

## Program Review Self Study—Administrative Unit

Program (office or unit) title: **Planning, Research, and Institutional Effectiveness,**

**February 2015**

Lead contact person: Chialin Hsieh

Writing team: Chialin Hsieh, Tracy Huang, and Heather Nunes

### Executive Summary

PRIE evaluates its effectiveness for fall 2013 and spring 2014 (academic year 2013-2014; September 2013 to May 2014) using this program review self study. In addition, PRIE sets its goal for calendar year 2015 and 2016 (spring 2015, fall 2015, spring 2016, and fall 2016).

Since the new dean has been on board in August 2013, a permanent research analyst's position has been established. Since then, the college's research functions have supported and uninterrupted to meet the demands of the college's research needs. An additional temporary office assistant is added in fall 2014 to support accreditation, assessment, and program review. Since then, this position has become an integral part of the PRIE function to support college's planning functions.

Highlights of the PRIE accomplishments:

- Enhance and improve **program review data packets** for academic programs as well as student services programs
- Establish **data dashboard** for data democracy and create culture of inquiry
- Create **Research Plan** to align all college plans related to research
- Support college's planning process and **monitor the progresses of college's plans**
- Establish and create **Assessment Plan**
- Create **professional development** related to research

### Program Context

1. Mission: How does your program align with the college's mission. If your program has a mission statement, include it here.

PRIE's mission is to support all planning, research, program review, assessment, and accreditation essentials to support institution's priorities, academic programs, student services programs, and administrative services in order to ensure our students' success at Cañada College.

2. Program description.

- Oversee the ongoing development and implementation of the College **strategic plan** by ensuring the development of meaningful objectives and consistently reporting the outcomes;

- Provide leadership in the development of policies and procedures for **planning and research**;
  - Coordinate a systematic and integrated **institutional planning process** that is aligned with accreditation, the campus strategic and master plans, and other planning related requirements;
  - Compile, analyze, and maintain **statistical and other data for reports related to institutional effectiveness including**: student equity, enrollment, demographics, productivity, student success, retention, persistence and transfer rates, and provide reports as assigned; coordinate timely responses to surveys and reports required by external agencies and other ongoing College efforts to measure its effectiveness;
  - Provide consultation, support and **technical assistance on specific research and grant projects** for divisions, department programs, governance committees and individual faculty;
  - Provide leadership in academic, support and administrative **assessment efforts**;
  - Provide leadership in the preparation and the management of response efforts related to **accreditation** as required by the ACCJC.
3. Community and Labor Needs: Describe how changes in community needs, employment needs, technology, licensing, or accreditation affect your program.
- PRIE adjusts its priorities based on the senior leaders', state's, and accreditation's changes and needs to support the institution's directions.

### **Looking Back**

4. Describe major accomplishments.
- Program Review Data Reports
  - Data Dashboard
  - Planning process/progress
  - Assessment reports (SLO, PLO in programs, PLO in degrees, PLO in certificates, ILO) and Assessment Manual
  - Research Plan
  - Research Reports
  - Survey Reports
  - Professional Development
5. Impact of resource allocations: Describe the impact to-date that each new resource (staff, non-instructional assignment, equipment, facilities, research, funding) has had on your program/unit/office and measures of student success or client satisfaction.
- Part-time temporary office assistant (20 hours/week):  
Through the APC resource allocation process, the College provides temporary resource to hire a part-time temporary office assistant. The office assistant provided all the clerical work

for building 8, planning, accreditation, and research assistant. She made tremendous impact on the college's planning, accreditation, and research efforts.

- Clean, convert, and post all the **program review reports** (including 40 academic program review plans, 40 feedback reports, 15 student services program review plans, 15 feedback reports, 5 administrative program review plans, and 5 feedback reports)
- Run, clean, convert, and post all the **assessment reports** (including 40 degree PLOs, 30 certificate PLOs, 15 program PLOs, 40 PLO alignment reports, 40 PLO alignment assessment results reports, all couser level SLOs, ILO alignment reports, and ILO alignment assessment results reports)
- Provide online survey technical support
- Provide support on grants related research assistant work
- Provide assistant to the president, VPI, VPSS, and buidlingmates in Building 8.
- Provide assistant on creating can reports
- Maintain and submit PRIE budget expenses

### **Current State of the Program**

#### **6. State of the Program**

A. Describe the current state of the program (May include strengths and challenges).

Planning: strengthened planning process and progress; created assessment manual; created research plan; supported and developed student equity plan.

Research: accomplished research reports and survey reports, created Data Dashboard, strengthened/expanded program review data packet reports for not only acadmic discipline but also student services programs.

Program Review and Assessment: collaborated with IPC, SSPC, and APC to consolidate the program review timeline and processes; generated/streamlined SLO reports for easy access.

Accreditation: supported/coordinated the follow-up report and visit.

B. What changes could be implemented to improve your program?

Planning: Streamline all the planning efforts. There are still too many plans and objectives. How can we streamline them? How can we educate the campus so when we are ready to develop our Educational Master Plan 2016 we have solid knowledge how to develop a good plan.

