A. Program Being Reviewed
Institutional Research

Program Evaluation and Planning Team members
Robyn Wornall and Carolyn Sanchez

Verification Team members
Erik Shearer, Vanessa Mullally, and Susan Moore

B. Statement of Completion
The verification team believes that the program evaluation submitted by Institutional Research is thorough, high-quality, and complete.

C. Strengths of the Unit
The verification team finds the unit to have the following strengths:

- Highly skilled, trained, motivated, and productive staff
- Committed to the vision, mission, and values of the college
- Able to be a change agent for the district
- Well networked among peers

D. Challenges
The biggest challenge of the unit appears to be budget, including staffing. The verification team acknowledges and commends Dr. Wornall on her statistical and analytical abilities and supports her observation that one person is insufficient to conduct statistical analyses, validate local practices, assist with surveys, and perform a greater number of in-depth studies that could guide the college into best practices regarding NVC student outcomes. In addition, as the institution becomes more data-driven, greater numbers of people will benefit from guidance and training on the use of data and generate more research requests. Lastly, the Research Director’s computer processing needs are intensive as well as her need to work as efficiently as possible due to demands.

E. Summary of Verification Team’s Recommendations
The verification team appreciates the breadth, depth, and quality of the program evaluation and work conducted by the Institutional Research unit. The team supports the purchase of a new computer for Dr. Wornall, expansion of staffing, and increased budget for training and conferences.
Program Evaluation Summary

Program: Institutional Research

Complete the following sections based on the program evaluation completed. This summary will be forwarded to the Planning Committee after the verification phase is complete.

Program Achievements (major achievements, changes, implementations, progress since last program review)

- Providing comprehensive PEP data to all instructional programs on an annual basis
- Heightened quality of output of the office; brought it up to a new standard
- Expanded the role of the office; research is now included in more campus activities/decision processes

Strengths (unique characteristics, special capacities)

- Knowledge of statistical methods
- Ability to make data analysis accessible and comprehensible to people without statistical backgrounds
- Ability to manage lots of projects at once
- “Can-do” attitude of office staff
- Good working relationship with college faculty, staff, and administrative units
- Ability to provide data and language tailored to particular needs of grant proposals

Challenges (concerns, difficulties, areas for improvement)

- Increase in workload
- Lack of resources
- Although the administration has made a commitment to data-driven decision-making, a corresponding and necessary shift in institutional culture has not materialized
- Shifts in approaches to the work of the office/how the office functions
- Office not providing proactive service; operates solely in a reactive manner
- Integrity of data (codes and data-entry into the system)
- Extracting data from Datatel

Briefly describe the process used to complete the PEP

The PEP report was drafted by the Director of Institutional Research. The draft was reviewed by the Dean of Research, Planning, and Development as well as the Secretary of Research, Planning, and Development. Their comments and suggestions were incorporated into subsequent drafts. For some portions of the PEP report, the Director of Institutional Research consulted with research colleagues in neighboring districts to share ideas and collect additional input.

Optional: What additional data, if any, would have been helpful to effectively evaluate the program? N/A
Administrative Services Evaluation

Office/Unit: Institutional Research
Date: October 2007 (Revised November 2007)

1. Mission

This section should be a short, clearly stated purpose of the program or services. In other words, what does the department contribute to the Napa Valley College (NVC) Mission. Write or revise your mission statement below. The NVC Mission is provided for reference.

Napa Valley College Mission
Napa Valley College engages students by providing high quality programs and services that promote learning, enhance individual development, and prepare life-long learners for their roles in our diverse, dynamic, and interdependent world.

Office of Institutional Research Mission
The Office of Institutional Research collects data and conducts analyses to support and inform campus decision-making as well as planning, accreditation, and assessment activities. The Office of Institutional Research aids Napa Valley College in its commitment to data-driven decision-making. The Office of Institutional Research is also responsible for measuring institutional effectiveness, complying with external (state and federal) reporting requirements, and responding to internal requests for information.
2. Accreditation and External Reviews

A. Review the Accreditation Planning Summary (available on the PEP website “Documents”) and results of previous program evaluations. Discuss the status of the recommendations of the review teams that are relevant to the office/unit and how the unit has responded.

From Accreditation Planning Summary:

<table>
<thead>
<tr>
<th>Self-Study Planning Agenda Items Related to Institutional Research</th>
<th>Unit Response</th>
<th>Status</th>
</tr>
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<tbody>
<tr>
<td>Office of Institutional Research will provide appropriate research data to faculty and administrators as the college discusses, plans, and begins to identify student learning outcomes for courses and programs.</td>
<td>The Director of Institutional Research has attended several workshops and conferences with the Student Learning Outcomes Specialist to acquire information and training related to the development and measurement of Student Learning Outcomes (SLOs). The Director of Institutional Research assisted in the development of program-level SLOs by facilitating a “sticky-note” session during the Fall 2004 Flex Day. As a member of the Planning Committee, the Director of Institutional Research also contributed to the development of institution-level SLOs. The student surveys for Program Evaluation &amp; Planning (PEP) include a question intended to track the effectiveness of NVC programs’ communication of SLOs to students (and address the Accreditation requirement related to SLO communication). The surveys were integrated into the PEP process beginning in 2006-2007. The information collected through these surveys provides a baseline for communication about SLOs to students (prior to identification of SLOs at the course level, implementation of those SLOs, and integration of them into syllabi) so that improvement in this area can be measured in subsequent years/PEP cycles. The Director of Institutional Research and the Student Learning Outcomes Specialist intend to work closely together as SLOs are implemented – to offer assistance to programs as they identify appropriate measures, collect data on those measures, and use the information collected to improve programs or/and make adjustments to the methods used to assess outcomes.</td>
<td>On-going</td>
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<tr>
<td>Self-Study Planning Agenda Items Related to Institutional Research</td>
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<td>The Director of Institutional Research and Matriculation Steering Committee, with input from the Counseling Division, will review the use, or lack thereof, of the CSFI to determine its effectiveness in the assessment process and examine other tools as necessary.</td>
<td>The Office of Institutional Research completed a study of the CSFI (College Success Factors Index) in Spring 2005. The report was shared with the Matriculation Steering Committee and the Counseling Division. In Spring 2006, the Matriculation Steering Committee decided to discontinue the use of the CSFI and to pilot the use of an alternative instrument – the Learning &amp; Study Strategies Inventory (LASSI) – in the English Learning Communities (ELCs) beginning in Fall 2006. The use and effectiveness of the LASSI will be evaluated as more data on students are collected through the ELCs.</td>
<td>Complete</td>
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Information Technology, the Student Services Council, the College researcher, and the Vice president of student services will evaluate procedures, instruments, and timelines used for program reviews in the Student Services area.

