

**EL CAMINO COLLEGE COMPTON CENTER
ACADEMIC AFFAIRS
PROGRAM REVIEW 2013**

Institutional Research & Planning

Program Description

- 1. Describe the program emphasizing the program's objectives and how the program supports the college's mission and vision statements, strategic initiatives, and core competencies.**
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Institutional Research & Planning (IRP) is a unit Academic Affairs, reporting to the Vice President. Though it is an Academic Affairs unit, IRP supports the research and planning needs for all of El Camino College Compton Center (Compton Center) in a variety of ways which are listed below.

IRP is staffed by one full-time Research Analyst and works in close collaboration with the El Camino College IRP office. In addition, IRP is funded for a part-time Research Associate to work on grant-funded Basic Skills Initiative projects. The position is only funded for the life of grant.

Program Objectives

IRP provides data-related analysis in the following major areas:

1. Accountability and mandated reporting
2. Environmental scanning (both internal and external)
4. Outcomes assessment (e.g., learning, student achievement, and goal completion)
5. Program evaluation (e.g., program review, special studies)
6. Strategic planning
7. Student achievement, progression, and goal completion analysis
8. Student and employee surveys
9. Test and prerequisite validation

Program Mission

The mission of Institutional Research from 2010 to 2012 was as follows:

Institutional Research supports educational and institutional effectiveness by providing El Camino College Compton Center with meaningful, timely and user-friendly information and analysis for use in assessment, planning and decision-making.

In August 2012, IRP staff revised the mission statement to include the planning component.

Institutional Research & Planning (IRP) supports educational and institutional effectiveness by providing El Camino College Compton Center with accurate, relevant and user-friendly information and analysis for use in assessment, reporting, and strategic planning. IRP coordinates college-wide research agendas and integrated planning for data-supported decision-making.

Ongoing evaluation of the IRP mission through the Service Area Outcomes (SAOs) are described below.

Support of College Mission, Vision, Strategic Initiatives, & Learning Outcomes

The mission of El Camino College is to offer “*quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.*” IRP supports this mission by 1) providing detailed profiles of our students and the area community; and 2) gathering and interpreting evidence of program and service effectiveness and student learning.

Student and community profiles are regularly updated on the [IRP webpages](#), such as the [Demographic Profiles](#) and [Regional Data](#) pages. Summaries, analyses and links related to these profiles are periodically distributed to the Center community, and are updated annually in a binder for all members of the Board of Trustees and administrators.

The bulk of the research work conducted by IRP is in the form of evaluations and analyses of programs, Center initiatives, and service area and learning outcomes. IRP provides a standard data set to faculty and leadership in time for their program reviews and conducts additional analyses for programs as needed. Evaluation of student services programs are conducted on the program review cycle with results published under Student Success Reports on the [Research Reports](#) page. Sets of annual and term student achievement metrics also are provided to all relevant student services programs.

Center constituents and clients of IRP services evaluate how well IRP supports the Center through the satisfaction survey conducted every four years (see Appendix for full report).

IRP actively supports aspects of the College’s vision statement, especially to help the College “*...be a leader in demonstrating accountability to our community.*” IRP has been proactive in its accountability reporting, analysis of student equity and access, and the public reporting of student outcomes, regardless of whether it’s good news or bad.

Over the years, Institutional Research & Planning has supported numerous strategic initiatives, as evidenced by client ratings of logged research requests in Table 1.

Table 1: Requests by Strategic Initiative – July 2012 to October 2013

Strategic Initiative	Count	%
A (Enhance teaching)	22	17%
B (Strengthen services)	36	28%
C (Community & cooperation)	18	14%
D (Enhance partnerships)	14	11%
E (Improve processes)	27	21%
F (Facilities/tech improvements)	7	6%
G (Sustainability)	16	13%

The two SIs with the highest number of requests have consistently been Initiatives B and E:

***Strategic Initiative B:** Strengthen quality educational and support services to promote student success.*

***Strategic Initiative E:** Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation.*

IRP *strengthens quality educational and support services* through the data and analysis support of the program and the Center evaluation processes described above. For example, research studies on the First Year Experience (FYE) program provided evidence to warrant continuation and expansion of this promising program. IRP helps to improve *processes, programs, and services* through program evaluation data, assessments, trend analysis, and student achievement and progression studies.

