

AUP Newsletter



Report to College Council

December 2, 2021

Inside This Issue

- 1 Nuventive Improve
- 2 FA 21 AUP Participation
- 2 FA 21 Resource Requests
- 2 AUP Process: Gap Analysis
- 3 Potential Solutions: Gap Analysis
- 3 Sample Excerpts from FA 21 AUPs
- 4 Accreditation & Integrated Planning
- 4 CPIE Team Members
- 4 PIEC Committee

Nuventive Improve's data dashboards will enable the college to better access and use assessment results to inform planning, decision making, and monitor continuous improvement.

Integrated Planning at Grossmont

Integrated planning is a collaborative process calling for all units (Academic Affairs, Student Services, and Administrative Services) to work together to achieve common goals.

Integrated planning at Grossmont College links outcomes assessment, program review, annual unit planning, and resource allocation in an effort to move the college forward in achieving its strategic goals and mission.

The Society for College and University Planning (SCUP) notes how integrated planning "creates consensus on an institution's priorities and moves the entire community toward the same vision." SCUP recognizes that integrated planning is a way to "ensure each goal has the necessary resources to be achieved, and that efforts will be measured so strategies can be course-corrected" when needed.

<https://www.scup.org/planning-type/integrated-planning/>

Nuventive Improve

The College elected to upgrade its outcomes assessment data collection software (from Trac Dat to Nuventive Improve) in Fall 2021. Nuventive Improve will also be used to collect annual unit plans (AUPs) and program review reports. All AUPs from Academic Affairs, Student Services, and Administrative Services will be uploaded into Nuventive Improve by the end of the FA 2021 semester.

Nuventive Improve's data dashboards will enable the college to better access and use assessment results to inform planning, decision making, and monitor continuous improvement.

FA 2021 AUP Participation Rate 89%

Academic Affairs: 37/37 units completed an AUP
 Administrative Services: 5/5 units completed an AUP
 Student Services: 18/25 units completed an AUP



FA 2021 Resource Requests: Quick Facts

During annual unit planning, all units/departments/programs have the option of requesting resources by filling out a resource request form and submitting it along with the AUP by October 1. The types of resources that can be requested are: staffing (classified and faculty), instructional technology, facilities projects, professional development, and research requests. A summary of resource requests that accompanied FA 21 AUPs is provided here:

- Faculty Staffing Requests = 29
- Classified Staffing Requests = 38
- Facilities Project Requests = 5
- Instructional Technology Requests = 5 (approx. \$318,000)
- Professional Development Requests = 0
- Research Requests = 0

Number of Staffing Requests Received with FA 2021 AUPs:
Faculty = 29
Classified = 38

AUP Process: Gap Analysis

The CPIE Team recognized the following gaps while processing the many resource requests that were submitted with the Fall 2021 AUPs. These gaps were discussed at the October 15, 2021, PIEC meeting.

Gap #1: No process for submitting large equipment requests (i.e., the Cardiovascular Technology program needs a 3D Ultrasound machine--\$98,896)

Gap #2: No process for submitting requests to hire new managers/directors (e.g., PVAC Director) as there is for faculty and classified staff

Gap #3: General lack of understanding of strategic hire process (i.e., when to submit a repeat request; when to replace an unfulfilled strategic hire request with an on-cycle request)

Gap #4: Need a process for submitting division-wide or institution-wide requests (Teaching & Learning Center)

Gap #5: Need to establish a process for submitting innovation requests (how would these requests be funded and prioritized?)



Potential Solutions: AUP Gap Analysis

The suggested solutions for closing the gaps in the AUP process were also proposed at the October 15 and November 19 PIEC meetings. Committee members agreed that these solutions should be forwarded to College Council for further discussion.

Potential Solution #1: Develop a process for examining resource requests holistically.

Potential Solution #2: Include a formal process for improving resource allocation as part of Governance Review and Handbook Evaluation.

Potential Solution #3: Develop a resource allocation manual for purposes of transparency.

Potential Solution #4: Develop a process for prioritizing major equipment purchase needed for instructional purposes.

Potential Solution #5: Encourage innovation and establish a process for prioritizing innovation requests.



*"Identify problems but
give your power &
energy to solutions"*

—Tony Robbins

Sample Excerpts from FA 2021 AUPs:

AUP Prompt: Describe how your department engages in dialogue around the identification and elimination of barriers to student equity.

From Visual Arts/Humanities: "We continue planning with a laser sharp focus on students' needs. Lower enrollment sometimes results in classes being cut which undermines our best efforts toward Guided Pathways completion that is consistent and reliable for students. We will continue to offer a flexible schedule with course offered in all modalities to serve the needs of the students."

AUP Prompt: In the past academic year, has your department had any major programmatic changes, including major changes in an effort to increase student success and equity (e.g., adding or deleting degree/certificate programs, significant changes to course offerings, shift in course schedules or modalities, etc.)?

From Biological Sciences: "Faculty have increased their skills and comfort level with online teaching to such an extent that we have submitted 8 more DE proposals so that we can continue teaching in an online or hybrid format for courses where significant benefits have been observed for student access, learning, equity, and success."

AUP Prompt: What observations or patterns emerged from your department's analysis of its SLO and/or PSLO assessment results?

From English: For some time (post-AB705), we have focused the majority of our efforts on examination of English 120 and 120/020. That data has been very encouraging. Students in our support course version of 120 are performing at similar (though slightly lower) levels. Given the historical data which would have placed the majority of students a full year of courses below transfer - most of whom would never even make it to English 120 - this is exciting news.



Accreditation and Integrated Planning

ACCJC Standard IB.9: The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

ACCJC Standard IVD.3: The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

CPIE Team Members

- Dr. Joan Ahrens, Interim Sr. Dean
- Cindy Emerson, Administrative Assistant
- Dr. Victoria Rodriguez, Research & Planning Analyst
- Veronica Rosales, Institutional Effectiveness Specialist
- Kay Watson, Institutional Effectiveness Specialist



PIEC Committee

Planning & Institutional Effectiveness Committee

PIEC Committee Purpose:

The goal of the Planning and Institutional Effectiveness Committee is to ensure a culture of continuous quality improvement and data-informed decision-making. Best practices for institutional effectiveness include improving equity and student learning and achievement by analyzing data and using results to inform practice. It uses environmental scan data as well as institutional outcomes to drive institutional responses. The committee reviews program assessment results against the college's mission, values, and strategic goals. The committee is also responsible for assuring the continuous integration of planning across the campus, regularly evaluating the college's progress to ensure institutional effectiveness.

PIEC Responsibilities as Related to Integrated Planning:

Regularly review effectiveness of current integrated planning and assessment processes (program review processes, annual unit plan procedures, and outcomes assessment planning and reporting) and provide feedback for improvements as necessary.

PIEC Committee Members 2021/2022

- | | |
|--------------------|--------------------|
| Joan Ahrens | Marshall Fulbright |
| Danielle Feliciano | Marsha Gable |
| Lara Braff | Bill McGreevy |
| Natalia Aylett | Victoria Rodriguez |
| Krystle Jones | Joyce Fries |
| Susan Munoz | Natalie Ray |
| Felicia Kalker | Courtney Williams |
| Karla Moore | Niko Crumpton |
| Iliana Garcia | Wayne Branker |
| Graylin Clavell | Cindy Emerson |