Research: Continue strengthening data democracy—provide the campus data tools for them to evaluate their program effectiveness.

#### **7. Service Area Outcomes (SAO) Assessment:**

A. Describe your program's SAO assessment plan.

A survey was designed based on the Dean of PRIE's job description to evaluate PRIE Service Area Outcomes (SAO). There are 4 areas in PRIE's SAO: (a) Planning, (b) Research, (c) Program Review and Assessment, and (d) Accreditation.

- People feel satisfied with the service that PRIE provides on planning.
- People feel satisfied with the service that PRIE provides on research.
- People feel satisfied with the service that PRIE provides on program review and assessment.
- People feel satisfied with the service that PRIE provides on accreditation.

There are multiple questions to address each area. Please see survey item in page 10 through 12. There are 24 items in the survey including 4-point Likert scale items and open-ended questions.

- B. Summarize the findings of your program's SAO assessments. What are some improvements that have been, or can be, implemented as a result of SAO assessment?

We sent survey via NOVI survey to members of PBC, IPC, SSPC, APC, academic senate, and president's cabinet and council. Forty-four surveys completed. About 55-60 unduplicated members and 45 returned. The return rate is about 70%.

The survey was developed by using the job description from Dean of PRIE.

We set our goal of satisfactory at 70% of agree or strongly agree and the goal of exceptional is 80%. There are 6 sections in this survey: Summary and Planning, Research, Program Review and Assessment, Accreditation, and Overall Satisfaction.

- For the Summary and Planning section, 4 statements are above 90% except one (89.3%).
- For the Research section, 3 statements are above 90%, 3 above 87%, and one is 83.9%.
- For the Program Review and Assessment, this is the section has the lower percentage in comparison with other sections. This section has 3 statements, two statements are above 70% (satisfaction goal) but below 80% (exceptional goal), and one is above 80%.
- For the Accreditation section, 2 statements are above 90% and one is 84%.
- Overall Satisfaction is 97.2%.
- We also pay attention on statements that people indicated "do not know". We set the "red" target as 25%. If there are 25% of participants indicated they "do not know" the statement, we see this is a signal to pay attention. There are #4 (summary section), #10 (research section), and #20 (accreditation section).

## **Looking Ahead**

8. Strategic goal & action plans: In the table, describe how you will you address identified opportunities for improvement

Action Plan	Timeline	Responsible party	Resources required
<p>Planning and Accreditation:</p> <ol style="list-style-type: none"> <li>1. Continue working with senior leaders and PBC on College Plans' implementations and integrated planning and budgeting process</li> <li>2. Prepare Mid-term Report (due Oct 15, 2016)</li> </ol> <p>Research:</p> <ol style="list-style-type: none"> <li>1. Establish IRB process and procedure</li> <li>2. Develop research request form and establish process</li> <li>3. Enhance and continue sharpening Data Dashboard and provide training--&gt; reach data democracy</li> </ol> <p>Institutional Effectiveness:</p> <ol style="list-style-type: none"> <li>1. Integration/Restore research function between grants and PRIE</li> <li>2. Support ACES professional development on logic model and effectiveness</li> <li>3. Establish SPOL and implement SPOL</li> </ol> <p>Outreach:</p> <ol style="list-style-type: none"> <li>1. Update division, department, and committees periodically on PRIE's work that impacted them.</li> </ol>	<p>January to December 2015</p>		<p>There will be maximum 10 hours per week for 24 wks consultant work (total of \$26400) to enhance data dashboard and build warehouse data dashboard.</p>

## **Resource Requests**

### **9. Personnel:**

- A. List new or replacement positions you anticipate requesting. Identify the term (fall or spring) and year in which you anticipate submitting the staffing request.

Continue having support from the temporary part-time office assistant

- B. Links to new position requests and applications will be included here

### **10. Instructional Equipment:**

- A. Provide a list of all equipment needed. To be funded, requests must include all the required purchasing information.

NA

- B. Will additional space be needed to accommodate the requested equipment? Will the requested equipment require maintenance agreements and or support personnel? If so what are the projected costs?

NA

### **11. Information Technology:**

- A. Provide a list of all software and hardware needed. Include the required purchasing information and/or desired capabilities.

NA

- B. Will additional space be needed to accommodate the requested equipment? Will the requested equipment require maintenance agreements and or support personnel? If so what are the projected costs?

NA

### **12. Facilities: Identify your program's facility's needs (custodial services, maintenance, remodeling, or new construction) and provide a brief explanation/justification. Please identify if the needs address ADA, safety, or utility concerns.**

We are hiring a research assistant position using grants funding and the length of the position is for 3 years (Spring 2015- Spring 2018). We will need furnitures for this person—desk, chair, and file cabinet. The search committee is reviewing the candidates and will interview in April. We would like this person to be on board as soon as s/he can and no later than summer 2015.

### **13. Professional Development: What professional development is needed to strengthen your program's offerings? Explain how these activities can contribute to program or college planning success?**

- Research related conferences in the state—twice a year.  
These conferences will strengthen researchers' current knowledge, build network, and apply what is learned to their jobs.
- Office and research related training—either online, workshop, or course.

