

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

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 was founded in 2008 as part of Implementation of CSM'S new Integrated Planning Model began in Fall 2008. The model was designed to promote genuine, broad-based participatory governance and a campus climate in which institutional decision-making is transparent and supported by a wide variety of data and information.

PRIE staff provide technical assistance in a variety of areas, including strategic planning, enrollment management, classroom research, efforts to improve students' academic success, program review and evaluation, and environmental scans. Technical assistance may range from the acquisition, analysis, and interpretation of available data to survey design and advice concerning the use of statistical tools, or it may entail analytical study and education.

Technical assistance also includes guidance regarding the development of college-wide 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, and the Integrated Planning Committee in the development of key documents related to accreditation.

PRIE provides limited grants' proposal writing assistance. Most recently, PRIE staff have assisted the department of nursing for underwriting that increases nursing students enrollment. Grantors include the Peninsula Healthcare District (PHCD) and the California Community College Chancellor's Office (CCCCO).

Today PRIE's permanent staff is comprised of John Sewart, Dean of Planning, Research, and Institutional Effectiveness; Milla McConnell-Tuite, Coordinator of Planning; Monique Nakagawa, Research and Planning Analyst; and part-time Office Assistant, Marci Totten. Both the Dean and Coordinator report directly to the President.

Examples of PRIE's activities since 2008 include:

Mandated Accreditation Reporting

PRIE's Coordinator of Planning has served as co-writer for all the major accreditation reports required since January 2008 when CSM was issued a "warning" by the ACCJC. Both PRIE's dean and Coordinator participated in writing tasks. They included assisting the Accreditation Liaison Officer with identifying and synthesizing the substance of the reports. These processes required extensive research; 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 all aspects of document preparation, including developing style guides, graphics, page layout, and document reproduction, posting, and distribution. Documents include:

- *College of San Mateo Follow-up Report, October 2008*
- *College of San Mateo Follow-up Report, Additional Documentation, December 2008*
- *College of San Mateo Follow-up Report, October 2009*
- *College of San Mateo Mid-term Report, October 2010*
- *College of San Mateo Substantive Change Proposal, Instructional Mode of Delivery: Distance Education, January 2010*

Accreditation Recommendations Implementation

PRIE has had a crucial role in assisting in 1) the design of responses to and 2) implementing the recommendations made by the ACCJC in its January 2008 letter to the college following the evaluation team's visit in October 2007.

As noted above, PRIE 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). At its inception PRIE was staffed by the Dean of Planning, Research, and Institutional Effectiveness and by the Coordinator of Planning, a faculty position. This office consolidated the former Office of Research and Articulation and the former Office of Institutional Advancement and expanded the mission of both offices. From 2008-2011, limited technical and office support for PRIE was provided by part-time temporary workers and, for a brief period, an analyst/programmer initially from the previous Office of Research and the project director for Articulation. In February, 2011 permanent staff were added: a full-time research & planning analyst and a .48 FTE office assistant II.

PRIE has had a key role in the implementation of recommendations discussed the following documents:

- *College of San Mateo Follow-up Report, October 2008*
 - *College of San Mateo Follow-up Report, Additional Documentation, December 2008*
- As noted in these two parts of the 2008 *Follow-up Report*, PRIE participated in the development and implementation of the Integrated Planning Model, which, at the time, included:
- a new revised *College of San Mateo Strategic Plan, 2008-13*,
 - a structure for institutional planning committees (and their respective college plans, e.g. *Technology Plan*)

- Data-driven Program Review and PIV processes
- A summer institutional planning workshop with more than 40 participants
- Extensive data for initial development of the *Educational Master Plan, 2008*
- Providing analysis and writing expertise to evaluation of distance education programs
- Providing data for the study of student success in distance education program (disaggregated by ethnicity, age, and gender) for Fall 2005, Fall 2006, and Fall 2007

PRIE has also had a key role in the implementation of recommendations discussed the following documents, including:

