



Institutional Research, Planning and Effectiveness (IRPE)

Five-year Comprehensive Program Review 2011-2012 to 2015-2016

Citrus College Mission Statement

Citrus College provides innovative educational opportunities and student support services that lead to the successful completion of degrees, transfer, career/technical education and basic skills proficiency. The college fosters personal and professional success through the development of critical thinking, effective communication, creativity, and cultural awareness in a safe, accessible and affordable learning community. In meeting the needs of our demographically diverse student population, we embrace equity and accountability through measurable learning outcomes, ethical data-driven decisions and student achievement.

Department Connection to the Citrus College Mission Statement

IRPE supports the college's mission by providing data, analysis, and meaningful information for all areas and monitoring progress toward institutional priorities and commitments. In order to best meet the institution's needs for evidence-based decision-making, assessment, continuous improvement, and accountability, IRPE supports the college and its programs through research, data analysis, program evaluation, and planning. Routine research projects include instructional program review data packets, survey design and implementation, and evaluation reports. Major planning responsibilities include overseeing the creation of the five-year Strategic Plan and the annual review and update of the Integrated Planning Manual.

Department Description

The Office of Institutional Research, Planning and Effectiveness (IRPE) serves Citrus College by providing accurate, timely, and substantive information and planning leadership to the entire institution, as well as individual divisions/programs (academic affairs, student services, and administration), for the purpose of supporting and advancing institutional effectiveness. The Office of IRPE is located on the first floor of the Center for Innovation (CI) building. Staffing includes one director, three research analysts, and an administrative secretary. As a crucial department on campus, IRPE strives to do the following:

- To provide accurate, timely data to the college and its programs as researchers;
- To facilitate meaningful usage of information provided in the reports by serving as data coaches; and
- To spearhead and coordinate institutional planning and effectiveness efforts as planners.

Institutional Research, Planning and Effectiveness

I. Executive Summary

The Office of Institutional Research, Planning and Effectiveness (IRPE) has progressed into a fundamental support system for college planning and decision-making through a wide-range of analytic and data information services. Throughout the five-year review period, IRPE has improved upon many of its extant reporting duties, increased its efficiency and output, and taken on new roles and responsibilities. Establishing the Institutional Effectiveness Committee (IEC) and carrying out pertinent tasks such as the production and annual review of the Integrated Planning Manual attests to IRPE's expanded function as leaders of integrated planning. Increased information diffusion to the Board of Trustees, students, faculty, staff and management through data dialogues and presentations at various sessions illustrates another important role IRPE plays—as data coaches.

Included as strengths of the office remain the prolific output of survey, evaluation, and cohort-tracking reports and projects, as well as the director's thorough involvement in campuswide research and planning activities —leading to IRPE's centralized focus on institutional effectiveness. Furthermore, establishing collegial influence has enriched the campus culture by espousing data literacy, and subsequently, informed discussions, as stated in the commendation from the most recent accreditation visit in 2015. Through these activities and more, IRPE is able to successfully meet the requests of many diverse campus constituents and stakeholders.

IRPE is also committed to continual improvement and thereby intends to strengthen its capacity for integrated planning. Leveraging opportunities per relevant workshops, conferences, and other professional events will enhance the development, implementation, and evaluation of collegewide planning efforts while ensuring personnel remain abreast of technical and other methodological advancements. However, the limited staffing restricts large-scale growth in this area; the office of IRPE recommends a district-funded Planning Analyst. This position would be highly beneficial to improving the office's ability to expand its services in the area of planning and effectiveness.

II. Department Functions

A. Summary of Department Function

The Office of Institutional Research, Planning and Effectiveness leads the college's research and planning activities by:

1. Providing data and analysis needed for program review, program/initiative evaluation, grant applications, as well as supplying research reports and projects needed for decision making;
2. Disseminating research results to promote data literacy and facilitate meaningful usage of information;
3. Contributing leadership and guidance to the development of the Strategic Plan and other integrated planning efforts;
4. Monitoring the implementation of the Strategic Plan through regular production of annual implementation plans and progress reports;
5. Documenting the progress in achieving collegewide metrics, such as those stated in the Strategic Plan;
6. Facilitating strong inter-departmental collaborations (such as with TeCS and A&R) to enhance institutional knowledge on data elements and to improve data quality and accurate reporting;
7. Providing perspectives to the dialogue and recommendations on issues related to student learning assessment, including tools and software; and
8. Providing consultation to the design and evaluation of various student support programs, including but not limited to survey development and data usage.

B. Special Accomplishments

In the last five academic years, the office of IRPE has made or participated in the completion of several major and special accomplishments, such as the focus group research report as a CCSSE follow-up study, the college's new five-year strategic plan, etc. Presentations on Flex Day and at BOT meetings contributed to the Accrediation commendation highlighting "...the general level of data literacy that seems pervasive to the college's culture...". Additionally, IRPE has increased the sophistication of the methods used in evaluation projects. A comprehensive list of major projects accomplished by IRPE can be found in Appendix A. The program impact to the college can be found in section VII. B.

III. Service Recipients

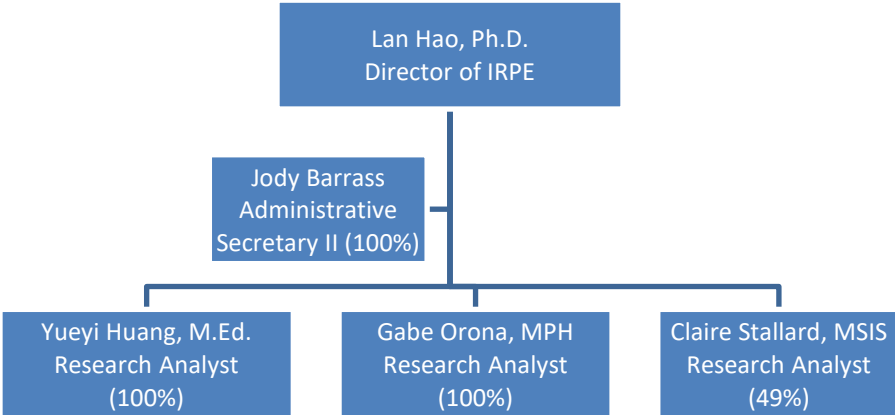
The Office of Institutional Research, Planning and Effectiveness serves all Citrus College constituents, including students, faculty, staff and management. Faculty, for instance, are interested in examining outcomes over time through the Instructional Program Review packets which are routinely provided by IRPE. Management is served primarily through short-term data requests and reports; however, campus-wide surveys are particularly accommodating to their decision-making processes. The Office of the Superintendent/ President and the Board of Trustees are major requesters of longitudinal data for long-term planning, and providing baseline data to inform the Strategic Plan is an example of how IPRE serves the entire campus community. For a comprehensive list of projects, see Appendix A.

