

Program Review 2010

The Department of Institutional Research and Planning

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RATIONALE FOR PROGRAM REVIEW

Program Review ensures that every program and service area will experience a systematic evaluation cycle consisting of a self-evaluation process, which includes employee, student, and community evaluation, and an institutionally based peer-team review. The primary purpose is to assess the institutional effectiveness of existing programs and services, maintain and enhance their quality and responsiveness to stakeholder needs, identify and create plans for future programs and services development, and provide a foundation for allocating and reallocating resources. The information gathered during this process will provide a basis for cooperative and informed decision making regarding the future of the institution. Program Review is a long-term planning process related to the Mission, Vision, Operational Outcomes, and Institutional Learning Outcomes.

Below is a rubric provided by the Western Association of Schools and Colleges (WASC) that enables accreditation site visit teams to evaluate an institutions level of effectiveness in program review. In order to maintain accreditation, Antelope Valley College must exhibit characteristics that are in line with “Sustainable Continuous Quality Improvement.”

Levels of Implementation	Characteristics of Institutional Effectiveness in Program Review <i>(Sample institutional behaviors)</i>
Awareness	<ul style="list-style-type: none"> • There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review. • There is recognition of existing practices and models in program review that make use of institutional research. • There is exploration of program review models by various departments or individuals. • The college is implementing pilot program review models in a few programs/operational units.
Development	<ul style="list-style-type: none"> • Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness. • Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness. • Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin. Etc.) • Appropriate resources are allocated to conducting program review of meaningful quality. • Development of a framework for linking results of program review to planning for improvement. • Development of a framework to align results of program review to resource allocation.
Proficiency	<ul style="list-style-type: none"> • Program review processes are in place and implemented regularly. • Results of all program review are integrated into institution- wide planning for improvement and informed decision-making. • The program review framework is established and implemented. • Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness. • Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples. • The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes.
Sustainable Continuous Quality Improvement	<ul style="list-style-type: none"> • Program review processes are ongoing, systematic and used to assess and improve student learning and achievement. • The institution reviews and refines its program review processes to improve institutional effectiveness. • The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.

HISTORY OF THE INSTITUTION

Antelope Valley College was founded in 1929 as a department of Antelope Valley Joint Union High School in Lancaster. The average daily attendance at the college was 13 during the 1929-30 school year. Enrollment grew steadily during the postwar years, partly because of the GI Bill of Rights and partly because Antelope Valley began developing an aircraft industry. In 1959, groundbreaking was held for a new college campus on 110 acres at Avenue K and 30th Street West where the college resides today. The college has expanded the campus size to approximately 135 acres through land purchases at the Lancaster location. A second site in the city of Palmdale has been added, with plans well under way to establish a second permanent campus in Palmdale.

Antelope Valley College has a long history of serving the communities of the valley through preparation for transfer to four-year colleges, lifelong learning, basic skills, general education, and vocational education. Antelope Valley College affords students significant learning opportunities through devoted teaching, excellent support services, and an environment that is responsive to students' changing needs and circumstances.

The rapid growth of housing and population in Antelope Valley over the past decade has stopped because of the economic slowdown but has been replaced with an influx to the district of displaced workers seeking additional education and training. Because of this, the district is expected to continue its rapid growth after state revenue allows for increases in enrollment. Enrollment is projected to grow from the current enrollment (Fall 2010) of 14,555 students to more than 20,000 students over the next decade as budgets return to normal and class offerings increase to adequate levels to meet demand. Over the past decade the average age of the student body has declined as the proportion of under 20 students has grown. This decline has slowed this year with an influx of older students who have returned from the workforce to re-enter college. AVC has responded to both the changing needs of the younger student body with programs focused on increasing student success and retention and to the older students with additional workforce preparation courses.

Antelope Valley College scored in the mid-range in the peer group of each of the seven performance indicators in the ARCC 2009 report. Antelope Valley College showed increases in the Student Progress and Achievement Rate, Annual Successful Course Completion Rate for Vocational Courses, the Persistence Rate, the Annual Successful Course Completion Rate for Credit Basic Skills Courses, the ESL Improvement Rate and the Basic Skills Improvement Rate. The Percent of Students Who Earned at Least 30 Units, had a slight decline over last year (from 73.9% last year down to 73.1% in this years report).

Antelope Valley College is dedicated to raising performance in all areas with a goal of continuously improving the success of our students. The Basic Skills Committee, Student Equity Committee, and the Enrollment Management Committee have all continued efforts to increase persistence and success of students enrolled at Antelope Valley College.

MISSION OF THE INSTITUTION

The Mission of the Antelope Valley Community College District is to serve the community by placing student success and student-centered learning as our number one priority through higher educational standards and innovative programs and services in a professional, team-driven environment.

Antelope Valley College takes pride in providing a quality, comprehensive education for a diverse community of learners. We are committed to student success, offering value and opportunity to all members of our community.

We provide:

Associate Degree programs for students who complete the college's General Education and proficiency requirements, combined with the fulfillment of a designated major.

Transfer Courses in liberal arts, the social and natural sciences, and technical education. Completion of these courses allows students to enroll in upper division (junior, senior) programs at accredited four-year institutions through articulation agreements with universities.

Vocational and Technical certificate and degree programs comprised of business, technical and occupational courses designed to enhance students' knowledge and skills leading to employment, career advancement, certification, and state and federal licensure. We award both locally approved certificates and California Community College System Office approved certificates.

Student support services are composed of counseling, matriculation, transfer and employment services, disabled student services, financial aid, and student development. These services support the needs of students in pursuing and achieving their educational goals.

Basic skills courses consist of pre-collegiate, non-degree applicable courses that provide students with the knowledge and skills necessary to enroll in college level courses.

Workforce Preparation and Economic Development serves through workforce programs, job preparation courses (non-degree applicable) and a variety of services that contribute to the educational and economic well being of the community.

Personal enrichment and professional development provide community education, not-for-credit classes and services that develop the knowledge, skills and attitudes necessary for students to be successful members of the community. These classes enhance the community's social, cultural, and economic well-being.

INSTITUTIONAL LEARNING OUTCOMES

1. Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.
2. Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.
3. Demonstrate a breadth of knowledge and experiences from the Humanities, Social and Behavioral Sciences, Arts, Natural Sciences, and Mathematics.
4. Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and variety of technologies.
5. Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society.
6. Identify career opportunities that contribute to the economic well being of the community.

PROCEDURES FOR SELF-STUDY

1. Each program shall be reviewed at least once within a four-year cycle or more often if determined by program personnel in consultation with the President.
2. The Program Review Coordinator in consultation with the President, Vice Presidents of Business Services and Human Resources and the service area administrators, shall establish the order in which programs will be reviewed over the cycle in order to enable sustainable continuous quality improvement.
3. The self-study team shall include the participation of the service area administrator and all full-time employees of the service area under review.
4. The service area administrator and employees shall meet with the President or Vice President of the area, the Program Review Coordinator, and the Director of Institutional Research, Planning and Effectiveness before beginning the self-study process in order to review the procedures and timeline.
5. The self-study team shall rely upon institutional qualitative and quantitative data as a basis for preparing and writing an evaluation report. Institutional data will be provided to the members of the service areas by the office of the President or Vice President of the area, the Director of Institutional Research, Planning and Effectiveness, and the responsible service area administrator. Other appropriate data may also be included as needed. The self-study team shall also include specific reference to employee, student, and community

input gathered through program evaluation. The self-study report shall include a comprehensive plan of action and a prioritized list of recommendations agreed upon by the administrator and employees of the service area under review.

