ADMINISTRATIVE SERVICES COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR)

This Comprehensive Program Planning and Review document is only to be completed by programs in the following areas scheduled for the year, according to the institutional comprehensive planning cycle (i.e. every five years):

1) The President's Cluster including Human Resources, Institutional Advancement and the District Centers; and

2) The Administrative Services Cluster including Bookstore, Computer Services, Fiscal Services, General Services, Maintenance and Operations, Facilities, and Public Safety.

Program: Research   **Planning Year:** 2017/2018   **Last Year CPPR Completed:** 2011

Unit: Research   **Cluster:** President's Cluster

NARRATIVE: ADMINISTRATIVE SERVICES CPPR

I.   GENERAL PROGRAM INFORMATION

A. Program mission (optional)

B. Brief history of the program

C. Current status of service including changes and improvements since last program review

D. Reference to relevant statutory authority/program regulation and related compliance issues

E. Description of primary relationships, internal and external to the District

II.   PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES

A. Identify how your program addresses or helps to achieve the District's Mission Statement.

The office of Institutional Research serves the research, planning, and reporting needs for the entire college. While the research department does not deliver the college mission, it plays an evaluative role to determine if the college is meeting its mission. This is accomplished through various analyses of student success, degree completion, four-year transfer, and other metrics identified in the strategic plan, which operationalizes the college mission.

B. Identify how your program addresses or helps the District to achieve its Institutional Goals and Objectives, and/or operational planning initiatives.

The Research office collects and analyzes empirical data to inform ongoing and integrated institutional planning and policy development, supports internal program review and college accreditation, and contributes appropriate information to state and federal data consortia. The IR office extracts and documents survey data for college courses and programs including but not limited to, student learning outcomes, college orientation, student engagement, and student health services to support the college Mission and institutional effectiveness. The IR staff maintain and distribute reports on student enrollment trends, FTES projections and updates, student graduation and retention rates, district characteristics, degree and certificate awards as well as other various college - informations to support informed decision-making and facilitate institutional improvement and effectiveness. SLOCCCD has five formal student success goals established through our Strategic Plan and operationalized through a series of objectives and action steps. The Institutional Research office provides regular metric analysis of each of the established goals and objectives using internal and external data sources. Additionally, the District has six student directed success measures that are reported through annual program, planning and review. All six of these metrics are reported through the Institutional Research office.

III.   **PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS**
This should be an update on the data analysis from the last CPPR.
Program data is available on the [SLOCCCD Institutional Research and Assessment website](#). Your program may need information about institutional enrollment trends, which can be found here.

A. Data Summary – Relevant Comments and Analysis

Institutional Research is in the unique position of using its own data collection processes to evaluate the effectiveness of its program. As the office's ability to provide accurate, timely and relevant data to the college community is core to the Institutional Research program mission, an annual ledger is being kept of each major reporting event and its efficiency of process. Below is a table of the 2015-2016 academic year ledger. Additionally, the Program Review process and the data provided by Institutional Research for use by all college Instructional and Student Services is of particular importance to the institution, and for that reason the Research Department annually surveys the IPPR committee and all departments who use the data to measure its effectiveness. Below is a chart of the 2016-2017 survey results.

