EL CAMINO COLLEGE
STUDENT & COMMUNITY ADVANCEMENT
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.**

Institutional Research & Planning (IRP) is a unit of Student and Community Advancement (SCA), reporting to the Vice President. Though it is an SCA unit, IRP supports the research and planning needs for all of El Camino College (ECC) and El Camino College Compton Center (Compton Center) in a variety of ways which are listed below.

IRP is staffed by a Director and 2.5 FTE Research Analysts, and works in close collaboration with the Compton Center Research Analyst. In addition, IRP is funded for a Research Associate to work on grant-funded programs such as the Graduation Initiative and HSI-STEM. The position is only funded for the life of each grant.

Program Objectives
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
11. Grant application and reporting support

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 & Planning. The Director of Institutional Research was hired into the new position of Director of Research & Planning.

Program Mission

The mission of Institutional Research from 2009 to 2012 was as follows:

> *Institutional Research supports educational and institutional effectiveness by providing El Camino College 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 and 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 College and Center communities, 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, College and 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.

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 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 Present

Strategic Initiative	Count	%
A (Enhance teaching)	55	43%
B (Strengthen services)	112	88%
C (Community & cooperation)	51	40%
D (Enhance partnerships)	39	31%
E (Improve processes)	82	65%
F (Facilities/tech improvements)	22	17%
G (Sustainability)	36	28%

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 College evaluation processes described above. For example, research studies on the First Year Experience (FYE) program and accelerated math sequence provided evidence to warrant continuation and expansion of these promising programs.

IRP helps to improve *processes, programs, and services* through program evaluation data, assessments, trend analysis, and student achievement and progression studies. More recently, IRP supports institutional effectiveness through its oversight of the planning processes, guiding the College toward evidence-based self-reflection, investigation, and institutional improvement.

Examples of this work include annual Planning Summits, planning teams to assess planning models and strategic initiatives, and monitoring of the annual planning process. In terms of outcomes assessment, IRP supports Institutional Learning Outcomes (ILOs) by active participation on the Assessment of Learning Committee and through its technical support of ILO assessments since 2007.

Finally, IRP also contributes to College 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 El Camino College 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 College or 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: Program Review recommendations from 2009 were based on the previous set of Strategic Initiatives. Achievements highlighted in this section will be described in the context of the current set. Although most of the following achievements related to improvement in processes (SI-E), many other initiatives were indirectly affected (see Table 1 above).

Achievement 1: Increased Research Volume & Complexity
With the funding of an additional 1.0 FTE Research Analyst, hired in 2010, IRP was able to increase the volume and complexity of its research output. IRP successfully responded to increased research demand due to 1) a scaled up Program Review schedule; 2) greater College

reliance on data for decision-making; and 3) an increase in external reporting requirements. While initially IRP was able to respond successfully, demand has since outstripped the capacity of the current IRP FTE level. The unstaffed addition of the planning component has also placed a strain on the unit. This issue will be discussed further below. (Strategic Initiative E; PR Recommendation IIIC-3)

Achievement 2: Established Adequate Office Space/Equipment

In 2010, IRP was relocated to Administration 137 from its previous cramped quarters in Administration 210. This move allowed for a separate survey printing/scanning station, small-group and client meeting space, and dedicated workstations for permanent and temporary employees. (SI-E; PR Recommendation IIIB-1)

Achievement 3: Supported a Research Analyst for Compton Center

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. (SI-E; PR Recommendation IIIC-1)

Achievement 4: Automated Data Reports & Metrics

For the last program review, IRP established a goal to develop data querying tools. Since 2009, IRP has developed 1) customizable Program Review data for academic programs, and 2) standard sets of metrics for categorical and some student services programs. Two other projects are still in the works, including 1) interactive success and retention reports and 2) customizable Program Review data for student services programs. These remaining projects will be included as goals/recommendations for this 2013 program review. (SI-E; PR Recommendation IIB-3)

Achievement 5: Established Institutional Review Board (IRB)