6. The self-study report shall be completed and submitted to the President or Vice President of the area and the Program Review Coordinator within one semester. Following the completion of the peer-review process (described in this document as “Procedures for Peer Review”), copies of the self-study and peer-review report will be submitted to the Director of Institutional Research, Planning and Effectiveness, and posted to myAVC for stakeholder access. The self-study shall also be forwarded to the Strategic Planning and Budget Council as a supporting document for the peer-review team report and utilized as assessment for funding prioritization and resource allocations.

GUIDELINES FOR SELF-STUDY

As in the accreditation model, the preparation of the self-study report is the primary vehicle by which the employees directly involved in the service area under review assume responsibility for their evaluation and for the development of strategies to improve their service area. Therefore, based on the standards for each of the four self-evaluation areas described in section II of this document, the written self-study document should include a comprehensive description of the strengths and weaknesses of the service area under review and specific goals for improvement and enhancement that are consistent with the Mission, Vision, Operational Outcomes, Institutional Learning Outcomes, legal and accreditation requirements. Any evaluation findings that support a modification of the Mission, Vision, Operational Outcomes, and Institutional Learning Outcomes should also be included.

To ensure the effectiveness of the self study, the administrator and employees of the service area being reviewed shall collaborate. The report shall reflect a consensus on the various standards for assessment. The effort to reach such a consensus should be viewed as a central feature of the evaluation and planning process. When consensus on a specific issue cannot be reached, the self-study report may reflect the differences, or the dissenting employee(s) may attach an addendum to the section in question. It is crucial that all self-study team members shall be given adequate time to review and discuss the self-study report before it is forwarded to the President or Vice President of the area. To this end, a schedule of meetings and deadlines shall be established at the beginning of the process, which allows time for review of drafts, suggestions for revision, and a means for arriving at consensus. While the service area administrator is ultimately responsible for the presentation of the self-study report, all employees of the service area shall collaborate and participate in the preparation and review of the report.

GUIDELINES FOR STAKEHOLDER PROGRAM EVALUATION

The stakeholder program evaluation procedure should be designed to solicit employee, student, and community input regarding various aspects of the area under review. The objective is to focus on service area features, not employees. Since service areas vary greatly, the specific

content of a surveying instrument may vary, but the self-study team is expected to use some form of survey instrument for obtaining and reporting data and to confer with the Department of Institutional Research, Planning and Effectiveness in designing the instrument. As in most evaluation procedures, an anonymous questionnaire-style survey is likely to encourage the most candid responses from stakeholders. The self-study team should determine what information would be helpful in evaluating the service area.

REPORT FORMAT

The self-study report should be organized into the following sections.

- I. Service Area Description
- II. Self-Evaluation
- III. Planning
- IV. Summaries and Recommendations

Each section should include an assessment of the extent to which the programs and services are meeting the standards (described in section II of this document). This assessment should include a brief description and analysis, which attempts to summarize trends and draw conclusions based on the standards. When statistical data is used to support trends or conclusions, the source of that data should be identified in the self-study and the data itself provided to the peer-review team, if it is not available from the Department of Institutional Research, Planning and Effectiveness. Where appropriate or useful, the college's statistical data should be referenced. If the service area administrator or employees take exception to data provided by the college administration, this should be noted in the self-study report. The questions and comments listed under the standards suggest possible areas of inquiry to be considered in developing the response to each standard.

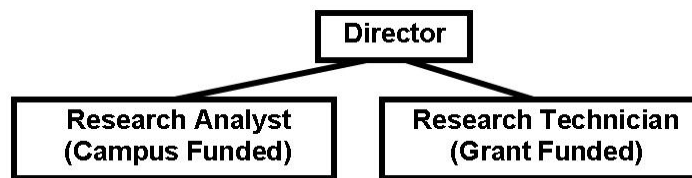
Section I. Service Area Description

A. Describe the role of the service area within Antelope Valley College.

- History of service area:

In July 2006, after having no official Research Office for several years and as a response to an accreditation recommendation made by the Western Association of Schools and Colleges, Antelope Valley College allocated appropriate resources to hire a Director of Institutional Research and Planning. This marked the start of what is now the Department of Institutional Research and Planning. The new director worked on organizing old research documentation, developing important campus relationships, assessing what specific campus needs existed related to research and planning and migrating research related tasks, which other departments were handling, back to the Department of Institutional Research and Planning. In November 2006 an additional position of Research Technician was added to the department in order to accommodate anticipated workload increases related to research requests and planning needs. This structure was maintained up until 2008, when it became apparent that the demand for research was ever increasing and the workload was becoming unmanageable for two employees. In addition to the successful efforts to spread data driven decision making to all parts of the campus, the Director of Institutional Research and Planning became co-chair of the SLO committee. Coupled with the addition of managing data and evidence related to institutional effectiveness and data and research needs for the new Title V grant, the department decided to add an additional research technician position.

Department of Institutional Research and Planning (Current March 2011)



Because of the additional responsibilities taken on by the Department in regards to effectiveness it is recommended that at this point the department be re-named the Department of Institutional Research, Planning, and Effectiveness. With the addition of the new areas of responsibility the hierarchical structure within the department changed and the more experienced Research Technician was moved into a Research Analyst position. A true bottom-up hierarchical structure had been established with departmental

duties being allocated as follows: the Director is solely responsible for all planning projects for the department and plays a supervisory role in both the research and effectiveness aspects of the department; the Research Analyst is mainly responsible for all institutional effectiveness related projects as well as higher level research projects; and the Research Technician is responsible for standardized data reporting, survey design, and all other non-collaborative research projects.

Current Staff Time Allocation

	Director	Research Analyst	Research Technician
Research	10%	40%	80%
Planning	40%	0%	10%
Effectiveness	50%	60%	10%

- Service Area Mission Statement: must include a description of the service area’s function that relates to the AVC Mission Statement and to the goal of achieving operational outcomes.

The mission of the Department of Institutional Research and Planning:

- *Provide high quality timely research and support in research, planning and assessment of institutional effectiveness to members of the Antelope Valley College community;*
- *Facilitate assessment of institutional effectiveness activities;*
- *Serve as a reliable source for comprehensive and accurate information about the institution;*
- *Lead informed and collaborative planning and decision-making at all levels of the College through research design, data collection and analysis, reports of findings, and recommendations for performance excellence in the accomplishment of the Antelope Valley College comprehensive mission.*

INSTITUTIONAL RESEARCH

The Department of Institutional Research, Planning and Effectiveness conducts analytical studies and provides information in support of institutional planning, policy formulation and decision making. In addition, the department provides leadership and support in institutional effectiveness and research related activities to members of the Antelope Valley College’s community engaged in planning and evaluating the institution's success in accomplishing its mission.

- *Survey research:* Conducts system-wide and college surveys. Promotes a comprehensive program of survey research that provides timely, appropriate, and useful information.
- *External Reporting:* Serves as the point of contact for reports and surveys requested from government agencies and commercial interests, including the U.S. Department of Education IPEDS reports and state ARCC reports.

