

College of San Mateo

Planning, Research, and Institutional Effectiveness

COMPREHENSIVE PROGRAM REVIEW ADMINISTRATIVE SERVICES

I. UNIT DESCRIPTION

1.1 What are the services offered and functions performed?

Provide description of services. Identify or outline how unit serves CSM's Mission, Institutional Priorities: 2008-2011 and/or Educational Master Plan, 2008

1.1. Updated for 2015: Provide a brief description of the program and how it supports the college's **College Mission and Diversity Statements, Institutional Priorities, 2013/14-2015/16, 5 in 5 College Strategies, Spring 2011**, and other **institutional planning documents** as appropriate.

Reporting directly to the President of College of San Mateo, Office of Planning, Research, and Institutional Effectiveness (PRIE) is an administrative unit that provides a variety of institutional research and planning services for the college community as a whole.

PRIE staff provide technical assistance in a variety of areas, including accreditation, strategic planning, enrollment management, classroom research, efforts to improve students' academic success, program review and evaluation, environmental scans, student success analysis, and student learning outcomes assessment. Technical assistance may range from the acquisition, analysis, and interpretation of available data to survey design and advice concerning the use of statistical tools. PRIE staff participate in all phases of accreditation support as well as conduct narrative analysis of research findings.

Technical assistance also includes guidance regarding the development of college or subject-matter specific institutional plans and their integration within the integrated planning model. In addition, PRIE staff provide expertise and support for the College's Accreditation Liaison Officer, Accreditation Oversight Committee, the Integrated Planning Committee (IPC), and other groups in the development of key documents related to accreditation.

PRIE provides data and analysis for externally-funded project evaluation and grants' program eligibility as well as limited grants' proposal writing assistance.

PRIE's permanent staff are comprised of John Sewart, Dean of Planning, Research, and Institutional Effectiveness; Milla McConnell-Tuite, Coordinator of Planning; and Monique Nakagawa, Research and Planning Analyst. Both the Dean and Coordinator report directly to the President.

The staff assistant position is vacate as of July 7, 2015. This will be replaced by a new position for an administrative assistant to be hired in early Fall 2015.

Unit's Mission: PRIE's mission is dedicated to supporting a "climate of evidence" at CSM in which decision making is informed by a variety of data, information, and other tools. Its mission is to enhance and foster the institutional effectiveness of CSM by providing information, analysis, training, and research that supports the operation, decision-making, and planning within CSM's community. PRIE is responsible for conducting a range of analytical support and consultative services, including support of institutional planning as an evidence-based, participatory process.

FUNCTIONS AND SERVICES:

The following are examples of PRIE's activities for the period 2011- Summer 2015. (Note: PRIE's last comprehensive program review was published in 2011; thus activities for the subsequent years are documented here for assessment, documentation, and accreditation purposes.)

They are organized by the following topics:

- [Mandated Research Projects \(2011-2015\)](#)
- [Other Cyclical Research and Planning Activities](#)
- [Ad Hoc Research and Planning Activities](#)
- [Other Technical Support](#)

Annual and Cyclical Research initiatives

Mandated Research Projects (2011-2015)

- ARCC/Scorecard and Perkins CTE Data Validation
 - Review of ARCC/Scorecard (Accountability Reporting for Community Colleges/Score) and Perkins CTE (Career and Technical Education) data sets provided by California Community College Chancellor's Office (CCCCO). The Chancellor's Office generates a "preliminary" set of ARCC/Scorecard and Perkins CTE reports using MIS data. Both data sets contain performance indicators for the CCC system and its colleges and are designed to serve as accountability and performance measurement systems. The ARCC/Scorecard accountability reports address educational outcomes of the entire student population; the Perkins reports are specific to students enrolled in CTE programs.
 - These reports are sent to Districts and Colleges and colleges for validation. PRIE reviews the preliminary ARCC/Scorecard and Perkins reports and certifies the accuracy of the data.
- Athletics, Title 9 Compliance
 - Compiled and reported on gender equity data collected from student survey about interest in intercollegiate athletic participation.
- Crime Statistics