- *College of San Mateo Follow-up Report, October 2009*
 - Assisted in the development of a Program Review model for Labs and Center
 - Developed a process whereby data about student users of Labs and Centers could be collected; this resulted in a demographic profile of the students for each of the labs and centers undergoing program review
- *College of San Mateo Mid-term Report, October 2010*
 - Collected and analyzed all data and information that served as supporting evidence for the *Mid-Term Report*
- *College of San Mateo Substantive Change Proposal, Instructional Mode of Delivery: Distance Education, January 2010*
 - In collaboration with the Vice President of Instruction and the chair of the Committee on Instruction, collected all data and information that served as supporting evidence for the *Substantive Change Proposal*
 - Updated the analysis of student success for online courses
 - Participated in conference call review of proposal by members of the ACCJC

Institutional Planning Documents

Provided models for and/or assisted in the development of:

- *CSM's Strategic Plan, 2008-2008*
- *College of San Mateo's Strategic Plan, 2008-2013*
- *College of San Mateo's Institutional Priorities, 2008-2013*
- 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 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

College Index

- Assisted in the development of a model for the *College Index* (aligned with *Institutional Priorities*)
- Assisted in the identifying and defining more than 50 indicators that comprise the *College Index*.
- Provided online "interactive" model and definitions for indicators
- Identified, collected, and calculated multiple years of data for college indicators
- Assisted in the identification of targets for college indicators

Educational Master Plan 2008 (EMP)

- Researched multiple educational master plan models and shared findings with EMP planning group
- Assisted in the development of a model for the EMP
- Conducted extensive data mining and institutional research as well as environmental scanning
- Provided data and presentation graphics for over 100 topic areas
- Served as lead writers of document, responsible for all aspects of document preparation

Educational Master Plan, 2011/12 Data Update

- Currently in process of updating data and presentation graphics for over 100 topic areas. Update includes a variety of program efficiency and student success data and analysis, such as topics related to transfer; reports have been duplicated and bound, posted online and presented in several college forums, including Instructional Administrators meetings and Integrated Planning Committee.

Program Review

- Development of program review data template implemented in 2009, "Core Program Indicators," Annually PRIE supplies program and student success data for more than 90 instructional programs (Note: PRIE just completed 3rd year of this model; data is disseminated online and through hard copy):
http://collegeofsanmateo.edu/prie/program_review/program_review.php
- Conducted Flex Day workshop on Program Review data sets for faculty and administrators.
- Provide a variety of types of data for the Program Improvement and Viability Process; they include data for:
 - Broadcasting
 - Journalism
 - Multimedia
 - Graphics
 - German
 - Aeronautics
 - Horticulture/Floristry
 - Film
 - Architecture
- As noted above, developed a methodology for conducting program review of all Labs and Center, analyzing student success for each unit, and developing individual student profiles.
 - Accounting Lab
 - Anatomy Lab
 - Assistive Technology Center
 - Basic Skills Lab (Coastside location)
 - Business Microcomputer Lab
 - Business Students Lab (later combined with Business Microcomputer Lab)
 - Computer Forensics Lab
 - Computer and Information Science Lab
 - English 800 Lab
 - Foreign Language Center
 - Integrated Science Center
 - Math Resource Center
 - Multimedia Lab
 - Nursing Lab
 - Reading and ESL Center
 - Speech Lab
 - Writing Center

- Developed *Glossary of Technical Terms* for Program Review

Surveys

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

- Campus Climate and Satisfaction surveys for students, faculty, and staff (2010 and 2011)
- Noel-Leviz Student Inventory, 2010 (administration and analysis)
- Distance Education satisfaction surveys for online students and faculty, 2009, 2010, 2011
- Student Satisfaction surveys) for Labs and Centers program review, 2008-2009 (included collection and analysis of disaggregated data of program users)
- Planning Processes survey, 2010 (distributed to participants in institutional planning committees which report to IPC and other venues)
- Assist faculty and administrators in the analysis of program review data and in the preparation of program review documents (when requested)
- Revised and streamlined program review guidelines/templates for instruction and student services in consultation with appropriate staff (2009-2010)
- A variety of ad hoc surveys, 2008-2011; for example:
 - Math Resource Center student satisfaction survey
 - Connect to College participant survey (Parents' Night)
 - Nursing Graduates Survey
 - Nursing Employer Survey
 - Dental Assisting surveys: new students; graduates; internships
 - Four CSM Counselor Evaluation Surveys
 - Survey of students withdrawing from online courses
 - Survey of faculty regarding commencement
 - Smoking policy survey