2015-2016 academic year ledger for IR

REPORTING	TYPE	ONGOING	PRELIMENARY DATA	COLLECTION	ANALYSIS	REPORTING	ON TIME	REVIEW
AB86	External	Y	N	N	Y	Y	Y	Y
ACCJC	External	Y	Y	Y	N	Y	Y	Y
ACHA/NCHA	Optional	Y	N	N	Y	Y	Y	Y
Aspen	Optional	Y	N	N	Y	Y	Y	Y
Basic Skills Transformation	Grant	Y	N	Y	Y	Y	Y	Y
CCSSE	Optional	Y	Y	Y	Y	Y	Y	Y
Clery	External	Y	N	Y	Y	Y	Y	Y
CTE Outcomes	Optional	Y	N	Y	Y	Y	Y	Y
Educational Master Plan	Internal	Y	Y	Y	Y	Y	Y	Y
EIUMEN	Internal	Y	N	N	Y	Y	Y	Y
Faculty Prioritization - Non-Instructional	Internal	Y	Y	Y	Y	Y	Y	Y
Faculty Prioritization-Instructional	Internal	Y	Y	Y	Y	Y	Y	Y
Gainful Employment	External	Y	N	N	Y	Y	Y	Y
Hanover Research Partnership	External	N	Y	N	Y	Y	N/A	Y
High School Report	Internal	Y	N	Y	Y	Y	Y	Y
IEPI	External	Y	Y	Y	Y	Y	Y	Y
Institutional Effectiveness Outcomes	Internal	Y	N	N	Y	Y	Y	Y
Internal Surveys	Internal	Y	N	Y	Y	Y	Y	Y
IPEDS	External	Y	N	N	Y	N	Y	Y
Launchboard	External	Y	N	N	Y	Y	Y	Y
Military Friendly School	Optional	Y	Y	Y	N	N	Y	Y
Pathways Grant	Grant	Y	Y	Y	Y	Y	Y	Y
Perkins	External	Y	N	N	Y	Y	Y	Y
Program Review-Instructional	Internal	Y	N	Y	Y	Y	Y	Y
Program Review-Non-Instructional	Internal	Y	N	Y	Y	Y	Y	Y
Promise Report	Internal	Y	Y	Y	Y	Y	Y	Y
Salary Surfer	External	Y	N	N	Y	Y	Y	Y
SLO County Education Report	External	Y	Y	N	Y	Y	Y	N
SSSP	External	Y	Y	Y	Y	Y	Y	Y
Standards of Achievement	External	Y	Y	Y	Y	Y	Y	Y
Strategic Plan (old plan)	Internal	Y	Y	Y	Y	Y	Y	Y
Student Equity	External	Y	Y	Y	Y	Y	Y	Y
Student Right to Know	External	Y	N	N	Y	Y	Y	Y
Student Success Scorecard	External	Y	N	N	Y	Y	Y	Y
Title III	Grant	Y	Y	Y	Y	Y	Y	Y
Title V	Grant	Y	Y	Y	Y	Y	Y	Y
Title VIIII	Internal	Y	N	Y	Y	Y	Y	Y
Vocational Pass Rates	External	Y	N	N	Y	Y	Y	Y
Daily Reports	Internal	Y	N	Y	Y	Y	Y	N

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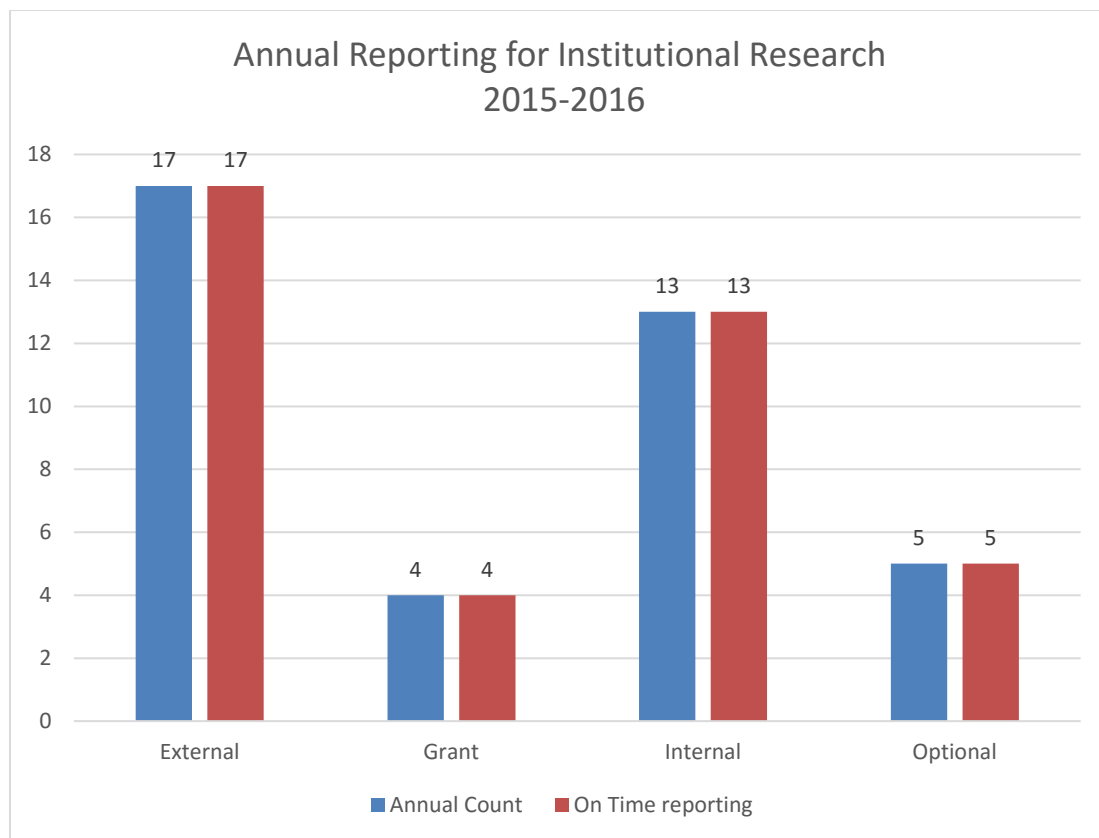
2016-2017 IPPR survey results:

INSTITUTIONAL PROGRAM PLANNING & REVIEW (IPPR) EVALUATION

Q6 The District adopted a data dashboard for use in the IPPR process. How effectively were you able to access and use the data necessary for completing the data elements in the IPPR process?