Finally, IRP also contributes to the Center improvement by seeking feedback regularly from students and employees in the form of surveys conducted using sound research and sampling principles. These reports are published on the [Survey Results](#) page.

2. Describe the student population served by the program using available data.

Typical clients are members of the Compton Center workforce, rather than students. However, IRP provides data and information services to students and the surrounding community when requested, usually by sharing links to existing data. Research reports also are shared with students by way of presentations at collegial consultation committees on which students serve.

3. What happens after students participate in the program's activities? If applicable,

address whether students are successful in meeting their educational goals.

Since no students are directly served by this program, we are responding to this question in terms of the clients we serve (end users at the Center).

About a month after a research request is fulfilled, IRP distributes a utilization survey to determine how well the research met their needs. Full discussion of results from the first year of this utilization survey can be found below under Program Improvement, item 2.

4. List notable achievements that were linked to the College's Strategic Initiatives that have occurred since the last program review.

Note: IRP does not have a prior program review, we are responding to this question by listing recent achievements:

Achievement 1: Increased Research Volume & Complexity

In late 2010, Compton Center hired a Research Analyst, the first research position filled since the beginning of the partnership. This supported an increase in the number and type of research reports, surveys, and other projects. Despite this position, ECC staff still produce many research reports, including standard annual reports, data verification, program review, and other data. In the beginning of 2014, a part-time Research Associate was hired under the Basic Skills Initiative grant. (Strategic Initiative E)

Achievement 2: Established Adequate Office Space/Equipment

In 2010, IRP was assigned an office space in the Foundation Trailer. Now that the Foundation Trailer is no longer in service, IRP will be relocated to an office in the G-row with plenty of space for future growth. (Strategic Initiative E)

5. What prior program review recommendations were not implemented, if any, and why? What was the impact on the program and the students?

Note: IRP does not have a prior program review.

Service Area Outcomes (SAO)

1. Describe how program personnel are engaged in the creation, discussion, and review of

SAO - statements, assessment results, and reports.

Service Area Outcomes for IRP are developed collaboratively by all ECC and Compton Center IRP staff and are based on the unit mission. SAOs and their assessment methods are developed during regularly-held ECC/Compton Center staff meetings where staff brainstorm, discuss SAO formats, scope, and evaluation methods. Following evaluations, findings are discussed by staff, with recommendations made for annual plans or short-term planning, as needed.

2. How does the program ensure that SAO's are assessed consistently?

[IRP's SAOs](#) are assessed systematically in two ways: 1) periodically through a client satisfaction survey administered on the program review schedule, and 2) a research utilization survey administered continuously.

3. Have the SAO assessment results indicated the need to change or modify components of the program? If so, were the changes implemented?

Survey results from the 2009 ECC IRP program review revealed a need to improve communication and outreach for research information. Institutional Research and Planning has done a variety of things to improve communication of the research and data that is available from our department. In December 2012, the Institutional Research & Planning blog (an ECC/Compton Center collaborative effort) was created in order to share timely research findings, tech tips, and planning topics. IRP has also experimented with data visualization and recorded presentation and will continue to expand the type and frequency of communication methods to improve access and use of research.

Program Improvement

Explain what changes need to be considered to improve the program.

1. What activities has the program engaged in to improve services to students?

Since no students are directly served by this program, we are responding to this question in terms of the clients we serve (end users at the Center).

Over the past four years, accountability reporting has accelerated with new Federal and state regulations requiring additional outcomes reporting (e.g., Gainful Employment, California Senate Bill (SB70). In addition, new standards of the Accrediting Commission for Community and Junior Colleges (ACCJC) emphasized the importance of measuring and monitoring student success and goal achievement. These external changes have led to a shift in the IRP research agenda to more evaluative studies that focus on student progression and outcomes. These help determine effectiveness of programs for potential improvement, scale up, modification, or discontinuation. Examples over the past four years include research on new student welcome day and First Year Experience program (FYE).

ECC IRP has implemented a Program Review data template accessible to all Compton Center employees to see data for any academic program. ECC IRP is currently working with IT to install a program on the portal which will allow us to create dynamic reports the end user can customize to their needs. Not only do these endeavors put data into the hands of people who need it, they also free up IRP time to conduct specialized analysis for program improvement.

One area in need of improvement is the timing of program outcome reports for student services and others so that they are completed before program review processes begin. Early reporting will require additional work and coordination with the program review calendar and program leadership.

