

INSTITUTIONAL PROGRAM REVIEW 2013 – 2014

Program Efficacy Phase: Research, Planning, & Institutional Effectiveness

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.

For regular programmatic assessment on campus, the Program Review Committee examines and evaluates the resource needs and effectiveness of all instructional and service areas. These review processes occur on one-, two-, and four-year cycles as determined by the District, College, and other regulatory agencies. Program review is conducted by authorization of the SBVC Academic Senate.

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 appropriate committees

Our Program Review process includes an annual campus-wide needs assessment each fall, and an in-depth efficacy review of each program on a four-year cycle. All programs are now required to update their Educational Master Plan (EMP) narrative each fall. In addition, CTE programs have a mid-cycle update (2 years after full efficacy) in order to comply with Title 5 regulations.

Two or three committee members will be meeting 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 that the team will use to evaluate your program is embedded in the form. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written (and submitted to the Dean) so that your review team can work with you at the small-group workshops (Mar 7, Mar 28, and Apr 11, 2014). Final documents are due to the Committee co-chair by Friday, April 14, 2014 at midnight.

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

In response to campus-wide feedback that program review be a more interactive process, the committee piloted a new program efficacy process in Spring 2010 that included a review team who will work with the writer as they draft their documents during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. As such, the efficacy process now incorporates the EMP sheet, a curriculum report, SLO/SAO documentation already generated elsewhere. The committee continues to strive to reduce duplication of other information while maintaining a high-quality efficacy process.

Program Efficacy 2013 – 2014

Complete this cover sheet as the first page of your report.

Program Being Evaluated

Research, Planning, & Institutional Effectiveness

Name of Division

President's Office

Name of Person Preparing this Report

James E. Smith and Christie Gabriel-Millette

Extension

X8600 and X8907

Names of Department Members Consulted

James E. Smith

Name of Reviewers

Leslie Gregory, Todd Heibel, Yon Che, Michael Mayne

Work Flow	Due Date	Date Submitted
Date of initial meeting with department	March 7, 2014	
Final draft sent to the dean & committee	April 11, 2014	
Report submitted to Program Review Team	April 14, 2014	
Meeting with Review Team		
Report submitted to Program Review co-chair		

Staffing

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		
Faculty	0		
Classified Staff	2		
Total	3		

Research Requests	10-11	11-12	12-13
Research requests using online RR Form	39	36	31
Percentage of online requests completed on time	Not recorded	Not recorded	65%

Reporting period June to May

Research Requests	10-11	11-12	12-13
Research reports and assistance without RR Form (via email/phone)	34	37	38

Department Service	10-11	11-12	12-13
Number of SBVC departments served	62	58	58
Number of focus groups held	3	4	13
Number of IRB requests fulfilled	4	5	4
Number of partnerships	3	3	4

Survey Count	10-11		11-12		12-13	
	Sent	Ret'd	Sent	Ret'd	Sent	Ret'd
Campus Climate (Online)	13489	854	12929	311	13568	651
District Program Review (Online)	1680	540	1680	511	1686	622
Placement & Prerequisite	9842	4627	8902	4109	8816	5019
STEM	n/a	n/a	3587	1570	3166	2506

	10-11	11-12	12-13
Management Evaluation (Assists clerical staff with SNAP survey software)	12	14	6
SWOT (Surveys)	1	1	2

Description:

The Office of Research & Planning serves all campus constituents by supplying reports with data and analysis to support campus planning, grants and continuous program improvement. Reports assess and track student performance, demographic, and economic data. ORP assists with developing methods, measures, maps, and database systems to assess and evaluate programs. ORP also supports SLO data collection tracking and analysis. It provides data to all campus committees, including the program review committee. ORP supports the District office administering surveys for district level planning and evaluation. It maintains a website with tables, graphs, maps, and summary reports to communicate information to the campus community and the surrounding community. ORP is responsible for most local, state, and federal reporting of campus data.

Assessment:

- The department is stretched thin with a small staff and growing demands for empirical accountability from state and federal agencies. Although we are currently meeting the demands of the campus and district, we are in a reactive mode, responding to deadlines, with no time for creative investigation. ORP distributed and analyzed nearly 12,000 paper surveys during the 2012-13 academic year with a 60% return rate. The scanning process for paper surveys has a 35% error rate—meaning that 35% of the entries must to be corrected and hand entered.
- The office distributed over 13,000 online surveys; the response rate was less than 5% for students and better but low for all other groups. These data were analyzed and reports were created to be used in a wide variety of documents.

