

INSTITUTIONAL PROGRAM REVIEW 2010-2011
Program Efficacy Phase Spring 2011

Purpose of Institutional Program Review

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs, and to make informed decisions about budget and other campus priorities.

The Institutional Program Review Committee is authorized by the Academic Senate to develop and monitor the college Program Review process, receive unit plans, utilize assessments as needed to evaluate programs, recommend program status to the college president, identify the need for faculty and instructional equipment, and interface with other college committees to ensure institutional priorities are met.

The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to or requesting information from appropriate committees

Our Program Review process is two-fold. It includes an annual campus-wide needs assessment in the fall, and an in-depth review of each program every three years that we call the Program Efficacy phase. Instructional programs are evaluated the year after content review, and every three years thereafter, and other programs are placed on a three-year cycle by the appropriate Vice President.

An efficacy team of two disinterested committee members will meet with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric the team will use to evaluate your program is included with this e-mail.

When you are writing your program evaluation, you may contact the efficacy team assigned to review your department or your division representatives for feedback and input. The list of readers is being sent to you with these forms as a separate attachment.

Forms are due back to the Committee Chairs, Efficacy Team and Division Dean by **March 17, 2011.**

It is the writer's responsibility to be sure the committee receives the forms on time.

In response to campus-wide feedback for program review to be a more interactive process, the committee piloted a new program efficacy process in Spring 2010 that included a review team who will interviews and/or tour a program area during the efficacy process. Another campus

concern focused on the duplication of information required for campus reports. The efficacy process will incorporate the Educational Master Plan One-Page Summary (EMP Summary) and strive to reduce duplication of information while maintaining a high quality efficacy process.

Please complete and attach this cover sheet as the first page of your report.

Name of Program:

Office of Research and Planning

Name of Division

President's Office

Name of Person Preparing this Report

James Smith

Extension

x8600

Name of Department Members Consulted

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Name of Reviewers

Jose Recinos, Cory Schwartz

Program Review Committee Representatives

Larry Buckley, Jim Hansen, Marco Cota, Herb English

Work Flow	Due Date	Date Submitted
Date of initial meeting with department		
Final draft sent to the dean-president	3/21/2011	
Report submitted to Program Review Team	3/28/2011	3/28/2011
Meeting with Review Team		

Staffing

Please list the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers	1		
Classified Staff		1	
Total	1	1	

Overview

The Office of Research and Planning provides fundamental and essential institutional research for the college and the district by submitting mandatory state, district, and federal reports and providing the primary and secondary data for accreditation and planning.

The office has a three-year planning cycle for improvement that included the following elements: **Prioritizing projects:** In 2009, the Research Committee was discontinued. This resulted in freeing time for production. Because the office is often a one-person operation, time spent in meetings is time deducted from other activities. However, the absence of committee input left a gap in program planning, as the committee aimed to assist with prioritizing requests. This function is critical; it was not adequately addressed by the committee and remains a challenge. The most recent plan calls for an automated system where points are assigned to requests. The criteria for assigning points to a project will include: the number of people affected by plans and the policies for which the data will be used, time required to complete the report, whether it is a state or federal requirement, whether grant funds are involved, constraints of deadline and due dates, etc.

Website delivery of data: The website is now the primary method for general dissemination of data and information. The factbook was originally published as a bound document. It is now updated online. Most reports are also posted online after the requester has received it.

Total support for surveys: The office provides total support for surveys, individual interviews, and focus groups. Surveys are administered in nearly every modality including hardcopy (paper and pencil), online (email), telephone interviews, and face-to-face community interviews.

Comprehensive student tracking: Student tracking is the most challenging area of database research. Currently, the district has no automated database function to analyze the performance of students longitudinally. Within the year, we plan to roll-out software that can create cohorts and track them over several semesters. Comprehensive student tracking is possible now, but it requires a manual process of multiple queries where individual student records are selected for each semester of attendance. This process requires substantial knowledge of database functions. This process cannot be easily delegated, and it has been difficult for me to retain employees who acquire the necessary database skills. Moreover, I have

found training staff in these skills to be time consuming with limited return on my time investment because people move on to other jobs after being trained.

District Computing Services (DCS) has been approved to purchasing a new database system that will make it easier to program applications that will make these functions possible to automate.

