Institutional Research Department
ASP for Academic Year 2024-2025
November 2023

Description Of Section

Connection to College Mission

The Office of Institutional Research (OIR) provides actionable data that will **improve the life of every student the college serves**. OIR provides quality, accessible and relevant data that can be disaggregated in a variety of ways including by **traditional and distance delivery**, equity groups, and course characteristics such as **workforce education** (CTE, vocational), **remedial education** (basic skills), credit/non-credit, and **transfer preparation** and more to **develop ethical and effective citizenry**. OIR is also the repository for information regarding the **rural communities and unicorporated areas of the Eastern** Sierra.

Through quantitative and qualitative research, OIR is able to reflect on the experiences and **learning opportunities** of students, including gauging students perceptions on **support services** and our **commitment to equity**. The staff of OIR serve on a variety of committees and are involved in discussions surrounding **educational pathways** and support services.

Additionally, OIR utilizes data to assist individuals, committees, departments and units to create customized approaches to inform, analyze, and support decisions, initiatives, plans, learning opportunities and other work being done in moving the mission of the college forward. OIR also facilitates data-informed decision-making and planning processes, enhances institutional effectiveness, and promotes a culture of evidence-based inquiry. OIR is committed to equity at all levels.

Review And Planning

Performance and Equity Gaps Still to be Addressed

In the past year, the entire staff was brand new, so most of the focus was on learning what the work is, how to extract and validate the data, replicating the most important institutional data sets (like Strategic Plan), and assess the office. Now that the Director of Institutional Research has been in the role for a year and the IR analyst has been onboarded for about 9 months, OIR can start addressing the operational and performance gaps realized during the past year or so and start documenting the processes and procedures of the office and developing the tools needed to ensure the operation and performance of the office

Operational and Performance Gaps:

- Draft a Processes & Procedures Manual.

o Write the IR Program Review (it may be an early draft of the manual)

o Some potential topics to be covered:

§ Mission Statement

§ What is Institutional Research?

§ Reporting Structure

§ Annual Unit Outcomes

§ Data Infrastructure

§ Data Policy for Institutional Research

§ Official Records

§ Query Databases

§ Administrative Processes & Procedures

§ Annual/Regular Agenda (including at least links to the "How To"s)

§ Enrollment Management

§ Planning

§ Program Review

§ Student Equity & Achievement

§ Outcomes Assessment

§ General Research Support Requests

§ Survey Research

§ Other IR Activities

§ Reporting

§ Communication (see below)

§ Relations to Other Offices

§ Relations with Outside Organizations

§ IR and Participatory Governance

§ Evaluation of IR Office

§ Ethics of Institutional Research

§ Resources for IR

- Develop/improve tools.

o Project Tracker

§ Improve documentation of start and completion of requests

§ Improve timeliness of completion of requests

o Consultation Forms (research and survey)

o Shareable calendar of requests

o Customer Service Survey

§ Distribute in Spring 2024 to utilize results for Program Review

- o Support Request Form

- Develop a Communication Plan.

- o Webpage

- § Repository of Dashboards

- Increase the number of operational dashboards available for unit work

- Identify ways to increase access/availability to Tableau licenses.

- o Vital for the college-wide goal of increasing access to historical and new data.

- § Resources for College Community

- Data Element Dictionary

- Data Literacy

- Leveraging Data

- How to Utilize IR Support

- § IR Resources

- o Coyote Howler

- § Nearly monthly data content

- o Progress Report

- § Regular (frequency TBD) newsletter

- § Report out OIR work/results

Equity Gaps:

The Office of Institutional Research is predominately involved in supporting other units in closing the equity gaps they have influence over. Below is a list of likely work to be undertaken where OIR support, consultation, and effort will be required.

Instructional Units

Common Themes:

- OER and ZTC data support. Fortunately, Porterville College has created a dashboard for tracking ZTC courses and has graciously shared the dashboard with us. OIR will likely collaborate with PC's IR office to provide feedback and expand the dashboard to make it something that will allow CC stakeholders to see trends in ZTC/OER courses and programs. ZTC is also a focus of Distance Education in addition to several of the Academic Departments.