A new program review process was drafted in 2005. The first cycle of Program Evaluation & Planning (previously known as “Program Review”) for Student Services was completed in 2005-2006. The evaluation of Student Service Programs presents some unique challenges for the Office of Institutional Research – particularly when compared to the evaluation of Instructional Programs. Those challenges include: a lack of reliable data tracking the provision of services to students, lack of clear definitions of appropriate measures for student services, and the lack of universal measures appropriate for all student services programs due to the vast array of services offered. For now, Student Services units/programs under evaluation extract data from their local systems or work with the Office of Institutional Research to supplement their local data. Similarly, the student/faculty/staff surveys for Student Services are a combination of surveys already being administered by the individual programs and surveys developed with the support of the Office of Institutional Research. The Office of Institutional Research is in the process of drafting a “point-of-service survey” that could be administered across all Student Services on an on-going basis (each time a student receives a service, not just during the periods when the program is under review). The Office of Institutional Research and the Vice President of Student Services have discussed the point-of-service survey and plan to present a draft of the survey instrument to the Student Services Council.
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<td>The Office of the President, Human Resources, and Institutional Research will survey employees to evaluate such issues as support of the teaching and learning environment and the effectiveness and efficiency of the administrations.</td>
<td>Surveys have been integrated into the Program Evaluation &amp; Planning (PEP) process for Administrative Services. The Office of the President was reviewed in 2006-2007. The Office of Institutional Research is currently under review (2007-2008), and the Office of Human Resources will be reviewed in 2008-2009. The support these offices (as separate offices) provide teaching and learning is assessed through the PEP surveys (although a survey was not conducted for the Office of Institutional Research). Work has not been done on an employee survey that would examine support of the teaching and learning environment and the effectiveness and efficiency of the administration as a whole. As reported in the 2003 Institutional Self-Study (Standard Ten, Page 14), in the most recent staff survey, 28% of classified staff, 34% of full-time faculty, and 4% of administrators feel that the administration does not provide effective and efficient leadership to support teaching and learning. As there has been considerable turnover among the top-level administration since the time the staff surveys for the 2003 Self-Study were conducted, a comprehensive survey of the administration, its effectiveness, and its support for teaching and learning is necessary.</td>
<td>On-going as part of Program Evaluation &amp; Planning. A comprehensive survey has not been developed. [Comprehensive survey of support for teaching and learning and effectiveness of the administration is included as a planning objective in Schedule A (#8).]</td>
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### Accreditation Team Recommendations Related to Institutional Research

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<td>The Office of Institutional Research developed a flow-chart outlining the ideal data-driven decision-making process and presented it to President’s Cabinet (Spring 2004) and President’s Staff (Fall 2004). The Director of Institutional Research serves on the Program Evaluation &amp; Planning (PEP) Support Team to offer assistance in data analysis/interpretation for programs undergoing review. Since Spring 2007, data tracking progress on data elements included in Program Evaluation &amp; Planning have been distributed to all instructional programs on an annual basis. These annual updates are intended to guide planning efforts at both the program/unit and institutional levels. The Director of Institutional Research currently serves as the Administrative Senate’s representative on the Planning Committee. It might be more appropriate for a representative from Institutional Research to serve as an <em>ex officio</em> member of the Planning Committee to solidify the link between research and planning. Additional steps are being taken to address this item – particularly the resources and staffing of the office – through the present Program Evaluation &amp; Planning process.</td>
<td>On-going</td>
</tr>
<tr>
<td>Accreditation Standards Related to Institutional Research</td>
<td>Unit Response</td>
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| Standard I: Institutional Mission & Effectiveness Section B: Improving Institutional Effectiveness Part 5: The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies. | Data related to the following plans/programs tracking NVC’s effectiveness as well as the performance of NVC students have been circulated among the NVC community:  
   - Accountability Reporting for the Community Colleges (ARCC): beginning in 2007, explained the new accountability system and reported results to Board of Trustees, circulated newsletter introducing the new system and summarizing NVC’s performance on the ARCC indicators among campus community  
   - Program Evaluation & Planning (PEP) data: beginning in 2007, distributed data tracking enrollments, student success, retention, and conferral of degrees/certificates among all instructional programs; data reported at both the program and institutional levels  
   - Strategic Plan Progress Reports: since 2004, generated data tracking progress on measurable objectives for annual progress reports; reports reviewed by Planning Committee, reported to Board of Trustees, and made available to campus community (through Institutional Research intranet site)  
   - President’s Report to the Community: since 2004, provided data for annual report to the community, communicated to Napa Valley residents through publication in the *Napa Valley Register* NVC has not begun collecting or reporting data on Student Learning Outcomes (SLOs). However, the Director of Institutional Research has attended training sessions and conferences related to SLOs and the assessment of SLOs. The Director of Institutional Research and the Student Learning Outcomes Specialist meet periodically to prepare for the institutionalization of SLOs, delineate responsibilities, etc. | On-going; annual reports for ARCC, PEP, Strategic Plan Progress Reports, and Report to the Community | In progress/yet to be determined |
B. Indicate the sources of information used in Question 2.A.

  _X_ Accreditation Self-Study Planning Agenda  
  _X_ Accreditation Final Report  
  ____Previous program evaluation recommendations/objectives

C. Review the recommendations from any other licensing, evaluation, or accreditation bodies. Discuss the recommendations of the review teams relevant to the unit and how the unit responded.

In July 2002, The Research and Planning Group for California Community Colleges (RP Group) issued a prospectus enumerating the “major drivers affecting the CCC [California Community Colleges] and their likely impacts on research and planning professionals” (1). Although not the result of a site visit or evaluation of the Napa Valley College Office of Institutional Research per se, the six imperatives identified in that prospectus are relevant to this section of the Program Evaluation and Planning document, as they elaborate changes occurring at the system level that yield additional responsibilities for research offices and enhance the importance of research within the CCC system. The six imperatives, along with the contributions that have been made by the NVC Office of Institutional Research in support of each of these imperatives, are listed below.

- **Imperative 1**: New accreditation standards require colleges to establish additional processes to identify and assess student learning outcomes.

  *The Director of Institutional Research has attended several conferences and workshops to receive training and information related to Student Learning Outcomes (SLOs) – the California Assessment Institute “Assessment and Learning: Success for Students,” (Rancho Mirage, October 2002); Student Learning Outcomes Workshop (Sacramento City College, April 2004), SLO Assessment Workshop (San Mateo, April 2005); SLO Training Retreat (Upper Valley Campus, August 2004); Data and Decisions Workshop (Atlanta, December 2006; and Strengthening Student Success Conference (San Jose, October 2007). To date, the SLO implementation process has been coordinated by the Student Learning Outcomes Specialist. It is anticipated that the Office of Institutional Research will have increased involvement in the SLO process once course-level SLOs have been identified and programs begin identifying appropriate measures for tracking those SLOs, developing methods for collecting data on those measures, and using the data collected to improve programs.*

- **Imperative 2**: Increased public and legislative demands for accountability reporting require more collaboration among faculty, staff, administrators, and research and planning professionals.

  *A new accountability system, Accountability Reporting for Community Colleges (ARCC), was implemented in 2006-2007. The Office of Institutional Research coordinates local compliance with the ARCC process. In 2007, ARCC data were shared with the Planning Committee and the President’s Staff, and an Institutional Research Update newsletter introducing the new accountability system was*
distributed among the campus community. The Office of Institutional Research collaborates with faculty, staff, and administrators on program-specific research projects. However, collaborative efforts related to accountability reporting have not developed.

○ **Imperative 3**: Growth of technology-mediated educational services requires new approaches to assessing course and program effectiveness.

To date, a minimal amount of work has been done in this area. Student surveys for the Program Evaluation and Planning process have been adjusted to accommodate online and hybrid courses.

○ **Imperative 4**: The continued growth of social and educational divisions within the state’s population requires additional focus to address the needs of the underserved.

The NVC Student Equity Plan was drafted and submitted to California Community Colleges Chancellor’s Office (CCCCO) in 2004-2005. The Office of Institutional Research generated and analyzed data to accompany that report (even though it was not required). The plan indicates that the Office of Institutional Research will generate data and report on the Student Equity measures annually. However, such updates have not been provided due to lack of staff time. The Office of Institutional Research has conducted studies related to underserved and under-prepared students in support of Title III projects (by tracking improvements in successful course completion rates among the key gateway courses identified in the proposal and by analyzing data collected through the English Learning Communities).