IV. Staff Resources

A. Summary/Overview

The Office of IRPE staffing includes one director, three research analysts, and an administrative secretary.

B. Organizational Chart



C. Assignments and Specialties

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

Research Analysts – In the course of the past five years, research analysts have been partially funded by Title V grants, the STEM grant, the state Student Equity grant, and the SSSP grant, as well as the district general fund. The research analysts maintain different degrees of expertise in various specialties, including but not limited to:

- Data query and analysis
- Quantitative research design and methods
- Program evaluation
- Survey design and research

Having collaborative relationships fosters lateral learning; assistance and information from one analyst is communicated laterally with another. This type of learning environment establishes “go-to” individuals who are able to help one another in their respective specialty.

D. Staff Preparation and Training

Research and planning are dynamic: methods, tools, and approaches for these are consistently evolving and advancing. As such, IRPE must remain relevant with the latest developments in the field to ensure quality and efficiency at Citrus College. Since IRPE assignments and tasks demand a broad range of analytic and methodological expertise, training in many different areas is necessary for the personnel to be adequately prepared to implement sophisticated research techniques that can assist the college in decision-making. Some workshops and conferences attended include:

- Research and Planning (RP) Conferences
- Strengthening Student Success Conferences
- Research and Planning (RP) Group Summer Institute (2014 & 2016)
- GIS training, Long Beach City College (2015)
- Evaluation Workshops, Claremont Graduation University (2016)

In addition to the external training opportunities, the director of IRPE has developed a formal meeting time dedicated to lateral learning. This “IR Academy” is an internal forum for analysts to share their techniques, hurdles, and other experiences attending to a specific research project with the rest of the office. This meeting helps the team focus and provides perspective in each analysts’ work, enhancing the understanding and knowledge base of those sharing and listening.

E. Inter-departmental Collaboration

IRPE staff work closely with the IT department on campus, known as TeCS. We rely on their technological support in data storage, acquisition and validation, and dissemination. The other department that IRPE

consults frequently is A&R, which is responsible for creation and clarification of raw data. These collaborations are critical for IRPE's performance and we appreciate their support.

F. Professional Activities and Committee Participation

Citrus College is determined to be recognized as a premier institution. Representing Citrus College at prestigious professional conferences as presenters emits a positive impression to colleagues in the field. IRPE staff presented at the following state and national professional conferences in institutional research:

- Association for Institutional Research (**AIR**) conference, 2010 & 2012
- Accreditation Institute, 2013
- Research and Planning Conference (**RP**), 2016
- California Association for Institutional Research (**CAIR**) conference, 2016
- Community College League of California (**CCLC**) conference, 2016

Statewide, the IRPE director served on the RP Group board as a board member for three years from 2011 to 2014 and has been chairing or participating on the RP Group Conference Planning committee since 2011. One of the Research Analysts has been active as the Technical Liaison Support for the RP Group's two annual conferences.

Regionally, IRPE staff members are active at the CAMP Research meetings, which are a monthly gathering of institutional researchers and planners in the Los Angeles and surrounding county areas. They are intended to enhance the quality of work produced in institutional research through peer discussion, networking, and collaborative learning. Often, new software tools or methodological approaches are shown to encourage colleagues to adopt promising practices or perspectives. IRPE has extensively contributed to the CAMP Research community by attending and hosting several successful meetings. IRPE analysts have a solid rapport with other researchers and have benefited from relaying shared experiences. Moreover, these meetings allow Citrus College to gain insight on how other colleges are addressing some of the more pressing concerns related to state and federal requirements, such as: student equity plans, accreditation, Title V applications, and so on.

On campus, the IRPE personnel are deeply involved with various institutional efforts and showcase this through participation in several committees. The director of IRPE chairs the Institutional Research and Planning Committee (IRPC), the Strategic Planning Workgroup, and co-chairs the Institutional Effectiveness Committee (IEC). In addition, the director also chairs the Institutional Review Board (IRB) Committee that approves external research requests related to Citrus College students and staff members.

In addition, IRPE director and/or staff members participate in and present at the following committees at the college:

- Steering Committee
- HotShots Committee
- Program Review Committee
- Student Success Advisory Committee (Basic Skills Committee)
- Enrollment Management Committee
- Financial Resources Committee
- Transfer Task Force
- STEM Advisory Committee
- Center for Teacher’s Excellence (CFTE) Advisory Committee
- Bridges to Success Advisory Committee
- Student Equity Committee
- Student Success and Support Program Committee
- Strategic Planning Workgroup

V. Physical Resources

The office of IRPE occupies the first floor north-west section of the Center for Innovation (CI) building. We have sufficient computer equipment needed for work. Other equipment includes a copy machine and printers. Commonly used statistical software includes SPSS and R.

VI. Fiscal Resources

The office of IRPE is supported through the district general fund, as well as grants such as the state’s Student Equity, SSSP, and the federal STEM grant.

VII. Program Performance, Outcomes and Impact

A. Performance Overview

IRPE completes a plethora of projects. A partial list is provided to show the vast categories that IRPE contributes to. These include district-wide planning, collegewide research projects, student services research, grant support, program evaluation, and other ad-hoc requests. A comprehensive list of projects completed in the last five years is provided in Appendix A.

