

Program Review & Planning (PRP)

PART 1: BASIC UNIT INFORMATION

Program Review is a self-study of your unit. For non-instructional program review, the definition of what is a unit varies based upon your division. A unit may be a department (e.g., Information Services, Institutional Research and Planning, Financial Aid), a program (e.g., EOPS, TRIO), or a division (Human Resource Services). The Vice Presidents for each division have identified/defined the units that will complete the review cycle.

Regardless of whether your unit is a program, department, or division, program review is about documenting the plans you have for improving Institutional Effectiveness in your area and sharing that information with the college community. Through the review of and reflection on key elements, program review and planning identifies program strengths as well as strategies necessary to improve the operation of your area. With that in mind, please answer the following questions:

Unit Name:	Institutional Research and Planning
Department Name:	Institutional Research and Planning
Division Name:	President's Office

Please list all participants in this Program Review:

Name	Position
Michelle Barton	Sr. Director
Michael Large	Principal Research Analyst
Grace Robertson	Senior Research Analyst
Rachel Miller	Research Analyst
David Vazquez	Research Analyst
Marti Snyder	Accreditation Coordinator
Roberta Johnson	Administrative Assistant

SECTION 1: Program/Unit Mission Statement

What is your Program/Unit's mission statement ([click here for information on how to create a mission statement](#)):

The Office of Institutional Research and Planning (IR&P) is dedicated to providing our campus community with information and decision-making support to advance the College's mission. IR&P pursues institutional effectiveness through research, integrated planning, accreditation, internal and external reporting, and grants.

In fulfilling its mission, the IR&P office is guided by a set of core values.

Continuous Improvement

COMPREHENSIVE PROGRAM REVIEW AND PLANNING: Non-Instructional Programs

IR&P focuses its efforts on producing information and engaging in processes aimed at helping the College promote learning and success. This is achieved by providing guidance, information, and data tools to facilitate decision making and support teaching, learning, planning, and service delivery.

Culture of Data Use

IR&P promotes the dissemination and use of data throughout the campus. IR&P makes research and data tools accessible and salient, so that it may further discussions regarding learning, success, and other practices.

Integrity

Integrity drives all the work of IR&P, demanding quality and accountability. The research office emphasizes accuracy, dependability, and timeliness.

Equity

IR&P is committed to equity and to providing research support necessary to ensure equity for Palomar students and staff.

Service Orientation

IR&P strives to provide value to the college community through responsive, respectful, and supportive collaboration with others.

Describe how your mission aligns with and contributes to the College's Vision and Mission.

IR&P supports the mission of the College by providing the tools and information necessary for college leaders to make informed decisions that empower and support students. The Office of Institutional Research and Planning provides the data and analyses that help evaluate whether or not students are "learning for success."

Specifically, IR&P supports the mission through integrated planning processes focused on student success and goal attainment. In addition, IR&P provides research on student outcomes in such areas as transfer, general education, basic skills, and career education. The Unit is committed to the College's Vision and Mission and considers the impact to students in every project it completes.

SECTION 2: Program/Unit Description

Staffing

<u>Full-time Staff</u>		<u>Part-time Staff</u>	
Total Number of Full-time Staff	7	Total Number of Permanent Part-time Staff	
Number of Classified Staff	1	FTE of Part-time Staff	
Number of CAST Staff	1	FTEF of Part-time Faculty	
Number of Administrators	5		
Number of Full-time Faculty			

As part of this PRP cycle, Human Resource Services has sent organizational charts to all non-instructional units. Please review the charts and make any needed changes. Attach a copy of the chart when you are submitting your review.

OR

If you cannot create an organizational chart, or did not receive one from Human Resource Services, list the positions in your unit showing reporting relationships (e.g., Manager Facilities with the following direct reports, Supervisor Position A, Supervisor Position B, Supervisor Position C; Supervisor Position A with direct reports, Position A, Position B, Position C)

Organization chart appears at the end of this PRP document.

Note, a proposed position is included in the Organizational Chart. If IR&P continues (or if it is determined that IR&P will have oversight over the grants management process), a Grants Manager is needed with some type of administrative and financial support. If IR&P does not have oversight over the grants process, there is still a need for a Grants Manager position to support the College in this area. For now, we have included a proposed position on our Organizational Chart to call out the need.

