

# Santa Rosa Junior College

## Program Resource Planning Process

### Institutional Research 2014

#### 1.1a Mission

The mission of the Office of Institutional Research is to provide useful and relevant information to district administrators, faculty and staff — to inform the planning process, policy formation, decision making, and accountability.

In addition, the office is charged with compiling reports on a regular and as-requested basis to the federal government, state chancellor's office, and various other individuals and groups (including grants and categorically funded programs that help fund the office). The office also consults with campus programs and individuals regarding sources of external and internal data and information, and how to gather, analyze and interpret data.

#### 1.1b Mission Alignment

OIR supports every aspect of the district's mission by providing useful and relevant information to assist the district in its provision of high quality lower division academic and career/technical education, basic skills, and economic/workforce development. In addition, OIR supports institution-wide planning to improve the district's implementation of the mission. Specifically, OIR supports the Strategic Plan by monitoring implementation progress via the Strategic Planning Scorecard and by providing relevant data and information to inform each strategic goal. OIR strives to provide information and support for the continuous improvement of district programs and services.

#### 1.1c Description

In order to support district decisions, the Office of Institutional Research (OIR) provides the following:

- Data analysis
- Survey research
- Compilation of relevant external data
- Analysis of relevant internal data
- Support to grants and categorical programs, particularly those that help fund the office
- Mandated state and federal external data submissions (IPEDS, ARCC and various other federal and state requests)
- Consultation with committees and individual administrators, faculty and staff
- Annual production of the SCJCD Fact Book
- Mandated reports (e.g., matriculation validation studies)

#### 1.1d Hours of Office Operation and Service by Location

Institutional Research is a centralized administrative function located on the Petaluma campus. It is open Monday through Friday, 8:00 a.m. – 5:00 p.m. Research services are provided to the entire district. Office hours vary in the summer with the district calendar (generally, Monday through Thursday, 7:00 a.m. - 5:30 p.m.)

## 1.2 Program/Unit Context and Environmental Scan

There is a national trend for greater "accountability" in government organizations, including higher education. Institutional Research fulfills an important function by addressing accountability by providing data and information, and by promptly responding to mandated research requests (e.g., IPEDS, Student Success Scorecard, required Student Equity and Student Support research, etc.) This trend has also created more demand for OIR locally as programs and services are required to provide more data to justify their budgets.

The accountability trend has evolved into a call for successful completions. Community colleges have been criticized for maximizing access without a clear focus on helping students complete their educational goals. The relatively new federal "gainful employment" regulations are an example of this trend. Clearly, colleges are being called upon more to collect data and track students to various outcomes (employment, transfer, degrees, certificates, etc.) The trend is also to disaggregate student data (by gender, ethnicity, etc.) and to track cohorts of students over time. New requirements from the Accrediting Commission for Community and Junior Colleges (ACCJC) reflect this trend; beginning in 2012, much more data has been required in support of annual reports and the Self-Evaluation. In addition, the recommendations from the "Student Success Task Force" further underscore this trend.

With Student Learning Outcomes at SRJC emphasizing assessment (in great part to satisfy ACCJC requirements), OIR has received an increase in faculty and departmental requests for assistance.

In addition, SRJC has committed to pursuing more federal (and other) grants, which involves support from OIR but does not always come with funding for OIR,

With the dearth of internal data reports due to the conversion to the SIS, OIR has been asked to conduct more surveys to assist departments and committees with data collection. In addition, OIR has been asked to pull more of our own MIS data back from the Chancellor's Office for the same reasons.

In order to secure funding for contracted classified staff, OIR has reached out and begun conducting statewide research, specifically the NCHA (National Collegiate Health Survey -- OIR coordinates the California statewide supplemental survey and results) and the CTE Employment Outcomes survey, which in 13-14 included paid participation from one-third of California Community Colleges.