Challenges and Opportunities:

- The biggest challenge is the trend toward increasing accountability. The state and federal government are requiring more and more in-depth reports.
- Grant-funded programs are requiring more in-depth program evaluation.
- We are also challenged with low response rates for online surveys. This is an area that needs improvement. We are planning promotional activities through the marketing & public relations to increase the response rate among faculty and staff. We are planning marketing and promotional activities with associated student government to increase the response rate among students.
- Finally, we are challenged with a small staff in an office with high demand. Also, the office was recently reorganized, and we are adjusting to structural changes in the division.
- Because of accreditation and planning activities, we have the opportunity to work more closely with other departments and divisions.
- Keep up with the demands created by the upcoming accreditation visit.

Action Plan:

- Establish a paid internship program to employ professional experts
- Create a more efficient method of prioritizing requests.
- Raise the visibility of the department by making more presentations on and off-campus
- Review and revise the webpage
- Review and revise OR&P mission and vision statement
- Rewrite the SBVC Research Plan
- Create a more efficient workflow system
- Improve workflow tracking procedures--accurate record of research requests and turnaround times.
- Improve paper survey procedures--more accurate scanning and data entry
- Establish more on-campus and off-campus partnerships

Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Strategic Initiative	Institutional Expectations	
	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 <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.
Pattern of Service	The program's pattern of service is not related to the needs of students.	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.

Table 1.
Student Demographics

Student Demographics	Fall 2010 – Fall 2013 – (Mean %)
African-American	14.6
American Indian/Alaskan Native	0.4
Asian	3.8
Filipino	1.4
Hispanic	58.6
Multi-Ethnicity	2.7
Pacific Islander	0.4
White	16.9
Other/Unknown	1.3
Female	56.0
Male	44.0
Disability	5.6
Age: 19 or Less	23.4
Age: 20 - 24	35.8
Age: 25 – 29	14.5
Age: 30 – 34	8.2
Age: 35 – 39	5.2
Age: 40 – 49	7.5
Age: 50+	5.3

Source: http://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx

Table 2.
Administrator Demographics

Administrator Demographics	Fall 2010 – Fall 2013 – (Mean %)
African-American	27.8 (n = 5)
Asian	7.4 (n = 1)
Hispanic	23.7 (n = 4)
White	41.1 (n = 7)
Female	57.5
Male	42.5
Average Age*	52.2

Source: http://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx

* Average excludes fall 2013 (currently unavailable) <https://misweb.cccco.edu/mis/onlinestat/staff.cfm>

Table 3.
Full-Time Faculty Demographics

Full-time (Tenured/Tenure Track) Faculty Demographics	Fall 2010 – Fall 2013 – (Mean %)
African-American	17.5 (n = 26)
American Indian/Alaskan Native	1.0 (n = 1)
Asian	10.0 (n = 15)
Hispanic	17.5 (n = 26)
White	53.9 (n = 80)
Female	59.1
Male	40.9
Average Age*	51.7

Source: http://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx

* Average excludes fall 2013 (currently unavailable) <https://misweb.cccco.edu/mis/onlinestat/staff.cfm>

Table 4.
Part-Time Faculty Demographics

Part-time (Adjunct) Faculty Demographics	Fall 2010 – Fall 2013 – (Mean %)
African-American	8.1 (n = 26)
American Indian/Alaskan Native	0.4 (n = 1)
Asian	10.9 (n = 38)
Hispanic	17.2 (n = 58)
Multi-Ethnicity	0.5 (n = 3)
Pacific Islander	0.6 (n = 2)
White	60.6 (n = 197)
Unknown	1.8 (n = 6)
Female	43.6
Male	56.4
Average Age*	48.6

Source: http://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx

* Average excludes fall 2013 (currently unavailable) <https://misweb.cccco.edu/mis/onlinestat/staff.cfm>

Table 5.
Classified Employee Demographics

Classified Demographics	Fall 2010 – Fall 2013 – (Mean %)
African-American	17.3 (n = 36)
American Indian/Alaskan Native	1.4 (n = 3)
Asian	6.7 (n = 15)
Hispanic	39.3 (n = 84)
Multi-Ethnicity	0.2 (n = 1)
Pacific Islander	0.2 (n = 1)
White	34.6 (n = 73)
Female	65.4
Male	34.6
Average Age*	45.9

Source: http://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx

* Average excludes fall 2013 (currently unavailable) <https://misweb.cccco.edu/mis/onlinestat/staff.cfm>

