PROGRAM REVIEW AND PLANNING

UNIT: COMPTON - ACCOUNTING

Program Review Component Category	Program Review Component	Program Review Component Added Date	Program Review Component Last Modified Date
	Conclusions & Recommendations 1. Summarize the program's strength and areas that need improvement. 2. List prioritized recommendations in the 'Recommendations' Tab. 3.　　_X_　　Continue Program ___　　Discontinue Program (Explain how the program's services could be handled by other on-campus entities if the program has been declining or is no longer fully utilized)	11/14/2014	12/26/2014
	Customer Service 1. Administer a customer service survey and list the major findings. Describe exemplary services that should be expanded or shared with other programs. 2. What aspect of the program's service needs improvement? Explain how the program will address service improvements.	11/14/2014	12/26/2014
	Program Description 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	11/14/2014	12/26/2014

		Program Review Component Added Date	Program Review Component Last Modified Date
	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	11/14/2014	12/26/2014

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.

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 | 11/14/2014 | 12/26/2014 |

Program Review Component Category	Program Review Component	Program Review Component Added Date	Program Review Component Last Modified Date
	which students serve.	11/14/2014	12/26/2014
	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		
	Program Environment	11/14/2014	12/26/2014
	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.		

Program Review Component Category	Program Review Component	Program Review Component Added Date	Program Review Component Last Modified Date
		11/14/2014	12/26/2014

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.	11/14/2014	12/26/2014

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

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

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

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

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

Finally, the ACCJC heavily scrutinizes the degree to which colleges integrate their evaluation, planning, and process improvement functions, requiring the central planning office to spend much more time monitoring and guiding these processes 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 underst

	Program Improvement	11/14/2014	12/26/2014

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).

Program Review Component Category	Program Review Component	Program Review Component Added Date	Program Review Component Last Modified Date
	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.

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 | 11/14/2014 | 12/26/2014 |

| | 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 | 11/14/2014 | 12/26/2014 |
| | 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 | 11/14/2014 | 12/26/2014 |

Program Review Component Category	Program Review Component	Program Review Component Added Date	Program Review Component Last Modified Date
	type and frequency of communication methods to improve access and use of research.	11/14/2014	12/26/2014