Comprehensive Program Review Report

Program Review - Research, Planning & Institutional Effectiveness

Program Summary

<table>
<thead>
<tr>
<th>2019-2020</th>
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</thead>
</table>

Prepared by: Mehmet Dali Ozturk

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 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 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; and
- Solutions: Generate sustainable data-driven solutions to achieve excellence.

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 776 ad-hoc data or research requests over the past six years (2013/14 to 2018/19), averaging 129 requests annually. Moreover, over the past three years, which covers the 2016-2019 planning cycle, the Research Office received 415 requests, averaging 138 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).

The Office of Research, Planning & Institutional Effectiveness may further increase research capacity to respond to the complexity and depth of the ad-hoc data requests and research projects that have increased over the last three academic years.

Between August 2018 and July 2019, 138 ad-hoc data requests were submitted through the data/research request form, a 5% increase from the 2017-18 year. All data request submissions received a response, whether it be a product, a service, or consultation regarding their data needs. Seventeen percent (N=24) were in support of Program Review or Program Information. Of the data requests that requested a product, seventy-one percent (N=71) asked for Data Summary or Mini Report with Summary as a return product. The amount of requests for web surveys slightly decreased over the past year, from 14 to 13. With the onset of Tableau software, some ad-hoc requests have been institutionalized, such as lab log-ins, program review metrics, faculty growth templates, award counts, and major counts. However, the ad-hoc data requests continue to increase in
complexity and depth. In particular, the data requests submitted this year have produced usable data for strategic plan outreach efforts, impact of cancelled courses on students, funding formula validation, SAO developments, and improving student learning. For example:
• SSP Outcomes vs non SSP Outcomes.
• Multiple Measures for Placement Strategies (AB 705 Requirements) – LM and LE score validation both MATH and ENGL.
• SAO discussions, consultations, and draft manual. Will continue to help improve this process across the District.
• MIS degree and certificate audit.
• Student Equity Indices – New preferred methodology for determining disproportionately impacted groups (DIGs) and additional mandated groups by the Chancellor’s Office.

In addition, the Office of Research, Planning & Institutional Effectiveness may
• further engage in professional development/training activities in order to contribute to the District’s continuous improvement efforts;
• increase awareness District-wide on available data/research.

**Describe any external opportunities or challenges:** The Office of Research, Planning & Institutional Effectiveness faces three major challenges:
- Workload/Time Management
- Dependency to Others
- Increased Complexity and Depth of the Data Requests and Research Projects

**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 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 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 lab log-ins, 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. For example:
• SSP Outcomes vs non SSP Outcomes.
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additional mandated groups by the Chancellor’s Office.

**Overall SAO Achievement:** Overall, the Office of Research, Planning & Institutional Effectiveness addressed five major service area outcomes (SAOs) during this review cycle. All of the assessments indicated satisfactory outcome/achievement.

A summary of these assessment is included below.

1. **Research Capacity SAO**

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The ad-hoc data requests continue to increase in complexity and depth. In particular, the data requests submitted this year have produced usable data for strategic plan outreach efforts, impact of cancelled courses on students, funding formula validation, SAO developments, and improving student learning. For example:

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In addition to ad-hoc requests received on a regular basis, over the last three years, the Research Office dedicated a substantial amount of time to directly supporting the District’s accreditation efforts. For example, this task culminated with over four thousand hyperlinks between the PDF documents and the thumb-drives that stored the evidence documents during the fall 2018 term.

2. **Professional development/training activities (2018-19)**

The Office of Research, Planning and Institutional Effectiveness provided and participated in several training/consultation activities over the course of the year. During the 2018-19 year, the Research Office provided more than 25 training opportunities and data consultations to educate District faculty, staff, and administrators on how to access and use data to make informed decisions. Covered topics included:

- Meaningful Methods for Outcomes Assessment: A Case Study
- ACCJC Institution-Set Standards
- Service Area Outcome (SOA) Training
- How to Use Data for Program Review

