

# Administrative Services Program Review (Institutional Effectiveness)

Latest Version

## Administrative Services Program Review (1) - Overview First Submission: Version by **Sosenko, Lauren** on **08/11/2022 15:36**

This program review for the Office of Institutional Effectiveness (IE) builds upon the last one completed in 2017. This program review is planning and projecting for the 2021-22, 2022-23, 2023-24, and 2024-25 academic and fiscal years. The program review follows the Administrative Services and President's Office template providing an overview of the services, program data, program requirements, and recommendations.

### 1. Overview

The overview describes the program profile, the status of previous recommendations, and the continuing recommendations from the 2017 program review for IE.

#### a) Program profile:

IE is a unit within the President's Office area, reporting to the President/Chief Executive Officer (CEO) of Compton College. IE is currently staffed by one director, two full-time research analysts, and one provisional research analyst. IE supports the research and planning needs of Compton College. The primary roles of IE are to **increase access** to relevant data for decision-making, **increase capacity for data use**, and **support planning** across the campus. As Leimer (2012) argues, IE functions provide leadership in "making sense of, strategically applying, and communicating data and findings to diverse audiences in ways that prompt organizational learning and stimulate people's desire to know more and then act on the information," as well as integrating these data use processes into assessment and planning (p. 45). It is through these three main functions that IE supports the college to realize its mission and strategic initiatives.

To fulfill this role, IE's goals are:

#### Access

1. Provide data and analyses for faculty, staff, and administrators to use for decision-making related to:

1. Continuous improvement;
2. Outcomes assessment (e.g., student learning, achievement, and goal completion);
3. Student access, progression, and completion in terms of equity;
4. Program evaluation (e.g., program review, special studies AB705 implementation and evaluation, Guided Pathways, Strong Workforce, Adult Education);
5. Student Centered Funding Formula and Vision for Success;
6. Environmental scanning (internal and external);
7. Grant applications;
8. Test and prerequisite validation; and,
9. Student and employee surveys.

1. Increase access to data across the campus through building multi-functional dashboards and support access to survey data through the Qualtrics platform;
2. Implement and evaluate progress on the major campus strategic plans through the Compton College 2024 Action Plan;
3. Complete Accountability and mandated reporting for public access to Compton College data (e.g., career and technical education federal reporting, AB 705, AB 1805, and Integrated Postsecondary Education Data System (IPEDS));
4. Share data with key partners, such as K12 districts; California State University, Dominguez Hills (CSUDH); and, the Los Angeles Department of Social Services;

#### Capacity for data use and continuous improvement

1. Lead data use professional development across the campus to increase capacity for data use among all administrators, faculty, and staff;
2. Lead data governance across the campus to formalize and document college efforts for data integrity, data security, data ownership/stewardship, data definitions, and data access/use;
3. Lead, support, and coordinate accreditation efforts;

#### Planning

1. Lead strategic planning activities across campus, including the Compton College 2024, Technology, Human Resources, Equity, and the Action Plan. Through this planning work, IE attempts to increase the use of the Completion by Design framework and the new Student-Centered Funding Formula (SCFF) to ensure planning and decision-making is centered on students in all departments;
2. Lead and coordinate the annual planning and resource allocation process; and,
3. Implement the Institutional Review Board (IRB) for the college that reviews human subject protection concerns and recommends outside study participation by the college; and,

#### Grant Management

1. Support grant proposal assessment, completion, and management across the campus;

#### Accreditation

1. Support all accreditation efforts across campus.

The following sections describe the work that IE has done to fulfill these goals and functions and areas ways that the area can improve services with new strategies or needed resources.

#### Access

IE published institutional, student, and community profiles on the IE webpages (<http://www.compton.edu/adminandoperations/institutional-effectiveness/index.aspx>), such as the Demographic Profiles (<http://www.compton.edu/adminandoperations/institutional-effectiveness/demographicprofiles.aspx>) and Regional Data (<http://www.compton.edu/adminandoperations/institutional-effectiveness/regionalreports.aspx>) pages on the site. More general institutional data pages provide different sources of information about student achievement and outcomes. Many static reports have been transitioned to a dashboard presentation to allow more users to drill into the data sources. IE also provides a dataset of program review data to faculty and leadership, and the office conducts additional analyses for academic programs and student services as needed. IE is working on a standardized student services data tool, but the publish date is still to be determined. The detailed reporting calendar is provided in Appendix C, which shows the various and voluminous schedule of standardized reports.

In addition to these standardized reports, much of the work conducted by IE comes in the form of ad hoc evaluations and analyses of Compton College programs, initiatives, student achievement and learning outcomes, and service area outcomes. IE collects ad hoc requests through the Research Request Form ([https://compton.co1.qualtrics.com/jfe/form/SV\\_9GnbnHsnWPw6mRT](https://compton.co1.qualtrics.com/jfe/form/SV_9GnbnHsnWPw6mRT)). The previous program review noted 397 requests over a five-year period (approximately 6.7 requests a month), since November 2019 IE has received 116 research requests, with most citing a need for evidence related to "Improving enrollment, retention, and completion rates for our students." This estimate of the demand of IE services is an undercount, as many requests come outside the form. For example, IE staff wrote approximately 20 letters to the Board of Trustees with updates and data from the campus and provided 4 presentations to the Board each year (or analysis of data for presentations). Finally, an analysis of email requests over the last two months identified 10 additional requests that had not been identified through research requests. Accounting for these estimates, IE has completed approximately 11.5 requests per month since November 2019 (22 month period). IE is currently working with the ITS department and data governance work group to refine the request, differentiate it from an Argos report (e.g., list of students who meet certain criteria for intervention), and increase use of the form to ensure IE can document the most accurate count of our work.

IE also contributes to improving Compton College's institutional effectiveness by regularly seeking feedback from students and employees in the form of surveys conducted using sound research methodology and principles. Most of these surveys are conducted at the request of a given department, program, or service, but many surveys are administered campus wide, and the reports are regularly published on the Survey Results (<http://www.compton.edu/adminandoperations/institutional-effectiveness/surveyresults.aspx>) webpage.

