Institutional Support Program Review

Office of Institutional Research

Spring 2011

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Prepared by

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I. Citrus College Mission, Mission Objectives and Office of Institutional Research Mission

A. College Mission

Citrus College delivers high quality instruction that empowers students to compete globally and to contribute to the economic growth of today's society.

We are dedicated to fostering a diverse educational community and cultural learning environment that supports student success in pursuit of academic excellence, economic opportunity, and personal achievement.

B. College Mission Objectives

Citrus College is a safe, friendly, accessible environment where all students and community members may optimize their academic, career, and cultural development.
As Citrus College continues to advance as a dynamic center for life-long learning, we will:
- provide general, lower division coursework leading to an associate degree in the arts or the sciences;
- prepare students to transfer to four-year colleges and universities;
- offer technological services and support for students, faculty, and staff;
- deliver programs to improve basic math, reading, communication, and ESL skills;
- grant opportunities for students to develop a global perspective through a curriculum with international and multicultural applications;
- furnish support services for the intellectual and personal development of all Citrus College students, including opportunities to participate in campus governance;
- foster a comprehensive and enriching program of extracurricular activities;
- conduct community education programs that encourage learning at every stage of life;
- award occupational certificates and degrees for career preparation and advancement;
- administer customized training programs for business and industry;
- increase career development support for students, faculty, and staff through career exploration, counseling, job preparation, job opportunities, and academic and classified staff development;
- collaborate with local high schools in articulation and curriculum development;
- advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition opportunities for students.

C. Office of Institutional Research Mission

In order to best meet the institution's needs for evidence-based decision-making, assessment, continuous improvement, and accountability, the mission of the Office of Institutional Research (OIR) is to provide accurate, meaningful data and analysis to the Citrus Community College District as a whole, as well as to individual units within the college (academic affairs, student services, and administration), for the purposes of planning, evaluation, and compliance.

The Office of Institutional Research supports the college's mission by providing data and expertise; the identification of measurable outcomes; and benchmarking progress toward longstanding institutional priorities and commitments. Objectives, activities, and programs calling for increased student access, equity, success, persistence, and completion of educational or vocational goals require proper identification of outcomes and data to hone in on targets for improvement and change. Although it is each program and department's responsibility to initiate the research study needed for evaluation and program improvement, the Office of Institutional Research provides support through research and data analysis to help the departments to meet their goals.

In an era marked by increased accountability and decreased fiscal resources, community colleges are challenged to demonstrate that they are becoming[1]:
- more **efficient** by moving more students through in shorter periods of time;
- more **effective** by significantly increasing student success and completion rates; and
- more **equitable** by reducing the disparity in success between student sub-groups identified by racial/ethnicity and social-economic status.

Community colleges will not be able to meet the challenge of becoming more efficient, effective and equitable without centralized research and planning offices to help guide such efforts. Research makes it possible to measure whether the college is meeting the goals and the needs of students, staff, and the community. It also plays a crucial role in the cycle of planning, budgeting and improving the institution.

II. Office Functions

    A. General Office Functions

The Office of Institutional Research provides *district-wide* research, planning, and assessment support. In addition, a wide variety of research and analysis needed for federally funded Hispanic-Serving Institution grants, such as the STEM grant, the Teachers' Excellence grant, and the Veterans' grant, is provided by OIR.

Major *district-wide* research and planning projects include:
- Data and reports needed by the program review process for the 70 plus instructional programs, instructional support programs, and student services programs.
- Coordination and leadership in planning, and in measuring and reporting progress made in the 2007-2011 Strategic Plan as reflected in the following eight annual plans and reports:

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[1] From Robert Gabriner's RP conference presentation, April 2011.