Table 6.
Number of categorical programs supported

Division	Program	Reporting needs
Student Services	Tumaini	EMP, funder evaluation
Student Services	Puente	EMP, basic skills proposal
Student Services	Valley-Bound Commitment	EMP, funder evaluation
Student Services	Cal Works	EMP, state audit
Student Services	STAR	EMP, federal audit, funder evaluation
Student Services	Transfer Center	EMP
Student Services	CARE	EMP, state audit
Student Services	EOP&S	EMP, state audit
Instruction	MCHS	EMP
Instruction	Student Success Center	EMP
Instruction	Big Bear	EMP

Table 7.
Committee Support

Committee	Member of ORP staff represented on the Committee	Reporting requirements frequent, regular, seldom
Accreditation and Student Learning Outcomes	Yes	Frequent
Budget Committee		
College Council	Yes	Frequent
Curriculum Committee	No	Seldom
Facilities and Safety Committee	No	Seldom
Matriculation Committee	Yes	Frequent
Program Review Committee	Yes	Frequent
Professional Development	Yes	Regular
Technology Committee	No	Regular
Classified Senate	Yes	Frequent
Academic Senate	No	Frequent
Sub-committee or work groups		
Enrollment Management committee	Yes	Frequent
Student Equity Committee	Yes	Frequent
Managers group	Yes	Regular
Department Chairs	No	Yes

Provide an analysis of how internal demographic data compare to the campus population. Alternatively provide demographics relative to the program that are collected. If internal data is not collected, describe plans to implement collection of data.

This department serves the entire campus and community 12 months a year; thus, the campus demographics consist of both students and employees. Five tables represent the following groups: 1) students, 2) administrators, 3) full-time faculty, 4) part-time faculty, 5) classified. The schedule for CCCCCO reporting typically emphasizes fall term data. Along with the implementation of SBVC's new website came a newly revised department webpage with links to Educational Master Plan One-Sheets; Strategic Initiatives and Benchmarks; Gainful Employment with information about program costs and employment possibilities; educational terminology definitions; grant awards and opportunities; demographic, enrollment, and performance data; reports; surveys; state certification pass rates; external educational and demographic data resources; and a link to the department's research request form. The research request form, as of 2013, is only accessible within the college campus perimeter due to security breaches that resulted in massive amounts SPAM in our research request inbox. This problem was remedied by creating password protected entry. However, our department members' contact information is available on the website in the event of a research request outside of the SBVC computer network. (Evidence for all these additions can be found of the department website)

Campus demographics presented in the tables above reflect the exact demographics of those constituents served by this department. The ORP collects data from, and provides information to, every group, subgroup, department, program, and committee on campus. (Evidence for this can be seen in the EMP one-page sheets, the state and federal report, and the campus reports on the department website).

Pattern of Service

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

The Office of Research, Planning (ORP), serves all members of the SBVC campus community, district, and surrounding community 12 months per year. Services include research reports that include data collection, data analysis, and data interpretation. The resulting reports aid in the production of assist with planning and decision-making at every level—from program and department level plans like the enrollment management plan and campus technology plan to the campus and district strategic plans.

In addition, the office provide data and analysis to support grant proposal writing and program evaluation, to satisfy state and federal government reporting requirements; to support the completion of individual and departmental research requests for data, distribution of surveys and the analysis of survey data,. research projects and reports requested by the District and/or the Board of Trustees.

The ORP is routinely called upon to design, development, and implement institutional research and analysis projects and activities instructional performance, program review. This often requires the development of assessment instruments and sampling methodologies for:

- professional development surveys,
- spatial analyses of demographic data;
- design, disseminate, and analyze surveys related to student and employee opinions, student basic skills assessment and placement,
- campus strengths, weaknesses, opportunities, and threats (SWOT) surveys and focus groups,
- community awareness surveys and focus groups;
- research to support for State-mandated matriculation projects and activities including evaluations, analysis, and recommendations;
- data collection and reporting for grants and evaluation studies.
- District Program Review and satisfaction surveys

Reports produced by this office include studies used for accreditation, district and campus level to department and program level planning, educational master plan, student equity plan, Accountability Reporting for the Community Colleges (ARCC), strategic planning, gainful employment, National Postsecondary Student Aid Study (NPSAS), and collaborative research projects such as the Student Transcript-Enhanced Placement Study (STEPS) Technical Report coordinated by The Research and Planning Group for California Community Colleges.

The official hours of operation are 8:00 a.m. to 5:00 p.m., Monday through Friday.

Most reports are delivered via email, but some are delivered through Dropbox, campus mail, or placed on the department webpage.