What additional temporary hourly or contract staff support this unit and/or department:

None

Program/Unit Description

Who utilizes your services?

The campus community including but not limited to: students, faculty, staff, administration, and Board of Trustees

What services does your program/unit provide (Describe your program/unit)?

- **Integrated Planning** - IR&P both leads and supports the institutional planning process for the College. This includes facilitating the development, implementation, and review of the College's Integrated Planning and Resource Allocation Model. This model connects and integrates the College's long-range, medium-range, and short-range planning processes and their connection to resource allocation. It also includes preparing and disseminating internal and external scans, developing enrollment forecasts, providing data and tools to support schedule planning, and preparing data for Program Review and Planning.
- **Institutional Research and Evaluation** - IR&P conducts research and evaluation for programs and services at the College to facilitate and improve institutional effectiveness. Examples of such research include evaluation of the Promise Program, implementation and evaluation of placement models, examination of distance education enrollment and outcomes, and development, preparation, and dissemination of equity reports.
- **Accreditation** - IR&P facilitates and leads the institutional accreditation process for the College. This includes working with the campus community to ensure all reports (annual, mid-term, follow-up, self-evaluation, and substantive change) are completed and submitted in a timely manner. It also includes engaging the college community around accreditation standards and integrating the standards into the ongoing planning and evaluation.
- **Internal/External Reporting and Accountability** - IR&P is responsible for several external reporting and accountability requirements, such as the Integrated Postsecondary Education Data System (IPEDS) survey reporting and integrating state-level accountability metrics into the institutional planning process. IR&P also prepares and disseminates internal documents, reports, and data tools such as the Enrollment Dashboards, Annual Fact Book, Institutional Effectiveness Presentations, and High School Performance reports.
- **Grants** - IR&P provides support for an institutional grants process at the college. In the past, this has included developing and proposing a grant's management process and grant proposal submission form, providing technical support and data for the development of grant proposals, and supporting research and evaluation activities included in grant awards.

In addition to the functions described above, IR&P engages in activities to further its overarching charge of supporting, maintaining, and/or improving institutional effectiveness. This includes participating in many of the College's planning councils and committees through membership and provision of research, planning, and technical support. In addition, IR&P supports the Board of Trustees' Annual Goal Setting and Institutional Effectiveness review cycle and provides leadership and technical support for Institution-Wide Effectiveness Initiatives such as the College's recent IEPI Partnership Resource Team's grant.

PART 2: PROGRAM/UNIT ASSESSMENT

SECTION 1: Service Area Outcomes

List the Service Area Outcomes (SAOs) for your program/unit.

1. As a result of IR&P's work to facilitate the College's integrated planning process, the campus community will express familiarity with the Vision and Mission of Palomar College.
2. As a result of IR&P's work to promote awareness and use of data to inform decision making, the campus community will express an awareness of where to find information on such topics as student enrollment, demographics, and outcomes.
3. As a result of IR&P's work to promote awareness and use of data to inform decision making, the campus community will access data sources to help inform their decision-making and increase their understanding of the students served by the College.

For each SAO, describe when the SAO was last assessed and summarize what you learned from the assessment. (If you plan to assess the SAO this year, identify when you plan to assess it.)

IR&P's SAOs were assessed as part of the 2018 Palomar Services Survey.

SAO #1 – Familiarity of Vision and Mission

64.7% (207) of respondents indicated they were "Very Familiar" or "Extremely Familiar" with the College's Vision and Mission. In addition, 30.6% indicated they were "Somewhat Familiar."

SAO #2 – Knowledge Data Sources

59.0% (173) of respondents indicated they knew where to find information about things like student headcounts, demographics, program review and planning.

SAO #3 Access/Use of Information

47.1% (145) of respondents indicated that they had accessed information about things like student headcounts, demographics, and program review and planning.

What improvements have you implemented or plan to implement as a result of your SAO Assessments?