- Annual review and submission of data for US Department of Justice. Campus Crime Report Act has detailed specifications regarding classification of different types of offenses and arrests and mandates reporting.
- Gainful Employment Disclosure Information, (2011, 2012, 2013, 2014, 2015)
 - Tracked course taking patterns and success rates of students completing degrees and certificates; mandated by the CCCCO, an outcome of federal disclosure mandates
 - Participated in district-wide coordination and maintaining currency about federal and state guidelines
- Integrated Postsecondary Education Data Systems (IPEDS)
 - Review and submit data to US Department of Education; four data submissions per year

Other Cyclical Research and Planning Activities

College Index (2011-2015)

- Annually define and evaluate more than 50 indicators that comprise the *College Index*
- Annually identify and analyze multiple years of data for college indicators
- Annually develop targets for college indicators
- Participate in presentations regarding the College Index to IPC, administrative entities, and others

Educational Master Plan, 2011/12 Data Update

- Updated data and presentation graphics for over 100 topic areas; update included various program efficiency and student success data and analysis, such as topics related to transfer; reports were duplicated and bound, posted online and presented in several college forums, including Instructional Administrators meetings and Integrated Planning Committee.

Institutional Planning Documents (2011-2015)

Provided technical assistance in the development of:

- Accreditation documentation (see section on accreditation for detail)
- College issue-specific plans (e.g. Distance Education Plan)
- *College of San Mateo's Institutional Priorities, 2008-2016* (support for annual review)
- Template model for Collegewide Plans (e.g. *Technology, Distance Education, Human Resources*, etc.; included technical assistance in plan development)
- Status-Report Template for Collegewide Plans
- Template for Division and Department Workplan
- *Integrated Planning Calendar* and revisions (and subject-area calendars, e.g. Program Review)
- Updated Reporting Charts (College, VPI, VPSS)
- *Glossary of Terms* for planning and Program Review
- A variety of graphics related to institutional planning

Program Review (2011-2015)

- Annual production (hard and soft copy) for institutional data for more than 50 instructional programs

- Distance Education mode-comparison (hard and soft copy) data for instructional programs
- Surveys and student profile (hard and soft copy) data for Learning Support Centers
- Maintenance of program review website for instructional programs, student services programs, and learning support centers; includes file management, and posting
- Preparation and distribution of resource requests extracted annually from program review submissions.
- Participation in IPC review of program review reports
- Updates to *Glossary of Technical Terms* for Program Review
- Technical assistance to program review authors
- Participation in evaluation of program review templates and development of models

Middle College High School (2011-2015)

- Student cohort tracking and profiles; bi-annual updates each fall and spring

Surveys (2011-2015)

Development, administration, analysis of and reporting on a variety of college surveys, including:

- Campus Climate and Satisfaction surveys for students ([2011-2014](#)) typically conducted annually in spring)
- Campus Climate and Satisfaction surveys for students for faculty, and staff ([2011, 2012](#))
 - Participated in SMCCCD-wide coordination for student campus climate surveys (2014)
- Distance Education satisfaction surveys for online students and faculty, [2011, 2012](#).
 - Distance Education Student Who Withdraw, [Spring 2012-Summer 2013](#)
- Student Satisfaction surveys) for Learning Support Centers program review, [2008/9-2015](#) (included collection and analysis of disaggregated data of program users)
- SLO instructional certificate and degree program surveys (Also see section, *Accreditation Concerns*, 3.2, on SLO's, pages 12-13 and [instructional program review](#).)
- Various ad hoc surveys, 2011-2015; for example:
 - Institutional Planning Process Survey, [2013](#)
 - International Students Survey (2013)
 - Learning Support Center User Survey, 2013 (users vs. non-users)
 - Title IX Reporting: Athletics Interests Survey Data (2013)

Student Learning Outcomes (2011-2015)

Note: See section on *Accreditation Concerns*, 3.2. (pages 12-13) for a more complete inventory of PRIE's participation in the tracking, reporting, and assessing of SLO's since 2013.

PRIE has supported a variety of activities related to assessing SLO's at the course, program, and institution levels and has contributed to official accreditation reporting related to SLO's and their measurement. Activities have included:

- Participation in the implementation of TractDat and staying abreast of its functionality
- Evaluation of SLO data collection methods
- GE SLO's Assessments
 - Designed and administered online survey instrument to capture students self-assessed progress in meeting General Education (Institutional) SLO's; instrument was administered to CSM student population via students campus climate and satisfaction surveys, 2010 and 2011 (several thousand respondents each year)
 - Reported findings for CSM's Assessment Committee as well as in reports on satisfaction surveys
- Program SLO's Assessment
 - Developed standardized survey in collaboration with the PIO to capture student program SLO assessments when applying for degrees and certificates; survey tools expanded to include degree earners in 2013/2014
 - Summarized and disseminated assessment results (via program review sites)
 - Other program assessment support provided to several individual disciplines including chemistry and physical education.

