

ANNUAL PROGRAM PLANNING WORKSHEET (APPW)

Program: Institutional Research **Planning Year:** 2013/14 **Last Year CPPR Completed:** 2011

Unit: Institutional Research **Cluster:** President's Cluster **Next Scheduled CPPR:** 2016

NARRATIVE: APPW

Use the following narrative outline and be brief and concise:

I. Program-Level Outcomes: List the outcomes established for your program.

(1) Collect and analyze empirical data to inform ongoing and integrated institutional planning and policy development, support internal program review and college accreditation, and contribute appropriate information to state and federal data consortia.

(2) Extract and document 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 institutional effectiveness and college goals.

(3) 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 effectiveness and improvement.

(4) Collect, analyze and communicate, both internally and externally, an analysis of qualitative and quantitative data on questions of interest.

II. Program Progress towards Institutional Goals and Objectives: Identify how your program, within the past year, has helped the district achieve its Institutional Goals and Objectives and provide data or evidence that demonstrates the progress.

The Institutional Research office provided data and analysis to identify student pathways toward transferable level courses, prerequisite validation processes, longitudinal new student orientation patterns, ARCC data reporting as well as all reporting identified in Institutional Program outcome 3, in support of Institutional Goal 1, enrollment data and student residency data as well as all reporting identified in Institutional Research Program Outcome 3 and 4, in support of the Institutional Goal 2, provided regular, clear, accessible and critical data to all interested college stakeholders as well as all reporting identified in Institutional Research Program Outcome 1,2, 3 and 4 in support of Institutional Goal 3, provided data and analysis for all components of college planning in support of Goal 4, and provided data to local county board of education, local High Schools, and conducted environmental scans on local employment industry trends in support of Goal 5. The Institutional Research office also provided specific data and analysis on the effects of interventions (action plans) on goal and objective achievement. Evidence for this support can be found on the Institutional Research Website.

III. Program Progress towards Program-Level Objectives: Identify the progress that your program has made, within the past year, towards achieving program-specific objectives that were identified in your program's most recent Comprehensive Program Planning and Review document and provide data or evidence that demonstrates the progress.

Research faces two primary challenges: (1) insufficient staffing, and (2) the absence of a reliable, valid and functional data warehouse. Regarding the former, the college hired a .5 FTE permanent research analyst. This increase in staffing has made a very positive impact on the effectiveness and efficiency at which Research achieves its program outcomes. With respect to the latter, data warehousing need, the research office is currently creating its own data warehouse composed of MIS data and Banner data where appropriate. With increased staffing and the eventual creation of a standalone data warehouse, the institutional research office is moving in a positive direction.

IV. Institutional Measurements/Data: Analyze the institutional, program and site specific measurements (data and evidence) that are most relevant to your current program status.

The Institutional Research office is in the unique position of analyzing its program (data and analysis) by way of its own product (data and analysis). In an effort to achieve an effective, non-cyclical measure, the Institutional Research office **tracks** the degree to which our program outcomes are successful as well as the degree to which our outcomes continue to be appropriately defined by the degree to which our program **product** (data and analysis) is **effectively** collected (database validity) distributed (meeting demand) used (satisfying product request) by all **college stakeholders** as well as the degree to which our program product supports all college planning and reporting.

V. Program Outcomes Assessment and Improvements:

- **Assessment cycle calendar**

- Summarize recent assessment efforts and assessment methods within the program (You may attach recent program-level CPAS in lieu of this narrative).

Method of assessment: track effective collection, distribution, use and support of program product.

Assessment efforts (recent): 1-4

- Collection: locked data collected at beginning and end of each term; dynamic data collected daily.
- Distribution: Research agenda schedule
- Usage: All Master Plans, All Operational Plans, Strategic Plan, All Accreditation reports, including Follow-Up and Supplemental, Integrated Planning Manual, Progress Reports, Internal Program Reports on questions of Interest, and Grants: CREATE, CTEA, TITLE III, Health Center and Nursing
- Support: All Master Plans, All Operational Plans, Strategic Plan, All Accreditation reports, including Follow-Up and Supplemental, Integrated Planning Manual,

Progress Reports, Internal Program Reports on questions of Interest, and Grants:
CREATE, CTEA, TITLE III, Health Center and Nursing

