

2023-2024 Non-Instructional Program Review - Institutional Effectiveness, Research, Planning, and Grants Latest Version

Pilot: Self-study template for Non-Instructional Program Review process. Review period: 2020-2021, 2021-2022, and 2022-2023.

Program Review Overview

Section 1: Non-Instructional Area Overview

A. Non-Instructional Area Mission and Alignment : Version by Hroch, Amber on 03/11/2024 02:16

1. Please review your mission statement provided above. Does it clearly and succinctly describe your non-instructional area’s purpose, direction, and values? If you have made revisions or updates to your mission statement, please provide your updated mission statement below.

The division mission statement was updated on 12/12/2023 during a working division meeting. The updated statement is reflected above.

2. Briefly describe how the mission and purpose of your non-instructional area aligns with the Cerritos College mission and educational master plan.

The Institutional Effectiveness, Research, Planning, and Grants (IERPG) office supports the college's mission by providing data and analysis related to:

- identification of measurable outcomes in areas of student access, equity, success, persistence, and completion of educational or vocational goals,
- benchmarking progress toward establish institutional priorities and commitments,
- academic support,
- student services programs,
- evaluation and program improvement in collaboration with community stakeholders (i.e. departments/divisions) through the program review process.

B. Non-Instructional Area Description : Version by Hroch, Amber on 03/11/2024 02:16

Department	Description of Services

B. Non-Instructional Area Description Continued : Version by Hroch, Amber on 03/11/2024 02:16

2. Describe efforts to promote the availability of your services to current and prospective users.

a. Describe the key methods used to assist users in getting information about your service offerings (e.g., publicity, outreach, recruitment, etc.).

The IERPG Office plays a crucial role in serving the entire campus community through a range of services. Our core offerings encompass:

Data:

- State & Federal Reporting
- Dashboard development
- Data analysis consultations
- Data extractions, cleaning, reports, analysis, research reports, presentations, visualization, etc.
- Examples include success, persistence, and retention rates at student, course, program, and department levels, along with demographic information, educational outcomes, effectiveness reports, program assessments, ad-hoc requests, and more.

Surveys:

- Collection of information through responses or questions from a sample of individuals.
- Administration
- Instrument development training
- Reporting
- Examples include end-of-year program evaluations, satisfaction surveys, ad-hoc requests.

Effectiveness and Planning:

- Program Review: A self-study process to enhance the quality and effectiveness of services.
 - Instructional Program Review support to the IPR Committee.
 - Non-instructional Program Review support to Divisions.
 - Student Service Program Review support to Student Service divisions, departments, and programs.
- Annual planning: Yearly progress updates, goal, and outcome assessments supporting all divisions, units, and programs.
- Institutional Strategic Planning: Participation in educational master plan development and strategic planning efforts.
- Planning consultations
- eLumen support
- eLumen training

Student Evaluation of Faculty (SEFs)

- Student evaluation of faculty per semester of all courses offered

Grants

- Providing grant support and consultations to the campus community.

Research & Training

- Institutional Review Board (IRB): Vetting research requests to ensure the safety of Cerritos College students and staff.
- Data Coaches: Offering training for campus community participants to increase engagement in data-related conversations.
- Enrollment Management Support

We promote our services via the following methods:

- Request Form link on the IERPG website and email signatures.
- Dr. Hroch, Dean of IERPG, promotes the division in various meetings.
- Campus Community Data Dashboard Access.
- Board of Trustee and Management Data snippets.

C. Non-Instructional Organizational Resources : Version by Hroch, Amber on 03/11/2024 02:16

1. Please describe your non-instructional area's organizational and personnel structure. Discuss:

a. Reporting relationships.

b. Distribution of responsibilities/authority.

c. Use of management or work teams.

d. Lines of communication (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.).