Expand Partnerships: The office presently maintains numerous partnerships. The most important of these partnerships is with the Office of Research and Planning at our sister campus (Crafton Hills College), followed by District Computing Services (DCS). My counterpart at CHC has a deep knowledge base in the area of institutional research and planning and a willingness to collaborate as a team player. This has been priceless! DCS has a wealth of resources that make my job possible. My limitation is that I do not have time to take full advantage of the resources they have to offer. Every new program and application comes with a learning commitment.

Other partnerships include:

- Cal-Pass (the data sharing consortium that provides the ability to track our students before they get to us and after they leave);
- Research and Planning Group (the state-wide organization of institutional researchers), San Bernardino City Schools. Colton School District, Rialto School District (local school districts are involved in research linked to curriculum alignment in Math and English).
- California State University San Bernardino Graduate School of Education—working with ORP to
- SBVC Geography Department (placement site for GIS students)

Automate as many processes as possible: As previously mentioned, the most important process to automate is administrative, i.e., research requests. Two aspects of the process require automation: 1) notification of receipt. 2) establishing priorities to assist with calculating completing dates for projects. There are many other processes that can be automated as well. Many of the reports that have semi-annual and annual cycles contain elements that can be

automated. For example, program review data sheets, Educational Master plan sheets, Elumen uploads, Pick-a-Prof reports, and several state and federal reports.

Maintain a focus on purpose: The fundamental purpose is to provide the campus with the resources necessary to make data-informed plans and decisions.

The priorities of the office include:

- Continue to build a team within the department and division that promotes a division of labor to make the best use of the strengths of individual staff members.
- Automate the program review data collection and dissemination process.
- Automate data collection and updates for grants—to the extent possible.
- Streamline the program evaluation procedures.
- Streamline the process for evaluating assessment/placement tools
- Move all campus climate surveys to the online format
- Refine the number of point-of-contact surveys and establish a regular schedule for administering them. Their purpose is to assess student satisfaction with services and to identify gaps in service when they exist.
- Train more SBVC staff in the use of SNAP survey software.
- Transition to online/digital surveys when possible to reduce the use of paper surveys.

Part I. Questions Related to Strategic Initiative: Access

Access

How does the department provide access to the college for students, staff, and the community?

The office provides Research Request Forms for those who need data, reports, surveys, maps etc. An individual response is provided to requests originating inside and outside the institution. Follow-up emails and phone calls are often needed to clarify requests and to help requestors clearly define and/or refine their research questions. The Office of Research and Planning evaluates and prioritizes the request and communicates an estimated completion date to the requestor.

Pattern of Service

Describe the pattern of service and/or instruction provided by your department, and how it serves the needs of the community.

The SBVC Office of Research and Planning serves all members of the SBVC campus community and district, as well as the surrounding community 12 months per year. The office serves both student services and instruction. Services range from surveys and focus groups to database queries; it includes assessment test validation and spatial analyses of demographic and economic data. Reports produced by this office include studies used for accreditation, district level master planning, campus level master planning, division, department and program planning. Data are collected for use in grants, and evaluation studies are conducted to support program improvement and to satisfy government reporting requirements on programs that have received grants.

Hours of operation/pattern of scheduling

The official hours of operation are 8 to 5:00 Monday through Friday. However, requests are received via email and reports are often completed and returned outside these hours.

Alternate Delivery Methods

Most reports are delivered via email but some are delivered through campus mail or placed on the department website for general consumption.

Weekend and evening services

No regular weekend or evening services are offered but in the case of high priority projects or reports the director will work on weekend and evenings to complete projects and meet deadlines.

Part II. Questions Related to Strategic Initiative: Student Success

Describe the services and/or instruction provided by your program and how the services in your program support student learning.

Strategic Planning – The Office of Research and Planning (ORP) provide all baseline data for strategic planning. Updates measuring progress are calculated and entered each semester.

Accreditation – ORP provides student success measures and survey finding

Program Review – The ORP provides productivity reports for all academic departments and divisions as well as for student services.

Assessment test validation – The ORP has an ongoing working relationship with the Office of Matriculation to validate tests by conducting reliability studies, disproportionate impact studies, and cut-score analysis. Assessment test validation involves administering Placement and Prerequisite Surveys (over the last three semesters more 4,000 surveys per semester have been submitted in math, English, and reading courses), and conducting a correlational analysis of placement test scores and course grades.

