

Plans for Institutional Effectiveness, Research & Planning >> 2014 - 2015

Institutional Effectiveness, Research & Planning CHC Non-Instructional Program Review 2014-2015

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Name :

2014 - 2015 Institutional Effectiveness, Research & Planning CHC Non-Instructional Program Review 2014-2015

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Instructions

Please respond to the following questions. Please consult the [Integrated Planning and Program Review Handbook](#) for detailed instructions.

1. Description of Program

Assume the reader doesn't know anything about your program. Please describe your program, including the following:

- a. Organization (including staffing and structure)
- b. Mission, or primary purpose
- c. Whom you serve (including demographics and representativeness of population served)
- d. What kind of services you provide - **Rubric Item:** Describe your [Pattern of Service](#) including alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services).

a. Organization (including staffing and structure)

The Office of Institutional Effectiveness, Research, and Planning (OIERP) consists of a dean and three classified journey-level positions: a research analyst, a research assistant, and a research data specialist. Two positions, the assistant and data specialist, are currently vacant and not in recruitment due to a hiring freeze. The analyst and assistant positions are partially funded by the Title III HSI STEM grant and Title V Transfer Preparation grant, respectively. Both positions are due to be institutionalized at the conclusion of each grant (see [Objective 2.3](#)).

As of September 2, 2014, the OIERP was reorganized to include grants management. Grant management duties from the director of resource development and grants position were assigned to the dean. Additionally, the administrative assistant from the Title V Transfer Preparation grant was assigned to the OIERP to continue support of grants management. Also, at the end of the Spring 2014 semester, the responsibility of outcomes assessment tracking was assigned to the OIERP.

b. Mission, or primary purpose

The purpose 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 evidence-based decision making and learning.

c. Whom you serve (including demographics and representativeness of population served)

The OIERP serves the entire campus community with significant support for administration, grants, and instructional faculty. For example, of the 245 research requests completed in academic year 2013-2014, approximately 49% of the requests were from instruction, 28% from the President's Area, and 15% of the requests were from Student Services. Additionally, the other 8% of research requests were from Administrative Services, the District, for Accreditation, and from the Academic and Classified Senates.

d. What kind of services you provide - Rubric Item: Describe your Pattern of Service including alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services).

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 in 2013-2014 have included analysis for the adult education regional consortium (AB 86), baccalaureate program development (SB 850), short-term course impact on student performance, targeting of students eligible for financial aid, application of the 2013 environmental scan, and numerous College Brain Trust studies. Another mode of delivery for the Research office is the BORG dashboards, which provide real-time data to the Crafton educational administrators, faculty, and staff.

Of the projects requested, attempted, or needed in the 2013-2014 academic year, the OIERP completed 94% of requests, which indicates that the OIERP has effectively met the needs of the campus. Additionally, the shared governance committee self-evaluations results for academic year 2013-2014 show that 86% of respondents to the self-evaluations felt decisions were either almost always or often based on relevant, accurate and complete evidence. In the same evaluations, 88% of respondents stated that their access to data during shared governance committee discussions was either good or very good.

2. 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. Service area demographics
- c. Requirements of four-year institutions
- d. Requirements of prospective employers
- e. Job market
- f. Developments in the field (both current and future)
- g. Competition from other institutions
- h. Requirements imposed by regulations, policies, standards, and other mandates

a. Budgetary constraints or opportunities

Due to district-mandated budgetary restrictions, a hiring freeze was initiated that has impacted the recruitment of two vacancies in the OIERP. As a result of the 2013-2014 program review objective prioritization process, the OIERP was approved to hire a Research Data Specialist who would have support outcomes assessment processes and other general research needs. The position was advertised and applications were received in Human Resources. Before potential candidates could be interviewed, however, the recruitment was cancelled due to the immediate hiring freeze. Additionally, the Research Assistant incumbent resigned her position on August 4, 2014. The Research Assistant position supports the Title V Transfer Preparation institutional grant and assists the Dean, Institutional Effectiveness, Research & Planning and Research Analyst in various research projects. Recruitment has not begun for a replacement due to the same hiring freeze. Maintaining vacancies in these positions has severely hampered the ability of the OIERP to provide data for mandated reporting requirements, conduct ongoing research studies, and fulfill basic research requests. The OIERP is currently working with grant and categorical programs supported by the OIERP in identifying resources to augment or replace these positions as general fund expenditures (see [Objective 2.3](#)).

b. Service area demographics

Recent and projected changes in service area demographics illustrate a growth in population and, specifically, Hispanics within Crafton's service area population. Shifts in service area demographics are informed by environmental scans and are closely monitored by the OIERP. This information is used to inform institutional plans (e.g. Educational Master Plan, Facilities Plan, Student Equity Plan, etc.), grants and resource development, and planning and program review units.

c. Requirements of four-year institutions

None

d. Requirements of prospective employers

None

e. Job market

None

f. Developments in the field (both current and future)

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.

g. Competition from other institutions

None

h. Requirements imposed by regulations, policies, standards, and other mandates

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.

3. Outcomes Assessment Reporting

Outcomes Assessment Reporting – **Rubric Item:** [Service Area and/or Student Learning Outcomes Process](#). Please use the following tool to report each course or program that was assessed this year, the type of outcome assessed, and the ILO the outcome maps to. In addition, also provide the [Five Column Assessment](#) information in the spaces provided: learning outcomes statement, means of assessment, criteria for success, summary of evidence, and the use of results. If you prefer, the Five Column Assessment information can be attached as a separate document. Additionally, other supporting documents that you wish to include can also be attached to the outcome.

