

## Plans for CHC Institutional Effectiveness, Research & Planning >> 2018 - 2019 CHC Institutional Effectiveness, Research & Planning CHC Administrative Services Program Review 2018-2019

**Name :** 2018 - 2019 CHC Institutional Effectiveness, Research & Planning CHC Administrative Services Program Review 2018-2019

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**State By:** Giovanni Sosa

### Instructions

Please respond to the following questions. Please consult the [Integrated Planning and Program Review Handbook](#) for detailed instructions, the [timeline](#) for due dates, and the [schedule](#) for the four-year plan schedule.

#### 1. Mission

- a. Tell us your unit's mission: Provide a mission statement for your unit that clearly and succinctly describes your unit's purpose, idealistic motivations, and change it hopes to inspire.
- b. Alignment with the college Mission: **Rubric Item** ([Mission Alignment](#)): The Mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning. In what ways does your program advance the mission of the college?

a. The mission of the Crafton Hills College Office of Institutional Effectiveness, Research & Planning is to collaborate with faculty, administration, staff, and students to provide high quality educational programs and services by integrating institutional research, planning,

analysis, and systematic assessment to inform evidenced-based decision making and learning. The office seeks to meet the needs of the college by promoting and coordinating:

- The continuous improvement of academic programs, student services, and administrative services
- Short and long range college-wide planning and decision making
- Assessment of student success, learning and service area outcomes
- Reporting to Federal, State, and Accrediting agencies
- The use of accurate, timely, and accessible information in a professional and ethical manner
- Linking of strategic planning, college goals, district goals, and institutional data
- Meaningful discussions of the college's purpose and performance
- High quality web services to inform students and the community of programs and services

b. The Crafton Hills College Office of Institutional Effectiveness, Research & Planning supports the mission of the college by promoting a culture of evidence among faculty, administration, staff, and students through working collaboratively and providing accurate, timely, and reliable information to help facilitate the process of decision-making in a professional and ethical manner. The mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning. The mission of the OIERP aligns with the mission of CHC by providing resources and data necessary for the college to determine what education, career, and personal success looks like. Through evaluation and planning processes facilitated by the OIERP, the college is able to define how students and employees are engaged in the programs and services of the college. Additionally, through outcomes assessment the college is able to measure learning by our students.

## 2. Description of Program

- a. Organizational structure and staffing
- b. Whom you serve (including demographics and representativeness of population served)
- c. Provide a list and a brief description of the services you provide as well as a minimum of three years of trend data for each identified service
- d. **Rubric Item:** Describe your [Pattern of Service](#) including standard hours of operation, alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services, etc.) and how that service meets the needs of students or clients

a. The Office of Institutional Effectiveness, Research, and Planning (OIERP) consists of a dean and **three** classified positions: a senior research analyst, a research analyst, and an administrative secretary. As of September 2, 2014, the OIERP was reorganized to include

grants management. Since our we have a vacancy in our grants director position, the duties associated with that role (e.g., application and management of grants and awards) were assigned to the dean. In addition, as of Spring 2014, our the responsibility of outcomes assessment tracking was assigned to the OIERP. While the supervision of a student learning outcomes coordinator is the responsibility of the OIERP, we currently do not have anyone filling that role. As such, the OIERP has taken the lead on matters relating to student learning outcomes.

b. The OIERP serves the entire campus community with significant support for administration, grants, and instructional faculty. On an annual basis, our office receives approximately 200 requests. Requests range from the offering of professional development workshops related to student learning outcomes or program review to the development of potential short and long-range quantitative targets for a host of institutional/student outcomes. We fulfill requests from various members of the campus community, including the president's office, student services, institutional committees, the board of trustees, and individual faculty and staff.

c & d. The OIERP staff are available Monday through Friday from 8:00 a.m. to 5:00 p.m. and publish a research calendar, which outlines the principal projects OIERP manages annually. The OIERP is responsible for federal and state mandated reports, organizational planning, outcomes assessment reporting, grant monitoring and reporting, instructional and assessment validation studies, data presentations, and ad hoc research studies. The OIERP receives ad hoc requests for institutional data and analysis from the college community, district offices, and external agencies. Faculty, staff, and administration submit requests via an online request tool on the OIERP website, email, telephone, or in-person. Ad hoc requests include the identification of community college students in CHC's service area that elect to attend CHC (i.e., capture rate), discipline level data concerning section offerings and faculty load, grant applications and college-wide awards, survey design and deployment, and occupational outlook reports (i.e., needs assessments) to examine the potential viability of new instructional program offerings. Another mode of delivery for the Research office are the Tableau-based BORG dashboards, which provide real-time and historical data for the CHC community, including data relating to enrollments, course success and completion rates, and program-level fill rates. All of the dashboards are web-based, and many can be accessed without CHC login credentials. Our office's dean also served as the lead data integrity tester for the district-wide data warehouse, an effort that will result in the development of a centralized repository of data that will expedite our colleges' efforts in identifying and reporting various institutional data. In the capacity of lead tester, our dean has had to coordinate with the district's executive director of institutional effectiveness, research, and planning to ensure that testing processes exist to validate data being placed in the aforementioned warehouse. This has been an extended effort -- one that involved analysts from both colleges and the district, and has stretched from June 2018 through October 2018.

**THREE YEARS OF DATA:** Additionally, the shared governance committee self-evaluations results for academic years 2014-15, 2015-16, and 2016-17 show that between 84% and 92% of respondents to the self-evaluations felt decisions were either almost always or often based on evidence.

### 3. External Factors with Significant Impact

What external factors have a significant impact on your program? Please include the following as appropriate:

- a. Budgetary constraints or opportunities
- b. Competition from other institutions
- c. Requirements of four-year institutions
- d. Requirements imposed by regulations, policies, standards, and other mandates
- e. Job market
  - i) Requirements of prospective employers
  - ii) Developments in the field (both current and future)

a. Budgetary Constraints. Our office is charged with array of institutional responsibilities. Not only do we field 200 requests annually, but in many cases, such requests carry significant institutional priority -- as is the case with grants, awards, and learning outcomes responsibilities. Nevertheless, the fulfillment of those responsibilities is a critical college function, and our office does the best that it can in fulfilling these institutional needs. Due to budgetary constraints, we are unable to hire a grants director or a grants specialist -- although, doing so would open the door to still more funding opportunities and statewide/national recognition that could further enhance our institutional capacity to meet the needs of our students.

b. none.

c. none.

d. A considerable amount of work completed by the OIERP fulfills various state and federal regulations, policies, standards, and other mandates. From annual IPEDs, Gainful Employment (GE) and MIS reporting to cyclical institutional plans, the OIERP compiles documentation, analyzes data, and prepares manuscripts in response to these needs. As the college increases its participation in grants, additional personnel time and effort are required in the OIERP to meet growing demand for data and reporting. Similarly, as state and federal agencies stipulate more data-driven decision-making processes, additional personnel time and effort are required.

e.i. None.

e.ii. Institutional research in the California community college system is a continuously evolving professional field. The OIERP staff are required to maintain knowledge and skills in emerging applied and experimental research techniques, mandated programs and reporting, and new findings in community college instruction and support services. To that end, the OIERP staff attend the annual Research and Planning Group and Strengthening Student Success conferences in addition to monthly regional research meetings with researchers from community colleges across Southern California. Attendance at such meetings has resulted in tangible benefits for the college, including the development of our current SLO Cloud and the development of our planning and program review process.

## 4. Progress on Outcomes Assessment

### **Rubric Item:** [Service Area and Student Learning Outcomes Process.](#)

- a. Please summarize Service Area Outcome (SAO) assessment results. Include a discussion of whether or not the program met its target for each SAO.
- b. Please describe any service area improvements you plan to make as a result of the SAO assessment(s).
- c. What objective(s) or action step(s) will you add to Question 10 as a result of the SAO assessment(s)? If none, please explain.
- d. If your program has SLOs, please address b and c above in relation to the SLO assessment results.

a & b. The OIERP has conducted 26 outcomes assessments since our last program. In 2010-2011 the OIERP assessed five outcomes to help improve the services provided by the research office. In 2011-2012 two assessments were completed, in 2012-2013 three assessments were completed, in 2013-2014 two assessments were completed, in 2014-2015 four assessments were completed, and in 2015-2016 through 2017-2018, five assessments were completed. The outcomes that have been assessed are listed below. Each year the research office reviews the results of the outcomes and explores ways in which the office can make improvements to the services provided.

- 1011a - Constituencies engaged in Planning and Program Review (PPR) or Annual Planning will be able to easily access data specified in the 2010-2011 PPR Handbook by Program.
- 1011b - Develop and distribute information through the "Did you Know?" series to help facilitate evidenced-based decision making and increase employee knowledge about CHC.
- 1011c - Develop an ORP Web Site to help facilitate evidenced-based decision making and increase employee knowledge about CHC.
- 1011d - Data for PPR is easily accessible and flexible enough to allow users to request and receive information to inform decision-making.
- 1011e - Provide qualitative and quantitative data and training to help inform decision-making and increase employee knowledge about CHC.
- 1415a - Outcomes assessment at Crafton is ongoing, considered in PPR and college-wide planning, used to improve student learning, and people are satisfied with outcomes assessment.
- 1415b - Grants at Crafton Hills College are aligned with the EMP.

