

Comprehensive Program Review Report



Program Review - Research, Planning & Institutional Effectiveness

Program Summary

2020-2021

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What are the strengths of your area?: Data analysis is central to the College of the Sequoias Model for Integrated Planning and serves as an important tool in each of the District's planning processes. The mission of the Office of Research, Planning & Institutional Effectiveness is to provide research, planning, and assessment services to all segments of the College community. To fulfill this mission, the Office of Research, Planning & Institutional Effectiveness provides leadership, guidance, and representation for generating sustainable, data-driven solutions/decisions to improve equity, student learning, and quality services throughout the District.

The Research Office's strengths are evidenced by the following core values, which guide its actions, work and relationships with the District's internal and external constituents/stakeholders:

Core Values

- Team-oriented: Build, manage and nurture teams;
- Accountability: Take responsibility for our own actions;
- Integrity: Commit to open, honest and transparent decisions and relationships;
- Continuous Improvement: Commit to on-going assessment and evaluation;
- Innovation: Pursue innovations in data management systems that are critical to continuous improvement of quality;
- Solutions: Generate sustainable data-driven solutions to achieve excellence; and
- Equity Focus: Employ and promote an equity lens framework for data use and decision-making.

The Office of Research, Planning & Institutional Effectiveness helps meet the District's data and assessment needs by responding to dozens of ad-hoc data or research requests each year. For example, it received 804 ad-hoc data or research requests over the past six years (2014/15 to 2019/20), averaging 134 requests annually. Moreover, over the past three years (2017-18 to 2019-20) the Research Office received 396 requests, averaging 132 per year. Data/research request submissions are responded with a product, a service, or consultation, as appropriate.

What improvements are needed?: The Research Office identified areas for improvement based on its Overall SAO Achievement, District-wide feedback received, and an internal needs assessment (evidence: see SAO assessments).

Based on qualitative assessments of its operations including direct observations, discussions, focus groups, and document reviews, the Office of Research, Planning & Institutional Effectiveness may revise the data/research request process/form to improve user experience.

Based on feedback from various stakeholders on the need for meaningful transfer outcomes data, the Office of Research, Planning & Institutional Effectiveness may obtain, analyze, and disseminate comprehensive, and meaningful transfer outcome data.

Describe any external opportunities or challenges.: The Office of Research, Planning & Institutional Effectiveness faces four major challenges:

- Workload/Time Management
- Dependency to Others
- Increased Complexity and Depth of the Data Requests and Research Projects
- COVID-19 and Switch to Remote Operations.

Workload/Time Management

The Dean, who directly reports to the Superintendent/President, provides leadership, support, guidance, and representation for generating sustainable, data-driven solutions/decisions to improve equity, student learning, and quality services throughout the District. The Dean serves on several critical District committees, councils, and workgroups that contribute to the District's continuous improvement efforts. The research analysts also serve on select committees and workgroups. Serving on critical District committees, councils, and work groups requires attending meetings across the planning cycle and the participatory governance structure. This results in reduced 'desk/production-time' and ability to respond to time-sensitive tasks. The expanded scope of duties in both breadth and depth, including District-wide research, data analysis, data reports, data integration, research protocols, processes and effective use of research in decision-making, elevate the work of the Research Office to a higher level of responsibility.

Dependency to Others

In order to accomplish its mission, the Research Office relies and depends on several District offices/groups and partners including the Technology Services Department. The Solutions and Innovations Workgroup (SIG) has been instrumental in increasing the research capacity of our institution by coordinating the District's efforts in utilizing available data that can be effectively used for research, assessment, and decision support services. However, the integration of SIG related tasks/projects into the research office's work agenda requires heavy workload management and prioritization. In addition, addressing issues that are becoming increasingly complex and labor intensive has been challenging the working capacity of SIG, which includes members from the Technology Services Department. Tech Services independently manages its own workload and sets its own priorities that often are not aligned with SIG's workload and priorities. This situation poses a challenge to the following areas that impact the District's research capacity:

- Timely execution of important data solutions developed by SIG
- Management/maintenance and improvement of data reporting systems (Argos, EIS, Tableau, Crystal, etc.)
- Changing business practices that impact accuracy of data systems employed by Student Services

Increased Complexity and Depth of the Data Requests and Research Projects

Although with the onset of Tableau software, some ad-hoc requests have been institutionalized, (such as program review metrics, faculty growth templates, award counts, and major counts), the complexity and depth of the ad-hoc data requests have increased over the last three academic years. In particular, the data requests submitted this year continued to require much more depth, discussion and explanation than years past, particularly requests that included disaggregated and/or qualitative data analysis. For example:

- Distribution of CARES funds based and identification of students' needs due to COVID-19.
- Assessment of COVID-19 impacts on faculty/staff and students and identification of barriers, challenges and needs resulting from remote learning/operations.
- Assessment of challenges, barriers in gatekeeper math and English courses, as well as assessment of students' reasoning for enrolling and withdrawing from these courses.
- Preliminary assessment of students transfer level math and English completion on year after implementation of Multiple Measures for Placement Strategies (AB 705).
- Discussions, consultation, and assessment of English PLOs. Will continue to help improve this process across the District.
- Assessment of disaggregated data for transfer level math and English completion within first year.