No regular weekend or evening services are offered, but in the case of high priority projects or reports, the Dean will work on weekends and evenings to complete projects and meet deadlines. The division Dean is typically in the office and interacts with the campus no less than two Saturdays a semester.

Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part II: Student Success – Rubric		
Data/analysis demonstrating achievement of instructional or service success	Program does not provide an adequate <u>analysis</u> of the data provided with respect to relevant program data.	Program provides an <u>analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.
Service Area Outcomes (SAOs)	Program has not demonstrated that they are continuously assessing Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is missing or incomplete.	Program has demonstrated that they are continuously assessing Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to area services is complete.

Explain how the services in the program support student success.

Strategic Planning – Strategic planning goals are re-evaluated in five-year cycles. ORP has always provided data to define campus initiatives, benchmarks, and targets to measure progress toward the strategic objectives.

In the latest cycle, ORP managed the data collection to define the strategic goals and initiatives for this plan. The data collection process proceeded in three phases. Phase one began with surveys--campus climate surveys, self-study surveys, and SWOT surveys. Phase two included focus groups, and town-hall style meetings. Phase three involved an environmental scan that gathered an expansive set of demographic, enrollment, and economic data on the district and campus service area(s). This process involved collecting data from all campus and community constituents.

After collecting the data, the office analyzed the findings, and reports were provided to the Strategic Planning Committee. These reports resulted in new goals for the college with new baseline data and targets for achieving planning objectives

Campus updates, that track and measure progress, are calculated and reported each semester. Reports are typically disseminated during the opening day activities each semester. (Evidence for this can be found on the president’s website under planning documents)

Accreditation – Our department provides student success measures, survey findings, and any other requested data to the committee members.

Institutional Program Review – ORP supports the Program Review Committee by providing program level data sheets for every department and program on campus. These Educational Master Plan (EMP) One-sheets are

created and distributed to all academic departments allowing them to develop data informed planning decisions. We assist student services departments in the creation of metrics unique to their department and collect the appropriate reporting data for their EMPs. These EMPs are included in the Institutional Program Review.

Accuplacer assessment test validation – Our department has an ongoing working relationship with the Office of Counseling and 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. The district has begun using a new web-based database, Informer Live Web Reporting, to assist in this process; however, Informer has presented its own challenges. As part of the database management team, we are continuing to work with Informer to increase the efficiency of student tracking.

Elumen – Elumen is a database program designed to store Student Learning Outcomes (SLO / SAO) 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 dean of ORP works with the Office of Professional Development to provide training to faculty and staff in the use of Elumen.

Grant Support – Sharing the same dean, The Office of Research, Planning and Institutional Effectiveness works closely with the Grant Development & Management Department to provide the data required to fulfill grant objectives, as well as assist in the data collection of measures used to apply for various grants. The following are current grants in which the Office of Research, Planning, and Institutional Effectiveness has managed and/or collected data:

- HSI-STEM PASS Go (ongoing data collection/reporting for 5 years)
- MSEIP (Minority Science and Engineering Program)
- National Science Foundation Advanced Technological Education (NSF ATE)
- Middle College High School

Student Equity Report – A student equity report is produced and or updated every three years. Data and interpretation of data are provided by the Office of Research, Planning for review by the Matriculation and Enrollment Management committees.

Program Evaluation – Data are provided to programs as needed 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) are used for formal evaluation reports that are submitted to funding agencies for continued funding

** Evidence of this reporting activity can be found in the reports section of the department website.

MIS submission – The office 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).

IRB procedures. All proposals for campus research are first reviewed by the Office of Research, Planning, and Institutional Effectiveness. These requests are required when requesting access to secondary student or staff data or to collect primary survey data at SBVC. 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, so the Office of Research,

Planning, and Institutional Effectiveness serves that function.

Survey Development and Administration – Campus Climate Surveys to gather student, faculty, and staff opinions about SBVC; Placement and Prerequisite Surveys to measure student assessment placement accuracy; Strength, Weaknesses, Opportunities and Threats Surveys (SWOT) to survey campus perception of SBVC; District Program Review Surveys to explore district operations satisfaction; Accreditation Surveys to obtain data pertinent to the accreditation documents; Professional Development Surveys to assess professional development workshops

Map production – The Office of Research, Planning, and Institutional Effectiveness provides maps for a variety of campus and district needs

Database creation and management: -- Assist employees with database creation and management to track student progress in specialized counseling services such as STAR and Puente.