Transfer Tracking

- STRK Data Annual Update (2011-2015)
- UC/CSU Transfer Data Annual Update (2011-2015)

Ad Hoc Research and Planning Activities

Mass Email Communications Targeting (2011-2015)

- Identify target groups of current and former students for variety of mass email communications distributed by PIO (done frequently)

Focus Groups (2011-2015)

- College Council (2012)
 - Conducted Focused group with College Council members
 - Provided analysis and findings
- Program Review Academic Senate Group (2012)
 - Notetaking

Grants Related Support (2011-2015)

- Asian American Native American Pacific Islander Serving Institutions (AANAPISI) application (U.S. Dept. of Education) (2014)

- Provided data to establish eligibility
- California Careers Pathways Trust (CCPT) grant proposal (2015)
 - Provided research support for SMCCCD-led application for regional coordination of K-14 career pathways
 - Provided county-wide data measuring high school to community college transition, scale, and success rates
 - Provided labor market reports for the following occupation areas: computers, energy efficiencies and utilities, healthcare, multimedia, parks and recreation, retail/hospitality/ tourism, retail, and travel
 - Participated the development of the proposal, interest teams, phone conferences, etc.
- Hispanic Serving Institutions eligibility (U.S. Dept. of Education) (2015)
 - Various research
- Nursing Program (2011, 2012, 2013, 2014, 2015)
 - California Community College Chancellor's Office (CCCCO), Nursing Enrollment Growth Initiative
 - Drafted proposal narratives
 - Provided environmental scan research and analysis
 - Technical assistance with proposal forms and budget
- Peninsula Health Care District (2011-2012)
 - Technical assistance with Letter of Intent
- SFSU Bridges Grant Consortium (2013)
 - Success rates for under-represented minorities in various CSM science courses
- TRIO Grant application (U.S. Dept. of Education) (2013-2014)
 - Provided data to establish eligibility
 - Provided data to support "needs" section of application
 - Liaison activities with external grant writer and dean of academic support services

Program-based Assessments (2011-2015)

Examples include:

- Concurrently Enrolled Students (2011-2012)
 - Enrollment analysis in basic skills and GE coursework
- Basic Skills Initiative (BSI) Annual Report (2011-2015)
- Course Scheduling Patterns: Day vs. Evening Offerings (2014)
- Degree and Certificate Completion Rates (2011)
 - Student user of EOPS, DSPS, and Adapted PE

- Distance Education Fast Facts Update (2015)
- English Course Progression (2011)
 - Analysis of successful course completion rates in English Composition courses (ENGL 828, 838, 848, 100/102, and 100) in terms of section scheduling patterns
- EOPS Supplemental Data for Program Review and Board of Trustees (2014-2015)
- Honors Program (2013, 2015)
 - Enrollment history
 - Student success tracking and demographic profile analysis
- International Students Program (2013, 2014, 2015)
 - Student tracking and survey data analysis
 - Analysis of Initial Placement Scores in English
- Learning Center Summer Program Cohort Tracking (2014)
- Math Boost project, 2010-11, 2014
 - Identification of MATH placement test takers who participated in Math tutorial workshops; tracking subsequent MATH enrollment and success; satisfaction survey of Math Boost participants
- Math 811 Analysis of Raw Placement Scores (2014)
- Math Supplemental Instruction (2014)
 - Student tracking analysis for BSI and IPC
- Puente Student Tracking Analysis (2013, 2014, 2015-ongoing)
- Reading Apprenticeship (2013, 2014, 2015-ongoing)
 - Student tracking analysis, Fall 2012 to Spring 2013
 - Student tracking analysis, Fall 2012-to Fall 2013
- SMCCCD Strategic Plan (2014-2015)
 - Various student success and demographic data analyses for three colleges
 - Coordination activities with consultant
 - Participation in planning activities
- Student Athletes Profile (2011)
- Student Equity Plan (2014)
 - Various student success and demographic data analyses
- Student Success & Support Plan (2014)
 - Various student success and demographic data analyses
- Writing in the End Zone, (2012-2015-ongoing)

- Cohort tracking study of program participants' course completion rates and subsequent ENGL enrollment.