COVID-19 and Switch to Remote Operations

Due to COVID-19 most of the District's operations went remote during March 2020. This presented a challenge for the Research office because some employees had difficulty accessing the research request form off campus. This created delays in the submissions of research/evaluation requests. Additionally, COVID-19 resulted in an increased work load for the Research Office because time sensitive surveys identifying COS students' and employees needs, barriers, and challenges were developed and administered. The Research Office conducted quantitative and qualitative assessment of student and employee needs, and assisted in connecting students with needed resources such as technology, mental health services, and food supplies. This increase in workload impacted the Research Office's ability to respond to other tasks.

Overall SAO Achievement: Overall, the Office of Research, Planning and Institutional Effectiveness improved its research

capacity as the office received increasing complex data request which resulted in the dissemination of transparent reports to multiple stakeholder groups. Additionally, The Research Office participated in and evaluated many professional development trainings and workshops which support continuous improvement efforts. The Research Office developed and distributed 10 Curious Giant correspondences, which promoted awareness and usage of data across the District. For the strategic plan assessment, the Research Office has reviewed the metrics for accuracy, appropriateness, and completeness, and has identified metrics that need to be improved. This work assists the District in institutional planning activities.

EVIDENCE:

1. Research Capacity

The nature of inquiry for data continues to increase in complexity and depth, especially as it relates to equity and awareness. In particular, the data requests submitted this year have produced survey content and useable data that had to be qualitatively analyzed and organized, requiring many hours of staff time. These efforts result in transparent reports posted to the Research Office website for dissemination to District stakeholders. For example:

- Distribution of CARES funds based and identification of students' needs due to COVID-19.
- Assessment of COVID-19 impacts on faculty/staff and students and identification of barriers, challenges and needs resulting from remote learning/operations.
- Assessment of challenges, barriers in gatekeeper math and English courses, as well as assessment of students' reasoning for enrolling and withdrawing from these courses.
- Preliminary assessment of students transfer level math and English completion on year after implementation of Multiple Measures for Placement Strategies (AB 705).
- Discussions, consultation, and assessment of English PLOs. Will continue to help improve this process across the District.
- Assessment of disaggregated data for transfer level math and English completion within first year.

The Research Office will continue to employ equity lenses where applicable and respond to the dynamic needs of the institution.

2. Professional Development/Training Activities (2019-20)

District departments, councils, and committees offered employees many trainings and workshops on various topics. The Research Office, upon request, administered the District's "Training/Workshop Evaluation Form" to assess these trainings/workshops. Between August 2019 and July 2020, the Research Office administered the evaluation form for 19 workshops/trainings and received feedback from more than 286 participants. Some of the workshops assessed include Student Services FERPA training, Meta Majors Summit, Dialogue Days, Dual Enrollment Admissions and Registration, Temperament and styles, Instructional Technology and Distance Education, FLEX Training, and the Board Planning Retreat. Assessment of District trainings/workshop supports the District's continuous improvement efforts.

In order to further contribute to the District's continuous improvement efforts, the Research Office also participated in professional development/training activities, workshops, meetings, and webinars. For example, the staff participated in 35 training opportunities and webinars ranging in topics that include student success, AB 705 (Multiple Measures), student equity, COVID-19, accreditation, and other emerging trends in higher education. Some of the completed trainings include the following:

- A2MEND Conference
- AB 705/Multiple Measures
- Guided Pathways/Meta Majors
- COVID-19 and CARES Surveys
- 2019 Strengthening Student Success Conference
- FERPA Training

Impact on District Objectives/Unit Outcomes (Not Required): The Office of Research, Planning and Institutional Effectiveness provided and participated in several training activities and consultations over the course of the year.

