Institutional Effectiveness Office 2016-17 NIPR

LASSEN COMMUNITY COLLEGE

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Institutional Effectiveness Office 2016-17 NIPR

SECTION 1: INSTITUTIONAL EFFECTIVENESS AND RESEARCH

I. Program Overview and Objectives

Mission

Provide ideas for the improvement of LCC operations and champion change that leads to student success.

Objectives for 2016-17

1) Cultivate information transparency by:
   - Installing and maintaining business intelligence tools which can be accessed through the portal by district employees.
   - Creation of an online tool to document SLO achievement at the individual level
2) Facilitate positive communication by closing the loop between planners and decision making bodies by:
   - Developing an online planning process.
3) Support the district's fiscal solvency by:
   - Developing strategies to maximize LCCs funding from the CCCCO while maintaining a positive college margin.
   - Providing information and writing expertise to support grant application submissions (such as the USDA distance education grant).
   - Providing leadership to grow the face-to-face inmate education program.
4) Increase the Office's bandwidth by:
   - Installing and maintaining a business intelligence tool that allows but does not require end user self-service.
   - Fill the vacant analyst position, paid for by grant, categorical funding, and general fund streams.
5) Support student success by working with college constituents to implement:
   - The Equity Plan
   - Proper student placement
   - Math acceleration
   - Student retention systems
6) Champion professional development by:
   - Finding and using categorical funds for professional development
   - Leading professional development activities on flex days
7) Monitor the state of California Community Colleges beyond LCC by:
   - Building and maintaining relationships with researchers and chancellor's office personnel.
   - Serving on the Research and Planning Group board

Description/Evaluation:

a. Describe and evaluate the program objectives against the LCC strategic plan, specifically the mission statement and strategic goals [available online or in the current catalog].

The Office of Institutional Effectiveness and Research objectives support the mission and strategic goals of the institution. Primarily, the preceding objectives support strategic goals one – Institutional Effectiveness and three – Resource Management.

b. Evaluate any changes in the program since last review. Include summary of Annual Updates completed since last review.

Since the last program review, there have been dramatic changes to the office both in regard to scope of responsibility and personnel. The office was the subject of a reorganization that combined three positions to two (see illustration). The reorganization moved some duties traditionally housed in Academic Services such as the evaluation of adjunct faculty under the umbrella of Institutional Effectiveness.

Academic Services/Institutional Research Reorganization.

V.P. of Instruction

Dean of Instruction

Director or Institutional Research

V.P. of Instruction

Assoc. Dean of Institutional Effectiveness and Research

The past four years have also seen changes in personnel. The director/assoc. dean has changed three times over the period. The change in leadership has resulted in changes in philosophy and shifting of office goals. Further, each director has had their particular strengths and methods for dealing with their weaknesses.

Over the past two years, the office has focused on the following priorities:

1. Institutional compliance with outside regulations
2. Revenue generation and program development
3. Academic Services duties
4. Service to internal customers

Typically, a research office is concerned only with items 1 and 4.
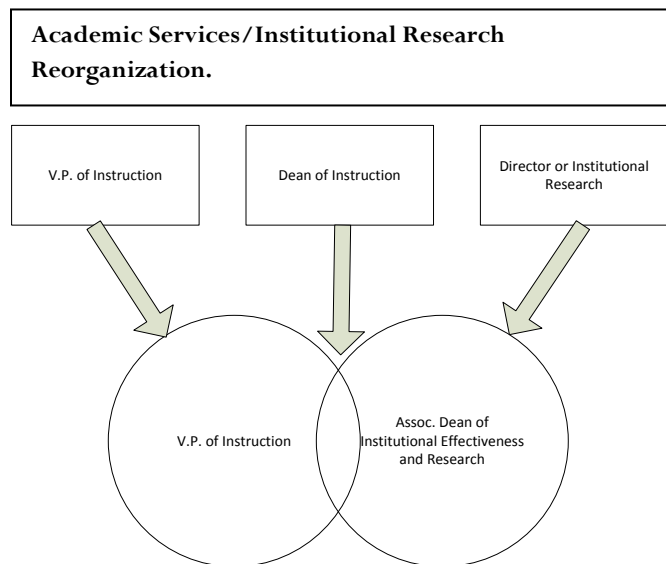
Priorities for the office have shifted in response to institutional need. From 2011-12 to 2012-13 years, LCC full-time-equivalent students (FTES) dropped from 1830 to 1513. Stabilizing revenue therefore was (and remains) an important district goal. The office's first priority over the past two years has been to generate additional revenue for the district.