2. How have program personnel used metrics to improve program services? (Provide metrics from the last four years).

Since late 2012, ECC IRP surveys each person who submits a research request (regardless of campus) in the month after the completed request is delivered to monitor how data is being used. Overall, the responses indicated that IRP was able to provide understandable and trusted data in a timely manner.

Working with requestors prior to performing the research can ensure IRP understands the research questions being asked and how they will be used so that we can prioritize research that will be used for discussion and decision-making over research for curiosity or compliance. Some of the comments indicate that people are still working with the data. One thing IRP may want to consider is extending the time between delivery of the research request and the utilization survey. This may give people more time to digest and utilize the data before we ask about the results.

3. If applicable, explain any patterns in student success, retention, and persistence in terms of student characteristics and program objectives and discuss planned responses or changes.

N/A

Program Environment

1. Discuss the program environment, including the relationship among program staff and students and involvement with other programs or support areas.

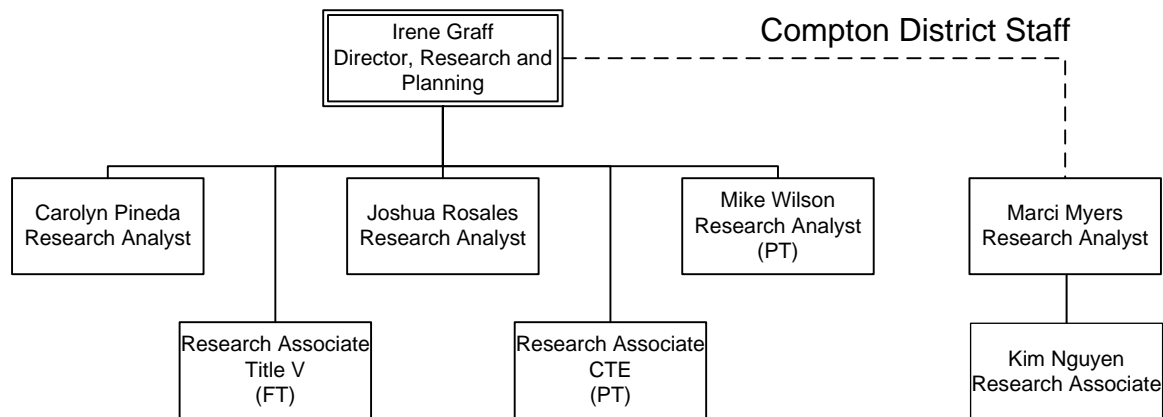
Since the start of the IRP office in 2010, IRP has been strengthening its presence on campus. This is achieved in part through active membership and attendance of consultation and advisory committees, such as Planning & Budgeting Committee, Institutional Effectiveness Committee, and Enrollment Management. IRP also meets with clients and users of data to become more familiar with Center employees and to best understand their data needs.

Results from the 2013 ECC and Compton IRP Satisfaction Survey (see Appendix, CEC Results, pp. 12-15) confirmed that staff provide quality customer service to members the Center community. Almost all respondents indicated that IRP was *responsive to requests for assistance* and always *treated [users] with courtesy and respect*. However, only about 61% indicated that IRP always *endeavors to learn about my program or project before beginning research*. IRP has set a goal to get to know programs/clients better through more face-to-face meetings and other means as workload permits to ensure that research captures critical research questions and can be utilized more for decision making.

2. Describe the number and type of staff and faculty (include current organizational chart).

Institutional Research and Planning currently consists of one full-time Research Analyst and a part-time grant-funded position to assist with Basic Skills research needs.

The Director of Research and Planning at ECC currently manages the workload of the Compton Center Research Analyst and coordinates the research agenda for the Center. Although the director is not officially the supervisor of Compton District research staff, the nature of the work as well as the parallel research agendas accommodate a close working relationship between College and Center research staff. College research staff continue to assist the research needs of the Compton Center by duplicating standard reports for both locations and handling some data requests from the Center.



3. Describe facilities or equipment needs for the next four years.

Equipment

IRP relies heavily on both software and hardware to successfully accomplish its mission. Current and future needs for research dictate that IRP keeps as up to date as possible given the rapid changes that occur in these areas.

IRP benefited from recent purchase of its scanning hardware and software, so no updates or new purchases will be needed for this cycle. IRP only has one computer currently and will need to be replaced within the next four years. Computer replacement is especially critical for IRP due to the need for sufficient processing speed and RAM to handle the large datasets with which staff routinely work. A purchase an additional computer to support the part-time Research Associate will be necessary. Currently, the Research Associate works in the ECC IRP office.