- Briefly summarize program improvements or changes that have been implemented since the last APPW or CPPR. (You may attach recent program-level CPAS in lieu of this narrative).
 - Recent program improvements (based on assessment): The Institutional Research office identified the program review data, posted on the IR website, was not meeting assessment measures of effective distribution, usage or support—Research redesigned the data collection and distribution to be streamlined, user friendly and transparent—improving distribution, usage and support. Space on an onsite computer server (in Computer Services) was allocated for Research to safeguard the reliability of daily collection and distribution of data—improving all areas of the program.
- Identify and describe any budget requests that are related to student learning outcomes assessment results or institutional/programmatic objectives.
 - To support increasing data and data analysis requirements for both student learning outcome assessment and institutional/programmatic objectives, research requests budget allocation for increased staffing.

VI. Program Development/Forecasting for the next academic year:

Create a short narrative describing the following development forecasting elements, indicating how they support efforts to achieve program outcomes and/or institutional goals and objectives (where applicable):

- New or modified action steps for achieving Institutional Goals and Objectives
- New or modified action steps for achieving program outcomes
- Anticipated changes in curriculum and scheduling
- Levels or delivery of support services
- Facilities changes
- Staffing projections
- Strategies for responding to the predicted budget and FTES target for the next academic year

Action steps (forecast):

To improve the effectiveness of Institutional Research Outcome 1, Research will identify and modify those data element definitions (used in empirical data) that do not currently match *completely* in metric the data elements of similar category in local, state and federal consortium.

Staffing projections: Institutional Research forecasts an increase in data requests and requirements from all areas of the college; in response, Institutional Research forecasts the need for increased staffing support.

Strategies for responding to budget and FTES target:

Institutional Research will continue to support all college planning processes with data and data analysis to support informed decision making, including those in response to predicted budget and FTES target.

UNIT PLAN

NARRATIVE: UNIT PLAN

The Unit Plan ties program review to resource allocation. For this first segment of the Unit Plan, write a narrative analysis of the fiscal assumptions and needs for your division/department for the upcoming year (e.g. Continued categorical funding, support staff not funded, etc.).

Institutional Research assumes that next year's level of general fund support will be equivalent to the current year's level. It is further assumed that categorical funds from the Basic Skills and the Nursing grants will provide approximately \$15,000 as they have this fiscal year. However, according to the Supervisor of Career Technical Education and the Dean of Workforce and Economic Development, neither SB70 nor the CTEA grant is allowed to pay for research services in support of meeting the reporting requirements of these grants. Oddly, over the two most recent years, SB70 and CTEA grants paid nearly \$70,000 toward Research salaries—the savings of which reverted to the district. Prior to this year, Institutional research had received CTEA funding, to support mandated grant reporting, for at least 15 years.

Institutional Research has one primary need: to increase staff support. Over the last year, the district approved a .5 FTE permanent research analyst position for which the office of institutional research is very appreciative. The additional 20 hours per week of research support has significantly enhanced the research office's ability to meet the college's various data needs (as elucidated above).

However, with the increased pressure from ACCJC and other state and federal agencies (e.g., Department of Education, etc.) to become truly data driven, it is unlikely, with current staffing levels, that the research office will be able to adequately meet these demands. Therefore, the institutional research office requests that the current .5 FTE research analyst position be increased to .75 FTE. To move the current position to .75 can be accomplished with existing general fund dollars in the research account. In other words, this increase does not require an enhancement of the current research fund allocation. Ideally, the institutional research office would like to increase the current institutional research analyst position to 1.0 FTE; this increase would require an annual increase of approximately \$15,000 to the research account.

EXCEL WORKSHEETS: UNIT PLAN

For the remainder of the Unit Plan, complete the following Excel Worksheets:

- [*Prior Year Unit Plan Worksheet — Prior Year Unit Funding Requests*](#)
- [*Personnel Requests Unit Plan Worksheet — Personnel Funding Requests*](#)
- [*Supplies Requests Unit Plan Worksheet — Supplies Funding Requests*](#)
- [*Equipment Requests Unit Plan Worksheet — Equipment Funding Requests*](#)
- [*Facility Requests Unit Plan Worksheet — Facility Funding Requests*](#)
- [*Technology Unit Plan Worksheet — Technology Funding Requests*](#)
- [*Top 10 Priorities Unit Plan Worksheet — Prioritized List of Top 10 Immediate Unit Needs*](#)

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 are 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
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