These workshops will strengthen office assistant's current knowledge, skills, and work efficiently and effectively.

14. Research: Identify your program's specific research needs. Explain how the research will contribute to program or college planning success.

NA

15. Funding: Describe any projects that your program would like to pursue that are currently unfunded or not fully funded. Explain how such a project would contribute to program or college planning success.

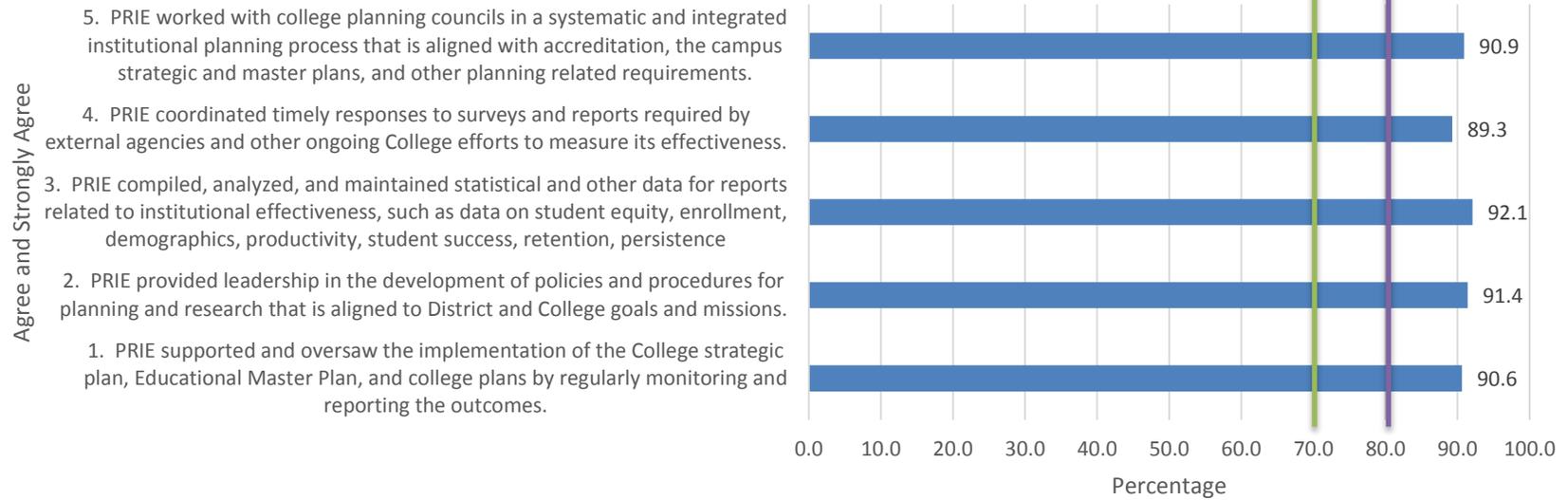
NA

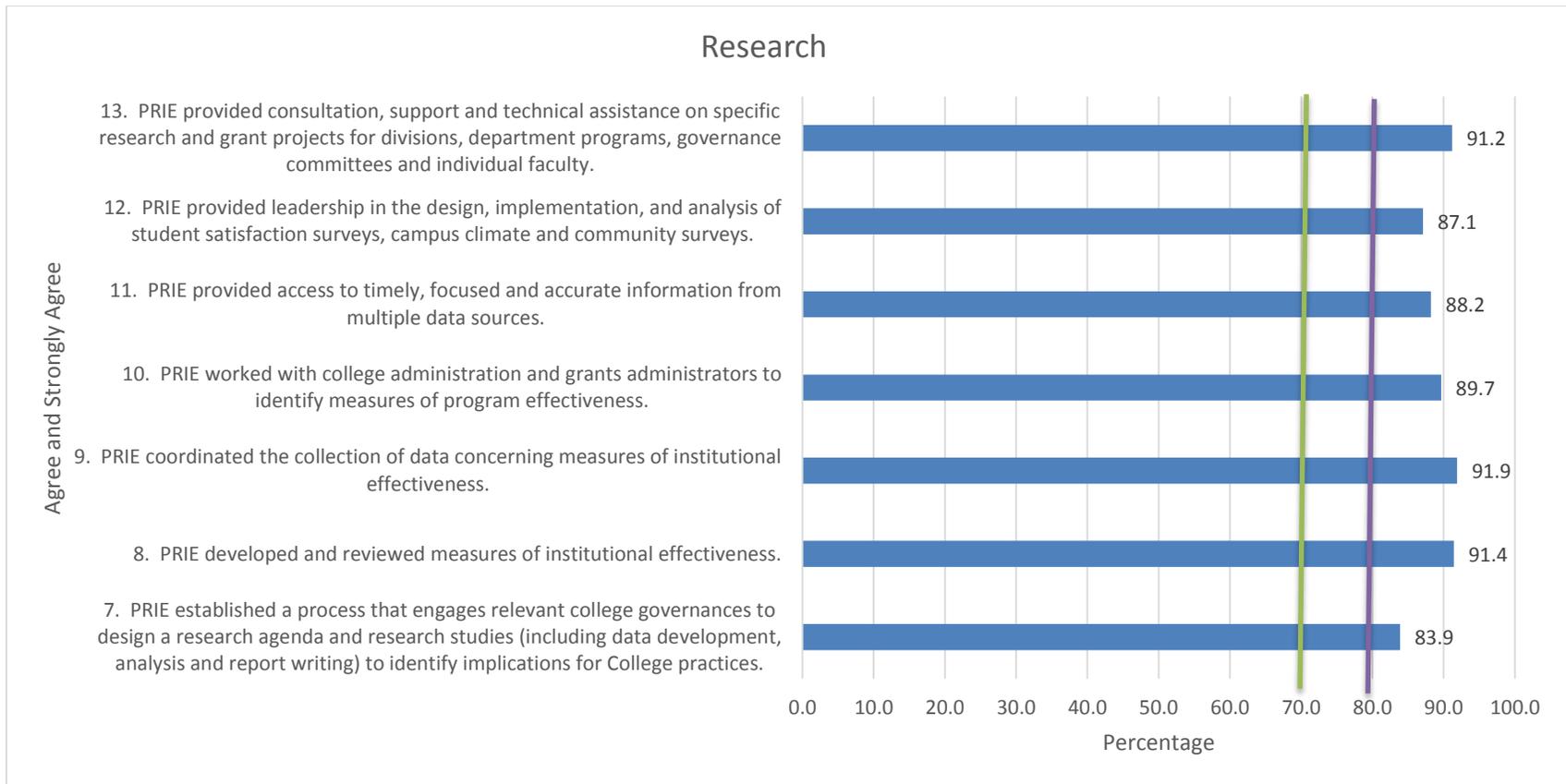
### Services Area Outcome Results

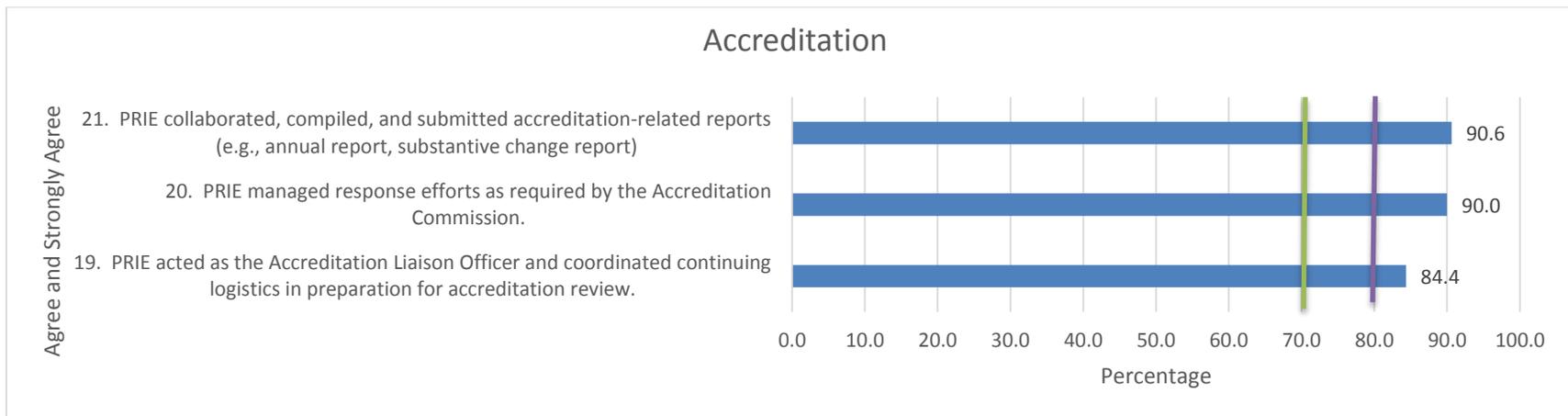