IE produces largely descriptive statistics in this reporting. This means that we are describing number and percentages of outcomes by different groups. At times, we do compare outcomes between and among groups. The need for more sophisticated analyses is growing. A Compton College team visited Georgia State University to learn how this educational institution eliminated achievement differences in completion of persistence and degrees. Georgia State used predictive analytics to inform targeted advising efforts. IE would like to expand use of predictive analytics (using historical data to predict what variables make a difference in outcomes) to inform services, but must: 1) have a strong, standardized set of predictive data to use in the model and 2) ensure consistent knowledge and sophisticated quantitative methodology knowledge and skill on the team. IE staff spend most of their time (approximately 80%) on preparing, cleaning, and organizing data for use across the campus. IE must connect various data from disparate systems to complete necessary reporting and would need connected data to complete more predictive modeling or more machine learning analyses (Appendix B). To evolve and elevate the analysis capacity of the IE office, IE needs a data warehouse to establish a standard process and treatment of the data from the various sources (Appendix D) and proposes moving one Research Analyst to a Senior Research Analyst position.

In addition to providing access to data on campus, IE is responsible for federal and state reporting to allow data to be accessed by the public. IE completes IPEDS reporting each year, including validating several reports on student enrollment and outcomes, as well as coordinating submissions across the campus to support human resource, fiscal, and library, and financial aid reporting. Part of this reporting responsibility also includes validating MIS submissions completed by the ITS department. Through this validation, IE has identified several issues that are important to publicly available outcome data and will ultimately be used to determine funding for the college. For example, in spring 2021, IE determined that the number of students receiving a PELL award was undercounted that has a direct implication for funding of the college on the Student Centered Funding Formula (SCFF). IE also prepares reports for other state reporting, such as but not limited to AB 705, AB1805, equity reporting, and Perkins/career and technical education reporting.

Over the past several years, accountability reporting of student outcomes has become increasingly required by state and federal regulations. Additionally, the updated ACCJC standards place an emphasis on the measurement and monitoring of student achievement. To address these changes, IE has worked to provide more evaluative reports regarding students' academic performance and outcomes. This includes providing evaluative data programs can use to make informed decisions regarding program improvement and modification. Specific data is provided to these programs and processes, from Supplemental Instruction (SI) and First Year Experience (FYE) assessments to evaluations of accelerated instruction, New Student Welcome Day and online orientation processes.

Beyond ad hoc requests and program/process evaluations, IE also publishes standard reports and research requests to make relevant information more accessible to the institution. IE provides a Program Review dashboard allowing Compton College faculty and employees to see data for any given academic program. Similarly, IE is working on a Student Services Metrics dashboard for information related to student service programs, as well as a Success and Retention tool that allows stakeholders to review academic performance within a given course, program, division, or even across the entire institution.

Finally, IE also supports campus partnerships through preparing data sharing agreements, creating datasets, and sharing data with partners. These data sharing projects include local K-12 school districts, universities, or other research organizations.

#### *Capacity*

IE supports the College's mission and vision statements by conducting the research and analyses necessary for programs and services to evaluate and continually improve effectiveness with respect to promoting student learning and achievement. Compton College's IE provides institutional data that accurately reflects and helps the College address its diverse communities to achieve its strategic initiatives. IE supports the college mission and institutional effectiveness by facilitating data-informed decision-making and promoting a culture of evidence-based inquiry. IE provides detailed profiles of the institution, our students, and the surrounding communities, and gathers and interprets evidence regarding the effectiveness of programs and services in promoting student learning and achievement. The IE offices are proactive in their accountability reporting, analysis of student equity and access, and the public reporting of student outcomes (regardless of whether this data is seen as "good news" or "bad news").

In addition to the strategically designed data collection efforts, IE has also designed several trainings and support materials for data use. For example, IE has developed Planning Summit, Assessment Summit, and Equity Summit agendas and content. IE was central to recommending and deploying Design Thinking during the Guided Pathways Summits. Most recently, IE provided a training on program evaluation for the Teaching and Learning projects that were awarded in 2021-2022. IE will continue to work with these project leads through the year to ensure that they have the tools and skills to perform self-evaluation efforts. IE has provided several tools for increasing capacity across the campus including the Institutional Committee Self-Evaluation Form, the Teaching and Learning Evaluation Plan/Report template, the Inquiry Template ([http://www.compton.edu/adminandoperations/institutional-effectiveness/docs/planning/Data\\_Use\\_Template\\_for\\_Inquiry.docx](http://www.compton.edu/adminandoperations/institutional-effectiveness/docs/planning/Data_Use_Template_for_Inquiry.docx)), and the Intervention and Improvement Template ([http://www.compton.edu/adminandoperations/institutional-effectiveness/docs/planning/Data\\_Use\\_Template-Intervention\\_and\\_Improvement.docx](http://www.compton.edu/adminandoperations/institutional-effectiveness/docs/planning/Data_Use_Template-Intervention_and_Improvement.docx)).

In addition to the general activities of the IE staff, IE also leads professional development sessions each primary term related to planning. These Planning Summits cover a variety of content including a review of the Institutional Set Goals, Accreditation, and equity.

IE is taking the lead of a new project that is funded through the Hispanic Serving Institution (HSI) Higher Education Emergency Relief Fund (HEERF). This project will be a university transfer residential program in summer 2022 designed to increase transfer to University of California campuses and other four-year universities. IE staff are collaborating with student services and academic affairs experts to coordinate this project for Compton College students.

#### *Planning*

IE also supports the college to realize its strategic initiatives through planning activities. The Director of IE drafted the Compton College 2024 Action Plan that is updated quarterly by campus leads across the college. This Action Plan includes action items from all the colleges major plans and describes the status of the action item and how the college has learned from the process to improve long-term (e.g., a closing the loop prompt). The Director of IE is also leading the Core Planning Team this year to initiate an environmental scan to support the next evolution of the strategic plans to guide the college that will be developed by 2023.