As they relate to IR&P's SAOs, review of the Palomar Services Survey results suggests the college community is familiar with Palomar's Vision and Mission. Further, respondents indicated they know where to find data on the college and students. The percentage of respondents who reported accessing information, while significant, was lower than those reporting they know where to find the information. While this is expected, IR&P is interested in increasing the community's use of information to guide decisions.

IR&P's website includes a significant amount of data and resources the college community can use to guide decisions. However, navigation to the information and data is not intuitive. For example, the website includes information on student completions, but it is embedded in the data set IR&P produces for Program Review and Planning. It also appears in our Fact Book and in Institutional Effectiveness reports. But it is not readily linked or called out for a user when they first land on the department's website. IR&P plans to revise its website to improve usability. In addition to improving access to data and information, IR&P is interested in providing professional development and training opportunities on its tools and research products. Finally, IR&P plans to use "click counts" and/or site analytics on its website as an additional metric related to access and use of data.

SECTION 2: Other Assessment Data

List all other quantitative and/or qualitative measures you use to track, monitor, and/or evaluate the effectiveness of your program/Unit:

Quantitative Data

	Values			
Measure	2014-15	2016-17	2017-18	Definition/Description of Measure
Project Count	Spr 60		Spr 59/57	Count of projects on research agenda. 59 Projects; 57 with deadlines;
"Completion On Time" Rate	NA		35 /57 or 61%	Percent of projects completed within specified timeline
Ad Hoc Request Research	27	19	23	Number of Ad Hoc requests for Research Projects
Ad Hoc Request for Information	NEW	NEW	NEW	Number of Ad Hoc Requests for Information (these are quick requests for information for such thing
Access to Information / Data	NEW	NEW	NEW	Click counts on website (New)
Access to Information / Data	NEW	NEW	NEW	Presentations / Communication of research (New)

Analysis of Quantitative Data: IR&P tracks and maintains a bi-annual research calendar/agenda. Over the past five years (not shown in the table above), we have experienced an increase in workload related to evaluation and accountability reporting (e.g., AEBG, AB705, Equity 3SP, Basic Skills, schedule planning, enrollment management). In Fall 2016, two researchers were hired to support the college's Equity and 3SP research.

Review of the quantitative data indicates a less than acceptable "Completion on Time" rate. When examining the rate and its calculations, we found there are times when a project is completed within the specified time frame, but follow up questions are added to the project, and it is not closed out. Moving forward, in these cases, we will close out the original request and then add a supplemental request.

In addition, IR&P notes significant changes to the complexity of research projects and requests. For example, research related to AB705 and multiple measures placement has required new statistical modeling, development and changes to databases and tables, waiting periods for Information Services to set-up and test new models, data clean-up, and complex research methodology. IR&P's work on creating data dashboards has experienced similar multiple factors that affected the timeline. Also, the work to create schedule planning tools has been significant and time consuming.

Still, given the need to refine our completion metric, the increasing complexity of projects, and the addition of new staff, IR&P is challenged to keep up with the number of projects, additional requests for information with quick turnarounds, and last minute grant application and/or evaluation reporting. Some improvements in efficiencies will come as researchers become more aware and skilled in accessing college data, however, the department plans to take additional steps to improve efficiencies within the area of project management and data/processes/procedures documentation. These steps are summarized in our planning and goals described below.

Qualitative Data:

Describe any qualitative measures you use and summarize the results.

Accreditation - Qualitative/Quantitative Metric - Count and Acceptance of Accreditation reports

In addition to providing support for the planning and research needs of the college, IR&P is also tasked with leading and facilitating the accreditation process. This includes ensuring all accreditation report requirements are completed and submitted to the College's accrediting body, the Accrediting Commission for Community Colleges (ACCJC), on time. This past year, the College completed the following accreditation reports:

- 1) **Substantive Change Report for the Rancho Bernardo Center.** The College piloted the new Substantive Change form for ACCJC. Palomar's report was noted as a "model report" by the Commission and Substantive Change committee and the College received approval for its new center. A representative from the commission visited the new center as the final step in the approval process.
- 2) **Annual Report.** IR&P facilitated the completion and submission of the College's Annual Report to the Commission.
- 3) **Midterm Report.** IR&P is currently working closely with the Accreditation Writing Leadership Team to finish the mid-term report. The report is ahead of schedule and making its way through the governance process.

