**Program Efficacy Report  
Spring 2011**

**Name of Department**: Research & Planning

**Efficacy Team: Cory Schwartz, Jose Recinos**

**Overall Recommendation (include rationale): Continuation**

**Next Program Efficacy: 2013/2014**

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| **This department serves the whole campus and the surrounding community 12 months a year both in student services and instruction. Services range from surveys, focus groups, and database queries to assessment test validation and spatial analyses of demographic and economic data. Although the program has official hours from 8-5 M-F, the director can and will return some reports via email at other times. No weekend or evening services are offered, but the director sometimes will work on weekends and evenings to complete projects and to meet deadlines. It does not appear that hours need to be adjusted.**  **Research and Planning provides all baseline data for Strategic Planning, offers student success measures for Accreditation, and gives productivity reports to Program Review so programs can be evaluated properly. In addition, this program conducts reliability studies and cut-score analysis for Assessment test validation and conducts Student tracking manually. Furthermore, Research and Planning provides analysis and data for student programs such as Early Alert and Student Equity Report along with faculty databases such as Elumen.**  **The data shows an increase of the total number of research requests from 50 to 90 in a three year period with some of the requests originating in Crafton Hills College because that college had no research department. Although the program at SBVC is understaffed, according to the director of Research and Planning, the average response time is one week whereas complaints are addressed immediately. The program is working on a consumer satisfaction survey that will be automatically emailed with results of research requests. In addition, the program receives an average of 3 research requests weekly.**  **In 2009, the director received a grant to conduct a special analysis of CAHSEE students. Furthermore, by receiving a certificate in Geographic Information Systems, the director can now provide an internship to GIS students in Research and Planning. The program has also conducted campus-wide dialog sessions on such topics as Management Information Systems, SBVC Transfer Patterns, and the Ethnic Achievement Gap along with a session on the High School Dropout rate. The document also lists its connection to all campus and district programs as its greatest strength by providing the necessary data and analysis for educational planning and accreditation activities.**  **A suggestion may be to prioritize needs, determine what must be part of the work load and what can be accomplished with a small staff. Some things may need to be suspended or reevaluated as to the benefit to the ORP office or to the college. Perhaps a review of the job description for the part-time researcher would assist to recruit a researcher with the set skills deemed appropriate for the position and potentially decrease turn-over.** |