The OIERP has made numerous improvements to the services provided to the campus. Each of these is listed below:

- As mentioned in the prior assessment, the OIERP has continued to hold numerous workshops and meet with people individually to help with the process and interpretation of program review data (SAO No. 1011a). Due to past success, as of Spring 2015 and Spring 2016, our target on the PPRC survey was increased to 80% of respondents reporting a value of 4 or higher with respect to how easy it was to access data provided by the OIERP. Only 76% of the respondents rated the accessibility of the data as a 4 or higher. And, in the Spring 2018 implementation, 93% offered a response of "4" or "5". Despite meeting our criteria, our office will continue to develop the BORG dashboards and make them more accessible and easier to use. One of the approaches to making data more accessible is to make the data available outside of the network and to convert more of them into the Tableau platform. Our office is playing a critical role in the implementation of a data warehouse, enhancing our campus' access to institutional data, such as enrollment and FTES information. In fact, the dean in our office is the lead data tester, meaning he plays a critical role in ensuring the integrity of the information in the warehouse. The OIERP will continue to explore methods for making data more accessible and easier to access.
- The OIERP also strives to provide qualitative and quantitative data and training to help inform decision-making and increase employee knowledge about CHC (SAO No. 1011e). Our target was that 80% of the respondents on the Fall 2016 climate survey would agree or strongly agree with all six items. However, we found that between 50% and 71% of the respondents agreed or strongly agreed with all six statements related to qualitative and quantitative informed decision-making. Of the five statements, four were below 70%. The areas where improvements are needed the most are in terms of the overall planning and decision-making processes at CHC being open and easy to understand (50%) and with respect to planning/decision-making being evidence-based (63%). One challenge we faced with this survey is the relatively low response rates. Between 21 and 24 individuals responded to these items, even though this was sent to the all employees (N = 419 in Fall 2017). First, to enhance response rates, our office will reduce the length of the survey from about 121 items to no more than 80 based upon statistical analyses. Increasing our response rates will enhance our confidence that our findings are indeed generalizable to the campus community. In addition, our office will use data/evidence resources being developed across the state to enhance data literacy on our campus. We also plan on developing a local data coaching model – one in which we empower faculty and staff to take on more of a leadership role in helping other campus stakeholders interpret and engage with data/evidence. We believe that equipping our colleagues outside of research with data literacy skills, we can extend the reach of data-informed decision making across the college.
- Another SAO is focused on examining the extent to which outcomes assessment at Crafton is ongoing, considered in PPR and college-wide planning, used to improve student learning, and people are satisfied with outcomes assessment (SAO No. 1415a). Our criteria of success is that 80% of respondents will agree or strongly agree with all six statements in the questions listed in the Means of Assessment from the Fall 2016 Employee Campus Climate Survey. We found that between 46% and 89% of respondents agreed or strongly agreed with the six statements on outcomes assessment. However, five of the six areas were below 80%. The two lowest areas are with respect to the extent to which CHC uses assessment results to improve programs/services (57%), and with respect to respondents' overall satisfaction with the outcomes assessment process at CHC (46%). In addition to working to increase our response rates on the Campus Climate Survey (as noted earlier), we will also include open-ended questions in the Fall 2018 survey to help us understand how the college can make better use of assessment results and enhance individuals' satisfaction with the process.
- A more recently developed SAO is focused on examining the perceptions of employees regarding the alignment between institutional grants and CHC's Educational Master Plan (SAO No. 1415b). The target for this SAO is that 80% of respondents will agree or strongly agree that grants at CHC are aligned with the EMP. Nevertheless, we found that 61% of the respondents

agreed or strongly agreed that the grants at CHC are aligned with the EMP. In addition to working to increase our response rates on the Campus Climate Survey (as noted earlier), we will examine our next wave of findings before proceeding on any additional changes because our grants process was recently revised in Spring 2017 (<https://www.craftonhills.edu/faculty-and-staff/grants-office/documents/20170228-grant-submission-process-final.pdf>). Although, we will strive to consistently document the goals/objectives of our educational master plan to which our grants and awards align.

- Another SAO is with respect to distributing at least 4 "Did You Know?" reports per academic year. Four "Did you Know?" reports were distributed in 2017-2018. Historically, the campus community has provided positive feedback about receiving the "Did you Know?" reports. For instance, the following comments were received about the "Did you Know?" reports via email: "Nice job Keith! An interesting and easy way to digest information." "Did I tell you this is great?!" "Great information, thanks." To make the assessment of this SAO more objective, we will include one question about the DYKs in the upcoming Fall 2018 Campus Climate survey. We will also continue to generate the "Did you Know?" series on the first of every month during the latter part of the Fall 2018 semester and continue through the Spring 2019 semester.

c. Each of the actions noted here for achieving improvement on our SAOs is incorporated into the objectives described in Question 10.

d. Not Applicable.

## 5. Unit's Performance on Institutional Quantitative Effectiveness Indicators

Please discuss your program's performance on each data item below.

a. Non-Instructional Program Effectiveness Evaluation Rubric

- Rubric Item:** Describe a significant [innovation or enhancement](#), and the data collected and analyzed that has helped to determine the efficacy of the innovation.
- Rubric Item:** Describe at least three external and internal [partnerships](#) that substantially affect the quality of services to students or clients.

i. In January 2014, the OIERP introduced the Best Organizational Research Gauge data cubes, or BORG cubes for short. The BORG cubes are reports and dashboards provided through the Entrisik Informer reporting tool. The creation and launch of the BORG cubes represent a successful implementation of the actions and activities listed under Objective 2.1 of the OIERP 2013-2014 annual plan. To measure the efficacy of this particular innovation, OIERP analyzed the views and click rates through the BORG cubes web page provided by Google Analytics. During Academic Year 2013-2014, the BORG cubes web page was visited 358 times by 210 unique individuals for an average time of 4 minutes, 22 seconds. And now, just since the start of the Fall 2018 semester through October 2018, the page received 282 visits by 149 unique individuals who, on average, stayed on the page for over 11 min. The increased reliance on our page over the last five years

helps to illustrate the increasing accessibility and use of data by the campus community. We hope to continue to see such increases as we add additional content, including additional Tableau dashboards.

ii. Many of the data and planning sources we offer to the college are a result of our internal partnership with District Computing Services (DCS). This includes the BORG data cubes, the SLO Cloud, and the Planning and Program Review tool. Not only has DCS been instrumental in helping us launch these resources, but also in helping us maintain and update them. This partnership also extends to the implementation of the Perkin's survey that helps us receive funds to support our career technical education students.

Another internal partnership is with the district's office of institutional effectiveness, research & planning. We have collaborated with that office on a range of items, including the development of the objectives tied to the district strategic plan, the development of the operational definitions pertaining to the new statewide funding formula, and the work our district is doing with respect to the data warehouse.

An external partnership that has helped the Crafton Research Office is the partnership with the Chaffey College research office. The offices have collaborated on Gainful Employment reporting, IPEDS reporting, and methodology. Most recently, the two offices worked together to identify the number and percentage of students residing in Chaffey's service area that attended an SBCCD campus and vice versa.

## 6. Other Unit-Specific Quantitative and Qualitative Results (Administrative Services Only)

a. **Rubric Item:** Define and describe useful quantitative or qualitative measures you have chosen to gauge your program's effectiveness that are in addition to the SAOs from measure 3 ([Program Effectiveness Measures](#)). (e.g.: number of transfers, degrees, certificates, student contacts, students serviced, square footage serviced, acres managed, student, faculty, and staff satisfaction, equity data, correlation data on the relationship between program participation and student outcomes, and satisfaction with college facilities) etc.

b. **Rubric Item:** Please be sure to set a target ([Program Effectiveness Criteria](#)) for each measure and provide the reasoning for the targets that have been set. What did you learn from your evaluation of these measures, and what improvements have you implemented or do you plan to implement as a result of your analysis of these measures?

a. The OIERP continuously evaluates the services provided to the campus through quantitative, qualitative, and anecdotal evidence. Many of these evaluation tools have been illustrated in other questions: campus climate survey and the PPR evaluation survey. Two additional quantitative measures that the OIERP has chosen to gauge the effectiveness of the services provided by the OIERP are the percent of projects completed and the BORG Website Statistics (specifically, the amount of time users spend on the page). The OIERP examines these measures annually to examine the Office's effectiveness and make improvements as needed. Our rationale for relying on the amount of



time users spend on the BORG data cube page is that if users are spending a substantial amount of time on the BORG data cube page, it suggests that they are accessing and using the data to inform decision-making.

b. The first measure examined is the percent of research requests completed in by the OIERP. A summary of the number and percent of requests completed from 2009-2010 to 2017-2018 is listed below.

- 2009-2010: 102 out of 120 requests (85%)
- 2010-2011: 161 out of 181 requests (89%)
- 2011-2012: 167 out of 180 requests (93%)
- 2012-2013: 181 out of 186 requests (97%)
- 2013-2014: 230 out of 245 requests (94%)
- 2014-2015: 213 out of 229 requests (93%)
- 2015-2016: 200 out of 208 requests (96%)
- 2016-2017: 304 out of 342 requests (89%)
- 2017-2018: 196 out of 210 requests (93%)

In the past, at any given time, the OIERP sought to have completed 80% or more of the research requests it receives. However, the OIERP now feels that it needs to maintain a **90%** completion rate, which it has done in most years.