- 1011a - PPR Data

- **Statement:** Constituencies engaged in Planning and Program Review (PPR) or Annual Planning will be able to easily access, understand, and use the data specified in the PPR Handbook by Program.

Measurement: In Spring 2013 the PPR Committee will survey PPR and Annual Planning constituencies to determine the accessibility of the data.

Benchmark: 80% of those who accessed the data will feel that the data was accessible and easy to understand (i.e. 3 or higher on two questions)

Evidence: In Spring 2013 67% of the 9 respondents felt that the data provided by OIERP was easy to access, down from 89% in Spring 2012. In addition, in Spring 2013 only 56% of the 9 respondents felt that the data provided by the OIERP was easy to understand, down from 78% in Spring 2012. None of the comments on the Spring 2013 survey were directly related to accessing or understanding data; however, one respondent made the following comment: "Have workshop sessions devoted to each section (or two or three sections at a time). This could serve as an editing phase to ensure that everyone has the required information in the right sections."

Implications: May have had marks initially because people were not used to having access to data. The marks may be lower now because people are starting to expect more and better data. One of the improvements we will be making is the BORG cubes. We will reassess in Spring 2015.

Is Completed: Yes

Is Assessed: Yes

Outcome Type: Sao

ILO Type: Unknown

- 1011d - Data Accessibility

- **Statement:** Data for PPR is easily accessible and flexible enough to allow users to request and receive information to inform decision-making.
Measurement: Purchase and implementation of SPSS's Collaboration and Deployment tool.
Benchmark: Have the product implemented and train faculty, staff, and administrators on its use for the 2011-2012 academic year.
Evidence: The BORG (Best Organizational Research Gauge) Cube was started on a limited in December of 2013. Informer Dashboard was purchased in December and will be available to start developing in January of 2014.
Implications: The BORG Data Cubes were rolled out for program review in Fall 2014. The OIERP received a lot of positive feedback and received a commendation from ACCJC as a result of data being easily accessible and flexible. We will continue to assess the access to data through the campus climate survey and the PPR Spring survey.
Is Completed: Yes
Is Assessed: Yes
Outcome Type: Sao
ILO Type: Unknown

4. Progress on SLOs

4. Progress on SAOs – **Rubric Item:** [Service Area and/or Student Learning Outcomes Process](#).

- a. Please summarize the progress your unit has made on SAO measures you have applied since your last program review.
- b. Please describe any improvements made by your unit as a result of the outcomes assessment process.
- c. What is your plan for continuously completing the assessment cycle?
- d. If your program has SLOs, please discuss here.

a. Please summarize the progress your unit has made on SAO measures you have applied since your last program review.

The OIERP and planning has conducted twelve outcomes assessments since our last program review ([Please click here to view summary of OIERP Outcomes Assessment](#)). 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, and in 2013-2014 two 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.

b. Please describe any improvements made by your unit as a result of the outcomes assessment process.

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

- In order to increase the effectiveness of the ORP Web Site there needs to be a search engine that only searches the ORP Web Site. In addition, the Web Site currently has a link to EIS and future training needs to occur to help with the use of this data planning tool. Also, in 2010-2011 the Web Site needs to have a link to both ERIS and the Collaboration and Deployment data tool.
- As a result of this evaluation the ORP made an extra effort in 2011-2012 to make itself available to PPR participants by doing the following: Held four well attended PPR workshops in Fall 2011 and will hold one workshop in Spring 2012, met individually with over 20 people working on AP and PPR. In addition, one person commented that the ORP was very helpful with providing data and another commented that ORP Web Site was helpful. It was also suggested that the questions be streamlined. As a result the questions were streamlined by the PPR Committee.
- After the ORP reviewed the data and the fact that the questions were asked in Fall 2010 after the new ORP office had only been operational for four months the ORP decided to change the benchmark to 70%. In Fall 2010 employees did not know if planning processes were open and easy to understand and whether decision-making was evidenced-based. For the last year the ORP has engaged in a lot of workshop trainings, and trainings that involve attending individual meetings to help improve the knowledge of CHC employees about data to inform decision-making and increase employee knowledge. Progress on this information will be reassessed in Fall 2012.
- 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 the data. This is the first year that these two items were assessed. They will also be assessed in Spring 2013 to see if the OIERP has made progress on the ease of understanding the data. None of the comments on the survey provided any feedback about how to make the data easier to understand. The OIERP will continue to be accessible and provide workshops. An open-ended question will be added to the survey to help to elicit feedback for improvement in areas that were identified as being below the benchmark.
- The OIERP will continue to measure this outcome in Fall 2014. The target will be that 80% of the respondents agree or strongly agree with all six items. We will continue to support individuals being able to request data and train them on how to use data to inform decision-making. In addition, the OIERP will continue to help ensure that planning and decision-making processes at Crafton are open and easy to understand.
- In Fall 2012 the OIERP provided training to the Faculty Chairs on how to use EIS for planning and set it up on their computers. The OIERP will continue to explore implementing a new Datamart or improving the EIS Datamart to help make it more useful in the decision-making process.
- May have had marks initially because people were not used to having access to data. The marks may be lower now because people are starting to expect more and better data. One of the improvements we will be making is the BORG cubes. We will reassess in Spring 2015.
- The BORG Data Cubes were rolled out for program review in Fall 2014. The OIERP received a lot of positive feedback and received a commendation from ACCJC as a result of data being easily accessible and flexible. We will continue to assess the access to data through the campus climate survey and the PPR Spring survey.

c. What is your plan for continuously completing the assessment cycle?