## 2.1a Budget Needs

## Budget Analysis

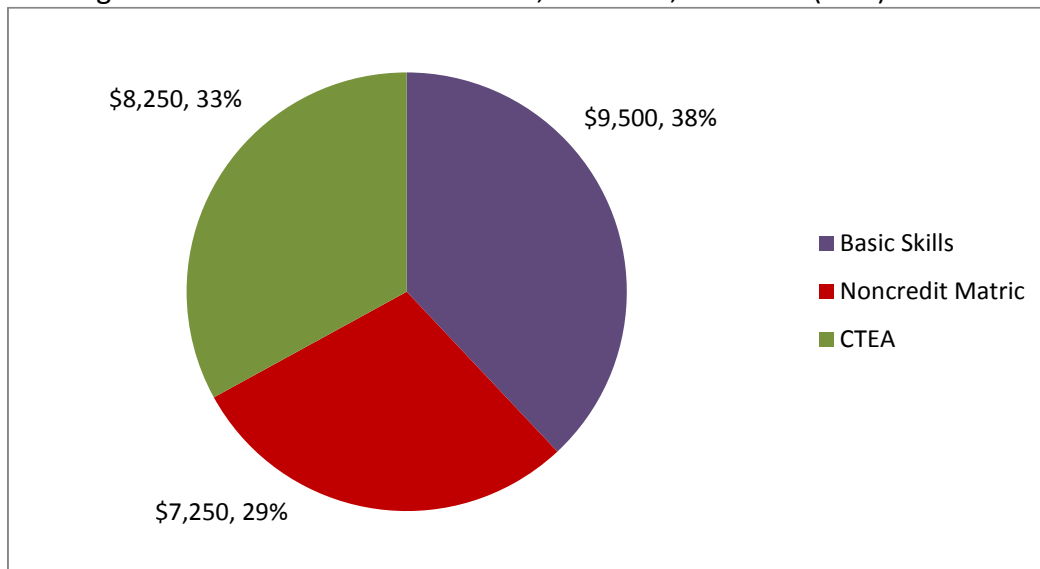
OIR's total expenditures for 11/12 comprised 0.29% of the district total. OIR salary/benefits were 0.38% of the district total, and non-personnel costs were 0.06% of the district total.

In 11/12, salary/benefit costs comprised 97% of OIR's budget, in contrast to the average district program where 76% of budgetary costs are attributed to salary/benefits.

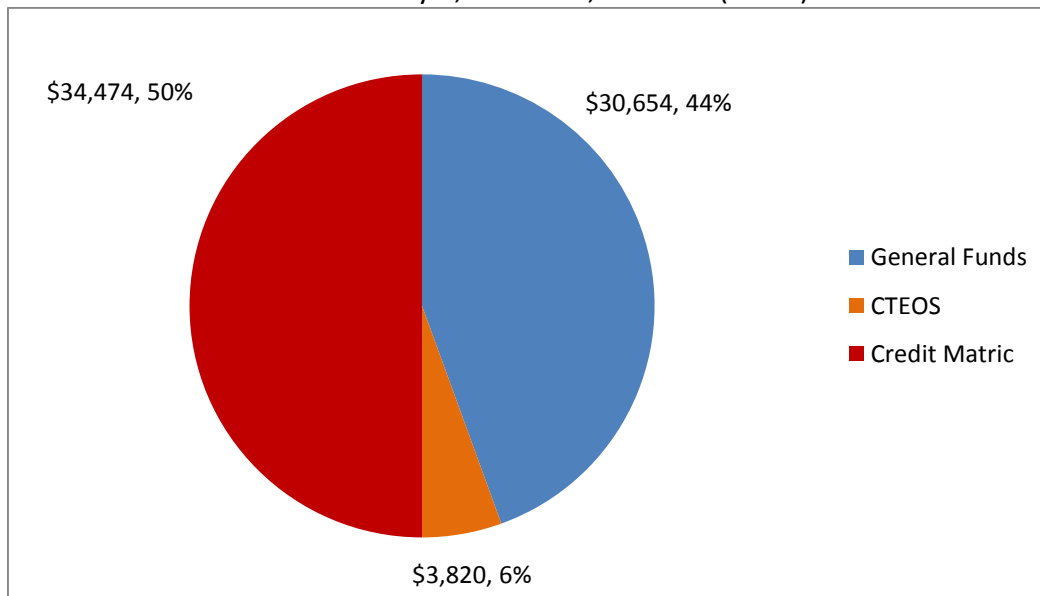
Also in 11/12, 36% of OIR's funding came from restricted sources (primarily Matriculation, and the statewide CTE Outcomes Survey). This is significantly higher than the district-wide average of 12% of funding coming from restricted sources.