- *Internal Information Access:* Provides data for grants and statistical information to internal offices and departments. Information provided also includes not only the statistics themselves but the definitions and methodology used in their measurement.
- *Analysis of existing data:* Collates and maintains data available on campus and provides relevant analysis of these data as required. Provides analytical information on topics that include enrollment management, student learning outcome assessment, student equity and success, resource allocation, and program assessment;
- *Comparative Measures:* Compares Antelope Valley College's performance in many areas, ranging from applicant quality to financial expenditures, with institutions identified as peers is an ongoing process.
- *Advanced Analyses:* Where the need is demonstrated, the department utilizes industry recognized statistical methods and procedures to provide evidence in support of the decision making process.
- *Team-based Research:* The Director and staff of the department serve on all of the major campus committees and work as part of the team to help identify problems, develop relevant research, and disseminate the results to stakeholders in easily understandable and actionable reports.

INSTITUTIONAL PLANNING

The Department of Institutional Research, Planning and Effectiveness provides guidance to Antelope Valley College policymakers on the effectiveness of the institution and future strategic direction; provides college wide leadership and coordination for planning and institutional effectiveness to collect and report information for decision making and organizational development, and to provide responsive support for accreditation-related self studies.

The Director chairs the SPBC Educational sub group that oversees the three-year major update of the campus Educational Master Plan as well as the annual updates of the plan. The director works closely with the program review chair to integrate the forward-looking long-range master plan with the more reflective program review cycle. This integration comes in the form of simplified reporting to minimize production of the two reports as well as in working to align campus budgeting and planning decision making with the Educational Master Plan and the Program Reviews.

The Department of Institutional Research, Planning, and Effectiveness distributes, provides training, and collects the Educational Master Plan data collection forms. After completion of the Educational Master Plan update, the Department collects and distributes the relevant data from the planning forms to the relevant groups for updating of the Staffing Plan, the Facilities Plan, The IT Plan, and the Enrollment Management Plan.

INSTITUTIONAL EFFECTIVENESS

The Department of Institutional Research, Planning and Effectiveness assists academic and non-academic program reviews; coordinates ongoing evaluation for the purpose of improving the quality of the college's instructional programs and ensuring that outcomes achieved are consistent with the mission and goals of the institution. The focus of academic assessment is on student learning assessment activities that are teaching and learning centered outcomes and includes the review of all academic programs that award a degree or certificate as well as classroom-based assessment and research.

Operational Outcome	Achievement Target
Project and predict organizational needs, student success rates and efficient use institutional resources.	100% On-time delivery of the following: Educational Master Plan, Student Equity Report, Fact Book, and data for program reviews.
Provide decision-support research and analysis to facilitate the college's planning process and associated accreditation, benchmarking and institutional effectiveness activities.	80% Satisfied of Very Satisfied rating on survey of Administration Council members.
Provide support for research activities (such as survey instrument design, research methodology and analysis) carried out by other offices, committees and departments on campus.	80% Satisfied of Very Satisfied rating on survey of Administration Council members.
Oversee institutional reporting in response to questionnaires and both routine and non-routine requests for information from state, federal, and other external agencies.	100% on-time delivery of IPEDS reports, ARCC, CalPASS, and outside surveys.

B. Describe the current service area employees, as follows:

Job Category	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Administrator	Director (1)	Director (1)	Director (1)	Director (1)	Director (1)
CMS					
Classified Staff	Tech.(1)	Tech.(1)	Tech. (2)	Analyst (1) Tech. (1)	Analyst (1) Tech. (1)
Hourly Workers			Tech. (25%)	Tech. (50%)	Tech. (25%)
Student Workers					

- Summarize changes in staffing in narrative format (past five years)

2006-2007: In this fiscal year the Director of Institutional Research and Planning was hired in the summer, and the Research Technician was hired in the fall.

2007-2008: There were not staffing changes for this fiscal year.

2008-2009: : In this fiscal year the Title V Research Technician was hired in the fall bringing the office up to three full time staff members. A part time hourly Research Technician was hired to do directed research for Basic Skills as well as directed research for Placement Testing Consequential Validity .

2009-2010: In this fiscal year a new hourly Research Technician was hired to do research for the STEM grant.

C. Department Productivity: (past six years or indicate “initial program review”)

- Define the types of transactions and provide the number of those transactions per semester; provide the number and categories of transaction recipients.

There are four major areas of transactions for the DIRP: Surveys, Data Requests, Research Requests, and Other.

Surveys: All members of the DIRP staff are well versed in survey design methodology. The DIRP serves as the main resource for the institution’s survey needs and designs and administers surveys for course evaluations, faculty tenure evaluations, administrator evaluations, and departmental and divisional program reviews.

Data requests: The majority of the research requests that come through the DIRP are data requests. These requests consist of reporting descriptive statistics on the student population, such as demographic counts, success rates and retention rates, reporting lecture hour equivalent (LHE) or full-time equivalent student (FTES) totals for budgetary and efficiency purposes, or reporting other, more specific, quantitative information for state and/or government mandatory reporting.

Research Projects: This type of research request is by far the most time consuming and resource depleting of all transaction types. These requests involve more robust statistical analyses, beyond collecting and reporting descriptive statistics, and are general related to clients measuring student learning outcomes or evaluating the effectiveness of a given program or service offered at AVC.

Other: These requests are ones that do not fit the characteristics of the aforementioned transaction types and are numerous and diverse enough to not require their own category.

Research Request Type

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Survey	4	24	57	83	44
Data Request	31	81	95	140	67
Research Project	21	32	65	40	50
Other	1	7	24	31	29
Grand Total	57	144	241	294	190

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Survey	7.00%	16.70%	23.70%	28.20%	23.20%
Data Request	54.40%	56.30%	39.40%	47.60%	35.30%
Research Project	36.80%	22.20%	27.00%	13.60%	26.30%
Other	1.80%	4.90%	10.00%	10.50%	15.30%
Grand Total	100.00%	100.00%	100.00%	100.00%	100.00%