○ **Imperative 5**: Continued growth of the field of knowledge management, along with the introduction of sophisticated information technology tools, opens doors to new research and planning strategies and activities as well as improvement of an institution’s effectiveness.

Recently there has been a proliferation of software programs and benchmarking projects to support planning and SLO assessment efforts. Examples include: eLumen, TracDat, and Community College Learning Assessment (CCLA) (for assessing SLOs), Community College Survey of Student Engagement (CCSSE) and Community College Strategic Planner (CCSP) (to identify areas for improvement and program development), Strategic Planner Online (SPOL) (to coordinate strategic planning efforts across the institution), Achieving the Dream (to increase student success), and Campus Change Network, California Tomorrow, and the Diversity Scorecard Project (for coordinating improvements in student equity). To date, appropriate programs to guide and support NVC’s planning and assessment efforts have not been identified or purchased. The Office of Institutional Research organized an informational demonstration of the Community College Strategic Planner (CCSP) product offered by CCbenefits Inc. in June 2006. CCSP is a web-based planning tool that can be used to identify demand for new programs and anticipate changing needs among the local economy and workforce. Although several NVC programs/units
were interested in the CCSP, those programs did not commit financial resources to secure it. The Director of Institutional Research has attended the following training sessions related to Datatel implementation: Datatel Research Tools & Techniques, Datatel Student System Reporting Techniques, Datatel Planning for and Using Core Learning Guide, and Argos (a preliminary overview). Additional trainings – particularly in Argos and Sequel (SQL) – are needed so that the Office of Institutional Research can become self-sufficient in accessing local data.

- **Imperative 6:** Changes in the state’s budget require on-going monitoring and analyses to ensure community colleges’ capacity to maintain their educational mission.

  The Office of Institutional Research has offered limited support for enrollment-management-related activities. The Office of Business and Finance monitors and analyzes the budget.

There is much more that the Office of Institutional Research could be doing to support campus projects and help plan for the future. The administration has made a commitment to evidence-based, data-driven decision-making. However, at current staffing levels, the Office of Institutional Research is severely limited in its ability to support that goal. The strain on Institutional Research’s resources will only worsen as local demands for data and information increase.

At the Data and Decisions Workshop held in Atlanta in December 2006, one research and planning expert claimed that it requires 5 FTE to make an Office of Institutional Research run effectively – 1 FTE each to (1) handle compliance and mandatory reporting; (2) conduct projects to inform campus decision-making (enrollment management, retention, etc.); (3) manage outcomes assessment (SLOs); (4) cover technical support; and (5) coordinate the functions of the office, attend meetings, and present results (i.e., the Director). While NVC does not need to commit 5 FTE to research functions, one reason the current staffing is insufficient to meet the goals of NVC is that most of the 1 FTE’s time is spent on compliance and reporting requirements. That leaves very little time for special projects tailored to meet local NVC needs.
D. If this office/unit is responsible for maintaining ACCJC Accreditation Standards, attach a description of how NVC is addressing each standard. This information will be used in the next Accreditation Self Study.

Standard II: Students Learning Programs & Services
Section 3: The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.
Paragraph e: The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

<table>
<thead>
<tr>
<th>Placement Instrument/Practice (Discipline)</th>
<th>Expiration Date for Approval of CCCCO</th>
<th>Date of Most Recent Review of NVC Placement Practices</th>
<th>Outcome</th>
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| College Tests for English Placement (CTEP) (English) | 2012 or 2013 | 2003-2004 | Validation study and analysis of disproportionate impacts completed. Resulted in:  
  - New cut score defining placement into ENGL 120  
  - Adoption of a composite score (reading + writing) to determine placement into NVC English courses (rather than using separate reading and writing scores, which might yield different placement recommendations based on the two skill areas) |
| UC/CSU Mathematics Diagnostic Testing Project (MDTP) (Math) | 2012 | 2002-2003 | Validation study and analysis of disproportionate impacts completed. Resulted in:  
  - New cut scores defining placement into MATH 94 and MATH 106  
  - New placement recommendations (including referral to a higher-level test if a student receives a high score on one of the MDTP tests)  
  - Use of MDTP to establish equivalent qualification for enrollment in MATH 90 and MATH 94 |
| Combined English Language Skills Assessment (CELSA) (ESL) | 2011 | 1998-1999 | Validation study and analysis of disproportionate impacts completed. Resulted in:  
  - Continued use of existing cut scores for advisory placement recommendations |
<table>
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<tr>
<th>Placement Instrument/Practice (Discipline)</th>
<th>Expiration Date for Approval of CCCCCO</th>
<th>Date of Most Recent Review of NVC Placement Practices</th>
<th>Outcome</th>
</tr>
</thead>
</table>
| Model Prerequisites for Enrollment in Associate Degree Nursing Programs (ADN) | N/A                                   | 2005-2006                                           | Validation study and analysis of disproportionate impacts completed. Resulted in:  
  o Adoption of prerequisite model to determine eligibility for NVC ADN Program |
| BYU Spanish WebCAPE (Computer-Adaptive Placement Exam) | N/A                                   | Anticipated 2008-2009 or 2009-2010                  | The Office of Institutional Research provided support and guidance to faculty in the Spanish Department regarding content validation, the application of BYU’s recommended cut scores, and data collection beginning in Spring 2005. Data are currently being collected – with placements made on an advisory basis only – so that a local validation study can be conducted in the future. Research efforts to validate the Spanish WebCAPE test at the state level are currently being coordinated by City College of San Francisco. Once the test is deemed an approved assessment instrument by the California Community Colleges Chancellor’s Office (CCCCO) and NVC has collected an appropriate amount of data on placements and students’ subsequent performance in Spanish courses, NVC will conduct a local validation study. |

E. Reflect on your responses in Section 2. Accreditation and External Reviews. If improvements or changes are needed, write objectives on Schedule A.
3. Services

A. What specific services does the office/unit offer?

The Office of Institutional Research:

- Compiles, generates, manages, analyzes, and reports/presents data to the campus community. Examples of data include:
  - Data measuring and tracking NVC’s institutional effectiveness
  - Data measuring NVC’s performance in meeting the goals enumerated in the Strategic Plan
  - Data for Program Evaluation & Planning (particularly for instructional programs)
  - Data to support the grant-writing function of the Office of Research, Planning, and Development
  - Data for inclusion in Accreditation Self-Study
  - Demographic information about NVC’s student population
  - Data for NVC’s annual report card to the community
  - Tracking enrollment trends across the academic term for each division
  - Data for forum on strategies for increasing FTES, retention, and persistence (Spring 2005)
  - Information reported in Institutional Research Update newsletters

- Conducts research and analyses to inform campus planning and decision-making. Examples of research projects include:
  - Data for Student Equity Plan (Spring 2005)
  - Internal trends report for retreat on NVC mission, vision, and values (Spring 2004)
  - Tracking Hispanic-Serving Institution Status (on-going)
  - Coordinates data-collecting efforts to support college marketing plan (working with marketing consulting firm, Clarus Corporation, beginning Fall 2007)
  - Data for Matriculation Site visit (Fall 2007)

- Conducts research to support Research & Evaluation Component of Matriculation Plan. Examples of relevant research projects include:
  - Analysis of Disproportionate Impacts for Math Placement via the MDTP (UC/CSU Mathematics Diagnostic Testing Project), 2002-2003
  - Validation of Assessment Practices for English Placement via the CTEP (College Test for English Placement), 2003-2004
  - Analysis of Disproportionate Impacts for English Placement via the CTEP (College Test for English Placement), 2003-2004
  - Comparison of CSFI (College Success Factors Index) & LASSI (Learning & Study Strategies Inventory) and their Use for Early Alert or/and Study Skills Assessment, 2004-2005
Conducts research studies to support NVC instructional programs and identify ways to improve student success. Examples include:

- Validation of Associate Degree Nursing (ADN) Prerequisite Model for Admission into NVC ADN program (Spring 2005 – Summer 2006)
- Examination of relationship between English skill level and performance in Social Science courses (Fall 2003)
- Examination of relationship between English skill level, completion of an introductory theory course, and performance in upper-division Social Science courses (Spring 2004)
- Study of disproportionate impact in performing arts audition process (Summer 2007)

Provides expertise in statistical analysis and procedures for establishing prerequisites to faculty interested in changing course/program requirements. Examples include:

- Worked with Coordinator of Spanish Program to outline process for establishing content validity for Spanish placement test (Spanish WebCAPE – Computer-Adaptive Placement Exam) to be used for advisory placement (Spring 2005)
- Worked with Chair of Social Sciences Division to outline process for establishing content validity for placing an English prerequisite advisory on enrollment in Social Science courses (Spring 2005)
- Worked with Associate Degree Nursing (ADN) faculty to examine models for integrating scores from external standardized test [Assessment Technologies Institute (ATI)] into final grades for NVC theory courses (Spring 2007)
- Study of the relationship between completion of science courses prior to entry into the Respiratory Therapy program and performance within the program (Summer 2007)

Provides statistical analyses and information to NVC administrators and campus committees. Examples include:

- Collected information and conducted analyses of student performance on Nursing ATI (Assessment Technologies Institute) Comprehensive Predictor Test for Interim Vice President of Instruction in response to filing of student grievance (Fall 2006)
- Provides data to guide the efforts of the Enrollment Management Team
- Provides data and enrollment/growth projections to inform Facilities Bond projects

Provides support for survey research by creating surveys, converting surveys to scannable format, scanning/processing completed survey forms, and interpreting results of survey responses. Examples of NVC surveys involving the Office of Institutional Research include:

- Surveys for Program Evaluation & Planning (every Program Evaluation & Planning cycle, beginning Fall 2006)
- Applicant surveys (of students who applied but didn’t register) (Fall 2003 & Fall 2004)
- Cafeteria survey (Fall 2004)
- Wireless survey (Spring 2005)
- Winery surveys (Spring 2005)
- Performing Arts audition survey (Spring 2005)
The Office of Institutional Research has engaged in the above activities and projects over the past five years. At current staffing levels, the Office of Institutional Research generally completes one large project (such as validation of a placement test for Matriculation or analysis of a proposed prerequisite and its impact on student success and course enrollments).
per academic term. The office’s 1 FTE is working at capacity, and the office has no resources to address demand in excess of that capacity.

Most of the resources of the office are spent on projects that are required, with little time devoted to projects emerging from local needs or interests. There are a number of research projects the Office of Institutional Research could be doing to provide more in-depth analysis of the NVC student population – projects that could guide dialogue and yield improvements in student success. Examples of projects that have not yet been undertaken due to limited availability of staff resources include: a detailed analysis of retention and enrollment patterns among students (to support institutional planning priority of increasing retention and to guide discussions among the Enrollment Management Team), a longitudinal analysis of enrollment and successful course completion patterns within the English and Math sequences (to go beyond measuring retention and successful course completion at the course or program level and focus on a different measure of success – progression through the English/Math curriculum/sequence), and surveys of the student population (to measure campus climate, student satisfaction, and identify potential, unintended barriers to student success). When NVC began working with Clarus Corporation to develop a marketing plan in Fall 2007, the marketing consultants requested a variety of recent research findings/projects to provide some preliminary information about the college and its population. The projects that were requested included: survey of graduates, survey of non-returning students, survey of student opinion/satisfaction, and the college fact book. NVC was not able to provide any of these materials because these surveys and reference guides had not been developed.

It is anticipated that the demand for research will continue to increase – as the result of changes at the state level (accreditation requirements, SLOs, accountability measures, Basic Skills Initiative) as well as the local level (as Title III projects are expanded, the campus continues to develop a culture of evidence and data-driven decision-making, programs and services request data to inform discussions about increasing student success). As demand for data and research is already in excess of capacity, the Office of Institutional Research will not be able to address future increases.

B. How does the office/unit ensure that these services are meeting the needs of students and/or other clients? How do you evaluate how well the services are meeting the needs of students/clients?

The Office of Institutional Research responds to the needs of the campus community as identified by campus committees, administrative, instructional, and student services units, and NVC faculty and staff. The services provided by the Office of Institutional Research are evaluated through the Program Evaluation & Planning process. The office typically receives informal feedback upon completion of research projects from the individuals/groups who requested that the research be conducted.

Because the Office of Institutional Research must respond to requests for research, it tends to operate fairly reactively. A more proactive approach, with office staff initiating research projects and establishing dynamic databases about campus programs would greatly further the mission of Institutional Research. The development of a follow-
up/feedback process is a primary goal for the office. As the Office of Institutional Research assumes a more proactive role, evaluation of and follow-up on the services provided will become even more important.

Plans for improvement/change in this area: The Office of Institutional Research will develop a plan to meet with faculty on a regular basis to find out what kinds of information they need about their students. The Office of Institutional Research will develop an evaluation form to collect information from clients about their satisfaction with the services provided by the unit upon the completion of research projects. [Plans for improvement included in Schedule A (objectives #5 and #7).]

C. How does this office/unit support student learning in NVC instructional programs?

The Office of Institutional Research provides data on student performance as well as feedback collected through student surveys to improve the delivery of instruction and other services. In consultation with faculty, the Office of Institutional Research also conducts studies to identify appropriate prerequisites and validate those prerequisites for academic courses and instructional programs. Such prerequisites are intended to increase the likelihood that students will be successful in advancing through the NVC curriculum.

As Student Learning Outcomes (SLOs) are implemented, it is also anticipated that the Office of Institutional Research will provide support in the measurement of SLOs, collection of data related to SLOs at the course, program, and institutional levels, and presentation of data on SLOs to guide subsequent planning and improvement in instructional programs.

D. What future trends are likely to impact the office/unit?

- Increased demand on research offices: including the college administration’s commitment to evidence-based/data-driven decision-making, requests for research projects identified through the Program Evaluation & Planning process, changes in accreditation standards, public demands for accountability, and the need to monitor student equity (see response under Section 2.C above for more detailed information)
- Implementation of Student Learning Outcomes (SLOs): assessment of students’ attainment of the skills identified in NVC SLOs (particularly at the institution level)
- Initiatives/Programs/Projects (such as the Basic Skills Initiative) emerging from the California Community Colleges System Strategic Plan
- Changes in assessment practices for placement – including a possible movement to adopt a uniform, statewide assessment instrument for placement (pending recommendations from Task Force on Assessment, formed in April 2007)
- Need for more research in the area of enrollment management to anticipate problems with enrollment before they arise and develop strategies to address those issues
- Need for longitudinal studies: to examine how students advance through the NVC curriculum in more detail
- Availability of services/programs that might complement the resources of the Office of Institutional Research: including benchmarking analyses through the Achieving
the Dream project and the Community College Survey of Student Engagement (CCSSE), and economic/workforce analyses through CCBenefits’ Community College Strategic Planner (CCSP)

- Increased need for planning and availability of project management software: to coordinate planning efforts and increase communication across campus, to track SLOs, and to implement and monitor strategic plans
- Need for data to inform on-going marketing strategies/efforts: to anticipate needs of community, students, and surrounding markets
- Development of new technology and software: including Sequel Reporting Tools and other software (designed to extract data from the Datatel system), GIS and Business Analyst (for providing graphical/geographic representations of data), eLumen, TracDat, and Community College Learning Assessment (CCLA) (for SLO assessment and data collection), Community College Strategic Planner (CCSP) (for collecting data on service area and anticipating demands for new programs), Strategic Planner Online (SPOL) (for coordinating strategic planning efforts), Clementine (for marketing research), and availability of models in SAS (Statistical Analysis Software)

E. Are services being offered on-line? If yes, describe.

Services are not offered on-line. However, the office posts results of local studies on the college intranet site and general information (student demographic reports and Institutional Research Update newsletters) on the college Internet site. NVC faculty, staff, and campus committees can also request a research request form electronically, via a link on the Institutional Research page of the NVC Internet site.