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 2018 and July 2019, the Research Office administered the evaluation form for 17 workshops/trainings and received feedback from more than 351 participants. Some of the workshops assessed include Program Review, Meta Majors Summit, Dialogue Days, New Division Chair Training, and the Management Council Summer Institute. 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 21 training opportunities and webinars ranging in topics that include Student Success, AB 705 (Multiple Measures), Student Centered Funding, and Student Equity. Some of the completed trainings include the following:

- A2MEND Conference
- AB 705/Multiple Measures
- Guided Pathways/Meta Majors
- Metrics Simplification Initiative
- California Association for Institutional Research (CAIR) Annual Conference
- RP Group Annual Conference
- ACCJC Partners in Excellence Conference
- American Educational Research Association (AERA) Scholarly Reviews and Annual Meeting

3. Awareness Campaign (2018-19)

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 were emailed to District employees each month, and covered different points of data and/or topics. Each Curious Giant correspondence provided readers with a link to the cited data source, as applicable, and encouraged them to explore other data within that source. Between September 2018 and May 2019, nine 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 Research Office has continued the Curious Giant series into the 2018-19 academic year. The Curious Giant topics for 2018-19 included the following:

- Institution-Set Standards
- Part-Time Enrollments
- Math Lab Outcomes
- Transfer-Level Placement (AB705)
- First-Time Students
- Feeder High School Students
- Access and Ability Students
- Vision for Success
- Transfer to CSU system

In response to feedback and data received from students and employees, our college makes data-driven decisions to improve its services and resources. These improvements are highlighted in a campaign series called “You Speak, We Listen” and communicated to COS students and employees via email, web, print (posters, flyers, etc.) and social media. COS utilizes this campaign to publicly acknowledge the specific needs and concerns expressed by students and employees as well as the actions taken to address them. The data-driven decisions that are highlighted in the “You Speak, We Listen” campaign are primarily based on feedback and data from the “Student Support Services Survey” and “Giant Questionnaire.” These college-wide surveys give students and employees opportunities to reflect on their experiences at COS and provide feedback for improvement. The 2018-19 campaign highlighted changes in three areas:

- Food Services
- Learning Resource Center
- Technology Services


The Office of Research, Planning and Institutional Effectiveness created and 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. Twenty-four items
are identified on the research agenda.

5. The 2018-2021 Strategic Plan Assessments (2018-19)

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. The 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: Provided or participated in Training/Professional Development Opportunities Adjusted staffing levels.

Outcome cycle evaluation: The Office of Research, Planning & Institutional Effectiveness helps meet the District’s data needs by responding to dozens of ad-hoc data or research requests each year. For example, it received 776 ad-hoc data or research requests over the past six years (2013/14 to 2018/19), averaging 129 requests annually. Over the past three years, which covers the 2016-2019 planning cycle, the Research Office received 415 requests, averaging 138 per year. Between August 2018 and July 2019, 138 ad-hoc data requests were submitted through the data/research request form, a 5% increase from the 2017-18 year.

Related Documents:
Data Request Frequency - 2018.19.pdf

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.

Leave Blank:
Implementation Timeline: 2019 - 2020
Leave Blank:
Leave Blank:
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:

Link Actions to District Objectives

<table>
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<tr>
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Action: Awareness Campaign (2019-20)

Increase awareness on available data

Leave Blank:
Implementation Timeline: 2019 - 2020
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

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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.

Implementation Timeline: 2019 - 2020

Resources Description

Personnel - Classified/Confidential - Addition of a new 1 FTE Research and Planning Analyst position (Grade 50) to the Research Office staff is highly recommended. (Active)

Why is this resource required for this action?: Addition of a new 1 FTE Research and Planning Analyst position (Grade 50) to the Research Office staff is highly recommended ($110,000/year including the costs of base salary, statutory and health benefits).

As clearly outlined in the opportunities and challenges section, the Office of Research, Planning & Institutional Effectiveness must increase research capacity to respond to the complexity and depth of the ad-hoc data requests, and research projects that have increased over the last three academic years. 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.

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- Student Equity Indices – New preferred methodology for determining disproportionately impacted groups (DIGs) and additional mandated groups by the Chancellor’s Office.