IE facilitates the College's annual planning process outlined in the AR 6200. The last three years of annual plans that align with the Strategic Initiatives are outlined in reports from 2019-20 ([http://www.compton.edu/adminandoperations/institutional-effectiveness/Annual\\_Planning\\_at\\_Compton\\_CollegeJuly2019.pdf](http://www.compton.edu/adminandoperations/institutional-effectiveness/Annual_Planning_at_Compton_CollegeJuly2019.pdf)), 2020-21 ([http://www.compton.edu/adminandoperations/institutional-effectiveness/docs/planning/Annual\\_Planning\\_Process\\_2020-2021\\_Report\\_FINAL.pdf](http://www.compton.edu/adminandoperations/institutional-effectiveness/docs/planning/Annual_Planning_Process_2020-2021_Report_FINAL.pdf)), and 2021-22

([http://www.compton.edu/adminandoperations/institutional-effectiveness/Annual\\_Planning\\_2021\\_2022\\_ReportFINAL\\_071521.pdf](http://www.compton.edu/adminandoperations/institutional-effectiveness/Annual_Planning_2021_2022_ReportFINAL_071521.pdf)). In the 2021-22 planning cycle, IE instituted a logic model exercise for participants to map their activities to outcomes to make explicit the links of individual programs or unit plans to learning outcomes, service area outcomes, and the college's Institutional Set Goals. IE also developed a Qualtrics voting system to ensure there are many voices represented in the annual planning prioritization of recommendations for funding. Finally, IE established a "Feedback Report" document that captures the recommendation process and collects reasons why specific items are not prioritized for a more transparent process.

Exhibit 1. Logic Model

[ENTER PLAN NAME] Logic Model				
Goal(s) for 2021-2022: [ENTER GOALS FOR DEPARTMENT, DISCIPLINE]				
Process			Outcomes	
Resources	Activities	Outputs	Short-Term Outcomes	Long-Term Outcomes
<i>Also called "inputs;" these are your Recommendations for your annual plan to enter into the Excel Template</i>	<i>What do you want to do?</i>	<i>What do you produce?</i>	<i>Measures your 2021-22 goals and may be SLO or SAOs; sometimes called "Leading" outcomes</i>	<i>May be Institutional Set Goals, or Program Review Goals, sometimes called "Lagging" outcomes</i>

Currently, IE is implementing a new platform for assessment and planning called eLumen. The planning process is very detailed and requires additional administrative support to collect all the individual plans and collate them into a college plan. The process would be greatly aided by a Research/Planning Technician position to support timely and accurate planning documentation and to support the maintenance of the eLumen platform. Further, eLumen will require ongoing funding to maintain the platform across the campus.

*Grant Management*

Recently (spring 2022), IE has taken responsibility for grant management for the college. This work operationalizing Academic Regulation 3280 ([https://www.compton.edu/district/board\\_of\\_trustees/doc/AR\\_3280\\_GrantApplications031720.pdf](https://www.compton.edu/district/board_of_trustees/doc/AR_3280_GrantApplications031720.pdf)) for the college.

*Accreditation*

The Director of Institutional Effectiveness serves as the Accreditation Liaison Officer for the college and coordinates all accreditation work. The next Institution Self-Evaluation Report (ISER) is due to the Accreditation Commission for Community and Junior Colleges (ACCJC) on August 1, 2023.

**b) Status of previous recommendations:**

Compton College has become its own independent college and formally separated from the El Camino College (ECC) Office of Institutional Planning and Research (IPR). This separation resulted in losing access to the ECC data sources, and an office of another director and five analysts, and Compton College has launched its own Enterprise system, Banner. Through this process, IE has achieved several milestones, such as obtaining a historical dataset from ECC, building new dashboard reports that allow for disaggregation, hiring two sets of two new research analysts, learning the new Argos reporting system, and establishing an Institutional Review Board. Further, IE created a multi-year and annual plan recommendation (Appendix C).

Three recommendations from the previous program review were not realized. Two were related to staffing, including creating a Research and Planning Technician and a CTE Research Associate position. The third recommendation was to increase the conference budget for the IE team members.

*Create Research and Planning Technician and CTE Research Associate positions*

While many of the recommendations were filled from the last program review, including hiring a manager of Institutional Effectiveness, there were two recommended positions, including a 100% career and technical education research analyst and a research and planning technician. Compton College did change the funding of one of the existing Research Analyst positions, but it did not add an analyst. Then, although the Research/Planning Technician position was included in the annual plan for IE and it has been prioritized by the campus for two years, the position has not been funded.

The two existing Research Analysts that were employed during the last program review moved on to other opportunities, and the college hired two new analysts in 2019. There is still considerable effort required to fully train and orient these Associates to institutional research, and they studied SQL to more fluently build Argos reports and engage with a new Data Warehouse platform. These Research Analysts again transitioned to new opportunities in summer 2021, and the office is currently orienting new employees in these positions. This turnover has been a strain on the office to appropriately orient and train the new staff and continue to produce the reports and dashboards necessary for the college.

*Increase Professional Development/Conferences Budget*

The college has not increased the IE "Conferences" budget to allow for more attendance at externally hosted professional development workshops and training sessions, and/or to accommodate new staff (i.e., Research Associates) who also attend local workshops and conferences. However, the IE staff have applied for the college \$1,200 professional development allocation and have been supported by other budgets to complete additional professional development, such as the Student Equity and Achievement (SEA) or Guided Pathways budgets (e.g., the Director of IE attended the trip to Georgia State University using Guided Pathways funds).

Due to COVID-19, there were many travel funds available, and these funds were used for SQL training for the two research analysts in May 2021. While these funds will not be available next year, IE will continue to look for low-cost or free professional development opportunities to meet the needs of the team. Future Argos and SQL training for the new research analysts will be necessary in 2021-2022.

**c) Continuing recommendations:**

Two recommendations not realized in the last program review that continue in this program review are to Create Research and Planning Technician position and additional professional development funds, especially to support SQL and Argos training. Additional new recommendations are based upon developments and needs of the campus documented in this program review.