Student tracking – Student tracking is an extremely time-consuming activity. Currently, the district does not own database tools to automate this activity. It can only be done manually by generating multiple queries of snapshots in time and piecing them together with groups of students, one timeframe at a time.

Elumen – Elumen is a database program designed to store Student Learning Outcomes (SLOs) data. Rosters for each section of each class are extracted from DATATEL and uploaded to Elumen three times each term by this office—the upload makes rosters available for faculty members to input data. In addition, the director of ORP works with the Office of Professional Development to provide training to faculty and staff in the use of Elumen.

Early Alert – ORP supports the Matriculation office by distributing surveys to students and faculty to determine their level of satisfaction with the Early Alert process. Web-based surveys are distributed to all participants.

Student Equity Report – A student equity report is produced and or updated every three years. Data and interpretation of data are provided by the ORP.

Program Evaluation – Data are provided to the programs listed below to measure performance for formative and summative evaluation purposes. The formative data (typically survey and interview data) are used by program administrators to refine and improve services; the summative data (typically student success measures) is used for formal evaluation reports that are submitted to funding agencies for continued funding.

- Math Science Student Success Center (MSSSC)
- Tumaini
- Puenti
- MCHS

- Eisenhower
- Student Equity report
- Valley-Bound Commitment
- Weekend College
- Big Bear
- SBVC Transfer Center
- Title 9 surveys for Athletics

Grants – The ORP has a close working relationship with the Offices of Grants Development and Management and has supported the office by provided data and reports for the following grants:

- Title V (Cooperative grant and annual performance report)
- Department of Education grant proposals (Individual Title V, Library Materials)
- STEM grants (CCRAA through the Department of Education, and ATE through NSF)
- HSI (verifying eligibility for Hispanic Serving Institution Eligibility)
- Gates Foundation grant proposal for Completion by Design
- Talent Search
- National Science Foundation (NSF) STEP Grant

MIS – ORP assists all student services programs and the Office of Instruction with MIS data submissions to the Chancellor's Office. MIS is the statewide master database and these submissions are used by the state to determine planning goals and funding needs. Data from this source are used by the state chancellor and state legislature for master planning purposes (see diagram in Appendix A).

Pick-a-Prof Reports – Each year the campus is required to provide a report with grade distributions for courses with more than ten students. In these reports, the name of the faculty member who teaches the course must be identified.

Review Requests for all Campus Research—All proposals for campus research are reviewed by the ORP. The campus does not have an official Institutional Review Board (IRB) to safeguard the ethnical rights of students and faculty who participate in research studies. ORP serves that function.

Survey Administration: – Campus Climate Surveys for students, faculty, and staff, Placement and Prerequisite Surveys, Early Alert faculty surveys; District Program Review Surveys, mountain communities, Cal-works (point of contact), Financial aid (point of contact), CAHSEE (point of contact), student surveys of divisions (visual, performing, and media arts interest inventory) student surveys of departments (Modern language) campus level professional development, District level professional development, academic senate (outstanding professors ballot), management evaluations, Assisted with the design of the Perkins survey

Map production: -- ORP provides maps for a variety of campus and district needs

Database creation and management: -- Assisted with implementation of tracking systems for STAR and Cal-Works. Created Access databases that are specialized for

Part III. Questions Related to Strategic Initiative: Institutional Effectiveness

Mission and Purpose:

SBVC Mission: *San Bernardino Valley College provides quality education and services that support a diverse community of learners.*

Department Mission: *The mission of the Office of Research and Planning (ORP) is to offer an empirical perspective of the campus and the surrounding community for all interested people and organizations by providing data from qualitative and quantitative studies. The Office of Research and Planning is committed to satisfying all expressed and anticipated research needs of the SBVC campus community in an effort to contribute to the goals of student success and a well informed populace.*

What is the purpose of the program?

As stated in the department mission, improvement of service delivery for student success is the overriding objective of this department and division. The Office of Research and Planning provides fundamental, essential institutional research for the college and the district by submitting mandatory state, district, and federal reports and providing the primary and secondary data for accreditation and planning.

Primary data are often qualitative and is collected through surveys, interviews, and focus groups. Examples are campus climate surveys, campus level accreditation self-study surveys, District level program review surveys, District level smoking, surveys, and numerous program level point-of-contact surveys. Secondary data is typically collected through DATATEL. Reports are generated on enrollment, retention, and student success (see Appendix A for a diagram showing how data is collected, used, and disseminated throughout the campus). The Office of Research and Planning (ORP) works with District Computing Services (DCS) to test, design, and refine databases and data retrieval systems for the campus.

