PLANNING, RESEARCH, AND INSTITUTIONAL EFFECTIVENESS

Division: President’s Office
Contact: Marybeth Buechner

I. Program Overview

A. Program Mission Statement:
Provide research, planning, leadership, and facilitation services to the college in support of the student success and institutional effectiveness.

B. Program Description:
Planning: The PRIE office supports college-wide planning through facilitating dialogue, assisting with planning processes, tracking and posting planning documents, and providing training on the use of data for planning. The PRIE office works with the college in the production of unit plans, program plans and program review, and in college strategic planning. The office facilitates the unit planning and program planning processes, and provides data for program reviews. PRIE staff analyze data for College Strategic Planning Committee (CSPC), facilitate CSPC meetings, and facilitate campus dialogue regarding strategic planning. PRIE staff participate in PRIE committee, and provide data and planning expertise.

Research: The PRIE office provides data reporting and research services to the entire college. The Research staff provide data on student enrollment, demographics, readiness, student success, and progression towards goal completion. Standard reports are available on the research web site. Ad hoc studies are provided on request through consultation with the Research staff. The PRIE office produces reports for external accountability, such as ARCC report. PRIE staff conduct an informal IRB process to approve or reject research proposals from external researchers wishing to conduct research at SCC and review research protocols by SCC faculty or staff conducting research at the College. The PRIE office collects research validating assessment processes and course pre-requisites as required by policy and Ed. Code. The PRIE office assists departments/programs in developing or analyzing SLO assessment data. Staff also coordinate processing of college-wide surveys such as CCSSE and Noel-Levitz, and assist with developing and analyzing surveys for departments/programs.

Institutional Effectiveness: Institutional effectiveness is supported by the PRIE office through compilation of institutional outcome metrics, student learning outcomes assessment, and facilitating the participatory decision-making process. The PRIE office also facilitates the application process for grants by processing and tracking all grant applications, and conducting feasibility analyses for large grants. PRIE staff assist with accreditation by producing data for the accreditation Self Study, assisting with collection of evidence for the Self Study, and serving as Accreditation Liaison Officer.
II. Program Activities

Review of Activities

The review of PRIE activities covers the time period from January 2009 through May 2010. From summer 2008 through Jan 2009, the position of PRIE Dean was covered on an interim basis by other SCC managers. PRIE worked with over 300 SCC employees during the calendar year 2009 on a range of activities related to planning, institutional research, and other aspects of institutional effectiveness. Major types of PRIE activities are briefly described below:

Planning:
- Unit plans –
  - Preparation - Revision of unit plan form. Production of unit planning data to each department.
  - Training - Large group workshops, small group or individual assistance, presentations at meetings (e.g. Department Chairs Council), and production of written instructions (e.g. “how to” documents).
  - Processing - Collection of unit plans, tracking of completion in each college area, and posting of unit plans on InsideSCC. Content analysis of unit plans and routed objectives to appropriate offices/programs.

- Unit plan outcomes reports -
  - Preparation - Production of unit plan outcome report forms individualized for each department (unit plan objectives filled in by PRIE). Unit plan outcome report form revision, including development of a mechanism to include SLO assessment on unit plan outcome reports.
  - Training - Small group or individual assistance, written instructions, etc.
  - Processing - Collection of unit plan outcome reports, tracking of completion in each college area, and posting of unit plan outcome reports on InsideSCC.

- Program plans
  - Training on how to complete program plans including assistance to individuals, presentations at meetings and production of “how to” documents.
  - Collection of program plans and posting to Inside SCC, tracking of completion in each college area, and posting of program plans on InsideSCC. Help with the organization of the process for presentations of program plans to the President’s Cabinet.

- Program review
  - Production of data for program review and assistance in how to interpret data for program review.
  - Completion of pre-requisite validation studies for program review, including production of validation surveys, analysis of resulting data, and production of related reports.