The IERPG Office operates as a division within the Area of the President and is comprised by a Dean (Management) and seven Classified staff members: five Research Analysts (Classified), one Grant Developer (Classified), and one Administrative Secretary II (Classified).

a. Reporting Structure:

- The IERPG Dean directly reports to the President.
- The Dean also has an indirect reporting stream to each of the four Area Vice Presidents.
- All five Research Analysts, the Grant Developer, and the Administrative Secretary II report directly to the Dean.

b. Distribution of Responsibility/Authority:

- The Dean receives requests through email or established forms on the IERPG website for data, surveys, and grants.
- The Dean assigns requests to the appropriate area of the office based on individual workloads.
- Research Analysts, Grant Developer, and Administrative Secretary II work independently, consulting with the Dean on project priorities.
- Results are provided by either the Dean or the assigned team member, with the Dean as the ultimate authority and decision-maker.

c. Use of management or work teams

- The majority, if not all, projects are done independently.

d. Lines of Communication:

- Standings: Weekly
- Staff-to-Staff: Open communication
- Division Level Meetings: Monthly

- TEAMS: Main source of communication
- Emails: Used for delegating or submitting projects

2. How does your current staff, faculty, and/or management profile facilitate or impede the area's ability to fulfill its primary mission and functions?

a. What departments/units face greater challenges?

b. Describe the challenges with respect to the recruitment and retention of qualified staff, faculty, and/or management?

c. If applicable, what strategies has the area adopted to address staffing-related impediments?

The department faces a challenge with the absence of a structured training program for new hires contributes to a prolonged learning curve for understanding the position (i.e., 6 months to a year to fully understand the complexities of the positions). The department would benefit from the inclusion of a dedicated IT position to support the the IERPG office in its various initiatives.

3. How does the area facilitate appropriate career development and progression for staff, faculty, and/or management?

a. Describe the area's professional development resources, activities, and/or opportunities.

b. How does this engagement directly reflect on the direction of your area.

Staff members participate in webinars and on-campus training opportunities after discussing and obtaining approval from the Dean. The Division has conducted training sessions on PS Query Manager, COGNOS, and Tableau for beginners, with recorded sessions accessible for new hires. When funds permit, staff members are eligible to attend conferences like the RP Group Conference.

The Dean participates in national and state conferences, collaborating with the Executive Council team to promote and present campus-wide initiatives.

4. Please describe the succession planning for your area.

a. What steps are in place?

b. How does the area plan to make changes to services or programs (realignment, reorganization, or other strategies) to ensure continuous improvement in the face of staff, faculty, and/or management turnover, retirement, and attrition?

NA

5. What assessment methods and measures (either formal or informal) does the area use to determine staff, faculty, and/or management well-being, satisfaction, and motivation?

a. How does the area use the findings from these assessment efforts to improve the work environment?

During annual evaluations, the Dean engages with staff members to discuss their experiences over the past year and inquire about their goals for the upcoming year. Additionally, in one-on-one meetings, the Dean informally checks in with staff members to inquire about their well-being. The Dean is assessing how to utilize information received from informal assessments into shaping the office work climate.

6. What significant projects, tasks, workgroups, and committee work are the staff, faculty, and/or management of your area engaged in?

a. How does this participation reflect on your area's plans and integration with the college.

As the institutional data branch, IERPG plays a crucial role in achieving committee goals and advancing campus initiatives. The IERPG Dean holds either a voting or non-voting position on most shared governance committees and is frequently called upon to participate in ad hoc committees as they arise. Staff members may also serve as IERPG representatives on committees as needed, having previously contributed to the Student Equity Committee, FHP Committee, and campus initiatives like KPIs and guided pathways.

Staff members additionally engage in shared governance committees as representatives of the union. Presently, a staff member participates in the Institutional Program Review Committee and the Employee of the Month Committee. Both the Dean and staff members have actively participated in hiring committees as representatives of their respective unions or associations.

Section 2: Non-Instructional Area Trends

A. Non-Instructional Area User Demographics : Version by Hroch, Amber on 03/11/2024 02:16

1. Whom do you serve?

a. Describe your primary and secondary user groups that the non-instructional area attracts and serves.

b. If serving students directly, describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, formally incarcerated, and first-generation status).

The primary beneficiaries of the IERPG Office are the Board of Trustees, Executive Council, and Division Deans. Secondary service groups include faculty, special population groups, committees, and the broader community. It's important to note that the office does not provide direct services to students; rather, it serves indirectly by supplying data to various departments.