Answered: 22   Skipped: 1
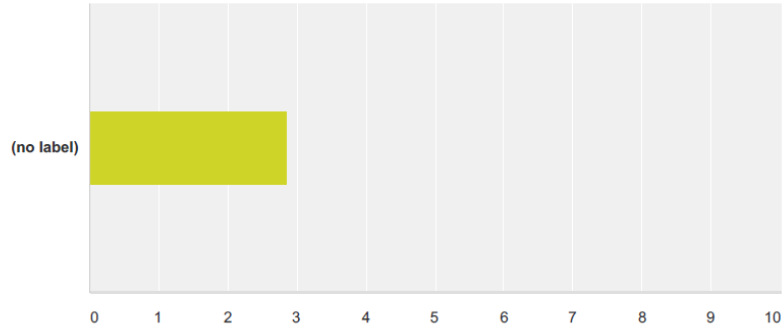
	Very Effective	Effective	Somewhat Effective	Ineffective	Total	Weighted Average
	27.27%	40.91%	22.73%	9.09%		
	6	9	5	2	22	2.86

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Annual Reporting for Institutional Research 2015-2016

B. Give interpretations of Data and Identify Areas for Change to Facilitate Program Quality and Growth

The results of the annual Program Planning and Review process analysis shows that 68.2% of respondents felt that the data dashboard provided for the IPPR process was effective and useful; 22.7% of respondents felt that the data dashboard was somewhat effective, and 9% felt it was ineffective. This data shows that while a majority of users are happy with the dashboard, there is room for improvement. The results of this report were shared with the IPPR committee and will be part of the next cycle's evaluation of template and data prompt revision. The data of the IR ledger shows that 100% of the major reporting coming out of the IR office in 2015-2016 was on time. Only two of the reports/reporting processes were not formally reviewed: the "SLO County Education Report" and the ongoing "daily reports." Unofficial reviews of the daily reports have occurred—usually at times when a power outage has occurred which stops the automatic reports from going out. Many of the components of the major reporting coming out of Institutional Research could be automated if the department had a more robust data warehouse and access to materialized views of internally stored data.

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IV. **PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS: NARRATIVE**

A. Summarize assessment results for program outcomes.

See above—AUOs cover entire program

B. Describe improvement efforts that have resulted from ASO assessment.

In support of all Institutional Research Program Level Outcomes, Institutional Research has institutionalized a practice of longitudinal and disaggregated data analyses in an effort to provide cohesive and substantive information supporting district wide data needs for college planning, Accreditation, student learning, student equity, program and service needs, and resource allocation. In support of outcome four, Institutional Research has significantly bolstered our website in an effort to provide, both internally and externally, transparent data and analyses in support of informed planning and decision making and to facilitate student learning, Institutional effectiveness, and the college mission.
With the addition of a full-time research staff position, institutional research has mediated its insufficient staff, but continues to be hindered by the absence of a reliable, valid, functional data warehouse. This technological disability is becoming a primary strain on the department's utilities.

C. Recommend additional improvements to the program based on assessment of outcomes and progress towards Institutional Goals and Objectives and/or Institutional Learning Outcomes.

There are two improvements to the Research department's program that would greatly effect the quality and quantity of reporting produced by the office. The first is the acquisition of a robust data warehouse. The research office spends too much of its time manually accessing data sets from banner that could be better served by a data warehouse. The increasing requirement for monitoring and reporting on complex and dynamic data sets (both of internal and external) only highlight the need for this technology.

Secondly, the research department currently uses the public version of Tableau (a data visualization software) to create data visualizations for departmental program review. This version of Tableau is free and public—requiring that Research make inaccessible the raw data behind the tables. This version also disallows embedded vizes and other macro query visualizations. Purchasing the full Tableau Server software would improve the Research office's ability to bolster the IR website data visualizations, not only for Program Review but for other reporting sources like student characteristics, daily reports, student achievement, promise profiles and many more.

Recommend changes and updates to program funding based on assessment of program outcomes.
- For elements that require funding, complete the Resource Plan Worksheets.

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The purchase or creation of a data warehouse and the purchase of Tableau Server will require both a one-time increase and an annual increase of the Research budget.