The OIERP meets annually to discuss assessment results and discuss improvement strategies. The focus of these meetings is to focus on ways to improve the services provided to the Campus. In addition, the Office regularly discusses feedback received from the campus and strategies to help improve the services offered to the campus. As an illustration, this year the OIERP will be reviewing the results from the Employee Campus Climate Survey to help assess the effectiveness of the research office. In addition two additional outcomes have been added to address the new services provided by the Office: grants and outcome assessment (see [Outcomes OIERP Assessment Summary](#)).

d. If your program has SLOs, please discuss here.

Not Applicable.

5. Quantitative and Qualitative Results

Please provide...

a. **Rubric Item:** At least two quantitative or qualitative measures you have chosen to gauge your [program's effectiveness](#) e.g.: transfers, degrees, certificates, satisfaction, student contacts, students serviced, Perkin's data, etc.

b. **Rubric Item:** A summary of the results of these measures. Please be sure to set a target and provide the reasoning for the [target](#) that has been set.

c. 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. Rubric Item: At least two quantitative or qualitative measures you have chosen to gauge your program's effectiveness e.g.: transfers, degrees, certificates, satisfaction, student contacts, students serviced, Perkin's data, etc.

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: committee self-evaluations, 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. The OIERP examines at least two quantitative measures annually to examine the Office's effectiveness and make improvements as needed. Last year the OIERP examined the percent of research requests completed by the OIERP and providing evidence to inform decision-making in a timely manner. This year, as part of supporting evidence-based decision making, the OIERP has replaced the second measure with the average time for page views on the [BORG Data Cubes](#) web site. The OIERP has reasoned that if users spend a substantial amount of time on the BORG Data Cubes website they are accessing and using the data to inform decision-making.

b. Rubric Item: A summary of the results of these measures. Please be sure to set a target and provide the reasoning for the target that has been set.

The first measure examined is the percent of research requests completed in 2013-2014 by the OIERP. A summary of the number and percent of requests completed from 2009 - 2010 to 2013 - 2014 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%)
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 the last three years. The second measure examines the amount of time individuals spend on the BORG Data Cube web page. Too much time can indicate that the user is confused and not enough might indicate that the user has not found what they are looking for. Accordingly, 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. This minimum target may change as the OIERP collects feedback on from the other measurement tools described in previous questions. In 2013-2014 the average amount of time spent on the BORG Data Cube web sites was 4' 25", illustrating that we met the target of 4 minutes ([see Google BORG Data Cube Analytics](#)).

c. 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?

Examining the research complete rate data further suggests that the OIERP may not be able to maintain an adequate completion rate level or be able to serve the campus at its current capacity. First, the percent of completed requests decreased from 97% in 2012-2013 to 94% in 2013-2014. This may indicate that the Research office started to see a decline in its ability to maintain its current service level because we are down two staff and have taken on two additional responsibilities: outcomes assessment tracking and grants. In addition, the number of requests received increased from 186 to 245, a 68% increase. In 2013-2014 there were three researchers in the office, now the office is down to one researcher and has the additional responsibilities of outcomes assessment and grants. In order to meet the demand for information, develop and expand the amount of money received from grants, and adequately and accurately track and support outcomes assessment at Crafton the OIERP needs to do the following: 1) Replace the vacant Research Assistant position (see [Objective 2.3](#)), 2) Hire the Research Data Specialist to manage the tracking of all outcomes assessment (see [Objective 1.1](#), 3) Re-class the current Research Analyst to a Senior Research Analyst to help coordinate the work in the OIERP (see [Objective 1.4](#)), and hire a grant writer to coordinate and write grants (see [Objective 1.3](#)).

The data showing that users of the BORG Data Cubes spend an average of 4' 25" on the BORG Data Cubes web pages suggests that users are finding the information they need to inform decision-making. However, further research will need to explore the effectiveness of the BORG Data Cubes, especially since this will need to be a tool used by the Research office to reduce the number of research requests received by the Office.

6. Performance on Data Items

Please discuss your program's performance on each component of the applicable evaluation rubric (The rubric is available in Blackboard, the OIERP Web Site, and in the PPR Handbook). If you have already discussed your programs performance on one or more these components then refer to that response here, rather than repeating it.

- a. Non-Instructional Program Effectiveness Evaluation Rubric
 - i) **Rubric Item:** Describe a significant [innovation or enhancement](#), and the data collected and analyzed that has helped to determine the efficacy of the innovation.

ii) **Rubric Item:** Describe at least 2 external and/or internal [partnerships](#) that substantially impact the quality of services to students or clients.

i) Rubric Item: Describe a significant innovation or enhancement, and the data collected and analyzed that has helped to determine the efficacy of the innovation.

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 Entrinsic 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. Over 68% of visitors to the page click through to reports or other pages on the website. Having 210 unique visitors illustrates that a substantial number of employees are accessing data through the BORG cubes. Additionally, the average time on page is two minutes longer than the average page time on the entire CHC website. We attribute this longer loitering time to page visitors actively perusing reports and dashboards on the page, which is supported by the high click through rate (68%). The OIERP will also collect and analyze additional data on the effectiveness of the BORG Data Cubes through the campus climate survey and the PPR Evaluation Survey.

ii) Rubric Item: Describe at least 2 external and/or internal partnerships that substantially impact the quality of services to students or clients.

