Program Review: Research and Planning

Program Description and Scope:

- o *Program Review Title:* Research and Planning
- o *Academic year:* 2016/2017
- o *Review Type:* President's Office
- o *Program/Departments:* Institutional Research (66004)
- o *Authority Code:* 54-Dean, Institutional Research and Planning
- o *External Regulations:* No
- o *Provide a brief narrative that describes the services provided.*
  The Research Office captures and analyzes data, produces reports, does assessments, and helps produce college plans. The office also supports the college by providing data and data interpretation to various constituent groups in order to enable their assessment, analysis, and planning. For example, the Research Office was instrumental in the creation of two Environmental Scans, the Student Equity Plan, and the Strategic Plan 2015-2020, campus satisfaction surveys, program review data, and annual reports to the California Community College's Chancellor's Office (CCCCO) and the Accrediting Commission for Community and Junior Colleges (ACJC). Additionally, the Office participates in many of the college planning activities. Significant involvement comes through the Planning Assessment Committee, participation in the SSSP Committee, annual assessment of the Strategic Plan, and oversight of the program review process.

College Mission

- o *Mission Statement*
  Ohlone College responds to the educational needs of our diverse community and economy by offering high quality instruction supporting basic skills, career development, university transfer, and personal enrichment and by awarding associate degrees and certificates to eligible students in an innovative, multicultural environment where successful learning and achievement are highly valued, supported, and continually assessed.
- o *Program Relation to College Mission.*
- o *State your program Mission/Purpose.*
  The Office of Research and Planning exists to provide the college with timely and accurate data and to assist in the objective and neutral analysis of that data. Additionally, the Office publicly presents data to facilitate the process of data-driven decision-making that will help promote student learning and achievement.
- o *Briefly describe program accomplishments.*

Since the last program review cycle, the Office of Research and Planning has written two versions of the Student Equity Plan, has created two updates to the Environmental Scan, and played a much-reduced role in the creation of the 2015-2020 Strategic Plan. Last year (2015) the Office was able to add a Senior Research Analyst to the staff, a particularly timely move given the immense demands of accountability for both the Student Equity Plan and the SSSP. IPEDS reporting has transitioned to the Office, as well.

The data collection for program review has been expanded significantly and disaggregated in numerous ways. The Office took the lead in developing, and assessing and revising, institution-set standards, both at a minimal and an aspirational level. The Dean has been actively involved with ACCJC and has participated in three site visits over the past three years.

Student Impact Assessment

Student Learning Assessment - Students will have success rates that are exceptional because college-wide decisions that affect their education are based on verifiable data.

- *Enter assessment results for "Student Learning Impacts" and analyze student success:*
  The most broadly based measure of student success and achievement is the California Community Colleges' Scorecard, and on that measure the college has been above both peer and statewide averages on most of the performance indicators. With the emergence of the Scorecard, new metrics reveal different areas where the College is doing well, as well as other areas where it can improve. In some areas--ESL and vocational completions, for example--the College has been confronted with data anomalies. Analysis and dialogue confirm that the anomalies are the result of college practices that do not align with statewide data gathering assumptions. In these instances, the College has made a conscious decision to maintain its currently successful practice rather than to restructure what it does merely to generate different numbers. As the Scorecard has begun to reflect the level of student performance for cohorts that started at the time the college became more purposeful in data-driven decision-making, it is assuring to see that the college's performance indicators reflect better than average improvement in the areas of student achievement and student learning. The most recent Scorecard shows the college as first among peers on multiple measures, and the college's peer group is comprised of some of the premier colleges in the state.
- *Future Improvements:*
  Maintain current student learning plan:
  Although the Office will continue to improve its service to the college--especially as data demands are growing exponentially with SSSP, Equity,

and program review, aided by the addition of staff--the goal of the Office will remain the same: to foster student learning and achievement through insightful planning guided by appropriate data and objective analysis.

Program Achievement

- o *List area-specific outcomes.*
  By having access to current and relevant data, college-wide planning can be responsive to student, staff, community, and curricular needs and can support an education and educational successes that exceed statewide and peer college norms. From the Strategic Plan to departmentally-specific program reviews, the college can identify, assess, and address characteristics and needs of various constituent groups, changes within those groups, changes that affect how education can be better served, and changes within the community at large—all based on replicable data rather than anecdotal musings.