IRP established an institutional review board (IRB) to review proposals to conduct research with ECC or Compton Center students or employees to ensure the protection of these research subjects. Although Federal-wide Assurance has not yet been recognized (required for some grant applications), the group has been meeting for nearly two years and handling a growing number of requests. (SI-E; PR Recommendation IIIA-2)

Achievement 6: Expanded Modes of Research Delivery

Experimenting with technology and aspects of Web 2.0, IRP expanded the frequency and type of outreach methods to share research data. These include a blog, Twitter feed, data visualization, and recorded presentations. The office is still in the development and evaluation phase of this process but plans to scale up the most effective approaches. (PR Recommendations IIA-2, IIA-3, IIID-3)

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

The following recommendations were not implemented due to lack of funding or College priority.

Conversion of Classified Temporary Research Analyst to half-time permanent status (IIIC-4)
This position has been funded with ongoing funds for nearly two decades, suggesting the permanent importance of the position and the mission critical duties performed by the incumbent—database management, validation and reporting of state and federal data sets, and survey creation/processing.

Complete data-sharing efforts through Cal-PASS (IIIA-1)
The establishment of intersegmental data sharing agreements with feeder high schools and destination universities through the public/private Cal-PASS project has been an elusive goal for IRP and the College. In addition, the past four years have been a transition period for data sharing. The period saw the demise of both the intersegmental reporting tool sourced with the California Postsecondary Education Commission (CPEC) and Cal-PASS, which split into two competing entities. As the dust settles on the entity with which ECC has chosen to participate (Cal-PASS+), the College and IRP should re-examine the pros and cons of data sharing and possibly prioritize this project to maximize the information we can access about our students from local high schools, college performance and transfer destinations. This goal has zero cost in funds but will take some time and effort to achieve by establishing MOUs and encouraging our partners to upload data to Cal-PASS+.

Office space for Director/Research Analyst (IIIB-2)
Currently, IRP is working with a spacious suite that now provides group privacy and opportunities for group collaboration. Unfortunately, no private office space is afforded for the Director. This is problematic when confidential telephone and in-person conversations are required. Although the current space is now adequate for IRP as a whole, consideration of this recommendation should remain in light of possible future relocations.

Part-time Research Assistant (IIIC-2)
Great need remains for a lower-level research position which would assume responsibilities such as standard annual reporting and data assembly/validation to free up Research Analysts for higher-level, in-depth work. The need for such a position is even greater now with the addition of planning duties to IRP.

Two part-time casual researchers to support Basic Skills and Compton work (IIB-4)

This recommendation is expected to be fulfilled in 2013-14 with an allocation for a half-time temporary Research Associate at Compton Center plus limited funds promised to support basic skills math research and College planning at ECC. These positions will help with special projects and address the backlog and delays in delivery of research that IRP is currently experiencing as a stop-gap measure.

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 by all staff and are based on the unit mission. SAOs and their assessment methods are developed during regularly-held staff meetings where staff brainstorm, discuss SAO formats, scope, and evaluation methods. Drafts are emailed to staff for additional comment & editing. 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.

In addition, the planning component is assessed both by the satisfaction survey and through event-based evaluations by participants which will be administered for all planning events (e.g., summits, meetings, and trainings).

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 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. One of the primary ways IRP makes data available is through the department webpages. Based on feedback collected formally and anecdotally, the IRP webpage has been modified in order to make information easier to locate. Some of these modifications include renaming the navigation links, updating tables with current data, and revamping the Planning section of the website. Page views to the website have increased from 9,469 in 2010-2011 to 13,836 in 2012-13 (See Appendix, pp. 21-22).

In December 2012, the Institutional Research & Planning blog was created in order to share timely research findings, tech tips, and planning topics. IRP also has a Twitter feed to announce new posts to our blog or webpage and research findings. 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 College or 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 Supplemental Instruction (SI), new student welcome day, First Year Experience program (FYE), accelerated instruction, and the Faculty Inquiry Partnership Program (FIPP), a professional development program that adopted the *OnCourse* student success curriculum.

Wherever possible, the office is automating standard reports to make data more easily available and accessible to the College. IRP has implemented a Program Review data template accessible to all ECC and Compton Center employees to see data for any academic program. 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).