**Administrative Services Program Review (2) - Program Data** First Submission: Version by **Sosenko, Lauren** on **08/11/2022 15:58**

**a) Customer/student/client satisfaction data:**

1. **Customer/student/client satisfaction data**

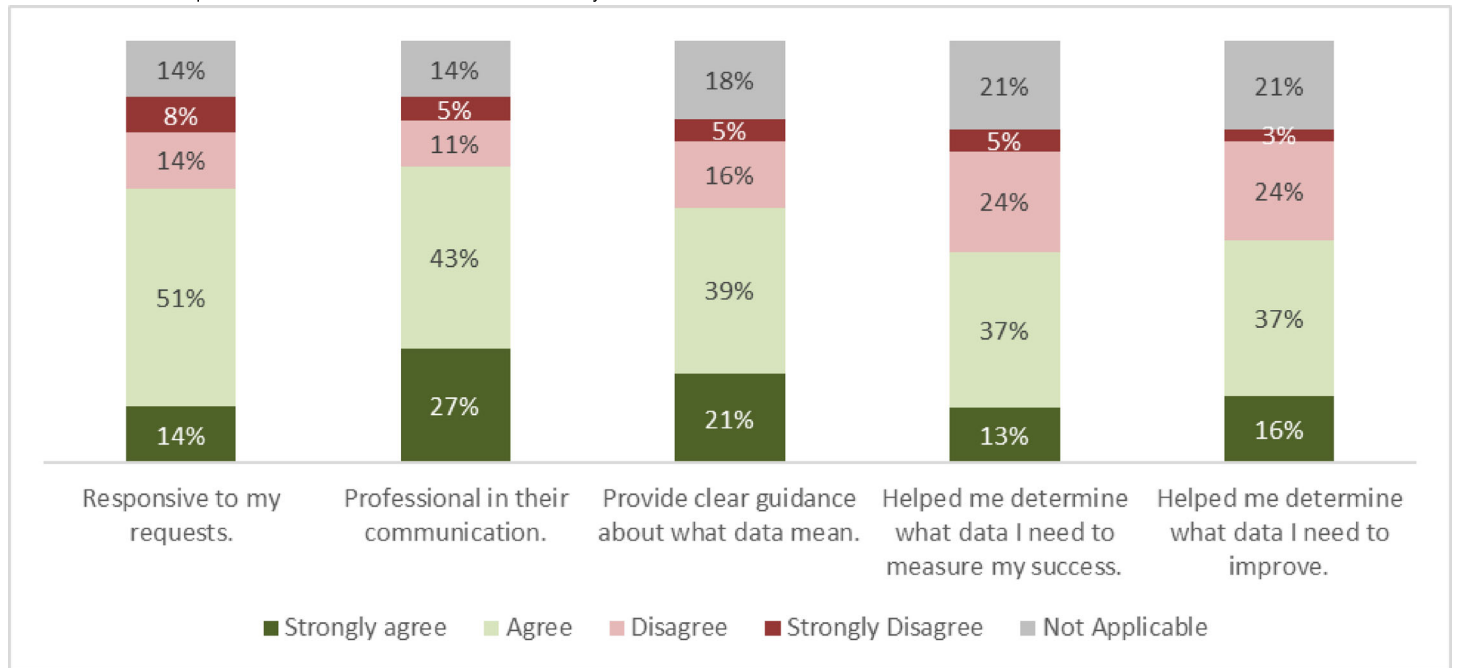
Compton College data users requesting IE services evaluate how well IE supports the institution by completing a Service Area Outcome (SAO) and Satisfaction survey conducted every four years for the office's own program review. Starting in 2021, IE will begin to administer this survey annually to support ongoing improvement. The IE Service Area Outcomes and Satisfaction Survey (Appendix A) was administered in winter 2020-2021 (n=41). Exhibit 2 presents the percent of respondents who agree with the statements about data use. Although the responses are very positive, a few opportunities for improvement arise to:

- Increase the percentage of data users who said IE helped them determine what data they need to measure success;

- Increase the percentage of data users who said IE helped them determine what data they need to improve;

Access to data and training respondents about how to use data will be the focus of “Data Use” training that IE plans to implement in fall 2021 and beyond. Further, IE will collaborate with the Achieving the Dream coaches to support building capacity in these areas across the campus.

Exhibit 2. Percent of respondents from the Institutional Effectiveness survey



IE has updated its web-based research request process to be more accessible and user-friendly using Qualtrics. The Annual Factbook produced by IE is also being updated to a more accessible dashboard design available to faculty, administrators, staff, and the public.

Because of the increases in workload and mandatory reporting, IE has attempted to improve its services to clients by increasing the personnel of the office. Since the previous program review, the office has advanced from two full-timers to three full-timers. Currently, one additional provisional employee has also been approved to support the office, and the college is considering adding three new provisional employees to support a new grant program. This has significantly increased the office’s ability to produce reports and meet institutional requests. However, demand for research has also increased since the previous program review, and the IE staff have been developing dashboards to provide more efficient access to data. These dashboards require upgrades to ensure all data are securely shared. Therefore, to continue wide access to more data dashboards, additional Tableau upgrades will be proposed in the coming years.

One qualitative finding from the customer service report was about responsiveness, the respondent said at times, the IE staff does not communicate in a timely manner. The Director of IE is considering how to improve the request process to ensure that requests do not slip through the cracks and all requests are addressed in a timely manner. This issue will also be supported through the request for additional staff support and the data warehouse that will reduce data preparation time.

In addition to the IE-specific survey, IE also collects data about the professional development session it has implemented since 2019 and a vast majority of the responses are positive. There are a few areas of constructive feedback that IE is using to help improve for the future. At the fall 2019 Planning Summit, constructive feedback suggested more time for peer-to-peer interaction. Therefore, subsequent Planning Summits have included a large portion of the agenda for peer-to-peer interaction, such as developing the Action Plan (spring 2020) and the applying to Compton College activity (spring 2021). At the fall 2020 Planning Summit, respondents suggested that more engagement is necessary for the annual planning process. One respondent noted, “Make sure the directors remain in trainings that pertain to their specific jobs instead of having them check in and leave. This adds an extra layer of work to their support team and it really is the directors that should be creating program plans and SAO/SLO’s not support staff,” while another said, “As a new comer, I felt my colleagues were very judgmental. Not very good active listeners.” IE will continue to try to establish norms during events to encourage active listening, vulnerability, and full participation by all. Finally, the spring 2021 Planning Summit (enrollment), there was feedback that more specific descriptions about how faculty support enrollment would help participants connect their role to the outcome and Institutional Set Goal.

On September 3, 2021, IE had an opportunity to integrate lessons learned around customer service into the Planning Summit presentation. Fifteen participants (of 49, 31% response rate) provided feedback about the event.