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- o 2010-2011 Progress Report
- o 2010-2011 Annual Implementation Plan
- o 2009-2010 Progress Report
- o 2009-2010 Annual Implementation Plan
- o 2008-2009 Progress Report
- o 2008-2009 Annual Implementation Plan
- o 2007-2008 Progress Report
- o 2007-2008 Annual Implementation Plan
- Coordination and leadership in developing the 2011-2016 Strategic Plan
- Data and reports needed for the Educational Master Plan
- Advising and participation in facilitating student learning outcome (SLO) assessment
- Data support for full grant applications, progress evaluation, and Annual Progress Report (APR) cycle in each of the grants
- Student success, retention, graduation, and transfer data collection and analysis
- Basic skills student progress longitudinal tracking and student placement result analysis
- California community college accountability report (ARCC) and student engagement survey data (CCSSE and CCFSSE): data disaggregation and presentation
- Consultation for survey design and data analysis reports provided for student services units

B. History of the Office

The Office of Institutional Research was formally established in October 2006 with the hiring of the current full-time Director of Institutional Research Dr. Lan Hao. The subsequent hiring of a full-time research analyst and a full-time STEM research analyst in April 2007 and March 2009 affirmed Citrus College's commitment to the office. With additional staff, the OIR was able to diversify and expand the number of services provided and projects produced.

Under the supervision of the Superintendent/President, the OIR currently provides research assistance and guidance to all departments of the college, including but not limited to general demographic reporting, student success and retention, and graduation and transfer tracking. However, with the vacancy of the full-time research analyst position starting in July 2010, OIR has had to restrict non-critical services, such as outreach (attending committee meetings) and providing consultation on research-related projects, to high priority requests.

C. Major Accomplishments

The Office of Institutional Research supports all academic departments and student services units by providing student data and analysis and consultations for program review and evaluation purposes. The OIR director and research analysts work with faculty, staff, and administrators in clarifying, conducting, and interpreting research results, and provide consultation on research design and data usage. OIR staff members actively promote usage of research methods and findings throughout the college by leading and serving on committees

such as Institutional Research and Planning Committee(IRPC), Steering, Student Success, and HotShots (SLOs and assessment). In addition, OIR staff members attend other committee meetings (such as the counseling coordinators meetings) to provide a wide variety of research-related matters.

Behind the scenes, the OIR has made important contributions to the amount of data available for review and planning, as noted in the college's most recent accreditation review.[2] OIR's standardized workbooks for all the instructional programs are one prime example. Readily available measurements and performance indicators represent significant progress, compared to the past when institutional research was either dormant or did not exist at all. These data books made it possible to both begin institutional dialogues on program effectiveness and to reflect on student learning. In general, OIR helped to foster data-driven decision-making.

OIR, together with leadership from the Academic Senate and senior administration, played a vital role in the recent compilation of an integrated planning manual for the college. OIR recognizes the importance of documentation and this manual documents the college's planning process. OIR has the responsibility of coordinating college-wide planning and facilitating ongoing, integrated institution-wide planning and evaluation.

The director of OIR won the following special awards in 2009:
- Award of Merit, County of Los Angeles
- Award of Excellence, YWCA, San Gabriel Valley

A more detailed account of accomplishments is presented in Section VII, **Program Performance**.

III. Service Recipients

The Office of Institutional Research serves all Citrus College constituents, including faculty, staff and management. The Academic Senate leadership, faculty coordinators (such as the transfer center coordinator), and managers are major requesters of data for short-term tactical plans. The Office of the Superintendent/President and the Board of Trustees are major requesters of longitudinal data for long-term planning. OIR is crucial to the operations of the college in a culture of data-driven decision-making and an environment of cyclical institutional effectiveness.

IV. Staff Resources

A. General Description

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[2] Recommendation #1 of the 2009 accreditation visiting team

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The Office of Institutional Research operates under the direction of Dr. Lan Hao. Dr. Hao received her Ph.D. in higher education administration and policy analysis from the University of Southern California. From 2007 to 2010, Ms. Kay Nguyen served as the District Research Analyst. In July 2010 Ms. Nguyen resigned, and due to budget cuts, the district has not yet filled the position. Dr. Sunny Liu serves as the STEM research analyst. Mr. Dustin Tamashiro recently joined the OIR team and supports the Bridges to Success grant. Ms. Linda Swan, OIR's half-time administrative assistant, facilitates clerical and administrative areas.