| **Strategic Initiative** | **Institutional Expectations** | |
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| **Does Not Meet** | **Meets** |
| **Part I: Access** | | |
| ***Demographics*** | *The program does not provide*  *an appropriate analysis regarding identified differences in the program’s population compared to that of the general population* | *The program provides an analysis of the demographic data and provides an interpretation in response to any identified variance.*  *If indicated, plans or activities are in place to recruit and retain underserved populations.* |
| **Efficacy Team Analysis and Feedback:**  **Meets: The program serves the whole campus; thus, no individual demographics were provided. However, Research and Planning accepts requests for research in particular fields and offers “fundamental and essential institutional research for the college and the district…by providing primary and secondary data for accreditation and planning.”** | | |
| ***Pattern of Service*** | *The program’s pattern of service is not related to the needs of students.* | *The program provides evidence that the pattern of service or instruction meets student needs.*    *If indicated, plans or activities are in place to meet a broader range of needs.* |
| **Efficacy Team Analysis and Feedback:**  **Meets: This department serves the whole campus and the surrounding community 12 months a year both in student services and instruction. Services range from surveys, focus groups, and database queries to assessment test validation and spatial analyses of demographic and economic data. Although the program has official hours from 8-5 M-F, the director can and will return some reports via email at other times. No weekend or evening services are offered, but the director sometimes will work on weekends and evenings to complete projects and to meet deadlines.** | | |
| **Part II: Student Success** | | |
| ***Data demonstrating achievement of instructional or service success*** | *Program does not provide an adequate analysis of the data provided with respect to relevant program data.* | *Program provides an analysis of the data which indicates progress on departmental goals.*  *If applicable, supplemental data is analyzed.* |
| **Efficacy Team Analysis and Feedback:**  **Meets: Research and Planning provides all baseline data for Strategic Planning, offers student success measures for Accreditation, and gives productivity reports to Program Review so programs can be evaluated properly. In addition, this program conducts reliability studies and cut-score analysis for Assessment test validation and conducts Student tracking manually. Furthermore, Research and Planning provides analysis and data for student programs such as Early Alert and Student Equity Report along with faculty databases such as Elumen.** | | |
| ***Student Learning Outcomes*** | *Program has not submitted student learning outcomes for all courses certificates or degrees. Does not have a three-year plan on file.*  *Program has not analyzed assessment results and implemented changes where appropriate.* | *Program has submitted student learning outcomes for all courses certificates or degrees. Program has a three-year plan on file.*  *Program has analyzed assessment results and implemented changes where appropriate* |
| **Efficacy Team Analysis and Feedback:**  **N/A** | | |
| **Part III: Institutional Effectiveness** | | |
| ***Mission and Purpose*** | *The program does not have a mission, or it does not clearly link with the institutional mission.* | *The program has a mission and it links clearly with the institutional mission.* |
| **Efficacy Team Analysis and Feedback:**  **Meets: the program has a mission that includes providing qualitative and quantitative studies for all interested people and organizations and has linked this to the overall campus mission.** | | |
| ***Productivity*** | *The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.* | *The data shows the program is productive at an acceptable level.* |
| **Efficacy Team Analysis and Feedback:**  **Meets: The data shows an increase of the total number of research requests from 50 to 90 in a three year period with some of the requests originating in Crafton Hills College because that college had no research department. Although the program at SBVC is understaffed, according to the director of Research and Planning, the average response time is one week whereas complaints are addressed immediately. The program is working on a consumer satisfaction survey that will be automatically emailed with results of research requests. In addition, the program receives an average of 3 research requests weekly.** | | |
| ***Relevance, Currency, Articulation*** | *The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.* | *The program provides evidence that curriculum review process is up to date. Courses are relevant and current to the mission of the program.*  *Appropriate courses have been articulated with UC/CSU or plans are in place to articulate appropriate courses.* |
| **Efficacy Team Analysis and Feedback:**  **N/A** | | |
| **Part IV: Planning** | | |
| ***Trends*** | *The program does not identify major trends, or the plans are not supported by the data and information provided.* | *The programidentifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provides data from internal research or research from the field for support.* |
| **Efficacy Team Analysis and Feedback:**  **Meets: The document has identified the major trends affecting its productivity. The current fiscal situation has affected Research and Planning tremendously. Because funding is being cut in different areas and for different programs, the latter require more data to show accountability and to address more scrutiny. Thus, the Research and Planning program must provide more analysis and in-depth reports to the aforementioned departments. In addition, as a Hispanic Serving Institution (HIS), Valley College has more access to grants but also requires more data collection and analysis. In effect, as the economy deteriorates, Research and Planning finds itself conducting more research to counteract the deficit cuts to most campus programs.** | | |
| ***Accomplishments*** | *The program does not incorporate accomplishments and strengths into planning.* | *The program incorporates substantial accomplishments and strengths into planning.* |
| **Efficacy Team Analysis and Feedback:**  **Meets: In 2009, the director received a grant to conduct a special analysis of CAHSEE students. Furthermore, by receiving a certificate in Geographic Information Systems, the director can now provide an internship to GIS students in Research and Planning. The program has also conducted campus-wide dialog sessions on such topics as Management Information Systems, SBVC Transfer Patterns, and the Ethnic Achievement Gap along with a session on the High School Dropout rate. The document also lists its connection to all campus and district programs as its greatest strength by providing the necessary data and analysis for educational planning and accreditation activities.** | | |
| ***Weaknesses/challenges*** | *The program does not incorporate weaknesses and challenges into planning.* | *The program incorporates weaknesses and challenges into planning.* |
| **Efficacy Team Analysis and Feedback:**  **Does not meet: The program sees the shortage of staff as its biggest weakness. Since a half-time research position was created four years ago, it has been staffed by four different individuals. According to the document, the position requires intensive and extensive training. When the training is completed, most people are qualified for better paying positions and eventually end up leaving in an average of eight months. Lack of proper technological resources is also listed, but there is no plan to address these weaknesses.** | | |
| **Part V: Technology, Partnerships & Campus Climate** | | |
|  | *Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships or Campus Climate.*  *Program does not have plans to implement the strategic initiatives of Technology, Partnerships or Campus Climate* | *Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.*  *Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.* |
| **Efficacy Team Analysis and Feedback:**  **Meets: The program of Research and Planning has connections to the whole campus including working on Strategic Initiatives and Technology. Amongst its partnerships, the document lists the Associated Student Government, Cal-Pass, the state-wide Research and Planning Group and CSUSB Graduate School of Education.** | | |