Exhibit 3: Satisfaction Data from Most Recent Professional Development

Statement	Strongly agree	Agree	Disagree
The workshop provided critical knowledge to do my job.	5	9	1
The workshop helped me connect with my Compton College colleagues.	8	7	0
I enjoyed the workshop.	6	9	0
I would recommend this workshop to my colleagues.	7	8	0

The charts above demonstrate a high level of satisfaction with the event. Participants said they enjoyed meeting with their colleagues, as one respondent said, “It is so important to have people from all areas-there were a lot of ways of looking at the data and ideas for solutions that would never have occurred to me. I loved hearing and learning from other people’s perspectives.” When asked what could have been improved, respondents said they wanted more time talking in their groups and would have liked more people be a part of the conversation. Finally, moving forward, one respondent said the event could have been improved with stated action items at the end of the breakout. IE will reflect on these recommendations

when planning future professional development plans.

**b) Customer/student/client outcome data:**

In the last program review, SAOs were established to identify skills that stakeholders would demonstrate as the outcome of IE services, including:

1. Understand and interpret institutional data and student outcomes.
2. Integrate data and analyses with previous knowledge and professional experience to

assist decision-making.

1. Apply knowledge from research data to strategize/organize priorities and develop a more complete picture (of the institution and its community).

Since the last program review the IE office updated these SAOs to better measure the goals and purpose of IE:

1. The percentage of administrators, faculty, and staff who report that they have access to the data that they need to make decisions; and,
2. The percentage of administrators, faculty, and staff who report that they understand how to identify the data needed to measure their success.

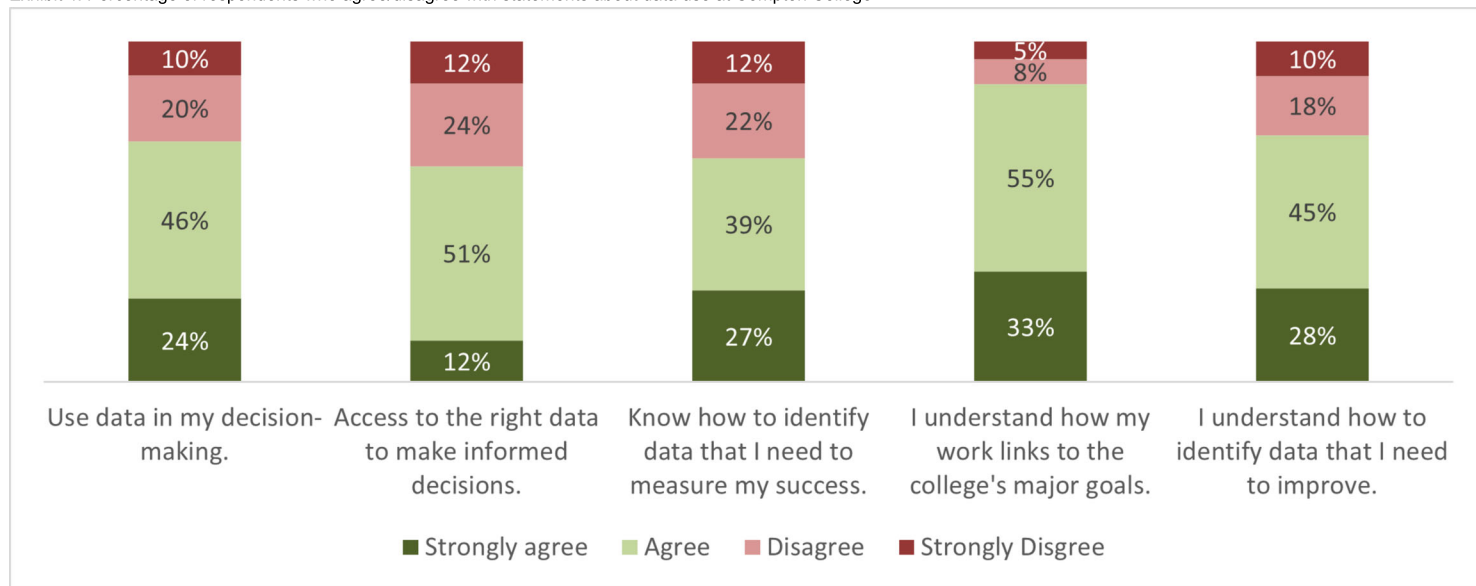
Service Area Outcomes for IE were developed collaboratively by Compton College research staff based on the department's goals and purpose. When necessary, IE develop and assess SAOs during staff meetings, and they discuss evaluations, findings, and recommendations related to these assessments.

SAOs are systematically assessed in two ways: (1) periodically through an IE feedback survey administered according to the program review schedule, and (2) via a satisfaction survey administered after various professional development offerings related to data use or planning (e.g., Planning Summit, Equity Summit). Moving forward IE will administer the SAO and satisfaction survey annually to all staff who request data or services from the office. All staff from the IE office discuss the SAO assessment results and work together to form solutions that address any issues.

If SAO assessment results are not as anticipated, the IE office works to address shortcomings indicated in the assessment. Previously, this has resulted in concerted efforts to improve the communication of research and data that is available from this office, including but not limited to: improving communication about requests, providing more opportunities for teamwork during professional development sessions, and establishing norms for cross-campus events.

Most responses about SAOs were positive, with most respondents saying that they know where to access data and how to use it. However, over one-third, or one out of three people, still say they do not know how to access the right data to make informed decisions or know how to identify data needed to measure my success. IE is focusing on these areas for improvement to increase access and knowledge about data use. These findings support the requests for a data warehouse, additional staff, and additional data use training.

Exhibit 4: Percentage of respondents who agree/disagree with statements about data use at Compton College



**c) Campus/community collaboration:**

IE is involved in several collaborations with internal and external partners.

*Internal collaboration*

IE is collaborating with the Career and Transfer Center to organize transfer events for next summer. This collaboration is building the Hispanic Serving Institution (HSI) funding under the Higher Education Emergency Relief Fund (HEERF) dollars.

Partnerships with internal partners is critical to support improved data use across the campus, one of IE's primary functions. Critical partnerships in this area include working with the Manager of Professional Development and Achieving the Dream consultants.

IE has a relatively strong presence among on-campus programs, partly due to active membership and attendance of consultation and advisory committees (e.g., Cabinet, Focused and Directed Pathways, Tartar Success Teams, Institutional Effectiveness, Student Success, Enrollment Management, the Men of Color Task Force, and Planning and Budget Committee). IE also endeavors to meet with clients and data-users in order to become more familiar with Compton stakeholders and to better understand their research needs.