2. If serving students, how do the demographics of your users compare with the college as a whole?

a. Are the trends within your area in alignment with the broader, collegewide trends?

NA

B. Non-Instructional Area Service Trends : Version by Hroch, Amber on 03/11/2024 02:16

1. Describe the usage trend for your area in the last three years.**a. Has it remained steady, increased, or decreased?****b. Describe any factors that contributed to any change.****c. If serving students, are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth formally incarcerated, and first-generation status)?****c. If serving students, draw clear connections between your data trends and attempts to identify and mitigate equity gaps.**

In the 2020-2021 academic year, the inaugural year under new IERPG leadership, the division successfully completed 312 requests. Subsequently, in the 2021-2022 academic year, a total of 263 requests were fulfilled. Demonstrating continued growth and responsiveness, the division reached a peak during the 2022-2023 academic year by completing 422 requests, showcasing the team's dedication and effectiveness in providing valuable services to the institution.

2. Describe how your overall area meets the needs of users.**a. Standard hours of operations.****b. Alternative modes (e.g., online, hybrid, etc.).****c. Schedules of delivery (e.g., early morning, evening services, etc.).**

The IERPG office adheres to regular office hours, operating from 8 am to 4:30 pm. Consultations and meetings take place either in person or via Zoom. Data is conveyed in diverse formats, including reports, Excel data files, or advanced visual presentations through Tableau.

3. What are the differences in service usage based on modality? If you do not offer varying modalities, explain why not.**a. How does this help inform future practices?**

Depending on the meeting, they are either virtual or in-person.

Section 3: Non-Instructional Area Performance and Effectiveness

A. Administrative Unit Outcomes Assessment Process : Version by Hroch, Amber on 03/11/2024 02:16

1. What methods are used to assess your administrative unit outcomes (AUOs)? If these are not in place, what do you plan to do in the future to collect this evidence?

Recently, AUOs have been integrated into the planning process. Under this plan, AUOs will be formulated, and assessment methods will be established. Prospective strategies for evidence collection encompass internal project tracker analysis, tracking dashboard usage, and potentially conducting user satisfaction surveys.

2. How are the area's needs assessed? If these are not in place, what do you plan to do in the future to assess the area's needs?**a. What methods does the area use to remain current with respect to understanding user needs, interests, and experiences?****b. What are the sources of information your service area uses to understand current needs?****c. How have the needs changed over time?**

Since being placed under the Office of the President and with the enhanced availability of data, the demand on the office has increased. This increase is evident in the growing number of requests received from both the Executive Council team and the broader campus community, including various departments and programs. The office effectively manages these requests through a project tracker Excel file, which details project needs, notes, and the time taken for project completion.

3. To what extent does the area obtain and use comparative/benchmark data to stay current with competitors that deliver similar programs and/or services (both those that are on and off campus)?

The IERPG Office actively engages in regional CAMP meetings to exchange and acquire information about activities in other IR offices. We also subscribe to various listservs to stay current with the best practices in our field. The IR community as a whole is a highly collaborative network.

4. How does the area monitor compliance with the laws/other regulatory requirements that apply to the areas programs and/or service responsibilities?

The IERPG Office adheres to the standards outlined in the Family Educational Rights and Privacy Act (FERPA), a federal law safeguarding the privacy of student education records.

FERPA-protected student educational records and personally identifiable information are only shared under specific conditions:

1. The FERPA-protected data is shared exclusively with coworkers who have a legitimate educational need to know.

2. FERPA-protected data files are encrypted.

3. Emails containing any FERPA-protected data are encrypted.

The most common format for sharing data files across our campus is Excel files. To prevent unauthorized access, Excel files are protected with passwords.

Additionally, IERPG ensures student identity protection by aggregating data results and establishing standards for reportable data fields. IERPG refrains from reporting data when there are fewer than 10 cases, making it impossible to identify individual students.