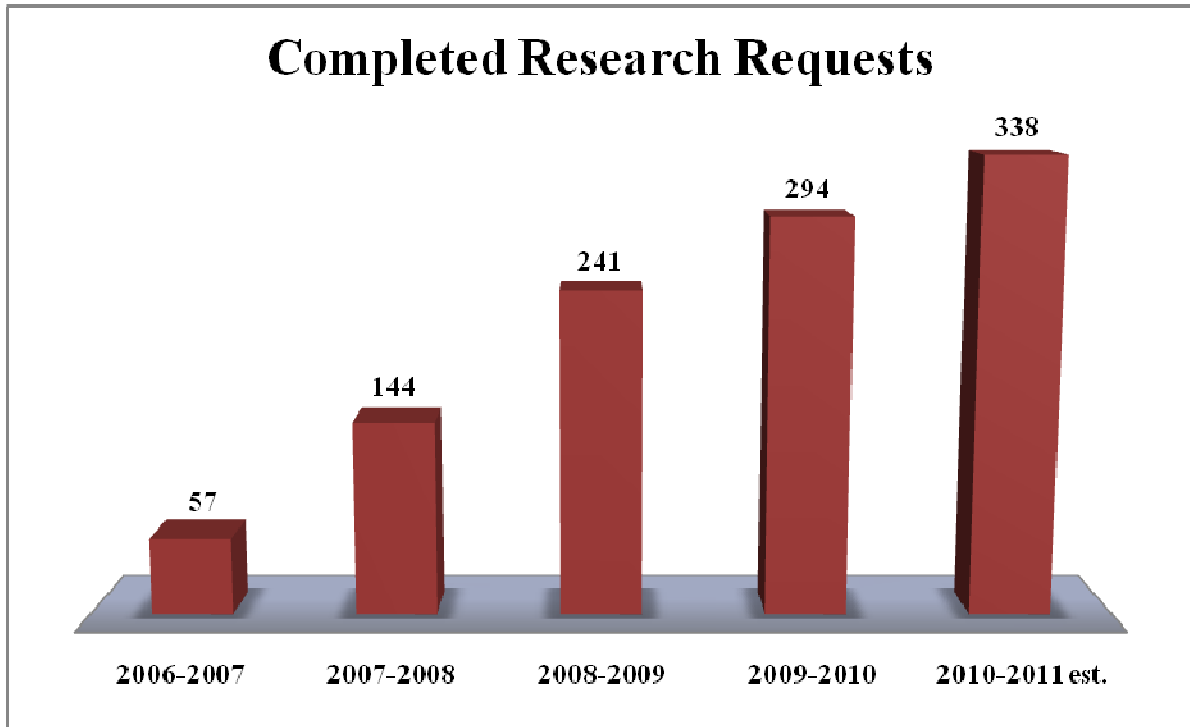
There are five types of transaction recipients: Administration, Academic Affairs, Student Services, Committee, and Other. The recipient categories are derived specifically by where the research request originated from. The “Other” group is for clients that cannot be described as administrators, are not from the Academic Affairs Division or Student Services Division, or are not a member of a campus committee. Research requests from Academic Affairs make up the large majority of research requests that are received by the DIRP.

Research Request Recipients

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Administration	11	22	36	60	34
Academic Affairs	24	57	103	117	70
Student Services	7	28	41	47	29
Committee	3	12	20	21	18
Other	12	25	41	49	39
Grand Total	57	144	241	294	190

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Administration	19.3%	15.3%	14.9%	20.4%	17.9%
Academic Affairs	42.1%	39.6%	42.7%	39.8%	36.8%
Student Services	12.3%	19.4%	17.0%	16.0%	15.3%
Committee	5.3%	8.3%	8.3%	7.1%	9.5%
Other	21.1%	17.4%	17.0%	16.7%	20.5%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%

- Summarize productivity trends for past five years - must provide reports with accompanying data.



The chart above represents the annual growth trend of completed research request generated by the department. The data reflects an apparent shift towards evidence-based, data driven decisions on campus.

- What are your service area’s productivity achievements?

The DIRP was commended by the ACCJC during the reaffirmation of AVC’s accreditation site visit in 2010.

“The team commends the work of the Director of Institutional Research and the work of his office by embedding data into the decision making processes. By using data to support institutional decision making, the director of institutional research and the staff of the office of institutional research have started actions that can lead to a culture of evidence that will yield tremendous benefits to the college and its students.”

The DIRP was awarded statewide RP Group recognition for “Probability Based Advising” research project.

The DIRP was recognized by the Board of Trustees for dedication for Antelope Valley college students and exceptional work in support of Antelope Valley College.

D. Department Revenue: (past six years or indicate “initial program review”)

The department does not generate revenue for the campus, but has provided data for grant proposals across campus.

E. Department Budget: (past six years or indicate “initial program review”)

Department Budget				
Fiscal	2006-2007	2007-2008	2008-2009	2009-2010
Allocated	391,627.34	272,540.24	284,948.00	242,391.00
Spent	391,426.30	308,633.67	239,218.50	220,364.76
Balance	201.04	-36,093.44	45,729.50	22,381.98

Fiscal	2006-2007	2007-2008	2008-2009	2009-2010
Allocated	100.0%	100.0%	100.0%	100.0%
Spent	99.9%	113.2%	84.0%	90.9%
Balance	0.1%	-13.2%	16.0%	9.2%

The table above indicates a decrease in budgetary allocation, with much of the decrease due to moving data analysis and reporting for the Environmental Scan for the 2010 Educational Master plan ‘in house’ instead of hiring outside consultants to do the majority of that work. This saved the campus considerable funds through the use of department staff time instead of paid consultants. This decrease has impacted the department’s reach towards providing research and reports to the campus by reducing the time available for department staff to work on other projects during the Educational Master Plan preparation time. One positive outcome however is that the data and analysis were of higher quality and produced from data sources in line with other department data products.

F. Efficiency and Sustainability

- What products were produced and what services were provided through department revenue?

Not Applicable

- Based on department revenue and expenditures, is your department self-sustainable.

Not Applicable

- How do operational outcomes drive your department’s budget? Please provide evidence. The operation outcomes can identify areas of budgetary need based upon what consumables are essential to meet the achievement targets. The results of the operational outcomes are presented in the table below which indicates the DIRP has met the criteria for the operational outcomes specified earlier in the report.

Operational Outcomes	Findings
Project and predict organizational needs, student success rates and efficient use institutional resources.	100% On-time delivery: Educational Master Plan, Student Equity Report, Fact Book, and data for program reviews.
Provide decision-support research and analysis to facilitate the college's planning process and associated accreditation, benchmarking and institutional effectiveness activities.	100% Satisfied of Very Satisfied rating on survey of Administration Council members.
Provide support for research activities (such as survey instrument design, research methodology and analysis) carried out by other offices, committees and departments on campus.	100% (effectiveness) and 91.3% (research) Satisfied or Very Satisfied rating on survey of Administration Council members.
Oversee institutional reporting in response to questionnaires and both routine and non-routine requests for information from state, federal, and other external agencies.	100% on-time delivery of IPEDS reports, ARCC, CalPASS, and outside surveys.

Section II. Self-Evaluation

Please describe and evaluate the effectiveness of each item.

A. Employees

1. In what capacity are employees actively involved in the selection of full-time and part-time employees? Please provide examples of involvement.

Full-time and part-time employee selection primarily takes place at the director level, however, the director frequently discusses with all full-time staff where additional resource will be needed in order to effectively manage the current work load and also how added support should be utilized in order to anticipate future demands on the department. Selection of part time employees is highly dependent upon the funding source/sources, but department staff are consulted with prior to hiring of hourly workers.

2. Is the number of employees, both full-time and part-time, appropriate for the service area? Explain and provide reasoning.

Under the current DIRP structure, no, the number of employees is inadequate. The number of employees is not appropriate for this service area which has grown to include Institutional Effectiveness. The department currently has a research technician position that is not district funded and the contract for that position will end September 2011. This position has been a key component in allowing the Department of Institution Research and Planning to provide timely and accurate information to the campus community. It is

essential for this position to be absorbed by the district. Furthermore, the demand for research is increasing with a growing emphasis being placed on evidence-based decision making. In order to serve the campus community more effectively a new structure for the department should be implemented with additional resources being allocated to institutional effectiveness efforts. Currently, AVC has not allocated sufficient resources toward institutional effectiveness and has only added these duties on top of the Research Analyst's current duties. In order to meet the accreditation standard in this area, more resources must be allocated. The primary concern is the 2012 deadline for 100% course SLO implementation. This requires development of all SLO's, where the department takes a very limited role, and more importantly assessment and tracking and discussion of results where the DIRP has the lead role.

To meet the accreditation mandated 100% SLO implementation by fall of 2012, department staff time will have to be shifted heavily towards the Effectiveness part of operations.