Research Projects to Improve Relations with Local Schools (2011-2015)

Examples include:

- Data Sharing with SMUHSD for Course Equivalence Placement (2015) (Multiple Measures evaluation will be conducted Fall 2015)
- SMUHSD 2013 graduates enrollment analysis
- San Mateo County High School Take Rates (For SMCCCD) (2013, 2015 updates)
 - Tracking periods 2008/09-2013/14
- High School Placement Studies & Presentations
 - Presentation about high school students placement at CSM to San Mateo Union High School District (SMUHSD) principals and associate superintendent (hosted by CSM's President)
 - Placement and tracking data for Math, English, and ESL coursework
- Adult School Relations (2014/2015)
 - Tracking subsequent enrollment of San Mateo County Adult Secondary Education (Adult School) students at CSM, including GED completers and ESL students enrolled in ASE; sharing findings with ESL faculty and San Mateo Union High School District Adult School Education staff.

Administrators' Ad Hoc Research Projects (2011-2015)

PRIE provides CSM's administrators with data to support program management in the areas of:

- Enrollment management
- Position requests
- Scheduling
- Efficiency and productivity
- Development of new majors, degrees, and certificates
- Labor market analysis (e.g. astronomy, digital media, electronics, etc.)

Other Technical Support

Institutional Planning Committees Support

In collaboration with the webmaster, the staff provide web support for IPC, institutional committees, and the Accreditation Oversight Committee site.

In addition, we provide meeting assistance ad hoc (e.g. transcription of meeting notes, duplication of documents, and other activities.)

Dissemination Activities

A key element of PRIE's mission is the dissemination of data and a variety of types of information. Activities to enable dissemination include the preparation of hard-copy bound reports, frequently the copying, assembly, and binding of complex documents; most of this work is done in-house. These documents are distributed to various audiences, depending on the function.

In addition, PRIE posts documents to its site and documents must be categorized, named and house appropriately (e.g. 90+ files each year of program review data). PRIE manages the posting and distribution of reports and documentation related to accreditation (e.g. extensive documentation for SLOs in *2014 Follow-up Report.*). As noted above, PRIE support web-posting needs for IPC, Accreditation Oversight Committee, and others in concert with Public Relations and Marketing.

1.2 Who are the recipients of the services performed?

Provide general description of the populations the unit serves (e.g. faculty, staff, students, administrators, members of the community etc.). Use quantitative data where available and also include data about how many and the types of contacts with the community, if applicable. Specify the time frame for the reporting (annual, monthly, etc.).

PRIE is responsible for reporting and disseminating consistent, accurate data as well as analyses of information to the campus community and to the public in accordance with established procedures. PRIE disseminates a wide variety of qualitative and quantitative institutional data and analyses for CSM and the San Mateo County Community College District: Internal populations include the several hundred faculty involved in program review and the whole management team as well as a number of faculty and administrators at the other district colleges or in the district office. External audiences include state and federal agencies, accreditation entities, and the general public.

Reporting timelines depend both on the availability of data internal (e.g. whether student grades are online) and the requirements of the requesting entity.

PRIE also assists individuals and institutional planning committees with a variety of planning related tasks throughout the year,

II. EVIDENCE OF UNIT'S EFFECTIVENESS

2.1 Administrative Unit Strengths

Briefly describe unit's greatest strengths. Provide evidence from recipients of services or other sources that demonstrate success. What strategies has the unit used to improve delivery of services (e.g. technology and online options)?

- Expertise and skill set of staff/ right mix of people
- Staff expertise and skills sets to address accreditation and other regulatory mandates in a deadline-driven context with high consequences
- Experience with implementing completing new planning and research processes for the college, including program review; expanded analyses of greater variety of institutional data than in previous years; expanded analyses of more disaggregated student success

data' development and assistance to faculty and staff with design and reporting of formal institutional plans, etc.

- The continued implementation of standardized, consistent reporting styles, data presentations, graphic illustrations and written analyses to improve readability and clarity.
- Considerable effort to make data and information available and accessible online for a variety of audiences/work in progress....
- Consistent support from senior administration is a strength and has been critical to the success of implementing institutional change, assessment processes, and other complex projects.
- Material resources (new offices, new computers) PRIE has been fortunate to be have been provided excellent resources in the facilities house the office and equipment allocated to the function as a result of bond measure funding and its move from Building 1 to Building 10.