The following list includes representative key projects accomplished by IRPE:

- District-wide planning
 - Citrus College Strategic Plans: 2011-2016 and 2016-2021
 - Annual Implementation Plans and Progress Reports
 - Institutional Effectiveness Partnership Initiative (IEPI) long-term and short-term goal-setting
- Collegewide research projects and activities
 - Accreditation Self-Evaluation
 - Fact books
 - Program review data packets
 - CCSSE and CCFSE surveys and the follow up study
 - Scorecard data analysis and presentations
- Research projects and survey research provided for student services; Common Assessment and Multiple Measures
- Data provided to Title V and other grants/awards' applications
- Grant evaluation and initiative research, including student equity disproportionate impact analysis and cohort tracking from basic skills to college-level math and English
- Other major ad-hoc research projects, such as the high school report cards

B. Outcomes and Program Impact

IRPE Program SLOs:

1. IRPE provides timely, accurate data, analysis, and meaningful information to meet the needs of the institution.
2. IRPE provides leadership and guidance to collegewide planning efforts.

SLO assessment and Program Impact

Outcome	Assessment	Result	Change
<p>1. IRPE provides timely, accurate data, analysis, and meaningful information to meet the needs of the institution.</p>	<p>-Completion of research requests</p> <p>-Reflection and discussion of work quality and productivity by all staff members</p> <p>-Feedback from faculty and staff who request data</p>	<p>-See Appendix A for completed research requests and projects.</p> <p>-Staff discussions revealed that: 1) more efforts are needed in guiding our colleagues in the use and interpretation of data; 2) IRPE needs to do a better job in tracking research requests received at the office.</p> <p>-Received positive feedback on presentations and data produced (e.g., the Who Are Citrus College Students presentation, Strategic Plan Info Session presented to faculty and staff).</p>	<p>-Standardize protocol for requesting services</p> <p>-Formalize tracking of research requests received</p>
<p>2. IRPE provides leadership and guidance to collegewide planning efforts.</p>	<p>-Completion of the following:</p> <ul style="list-style-type: none"> • IRPE director chairs the Strategic Planning Work Group (SPWG), which is the largest shared governance planning committee • Created the Integrated Planning Manual • Participates on and chairs several other planning committees 	<p>-developed clear, succinct goals and objectives in the new Strategic Plan to guide the institution.</p> <p>-received positive feedback from faculty and staff (e.g., Strategic Plan Info Session presented to faculty and staff).</p>	<p>- Recommend to add a 100% position of a district funded planning analyst to expand the office’s service in this area</p>

In addition to the above, IRPE assesses its program SLO by examining the program impact to the college, which is described in the following three areas: accreditation, integrated planning and effectiveness, and institutional research.

1. Program Impact on Accreditation

The office of IRPE is committed to serving the college through timely data and analysis for the purpose of planning, high-level decision-making and overall institutional effectiveness. The office of IRPE is cognizant of the significance in providing services that impact the various concerns, issues, and objectives of the institutional mission and manifests this commitment to all campus constituents through myriad reporting, presenting and other communicative forums. An exemplar of providing such services is demonstrated by IRPE hosting an information session explaining how baseline data were used to inform the objectives established for the new Strategic Plan. The impact of this session was noted during the Academic Senate meeting on May 11, 2016 when Senate President Mr. Alfie Swan publically acknowledged the work of IPRE as professional and relevant to

institutional excellence. Furthermore, the impact of these types of services can be directly observed in the fall 2015 Accrediting Commission for Community and Junior Colleges (ACCJC) commendation that identified, "...the general level of data literacy that seems pervasive to the college's culture...". The commendation expounded, "Faculty, staff, and college leaders exhibit a high degree of empirical decision making." The value of IRPE's services materializes first through Academic Senate's acknowledgement and second through the formal commendation documented by the accrediting body—subsequently confirming IRPE's campus-wide influence and impact.

The role and influence of IRPE does not end with the accomplishment of coaching a data-literate campus culture; rather, IRPE unequivocally contributes to the accreditation process as verified in the Follow-up Report submitted to ACCJC in October 2011. Among the 14 documents used for evidence in the report, six were entirely produced by IRPE, four documents were produced with extensive participation from IRPE, and two documents were produced with moderate participation. This entails that IRPE's contribution (either directly or indirectly) constitutes approximately 86% (12/14) of the evidenced information required for the ACCJC Follow-up Report.

2. Program Impact on Integrated Planning and Effectiveness

Planning and effectiveness continue to fall within the purview of IRPE. IRPE notably championed the process of integrated planning by spearheading the development of the unprecedented Integrated Planning Manual for the college; this document serves as an accessible guide for all committees on campus. Moreover, the director of IRPE chairs the Strategic Planning Work Group responsible for generating a comprehensive five-year plan that directs the college's resources to maximize its institutional effectiveness. Such a comprehensive plan requires successive sub-planning, which is also lead by IRPE per the Annual Implementation Plan (AIP). To streamline the ongoing monitoring and quality of these efforts, the Institutional Effectiveness Committee (IEC) was created. This committee is responsible for a host of issues related to planning and effectiveness such as evaluating the planning process on campus, updating the Integrated Planning Manual, deliberating statewide metrics and requirements such as the IEPI indicators, and developing surveys and explaining data related to program review. The commitment to incorporating data into decision-making, the development of short-term and long-term plans approved by the Board of Trustees, the creation of the IEC committee and overall planning leadership (evidenced through chairing and developing the Integrated Planning Manual) embody the impact IRPE has in organizing and mobilizing successful integrated planning efforts for the purpose of institutional effectiveness.