- New Programs or Expanding Programs: Allied Health, Business and Paralegal Studies, English & Foreign languages have plans to start new programs or expand current programs. OIR is available to support the data requirements of these programs, whether at the investigatory stage, as part of necessary applications/justifications, or monitoring the growth of these programs as they are implemented.

- Inquiry into Financial Aid equity gaps. This gap was identified in multiple areas across the college, including English and at East Kern. OIR is available to consult, support, and provide research regarding this inquiry.

- CVC Exchange Enrollments: There are goals identified regarding increasing enrollments through the exchange. OIR can monitor these enrollments by subject, division, and collegewide.

DISTANCE EDUCATION: Distance education has a goal to develop Tableau dashboards for Cerro Coso Server Databases. While there will be minimal OIR interaction initially, OIR does see how Distance Ed's plans will be helpful in several ways, such as allowing outcomes to be disaggregated by finer levels of detail, tying data from CAMS and possibly Canvas with institutional data, etc.

East Kern:

- Inquiry into equity gaps surrounding Financial Aid recipients.

- Support the GPAP grant by providing necessary data for reporting as well as research the effectiveness of strategies for improving equity and access to dual enrollment. This will include tracking GPA, enrollment by HS freshmen in COLL C100, successfully completing 2 college level courses in HS, and GE course completions.

- Data support for CTE Noncredit and targeted enrollment management

ESCC:

- OIR is available to identify students for additional support and consult on evaluation of strategies employed to address equity gaps:

o 1st Year/First Time Students

o First Generation Students

o Latinx

o Economically Disadvantaged

o The sense is that the majority of the students that fall into one of these categories belong to all of these categories

- Monitor enrollments, specifically in the following areas:

o Native American students in the ESCC service area. OIR is actively working on utilizing the data to better identify Native American students that may typically get lost in the "Two or More Races", "Black or African American", or "Hispanic" ethnicity categories.

o CTE courses

ISEP:

- Consult and work with ISEP and Department faculty on data needed to explore the feasibility of a Bachelor's degree in the prison, when that discussion is picked up again..

- Monitor course completion and success, awards completions.

CTE

Allied Health: Potential need to support data needs for gaining approval for the ADN program.

Business and Paralegal Studies: Support data needs for ABA approval and be available to provide data to grow dual enrollment opportunities in Business and Paralegal Studies.

Child Development: For future AUP data, provide online-only collegewide disaggregated data to be made available to fully online programs.

Public Services & ADMJ: OIR is available to support the department in their upcoming initiative "Online Course Success".

COUNSELING

Counseling Department (Instructional Side): OIR is available to consult on evaluating of the effectiveness of classroom strategies aimed at closing identified equity gaps, particularly those in the Student Equity Plan.

LETTERS & SCIENCE

- Examine the causes behind equity gaps.

o Further investigation/inquiry into students in the 25-29 age group that has persistent (even moving along with the age group) gaps compared to other age groups.

o OIR can consult with departments on plans for strategies, including identifying methods of assessment, preferably prior to the start of the strategy.

- Consult on the evaluation of Math C121 concurrent support post AB1705.

- Monitor student enrollments through the CVC Exchange

- OIR is available to consult on and monitor capacity of general education courses at all campuses.

English and Foreign Languages:

Monitor and track ZTC courses/degrees and track effectiveness in closing Financial Aid equity gaps, use of tutoring and learning supports (including online) to close equity gaps for first-time and online students.

Monitor completion of English AA-T. If possible, try to track the impact of increased marketing of the program on completion of the degree. Monitor # students in English AA-T program in the prison.

Potential need to provide data support for exploration of creation of a college Puente program. (Likely in conjunction with Equity, Counseling, Outreach, other Instructional Faculty, and other college stakeholders.)

Consult and be a resource for the English department's inquiry into Financial Aid gaps.

Honors: Consult with Honors faculty coordinators to see what data Honors would like to have in order to understand their students, develop/improve data collection methods to be able to measure growth and success of the program. This could possibly include proactively identifying students who meet the requirements of the program to be able to develop appropriate recruitment materials.

Kinesiology: Monitor the number of KINS majors at ESCC & IWV.

Math: Consult with the department to develop a research plan to identify where declared math majors are stopping out of the program. OIR will also be available to assist, if needed, on developing a PLO assessment procedure.

Visual & Performing Arts: Monitor enrollment for 800-series courses.