B. Organizational Chart

Director of OIR	Lan Hao, Ph.D.
District Research Analyst	***Vacant since July 2010***
STEM Research Analyst	Sunny Liu, Ph.D. *(funding ends September 2011)*
Bridges to Success Research Analyst **(20%)**	Dustin Tamashiro, M.A.
Administrative Assistant **(50%)**	Linda Swan

C. Assignments and Specialties

Director of Research – Oversees the entire office operation; leads and coordinates the major research and planning efforts in the college.

Research Analyst – Initially funded by the Title V grant, duties include providing data support for the Center for Teacher Excellence Program, basic skills data analysis, program review updates, and other ad hoc research projects assigned by the OIR director. Tasks of this position include:

- Generate 6-year program review data for the 70+ instructional programs and non-credit program review
- Assist with interpretation and usage of the program review data at the department level
- Respond to research needs from academic affairs committees such as the enrollment management committee and the distance education committee
- Provide research needed for the basic skills grant, the new 5-year HSI grant (Bridges to Success), and the student success committee
- Assist Student Services staff in their evaluation efforts and SLO assessment, such as survey design, implementation, and result analysis

- Answer ad hoc research questions from the superintendent/president, Board of Trustees, and other divisions on campus
- Assist with all miscellaneous survey or data requests from federal and state agencies
- Communicate with TeCS regarding data extraction from Banner, data checking, and enhancing the research database by downloading referential files from the Chancellor's Office
- Request and analyze data from the National Student Clearinghouse for various tracking projects

STEM Research Analyst – Funded by the federal CCRAA HSI STEM grant, the primary duties are to evaluate all of the STEM related projects and activities and facilitate the internal and external reporting related to the grant.

Title V Grant (Bridges to Success) Research Analyst – Funded by the federal Title V grant (20 hours a week for a portion of the year, equivalent to 0.2 full-time), the primary duty is to evaluate all the grant related projects and activities, and to facilitate the internal and external reporting related to the grant.

D. Professional Activities and Committee Participation

OIR staff presented in the following state and national professional conferences in institutional research:

- **2010**, **2011:** the Research and Planning **(RP)** Group conference
- **2010, 2011:** Association for Institutional Research **(AIR**) conference
- **2010:** Student Success Conference by RP group and the state academic senate
- **2009, 2010:** California Association for Institutional Research **(CAIR)** conference
- **2008: ACCCA** conference

The ever-increasing need for data and reports has elevated OIR's visibility on campus. The director of OIR chairs the Institutional Research and Planning Committee and the Strategic Planning Committee. The director of OIR also chairs the Institutional Review Board (IRB) Committee in approving external research requests related to Citrus College students and staff members. In addition, the following committees have either invited OIR to present data or to serve:

- Steering Committee
- HotShots Committee
- SLO Oversight Committee
- Student Success Advisory Committee (Basic Skills Committee)
- Enrollment Management Committee
- Accreditation Oversight Committee
- CITC: Computer Information and Technology Committee

- Transfer Task Force
- Counseling Coordinators' Committee
- Matriculation Committee
- Educational Programs Committee
- Financial Resources Committee
- Registration Priority Task Force
- Program Review Task Force
- STEM Advisory Committee
- Center for Teacher's Excellence (CFTE) Advisory Committee
- Bridges to Success Advisory Committee

V. Physical Resources

The Office of Institutional Research is located on the 2nd floor of the AD building, AD 209 and AD 201. The research analysts' office was originally situated in the IT building with TeCS, but was moved to the AD building in 2008. Given the high degree of expertise and professionalism needed for this position, it is essential that OIR's staff remain in constant contact. Physically, this would involve adjacent offices from which to work. During the time the AD building is being remodeled, the OIR will be moved to the ED building in the same suite. This would represent an improvement over the current situation, although the unaligned schedules of full-time and part-time staff will still present its share of challenges.

VI. Fiscal Resources

Since its re-establishment in 2006, OIR has been funded by various grants (with the exception of the 50% administrative assistant position). The ending of the previous Title V grant resulted in a reduction in funding for OIR. This has occurred at a time when the demand is growing for data-driven college-wide research and planning. In light of increased external and internal demands for accountability and the need to demonstrate institutional effectiveness, responsibilities and expectations for OIR is expected to grow in the coming years. Research and planning are indispensible components of the college operation, as indicated in the Accrediting Commission for Community and Junior Colleges (ACCJC) accreditation standards[3].

