

## #2

COMPLETE

**Collector:** Email Invitation 1 (Email)  
**Started:** Monday, February 18, 2019 1:38:53 PM  
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Page 1: I. Program Overview and Update

**Q1** Division/Service Area(s) Reviewed:

VPI/Instruction

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**Q2** Lead Author and Collaborators:

Vice President of Instruction, Instructional Deans, Instructional Operations Supervisor

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**Q3** Service Area Update (Required): Please summarize the changes, additions, and achievements that have occurred in your service area since the last program review annual update. Note you can access previous years' program reviews here (requires a District username and password).

Instruction: The most significant change to Instruction has been the creation of the Division of Athletics, Kinesiology and Health Education under the supervision of a new instructional dean. The new division combines the Athletics program which was previously housed in Student Services with the Kinesiology and Health Education instructional programs which were previously housed in Math, Science and Engineering.

Instructional Operations: During fall 2018 a reorganization was submitted to increase the Administrative Assistant I position from .475 to .75 FTE position. This was approved and effective January 21, 2019. The increase has been a welcome addition in the office.

Instructional Operations participated in the Compressed Calendar Taskforce and presented a mock compressed calendar for the fall 2019 class schedule. During August, September and October 2018, the Instructional Operations Supervisor assisted with testing on the Chancellor's Office Curriculum Inventory (COCI) at the invitation of the Chancellor's office. This testing helped to streamline the curriculum process on the COCI. Currently there are no pending courses nor programs waiting for COCI approval at Cuyamaca College. There is curriculum inventory to be cleaned up that is considered the college legacy courses and programs, and a plan has been made to have this completed within the next year. Finally, the Instructional Operations Supervisor attended the District Academic Calendar Committee and participated in the development of the 2019-2020 and 2020-2021 academic calendars.

Career Education: Planning has begun for a new Career Center for fall 2019, which will improve collaboration between the CE and Counseling areas as well as promote the introduction of career counseling at the front end of the student experience. The CE web page has been updated and redesigned to ease the navigation of opportunities. Strong Workforce funding has supported several new positions, including the Career Education Coordinator, a Job Placement Case Manager, and a Work-based Learning Coordinator. These positions will promote better communication and collaboration with external partners as well as improve student engagement and support.

Math Science and Engineering: We have collaborated with the new Division at the college which includes Exercise Science (Kinesiology) and Health Education which were programs in Division One to help them with a successful start. We have hired two new full-time faculty positions and are in the process of recruiting three more. We are looking forward to the possibility of meeting the needs of the students on campus who have declared Engineering as their major. Having two full-time faculty members will help us meet their

## Administrative/Executive Areas Program Review Annual Update

of the students on campus who have declared Engineering as their major. Having two full-time faculty members will help us meet their needs and we have hopes that we will no longer have wait lists in every section of Engineering. Our Math student data is continuing to show tremendous progress in helping all students reach their Math goals. Our Title III STEM grant work has allowed us to greatly increase resources and support for STEM students. We have held summer research opportunities with USD, and another successful BOOT Camp last summer. Our division continues to be one of the most proficient on campus when it comes to enrollment data. Our Math department was one of the departments on campus recognized by receiving the Rice Diversity Award in Sacramento last summer. The Dean's office continues to support the faculty in their work.

Learning and Technology Resources: Learning Assistance (Tutoring), the Library and the Instructional Technology area all conduct their own program reviews. Professional Development and Distance Education developed plans for 2017-2022 and planned to conduct program review this year. This is still under development and the areas plan to engage with this work in 2019-2020. As part of the governance redesign the Professional Development Committee was eliminated, and the work subsumed by the Student Success & Equity Council. The Professional Development Coordinator identified a solution for tracking flex hours (Cornerstone) and presented an Off-Cycle Technology Request to the College Technology Committee and the district Technology Coordinating Council. The request remains under consideration and will go back to TCC spring 2019 for further consideration and prioritization. The Distance Education Coordinator continued work on improving the quality of online courses. A request has been made to President's Cabinet to increase the DE Coordinator position from .40 to 1.0 and will be considered by the Reassign Time committee in May 2019. The college has funded a pilot of a new online course evaluation system called EvaluationKit. The pilot will be conducted spring 2019 with online courses only with a goal to increase the student response rate for online courses.