Demonstrate that your program is continuously assessing Service Area Outcomes (SAOs) based on the plans of the program since the program's last efficacy report; refer to the data provided. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SAOs are being used to maintain and improve area services (e.g., discussions, revisions, assessments, etc.).

(INSERT SLO SUMMARY & PR SUMMARY PAGES)

1) The ORP supports data-based campus planning and monitors trends by querying databases, analyzing data, and disseminating reports. This is measured by (1) the number of reports produced for individuals, (2) the number of reports produced for programs and departments (e.g. EMP-one sheets), (3) the number of reports and reference documents on the ORP webpage, (4) the number of visits to the webpage and each report for those seeking data, (5) the number of tables, graphs, and summaries contained in campus plans and policy documents, i.e., (6) the campus strategic plan, the district strategic plan, the accreditation self-study document (see the reports page of the website for a sample of the many reports produced by the office: <http://www.valleycollege.edu/about-sbvc/offices/office-research-planning/Reports>).

2) The ORP supports the campus community by responding to research requests in a timely manner. This is measured by (1) survey data from the campus climate survey—over 70% of those who reported using the service indicated that they were satisfied or very satisfied with the services they received, (2) research request completion rates, (3) research request response completion times, (4) We recently designed a satisfaction survey that will be distributed to every person who completes a research request and receives a reports. We will be revising our current research request form to include a brief methodology and analysis, as appropriate.

3) The ORP supports student success and retention by analyzing assessment data and student performance measures. This is measured by the number of reports and presentations that include student success data, .i, e, student success scorecard analysis, the student equity report, the enrollment management plan, and the educational master plan, which includes the EMP One-sheets.

4) The ORP conducts surveys and focus-groups to assess employee and student attitudes and opinions regarding the campus climate and policies. This is measured by the number of surveys distributed and includes SWOT surveys, Professional Development surveys, and Campus Climate, Accreditation self-study surveys for all groups: student, faculty, classified staff, and managers.

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part III: Institutional Effectiveness – Rubric		
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.
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.
Relevance, Currency, Articulation	<p>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</p> <p>Out of date course(s) that are not launched into CurricUNET by Oct. 1 may result in an overall recommendation no higher than Conditional.</p>	<p>The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.</p> <p>Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.</p>

Mission and Purpose

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

What is the mission statement of the program?

The mission of Research, Planning and Institutional Effectiveness is to provide leadership for continuous improvement of academic achievement and institutional excellence by coordinating the college's planning and accreditation processes, offering opportunity and support for the professional development of employees, assisting members of the college community with program evaluation, and providing data to support decision-making.

How does this purpose relate to the college mission?

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

Primary data are often qualitative and collected through surveys, interviews, and focus groups. Examples are campus climate surveys, campus level accreditation self-study surveys, district-level program review surveys, and numerous program level point-of-contact surveys conducted with students who enroll in selected classes and participate specific programs. These surveys ask students whether they believe they were placed in the proper level of a course after taking the assessment test, or whether they think they have been helped by a particular service or program.

Secondary data collected by the office is typically queried from Datatel via Informer and the Open database connection (ODBC), and various institutional research websites, such as the California Community College Chancellor's (CCCCO's) Management Information System (MIS), CCCCCO's Datamart. Reports are generated on enrollment, retention, student success, and student outcomes (see Appendix A for a diagram showing how data is collected, used, and disseminated throughout the campus). The Office of Research, Planning, and Institutional Effectiveness is part of the Data Management Team and works with District Computing Services (DCS) to test, design, and refine databases and data retrieval systems for the campus.

Information dissemination is a vital feature and function of the department. To fulfill this purpose, we maintain a webpage for the benefit of the campus and the local community. The department is planning a series of research briefs released to the campus that will take the form of single topic newsletter or short report.

The activities of the ORP are 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 of 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 institutional effectiveness. Many of these are provided to campus committees, the chancellor, and the board. This office has also taken the lead in developing strategic initiatives required for strategic planning.

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

Proposals, grants and externally funded programs are critical in achieving the mission of the college. In this regard, this office provides critical services at every stage of the proposal writing and program evaluation process, from identifying student needs, to searching and compiling data to support these needs, presenting the data in clearly designed tables, charts, graphs, and/or maps. All funded grants require accountability in the form of program evaluation reports. The ORP is often required to provide evaluation designs, or assist external evaluators with designing evaluation methodologies, collecting data, and reporting results. .

Productivity

Explain how your program defines and measures satisfaction and productivity. What do these measures reveal about your program over a three year period?