To help facilitate the accreditation work of the college, IR&P has created timelines and processes for integrating accreditation into its current council/committee structure.

Integrated Planning - Inventory and Effectiveness of Plans

The number of institutional plans the College maintains has increased significantly over the past three years with changes in legislation and statewide initiatives. The current inventory of institutional plans includes:

- Those listed as part of the Integrated Planning Model (Educational, Facilities, Technology, Staffing, Strategic Plan and PRPs)
- SEM Plan
- Guided Pathways Plan
- Combined Student Equity, 3SP, and Basic Skills Plan
- Workforce Plans (not institutional, but significant)
- Corresponding Institutional Effectiveness Report for the IPM; Corresponding Equity reporting for the combined plan

The Strategic Plan, SEM Plan, Guided Pathways Plan, and Technology Plan have annual implementation schedules/timelines/strategies/another word assigned to each. Review of all the plans, annual implementation plans, and reports reveals significant overlap. This has caused confusion for the campus community who have expressed an interest in (1) better integrating the various plans and (2) depicting how resources are used to support implementation. For example, a Strategic Plan implementation fund once existed to help implement the Strategic Plan, but this was eliminated. A need exists to review the College's Integrated Planning model and refine and revise, as well as to evaluate the resources necessary to support the planning and implementation process.

What improvements have you implemented or plan to implement as a result of your assessment of quantitative and/or qualitative data described above.

- Revise and update IR&P website to facilitate access and use of information to inform decision-making.
- Provide professional development for end users of tools and research products.
- Improve efficiencies and project management within the office.
- Integrate accreditation into council/committee structure.
- Review, refine, and improve College's Integrated Planning processes.

SECTION 3: Achievements and Other Relevant Information

Describe your program's achievements or proudest moments this past year. Where possible, describe how these achievements are related to our students and their success!

IR&P has completed many projects and produced high quality products. A few of these are highlighted below.

- Enrollment Management Dashboard

- Substantive Change Approval for Rancho Bernardo Education Center
- Equity Reporting
- M2C3 Research support
- SEM Plan and IEPI PRT Team plan
- Guided Pathways
- AB705 Research Support
- Enrollment Management Schedule Planning Tool and Comet

Each of these projects represent a collaboration between IR&P and members of the campus community (and outside partners), aimed towards the higher goal of supporting student success. For example, with the guidance of IR&P, the SEM Plan was developed to help the College optimize enrollment, improve student outcomes, and maintain fiscal viability. Both, the Enrollment Management Dashboard and Schedule Planning Tools were produced by IR&P to help decision-makers better understand enrollment patterns and allocate resources more efficiently. Equity reporting, as well as M2C3 and AB705 research support, helped to inform the campus community about the needs of students, while addressing changes in legislation. And, the support provided for Palomar Promise and Guided Pathways has allowed campus leaders to make more informed decisions about how best to implement these programs to better serve students and the community. Together, these and other efforts of IR&P are foundational to promoting learning and student success.

Describe any recent changes in legislation, policies, procedures, processes, and/or technology (software and hardware) that have impacted or will impact your program/unit? What effect will these changes have on your program/unit?

New Budget Model for California Community Colleges

- Impacts our work to support SEM.
- Fiscal and Research offices will be working more closely on projections (enrollment and completion).
- Need to integrate success metrics into scheduling processes and planning.

AB705

- Changes to placement rules.
- Technical research support to guide and evaluate implementation.
- Level of scrutiny on placement and research is enhanced.

Guided Pathways

- Intersection between SEM and Guided Pathways.
- Influences how we report on student success and transition.
- Affects how we schedule, and our scheduling tools / Data to inform scheduling will expand.
- Data to track and monitor student progress/journey in their pathways will be needed.
- Formative and summative models for evaluation will be needed.

Simplified Metrics

- Replaces Scorecard - significant impact to office as we use Scorecard data to inform planning, institutional effectiveness reports, and equity reports.

Chancellor's Vision for Success

- College will need to align its goals and strategies to the CO's Vision for Success with attached metrics

In addition to (or in response to) the changes listed above, what in-house policies, procedures, and processes need to be updated, created, or deleted?