- Strategic planning
  - Tri-chairs of the PRIE committee and facilitator of CSPC meetings.
  - Provide training and updates on planning activities for various campus groups.
  - Production of institutional effectiveness reports including:
    - Fast Facts – A snapshot of SCC students
    - Benchmark Report – Some key data that help us see how we’re doing with respect to student success.
- Environmental Scan Report – Some general information about our students lives outside of college and the Sacramento community.
- Staff and College Processes Report - Some measures that indicate how well our college processes are working.
- Basic Skills Report – An overview of information about basic skills courses and the students who are taking them.
- Enrollment Report – Information about enrollment patterns at SCC last academic year and the impact of those trends.
- First-year Student Report – An overview of students in their first year of college at SCC.
- Student Achievement Report – Data about our students’ success, retention, and achievement of goals.
- SLO Report – Information about our progress at implementing SLOs at SCC.

**Institutional research:**

- Enrollment patterns, program completion, etc.
  - Produced reports of enrollment and waitlist numbers by division weekly during early part of each semester.
  - Produced data on aspects of course enrollment patterns for various individuals and departments.
  - Produced data on departmental majors and/or program completers by request for departments.

- Student success
  - Produced student success data for use in for unit planning and strategic planning and, by request, for specific departmental projects.
  - Produced major reports on
    - The impact of previous preparation in Math and English on success in some GE classes.
    - The relationship between recency of prerequisite classes and subsequent course success in Math.
  - Completion of validation studies for pre-requisites and for assessment cut scores, including validation surveys, test-item bias and disproportionate impact analyses, and production of related reports.

- Student Learning Outcomes
  - Resource person for SLO advisory group (now an AS subcommittee)
  - Development of processes linking SLO assessment to planning; assistance with revision of SLO reporting forms.
  - Assisting with training and workshops related to SLOs.

- Surveys of staff or students
  - Training on how to use Survey Monkey including large group workshops, small group or individual assistance, presentations at meetings, etc.
  - Design and/or implementation of surveys including:
    - Conducting the CCSSE survey in classes across the college; analysis of the results of the CCSSE survey and dissemination of results to the college community.
    - Assisting PIO survey of use of online schedule
Building a tool-kit of survey items that can be used by learning support labs to evaluate their effectiveness.
- PRIE survey of the impact of enrollment trends
- PRIE survey about the effectiveness of shared governance at the college.
- PRIE user satisfaction survey

**Other**
- Coordinated the college research agenda with the district agenda.
- Provided training and guidance to the college community in the use of data in decision making for continuous improvement.
- Informal IRB review of internal and external research proposals.
- Data resource person for various groups (e.g. Joint Deans, Executive Council)
- Produced mid-term and end-of-year Accomplishments Reports for College President.

**Other aspects of institutional effectiveness:**

**SLO**
- Support for the work of the SLO advisory group (now a subcommittee of the AS). Assist individuals and departments in designing and implementing SLO assessment.

**Accreditation Liaison Officer work**
- Complete annual ACCJC report; follow changes in ACCJC policy and update college groups, prepare for the follow up report requested by the last accreditation.

**Dissemination of information from educational research**
- Developed an email discussion list for the dissemination of educational research.
- Provided assistance to individuals looking for information on educational research.

**Grants**
- Research proposal review (informal IRB).
- Preparing grant proposals.
- Grant signature forms and tracking.
- Completed feasibility studies of large grant proposals.
- Part of team to review the grant process at the college and proposed modifications.

**Facilitation of campus issues process**
- Collection and tracking of campus issues forms
- Presentation of campus issues forms at Executive Council
- Follow up with individuals submitting campus issues forms to apprise them of the process.

**Shared governance**
- Collection, tracking, and processing of committee interest forms from all constituencies. Posting of minutes and agenda from committees and summary statistics on attendance for each committee
- Dissemination of information on participatory decision making to committee tri-chairs and others. Updated the Guide to Participatory Decision Making (Blue Book).
- Development of a survey on the effectiveness of shared governance at the college.
- Processing of election results for department chairs, AS, and ASG officers

**Other**
- Active in CQIN process at the college
III. Data Review

A. Survey data on satisfaction with PRIE work:
PRIE conducted a survey of the individuals who had worked with the PRIE office in the past year. The results are shown below.