A primary purpose of the office is to disseminate information. To fulfill this purpose, ORP maintains a Factbook and a general information website for the benefit of the campus and the local community. Informational workshops are provided several times each year; this year the office provided four workshops.

How does this purpose relate to the college mission?

ORP is integral to the two pillars of the mission, “quality education/services” and “diverse community of learners.” Accurate and current data are fundamental to effectiveness, and measuring effectiveness is one the most important functions of this office. It is a critical element in determining “quality education and services.” This office produces a steady stream of reports focused on measuring program quality and effectiveness. Many of these are provided to campus committees.

The mission statement refers to a “diverse population of learners.” Addressing this carries two research responsibilities: 1) determining whether diversity exists, and 2) determining whether policies adversely impact certain groups. This offices provides measures of diversity to each department and program on campus each year to help them determine whether they serve a diverse population with respect to age, ethnicity, gender, and disability.

Proposals and grants are essential in achieving the mission of the college. In this regard, ORP provides critical services at every stage of the proposal writing and program evaluation process, from identifying data needs, to searching and compiling data, delivering data in charts, graphs, and/or maps, and providing evaluation designs, information, and perspectives to existing or planned projects.

Productivity

How does you department measure productivity and customer satisfaction? Provide a chart or table with three-years of data. What does the data reveal about the productivity of your program over a three year period? Relevant data to your program might include:

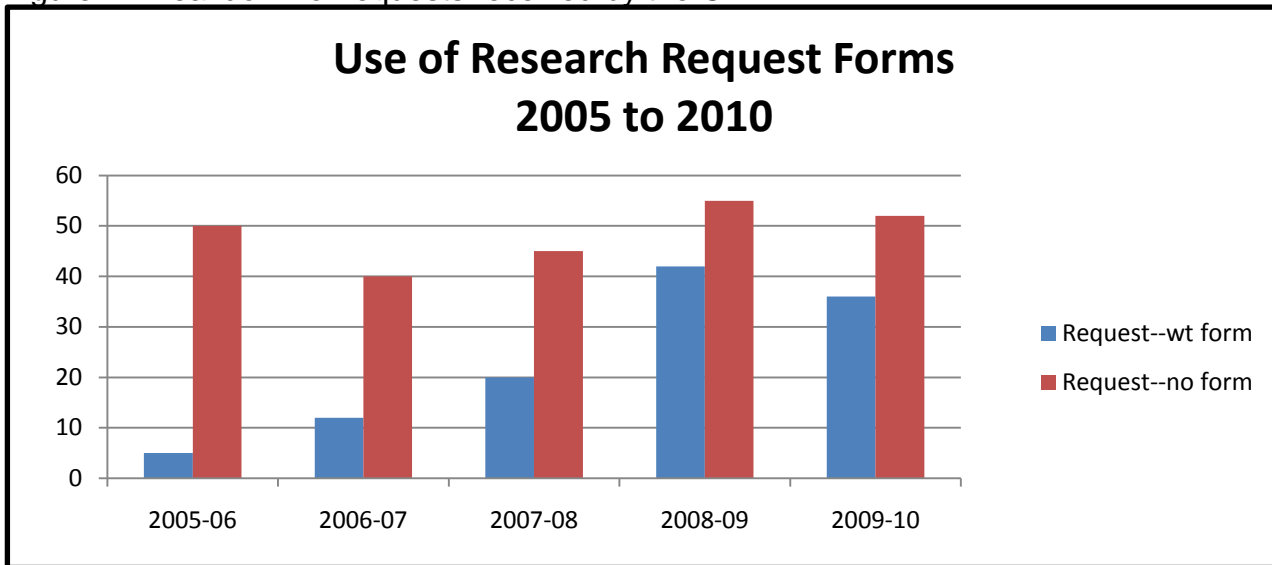
- Relative status of the department at SBVC in comparison to the same department at other multi-campus districts in terms of
 - i. staffing levels—ORP staffing is below most campuses of this size. For example, Crafton Hill, a campus half the size of SBVC, maintains a full-time director and a full-time research assistant and sometimes employs two research assistants. Chaffee and Mt San Antonio, although larger campuses, have research staffs of 5 or more full time professionals.
 - ii. compliance with state, local, and federal regulations (N/A)
- Average time to respond to requests for service – The average response time is one week. Some projects take much longer. Long projects must be scheduled so that they don't create a logjam of other projects and requests. *****
- Average time to respond to complaints—complaints are responded to and addressed immediately.
- Results of user satisfaction surveys; the department is currently working on a satisfaction survey that is automatically e-mailed with results of research requests.
- Results of employee satisfaction/staff morale surveys—N/A (the department has only one part-time staff member who started 1 month prior to this report.)
- Additional identified benchmarks of excellence for the department, and department standing relative to these benchmarks of excellence—because the office has only had one full-time employee, it has depended on employee evaluations as the sole measure of satisfaction with department services.