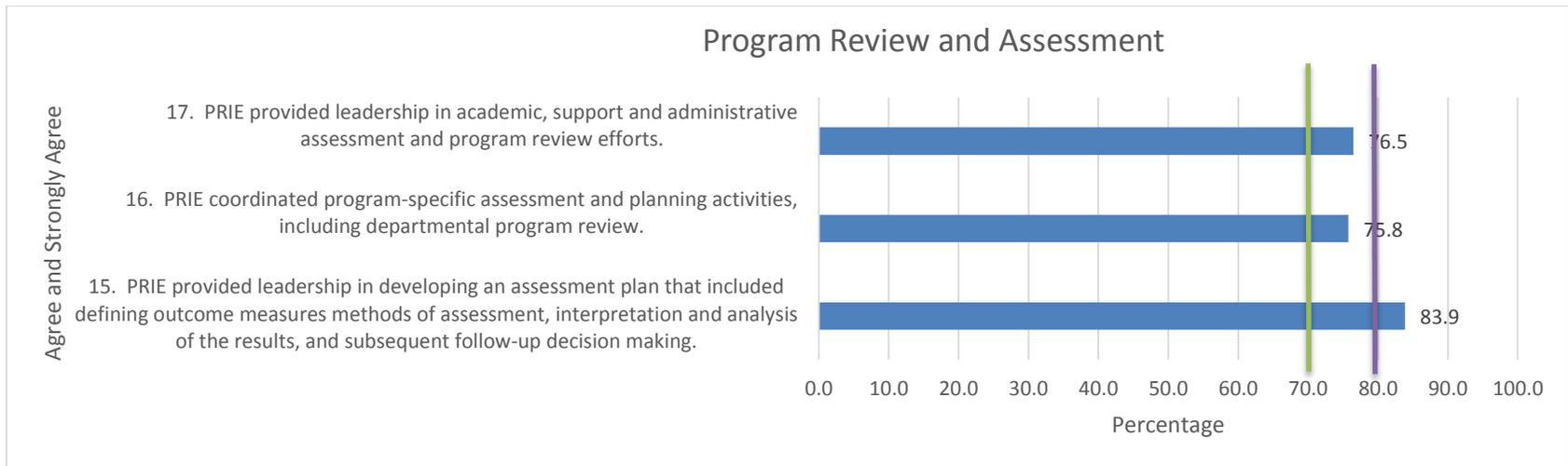
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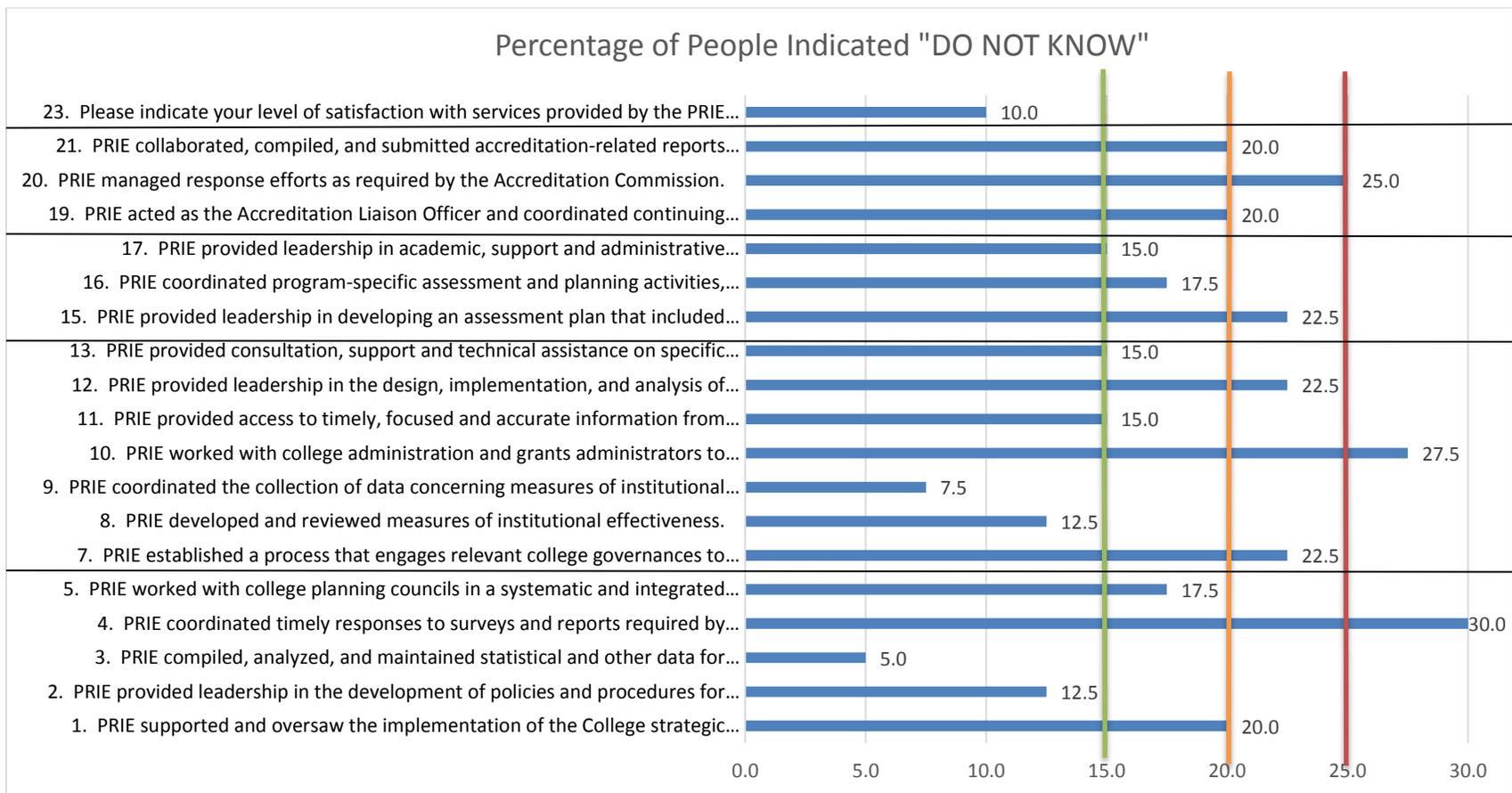
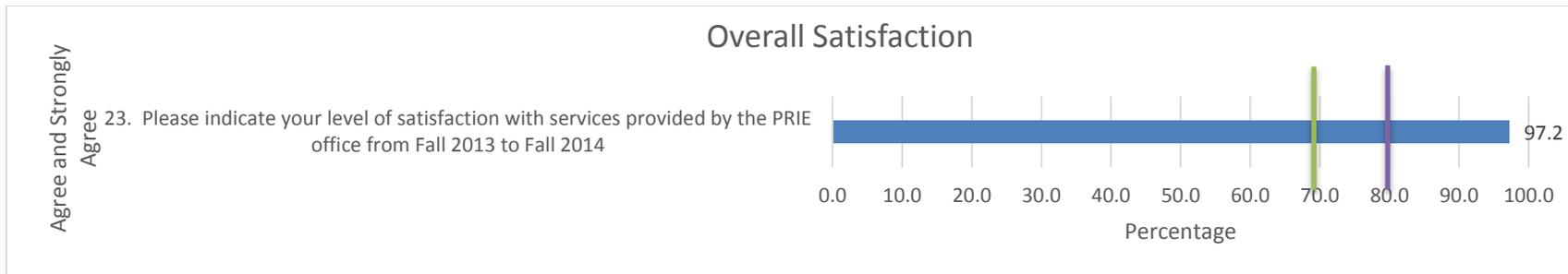
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### Summary and Planning