Include data that is relevant to your program. Examples of data may 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
 - ii. compliance with state, local, and federal regulations
- Average time to respond to requests for service
- Average time to respond to complaints
- Results of user satisfaction surveys
- Results of employee satisfaction/staff morale surveys
- Additional identified benchmarks of excellence for the department and department standing relative to these benchmarks of excellence

•Relative status of the department at SBVC in comparison to the same department at other multi-campus districts in terms of

i. staffing levels—The Office of Research, Planning and Institutional Effectiveness staffing is below most comparison colleges (per IPEDS comparison tool). We have three positions: one full-time dean, one full-time research analyst (promoted from part-time to full-time research assistant in 2012 and reclassified as full-time research analyst in 2013), and one 70% time administrative secretary. For example, Allen Hancock College, which is slightly smaller, employs one full-time director and two full-time research analysts. Crafton Hills, a campus of less than half the size of SBVC, maintains a full-time dean, full-time research analyst, and full-time research assistant. Chaffey College, although slightly larger by approximately 6,000 students, has 6 full-time employees: one dean, three research analysts, one administrative assistant II, and one program assistant. Our office's small size inhibits the office from conducting valuable research studies and sharing informative research briefs and presentations with the campus, surrounding community, and community college research community.

ii. compliance with state, local, and federal reporting (SBVC has never been sanctioned for not completing a mandated report on time)

- Average time to respond to requests for service – The average response time is one week. Some projects may be completed in lesser time, but others take much longer. Long projects must be scheduled and prioritized so that they do not 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 will be automatically e-mailed with results of research requests.
- Results of employee satisfaction/staff morale surveys—Employee morale is evaluated annually within the Campus Climate Surveys.
- Additional identified benchmarks of excellence for the department and department standing relative to these benchmarks of excellence—Completion of mandated reports in a timely manner and oversight of compliance within other department, such as reporting requirements of Gainful Employment and Perkins. The culmination of this is Accreditation.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum (e.g., seminars, workshops, presentations, classes, etc. for Administrative Services).

N/A

If applicable, describe your formal curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

The Content Review Summary from Curricunet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy.

N/A

Articulation and Transfer

List Courses above 100 where articulation or transfer is not occurring	With CSU	With UC
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N/A		
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Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

N/A

Currency

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

N/A

Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part IV: Planning - Rubric		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

The trends in the field are in the direction of more accountability—more data to support accreditation and the achievements of programs and projects. As cost of storing data decreases, consumers at every level want more longitudinal and multidimensional views of cases and variables. This places increasing demands on the ORP to for sophisticated database management and analysis. Research briefs disseminated within campus communities are becoming more common as a means to report student, service, and program performance.

At the federal level, data submissions currently require much greater detail than in past years; federal grant proposals require increasingly more specific data; programs that are funded by grants require increasingly complex evaluation reports that conform to higher accountability standards.

At the state and regional level, the accreditation self-study reports now demand more detailed data for accreditation visits and mid-term reports. If one compares the requirement of accreditation over the last ten years, the increasing demands for data are unmistakable. The emergence of student learning outcomes (SLOs) and service area outcomes (SAOs) represent another dominant trend the directly affects this office. We are increasingly called on to assist with the management of SLO data and to analyze patterns and trends within the SLO assessment data—this trend will accelerate as the assessment database grows.

At the campus and district level, the student success initiative requires more detailed reports on assessment and placement patterns and on tracking students from high school through graduation or transfer. We are increasingly required to provide job placement and wage data for our graduates—especially CTE graduates. Due to the unavailability of a job placement reporting tool, we will need to develop an individual job placement tracking method.

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 ORP possesses the following accomplishments and strengths.

(1) With the addition of a part-time researcher hired in January of 2011, promoted to full-time in January of 2012, many office duties have been carried out in a more efficient manner. Examples of these include timely research request completion, multiple survey dissemination and analysis, cut-score adjustments, grant support, website reporting updates, Perkins/VTEA completion, environmental scan interpretation, strategic plan development, analysis and reporting of data for the mid-term accreditation report, the president's opening day speech, and other departments as needed, and completion of formal reports such as ARCC and IPEDS.

(2) There has been growth in partnership networking with the local high school districts and community-based service organizations that allows for the gathering of data pertinent to track high school graduates and incoming students.

(3) With the creation of the Database Management Team, there is now a resource we use to discuss and problem-solve effective use of Informer and other database management tools.

(4) Technology & Educational Support Services (TESS) has been readily available to assist our office with database management.

(5) Since January of 2011, the availability of Geographical Information Systems (GIS) interns (SBVC students) has allowed the creation of several maps that are used for planning. These maps are made available on our website.

