

El Camino College

Student Services Program Review

Institutional Research & Planning, 2017



Contents

A. Program Description	4
1. Describe the program. How does the program link to the College's mission statement, statement of values, or strategic initiatives?	4
2. Describe the student population served by the program using data. Please note the source of the data. If necessary, please contact the Office of Institutional Research & Planning to obtain data.....	7
3. Describe how interaction with the program helps students succeed or meet their educational goals.	7
4. How does the program interact with other on-campus programs or with off-campus entities?.....	8
5. List notable achievements that have occurred since the last Program Review.	9
6. What prior Program Review recommendations were not implemented, if any, and why? What was the impact on the program and the students?	11
B. Program Environment.....	12
1. Describe the program environment. Where is the program located? Does the program have adequate resources to provide the required programs and services to staff and students? If not, why?.....	12
2. Describe the number and type of personnel assigned to the program. Please include a current organizational chart.	13
3. Describe the personnel needs for the next four years.	14
4. Describe facilities needs for the next four years.	17
5. Describe the equipment (including technology) needs for the next four years.	17
6. Describe the specific hours of operation of the program. Do the scheduled hours of operation meet the needs of staff and students?	19

7. Describe the external factors that directly affect the program. Take into consideration federal and state laws, changing demographics, and the characteristics of the students served by the program. How does the program address the external factors?	19
C. Service Area Outcomes (SAOs)	20
1. List the program's SAOs.	20
2. How were the SAOs developed? Who was engaged in the creation of the SAOs?.....	20
3. How often are the SAOs assessed and who is engaged in the discussion?	21
4. What has been done if the SAO assessment results were not as anticipated?	21
5. Where are the SAOs assessment results shared with staff, students, and the public?	21
6. Have the SAO assessment results indicated the need to change or modify components of the program? If so, were the changes implemented?	21
D. Program Improvement	22
1. What activities has the program engaged in to improve services to students?	22
2. How have program personnel used metrics to improve program services? Provide metrics from the last four years.	23
3. If applicable, explain any patterns in student success, retention, persistence, graduation, and transfer in terms of student characteristics and program objectives and discuss planned responses or changes.....	25
E. Customer Service	25
1. How was the survey conducted? Please include a copy of the survey to the appendix.	25
2. What were the major findings of the customer service survey?	25
3. Describe exemplary services that should be expanded or shared with other programs.....	26
4. What aspect of the program's service needs improvement? Explain how the program will address service improvements.	27
F. Conclusions and Recommendations	27
1. Summarize the program's strengths.	28
2. Summarize the program's areas that need improvement.	28
3. List the program's recommendations in a prioritized manner to help better understand their importance to the program.....	29
4. Please indicate whether the program should continue or be discontinued.	30

Review and Sign-Off.....	30
Appendix A. Customer Satisfaction Survey.....	31
Appendix B. Long-Range Survey Plan	34

A. Program Description

1. Describe the program. How does the program link to the College's mission statement, statement of values, or strategic initiatives?

Institutional Research & Planning (IRP) is a unit of Student Services (SS), reporting to the Vice President. Though it is a Student Services unit, IRP supports the research and planning needs for all of El Camino College (ECC). The unit also supports Compton College (CC) by functioning as its district research office.

IRP's core (General Fund) staff includes a Director, two Research Analysts and one Research Technician. Two additional Research Analysts are funded by, and support, Student Equity (SE) and the Student Success and Support Program (SSSP). Two Research Associates are funded by: 1) career education grants—Federal Perkins/CTEA grant and the state's Strong Workforce Program); and 2) basic skills grants and 0.50 General Fund, which also supports other grant-funded initiatives. Please see the organizational chart ([Figure 1](#)) in Section B.2.

IRP works in close collaboration with the CC Institutional Research (IR) Office, which is composed of two Research Analysts and two part-time Research Associates. Compton College's IR office conducted a separate program review in 2017 (publication pending).

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

1. Student and community demographic profiles;
2. Student achievement, progression, and goal completion;
3. Learning outcomes assessment;
4. Program evaluation (e.g., program review, special studies);
5. Accountability and mandated reporting;
6. Enrollment management;
7. Environmental scanning (both internal and external);
8. Student and employee surveys;
9. Job market and regional workforce analysis;
10. Test and prerequisite validation; and
11. Grant application and reporting support.

IRP also supports college-wide planning. Responsibilities include:

1. Coordination and monitoring of annual planning;
2. Development and implementation of long-term strategic planning;
3. Support for the College's institutional effectiveness efforts, including the integration of assessment, evaluation, planning, and resource allocation; and
4. Support for the development of the [Comprehensive Master Plan](#).

Program Mission

IRP's mission is as follows:

The Office of Institutional Research & Planning (IRP) advances El Camino College's commitment to academic excellence by analyzing and disseminating data for the campus community. IRP facilitates collaborative planning processes and supports stakeholders in making informed decisions.

Every four years, or as needed, IRP staff review and revise the unit mission through a collaborative self-evaluation and visioning process, typically preceding the preparation of its comprehensive program review. The mission is published prominently on the IRP homepage.

Members of the Office of Institutional Research & Planning regularly evaluate the unit's mission and effectiveness through the Service Area Outcomes (SAOs), as described below. IRP staff will use the new mission to review and revise the unit's Service Area Outcomes for the next cycle.

Support of College Mission, Values, & Strategic Initiatives

The mission of El Camino College is to make “a positive difference in people's lives. We provide excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities.” 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 in the [IRP webpages](#), such as the [Annual Factbook](#), [Demographic Profiles](#) and [Regional Data](#) pages. Summaries, analyses and links related to these profiles are periodically distributed to the College community, and are updated annually for the Board of Trustees and administrators.

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

Since the last program review, we are now providing data support for new statewide initiatives, including the Basic Skills Initiative (BSI), Guided Pathways (GPS), Student Equity (SE), Strong Workforce (SW) and the Student Success and Support Program (SSSP). IRP has also contributed to the college-wide planning process. This includes the development of the comprehensive master plan, educational master plan, technology plan and distance education plan.

College constituents and clients of IRP services evaluate how well IRP supports the College mission through the satisfaction survey conducted every four years (see [Appendix A](#) for the most recent results).

The College identifies five core values that underlie its goal of supporting students in achieving their educational goals:

People – We strive to balance the needs of our students, employees and community.

Respect – We work in a spirit of cooperation and collaboration.

Integrity – We act ethically and honestly toward our students, colleagues and community.

Diversity – We recognize and appreciate our similarities and differences.

Excellence – We aspire to deliver quality and excellence in all we do.

IRP incorporates these values in all of our work by 1) collaborating actively with El Camino College administrators, faculty and staff to provide quality information and analysis for data-informed decision-making, and 2) providing accurate and relevant data that effectively guides planning and decision-making, which in turn supports student learning and success.

Over the years, IRP has supported numerous Strategic Initiatives (SIs), as evidenced by the SIs that our clients associate with their research requests (Table 1).

Table 1. Requests by Strategic Initiative - July 1, 2016 to June 30, 2017

Strategic Initiative (Total Requests: 139)	Count	%
A: Student Learning	52	37%
B: Student Success & Support	106	76%
C: Collaboration	23	17%
D: Community Responsiveness	18	13%
E: Institutional Effectiveness	57	41%
F: Modernization	10	7%

Note: Percentages do not add up to 100% because multiple responses are permitted for each request. The table excludes requests exclusive to Compton College.

The three SIs with the highest number of requests were Initiatives A, B and E:

Strategic Initiative A: *Support student learning using a variety of effective instructional methods, educational technologies, and college resources.*

Strategic Initiative B: *Strengthen quality educational and support services to promote and empower student learning, success, and self-advocacy.*

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

IRP *strengthens quality educational and support services* (SI B) by providing and analyzing data related to those services and related student outcomes, which supports the College's

evaluation processes, as described above. For example, IRP has conducted research studies on various support programs and services, such as for CalWORKs, the RISE Center, the Knowledgeable, Engaged, and Aspiring Students (KEAS) program and The Opportunity Project (TOP). The results of our research have been used as evidence to warrant their continuation and expansion.

Similarly, IRP helps to *support student learning* (SI A) by evaluating the impact of a variety of instructional methods, educational technologies and college resources on student outcomes. This has been accomplished through various means, such as surveys and assessments measuring student and faculty beliefs, as well as various progression and comparison studies examining and comparing outcomes of students. For example, IRP researchers have examined the progress of student cohorts from English A to English 1A, compared the performance of course sections with and without the support of Peer Assisted Study Sessions (PASS) and evaluated the impact of usage of NetTutor (a web-based tutoring service) on student outcomes in online and on-campus courses.