## PRIE Survey Comments

### Planning

- Since Chialin became the Dean of Planning, she has brought a wealth of expertise in presenting and teaching about research data for Canada College. She always makes herself available to answer questions and coach on the best way to evaluate programs and present survey results. Her warmth and professionalism are superb. She makes a huge contribution to the success of Canada College now and in future. We appreciate all she accomplishes and the graceful manner she works to support the staff.
- I have seen a lot of data but no written analysis that offers a summary or highlights about our students or campus.

### Research

- There's a typo above--PRIE worded should be PRIE worked
- PRIE has been very responsive to the requests for data for grant reports and projects in my department. I appreciate the quick and accurate data and help to understand the data that I have received.
- I do know that a lot of research about our students has been given to the Equity Committee and other administrative bodies, but I am not certain that I have seen an analysis of it that relates to institutional effectiveness. Is this effectiveness about enrollment, retention, persistence and/or success rates?

### Program Review and Assessment

- Having program-level data and the Data Dashboard is a huge improvement in the past couple of years.
- This has not happened in the English Department. However, Tracy Huang will be giving the English Department a Dashboard training so faculty can locate and begin analyzing data about our students, courses and campus.
- I responded strongly disagree to the second question because I am unaware or unsure of what is meant by planning activities. Are you referring to Flex days?
- Do we assess administrators? I've never seen it.  
Program review is a waste of time as it is currently done. Should happen every 3 to 4 years at a MINIMUM. Reporting on "changes" every year to two years doesn't give nearly enough time to evaluate the results of whatever changes have been made to the program. Current program review forms are redundant and cumbersome. Program review forms should have 3 questions: 1. What are your program's strengths/achievements? 2. What are your program's weaknesses/goals not met? 3. What does your program need to do better? THAT'S IT.

## Accreditation

- I'm sure PRIE did but thank goodness I was blissfully unaware of the activities involved.
- Her organizational skills and information presentation are exceptional.
- Well done.
- Outstanding job!

## Satisfaction

- Making access to data is incredibly helpful so we can use more data in our decisions and planning process.
- I like the direction the PRIE office is headed in terms of supporting all research needs, including grant funded programs.
- Except for program review. We need a sea change where this is concerned.
- I think PRIE could do more outreach. I have seen presentation of data at division meetings but I don't really know what else PRIE does other than collect data.
- It seems that few make use of Data Dashboard. Can we have those workshops or something like that scheduled?

## Overall

- Continue doing great work!
- Very positive attitude and willingness to team up on projects.
- I think the college needs help focusing on the right measures to improve outcomes - for example tracking data to reveal the loss of students from PEP to first day of their first classes is critical for the campus to understand - our campus needs to pick a couple of areas of focus for improvement and track that data visibly and engage the entire campus around improving those outcomes. We need more disaggregation of data - by low-income status, by first-generation, etc.
- PRIE does not do a great job of promoting research or research accomplishments, as a result, PRIE may not get the attention or recognition it deserves. The college promotes itself as an innovative leader in CC research, but there does not appear to be much promotional material to suggest this. The website is very busy and seems to be for a "researcher" audience and not a "people interested in research" audience. I have the same challenge with the CCC Research and Planning Group Listserv. The information they present is more exclusive than inclusive. Ultimately, PRIE could do more to breakdown the the barrier many have with research and data-driven decision making.
- Thanks for being a shining example of leadership.
- Continue the productive collaborating with faculty and staff!