Non-Instructional Units

Common Themes:

- AUO Assessments: OIR is reviewing the old Student Experience Survey (SES) in preparation for distribution in Spring 2024. This instrument is utilized by many units across the college (and possibly could be used by more). OIR is getting feedback

from those units and stakeholders about the questions being included in the SES to identify changes to ensure each unit gets the information out of it that they need. OIR is also available to consult with units to develop additional instruments as necessary to assess any outcome that is not appropriately measured by the SES.

EQUITY

- NASSSP Grant: As an in-development program, OIR is actively gathering data on Cerro Coso's Native American student population. This is a challenge as many Native American students are being "lost" in our categorizations by being lumped in with "Two or More", "Black/African American" and "Hispanic". Further, a mix of quantitative and qualitative research will be employed throughout the development of the program as well as once the program is fully running to track how well the program is engaging in its target population and helping Native American students achieve success.

- The Director of Equity and Inclusion has also indicated a desire to assess the perceptions, engagement, success, and achievement of other affinity groups under her purview, such as our Black/African American students, LGTBQIA+ students, AB504/Undocumented students. OIR will be consulting with and supporting Equity in these assessment efforts.

- The English Department has expressed interest in exploring the possibility of starting a Puente program. OIR is available to support research efforts in that exploration.

OUTREACH

- OIR is available to provide data/monitor the application conversion rate and consult on evaluating strategies employed for supporting students on Financial Aid application completions, FAFSA completions, CADAA completions.

- OIR has been developing a Stop Out dashboard and plans to publish it for Outreach staff so that they can make data-informed decisions in developing campaigns and outreach to students.

- OIR is supporting the inquiry around first generation students and will continue to be available to evaluate any strategies that get implements.

- OIR will be collecting data and monitoring students' persistence from term-to-term to be used by units across the college, including Outreach and Counseling. An outreach component (student contact information) can also be developed to assist Outreach and Counseling in their efforts.

Admissions and Records

Monitor enrollment, retention, and award completion for various student groups including veterans and students receiving Credit for Prior Learning.

Identify students with various characteristics, such as veterans and/or military-connected students, students who are parents, students taking courses in the CVC exchange (both CC and external), out-of-state students who could qualify for in-state status, dropped for non-payment for outreach, support, and information.

Evaluation of strategies such as impacts for students participating in Rapid Enrollment Events.

Consult in survey design, administration, and analysis to gather student feedback for the same types of groups as above.

Athletics: Student-athlete unit completion, persistence, and graduation/transfer

Counseling Department

Counseling is an area where the output of data is inconsistent across sources and methodologies. By OIR spending time on understanding the counseling data, specifically around matriculation, from definitions to collection to extraction and through analysis, OIR will help build trust and confidence in the output of data. OIR will work with Counseling and District IR to better understand how ed plan completions and other matriculation activities are being tracked and collected, the exact definitions being used, and the appropriate data schemas/tables/fields to be used to ensure data is consistent across sources and methods of extraction/analysis. This will help build trust in the data and confidence in any data-informed decisions Counseling makes, in alignment with their own mission. Beyond just supporting Counseling's goals, this will also help OIR remedy the discrepancies in the Strategic Plan and the Progress Tracker.

Additionally, OIR is available to consult/support counseling in the following work:

- Evaluate whether strategies such as outreach to local high schools or CTE students, use of Navigate, and targeted services to student populations identified in the Student Equity Plan is increasing freshmen and dual enrollment, completion of comprehensive education plans and other onboarding activities, and persistence and retention.

- Identify students who have lower success rates of completion, belong to one of the DI groups for outreach and support. Compare student success outcomes by completion of core services.

- Monitor term-to-term student retention and persistence, first day of class attendance, attempt/completion of math and English in the first year, completion of counseling core services – with a particular focus for first-time students and incarcerated students, and number of students completing 30 units in a year.

- Consult in survey design, administration, and analysis to gather student feedback for the same types of groups as above.

Financial Aid

Financial Aid is an area where the output of data is inconsistent across sources and methodologies. By OIR spending time on understanding the financial aid data from definitions to collection to extraction and through analysis, OIR will help build trust and confidence in the output of data.