An internal partnership was developed with District Computing Services (DCS) to provide biweekly training and workshops with the OIERP staff in the development of Informer reports and dashboards. Informer utilizes Java Script and sometimes cumbersome data table mappings which require extensive training for their effective use. These trainings lead to the successful creation and deployment of the BORG data cube reports and dashboards which ACCJC provided a commendation. As an illustration, the [CHC Student Educational Progress BORG Data Cube](#) would not have been possible without the collaboration between DCS and the CHC OIERP. In order to develop this BORG data cube the OIERP worked with DCS for over year to create the units completed, attempted, and GPA fields.

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 develop an approach for identifying disproportionate impact for the [Student Equity data report](#).

Another external relationship is with CAMP research group, which provides monthly professional development workshops at no cost to researchers across Southern California. For example, in 2013-2014, the OIERP staff received professional development in issues around accreditation, best practices in student learning outcome processes, and accessing environmental data. The OIERP utilized these updated skills while drafting sections of the accreditation document and developing professional development in accessing US Census data for CHC faculty, staff, and administrators.

7. Evaluation

7. Based upon and not repeating the descriptions you provided in Question 1 and the responses provided in Questions 2-6, please provide an analysis of what is going well and why and what is not going well and why, in the following areas.

- Representativeness of population served
- Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services)
- Partnerships (internal and external)
- 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

The following illustrates what the OIERP views as going well and why and what is not going well and why. One of the things going extremely well is the culture of evidence-based decision making at Crafton. This continues to grow and is most evident in the dramatic increase in the number of research requests received from 186 in 2012-2013 to 245 in 2013-2014, a 68% increase.

Representativeness of population served

The Office of Institutional Effectiveness, Research, and Planning (OIERP) examined the representativeness of the population it serves by examining the proportion of research requests it received from the four main Areas at CHC and compared that proportion to the proportion of completed research requests from July 1, 2013 to June 30, 2014. The eight main Areas include the Academic Senate, Accreditation, Administrative Services (AS), Classified Senate, Instruction, the President's Area, and Student Services.

Requests were categorized based on the requester.

Academic Senate

Accreditation

Administrative Services (AS) Requests

- Administrative Services
- Aquatics Center
- Copy Center
- Grounds

Classified Senate

District

Instructional Requests

- Arts & Sciences
- ASL
- CHC
- Chemistry
- Communication Studies
- DE
- English
- Fire Academy
- Honors
- Institutional Effectiveness
- Learning Communities

- Library
- Math
- MERIS
- Outcomes
- Sociology
- STEM
- Title V
- Tutoring Center

President's Area

- CHC
- Grants
- Institutional Effectiveness
- OIERP
- President's Area
- Resource Development
- Resource Development and Grants

Student Services

- A & R
- Career Center
- CHC
- Counseling
- DSPS
- EOPS
- HWC
- Student Life
- Transfer Center
- Veteran Affairs

Overall, the results of the comparison indicated that the percent of requests from each Area consistently match with the percent of requests that have been completed ([see Figure 1](#)). An improvement made from the last program review was that there was a slight difference between the Student Services research requests (19%) and the percent of Student Services research requests completed (16%). In 2013-2014 these percentages were almost identical, 15% and 14% respectively.

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, already described in previous questions. In addition, last year the OIERP helped to facilitate the development of the outcomes assessment tracking tool in the PPR Web Tool. We are also currently exploring other methods to help make the reporting of outcomes easier for faculty, staff, and administrators (see [Objective 1.1](#)).

Partnerships (internal and external)

As discussed in question 6, the partnership with DCS is going extremely well. Another internal partnership is with the CHC campus community. As stated in the OIERP's Mission, we see our role as collaborative in nature. Accordingly, the OIERP seeks to develop and enhance the partnerships that we have with CHC Faculty, staff, and administrators. Research, planning, and assessment are useless unless the people requesting the information or doing the assessment see a need and derive a benefit from the process. To that end, the OIERP believes that one of the best methods for people to benefit from research, planning, and assessment is to develop and grow

partnerships through collaboration. As can be seen in the research request summary by area presented above, the OIERP works with almost every office and department on campus.

Innovation and Implementation of best practices

As mentioned previously, one of the major innovations achieved by the OIERP in 2013-2014 was the roll out of the BORG Data Cubes. To date, the BORG Data Cubes have been well received by the Campus community; however, this is something that we will need to continue to track. We have already identified some improvements that we need to make to the BORG Data Cubes. First, users need to be able to access some of the BORG data cubes from outside the District network in order to facilitate access to the data (see [Objective 2.1](#)). Second, the OIERP also needs to create dashboards for the Quantitative Effectiveness Indicators and develop dashboards and QEIs for Student Services (see [Objective 2.1](#)).

A second innovation adopted by the Campus with the help of the OIERP is the four-level assessment rubric. The four-level rubric will help to make the assessment of program and ILOs easier to achieve for the campus. This year the Research Office is working on implementing the four-level rubric and improving the implementation of outcomes assessment. We are also exploring easier methods for tracking and reporting outcomes idea (see [Example here](#); see [Objective 2.1](#)).

Efficiency in operations

Objective 6.1.5 in the Educational Master Plan (EMP) states the following: "Ensure that planning processes and decision-making are collaborative, transparent, evidence-based, effective, and efficient." Accordingly, the Office of Institutional Effectiveness, Research and Planning (OIERP) defines "efficient in operations" 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. Moreover, the addition of the BORG Data Cubes is starting to help the Office provide access to data on a more timely basis.