The second measure examines the amount of time individuals spend on the BORG data cube web page. The OIERP set a target of 4 minutes as the minimum amount of time, on average, that a user will need to spend on a BORG Data Cube in order to acquire the information needed to help inform decision-making and planning. However, as noted earlier (question 5), this target has since been exceeded. For instance, in 2015, the average amount of time spent on the BORG Data Cube web sites was 6' 17," an increase of almost two minutes from 2013-2014. And as noted earlier (question 5), our visitors now remain on the page 11' 24," an 81% increase in the amount of time. Given these recent findings, we will increase our target time to six minutes moving forward. Additionally, these findings suggest to us that we must continue building content for the page as more and more members of our college community are dependent upon it for information.

A third measure examines user engagement of Tableau public dashboards through the amount of times a given dashboard has been viewed. Under the CHC Tableau Public page, OIERP currently houses 6 dashboards on its Tableau Public page. From July 2018 to October 2018, these dashboards have a total of 617 views:

- EIS Daily Enrollments: 181 views
- CHC and SBVC Degrees and Certificates Awarded: 62 views

- PPR Completion and Success: 102 views
- Demographics Dashboard: 82 views
- WSCH/FTEF Ratio: 122 views
- FT/PT Faculty Ratio: 68 views

## 7. Evaluation

You have already provided a description and analysis of the program in questions 1-6, please provide an analysis of what is going well/not well and why, in the following areas:

- Alternative modes and schedules of delivery (e.g.: early morning, evening services, etc.)
- Innovation and Implementation of best practices
- Efficiency in operations
- Efficiency in resource use
- Staffing
- Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
- Professional development and training
- Group dynamics (e.g., how well do unit members work together?)
- Compliance with applicable mandates

### **Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services)**

The major alternative mode of delivery developed this year that is going extremely well is the BORG data cubes. As noted earlier, we have received an increasing number of visitors to the page, and their visits are becoming progressively longer. This suggests to us that we are succeeding in enhancing the access to data and information. We are also happy to report that since our last program review, we now have both the SLO Cloud and PPR tool in place, both of which continue to help us in enhancing the way we document student learning and how we use such information to enhance our programs and services.

## **Innovation and Implementation of best practices**

As mentioned previously, one of the major innovations achieved by the OIERP was the roll out of the BORG data cubes. To date, the cubes have been well received by the campus community; however, we see opportunities to better offer such information to the college. Specifically, we already identified specific cubes still in the older Informer dashboard platform that we need to convert to the newer Tableau platform.

Another innovation worth noting is Qualtrics, our new online survey platform. Because we are able to use QR code technology allowing respondents to readily complete surveys using their mobile devices, we hope to be able to minimize the number of paper surveys we have to process. Paper surveys require extra processing time to ensure that the responses on the survey forms are correctly entered into a database. However, online methods ensure that the information is accurate and therefore reduces the amount of time we need before we can examine the findings.

## **Efficiency in operations and resource use**

Accordingly, the Office of Institutional Effectiveness, Research and Planning (OIERP) defines "efficient in operations and resource use" as providing information to faculty, staff, and administrators that helps to inform decision-making in a timely manner. This includes research, planning processes, assessment results, and information on the CHC Web Site. To date, the feedback on the timeliness of research provided for evidence-based decision making has been very positive. However, we hope that our newly developed research request form ([https://sbccdir.co1.qualtrics.com/jfe/form/SV\\_82PkDfqHnysGwMB](https://sbccdir.co1.qualtrics.com/jfe/form/SV_82PkDfqHnysGwMB)) will help us better track all of the requests that we receive, and in turn, reduce the turnaround time needed for fulfilling them.

## **Staffing**

In addition to dean, there are two full-time analyst positions in the office -- the senior research and planning analyst and the research analyst. Having both positions enhances the office's ability to field the many requests that we receive. However, as of the Spring 2014 semester, our office also oversees the application and management of grants, and any applications for institutional awards. This is in addition to overseeing the tracking and implementation of the college-wide SLO process, supporting the planning and program review process, and offering various professional development trainings in the areas of learning outcomes and program review. Given the scope of our office's assignment, a grants director would play a critical role not just in meeting the current needs of the college, but also in enhancing our college's ability to seek out and earn additional grants/awards.

## **Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)**

The OIERP administrator and staff are actively involved in shared governance. The dean is on too many committees to count, but he will try: District Strategic Planning Committee, District Institutional Effectiveness Committee, MIS Committee, Crafton Council, EMPC, SSEEM,

Enrollment Strategies, IEAOC, PPRC and the Institutional Review Board.

The senior research and planning analyst serves on the Planning & Program Review Committee, the Educational Master Plan Committee, IEAOC, the Enrollment Strategies Committee, and the Districtwide Institutional Effectiveness Committee.

The research analyst serves on the Enrollment Strategies Committee.

The administrative secretary serves on PPRC and District Assembly.

All staff members play critical roles in their respective committee assignments -- not only are they active in sharing out relevant evidence to inform dialogue, but they also have a voice in helping to shape the decisions made their respective committees. Also, we have worked collaboratively in determining committee assignments... and everyone's input, including my own, has been given equitable consideration by all those involved in the process.

### **Professional development and training**

A key step in becoming a learning-centered institution is developing the capacity for faculty, staff, and administrators to engage in effective evidence-based decision making and assessment practices. The members of the OIERP function in many respects as facilitators and coaches for programs, departments and units on campus. Staying up-to-date with developments in the field is a key factor in being an effective resource for the campus.

The dean and the analysts regularly attend IEPI workshops, accreditation trainings, and/or RP Group meetings (the annual RP Conference, the Student Success Conference, and the Leading from the Middle Academy. Such meetings are attended by other regional community college researchers and faculty, and they allow us to share ideas, techniques, and best practices. The administrative secretary will also be attending an advanced workshop on MS Excel to enhance her skills in working with data.

### **Group dynamics (e.g., how well do unit members work together?)**

How well the OIERP members work together is critical; we believe it is important that we work hard and have fun at the same time. We also collaborate extensively on projects, allowing us to collectively identify solutions to challenges that may arise. The rapport that we have with one another has been highly conducive to effectively collaborating on the many projects we work on regularly.

### **Compliance with applicable mandates**

As noted earlier (question 2), our office is charged with meeting state a federal reporting requirements, including the requirements associated with the reporting of our college's scorecard data to the board of trustees and the reporting of our data to the integrated

postsecondary education data system (IPEDS). In all cases, we successfully meet the associated reporting deadlines.

## 8. Vision

- a. Tell us your unit's Vision: Where would you like your program to be four years from now? Dream big while considering any upcoming changes (e.g.: new buildings, growth, changes to the service area, etc.).
- b. Alignment with the college Vision: **Rubric Item** ([Vision Alignment](#)): The Vision of Crafton Hills College is to be the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting. **In what ways does your program advance the vision of the college?**

a. The Crafton Hills College Office of Institutional Effectiveness, Research & Planning will facilitate Crafton Hills College becoming a "Learning College," which is the ultimate institutional effectiveness outcome. A "Learning College" is defined as a college which "becomes a true 'Learning' organization that grows and adapts through ongoing innovation tuned to current, emerging, and future needs." Further, it "celebrates a 'culture of wonder'...where data-supported intelligence can be agreed upon so people can focus on being successful" (Goben, 2007, p. 4).

Some of the course elements in achieving institutional effectiveness include research, planning, assessment, and evidence based decision-making, all of which the OIERP continues to support. The vision of the OIERP in relation to research and planning is that the Office provides accurate, timely, and reliable information that helps facilitate the process of decision-making. The vision of the OIERP in relation to outcomes assessment is that CHC develops and maintains an easy process for collecting and reporting outcomes assessment. In addition, in relation to grants, the OIERP's grant application process is rooted in the desire to readily demonstrate to the campus community how grants make it easier for it to serve students' needs.

b. Crafton Hills College's vision is to be the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting. The OIERP vision described above in 8.a. aligns with CHC's vision by facilitating the college becoming a "learning college," the OIERP promotes a deep learning experience for not only our students, but also our faculty, staff, and administrators. Furthermore, by expanding the availability of data through the BORG data cubes and improving our outcomes assessment process, the OIERP continues to help our campus understand of how well our students are learning and the effectiveness of CHC's programs. Lastly, by developing a grant application process rooted in shared governance, the OIERP is promoting a supportive community throughout the college's governance structures.

## 9. Progress on Prior Goals

Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last Four-Year Action Plan.

- **1 - Goal - Promote Student Success**

Promote student success.

**Priority Rank:** 1

**Objectives:**

- **1.1 - Objective - Facilitate the continued development and streamlining of the outcomes assessment process by collecting, documenting, and analyzing institutional, program, and course level outcome data.**

Continue to support the outcomes assessment process through training, facilitation, and by providing data

**Priority Rank:** 2

**Original Start Date:** 01/04/2010 **Original End Date:** 05/31/2018

**Revised Start Date:** 01/04/2010 **Revised End Date:** 05/31/2018

**Responsible Person:** Dean, OIERP

**Strategic Direction:** 3. Develop Teaching and Learning Practices

**Impact Type:** Site

**Institutional Learning Outcome:** -- Pick One --

**Resource Requests:**

- **1.1.r1 - Hire an Applications Developer in TESS to Support Outcomes Assessment Tracking**  
**Description**

Standard I.B.6 is the following: "The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies."