OIR will be working on building out several operational dashboards to help FA in their day-to-day work:

- Monitor/track CADAA and FAFSA Application completions,

- SAP and MAXPRG verification and progress; warning/suspension/appeals, and student success related to these.

Ideally, these dashboards will include information that will help FA determine need by campus and other characteristics, all to be under discussion and in collaboration with FA. The beauty of using Tableau dashboards are that they are fairly agile, easy to update, and will allow FA staff to access the data they need when they need it. In conjunction with the work in understanding the flow of Financial Aid data, it will also lead to higher levels of confidence in and ownership of the data by the FA office. When appropriate/relevant, the dashboards will also include filterable, downloadable contact lists that will allow FA staff to reach out to students who may need additional support.

Additionally, OIR anticipates being available to consult with and support FA in the following work:

- Support in obtaining and analyzing scholarship application completions data, if this is data OIR has access to.

- Consult and assist with FA's satisfaction survey, with probable refinement of the survey instrument to ensure FA is getting the most relevant and actionable data they can get along with the fact that the Student Experience Survey may allow us to shorten the survey which will likely also increase response rates.

- Identify students who have indicated financial need on their admissions application for outreach purposes, including residency status to help proactively guide students through the appropriate route to financial assistance.

LAC: Consult in determining appropriate AUO assessments, which will include reviewing and possibly modifying questions on the Student Experience Survey for relevancy and actionability.

Library: Consult in determining appropriate AUO assessments, which will include reviewing and possibly modifying questions on the Student Experience Survey for relevancy and actionability.

Safety & Security: Consult with Safety & Security on AUO assessment instruments and other survey research.

SGCC & ASB: Consult with SGCC/ASB on AUO assessment instruments.

Last Year's Initiatives

Improving CTE Data Availability and Access

As far as I know, there has been no movement on this initiative. I do work with the CTE Dean and Faculty fairly regularly to provide data. The district office has increased the number of dashboards available for CTE over the years. When I talked to the CTE dean about this initiative, she didn't really have any knowledge of exactly what this was referring to. This initiative is being dropped in favor of improving the operation and processes of the office as well as to better support the current needs of the college, which includes the current work of CTE.

Initiatives for Next Academic Year

Formalize functions, agendas, workflows, processes and procedures of the office.

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

1. Draft Part 2 Demand of Program Review – Jan-Feb 2024

- Manual Draft: Reporting Structure

- Manual Draft: Administrative Processes & Procedures

- Manual Draft: Regular Agenda

    i. Enrollment Management

    ii. Planning, Program Review, Outcomes Assessment

    iii. Student Equity & Achievement

    iv. Accreditation

- Manual Draft: General Research Support Requests

- Manual Draft: Survey Research and Survey Agenda

- Manual Draft: Other IR Activities

- Manual Draft: IR and Participatory Governance

- Manual Draft: Relations to Other Offices

- Manual Draft: Relations with Outside Organizations

2. Distribute the OIR Customer Service Survey – March 2024

3. Draft Part 4 Achievement of Outcomes – April 2024

- Manual Draft: Annual Unit Outcomes

- Manual Draft: Evaluation of IR Office

4. Develop tools for the office (see Operational & Performance Gaps) – May 2024

- Project Tracker

    i. Include start and completion dates.

  ii. Improve tracking of work

  iii. Improve timeliness of request completions

- Consultation Forms (research and survey)

- Shareable calendar of requests

- Dashboard template and dashboard documentation template

- Customer Service Survey

- Updated Support Request Form

5. Develop IR Annual Agenda and Survey Agenda – June 2024

6. Draft Part 1 Definition of Program Review – July 2024

- Manual Draft: Mission Statement

- Manual Draft: What is Institutional Research?

- Manual Draft: Ethics of Institutional Research

7. Draft Part 5 Action Plans and Part 3 Needs – August 2024

- Manual Draft: Communication

- Manual Draft: Reporting

- Manual Draft: Resources for IR

- Manual Draft: Resources for IR

8. Complete IR Program Review – Sept 2024

9. Draft remaining Processes & Procedure Manual – Oct-Nov 2024

- Manual Draft: Data Infrastructure

- Manual Draft: Data Policy for Institutional Research

- Manual Draft: Official Records

- Manual Draft: Query Databases

Early Observational Data, or "Lead" Measure(s):

Operational Folder created in IR's G Drive

Tools developed:

- • Project Tracker
- • Consultation Forms (research and survey)
- • Shareable calendar of requests
- • Dashboard template and dashboard documentation template

- - Customer Service Survey
- - Updated Support Request Form

Documentation starts being developed and saved in the Operational Folder

IR Program Review is submitted to Program Review Committee for First Read.