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[3] As specified in Standard I: Institutional Mission and Effectiveness, "The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished".

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VII. Program Performances

Part I: District-wide Planning, Research, and Assessment

A. Strategic Planning

    a. <u>The 2007-2011 Plan:</u>

For each year during the last three years, OIR has coordinated the campus-wide effort to produce a progress report and an annual implementation plan for the Citrus College Strategic Plan. These sets of strategic planning documents were instrumental in earning the six-year affirmation of accreditation during the last ACCJC team visit, which considered the merits of the college's long-term planning process.

    b. <u>The 2011-2016 Plan:</u>

OIR played a critical role in leading and coordinating the development of the new strategic plan, which was undertaken by a shared governance group beginning in spring 2010. The group conducted a comprehensive Strength, Weakness, Opportunities and Threats (SWOT) analysis from a college-wide perspective, which laid a solid foundation for the development of the six key focus areas: Academic Excellence, Student Support and Success, College Resources, Learning Environment, Institutional Effectiveness, and Community/College Relations. OIR spearheaded the fall 2010 convocation strategic planning session and received positive feedback on the organization of the event. The director of OIR chaired the Strategic Planning Committee in the fall semester and, from the convocation feedback, developed the campus strategic plan survey. The survey received 259 responses collegewide.

B. Educational Master Plan

OIR worked closely with the educational consultant on the data chapter of the Citrus College Educational Master Plan (chapter two). OIR coordinated the collection of community demographic data; collaborated with IR offices at neighboring colleges on the production of student flow-in and flow-out data; worked with TeCS on data quality assurance; and dedicated significant OIR staff time to extracting, or otherwise obtaining, data needed for this chapter. As the college is launching the next ten-year educational master plan, this data chapter lays the foundation for the recommendations and implications for planning generated for the entire educational master plan.

C. Major College-Wide Research Projects and Activities

    a. Program Review

      i. Each summer, the OIR completes the data analysis and compilation of the program review data worksheets for the 70 plus instructional programs (six pages of data for

each program including course counts, section counts, total student contact hours, full time equivalent students, success and retention, student demographic, and degrees granted). Six years of longitudinal data are made available at the beginning of the fall semester for departmental discussions on planning and budget development.

ii. OIR provides data for numerous non-instructional program reviews, such as the Office of Admission and Records, Transfer Center, EOP&S Program, etc. OIR also assists with the program review process by providing consultation in designing and implementing student surveys and providing the report with data analysis for both quantitative and qualitative data. When time permits, OIR staff meets with the functional area staff and reviews the results together. The above-mentioned efforts from OIR, together with the efforts from the programs and services offices, help to ensure that the program review processes at Citrus College are ongoing, systematic and used in a collective effort to assess and improve student learning and achievement.

iii. Every summer during the last four years, OIR, the Office of Academic Affairs, and the academic senate, participated in reflective discussions on improving the college's program review process. These discussions have served to facilitate the refinement of the program review processes aimed at improving institutional effectiveness.

b. CCSSE and CCFSSE Surveys
OIR coordinated and administered the CCSSE survey in the 2008 and 2010 spring semesters. OIR produced executive reports and disseminated results at meetings of the IRPC, the Academic Senate, Steering Committee, ASCC board, and the Board of Trustees. The availability and discussion of CCSSE data has promoted informed data-driven decision-making at the college.

c. Creation of the Institutional Review Board (IRB) and establishment of institutional procedures related to external research requests.

d. ARCC data presentations to committees and to the Board of Trustees.