Facilities

In 2012, IRP was given an office space in the Foundation Trailer on campus. In Fall 2013, power was cut to the trailer due to construction and the decision was made to not restore power. Since then, IRP has been working out of the ECC IRP office. This relocation has been helpful with the collaborative work that ECC and Center IRP conduct. A new location for the IRP office at the Center will be in G-36 and the move should occur at the end of Spring 2014.

4. Describe how well the scheduled hours of availability meet student demand and indicate the specific hours the program operates.

The IRP office is open during normal College business hours and is sufficient for our purposes. IRP does not work directly with students so hours do not need to accommodate student time schedules, but the office continues to support the programs which do work directly with students.

5. Describe the influences that external factors such as state laws, changing demographics, and the characteristics of the students served have on the program and services and how the program addresses these factors.

A variety of external and internal trends will likely affect IRP in a number of ways, most notably in terms of research agenda or directions and research and planning staff workload. The major trends and factors are described below.

Accreditation Trends

One of the largest influences on the research agenda and output is dictated by regional accreditation standards. In the recent past and continuing into the future, colleges have been asked to increase the evidence used to make decisions—much of this evidence is collected and analyzed by central research offices. In addition, there is an expectation of more granular analysis, such as disaggregation of data by demographic groups. Outcomes assessments have also become a larger component of the research agenda, with assessments conducted more frequently, more widely, and with more need for analysis for continuous program and institutional improvement.

Finally, the ACCJC heavily scrutinizes the degree to which colleges integrate their evaluation, planning, and process improvement functions, requiring the central planning office to spend much more time monitoring and guiding these processes campus-wide down to program levels. Evaluation of institutional effectiveness is now a constant part of planning and reporting, with colleges asked to set, measure, and discuss strategic goals and student achievement more systematically than in the past. Many of the supporting activities for these efforts are sourced with a planning office.

Federal & State Policy

While ACCJC standards are influenced by developments in higher education research and quality improvement fields, they are primarily guided by Federal policy. In addition to ACCJC dictates, the IRP agenda is further guided by other changes in State and Federal policy, particularly in the area of accountability. Often it falls in IRP to understand and interpret new rules, implement new data collection and analysis, and report findings. In the past three years, the following changes in state and federal policy translate into an increased workload for IRP:

1. The California Community Colleges accountability report was expanded (changing from *ARCC* to *Student Success Scorecard*, with expanded and disaggregated reporting).
2. The Student Success Act (SB1456) passed, which implemented several of the recommendations of the Student Success Task Force many of which will directly involve research offices.

The most impactful policy changes relate to employment accountability for college completers (degree and certificate recipients). [Gainful Employment](#) refers to Federal Title IV regulations modified “to improve disclosure of relevant information and to establish minimal measures for determining whether certain postsecondary educational programs lead to gainful employment in recognized occupations.” Similarly, [California Senate Bill \(SB\) 70](#) requires colleges and universities to report persistence, graduation, job placement and wage information for students in similar fields. These changes for the Center have been supported by the ECC IRP office and could not be possible for the current staffing levels for the Center’s IRP.

Other policies that are influencing IRP include the President Obama’s Completion Agenda, focused on educational goal completion and progress toward goals. And major policy centers and foundations, including the Lumina Foundation and the Bill & Melinda Gates Foundation, are having an increasing influence on higher education policy and directions and colleges will likely need to expand or redirect research agendas in the future.

Equity concerns

There has been a renewed interest in equity both at the national and state levels. ACCJC requirements that reports be disaggregated by race/ethnicity, gender, age, SES where applicable will require the rewriting of standard reports and queries to capture this data. In addition, the California Community Colleges Chancellor’s Office (CCCCO) is requesting all districts to update their Student Equity Plan by Fall 2014. IRP will be developing the data to update Compton Community College District’s Student Equity Plan.

Internal Issues

The Center is responding to both internal and external pressures by expanding requests for research and planning services, such as with the new supplemental questions for CTE program review and desire for more automated, self-serve data. This demand is expected to continue to increase, especially given new Center initiatives such as the Student Success committee and more integrated and consistent planning processes. This new demand for research is critical for Compton Center to become an accredited institution.

Conclusions and Recommendations

Present a brief summary of the program’s strengths and areas for improvement. List all recommendations in a prioritized manner for subsequent placement into the program’s annual plan.