Does the department request help developing these instruments?

No

Institutional Performance Data, or "Lag" Measure(s):

Processes & Procedures Manual is available in G Drive

Resources for College Community about how to best utilize OIR is published on OIR Website

Future of the office, despite potential staffing changes in the office, is stable and new staff can easily pick up the threads of the work.

Person Responsible:

Director, IR

Unit gap or institutional goals addressed:

It addresses a 2- or 5- year program review strategy, Other. Explain below

It increases the effectiveness of the office and ensures its ability to continue to provide support to the college even in times of turnover.

Develop a communication plan that utilizes the IR website, newsletters, other regular correspondence, opportunities to present, etc

Is this part of a multiyear initiative?

No

Specific Action Steps to be Taken:

1. Establish the goals of communications – Dec 2023

2. Define key audiences – Dec 2023

a. Who does OIR want to reach?

b. How can OIR reach the target audiences?

3. Identify key messages – Jan 2024

a. Communicating Research Results

4. Create a tactical outreach plan – Jan 2024

a. Develop Media List

b. Develop Materials

 i. Dashboards

 ii. Coyote Howler content

 iii. Newsletters (Progress Report)

 iv. Annual Updates

 v. Presentations

5. Specify a timeline for moving forward – Feb 2024

6. Implement plan

a. First Coyote Howler message in Jan 2024

7. Evaluate communication efforts July 2024

8. Adjust plan as needed.

Early Observational Data, or "Lead" Measure(s):

First content posted in Coyote Howler

Dashboard template developed and template for dashboard documentation found in G: drive (Dashboards file).

Timeline for communications is readily available, including frequency of communications

Outline of content for each communication channel is developed

Does the department request help developing these instruments?

Yes

Institutional Performance Data, or "Lag" Measure(s):

At least 3 Dashboards are published on the IR Website Dashboard Repository for relevant stakeholders/users.

At least a year's worth of newsletters (Progress Report) are made publicly available

First cycle of annual updates are available to stakeholders

Person Responsible:

Director, IR

Unit gap or institutional goals addressed:

It addresses a 2- or 5- year program review strategy, It addresses a Strategic Plan goal or objective, Other. Explain below

It addresses

-       Accreditation Standard 1.5: The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improved

-       Accreditation Standard 2.4: The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys.

-       Accreditation Standard 3.9: … The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and **data security**. (emphasis mine)

Resource Needs

Facilities

Director's office needs furniture. There are holes in the walls that need to be "mended". While the analyst works remotely, his desktop is currently sitting on the floor of the director's office. It would be nice if there was a place to keep his computer. (It does need to be on.)

Information Technology

Regularly, OIR needs IT support to keep software updated, especially Tableau.

Possibly, we will continue purchasing SPSS. (I recently found out that we can use SPSS to do qualitative research coding, making this a little more desirable to keep, especially because it is extremely affordable compared to other options, especially considering the

Survey Monkey (SM): I haven't been able to access the Survey Monkey account since I started. I haven't been able to figure out a way to reset the password because I don't have enough information about the account and I get stuck in an infinite loop with Survey Monkey's customer service. While I have no plans on using SM, but it would be nice to have access to old surveys, forms, etc that may be in SM.

Marketing

Help building, guiding, and implementing the Communication Plan. Building the OIR website, then keeping the OIR website up to date.

Professional Development

Conferences

- CAIR
- RP

Training: Unknown exactly what we will run across, but it is imperative that we maintain currency and have the ability to take advantage of training opportunities that will help us advance and improve the work of the office when they arise.

RP Group Membership: This year, Student Services covered the cost of the membership, however it would best be covered by the IR office. (Membership is by institution, not by individual.)

Other Needs

Travel support for the IR analyst to attend the occasional in person meetings. Waiting to make further

requests for when Program Review has been completed.

Staffing Requests Not Already Listed In Unit Plans

1000 Category - Certificated Positions

2000 Category - Classified Staff