The assoc. dean first effort to resolve the issue was to evaluate/audit our FTES reporting. In that evaluation, the assoc. dean found approximately 40 annual FTES ($200,000) that the district had not been claiming through its reporting to the CCCCO. The assoc. dean also supported a strategy for using a cycle of restoration that has resulted in the maintenance of approximately 160 annual FTES ($768,000).

Through grant writing activities, the office has brought approximately $750,000 of competitive soft dollars to the institution. This is separate from the relative flood of categorical funding the district has received over the past few years through programs like Equity, AEBG, and SSSP.

There is much to hope for in the ramping up of programs that are in varying states of hiatus (HUS and Nursing) and new programing at local prisons. Unfortunately, the college faces headwinds as the county population shrinks. Also the inmate correspondence program, which is critical to the operations of the college, is facing threats from expanded programing by other colleges. Maintaining FTES will always be a challenge for the college which will require an entrepreneurial spirit.

With the expansion of duties, over the past two years, service to internal customers (LCC faculty and staff) has suffered as it has taken a backseat to the other three priorities. The shepherding of the planning process, data distribution, SLO/AUO monitoring, student surveys, etc. have been given a minimum amount of energy by the office.

Several technologies are being developed to improve the office's response to internal customer service needs. These technologies include a new SLO/AUO platform, data visualization software, and the development of an online planning package. However, LCC has shown a resistance to the use of new technology that is slowing the implementation of some of these projects.

Planning Agenda:
List recommendations and necessary actions necessitated by the above evaluation.
Complete Institutional Effectiveness Planning, Student Services Planning, and/or Academic

Planning tables at the end of the section for any recommendations requiring institutional action.

See objectives for 2016-17 (page 1).

II Administrative Unit and/or Student Learning Outcomes Assessment

Student Learning Outcome Assessment

AUO and SLO assessment is important to maintain and improve institutional effectiveness and provide an effective learning experience for LCC students. Departments are expected to measure AUO and/or SLO annually; these records are maintained in WEAVE and are available for review at any time.

Description/Evaluation:

1. Identify and evaluate Administrative Unit and/or Student Learning Outcomes including the relationship to strategic goals for AUOs and institutional student learning outcomes for SLOs utilizing information from WEAVE.

ISLO	Strat Goal	AUO	ASSESSMENT MEASURE /TARGET
1, 3		Provide adequate decision-support research is made available to facilitate the college's planning process associated with accreditation, benchmarking and institutional effectiveness activities.	**Measure:** A survey that assesses the level of satisfaction with the services institutional effectiveness **Target:** 90% of campus constituents will be satisfied with the overall performance of DIE.
3		Provide adequate support for research, effectiveness and planning activities to be carried out by other offices, committees and departments on campus.	**Measure:** Efficiency formula (Sum of Requests) /N of FTE in DIE **Target:** Increase from previous year
3		Ensure that campus reports are available to assist in predicting organizational needs, student success, retention and persistence rates and efficient use of institutional resources.	**Measure:** Benchmark on internal reports completed **Target:** 100% of on-time delivery of internal reports
3		Maintain compliance of institutional reporting in response to questionnaires and both routine and non-routine requests for information from state, federal, and other external agencies.	**Measure:** Benchmark on external reports completed **Target:** 100% of on-time delivery of external reports.

2. Attach an AUO and/or SLO assessment summary as provided by Office of Institutional Effectiveness.

3. Provide an analysis of findings of the assessment results may be leveraged to support equipment, facility, staffing, or other budget and planning need and include the justification in your analysis.