1. Summarize the program’s strengths and areas that need improvement.

Based on feedback shared in the IRP Satisfaction Survey 2013, College constituents are highly satisfied with staff and services. One area that, while rated satisfactorily, could still benefit from

improvement is the method and frequency that IRP communicates research findings to the Center community. Because planning is a new component of the office, IRP staff could benefit from professional development opportunities in this area going forward.

IRP benefits from support from ECC IRP. As a result, IRP has research output beyond the level that could be produced solely by our office. Unfortunately, demand continues to grow at ECC and the Center and now exceeds the capacity of the joined IRP offices to accommodate all requests in a timely manner, particularly in light of the addition of a planning component at ECC. Therefore, the Center and ECC would benefit from a Compton Director of Research & Planning to accommodate the increased workload for both campuses. This “working” director position would eliminate the need for Compton IRP to rely on ECC IRP for Directorial support.

Institutional Research & Planning has achieved many improvements and expanded services and outreach in the past three years. IRP will endeavor to continue to maintain an office that produces high-quality research and services to the Center community. This will be achieved with the resources and goals detailed in the recommendations below.

2. List prioritized recommendations. (Provide proposed organizational chart if appropriate).

1. Create new Research & Planning Director position.
2. Purchase and install desktop computer for current Basic Skills Associate.
3. Replace older computers on regular cycle coordinated with ITS.

3. X Continue Program

IRP Satisfaction Survey CEC 2013

N = 24

Filter: Q25 = Compton Community Educational Center

1. Is responsive to my requests for assistance.

Response	Frequency	Percent	Mean: 3.63
Always	18	75.00	
Mostly	3	12.50	
Sometimes	3	12.50	
Rarely	0	0.00	
Never	0	0.00	

2. Treats me with courtesy and respect.

Response	Frequency	Percent	Mean: 3.83
Always	21	87.50	
Mostly	2	8.33	
Sometimes	1	4.17	
Rarely	0	0.00	
Never	0	0.00	

3. Endeavors to learn about my program or project before beginning research.

Response	Frequency	Percent	Mean: 3.52
Always	14	60.87	
Mostly	7	30.43	
Sometimes	2	8.70	
Rarely	0	0.00	
Never	0	0.00	

4. Produces reports and data that are accurate and reliable.

Response	Frequency	Percent	Mean: 3.71
Always	18	75.00	
Mostly	5	20.83	
Sometimes	1	4.17	
Rarely	0	0.00	
Never	0	0.00	

5. Produces reports that are easy to use and interpret.

Response	Frequency	Percent	Mean: 3.79
Always	20	83.33	
Mostly	3	12.50	
Sometimes	1	4.17	
Rarely	0	0.00	
Never	0	0.00	

6. Helps ECC identify relevant issues.

Response	Frequency	Percent	Mean: 3.57
Always	14	60.87	
Mostly	8	34.78	
Sometimes	1	4.35	
Rarely	0	0.00	
Never	0	0.00	

7. Provides information that helps improve programs.

Response	Frequency	Percent	Mean: 3.65
Always	17	73.91	
Mostly	4	17.39	
Sometimes	2	8.70	
Rarely	0	0.00	
Never	0	0.00	

8. Produces research that contributes positively to institutional planning.

Response	Frequency	Percent	Mean: 3.76
Always	17	80.95	
Mostly	3	14.29	
Sometimes	1	4.76	
Rarely	0	0.00	
Never	0	0.00	

9. Provides information that supports budget decisions.

Response	Frequency	Percent	Mean: 3.48
Always	14	60.87	
Mostly	6	26.09	
Sometimes	3	13.04	
Rarely	0	0.00	
Never	0	0.00	

10. Promotes a better understanding of ECC.

Response	Frequency	Percent	Mean: 3.54
Always	15	62.50	
Mostly	7	29.17	
Sometimes	2	8.33	
Rarely	0	0.00	
Never	0	0.00	

11. Helps evaluate program and curricular changes.

Response	Frequency	Percent	Mean: 3.43
Always	14	60.87	
Mostly	5	21.74	
Sometimes	4	17.39	
Rarely	0	0.00	
Never	0	0.00	

13. IRP maintains good working relationships with other ECC offices.

Response	Frequency	Percent	Mean: 2.79
Strongly agree	16	66.67	
Somewhat agree	1	4.17	
Somewhat disagree	0	0.00	
Strongly disagree	0	0.00	
Not enough information	7	29.17	