Mandated Research Projects (2008-2011)

- 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
 - Tracked course taking patterns and success rates of students completing degrees and certificates; mandated by the CCCCO, an outcome of federal disclosure mandates
- Mandated Reporting for Athletics, Title 9 Compliance
 - Compiled and reported on gender equity data collected from student survey about interest in intercollegiate athletic participation.
- Validation of ARCC and Perkins CTE Data
 - Review of ARCC (Accountability Reporting for Community Colleges) and Perkins CTE (Careers and Technical Education) data sets provided by California Community College Chancellor's Office (CCCCO)
 - The MIS Division of the Chancellor's Office generates a "preliminary" set of reports using MIS data to determine the district (and college) proportion of the statewide headcount of economically disadvantaged CTE students. These reports are

provided to the Chancellor's Office Career Technical Education unit which in turn sends them to the districts and colleges for further validation. Districts reviews the preliminary Perkins reports and submits the certification document. (PRIE does a review as well as ITS staff.)

- The CTE unit uses the reports to generate certification forms that districts must use to validate the data used for the Perkins allocation. The reports and certification forms are posted in the Perkins Title IC section of the website under the next academic year.
- Integrated Postsecondary Education Data Systems (IPEDS)
 - Review and submit data to US Department of Education; four data submissions per year

Ad Hoc Research Projects to Improve Quality of Instruction (2008-2011)

Examples include:

- Support for Writing in the End Zone, 2008-2011
 - Cohort tracking study of program participants' course completion rates and subsequent ENGL enrollment.
- Support for Math Bridge project, 2010-11
 - Identification of MATH placement test takers who participated in Math tutorial workshops; tracking subsequent MATH enrollment and success; satisfaction survey of Math Boost participants

Ad Hoc Research Projects to Improve Relations with Local Schools and Institutions (2008-2011)

Examples include:

- 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)
 - Data included: Tracking San Mateo County high school students enrolling at CSM in relation to initial placement levels for Math, English, and ESL coursework.
 - Additional tracking of these students' subsequent performance in Math, English, and ESL coursework (i.e., grade in first course taken in those subject areas).
 - Follow up meeting in June 2011 with SMUHSD Officials to focus on the following research topics:
 - *What are the degree/certificate outcomes of these students?*
 - *How many units have they completed?*
 - *How many have taken gateway courses?*
 - *How many take transfer-level courses?*
 - *How many CTE?*
 - *Within 3 years of first enrollment, how many have degrees/certificates, meet transfer requirements, are still enrolled, are no longer there?*
- Adult School Relations
 -

- 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.

Instructional and Executive Administrators Ad Hoc Research Projects (2008-2011)

PRIE has provided CSM's administrators with a variety of reports 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

Other Ad Hoc Research Projects (2008-2011)

Examples include:

- Identify target groups of current and former students for variety of mass email communications distributed by PIO
- Analysis of student behavioral segmentation—i.e., “swirling” of CSM students between Skyline and Canada
- Mining Statewide databases to assess future occupational demand for existing and potential vocational programs (Note: Currently PRIE is preparing occupational data analyses for CCCC as part of applications for new majors in digital media and electronics)
- Analysis of successful course completion rates in English Composition courses (ENGL 828, 838, 848, 100/102, and 100) in terms of section scheduling patterns (e.g., courses meeting 3 days per week vs. 5 days per week).
- Analysis of success rates of English basic skills students who are concurrently enrolled in core CSM General Education courses.
- Analysis of Degree/Certificate completion rates for EOPS, Adapted Physical Education, and DSPS program participants.
- Initiate processes for validation studies required by State Chancellor's Office/Title 5 Regulations regarding the use of CSM Information Competency Examination
- Profile of CSM Student Athletes (?)
- Tracking degree/certificates earned by EOPS and DSPS students

Institutional Planning Committees Support

Discuss web support, etc.