Institutional Research & Planning recorded a steady increase in the number of research requests completed between 2004-05 and 2009-10 (see Table 2). Requests for research by way of the request form (program/course-level projects) have tapered off over the past two years for a few reasons. First, self-serve automated datasets and other research are now provided automatically to users without a request so that they are delivered before they are needed, where possible. Second, the number of College-wide research requests and the amount of accountability work has expanded dramatically, neither of which require a research request. Finally, in the past couple of years, IRP has increased the number of larger comprehensive studies and greatly expanded its planning duties, both of which involve considerably more time than a typical research request. These findings reveal a need for a more comprehensive metric to capture all work exiting the IRP office in future years.

*Table 2: Research Requests Filled by Year **

Year	Requests Filled (% ann. growth)
2004-05	29 (unk%)
2005-06	56 (93%)
2006-07	84 (50%)
2007-08	113 (35%)
2008-09	148 (31%)
2009-10	162 (10%)
2010-11	160 (0%)
2011-12	133 (-17%)
2012-13	134 (0%)

*Note: Counts represent requests made through the research request online form. Many requests are also fulfilled without a form.

Since late 2012, IRP surveys each person who submits a research request in the month after the completed request is delivered to monitor how data is being used. To date, IR has received 33 responses for a 58% response rate. Overall, the responses indicated that IRP was able to provide understandable and trusted data in a timely manner. Ninety-six percent of the respondents felt IR met the needs of the department.

Data requested from IR tends to be shared with different groups across campus. Seventy-one percent of the respondents share their data with others in their department and one fourth shared

with other departments. Data is also shared with Managers, Deans, and Vice Presidents.
Twenty-one percent of the respondents indicated that they do not share data with others. This is
an area IRP needs to improve. 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.**

IRP staff maintain a strong presence on campus and endeavor to become known to constituents.
This is achieved in part through active membership in a wide variety of consultation and
advisory committees, such as College Council, Planning & Budgeting Committee, Academic
Senate (at both locations), Assessment of Learning Committee, Program Review committees,
Enrollment Management and Council of Deans. IRP staff also meet with clients and users of
data to become more familiar with College and Center employees and to best understand their
data needs.

Results from the 2013 IRP Satisfaction Survey (see Appendix, pp. 17-20) confirmed that staff
are provided quality customer service to members of the College & Center communities. More
than 95% of respondents indicated that IRP was *responsive to requests for assistance* and always
treated [users] with courtesy and respect. However, only about 90% indicated that IRP
consistently *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 director who oversees three research analysts (2 full-time and 1 part-time). Two more positions have been approved for short-term grant funded Research Associate positions. One is a full-time position to assist with Title V research initiatives and the other is for a part-time position to assist with CTE research needs.

The Director of Research and Planning 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.

As noted above, the Planning component was added to the Research office with no additional staff to support it. This has put tremendous strain on IRP staff, delayed delivery of research, and limited the amount of research that could be completed, especially since IRP was also occupied with preparation of the accreditation self-evaluation and development of accompanying evidence. The current workload and expectations of IRP is unsustainable. Additional staffing is needed or services will need to be cut or deprioritized.