Types of interaction with the PRIE Office: Respondents to the survey had worked with the PRIE Office on a variety of activities, many of them working with the office on more than one type of task. By far the most common planning activities that they engaged in with PRIE was unit planning (76% of respondents). The most common types of data used were for enrollment (62% of respondents) and student success data (42% of respondents). With respect to institutional effectiveness, the most common involvement with CSPC were accreditation activities (49% of respondents) and assistance to shared governance committees (34% of respondents).

<table>
<thead>
<tr>
<th>Planning Projects</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit plans</td>
<td>76.5%</td>
</tr>
<tr>
<td>Program plans</td>
<td>31.4%</td>
</tr>
<tr>
<td>Program review</td>
<td>41.2%</td>
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<tr>
<td>Strategic planning</td>
<td>21.6%</td>
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<tr>
<td>Enrollment planning</td>
<td>15.7%</td>
</tr>
<tr>
<td>Other types of planning</td>
<td>39.2%</td>
</tr>
</tbody>
</table>
DATA: Use this list to indicate the type of data projects on which you worked with PRIE. Please check all that apply.

- Enrollment data: 62.3%
- Majors or program completion data: 35.8%
- Student success data: 47.2%
- Assessment and pre-requisite validation data: 18.9%
- Student Learning Outcomes data: 26.4%
- Survey data (e.g., surveys of staff or students): 30.2%
- Other types of data: 28.3%

INSTITUTIONAL EFFECTIVENESS: Use the list to indicate the type of institutional effectiveness projects on which you worked with PRIE. Please check all that apply.

- Dissemination of information from educational research: 29.3%
- Research proposal review (informal IRB): 12.2%
- Preparing grant proposals: 14.6%
- Grant signature forms and tracking: 26.8%
- Facilitation of campus issues process: 24.4%
- Assistance to shared governance committees: 34.1%
- Accreditation: 48.8%
- Other: 19.5%
Satisfaction with the work of the PRIE Office was generally strong with over 70% of respondents agreeing or strongly agreeing with the items indicating high quality work from PRIE. The highest responses were to the prompts indicating that PRIE staff demonstrated expertise and were helpful and friendly (91% of respondents). The lowest response was to the item indicating that the PRIE staff helped develop the approach to an inquiry (74% of respondents).

<table>
<thead>
<tr>
<th>Question</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>The process of working with the PRIE Office was straightforward.</td>
<td>46</td>
<td>87</td>
</tr>
<tr>
<td>PRIE staff members demonstrated expertise.</td>
<td>48</td>
<td>91</td>
</tr>
<tr>
<td>PRIE staff members were helpful and friendly.</td>
<td>48</td>
<td>91</td>
</tr>
<tr>
<td>PRIE staff members helped me develop an effective approach to my inquiry.</td>
<td>39</td>
<td>74</td>
</tr>
<tr>
<td>The information provided by the PRIE Office was accurate.</td>
<td>42</td>
<td>79</td>
</tr>
<tr>
<td>The information provided by the PRIE Office was relevant and useful.</td>
<td>45</td>
<td>85</td>
</tr>
<tr>
<td>PRIE staff members supplied clear explanations and analyses.</td>
<td>43</td>
<td>81</td>
</tr>
</tbody>
</table>
The comments from the narrative part of the survey were mostly very positive. The comments indicated PRIE strengths in communication, flexibility, helpfulness, expertise, and timeliness. A few comments indicated possible challenges with respect to communication and the time lines for some projects.