Finally, IRP also helps to *strengthen processes, programs and services* (SI E) through its support of institutional effectiveness activities across the College. As detailed under question #4 below, IRP has staff representation on the Assessment of Learning Committee, Academic and Student Services Program Review Committees and all relevant planning committees. IRP serves as the research and planning resource for these committees.

2. Describe the student population served by the program using data. Please note the source of the data. If necessary, please contact the Office of Institutional Research & Planning to obtain data.

Typical clients are members of the ECC 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 are also shared with students by way of presentations at collegial consultation committees on which students serve. Occasionally, and as appropriate, survey questions are added to campuswide surveys at the request of student leadership to facilitate their own research interests (e.g., campus smoking or recycling).

3. Describe how interaction with the program helps students succeed or meet 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 (i.e., the end users at the College). As noted under [Section 2](#), IRP supports planning and decision-making related to student services and student learning. By evaluating instructional approaches and academic and student support services, IRP can help faculty and program leaders improve program and institutional effectiveness. IRP also supports program leads in their periodic comprehensive evaluations (Program Review) in three ways: 1) by providing standard metrics and survey support; 2) by serving as a consultant for deeper evaluation and outcomes assessment; and 3) by advising on integrated planning principles that

link program directions to broader college goals and link prioritized recommendations to annual planning.

4. How does the program interact with other on-campus programs or with off-campus entities?

On-Campus Interactions

IRP maintains strong campus involvement and interactions in two main ways: service on campus committees and direct communication and collaboration with clients.

IRP representatives serve on campuswide committees wherever appropriate, including the following:

- Assessment of Learning Committee
- Enrollment Management Committee
- Equal Employment Opportunity Committee
- Guided Pathways Task Force
- Student Success Advisory Committee.

Currently, the Director of IRP is also the management representative to College Council. In addition, IRP serves a support role on the Academic Senate.

The office is also very involved in integrated planning processes. IRP staff chair or participate in accreditation and planning committees, Program Review committees and help plan events such as the annual Planning Summit. By virtue of the office, the Director is a co-chair of the Institutional Review Board (IRB) and a supporting member of the Facilities Steering Committee, Planning & Budgeting Committee and the Technology Committee. IRP supports focused planning and development efforts by serving on a number of ad hoc committees, such as Integrated Planning and the Multiple Measures Assessment Project.

When research requests are received, they are immediately assigned to a researcher. That assigned researcher then reaches out to the requester (client) to learn more about the request and discuss data needs or methods of analysis. This allows researchers to engage content experts to ensure that the request is completed accurately and appropriately.

Off-Campus Entities

IRP communicates with off-campus entities in several ways: as a professional resource; to maintain professional knowledge and standards; and to promote the free exchange of information and secure exchange of data. IRP staff serve as professional resources through their participation in the Accrediting Commission for Community and Junior Colleges (ACCJC) accreditation visiting teams or as experts on advisory groups, such as the Chancellor's Office Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Teams. IRP stays knowledgeable on current policies, trends and standards in the field through communication with the California Community Colleges' Chancellor's Office (CO) and attendance at regional,

state and national research and planning professional organizations. IRP fosters open communication and secure data exchange with feeder high schools and college and university research offices, as appropriate. Finally, IRP communicates directly to the public by way of periodic presentations to the Board of Trustees, which are recorded in the public record of the College.

5. List notable achievements that have occurred since the last Program Review.

The 2013 Program Review discussed the recent expansion into planning, growing needs of the Compton research office and new directions in support of institutional effectiveness. Some of these were associated with recommendations for supporting resources. These and other achievements are highlighted below.

Achievement 1: Developed automated data access tools

IRP staff developed several pivot table-based data access tools in MS-Excel to allow users to customize data views and disaggregate data. These dynamic tools include success and retention/grade distribution reports; the Student Services Metrics tool; and trending and disaggregation of data by demographics and instructional methods. Other tools were created by request, including faculty-level equity data used for professional development. Many of these were previously PDF reports or static, manually generated spreadsheets.

IRP now utilizes automation and “mail merge” templates to facilitate the reporting of the same information for a variety of reports or institutions (e.g., high school report cards). No additional resources beyond professional development were required for the development of these tools.

Achievement 2: Actualized survey planning calendar supported by the College

The 2013 Program Review recommended that a sustainable survey administration calendar be developed in support of institutional effectiveness, and that the College commit to funding and supporting surveys according to that calendar, wherever possible. In 2015-16, the President’s Cabinet approved an ongoing Long Range Survey Plan (see [Appendix B](#)), with several campuswide surveys to be administered on a regular basis:

- Survey of Entering Student Engagement (SENSE): Administered every two years initially, dropping to every three years after four administrations.
- Community College Survey of Student Engagement (CCSSE): Administered every six years.
- Campus Climate Survey (Student/Employee): Administered every four years.
- Technology or Distance Education Surveys: Administered regularly, as needed.

The new calendar of surveys manages survey fatigue to improve response rates, demonstrates a commitment to institutional improvement and provides ongoing actionable information for College planners. Other surveys can be woven into the standard calendar without disruption or

survey fatigue. No additional resources were required for the development of the calendar, but some of these surveys have a significant cost, which the College will need to consider for annual planning and budgeting. So far, SSSP is budgeted to fund the SENSE according to the Long Range Survey Plan/Calendar.

Achievement 3: Expanded services in support of annual planning and strategic planning efforts

In December 2012, College-wide planning responsibilities were added to the Institutional Research unit. These include coordination and monitoring of annual planning; development and implementation of long-term strategic planning; and oversight of the integration of assessment, evaluation, planning and resource allocation. The unit was renamed Institutional Research and Planning. The Director of Institutional Research was hired into the new position of Director of Institutional Research & Planning. No additional staffing was provided after this change, which occurred during a time of rapid growth in internal planning efforts and external accountability demands. In 2015-16, a Research Technician position was funded and filled to primarily support IRP's planning function, in response to a needs assessment in our Program Review and an associated Annual Unit Plan request. The position was essential to fulfilling the office's new role in annual and strategic planning. Activities supported by the new position include continuing development of the online annual planning system, training and support for annual planning, administrative support to the IRP office, including IRB activities, and support for the strategic planning process.

Achievement 4: Increase in research capacity at Compton Center/College

IRP's previous Program Review documented a skeletal research function at Compton in 2013. That office has since expanded to include two Research Analysts and two part-time Research Associates (3.0 FTE). That increase in capacity has enabled the Compton research office to fulfill more research requests and maintain an operational survey creation and scanning function, which was formerly provided on the Torrance campus. Although the 2.0 growth in FTE was appreciated and permitted the continuing development of the research function at Compton College, some issues remain, including the lack of a director at Compton or support for the planning function, and should be addressed as soon as possible. See [Section B.2](#) for further discussion.

Achievement 5: Expanded research data access and capability

In 2016, the College transitioned from the old Datatel Colleague query tool to a SQL Server data warehouse, created by ITS, called ODS Production. ODS Production provides IRP staff with greater access to data and an expanded capacity for research projects. IRP staff has responded by expanding the types of data reported and research conducted to support program inquiry and improvement. Student Information System data, such as probation status, accurate GPAs, and in-term enrollment activity can now be incorporated into research studies. However, this

new environment came with several challenges, including a steep learning curve, and there are barriers that still need to be addressed. These issues will be discussed in [Section B.5](#) below.

In the past four years, a data-driven institutional effectiveness movement has rapidly developed, fueled primarily by statewide initiatives that tie funding to specific activities and student achievement outcomes (e.g., IEPI, SSSP, Student Equity, Strong Workforce, Gainful Employment, and Guided Pathways). With this development, the need for rigorous program evaluation, accountability tracking and data disaggregation has mushroomed. In response, the College supported funding for 3.0 FTE in research positions to handle the volume, through special ongoing funds: SSSP (1.0 FTE), SE (1.0 FTE), Basic Skills Student Outcomes and Transformation grant (0.5 FTE) and Strong Workforce (0.5 FTE). Some FTE (1.5) were supported by grants that have since ended. Thus, IRP experienced a *net addition of 1.5 FTE* in research positions. These additions to the IRP workforce have helped provide support for program planning, evaluation, reporting and scaling of successful interventions.

6. What prior Program Review recommendations were not implemented, if any, and why? What was the impact on the program and the students?