As a result, we need to be able to disaggregate assessment results by student demographics. We will need support from TESS in order to be able to develop a pilot method for collecting data through the web tool,

test the tool, refine the tool, and implement the tool for collecting outcomes assessment results by student demographics.

### **Rationale**

Standard I.B.6 is the following: "The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies."

As a result, we need to be able to disaggregate assessment results by student demographics. We will need support from TESS in order to be able to develop a pilot method for collecting data through the web tool, test the tool, refine the tool, and implement the tool for collecting outcomes assessment results by student demographics.

**Resource Type:** Ongoing

**Expenditure Category:** Classified Unit Member Non-Instruction (2181)

**Funded:** Yes

**Funding Source:** district

**First Year Cost/Savings:** \$140,000.00/\$0.00

**Second Year Cost/Savings:** \$145,000.00/\$0.00

**Third Year Cost/Savings:** \$150,000.00/\$0.00

### **Actions/Activities:**

- **1.1.a1 - Develop comprehensive institutional, program, and course outcomes assessment schedule**

**Start Date:** 01/01/2014 **End Date:** 12/31/2018

**Responsible Person:** Dean, OIERP

**Status Code:** Work is Completed and Ongoing

#### **Progress Description:**

With the help of DCS, we have developed a home-grown system known as the SLO Cloud. This tool has been critical to helping us document our assessment progress at all three levels -- course, program, and institutional. We will continue to enhance the functionality of the SLO Cloud.

#### **Measurements/Documentation of Progress:**

The availability of the SLO Cloud

- **1.1.a2 - Develop process for collecting and compiling all assessment data**

**Start Date:** 03/01/2014 **End Date:** 12/31/2018

**Responsible Person:** Dean, OIERP

**Status Code:** Work is Underway

**Progress Description:**

We have a process in place for collecting and compiling all assessment data -- and that has historically been an Informer dashboard specifically designed to help us assess the percentage of courses for which we have assessment results. Now that we have access to a new data platform, Tableau, we now need to convert the existing dashboard over to the new Tableau dashboard.

**Measurements/Documentation of Progress:**

When conversion to Tableau is in place.

- **1.1.a3 - Develop a method for addressing Standard I.B.6.**

Standard I.B.6 is the following: "The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies."

As a result we need to be able to disaggregate assessment results by student demographics. We will need support from TESS in order to be able to develop a pilot method for collecting data through the web tool, test the tool, refine the tool, and implement the tool for collecting outcomes assessment results by student demographics.

**Start Date:** 10/03/2016 **End Date:** 12/29/2018

**Responsible Person:** Keith Wurtz

**Status Code:** Work is Underway

**Progress Description:**

The Academic Senate has already endorsed an approach developed by the OIERP. We have plans in place for revisiting that conversation with the senate and in finalizing that approach with assistance from the



IEAOC.

**Measurements/Documentation of Progress:**

Whether we can develop/finalize a process by which we gather/document student-level assessment data.

- **1.1.a4 - Facilitate adding a flag to the PPR web tool identifying objectives or actions that were developed because of outcome assessment results**

This action was developed as the result of the OIERP outcomes assessment process for outcome 1415a. Seventy-five percent of respondents agreed that CHC uses the result from outcomes assessments to improve programs and services. The target set for OIERP for this measure is 80%.

**Start Date:** 02/13/2017 **End Date:** 05/31/2017

**Responsible Person:** Dean of OIERP

**Status Code:** Work is Completed

**Progress Description:**

Question 4c of our PPR tool asks programs to identify the actions they will embed into their long-term plans as a result of their outcomes assessment findings.

**Measurements/Documentation of Progress:**

Development of flag in PPR tool, which is Q4C.

- **1.2 - Objective - Support the development and implementation of the Student Success and Equity Plan.**

**Priority Rank:** 5

**Original Start Date:** 08/12/2012 **Original End Date:** 05/30/2018

**Revised Start Date:** 08/12/2012 **Revised End Date:** 05/30/2018

**Responsible Person:** Dean, OIERP

**Strategic Direction:** 4. Expand Access

**Impact Type:** Site

**Institutional Learning Outcome:** -- Pick One --

**Resource Requests:**

- **1.2.r1 - Fund biennial CCSSE**

**Description**

Obtain funding from Student Equity to become members and participate in the biennial Community College Survey for Student Engagement.

**Rationale**

The Center for Community College Student Engagement at the University of Texas at Austin is a membership organization through which the CCSSE survey tool is administered. Results of the survey can be disaggregated by ethnicity/race, age, gender, and veteran status. Questions benchmark student engagement measures for community colleges across the country, and provide intermediate measures of student performance that provide further insight into student outcomes such as success, retention, remediation, program completion, and transfer.

**Resource Type:** Ongoing

**Expenditure Category:** Dues and Memberships (5310)

**Funded:** Yes

**Funding Source:** Student Equity (CHC)

**Second Year Cost/Savings:** \$8,500.00/\$0.00

**Actions/Activities:**

- **1.2.a1 - Submit Student Equity Funding Request for CCSSE membership**

Submit SSEEMM funding request for Student Equity program to fund CCSSE membership.

**Start Date:** 12/09/2016 **End Date:** 03/01/2017

**Responsible Person:** Sr. Research and Planning Analyst

**Status Code:** Work is Completed and Ongoing

**Progress Description:**

The SSEEMM has funded our membership for Spring 2015 and Spring 2017.

**Measurements/Documentation of Progress:**

Whether consistent funding is in place, and it is.

o **1.3 - Objective - Increase the number of grant applications and the amount of grant dollars received.**

**Priority Rank:** 4

**Original Start Date:** 09/01/2014 **Original End Date:** 03/31/2018

**Revised Start Date:** 09/01/2014 **Revised End Date:** 03/31/2018

**Responsible Person:** Dean, OIERP

**Strategic Direction:** 9. Optimize Resources

**Impact Type:** Site

**Institutional Learning Outcome:** -- Pick One --

**Resource Requests:**

▪ **1.3.r1 - Hire a Director of Grants**

**Description**

Crafton Hills College currently does not have anyone to search for grants, write grants, apply for grants, facilitate the development of grants, and manage grants. This greatly inhibits the ability to be able to apply for grants.

**Rationale**

Crafton Hills College currently does not have anyone to search for grants, write grants, apply for grants, facilitate the development of grants, and manage grants. This greatly inhibits the ability to be able to apply for grants. The District is also working through the District Assembly and is recommending that each college have a Director of Grants.

**Resource Type:** Ongoing

**Expenditure Category:** Classified Managers - Non-Instruction (2100)

**Funded:** No

**Funding Source:**

**First Year Cost/Savings:** \$200,000.00/\$0.00

**Second Year Cost/Savings:** \$208,000.00/\$0.00

**Third Year Cost/Savings:** \$215,000.00/\$0.00

**Actions/Activities:**

▪ **1.3.a1 - Facilitate the organization of grant applications**

**Status Code:** Work is Completed

**Progress Description:**

We have developed a process for approaching grants, which has helped in clarifying how we are to organize our efforts in preparing our grant applications:

<https://www.craftonhills.edu/faculty-and-staff/grants-office/documents/20170228-grant-submission-process-final.pdf>

**Measurements/Documentation of Progress:**

Whether we have an insitutional process for approaching grants.

■ **1.3.a2 - Facilitate the shared governance process involved in applying for grants**

**Status Code:** Work is Completed

**Progress Description:**

Our current process calls for a broader shared governance approach under specific circumstances, namely if there are ongoing costs, it would fund a new program, or it would institutionalize a program and/or staff:

<https://www.craftonhills.edu/faculty-and-staff/grants-office/documents/20170228-grant-submission-process-final.pdf>

**Measurements/Documentation of Progress:**

Whether we have a process for enahancing shared governance in the context of grant applications.

■ **1.3.a3 - Find funding source to Director of Grants**

**Status Code:** Work is Planned but not yet firmly scheduled

**Progress Description:**

We are in critical need of this position to better fulfill the needs of the college and students.

**Measurements/Documentation of Progress:**

Whether we identify these funds.

▪ **1.3.a4 - Hire a Director of Grants**

**Status Code:** Work is Planned but not yet firmly scheduled

**Progress Description:**

Still not in place.

**Measurements/Documentation of Progress:**

Whether funds are identified, and they have not.

○ **1.4 - Objective - Effectively and efficiently respond to all research requests.**

**Priority Rank:** 1

**Original Start Date:** 07/01/2016 **Original End Date:** 06/30/2018

**Revised Start Date:** 07/01/2016 **Revised End Date:** 06/30/2018

**Responsible Person:** Dean, OIERP

**Strategic Direction:** 1. Promote Student Success

**Impact Type:** Site

**Institutional Learning Outcome:** -- Pick One --

**Resource Requests:**

▪ **1.4.r1 - Increasing Research Assistant Salary to a Research Analyst Salary  
Description**

In order to meet the increased demand for level of research and to manage both grants and outcomes assessment to have a Research Analyst rather than a Research Assistant to meet the demand.

**Rationale**

In order to meet the increased demand for level of research and to manage both grants and outcomes assessment to have a Research Analyst rather than a Research Assistant to meet the demand. In addition, as part of the outcomes assessment process when assessing SLO 1011a, a respondent stated that the OIERP needed to hire additional personnel to handle the large amount of research requests.