(6) Campus access to our office has been made available via our website, research request form, and phone.

(7) Collaboration with marketing and public relations staff that allows the development of additional reports.

Challenges

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?

The office has a number of challenges that we expect to overcome in the coming year.

(1) Although we now have a full-time research analyst, the addition of a research assistant would enable our office to increase productivity by delegating lower-order duties to the assistant so the analyst can focus on more higher-order duties such as research requests, research brief creation, statistical reports, and presentations. Also, the office's secretary's job duties are divided between the ORP, Grant Development & Management, and Professional Development. This limits the administrative support needed within our office.

(2) The research request form process lacks the ability to confirm receipt of the request.

(3) We do not have an automated system for sending satisfaction surveys to those who have requested and received data or reports.

(4) We need a more systematic methodology for conducting community surveys.

(5) We need more research reports to inform the campus of research findings.

(6) We are not making sufficient use of Elumen for managing SLO and SAO data.

(7) The current survey scanning tools available are labor intensive (scanning can only be done in very small batches and data needs to be cleaned before analysis).

(8) We have access to data analysis software that we are not making full use of. The R statistical package provides a free alternative to more expensive options. We are not making sufficient use of R.

- Actions to address challenges and goals to strengthen the program---
- (1) Develop a research plan that defines clear planning goals and is integrated with all other research planning.
 - (2) Implement a system that acknowledges the receipt of research requests.
 - (3) Implement an automated system for sending satisfaction surveys.
 - (4) Increase the size of the staff to allow for a division of labor that allows people to specialize.
 - (5) Establish partnerships with CSUSB, and UCR that result in research interns.
 - (6) Fully implement the SNAP survey system.
 - (7) Establish training sessions for Elumen, SNAP, R, and GIS software application
 - (8) Initiate a regular newsletter and research briefs.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part V: Technology, Partnerships & Campus Climate		
	<p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p>	<p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p>

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

ORP is inextricably bound to nearly all the goals in the previous and current strategic plan. The office conducts regular surveys and collects student achievement data to measure most strategic objectives. Examples of specific objectives that require regular measurement and monitoring are listed below by objective number. (Evidence of this work can be found in the last 5-year plan.) These plans can be found on the president’s webpage under planning documents ([Strategic Plan – Working Draft](#)).

1.8.1 Conduct a study examining course scheduling and sequencing.
 1.9.2 Increase access to Perkins/VTEA funds through more effective survey distribution.
 2.16 Improve student tracking.
 2.1 Increase the percentage of students who succeed in basic skills courses.
 2.1.2 Increase the number of students receiving tutoring.

- 2.3 Produce and present annual reports that assess student success.
- 2.5 Improve performance on all scorecard measures
- 2.9 Maintain a curriculum that is relevant to the community needs (economic scan, needs assessment surveys, and labor market data).
- 2.10 Encourage greater full-time enrollment.
- 2.11 Use SLOs/SAOs in an ongoing, systematic cycle of continuous quality improvement.
- 2.13 Empower students (make their opinions known through Campus Climate Surveys).
- 3.1.4 & 3.1.6 Provide increased access to campus information (maintain an up-to-date website and design and produce a department newsletter and research briefs).
- 3.6 Conduct community surveys to measure awareness of campus and programs.
- 5.5 Maintain up-to-date accreditation self-study evidence (RP).

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received “Does Not Meet.” Address each area, by either describing below how your program has remedied these deficiencies, or, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