As mentioned previously, the OIERP was given the responsibility of tracking and managing all outcomes assessment data at the end of Spring 2014. One of the areas where the OIERP may be able to improve the efficiency is in how outcomes data is collected. Specifically, the Office is examining the open source tool at the following link and working with DCS to draft a possible solution to making outcomes assessment tracking more efficient: <http://lawsonry.com/projects/slocloud/demo/>.

Efficiency in resource use and Staffing (Combined)

Recently, the OIERP has been assigned two more responsibilities and may be assigned instructional areas in the future. At the end of the year last year the Research office was assigned the responsibility for organizing and tracking all outcomes assessment on campus, and in September, 2014 the Office was assigned grants. At the same time, the Research Assistant, Lorena Guadiana, moved to New York to pursue a Master's Degree at Rutgers University. On a limited basis the Office now has an Administrative Assistant reporting to the office; however, most of her time is dedicated to the Title V Transfer Prep Grant. In order to help with the large quantity of work the Office started to work with EOPS to hire student workers to process surveys and help with the creation of data bases; however, there is only so much that we can ask of student workers.

To help with the additional outcomes assessment tasks that the OIERP is responsible for the Office was going to hire a Research Data Specialist to organize and track outcomes. Because of the hiring freeze we were not able to hire someone to fill this

position. Equally important, because of the hiring freeze we were not able to hire a replacement for the Research Assistant position, which is also partially funded by the Title V Transfer Grant. Also, in order to coordinate and grow grants at Crafton the OIERP needs to hire a grant coordinate/writer to facilitate and monitor all of Crafton's grants. As the services of the office continue to grow and the Dean's responsibilities are stretched between all of the different responsibilities, the Dean is going to need help to coordinate all of the work in the Office (see [Objective 1.4](#)). In order to meet the campus wide demand for information, the OIERP will need to hire a Senior Research Analyst to help coordinate the work in the OIERP.

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, MIS Committee, TESS, Crafton Council, EMPC, Learning Communities Steering Committee, SSEEM, IEAOC, PPRC and the Internal Review Board. Currently, the Dean co-chairs the IRB, PPRC, and LC Steering Committees.

The Research Analyst serves on the Planning & Program Review Committee, the Educational Master Plan Committee, and District Assembly. He feels that his involvement in program review has been purposeful and meaningful. We have worked collaboratively and everyone's input, including my own, has been given equitable consideration by all those involved in the process.

The Administrative Assistant serves on the CHC and District Budget Committees, the Classified Senate, and the Contract Processes Task Force. She feels that she has an opportunity to participate in shared governance on campus and that participation in shared governance among classified staff is slowly building, but it takes to change the climate.

Professional development and training (see [Objective 2.2](#))

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 of Institutional Effectiveness, Research, and Planning and the Research Analyst regularly attends CAMP Research meetings sponsored by the RP Group, the annual RP Conference, and the Student Success Conference. The CAMP meetings are attended by other regional community college researchers and allow us to share ideas, techniques, and best practices. The Administrative Assistant started reporting to the OIERP this September and will also begin attending CAMP Research meetings. The Research Analyst also has attended AHSIE Best Practices conference and is currently participating in the RP sponsored, Leading from the Middle Academy. He has also participated in various trainings and workshops hosted by the Professional Development program, such as Graduating Men of Color, FISH!, and Understanding Your Interpersonal Style. The Dean also participates in workshops throughout the year having to do with accreditation, outcomes assessment, and other topics.

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

How well the OIERP members work together is extremely important and even though the Administrative Assistant is new to the Office, we all work very well together. It is very important that we work hard and have fun at the same time. The OIERP members are all very hard working and we all collaborate and have fun together.

Compliance with applicable mandates

Please refer to question 2.

8. Vision and Mission

a. Tell us your vision: Where would you like your program to be four years from now? Dream big while considering any upcoming changes (e.g.: new buildings, labs, growth, changes in the discipline etc.).

b. **Rubric Item (Alignment):** In what ways does your mission and vision align with and contribute to the college's [mission](#) and [vision](#), as specified in the CHC Educational Master Plan?

a. Tell us your vision: Where would you like your program to be four years from now? Dream big while considering any upcoming changes (e.g.: new buildings, labs, growth, changes in the discipline etc.).

The vision of the Office of **Institutional Effectiveness**, Research, and Planning is to facilitate Crafton becoming a "Learning College," which is the ultimate institutional effectiveness outcome. According to [Goben \(2007, p. 4\)](#), a "Learning College" is defined as a the overall effort of a College to increase effectiveness to where the College "...becomes a true 'Learning' organization that grows and adapts through ongoing innovation tuned to current, emerging, and future needs. It is a culture of "wonder" instead of a culture of "blame"... one where data-supported intelligence (see Objectives [2.4](#), [2.5](#), [2.6](#), and [2.7](#)) can be agreed upon so people can focus on being successful rather than on arguing about who is right." Therefore, the vision of the OIERP is that Crafton becomes "...a culture of 'wonder'...where data-supported intelligence is agreed upon..." and the focus is on being great.

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 (see [Objective 1.2](#)). A major step in this direction has been the development of the BORG Data Cubes, which we will continue to develop. 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 wants to develop a grant application process that is rooted in shared governance and where the campus community notices how grants makes it easier for them to serve students.

b. Rubric Item (Alignment): In what ways does your mission and vision align with and contribute to the college's mission and vision, as specified in the CHC Educational Master Plan?