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). As noted above, until quite recently, has also supported web-posting needs for many of the committees which report to IPC.

Until February 2011, all web support was done by part-time PRIE staff. Today some of the web-maintenance is done in-house. However, PRIE is dependent on Community Relations and Marketing staff to assist in its migration of documents from a Dreamweaver-built website to a OmniUpdate web-management system as well as post documents.

1.2 What is the "philosophy" guiding the unit's operations?

Use unit mission statement if applicable.

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.

1.3 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,

1.4 Institutional Student Learning Outcomes

If applicable, describe how the unit contributes to Institutional (General Education) Student Learning Outcomes.

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
- 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
 - To assess program-level SLO's, PRIE's dean has been working with Community Relations and Marketing, the SLOAC Coordinator, and the Enrollment Management committee to develop an online form for students applying for Associate Degrees and Certificates. At the time of applying online, students would be directed to an online survey asking them to evaluate the extent to which they have mastered Degree or Certificate Program SLO's. Student responses will be collected and individual program GE SLO reports will be provided to discipline faculty. While Community Relations and Marketing is providing the programming support, PRIE is developing a standardized survey format to capture student responses.
- CHEM 192 (Elementary Chemistry), CHEM 410 (Health Science Chemistry I), and CHEM 420 (Health Science Chemistry II) SLO's Assessments
 - In consultation with Chemistry faculty, designed online survey instrument to capture Chemistry courses SLO's administered to CSM student population; provided summary reports to Chemistry faculty
- Physical Education/Kinesiology SLO's Assessments
 - Designed online an online pre- and post-fitness assessment form to capture PE students' fitness assessments used for department/course SLO's; PRIE's programming support also enabled generation of individual student SLO gains/progress in fitness.

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

- Through its efforts at developing EMP, Program review and other accreditation mandates, helped the college get off of warning status.
- Three years experience implement new 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....
- Support from senior administration is a strength.
- 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; mis-counts 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. For the first time in Fall 2011, PRIE reported Gainful Employment disclosures online for 70 CTE programs, including data for:

- Length of Program In “Normal Time”
- Identification of Occupations that Program Prepares the Student to Enter
- Percentage of Graduates Completing in “Normal Time”
- Cost of Books/Supplies
- Cost of Tuition/Special Instructional Fees
- Median Student Loan Debt

These reports will be an ongoing responsibility of PRIE to update. (See: http://collegeofsanmateo.edu/prie/institutional_documents/GainfulEmployment_2011-06-29.pdf.)

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.

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?

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.

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

Materials and supplies budget planning has been is somewhat arbitrary, basically rolls over from previous year; staff would like to be a part of budget-building process for office and its functions

Personnel

Background:

As noted earlier, PRIE was initially created in Fall 2008 by joining the institutional development office with the office of articulation and research. Personnel, at the time, included the PRIE's dean and coordinator, a full-time research analyst/programmer, the project coordinator for articulation, and additional project-based hourly part-time analyst/programmers. The administrative assistant for the development office had retired at the time and subsequently provided some limited office staff support until June 2010.

Initially the project coordinator for articulation, who possessed a range of presentation graphics, document preparation, and other technical skills, also provided PRIE with limited office and assistance with document preparation. This position was defunded in July 2009.

In addition, in late November 2008, the full-time research analyst/programmer left CSM to take a job out of state with the Census Bureau. This position was back-filled with two hourly analysts; staffing was inadequate to support the increasing research and planning demands.

So for the period November 2008 to February 2010, PRIE had only very limited hourly research analyst support. In addition PRIE no office management or clerical staff support for the period June 2010 to February 2011, other than help from a work study student.