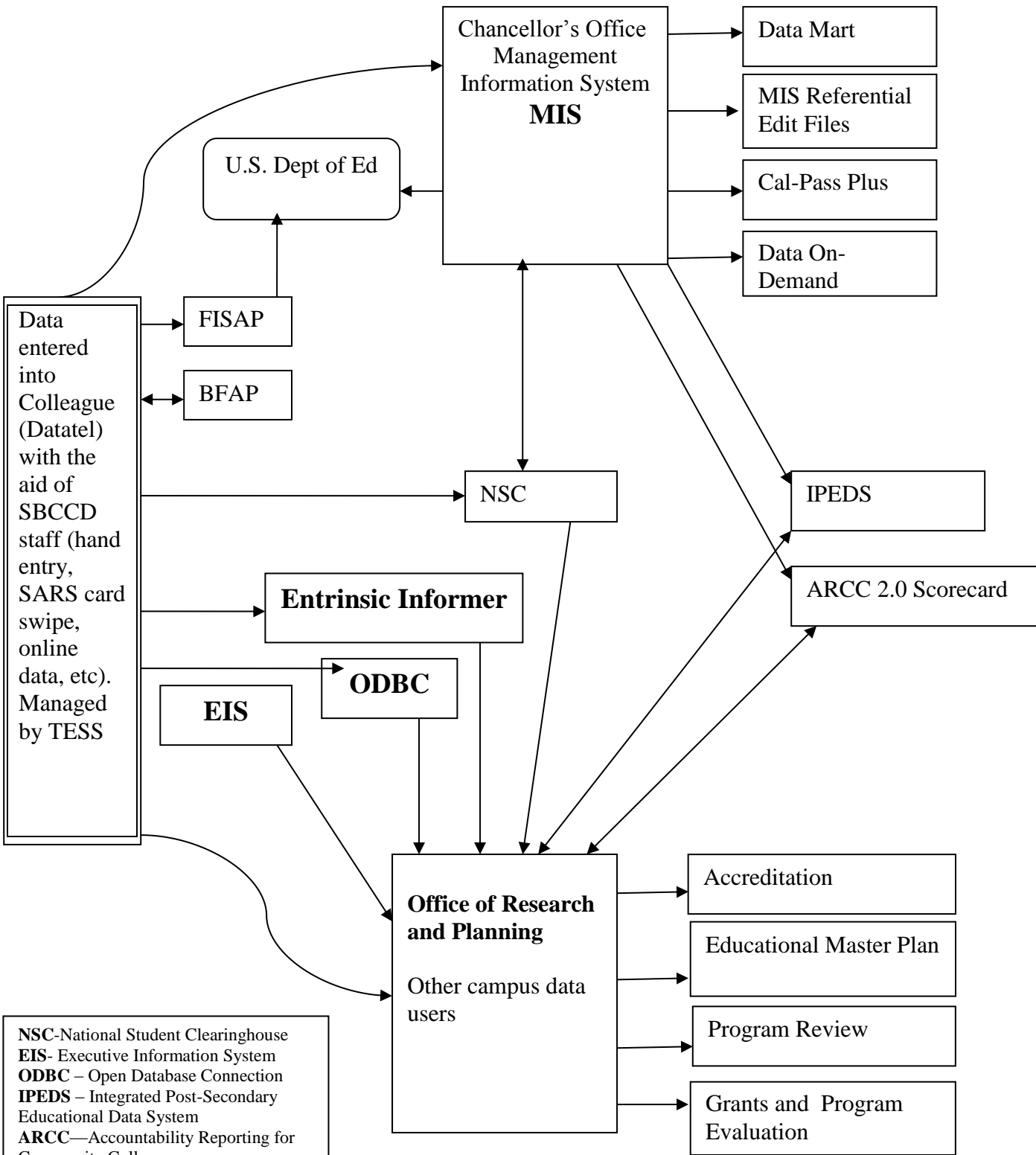
In the 2011 Program Efficacy document, the major weaknesses of the office were the inability to maintain part-time staff employment and lack of proper technological resources. Since that time, improvements referenced in Accomplishments and Strengths (1) have addressed the staffing issues. The inclusion of Informer, as mentioned under Student Tracking, and in Accomplishments and Strengths (3) has addressed the technological resource challenges.

To address the current challenges we have the following plans in place:

- Development of a long-term plan that is integrated with the budget plan will address our continued staffing concerns.
- By working with TESS, the research request delivery and confirmation process and survey completion confirmation will be resolved.
- Additional funding has been acquired to hire student workers that will assist our office in community survey distribution.
- Now that the position of research analyst has been filled, more resources are available to create research reports in order to inform the campus of research findings.
- With the recent hiring of a professional development and SLO coordinator, Elumen training will be readily available to all faculty, and collaboration with faculty to create regular reports will now be possible.
- We have a plan to explore new, more efficient hardware that will improve scanning accuracy and hire a student worker to hand-feed the surveys into the scanner and clean the data.
- With increased professional development workshops created by the professional development coordinator, and the collaboration of one of our computer science professors, the R statistical package can be taught to interested staff and faculty.

Appendix A

An Integrated View of SBVC Data Collection and Reporting



NSC-National Student Clearinghouse
EIS- Executive Information System
ODBC – Open Database Connection
IPEDS – Integrated Post-Secondary Educational Data System
ARCC—Accountability Reporting for Community Colleges
MIS—Management Information Systems
TESS-Technology & Educational Support Services

FISAP-Fiscal Operations Report and Application to Participate
BFAP-Board Financial Aid Assistance Program