- o *Identify internal and/or external benchmarks and regulations.*
  In its annual California Community Colleges' Student Success Scorecard report, Ohlone is already benchmarked against the 113 colleges in the California Community Colleges system as well as against those colleges identified as "peers." Additionally, the college uses the 21 colleges in the Bay 10 and like-sized single college districts across the state for comparative analysis. Of course the assessment of college programs and services against the standards of the ACCJC represent broader criteria against which the college is measured.
  In Spring 2013 the College adopted a series of aspirational goals or benchmarks against which student success, college goals and objectives, and statewide metrics can be compared. Each of the benchmarks are set to be both challenging and realistically attainable. The Research and Planning Office, in conjunction with the Faculty Senate, was instrumental in weighing and establishing these benchmarks.
  In Spring 2014, in response to a new understanding of ACCJC's requirement for institution set standards, the College created numerous minimal standards, below which the College is not expected to fall. Both these standards and the prior benchmarks were revised upward in Spring 2016 in response to the College's consistent improvement.

- o *Enter assessment results for area-specific outcomes and analyze trends.*
  The most broadly based assessment for the California Community Colleges system is the Scorecard, a legislatively mandated annual review of college performance based on seven success indicators. In the 2016 report, Ohlone placed above both statewide and peer group averages in most areas. Significantly, Ohlone was the highest among numerous premier statewide peers in four of the seven performance metrics. This represented a consistent trend of improvement within the college over the ten year period that the Scorecard (or

its predecessor, the ARCC report) had been issued. It is, of course, presumptuous to credit the Research and Planning Office with undue significance in prompting this trend, but it is reasonable to recognize that changes were made throughout the college to further promote student success, and some of those changes were precipitated by data and analysis that came from the research office. Other examples of the Research and Planning Office's contributions to college-wide planning that were followed by positive outcomes could be cited as well, acknowledging the small contributions of the office to the greater task of promoting college-wide excellence: budget and staffing plans that kept the college financially viable in difficult economic times; evidence gathering, data analysis, and planning incorporated into ACCJC reports that have resulted in the reaffirmation of accreditation; research supporting the writing and assessment of departmental program reviews, program improvement objectives, and student learning outcomes, all vital processes for maintaining on-going planning and educational success.

- o *Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.*
  The Research and Planning Office has had a minimal budget since the inception of the office. Apart from salaries and benefits, small amounts are budgeted for professional development/conferences/memberships. The budget had remained static for years, but in 2015 an additional staff member was hired, thus increasing the budget. It is expected that the current level of funding will remain relatively static, as well. There are no anticipated increasing costs or needs.

- o *Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.*
  With the hiring of additional staff the budget was increased to allow for the additional salary and for additional professional development opportunities. Importantly, the salary and much of the professional development expenses are paid from SSSP and Equity categorical funding. The Office is really quite frugal and sometimes has most of its discretionary money left at the end of the year. Perhaps taking advantage of more professional development opportunities would actually be a better use of resources.

- o *Additional Program Table Data*

- o *Future Action*
  Current levels of achievement indicators maintained.

Program Improvement Objectives

1. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

   The Office will begin the process of migrating the most widely useful of these queries to Informer so there is access to data gathering by a wider constituency, allowing departments gather their own data independent of the demand of the Research and Planning Office.

   Notes (optional): Please include any notes related to your PIO. (2500 Character limit)

   Currently the Office has multi-hundreds of queries that were built in, and only work with, colon prompt access. That means departments must rely on the researchers to give them data, a sometimes frustrating prospect when deadlines are near and multiple demands are already placed upon the Office. With Informer reports available, data is more accessible on demand.

   Program PIO will address the following:
   - Institutional Effectiveness
   - Student Learning & Achievement
   - Equity/Disproportionate Representation
   - Service Impacts

   How will you assess the effectiveness of your PIO:

   Annually the Office is able to track the number of reports created and the level of use by others.

   PIO Action Plan:

   How will you accomplish this?

   Queries are already documented, so the main task before the Office is to translate colon prompt syntax into Informer syntax--a learning curve, but attainable nonetheless.

   What is your timeline?

   Because of the current workload in the Office and the significant number of complicated queries that exist, it will take multiple years to get everything translated into Informer. The intent is to start with those queries that can be most readily converted, beginning first with those that are anticipated to be the most useful and universal.

   Who is going to do this?

   Both the Dean and the Senior Analyst will have a part in completing this PIO.

   PIO Status:

- New 12/01/2016

Closing the loop - Describe the results of your PIO implementation or completion:
Conclusion: Complete if PIO has been completed

Fiscal Resources Status:

PIO Resources: