

Santa Rosa Junior College

Program Resource Planning Process

Institutional Research 2015

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, and the Student Equity Annual Plan is heavily research driven.

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.

Student Equity and Student Success have required a lot of attention from OIR staff; we are fortunate that there was funding available to expand staff hours to accommodate these demands.

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 14-15 included paid participation from over one-third of California Community Colleges (and well over half will participate in 1516).

2.1a Budget Needs

Budget Analysis

OIR's total expenditures for 13-14 comprised 0.49% of the district total.

OIR salary/benefits were 0.38% of the district total, and non-personnel costs were 1.55% of the district total. Approximately two-thirds of the OIR budget comes from the CTE Outcomes Survey.

Budget Needs

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

2.1b Budget Requests

| Rank | Location | SP | M | Amount | Brief Rationale |
|------|----------|----|---|--------|-----------------|
|------|----------|----|---|--------|-----------------|

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. |
| 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. |

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 Educational Research Specialist | 25.00 | 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. |
|--------------------------------------|-------|-------|---|

2.2d Adequacy and Effectiveness of Staffing

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 third research analyst to support grants and outside contracts.

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

| Rank | Location | SP | M | Current Title | Proposed Title | Type |
|------|----------|----|----|-------------------------|---|------------|
| 0001 | Petaluma | 01 | 06 | Research Technician 50% | Research Technician 100% (increase in hours) | Classified |
| 0002 | Petaluma | 01 | 06 | Research Analyst | | Classified |

2.3a Current Contract Faculty Positions

| Position | Description |
|----------|-------------|
| | |

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 |
|------|----------|----|---|------------|--------------------------|
|------|----------|----|---|------------|--------------------------|

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 |
|------|----------|----|---|------------------|-----|-----------|------------|-----------|------------|---------|
|------|----------|----|---|------------------|-----|-----------|------------|-----------|------------|---------|

2.4d Non-Instructional Equipment, Software, and Technology Requests

| Rank | Location | SP | M | Item Description | Qty | Cost Each | Total Cost | Requestor | Room/Space | Contact |
|------|----------|----|---|------------------|-----|-----------|------------|-----------|------------|---------|
|------|----------|----|---|------------------|-----|-----------|------------|-----------|------------|---------|

2.5a Minor Facilities Requests

| Rank | Location | SP | M | Time Frame | Building | Room Number | Est. Cost | Description |
|------|----------|----|---|------------|----------|-------------|-----------|-------------|
|------|----------|----|---|------------|----------|-------------|-----------|-------------|

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

The Office of Institutional Reserch supports grant writing and grant implementation, activities which bring additional resources to the District.

In addition, OIR conducts the statewide CTE Outcomes Survey on behalf of other California Community Colleges, who buy in. SRJC serves as fiscal agent for this project, and receives 7% overhead that directly contributes to the district general fund. That 7% "overhead" will equate to approximately \$50,000 in 2016.

3.2 Serve our Diverse Communities

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

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 2015.

Staff are encouraged to take advantage of employee fitness opportunities at the SRJC Petaluma gym, and most do.

All OIR permanent employees are involved in Emergency Preparedness at the Petaluma campus as Building and/or Area Safety Coordinators. In these roles, staff members attend safety trainings (CPR/First Aid, Disaster Preparedness, etc.) as they are offered at SRJC Petaluma.

3.4 Safety and Emergency Preparedness

All OIR permanent employees are involved in Emergency Preparedness at the Petaluma campus as Building and/or Area Safety Coordinators. In these roles, staff members attend safety trainings (CPR/First Aid, Disaster Preparedness, etc.) as they are offered at SRJC Petaluma.

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

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

Lara Abel and Greg Drukala are Area Safety Coordinators assigned to Building 600.

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.

We turn off printers and copiers at the end of the day.

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 assesses Institutional Learning Outcomes on a three year cycle via the SRJC Student Survey.

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

4.1b Program Student Learning Outcomes Assessment

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OIR assesses Institutional Learning Outcomes on a three year cycle via the SRJC Student Survey.

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4.1c Student Learning Outcomes Reporting

| Type | Name | Student Assessment Implemented | Assessment Results Analyzed | Change Implemented |
|------|------|--------------------------------|-----------------------------|--------------------|
|------|------|--------------------------------|-----------------------------|--------------------|

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

| <i>How well do we respond to the requests of the state and federal government, accrediting agencies, and the Chancellor's Office?</i> | |
|--|---|
| <i>Effectiveness Indicator:</i> | <i>Evidence:</i> |
| 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 |
| | <ul style="list-style-type: none"> ~IPEDS Fall Report ~IPEDS Winter Report ~IPEDS Spring Report ~ARCC Report ~Campus and Statewide reports for the CTE Outcomes Survey |

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Internal Stakeholders

| How well do we respond to the needs of our college leadership, management, staff and faculty? | |
|--|--|
| Effectiveness Indicator: | Evidence: |
| 2. Production of reports, projects, data, and surveys | See list of OIR Projects by year (on file) |
| 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. |

6.1 Progress and Accomplishments Since Last Program/Unit Review

| Rank | Location | SP | M | Goal | Objective | Time Frame | Progress to Date |
|-------------|-----------------|-----------|----------|--|---|--------------------|--|
| 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 | Completed and ongoing. Of particular note is the successful implementation of Tableau, including creation of the SCJCD Strategic Planning Scorecard and the conversion of the SCJCD Fact Book. |
| 0002 | ALL | 01 | 06 | 2.0 Conduct required data collection and verification for state and federal reporting, including IPEDS, Student Success Scorecard, | 2.1 Provide required data, analysis and verification | Throughout 2012-13 | Completed. |

| | | | | | | | |
|------|-----|----|----|--|---|--------------------|--|
| | | | | Gainful Employment, and placement test validation studies | 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 | | |
| 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 | Completed. |
| 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 | Completed, with the note that the statewide Institutional Effectiveness Initiative has trumped local need to create a revised report (we can now refer to the statewide report for SRJC) |

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 began conducting an annual statewide CTE Employment Outcomes Survey on behalf of nearly half of 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 | Access internal SRJC student information system data in order to provide adequate data analysis for district planning, accountability, and evaluation purposes | <p>a. Acquire access to IT SIS Data Warehouse (which will show evidence that Recommendation #1 of the Accreditation Report, calling for expanded access to data, is being addressed)</p> <p>b. Provide professional development for IR staff to become familiar with querying the IT SIS Data Warehouse</p> | 2015-16 | Support from IT, and OIR staff time |
| 0002 | ALL | 08 | 06 | Expand access districtwide to data and analysis (contingent upon successfully achieving Goal #1) | <p>a. Create appealing data visualizations, both online and in the form of infographics</p> <p>b. Develop a real-time online enrollment data dashboard using both EMS and SIS data to provide automated daily enrollment reports to district personnel, with the functionality to "drill down" by available variables, such as student demographics, department, district location, etc.</p> <p>c. Develop an online cohort tracking tool to allow users to set parameters for tracking customizable cohorts of students to chosen outcomes (such as persistence, graduation, transfer, etc.)</p> <p>d. Develop online reports for local high schools including enrollment numbers and SRJC outcomes for their students, such as placement, persistence, awards</p> <p>e. Continue updating the annual SCJCD Fact Book and add new sections as data become available</p> <p>f. Continue the "Citizen Researcher" campaign by providing better access to data (which will show further evidence that Recommendation #1 of the Accreditation Report is being addressed) so that district employees can learn how to independently locate data they need to complete their duties</p> <p>g. Promote the use of EMSI data resources (Gap Analysis, Community Impact, projected enrollment demands for growing industries, etc.) with appropriate users throughout the district</p> | 2015-16 | OIR staff time |
| 0003 | ALL | 08 | 07 | Provide research support to departments and programs that fund the Office of Institutional Research | <p>a. Continue administering the CTE Outcomes Survey on behalf of a consortium of California Community Colleges. We anticipate over half of the colleges in the state</p> | 2015-16 | Grant and categorical funding, OIR staff time |

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|--|--|--|--|--|--|
| | | | | <p>to participate in 2015/2016. (This project funds approximately one-third of OIR staff time)</p> <p>b. Continue supporting Student Equity, and SSSP efforts on behalf of the district. The new Student Equity Plan template that was released by the Chancellor's Office demands even more research and data analysis than before. (SSSP/noncredit SSSP/Student Equity funds approximately one-third of OIR staff time)</p> <p>c. Provide required research and support to the HSI Grant (which funds a 25% STNC Educational Research Specialist)</p> <p>d. Provide data and support to district requests, with a particular emphasis in supporting the "President's 2015-16 Goals" and to inform districtwide planning in support of increasing institutional effectiveness (district funding covers approximately one-fifth of OIR staff time)</p> <p>i. Continue responding to state and federal mandates/requirements in a timely and accurate fashion</p> <ol style="list-style-type: none"> 1. IPEDS 2. Student Success Scorecard 3. Placement Test Validation studies 4. Gainful Employment | |
|--|--|--|--|--|--|