Athletics, Kinesiology, and Health Education: The new division has been in place since January 2, 2019, and the initial focus is to consolidate both the instructional intercollegiate athletics programs under a single dean. The most pressing need in the division is for an administrative assistant to support the dean and the division's academic programs.

Arts, Humanities and Social Sciences: The Music Technician position in the Performing Arts Department has been increased from .475 to 1.0, and as a result the department has been able to significantly improve the management of the ECHO Concert Series through professional ticket services, improved promotional materials and concert programs, and an upgraded online presence. The English and English as a Second Language Departments have both embarked on an ambitious acceleration program that reduces unnecessary remediation and increases student completion and success. The chairs in both departments have updated their curriculum to offer an accelerated program, and for the past two years full- and part-time faculty have participated in CAP trainings on the pedagogy of acceleration and student-centered teaching. In addition, English and ESL have provided comprehensive professional development for adjunct faculty who have not had the opportunity to participate in the CAP Seminars. Both English and ESL are actively involved in implementing Multiple Measures and Self-Guided Placement in compliance with AB 705.

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Page 2: II. Administrative/Service Area Outcome Assessment Reflection

**Q4** Please provide a summary of your administrative/service area outcome assessment efforts and findings from 2017/18. For assistance locating assessment information stored in TracDat, please contact the Institutional Effectiveness, Success, and Equity Office at [brianna.hays@gcccd.edu](mailto:brianna.hays@gcccd.edu).

The first administrative outcome that was assessed is “Implement a productive class schedule that serves the needs of our students in a cost-efficient way.” The attached file tracks enrollment and WSCH/FTEF for each division from 2017-18 to 2018-19. From fall 2017 to fall 2018 the WSCH/FTEF improved 3.16% across the college and improved for every division except Career and Technical Education, which declined very slightly in productivity (-0.74%). This general increase in efficiency accompanied a decline of 135 FTES and a reduction of 14.8 FTEF. From spring 2018 to spring 2019 the overall college WSCH/FTEF change was flat (0.19%), but at the division level there were significant gains in productivity in AHSS and Counseling, very slight declines in Math Science and Engineering, and a significant decline (-12.70%) in Career and Technical Education. As in the fall to fall comparison, FTES declined (-123.6) and FTEF was reduced (-8.9). The trend from summer 2017 to summer 2018 was a significant decline in WSCH/FTEF for every division except Counseling, which remained the same. FTES declined by 102.16 despite a negligible reduction in FTEF (.88).

The second administrative outcome that was assessed is “Clarify the educational pathways for the college transfer and career technical education programs.” The Guided Pathways Pillar 1 Team has made significant progress in organizing our degree and certificate programs into Academic and Career Pathways (meta-majors), and is also working with the chairs and coordinators to complete program maps for all degrees and certificates. Both the Academic and Career Pathways and the program maps will populate the 2019 college catalog and inform the work of counselors for the 2019-20 academic year.

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**Q5** OPTIONAL: Please use the button below to upload any additional/supporting documentation (in Word or PDF format) for the above question.

**Enrollment Trends.xlsx.pdf (46KB)**

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**Q6** How did (or will) your service area use its 2017/18 AUO assessment findings to improve its operations and/or the College’s organizational health?

The instructional division will continue to monitor enrollments and endeavor to develop class schedules that meet the needs of our students. To that end, we will work to incorporate course rotations from program maps into our scheduling practice and try to fold the education planning software into our schedule development process. In addition, as we adapt to the Student-Centered Funding Formula it will be important to examine both scheduling and class cancellation criteria with an emphasis on supporting student completion of degrees and certificates.