3. Program Impact on Institutional Research

Research is inherently associated with the work of the IRPE office. A plethora of timely, accurate projects increase the volume of collegewide research requests, pointing towards the satisfaction and value of completed IRPE documents and services. The impact of the research conducted by IRPE can be identified in the High School Annual Report Cards, which effectively facilitates collaboration between Citrus College and our feeder districts. STEM and Student Equity research and grant/plan applications is another venue where IRPE provides data and analysis which enables the college to apply to and acquire monies. In addition to contributing to grant applications, IRPE also conducts a series of evaluation projects on STEM and Student Equity activities. Specifically, the findings generated from Supplemental Instruction (SI) evaluations resulted in useful evidence for the STEM project director and staff in decision-making for better cost-benefit of the SI program; such a case demonstrates the impact of IRPE's research projects on collegewide decision-making.

Apropos to collegewide research, IRPE is responsible for all CCSSE administration, reporting, and executive summaries. The impact of presenting CCSSE and CFSSE findings, discussing and explaining them at committee meetings, such as the Institutional Research and Planning Committee (IRPC), have served to inform faculty, staff, and administration of the status and perceptions of our student body. In fact, IRPE designed and executed a CCSSE Follow-up Focus Group Study and produced a comprehensive report and an executive summary, reporting on major findings learned from the student' voices. The results of this major research project were used as training material for faculty professional development workshops in 2014-2015. It was also published in the *Community College Journal of Research and Practice*; journal. CCSSE national newsletter also mentioned the Citrus study as an outstanding example of using the survey data to dig deeper into the issue of student engagement.

IRPE's relationship with serving the needs of faculty can be further noticed by the production of data packets for instructional program review. Fifty-five packets are developed each year, complete with success and retention metrics over a five-year period enabling faculty to understand the large-scale context of student achievement by demographic sub-groups as it develops across time and intervention. This information stimulates conversation among faculty leading to critical deliberation of factors and determinants of student success, and subsequently, actions that may be beneficial for students. Furthermore, the data assists with department requests—providing support for claims of needed resources.

C. Savings/Efficiency Measures

The office of IRPE has been practicing several efficiency measures, including but not limited to the following:

- limiting one staff member to training and he/she brings back the training to the whole staff
- Posting documents on intranet to maximize paperless operation
- Turning off office light when the room is vacant
- Utilizing paper recycling by printing draft documents double-sided
- Recycling general office supplies
- Sharing of technical books and journals amongst staff members

VIII. Program Needs, Resources Requested

Certificated Personnel (FNIC) – N.A.

Classified Personnel

Position	Discuss impact on goals/SLOs	Cost	Priority 1,2 or 3	Link To Planning
Planning Analyst (100%)	<p>Goal: To create and fill a 100% Planning Analyst position.</p> <p>Impact: Successful integrated planning requires a high level of coordination. Currently, there is no dedicated analyst for planning. This new position will enable IRPE to better facilitate and implement campus-wide integrated planning by bringing together the work of several committees and plans across campus. The focus on integration would clarify the college’s efforts in a manner consistent with the Guided Pathways framework. In addition, the development of a new EFMP is an upcoming opportunity whereby accounting for needs and resources would be supported by a planning analyst who was capable of aligning assets and requests to formally stated goals in other collegewide plans.</p> <p>This is a continued request/recommendation from the previous comprehensive program review.</p>	<p>Annual</p> <p>Salary \$ 65,628 Benefits \$ 14,438 Health \$ 22,000</p> <hr/> <p>Total: \$102,066</p>	<p>2</p>	<p>Helps tracking the implementation of the new strategic plan</p>

Staff Development

Item	Discuss impact on goals/SLOs	Cost	Priority 1,2 or 3	Link To Planning
Strengthening Student Success Conference	<p>Goal: This conference of over 700 attendees provides an opportunity to engage in conversations with a cross-section of community college professionals (e.g., faculty, deans, program directors, student services staff, researchers and planners) and learn from each other about strategies in institutional effectiveness and student learning.</p> <p>Impact: The conference will allow IRPE staff to expand their research and planning toolkit and bring successful practices back to the college. Conference also provides a way to market the college as a viable, professional and successful institution.</p>	\$550 x2 (two people)	2	Staff will be more equipped to help with collegewide research and planning efforts
Research and Planning Conference	<p>Goal: To learn about the latest developments in research and planning and to discuss critical issues facing California community colleges.</p> <p>Impact: The RP conference will help research and planning staff develop and refine skills to meet campus-wide research needs such as student equity research and common assessment implementation.</p>	\$400-\$1600 (\$400/person, 1-4 people)	2	Staff will be more equipped to help with collegewide research and planning efforts
Other training opportunities	<p>Goal: To learn about the latest developments in research and planning</p> <p>Impact: IRPE staff will be able to strengthen skills to meet campus-wide research needs such as student equity research and common assessment implementation.</p>	\$1000	2	Staff will be more equipped to help with collegewide research and planning efforts

Facilities – N.A.

Computers/Software – N. A.

Equipment – N.A.

Supplies – N. A.

IX. Action Plan

A. Response to Previous Five Year Recommendations/Goals

In the last comprehensive program review finished by the department in 2011, there were six short-term goals and five long-term goals. All of the goals have been met as of 2016, with the exception of the first long-term goal, which was to hire a full-time district planning analyst. Instead, the office was able to expand one of the 49% research analyst positions to 100% as of 2015.

Previous Recommendation(s)	Met/Not Met
Short-Term Goal #1: Institutionalize the position of director of institutional research.	Met. This position was promoted to the director of institutional research, planning and effectiveness in 2014, reflecting an increased importance of research and planning at the college.
Short-Term Goal #2: Fill the district research analyst position. (short-term)	Met. The position was filled in 2014.
Short-Term Goal #3: Maximize productivity with limited staff resources to meet the institutional needs of research and analysis.	Met. See Appendix A for a list of projects.
Short-Term Goal #4: Work with the Academic Senate and Office of Academic Affairs to better integrate the use of data in program review.	Met. Since 2013, IRPE has been working closely with program review coordinator and TeCS to develop a comprehensive set of data packets for instructional program review.
Short-Term Goal #5: Lead and coordinate the college’s efforts in developing the annual implementation plans and progress reports for the 2011-2016 strategic plan.	Met. The annual implementation plans can be found on Citrus College website (link).
Short-Term Goal #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.	Met. IRPE staff members regularly attend the monthly CAMP regional research meetings and the annual Research and Planning Conference.

