate surveys
  - National Assessment of Collegiate Campus Climates (NACCC). In 2021, PRIE worked with the USC Center on Race and Equity to implement their new student survey for assessing the racial climate at Cañada. Results were shared with the PBC and campus constituents and informed the work of the Áse Power Consult team.
  - Career Technical Education Outcomes Surveys (support regional implementation of this phone survey; analyze and present results with campus constituents)
  - Support the Learning Center and STEM Center strategic planning retreats and service integration and on-going evaluation efforts (2021-22).
  - **Impact of the COVID-19 pandemic:** during the 2020-21 academic year, PRIE administered 11 surveys, including a survey of stopped out students in spring 2021, to evaluate the impact of the pandemic on Cañada students, faculty and staff and to provide critical information to college leadership to help manage and support students and employees effectively during the pandemic.
  - Develop a new **College Research and Evaluation Plan** (adopted by PBC in November 2022) as a means to identify and evaluate new and innovative policies, programs and procedures the College is implementing to achieve better and more equitable outcomes for students.

**AB 705 and 1805 Implementation:** Provide on-going support for the implementation of California Assembly Bill 705 and 1805, including regular evaluations of student access, success and throughput rates in transfer-level English and math, disaggregated to the English, Mathematics and Counseling Departments. Lead the data collection and strategic planning efforts to comply with all Chancellor's Office compliance reporting for both efforts for English, math, and ESL. Support District-wide validation of the new ESL assessment instrument, "I CAN" statements.

**Grants:** Support the development, application, implementation and evaluation of college grants, including:

- Securing new grants such as the U.S. Department of Education DHSI grant in fall 2022 for \$2.7 million.
- Supporting the GANAS, ESO Adelante, INSPIRES, MISEP, Trabajo, TRIO, and other grants received by the college.

**Data:** Develop and maintain new data dashboards to inform Guided Pathways implementation, strategic enrollment management, transfer services, program review, understanding of disproportionate impacts and equity gaps, degree and certificate completion and the college scorecard. Respond effectively to all *ad hoc* data and research requests.

**Institution Set Standards:** Lead a comprehensive effort to update the College's Institution Set Standards. With a PBC work group, review the college's progress on existing metrics, review new definitions from the Chancellor's Vision for Success and Student Success Metrics to refine college definitions, and prepare an updated set of metrics for the College to monitor over time. Work with PBC to set new baselines as well as stretch goals. Evaluate and report on college progress towards its stretch goals (including its *Vision for Success* goals) each year.

**Accreditation:** The PRIE Team achieved its objective from its last program review cycle to "lead the College through a successful ISER submittal and Accreditation Visit in 2019." We continue to serve as the college lead on all matters pertaining to accreditation and communication with the Accrediting Commission for Junior and Community College (ACCJC), including:

- Organizing, facilitating and ensuring the submission of the College's Institutional Self Evaluation Report (ISER) in 2019 and preparation for a Visiting Team in October, 2019. The College's accreditation was reaffirmed for 7 years with two commendation and no recommendations for compliance.
- Organizing, writing and facilitating college-wide input on a Midterm Report for the ACCJC in 2022-23.
- Completing and submitting Annual Reports to the ACCJC.
- Managing all requests for substantive changes to programs with the ACCJC.

## **5. Impact of Resource Applications**

**Describe the impact to date that each new resource (staff, non-instructional assignment, equipment, facilities, research, funding) has had on your program/department/office and measures of student success or client satisfaction.**

During the 2021-22 resource request cycle, the PRIE Office received \$17,500 in on-going funding to pay for the upgraded Nuventive (Improve) software system to for conducting Program Review as well as SLO, PLO and SAO assessments. The team worked with the Office of Instruction to implement this new iteration of this tool in 2022 and will evaluate its usability and effectiveness and determine whether to continue this contract in 3 years.

The Team also received \$10,000 of on-going (every other year) funding to pay for the College's participation in the Community College Survey of Student Engagement (CCSSE) and national survey used to evaluate the College's ability to achieve its Institutional Learning Outcomes (an accreditation requirement) and to provide valuable data to programs and the college as whole regarding student experiences on our campus.

