

## Program Efficacy Report Spring 2014

**Name of Department:** Office of Research and Planning

**Efficacy Team:** Yon Che, Todd Heibel, and Michael Mayne

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

This robust document clearly delineates the myriad functions, challenges, and opportunities of the Office of Research and Planning (ORP). While at first glance, some sections appear to provide a mere “laundry list” of qualitative and quantitative data, a second read reveals a thorough dissection and analysis of these data. It is clear that the author of this report is well versed in the art and science of meaningful data presentation. It is hoped that additional staff can be hired in the near future to support this indispensable entity.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part I: Access</b>		
<b>Demographics</b>	<i>The program does not provide an appropriate analysis regarding identified differences in the program’s population compared to that of the general population</i>	<i>The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance.  If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.</i>
<p><b>Efficacy Team Analysis and Feedback: <u>Meets</u></b></p> <p>As designed, this section does not make a completely coherent fit with non-instructional programs like the ORP. Nonetheless, seven tables – five containing rather detailed demographic information – are presented to bolster this section. Rather than describing how the ORP uses these data, the emphasis is on how clients (on- and off-campus entities) may use them.</p>		
<b>Pattern of Service</b>	<i>The program’s pattern of service is not related to the needs of students.</i>	<i>The program provides <u>evidence</u> that the pattern of service or instruction meets student needs.  If warranted, plans or activities are in place to meet a broader range of needs.</i>

**Efficacy Team Analysis and Feedback: Meets**

A multi-scalar clientele is served via face-to-face (e.g. office visits and public presentations) and virtual (e.g. telephone, e-mail, and other online methods) meetings. While virtual meetings can occur (ostensibly) around the clock, face-to-face office hours and public presentations occur during “normal” scheduled Monday through Friday meetings. In addition, the availability of emergency Saturday meetings is a crucial service component. Overall, it is clear that the ORP requires additional staff to accommodate ever-increasing data needs. In spite of the personnel shortage, the ORP is, somehow, meeting most demands.

**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**

This section more accurately reflects how the ORP more broadly supports institutional success rather than more narrowly defined student success. Each item in the lengthy, detailed list of activities indirectly or directly supports student success. For each activity, goal progress and action plans are clearly delineated.

**Student Learning Outcomes and/or Student Achievement Outcomes**

*Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.*

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**Efficacy Team Analysis and Feedback: Meets**

The ORP has not only clearly delineated four SAOs, but also means to measure them. Far from hypothetical means, measurements are concrete and actively, regularly assessed throughout the academic year.

**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**

This is one of the more well written sections that the review team has read to date. A thorough, detailed linkage of the ORP and institutional missions is expertly woven throughout the narrative. The ORP and author are to be commended!

**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**

This is a solid, robust section. The initial read seems to reveal nothing more than a “laundry list” of items. Upon closer inspection, however, the ORP takes great pains to reveal measurable productivity. Furthermore, an “acceptable level” of productivity is indicated within this section (e.g. “SBVC has never been sanctioned for not completing a mandated report on time”).

As with previous (and following) sections, there is a call for additional staff, especially when compared to similarly sized colleges and districts.

**Relevance, Currency, Articulation**

*The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.*

*Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.*

*The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.*

**Efficacy Team Analysis and Feedback: Meets** (by default, as this section is not germane to the ORP)

While the ORP certainly supports curricular development, it is a non-instructional program. Therefore, this section is not applicable to the mission and focus of the ORP.

**Part IV: Planning**

**Trends**

*The program does not identify major trends, or the plans are not supported by the data and information provided.*

*The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.*

**Efficacy Team Analysis and Feedback: Meets**

Because a central tenant of the ORP is identifying and following major trends – and associated rules and regulations – this concern is well addressed. The section includes multi-scalar trends and demands and how the ORP incorporates them into a multi-pronged mission and approach. Most importantly, the ORP has identified how these trends shape planning (for the campus and community, in general, and ORP, in particular).

**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**

The ORP has identified personnel, partnership, and technological accomplishments and how these translate into improved services for all manner of clientele. In other words, the ORP has incorporated accomplishments and strengths into planning.

**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: Meets**

As with most other sections, the ORP does a thorough job of addressing items/endeavors and integration into planning. Within this section, challenges are identified, as well as plans to address challenges and strengthen the program and services to users.

**Part V: Technology, Partnerships & Campus Climate**

	<p><i>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</i></p> <p><i>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate.</i></p>	<p><i>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</i></p> <p><i>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</i></p>
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**Efficacy Team Analysis and Feedback: Meets?**

This is a solid section, but it could be separated into campus climate, technology, and partnership sections to better reveal to the reader how the ORP incorporates these (crucial) strategic initiatives. While a thorough list of items is provided, a more explicit plan to implement them could be included.

<b>Part VI: Previous Does Not Meets Categories</b>	
<p><i>Program does not show that previous deficiencies have been adequately remedied.</i></p>	<p><i>Program describes how previous deficiencies have been adequately remedied.</i></p>

**Efficacy Team Analysis and Feedback (N/A if there were no “Does not Meets” in the previous efficacy review): Meets**

The two previously identified areas of weakness (2011 efficacy document), inability to maintain staff and lack of appropriate technological resources, have been most adequately addressed within this section. While some future plans are included, many concerns have already been met (e.g. partnerships with TESS, PD, and SLO coordinators; hiring a research analyst; and funding for student workers and interns). It is invigorating and refreshing to know that the ORP has additional staff support. However, it is clear that this program requires additional, ongoing support from the college and district.