- 1) A need exists to improve our data/process documentation and strengthen our project management practices to improve efficiency.
- 2) Institutionally, IR&P is interested in supporting efforts to improve data integrity and security.
- 3) A resource webpage needs to be created with a one-stop spot listing resources for faculty working on Guided Pathways.
- 4) At various times (over the past 13 years), IR&P has been assigned responsibility for establishing and managing a grants development and management process for the college. The office, working with several task forces, has proposed a process and created an online grants submission request form. However, IR&P does not have the resources to effectively manage the process. If an institutional grants function is a priority for the college, and if IR&P is

to continue with this effort, resources should be identified to support this and future processes created/implemented to effectively manage and oversee grants.

PART 3: PROGRAM/UNIT EVALUATION AND THREE YEAR PLANNING

Program Evaluation and Planning is completed in two steps.

Section 1: Overall Evaluation of Program

Reflect on your program/unit, the results of your assessments in Part 2 above, and your vision for the future. Then, working together answer the following questions. Summarize your answers in the grid below.

1. What are our greatest strengths?
2. What are our best opportunities?
3. What is our preferred future, what do we aspire to do?
4. What are the measurable results that will tell us we've achieved that vision of the future?

Section 2: Establish Goals and Strategies for the Next Three Years

Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing your goals for this upcoming three year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion.

SECTION 1: Overall Evaluation of Program

1. Discuss your Program's/Unit's Strengths, Opportunities, Aspirations, and Results (SOAR) and summarize your discussion below.

Strengths:

- Department values its work to support the students served by the College. Impact of work on students is considered and discussed with every project.
- Reporting relationship to Superintendent/President provides holistic, institutional perspective and role for the office. Supt/Pres values data, information, and research.
- Department is customer-service oriented, collaborates well with other departments, and has developed important relationships with the campus community over time.
- Department maintains a laser focus on quality products and implements data assurance processes into its work. Department strives to continuously improve products and services.
- Department members possess well-balanced and diverse skill sets and work well as a team.
- Department members possess significant knowledge base including an in-depth understanding of the California Community College System, which leads to foresight of what may be upcoming that will impact the College.
- Work products are credible and used by the College.
- Collaborative across and outside of the College.
- IR&P is integrated into the planning and governance structures of the College.
- The Department has excellent access to data, which helps it quickly turnaround requests for information and data.

Opportunities:

- Address time to completion through Improved efficiencies by implementing:
 - Better Project Management
 - Data centralization and documentation of procedures
- Engage in cross training where possible.
- Develop research questions/methodology prior to engaging in work; possible area for professional development in applied research methodologies.

COMPREHENSIVE PROGRAM REVIEW AND PLANNING: Non-Instructional Programs

	<ul style="list-style-type: none"> • Conduct more student-focused research vs. development of standard reports/tools (balance). • Ensure analysts understand the outcome of their work. Engage in debrief sessions, promote and facilitate continuous feedback on our work. • Increase presentations and discussion of data/research within the community. • Balance between work to support versus work to implement. • Role clarity. • Grant support (if our department will still handle grants).
Aspirations:	<ul style="list-style-type: none"> • Fellowship. • Culture of data/information use to guide decisions exists throughout the college community. • Integrated and seamless planning process. • Real time access to data. • Improved internal communication/documentation/processes/outcome/debrief/increased institutional effectiveness. • Use of Tableau and new technologies. • Timely completion of work without losing quality.
Results:	<ul style="list-style-type: none"> • Ultimately, data, information, and research provided to the college community can lead to improved student outcomes. • Increased on-time completion time rates. • Increased access and use of data (as measured through SAOs and click count metrics). • Comprehensive documentation of processes and procedures. • More data-oriented campus community (as measured through SAOs and click count metrics). • Increased support for planning processes. • Grants process up and running.

SECTION 2: Progress on Prior Goals

List current or prior goals your program/unit has been working on and provide an update by placing an "X" in the appropriate status box.

Goal	Completed	Ongoing	No longer a goal
Goal #1: Improve efficiency of office.		X	
Goal #2: Develop and disseminate standard reports to college programs.	X		
Goal #3: Facilitate the College's Strategic Planning Process.	X		

Add any comments related to your work on prior goals, if needed (e.g., successes, challenges, reasons for eliminating a goal).