15. IRP is a reliable source for comprehensive and authoritative information about Compton Center and its environs.

Response	Frequency	Percent	Mean: 3.52
Strongly agree	12	52.17	
Somewhat agree	11	47.83	
Somewhat disagree	0	0.00	
Strongly disagree	0	0.00	
Not enough information	0	0.00	

17. IRP contributes positively to the quality comprehensive educational environment of El Camino College.

Response	Frequency	Percent	Mean: 3.91
Strongly agree	21	91.30	
Somewhat agree	2	8.70	
Somewhat disagree	0	0.00	
Strongly disagree	0	0.00	
Not enough information	0	0.00	

12. Discusses uses and limitations of research.

Response	Frequency	Percent	Mean: 3.21
Always	13	54.17	
Mostly	5	20.83	
Sometimes	4	16.67	
Rarely	2	8.33	
Never	0	0.00	

14. IRP is a reliable source for comprehensive and authoritative information about ECC and its environs.

Response	Frequency	Percent	Mean: 3.57
Strongly agree	16	69.57	
Somewhat agree	6	26.09	
Somewhat disagree	0	0.00	
Strongly disagree	0	0.00	
Not enough information	1	4.35	

16. IRP's communications strategies are effective in helping me learn about its activities.

Response	Frequency	Percent	Mean: 3.54
Strongly agree	14	58.33	
Somewhat agree	9	37.50	
Somewhat disagree	1	4.17	
Strongly disagree	0	0.00	
Not enough information	0	0.00	

18. I trust that IRP follows privacy laws and professional ethics when gathering, storing and reporting data.

Response	Frequency	Percent	Mean: 3.67
Strongly agree	19	79.17	
Somewhat agree	4	16.67	
Somewhat disagree	0	0.00	
Strongly disagree	0	0.00	
Not enough information	1	4.17	

19. IRP helps the College understand how planning and data-driven decision-making are linked.

Response	Frequency	Percent	Mean: 3.71
Strongly agree	17	70.83	
Somewhat agree	7	29.17	
Somewhat disagree	0	0.00	
Strongly disagree	0	0.00	
Not enough information	0	0.00	

20. I personally have made (or recommended) a policy or program decision based on research from IRP.

Response	Frequency	Percent	Mean: 2.86
Strongly agree	12	54.55	
Somewhat agree	5	22.73	
Somewhat disagree	0	0.00	
Strongly disagree	0	0.00	
Not enough information	5	22.73	

21. Research request process

Response	Frequency	Percent	Mean: 3.25
Very Satisfied	15	62.50	
Somewhat Satisfied	6	25.00	
Somewhat Unsatisfied	0	0.00	
Very Unsatisfied	0	0.00	
N/A or No opinion	3	12.50	

22. Timeliness of response

Response	Frequency	Percent	Mean: 3.50
Very Satisfied	18	75.00	
Somewhat Satisfied	4	16.67	
Somewhat Unsatisfied	0	0.00	
Very Unsatisfied	0	0.00	
N/A or No opinion	2	8.33	

23. Volume of output

Response	Frequency	Percent	Mean: 3.42
Very Satisfied	16	66.67	
Somewhat Satisfied	6	25.00	
Somewhat Unsatisfied	0	0.00	
Very Unsatisfied	0	0.00	
N/A or No opinion	2	8.33	

24. Overall performance

Response	Frequency	Percent	Mean: 3.70
Very Satisfied	19	82.61	
Somewhat Satisfied	3	13.04	
Somewhat Unsatisfied	0	0.00	
Very Unsatisfied	0	0.00	
N/A or No opinion	1	4.35	




25. At which location do you primarily work?

Response	Frequency	Percent	Mean: 2.00
El Camino College Torrance campus	0	0.00	
Compton Community Educational Center	24	100.00	
Other	0	0.00	

26. What type of a position do you hold?

Response	Frequency	Percent	Mean: 2.17
Classified Staff	3	13.04	
Faculty	15	65.22	
Manager or Supervisor	3	13.04	
Administrator	2	8.70	
Other	0	0.00	

27. Under which area?

Response	Frequency	Percent	Mean: 1.79
Academic Affairs	14	58.33	
Administrative Services	2	8.33	
Student Services/Student and Community Advancement	7	29.17	
Other or not applicable	1	4.17	