**Resource Type:** Ongoing

**Expenditure Category:** Classified Unit Member Non-Instruction (2181)

**Funded:** Yes

**Funding Source:** SSSP and Student Equity

**First Year Cost/Savings:** \$5,000.00/\$0.00

**Second Year Cost/Savings:** \$10,000.00/\$0.00

**Third Year Cost/Savings:** \$10,000.00/\$0.00

- **1.4.r2 - Hire a Research Analyst to specifically work on CTE and Strong Workforce Research Description**

The Strong Work force program has increased the work load for the research office and requires a research analyst to meet the demand.

**Rationale**

Use the Strong Workforce money to support the funding of a research analyst hired to work contingent on Strong Workforce funding availability.

**Resource Type:** Ongoing

**Expenditure Category:** Classified Unit Member Non-Instruction (2181)

**Funded:** Yes

**Funding Source:** categorical funding from state through 2020

**First Year Cost/Savings:** \$100,000.00/\$0.00

**Second Year Cost/Savings:** \$105,000.00/\$0.00

**Third Year Cost/Savings:** \$110,000.00/\$0.00

**Actions/Activities:**

- **1.4.a1 - Find the funding to pay for Research Analyst instead of Research Assistant**  
**Status Code:** Work is Completed  
**Progress Description:**

With the help of the SSSP and Student Equity funds, we were successful in accomplishing this activity. Each aforementioned fund pays for 50% of a research analyst's salary.

**Measurements/Documentation of Progress:**

Whether we are able to secure the necessary funding, and we did.

■ **1.4.a2 - Work through the approval process for hiring an Research Analyst instead of an Research Assistant**

**Status Code:** Work is Completed

**Progress Description:**

This was accomplished, and the research analyst was hired.

**Measurements/Documentation of Progress:**

The filling of the position, which was done.

• **2 - Goal - Promote Evidence-Based Decision Making**

**Priority Rank:** 2

**Objectives:**

○ **2.1 - Objective - Continue to develop the BORG Data Cubes.**

Increase access to data through the CorVu software by Fall 2012 as measured by the availability of data to the CHC Campus Community. Originally this objective involved obtaining software developed by SPSS; however, DCS acquired CorVu at the writing of the original objective, which has the potential to provide data to the campus community. Accordingly, the ORP has been working with DCS and Valley's ORP to implement CorVu. If CorVu eventually does not work the ORP will pursue the obtaining other software to meet this need.

**Priority Rank:** 3

**Original Start Date:** 11/01/2010 **Original End Date:** 06/30/2018

**Revised Start Date:** 11/01/2010 **Revised End Date:** 06/30/2018

**Responsible Person:** Dean, OIERP

**Strategic Direction:** 6. Promote Effective Decision Making

**Impact Type:** Site

**Institutional Learning Outcome:** -- Pick One --

**Resource Requests:**

- **2.1.r1 - Purchase Tableau software and licensing to make BORG Data Cubes more accessible**

**Description**

Tableau is a product that allows the user to develop electronic dashboards.

**Rationale**

The Informer BORG Data Cubes are difficult to access from off campus and are not as visually appealing and easy to understand as they could be. Tableau is a much better product and would make the BORG Data Cubes more accessible and easier to understand and work with.

**Resource Type:** Ongoing

**Expenditure Category:** Software (4430)

**Funded:** Yes

**Funding Source:** district

**First Year Cost/Savings:** \$15,000.00/\$0.00

**Second Year Cost/Savings:** \$10,000.00/\$0.00

**Third Year Cost/Savings:** \$10,000.00/\$0.00

- **2.1.r2 - Hire a Professional Expert to design and develop a data warehouse**

**Description**

Currently, the research offices and the district do not have the resources to develop a data warehouse.

**Rationale**

In order to provide the data to faculty, staff, and managers effectively and efficiently we need to develop a data warehouse. This will allow greater access to data with greater speed.

**Resource Type:** One-time

**Expenditure Category:** Professional Expert - Non FTE (2389)

**Funded:** Yes

**Funding Source:** district

**First Year Cost/Savings:** \$5,000.00/\$0.00



**Actions/Activities:****■ 2.1.a1 - Develop Student Services dashboards****Start Date:** 10/01/2014 **End Date:** 06/30/2017**Responsible Person:** Dean, OIERP**Status Code:** Work is Completed and Ongoing**Progress Description:**

We have created several student services dashboards, and we are consistently working on additional dashboards as requested. Please see the BORG data cubes for examples:

<https://www.craftonhills.edu/about-chc/research-and-planning/borg-data-cubes.php>

**Measurements/Documentation of Progress:**

Whether our office develops these dashboards for student services, and it does.

**■ 2.1.a2 - Work with DCS to make dashboards faster****Start Date:** 10/01/2014 **End Date:** 06/30/2017**Responsible Person:** Dean, OIERP**Status Code:** Work is Underway**Progress Description:**

The dashboards in our new platform, Tableau, are significantly faster than they were in our old platform. However, our office will continue working with DCS to uncover ways of enhancing the loading speeds.

**Measurements/Documentation of Progress:**

Whether new hardware or software is in place to speed up the dashboards.

**■ 2.1.a3 - Work with DCS to make the dashboards more easily accessible outside of network****Start Date:** 10/01/2014 **End Date:** 05/30/2017**Responsible Person:** Dean, OIERP**Status Code:** Work is Completed**Progress Description:**

Many of our Tableau dashboards are in fact available outside of our network, enhancing the access for the campus community.

**Measurements/Documentation of Progress:**

Whether dashboards are available outside the network, and they are.

■ **2.1.a4 - Develop QEI dashboards**

**Status Code:** Work is Completed and Ongoing

**Progress Description:**

We annually update our college's scorecard metrics and develop/review new targets for the coming academic year. The dashboard is updated annually.

**Measurements/Documentation of Progress:**

Whether the dashboard is in place, and it is.

■ **2.1.a5 - Work with DCS to develop a data warehouse**

**Status Code:** Work is Completed and Ongoing

**Progress Description:**

Our district is actively working with a vendor to implement a data warehouse, and our office plays a critical role in developing it. The work began in May 2017 is still ongoing.

**Measurements/Documentation of Progress:**

Whether we have a data warehouse in place, and it is actively being developed.

○ **2.2 - Objective - Continue to provide professional development for the OIERP staff.**

Continue to provide professional development for the ORP staff.

**Priority Rank:** 7

**Original Start Date:** 08/01/2011 **Original End Date:** 05/31/2018

**Revised Start Date:** 08/01/2011 **Revised End Date:** 05/31/2018

**Responsible Person:** Dean, OIERP

**Strategic Direction:** 8. Support Employee Growth

**Impact Type:** Department

**Institutional Learning Outcome:** -- Pick One --

**Resource Requests:**

- **2.2.r1 - Professional Development Conferences**  
**Description**

Student Success Conference - Approximately \$2,100 for three people to attend.

Research and Planning Group Conference - Approximately \$1,200 for three people to attend.

**Rationale**

In order to provide information to facilitate evidence-based decision making the OIERP staff need to continue to develop as professionals. Accordingly, the OIERP plans to attend two major conferences each year: the Student Success Conference and the Research and Planning Group Conference.

**Resource Type:** Ongoing

**Expenditure Category:** Conference and Travel (5200)

**Funded:** No

**Funding Source:**

**First Year Cost/Savings:** \$3,300.00/\$0.00

**Second Year Cost/Savings:** \$3,300.00/\$0.00

**Third Year Cost/Savings:** \$3,300.00/\$0.00

- **2.2.r2 - Regional Research Meetings**  
**Description**

The cost for attending these meetings is the mileage it takes to drive to the meetings. This will vary depending on how often we can attend the meetings each month and whether or not a meeting is held each month. Estimated annual cost is \$1,000, which, is budgeted in OIERP's developmental budget.

**Rationale**

Each month the Community College research community holds regional research meetings for professional development. These meetings, known as CAMP Research meetings, promote professional development growth and for the OIERP to stay current on changes in the field.

**Resource Type:** Ongoing

**Expenditure Category:** Conference and Travel (5200)

**Funded:** No

**Funding Source:**

**First Year Cost/Savings:** \$1,000.00/\$0.00

**Second Year Cost/Savings:** \$1,000.00/\$0.00

**Third Year Cost/Savings:** \$1,000.00/\$0.00

**Actions/Activities:**

▪ **2.2.a1 - Find funding for conference attendance**

**Start Date:** 01/01/2017 **End Date:** 05/31/2018

**Responsible Person:** Dean, OIERP

**Status Code:** Work is Underway

**Progress Description:**

We do have \$1300 annually in our office's budget to attend conferences, but this is lower than the requested amount of \$3300.

**Measurements/Documentation of Progress:**

Whether we reach the \$3300 mark, and we have not.