- PRIE should ask faculty in departments (disciplines) what type of data and data analysis they are interested in researching and completing, and then PRIE should offer training that is specific to their department's interests.
- Continue providing training on data gathering and analysis
- I don't doubt that the PRIE office does many things for the college (as mentioned on the questions above). However, I would like to see them instead of just speculating what they are. My recommendation is for the PRIE office to become more visible in all constituencies.
- Training and work on dashboard so that research and data is accessible to faculty without waiting for PRIE to provide.
- With added support, being responsive to specific departmental needs is important and hopefully this will be encouraged and supported.
- Perhaps you should think about how you would like faculty and staff to request institutional data, and to also consider communicating the ideal lead-in time that you all need. =)
- PRIE should be in charge of marking students as members of categorical programs in Banner, as it is quite tedious for those of us who work in the programs.
- Change program review as suggested above.
- show examples of how faculty can get useful data from Dashboard. Assist them in using it, so they get comfortable with it and apply it to more questions. try to avoid using people's time on things done only for compliance with accreditation. If it doesn't help students, their success and retention, then we don't need to spend time on it.
- VERY happy with all the support of Chialin and her staff.

## **PRIE Functions Based on Dean of PRIE's Job Description**

### **Planning and Summary**

1. Oversee the ongoing development and implementation of the College strategic plan by ensuring the development of meaningful objectives and consistently reporting the outcomes;
2. Provide leadership in the development of policies and procedures for planning and research in conjunction with District and College goals and missions;
3. Manage assigned budget for the research office;
4. Coordinate a systematic and integrated institutional planning process that is aligned with accreditation, the campus strategic and master plans, and other planning related requirements;
5. Compile, analyze, and maintain statistical and other data for reports related to institutional effectiveness including: student equity, enrollment, demographics, productivity, student success, retention, persistence and transfer rates, and provide reports as assigned; coordinate timely responses to surveys and reports required by external agencies and other ongoing College efforts to measure its effectiveness;
6. Provide consultation, support and technical assistance on specific research and grant projects for divisions, department programs, governance committees and individual faculty;
7. Collaborate with District Information Technology Services Department and District Research Council;
8. Supervise and evaluate research office staff; delegate assignments when appropriate; conduct evaluations of staff;
9. Serve on state, District and College committees and councils as designated by the College President;

### **Research**

10. Establish a process using the governance model to design a research agenda and research studies (including data development, analysis and report writing) to identify implications for College practices;
11. Develop and review measures of institutional effectiveness;
12. Coordinate the collection of data concerning measures of institutional effectiveness;
13. Specify measures of program effectiveness (working with college administration);
14. Provide access to timely, focused and accurate information from multiple data sources;
15. Keep abreast of national and state institutional research by participating in conferences such as the Research and Planning Group for California Community Colleges;