**What specific strengths were demonstrated by the PRIE Office?**

- **Very easy to work with!**
- Communication.
- Good communication.
- Staff was very helpful and had useful suggestions. Emails were always answered in a very timely manner.
- Demonstrated the ability to change old ineffective data and procedures to more relevant and effective data.
- Some department members show the ability to think in non-linear ways.
- Their willingness to write programs to discover what types of audiences are using our programs.
- Flexibility. I am impressed by the PRIE Office’s willingness to do non-routine and inconvenient tasks in order to benefit other members of the college community.
- They're very helpful, and they have a great deal of expertise.
- There is a very noticeable improvement in working with the research people since MaryBeth came on board. She is so friendly and really gets the job done.
- grant application procedures
- Dr. Buechner (Marybeth) has done an OUTSTANDING job since she arrived. Due to her leadership, visibility, and responsiveness, I now confident to reach out and request assistance and know I will receive the assistance and data needed to do my job.
- Research knowledge
- Very friendly and approachable.
- Willingness to "push" data out to campus in understandable form and charts.
- Easy going and Knowledgeable.
- approachable; proactive in providing data for Unit Plans
- Positive about what they were doing for and with the College.
- I have been very pleasantly surprised by the friendliness and speed with which PRIE staff have taken on my project requests. I know that I can count on the PRIE staff.

- The ability to ask the right questions to determine what I needed. Fast response
- seem to know what they are doing
- In working with the Unit Plan, Marybeth sat down with me individually to help me understand what I needed to do and how to use the data.
- A willingness to problem solve.
- The staff did everything they could to help me meet my goals
- Knowledge of data, ability to clarify interests, overall expertise.
- Outstanding ability to work with faculty to refine research approach and develop good data analysis.
- Flexibility with a smile :-) Timeliness
- quick and timely turn around for requests
- MaryBeth broke the unit plan into precisely defined sections and provided very concrete examples on how to effectively plan and strategize. Her approach was as helpful to veteran Department Chairs as it was to new faculty in Department Chair roles.
- results returned quickly
- good translation of technical to understandable
- Wisdom, efficiency, kindness, follow through
- The office is very good.
- friendliness and willingness.
- Timely communications; very pleasant, positive interactions
- They were excellent at providing suggestions on additional information that might be important for the study I was conducting. It was extremely helpful.
- The staff are willing to clarify what type of information would be most useful, and if they cannot produce it recommend where it can be found.
- None. question as to usefulness to institution, teaching, etc,
- they want to help
What specific things could the PRIE Office do to serve your department or program more effectively?

- Milk and cookies.
- Continued gathering of data specifically more current data.
- Nothing...they're grrreat!
- Continue making data visible, so even those who normally don't encounter much input from others will start developing an awareness of the availability and effective use of data.
- I have no improvements in mind.
- Help write the grant or help working with the District grant writer.
- I think the staff in the PRIE office is doing a great job. I need to take the initiative and request more assistance regarding identifying, tracking and reporting data.
- Annual data on job placements and degree/certificate holders
- No suggestion
- Meet individually so we can discuss our needs.

If my department needs to do data collection and analysis, tell me you will be able to do for us similar to the way ARC provides the research assistance to their departments on campus. I need surveys collected using a different system and I do not have time to do this. Yet I am still responsible for the data collection, reports, and how the information is implemented for my Regulatory agency. It would relieve a lot of pressure and angst if you took over

Do you have any other comments that you would like to share?

- It's good to see you all working together as a team.
- Community data sources need to be tapped more to make data more relevant to CTE outcomes.
- So far my interactions with the PRIE Office have involved only Anne Danenburg and Marybeth Buechner.
- Marybeth Buechner has brought about a wonderful change in the character and operation of the PRIE office. Communication between PRIE and the faculty has been much improved. I know that the dept. chairs are particularly pleased about the work done by Dr. Buechner and the rest of the PRIE staff.
- Marybeth and her team are awesome!
- Friendly and helpful administrator and office support
- I now understand how valuable the PRIE office is and have taken advantage of the data rich resources we have in that area. Thanks for all your help! :)
- Make sure grant process is streamlined and able to make realistic timelines for grant submission.
- At this point in the semester I am too overloaded to think. I need some time off!
- I am impressed by the professionalism of the staff and I appreciate the new attempts at openness, helpfulness, and humor.
- Divisions need to be regularly reminded of what assistance is available from your office
- No
- It's nice to have a pro-active data team that reaches out to the campus!