F. Reflect on your responses to Section 3. Services. If improvements or changes are needed, write objectives on Schedule A.

4. Community Outreach

A. What recruitment/community outreach activities has the office engaged in or initiated?

The Office of Institutional Research has not directly engaged in or initiated any recruitment/outreach activities. However, the office has indirectly supported the activities of the Outreach Committee by developing a survey of American Canyon/South County residents (in Spring/Summer 2004) as well as a survey to be distributed at College Awareness Fairs (Summer 2006) and by tracking NVC’s status as a Hispanic-Serving Institution (HSI) (every academic year). It is anticipated that the office will also provide data in support of the college’s marketing efforts (once a marketing plan is drafted).

B. What has the office/unit done to establish relationships with secondary schools and/or four-year institutions?

Spring 2007: Gave an overview of the California Partnership for Achieving Student Success (Cal-PASS) to Tech Prep Fast Track Symposium participants, including high-
school English and Math instructors. Follow-up is planned with administrators at local high schools to encourage them to join Cal-PASS.

Fall 2007: Met with Director of Technology at Napa Valley Unified School District to encourage participation in the California Partnership for Achieving Student Success (Cal-PASS) and data-sharing (of results collected from the National Student Clearinghouse).

C. What has the office/unit done to establish relationships with businesses and community organizations?

Spring 2005: Created and distributed two surveys – one for managers, one for employees – of local wineries to identify training needs among staff and identify courses that might be offered by Napa Valley College to address those training needs. Worked with MKF Group in St. Helena as well as the Napa Valley Vintners Association in the development of the surveys.

D. Reflect on your responses in Section 4. Community Outreach. If improvements or changes are needed, write objectives Schedule A.

5. Student Success and Equity

A. Describe programs, practices, and services that support and enhance student and/or employee understanding and appreciation of diversity.

The Office of Institutional Research provides information related to diversity on a regular basis in connection with the following reports/planning cycles:

- Program Evaluation & Planning for Instructional Programs:
  - The following elements related to diversity & equity are provided at both the institutional & program levels for all instructional programs: enrollment by equity groups, retention rates by equity groups, successful course completion rates by equity groups.
  - For instructional programs undergoing review, the Office of Institutional Research provides an evaluation of program performance on the variables listed above (by comparing performance of equity groups within the program with performance of the groups within the college as a whole) as well as an analysis of the performance among equity groups within the program (by generating equity indices for retention & successful course completion and conducting tests of statistical significance).
  - Feedback received through student surveys helps monitor whether instructional programs are addressing students’ needs by teaching to different learning styles.

- Strategic Plan Progress Report:
  - The 2006-2011 NVC Strategic Plan includes the following measurable objectives related to diversity and equity: increase diversity among the student population (in terms of ethnicity/race, age, gender, and disability status) and increase
diversity among the faculty and staff population (by tracking demographics among permanent staff, permanent faculty, and recent hires). Data on each objective are included in the annual progress reports.

In addition, the Office of Institutional Research periodically (as needed):

- conducts analyses of disproportionate impact in connection with the Matriculation Plan and other local needs (such as ADN Prerequisite Model and performing arts audition process);
- monitors NVC’s progress in achieving Hispanic-Serving Institution (HSI) status; and
- analyzes NVC’s performance on five equity measures identified by California Community Colleges Chancellor’s Office (CCCCO): access, successful course completion, ESL and basic skills improvement, degree and certificate completion, and transfer (Student Equity Plan drafted, approved by Board of Trustees, and submitted to CCCCO in Spring 2005).

In the past, the Office of Institutional Research has also provided administrative support for:

- Intercultural Development Inventory (IDI):
  - Processed results of IDI survey form for NVC faculty, staff, and students (Spring 2004 – Spring 2005)

B. What methods are used by staff to address the needs of a diverse student population?

The Office of Institutional Research conducts analyses to identify areas for improvement in the delivery of instruction and student services to address the needs of the diverse student population and to identify disproportionate impacts associated with the application of placement processes or admission criteria. The office provides data on the performance of students and equity groups within the student population to guide planning efforts associated with the Student Equity Plan as well as Program Evaluation & Planning (PEP). To remain informed about the latest research models and techniques in this area, the Director of Institutional Research has attended several conference sessions pertaining to issues of equity and diversity.

C. How does this office/unit support student services within the college?

The Office of Institutional Research responds to individual research requests to help improve the delivery of services to students. Examples of projects related to student services (and matriculation) include:

- Support for Program Evaluation & Planning process (for programs within Student Services)
- Survey of students regarding the block/flexible schedule, Fall 2004
- Surveys of applicants who did not register/enroll in courses, Fall 2003 & Fall 2004
- Evaluation of Student Support Services program, 2002-2003
o Other surveys: Cafeteria survey (Fall 2004), Wireless survey (Spring 2005), American Canyon/South County residents survey (Spring/Summer 2004), College Awareness Fair (Summer 2006)

o Validation of Assessment Practices & Analysis of Disproportionate Impacts for Math Placement via the MDTP (UC/CSU Mathematics Diagnostic Testing Project), 2002-2003

o Validation of Assessment Practices & Analysis of Disproportionate Impacts for English Placement via the CTEP (College Test for English Placement), 2003-2004

o Comparison of CSFI (College Success Factors Index) & LASSI (Learning & Study Strategies Inventory) and their Use for Early Alert or/and Study Skills Assessment, 2004-2005

o Data for Matriculation Site Visit, Fall 2007

D. What has the office/unit done to formalize links with instructional programs?

The Office of Institutional Research does not have formal links with instructional programs. Rather, the office responds to requests for data related to instructional programs on a case-by-case basis. Examples include prerequisite validation studies, validation of assessment test scores used for placement, the identification of courses that might qualify for Supplemental Instruction, and (in the past) faculty evaluations. Each year, instructional programs that are up for review are encouraged to consult with the Office of Institutional Research as part of the Program Evaluation & Planning (PEP) process. The office also provides data to inform the work of the Enrollment Management Team, which is chaired by the Vice President of Instruction.

E. Reflect on your responses to Section 5. Student Success and Equity. If improvements or changes are needed, write objectives on Schedule A.

6. Enrollment Trends and Client Satisfaction

A. Review available data and describe recent trends.

1) Have there been significant fluctuations in the level of service over the past five years? If so, explain

The college/district currently relies on one person (the Director of Institutional Research) to provide statistical analyses to inform campus decision-making. The Director of Institutional Research was hired five years ago. Prior to that, there was a vacancy in the research position (Research Analyst) for approximately one-and-a-half years. The Office of Institutional Research did not provide services from late September 2005 through early February 2006 while the director was on maternity leave.

2) Are there external factors such as community demographics or the economy that have affected the program? What are the plans to address these factors?
In the number of NVC students opting not to provide information regarding their ethnic/racial backgrounds: This lack of complete data has presented a challenge to the Office of Institutional Research, as qualification for programs such as Title V/Hispanic-Serving-Institutions is based on the proportion of under-represented students enrolled at the institution. The Outreach Committee is developing strategies to collect more complete information about students. The Office of Institutional Research is providing information to help guide these efforts.