2013 Program Review Priority 4: Create new Data Analyst position (full-time)

With the anticipated retirement of a long-term, part-time Research Analyst, the 2013 Program Review requested funding for a Data Analyst position. The retiring Analyst possessed a number of self-taught technical skills including database management, SQL querying and programming. He was primarily responsible for the management of the research databases; data uploads and downloads; developing analytical reports and pivot tables; and maintaining data accuracy and completeness. The need for this work has grown since his retirement, but the position requested was not funded. In his place, other Analysts have pitched-in and have tried to learn this work, but these efforts take away from the work for which they were hired and trained. In addition, although research positions have been funded to handle the growing demand for research on campus, all new hires are supporting specific categorical needs and cannot be used for general purpose; nor are they trained in IT-related skills. A Data Analyst, or data support position, remains an important need. For the past 20 years, the office has relied on Research Analysts to perform IT support functions, which has typically involved responsibilities beyond what is required for that position. This situation creates vulnerability, since it assumes a researcher will be able to handle duties such as SQL Server scripting, database management and other IT work. In [Section B.3.](#), we present some alternative ideas for ensuring that an adequately trained and experienced IT professional can support IRP in the future.

2013 Program Review Priority 5: Replace older computers on regular cycle coordinated with ITS

IRP, along with many units of campus, has been plagued by technical problems caused by aging workstations. These problems hamper the work of researchers by slowing or restricting data

querying and analysis. For IRP, in particular, the College needs to replace workstations on a regular and appropriate cycle. In addition, IRP computers need to be equipped with sufficient memory (RAM) and speed to perform functions with large data sets.

[NOTE: As this program review was being finalized, ITS was discussing and developing funding models to ensure PC replacement would occur on an adequate cycle. In addition, ITS has prioritized the purchase of replacements for IRP's oldest PCs in 2017-18, three of which are more than 6 years old.]

B. Program Environment

1. Describe the program environment. Where is the program located? Does the program have adequate resources to provide the required programs and services to staff and students? If not, why?

IRP recently relocated from the Administration Building to its current location in Communications 104. Adjacent to Financial Aid, room 104 is on the basement level of the Communications Building, which is serving as swing space during the construction of a new Administration Building, scheduled to be completed by 2020-21.

The new location is similar to the old in that each Classified staff person is assigned a doorless cubicle. Unfortunately, the new cubicle walls are not as high as those in the old space, which does not accommodate the needs for privacy and quiet workspace, or provide an environment that allows for consultation with clients. Advantages of the new space include a private office for the Director, missing since 2007, and a separate survey scanning room to reduce noise and enable multiple staff members to access the equipment, which was previously situated on one employee's desk. Finally, the space is no longer shared with another program, addressing the issues related to front-desk reception, staff privacy and data security that were present in the old suite.

A major issue with the current suite was recently mitigated to a large extent. The floor of this old basement space has a visually detectable slope that was not leveled before remodeling and occupation. The negative impact of the slope on employee health was documented in the independent ergonomic evaluations performed in summer 2017. Recently, cubicles were moved to the center of the room, which is less sloped than at the edge where the cubicles were originally located, and were rotated. While this has improved the health risk to the employees, the large conference table acquired during the move can no longer be fully used. A similar sloping was found in the Director's office, which has been largely mitigated by moving the desk and adding an adjustable height keyboard/monitor console.

Overall, the IRP temporary space is adequate for the program. There are sufficient researcher-client meeting spaces; the square footage has increased; and staff are now all in one secured suite that is not shared with other offices.

2. Describe the number and type of personnel assigned to the program. Please include a current organizational chart.

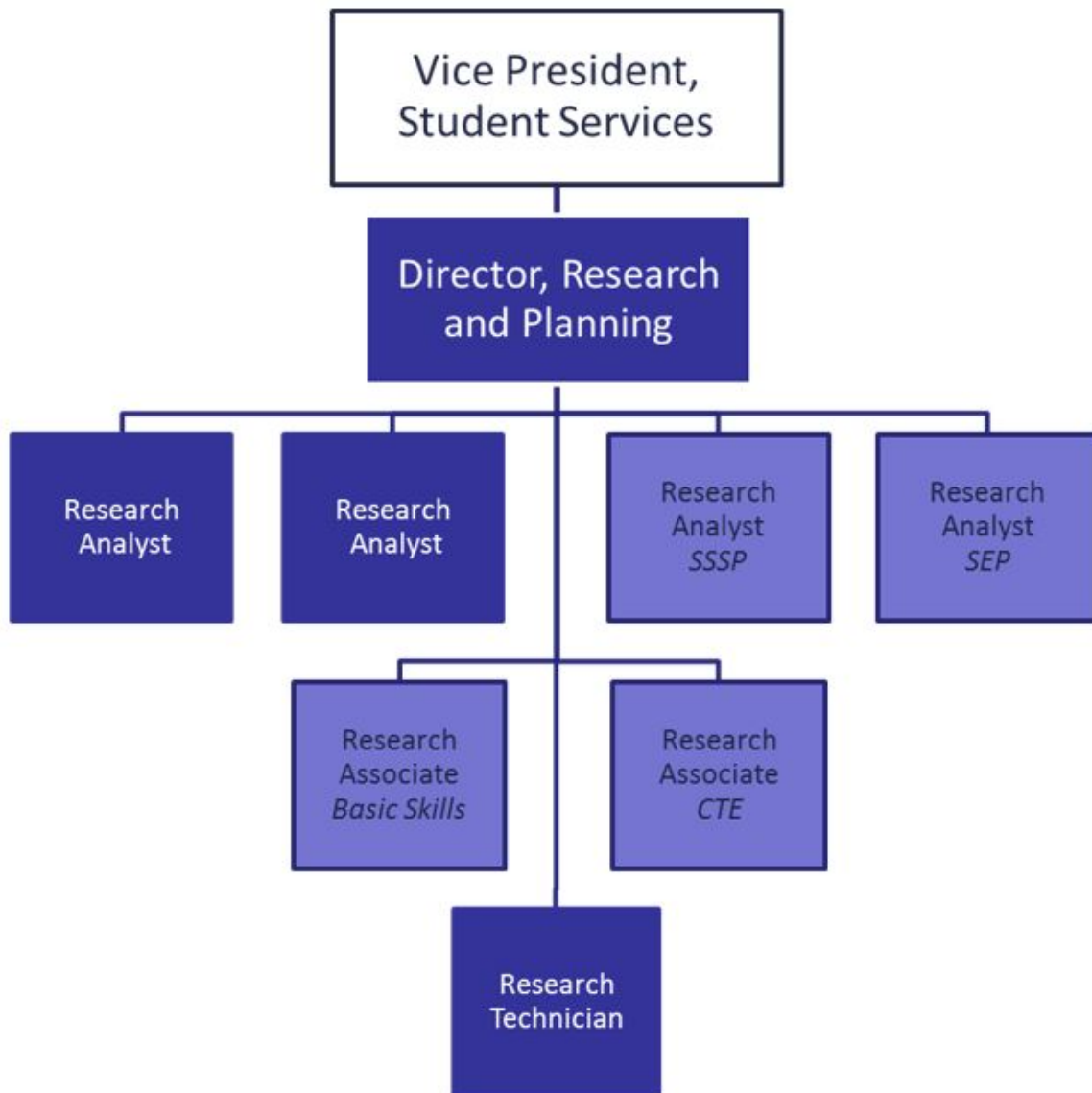
Institutional Research and Planning currently consists of one full-time Director who oversees four Research Analysts, two Research Associates and one Research Technician. (See Figure 1.) The College's General Fund supports only about half of the 8.0 FTE for the unit; the other half are funded by "soft" monies or short-term grants. Two of the four Research Analysts are General Fund, while the remaining two are funded by Student Equity and SSSP, respectively. As a result, their research work is focused on these initiatives. The two Research Associates are largely grant-funded, with a focus on Career Education (CTE) and Basic Skills, respectively. The Basic Skills Research Associate is partially funded by ongoing General Funds to support smaller grants and grant applications. Finally, the Research Technician is General Funded to support IRP's planning function.

Throughout the history of the Compton partnership, the Director of Research and Planning has coordinated the research agenda for the Compton Center (now College) and has overseen the workload of the Compton College (CC) researchers. Although the director has not been the official supervisor of the Compton District research staff, the nature of the work, as well as the parallel research agendas accommodate a close working relationship between both offices. As CC emerges as an independent, accredited college, that relationship will change. First, the ECC office is now acting as a "District Office," overseeing the CC research agenda and sharing responsibility for standard reports, which are often duplicated for each college. CC staff handle more local requests, such as program evaluations, surveys and reporting. Moving forward, IRP will continue to work with the CC office as it transitions to a combined college/district research office.

This "district" role is currently evolving as we determine who will handle the existing and future workload and how. Since both offices have maintained a tight and collaborative relationship over the years, working this out should not be difficult. However, when Compton College splits from ECCCD and begins to operate independently, Compton's research office will immediately lose the ECCCD district support it has historically enjoyed. As noted in the Compton College Institutional Research (IR) Program Review of 2017, Compton's IR office cannot be expected to produce the level of reporting that was possible with an eight-person research team. A further concern is that the Compton office will soon be asked to support the planning function for the college. As the ECC IRP office experienced, the planning function is so large that it cannot be incorporated without either adding staff or severely reducing research output.