Section 4: Previous Three-Year Non-Instructional Area Program Plan Reflection

Non-Instructional Area Three-Year Reflection : Version by Hroch, Amber on 03/11/2024 02:16

1. What are the primary strengths of your area?

a. How have these changed over time?

b. What innovative programs/services/practices has the area instituted that puts it out in front with respect to “best practices” in the field?

Before 2020, data availability was limited, and stakeholders found it challenging to comprehend. Over the past three years, the following improvements have been notable:

1. **Data Access:** Research Analysts have gained access to essential data sources, enhancing data analysis capabilities. The office has expanded its access to various data platforms, including SQL and PeopleSoft.
2. **Planning:** The planning process has undergone thorough review, development, and improvement, leading to the creation of new templates.
3. **IRB Process:** An Institutional Review Board (IRB) process for the campus was established.
4. **Office Relationships:** Collaborative relationships across the campus have seen improvement.
5. **Information Accessibility:** Various tools, such as Dashboards, data snippets, infographic visualizations, Excel files with tables and charts, and standardized reporting templates for surveys, have enhanced the accessibility of information.
6. **Data Literacy:** There has been an increase in data literacy across the campus.
7. **SEF Process:** The Student Evaluation of Faculty (SEF) process has been streamlined.

2. Please comment on the progress toward achieving your previous area goals and AUOs. Discuss what has/is/will happen and the status of each goal and AUO.

IERPG continually strives to accomplish its core goals, which are intrinsic to the office's fundamental functions. The establishment of AUOs, previously nonexistent, is currently underway and evolving throughout this program review cycle. Their development and regular adaptation to needs, coupled with appropriate assessment methods, are pivotal in ensuring that IERPG consistently attains its objectives.

3. Please provide a financial overview of the area.

a. How are resources allocated to support the mission, goals, and outcomes of the area?

b. How are budget allocation/reallocation decisions made in your area?

c. What factors influence the use of area resources?

Designated funding categories within our budget include personnel, non-instructional supplies, travel, software, contracted services, and professional development. In alignment with our mission to enhance data extraction and visualizations, priority is given to software purchases. These acquisitions play a crucial role in supporting our overarching goal of improving data-related processes.

Subsequently, acknowledging the importance of staying current in our rapidly evolving field, professional development opportunities are extended to our team. This strategic allocation of resources ensures that our personnel remain well-informed and equipped with the latest knowledge and skills, ultimately contributing to the continuous improvement and effectiveness of our operations.

4. Describe resource changes the area has encountered over the past three years and future anticipated changes.

a. Explain what circumstances prompted these changes.

b. How these changes have/will affect the area operations and services.

c. How the area plans to address these changes.

Resources have been augmented to strengthen our software capabilities. Notably, increased support has been allocated to Tableau, facilitating user account expansion across the campus community. This enhancement is pivotal in promoting secure data sharing for sensitive information.

Additionally, resources have been directed towards bolstering Class Climate, enabling the integration of student evaluations of faculty with Canvas. This strategic investment aims to streamline and enhance the evaluation process, contributing to a more comprehensive understanding of faculty performance.

In line with our commitment to expanding and optimizing our workforce, the Administrative Clerk III position has undergone a reclassification, now designated as a Research Analyst. This transition is geared towards broadening the scope of responsibilities associated with the position, aligning with our organizational goals and the evolving demands of our work.

5. How effectively do the area's current facilities, space, and equipment support area operations?

a. To what extent must these organizational resources change to keep pace with the future needs and expectations of the area users and program?

b. What strategies have been adopted or will be adopted to institute these changes?

The IERPG office structure does not foster collaboration effectively but will change with the new building.

6. How has technology been integrated into the programs, services, and operating functions of the area?

a. In what ways have technological applications been used to promote innovation, responsiveness, and continuous improvement in the area?

b. How has the area kept pace with the development of hardware, software, maintenance, and training support?

c. What are the area's projected technology needs for the future?

d. What strategies have been adopted or will be adopted to address these needs?

The IERPG office has undergone significant technological integration. Prior to 2020, individuals did not have the same level of access to data as they do now. Campus community members now have access to Dashboards, facilitating increased on-demand access to data.

7. What major challenges face the area?

a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?