2011-2012 Estimated Staff Time Allocation

	Director	Research Analyst	Research Technician
Research	10%	10%	50%
Planning	10%	0%	0%
Effectiveness	80%	90%	0%

* Research Technician position currently funded 50% July 2011-2012

This shift will lead to significant reductions in the ability of the department to produce timely research and limit the resources available for starting the environmental scan as the college begins another Educational Master Plan revision cycle in 2012.

3. Are your employees actively involved in professional organizations and activities? Please provide evidence stating the name of those organizations and the level of participation. Provide dates as necessary.

All department personnel are members of the CAMP Research and the RP Group, and periodically participate in ListServ discussions related to current research, planning and effectiveness issues facing California community colleges. In addition, the Director serves on the board of the Research and Planning Group working on the RP conference and the Summer Institute and is involved in the statewide faculty senate task force on prerequisites. The Research Technician participates annually in the Southern California Chapter of the American Statistical Association job fair.

4. Do employees regularly participate in staff development activities and implement what they learn in the service area? Please provide evidence stating activities and examples of employee implementation of new knowledge, skills, and abilities.

With the district budget being in its current dismal state, staff development has unfortunately become a low priority. These ventures are typically costly, especially for

the field of research, and district cost saving efforts have persuaded the department to discontinue professional development until the budget is restored. When at all possible, free online webinars and demonstrations are attended and/or observed when offered in the area of institutional effectiveness. The Director will be attending the RP Group Summer Institute and hopes to have both researchers attend, but obviously the funding for that is in doubt at this time.

5. Are employees actively involved in the development, assessment, and reporting of operational outcomes? Please provide evidence.

Every member of this department plays an active role in the development, assessment, and reporting of operational outcomes. Operational outcomes measurement has been carried out through a department designed survey that was developed and administered through the aid of the Director, Research Analyst, and Research Technician. It is essential that involvement in this process be had at every level so that the entire unit can work toward the same set of goals.

B. Stakeholder Relations

Describe employee, student, and community base and evaluate how well the employee, student, and community base is served.

1. How does the service area schedule activities to meet employee, student, and community needs?

There is no set schedule for the Department of Institutional Research, Planning and Effectiveness. There are very few requests for research that can be anticipated. These requests typically come from national or state agencies and are given top priority. The department participates on all of the major committees to work as part of problem solving teams and through this direct participation stays aware of upcoming research needs for the campus. In addition, research projects are also initiated by research office staff to answer questions or help identify problems and solutions as the need is identified rather than waiting for requests to be brought to the office. While this team participation model takes some additional staff time for committee participation, it more than makes up for the time spent through more efficient problem identification and fewer revisions of research requests. The research component of this department functions on a first-come first-serve basis, unless there are specific time constraints for a given project that must be considered.

The planning workload is largely determined by the Educational Master Plan timeline, with a three year high demand cycle with off years having typically low demand and relaxed time scales for delivery of products. The SPBC sub group chaired by the Director assists the department in the development of the detailed schedule during major revision years. Having adequate administrative resources on the campus is essential for the DIRP to meet the campus timeline on planning because the department provides data, training, instructions, and tracking of individual plan elements, but can not produce the work for individual departments. The reduction in the number of deans with the campus re-

organization added to the follow-up work necessary by the DIRP for the 2010 Educational Master Plan, and a similar high level of ‘hand-holding’ is anticipated for the 2013 update.

The workload related to institutional effectiveness has, up until this point, been managed by fitting effectiveness related projects in when there is time. There is more than enough work to be done on the institutional effectiveness front to justify additional full-time positions. Current allocated resources are not sufficient to meet the institutional need as special attention must be given to academic areas that have not yet developed, measured or reported student learning outcomes so that AVC can remain in good accreditation standing.

2. How does the service area communicate efficiently and effectively with employees, students, and the community?

The voice of this department is the reliable and accurate information it puts out to all constituency groups. The Department of Institutional Research and Planning communicates with the community, faculty and students through the yearly Fact Book and the monthly Notes from the Researchers that keeps the campus community abreast of campus level descriptive statistics and current notable research projects that have been carried out. The department also participates in faculty development presentations, Welcome Back presentations, and attends division meetings periodically in order to advertise our services.

3. How does the service area interact effectively with instructional areas and other non-instructional service areas? Please provide examples.

As noted above, the Department of Institutional Research and Planning participates in faculty development presentations and visits divisional meetings in order to advertise and promote our services. The Director of the department also represents the department in a number of crucial committees across the campus in order to ensure that any data needs of these committees will be satisfied. The Research Analyst participates on the SLO Committee, the Enrollment Management Committee, as necessary, and the Marketing Task Force while the Research Technician participates on the Student Success and Equity Committee and Banner User Group. Though we are a large institution, our community here at AVC is small. We feel that the campus community knows where to go for its data needs and we are confident that we are serving the campus community, and all of its constituency groups, as effectively as possible given the limited resources of this department. We carry out research requests from state and non-profit organizations, the local high school district, local community organizations and groups, faculty and classified unions, students, faculty, department chairs, directors, deans, vice presidents and the president.

4. How does the service area collect customer satisfaction data and utilize this data to improve services? Do these activities relate to stated operational outcomes? Please provide evidence.

The Department of Institutional Research, Planning and Effectiveness collects customer satisfaction data through the use of a survey which was designed to solicit responses from all campus constituency groups. The questions asked on the survey were directly related to the department's operational outcomes and is used as a major source for reporting operational outcomes achievement target attainment.

5. How does the service area interact effectively with community agencies, organizations, and resources as appropriate? Please provide examples.

Over the last several years the Department of Institutional Research, Planning and Effectiveness has had the opportunity to nurture relationship with community agencies, organizations and resources, and have come to rely heavily on those resources as we have established a relationship of mutual reciprocity. For example, the Antelope Valley Union High School District often requests data from our department related to the number of students attending our institution that were previously students of their district. In return, the high school district provides data to us related to the number of their student that leave their district as "college ready" or the number of our students that take a GED exam at their district offices. Another agency that we work closely with is the Greater Antelope Valley Economic Alliance. We provide data to their office related to workforce development and also offer survey design consultation, and in return they provide our department with important economic information for our own environmental scans.

C. Quality of Service

Define the service standards for the area and describe the area's effectiveness in providing quality service.

1. How does the service area contribute effectively to student access, retention, and achievement of learning outcomes, through the service area's efforts to achieve stated operational outcome targets?

The Department of Institutional Research and Planning, does not contribute directly to student access, retention, and student learning outcomes achievement; however, it provides a service to the campus community that empowers faculty and administrators to effectively measure student learning outcomes and other metrics, report said data, and utilize that data in efforts that contribute to sustainable continuous quality improvement. Through research projects, such as the Probability Based Advising sheets and the Student Equity Report, the department provides research that improves the ability of other campus entities to increase success and retention. Targeted research projects such as course desirability surveys and analysis of past course demand by the DIRP help Administration better select courses for late starts and course selection as the state budget forces reductions in offerings. FTES and LHE projections by the DIRP help Enrollment Management and the campus administration optimize the number of students that can be educated on a limited budget, while assuring that the courses necessary for completion and transfer are available to the best extent possible.

2. How does the service area recognize and respond appropriately to external factors such as regulations, agency reviews, and community needs? Please provide examples of compliance where applicable.