Each of the goals listed above had specific objectives. The objectives for goals 2 and 3 were completed so they were closed out as goals.

SECTION 3: Establish Goals and Strategies for the Next Three Years

1. New Goals: Please list all goals for this three-year planning cycle:**Goal #1**

Goal	Improve efficiencies within the department to increase the number of projects that are completed within their identified timelines.
Strategies for implementation	<ol style="list-style-type: none"> 1) Review/Revise process for tracking and monitoring project status. 2) Implement automated Project Management processes. 3) Develop standard process and procedures for designing and implementing projects. 4) Define and implement standardized documentation processes and procedures. 5) Review and centralize data tables in the research repository.
Timeline for implementation	To complete all five strategies - November 2018-November 2020
Outcome(s) expected (qualitative/quantitative)	Increased time to completion rate - from 61% to 80%
Describe the resources (human, technology, equipment, etc) you will need or will assign to implement this goal.	All research staff; we will utilize our current software and technology to implement project management processes.
Of the resources described above, which ones are reallocated and which ones are new or needed?	Research staff's time to create and implement will draw them away from research requests.

Goal #2

Goal	Help build and strengthen a culture of data use at the College, where data/information/research is more accessible and used to inform decisions.
Strategies for implementation	<ol style="list-style-type: none"> 1) Completely revise and update IR&P's website to improve usability. 2) Increase engagement with data and information across the campus community through professional development opportunities and/or presentation/discussion about the results of research projects.
Timeline for implementation	November 2018 - November 2020
Outcome(s) expected (qualitative/quantitative)	Increased percentage of community members identifying that they know where and how to access information about our students (i.e., move from 47% to 59%).
Describe the resources (human, technology, equipment, etc) you will need or will assign to implement this goal.	Research staff - One staff member to oversee development, all staff to provide input, Administrative Secretary and Accreditation Coordinator to update and test. No additional technology needed.
Of the resources described above, which ones are reallocated and which ones are new or needed?	All are reallocated.

Goal #3

Goal	Review/Revise/Refine Integrated Planning Process
Strategies for implementation	<ol style="list-style-type: none"> 1) Review Integrated Planning Process with SPC. 2) Identify small workgroup to refine process. 3) Implement new process.

COMPREHENSIVE PROGRAM REVIEW AND PLANNING: Non-Instructional Programs

Timeline for implementation	January 2019-January 2020
Outcome(s) expected (qualitative/quantitative)	Updated Integrated Planning Model which address all of the colleges required plans and initiatives.
Describe the resources (human, technology, equipment, etc) you will need or will assign to implement this goal.	Sr. Director. Assignment included as part of role. Constituent/operational staff across the College.
Of the resources described above, which ones are reallocated and which ones are new or needed?	

Goal #4

Goal	Increase college community's understanding of accreditation; initiate work on Self-Study
Strategies for implementation	<ol style="list-style-type: none"> 1) Connect accreditation standards to council agendas through BoardDocs. 2) Send campus community members to accreditation conference in Spring. 3) Integrate discussion of accreditation standards into governance councils. 4) Develop timeline for implementation of Self-Study. 5) Establish Committee to implement Self-Study.
Timeline for implementation	Through AY 2020-2019
Outcome(s) expected (qualitative/quantitative)	Successful development of Self-Evaluation (Document is clear, concise, and completed within timeline).
Describe the resources (human, technology, equipment, etc) you will need or will assign to implement this goal.	All Research staff - However, ALO (Sr. Director and Accreditation Coordinator will lead and perform majority of the work within the department); additional resources will include a writing team, self-evaluation team, and planning councils.
Of the resources described above, which ones are reallocated and which ones are new or needed?	All are included as part of our current assignments.