Our division confronts a primary challenge: ensuring data integrity and availability. While significant progress has been made in data access since 2020, there are still persistent challenges in data integrity and capability that require attention. The validation of data remains a critical aspect, presenting an ongoing challenge.

8. Where would you like your area to be three years from now? Dream big while considering any upcoming changes (e.g., new buildings, growth, changes in the services, etc.). Consider the following in your response:

a. Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.

b. What specific innovations, best practices, or other accomplishments would you share with a visiting out-of-state colleague?

c. What long-term impact would you like your service area to have on the College and the community?

d. What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?

Location:

In three years, our goal is to relocate to the Student Service Administration building, elevating our visibility within the organization. This move not only signifies our commitment to growth but also enhances our accessibility and presence within the broader institutional landscape.

Technology:

As custodians of data, we recognize the importance of utilizing up-to-date equipment. We plan to invest in computers with ample RAM and capabilities to efficiently handle large datasets.

Service:

In three years, our goal is to have data literacy widespread across the campus, where all campus constituents have readily available data to inform their decision-making.

Section 5: Non-Instructional Three-Year Action Plan (Goals, AUOs, Objectives, Action Plans, and Resource Requests)

A. Non-Instructional Area Goals, AUOs, Objectives, and Action Plans : Version by Hroch, Amber on 03/11/2024 02:24

College Goal Alignment	Goals	AUO(s)	Objectives	Target Cycle Year for Assessment	Responsible Person(s)	Method of Assessment	Action Steps
A, B & D	CORE GOAL #1: Provide contextualized data and analyses to describe and evaluate the college.	AUO #1: IERPG will effectively support informed decision making and planning for the College by providing accurate, consistent, and timely information about students, faculty, and administration, and responding to various data requests, internal and/or external information needs, in a timely manner.	•Creation of dashboards (i.e. KPI, FTES, Time to Completion). •Create newsletter released twice a semester.	Year 1 2023-2024 Year 2 2024-2025 Year 3 2025-2026	Dean/Research Analysts	•Dashboard completions or upgrades per year •Dashboard usage tracking •Newsletter email open rates. •Project Tracker	Year 1: 2023-2024 •Determine usage analytics capability of Tableau. •Determine usage analytics capability of dashboard page. •Develop IERPG newsletter. •Evaluate Dashboard needs. Year 2: 2024-2025 •Evaluate Dashboard needs Year 3: 2025-2026 •Evaluate Dashboard needs.

College Goal Alignment	Goals	AUO(s)	Objectives	Target Cycle Year for Assessment	Responsible Person(s)	Method of Assessment	Action Steps
A, B, C, & D	CORE GOAL #2: Proactively support others in using college data to its full benefit.	AUO #2: Administrators, faculty, and staff will understand and interpret institutional data by increasing their data literacy through consultations	•Increase familiarity with available data •Increase understanding of terminology. •Increase support for Data Coach program to increase data literacy via LCPs.	AUO #2: Year 2 2024-2025	Dean/Research Analysts	AUO #2: •Data Dictionary use tracking •Documentation of workshops conducted. •Tracking consultation requests. •Tracking number of times IERPG collaboration is requested.	Year 2: 2024-2025 •Create a data dictionary. •Expand Data Coach curriculum. •Develop data literacy workshops. •Develop evaluation forms for data literacy workshops. •Evaluate effectiveness of data literacy presentations with end of presentation evaluations. Year 3: 2025-2026 •Expand Data Coach curriculum. •Establish yearly workshop calendar. •Provide video resources on website.
E & F	CORE GOAL #3: Improve quality of data and access to information produced by Institutional Research.	AUO #3: IERPG will continue to improve delivery and usability of data and analyses.	•Increase access and Data Dashboard. •Increase Dashboard knowledge. •Explore best practices in data visualization.	AUO #3: Year 1 2023-2024 Year 2 2024-2025 Year 3 2025-2026	Dean/Research Analysts	AUO #3: • Dashboard usage tracking • User survey • Project Tracker	Year 1: 2023-2024 •Evaluate and update Dashboards •Educate campus community on data dashboard use. Year 2: 2024-2025 •Develop Dashboard guides. Year 3: 2025-2026 •Assess recurring requests to identify possible Dashboards.