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V. ANTICIPATED SERVICE CHALLENGES/CHANGES
Suggested Elements:

A. Regulatory changes
B. Internal and external organizational changes
C. Student demographic changes
D. Community economic changes – workforce demands
E. ==Role of technology for information, service delivery and data retrieval==
F. Distance Education impact on services
G. Providing service to multiple off-campus sites
H. Anticipated staffing changes/retirements

Over the last five years, there has been a steep increase in the source, use and requirements of educational data. Community college Institutional Research offices are no longer the small reporting offices they used to be but front and center in the new culture of evidence. The service changes for our Research office come in its ability to rebuild data sets to serve as guides for institutional decision-making and provide comparable metrics for accountability, student achievement, program efficiency and institutional effectiveness. Linking federal, state, and internal data sets with similar formulas and definitions for reporting and analysis require an Institutional Research office be limber, well-staffed and technologically relevant. The current challenge to our Research office is its technological restraints. While SLOCCCD is data rich, its ability to complete robust and timely research reports/projects is hindered by technology. The Research department needs a strong data warehouse in order to effectively deliver its product and support the college mission.

VI. PROGRAM DEVELOPMENT FORECAST
Suggested Elements:

A. Description of forecasted program development and objectives, based on information collected in I-IV
B. Plans for improvement
C. ==Support for Institutional Goals and Objectives==
D. ==Student and program outcomes evaluation==
E. Recommendations from external agencies
F. New service coordination and collaboration – internal and external programs
G. Anticipated job description revisions based on program changes
H. Staff training/professional development needs

The Research Office will be called upon to evaluate the efficacy of several interventions related to SSSP, Student Equity, Basic Skills, etc. In addition, the Research Office will have an expanded role in measuring how well the college is meeting its strategic objectives. Moreover, the Research Office will continue to facilitate the disaggregation of student and program learning outcomes via eLumen.

VII. OVERALL BUDGET IMPLICATIONS
Will be reflected in District planning and budget process
Elements:

A. Personnel
B. Equipment/furniture (other than technology)
C. <mark>Technology</mark>
D. Facilities

> As mentioned above, the primary budget implications emanating from Research surround the costs of streamlined data acquisition (data warehouse) and enhanced analytic and visualization software (Tableau Server).

First, while there have been advancements thanks to the work of Matt Owen, the research office continues to be hindered by the absence of a reliable, valid, functional data warehouse. This technological disability is becoming a primary strain on the department's utilities. Unlike Allan Hancock, Santa Barbara City College, Hartnell and other colleges in our region, Research spends the majority of it's time acquiring, as opposed to, analyzing data. Therefore, this is our highest priority. The second resource request involves the purchase of Tableau Server, which would provide enhanced opportunities for internal, secure data sharing of more granular data.

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form.

Division Chair/Director Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

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MANAGER'S ANALYSIS OF COMPREHENSIVE PROGRAM PLANNING & REVIEW (CPPR)

Program: **Planning Year:**   **Last Year CPPR Completed:**

Unit: **Cluster:**

A. CPPR Pre-Meeting
It is strongly recommended that the Vice President and/or Dean meet with Division Chair/Director/designee and the program faculty and/or staff involved in preparing the CPPR prior to the completion of the review documents. The discussion should include an overview of the CPPR document and expectations of what should be considered and focused on when developing the CPPR.

If a Pre-CPPR meeting occurred, please list those in attendance, when the meeting occurred and a summary of what was discussed.

B. Narrative Analysis of CPPR Sections
Please provide an analysis and comments of programmatic information for each of the CPPR sections below.

- **General Information and Program Outcomes (Required for Instruction/Student Services/Administrative Services):**

- **Program Support of Institutional Goals and Objectives, and/or Institutional Learning Outcomes (Required for Instruction/Student Services/Administrative Services):**

- **Program Data Analysis and Program-Specific Measurements (Required for Instruction/Student Services/Administrative Services):**

- **Curriculum Review (Required for Instruction and may be Applicable to Student Services):**

- **Program Support of Institutional Goals and Objectives and Student Learning Outcomes (Required for Instruction/Student Services/Administrative Services):**

- **Program Data Analysis, Assessment and Improvements (Required for Student Services/Administrative Services):**

- **Program Outcomes, Assessments and Improvements (Required for Instruction/Student Services/Administrative Services):**

- **Anticipated Service Challenges/Changes (Required for Student Services/Administrative Services):**

- **Program Development Forecast (Required for Instruction/Student Services/Administrative Services):**

- **Overall Budget Implications (Required for Student Services/Administrative Services):**

- **End Notes/Additional Comments (Required for Instruction/Student Services/Administrative Services):**

C. **Commendations/Considerations**
Please provide a list of commendations and considerations based on the CPPR.

Commendations:
Comments in this area summarize how the program has demonstrated its effectiveness.

Considerations:
Comments in this area constitute advice to help the program meet or surpass expectations for effectiveness.

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D. Applicable Signatures:

_____   _____
Vice President/Dean   **Date**

_____   _____
Division Chair/Director/Designee   **Date**

_____   _____
Other (when applicable)   **Date**

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/ Dean's narrative analysis. The signatures do not necessarily signify agreement.

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SURVEY

Please take 15 minutes to complete the IPPR Survey. Your assessment will serve to help us make the form and process better.

Thanks,

The IPPR Committee

[Survey Link](#)