Complete separation of the two research and planning functions will occur shortly after CC resumes reporting to the Compton Community College District. This is scheduled to occur within two years. ECC's IRP unit will need to consider how it will be affected by this transition. In the past, the two offices have taken advantage of the economies of scale that resulted from having staff in one location produce standard reports for both offices. IRP needs to determine which reports will be added to its responsibilities and identify reports that will be discontinued. Further, we need to explore how staffing could be affected. Staff of the IRP unit should begin planning for this transition in the year following this review.

Figure 1. IRP Organizational Chart



Note: This figure includes employees on both permanent (darker blue) and temporary (lighter blue) funds. It excludes Compton College IR staff (see Compton College's Institutional Research Program Review 2017 for associated information).

3. Describe the personnel needs for the next four years.

The net addition of 1.5 FTE that IRP received over the past four years has been a tremendous help during a period of growing demand for services supporting institutional effectiveness. However, the need has outpaced the staffing additions in two key areas: 1) planning and institutional effectiveness management; and 2) technical/data support. The ongoing growth related to institutional effectiveness also suggests the need for campus reorganization of this function to address the increasing demand and to ensure more seamless integration of these critical areas supporting institutional excellence.

Personnel Need 1: Increase staffing at the leadership level to support institutional effectiveness endeavors

In 2013, the Institutional Research Office had recently expanded its area of responsibility to include the planning function. Two years later, a planning support person (Research & Planning Technician) was hired to support this function. However, in response to external mandates (e.g., ACCJC requirements, Chancellor's Office policies and state legislation), "planning" quickly expanded to encompass college-wide "institutional effectiveness," defined as:

*"...an ongoing, integrated and systematic set of institutional processes that include planning, the evaluation of programs and services, the identification and measurement of learning outcomes, the use of data and assessment results for decision-making that results in improvements in programs, service and institutional quality."*¹

The original planning function now involves: 1) coordinating the purposeful integration of program review with annual planning and resource allocations; 2) the development and continuous implementation of strategic planning for institutional improvement; and 3) the development and monitoring of minimum standards and aspirational goals for a variety of student achievement measures.

The leadership capacity to guide these efforts is currently insufficient, since the coordination of this work was added to an already full-time position of Institutional Research Director. Without sufficient leadership capacity, institutional effectiveness efforts will not be able to flourish, contribute to college improvement or even meet minimum expected standards.

In order to improve the College's institutional effectiveness, these integrated processes need to be examined, discussed and possibly restructured with an eye toward adequate leadership and other staffing capacity, appropriate and functional organizational structure and campuswide support. Because of its complexity, further discussion of this topic will be reserved for a supplemental study and report (forthcoming).

Personnel Need 2: Create a data support position to address data storage, access, processing and related data issues

As noted above, a long-time research employee, now retired, doubled as a data support person and database manager. This person managed multiple research databases, monitored data integrity, processed uploads and downloads of local, state and federal files, developed automated reports and pivot tables (precursors of data dashboards) and processed data and tables through macro creation, SQL querying and some programming. This retirement occurred at a time when all of these functions were being expanded, in response to new directions in the field and resulting college needs. New directions have included the advent of data dashboards

¹ Manning, T.M. (2008). *Institutional Effectiveness: Developing an Institutional Philosophy for the Quest for Quality*. AACC National Council for Instructional Administrators, April 4, 2008. Accessed at <https://www.cpcc.edu/cpcc/planning/studies-and-reports/IE%20AACC%202008.ppt>.

to facilitate independent access to data, expanded data disaggregation and opportunities for wider use of data from Colleague through a data warehouse.

These technical responsibilities have been distributed across several other positions in IRP. However, this is only a stopgap measure, as the current arrangement requires employees to train in and carry out duties that are not always related to the position in which they are employed. As such, it would behoove the college to hire a person with technical training and experience in data management. This person would be able to fulfill the following responsibilities with greater efficiency and effectiveness:

- Data dashboard creation and management
- Greater automation of routine research requests
- Development of infographics and other visual display of research
- Research database management and querying
- Data integrity checks
- Processing of uploads, downloads and secure data exchanges
- Serve as a liaison to ITS to ensure information currency and collaboration

These general duties are just a sampling of what a person in this position may do and is not tied to a specific job title. It would be best to determine the job title and job description in consultation with ITS, among other groups. Filling a data support position will be essential for data integrity and usage, and would allow Analysts to return to more research work, expanding services in both quantitative and qualitative research areas, such as focus groups, survey consultation and statistical analysis, as appropriate.

Personnel Need 3: Ensuring Adequate Research & Planning Capacity to expand service offerings and improve response times

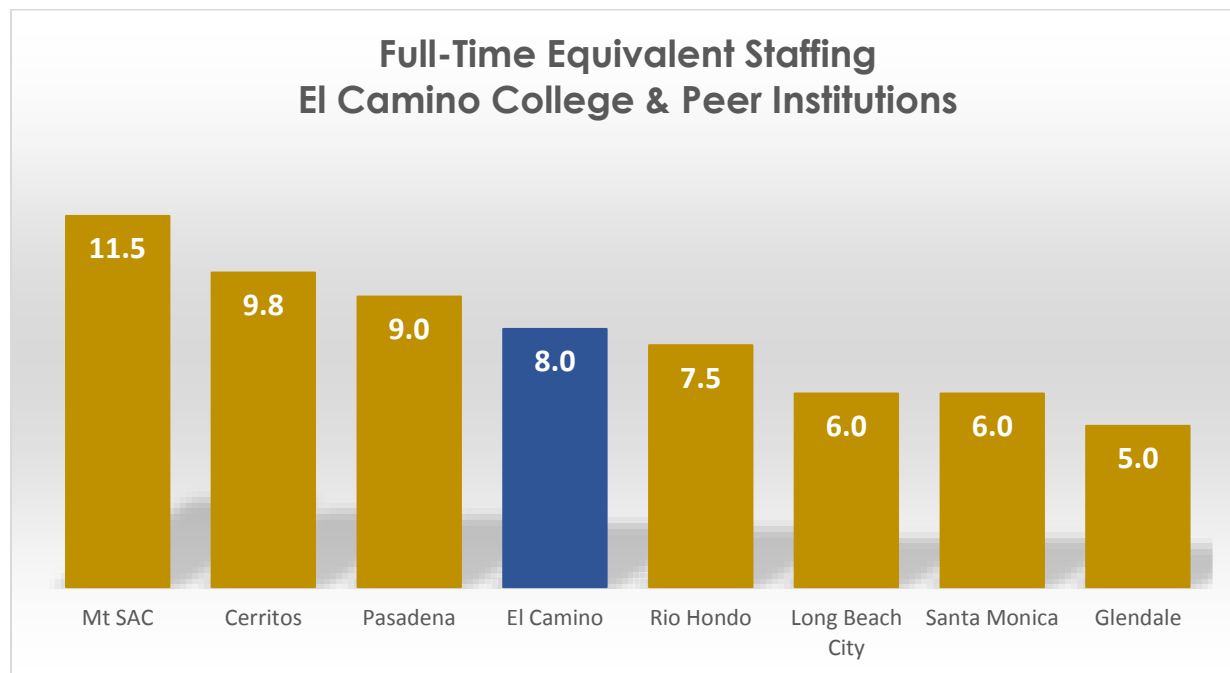
Currently, IRP staff are beyond capacity and are hard pressed to take on more work and to meet urgent deadlines. Those with less urgent requests sometimes need to wait longer than a reasonable amount of time. While support for IRP's work remains high, frustration with this situation is clear. As one respondent noted in the IRP Satisfaction Survey,

"The IRP team does a remarkable job of serving a large community which includes a wide variety of interests and needs. They are responsive, helpful and very focused on providing excellent service. My only suggestion would be to fund additional staff in order to increase capacity to reply to requests and/or to speed response times."

Based on a recent analysis of the staffing support for the IE function at peer colleges, El Camino College is "middle of the pack" in terms of research and planning staffing at similarly sized single college districts. However, ECC's IRP has performed an additional "district research office" function over the past 10 years, so ECC is clearly understaffed relative to its single-college district peers. Even after the split with Compton, expected within the next couple of years, ECC fairs no better than "middling" as it is situated at the midpoint of the range of peer colleges (Figure 2). ECC's position will likely degrade in the coming years if staffing remains

static, as other colleges continue to report staffing needs. In a recent poll of peer college IR offices, four out of the five respondents indicated that the IR function is currently “understaffed,” with need for one to three positions to meet current demands, depending on the college.