The Department of Institutional Research, Planning and Effectiveness recognizes external factors through information passed down by administrators and union heads and by receiving information through professional organizations. This department responds by providing relevant and accurate information needed to fulfill institutional obligation or make informed decisions in a reliable and timely fashion. The DIRP produces the 500 word report for the annual ARCC (Accountability Reporting for the Community Colleges) as well as conducting the legally required board presentation and state reporting of the evidence of the presentation. The DIRP conducts employment surveys for the campus to align programs with community demand for graduates in particular fields, as well as the more general evaluation produced in detail every three years for the Educational Master Plan. It is the Educational Master Plan, produced by the DIRP, that keeps the campus aligned with the community needs.

3. How does the service area effectively assist faculty in the delivery of instruction?

The Department of Institutional Research, Planning and Effectiveness does not assist in the delivery of instruction, but provides a resource for faculty to assess how well students are achieving desired outcomes and possibly change content delivery for better student learning outcome achievement.

4. How does the service area identify areas needing improvement through the measurement of operational outcomes on a regular basis?

The Department of Institutional Research, Planning and Effectiveness has administered a survey collecting data related to its operational outcomes and plans to do so on an annual basis. The results of these surveys have proved useful in identifying where improvements may need to be made and identifying where future resources should be allocated. The Director is currently working with the SPBC and the Faculty Senate President to improve the Institutional Learning Outcomes and to develop multiple measures for their assessment.

5. How has the service area adopted a system of correcting problems and improving services through continuous quality improvement? Please provide both examples and evidence.

Data integrity issues are of the utmost importance and are corrected immediately. The root causes for data discrepancies are identified and procedures are adjusted and updated so as to avoid future reporting errors. Service improvement, again, will come from analyzing the results of the department's program review survey and identifying where future resources should be allocated.

6. How are service area policies and procedures developed, reviewed, and revised by the service area? To what extent are the service area stakeholders involved in this process?

Policies and procedures have been developed through a trial and error process. Stakeholders weigh in on important issues involving this department and policies are put into place that suite the interests of the institution as a whole. It is one goal of this department to maintain an unbiased, impartial, reliable and confidential atmosphere and these key attributes help guide policy and procedure development and revision.

7. In regards to the aforementioned policies and procedures, how is this information disseminated to employees and stakeholders?

In general terms, agreed upon department policies and procedures are not officially disseminated to employees and stakeholders. There is no procedure manual to abide by. Any policy we have in place that is inquired about is communicated at the point of inquiry, either verbally or via electronic mail.

8. How do service area supervisors ensure that area policies and procedures are implemented and followed? Please provide examples.

Staff adherence to departmental policies are monitored on an informal basis and corrections to methodology or modification of procedures are conducted on an ongoing basis as problems are uncovered. Because of the confidential nature of some of the data, a priority is placed on monitoring secure data and strict confidentiality. Procedures are reviewed and modified one to two times a year in division meetings or on an as needed basis if problems are encountered during projects. For example, the DIRP collects and distributes to committees the faculty peer tenure evaluations every fall and spring. It was noted by one of the committees that some of the data had been e-mailed to committees which is against confidentiality policy. The process was stopped and reviewed by the director and staff and re-started with sealed envelopes after a review of policy found that level of security was still necessary. Policy review at the start of the peer evaluation process was added to the procedures.

D. Institutional Support

1. Describe current facilities. What plans for improving space utilization are already included in the goals and strategies of the college's Education Master Plan? What plans for addressing unmet facility needs or improving space utilization still need to be explored?

Currently, the DIRP has an administrative office and a work space, both in the Administration building. The DIRP does not have planned space improvements or utilization changes in the Educational Master Plan within the near and mid-time frames of the report. At this time no action is planned on the 5-10 year anticipated demand in light of the continuing budget uncertainty.

2. Describe equipment and other resources used to perform service area functions necessary to meet operational outcome achievement targets. What plans for improving, replacing, or repairing equipment are already included in the goals and strategies of the college's Education Master Plan? What plans for improving, replacing, or repairing equipment still need to be explored?

The equipment needs for the department are minimal as the work is primarily PC based. Up-to-date computers are a requirement, but the necessary one-per-year purchase rate fits within the departments supply budget. Replacement of department computers is done on a rotational basis, with the oldest in-use computer being replaced every year. Complications arose in 2010 with ITS switching to 'blade' computers, then switching back. However, it is expected that the issue will be resolved in 2011 and replacement of the Research Analysts computer will be accomplished.

3. Are budget allocations to the department appropriate?
 - Describe the goals and emphasis placed on the use of funds for the service area with reference to the goals and strategies of the college's Education Master Plan.

The department focus is on three main areas: 1) providing research to enable data based decision making in all areas of campus operations, 2) oversee and manage the campus planning efforts, and 3) serve as a campus resource for SLO assessment and track and report campus progress on Learning and Operational Outcomes. For all three areas the primary use of funds is in salaries of staff to conduct the work. Implementing the strategies to achieve the goals is driven by staff time in education, training, monitoring, and reporting in all three areas. In the research area there are minimal requirements for supporting funding for software for analysis, surveys, and reporting. The DIRP is a key element in assessment and implementation of the campus Guiding Principles and Goals as outlined in the Educational Master Plan.

- Describe the goals and emphasis placed on the use of funds for the service area with reference to the service area's operational outcomes and the college's institutional learning outcomes.

Operational Outcomes:

- Project and predict organizational needs, student success rates and efficient use of institutional resources.
- Provide decision-support research and analysis to facilitate the college's planning process and associated accreditation, benchmarking and institutional effectiveness activities.
- Provide support for research activities (such as survey instrument design, research methodology and analysis) carried out by other offices, committees and departments on campus.

- Oversee institutional reporting in response to questionnaires and both routine and non-routine requests for information from state, federal, and other external agencies.

As noted previously, the three employees in the department are the primary use of funds. In order to accomplish the area’s operational outcomes and support the College ILO’s the three full time staff members divide their time as follows:

Current Staff Time Allocation

	Director	Research Analyst	Research Technician
Research	10%	40%	80%
Planning	40%	0%	10%
Effectiveness	50%	60%	10%

- Describe and evaluate funding sources other than those provided by the district, including grants and categorical funding.

The Research Technician position is funded 100% from Title V grant funds at this time. The position will be reduced to 50% funding in 2011 unless additional funding is found. One computer was also purchased with grant funding. It should be noted that having the third research position allows for a significant increase in operational efficiency and provides capacity to deal with surges in work for the department.

4. Is technical support sufficient to implement and maintain technology and software in the service area? (Accreditation Standard IIIC) Please indicate your technology support needs.

The DIRP requires and receives technical support for access to campus computer networks and database access. The DIRP works closely with ITS, and a good mutual support relationship is key to smooth functioning of the department and integration into the campus IT infrastructure.

5. Is appropriate training available for the use of technology in the service area? (Accreditation Standard IIIC) Please indicate your training needs.

The Research Analyst provides technical training to the campus on using WEAVE for assessment reporting. Training on WEAVE was provided by WEAVE, and did not require technical support from ITS. Training on SQL and campus database and networking systems is provided by ITS and is adequate. The Director of DIRP provides training on statistical analysis software.

6. Please specify any additional technology needs that would aid in the achievement of operational outcome target.

The technology is adequate; it is the staffing that is key to achievement of the outcomes.

7. Are appropriate staff development activities available for the acquisition and expansion of service area employees' knowledge, skills and abilities?