In fall 2012, IRP was authorized to hire research interns (0.50 FTE max) as a stop-gap measure to support research and planning. These extra hours will help the office particularly for completing standard reports and special projects or surveys. However, it is not a long-term solution. Interns 1) cannot work on sensitive data; 2) are beholden to their graduate programs and therefore cannot be fully relied upon; and 3) require annual rehiring and retraining of new candidates. A permanent solution is urgently needed.
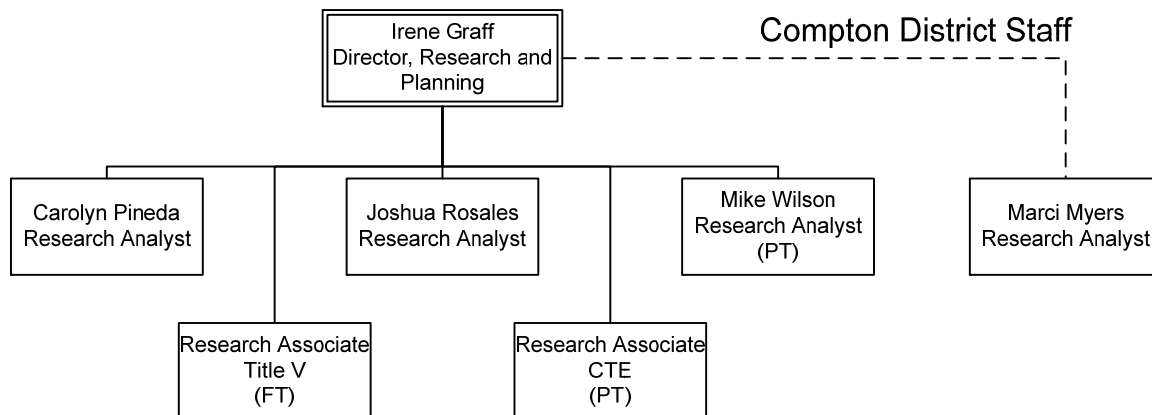
3. Describe facilities or equipment needs for the next four years.

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 upgrades to its scanning hardware and printers, so no updates or new purchases will be needed for this cycle. Some or all of the office desktop computers 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.

IRP is currently conducting an assessment of the age of all desktop computers to determine a recommended replacement schedule. This will be provided in an addendum to this report but the number needing replacement will range between two and five, depending on the results of the assessment. Finally, IRP is in need of a smaller laptop to use for frequent presentations and for work by interns and other casuals working at temporary stations. A laptop would facilitate the efficient use of one piece of equipment for multiple uses and the discussion of research findings with both large and small groups at the College and Center.

Facilities

While the current suite (Administration 137) boasts valuable collaborative space, there is not one office or private space in which to conduct confidential or sensitive phone calls and meetings. This is especially detrimental and inefficient for the Director who now needs to make phone calls out of doors on a personal cell phone or reserve conference rooms in order to discuss sensitive topics. While IRP understands that office space is at a premium and one that meets all needs may be unavailable, we wanted this deficiency noted for future facilities planning.

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 College-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 four 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. While a 0.50 FTE researcher will soon be supported by the College's Perkins/CTEA funds, more permanent support may be needed in the future. The collection of valid job placement data for college completers is both time-consuming and costly; however, colleges must comply or risk the loss of federal and state financial aid.

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. IRP was surprised by the magnitude of the data collection required by Gainful Employment two years ago. While IRP staff responded commendably, the office should endeavor to more closely monitor policy and regulation changes to ensure that it can be appropriately responsive to new needs without overstraining staff.

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 which is a Title 5 requirement. IRP will be developing the data to update El Camino Community College District's Student Equity Plan and will provide annual updates to foster College monitoring of the data.

Internal Issues

The College 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 college initiatives such as the Student Success committee and more integrated and consistent planning processes.

The College has not yet adopted a systematic survey calendar to manage survey volume and ensure consistent data collection from students and employees, although calendars have been proposed in the past. Currently, College-wide surveys, such as the campus climate and national Community College Survey of Student Engagement (CCSSE) are administered every 3-5 years but not on a consistent calendar. In addition, the CCSSE, which has significant cost, is subject to a priority ranking process for funding as an IRP Unit request, rather than as a College-wide priority, causing it to compete and "lose out" to other requests, thereby setting its administration back 2-3 years in each cycle. IRP recommends that a sustainable survey administration calendar be developed as part of a central strategic planning function and that the College commits to

funding and supporting surveys according to the calendar, wherever possible. College-wide surveys will no longer be positioned in IRP annual plans.

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. The college research agenda directly and indirectly supports the mission and strategic initiatives. One area that, while rated satisfactorily, could still benefit from improvement is the method and frequency that IRP communicates research findings to the College and Center communities. IRP staff stay abreast of current issues and are well-connected in the regional community college research field. Because planning is a new component of the office, all IRP staff could benefit from professional development opportunities in this area going forward.