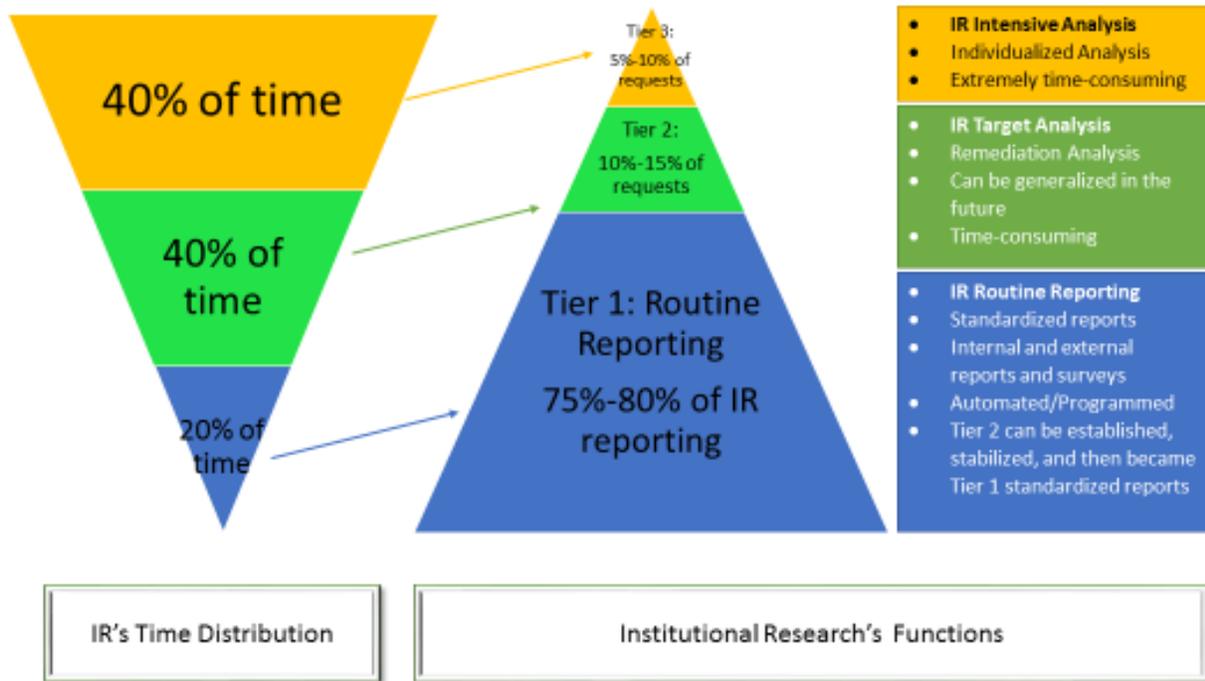
### **Assessment**

16. Provides leadership in developing an assessment plan ranging from establishment of outcomes and methods of assessment to the interpretation and analysis of the results and follow-up decision making;
17. Coordinate program-specific assessment and planning activities, including departmental program review.
18. Provide leadership in the design, implementation, and analysis of student satisfaction surveys, campus climate and community surveys;
19. Provide leadership in academic, support and administrative assessment efforts;

### **Accreditation**

20. Act as the Accreditation Liaison Officer and coordinate continuing institutional self-study scheduling and logistics in preparation for accreditation review; manage response efforts

as required by the Accreditation Commission; compile and submit accreditation update reports;



### **Survey Questions:**

The Office of Planning, Research, and Institutional Effectiveness (PRIE) is gathering feedback to improve its functions and services. You have been selected to complete this survey because you have worked closely with the PRIE office from Fall 2013 to Fall 2014 or have knowledge about our work.

For each of the following statements, please think about your collaboration with the PRIE office from Fall 2013 to Fall 2014. Please rate each statement on a scale of 1 to 4, with 1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree; and NA=Do not know, Not applicable. For any statement, if you do not have any knowledge or experience, please either leave it blank or mark on NA (Do not know or Not applicable).

#### **Planning and Summary for Period Fall 2013 to Fall 2014**

1. PRIE oversaw the implementation of the College strategic plan, Educational Master Plan, and college plans by regularly monitoring and reporting the outcomes.
2. PRIE provided leadership in the development of policies and procedures for planning and research that is aligned to District and College goals and missions.
3. PRIE worked with college planning councils in a systematic and integrated institutional planning process that is aligned with accreditation, the campus strategic and master plans, and other planning related requirements.
4. PRIE compiled, analyzed, and maintained statistical and other data for reports related to institutional effectiveness, such as data on student equity, enrollment, demographics, productivity, student success, retention, persistence and transfer rates, and ad hoc reports
5. PRIE coordinated timely responses to surveys and reports required by external agencies and other ongoing College efforts to measure its effectiveness.
6. Comment: (Comment Box)

#### **Research for Period Fall 2013 to Fall 2014**

7. PRIE established a process that engages relevant college governance ~~governance model~~ to design a research agenda and research studies (including data development, analysis and report writing) to identify implications for College practices.
8. PRIE developed and reviewed measures of institutional effectiveness.
9. PRIE coordinated the collection of data concerning measures of institutional effectiveness.
10. PRIE worked with college administration and grants administrators to identify measures of program effectiveness.
11. PRIE provided access to timely, focused and accurate information from multiple data sources.
12. PRIE provided leadership in the design, implementation, and analysis of student satisfaction surveys, campus climate and community surveys.
13. PRIE provided consultation, support and technical assistance on specific research and grant projects for divisions, department programs, governance committees and individual faculty.

14. Comment: (Comment Box)

**Program Review and Assessment for Period Fall 2013 to Fall 2014**

- 15. PRIE provided leadership in developing an assessment plan that included defining outcome measures methods of assessment, interpretation and analysis of the results, and subsequent follow-up decision-making.
- 16. PRIE coordinated program-specific assessment and planning activities, including departmental program review.
- 17. PRIE provided leadership in academic, support and administrative assessment and program review efforts.
- 18. Comment: (Comment Box)

**Accreditation for Period Fall 2013 to Fall 2014**

- 19. PRIE acted as the Accreditation Liaison Officer and coordinated continuing logistics in preparation for accreditation review.
- 20. PRIE managed response efforts as required by the Accreditation Commission.
- 21. PRIE collaborated, compiled, and submitted accreditation-related reports (e.g., annual report, substantive change report)
- 22. Comment: (Comment Box)

**Overall**

**23. Please indicate your level of satisfaction with services provide by the PRIE office from Fall 2013 to Fall 2014.**  
[Very Dissatisfied, Dissatisfied, Neutral(?) Satisfied, Very Satisfied]

24. What advice would you give to PRIE? Please comment on services or functions PRIE should continue doing, stop doing, or change? (Comment Box)

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**Chialin's note: PBC, IPC, SSPC, APC, Cabinet, Council, ACES, IT.**

- 25. PRIE managed its assigned budget well (Larry and VPs)
- 26. PRIE collaborated with District Information Technology Services Department and College Research Council. (CRG, IT)
- 27. PRIE supervised and evaluated research office staff, delegated assignments when appropriate, and conducted timely evaluations of staff (Larry)
- 28. PRIE served on state, District and College committees and councils as designated by the College President. (Larry)
- 29. PRIE kept abreast of national and state institutional research functions and work by participating in conferences such as the Research and Planning Group for California Community Colleges. (Larry and VPs)