In the current budget situation, development and training needs have to be met using internal resources for the most part. Some funds are available for outside development, but they are insufficient for the broad needs of the department.

- E. Service Area Specific Standards: Refer to accreditation standards and to previous sections if appropriate.

1. Describe any particularly successful aspects of the service area as well as any honors, awards, or achievements earned by the service area and/or its employees.

As noted earlier, the department received a commendation from the accreditation site visit team in 2010. In addition, the director and the staff received an award from the Research and Planning Group as well as Board commendations.

2. Describe any particularly difficult obstacles, either internal or external to the institution, which influence the effectiveness of the service area and inhibit the achievement of operational outcomes.

A continuing obstacle to the effectiveness of the department is staffing. Particularly with the increasing needs of institutional effectiveness, the staff time is split among multiple competing and important areas. Under current staffing it is unlikely that the current high level of research can be maintained as efforts to achieve 100% SLO assessment move to the highest priority with the accreditation 2012 deadline.

2011-2012 Estimated Staff Time Allocation

	Director	Research Analyst	Research Technician
Research	10%	10%	50%
Planning	10%	0%	0%
Effectiveness	80%	90%	0%

* Research Technician position currently funded 50% July 2011-2012

The accreditation requirement of 100% SLO assessment by 2012 is an external requirement that will be very difficult to achieve. But it is required by accreditation so the net result will be to siphon off time for planning and research.

Section III. Planning

A. Integration of Educational Master Plan Goals

1. Accreditation Recommendations: List the most recent accreditation evaluation team's recommendations for the service area and describe the service area's progress in implementing these recommendations.

The 2010 Accreditation Visiting Team made a total of 4 recommendations. Of these, two applied to the Department of Institutional Research and Planning.

In addition, DIRP received a commendation from the Team: "The team commends the work of the Director of Institutional Research and the work of his office by embedding data into the decision making processes. By using data to support institutional decision making, the director of institutional research and the staff of the office of institutional research have started actions that can lead to a culture of evidence that will yield tremendous benefits to the college and its students."

The relevant recommendations and the DIRP progress are listed below:

Recommendations of the 2010 Visiting Team

Recommendation # 1

In order to comply with the standards, it is recommended that the college modify its processes in a manner that creates documentation and other forms of evidence that can be used to reveal the college's progress toward implementation of Student Learning Outcomes and assessment of those outcomes. More specifically, the team recommends that to show compliance with the standards that the college:

a. Develop a method to monitor progress made when implementing activities identified in program reviews to include listing steps in action plans, listing of individual student learning outcomes for each course and assessment activities matched against progress made to achieve assessment activities (I.B.3).

The Director has begun working with the Program Review Coordinator to improve tracking and documentation of activities identified in program review.

b. Provide evidence in the form of documents or other deliverables to result from the operation of the integrated planning cycle. (I.B.3).

DIRP is working with SPBC to better track and document the use of learning outcomes at all levels in the planning cycle. Regular reporting on assessment of objectives will be conducted and reported in the minutes of SPBC.

c. Provide evidence that outcomes demonstrate the integrated planning cycle, from student learning outcomes to making budget decisions (I.B.5).

d. Assess Program Learning Outcomes (PLOs) and provide evidence of program, student service and administrative changes and improvements as a result of changes made (II.A.1.a; II.A.1.c).

DIRP is continuing training and reporting of all outcomes in WEAVE. We are currently working with the SLO committee to improve PLO reporting and working with SPBC to improve and make more measurable the campus ILO's.

Recommendation # 2

To meet the standards and to raise the quality of instructional programs and to instill a culture of evidence across the college the team recommends the following practices be institutionalized:

a. To meet the standards, it is recommended that the college establish clear connections with and document the involvement of members of professions, associations and professional organizations when curriculum is being modified and at other appropriate points in time to demonstrate input from vocational/occupational advisory boards and experts in the field so that the College can verify the quality of educational programs is based on experts in the profession (II. A.2.b).

The DIRP is working with administration to improve collection of data for this purpose.

b. To ensure each department is being consistently evaluated under the program review process it is recommended that the college develop a list of minimum areas considered to ensure a rigorous self examination is conducted consistently across the college (II.C.1).

DIRP is working with the Program Review Coordinator to improve consistency of program reviews and use of data in self evaluation. A new format for operational areas is being tested out on DIRP which will hopefully improve consistency and quality of program reviews for non-instructional areas.

c. To meet the standards requirement that adequate resources be allocated to support the Library function of the college, it is recommended that the college conduct a comparative analysis against other similarly sized colleges to assess whether the amount of resources to meet the needs of students who rely on the Library to complete their educational goals (I.B.7).

DIRP will help in data collection for this task if necessary, but as of this writing DIRP is not involved.

2. Accreditation Self-Study Planning Agendas: List the planning agendas related to the service area that were published in the most recent Accreditation Self-Study Report under the Educational Master Plan Goals, and describe the service area's progress in implementing these planning agendas.

Each year develop and administer a questionnaire that will collect perceptions of students to determine their degree of satisfaction regarding the various methods of delivery and how effectively these methods of delivery meet students academic and support services needs. Incorporate questions regarding both on campus and online delivery systems, with possible modification from the instrument used at Palmdale in 2007-2008. Results collected from the questionnaire will be used to improve the delivery of existing programs and services, and add new methods when funding is available.

The Palmdale survey has been reviewed and the survey is planned for Spring 2011 distribution.

Increase Student Learning Outcomes assessment and reporting to at least 50 percent of courses offered by the end of the 2010-2011 academic year. Goal is to have reached 100 percent prior to the midterm accreditation report due 2013.

The DIRP is actively working with the SLO committee on revising training and reporting forms for the campus and working with the committee to expand the participation rate.

Develop Program Learning Outcomes and assessment measures for all degree and certificate programs by spring 2011.

The SLO committee and DIRP have the first draft completed and are working with the Dean of Technical Education to revise and improve forms

Complete one cycle of assessment, for the Health Sciences and Technical Education divisions, that currently have established Program Learning Outcomes, by spring 2011. This will provide a documentation of a full assessment cycle in WEAVE Online that will provide models for other campus programs to follow.

This plan is under way and will be completed in the spring.

Achieve full implementation of the WEAVE mapping functions by the end of fall 2011 that will allow all established programs to document the integration of course content, sequencing, and alignment with the stated outcomes of the programs and the college mission.

The Research Analyst has completed this task for some areas and is working on improvements.

Complete General Education Program Learning Outcomes and related assessments by spring 2011, which will serve as a guide for administrators, faculty, and staff to begin assessing outcomes and to use the collected data and analysis for future planning and program improvement.

Complete the establishment of Program Learning Outcomes for existing degree and certificate programs by 2011. This will further facilitate planning and quality improvement by allowing the assessment of Student Learning Outcomes in concentrated areas of study, supporting continuous quality improvement in all certificate and program areas.

Both of these tasks are under way and will be completed during spring 2011.

3. Existing Service Area Goals: List the existing service area goals/objectives under the Educational Master Plan Goals, and describe the service area's progress in implementing these goals/objectives. Include goals that support student learning and operational outcomes.

Guiding Principle 1:

Create a campus culture in which student learning outcomes for all instructional departments and operational outcomes for non instructional departments are known to the campus community and are the basis for planning.

The DIRP has been actively involved in carrying out this objective.