Linkage between MIS (Management Information Systems) data submissions and funding for programs such as the Basic Skills Initiative: Funding for the new Basic Skills Initiative is based on enrollments in courses coded as basic skills in our MIS submissions. Since the funding formula is directly linked to our MIS submissions, data integrity needs to be a priority across the campus. The Accountability Reporting for the Community Colleges (ARCC) measures are also generated from our MIS submissions. The Office of Institutional Research will work with the Office of Information Technology to communicate the importance of data integrity to staff that input and code data for MIS submissions. [Included as planning objective in Schedule A (#6)]

3) Are there internal factors that have affected the program? What are the plans to address these factors?

Program Evaluation & Planning Process: The Office of Institutional Research is a key player in the Program Evaluation & Planning process that was implemented in 2005-2006. The office creates student and faculty/staff surveys and processes the results of those surveys for programs in the instructional, student services, and administrative services areas undergoing review each year. The office also generates data for all instructional programs each year (beginning in 2006-2007) and provides analyses of data for instructional programs undergoing review (beginning in 2007-2008). The office has worked to streamline the data-generation process.

Increasing interest in data and surveys on campus: The Office of Institutional Research developed a “research request form” for individuals/groups to submit requests for data, research projects, and analyses. A completed research request form provides an outline of the proposed research project, links the goals of the project directly to the goals of the NVC Strategic Plan, and helps communicate interest in research (by requiring the appropriate Vice President or the College President to complete a section of the form). Completed request forms help guide the work of the office. The Director of Institutional Research and the Secretary of Research, Planning, and Development received training on creating online surveys using Zoomerang (through the NVC Teaching & Learning Center) and trained themselves on the use of Remark OMR (Optical Mark Reader) for the creation and processing of pencil-and-paper surveys. To address the increasing
demands for research, the office will need to hire a Research Analyst. The office will also need to monitor the availability of new software packages to help automate research and planning activities. [Included as planning objectives in Schedule A (#1 & #7)]

- Student Learning Outcomes (SLOs): In preparation for the assessment of Student Learning Outcomes, the Director of Institutional Research has attended several conferences and workshops on the subject. (See attached Professional Development Information for details.) During the SLO-assessment phase, the Office of Institutional Research will likely provide assistance in the measurement of SLOs at the course and program levels, offer training in the use of supporting software, and analyze the achievement of SLOs at the institutional level. The office will need to monitor the availability of new software packages (such as eLumen, TracDat, and Community College Learning Assessment (CCLA)) to help automate assessment activities as much as possible. [Included as planning objectives in Schedule A (#3 and #5)]

- Datatel Implementation: Director of Institutional Research has been trained in extracting data from the system and creating queries. On-going training will be necessary as the college adopts new/different software to address reporting needs (training in Sequel (SQL) scheduled for October 2007). [Included as planning objectives in Schedule A (#7)]

B. How does the office/unit impact student enrollment and retention?

The Office of Institutional Research provides data on enrollment and retention to instructional programs every year (course, program, and institutional levels). The office also responds to individual requests (from faculty members or program coordinators) for retention data – to track student performance in their courses and identify courses that could benefit from Supplemental Instruction (SI). The Director of Institutional Research serves on the Enrollment Management Team and provides data regarding enrollments and retention to that group.

C. Review the hours of operation and the results of satisfaction surveys. Discuss whether the office/unit hours are scheduled appropriately to meet needs.

The Office of Institutional Research did not conduct satisfaction surveys during the current Program Evaluation & Planning cycle. The office’s hours of operation are typical of NVC administrative offices. Those hours seem appropriate to respond to college needs in that the office has not received any special requests to accommodate schedules outside of the typical work week.
D. Discuss the results of the satisfaction survey identifying areas for improvement and continued success.

The Office of Institutional Research did not conduct satisfaction surveys during the current Program Evaluation & Planning cycle. Plans to conduct a survey among users/clients of the Office of Institutional Research are included in Schedule A (objective #8) accompanying this Program Evaluation & Planning report.

E. Review client/staff ratios and financial data and describe recent trends.

N/A

G. Reflect on your responses to Section 6 Enrollment Trends and Satisfaction. If improvements or changes are needed, write objectives on Schedule A.

7. Current Budget

A. What is the source of revenue that supports this office/unit (state categorical, grants, district, other)? Identify the amount and percentage of funding from each source.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>District General Budget</td>
<td>$3,603 (100%)</td>
<td>$3,603 (100%)</td>
</tr>
</tbody>
</table>

Note: This budget is shared between the Office of Institutional Research and the Office of Research, Planning, and Development.

B. Since the last review, what percentage increase or decrease has occurred in the budget?

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-2003</td>
<td>$5,328</td>
</tr>
<tr>
<td>2003-2004</td>
<td>$4,628</td>
</tr>
<tr>
<td>2004-2005</td>
<td>$3,603</td>
</tr>
<tr>
<td>2005-2006</td>
<td>$3,603</td>
</tr>
<tr>
<td>2006-2007</td>
<td>$3,603</td>
</tr>
</tbody>
</table>

Between 2002-2003 and 2006-2007, the budget shared between the Office of Institutional Research and the Office of Research, Planning, and Development decreased by 32%.

C. What progress has been made by the office/unit to obtain funds or donations to enhance the budget?

For the past few years, the Office of Research, Planning, and Development has requested additional funds to cover staff development (conferences and workshops), institutional memberships (for services offered by the National Student Clearinghouse), software, as
All software, as well as hardware to support the use of that software, and additional staffing support. However, the budget has not been augmented. As a result, the Office of Institutional Research and the Office of Research, Planning, and Development have had to secure funding to attend conferences through Staff Development, Title III, or/and the Diversity Task Force. Institutional memberships have been maintained by the Diversity Task Force. One-time money was used to purchase a new computer for the Office of Institutional Research in 2006-2007.

Additional concerns regarding funding of the Office of Institutional Research:

- The majority (70%) of the Director of Institutional Research’s salary and benefits are currently paid through Matriculation (a combination of credit and noncredit matriculation funds). This amount is not proportionate to the amount of time the office spends on Matriculation-related projects (which is much lower than 70%). Other sources of support within the college budget should be explored so that the college’s research capacity is not dependent on fluctuations in external funding.

- One idea that has recently been discussed among members of the Research & Planning Group (RP Group) for California Community Colleges to secure funding for research is to build support for research into grant proposals. Some campuses/districts are committing 15% of all grant monies to research. This approach might be used to cover the costs associated with a Research Analyst position.

- According to NVC’s Director of Information Technology, the Office of Institutional Research should acquire a new computer to support the work of the office every three years. The current funding model does not cover the purchase of such anticipated, regular upgrades. Another way to address the issue of regular computer upgrades might be for the Office of Institutional Research to lease its computer(s).

8. Planning and Budget Requests

While answering the questions in this section, consider the staffing available, the existing budget, as well as the objectives that you included on Schedule A. Schedule A will be used as the office/unit plan and Schedules B-F will be used to justify requests for additional resources.

A. Office/Unit Plan. Reflect on your responses to all of the questions above. If improvements or changes are needed, write objectives on Schedule A. Add other objectives that will further the mission of your office/unit. The objectives must support the NVC Strategic Plan Goals and Objectives. In the right column of Schedule A, identify all additional resources that are needed to accomplish these objectives.