Number of requests:

There has been a steady increase in the total number of requests for research over the last five years, from 50 in 2005-06 to over 90 in 2008-09. The total number reached a high point in 08-09 because Crafton Hills College had no research department, and DCS was in the process of reorganizing. The increase is also due to a number of factors including data needs for accreditation and master planning. Requesters have been encouraged to use the Research Request Form. An increasing number of people are complying with that request, but a substantial number continue to make their request by email or phone. The number of research requests received by the ORP is steady at between 2 and 4 per week. The goal is to increase

the number received via Research Request Forms.

Figure 1. Breakdown of requests received by the ORP



Note: This figure communicates the number but not the complexity of reports requested. The greatest increase has been among reports and studies that require more complicated and elaborate research involving longitudinal studies and survey construction.

Accomplishments:

In 2009 the director received a grant in partnership with Colton Unified School to district to conduct a special analysis of students in the SBVC service area who fail to pass the California High School Exit Exam (CAHSEE). The grant came from Cal-Pass and a report was presented at the 2010 Research and Planning Group (RP Group) Conference...

The director completed a certificate in Geographic Information Systems (GIS) at SBVC. The ORP is now a recognized site for placement of GIS student interns from the SBVC Geography Department.

Conducted campus-wide dialog sessions on the following topics:

- A guide to Management Information Systems data and Reporting (tracking data through the diagram in Appendix A)
- SBVC Transfer Patterns and the Emergence of the For-Profit University
- The Ethnic Achievement Gap: Past, Present, Future
- High School Drop-out Rate: What Does It Measure?

Served on dissertation committees that addressed the following topics:

- Sources of Faculty Resistance to Teaching Online Courses (Committee Member)
- Academic Resilience and Passing the CAHSEE (Committee Member)
- Counseling the Inner City Student (Committee Chair)
- The Importance of Information Literacy to the Community College Transfer Student (Committee Member)
- A study of the factors contributing the student loan default (Committee member)

Part IV. Planning

What are the trends, external to the institution, impacting your student enrollment/service utilization? How will these trends impact program planning?

The recent economic downturn has led to a budget crisis at the state and federal level. this carries two consequences that impact this office: 1) Funding is being cut in many areas. 2) Existing programs are under greater scrutiny. Accountability is a word that echoes throughout the ORP. Programs in jeopardy of being cut need data for discontinuation committee reviews. Existing programs are taking Program Review more seriously than in previous years. State and Federal agencies are requiring more and more detailed accountability reports.

The changing demographics of the campus and district have made the campus eligible for more grants. As a Hispanic Serving Institution (HSI), the grants available are significant in scope and funding potential, but also require intensive data sections. Furthermore, many grants have become outcomes-oriented, and data collection and analysis must be designed into the grant project. Accountability requirements of federal and state agencies will continue to increase as funding levels remain low and the grant process is increasingly competitive. That means grants will require significant inclusion of data elements not only in proposal preparation, but also the reporting and evaluation of the grants upon award.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

The strength of department is its connection to all campus and district programs and services. Knowledge of campus programs provides office staff with a basis to contribute to accreditation activities and educational planning. The connection to the DCS provides access to technical support on databases and MIS submissions. The connection, and close proximity, to the Office of Grants Management provides access to an expert wordsmith and document organizer. Finally, my connection to the Crafton Hill ORP provides me with a knowledgeable peer who has a strong network of resources that he has developed over his years in the profession.