and helped me with the data analysis and assist with reports that are needed.
- My department's experience has been wonderful. Perhaps the only suggestion I could make is to provide a central clearinghouse of data. Sometimes I find out that another department or person is using the same data that I need. Why not be able to peek through past data projects?
- I still haven't received the data I requested early last semester.
- Turn around time. There's a bit of a wait.
- Make the process easier
- Uncertain
- Provided data to validate (or invalidate) prerequisite proposal changes we had made.
- Can't think of any at the moment - you are there when we need you!
- nothing that comes to mind
- make it clear what we can ask for and that folks need their Dean's approval
- Offer cookies and tea in our meetings
- The process of getting signatures on grants is still very confusing as they go from the office to the district.
- They need to be more open to assisting us when we need data for a college project.
- some demographic information is useful.
- keep up the good work

- PRIE totally rocks! They are a tremendous asset to our campus, and we should keep MaryBeth, Anne and Jay well paid, well fed, and in comfortable chairs for as long as they are willing to keep working for SCC!
- Thanks for your good work!
- MBB has really turned that office around!
- You guys do an AWESOME job
- Marybeth and Rose are always helpful and positive. It is a great change. Marybeth is visible and makes herself available to faculty.
- Given that only a small fraction of staff will use this office, why does it exist? Especially now, in this continuing time of crisis. Surely we have other priorities here at SCC, yes?
- Rose Rocks!
- It's a great team. The campus has never had the kind and quality of support that this team of individuals provides. We are very lucky.
- I feel all the staff are very committed to making information accessible. They go above and beyond and they are reliable and very considerate of our needs
- Do we really need an institution such as PRIE? Our division could use your physical space-RN 221 which was once a classroom. I cannot see any great significance to your research.
B. Data on college service by PRIE staff

PRIE staff participated in the following during the 09-10 academic year:

- Planning, Research, and Institutional Effectiveness Committee
- College Strategic Planning Committee
- Staff Equity and Diversity Committee
- Basic Skills Advisory Group
- SLO Advisory Group
- College SOS welcome tables
- LRCCD District-Wide Research Council
- District Grants Coordination Committee
- RP Regional Researcher’s Group
- Joint Dean’s Council
- College Senior Leadership Team
- President’s Cabinet
- College Executive Council
- College Accreditation Steering Committee
- Matriculation Committee
- Classified Senate
- Classified Leadership Academy
- Hiring committees
- Campus Safety Committee
- Admin Professional Network Group
- Connections training
- IBA training

IV. Strengths and Challenges

A. Strengths

The PRIE Office works effectively with college faculty, administrators, and staff on a wide variety of activities reaching across the college. Many of the people who work with PRIE do so on more than one type of task. In general, PRIE staff are seen as demonstrating expertise and being helpful and friendly. Feedback has been very positive. PRIE staff are actively involved across the college on committees, etc. This contributes to the general recognition by the college community of the office as approachable.

B. Challenges

The PRIE Office is working at near maximum capacity given current resources. We are currently able to provide data requests in a reasonable time frame, but the queue is getting longer as more requests come in. As the college continues to emphasize data-based decision making the capacity of the PRIE staff will be stretched even further. Over the next few years, the challenge will be to increase the capacity of the office with respect to providing research data, facilitating planning, supporting participatory decision-making, supporting the implementation of SLOs, etc. In addition we will need to increase our ability to provide training for colleagues across the college in these areas.
V. Program Strategic Issues and Objectives

A. Trends
- The emphasis on a data-based planning in the accreditation standards impacts the PRIE office by increasing the amount and type of data used in support of planning and decision-making processes.
- As the assessment of SLOs is implemented at the college, support for data analysis will increase.
- The growth of a culture of evidence at the college is resulting in a growing interest in both data reports and sophisticated data analysis in support of teaching and learning.