3. Awareness Campaign (2019-20)

The Research Office developed the Curious Giant series to highlight data and communicate resources to District employees and to strengthen employees' awareness and data usage. One to two Curious Giant correspondences are released each month. They cover different points of data and/or topics. Each Curious Giant correspondence provides readers with a link to the cited data source and encourages them to explore other data within that source. Between September 2019 and May 2020, ten Curious Giant correspondences were emailed to District employees. The majority of the topics covered COS students' characteristics and

outcomes. However, other topics touched upon the changing landscape of higher education such as AB705. The Curious Giant topics for 2019-20 include the following:

- Campus Safety
- Educational Support Services
- Time Management and Study Habits
- Campus Diversity
- What is a DIG?
- 2019-22 COS Equity Goals
- AB705 Student Outcomes
- AB705 Course Improvement
- AB705 ENGL 001 Student Outcomes
- AB705 MATH 021 Student Outcomes

4. Three-Year Research and Planning Agenda (2019-20)

The Office of Research, Planning and Institutional Effectiveness maintains a three-year research agenda that is aligned with the District's three-year Strategic Plan, cyclic data requests, and mandated reporting requirements. The agenda purposefully identifies and prioritizes research and planning activities. These activities include institutional planning and resource allocation, program review, assessment, and decision-making for institutional effectiveness. The agenda is designed to support the District's planning activities, outcomes and assessment cycle, grant requirements, mandated reporting requirements, basic skills initiatives, various research projects, accreditation needs, ad-hoc requests, and other requests that directly support the District mission. Each summer, the research agenda is reviewed, assessed and updated. In addition, the agenda will be aligned with the 2021-2025 Strategic Plan, which is currently being developed.

5. The 2018-2021 Strategic Plan Assessments (2019-20)

The 2018-2021 Strategic Plan serves as the District's second three-year plan in support of the 2015-2025 College of the Sequoias Master Plan. This 2018-2021 Strategic Plan Assessments document provides a comprehensive assessment plan for each of the 10 District Objectives. It also includes details about the measurements, definitions, methodology, and data sources for each assessment. There are 24 measures (counts and percentages) specific to the district objectives. One hundred percent of (24/24) assessment data/measures were reviewed for accuracy, appropriateness, and completeness. Data and metrics that need improvement have been identified and recommendations for further exploration have been made.

Changes Based on SAO Achievement: Participated in Training/Professional Development Opportunities.
Increased awareness and usage of disaggregated data and equity lens framework among District employees.

Outcome cycle evaluation: The Office of Research, Planning & Institutional Effectiveness regularly and continuously assesses its outcomes, actions and activities that are aligned with the District's Strategic Plan Objectives, and its Research Agenda. The Research Office helps meet the District's data needs by responding to dozens of ad-hoc data or research requests each year. For example, it received 804 ad-hoc data or research requests over the past six years (2014/15 to 2019/20), averaging 134 requests annually. Over the past three years (2017-18 to 2019-20), the Research Office received 396 requests, averaging 132 per year. Between August 2019 and July 2020, 127 ad-hoc data requests were submitted through the data/research request form, an 8% decrease from the 2018-19 year; however, with the increased functionality of the Tableau Dashboards, some ad-hoc requests have been institutionalized including program review metrics, faculty growth templates, award counts, major counts, and student outcomes for transfer level math and English. Additionally, data requests continue to increase in complexity and depth. For example, analysis for research requests utilizing disaggregated data and qualitative data requires many hours of staff time.

Related Documents:
[2020 Evidentiarydocs.pdf](#)

Action: Transfer outcomes (2020-21)

The Office of Research, Planning & Institutional Effectiveness may obtain, analyze, and disseminate comprehensive, and meaningful transfer outcome data.

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Implementation Timeline: 2020 - 2021

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Identify related course/program outcomes: District Objective 2.2 Increase the number of students who transfer to a four-year institution by 10 percent over three years.

District Objective 4.1 Increase the use of data for decision-making at the District and department/unit level

Person(s) Responsible (Name and Position): Ryan Barry-Souza, Tyler Virden, and Dali Ozturk

Rationale (With supporting data): The Research Office identified areas for improvement based on its Overall SAO Achievement, District-wide feedback received, and an internal needs assessment (evidence: see SAO assessments). Based on feedback from various stakeholders on the need for meaningful transfer outcomes data, the Office of Research, Planning & Institutional Effectiveness may obtain, analyze, and disseminate comprehensive, and meaningful transfer outcome data.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years
District Objective 4.1 - Increase the use of data for decision-making at the District and department/unit level

Action: Data/research request process/form (2020-21)

The Office of Research, Planning & Institutional Effectiveness will revise the data/research request process/form to improve user experience

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Implementation Timeline: 2020 - 2021

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Identify related course/program outcomes: District Objective 4.1 Increase the use of data for decision-making at the District and department/unit level

Person(s) Responsible (Name and Position): Dali Ozturk, Tyler Virden, Ryan Barry-Souza

Rationale (With supporting data): The Research Office identified areas for improvement based on its Overall SAO Achievement, District-wide feedback received, and an internal needs assessment (evidence: see SAO assessments).