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**Q7** OPTIONAL: Please use the button below to upload any additional/supporting documentation (in Word or PDF format) for the above question.

**Respondent skipped this question**

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**Q8** Please review any research data and/or reports for your service area and summarize the findings and implications for practice.

The data attached below were published this fall in the Journal of Applied Research in Community Colleges and indicate both the overall improvements in college-level Math completion at the college and the positive impact these improvements have had on reducing equity gaps.

The English and English as a Second Language Departments have both embarked on an ambitious acceleration program that has the objective of reducing unnecessary remediation by increasing student completion and success rates. The chairs in both departments have updated their curriculum to offer an accelerated program, and for the past two years full-time and part-time faculty have participated in CAP seminars to become familiar with the pedagogy and teaching methodology of accelerating learning. In addition, English and ESL are providing comprehensive professional development for adjunct faculty, who have not had the opportunity to participate in the CAP Seminars.

Preliminary data indicate that the student success rates in transfer level English composition have increased significantly. In ESL, the results, while promising are not sufficient to reach a broader conclusion because of a small N. However, with the curriculum changes implemented this academic year, ESL is convinced that the department will report similar success rates as is evident in English. Both English and ESL are actively involved in the Basic Skills Transformation Grant

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**Q9** OPTIONAL: Please use the button below to upload any additional/supporting documentation (in Word or PDF format) for the above question.

**Math Data.pdf (44.2KB)**

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**Q10** How has the service area used the results of these studies to improve services to the campus and overall organizational health?

The Math, English, and ESL departments are working continuously to update their curricula and teaching practices.

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**Q11** OPTIONAL: Please use the button below to upload any additional/supporting documentation (in Word or PDF format) for the above question.

**Respondent skipped this question**

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Page 4: IV. Previous Goals: Update (If Applicable)

**Q12** Would you like to provide an update for your previous program review goal(s)?

**Yes**

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Page 5: Previous Goal 1

**Q13** Previous Goal 1:

Implement a productive class schedule that serves the needs of our students in a cost-efficient way

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**Q14** Link to College Strategic Goal(s):

**Organizational Health**

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**Q15** Goal Status

**In Progress**

**Q16** How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

We evaluate this goal by tracking our enrollments every semester and comparing them to prior semesters to identify patterns of growth or decline.

**Q17** Please provide the rationale for this goal:

Running a productive schedule will allow the college to increase its FTES revenue while at the same time freeing resources for other college wide needs.

**Q18** Please provide the goal action steps for the year (previously "Activities"):

Work closely with the deans and chairs/coordinators to analyze enrollment patterns and schedule to meet student demand.

**Q19** **\*\*OPTIONAL\*\*** Previous Goal 1 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file.

**Respondent skipped this question**

**Q20** Do you have another goal to update?

**Yes**

Page 6: Previous Goal 2

**Q21** Previous Goal 2:

Clarify the educational pathways for the college transfer and career technical education programs

**Q22** Link to College Strategic Goal(s):

**Guided Student Pathways**

**Q23** Goal Status

**In Progress**

**Q24** How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

The Academic and Career Pathways and program maps will be completed during the spring 2019 semester, published in the 2019 catalog, and provided to counselors over the summer of 2019 to assist in student advising.

**Q25** Please provide the rationale for this goal:

Clarifying the path is an essential, foundational step in implementing the Guided Pathways framework.

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**Q26** Please provide the goal action steps for the year (previously "Activities"):

Once the Academic and Career Pathways and accompanying program maps are published in the catalog and in use with the counseling faculty, we will be able to measure the impact they have had on completion and time to completion.

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**Q27** **\*\*OPTIONAL\*\*** Previous Goal 2 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file.

**Respondent skipped this question**

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**Q28** Do you have another goal to update?