Figure 2: Comparison of Staffing Levels at Peer College IRP Offices



4. Describe facilities needs for the next four years.

The office will be moving to a new Administration building by 2021-22. The Director was part of the user's group that provided feedback and facilities needs for the new building's design and capacity. The Director informed and sought feedback from IRP staff throughout the design process. The planned space is right-sized for the current make-up of the IRP unit and includes a shared conference room that will facilitate client consultation and collaborative work and meetings. The suite will be shared with the Grants Office, which is currently composed of a Director and Project Specialist. Shared storage and conference room will ensure efficient use of space. If any position described under [Section B.3.](#) are funded, IRP would need additional or “creative” space usage in the new building.

5. Describe the equipment (including technology) needs for the next four years.

Hardware – Printers and Survey Scanner

Other than PC/Workstations discussed above, the two most important pieces of equipment in IRP are the survey scanner and survey printer. The former, indispensable for scanning paper surveys, is about 8-9 years old. A replacement scanner will definitely need to be purchased

within the next four years. Regarding the latter, this black and white printer is our workhorse and must be maintained in top condition to facilitate error-free survey printing and scanning. The printer, purchased in 2013, will need to be replaced as soon as performance becomes unreliable, very likely within the next four years. In addition to surveys, the printer is also used heavily for printing reports and presentations. The color printer, purchased in 2015, should continue to function for a few years, but may also need to be replaced during this period.

Other Technology Issues – Data Access

In addition to our physical equipment needs, we have encountered challenges with our SQL Server data warehouse. Many data elements are inaccessible to our staff, due to a lack of knowledge of which data points are stored where. The ITS Business Systems Analyst has assisted in this learning process, but the improvements in knowledge and access remain incremental, and have not kept up with the growing demand for data from our Student Information System (SIS). This knowledge gap has made it challenging to quickly complete requests for SIS data. IRP staff also need access to data from the CO's Management Information System (MIS) and we have had trouble accessing this database on demand. Our queries often run very slowly and sometimes cannot be completed at all. It is unclear why it is more difficult to access the MIS tables than data stored on ODS Production. These significant delays have limited our efficiency in fulfilling the many research requests that require these data. Continuing issues could be addressed through 1) a stronger collaboration between ITS' Business Systems Analyst and IRP staff; 2) the hiring of a data support position within IRP; 3) an in-depth troubleshooting session regarding PC and database performance issues; and 4) more training for IRP staff in SQL Server scripting and database management.

Software – Enterprise-level Survey License

Each year, IRP processes a high volume of requests for surveys – both large and small. IRP staff can add the most value in developing and analyzing the results from program-level or campus-wide surveys that will impact program reviews and college planning. Staff members' analytical expertise reflects their training and deep experience in research. However, numerous small-scale requests do not require this level of expertise and analysis. Further, many programs have a need for frequent, customer-service style surveys (e.g., brief surveys soliciting feedback after an event), and could likely design and administer such surveys without the support of IRP. In fact, many have indicated a desire to create and manage their own surveys. Additionally, online surveys are becoming the norm in many contexts, as is mobile-ready functionality. While IRP uses an online survey product, it is not user friendly and lacks the mobile-ready format that is so critical now for student surveys.

An enterprise-level online survey license would support the current and growing campuswide need for small-scale surveying. If the College pursues an enterprise survey license, IRP staff would still be available to support stakeholders should they request help with drafting survey questions and interpreting results; and IRP staff would still maintain responsibility for large-scale surveys.

6. Describe the specific hours of operation of the program. Do the scheduled hours of operation meet the needs of staff and students?

IRP does not work directly with students, so our office hours do not need to accommodate students' time schedules. However, the IRP office is open during normal College business hours (7:45 a.m. to 4:30 p.m., Monday through Friday) to support the programs which directly serve students. This schedule has been sufficient to meet the needs of faculty, staff and managers who need to meet with IRP staff, drop off or pickup surveys or contact IRP staff by telephone.

7. Describe the external factors that directly affect the program. Take into consideration federal and state laws, changing demographics, and the characteristics of the students served by the program. How does the program address the external factors?

IRP's work spans all of ECC's programs, and our staff members serve on many campuswide committees. The scope of our research is shaped by external funding sources, legislation and reporting requirements, in addition to events in our local community. IRP staff participate in conferences and communicate with colleagues at other community colleges to ensure that we are prepared and equipped to meet changing reporting requirements and institutional research needs. Four of our positions are grant-funded, and each of those staff members must meet the research needs of their respective initiatives, which are always changing. Should budgets or funding allocations change in the future, our office could be directly impacted. We also must be available to support grants with no dedicated research funding and provide support for grant proposals.

There have been several recent initiatives and directives from the CO that have directly impacted the work of IRP staff. IRP staff are often called upon to interpret and explain the research requirements embedded in these directives. For example, the CO recently released new guidelines for measuring equity gaps and identifying disproportionately impacted student groups ([the "percentage point gap method"](#)), which was required by [California legislation \(A.B. 504\)](#). Our SE-funded research analyst is responsible for reviewing the new methodology, updating our student equity data accordingly and explaining those changes to ECC stakeholders. In 2017, the CO released its [Strategic Vision](#), which includes six system-wide goals related to student outcomes and equity. IRP will support the integration of ECC's IE Outcomes goals with the Strategic Vision goals, ensuring that the work of the college will forward the Chancellor's vision.

In response to budget legislation passed in 2014, the CO developed a framework of Institutional Effectiveness (IE) Indicators that all community colleges must adopt. The IE Indicators consist of district and college performance measures related to fiscal viability, accreditation status, compliance with state and federal guidelines and student performance. Indicators include performance rates from the past five years, along with short-term and long-term goals established through a local consultative process. IRP helps lead the development and

evaluation of IE Indicators. Staff members provide recommendations and annually submit the College's goals to the [Institutional Effectiveness Indicator Portal](#).

This year, the two analysts funded by SE and SSSP have served on the team responsible for creating the SSSP/SE/BSI Integrated Plan, which was a new and unexpected requirement from the CO. They participated in weekly meetings over the course of the past summer to draft the plan, ensuring that future needs for research and evaluation were addressed. IRP will be actively involved in the planning, implementation, and provision of data support for the CO's GPS Initiative, which will require the College to revamp its organization using a student-centered framework, with the goal of promoting student success. IRP will also support the new requirements for the common assessment and course placement process (AB 705).

Locally, as Compton transitions away from ECC, IRP must be diligent in making sure that research and reporting requirements will be met separately for each college. For example, we previously submitted one combined report to ACCJC. Moving forward, each college will be solely responsible for its own report. While this may seem like a decrease in ECC IRP staff's workload, we will actually be losing some of the economies of scale that come with cross-college collaboration.

C. Service Area Outcomes (SAOs)

1. List the program's SAOs.

While the IRP office has little direct interaction with students itself, IRP works to support programs that work with students. Therefore, Service Area Outcomes (SAOs) for IRP focus on facilitating understanding and providing decision-making guidance to these programs, rather than directly affecting student learning. The current IRP SAO's are described below.

By interacting with IRP staff or reports, ECC employees will be able to:

1. Understand El Camino College students and their academic outcomes.
2. Synthesize Institutional Research data with local information and professional experience to develop a more complete picture.
3. Apply knowledge from research data to strategize priorities and make decisions.

2. How were the SAOs developed? Who was engaged in the creation of the SAOs?

All IRP staff members contributed to the development of the SAOs, which are based on the unit's mission. SAOs and their assessment methods were developed during regularly held staff meetings, during which staff discussed the format and scope of our SAOs, as well as the related evaluation methods. All staff members received drafts by email so they could provide comments and suggestions for edits. Following SAO evaluations, staff discussed the findings and made recommendations for annual plans or short-term planning, as appropriate. The current set of SAOs were based on the previous IRP mission that was developed in 2013. In the

coming year, following adoption of the unit's new mission, staff will discuss the continuing appropriateness each SAO and their associated assessments, and jointly revise each, as needed.

3. How often are the SAOs assessed and who is engaged in the discussion?

SAO #1 and #3 are assessed periodically through a client satisfaction survey administered to campus leaders and others who interact frequently with IRP. Our intention was for the survey to be administered every two years; however, the latest round occurred after three years. SAO #2 is assessed continuously through a research request feedback survey given to clients after their requests are fulfilled and delivered. In the past, IRP distributed the feedback survey only to those clients who requested research through the formal request process. During the summer of 2016, IRP instituted a new project management system that will allow the office to track all projects coming through the office, including standard reports that do not require formal requests.