Long-Term Goal #1: Hire a full-time district planning analyst (long-term)	Not met.
Long-Term Goal #2: Increase the half-time administrative assistant position to 100%.	Met. The 100% administrative assistant position was filled in 2015.
Long-Term Goal #3: Lead and coordinate the college’s effort in completing the research needs as outlined by the 2011-2016 strategic plan.	Met.
Long-Term Goal #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.	Met. See the ACCJC commendation on research in the 2015 team report.
Long-Term Goal #5: Integrate research and planning in college operations and promote a culture of evidence.	Met. See the ACCJC commendation on research in the 2015 team report.

B. Actionable Improvement Plans

During the next five years, we would like to accomplish:

Recommendations	Persons Responsible
1. Promote research activities and discussions in an effort to cultivate and strengthen a data-literate campus culture that recognizes the value and salience of incorporating empirical evidence into the decision-making process.	IRPE director and staff
2. Leverage training opportunities to gain increased expertise and familiarity with advancements in research methodology, data visualization, and program evaluation with the purpose of continually enhancing the responsiveness and impact of IRPE services.	IRPE director and staff
3. Facilitate integrated planning by providing leadership in aligning implementation and outcomes to the overarching goal and strategies outlined in the Strategic Plan for the purpose of focusing all campus efforts towards institutional effectiveness.	IRPE director and staff

ⁱ Dudley, D.M., Liu, L., Hao, L., & Stallard, C. (2015) Student Engagement: A CCSSE Follow-Up Study to Improve Student Engagement in a Community College. *Community College Journal of Research and Practice*, 39(12), 1153-1169.

APPENDIX A

Major Accomplishments by IRPE 2011-2012 to 2015-2016

I. ACCREDITATION

1. Contributions to the 2011 accreditation Follow-Up Report.
 - Among the 14 evidence documents listed within the Follow-Up Report –
 - 6 documents were directly produced by IRPE
 - 4 documents were produced with extensive participation
 - 2 documents were produced with moderate participation
 - Co-chaired committee in responding to Recommendation #2
2. Contributions to the 2015 accreditation visit.
 - Co-led Standard 1B committee and held meetings
 - Prepared meeting materials
 - Collected data and provided write-up drafts
 - All Employee Survey
 - Led IRPC in finalizing questions
 - Conducted survey; analyzed results; produced survey report
 - Accreditation Forum Evaluation
 - Collected data; analyzed results; produced survey report
 - Self-Evaluation
 - Provided data and analysis
 - Assisted with writing
3. Provided consultation and data for:
 - ACCJC Annual Reports
 - IEPI Institution-Set Standards (annually beginning 2014-2015)

II. INTEGRATED PLANNING

1. Strategic Planning
 - Chaired two strategic planning work groups and produced two major planning documents for the college:
 - 2011-2016 Strategic Plan
 - 2016-2021 Strategic Plan
 - Responsible for compilation of information for and final production of these three annual reports:
 - Annual Implementation Plans (5). Each Plan presented to BOT and Steering.
 - Mid-Year Status Reports (5). Each Report presented to Steering.
 - Progress Reports (5). Each Report presented to BOT and Steering.
 - Produced baseline data for 2016-2021 Strategic Plan objectives; presented at collegewide information session and Academic Senate.
 - FLEX Day 2016 presentation: Moving Forward in a Time of Growth – Strategic Planning Update
 - FLEX Day 2016 Feedback Session
 - Strategic Planning Process presented to the Research Planning Group Annual Conference, spring 2016

APPENDIX A

Major Accomplishments by IRPE 2011-2012 to 2015-2016

2. Educational and Facilities Master Plan
 - Finished and finalized chapter 2 (data chapter)

3. Institutional Effectiveness Committee
 - Co-chair monthly meetings with the Program Review Coordinator
 - Created, reviewed and updated Integrated Planning Manual annually (created 2011)
 - Review and adopt Institutional Effectiveness Partnership Initiative (IEPI) goals annually effective 2014-2015. Presented to BOT.
 - Design and conduct annual program review survey and analyze survey results
 - Received high commendation from ACCJC
 - Review and discuss Student Equity Plan data
 - Created Integrated Planning Model posters for campus-wide display

4. Program Review
 - Provided quantitative data for performance measures. Worked with Program Review Coordinator to ensure pre-populating of data completed in time for Convocation (2011, 2012)
 - Led and coordinated efforts in preparing five-year program review data packets to all instructional programs (annually beginning 2012-2013)
 - Attend bi-weekly Program Review Committee meetings since 2012-2013
 - Actively participated in discussions on improving the program review process
 - Contributed to the construction of the Core Plus model
 - Actively participated in discussions for developing the new program review rubric
 - Member of taskforce that developed a template for non-instructional program reviews
 - Worked with TeCS to produce online program review interface. Visited peer colleges to view their models.
 - Participated in discussions for developing prompts for year-specific five-year cycle
 - Partnered with Program Review and SLOA coordinators to conduct roadshows to instructional divisions (spring 2014) and non-instructional divisions (fall 2015)
 - Provided data for:
 - Non-credit program review
 - Data tables for Distance Education comprehensive program review
 - Transfer data for International Student Center's program review
 - Five-year enrollment, demographic and degree/transfer outcome data for International Student Center's comprehensive program review
 - Five-year enrollment, demographic and financial aid data for Financial Aid's comprehensive program review
 - Five-year enrollment, demographic and degree/transfer outcome data for Honors Transfer comprehensive program review
 - Five-year enrollment, demographic, and progression and completion data for College Success comprehensive program review
 - Transfer preparedness and transfer data for DPS&S program review
 - Success and FTES data for Distance Education program review