D. Research Projects for Student Services

Over the last four years, OIR has developed an increasingly close working relationship with various student services offices. The Counseling Department and OIR collaborate in surveying the graduating students every year, and several offices employed student satisfaction surveys in their program review process, such as the Transfer Center, EOP&S program, and the Admissions and Records Office. The OIR director is a regular attendee of the counseling's coordinators meetings and consults on research-related topics. In addition, the OIR director also participates at the Student Services annual planning retreat. The following is a brief list of those major evaluation projects conducted for Student Services:
- Annual Counseling Graduates Survey
- Transfer Center Satisfaction Survey

- Transfer Center Northern Trip Survey
- EOP&S Program Survey
- Admission and Records Satisfaction Survey

E. Basic Skills Initiative

OIR routinely provides term-by-term student success data for basic skills classes, learning communities, fast track, and ESL classes. Studies are also conducted to track students from basic skills math and English classes to college-level math and English classes.

F. New grant applications:

OIR contributes to grant applications by providing data, drafting objective measures, providing feedback on draft proposals, and completing various institutional forms for online submission.
- Annual eligibility applications for Hispanic-Serving Institutions
- STEM grant application in 2008
- STEM grant application in 2011
- Title V grant application in 2010
- Bridges to Success grant application in 2009
- Veterans' grant application in 2010
- Collaborative grants with CSU Fullerton, Cal Poly Pomona and the University of La Verne

G. Other Major Ad-Hoc Research Projects

- High school A-G students report
- ARCC data disaggregation
- Enrollment report/student contact report
- Student athletes eligibility report
- Distance Education student demographics and success rates
- Power Math – Comparison of students who took Power Math with students who did not
- Data needed for EdD dissertation research (approved by the IRB committee)

Part II: Research Provided to Title V and other Grants

A. STEM grant (funded from October 2008 to September 2011**)**

Under the leadership of the OIR director, the STEM research analyst provided all the quantitative and qualitative research for the STEM grant. The OIR director chaired the STEM Internal Evaluation Committee (comprised of a project director, project coordinators and faculty members in math and science, as well as research analysts). Monthly meetings were

held to discuss research design and results generated from the various evaluation projects. Regular research projects for the STEM grant every semester include:

- Math Center and STEM Center usage reports
- Math Center Satisfaction Surveys spring and fall: design, administration, and result analysis
- STEM Center Satisfaction Surveys spring and fall: design, administration, and result analysis
- Supplemental Instruction (SI) program evaluations spring, fall and summer: student interviews, SI leader interviews, student performance comparisons between SI attendants and non-SI attendants
- Math Success Center and STEM Success Center student performance comparisons
- PAGE program evaluation and survey results
- Summer tutoring evaluation (Chem 103 and Bio 105)
- Focus-on-Calculus Peer Mentoring
- Calculus Enrichment/Readiness Workshop
- Online tutoring survey
- Math 029 lab survey
- STEM Day (Middle School students) evaluations
- Math Progression Study - Percentage of students who started MATH 017 (MATH 020) and transition to MATH 150 in three years
- Grant's annual report, data and analysis needed for each objective.

B. Center for Teachers' Excellence grant (CFTE, funded from October 2005 to September 2010)

The CFTE HSI grant funded the first district research analyst position, which started in April 2007. The research analyst maintained the CFTE student tracking database, provided regular research support and performed a series of studies for the grant project's use. On a routine basis, OIR extracted student contact list for regular communication between the center and the students (e-mail blasts). Each semester, a CFTE survey was conducted to gauge students' satisfaction with the center. Other research carried out included:

- CFTE students transfer tracking
- GPA comparison of different cohorts
- CFTE Dual Enrollment Eligibility: Finding students who are eligible to take college credit classes taught by ULV instructors
- Annual Performance Report (APR) data needs
- Ad hoc requests from the grant coordinator

C. Bridges to Success grant (funded from October 2009 to September 2014**)**

The OIR director and staff attend monthly internal evaluation meetings and provided data and research on SI grades comparison, Writing Café evaluation, parent ambassadors' focus group

interview and data needs for the APR report. OIR also processes ad hoc requests from the grant coordinator and other staff members.

D. HSI Solo grant (funded from October 2004 to September 2009**)**

The OIR director and staff provided data and research on learning community classes and assisted with the annual performance reporting. The Office also provided ad hoc requests from the grant coordinator that related to the grant.