The Crafton Hills College Office of Institutional Effectiveness, Research & Planning support the mission and vision 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.

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 outcomes assessments, the OIERP supports continued understanding 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:

3

Original Start Date:

01/04/2010

Original End Date:

05/31/2014

Revised Start Date:

01/04/2010

Revised End Date:

05/31/2014

Responsible Person:

Dean, OIERP

Strategic Direction:

3. Best Practices for Teaching and Learning

Impact Type:

-- Pick One --

Resource Requests:

- **1.1.r1 - Fund Research Data Specialist**

Description

Fund a Research Data Specialist position.

Rationale

In order to promote student success, a Research Data Specialist position is needed to process and assist faculty with measuring and documenting outcomes assessments.

Resource Type:

Ongoing

Expenditure Category:

Personnel

Funded:

No

Funding Source:**First Year Cost/Savings:**

\$33,000.00/\$0.00

Second Year Cost/Savings:

\$70,000.00/\$0.00

Third Year Cost/Savings:

\$73,000.00/\$0.00

Actions/Activities:

- **1.1.a1 - Hire a Research Data Specialist**

Start Date:

01/31/2014

End Date:

12/31/2014

Responsible Person:

Dean, OIERP

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

Due to budget constraints, the hiring process was placed on hold.

Measurements/Documentation of Progress:

- **1.1.a2 - Map program level outcomes to course outcomes**

Start Date:

01/01/2014

End Date:

03/31/2014

Responsible Person:

Dean, OIERP

Status Code:

Work is Underway

Progress Description:**Measurements/Documentation of Progress:**

- **1.1.a3 - Map institutional outcomes to program and course outcomes**

Start Date:

04/01/2014

End Date:

05/31/2014

Responsible Person:

Dean, OIERP

Status Code:

Work is Completed and Ongoing

Progress Description:

Enhancements to the PPR Web Tool were initiated in 2013-2014 to allow units to select to which ISLOs their CSLOs were mapped.

Measurements/Documentation of Progress:

- **1.1.a4 - Develop comprehensive institutional, program, and course outcomes assessment schedule**
Start Date:
 01/01/2014
End Date:
 05/31/2014
Responsible Person:
 Dean, OIERP
Status Code:
 Work is Underway
Progress Description:
 A draft outcomes assessment schedule is being drafted by faculty in collaboration with the OIERP.
Measurements/Documentation of Progress:
- **1.1.a5 - Determine appropriate outcomes assessment management tool**
 Assess capabilities of eLumen and other outcomes assessment management tools to determine which is most appropriate.
Start Date:
 01/01/2014
End Date:
 02/28/2014
Responsible Person:
 Dean, OIERP
Status Code:
 Work is Underway
Progress Description:
 Various tools are being investigated as possible solutions. Tools being investigated include eLumen and SLO Cloud.
Measurements/Documentation of Progress:
- **1.1.a6 - Develop process for collecting and compiling all assessment data**
Start Date:
 03/01/2014
End Date:
 05/31/2014
Responsible Person:
 Dean, OIERP
Status Code:
 Work is Underway
Progress Description:
 The PPR Web Tool was enhanced, so units could report and integrate their SLO and SAO data during the planning process. Additional tools, like the SLO Cloud, are being investigated for additional ease in collecting assessment data.
Measurements/Documentation of Progress:
- **1.2 - Objective - Support the development and implementation of the Student Success Plan.**
Priority Rank:
 1
Original Start Date:
 08/12/2012
Original End Date:

05/30/2014

Revised Start Date:

08/12/2012

Revised End Date:

05/30/2014

Responsible Person:

Dean, OIERP

Strategic Direction:

3. Best Practices for Teaching and Learning

Impact Type:

-- Pick One --

Status Code:

Work is Completed and Ongoing

Progress Description:

- **1.3 - Objective - Facilitate the expansion and institutionalization of a comprehensive center for faculty and staff professional development.**

Priority Rank:

4

Original Start Date:

01/01/2014

Original End Date:

05/31/2016

Revised Start Date:

01/01/2014

Revised End Date:

05/31/2016

Responsible Person:

Dean, OIERP

Strategic Direction:

3. Best Practices for Teaching and Learning

Impact Type:

-- Pick One --

Actions/Activities:

- **1.3.a1 - Facilitate development of long-term comprehensive professional development plan by Professional Development Committee**
Using results of a study conducted by the Educational Advisory Board and characteristics of ASPEN award recipients, a mutli-year plan will be developed to serve faculty and staff.

Start Date:

01/01/2014

End Date:

12/31/2014

Responsible Person:

Dean, OIERP

Status Code:

Objective was Removed

Progress Description:

Measurements/Documentation of Progress:

- **1.3.a2 - Develop implementation of a robust professional development plan**
Start Date:

01/01/2014

End Date:

12/31/2014

Responsible Person:

Dean, OIERP

Status Code:

Objective was Removed

Progress Description:

Measurements/Documentation of Progress:

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

Priority Rank:

2

Objectives:

- **2.1 - Objective - Increase access to data through datamart.**

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:

2

Original Start Date:

11/01/2010

Original End Date:

06/02/2014

Revised Start Date:

11/01/2010

Revised End Date:

06/02/2014

Responsible Person:

Dean, OIERP

Strategic Direction:

1. Student Access and Success

Impact Type:

-- Pick One --

Actions/Activities:

- **2.1.a1 - Create datamart views that mirror data provided in planning and program review**

Start Date:

01/31/2012

End Date:

05/30/2014

Responsible Person:

Dean, OIERP

Status Code:

Work is Completed

Progress Description:

BORG cube dashboards covering all data requirements are available for instructional programs to use in their 2014-2015 plans and program reviews.