In February 2011, PRIE was fortunate to hire permanent staff: a full time research and planning analyst and a .48 FTE Office Assistant II at 18 hours a week. They are both skilled in their respective areas, and are productive and committed workers.

Demands on Research Staff

However, the demand for both data and assistance in planning efforts far exceeds the capacity of this staff, especially as on the research and planning analyst works on every aspect of data analysis—from initial database queries to final presentation and, at times, narrative analysis. She also provides some technical support for the website and creates presentation graphics along with participating in office and college planning efforts.

For approximately two years, PRIE has been fortunate to have a technically-skilled work study student who can help prepare large raw data files for processing and analysis. Under the supervision of the dean, he functions as a research assistant. Using the analytic capabilities of Excel, he assists in data integrity monitoring and manipulation, identifying errors and discrepancies in the reporting of data derived from large databases. (In addition, as needed, he also assists with copying, binding of documents, and other clerical tasks.)

Even with help from the work study student, the demand for rendering complex data and information into accessible formats exceeds the capacity of the fulltime research and planning analyst. The demands for a variety of quantitative data have been so great that PRIE has little capacity to conduct qualitative research, such as focus groups and user interviews. These demands will grow as CSM implements its Self-Evaluation process.

PRIE staff will need to work closely with President's Cabinet to prioritize the components of the research agenda so that the workload is manageable while meeting college needs.

Demands on Office Assistant II

PRIE's Office Assistant began working for 18 hours a week after a period of nearly a year of no staff support. This resulted in the fact that many budget management and documentation tasks had not been done for some time. The office needed organization and to prepare for the anticipated move to Building 10. So the new Office Assistant had to learn Banner, set up books for the office, conduct an inventory of supplies and equipment, assist IT as it installed new equipment prior to the move and help pack for the move.

Today 18 hours a week is barely adequate for the Office Assistant to manage the budget and office clerical tasks: supervising and training student assistants, maintaining inventory control, tracking supply needs, initiating purchases, and serving as the main contact for ITS and vendors. In addition, she supervises document production and reproduction (which may include file management, document proofreading, copying, binding, and oversight of our student assistant and work study student etc.)

While she has created some presentation graphics and undergone training in OmniUpdate, Pagemaker, Dreamweaver, and Adobe Acrobat, there is simply not enough time during an 18-hour week for her to assume some of the more technical tasks shouldered by the research analyst. These include rendering selected Excel files into presentation graphics, organizing files on the PRIE server, and posting documents online, among other tasks, including support

As PRIE works to complete its EMP update, respond to requests from the Self Evaluation Standards committee, and manage an ever-increasing research and planning calendar, PRIE needs more consistent staff in this area.

PRIE requests that this position be increased from .48 to .80 FTE.

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.

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 Self-Evaluation
- 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.

- 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.

Formative and summative evaluation; need to create some baseline measures as a result of assessments of user needs.

4.2 Results of Pervious Program Reviews

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.)

No previous program review.

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.)

PRIE is requesting that the .48 FTE Office Assistant position be increased to .80 FTE. See above evaluation of personnel resources, Section 3.3,

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

Positions Requested	Expected Outcomes if Granted	Expected Impact if Not Granted
80% position, Office Assistant II (increase from 48%) Costs available from senior staff	Increased capacity to meet the growing research and planning agenda and the accreditation Self Evaluation process; research analyst's time can be freed to focus on highly technical, challenging tasks; for example, will increase capacity to do qualitative research (e.g. focus groups) and support PRIE web needs, more independent of PIO office.	Continued reliance on research and planning analyst to do many technical tasks related to document preparation (e.g. presentation graphics) and web support. Limited scope to research and planning efforts

VI. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of Program Review evaluation:

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

Milla McConnell-Tuite, 11-4-11, Coordinator of Planning

Primary Program Contact Person's Signature

Date

John Sewart, 11-4-11, Dean

Other Participant's Signature

Date