IRP benefits from College support in the past which has permitted the office to grow from a 0.5 FTE office to one with 2.5 FTE permanent, 1.0 FTE Compton, and additional temporary staff. As a result, IRP has dramatically increased research output and complexity and was able to successfully respond to the tremendous growth in required reporting for accountability and institutional effectiveness. Unfortunately, demand continues to grow and now exceeds the capacity of the office to accommodate all requests in a timely manner, particularly in light of the addition of a planning component. Therefore, additional permanent staff are required to accommodate the increased workload and position should be strategically filled to support planning, lower-level standard reporting, and data management.

A research and survey administration plan is not currently "owned" by the College to ensure that periodic campuswide surveys are not administered in a systematic way and funded in certain years. The nationally-benchmarked CCSSE survey will be administered in 2014 and could represent the beginning of a new survey calendar that is sustainable and continually provides recent, actionable information from students for College improvement.

Institutional Research & Planning has achieved many improvements and expanded services and outreach in the past four years. IRP will endeavor to continue to maintain an office that produces high-quality research and services to the College and Center communities. This will be achieved with the resources and goals detailed in the recommendations below.
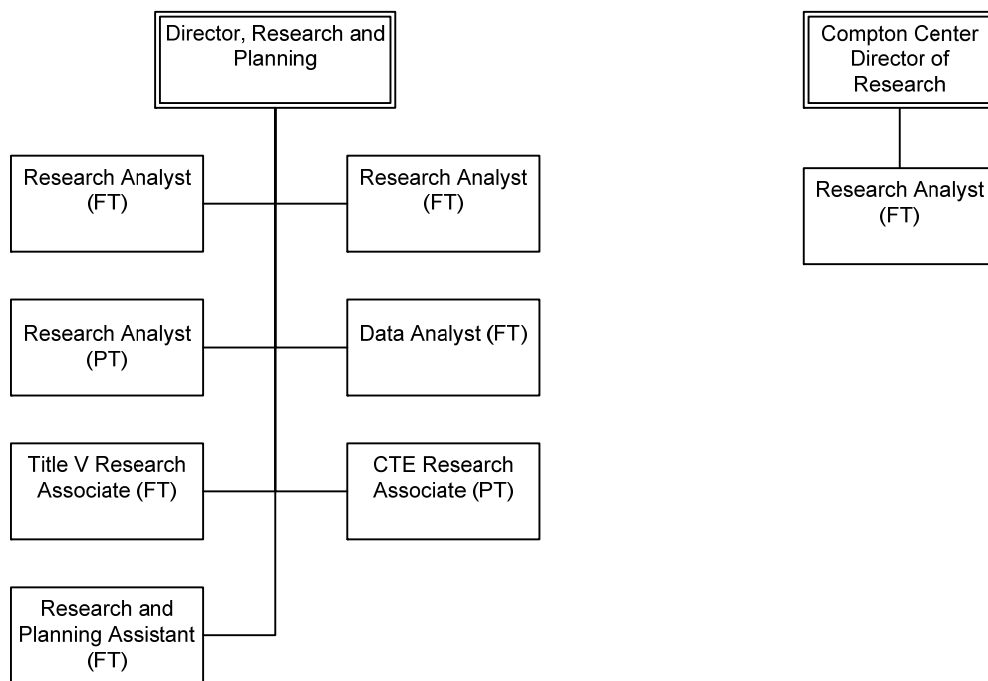
2. List prioritized recommendations. (Provide proposed organizational chart if appropriate).

1. Create new Research & Planning Assistant position (full-time).
2. Purchase and install desktop computer for new R&P Assistant.
3. Actualize survey planning calendar supported by the College.
4. Create new Data Analyst position (full-time).
5. Replace older computers on regular cycle coordinated with ITS.
6. Support the increased staffing of Compton Center's Institutional Research & Planning office.