IE also supports ongoing use and maintenance of the eLumen platform. This platform is used by faculty, staff, and administrators across the campus for learning outcomes assessment and program review. This platform will require ongoing funding which is included in the recommendations section for annual fees and professional development for use and management.

*External collaboration*

IE works with many different external stakeholders. IE has a primary role in secure data sharing with Compton Unified; Lynwood Unified; Paramount Unified; California State University, Dominguez Hills; and LA County's Department of Public and Social Services (DPSS). IE supports external research requests for projects that would like to conduct research with Compton College faculty, staff, or students. IE also runs the Institutional Review Board (IRB) to evaluate the human subject projects in these studies, and communicates to external researchers about the policies and requirements of conducting research on the campus.

IE has a prominent role in the partnership is with Achieving the Dream. Achieving the Dream data coaches have been providing guidance about how to support increased data use across the campus. These partners helped IE implement, interpret, and present the ICAT (the Institutional Capacity Assessment Tool) that identified critical areas of need at the college, which were data and technology; engagement and communication; and, teaching and learning. Compton College is entering into its second year of a three-year partnership with Achieving the Dream. This year the focus is on increasing data use across the campus with more training for all faculty and staff.

Additionally, IE maintains healthy communication with relevant research groups and agencies within the region (e.g., California Community College Chancellor's Office, Research & Planning Group, CAMP-R regional research meetings, Institutional Effectiveness Partnership Initiative).

**d) Program data recommendations:**

The program recommendations include:

- Data warehouse
- Research/Planning Technician
- One-time Argos and Banner training for new Research Analysts in 2021-2022
- Tableau upgrades for wide data access and security
- eLumen annual fees and professional development costs
- Increase professional development budget to allow for more attendance at externally hosted professional development workshops and training sessions, and/or to accommodate new staff (i.e., Research Technician) who also attend local workshops and conferences. Estimate based on 4 employees x \$3,000 per year.

## Administrative Services Program Review (3) - Program Requirements First Submission: Version by **Sosenko, Lauren** on **09/13/2022 15:58**

**a) Program support:**

IE depends upon the entire campus to be successful. Data use for improvement is necessary in every corner of the campus to realize the full potential of the IE department.

For functionality, IE is dependent upon Information Technology Services (ITS) for much of its operation, including working computers and internet. Further, there has been some collaboration between the departments related to Argos reporting and knowledge of the data in Banner. Additional Banner training and training in Argos for the new Research Analysts will support stronger partnerships between IE and ITS.

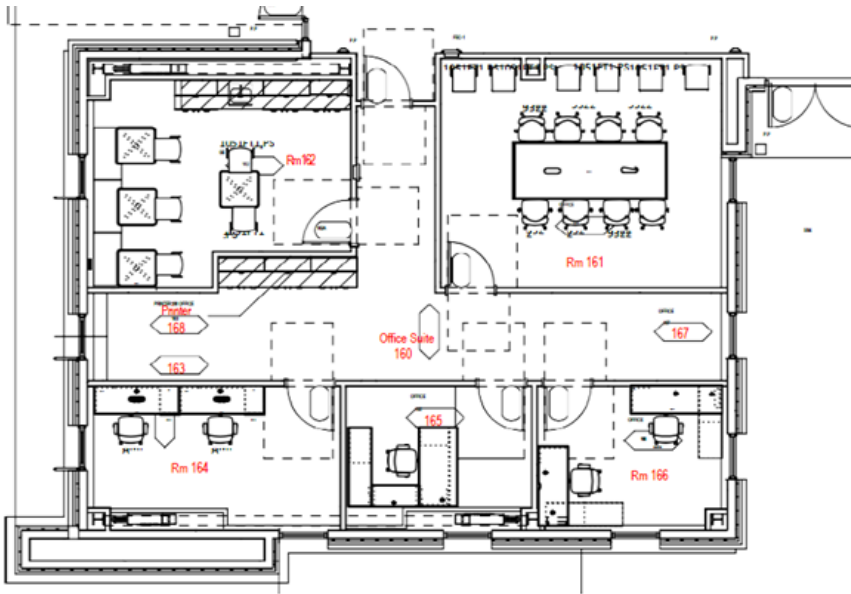
**b) Facilities and equipment:**

The Office of Institutional Research is a unit within the President's Office. Physically, IE operates out of an office in Instructional Building 1, see Exhibit 5 below. IE maintains a presence on campus through its active membership on and participation in several consultation and advisory committees, such as the Institutional Effectiveness, Student Success, and Enrollment Management committees. IE also regularly meets with clients and data users throughout Compton College to discuss projects and help the office better understand the data needs of the institution.

Compton's IE office needs additional resources to provide required services to stakeholders. The multiple data sources across camps require a data warehouse to efficiently pull data needed for research and evaluation work across the campus. Further, the quality and throughput of these services can greatly be improved with additional or upgraded resources. Recommendations for these additional and/or upgraded resources are detailed throughout the remainder of this section of the review.

Investment in the data warehouse and automatic updates to dashboards will greatly improve efficiency. Now we must do heavy lifting to support the dashboard development- e.g., pulling the right data in the right format. This would eliminate this process, and keep the dashboards updated with the most recent data. This will free research analyst to work on data use and interpretation with users. The data warehouse would accomplish this refreshed data source.

Exhibit 5. Institutional Effectiveness Offices in Instructional Building 1: Offices in rooms 164, 165, and 166 and Common Meeting Room in 161



IE's facility needs are largely determined by its personnel needs. Currently, IE works out of Instructional Building 1 and has three office spaces: a private office for the Director (room 165, and two offices with two workstations (rooms 164 and 166). The Director needs private space (i.e., an office) to conduct confidential and/or sensitive meetings and phone calls. The Analysts need appropriate space to comfortably work at stations containing their laptop with a connection to dual monitors, as well as partitions to provide privacy, sound abatement, and socially distancing (if necessary). Although Research Associates could potentially work from home part-time, they require similar space for working comfortably and similar resources for working effectively. Workstations need to include a shared copier/printer. Finally, the offices in Instructional Building 1 are located next to a meeting space that is used to meet with data users. This office space accommodates socially distancing needs now; however, when additional provisional staff are hired, employees will have to rotate through the office to maintain socially distancing standards.