In addition, the requested 1 FTE Research and Planning Analyst position will help The Office of Research, Planning & Institutional Effectiveness overcome the other major challenges discussed above (i.e. Workload/Time Management and Dependency to Others). For example, due to both voluntary and involuntary/required memberships, serving on several 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.

**Notes (optional):** Addition of a new 1 FTE Research and Planning Analyst position (Grade 50) to the Research Office staff is highly recommended ($110,000/year including the costs of base salary, statutory and health benefits).

**Cost Estimate:** $110,000

**Cost of Request (Nothing will be funded over the amount listed.):** 110000

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### Action: Research Capacity (2018-19)

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.

**Leave Blank:** Essential for Operation

**Implementation Timeline:** 2018 - 2019

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

**Person(s) Responsible (Name and Position):** Dali Ozturk, Priscilla Pereschica, 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:** 2019 - 2020

**Status:** Action Completed

10/15/2019

10/29/2019
**Program Review - Research, Planning & Institutional Effectiveness**

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

**Link Actions to District Objectives**

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<tr>
<td><strong>District Objective 2.1</strong> - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years</td>
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<tr>
<td><strong>District Objective 2.2</strong> - Increase the number of students who transfer to a four-year institution by 10 percent over three years</td>
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<tr>
<td><strong>District Objective 2.3</strong> - By 2021, increase the percentage of students who complete transfer-level English by 15 percentage points and transfer-level math by 10 percentage point with their first year.</td>
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<td><strong>District Objective 2.4</strong> - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points</td>
</tr>
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<td><strong>District Objective 3.1</strong> - By 2021, increase the placement rates into transfer-level English and transfer-level math for targeted groups that fall below the District Average.</td>
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<td><strong>District Objective 3.2</strong> - By 2021, increase the percentage of students in targeted groups who complete transfer-level English (by 10 percentage points) and transfer-level math (by 5 percentage points) within their first year</td>
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Program Review - Research, Planning & Institutional Effectiveness

districts, divisions, and constituents

**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 (2018-19)

Increase awareness on available data

**Leave Blank**: Essential for Operation

**Implementation Timeline**: 2018 - 2019

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

**Person(s) Responsible (Name and Position)**: Dali Ozturk, Priscilla Pereschica, 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**: 2019 - 2020

**Status**: Action Completed

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10/29/2019

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- Technology Services

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

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Action: Professional development/training activities (2018-19)

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

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External Mandate: No
Safety/Mandate Explanation: 

Update on Action

**Updates**

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Status: Action Completed

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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

**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.


Develop the 2018-2021 Strategic Plan Assessments

**Leave Blank:** Essential for Operation

**Implementation Timeline:** 2018 - 2019

**Leave Blank:**

**Leave Blank:**

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

**Person(s) Responsible (Name and Position):** Dali Ozturk, Priscilla Pereschica, 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:** 2019 - 2020

**Status:** Action Completed

10/15/2019

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. The 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
Program Review - Research, Planning & Institutional Effectiveness

Improvement have been identified and recommendations for further exploration have been made.

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

### Link Actions to District Objectives

<table>
<thead>
<tr>
<th>District Objectives: 2018-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>District Objective 2.2</strong> - Increase the number of students who transfer to a four-year institution by 10 percent over three years</td>
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<tr>
<td><strong>District Objective 2.3</strong> - By 2021, increase the percentage of students who complete transfer-level English by 15 percentage points and transfer-level math by 10 percentage point with their first year.</td>
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<tr>
<td><strong>District Objective 2.4</strong> - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points</td>
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<tr>
<td><strong>District Objective 3.1</strong> - By 2021, increase the placement rates into transfer-level English and transfer-level math for targeted groups that fall below the District Average.</td>
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<tr>
<td><strong>District Objective 3.2</strong> - By 2021, increase the percentage of students in targeted groups who complete transfer-level English (by 10 percentage points) and transfer-level math (by 5 percentage points) within their first year</td>
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<td><strong>District Objective 4.1</strong> - Increase the use of data for decision-making at the District and department/unit level</td>
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<td><strong>District Objective 4.2</strong> - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents</td>
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