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│  Research and    │
│Planning Assistant│
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3. _X_   Continue Program

IRP Satisfaction Survey 2013

N = 74 (24% response rate)

1. Is responsive to my requests for assistance.

Response	Frequency	Percent	Mean: 3.73
Always	57	77.03	
Mostly	14	18.92	
Sometimes	3	4.05	
Rarely	0	0.00	
Never	0	0.00	

2. Treats me with courtesy and respect.

Response	Frequency	Percent	Mean: 3.95
Always	70	95.89	
Mostly	2	2.74	
Sometimes	1	1.37	
Rarely	0	0.00	
Never	0	0.00	

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

Response	Frequency	Percent	Mean: 3.54
Always	50	69.44	
Mostly	15	20.83	
Sometimes	5	6.94	
Rarely	0	0.00	
Never	2	2.78	

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

Response	Frequency	Percent	Mean: 3.78
Always	60	81.08	
Mostly	12	16.22	
Sometimes	2	2.70	
Rarely	0	0.00	
Never	0	0.00	

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

Response	Frequency	Percent	Mean: 3.74
Always	59	79.73	
Mostly	11	14.86	
Sometimes	4	5.41	
Rarely	0	0.00	
Never	0	0.00	

6. Helps ECC identify relevant issues.

Response	Frequency	Percent	Mean: 3.56
Always	49	67.12	
Mostly	16	21.92	
Sometimes	8	10.96	
Rarely	0	0.00	
Never	0	0.00	

7. Provides information that helps improve programs.

Response	Frequency	Percent	Mean: 3.64
Always	54	73.97	
Mostly	12	16.44	
Sometimes	7	9.59	
Rarely	0	0.00	
Never	0	0.00	

8. Produces research that contributes positively to institutional planning.

Response	Frequency	Percent	Mean: 3.70
Always	53	74.65	
Mostly	15	21.13	
Sometimes	3	4.23	
Rarely	0	0.00	
Never	0	0.00	

9. Provides information that supports budget decisions.

Response	Frequency	Percent	Mean: 3.58
Always	49	68.06	
Mostly	16	22.22	
Sometimes	7	9.72	
Rarely	0	0.00	
Never	0	0.00	

10. Promotes a better understanding of ECC.

Response	Frequency	Percent	Mean: 3.58
Always	53	72.60	
Mostly	12	16.44	
Sometimes	6	8.22	
Rarely	1	1.37	
Never	1	1.37	

11.   Helps evaluate program and curricular changes.

Response	Frequency	Percent	Mean: 3.46
Always	45	62.50	
Mostly	18	25.00	
Sometimes	7	9.72	
Rarely	1	1.39	
Never	1	1.39	

12.   Discusses uses and limitations of research.

Response	Frequency	Percent	Mean: 3.25
Always	40	54.79	
Mostly	19	26.03	
Sometimes	8	10.96	
Rarely	4	5.48	
Never	2	2.74	

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

Response	Frequency	Percent	Mean: 3.27
Strongly agree	56	75.68	
Somewhat agree	6	8.11	
Somewhat disagree	0	0.00	
Strongly disagree	0	0.00	
Not enough information	12	16.22	

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

Response	Frequency	Percent	Mean: 3.62
Strongly agree	55	77.46	
Somewhat agree	11	15.49	
Somewhat disagree	2	2.82	
Strongly disagree	0	0.00	
Not enough information	3	4.23	

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

Response	Frequency	Percent	Mean: 2.77
Strongly agree	36	50.70	
Somewhat agree	17	23.94	
Somewhat disagree	1	1.41	
Strongly disagree	0	0.00	
Not enough information	17	23.94	

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

Response	Frequency	Percent	Mean: 3.44
Strongly agree	45	62.50	
Somewhat agree	20	27.78	
Somewhat disagree	4	5.56	
Strongly disagree	0	0.00	
Not enough information	3	4.17	

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

Response	Frequency	Percent	Mean: 3.66
Strongly agree	57	80.28	
Somewhat agree	10	14.08	
Somewhat disagree	1	1.41	
Strongly disagree	0	0.00	
Not enough information	3	4.23	

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

Response	Frequency	Percent	Mean: 3.75
Strongly agree	63	87.50	
Somewhat agree	6	8.33	
Somewhat disagree	0	0.00	
Strongly disagree	0	0.00	
Not enough information	3	4.17	