APPENDIX A

Major Accomplishments by IRPE 2011-2012 to 2015-2016

- Saturday and evening student data for Library program review
- Customized data (success and retention by studio art and art history) for Art Department instructional program review
- Data for Transfer Center northern trip participant selection
- Provided enrollment, retention and success data for Distance Education program review
- Analyzed SARS data and provided a summary report with demographic, usage, degree, and transfer data for Counseling comprehensive program review
- Surveys provided for program reviews:
 - Course planning session pre- and post-survey (2014-2015 and 2015-2016)
 - Collaborated with Owl Bookshop to setup an online guest survey; analyzed results; provided a summary report for their program review
 - Collaborated with International Student Center to develop an activity survey in the fall and an exit survey in the spring for SLOA; provided data and analysis of survey results (2014-2015 and 2015-2016)
- SLO Assessment
 - Attended and actively participated in bi-weekly HotShots meetings (since 2012-2013).
 - Instrumental in the plan to maintain the level of *sustainable continuous quality improvement* by suggesting the addition of an “accreditation index” column to the collegewide SLOA action plan
 - Met with SLO coordinator bi-weekly (or as needed) to provide assistance and guidance (since 2011)
 - Worked closely with SLOAC on SLO related issues (since 2012-2013)

III. INSTITUTIONAL RESEARCH

1. Institutional Research and Planning Committee (IRPC)

- Chaired this standing committee of the Steering Committee
 - Prepared and led monthly meetings
 - Implementation planning of CCSSE survey every two years
 - Chaired IRB committee for processing external research requests
 - Discussed and provided responses to accreditation Standard IB Institutional Effectiveness questions (2013-2014)
 - Discussed the 2007 All Employee Survey and developed question items for 2014 survey (2013-2014)
 - Review and discuss purpose statement (annually)
 - Design and implement the Citrus College Alumni survey and produced report (2014-2015)
 - Student placement and subsequent enrollment study (2014-2015)
 - RP Group research on student success (2014-2015)
 - Citrus College Fact Book (2014-2015)
 - First-Generation low-income student performance (2014-2015)
 - CCSSE Focus Group report; Eight Principles of Redesign, Student Equity Plan data and indexes (2013-2014)
 - CCSSE custom survey questions (2015-2016)
 - Results of core competency related questions on 2014 CCSSE (2015-2016)

APPENDIX A

Major Accomplishments by IRPE 2011-2012 to 2015-2016

- Accreditation updates and standards related to IRPC (2015-2016)
 - Who are Citrus College Students presentation (2015-2016)
 - Students time to degree/certificate analysis and IPEDS data feedback report (2015-2016)
 - CCSSE Follow-Up Study (by IRPC) (2012-2013)
 - Conducted student focus groups as a follow-up study to the 2012 CCSSE
 - Developed a list of focus group questions
 - IRPC and IRPE staff collaborated and were trained in conducting the focus groups
 - Identified and recruited student participants; nine focus groups were conducted
 - IRPE staff coded and analyzed data (300+ pages of interview data)
 - Produced executive summary
 - Provided valuable training material for faculty professional development workshops
 - Presented 2012 CCSSE Follow-Up focus group study results on spring 2014 Flex Day
2. Surveys and Evaluations
- 2011-2012
 - ARCC Basic Skills survey for Chancellor's Office
 - EOPS and CalWORKS satisfaction survey
 - Probation survey
 - 2012-2013
 - Waitlist survey and report for A& R
 - Cafeteria survey and report
 - International Students Orientation survey and report
 - Transfer degree workshop evaluation
 - IPEDS 200% graduates survey
 - 2013-2014
 - Spring Roadshow feedback survey
 - Board evaluation survey
 - Student Services Annual Program Review survey
 - Study Abroad program survey
 - 2014-2015
 - Alumni and employment survey
 - Grant Writing workshop evaluation
 - Transcript request survey
 - Student Health Center support group survey
 - Award ceremony survey
 - A&R outreach survey
 - 2015-2016
 - Why are you taking less courses in spring 2016? survey
 - Study Abroad withdraw survey
 - Distance Education fall 2015 faculty survey
 - Fall 2015 IWCC student interest survey
 - A&R concurrent enrollment process survey
 - Citrus College news magazine survey

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Major Accomplishments by IRPE 2011-2012 to 2015-2016

- Veteran Success Center familiarity survey
 - Transfer Degree workshop questionnaire
 - Smoking on campus survey
 - Reprographics survey
 - College Success Library Services survey
 - Transfer Center Northern Trip survey
 - Annual Surveys and Evaluations
 - Graduates Counseling survey (since 2011)
 - Pre- and Post-Orientation Assessment (2011, 2012-2013)
 - Budget Forums evaluations (twice per year since 2011)
 - Campus Safety survey (2013-2014, 2014-2015)
 - Counseling new student orientation survey (2014-1015, 2015-2016)
 - GE Assessment faculty survey (2014-1015, 2015-2016)
 - Health Center survey (2014-1015, 2015-2016)
3. Community College Survey of Student Engagement (CCSSE) and Community College Faculty Survey of Student Engagement (CCFSSE) (spring of 2012, 2014 and 2016)
- Coordinated with faculty, staff, and administrators to administer the survey in 43 classes in spring 2014 and over 50 classes in spring 2016
 - Recruited volunteer survey administrators
 - Sent reminder emails
 - Prepared survey packets and deliver to administrators
 - Tracked survey progress
 - Developed training video for volunteers who administered the CCSSE
 - Conducted CCFSSE (a companion survey to the CCSSE) for faculty
 - Performed analysis on selected CCSSE questions for Transfer Center (2014-2015)
 - Presented and facilitated discussions of the CCSSE survey results at department meetings, ASCC board meeting, Academic Senate, Steering and the BOT (2012-2013, 2015-2016)
4. Annual report card for each of the feeder high schools
5. Grant Related Research Projects
- Eligibility reporting to the Federal government to apply for new Title V grants (2011-2012, 2012-2013, 2013-2014, 2014-2015, 2015-2016)
 - Basic Skills Initiative
 - Provided student performance reports on learning communities, fast track, basic skills and ESL classes (2011, 2012-2013)
 - Tracking students from basic skills math and English classes to college-level math and English classes (2011, 2012-2013)
 - Success of students who took a Learning community course versus students who did not (2011, 2012-2013)
 - Success of students in Basic Skill Track versus non-fast track in subsequent classes (2011, 2012-2013)