○ **2.3 - Objective - Maintain the 90% research completion rate.**

**Priority Rank:** 8

**Original Start Date:** 08/01/2014 **Original End Date:** 07/31/2018

**Revised Start Date:** 08/01/2014 **Revised End Date:** 07/31/2018

**Responsible Person:** Dean, OIERP

**Strategic Direction:** 6. Promote Effective Decision Making

**Impact Type:** Site

**Institutional Learning Outcome:** -- Pick One --

**Status Code:** Work is Completed and Ongoing

**Progress Description:**

We consistently exceed the 90% mark every year.

o **2.4 - Objective - Continue to obtain current software to facilitate evidence-based decision making.**

Continue to obtain current software to facilitate evidence-based decision making. In order to continue to provide data and information in a timely fashion, the ORP needs to annually upgrade its SPSS (Statistical Package for the Social Sciences) software. The current available software is SPSS 20; the Director has SPSS 19, and the Research Assistants have SPSS 18 and 17. In addition to the base statistics software, it is also important for the ORP to maintain three current licenses for SPSS Custom Tables, SPSS Decision Trees, and SPSS Regression.

**Priority Rank:** 6

**Original Start Date:** 08/01/2011 **Original End Date:** 05/31/2018

**Revised Start Date:** 08/01/2011 **Revised End Date:** 05/31/2018

**Responsible Person:** Dean, OIERP

**Strategic Direction:** 6. Promote Effective Decision Making

**Impact Type:** Site

**Institutional Learning Outcome:** -- Pick One --

**Status Code:** Work is Completed and Ongoing

**Progress Description:**

We do have the licensing for all the software we need with the exception of IBM's text analytics. We are working on securing additional funds necessary to acquiring a slightly newer license of that software.

**Resource Requests:**

▪ **2.4.r1 - SPSS Statistical Software Licensing Description**

Renew annual software licensing subscription and maintenance.

**Rationale**

In order to continue to provide data and information in a timely fashion, the OIERP needs to annually upgrade its SPSS (Statistical Package for the Social Sciences) software. In addition to the base statistics

software, it is also important for the OIERP to maintain three current licenses for SPSS Custom Tables, SPSS Decision Trees, and SPSS Regression. Maintaining the software licenses for all three OIERP members each year will save the college approximately \$1,000 each year.

**Resource Type:** Ongoing

**Expenditure Category:** Software (4430)

**Funded:** Yes

**Funding Source:** OIERP Office Budget

**First Year Cost/Savings:** \$1,500.00/\$1,000.00

**Second Year Cost/Savings:** \$1,500.00/\$1,000.00

**Third Year Cost/Savings:** \$1,500.00/\$1,000.00

■ **2.4.r2 - Two Additional SPSS Licenses**  
**Description**

Two additional SPSS licenses for the two additional computers we will be purchasing.

**Rationale**

We currently have three licenses for our office, one for each full-time research position within the department. However, two additional licenses are needed to install on two computers primarily used by student workers. Student workers play a pivotal role in entering and preparing data for analysis by a full-time staff member. Having additional SPSS licenses would allow the student workers the opportunity to streamline the process by which data files are prepared for analysis, decreasing the time necessary to fulfill research requests. Also, having two additional licenses would mean that our office would be prepared for additional permanent staff.

**Resource Type:** Ongoing

**Expenditure Category:** Software Leases and Software Licensing (5621)

**Funded:** No

**Funding Source:**

**First Year Cost/Savings:** \$12,000.00/\$0.00

**Second Year Cost/Savings:** \$1,000.00/\$0.00

**Third Year Cost/Savings:** \$1,500.00/\$0.00

- **2.5 - Objective - Increase access to data by continuing to provide training and workshops to the campus community.**

Increase access to data by continuing to provide training and workshops to the campus community.

**Priority Rank:** 9

**Original Start Date:** 01/04/2010 **Original End Date:** 05/31/2018

**Revised Start Date:** 01/04/2010 **Revised End Date:** 05/31/2018

**Responsible Person:** Dean, OIERP

**Strategic Direction:** 6. Promote Effective Decision Making

**Impact Type:** Site

**Institutional Learning Outcome:** -- Pick One --

**Status Code:** Work is Completed and Ongoing

**Progress Description:**

We regularly provide trainings and workshops tied to data. Specifically, we offer regular workshops pertaining to our college's SLO process, the SLO Cloud, and our PPR tool. Just in the Fall 2018 semester, we have offered almost 10 different workshops in these areas.

- **2.6 - Objective - Continue to support the planning and program review process by providing data, training, and access to OIERP staff.**

Continue to support the planning and program review process by providing data, training, and access to ORP staff.

**Priority Rank:** 10

**Original Start Date:** 01/04/2010 **Original End Date:** 05/31/2018

**Revised Start Date:** 01/04/2010 **Revised End Date:** 05/31/2018

**Responsible Person:** Dean, OIERP

**Strategic Direction:** 6. Promote Effective Decision Making

**Impact Type:** Site

**Institutional Learning Outcome:** -- Pick One --

**Status Code:** Work is Completed and Ongoing

**Progress Description:**

We field over 200 requests annually, and fulfill over 90% of the requests we receive. This is in addition to the trainings we offer, and one-on-one meetings, emails, and phone calls we complete in response to queries we receive on a daily basis.

- **2.7 - Objective - Update the OIERP Web Page continuously to support evidence based decision making and provide access to information.**

**Priority Rank:** 11

**Original Start Date:** 08/12/2012 **Original End Date:** 06/30/2018

**Revised Start Date:** 08/12/2012 **Revised End Date:** 06/30/2018

**Responsible Person:** Dean, OIERP

**Strategic Direction:** 6. Promote Effective Decision Making

**Impact Type:** Site

**Institutional Learning Outcome:** -- Pick One --

**Status Code:** Work is Completed and Ongoing

**Progress Description:**

We regularly update our page -- whether it be with respect to updating a dashboard, uploading a report, or a how-to video, we regularly update our page with resources we feel will help the campus community make use of data to make informed decisions.

## 10. Four-Year Action Plan (Goals, Objectives, Resources, and Actions)

**Rubric Item:** Reflect on your responses to all the previous questions. Complete the Four-Year Action Plan, entering the specific program goals ([goal rubric](#)) and objectives ([objective rubric](#)) you have formulated to maintain or enhance your strengths, or to address identified weaknesses. **In writing your objectives and developing your resource requests, take into account student learning and program assessment results.** Assign an overall priority to each goal and each objective. In addition, enter any actions and/or resources required to achieve each objective. (Click here to see a definition of [goals](#), [objectives](#), [actions](#), and how they work [together](#).)

- **1 - Goal - Promote Student Success**

Promote student success.



**Priority Rank:** 1

**Objectives:**

- **1.1 - Objective - Facilitate the continued development and streamlining of the outcomes assessment process and enhancing the campus communities' engagement with the assessment process.**

Continue to support the outcomes assessment process through training, facilitation, and by providing data

**Priority Rank:** 1

**Start Date:** 01/01/2019 **End Date:** 12/29/2022

**Responsible Person:** Dean, OIERP

**Strategic Direction:** 3. Develop Teaching and Learning Practices

**Impact Type:** Site

**Institutional Learning Outcome:** 4. Society and Culture

**Resource Requests:**

- **1.1.r1 - Hire an outcomes assessment coordinator**

**Description**

The continued refinement of the assessment process is especially important now that our college has embraced the guided pathways model. SLOs constitute one of the four key pillars of guided pathways and we need to now focus on identifying them by program of study and by metamajor. This is also critical as we near our accreditation site visit. Our college is need of an individual that can enhance the campus wide engagement with SLOs/SAOs and that can work towards integrating them into our guided pathways efforts.

**Rationale**

The continued refinement of the assessment process is especially important now that our college has embraced the guided pathways model. SLOs constitute one of the four key pillars of guided pathways and we need to now focus on identifying them by program of study and by metamajor. This is also critical as we near our accreditation site visit. Our college is need of an individual that can enhance the campus wide engagement with SLOs/SAOs and that can work towards integrating them into our guided pathways efforts. Additionally, this would support our SAO efforts inasmuch as it would help the campus community better see how our college uses assessment results to improve its programs and services and would likely enhance their perceptions concerning the assessment process at CHC (SAO 1415a).

**Resource Type:** Ongoing

**Expenditure Category:** Reassigned Time (1102)

**First Year Cost/Savings:** \$85,000.00/\$0.00

**Second Year Cost/Savings:** \$850,000.00/\$0.00

**Third Year Cost/Savings:** \$850,000.00/\$0.00

■ **1.1.r2 - Hire a research analyst to directly support assessment efforts**  
**Description**

In executing his/her responsibilities, the assessment coordinator will likely need additional research support, especially as it relates to disaggregating outcomes data. This position would fully support those efforts and would directly support all data requests tied to assessment.

**Rationale**

We are still a long way from developing and implementing the core components of our local guided pathways approach. Nevertheless, as we make progress on this front, we will increasingly depend on data and evidence to support decision-making. The amount of support our office currently offers in this area pales in comparison to the amount that will be needed in the coming years. Additionally, this would support our SAO efforts inasmuch as it would help the campus community better see how our college uses assessment results to improve its programs and services and would likely enhance their perceptions concerning the assessment process at CHC (SAO 1415a).

**Resource Type:** Ongoing

**Expenditure Category:** Classified Unit Member Non-Instruction (2181)

**First Year Cost/Savings:** \$100,000.00/\$0.00

**Second Year Cost/Savings:** \$100,000.00/\$0.00

**Third Year Cost/Savings:** \$100,000.00/\$0.00

**Actions/Activities:**

■ **1.1.a1 - Identify funding source for outcomes assessment coordinator**

Engage faculty and staff on matters relating to SLOs and SAOs, and continue to enhance the functionality and use of the SLO Cloud. Work with DCS to include a dedicated module in the SLO Cloud for student services, and work with student services and administrative offices to enhance their respective efforts with SLOs and SAOs.