E. Veterans' grant (funded from October 2010 to September 2013**)**

OIR provides basic research and data support (such as demographic information for veterans students, academic standing, GPA) in response to ad hoc requests from the grant coordinator and other staff members.

VIII. Program Effectiveness and Needs

A. Effects on Student Learning Outcomes

OIR **supports the college's mission and student learning through the provision of timely and accurate data to meet institutional needs**. This OIR learning outcome is assessed through a customer satisfaction survey.

In Spring 2010, OIR conducted a small-scale satisfaction survey and solicited feedback from its data-users regarding its performance in several mission-critical domains (see table on next page). Seventy-five faculty, staff and managers who interacted the most with OIR were asked to take the survey and 60 responded. Three survey items (e.g., 1, 6, and 13) broadly addressed the magnitude and direction of OIR's impact on the College as a whole. Respondents believed that information received from Institutional Research met institutional needs and had a positive effect on the college. Several other items spoke to the quality of information OIR provides. The pattern of responses in this area suggests that there might be room for improvement in the provision of information that is useful, understandable, and – most of all – timely. Fortunately, OIR staff members are regarded as possessing knowledge and skills to meet the college's needs. Moreover, on topics in which they are less familiar, the OIR staff members appear highly motivated to understand and channel feedback to improve their own performance.

Section 1. Please indicate Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, or Not Applicable for the following statements

Survey Items	Strongly Agree/ Agree
1. Information received from Institutional Research meets institutional needs.	93%
2. Information received from Institutional Research is dependable and accurate.	91%
3. Information is provided from Institutional Research in a timely manner.	82%
4. Information is provided from Institutional Research in a useful format.	86%
5. Information provided from Institutional Research is clear and understandable.	85%
6. The Office of Institutional Research has had a positive influence upon Citrus College.	91%
7. Institutional Research staff members are courteous and friendly.	98%
8. Institutional Research staff members are available and approachable.	95%
9. Institutional Research staff members demonstrate integrity and ethical behavior.	100%
10. Institutional Research staff members have the appropriate knowledge and skills to meet the college's needs.	88%
11. Institutional Research staff members listen and make an effort understand their customers' needs.	91%
12. Institutional Research staff members show interest in receiving feedback and improving performance.	95%
13. Institutional Research has had a positive impact upon operations, decision making and planning at Citrus College.	91%

A second set of items dealt with the frequency of OIR product use. A very slight majority reported using institutional facts (demographics, enrollment, etc.) provided by OIR frequently. Between 40% and 50% of respondents said they frequently incorporated specific presentations by OIR into meetings, used student performance data (success and retention), or had other ad hoc research conducted upon request. Very few respondents reported using data tracking students from one level to the next at any consistent frequency, and HIS grants-related research. Use of the Citrus College Fact Book and the six-year longitudinal data provided for program review is used "occasionally" or "seldom/never." This is to be expected considering that both are used at specific, irregular points throughout the years.

Section 2. Please rate how often you use the following services: Very Often, Often, Occasionally, Seldom, Never

Survey Items	Used Often/ Very Often	Occasionally	Seldom/ Never
1. The Citrus College Fact Book	20%	40%	40%
2. Institutional Facts (demographics, enrollment, etc)	51%	35%	14%
3. Six-year longitudinal data provided for Program Review	26%	42%	32%
4. Specific presentations by Institutional Research staff members at meetings	41%	37%	22%
5. Information received during telephone calls or walk-in office visits	35%	41%	24%
6. Students' Performance data (Success & Retention)	49%	35%	16%
7. Data tracking students from one level to the next level	29%	29%	42%
8. HSI grants-related research	24%	30%	46%
9. Other research upon request	42%	33%	25%

At the end of the survey, respondents were given the opportunity to provide additional comments beyond the quantitative ratings. Many praised the OIR staff for their exceptional service and thanked them for their hard work. One wrote, simply and succinctly: "IR provides a great service and is doing fantastic work." Another wrote, "I find the entire staff of Institutional Research to be professional, easy to work with and responsive." "Having a well staffed Office of Institutional Research," wrote another, "helps us all do a better job."