2.2 Improvement Areas

List plans for improvement, citing data where applicable. How does the unit works to correct problems and improve its services? If applicable, what areas have been addressed for staff development?

- Need to develop and implement plan for more systematic approach to educating the campus community about how to identify and use data and information to improve programs and services
- Need to develop more systematic approach to educating the campus community about the expertise and resources available through PRIE related to institutional planning and research
- Need to communicate to the campus community how PRIE's research and planning agenda and expertise are systematically prioritized in ways that reflect institutional priorities and plans
- Need to conduct planning and research needs assessment
 - Develop systematic analysis of user needs, perceptions, wants, wish lists, etc.
 - Analyze feasibility of focus groups and online assessment tools
- Need to assess users' perceptions of PRIE's current deliverables and services
- Need to develop plan for improvement based upon needs assessment, users' feedback, and gap analysis
- Needs to create and implement project tracking and management processes and evaluate their effectiveness
- Need to more clearly communicate priorities to all PRIE staff for projects as well as the research and planning agenda for the office as a whole

III. VARIABLES AFFECTING UNIT

3.1 Operational Mandates

If applicable, identify applicable mandates that affect the unit's operations, such as Title V or Education Code requirements; include mandated requirements at the State, federal, District (e.g. Board policy), or College level.

Many of PRIE's institutional research and reporting activities are responses to a variety of college, state, and federal mandates. (College-level mandates are discussed throughout this narrative; see, for example, section on Program Review.)

Compliance reporting activities vary, but entail a thorough understanding on the part of PRIE staff of the various pieces of legislation (and implementation regulations) regarding what we are required to report, where we are required to report, and deadlines for reporting. Failure to comply with federal mandates can result in direct penalties (e.g., withholding of funding or financial aid) or open CSM to liability (legal actions by 3rd parties) for failure to comply. For example, not posting appropriate documents (e.g., Crime reports) would allow for a student or prospective student to file suit—especially if the individual was the victim of a crime on campus.

Some of the mandates are easily met and require simple review of prepackaged datasets (IPEDS, MIS reports). However, if a pre-packaged report (e.g. IPEDS) is inconsistent or flawed, tracking down data problems range from minor to major, depending on the flaw, and thus requires considerable time and expertise from PRIE staff.

Other reporting mandates require detailed data integrity checking, methodology design, and data analysis; errors may bring financial consequences. Perkins data, for example, carries funding allocations for CTE students. Errors or omissions could be costly.

The federal Gainful Employment Reporting and Disclosure law is another example of a mandate that demands complex data analyses. The Federal Title IV mandate requires that institutions disclose to students a variety of data about CTE instructional program costs and their expected time of completion. Beginning in Fall 2011, PRIE has reported Gainful Employment disclosures online for more than 50 CTE programs.

3.2 Accreditation Concerns

Discuss how unit addresses accreditation mandates or concerns (e.g. issues expressed by ACCJC or issues, activities, or functions reported in Self Study, Follow-Up Reports, Midterm Report, etc.)

Accreditation and support for the Self-Evaluation are addressed throughout.

Mandated Accreditation Reporting

PRIE has supported all aspects of accreditation-related reporting. This support has generally encompassed four areas: writing and narrative analysis; institutional research and data analysis; document preparation, and project management. Since 2011, when PRIE staff completed last program review, these reports have included:

- *College of San Mateo Substantive Change Proposal, Instructional Mode of Delivery: Distance Education, February 2013*
- *2013 Self Evaluation Report*
- *Additional Information to the ACCJC, December 2013*
- *Errors of Fact Response, February 2013*
- *2014 Follow-up Report*
- *Substantive Change Proposal, Astroimaging and Observatory Operation Certificate (AIOC), May 2015*
- *ACCJC Annual Reports (Summers 2011-2014); provided data and analysis*

PRIE's Coordinator of Planning has served as lead or co-writer for all the major accreditation reports required since January 2008 when CSM was issued a "warning" by the ACCJC. PRIE's Dean has directed the institutional research mandated by reporting. Both have assisted the 2013 Self Evaluation Chair, the Accreditation Liaison Officer, and President's Cabinet with identifying and synthesizing substance for the reports. Given the greatly expanded demands for data and information required currently by the ACCJC, these processes have required extensive research with scores of data presentations; intensive consultation with faculty, staff, administrators; multiple reviews by a variety of audiences; and many iterations of the reports.