**Start Date:** 01/01/2019 **End Date:** 12/31/2022

**Responsible Person:** Dean, OIERP

■ **1.1.a2 - Identify funding source for analyst**

We first need to identify a funding source for this position.

**Start Date:** 01/01/2019 **End Date:** 12/29/2022

**Responsible Person:** Dean, OIERP

■ **1.1.a3 - Enhance comprehensive institutional, program, and course outcomes assessment efforts**

In collaboration with an assessment coordinator, implement a process for gathering student-level data and work directly with faculty to develop action plans for addressing assessment outcomes, including as they relate to equity matters. And work towards enhancing the participation of faculty and staff in SLO/SAO assessment. In addition, this individual will be charged with engaging faculty and staff on matters relating to SLOs and SAOs, and continue to enhance the functionality and use of the SLO Cloud. They will also work with DCS to include a dedicated module in the SLO Cloud for student services, and work with student services and administrative offices to enhance their respective efforts with SLOs and SAOs.

**Start Date:** 01/01/2019 **End Date:** 12/31/2022

**Responsible Person:** Dean, OIERP

■ **1.1.a4 - Renew engagement of campus community with outcomes process and equity**

With the help of the assessment coordinator, engage faculty and staff with the assessment process. Offer trainings that include the review of promising pedagogical approaches to enhancing learning. Increase the number and percent of part-time faculty engaged with the SLO process.

**Start Date:** 01/01/2019 **End Date:** 12/29/2022

**Responsible Person:** Dean, OIERP

○ **1.2 - Objective - Increase the number of grant applications, the amount of grant dollars received, and institutional recognition for excellence.**

**Priority Rank:** 2

**Start Date:** 01/01/2019 **End Date:** 12/29/2022

**Responsible Person:** Dean, OIERP

**Strategic Direction:** 9. Optimize Resources

**Impact Type:** Site

**Institutional Learning Outcome:** 4. Society and Culture

**Resource Requests:**

- **1.2.r1 - Hire a Director of Grants**

**Description**

Crafton Hills College currently does not have anyone to search for grants, write grants, apply for grants, facilitate the development of grants, and manage grants. This greatly inhibits the ability to be able to apply for grants.

**Rationale**

Crafton Hills College currently does not have anyone to search for grants, write grants, apply for grants, facilitate the development of grants, and manage grants. This greatly inhibits the ability to be able to apply for grants. The District is also working through the District Assembly and is recommending that each college have a Director of Grants. Additionally, this position and the resulting work would support our EMP efforts; this person would strive to continue aligning our grant efforts to our EMP (SAO 1415b).

**Resource Type:** Ongoing

**Expenditure Category:** Classified Managers - Non-Instruction (2100)

**First Year Cost/Savings:** \$200,000.00/\$0.00

**Second Year Cost/Savings:** \$208,000.00/\$0.00

**Third Year Cost/Savings:** \$215,000.00/\$0.00

**Actions/Activities:**

- **1.2.a1 - Find funding source for director of grants**

We will work with college and district partners to demonstrate the need for this position.

**Start Date:** 01/01/2019 **End Date:** 12/29/2022

**Responsible Person:** Dean, OIERP

- **1.2.a2 - Facilitate the organization of grant applications**

In collaboration with the grants director, further enhance the organization of our grants process with the goal of proactively seeking out opportunities in a systematic and transparent manner.

**Start Date:** 01/01/2019 **End Date:** 12/29/2022

**Responsible Person:** Dean, OIERP

■ **1.2.a3 - Facilitate the shared governance process involved in applying for grants**

In collaboration with the grants director, continue enhancing the shared governance processes concerning our application for and management of grants and awards. The goal is to enhance stakeholder participation and transparency.

**Start Date:** 01/01/2019 **End Date:** 12/29/2022

**Responsible Person:** Dean, OIERP

○ **1.3 - Objective - Effectively and efficiently respond to all research requests.**

**Priority Rank:** 4

**Start Date:** 01/01/2019 **End Date:** 12/29/2022

**Responsible Person:** Dean, OIERP

**Strategic Direction:** 1. Promote Student Success

**Impact Type:** Site

**Institutional Learning Outcome:** 3. Interpersonal and Group Skills

**Resource Requests:**

■ **1.3.r1 - Hire a Full-Time Research Analyst to specifically work on CTE and Strong Workforce Research Description**

The Strong Work force program has increased the work load for the research office and requires a full-time research analyst to meet the demand.

**Rationale**

Use the Strong Workforce money to support the funding of a research analyst hired to work contingent on Strong Workforce funding availability. We already have funding in place for a part-time analyst, so we just need funding to pay for that analyst to become full-time.

**Resource Type:** Ongoing

**Expenditure Category:** Classified Unit Member Non-Instruction (2181)

**First Year Cost/Savings:** \$50,000.00/\$0.00

**Second Year Cost/Savings:** \$50,000.00/\$0.00

**Third Year Cost/Savings:** \$50,000.00/\$0.00

■ **1.3.r2 - Starfish's Predictive Analytics**

**Description**

This tool would revolutionize the way we use data/evidence to make decision-making, and we are certain that it would have a discernable impact on students' success almost immediately. This tool would allow us to readily examine viable educational pathways at a student level -- any given students and his/her counselor could examine the probabilities of success (based on 10 years worth of CHC data) in any given course and program of study. And we could readily assess the effectiveness of our various interventions because they would be tracked using this tool.

**Rationale**

The utility of this tool, especially with respect to how well it could support our guided pathways efforts, cannot be understated. Acquiring this tool would constitute a significant step towards becoming one of the preeminent colleges in California.

**Resource Type:** Ongoing

**Expenditure Category:** Software Leases and Software Licensing (5621)

**First Year Cost/Savings:** \$18,000.00/\$0.00

**Second Year Cost/Savings:** \$18,000.00/\$0.00

**Third Year Cost/Savings:** \$18,000.00/\$0.00

■ **1.3.r3 - Equifax Outcomes Tool**

**Description**

This tool would offer us way to effectively determine (a) whether our students obtain employment after leaving/completing the college, (b) the type of employment that they secured, and (c) their wage information. Moreover, we could readily ascertain where our student obtain employment by zip code. This tool is the most comprehensive way by which we can learn about our students' employment history both before coming to CHC and after leaving the college.

**Rationale**

This is central to the new student-centered funding formula, and would give us a reliable way of assessing the economic and career impact that our college has on students. This also has clear marketing implications as we can readily show prospective students what they can do with an education at CHC, and this is tied directly to the principal aims of the guided pathways model.

**Resource Type:** Ongoing

**Expenditure Category:** Software Leases and Software Licensing (5621)

**First Year Cost/Savings:** \$10,000.00/\$0.00

**Second Year Cost/Savings:** \$10,000.00/\$0.00

**Third Year Cost/Savings:** \$10,000.00/\$0.00

**Actions/Activities:**

▪ **1.3.a1 - Identify funding source for full-time analyst**

We already have funding in place for a part-time analyst given the categorical funds through 2020; however, this position needs to be full-time given the scope of the assignment.

**Start Date:** 01/01/2019 **End Date:** 12/29/2022

**Responsible Person:** Dean, OIERP

○ **1.4 - Objective - Support the development and implementation of the Student Success and corresponding planning efforts**

**Priority Rank:** 7

**Start Date:** 01/01/2019 **End Date:** 12/29/2022

**Responsible Person:** Dean, OIERP

**Strategic Direction:** 4. Expand Access

**Impact Type:** Site

**Institutional Learning Outcome:** 6. Ethics and Values

**Resource Requests:**

▪ **1.4.r1 - Fund biennial CCSSE**

**Description**

Obtain funding from Student Equity to become members and participate in the biennial Community College Survey for Student Engagement.

**Rationale**

The Center for Community College Student Engagement at the University of Texas at Austin is a membership organization through which the CCSSE survey tool is administered. Results of the survey can be disaggregated by ethnicity/race, age, gender, and veteran status. Questions benchmark student engagement measures for community colleges across the country, and provide intermediate measures of student performance that provide further insight into student outcomes such as success, retention, remediation, program completion, and transfer.

**Resource Type:** Ongoing

**Expenditure Category:** Dues and Memberships (5310)

**First Year Cost/Savings:** \$8,500.00/\$0.00

**Second Year Cost/Savings:** \$8,500.00/\$0.00

**Actions/Activities:**

▪ **1.4.a1 - Submit Student Equity Funding Request for CCSSE membership**

Submit SSEEMM funding request for Student Equity program to fund CCSSE membership.

**Start Date:** 01/01/2019 **End Date:** 12/29/2022

**Responsible Person:** Sr. Research and Planning Analyst

• **2 - Goal - Promote Evidence-Based Decision Making**

**Priority Rank:** 2

**Objectives:**

- **2.1 - Objective - Develop a data and planning coaching model in which faculty and staff play an expanded role in enhancing the data literacy and access across the college.**

**Priority Rank:** 3

**Start Date:** 01/01/2019 **End Date:** 12/29/2022

**Responsible Person:** Dean, OIERP

**Strategic Direction:** 1. Promote Student Success

**Impact Type:** Site

**Institutional Learning Outcome:** 1. Critical Thinking

**Resource Requests:**

- **2.1.r1 - Reassign/Stipend for Faculty/Staff**  
**Description**



Obtain funding to offer reassigned time or stipends to faculty/staff agreeing to serve as data and planning coaches for the college.