B. Faculty and Staff. Summarize the staffing resource needs identified in Schedule A. Discuss any changes needed. Complete Schedule B. Request for Permanent Faculty and Staff form as needed.
C. Operational Budget. Are operational funds appropriate to enhance program success? If not, how would additional operational funds be used to enhance program success? Complete Schedule C Request for Operating Budget Augmentation form as needed.

D. Program-Specific Equipment. Discuss the strengths and weaknesses of the program-specific equipment available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule D Program Specific Equipment Request form as needed.

E. Technology. Discuss the strengths and weaknesses of the technology available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule E Technology Request form as needed.

F. Facilities Improvement/Renovation. Discuss the strengths and weaknesses of the physical resources available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule F Facilities Improvement/Renovation Request as needed.

G. Professional Development. Using the results of the Faculty/Staff Accomplishments survey, summarize the professional development activities undertaken by faculty and staff. Based on the goals that resulted from this program evaluation, complete the Schedule G Professional Development Needs form to indicate what areas of focus have been identified for future faculty/staff development.

Note: Budget requests for Travel and Conference should be addressed on Schedule C. Operating Budget.

H. Learning Resources/Media Materials. What learning resources (i.e., books, periodicals, videos) are needed to enhance program success? Complete Schedule H Learning Resources/Media Materials Request form as needed.

N/A
<table>
<thead>
<tr>
<th>NVC Strategic Goal #1 - 5</th>
<th>Program Evaluation Section</th>
<th>Objectives (Relevant Page Numbers Noted in Parentheses)</th>
<th>Priority In Rank Order</th>
<th>Program Activities/Actions</th>
<th>Resources*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2, 3, 4, &amp; 5</td>
<td>3</td>
<td>1. Continue to provide data and conduct analyses to guide/support campus decision-making and improve programs and services. Continue to train campus community on use of data. Continue to provide support for PEP.</td>
<td>1</td>
<td>--</td>
<td>• Additional staff to address increasing demand for data and research to guide decision-making</td>
</tr>
<tr>
<td>1 &amp; 3</td>
<td>3</td>
<td>2. Provide baseline data on Basic Skills Initiative (17).</td>
<td>1</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>2</td>
<td>2 &amp; 3</td>
<td>3. Assist faculty and student services personnel with identification of appropriate measures for SLOs (2, 7, 8, &amp; 16). Begin to assess the achievement of SLOs based on those measures.</td>
<td>1</td>
<td>--</td>
<td>• Continued funding to attend conferences and workshops to receive training in the assessment of SLOs</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>4. Review practices defining placement into NVC courses via assessment tests (11): • CELSA (for ESL) in 2007-2008 • MDTP (for MATH) in 2008-2009 • CTEP (for ENGL) in 2009-2010</td>
<td>1</td>
<td>• Conduct validation studies • Analyze disproportionate impacts</td>
<td>• Additional staff (validation studies and analyses of disproportionate impact require a lot of staff time)</td>
</tr>
</tbody>
</table>

* New requests should be defined on resource forms and included in the unit budget.
<table>
<thead>
<tr>
<th>NVC Strategic Goal #1 - 5</th>
<th>Program Evaluation Section</th>
<th>Objectives (Relevant Page Numbers Noted in Parentheses)</th>
<th>Priority In Rank Order</th>
<th>Program Activities/Actions</th>
<th>Resources*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 &amp; 4</td>
<td>2, 3, &amp; 6</td>
<td>5. Work with SLO Specialist to form Research &amp; Assessment Committee and delineate responsibilities regarding SLO assessment (7). Committee might be charged with: • Evaluating options and making recommendations regarding selection of tracking software and participation in national programs (9, 17, 22) • Developing SLO assessment process (8) • Helping to communicate results of research to campus community • Assisting in the development of a research agenda with faculty input (16)</td>
<td>2</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
<td>6. Work with Director of Information Technology to coordinate data entry efforts on campus, with focus on data integrity (22)</td>
<td>2</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

* New requests should be defined on resource forms and included in the unit budget.

**Program Evaluation Section**

2. Accreditation & External Reviews
3. Services
4. Community Outreach
5. Student Success & Equity
6. Enrollment Trends & Client Satisfaction
## PROGRAM/DISCIPLINE PLAN

<table>
<thead>
<tr>
<th>NVC Strategic Goal #1 - 5</th>
<th>Program Evaluation Section</th>
<th>Objectives (Relevant Page Numbers Noted in Parentheses)</th>
<th>Priority In Rank Order</th>
<th>Program Activities/Actions</th>
<th>Resources*</th>
</tr>
</thead>
</table>
| 1 & 4                     | 3 & 6                       | 7. Improve delivery of services (16, 22)                | 2                      | • Automate office functions to the extent possible  
• Identify software to supplement research activities and make office more efficient  
• Acquire training in the use of appropriate software  
• Develop follow-up evaluation form and process (to acquire feedback regarding completed research projects)  
• Adjust office processes based on findings | • Funding for software  
• Funding for training |

### Program Evaluation Section

2. Accreditation & External Reviews  
3. Services  
4. Community Outreach  
5. Student Success & Equity  
6. Enrollment Trends & Client Satisfaction
## SCHEDULE A

### PROGRAM/DISCIPLINE PLAN

<table>
<thead>
<tr>
<th>NVC Strategic Goal #1 - 5</th>
<th>Program Evaluation Section</th>
<th>Objectives (Relevant Page Numbers Noted in Parentheses)</th>
<th>Priority In Rank Order</th>
<th>Program Activities/Actions</th>
<th>Resources*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 &amp; 6</td>
<td>8. Create and administer surveys including:</td>
<td>3</td>
<td>- Work with appropriate groups on campus to draft survey questions</td>
<td>- Funding to cover cost of external surveys (possible)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Point-of-service survey for Student Services (4)</td>
<td></td>
<td>- Evaluate existing survey instruments (available from external sources) to determine whether they fit NVC’s needs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Comprehensive survey regarding administration’s support for teaching and learning (for Accreditation) (5)</td>
<td></td>
<td>- Convert locally developed surveys to scannable format</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Other surveys for Accreditation Self-Study (including Campus Climate/Student Satisfaction Survey)</td>
<td></td>
<td>- Identify participants in survey</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Satisfaction survey regarding Office of Institutional Research (23)</td>
<td></td>
<td>- Develop plan for distributing and collecting surveys</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 &amp; 5</td>
<td>9. Shift focus of office toward action research and longitudinal studies</td>
<td>3</td>
<td>- Process and distribute results of surveys</td>
<td>- Additional staff</td>
</tr>
</tbody>
</table>

* New requests should be defined on resource forms and included in the unit budget.

**Program Evaluation Section**

2. Accreditation & External Reviews
3. Services
4. Community Outreach
5. Student Success & Equity
6. Enrollment Trends & Client Satisfaction
REQUEST FOR NEW PERMANENT FACULTY AND STAFF

Accreditation reference: Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Project additional needs above and beyond the current status. Please include in your projected needs any known position that will be vacated due to retirement. List in priority order. Replacement positions are not guaranteed. Information will be used in the faculty and staff prioritization processes.