Along with contributing to the development of the "content," PRIE also was the lead on final document preparation, including managing the production of hard and soft copies. Tasks have included developing style guides, graphics, page layout, and document reproduction, posting, and distribution.

Accreditation Recommendations Implementation: 2013-2015

SLOs (2013-2015)

PRIE has had a seminal role in not only crafting of responses to but in supporting the implementation of the recommendations made by the ACCJC. It was established by the college president in February 2008 as an immediate response to ACCJC's College Recommendation 1—to implement a variety of evidence-based program evaluation and planning systems (ACCJC's letter, January 31, 2008). Thus much of PRIE's operational workplan explicitly reflects these dual efforts—to assist in reporting and to support the evaluation and planning systems that meet accreditation standards.

Most recently, since the initial set of recommendations by the October 2013 accreditation visiting team, PRIE has taken on a greatly expanded role in relation to the collection, tracking, analysis, assessment, and reporting of SLO data. In preparation for the *2014 Follow-up Report* to the ACCJC, which reported exclusively on the status of SLO's, all members of the PRIE staff contributed to the resolution of the recommendation.

Activities have included:

1. Assisting in the development of a comprehensive response to team-visit accreditation recommendation(s) concerning SLO's
2. Participating in an group-sessions audit of SLO course and program level completion and assessment, December 2013 through Fall 2014

3. Coordinating SLO activities with President's Cabinet, the Accreditation Liaison Officer, outgoing faculty SLO coordinator, Dean of Academic Support & Learning Technologies, and staff from the Office of Instruction
4. Developing tracking tools for course- and program- level SLO completion and assessment; reporting on findings
5. Providing analysis and identifying gaps in data regarding course and program SLO's
6. Developing, implementing, and analyzing results of online assessments of program SLOs for all program award earners and applicants
7. Collecting, analyzing, and reporting on data regarding course-to-program SLO mapping and program-to-GE SLO mapping; identifying and addressing gaps
8. Creating Inventory of Best Practices for Learning Support Centers' use as an assessment tool; reporting on findings
9. Assessing GE SLO's (via annual survey) and reporting on findings
10. Developing an hosting a website that provides current SLO information and documentation for the *2014 Follow-up Report*
11. Drafting narrative analysis of SLOs status for the *2014 Follow-up Report*

Accreditation Recommendations Implementation: Institutionalized

PRIE supports on an operational basis many efforts to improve planning and institutional effectiveness. These have been a direct result of accreditation recommendations and institutional evaluation. Yearly or cyclical initiatives require a variety of staff support ranging from the analysis of data and research findings; narrative prose analyses; creation of presentation graphics and other documentation; development of assessment tools and other types of institutional templates; all phases of the production of soft- and hard-copy institutional reports; dissemination and consultation activities with college governance groups; and web support.

3.3 Resources Evaluation

Are the quantity and quality of personnel, equipment, facilities, materials and supplies available to the unit adequate to its meeting its goals? Are resources aligned correctly? Is the unit using financial resources to attain its goals, Institutional Priorities, and SLO's?

a. Are current facilities adequate to support the unit? Explain.

PRIE has been fortunate to be have been provided excellent resources in the facilities house the office and equipment allocated to the function as a result of bond measure funding and its move from Building 1 to Building 10.

b. Is available equipment adequate to support the unit? Explain

Because PRIE provides such an array of technical services, computer equipment and ancillary peripherals need to be high capacity. Equipment was purchased in 2011 and excellent quality that very effectively supports the range of functions support by PRIE; will need to plan for upgrades...

However, all the computer equipment is now out of warranty. A number of computers have had a variety technical problems addressed by ITS this past year. We would like avoid an equipment crisis and a loss of critical data or files by beginning the replacement of the office computers this year. Estimates for replacements costs are attached.

c. Are the financial resources adequate to support the unit? Explain

Materials and supplies budget planning has been somewhat arbitrary, basically rolls over from previous year; staff would like to be a part of budget-building process for office and its functions. In particular, we need to build in funding for IC and other additional temporary staff support to respond effectively to emergent projects.

d. Are the staff resources adequate to support the unit? If applicable, describe any opportunities for professional development for unit staff.