Office Resources are divided into two areas, staff resources and technological resources

Staff Resources: ORP now has a part-time researcher who promises to have more permanency than previous staff members who have held that position. The five-year and ten-year strategic plan for the ORP calls for developing a team of experts to address the growing need for accountability and research at SBVC. Goals include 1) expanding permanent staff (research assistants and analysts), 2) employing project-specific staff members when programs that require intensive evaluation are funded, 3) increasing the number of interns from the GIS Program and SBVC, the statistics program at UCR and CSUSB, 4) continue to cultivate partnerships that promote collaborative research projects with local graduate schools.

Weaknesses

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

Over the last 10 years, a major weakness of the SBVC ORP has been the shortage of staff. Four years ago, a half-time research position was created. Since then four separate staff members have filled the position. The skill set required to be productive

in the position is extensive. There are two downsides associated with the high turnover in this position: 1) This skill set takes training and time to acquire (a substantial time investment from the director); 2) After people acquire skills in database management and statistical analysis, they find a wide range of job opportunities available to them elsewhere. Perhaps, the number of opportunities is smaller than in the past with the recent economic downturn. However, the average tenure of the last four staff members has been eight months.

Technological resources: the technical resources of the office range for quantitative software like MS-Excel, MS-Access, and SPSS to qualitative software like Nvivo (text analysis software. The most used technology is DataTel, EIS, and MS-Access to extract student success data. The software gap is in the area of longitudinal analysis—tracking students over several semesters. This problem is not confined to SBVC. It is common to all schools. SBCCD attempted to fill this gap with a software product last year—ERIS. However, after months of testing and program modifications, it turned out to be unworkable. The ORP strategic plan calls for addressing the technology weakness.

In the area of survey software, ORP support the campus with the SNAP survey package. SNAP provides the campus with the full-range of survey applications: 1) paper surveys and scanning, web-based surveys, kiosk surveys, and mobile device survey. All student and staff surveys as well as manager evaluations are conducted using SNAP.

Currency

Follow the link below and review the last college catalog data. Is the information about your program correct? If not, how does the program plan to remedy the discrepancy? *[In lieu of College Catalog entry, please verify that information on Research and Development website is correct]*

http://www.valleycollege.edu/Instruction/Files/Catalog/2010-2011/SBVC_Catalog_1011_Complete.pdf

ORP maintains a website with Reports, data links, and fact-book. The District website structure is currently being revised. Content updates are ready for the ORP website as soon as the new template is ready to accommodate them.

**Part V. Questions Related to Strategic Initiatives:
Technology, Campus Climate and Partnerships.**

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships.

Strategic Initiatives: All benchmark measures for five-year goals in the strategic plan were established in the ORP in consultation with the college president. The director collects the necessary data and makes regular updates to the document to measure progress toward achieving the goals of each initiative. The director of ORP makes presentations on this progress at regular intervals to campus committees and meetings as requested by the president.