Measurements/Documentation of Progress:

- **2.1.a2 - Share developed Datamart views with CHC campus and ask for feedback.**

Start Date:

05/02/2012

End Date:

12/30/2014

Responsible Person:

Dean, OIERP

Status Code:

Work is Completed

Progress Description:

In Fall 2014, the BORG data cube page was shared with the entire campus community during the fall inservice events. Additionally an email was sent asking for input for additional reports. As requests have been received for additional reports and dashboards, the OIERP has added to the list of available reports and dashboards.

Measurements/Documentation of Progress:

- **2.1.a3 - Distribute Datamart campuswide and train CHC Campus community on how to use Datamart**

Start Date:

09/01/2011

End Date:

05/30/2015

Responsible Person:

Dean, OIERP

Status Code:

Work is Completed and Ongoing

Progress Description:

The BORG data cubes have been distributed and discussed widely on campus. Some trainings have occurred with the use of the BORG data cubes. Additional trainings will be scheduled through the Professional Development program.

Measurements/Documentation of Progress:

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

Continue to provide professional development for the ORP staff.

Priority Rank:

5

Original Start Date:

08/01/2011

Original End Date:

05/31/2014

Revised Start Date:

08/01/2011

Revised End Date:

05/31/2014

Responsible Person:

Dean, OIERP

Strategic Direction:

1. Student Access and Success

Impact Type:

-- 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:

Other

Funded:

Yes

Funding Source:

Grant

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:

Other

Funded:

Yes

Funding Source:

General Fund

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 - Request funding for conference attendance from both the STEM and Title V/HSI Grants**

Start Date:

01/01/2013

End Date:

05/31/2014

Responsible Person:

Dean, OIERP

Status Code:

Work is Completed and Ongoing

Progress Description:

Requests were submitted and approved.

Measurements/Documentation of Progress:

- **2.3 - 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:

05/31/2014

Revised Start Date:

08/01/2011

Revised End Date:

05/31/2014

Responsible Person:

Dean, OIERP

Strategic Direction:

8. Effective Resource Use and Development

Impact Type:

-- Pick One --

Status Code:

Work is Completed and Ongoing

Progress Description:

Software--such as Snap Surveys, SPSS, and Entrinsik Informer--have been upgraded as needed.

Resource Requests:

- **2.3.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

Funded:

Yes

Funding Source:

Grant

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 - 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:

7

Original Start Date:

01/04/2010

Original End Date:

05/31/2014

Revised Start Date:

01/04/2010

Revised End Date:

05/31/2014

Responsible Person:

Dean, OIERP

Strategic Direction:

7. Organizational Development

Impact Type:

-- Pick One --

Status Code:

Work is Completed and Ongoing

Progress Description:

Training and workshops have been offered throughout the year, including accessing US Census data, discussions on student equity data, etc.

- **2.5 - 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:

8

Original Start Date:

01/04/2010

Original End Date:

05/31/2014

Revised Start Date:

01/04/2010

Revised End Date:

05/31/2014

Responsible Person:

Dean, OIERP

Strategic Direction:

1. Student Access and Success

Impact Type:

-- Pick One --

Status Code:

Work is Completed and Ongoing

Progress Description:

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

Priority Rank:

9

Original Start Date:

08/12/2012

Original End Date:

06/30/2015

Revised Start Date:

08/12/2012

Revised End Date:

06/30/2015

Responsible Person:

Dean, OIERP

Strategic Direction:

1. Student Access and Success

Impact Type:

-- Pick One --

Status Code:

Work is Completed and Ongoing

Progress Description:

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. 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 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:

1

Start Date:

01/04/2010

End Date:

05/31/2015

Responsible Person:

Dean, OIERP

Strategic Direction:

3. Best Practices for Teaching and Learning

Impact Type:

Institutional

Resource Requests:

- **1.1.r1 - Fund Research Data Specialist**

Description

Fund a Research Data Specialist position.

Rationale

In order to promote student success, a Research Data Specialist position is needed to process and assist faculty with measuring and documenting outcomes assessments.

Resource Type:

Ongoing

Expenditure Category:

Personnel

First Year Cost/Savings:

\$33,000.00/\$0.00

Second Year Cost/Savings:

\$70,000.00/\$0.00

Third Year Cost/Savings:

\$73,000.00/\$0.00

Actions/Activities:

- **1.1.a1 - Hire a Research Data Specialist**

Start Date:

01/31/2014

End Date:

06/30/2015

Responsible Person:

Dean, OIERP

- **1.1.a2 - Map program level outcomes to course outcomes**
Start Date:
01/01/2014
End Date:
12/31/2014
Responsible Person:
Dean, OIERP
- **1.1.a3 - Map institutional outcomes to program and course outcomes**
Start Date:
04/01/2014
End Date:
12/31/2014
Responsible Person:
Dean, OIERP
- **1.1.a4 - Develop comprehensive institutional, program, and course outcomes assessment schedule**
Start Date:
01/01/2014
End Date:
12/31/2014
Responsible Person:
Dean, OIERP
- **1.1.a5 - Determine appropriate outcomes assessment management tool**
Assess capabilities of eLumen and other outcomes assessment management tools to determine which is most appropriate.
Start Date:
01/01/2014
End Date:
12/31/2014
Responsible Person:
Dean, OIERP
- **1.1.a6 - Develop process for collecting and compiling all assessment data**
Start Date:
03/01/2014
End Date:
12/31/2014
Responsible Person:
Dean, OIERP
- **1.2 - Objective - Support the development and implementation of the Student Success and Equity Plan.**
Priority Rank:
6
Start Date:
08/12/2012
End Date:
05/30/2015
Responsible Person:
Dean, OIERP
Strategic Direction:
3. Best Practices for Teaching and Learning