Yes. The research and planning analyst has participated in professional group meetings (e.g. RP Group) and a variety of professional development workshops (e.g. Habits of Mind). All staff participate regularly in topic-specific webinars and flex activities.

Personnel

New Administrative Assistant Position:

In July 2015 two employees left PRIE, the Staff Assistant and a former work study student who had temporarily been hired as an OA II. PRIE has considerable need for staff and work study students who are flexible, can work under pressure, and have strong technical skills.

With this vacancy we requested a reclassification of the staff assistant position to an administrative assistant position, which was approved this summer by cabinet. We hope that the screening/hiring process will conclude this September.

In general the demands of the position require strong technical skills. Duties include:

1. Provide technical support and production management for a variety of deadline-driven research and planning documents, both hard-copy and web-based. Technical support and production management for research and planning documents includes the college's primary accreditation and strategic planning reports.
 - o file management and troubleshooting software (e.g. Word, Excel, InDesign);
 - o proofreading and editing as directed;
 - o creating and editing of graphics, including converting data exported from spreadsheets into presentation graphics;
 - o management and execution of large-scale document duplication, report binding, and distribution projects;
 - o posting and website updating for hundreds of PRIE and other college documents
2. Provide web support for PRIE website which includes updating and organizing a variety of complex components (e.g. official institutional documents, accreditation site support, research reports, program review site, etc. Note: hundreds of documents are posted)
3. Provide ancillary support for research and planning projects (e.g internet-based literature research)
4. Provide a variety of types of support for committee presentations

5. Provide office support to grants development, as directed, including researching budget info or other content
6. Management of office budget and supplies procurement
7. Trouble-shooting and management of a variety of equipment, including computers, copy machines, and document binding equipment; liaison with ITS and external vendors
8. Supervision and training of student assistants
9. Management of large library of secondary resources and historical hard-copy and web-based files, including, as directed, file management of PRIE server.
10. Collaboration and effective oral and written communication with a variety of staff, faculty, students, and external entities

Student Assistant/Work Study

In July 2015, PRIE lost a highly trained student assistant (who had also worked as a temp OA II); given the large, though episodic demands for data entry and dissemination (soft and hard copies) of institutional documents, replacing and training this person will be a high priority. The new administrative assistant cannot handle these tasks alone.

IV. GOALS, ACTION STEPS, AND OUTCOMES

4.1 What are the Goals and Objectives for the unit?

a. Identify unit's annual goals and objectives. Goals should be linked to Institutional Priorities: 2008-2001 and/or Educational Master Plan, 2008.

4.1 Updated section here in statement for 2015 supports the college's **College Mission and Diversity Statements, Institutional Priorities, 2013/14-2015/16, 5 in 5 College Strategies, Spring 2011**, and other **institutional planning documents** as appropriate.

Goals

- Provide accessible data, information, and technical assistance that supports the evaluation and improvement of student services, instructional programs, and administrative functions
- Provide data, information, and technical assistance about institutional research and planning efforts to participants in CSM's accreditation reporting
- Assess campus community needs for effectiveness of institutional research and support for integrated planning
- Provide education and training for decision-makers (faculty, staff, and administrators) in the analysis and use of data and information

- Provide institutional data and information that is readily accessible online and in print and available in formats appropriate for diverse communities (college community, district, community-at-large)
- Improve communication about PRIE's functions and services to the campus community
- Provide technical assistance in developing, formulating, and implementing college planning process and plans

b. Describe the actions steps the unit will take to meet its goals.

Revised in 2015 to b: What are the expected measurable outcomes? If applicable, describe what performance indicators from the College Index, 2009-2010 or from the Comprehensive Listing of Indicators and Measures, 2009-2010 will be affected by the goals.

- Conduct gap analysis using findings from needs assessment and users' feedback
- Develop and implement plan for improvement based upon gap analysis

c. Describe how progress in meeting the goals will be assessed. What are the expected measurable outcomes? If applicable, describe what performance indicators from the College Index, 2009-2010 or from the Comprehensive Listing of Indicators and Measures, 2009-2010 will be affected by the goals.

Revised to in 2015 to C: Describe progress in achieving the unit's goals and objectives. Are there external and internal factors that affect the unit's ability to meet its goals? .