The second major theme reflected in comments was the relevance of OIR's work in accomplishing the college's basic functions. According to one, "The Research Office has been extremely helpful to the progress of Citrus College for the past couple of years. It is absolutely necessary to monitor our progress at Citrus in order to develop a clear vision of the future." Pointing to several recent accomplishments, another comments emphatically, "We could not have maneuvered through accreditation, planning, linking planning to budget without the IR office!" Finally: "Just having the OIR on campus is a plus, considering how long we suffered without the benefit of this office."

B. Resources Needs

In light of the growing need for research and planning collegewide, it is critical that the District Research Analyst position be filled as soon as possible.

Areas of growing need for collegewide research and planning include the following:
- The accreditation recommendations call for more research and planning. Program review plays an important role in the planning process and is the foundation for linking planning and resource-allocation. More time and work is required from OIR in order to supply timely data and to provide training and consultation to ensure integrated use of data.

- SLOs are evolving from development of indicators to assessment. Faculty and staff will potentially need help in assessing and reporting their SLOs.
- The continued involvement in college strategic planning and educational master plan development will require additional OIR support.

In terms of space needs, the offices for the entire OIR staff (director, research analysts and administrative assistant) need to be in the same office suite. There also needs to be enough separate offices for the entire staff. Due to the nature of the research and analysis work, it would be helpful for each of the staff members to have double-screen computers.

Besides the needs in staffing, space, and equipment, when resources are available, it would also be important to provide OIR staff with professional development opportunities, such as attending the RP conference to gain new ideas and knowledge for research on student learning and success.

As the college continues to actively seek external grants and funding to enhance college resources and student success, it is critical that research analyst services are proposed in each and all new grant applications, in order to provide the research and evaluation required by the grant.

C. Reflection

While conducting the OIR program review, the following thoughts came up with regards to the Office of Institutional Research and its role in college operations.

1. For the last several years, OIR has directed its efforts primarily toward the following categories that define institutional research: **reporting, research, planning, and assessment**. In general, OIR was involved in different types of reporting and the verification of data, such as student demographics on campus. In many instances, Technology and Computer Science (TeCS) did the reporting or the data extraction for reporting. In those cases, reporting was a collaboration between TeCS and OIR (such as the majority of the tables generated in the data chapter of the newly developed Educational Master Plan). Given limited resources, it would be desirable for OIR to move away from reporting as much as possible and provide more support in SLO assessment as needed. OIR should focus more of its resources on research and analysis that supports the college's enrollment goals, policy formation and decision-making, in addition to providing support related to SLO assessment (especially at the college and program levels).

2. OIR recognizes its role in working with TeCS and other involved departments in ensuring the integrity of the data being used for various types of external and internal reporting. This is often a time consuming yet important task. For example, initiated by the OIR director, an ad hoc task force was formed recently between OIR, TeCS, and an instructional dean. Initial meetings have yielded a greater understanding of the college

data among all parties, and have had very positive results. If conditions allow, the OIR director should continue the coordination and the ad hoc task force should continue to meet.

3. It is critical that OIR continues to provide timely data for both academic and support program reviews. At Citrus College, program review serves as the foundation of the integrated planning process that links planning to resource allocation. Providing data is critical to college operations and decision-making. Nonetheless, as the 2009 ACCJC visiting team recommended, much could be done to improve and to "better integrate the use of data in program review, planning, budgeting, and decision-making."[4] One example would be for OIR to work with the Academic Senate and the Office of Academic Affairs to revisit the layout and presentation of the data books for optimal usage. Training, explanation of the numbers and help with interpreting data would also be helpful.

4. It is important that the OIR continues to promote research and the use of data throughout the college by serving on and presenting data to committees. It is important to promote the use of data and interpret data in ways that are meaningful and useful.

5. As evidenced in the new strategic plan, there is growing demand for collegewide assessment and evaluation efforts. OIR will be asked to engage in many areas of research, including gauging learning needs and areas of student interest, and tracking student cohorts and graduates. It will be difficult for OIR to meet the ongoing and growing institutional needs and to fully undertake these projects and responsibilities without an increase in resources and support.