4. What has been done if the SAO assessment results were not as anticipated?

If SAO assessment results were not as anticipated, IRP staff worked to address shortcomings indicated in the assessments. Departmental policies and processes have been developed or changed according to feedback received from the various satisfaction and utilization surveys. For example, SAO assessment findings have resulted in concerted efforts to improve the communication of research and data that are available from IRP, including, but not limited to:

- An increased web presence (e.g., creating a blog for research topics);
- Improved data visualization (e.g., creating more “infographic” reports); and
- An expansion of the frequency, depth and discussion of research presentations (e.g., through more frequent consultation with clients and presentation of results to various stakeholder groups).

5. Where are the SAOs assessment results shared with staff, students, and the public?

SAO's are shared internally with IRP staff during unit meetings and discussed periodically as office initiatives are developed. Published results of assessments are located on the IRP website and also stored in TracDat's SAO module.

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

As SAO's for non-academic programs are a relatively new requirement, having only been developed for IRP prior to the 2013 Program Review, IRP is collecting a second round of data. IRP responded to low response rates in the utilization survey by delaying the distribution of the

survey, thus allowing more time for requestors to present and discuss findings. Initially, the survey was sent to requestors at the end of the month following project completion, giving requestors between one day and 4 weeks to utilize the results of the request and report back to IRP. This did not provide requestors with enough time to share research results with others. As such, they could not comment on the actions they took based on our work and provide the feedback IRP needed to assess its impact. To address this issue, IRP delayed the distribution of the survey, which is now sent out at the end of the month following project completion. This gives requestors between one and two months to share the data they received and then use that data to inform decisions. While still lower than desired, IRP has seen an increase in the response rate, from 26% to 41%. There have been discussions about making prioritization of future requests “contingent” upon completion of the survey, but for now, IRP staff members are trying to be more proactive about advertising the coming survey when delivering projects.

D. Program Improvement

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

Over the past four years, accountability reporting has accelerated with new federal and state regulations requiring additional outcomes reporting (e.g., Gainful Employment, GPS, Strong Workforce, and integrated planning for BSI, SE, and SSSP). In addition, new standards set by the 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 studies provide insight into program effectiveness and inform decisions related to improving, scaling up, modifying or discontinuing programs.

Examples of IRP’s contributions to improving student services over the past four years include research related to specific programs and services, including, but not limited to, the following:

- New Student Welcome Day;
- First Year Experience program (FYE);
- Accelerated instruction;
- Math Academies;
- Tutoring programs (e.g., the Learning Resources Center, Reading Success Center and NetTutor); and
- In-class academic support programs (e.g. PASS mentors and embedded tutors).

IRP has also produced research focused on specific student populations targeted by equity and other student services programs and initiatives, including veterans, foster youth, Pacific Islanders, students placed into remedial coursework and economically disadvantaged students. We have increasingly incorporated disaggregated student data into our analysis of student success metrics, which helps stakeholders understand which students are benefitting from their services and who might need additional recruitment and support. To that end, IRP developed a

Student Services Metrics Tool, which provides student data (e.g., enrollment and service data and student achievement outcomes) for cohorts of students in a number of programs (e.g., Puente, Project Success, CalWORKs, DSPS and South Bay Promise), further disaggregated by demographic characteristics.

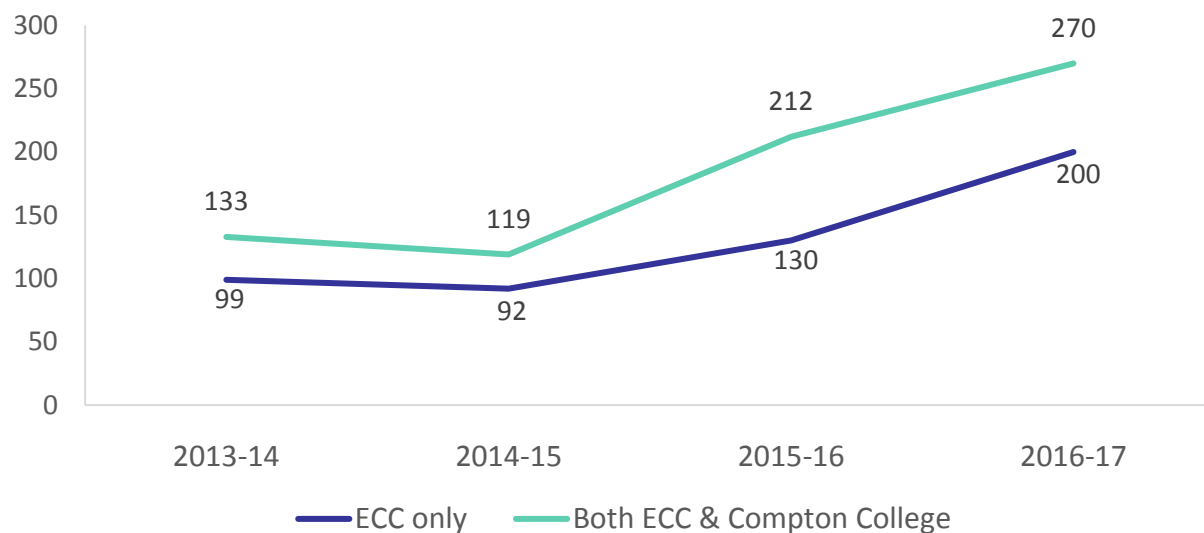
IRP recognized that in order for our work to have maximum impact, we needed to expand our production of data visualizations and infographics. These tools help us communicate research findings to a diverse audience. To that end, IRP has updated the layout and design of our Annual Factbook to make the data more readable and digestible. Additionally, IRP staff periodically summarize research findings in more visual handouts including the SENSE Highlights, Institutional Effectiveness Outcomes, and High School Report Cards.

IRP has implemented a Program Review tool with four years of data that users can customize for any academic program and is accessible to all ECC and CC employees. IRP has supported the development of the Program Review & Planning (PRP) module in TracDat to support planning and decision-making. IRP supported the development of the new Strategic Plan that incorporated implementable and measurable objectives to improve services and student outcomes. A part of the strategic plan is a set of measurable student achievement outcomes ranging from entering college readiness to completion. These “institutional effectiveness outcomes” have associated target values to support strategic action and to focus the campus on improvement.

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

For over a decade, IRP’s primary metric for measuring demand and expansion of services has been the number of research requests fulfilled. Figure 3 below displays the number of requests for ECC *alone*, as well as the total number of requests for ECC and CC *combined*. As shown, the volume of research requests has increased over the last four years. In fact, the number of requests fulfilled in 2016-17 was more than double the number fulfilled in 2013-14.

Figure 3. Volume of Research Requests over Time



Several factors have contributed to the heightened demand for research and planning reports, among other requests. First, the external reporting requirements for many of the student success and other initiatives has increased. Second, planning and related institutional effectiveness requests are now tracked and included in our counts. Finally, the added staff permitted an increase in research capacity across the board. To some extent, the new research request system contributed to the increases seen in the last year. The system facilitated better tracking of total research projects conducted, as well as standard reports produced on a set schedule, rather than in response to formal requests. While the extent to which improved tracking contributed to the growth in output is unclear, the resulting increases would primarily belong to the “both ECC and CC” category, as standard reports apply to both colleges. The “ECC only” reports are generally driven by formal requests and may be less sensitive to the improvements in tracking.

As discussed in [Section C.3.](#), the utilization survey distributed to IRP clients is woven into the research tracking process. Recent responses from the utilization survey indicate that IRP’s researchers continue to provide data that are easy to interpret and can be readily shared with various decision-makers and stakeholders. Overall, IRP clients continue to find that IRP staff meet their research needs and provide accurate, clear and valuable reports in a timely manner.

An additional and important metric we monitor is the usage of the [IRP website](#). The ECC Webmaster runs a Google Analytics report for the website on a yearly basis. This report includes the number of unipage visits for each of the IRP webpages. In the last four years, there has been a steady increase in the number of visits, with visits to the IRP homepage increasing from 3,817 in 2013-14 to 5,786 visits in 2016-17. Table 3 below shows the number of unique page visits to each of the IRP webpages over the last four years.

Table 2. Institutional Research and Planning Webpage Visits

IRP Webpages	2013-14	2014-15	2015-16	2016-17
IRP Homepage	3,817	4,992	5,203	5,786
Success and Retention	1,126	1,292	1,391	2,521
Demographic Profiles	1,369	1,127	1,660	1,676
Achievement	605	607	842	1,036
Research Reports	513	582	713	799
Annual Factbook	*	*	529	1,021

*The Annual Factbook webpage created in 2015-16.

One factor that may have contributed to the increase in unique page visits is the redesign to the [IRP website](#). In 2015, the IRP webpage was restructured to make it more intuitive for clients to navigate. One of the main changes was adding navigation buttons to the homepage. This allowed clients to easily locate reports and data that were available on the website.