- Ongoing summative/formative evaluation provided to the president and president's cabinet regularly
- Operations tends to be reactive (as opposed to pro-active) to externally imposed deadlines (e.g. accreditation, grants development, federal mandates, program review etc.)
- Need to conduct more systematic formative and summative evaluation for campus audience; need to create some baseline measures as a result of assessments of user needs.
- Revisit the idea of a Research Brief newsletter

d. If applicable, describe specific, documented accomplishments that support and facilitate the achievement and assessment of student learning outcomes, including measures employed to evaluate program effectiveness in achieving such outcomes.

- PRIE's support for the tracking, assessment, and reporting of SLO outcomes has been documented here extensively. This role has expanded greatly since 2013.

4.2 Results of Pervious Program Reviews

Revised: What progress has the unit made toward achieving the goals of the last review or addressing programs and concerns? (This is applicable beginning for 2011/2012 Program Review cycle.)

Inlcudes a Summary of 4.c.

- Ongoing summative/formative evaluation provided to the president and president's cabinet regularly
- Operations tends to be reactive (as opposed to pro-active) to externally imposed deadlines (e.g. accreditation, grants development, federal mandates, program review etc.)
- Need to conduct more systematic formative and summative evaluation for campus audience; need to create some baseline measures as a result of assessments of user needs.
- Revisit the idea of a Research Brief newsletter

V. SUMMARY OF RESOURCES NEEDED TO REACH GOALS

5. 1 Describe Resources Requested

Discuss the resources needed to proposed goals and action steps and describe the expected outcomes for program improvement. Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted. (Resources include personnel, supplies, equipment, facilities, staff development, institutional research support etc.)

In the matrices below, itemize the resources and briefly describe the expected outcomes.

Note: this resource request was submitted in 4-10-2015

Positions Requested	Expected Outcomes if Granted	Expected Impact if Not Granted
<p>1. Part-time Office Assistant II (15 hours a week) Annual cost: \$13, 500 [currently we have a temp OA II @ 10 hrs. week until June 2015)</p> <p>Note: Historically, we have expended approx. \$12,000 on student assistants. We have not founded sufficiently dependable and skilled student assistant to replace our student assistant for the last several years. (She is currently working as an OA II until June 2015.)</p> <p>2. \$6000 annual (approx..) for research assistant via IC (this is an annual cost for several years, primarily to support accreditation data needs</p>	<p>Must have staffing continuity in for web posting, data entry, and document preparation, and distribution.</p> <p>2, Continue to have the capacity to meet College and accreditation research and planning support needs</p>	<p>Insufficient support for a variety of PRIE projects</p> <p>3. The research and planning agendas would need to be substantially limited</p>

For Non-personnel Requests:

Resources Requested	Expected Outcomes if Granted	Expected Impact if Not Granted
<p>Replacement computers for PRIE office (Note: Replace only 2 monitors; this is replacement only, not expansion.) Items:</p> <ul style="list-style-type: none"> I. 5 DELL Desktop CPU's @\$1,400= \$7,000 II. 2 17" DELL laptops at \$1,400= \$2,400 III. One MacBook @\$3,650 IV. 2 27" monitors + \$,1700 <p>Total Cost: \$14,750 approx.</p>	<p>We are having computer and platform-related problems related to the age of the computers/software capability.</p> <p>We are entirely dependent on having current technology.</p>	<p>All computers are now out of warranty. PRIE are all "power" users which must accommodate latest versions of a variety of specialized software, ranging from statistical software to desktop layout software. ALL workers in the office need large-capacity storage and memory</p>

VI. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of Program Review evaluation: 8-18-2015

Please list the department's Program Review and Planning report team:

Primary program contact person: Milla McConnell-Tuite, Coordinator of Planning
Phone and email address: mccconnell@smccd.edu, x6699
Administrators: John Sewart, Dean
Faculty: Milla McConnell-Tuite, Coordinator of Planning

Primary Program Contact Person's Signature
Milla McConnell-Tuite, Coordinator of Planning

Date
8-18-2015

Other Participant's Signature
John Sewart, Dean

Date
8-18-2015

V. SUMMARY OF RESOURCES NEEDED TO REACH GOALS/Submitted 4/10/2015

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Please list the department's Program Review and Planning report team:

Milla McConnell-Tuite, Coordinator of Planning

Primary Program Contact Person's Signature

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John Sewart, Dean

Other Participant's Signature

Date