## **Current State of the Program**

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### **6A. State of the Program - Observation**

**Describe the current state of the program (include strengths and challenges).**

#### **Program Strengths:**

- The Cañada PRIE team is comprised of experienced, highly-skilled researchers, planners and facilitators.
- Team members are committed to Cañada and have served the college for 4+ and 3+ years respectively.

- Per the Team's SAO assessments, overall feedback from college constituents is positive in terms of the Team's ability to provide data, analytics and support for inquiry.

### **Program Challenges:**

- For over a decade, the Team was comprised of a Dean and two Planning and Research Analysts. In 2022, the Team lost one of our Analysts due to expiring grant funding. Cañada's PRIE Team is now the smallest in the District with just two team members (compared to 5 at Skyline and 4 at CSM) while the demands on the Office are increasing based on new requirements from the State Chancellor's Office and the College's ongoing continuous improvement efforts.

### **6B. State of the Program - Evaluation**

#### **What changes could be implemented to improve your program?**

**Overall:** The Cañada PRIE Team is a high-functioning team of two that provides both leadership and facilitative support across the College under the leadership of the College President and her leadership team.

**Needed:** As the PRIE Team strives to support strategic enrollment management initiatives, additional tools such as the Ad Astra Monitor, Align and Predict tools, would greatly assist the Team's ability to help the College optimize course scheduling, modality choices, and service provision.

### **7A. SAO Assessment Plan**

#### **Describe your program's SAO assessment plan.**

The PRIE Office assesses its Service Area Outcomes in several ways:

1. A survey of constituents who have requested data and research via the Office's data request form.
2. Evaluation forms completed by participants in strategic planning efforts and leadership retreats.

### **7B. SAO Assessment Results and Impact**

#### **Summarize the findings of your program's SAO assessments. What are some improvements that have been, or can be, implemented as a result of SAO assessment?**

**SAO Survey Results Summary:** Of the 22 respondents to our survey, two thirds found the process of working with PRIE extremely easy and helpful and were satisfied with their experience. Promptness was our lowest metric, although 86.4 respondents still thought we were somewhat or extremely fast in our response to their requests.

#### **Question: How easy was it to submit your request for data and/or research?**

<i>Response</i>	<i>Number of Respondents</i>	<i>% of all Respondents</i>
Extremely difficult	1	4.5%
Somewhat difficult	0	0.0%
Neither easy nor difficult	2	9.1%
Somewhat easy	5	22.7%
Extremely easy	14	63.6%

**Question: If you worked with the PRIE team to refine your inquiry, was that helpful?**

<i>Response</i>	<i>Number of Respondents</i>	<i>% of all Respondents</i>
Extremely unhelpful	1	4.8%
Somewhat unhelpful	1	4.8%
Neither helpful nor unhelpful	1	4.8%
Somewhat helpful	4	19.1%
Extremely helpful	14	66.7%

**Question: How promptly did the PRIE Team respond to your needs?**

<i>Response</i>	<i>Number of Respondents</i>	<i>% of all Respondents</i>
Extremely slow	0	0.0%
Somewhat slow	1	4.6%
Average	2	9.1%
Somewhat fast	11	50.0%
Extremely fast	8	36.4%

**Question: In general, how satisfied are you with the services provided by the PRIE Office?**

<i>Response</i>	<i>Number of Respondents</i>	<i>% of all Respondents</i>
Extremely dissatisfied	0	0.0%
Somewhat dissatisfied	1	4.6%
Neither dissatisfied nor satisfied	0	0.0%

Somewhat satisfied	11	31.8%
Extremely satisfied	8	63.6%

### **SAO: Leadership Retreat Evaluations:**

Overall, participants in the College Leadership Retreats in 2019, 2020, and 2021 found the retreats to be helpful, useful and informative. No evaluation was conducted in August, 2022.

### **Improvements Needed:**

As a result of our SAO assessment, the PRIE Team will strive to be more prompt in our response to constituents requesting our assistance with accessing data and conducting inquiries and research.

## **Supporting Information**

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### **General Supporting Documents**

[PRIE SAO Assessment #1 2022.pptx](#)

### **Tables & Graphs**

Additional SAO Assessment methods are available upon request.