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

N/A

E. Customer Service

1. How was the survey conducted? Please include a copy of the survey to the appendix.

As noted in [Section A.1](#), IRP conducts a Client Satisfaction Survey every four years to assess two of our SAOs and inform program review. The online survey is typically distributed via email to frequent requesters, or data “Power Users,” program review participants, and other members of the college community who are familiar with our work (e.g., administrators). The survey is administered about six months before our program review preparations begin. The next administration is planned for fall or spring of 2020. The most recent survey results are attached in [Appendix A](#).

2. What were the major findings of the customer service survey?

The most recent survey was distributed to 129 campus members in January and February of 2017. Forty-nine individual responded, resulting in a response rate of 38%. Fifty-nine percent of the responses came from Academic Affairs, with faculty accounting for nearly half of those responses (48%). Student Services made up 30% of the responses. We received responses from both campuses, with Compton accounting for 24% of the total responses.

Respondents were overwhelmingly satisfied with the level of service they received from IRP. There were only two survey items in which less than 75% of respondents indicated that they “strongly agreed” with the statements. On the first question – “IRP discusses uses and limitations of research” – 57% of respondents strongly agreed, while 24% only somewhat agreed. As we work to make our research products more meaningful to our constituents, we will keep this feedback in mind. However, the responses to that survey item may also reflect how different types of data are consumed and by whom. Some reports we produce consist of charts without written descriptions. Still, we always make ourselves available to discuss and explain results with any interested constituent.

The second statement with the lowest level of agreement asked respondents if they used IRP data to make program or policy decisions. Eighty-four percent at least somewhat agreed with that statement, while only 57% strongly agreed. Twenty-four percent indicated they were “not sure” or that the statement was not applicable.

The most recent survey differed slightly from the previous one. Some of the Likert scales were changed from “Always to Never” to “Strongly Agree to Strongly Disagree,” and some of the statements were reworded to address redundancies and improve clarity. Still, we are able to draw comparisons over time. The most recent survey indicates that IRP either maintained or improved how constituents view the office, especially in terms of reliability and accuracy. In response to the statement, “IRP produces reports and data that are accurate and reliable,” the mean score improved from 3.74 to 3.93 on a 4-point scale. This indicates that members of the College community trust the data they receive from IRP.

Overall, users reported a high level of satisfaction with IRP’s products and services, with 84% of users expressing strong agreement on item #14. (See [Appendix A.](#)) Open-ended comments confirmed this high satisfaction level. One respondent noted, “Without fail the IRP staff is professional, courteous, capable, motivated and incredibly helpful. It is a breath of fresh air dealing with this office. And the work they do has given me tremendous insight into ECC students and my own program...”

3. Describe exemplary services that should be expanded or shared with other programs.

Where applicable, IRP recommends implementing a simple project-tracking tool similar to the one used for its own research request process. As discussed in [Section D.1.](#), IRP recently replaced its homemade research request system with a software service (Smartsheet) that provides a more reliable method for receiving and processing requests. Smartsheet, in conjunction with established protocols within IRP, has helped to make the request process more manageable, in terms of both the submission and fulfillment of requests. Clients have also benefited from this system, which facilitates research request completion, notifications, and follow-up. Smartsheet, and similar Software-as-a-Service (SaaS) cloud-based “productivity tools,” support task requests, the assignment of tasks, collaboration, reporting and sharing. Smartsheet is spreadsheet based, low cost and intuitive. The tool is currently being piloted by a few employees in Academic Affairs and ITS.

4. What aspect of the program's service needs improvement? Explain how the program will address service improvements.

The area where IRP continuously tries to improve is in the communication of research results with the wider campus community. One survey respondent suggested, “Perhaps it would be a good idea to somehow showcase the wealth of information and reports that already exist or have been produced by IRP to the managers and supervisors?” Another said, “I'd like to see [reports] advertised better at all levels: faculty, staff, etc.”

Some reports are standard and made available to all community members on the ECC IRP website. However, recently the office has begun discussion on how to best communicate when the newest and most updated standard report has been posted to the web. In almost all cases, the most recent version of the report is located on one of our webpages, but users do not necessarily know when each report is updated.

Most reports created by IRP are given to the individual requester, who then may decide to share the product with other interested parties. IRP has been attempting to change that formula by posting more reports online and by writing blog posts about completed projects. These actions will help inform the College community about initiatives and outcomes that may affect multiple entities on campus. This practice also helps to promote the IRP office and its services, and can also help the campus community to better understand the work that we do. In the past, IRP has tried to use Research Briefs and a Newsletter to showcase its work, but the office is still searching for the most effective format to do this.

Another area needing improvement is project completion times. As one respondent noted, *“I understand the large amount of work that the office completes, but I think the waiting period for results is often too long.”* It is unclear which specific request is referenced in the above comment, since some projects take much longer to complete than others. However, IRP could develop standard completion windows, which would give clients an idea of when they can expect a report to be delivered. Also, IRP staff can attempt to meet negotiated deadlines as frequently as possible until adequate office staffing or process efficiencies permits faster delivery of all research and planning requests. Finally, IRP will explore a priority ranking process, which would ensure that the most important or urgent research is conducted first, while “curiosity” requests not tied to reporting requirements or deadlines could be postponed to a future date. IRP staff have been discussing how to design and implement a priority ranking system in recent staff meetings.

F. Conclusions and Recommendations

A college program or unit does not exist in isolation, so we are responding to questions 1 and 2 from both program and institutional perspectives.

1. Summarize the program's strengths.

- IRP is able to see the “big picture” of how our research can impact the entire College community.
- IRP staff are collaborative and supportive of campus research needs.
- IRP has a reputation for being trustworthy and reliable, with a recognized history of service.
- IRP staff bring diverse skills and depth of experience.
- IRP staff are proactive and anticipate upcoming research needs.
- IRP is communicative and responsive to client needs. Staff members are approachable and relatable.
- IRP has fostered collaborative working relationships campuswide.
- IRP benefits from the College’s historical commitment to providing the office with sufficient access to data.
- IRP staff have a good sense of humor and enjoy being active members of the College community.

2. Summarize the program's areas that need improvement.

IRP is continually working to develop and adopt common standards, in terms of reporting, data collection and analytical methodology. To that end, we have developed standard reporting templates and continue to add definitions of commonly used terms and metrics, so that they are readily available. This will be especially helpful as new initiatives often introduce new concepts and types of data. Standard definitions and descriptions also help IRP educate the campus community. Finally, standard methods of data collection and analysis ensure that our research conforms to best practices in the field and is replicable by future researchers. This is not a one-time process, as the field of institutional research will continue to grow and evolve, and continues previous efforts in this area.

IRP would benefit from improving its visibility on campus. While we have many frequent clients and collaborate closely with staff and faculty in certain departments, we do not have regular interaction with many other campus stakeholders, including student leaders. IRP can address this by offering to introduce ourselves or present research results in a variety of forums, including division meetings, union meetings and professional development activities. One of our clients offered the following suggestion:

“It would be nice to have IR meet with entire division in a presentation of the role of IR and Planning in the evaluation process and decision-making. Faculty often have questions that would be best addressed by IR staff.”

In addition to being “visible,” IRP needs to make sure that our reporting is both accessible and interpreted appropriately. As we continue to work to standardize our research products, we will address these issues. Upon delivery of our research products, we will continue to offer to discuss the results in-person or present them at meetings.

IRP staff are not always “ahead of the curve” or current on external policies that directly or indirectly shape our work. The policy landscape surrounding community colleges is rapidly changing. The California state legislature has been active in passing legislation that directly affects reporting and institutional effectiveness, and several new initiatives are being implemented simultaneously (e.g., Guided Pathways, Common Assessment and Strong Workforce). Many initiatives will require some degree of support from IRP. Our staff needs to anticipate what our role might be, keeping in mind the likelihood of future program evaluations. While four of our researchers are directly tied to specific initiatives, it is important that all staff members are up-to-date on all policy changes. Moving forward, IRP staff will carve out time to educate each other on initiative-related policy and research directions.

Lastly, IRP would benefit from an improved onboarding process for new staff members. New employees tend to learn on the job, gaining information in a piecemeal manner. To address this, we are developing an onboarding manual for all IRP staff and have begun discussing ways to make sure new staff members have a solid understanding of how ECC is structured, as it relates to our work as researchers.