The chart below shows the breakdown of funding sources for the 12/13 year for IR's 1.5 of classified staff positions.

Funding Sources for Research Technician, classified, half-time (50%)



Fund Sources for Research Analyst, classified, full time (100%)



## Budget Needs

The IR Office's primary need is funding for more staff time.

Secondarily, to support the plan to provide more data in a visual, on-line platform, IR is requesting funding for two software packages that work in conjunction to present data in visually stimulating ways, and to then post that data on the web: Tableau Software, and Public Premium (to post the graphics created in Tableau). The total cost for the first start-up year is approximately \$6,000. The cost drops in subsequent years to \$4,800.

## 2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	ALL	08	06	\$6,000.00	Renew Tableau Software (to visually portray data in a web-based, interactive way) Note: initially purchased with a foundation grant)

## 2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Research Analyst	40.00	12.00	Performs highly skilled professional work in the design of research projects, identify data sources, extract, analyze and documents data, draw sound conclusions, communicate results, provide technical and end-user support for all aspects of research projects with emphasis in Fact Book and data support on planning and decision-making.
Research Technician	20.00	12.00	Assists in accomplishing the goals and responsibilities of the Institutional Research Department by providing administrative support and expertise in complex technical areas.

## 2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Director of Institutional Research	40.00	12.00	Responsible for the coordination of the development and dissemination of relevant data and information for the District and the required state and federal reports. Supports accreditation and the institutional planning process; plans, designs, conducts and interprets research projects for the evaluation of operational and program performance including matriculation activities and student outcome measures; trains, schedules, assigns, supervises and evaluates the performance of assigned personnel.

## 2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Student Worker	15.00	10.00	Primarily with grant funding, assists with office tasks such as mail, scanning and scrubbing surveys, and formatting charts and tables.
STNC Research Technician	15.00	11.00	With outside funding, provides support with emphasis on survey development, implementation and analysis; and support of special projects.

## 2.2d Adequacy and Effectiveness of Staffing

OIR was severely understaffed in 06/07 and prior years; however, 1.5 FTE new classified staff were hired in early 2008 which resolved the staffing crisis in the office until 1.0 FTE was "repurposed" through district-wide re-engineering efforts in July 2009. Since then, the office has had to cut back on services to the district due to decreased staffing, and to turn to outside sources of funding to cover payroll.

In '11-'12, 36% of OIR's funding came from restricted sources, compared to 12% for the district.

In '11-'12, 98% of OIR's budget went to salary/benefit costs, compared to 76% for the district.

To better meet the needs of the district, OIR will need to increase the Research Technician from 50% to 100% with district funding and ideally hire a second research analyst.

To more fully serve the district's growing research needs, OIR needs a second Research Analyst position.

In addition, as categorical sources (i.e., Basic Skills) are continuously diminishing, both the Research Analyst and the Research Technician (permanent classified positions) should be funded with unrestricted funds.

## 2.2e Classified, STNC, Management Staffing Requests

<b>Rank</b>	<b>Location</b>	<b>SP</b>	<b>M</b>	<b>Current Title</b>	<b>Proposed Title</b>	<b>Type</b>
0001	Petaluma	01	06	Research Technician 50%	Research Technician 100% (increase; student equity)	Classified

## 2.3a Current Contract Faculty Positions

<b>Position</b>	<b>Description</b>

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
	0.0000	0.0000	0.0000	0.0000	

2.3c Faculty Within Retirement Range

2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

### 2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
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### 2.4b Rational for Instructional and Non-Instructional Equipment, Technology, and Software

### 2.4c Instructional Equipment and Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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### 2.4d Non-Instructional Equipment, Software, and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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### 2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
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### 2.5b Analysis of Existing Facilities

Our office space works well for us.