Guiding Principle 2:

Integrate program review fully with the strategic planning process to ensure that college resources are devoted in the most efficient manner to build and maintain strong programs and services.

The DIRP has been closely working with SPBC and the program review coordinator to improve integration. Progress has been made, including this new non-instructional Program Review format, but work still needs to be done to fully integrate learning outcomes and budget into the planning and review process.

4. *Improve the utilization of new and existing resources to support all learning outcomes by strengthening organizational effectiveness through research, planning, and the shared governance process.*

DIRP has made good progress on this Goal, with extensive WEAVE training and use of the reports. Reporting of assessments is now standard and serves to inform the shared governance process of progress and achievements.

8. *Create a comprehensive staffing master plan that will identify appropriate staffing to provide for student needs and support new and existing facilities.*

DIRP has compiled the staffing needs from the individual departments in the Educational Master Plan 2010 and is working with the VP of HR to complete this goal.

B. Identify and describe any important trends in the following areas which effect department goals.

- Changes within the department.

The change to 50% funding of the Research Technician position will decrease the ability of the department to produce a high volume of quality research. Taking over the loss will decrease time the Director and Research Analyst have to put into higher level functions like statistical modeling and institutional effectiveness.

- Changes within the employee, student, and community base served by the area under review.

DIRP reports on these changes but is relatively unaffected by changes.

- Changes within the organizational structure and direction of the institution.

The reduction in the number of administrators has increased the level of effort that the DIRP has to make to follow up on completion of program reviews and planning tasks as well as greater time needed for implementation of SLO's.

- Changes in federal or state laws that have an effect on department functions.

N.A.

- Changes in federal or state funding that have an effect on department functions.

Decreased funding has reduced the capacity of the DIRP to integrate research into the campus. Deeper cuts are anticipated and will likely result in further degradation of capability.

- C. Describe the goals for the department with reference to the goals and strategies of the college's Education Master Plan. Include both short-term (3-5 years) and long-term (10 year vision) objectives.

The department goals of integrated planning, data driven decision making, and full reporting of assessments and continuous quality improvement of all campus functions are all essential in helping the campus achieve its goals.

Expanding the department and including Institutional Effectiveness explicitly are key to implementation of the department goals and achievement of the campus goals. The accreditation driven goal of 100% SLO assessment and use is difficult and has no flexibility in deadline so of necessity under current department staffing the other areas of operation (Research and Planning) will suffer.

- D. Describe the resources needed to maintain and improve service quality and to reach the service area's goals and operational outcome achievement targets. For each item provide detail equivalent to that required for budget augmentation requests, for example, hours for part-time employees, amount of overtime, cost of remodeling.

1. Short Term (3-5 years):

- Permanent positions

CMS Research and Effectiveness Manager

- Temporary employees

Grant and contract hourly employees as needed. Approximately 25% time on an annual basis.

- Supplies, mileage, contracts, etc.

NA

- Technology/equipment/furniture

Standard updates

- Remodeling of facilities/space needs

NA

- Overtime

NA

- Software

Standard updates of SPSS, SAS

- Other

2. Long Term (10 year vision):

- Permanent positions

1 CMS Director of Research

1 CMS Director of Planning

1 Planner

1 Research Technician

1 Effectiveness Coordinator

1 Clerical II

- Temporary employees

Grant and contract hourly employees as needed. Approximately 25% time on an annual basis.

- Supplies, mileage, contracts, etc.

NA

- Technology/equipment/furniture

Standard updates

- Remodeling of facilities/space needs

NA

- Overtime

NA

- Software

Standard updates of SPSS, SAS

- Other

Section IV. Summaries and Recommendations

For Sections I - III of the self-study, provide the following information and relate how it has impacted both the Vision and operational outcomes of the service area.

A. Provide a summary of the findings and their significance to the service area.

The increase in DIRP capacity with the addition of the Research Technician (grant funded) and the creation of the Research Analyst position have allowed the DIRP to implement a highly successful research and planning agenda. The success of this was recently highlighted in the commendation from the Accreditation visiting team as well as statewide awards. However, with grant funding likely to be reduced and with the looming Accreditation requirement for 100% SLO assessment the DIRP needs to increase efforts significantly in the area of institutional effectiveness. Currently, Institutional Effectiveness is a part of the duties of the Department, but is not reflected in current goals or department title.

The Accreditation requirement of 100% SLO's will force a large reduction in research and planning efforts by the department without the addition of staff.

B. A list of major recommendations which include:

- Provide a plan of action for implementation of goals for improvement or enhancement of the service area and the costs associated with those action plans.

Action Plan: Hire on full time Research and Effectiveness Manager Summer 2011.
Cost: \$120,000 with benefits.

- What are the expected results of goal achievement through the implementation of proposed action plans?

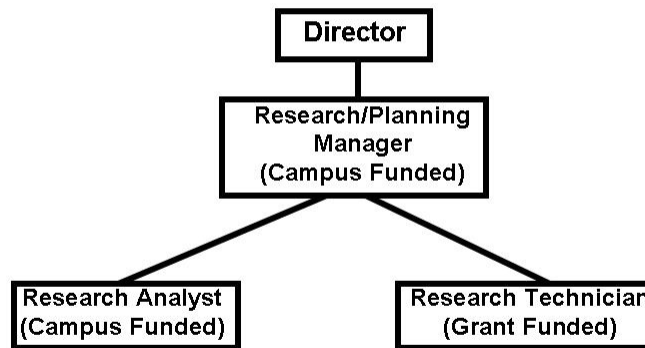
The expected result will be successful completion of the 100% SLO implementation required by Accreditation without a severe drop in the level of research and planning which are also required by accreditation.

- Provide a reasonable timeline for carrying out proposed action plans and for the achievement of goals.

One recommendation DIRP has is the transition of the Research Technician position from grant funding to District funding, so as to make it a permanent full-time position. Throughout this document ample evidence has been presented to show that there is a need for additional staff. If a position is reduced due to inadequate funding, the DIRP will not be able to serve the institution in the same capacity as it has in recent years.

Acquisition of new positions, under the departmental structure defined in previous sections, with the Research and Effectiveness Manager position being the primary departmental priority and the assessment coordinator position taking second priority.

**Department of Institutional Research and Planning
(Needed to Meet 2012 SLO Deadline)**



The movement of all non-administrator positions from classified staff to confidential/management staff, similar to the Human Resources Department. The staff members that work in the Department of Institutional Research, Planning and Effectiveness, often deal with confidential personnel (faculty tenure review and administrator review survey results) and budget information, as it relates to the institution, and their job classification should reflect the confidential atmosphere in which they must work.

- C. A list of recommended changes in the Educational Master Plan, Facilities Plan or the Vision and Operational Outcomes.

The Vision and Operational Outcomes, Educational Master Plan and Facilities Plan for the area under review should be reviewed and revised to: (1) meet employee, student, and community needs, (2) respond to institutional priorities, (3) adequately reflect changes in the area's professional disciplines as well as changes in operational or educational methodology and technology, (4) address external mandates such as state requirements, industry and professional standards, etc, (5) address related accreditation standards.

Recommended Changes:

- 1) Addition of Institutional Effectiveness to official list of DIRP responsibilities, re-name Department of Institutional Research, Planning, and Effectiveness.

- 2) Add Research and Effectiveness Manager to Staffing needs for Near Term to reflect immediate need of staff to address Accreditation required 100% SLO implementation.