B. Resulting strategic program issues
- Increasing research capacity: Over the next few years, the capacity of the office to provide data reports and research studies to the college will need to be increased.
- Increasing training capacity: In the future, the role of the PRIE office in providing training on data use and planning processes for the college community is expected to grow.

C. Accomplishment report - previous unit plan objectives – 2008-09 and 2009-10

<table>
<thead>
<tr>
<th>College Goals</th>
<th>2008-2009 Unit Objective</th>
<th>Outcome measures</th>
<th>Resource allocation</th>
<th>Was outcome met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Develop new courses, programs and services based on assessment of emerging community needs.</td>
<td>Participate in the development of the Student Services Master Plan and the Education Master Plan</td>
<td>Student Services Institutional Plan is updated according to its schedule and is used as a guide in the development of unit plans. Education Institutional Plan is updated according to its schedule and is used as a guide in the development of unit plans.</td>
<td>None</td>
<td>This outcome has been accomplished; both the Student Services Institutional Plan and The Education Institutional Plan have been updated and used in the development of unit plans.</td>
</tr>
<tr>
<td>6. Improve staff processes for all classifications including hiring, orientation, mentoring, customer service, training, evaluation, and exit processes, with attention to the selection and retention of staff that reflect the diversity of our students and community.</td>
<td>Support the Cultural Democracy Interest Group on Hiring and other efforts to improve the diversity of the new hires</td>
<td>The Interest Group meets and has made a difference in at least one aspect of hiring. New hires are increasingly diverse in cultural background and perspective.</td>
<td>None</td>
<td>A workshop on hiring that focused on diversity was held.</td>
</tr>
<tr>
<td>7. Engage the college community in the accreditation self-study process and in comprehensive unit-based self evaluation.</td>
<td>Participate on the Self-Study Steering Committee.</td>
<td>The Self-Study is completed in a timely manner.</td>
<td>None</td>
<td>This outcome has been accomplished thus far. The Self-Study is being completed in a timely manner.</td>
</tr>
<tr>
<td>8. Identify and respond to the needs of the college community that is growing increasingly diverse in terms of demographics and culture.</td>
<td>Serve as Champion for the Cultural Democracy Initiative.</td>
<td>The Cultural Democracy Program Plan is updated and implemented for the year. The majority of outcomes indicated in the Plan have been accomplished. Student outcome data are presented by ethnicity and the achievement gap has decreased.</td>
<td>None</td>
<td>This goal has not been fully accomplished. Student data are presented by ethnicity, but the achievement gap has not decreased.</td>
</tr>
<tr>
<td>9. Deliver programs and services that demonstrate a commitment to learner-centered education and institutional effectiveness through continuous process improvement.</td>
<td>Develop and report outcome measures data for all college goals.</td>
<td>Outcome data for all of the goals have been provided to the district for the annual Accomplishments Report and to the College Strategic Planning Committee.</td>
<td>None</td>
<td>This goal is ongoing. Data has been provided to the district for the annual Accomplishment Report and was provided to the CSPC in Fall 09 as part of the strategic planning process.</td>
</tr>
<tr>
<td>College Goals</td>
<td>2009-2010 Unit Objectives</td>
<td>Outcome Measures</td>
<td>Resource Allocation</td>
<td>Was Outcome Met?</td>
</tr>
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<tr>