**No**

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Page 7: Previous Goal 3

**Q29** Previous Goal 3:

**Respondent skipped this question**

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**Q30** Link to College Strategic Goal(s):

**Respondent skipped this question**

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**Q31** Goal Status

**Respondent skipped this question**

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**Q32** How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

**Respondent skipped this question**

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**Q33** Please provide the rationale for this goal:

**Respondent skipped this question**

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**Q34** Please provide the goal action steps for the year (previously "Activities"):

**Respondent skipped this question**

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**Q35** **\*\*OPTIONAL\*\*** Previous Goal 3 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file.

**Respondent skipped this question**

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**Q36** Do you have another goal to update?

**Respondent skipped this question**

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Page 8: Previous Goal 4

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**Q37** Previous Goal 4: Respondent skipped this question

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**Q38** Link to College Strategic Goal(s): Respondent skipped this question

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**Q39** Goal Status Respondent skipped this question

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**Q40** How was the goal evaluated? If the goal is "in progress," how will it be evaluated? Respondent skipped this question

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**Q41** Please provide the rationale for this goal: Respondent skipped this question

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**Q42** Please provide the goal action steps for the year (previously "Activities"): Respondent skipped this question

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**Q43** **\*\*OPTIONAL\*\*** Previous Goal 4 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file. Respondent skipped this question

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**Q44** Do you have another goal to update? Respondent skipped this question

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Page 9: Previous Goal 5

**Q45** Previous Goal 5: Respondent skipped this question

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**Q46** Link to College Strategic Goal(s): Respondent skipped this question

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**Q47** Goal Status Respondent skipped this question

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**Q48** How was the goal evaluated? If the goal is "in progress," how will it be evaluated? Respondent skipped this question

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**Q49** Please provide the rationale for this goal: Respondent skipped this question

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**Q50** Please provide the goal action steps for the year (previously "Activities"): Respondent skipped this question

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**Q51 \*\*OPTIONAL\*\*** Previous Goal 5 Additional

**Respondent skipped this question**

Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file.

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Page 10: V. New Goals (If Applicable)

**Q52** Would you like to propose any new goal(s)?

**Yes**

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Page 11: New Goal 1

**Q53** New Goal 1:

CE: Create a new position, Associate Dean of Instruction and Career Development Center Lead

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**Q54** Link to College Strategic Goal(s):

**Guided Student Pathways**

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**Q55** Please provide the rationale for this goal:

This position will support

- regional articulation agreements, career pathways alignment, and employer engagement activities that need to be aligned with the area College districts
  - delivery opportunities that will streamline the movement of the students into our programs.
  - large industry engagement opportunities with the East County Economic Development Council in the areas of AUTO, WWTR, OH, EHSM, CIS, PARA that complement the regional industry demands and parallel our industry partners' employment needs.
- 

**Q56** Please provide the goal action steps for the year (previously "Activities"):

- Prepare and organization modification for the new position.
  - Bring the proposed modification through the college and district approval process.
  - Conduct the search.
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**Q57** How will the goal be evaluated?

The effectiveness of this position will be evaluated through a review of Strong Workforce metrics.

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**Q58** Do you have another new goal?

**Yes**

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Page 12: New Goal 2

**Q59** New Goal 2:

LTR: Complete a Pilot of EvaluationKit, an online course evaluation system, for online courses only.

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**Q60** Link to College Strategic Goal(s):

**Student Validation and  
Engagement**

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**Q61** Please provide the rationale for this goal:

The student response rate for online course evaluations is dismal, less than 5%. A pilot at Grossmont College produced results of 85-90% response rates for online courses. We hope we will have similar results. Student feedback is critical to the course evaluation process.

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**Q62** Please provide the goal action steps for the year (previously "Activities"):

Purchase access to EvaluationKit (completed February 1, 2019). The DE Coordinator, Instructional Design Technology Specialist and the Dean of LTR will meet to create a project plan for implementing the pilot. Meetings with Instructional Operations, Instructional Deans and Administrative Assistants will need to occur in order to create a timeline and provide training for the new system.