College Goal Alignment	Goals	AUO(s)	Objectives	Target Cycle Year for Assessment	Responsible Person(s)	Method of Assessment	Action Steps
A-F	CORE GOAL #4: Provide grants support to increase revenue at the District	AUO #4: IERPG will support the college in seeking, writing, and submitting grants and awards for federal, state, local, and private foundation opportunities.	•Increase number of Title V Title III grants applied to and obtained •Seek Aspen, Bellwether, Excelencia and awards. •Improve grant application and submission process.	AUO #4: Year 1 2023-2024 Year 2 2024-2025 Year 3 2025-2026	Dean/Grant Developer	AUO #4: •Track # of grants submitted and awarded	Year 1: 2023-2024 •Hire a grants person •Determine college needs and priorities. Year 2: 2024-2025 •Revamp College Grant process •Inform college community of new Grant process. •Create a running list of grants and awards available •Develop grant training sessions Year 3: 2025-2026 •Develop grant training sessions •Develop evaluation forms for training sessions. •Evaluate effectiveness of training sessions.
C & F	CORE GOAL #5: Build and maintain organizational capacity and develop opportunities to enhance quality of Institutional Research team	AUO #5: IERPG will be informed and implement best practices related to the field of Institutional Research by ensuring each staff member is supported for participation in meaningful professional development.	•Staff will participate in conferences and trainings •Staff will participate IR professional organizations •Staff will present at IR conferences •Maintain a fully staffed office	AUO #5: Year 1 2023-2024 Year 2 2024-2025 Year 3 2025-2026	IERPG Staff	AUO #5: •Completion of trainings •Participation in conferences	Year 1: 2023-2024 •Hire a Research Analyst •Staff attendance to RP Group Conference •Relevant training for staff Year 2: 2024-2025 •Relevant Training Year 3: 2025-2026 •Relevant Training

College Goal Alignment	Goals	AUO(s)	Objectives	Target Cycle Year for Assessment	Responsible Person(s)	Method of Assessment	Action Steps
C & F	CORE GOAL #6: Build and maintain Institutional Effectiveness processess.	AUO #6: IERPG will effectively support the data needs of the College and educational programs for accreditation, program review, outcomes assessment, and other institutional effectiveness efforts with accurate, consistent, and timely institutional data.	•Work with IPR Committee to restructure and align Instructional Program Review and Annual Planning •Develop campuswide program review cycles. •Increase campus understanding of planning requirements. •Support accreditation efforts.	Year 1 2023-2024 Year 2 2024-2025 Year 3 2025-2026	Dean	•Adoption of new Program Review templates •Training •Development of accreditation documents	Year 1: 2023-2024 •Revamp IPR Template •Establish Non Instructional Program Review Template •Establish Student Service Program Review Template Year 2: 2024-2025 •Align Annual Plans with new PR Templates •Develop trainings and workshops Year 3: 2025-2026 •Evaluate effectiveness of training sessions.

B. Non-Instructional Area Resource Requests : Version by Hroch, Amber on 03/11/2024 02:16

Priority Ranking	Resource Request	Estimated Cost	Occurrence	Resource Type	Funding Source	Goal(s)/AUO(s)	College Goal	Justification

Section 6: Non-Instructional Area Program Review Process Reflection

Non-Instructional Program Review Reflection : Version by Hroch, Amber on 03/11/2024 02:16

1. In what capacity were your area staff, faculty, management, and/or constituents involved in the program review process?

The IERPG team convened on three occasions to deliberate on the program review's purpose and generate objectives for the office. Utilizing collaborative shared Word and Excel files, team members were prompted to contribute feedback.

2. How did you ensure all members of your area were involved in the outcome assessment discussions, evaluation of area data, and contributed to the area goals, AUOs, objectives, and action plan discussions and development?

In our program review planning sessions, we thoroughly examined each aspect of the program review. All members of the IERPG team were encouraged to express their thoughts and offer feedback. The meetings were scheduled to ensure the presence of all team members.