3. List the program's recommendations in a prioritized manner to help better understand their importance to the program.

1. Reorganize the unit to ensure sufficient leadership capacity for both the institutional effectiveness and institutional research functions. This would involve dedicated leadership positions for both planning and research and review of the organizational structure and distribution of integrated functions under the institutional effectiveness umbrella (program review, assessment, research, planning, resource allocations and improvement). (cost to be determined)
2. Create a data support/data coordinator position (level to be determined) to ensure rapid, consistent, accurate and replicable data identification, development, download, upload and reporting. (cost to be determined)
3. Invest in an enterprise-level online survey license to support the campuswide need for small-scale surveying. (cost to be determined)
4. Replace aging equipment with more reliable and higher speed models (costs to be determined):
 - a. Monochrome (black & white) laser printer (survey printer)
 - b. Survey scanner (Optical Mark Reader)
 - c. Color laser printer (presentation printer)
5. Develop an onboarding manual for new IRP employees. (cost neutral)
6. Develop data dashboards to facilitate user access, customization and disaggregation of standard data reports. (cost neutral—funds already committed)
7. Develop common methodologies and data sources for all staff. (cost neutral)
8. Clean up paper and digital filing systems and standards to facilitate efficient access to complete and verifiable data and approaches. (cost neutral)
9. Develop user support materials for research, surveys and planning. (cost neutral)

4. Please indicate whether the program should continue or be discontinued.

✓ Continue Program

Review and Sign-Off

The following Institutional Research & Planning employees contributed to, reviewed, and signed off on the 2017 IRP Program Review.

- Irene Graff
- Beth Katz
- Marci Myers
- Gina Park
- Carolyn Pineda
- Joshua Rosales

The following CC Institutional Research employees contributed to, reviewed, and advised on the 2017 IRP Program Review.

- Mark Katayama
- Joshua Meadors
- Ken Nguyen
- Jessica Sanchez

APPENDIX A: IRP Satisfaction Survey 2016

N = 49

Fall 2016 - Spring 2017

1. IRP treats me with courtesy and respect.

Response	Frequency	Percent	Mean: 3.90
Strongly agree	46	93.88	
Somewhat agree	2	4.08	
Somewhat disagree	0	0.00	
Strongly disagree	1	2.04	
Not Sure or N/A	0	0.00	

2. IRP works with me to ensure my request is properly understood and fulfilled.

Response	Frequency	Percent	Mean: 3.84
Strongly agree	43	87.76	
Somewhat agree	5	10.20	
Somewhat disagree	0	0.00	
Strongly disagree	1	2.04	
Not Sure or N/A	0	0.00	

3. IRP produces reports and data that are accurate and reliable.

Response	Frequency	Percent	Mean: 3.90
Strongly agree	44	89.80	
Somewhat agree	5	10.20	
Somewhat disagree	0	0.00	
Strongly disagree	0	0.00	
Not Sure or N/A	0	0.00	

4. IRP produces reports that are easy to use and interpret.

Response	Frequency	Percent	Mean: 3.73
Strongly agree	40	81.63	
Somewhat agree	7	14.29	
Somewhat disagree	1	2.04	
Strongly disagree	0	0.00	
Not Sure or N/A	1	2.04	

5. IRP provides information that helps me understand ECC students.

Response	Frequency	Percent	Mean: 3.73
Strongly agree	40	81.63	
Somewhat agree	7	14.29	
Somewhat disagree	1	2.04	
Strongly disagree	0	0.00	
Not Sure or N/A	1	2.04	

6. IRP provides information to help with program/curriculum evaluation.

Response	Frequency	Percent	Mean: 3.39
Strongly agree	37	75.51	
Somewhat agree	4	8.16	
Somewhat disagree	3	6.12	
Strongly disagree	0	0.00	
Not Sure or N/A	5	10.20	

7. IRP provides research to help with my program/department's planning.

Response	Frequency	Percent	Mean: 3.55
Strongly agree	38	77.55	
Somewhat agree	6	12.24	
Somewhat disagree	2	4.08	
Strongly disagree	0	0.00	
Not Sure or N/A	3	6.12	

8. IRP provides information that helps my program/department make decisions.

Response	Frequency	Percent	Mean: 3.47
Strongly agree	38	77.55	
Somewhat agree	4	8.16	
Somewhat disagree	3	6.12	
Strongly disagree	0	0.00	
Not Sure or N/A	4	8.16	

9. IRP promotes a better understanding of the institution as a whole.

Response	Frequency	Percent	Mean: 3.65
Strongly agree	39	79.59	
Somewhat agree	7	14.29	
Somewhat disagree	1	2.04	
Strongly disagree	0	0.00	
Not Sure or N/A	2	4.08	

11. IRP is a reliable source for comprehensive and authoritative information about ECC, Compton Center, and their environs.

Response	Frequency	Percent	Mean: 3.63
Strongly agree	41	83.67	
Somewhat agree	4	8.16	
Somewhat disagree	0	0.00	
Strongly disagree	2	4.08	
Not Sure or N/A	2	4.08	

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

Response	Frequency	Percent	Mean: 2.80
Strongly agree	28	57.14	
Somewhat agree	8	16.33	
Somewhat disagree	0	0.00	
Strongly disagree	1	2.04	
Not Sure or N/A	12	24.49	

10. IRP discusses uses and limitations of research.

Response	Frequency	Percent	Mean: 3.21
Strongly agree	28	57.14	
Somewhat agree	12	24.49	
Somewhat disagree	3	6.12	
Strongly disagree	0	0.00	
Not Sure or N/A	5	10.20	
Invalid	1	2.04	

12. IRP helps the institution understand how planning and data-driven decision-making are linked.

Response	Frequency	Percent	Mean: 3.50
Strongly agree	37	75.51	
Somewhat agree	6	12.24	
Somewhat disagree	1	2.04	
Strongly disagree	0	0.00	
Not Sure or N/A	4	8.16	
Invalid	1	2.04	

14. Overall, I am satisfied with IRP's products and services.

Response	Frequency	Percent	Mean: 3.70
Strongly agree	41	83.67	
Somewhat agree	2	4.08	
Somewhat disagree	1	2.04	
Strongly disagree	2	4.08	
Not Sure or N/A	1	2.04	
Invalid	2	4.08	

15. At which location do you primarily work?

Response	Frequency	Percent	Mean: 1.24
El Camino College Torrance campus	37	75.51	
El Camino College Compton Center	12	24.49	
Other e.g. Fire Academy Business Training Center	0	0.00	

17. Within which area do you work?

Response	Frequency	Percent	Mean: 1.88
Academic Affairs	28	57.14	
Administrative Services	1	2.04	
Student Services or Student Community Advancement	16	32.65	
Other or Not Applicable	3	6.12	
Invalid	1	2.04	

16. What type of a position do you hold?

Response	Frequency	Percent	Mean: 2.25
Classified Staff	10	20.41	
Faculty	25	51.02	
Manager or Supervisor	5	10.20	
Administrator	7	14.29	
Other	1	2.04	
Invalid	1	2.04	

18. Which of the following methods best communicate research reports, findings, and messages to you?

Response	Frequency	Percent	Mean: -
IRP webpage	22	44.90	
E-mails	36	73.47	
Committee Meetings	18	36.73	
IRP blog	4	8.16	
Presentations brown bags etc.	12	24.49	
Other please specify	2	4.08	

Appendix B

El Camino College Long Range Survey Plan

Academic Year	Term	Regularly Scheduled Survey	Other Survey
2012-13	Fall	Technology Survey (Student)	Police Safety Survey (Student & Employee)
	Spring	Technology (Faculty) & Campus Climate (Employee)	Photo Survey (Student)
2013-14	Fall	Campus Climate (Student)	
	Spring	CCSSE (Student & Faculty)	Online Student Survey
2014-15	Fall	SENSE (Student)	
	Spring	<i>(no campuswide survey)</i>	
2015-16	Fall	<i>(no campuswide survey)</i>	
	Spring	<i>(no campuswide survey)</i>	Online Student Survey
2016-17	Fall	Wi-Fi Access Survey (Student), SENSE (Student)	Multiple Measures Survey (Math Faculty & Students)
	Spring	Technology Survey (Student & Employee)	Campus Safety Survey
2017-18	Fall	Photo Survey (Student)	
	Spring	Campus Climate (Student & Employee)	Distance Ed Survey (Student & Faculty)
2018-19	Fall	SENSE (Student)	
	Spring	<i>Technology Survey (Student & Employee)</i>	
2019-20	Fall	<i>(no campuswide survey)</i>	
	Spring	CCSSE (Student & Faculty)	Distance Ed Survey (Student)
2020-21	Fall	SENSE (Student)	
	Spring	Technology Survey (Student & Employee)	
2021-22	Fall	<i>(no campuswide survey)</i>	
	Spring	Campus Climate (Student & Employee)	
2022-23	Fall	<i>(no campuswide survey)</i>	
	Spring	<i>Technology Survey (Student & Employee)</i>	Distance Ed Survey (Student)
2023-24	Fall	SENSE (Student)	
	Spring	<i>(no campuswide survey)</i>	
2024-25	Fall	<i>(no campuswide survey)</i>	
	Spring	Technology Survey (Student & Employee)	