<td>9. Deliver programs and services that demonstrate a commitment to learner-centered education and training and institutional effectiveness through continuous process improvement.</td>
<td>Close the gaps in the SLO process and facilitate integration of current department of SLO plan with other planning processes.</td>
<td>1 - ACCJC annual report of SLO: increase percent of SLO assessment at course program and GE levels. 2 - Increase completion of department SLO assessment plans across divisions. 3-Evidence of linkage between SLO assessment plan and other college planning processes.</td>
<td>None</td>
<td>The percent of SLO assessments occurring at the course and program level is increasing, but more work needs to be done. Recent work by the SLO subcommittee is directed at increasing the number of completed SLO assessment plans. SLO assessment is now linked to the unit plan outcomes accomplishments reports.</td>
</tr>
<tr>
<td>7. Engage the college community in the process of ongoing institutional evaluation and continuous improvement, in the analysis and review of data, and in ongoing activities related to accreditation.</td>
<td>Ensure the PRIE Office is operating effectively by completing a PRIE Program Review</td>
<td>Completion of Program Review</td>
<td>None</td>
<td>Program review been completed</td>
</tr>
<tr>
<td>6. Improve staff processes for all classifications including hiring, orientation, mentoring, customer service, training, evaluation, and exit processes, with attention to the selection and retention of staff that reflect the diversity of our students and community.</td>
<td>Provide college faculty, staff, administrators, and students with up-to-date information on participatory decision-making within the college by updating the Blue Book on Participatory Decision-Making.</td>
<td>Completion of Blue Book</td>
<td>None</td>
<td>A revised version of the Guide to Participatory Decision-Making has been completed.</td>
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<tr>
<td>5. Revise or develop new courses, programs and services based on assessment of emerging community needs.</td>
<td>Enhance the long-range planning capabilities of the college community by assessing current and emerging community needs.</td>
<td>Issue report of findings to the college community</td>
<td>None</td>
<td>This effort has been deferred to Fall 2010</td>
</tr>
<tr>
<td>9. Deliver programs and services that demonstrate a commitment to learner-centered education and training and institutional effectiveness through continuous process improvement.</td>
<td>Increase the skills necessary to support college processes by attending a professional-development workshop or conference.</td>
<td>Provide feedback to the PRIE Dean about lessons learned</td>
<td>None</td>
<td>PRIE staff attended professional development events including: Accreditation team training, research conferences, classified leadership training, etc.</td>
</tr>
<tr>
<td>7. Engage the college community in the process of ongoing institutional evaluation and continuous improvement, in the analysis and review of data, and in ongoing activities related to accreditation.</td>
<td>Ensure effective communication of research needs throughout the college community by developing and publishing clear guidelines for data requests and discussion of needs.</td>
<td>Completion of guidelines and updating of data request form</td>
<td>None</td>
<td>This objective was completed, but additional efforts are needed. A new data request form is in use which provides clear guidelines for data requests. We also invite those making data requests to discuss their data needs as the project develops. However, these processes have not always ensured effective communication</td>
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</table>
### D. Objectives for next planning year (2010-11)