IE relies heavily on both hardware and software to effectively provide research to the rest of the institution, and this means IE needs to remain up to date regarding new technology as it becomes available. New laptop computers are being purchased by the college this year (spring/summer 2021) but will likely require replacement within the next five-six years as warranties expire and operating systems and minimum requirements for select software are upgraded. Further, the computers that the team has been assigned may not be strong enough for more advanced software and processes that deal with a lot of data. IE computers may need to be replaced with computers that have at least 16 GB of RAM to complete these processes. New workstations will need to be created for the upcoming relocation of the IR office into Instructional Building 1. These workstations will include a laptop computer, a docking station, and a dual monitor screen.

IE staff use several technological platforms to conduct data collection, cleaning, and analysis. These programs include but are not limited to: Excel, Access, SPSS, R Studio, Exploratory, Tableau, QGIS, and Qualtrics.

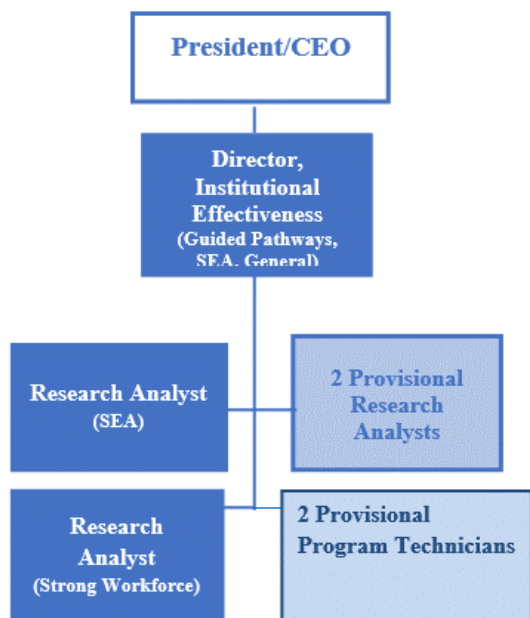
The office has two printers: one only prints in grayscale and the other prints in color. Both of these printers have been installed and are supported by ITS. The office has been trying to "go digital" whenever possible to reduce printing need and cost. For example, the office has transitioned all campus survey efforts to the online Qualtrics platform. While this has reduced response rates in some cases, the flexibility affords the IE staff some measure of relief for the cost of paper, printer ink and time that was necessary to develop paper surveys. IE also uses the print shop for larger or heavy color printing jobs, such as the Compton College 2024 master plan documents.

As an independent college, Compton College has had to develop contracts with external agencies to support required reporting. For example, National Student Clearinghouse (NSC) is an external agency that tracks a variety of data regarding student transfers to other institutions as well as incoming transfers from other institutions, with a cost of \$1,200 per year. Another example is a mandatory contract with the California Community College Chancellor's office (CCCCO) to support Student Right to Know reporting for \$6,500 each year. These costs have already been added to the IE budget through the planning process.

IE's office budget for routine, non-instructional supplies has been sufficient to support a three-person team. The biggest part of the budget is used for printer ink and paper for the team. With the new office in Instructional Building 1, there are some unique supply needs for the first year. For example, the team needs large white boards and white board pens in the offices. The office may also need new locked filing cabinets to protect equipment and supplies in the office.

### c) Staffing:

The Office of Institutional Effectiveness currently consists of the Director of Institutional Effectiveness and two full-time Research Analysts. Additionally, provisional employees have been supporting the office on special projects.



Darker-shaded boxes represent permanent employees; lighter-shaded boxes represent provisional employees. All positions are funded through grant funding, with only the Director supported by General Fund dollars. The Director of Institutional Effectiveness is funded through Guided Pathways, Student Equity and Achievement, and General Fund. One Research Analyst is funded through the Student Equity and Achievement, and the other permanent Research Analyst is funded through Strong Workforce. One Provisional Research Analyst is funded through Student Equity and Achievement, while the other is funded through Guided Pathways. The two provisional program technicians are funded through the Hispanic serving institution HEERF funding.

The Office of Institutional Effectiveness currently has three permanent FTE: one director of institutional effectiveness and two research analysts. The college is small and therefore, it requires efficiencies in performance that larger colleges may be able to absorb in cost. However, Compton College is ambitious in its agenda to develop research capacities like the largest and most advanced colleges or universities. These goals include creating system using predictive analytics, collecting more real-time data, and increasing data use capacity across the campus. In addition, through the IE SAO analysis, timely communication was identified as an area of improvement. In order to realize these goals and improve timely communication, the IE department requires two personnel changes, including adding a Senior Research Analyst position and a Research/Planning Technician.

To complete a new HSI grant project for summer 2021, the college is currently hiring three provisional positions to support the office of IE: 2 program technicians and 1 research analyst. These provisional positions will continue through next summer, and ease the staffing needs in IE. Future permanent positions would support one-time completion of projects, and more sophisticated analyses to inform college stakeholders.

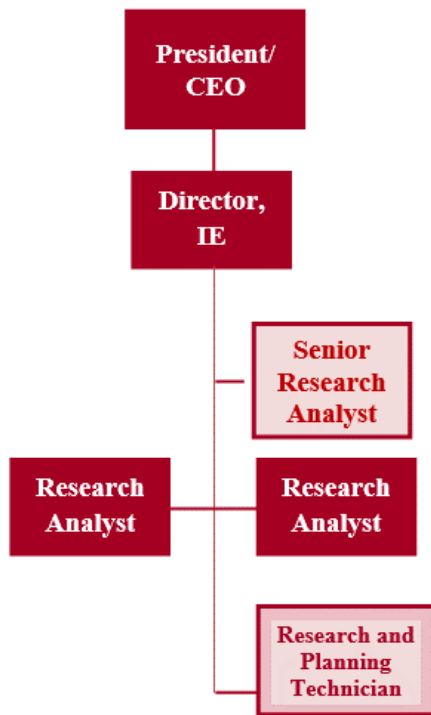
#### *Developing a Senior Research and Grant Analyst Position*

Compton College strives to realize several sophisticated analyses to identify new ways of targeting students for intervention, like the methods deployed by Georgia State University. These predictive modeling techniques require a high-level of expertise in statistics that would be cultivated through a Senior Research Analyst-level position. Further, this position would be developed to bridge between Institutional Effectiveness and ITS to support data warehouse maintenance, ongoing SQL coding in Argos, and MIS validation. While these would not be solely the role and responsibility of this position, it would provide deeper capacity at Compton College. Finally, the Office of Institutional Effectiveness is also responsible for grant development, which this position would support.