Goal #5

Goal	Hire Grant Manager and implement standard grant process.
Strategies for implementation	<ol style="list-style-type: none"> 1) Post grant form to website and launch website. 2) Approve/Update BP and AP on Grants. 3) Refine Grants Manager job description. 4) Hire Grants Manager. 5) Review, implement, and strengthen grants management process.
Timeline for implementation	TBD
Outcome(s) expected (qualitative/quantitative)	Formal grants process implemented throughout campus.
Describe the resources (human, technology, equipment, etc) you will need or will assign to implement this goal.	Grants Manager; Grants Administrative Support (to come on after Mgr and process in place), office space and furniture and computers.

Of the resources described above, which ones are reallocated and which ones are new or needed?

All resources are new.

2. How do your goals align with your unit's mission statement?

IR&P's MISSION: The Office of Institutional Research and Planning (IR&P) is dedicated to providing our campus community with information and decision-making support to advance the College's mission. IR&P pursues institutional effectiveness through research, integrated planning, accreditation, internal and external reporting, and grants. Values = Continuous improvement, culture of data use, integrity, equity, service orientation.

These goals align with IR&P's mission and values.

Goal #1: The goal focuses on facilitating project completion, so that the office can promptly meet the research and planning needs of the College. It aligns with all of our values. but most clearly reflects our values related to continuous improvement and service orientation.

Goal #2: This goal aligns with our overarching charge to provide the campus community with information to guide decisions by improving access to information and research online, as well identifying opportunities to engage face-to-face to facilitate discussion on specific research topics. The goals supports all of our values and, in particular, our value related to establishing and supporting a culture of data use.

Goal #3: This goal aligns with one of IR&P's services, integrated planning. It supports all of our values and, in particular, continuous improvement. We seek to improve the integrated planning process at the college.

Goal #4: This goal aligns with one of the services we provide, facilitation of the accreditation process for the College. It supports all of our values and, in particular, the culture of data use. This goals speaks to integrating accreditation into the work of the college.

Goal #5: This goal aligns with one of the services we provide, grants management. It supports all of our values, but, in particular, equity, as many of the institutional grants we seek focus on improving student outreach, access, retention, and success for underserved populations within our district.

3. How do your goals align with the College's Strategic Plan Goals & Values? [Click here for 2019 Strategic Plan](#)

IR&P's Goal #1 most clearly aligns with the Strategic Plan 2019's: Goal 1 (Strengthen teaching and learning), Goal 2 (Improve outreach, persistence, and student success), and Goal 5 (Ensure fiscal stability and increase enrollments). By improving our internal efficiencies we can better provide timely support in the research and planning work we do to support the college and our students.

IR&P's Goal #2 aligns with all of the College's strategic goals. IR&P Goal #2 emphasizes the use of data/information/and research to guide decision making. The goals and objectives in SP 2019 rest on the foundation of research and evaluation of data. The College's Strategic Plan's goals are directed at improving Institutional Effectiveness which is the underlying purpose of IR&P's Goal #2.

IR&P's Goal #3 aligns with all of the College's strategic goals, and specifically, the objectives related to the development and implementation of plans (e.g., SEM).

IR&P's Goal #4 most clearly aligns with all the College's strategic goals, as the goals are all connected and aligned with the College's accreditation standards. Accreditation is the method by which the College assures its educational programs and services meets standards of quality. Accreditation and the process of continuously evaluating and assessing programs, services, and practices is not something that is done once every seven years with small updates in between, it is something that college engages in daily.

IR&P's Goal #5 most clearly aligns with the College's Strategic Goal #1, #2, & #5. Specifically, it can speak to the College's interest in improving student learning and outcomes by seeking support to create and implement innovative programs and services. It also speaks to the College's interest in increasing outreach, access, retention and success for underrepresented /

underserved students.

4. How do your goals align with the College's value of diversity?

The IR&P team consists of a diverse group of individuals with different strengths. As a "fellowship" the team seeks to improve the experience of all students. At the team's core is the value of ensuring equitable access and opportunities for all students. All goals seek to improve what the office can do to support its diverse student body.

PART 4: RESOURCES

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, changes in policies or procedures). How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program

SECTION 1: Reallocation or Reassignment of Resources

Summarize any reallocation of resources you are making based upon your three-year plan, your current operations, and any upcoming factors in legislation. Describe the impact of the reallocation of resources to your unit.