Impact Type:

Institutional

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

Priority Rank:

5

Start Date:

09/01/2014

End Date:

03/31/2015

Responsible Person:

Dean, OIERP

Strategic Direction:

8. Effective Resource Use and Development

Impact Type:

Institutional

Resource Requests:

- **1.3.r1 - Grant Writer/Coordinator Position**

Description

Rationale

Resource Type:

Ongoing

Expenditure Category:

Personnel

First Year Cost/Savings:

\$50,000.00/\$0.00

Second Year Cost/Savings:

\$80,000.00/\$0.00

Third Year Cost/Savings:

\$80,000.00/\$0.00

Actions/Activities:

- **1.3.a1 - Facilitate the organization of grant applications**
- **1.3.a2 - Facilitate the shared governance process involved in applying for grants**
- **1.3.a3 - Write job description for grant writer/coordinator**
- **1.3.a4 - Obtain Board approval for grant writer/coordinator job description**
- **1.3.a5 - Find funding source to hire grant coordinator/writer**
- **1.3.a6 - Hire grant coordinator/writer**

- **1.4 - Objective - Effectively and efficiently coordinate all of the work in the OIERP**

Priority Rank:

4

Start Date:

07/01/2014

End Date:

06/30/2015

Responsible Person:

Dean, OIERP

Strategic Direction:

6. Effective, Efficient, and Transparent Processes

Impact Type:

Institutional

Resource Requests:

- **1.4.r1 - Increasing Research Analyst Salary to Senior Research Salary**

Description**Rationale****Resource Type:**

Ongoing

Expenditure Category:

Personnel

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

Actions/Activities:

- **1.4.a1 - Write a job description for a Senior Research Analyst**
- **1.4.a2 - Obtain Board approval for Senior Research Analyst job description**
- **1.4.a3 - Re-class the current Research Analyst to a Senior Research Analyst**
- **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:

2

Start Date:

11/01/2010

End Date:

06/30/2015

Responsible Person:

Dean, OIERP

Strategic Direction:

1. Student Access and Success

Impact Type:

Institutional

Actions/Activities:

- **2.1.a1 - Develop Student Services dashboards**

Start Date:

10/01/2014

End Date:

06/30/2015

Responsible Person:

Dean, OIERP

- **2.1.a2 - Work with DCS to make dashboards faster**

Start Date:

10/01/2014

End Date:

06/30/2015

Responsible Person:

Dean, OIERP

- **2.1.a3 - Work with DCS to make the dashboards accessible outside of network**

Start Date:

10/01/2014

End Date:

05/30/2015

Responsible Person:

Dean, OIERP

- **2.1.a4 - Develop QEI dashboards**

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

Continue to provide professional development for the ORP staff.

Priority Rank:

8

Start Date:

08/01/2011

End Date:

05/31/2014

Responsible Person:

Dean, OIERP

Strategic Direction:

1. Student Access and Success

Impact Type:

Department

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:

Other

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:

Other

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 - Request funding for conference attendance from both the STEM and Title V/HSI Grants**

Start Date:

01/01/2013

End Date:

05/31/2014

Responsible Person:

Dean, OIERP

- **2.2.a2 - Write a job description for a Senior Research Analyst**

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

Priority Rank:

3

Start Date:

08/01/2014

End Date:

07/31/2015

Responsible Person:

Dean, OIERP

Strategic Direction:

1. Student Access and Success

Impact Type:

Institutional

Resource Requests:

- **2.3.r1 - Research Assistant Position**

Description

Rationale**Resource Type:**

Ongoing

Expenditure Category:

Personnel

First Year Cost/Savings:

\$35,000.00/\$0.00

Second Year Cost/Savings:

\$77,000.00/\$0.00

Third Year Cost/Savings:

\$79,000.00/\$0.00

Actions/Activities:

- **2.3.a1 - Find the funding to hire the Research Assistant**
- **2.3.a2 - Hire the Research Assistant**
- **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:

9

Start Date:

08/01/2011

End Date:

05/31/2014

Responsible Person:

Dean, OIERP

Strategic Direction:

8. Effective Resource Use and Development

Impact Type:

Institutional

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

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

- **2.5 - 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:

10

Start Date:

01/04/2010

End Date:

05/31/2014

Responsible Person:

Dean, OIERP

Strategic Direction:

7. Organizational Development

Impact Type:

Institutional

- **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:

11

Start Date:

01/04/2010

End Date:

05/31/2014

Responsible Person:

Dean, OIERP

Strategic Direction:

1. Student Access and Success

Impact Type:

Institutional

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

Priority Rank:

12

Start Date:

08/12/2012

End Date:

06/30/2015

Responsible Person:

Dean, OIERP

Strategic Direction:

1. Student Access and Success

Impact Type:

Institutional

11. Comments

There are no comments for this plan.

12. Supporting Documents

- [20142015 ORP SAOs.docx](#)
- [BORG Google Analytics 2013-14.pdf](#)
- [F1 1314 PPR.docx](#)