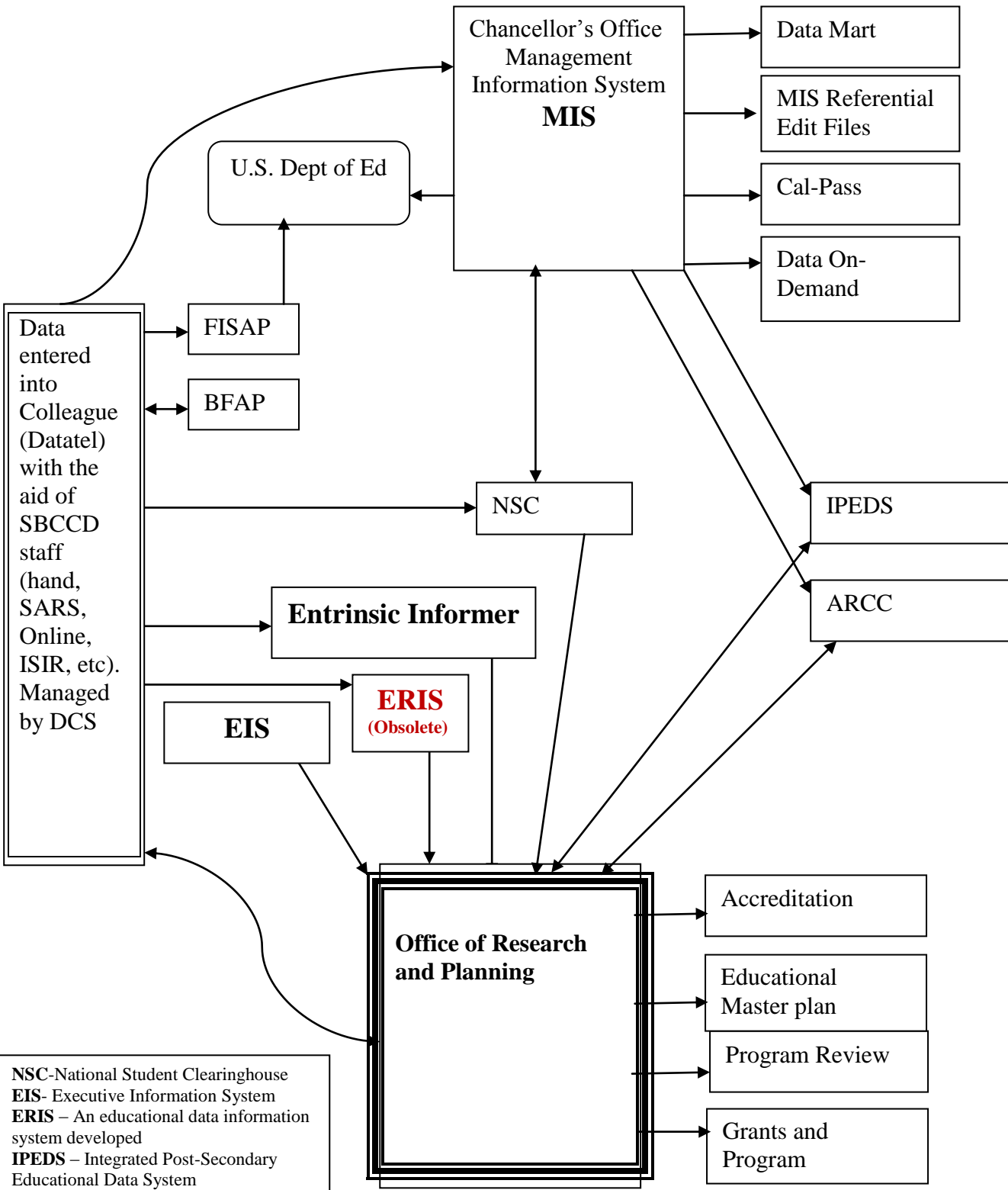
Technology: the ORP works with DCS to test, evaluation, implement and refine most data storage, data retrieval, and survey software products. Survey questions regarding technology are included in a number of campus surveys conducted by the ORP including the Accreditation Self-Study, the Campus Climate Surveys, and the District Program Review Study. Numerous state and federal reports require data related to the use of technology by students, faculty, and staff.

Partnerships:

- ORP has an ongoing Partnership with Associated Student Government. At present we are working together to get students to complete the Campus Climate Survey online.
- Cal-Pass (the data sharing consortium that provides the ability to track our students before they get to us and after they leave);
- Research and Planning Group (the state-wide organization of institutional researchers), San Bernardino City Schools. Colton School District, Rialto School District (local school districts are involved in research linked to curriculum alignment in Math and English).
- California State University San Bernardino Graduate School of Education—works with SBVC ORP on cooperative research projects.
- SBVC Geography Department (placement site for GIS students)
- *Argosy University—Graduate School of Education*—works with SBVC ORP on cooperative research projects.

- *La Sierra University—Graduate School of Education*—works with SBVC ORP on cooperative research projects.
- *Westside Action Group*—works with SBVC ORP on cooperative research projects and facilitates community support for community surveys.
- *A goal for next year is to establish a partnership with University of California, Riverside's Graduate School of Education to work on cooperative research projects.*
- *A goal for next year is to establish a partnership with the University of California, Riverside's Department of Statistics to establish SBVC as a site for student interns.*

Appendix A: An Integrated View of SBVC Data Collection and Reporting



NSC-National Student Clearinghouse
EIS- Executive Information System
ERIS – An educational data information system developed
IPEDS – Integrated Post-Secondary Educational Data System
ARCC—Accountability Reporting for Community Colleges
MIS—Management Information Systems

FISAP-Fiscal Operations Report and Application to Participate
BFAP-Board Financial Aid Assistance Program
ISIR-Institutional Student Information Report

Forms for Administrative