Our intent to improve efficiencies within our office will take staff time to consider and craft the appropriate project management, tracking and documentation processes and practices. Initially, this will move some staff away from projects, however, in the long run, it will lead to a more responsive and nimble IR&P. Ultimately, IR&P is interested in improving its efficiencies to allow for space and time to conduct more student-centered research projects.

AB705, New Budget Model, Guided Pathways, and Simplified Metrics (now renamed Student Success metrics) will initially have significant impact on the work of staff. However, once the new research, reports, and related processes are created and/or refined, the work will become more routine.

SECTION 2: Need for Additional Resources

As a result of this program review and planning process, describe any additional resources you need to improve the effectiveness of your unit/program.

Resource	Which goal/strategy in your three-year plan does this resource request support?	Which goal/objectives in the college's Strategic Plan does this resource request support?	Brief description of the need for this resource / Impact on other areas of the college (see technology, equipment, other needs)

Staffing Needs - If you have a staffing need, Identify if the staffing need is to replace a position or if the need represents a new position. Further explanation /prioritize. How does it align with North and South Centers/ Define what it is you need staff to do.

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Grants Manager (proposed)	Goal #5	Goals #1, #2, & #5	A Grants Manager is needed to create and oversee an institutional grants process at the college. While the College has been successful at obtaining grants, there is no institutional support for a grant process or coordination between individuals who apply for/receive grants. A Grants Manager would provide support in the areas of application, pre-award, and post-award activities.
Grants Administrative Support	Goal #5	Goals #1, #2, & #5	If the college moves forward with a Grants Manager position, in a subsequent year, administrative support would likely be needed to ensure appropriate communication and reporting of grant deadlines, reports, etc.
Institutional Research Analyst	Goal #1	Goals #1 & #2	Once IR&P has completed its internal improvement activities to improve institutional effectiveness, an assessment should be to determine if an additional Analyst is needed.

Technology Needs - If you have a technology need, use the last column to describe both the need for the resource AND identify if the technology need may require any of the following:

- 1) Extra wireless access
- 2) Integration with existing technology (hardware and software, such as PeopleSoft)
- 3) Operational maintenance and support

Computer and technology support for Grant staff	Goals #5	Goals #1, #2, & #5	If the College moves forward with hiring Grants staff, they will need computers and appropriate technology.
Tableau Enterprise Support and Installation	Goal #1	Goals #1, #2, & #5	<p>The College purchased Tableau Enterprise to improve presentation of online information.</p> <p>IR&P needs support from IS to set up and integrate the Tableau Enterprise system. This would help us communicate/present information in an easy to interpret and engaging manner online. We cannot use Tableau single user license to publish information on the web due to underlying data security. We do recognize that at this time, IS does not have the staff to support this software program.</p> <p>If Tableau Enterprise is ever implemented, the College would need to renew its operational and maintenance support.</p>

Equipment Needs (other than technology) - If you have equipment needs, use the last column to describe both the need for the resource and any possible impact to facilities.

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Color Printer	All Goals	Goal #2	Our current color printer is over 9 years old and getting close to the end of its life.
Other Needs - If you have identified other needs, use the last column to describe both the need for the resource any any possible impact to facilities or other units on campus.			
Office space for Accreditation Coordinator, Accreditation library.	Goal #1 & Goal #4	Goals #1 through #5	The Accreditation Coordinator is currently located in the Office of Instruction. It would help with communication and workflow if the Coordinator was co-located near the rest of the IR&P office staff.
Office space for Grants personnel	Goal #5	Goals #1, #2, and #5	If the College builds out a Grants office (or personnel), office space will be needed.

PART 5: FEEDBACK AND FOLLOW-UP

Once your Program/Unit PRP is completed, your division or planning council should review and discuss based on your Vice President's planning process. This area is intended for summary feedback and recommendations from the divisional review.

Confirmation of Review by Division / Planning Council

Person/Group/Council
Who Reviewed PRP

Date

Feedback

1. Strengths and successes of the program/unit as evidenced by the data, analysis, and assessments:

2. Areas of Concern, if any:

3. Recommendations for improvement:

COMPREHENSIVE PROGRAM REVIEW AND PLANNING: Non-Instructional Programs

Institutional Research and Planning Organizational Structure