We have one minor request: Should the district have any spare patio furniture, we would appreciate an outdoor table and chairs for the fenced-in patio area immediately adjacent to the staff lunch room.

### 3.1 Develop Financial Resources

### 3.2 Serve our Diverse Communities



Research job positions are recruited through Research and Planning listserv, Press Democrat, CCC Registry, Craig's list, and Higher Ed Jobs listserv.

The office promotes diversity by providing data and information to support diversity initiatives, such as the Student Equity Plan, as well as documenting and promoting the changing demographics of the District.

In addition, OIR provides research support for specific projects aimed to promote diversity, such as the district's quest to gain the "Hispanic Serving Institution" designation and by writing grants for projects such as "Gateway to College."

### 3.3 Cultivate a Healthy Organization

If the budget allows, Classified staff are encouraged to attend regional and statewide meetings/trainings, and other professional development activities including conferences. Staff attend PDA trainings, all office staff attended the RP Conference in spring 2014.. In 2010/11 staff began utilizing Lynda.com to become more proficient in database design and management, Microsoft SharePoint, SPSS, and Dreamweaver.

### 3.4 Safety and Emergency Preparedness

All three permanent staff in OIR are involved as either an area safety coordinator or an administrative liaison. As such, we are all attending safety trainings on the Petaluma campus both related to emergency preparedness as well as first aid/CPR etc.

KC Greaney is the Administrative Liaison for Building 600, Call, on the Petaluma campus.

Jeanne Fadelli is Area Safety Coordinator for the PE Building on the Petaluma campus.

Lara Abel is Area Safety Coordinator for the Call Annex and upstairs Call on the Petaluma campus.

### 3.5 Establish a Culture of Sustainability

We are avid recyclers in OIR, and are intentional about printing double-sided and keeping electronic (rather than paper) copies wherever possible.

### 4.1a Course Student Learning Outcomes Assessment

OIR indirectly supports student learning by providing data, analysis, and relevant information to support district decision makers, including faculty. In addition, OIR has been very involved in Project LEARN, with the Director chairing the institutional learning outcomes committee since its inception. Further, OIR consults with committees, departments, and individual faculty on learning outcomes development and assessment.

OIR supports faculty in conducting course SLO assesment, primarily by faciliating on-line or paper surveys to collect data.

#### 4.1b Program Student Learning Outcomes Assessment

OIR indirectly supports student learning by providing data, analysis, and relevant information to support district decision makers, including faculty. In addition, OIR has been very involved in Project LEARN, with the Director chairing the institutional learning outcomes committee since its inception. Further, OIR consults with committees, departments, and individual faculty on learning outcomes development and assessment.

OIR supports faculty and programs in conducting course SLO assesment, primarily by faciliating on-line or paper surveys to collect data.

#### 4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
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#### 4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7

#### 4.2b Narrative (Optional)

See 4.1a and 4.1b, above

#### 5.0 Performance Measures

**External Stakeholders**

<b>How well do we respond to the requests of the state and federal government, accrediting agencies, and the Chancellor's Office?</b>	
<b>Effectiveness Indicator:</b>	<b>Evidence (for 11/12 and 12/13 Academic Years):</b>
1. Production of reports which are acceptable to federal, state, accrediting agencies and/or the Chancellor's Office	All of the following reports were submitted on time, and the receiving entity was satisfied with the quality of the report
	~IPEDS Fall Report ~IPEDS Winter Report ~IPEDS Spring Report ~ARCC Report

**Internal Stakeholders**

<b>How well do we respond to the needs of our college leadership, management, staff and faculty?</b>	
<b>Effectiveness Indicator:</b>	<b>Evidence (for 11/12 AY):</b>

2. Production of reports, projects, data, and surveys	See list of "OIR Projects: 11/12 Academic Year" (below)
3. Customer satisfaction	Evidence from the 2009 "Multi-Site Task Force" indicates that out of nearly 300 district employees, 91% are either "very satisfied" (38%) or "satisfied" (53%) with their access to the services provided by the Office of Institutional Research.