Based on qualitative assessments of its operations including direct observations, discussions, focus groups, and document reviews, the Office of Research, Planning & Institutional Effectiveness may revise the data/research request process/form to improve user experience.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 4.1 - Increase the use of data for decision-making at the District and department/unit level

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Action: Professional development/training activities (2019-20)

Continue to further engage in professional development/training activities in order to contribute to the District's continuous improvement efforts.

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Implementation Timeline: 2019 - 2020

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Identify related course/program outcomes: Objectives identified in the 2018-2021 Strategic Plan.

District Objective 4.3 - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

Person(s) Responsible (Name and Position): Dali Ozturk, Tyler Virden, Ryan Barry-Souza

Rationale (With supporting data): Based on Overall SAO Achievement, district-wide feedback received and internal needs assessment conducted, the research office identified areas for improvement

Priority: Medium

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2020 - 2021

10/01/2020

Status: Action Completed

Professional Development/Training Activities (2019-20)

District departments, councils, and committees offered employees many trainings and workshops on various topics. The Research Office, upon request, administered the District's "Training/Workshop Evaluation Form" to assess these trainings/workshops. Between August 2019 and July 2020, the Research Office administered the evaluation form for 19 workshops/trainings and received feedback from more than 286 participants. Some of the workshops assessed include Student Services FERPA training, Meta Majors Summit, Dialogue Days, Dual Enrollment Admissions and Registration, Temperament and styles, Instructional Technology and Distance Education, FLEX Training, and the Board Planning Retreat. Assessment of District trainings/workshop supports the District's continuous improvement efforts.

In order to further contribute to the District's continuous improvement efforts, the Research Office also participated in professional development/training activities, workshops, meetings, and webinars. For example, the staff participated in 35 training opportunities and webinars ranging in topics that include student success, AB 705 (Multiple Measures), student equity, COVID-19, accreditation, and other emerging trends in higher education. Some of the completed trainings include the following:

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- Guided Pathways/Meta Majors
- COVID-19 and CARES Surveys
- 2019 Strengthening Student Success Conference
- FERPA Training

Impact on District Objectives/Unit Outcomes (Not Required): The Office of Research, Planning and Institutional Effectiveness provided and participated in several training activities and consultations over the course of the year.

Related Documents:

[2020 Evidentiarydocs.pdf](#)

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Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 4.3 - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

Action: Awareness Campaign (2019-20)

Increase awareness on available data

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Implementation Timeline: 2019 - 2020

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Identify related course/program outcomes: Objectives identified in the 2018-2021 Strategic Plan.

District Objective 4.1 - Increase the use of data for decision-making at the District and department/unit level

Person(s) Responsible (Name and Position): Dali Ozturk, Tyler Virden, Ryan Barry-Souza

Rationale (With supporting data): Based on Overall SAO Achievement, district-wide feedback received and internal needs assessment conducted, the research office identified areas for improvement.

Priority: Medium

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2020 - 2021

10/01/2020

Status: Action Completed

Awareness Campaign (2019-20)

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Impact on District Objectives/Unit Outcomes (Not Required):

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Related Documents:

[2020 Evidentiarydocs.pdf](#)

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 4.1 - Increase the use of data for decision-making at the District and department/unit level

Action: Research Capacity (2019-20)

Further increase the District's research capacity to provide data to guide institutional planning, resource allocation, program review, and decision making for institutional effectiveness; and achieve the next level of excellence in promoting culture of evidence at the District.

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Implementation Timeline: 2019 - 2020

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Identify related course/program outcomes: All Objectives identified the 2018-2021 Strategic Plan.

Person(s) Responsible (Name and Position): Dali Ozturk, Tyler Virden, Ryan Barry-Souza

Rationale (With supporting data): Based on Overall SAO Achievement, district-wide feedback received and internal needs assessment conducted, the research office identified areas for improvement

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2020 - 2021

10/01/2020

Status: Action Completed

Research Capacity

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The nature of inquiry for data continues to increase in complexity and depth, especially as it relates to equity and awareness. In particular, the data requests submitted this year have produced survey content and useable data that had to be qualitatively analyzed and organized, requiring many hours of staff time. These efforts result in transparent reports posted to the Research Office website for dissemination to District stakeholders. For example:

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- Preliminary assessment of students transfer level math and English completion on year after implementation of Multiple Measures for Placement Strategies (AB 705).
- Discussions, consultation, and assessment of English PLOs. Will continue to help improve this process across the District.
- Assessment of disaggregated data for transfer level math and English completion within first year.

The Research Office will continue to employ equity lenses where applicable and respond to the dynamic needs of the institution.

Impact on District Objectives/Unit Outcomes (Not Required):

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 4.1 - Increase the use of data for decision-making at the District and department/unit level