<table>
<thead>
<tr>
<th>College Goals</th>
<th>Unit Objective</th>
<th>Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>X</strong>&lt;br&gt;1</td>
<td>Support the full implementation of SLOs at the college by working with departments to increase the collection and use of SLO assessment data.</td>
<td>Increase in the number of programs and courses actively using SLO assessment data, e.g. as indicated by the ACCJC report. Increase in the number of departments with SLO assessment plans in place. Development of processes to track, store, and disseminate SLO assessment data.</td>
</tr>
<tr>
<td><strong>X</strong>&lt;br&gt;2</td>
<td>Support the full implementation of SLOs at the college by integrating SLO assessment data more fully into college planning processes.</td>
<td>Content analysis of unit plan objectives showing an increase in the use of SLO data in the unit planning process. Review of program reviews showing the integration of SLO data into that process.</td>
</tr>
<tr>
<td><strong>X</strong>&lt;br&gt;3</td>
<td>Increase the ability of the PRIE staff to serve college needs by having staff attend professional development opportunities (e.g. local or regions meetings, training, or workshops) that provide essential skills.</td>
<td>PRIE office staff take advantage of professional development and utilize the resulting knowledge or skills in their daily work.</td>
</tr>
<tr>
<td><strong>X</strong>&lt;br&gt;4</td>
<td>Support the continuing capacity of the PRIE office to serve college needs by replacing the out of date scantron machine which is likely to fail in the near future.</td>
<td>Scantron machine replaced with an up to date machine.</td>
</tr>
<tr>
<td><strong>X</strong>&lt;br&gt;5</td>
<td>Increase the capacity of the PRIE office to serve college needs by expanding the staff resources of the office; this year will focus on exploring the feasibility of using unpaid student assistance (e.g. students in special studies units or student interns) to support the current staff in work that does not require access to confidential information.</td>
<td>Exploration of possibilities completed and, if student assistance is found to be feasible, it is in place.</td>
</tr>
<tr>
<td><strong>X</strong>&lt;br&gt;6</td>
<td>Support the development of a culture of evidence at the college by working with the PRIE Committee to provide ongoing training to the college community on the use of data in planning and continuous improvement.</td>
<td>Training provided through workshops, one-on-one trainings and college dialogue. Analysis of unit plans, program plans and other processes indicate the effective use of data.</td>
</tr>
<tr>
<td><strong>X</strong>&lt;br&gt;7</td>
<td>Increase the college community’s knowledge and use of data from major surveys such as CCSSE and Noel-Levitz by working with the Instructional and Student Services leadership to conduct workshops on the use of such data.</td>
<td>Workshops provided and evaluation forms indicate the value of the training.</td>
</tr>
<tr>
<td><strong>X</strong>&lt;br&gt;8</td>
<td>Support the use of data to evaluate program effectiveness by working with learning support service areas staff and respective area deans to standardize the process of evaluating the services the labs provide and to communicate the results of those evaluations</td>
<td>Common evaluation tool kits available and being used. Results communicated to the appropriate groups.</td>
</tr>
<tr>
<td><strong>X</strong>&lt;br&gt;9</td>
<td>Support the use of feedback to improve participatory decision making by working to standardize the process for obtaining feedback on the effectiveness of college governance structures and broaden the dissemination of results to the campus community.</td>
<td>Common feedback collected, disseminated to the college community, and used to improve processes.</td>
</tr>
<tr>
<td>X&lt;br&gt;10</td>
<td>Continue to provide the college with data and planning assistance by assessing the needs of the college community and acting responsively.</td>
<td>Needs assessed and projects addressing those needs initiated.</td>
</tr>
</tbody>
</table>
E. Program Priorities
- Near term
  - Support the implementation of SLO assessment at the college
  - Replace scantron machine
- Long term
  - Implement accreditation planning agenda items relate to the work of PRIE
  - Continue to improve the ability and interest of SCC employees in the use of data (quantitative and qualitative) for planning and decision-making
  - Increase the capacity of the PRIE office
  - Continue to pursue staff development opportunities for PRIE staff

VI. Anticipated Resource Needs

A. Budget and IT:
- The department base budget is adequate for the needs of the PRIE office.
- The PRIE office depends on current computer technology to provide its services. The PRIE office maintains its own SQL server. The PRIE office has been able to support its basic computer technology needs from the department budget and the overall college IT replacement cycle processes. However, the office currently needs to purchase a new Scantron machine (with the software needed to run the machine) which has a total cost of approximately $13,600.

B. Staffing:
- In the short term (1-3 years) we will explore the use of student assistants (e.g. student interns, students working on special studies units, federal work-study students, etc.) to assist staff with tasks that do not involve access to confidential information. We are also exploring the possibility of changing from having an Administrative Assistant to having a Research Assistant - a job description that used to exist in the district and would perhaps better suit the needs of the unit.
- In the long term, the next 3-5 years or beyond, the department may need another Research Analyst in order to handle the increasing volume of requests for data, planning, and institutional effectiveness work.

C. Facilities:
- Any additional staff will require more space than is currently available in the PRIE office.