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Major Accomplishments by IRPE 2011-2012 to 2015-2016

- Bridges to Success
 - Supplemental Instruction (SI) grades comparison (2011, 2012-2013, 2014-2015)
 - Writing Café evaluation (2011, 2012-2013)
 - Provided various data for APR report (2011, 2012-2013, 2013-2014, 2014-2015)
 - Designed and worked on evaluation for the parent ambassador program
 - Ad Hoc requests from grant coordinator and other staff members (2011, 2012-2013)
 - Coordinated and led internal evaluation team meetings (twice per term) (2012-2013)
 - Examined FT/LC/LF Basic Skills courses (2013-2014)
 - Examined SI for ENGL courses (2013-2014)
 - Updated Column Study for ENGL099, MATH029 and MATH030 – tracking students from basic skills to a higher level math or English class between fall 2012 and fall 2013. (2013-2014)
 - Produced Writing Café usage report for spring 2014 and summer 2014
 - Analyzed students who took placement tests and their enrollment pattern; presented results to faculty academic deans; conducted follow-up analyses on fall enrollment patterns and mode of entry
- College of Completion (COC) grant initiative (2012-2013)
 - Attended COC grant initiative meetings
 - Conducted a three-phase student tracking project and provided results with data and evidence supporting the grant proposal
 - Met with grant consultant and worked on developing grant objectives and baseline data
 - Compiled a list of 30+ research journal articles pertaining to college of completion. These articles were reviewed at Steering Committee meetings known as “College of Completion Literature Review Seminars” (2012-2013)
- New HSI grant applications
 - Contributed to the effort by providing data, commenting the draft proposal, and partial online submission for the following grant applications:
 - The new Race to STEM grant (funded for 10/2011 – 9/2016)
 - CSU Fullerton STEM grant (one of three community college partner institutions) (funded for 10/2011 – 9/2016)
 - Promise Neighborhood grant (the college decided not to apply after all)
 - TRIO STEM grant (the college decided not to apply after all)
- New First in the World (FITW) grant application (2013-2014)
 - Contributed to the initial conceptual framework building
 - Participated in grant planning meetings
 - Worked with the external evaluator in evaluation design and provided data upon her request
- New Grant Application: Title V Development Hispanic-Serving Institutions (HSI) Program
 - Provided data and consultation regarding the establishment of objective baselines and annual performance targets
 - Completed and submitted grant application
- New Grant/Award Applications (2015-2016)

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Major Accomplishments by IRPE 2011-2012 to 2015-2016

- Provide extensive data analysis for the Aspen Prize application and the Siemens Technical Scholar application
- Provided data analysis for the Excellencia Award application
- Provided data analysis for the Chancellor's Success Award application
- New Grant Applications: TRIO Grants, General and STEM (2014-2015)
 - Contributed to the initial conceptual framework building
 - Participated in grant planning meetings
 - Conducted analyses on first-generation vs. non TRIO-eligible students
 - Provided longitudinal, performance data for TRIO-eligible students
 - Provided data to grant consultant and STEM grant director for the grant application
- PT5 grant (new grant starting 10/1/2011)
 - Participated in meetings with partner institution ULV (2011)
 - Provided data in defining the objectives
 - Led monthly research meetings with the grant staff (2012-2013)
 - Monitored the integrity of the CFTE database which tracks program participation and performed minor repairs (2012-2013, 2013-2014, 2014-2015, 2015-2016)
 - Provided data and consultation regarding the establishment of revised objective baselines and annual performance targets (2012-2013, 2013-2014)
 - Established teacher education cohort tracking procedures (2012-2013, 2013-2014)
 - Participated with data submissions for mid-year progress report and annual performance report to the federal government (2012-2013)
 - Provided data for mid-year analysis and annual progress report (2014-2015, 2015-2016)
 - Developed evaluation instrument, analyzed results and produced reports for PT5 summer workshop evaluation and PT5 Mini Technology workshop evaluation (2012-2013, 2013-2014, 2014-2015, 2015-2016)
 - Investigated and solved PT5 database integrity and validity issues (2014-2015, 2015-2016)
- Race to STEM (new grant starting 10/1/2011)
 - Started initial work for the grant (2011)
 - Chaired the STEM Internal Evaluation Committee and led monthly meetings (2012-2013)
 - Led the research staff and conducted a series of evaluation projects on STEM activities (2012-2013):
 - Regular Math Center and STEM Center usage reports
 - Comparison of Supplemental Instruction students vs. non-SI students by discipline and course
 - Comparisons of students who used the Math Center vs. who did not; comparisons of students who used STEM Center vs. who did not
 - Provided data for the APR data needs to the federal government; coordinated and collected transfer data from the UC and CSU systems (2012-2013)
 - Ad Hoc requests from the grant coordinator (e.g., SI roster, etc.) (2012-2013)
 - Prepare data for APR reporting (2013-2014, 2015-2016)
 - Composed STEM SI reports for multiple terms in the following academic years: 2013-2014, 2014-2015, and 2015-2016
 - Composed spring, summer, fall 2013 and winter 2014 STEM MSC report (2013-2014)

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Major Accomplishments by IRPE 2011-2012 to 2015-2016