AUO 1: Needs improvement

AUO 2: Needs improvement

AUO 3: Needs improvement

AUO 4: On Target - Outside agency requests have been answered in a timely manner.

The AUOs demonstrate how far the LCC's Office of Institutional Effectiveness and Research has drifted from the typical department. Whereas the listed AUOs focus on providing support for other campus bodies through research, much of the recent focus of the LCC Office of Institutional Effectiveness and Research has been on providing leadership in new programing, evaluating faculty, and grant writing.

Planning Agenda:

List recommendations and actions by the above evaluation of AUO and/or SLO results. Complete Institutional Effectiveness Planning, Student Services Planning and/or Academic Planning tables at the end of the section for any recommendations requiring institutional action. For any items needing Human Resources Planning, Institutional Technology Planning, or Facilities Planning action, please make sure to include the information within the appropriate section and table later in the program review document.

Given the expanded mission and duties of the office since the creation of the AUOs, the Office of Institutional Effectiveness needs more than one person involved in meeting the reporting needs of the district. Under a prior director, the office relied on outside consultants to facilitate many of the reporting needs of the district. More recently, LCC hired an analyst to take on some of these duties. In an attempt to limit the impact on the general fund, the analyst position was initially funded at 90 percent categorical and 10 percent general fund. Unfortunately, the analyst moved on. The position is currently vacant and the assoc. dean recommends that the district fill the analyst position. Changes to the funding formula for the position are needed. A change to 50 percent categorical and 50 percent general fund will allow the analyst more time to focus on the internal needs of the district.

III. Equipment

Description/Evaluation:

1. List capital outlay equipment, age of equipment and replacement schedule.
2. Identify any existing equipment maintenance/service agreements.
3. Evaluate the condition of capital outlay equipment in light of the replacement schedule and available funds.
4. Evaluate the effectiveness of and need for additional maintenance /service agreements.
5. Justify any proposed modification or additions to equipment available for students and/or faculty/instructional assistants within the program.

With one exception, capital equipment is sufficient for the office. The one area in need of improvement is office space; the analyst does not have an office space.

Planning Agenda:
List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning, Student Services Planning, and/or Academic Planning table at the end of the section for any recommendations requiring institutional action.

Create an office space for the analyst position.

IV. Outside Compliance Issues (if appropriate for program)

Description:
If appropriate, describe the role of outside compliance issues on the program.

The office helps the institution be mindful of CCCCO and ACCJC compliance requirements.

Evaluation:
Assess changes in compliance or identification of compliance-related needs and the impact on the program.

ACCJC standards are regularly updated. One change included in the most recent standards release is the requirement that colleges disaggregate SLO attainment by student groups. The only way for the district to comply is to evaluate individual student performance on SLOs. A change to the SLO form is required to meet this need.

The Office of Institutional Effectiveness and Research reports FTES to the CCCCO via the 320 report. The assoc. dean has read the regulations pertaining to the submission of this important report, but an audit finding is still possible due to a mistake given the complex rules surrounding this report. To reduce the district's risk, the assoc. dean would like some formal training on the report.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

The district and the faculty union will need to reach agreement on the way the college will meet SLO standards.

Provide further training on 320 reporting.

VI. Prioritized Recommendations

A. Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section One that do not require institutional action (ie. curriculum development) in order of program priority.

B. Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section One that should be included in Lassen College's planning and budgeting process, specifically in the Educational Master Plan, Student Services Master Plan, or Institutional Effectiveness Master Plan. Separate recommendations into the appropriate plan(s). Items to be included in the Human Resource Master Plan, Institutional Technology Master Plan, or Facilities Master Plan should be addressed in Sections Two, Three or Four in lieu of or in addition to inclusion in the Academic Master Plan. See Attachment C for Master Plan Overview to determine where recommendations are best placed.

1) Fill analyst position with 50 percent general fund/50 percent categorical
2) Create an office space for the analyst.
3) Additional training on accounting procedures for 320 reporting,
4) District and faculty union reach agreement for collecting and reporting student level SLO achievement.