OIR  
Projects  
11/12 Academic Year

Type of Research	Examples	2011					2012						
		Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Institutional Planning Information	Fact Book	fc	f	fc	f	fhc g	fcg h	fh	fh	f	f	f	f
	Linkage/PRPP	g	g	g	g	g	g			f			
	Institutional Planning Website		f	h	f	f	fh	f	f	f	f	f	
	PRPP Evaluation/Survey	g	g	g	g	g	g	g	g	g	g	g	
	Institutional Effectiveness Measure	g	g	g	g	g	g	g	g	g	g	gf	g
	Historical Awards & Certificates Compilation	f					f	f	f				
	Kansas Study												
	SRJC Student Survey 2010	h	h	c	hc	h		hc	h	h	h		
Student Learning Outcomes	Project LEARN Steering Cte	g	g	g	g	g	g	g	g	g	g	g	
	i-LEARN Steering Cte												
	Consulting w/ faculty&departments	g	g	g	g	g	gh	g	g	g	g	g	
	Project Learn presentations												
	CSKLS LAP				h	h		h	h			h	

Grants	A.D.N. - TEAS			c				c					
	Foster Care/Kinship Grant	g	gh	g	g	g	gh	g		h			
	CTE Outcomes Survey (RP Group)	g	g	hg	g	hcg	gc	gc	gc	gc	gc	h	h
	Gateway to College							g	g	g	g	g	fg
	HSI Grant								f	f			

Federal and State Mandates	ADN Admissions			g									
	Rad Tech Admissions									g			
	LVN Admissions			g	g	g							
	FOIA: MyEdu.com Grade Distribution		f				f	f					
	ARCC			g	g		g	g					
	IPEDS	g	g	g		g	g		g	g			g
	Gainful Employment	g	g	g			g	gf					

Committee/ Administrative Support	Institutional Planning Council		g	g	g	g	g	g	g	g	g		
	Occupational Ed Strategic Plan Ctm												
	StEP sub-committee work	f	f	f	f	f	f	f	f	f	f		
	District Online Committee												
	Learning Communities Study		h	h	h	h	h	h	h	h	h		
	Accreditation			g	g		g	g					
	Basic Skills Initiative	g	gf	gf	g	g	g	gf	g	g	g		
	MIS Task Force	fg	fg	fg	fg	fg	g	gf	gf	gf	gf		
	High School Yield Report	f					f						
	SRJC certificate audit (2)	f					f	f					
	PRPP Ad hoc Committee	g	g	g	g	g	g	g	g	g	g		
	Policy 3.6 Data											g	fg
	Athletic Interest Survey (Title 9)						g	g					
	Grant ad-hoc committee	g	g										
Learning Communities/Basic Skills Research		fh	fh					f					



Individual Faculty/Staff Requests	Responding to individual requests	fg	fg	fg	fg	fg	fg	fg	f	f	f	f	f
	Datamining	f	f	f	f	f	f	f	f	f	f	f	f
	Petaluma Statistics (Jane)	f	f				f	f	f	f	f		
	Consulting on research issues	g	g	g	g	g	g	g					

OIR Internal	PRPP							g	g	hfg	g	
	OIR Website	h	h				h	h	h	h	h	

NOTES:  
c = Chin, Janet  
f = Fadelli, Jeanne  
g = Greaney, KC  
h = Hunter, Jill

	2011					2012						
OIR STAFF TRAINING:	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Data on Demand												
MIS		fg										
GIS												
Reporting and Handling Emergencies			h									
Share Point (Lynda.com)												
IPEDS			g									
ARCC							g					
Dreamweaver									fh	fh		fh