- Explored additional ways to analyze SI and MSC data (2013-2014),
 - Composed fall 2013 STEM Sigma report
 - Produced STEM major summary statistics document and presentation for STEM Advisory Committee (2014-2015)
 - Provided rosters for attendance tracking (2014-2015, 2015-2016)
 - Performed literature review and provide methodological critique of SI publications (2015-2016)
 - Cal Poly Pomona (CPP) STEM collaboration project and CPP addendum data (2015-2016)
 - CSUF STEM II report (2015-2016)
 - STEM grant (ended 9/30/2011)
 - Chaired the STEM Internal Evaluation Committee and led monthly meetings
 - Led the research staff and conducted a series of evaluation projects on STEM activities:
 - Regular Math Center and STEM Center usage reports
 - Comparisons of SI students vs. non-SI students: by discipline and course
 - Comparisons of students who used the Math Center vs. who did not; comparisons of students who used STEM Center vs. who did not
 - Summer Tutoring evaluation (Chem 103 and Bio 105)
 - Online tutoring survey
 - STEM Day (middle school students) evaluations
 - Math Progression Study – percentage of students who started MATH017 (MATH020) and progressed to MATH150 in three years
 - Provided data for the APR data needs; coordinated and collected transfer data from UC and CSU systems
 - Ad Hoc requests from the grant coordinator
 - Veterans' grant
 - Ad Hoc requests from grant coordinator and other staff such as demographic info for veteran students, academic standing, GPA, etc. (2011, 2012-2013)
 - Provided data for APR to the federal government (2012-2013)
 - Provided data for military friendly school survey (2012-2013)
 - Assisted in the new veterans grant application (Wounded Warrior) (2012-2013)
5. Other Research
- ARCC Scorecard Data Analysis
 - Prepared the annual BOT presentations and conducted further data analysis of the scorecard including:
 - SPAR further breakdown by outcome and demographic info (2012-2013)
 - Persistence further breakdown by demographic info (2012-2013)
 - Crosstabs between SPAR and persistence (2012-2013)
 - Remedial English, math, and reading by demographics (2012-2013)
 - Peer group analysis (2012-2013)
 - Contributed to the college's response to ASCC (2012-2013)
 - Looked into the raw data behind the scorecard and provided analysis (2013-2014)

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Major Accomplishments by IRPE 2011-2012 to 2015-2016

- Conducted a simulation project to predict performance of future cohorts to help with IEPI goal setting (2015-2016)
- Presentations to the BOT 2012 and 2013
- Student Equity Plan
 - Provided campus research for Access; course completion, ESL and basic skills completion; degree and certificate completion, and transfer (2013-2014)
 - Participated in weekly meetings of the Plan writing team (2014-2015)
 - Provided campus research data for the report (2014-2015)
 - Drafted the evaluation section of the Plan (2014-2015)
 - Participated in Student Equity Committee meetings (2015-2016)
 - Updated equity research on student access (2015-2016)
 - Spearheaded data collection and internal evaluation meetings (2015-2016)
- Common Assessment Initiative (CAI) (2015-2016)
 - Attended regional training on common assessment and multiple measures
 - Key leadership role in promoting the CAI on campus; coordinating/participated in meetings
 - Participated in Common Assessment Strike Team to plan implementation of CAI
 - Provided data on placement results of the 2015 Early Decisions cohort
- Aspen Prize Applications (2013-2014, 2015-2016)
 - Prepared data for Aspen Prize application templates
 - Assisted with applications
 - Prepared for and participated in follow-up phone interviews
- Reports Compiled/Provided (2011-2012 to 2015-2016)
 - Examining students' performance by mode of entry (for math department) (2011-2012, 2012-2013)
 - High school reports for President's office (2011-2012, 2012-2013)
 - Assisted with gainful employment reporting (2011-2012)
 - Maintained student enrollment/contact reports (2011-2012)
 - Student athletes eligibility reports (2011-2012, 2012-2013)
 - Distance Education student success report (2011-2012)
 - Feeder High School Success and Progress Reports (annually)
 - Students taking Friday/Saturday classes in spring 2014 (2013-2014)
 - Learning communities/fast track success and retention report (2015-2016)
- 2012-2013
 - Conducted English and math pre-requisites analysis and statistical validation studies for AUTO101 and ECON101
 - Completed enrollment capacity study for Academic Affairs (for the 3rd year)
 - Reviewed the cut score validation study by the consultant; helped with interpretation of results; facilitated discussions at Matriculation Committee meetings
 - Collaborated with network supervisor in designing and delivering training for counselors in understanding placement test results
 - Attended some counseling department bi-weekly coordinators' meetings and explained planning process
 - Executive summary of Nancy Shulock's research

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Major Accomplishments by IRPE 2011-2012 to 2015-2016

- 2013-2014
 - Conducted a study on foster youth students
 - Information to PE department about student athletes transfer to 4-year institutions
 - Conduct cluster analysis by collaborating with researchers from PCC, MSAC, and ULV
- 2014-2015
 - Spring 2015 Fact Book
 - Compiled data
 - Solicited feedback and incorporated into the Fact Book
 - Collaborated with External Relations to fine-tune and publish
 - Provided demographic info to Centennial Book project
 - Produced institutional profile for athletic department's Western Conference 10-year comprehensive accreditation visit
 - Provided financial aid data to External Relations
 - Provided English preparation data for ASTR115 students
 - Provided historical enrollment and success data to faculty for new degree application
 - Provided demographic, major and success data for VPAA's brief at the Citizen's Oversight Committee
 - Tracked Glendora high school graduates who enrolled at Citrus then transferred to 4-year institutions
- 2015-2016
 - IWCC - Tracked fall freshman cohort; provided success and persistence data
 - Met with individual programs to discuss their data collection and evaluation needs
 - Provided to External Relations: Claremont and Glendora residents degree attainment data; student engagement research articles; Cal Poly and ULV transfer data
 - Provided to External Relations: students transfer destinations and California demographic change
 - Provided to Foundation: first-time students with no financial aid
 - Provided to Academic Affairs: the stop-out list for outreach
 - Provided to Academic Affairs: student profile for fall 2015 IWCC cohort
 - Provided to Academic Affairs: Claremont high school student performance after they completed COUN160
 - Provided to Veteran Success Center: Discussed Ludwick Veteran Scholar program evaluation plan
 - Produced time to degree snapshot and presented to IRPC and Enrollment Management
 - Analyzed persistence data between fall 2010 and spring 2015 and provided summary analysis reports to Academic Affairs
 - Math 020: Who are the students?