6. Accreditors look for continuous improvement and evidence-based decision making at the college. OIR is tasked with the responsibility to provide and analyze such data. In addition, OIR plays a critical role in promoting institutional effectiveness and the college's ability to demonstrate that effectiveness. These responsibilities may involve assisting in establishing goals; advising on implementation of improvement initiatives as presented in the strategic plan; and facilitating, coordinating, and training staff and faculty on research, data usage, and interpretation. Increased level of support and resources will allow OIR to increase its effectiveness in meeting the growing research needs of the college.

7. It is important to communicate with neighboring community colleges' research offices to share research expertise for professional growth, and OIR is planning on continue this practice.

8. Accreditors have been driving institutions to collect and use assessment data for several years. To better understand that data, colleges are being encouraged to use

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[4] Recommendation #1 of the 2009 accreditation visiting team

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benchmarks, goals, and peer group comparisons. Starting in 2012, ACCJC will be asking institutions to set benchmarks for the purposes of analyzing their own data on student outcomes and to address goals for improvement in their planning processes and institutional actions. This is yet another important reason to increase OIR resources.

IX. Goals and Action Plans

Short-term goals
1. Institutionalize the position of director of institutional research.
2. Fill the district research analyst position.
3. Maximize productivity with limited staff resources to meet the institutional needs of research and analysis.
4. Work with the Academic Senate and Office of Academic Affairs to better integrate the use of data in program review.
5. Lead and coordinate the college's efforts in developing the annual implementation plans and progress reports for the 2011-2016 strategic plan.
6. Keep up-to-date with the key research and planning projects at the California community college system level by participating in the RP group activities and local researchers' regional meetings.

Long-term goals
1. Hire a full-time district planning analyst.
2. Increase the half-time administrative assistant position to 100%.
3. Lead and coordinate the college's effort in completing the research needs as outlined by the 2011-2016 strategic plan.
4. Increase the college's research capacity to promote and facilitate purposeful college engagement in inclusive, informed, reflective and intentional dialogue about institutional quality and improvement based on reliable information and provide clear inquiry, meaningful interpretation, and broad communication.
5. Integrate research and planning in college operations and promote a culture of evidence.

Appendix A: OIR Satisfaction Survey

The office of Institutional Research at Citrus College is undergoing its first Program Review. One of the important components of this process is to gauge opinions about Institutional Research. Your responses are important to us and will be used to improve the quality of the services we provide. Please answer carefully and honestly as all responses will remain anonymous. Select only one option for each question. If you have no experience with a particular survey item, please mark "not applicable."

Section 1.
Please indicate <u>Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, or Not Applicable</u> for the following statements

1. Information received from Institutional Research meets institutional needs.
2. Information received from Institutional Research is dependable and accurate.
3. Information is provided from Institutional Research in a timely manner.
4. Information is provided from Institutional Research in a useful format.
5. Information provided from Institutional Research is clear and understandable.
6. The Office of Institutional Research has had a positive influence upon Citrus College.
7. Institutional Research staff members are courteous and friendly.
8. Institutional Research staff members are available and approachable.
9. Institutional Research staff members demonstrate integrity and ethical behavior.
10. Institutional Research staff members have the appropriate knowledge and skills to meet the college's needs.
11. Institutional Research staff members listen and make an effort understand their customers' needs.
12. Institutional Research staff members show interest in receiving feedback and improving performance.
13. Institutional Research has had a positive impact upon operations, decision making and planning at Citrus College.

If you stated "Disagree" or "Strongly Disagree" for any of the statements above, please state why.
_____

Section 2.
Please rate how often you use the following services: <u>Very Often, Often, Occasionally, Seldom, Never.</u>

10. The Citrus College Fact Book
11. Institutional Facts (demographics, enrollment, etc)
12. Six-year longitudinal data provided for Program Review
13. Specific presentations by Institutional Research staff members at meetings
14. Information received during telephone calls or walk-in office visits
15. Students' Performance data (Success & Retention)
16. Data tracking students from one level to the next level
17. HSI grants related research
18. Other research upon request

Section 3: Comments

1. What are the strengths of the Office of Institutional Research?
2. What areas can be improved by the Office of Institutional Research?
3. Any other comments?

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