<table>
<thead>
<tr>
<th>Job Title and Justification</th>
<th>N/R*</th>
<th>FTE</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Analyst</td>
<td>N</td>
<td>1.0</td>
<td>10.0 admin</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>27.5 classified</td>
</tr>
</tbody>
</table>

The Office of Institutional Research consists of 1.0 FTE administrator (the director) and receives shared clerical support (1.0 FTE) from the Office of Research, Planning, and Development. Interest in data and research has increased in recent years, and the office lacks the organizational capacity to respond to requests for information in a timely manner. The college/district is dependent on the expertise of one person to conduct statistical analyses and validate local practices. This staffing level is a concern given accreditation requirements, demands for institutional effectiveness and accountability measures, and the need for data-driven decision-making. [See additional justifications under Sections 2.C, 3.A, and 3.D]

*N=New, R=Replacement

Submitted By: __________________________
Approved By: __________________________

Budget Center Manager
President/Vice President

Institutional Research PEP Report, October 2007
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**Schedule C**

**Request for Operating Budget Augmentation**

Budget Center: Research, Planning, & Development  
Activity: __________________________

**Accreditation Reference:** Financial planning is integrated with and supports all institutional planning.

**Operating Budget**

This section is used to request and justify non-capital outlay additions to your department’s budget. This form applies only to Account Codes 113XX, 114XX, 523XX, 524XX, 54XXX and 55XXX. **List in priority order.**

<table>
<thead>
<tr>
<th>Account No. &amp; Description</th>
<th>Additional Amt Requested</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>55211: Conferences &amp; Workshops</td>
<td>$2,400</td>
<td>Training in SLO Assessment (#3)</td>
</tr>
<tr>
<td>55310: Memberships in Research Organizations</td>
<td>$500</td>
<td>Access to research resources (all)</td>
</tr>
<tr>
<td>Fee for National Student Clearinghouse</td>
<td>$375</td>
<td>Provide data on transfer (#1)</td>
</tr>
<tr>
<td>54110: Software</td>
<td>$5,000</td>
<td>Improve delivery of services (#7)</td>
</tr>
<tr>
<td>ArcGIS Business Analyst</td>
<td>$35,000</td>
<td>Geographic representation of data (#7)</td>
</tr>
</tbody>
</table>

Submitted By: ___________________________  
Approved By: ___________________________

Budget Center Manager: ___________________________  
President/Vice President: ___________________________

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SCHEDULE D

PROGRAM SPECIFIC EQUIPMENT REQUEST

Accreditation rationale: Equipment supports student learning programs and services and improves institutional effectiveness.

Examples of program specific equipment include maps, skeletons, microscopes, artifacts, etc. They may be located in each classroom or centrally located in a workroom. For this request, consider equipment with a value greater than $200. All technology requests should be listed on Schedule E. **List in priority order.**

<table>
<thead>
<tr>
<th>Description</th>
<th>Estimated Cost</th>
<th>Estimated Annual Maintenance Cost</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Instructional</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Non-instructional</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Submitted By: ______________________ Approved By: ______________________

Budget Center Manager President/Vice President
**TECHNOLOGY REQUEST**

*Accreditation reference:* Technology planning is integrated with institutional planning. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

In order to determine the feasibility of your idea, it is necessary to consult with the Information Technology (IT) Department. It is important that all computer related technology be centrally coordinated. This will allow the IT Department to know the full picture of the need, to plan for adequate capacity of equipment and infrastructure, and to ensure standardized equipment is purchased, if possible. It is equally important that all technology requests are consistent with the NVC Technology Plan.

**List in priority order.**

Provide a general description of the project that includes:

1. The equipment needed, students and/or staff who will be served, and how often it will be used.
2. Will installation and maintenance support be required?
3. Where will the equipment be located? Will space need to be modified?
4. Describe the infrastructure requirements (i.e. network, power, connectivity, security, etc.)
5. Software support needed (i.e. new licenses, upgrades, system integration, on-going support)
6. Is additional furniture necessary?
7. Useful life of equipment – when will the equipment need to be replaced?

<table>
<thead>
<tr>
<th>Computer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Software: yet to be identified</td>
</tr>
</tbody>
</table>

Cost estimates will be provided for priority projects only.

Submitted By:                        

Approved By:                        

___________________________   __________________________   

Budget Center Manager President/Vice President
SCHEDULE F

FACILITIES IMPROVEMENT/RENOVATIONS REQUEST

Accreditation reference: Facilities support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

This request is for small capital construction projects such as remodeling a small area, reconfiguring walls, building shelving, etc. Generally, projects should be under $5,000. Larger scale projects will be considered in bond construction and renovation plans.

In order to make sure that your idea meets legal requirements or is even feasible to do, we ask that you consult with the Director, Facilities Services, and address the following items on the form.

List in priority order.
Provide a description of the project that includes:
- How the project supports the mission and objectives of your program
- Project description
- Location of the proposed project
- Health and safety impacts of the project
- On-going maintenance that will be necessary

Once a Research Analyst is approved, the office will need to be reconfigured to accommodate additional staff.

Cost estimates will be provided for priority projects only.

Submitted By:      Approved By:
___________________________   __________________________
Budget Center Manager     President/Vice President
SCHEDULE G

PROFESSIONAL DEVELOPMENT NEEDS

Accreditation reference: The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Please identify the professional development needs required for faculty and staff to stay current in the discipline, office technology, diversity, safety, instructional methods, and other areas. Specific training and estimated number of attendees are requested.

1. What training needs have been identified from your program review?
   - Training in use of Sequel Reporting Tools and other software that extracts information from the Datatel system
   - Training in GIS/ArcGIS Business Analyst to present data geographically for visual learners and to inform the college marketing efforts
   - On-going training in website design and survey processing

2. What pedagogical training needs have been identified in your program review?
   N/A

3. What types of technology does your program use? What technology training needs have you identified?
   - Hardware: Computers (desktop and laptop), scanner
   - Software: data analysis, survey processing, website design
   - Training: see responses under Question #1

4. What are the leading publications specific to your discipline and/or program?
   N/A

Submitted By:                                  Approved By:

Budget Center Manager                         President/Vice President
### Schedule H

#### Learning Resources/Media Materials Request

<table>
<thead>
<tr>
<th>Books including Reference:</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of titles to add:</td>
<td>_____</td>
</tr>
<tr>
<td>Areas to consider for maintaining and developing a collection that supports this course and corresponding assignments:</td>
<td></td>
</tr>
<tr>
<td>Titles that provide: a multi-cultural perspective to the topics covered in the course; gender perspectives on subjects; a literary, dramatic, or fictional perspectives for students to explore; or titles that provide biographical information on innovators, leaders, or historic figures in the discipline.</td>
<td></td>
</tr>
<tr>
<td>Recommendations/ comments:</td>
<td></td>
</tr>
<tr>
<td>Estimated cost for new materials:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Periodical Titles: (Newspapers, Journals, Magazines)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of titles to add:</td>
<td>_____</td>
</tr>
<tr>
<td>Recommendations/comments:</td>
<td></td>
</tr>
<tr>
<td>Estimated cost for new materials:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electronic Databases and Indexes:</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of databases to add:</td>
<td>_____</td>
</tr>
<tr>
<td>Recommendations/comments:</td>
<td></td>
</tr>
<tr>
<td>Estimated cost for new materials:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Media Collection (closed captioned or DVD):</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of titles to add:</td>
<td>_____</td>
</tr>
<tr>
<td>Recommendations/comments:</td>
<td></td>
</tr>
<tr>
<td>Estimated cost for new materials:</td>
<td></td>
</tr>
</tbody>
</table>

Are library/ learning resource service hours adequate for this course/ program?  Yes X_ No__

Is the quantity of materials sufficient for students within needed time frame?  Yes__ No__ N/A

Will library/learning resources assignments be used in your course?  Yes__ No__ N/A

Will this course/program require the assistance of library faculty for orientations or other information competency instruction?  Yes_ No_ N/A

_____ I would like to meet with a Librarian for developing a plan for selecting and adding materials to the Library or Media Center. N/A

_____ To keep the collection reflecting current knowledge, I will alert the librarians of new developments in my field and send suggestions of books and other materials to be ordered. N/A

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