#### *Research/Planning Technician*

Over the last several years, Compton College has refined its planning process, and in 2021, it is moving to a new platform, eLumen to support college-wide planning efforts. This position would provide planning training, update the eLumen system, and provide overall support to all research efforts. The Research/Planning Technician could work directly with Deans, the Program Review Coordinator, and the SLO Coordinator to facilitate and organize responsibilities such as: annual unit/program planning, SLO entry and assessment, planning summits, trainings, and process or activity evaluations. This position will also support timely response to all research requests.





IE is also infrequently required to provide results for managerial evaluations, presumably because the surveys were originally created using software from the research office. We recommend all employee evaluations (except faculty evaluations) be conducted and reported by Human Resources to consolidate this responsibility to the most appropriate office using the Qualtrics system. This will avoid non-HR Classified employees accessing sensitive evaluation information about managers and barriers to HR access that the current arrangement involves. IE can train HR personnel to use the Qualtrics system for this purpose.

More funding for professional development would be needed in order to enact further personnel improvements within the IE office. For example, the Argos Banner system requires in-depth knowledge of the Banner infrastructure and SQL. Such training typically involves paying the vendor to send a representative to provide a tutorial on-campus or registering for training sessions/workshops at external venues. Currently, IE has \$7,600 for professional development. SQL training for two analysts is \$4,000, and other Argos training is estimated at \$1,500. The professional development allocation will need to be increased if more staff are added to the department or the data warehouse requires SQL expertise.

**d) Planning:**

Several external factors affect the functionality of the IE office, particularly in terms of the overall research agenda and demands on staff workload. These factors are explained in detail below, but include the larger categories of accreditation concerns, institutional culture and policy, Chancellor's Office initiatives, and other state and federal education policies.

Perhaps the largest external influence on IE is the necessary institutional adherence to regional accreditation standards. Colleges are increasingly asked to provide the evidence being used to make decisions, and much of this evidence is data collected and analyzed by research offices. Additionally, there is an increased emphasis on analyzing institutional data at more refined levels, such as the disaggregation of data according to demographic groups. Likewise, outcomes assessments have become a larger part of the research agenda. Assessments are being more frequently and widely conducted, and there is a greater need for the analyses related to continuous program/institutional improvement. The college has made a definitive commitment to disaggregate all data whenever possible. IE has rolled this need out with dashboards that have drill-down capabilities.

The ACCJC also heavily scrutinizes the degree to which colleges integrate their planning, evaluation, and process improvement functions. Compton College has made tremendous growth in monitoring this process institution-wide and down to the program level over the last several years by introducing the Director of Institutional Effectiveness position, as well as implementing a refined planning and budgeting process that is documented in AR 6200 Planning and Budget Calendar. Further, the evaluation of institutional effectiveness has become a common requirement of colleges, and they are asked to set, measure, and discuss strategic goals related to student learning and achievement much more systematically than what was required in the past. This is still an area of growth for Compton College, and as shown in one of IE's own Service Area Outcomes that measures the number and percentage of staff and faculty who understand what data to use to measure their own effectiveness.

Although regional accreditation standards are influenced by developments in the fields of higher education research and quality improvement, these standards are primarily driven by federal policy. In addition to communication from the ACCJC, the institutional research agenda is guided by changes in state and federal policies, particularly when these relate to accountability. This requires IE to understand and interpret these new rules and policies, to implement new data collection and analysis protocols, and to ultimately report the findings. A recent example of this accountability that drives reporting is the alignment of Institutional Set Goals with the Vision for Success metrics set by the California Community College Chancellor's Office (CCCCO). AB 705 and the elimination of basic skills coursework and placement tests in California has also produced annual reporting requirements to the state outside of the Management Information System (MIS) reporting structure.

Some of the most impactful policy changes relate to employment accountability for the degree and certificate recipients who have completed their college programs. Gainful Employment refers to the federal Title IV regulations that were modified "to improve disclosure of relevant information and to establish minimal measures for determining whether certain postsecondary educational programs lead to gainful employment in recognized occupations." Similarly, California Senate Bill 70 (SB70) requires colleges and universities to report persistence, completion, job placement, and wage-related information for students in similar fields as those recognized in the modified Title IV regulations. Likewise, much of this reporting centers on Career and Technical Education (CTE) and economic outcomes, which requires research offices to incorporate additional specializations, often through increased personnel.

Compton's institutional policies and culture (especially with respect to data reporting) have been changing over the years, with a higher demand for more and more timely data. Guided Pathways and the adoption of Tartar Completion by Design and the Compton College 2024 plan emphasize persistence and completion of degrees or certificates. This was very evident when the college sent a team to Georgia State University to learn about its transformation. The use of predictive modeling and real-time data to inform advising at Georgia State was inspiring to the Compton team. However, local resources to collect, house, and analyze this type of data in Compton College is limited. The college is considering an investment in a data warehouse to support access to more seamless data from disparate sources across the college (see Appendix A). To realize a predictive model to support student intervention, the college needs several tools that will need to be cultivated over the next several years. First, a longitudinal dataset that includes the right data is necessary for this type of analysis. For example, if



8	Upgraded PCs/Workstations (replacement cycle every 5-6 years)	\$15,000	1-5	SAO 1
9	One-time Argos and Banner training for new Research Analysts in 2021-2022	\$6,000	1-5	SAO 1
10	Increase professional development budget to allow for more attendance at externally hosted professional development workshops and training sessions, and/or to accommodate new staff (i.e., Research Technician) who also attend local workshops and conferences. Estimate based on 4 employees x \$3,000 per year.	\$12,000	1-5	SAO 2
11	Invest in surveys that tap into the student experience (e.g., SENSE, CCSSE, #realcollege)	\$13,000	1-5	SAO 1