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

Response	Frequency	Percent	Mean: 3.55
Strongly agree	50	70.42	
Somewhat agree	16	22.54	
Somewhat disagree	2	2.82	
Strongly disagree	0	0.00	
Not enough information	3	4.23	

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

Response	Frequency	Percent	Mean: 2.79
Strongly agree	36	51.43	
Somewhat agree	16	22.86	
Somewhat disagree	1	1.43	
Strongly disagree	1	1.43	
Not enough information	16	22.86	

21. Research request process

Response	Frequency	Percent	Mean: 3.53
Very Satisfied	54	73.97	
Somewhat Satisfied	14	19.18	
Somewhat Unsatisfied	0	0.00	
Very Unsatisfied	0	0.00	
N/A or No opinion	5	6.85	

22. Timeliness of response

Response	Frequency	Percent	Mean: 3.56
Very Satisfied	54	73.97	
Somewhat Satisfied	13	17.81	
Somewhat Unsatisfied	2	2.74	
Very Unsatisfied	1	1.37	
N/A or No opinion	3	4.11	

23. Volume of output

Response	Frequency	Percent	Mean: 3.55
Very Satisfied	56	76.71	
Somewhat Satisfied	11	15.07	
Somewhat Unsatisfied	1	1.37	
Very Unsatisfied	0	0.00	
N/A or No opinion	5	6.85	

24. Overall performance

Response	Frequency	Percent	Mean: 3.77
Very Satisfied	59	83.10	
Somewhat Satisfied	10	14.08	
Somewhat Unsatisfied	1	1.41	
Very Unsatisfied	0	0.00	
N/A or No opinion	1	1.41	

25. At which location do you primarily work?

Response	Frequency	Percent	Mean: 1.38
El Camino College Torrance campus	47	64.38	
Compton Community Educational Center	24	32.88	
Other	2	2.74	

26. What type of a position do you hold?

Response	Frequency	Percent	Mean: 2.42
Classified Staff	9	12.50	
Faculty	35	48.61	
Manager or Supervisor	19	26.39	
Administrator	7	9.72	
Other	2	2.78	

27.   Under which area?

Response	Frequency	Percent	Mean: 1.99
Academic Affairs	36	49.32	
Administrative Services	7	9.59	
Student Services/Student and Community Advancement	25	34.25	
Other or not applicable	5	6.85	

Google Analytics

http://www.elcamino.edu - http://www.elcamino.edu
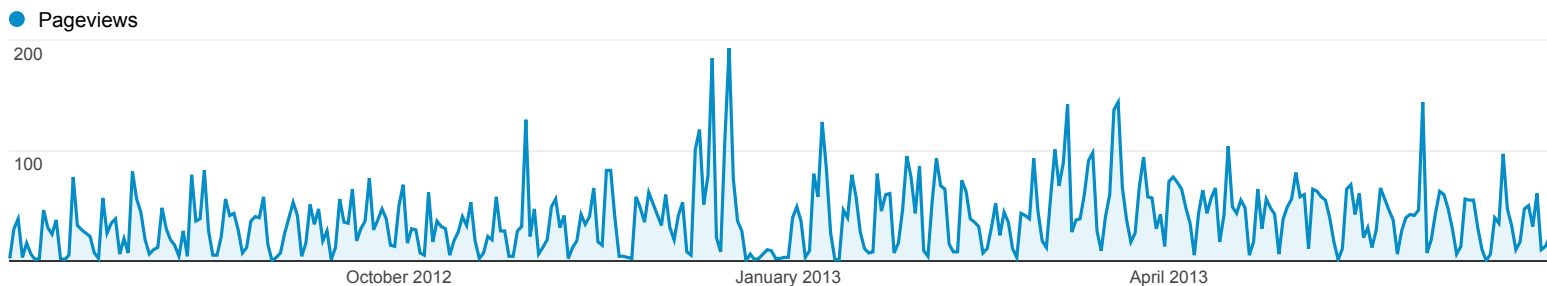**www.elcamino.edu [DEFAULT]**

Pages

Jul 1, 2012 - Jun 30, 2013

Pages are grouped by Page

% of pageviews: 100.00%

Explorer

Site Usage

● Pageviews

This data was filtered with the following filter expression: **/administration/ir/**