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	ALL	00	00	1.0 Conduct research in support of district planning efforts by providing relevant data, analysis and information	1.1 Support IPC and the district's quest for integrated planning 1.2 Support the district's Strategic Planning effort 1.3 Support the district's Accreditation effort 1.4 Maintain the district's planning website 1.5 Implement a visually appealing interactive web site where SRJC users can explore data in an engaging, user-friendly way 1.6 Publish the annual SCJCD Fact Book, the primary source for longitudinal institutional data used for planning purposes	Throughout 2012-13	Accomplished. Provided significant support to IPC, Strategic Planning, accreditation, and planning. Produced 2013 SCJCD Fact Book.  Partially accomplished updating the district's planning website, and implementation of interactive data (in process)
0002	ALL	00	00	2.0 Conduct required data collection and verification for state and federal reporting, including IPEDS, Student Success Scorecard, Gainful Employment, and placement test validation studies	2.1 Provide required data, analysis and verification 2.2 Provide leadership in data verification efforts, specifically by chairing the MIS Task Force 2.3 Meet all deadlines to keep the SCJCD in compliance with state and federal data submissions	Throughout 2012-13	Accomplished. Two validation studies were submitted in 13/14, leadership was provided to the MIS Task Force, and all state and federal reporting mandates were followed accurately and on time.
0003	ALL	00	00	3.0 Conduct research in support of grant and categorical programs and other outside funding sources (CTEOS, Basic Skills, Perkins, matriculation, HSACCC, etc.)	3.1 Particularly for categorical and grant funding sources for OIR, conduct research and gather data as requested and required 3.2 Contract with other community colleges to conduct the 2014 CTE Outcomes Survey	Throughout 2012-13	Accomplished. Research to support Basic Skills, Perkins, Student Success & Support, Student Equity, HSACC, and CTEOS was conducted as necessary and requested.
0004	ALL	00	00	4.0 Assess the effectiveness of Santa Rosa Junior College	4.1 Provide 2013 Institutional Effectiveness Report, and widely share results throughout the district 4.2 Modify the Institutional Effectiveness Report template for 2014 to align with the newly developed Strategic Plan 4.3 Conduct other analysis as requested and staff time permitting to compare SRJC with other community colleges in the state and in the nation	Throughout 2012-13	Accomplished, with the exception of the modification of the Institutional Effectiveness Report to align with the Strategic Plan, which has been tabled until the 14/15 academic year.



## 6.2a Program/Unit Conclusions

Location	Program/Unit Conclusions
ALL	Our greatest challenge is budgetary limitations, which limits staff time to conduct research in support of the district. Budgetary data helped OIR make the decision to seek outside funding, and in 13/14 SRJC's research team conducted a statewide CTE Employment Outcomes Survey on behalf of 37 California Community Colleges (The California Community College CTE Employment Outcomes Survey).

## 6.2b PRPP Editor Feedback - Optional

### 6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	08	06	1.0 Conduct research in support of district planning efforts by providing relevant data, analysis and information	1.1 Support IPC and the district's quest for integrated planning 1.2 Support the district's Strategic Planning effort 1.3 Support the district's Accreditation effort 1.4 Implement a visually appealing interactive web site where SRJC users can explore data in an engaging, user-friendly way 1.5 Publish the annual SCJCD Fact Book, the primary source for longitudinal institutional data used for planning purposes	Throughout 2012-13	Staff time
0002	ALL	01	06	2.0 Conduct required data collection and verification for state and federal reporting, including IPEDS, Student Success Scorecard, Gainful Employment, and placement test validation studies	2.1 Provide required data, analysis and verification 2.2 Provide leadership in data verification efforts, specifically by chairing the MIS Task Force 2.3 Meet all deadlines to keep the SCJCD in compliance with state and federal data submissions	Throughout 2012-13	Staff time
0003	ALL	08	06	3.0 Conduct research in support of grant and categorical programs and other outside funding sources (CTEOS, Basic Skills, Perkins, Student Support and Student Equity, AB86, HSACCC, etc.)	3.1 Particularly for categorical and grant funding sources for OIR, conduct research and gather data as requested and required 3.2 Contract with other community colleges to conduct the 2015 CTE Outcomes Survey	Throughout 2012-13	Staff time, grant and categorical funding, outside funding
0004	ALL	08	06	4.0 Assess the effectiveness of Santa Rosa Junior College	4.1 Provide 2014 Institutional Effectiveness Report, and widely share results throughout the district 4.2 Modify the Institutional Effectiveness Report template for 2015 to align with the newly developed Strategic Plan 4.3 Conduct other analysis as requested and staff time permitting to compare SRJC with other community colleges in the state and in the nation	Throughout 2012-13	Staff time