### **Rationale**

Many colleges around the state and country have adopted this approach -- it empowers folks outside the research office to become engaged with data and evidence, and to become stewards for data-informed decision-making. In other colleges, this has resulted in enhancing the use of data/evidence for informed decision-making and has increased the capacity of the college to field the array of data/research requests that it receives. Moreover, this will help address the SAO gaps we discussed question 4, namely to the findings stemming from the campus climate survey. Specifically, us adopting a data/planning coaching model will likely result in the enhancement of data literacy (quantitative and qualitative) across the campus (SAO 1011e). The coaches would also help in enhancing awareness of the findings our office shares via its "Did You Know?" reports, which is in support of SAO 1011b.

**Resource Type:** Ongoing

**Expenditure Category:** Instr Hourly/Work Experience (1304)

**First Year Cost/Savings:** \$60,000.00/\$0.00

**Second Year Cost/Savings:** \$60,000.00/\$0.00

**Third Year Cost/Savings:** \$60,000.00/\$0.00

### **Actions/Activities:**

- **2.1.a1 - Identify funding source for data and planning coaches**

In addition to offering the training necessary to serve in this capacity, we need to identify the funds necessary to compensate individuals willing to serve.

**Start Date:** 01/01/2019 **End Date:** 12/29/2022

**Responsible Person:** Dean, OIERP

- **2.1.a2 - Offer continued training for coaches**

Coaches will need continued professional development to effectively interface with campus community. To accomplish this, the OIERP will use curriculum being developed by the chancellor's office and the Research and Planning Group for California Community Colleges.

**Start Date:** 01/01/2019 **End Date:** 12/29/2022

**Responsible Person:** Dean, OIERP

o **2.2 - Objective - Continue to develop access to data**

Increase access to data via modern analytics tools, such as Infromer, Tableau, and Qualtrics

**Priority Rank:** 5

**Start Date:** 01/01/2019 **End Date:** 12/29/2022

**Responsible Person:** Dean, OIERP

**Strategic Direction:** 6. Promote Effective Decision Making

**Impact Type:** Site

**Institutional Learning Outcome:** 5. Information Literacy

**Resource Requests:**

▪ **2.2.r1 - Statistical Software Licensing**  
**Description**

Renew annual software licensing subscription and maintenance. In order to meet the increased demand for level of research and to provide the campus with valid and reliable information, we need funds to pay for continued access to the right analytical tools, including statistical software and text analytics software.

**Rationale**

In order to continue to provide data and information in a timely fashion, the OIERP needs to annually upgrade its SPSS (Statistical Package for the Social Sciences) software. In addition to the base statistics software, it is also important for the OIERP to maintain three current licenses for SPSS Custom Tables, SPSS Decision Trees, SPSS Regression, and Text Analytics. Maintaining the software licenses for all three OIERP members each year will save the college approximately \$1,000 each year.

This will help to improve turnaround times for requests and ensure that we appropriately examine open-ended feedback, especially in trying to characterize students' voices on a range of matters.

**Resource Type:** Ongoing

**Expenditure Category:** Software Leases and Software Licensing (5621)

**First Year Cost/Savings:** \$3,000.00/\$1,000.00

**Second Year Cost/Savings:** \$3,000.00/\$1,000.00

**Third Year Cost/Savings:** \$3,000.00/\$1,000.00

- **2.2.r2 - Hire a vendor to continue designing and developing a data warehouse**

**Description**

We have the resources to implement early phases of the project, but lack the funds to maximize what we can do with the warehouse.

**Rationale**

In order to provide the data to faculty, staff, and managers effectively and efficiently we need to develop a data warehouse. This will allow greater access to data with greater speed.

**Resource Type:** One-time

**Expenditure Category:** Consultants & Other Services (5113)

**First Year Cost/Savings:** \$100,000.00/\$0.00

**Second Year Cost/Savings:** \$100,000.00/\$0.00

**Third Year Cost/Savings:** \$100,000.00/\$0.00

**Actions/Activities:**

- **2.2.a1 - Continue developing Student Services dashboards**

While we have worked hard to accomplish this, we need to maintain our focus, in especially light of guided pathways and because they are central to our PPR process (SAO 1011a)

**Start Date:** 01/01/2019 **End Date:** 12/29/2022

**Responsible Person:** Dean, OIERP

- **2.2.a2 - Continue working with DCS to make dashboards faster**

We must continue our efforts in this area, especially in light of guided pathways and because they are central to our PPR process (SAO 1011a).

**Start Date:** 01/01/2019 **End Date:** 12/29/2022

**Responsible Person:** Dean, OIERP

- **2.2.a3 - Continue working with DCS to make the dashboards more easily accessible outside of network**

We must continue our efforts in this area, especially in light of guided pathways and because this level of access is central to our planning and program review process (SAO 1011a).

**Start Date:** 01/01/2019 **End Date:** 12/29/2022

**Responsible Person:** Dean, OIERP

■ **2.2.a4 - Maintain and update QEI dashboards**

We must continue our efforts in this area, especially in light of guided pathways.

**Start Date:** 01/01/2019 **End Date:** 12/29/2022

**Responsible Person:** Dean, OIERP

■ **2.2.a5 - Continue working with DCS to develop a data warehouse**

We must continue our efforts in this area, especially in light of guided pathways.

**Start Date:** 01/01/2019 **End Date:** 12/29/2022

**Responsible Person:** Dean, OIERP

○ **2.3 - Objective - Continue to provide professional development for the OIERP staff.**

Continue to provide professional development for the OIERP staff.

**Priority Rank:** 6

**Start Date:** 01/01/2019 **End Date:** 12/29/2022

**Responsible Person:** Dean, OIERP

**Strategic Direction:** 8. Support Employee Growth

**Impact Type:** Department

**Institutional Learning Outcome:** 1. Critical Thinking

**Resource Requests:**

■ **2.3.r1 - Professional Development Conferences**  
**Description**

Student Success Conference - Approximately \$3,000 for three people to attend.

Research and Planning Group Conference - Approximately \$3,000 for three people to attend.

## Rationale

In order to provide information to facilitate evidence-based decision making the OIERP staff need to continue to develop as professionals. Accordingly, the OIERP plans to attend two major conferences each year: the Student Success Conference and the Research and Planning Group Conference.

**Resource Type:** Ongoing

**Expenditure Category:** Conference and Travel (5200)

**First Year Cost/Savings:** \$6,000.00/\$0.00

**Second Year Cost/Savings:** \$6,000.00/\$0.00

**Third Year Cost/Savings:** \$6,000.00/\$0.00

### ■ 2.3.r2 - Regional Research Meetings

#### Description

The cost for attending these meetings is the mileage it takes to drive to the meetings. This will vary depending on how often we can attend the meetings each month and whether or not a meeting is held each month. Estimated annual cost is \$1,000, which is budgeted in OIERP's developmental budget.

## Rationale

Each month the Community College research community holds regional research meetings for professional development. These meetings, known as CAMP Research meetings, promote professional development growth and for the OIERP to stay current on changes in the field.

**Resource Type:** Ongoing

**Expenditure Category:** Conference and Travel (5200)

**First Year Cost/Savings:** \$1,000.00/\$0.00

**Second Year Cost/Savings:** \$1,000.00/\$0.00

**Third Year Cost/Savings:** \$1,000.00/\$0.00

#### Actions/Activities:

### ■ 2.3.a1 - Find funding for conference attendance

**Start Date:** 01/01/2019 **End Date:** 12/29/2022

**Responsible Person:** Dean, OIERP

- 2.4 - Objective - Maintain the 90% research completion rate that we have now regularly achieve.

**Priority Rank:** 8

**Start Date:** 01/01/2019 **End Date:** 12/29/2022

**Responsible Person:** Dean, OIERP

**Strategic Direction:** 6. Promote Effective Decision Making

**Impact Type:** Site

**Institutional Learning Outcome:** 5. Information Literacy

- **2.5 - Objective - Increase awareness of data and evidence by continuing to provide training and workshops to the campus community, including as it relates to outcomes assessment and PPR**

Increase awareness of data by continuing to provide training and workshops to the campus community.

**Priority Rank:** 9

**Start Date:** 01/01/2019 **End Date:** 12/29/2022

**Responsible Person:** Dean, OIERP

**Strategic Direction:** 6. Promote Effective Decision Making

**Impact Type:** Site

**Institutional Learning Outcome:** 5. Information Literacy

- **2.6 - Objective - Update the OIERP Web Page continuously to support evidence based decision making and provide access to information.**

**Priority Rank:** 10

**Start Date:** 01/01/2019 **End Date:** 12/29/2022

**Responsible Person:** Dean, OIERP

**Strategic Direction:** 6. Promote Effective Decision Making

**Impact Type:** Site

**Institutional Learning Outcome:** 5. Information Literacy

## 11. Comments

This space is provided for participants and managers to make additional comments. Comments are not required.

**There are no comments for this plan.**

## 12. Supporting Documents

This question is for attaching supplemental materials. Supporting documents are not required.

- [20172018 ORP SAOs-Revised.docx](#)

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