Page	Pageviews	Unique Pageviews	Avg. Time on Page	Entrances	Bounce Rate	% Exit	Page Value
	13,836 % of Total: 0.12% (11,179,366)	**10,040** % of Total: 0.12% (8,270,969)	**00:02:21** Site Avg: 00:02:05 (13.10%)	**3,292** % of Total: 0.07% (4,434,433)	**46.35%** Site Avg: 58.11% (-20.22%)	**29.11%** Site Avg: 39.67% (-26.62%)	**$0.00** % of Total: 0.00% ($0.00)
1. /administration/ir/index.asp	**5,089**	3,925	00:02:04	1,908	46.17%	33.78%	$0.00
2. /administration/ir/eccprofile.asp	**1,980**	1,325	00:04:14	562	43.77%	35.10%	$0.00
3. /administration/ir/acadperformance.asp	**1,008**	782	00:02:37	188	62.77%	34.62%	$0.00
4. /administration/ir/research.asp	**736**	538	00:02:15	50	34.00%	19.29%	$0.00
5. /administration/ir/outcomes.asp	**732**	535	00:02:47	73	57.53%	29.64%	$0.00
6. /administration/ir/planning.asp	**533**	318	00:01:42	52	53.85%	22.51%	$0.00
7. /administration/ir/surveys.asp	**440**	331	00:02:59	87	68.97%	36.36%	$0.00
8. /administration/ir/programreview.asp	**438**	307	00:00:56	26	19.23%	7.99%	$0.00
9. /administration/ir/contact.asp	**356**	295	00:01:37	41	63.41%	36.24%	$0.00
10. /administration/ir/regional.asp	**242**	174	00:02:06	13	38.46%	17.36%	$0.00
11. /administration/ir/basicskills.asp	**221**	162	00:05:18	64	60.94%	43.44%	$0.00
12. /administration/ir/links.asp	**126**	101	00:01:18	3	33.33%	18.25%	$0.00
13. /administration/ir/request.asp	**75**	60	00:04:00	19	78.95%	48.00%	$0.00
14. /administration/ir/news.asp	**73**	50	00:00:30	10	40.00%	16.44%	$0.00
15. /administration/ir/newsletter.asp	**72**	55	00:01:54	4	75.00%	18.06%	$0.00
16. /servlet/OX/preview?site=new_site&path=/administration/ir/basicskills.pcf	**56**	5	00:01:04	0	0.00%	7.14%	$0.00
17. /servlet/OX/previewedit?site=new_site&path=/administration/ir/basicskills.pcf	**54**	3	00:02:04	3	0.00%	0.00%	$0.00
18. /servlet/OX/previewedit?site=new_site&path=/administration/ir/eccprofile.pcf	**47**	24	00:05:12	17	11.76%	8.51%	$0.00
	/servlet/OX/preview?site=new_site&path=/admi						

19.	/servlet/OX/preview?site=new_site&path=/administration/ir/eccprofile.pcf	**41**	30	00:05:17	7	28.57%	41.46%	$0.00
20.	/servlet/OX/preview?site=new_site&path=/administration/ir/z-subnav.html	**37**	8	00:01:06	0	0.00%	13.51%	$0.00
21.	/servlet/OX/previewedit?site=new_site&path=/administration/ir/index.pcf	**32**	27	00:03:48	26	11.54%	15.62%	$0.00
22.	/servlet/OX/previewedit?site=new_site&path=/administration/ir/sao.pcf&local=false	**31**	3	00:02:04	0	0.00%	3.23%	$0.00
23.	/servlet/OX/preview?site=new_site&path=/administration/ir/sao.pcf&local=false	**28**	3	00:01:01	0	0.00%	3.57%	$0.00
24.	/servlet/OX/preview?site=new_site&path=/administration/ir/surveys.pcf	**24**	6	00:00:28	2	50.00%	20.83%	$0.00
25.	/servlet/OX/preview?site=new_site&path=/administration/ir/outcomes.pcf	**23**	14	00:03:40	5	60.00%	39.13%	$0.00

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