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**Q63** How will the goal be evaluated?

Results of the pilot, specifically student response rates for online courses.

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**Q64** Do you have another new goal?

**Yes**

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Page 13: New Goal 3

**Q65** New Goal 3:

LTR: Obtain approval from District IT to implement Cornerstone, a Learning Management System for Professional Development

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**Q66** Link to College Strategic Goal(s):

**Basic Skills** ,  
**Acceleration**  
**Guided Student** ,  
**Pathways**  
**Student Validation and** ,  
**Engagement**  
**Organizational Health**

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**Q67** Please provide the rationale for this goal:

Cuyamaca College currently uses a cobbled together system for faculty professional development. Our current system uses Google Sheets with custom scripting to generate attendance forms and Google Calendar entries for workshops. Canvas is used to share flex hours with faculty so they can login and see how many hours are required. However, PD hours are in the Grade column and are shown as assignments. This is very confusing to many faculty. In addition, the system is unstable. Cornerstone, which is recommended by the State Chancellor's Office, is a solution that will integrate all of our professional development needs and automate much of our workflow. The California Community Colleges Vision Resource Center uses Cornerstone to facilitate system-wide connection and collaboration through online communities built around relevant topics such as Guided Pathways and the Student Centered Funding Formula. New online communities will continue to be added as topics and experts are identified.

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**Q68** Please provide the goal action steps for the year (previously "Activities"):

Submit an Off-Cycle Request to the College Technology Committee (on the agenda for February 8, 2019). Obtain approval from ROC and President's to move forward to the district Technology Coordinating Council for consideration and prioritization.

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**Q69** How will the goal be evaluated?

Approval by TCC to move forward with implementation. Once the Cornerstone is implemented, it should be evaluated by end users, perhaps via survey.

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Page 14: VI. Resources Needed to Fully Achieve Goal(s)

**Q70** Is the program requesting resources this year to achieve this goal? **Yes**

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Page 15: V. Faculty Resource Needs

**Q71** Are you requesting one or more faculty positions to achieve this goal? **No**

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Page 16: Faculty Position Request(s)

**Q72** Please remember to complete the Faculty Position Request Form (accessible here, under Staffing Request Information) for this position that you are requesting and upload it using the button below. The Faculty Position Request Form (In Word) can be located here (under Staffing Request Information). Brief Description of the Position Requested: **Respondent skipped this question**

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**Q73** Related Program Goal(s): **Respondent skipped this question**

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**Q74** Faculty Position Request Upload 1: Please upload the completed faculty request form for the above position using the button below. You can access the Word version of the Faculty Position Request Form here.

Respondent skipped this question

**Q75** Faculty Position Request 2 (if applicable): Please remember to complete the Faculty Position Request Form (accessible here, under Staffing Request Information) for this position that you are requesting and upload it using the button below. The Faculty Position Request Form (In Word) can be located here (under Staffing Request Information). Brief Description of Position Requested:

Respondent skipped this question

**Q76** Related Program Goal(s):

Respondent skipped this question

**Q77** Faculty Position Request Upload 2: Please upload the completed faculty request form for the above position using the button below. You can access the Word version of the Faculty Position Request Form here.

Respondent skipped this question

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Page 17: VI. Classified Staff Resource Needs

**Q78** Are you requesting one or more classified positions to achieve this goal?

Yes

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Page 18: Classified Staff Position Request(s)

**Q79** Classified Staff Position Request 1: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for this position you are requesting. Brief Description of Position Requested:

Administrative Assistant III for the Dean, Athletics, Kinesiology and Health Education

**Q80** Classified Staff Position 1 Related Program Goal(s):

Organizational Health

**Q81** Classified Staff Position 1 Request Upload: Please upload a completed Classified Position Request Form for this request using the button below. You can access the Word version of the Classified Position Request Form here.

**Admin II-AKHE Request Form.docx (23.3KB)**

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**Q82** Classified Staff Position Request 2: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for each position you are requesting. Brief Description of Position Requested:

Respondent skipped this question

**Q83** Classified Staff Position 2 Related Program Goal(s):

Respondent skipped this question

**Q84** Classified Staff Position Request 2 Upload: Please upload a completed Classified Position Request Form for this request using the button below. You can access the Word version of the Classified Position Request Form here.

Respondent skipped this question

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Page 19: VII. Technology Resource Needs

**Q85** Are you requesting technology resources to achieve this goal? **Yes**

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Page 20: Technology Request(s)

**Q86** Technology Request 1: Please remember to complete a Technology Request Form for each request you are submitting. You can access the online Technology Request Form here: Technology Request Form

Description:

**New Copier/Scanner/Printer**

One time or On-going

**One time**

Amount Requested \$

**\$2230 plus maintenance and supply contract at .0057 per copy**

Related Program Review Goal(s):

**Organizational Health. The Copier, Scanner, Printer machine which Instructional Operation uses is no longer serviceable. The department uses this on a daily basis in producing the catalog, class schedules, curriculum, hire letters and supporting Academic Senate. In addition, we scan to archive the department documents, and to post to the intranet.**

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**Q87** Technology Request 2: Please remember to complete a Technology Request Form for each request you are submitting. You can access the online Technology Request Form here: Technology Request Form

Respondent skipped this question

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Page 21: VIII. Perkins and Strong Workforce Resource Needs

**Q88** Are you requesting Perkins and/or Strong Workforce resources to achieve this goal? **No**

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Page 22: Perkins Request and Strong Workforce

**Q89** Perkins Request and Strong Workforce 1: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle. **Respondent skipped this question**

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**Q90** Perkins Request and Strong Workforce 2: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle. **Respondent skipped this question**

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Page 23: IX. Supplies/Equipment Resource Needs

**Q91** Are you requesting supplies and/or equipment resources to achieve this goal? **No**

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Page 24: Supplies/Equipment Request(s)

**Q92** Supplies/Equipment Request 1: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis. **Respondent skipped this question**

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**Q93** Supplies/Equipment Documentation 1: Please upload any supplies/equipment quotes or additional documentation for this request. **Respondent skipped this question**

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**Q94** Supplies/Equipment Request 2: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis. **Respondent skipped this question**

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**Q95** Supplies/Equipment Documentation 2 : Please upload any supplies/equipment quotes or additional documentation for this request. **Respondent skipped this question**

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Page 25: X. Facilities Resource Needs

**Q96** Are you requesting facilities resources to achieve this goal? **No**

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Page 26: Facilities Request

**Q97** Facilities Request 1: Please provide the information below and remember to complete a Facilities Request Form accessible here: [Facilities Request Form](#) **Respondent skipped this question**

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**Q98** Facilities Request 2: Please provide the information below and remember to complete a Facilities Request Form, accessible here: [Facilities Request Form](#)

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Page 27: XI. Professional Development Resource Needs

**Q99** Are you requesting professional development resources to achieve this goal? **No**

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Page 28: Professional Development Request

**Q100** Professional Development Request 1: Please provide the information identified below and follow the process for requesting professional development funds, outlined here. **Respondent skipped this question**

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**Q101** Professional Development Request 2: Please provide the information identified below and follow the process for requesting professional development funds, outlined here. **Respondent skipped this question**

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Page 29: XII. Other Resource Needs

**Q102** Are you requesting any other resources to achieve this goal? **No**

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Page 30: Other Resource Requests

**Q103** Other Resource Requests 1: Other resource requests will be considered on a one-time funding basis. Please fill in the information below. **Respondent skipped this question**

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**Q104** Other Resource Requests 2: Other resource requests will be considered on a one-time funding basis. Please fill in the information below. **Respondent skipped this question**

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Page 31

**Q105** Are you ready to submit your program review? If you click "No," you will be redirected to the start of the program review module.

**Respondent skipped this question**

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