Prioritized Recommendations for Inclusion in Institutional Effectiveness Master Plan

Office of Institutional Effectiveness and Research

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
1,3	Fill analyst position with 50 percent general fund/50 percent categorical	2016-17	$30,000	More responsive services
1	Additional training on accounting procedures for 320 reporting,	2016-17	$600	Reduced risk of an audit finding
1,2,3,4	District and faculty union reach agreement for collecting and reporting student level SLO achievement.			Compliance with ACCJC standards.

Prioritized Recommendation for Inclusion in Student Services Master Plan
Office of Institutional Effectiveness and Research

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
	None			

Prioritized Recommendations for Inclusion in Educational Master Plan
Office of Institutional Effectiveness and Research

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
	None			

Section Two: Human Resource Planning

I. Program Staffing

Description/Evaluation:

1. List the current staffing for the program include: managers, faculty positions, and classified staff.

Associate Dean of Institutional Effectiveness and Research

Analyst - vacant

2. This section provides an opportunity for analysis and justification of projected staffing needs to support the program. Work-study student needs may be included.

The Office of Institutional Effectiveness needs more than one person involved in meeting the reporting needs of the district. Under a prior director, the office relied on outside consultants to facilitate many of the reporting needs of the district. More recently, we hired an analyst to take on some of these duties. In an attempt to limit the impact on the general fund, the position was initially funded at 90 percent categorical and 10 percent general fund. The position is currently vacant. The assoc. dean recommends that the district fill the analyst position. Changes to the funding formula for the position are needed. A change to 50 percent categorical and 50 percent general fund will allow the analyst more time to focus on the internal needs of the district.

Planning Agenda:
List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

See above documentation

II. Professional Development

Description/Evaluation:

1. Describe the professional development and professional activities of the program staff relevant to program improvements that has occurred during the period under review. (workshops, conferences, staff development, work experiences, etc.)

By using categorical funds the Assoc. Dean has participated either alone or as a team in multiple professional development opportunities including:

ACCA Admin. 101; Student Success Conference; Inmate Education Summit; Research and Planning Conference; Academic Senate workshops.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

Get additional training on accounting procedures for 320 reporting.

III. Administrative Unit and/or Student Learning Outcome Assessments

Description/Evaluation:

1. Describe any results from assessment of administrative units and/or student learning outcomes that affect human resource planning

See above documentation.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

See above documentation.

IV. Prioritized Recommendation

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Two that do not require institutional action (ie. curriculum development) in order of program priority.

Attend a 320 report training.

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Two that should be included in Lassen College's planning and budgeting process. See Attachment C for Master Plan Overview to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Human Recourse Master Plan
Office of Institutional Effectiveness and Research

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
1	Get additional training on accounting procedures for 320 reporting,	2016-17	One time $600	Reduced chances of an audit finding
1,3	Fill analyst position with 50 percent general fund/50 percent categorical	2016-17	Ongoing $30,000	Increased responsiveness from the Office of Institutional Effectiveness for internal requests

Section Three: Facilities Planning

I. Facilities

Description/Evaluation:

1. Describe and evaluate the Lassen Community College facilities available to the program.

   The assoc. dean has an office with a door that opens the wrong way and he stares at a wall, which is not an ideal layout for meetings. However, there are certainly more pressing matters for facilities than fixing this issue.

2. Describe and evaluate additional facilities utilized off-campus by the program (attach any relevant rental agreements)

   None

3. Describe any facilities needs identified by assessments of administrative unit and/or student learning outcomes

   None

4. Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the next five years.

   The analyst needs a place to work once the position is filled.

Planning Agenda:
List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness, Facilities Planning, and Technology Planning Forms as appropriate for any recommendations requiring institutional action.

1) Give the analyst an office space.
2) Fix the door to the assoc. dean office so it opens correctly.

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff
List all recommendations made in Section Three that do not require institutional action (ie. curriculum development) in order of program priority.

None

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Three that should be included in Lassen College's planning and budgeting process. See Attachment C for Master Plan Overview to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in the Facilities Master Plan
Office of Institutional Effectiveness and Research

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
3	Give the analyst an office space.	ASAP		The person we hire will have a place to do work
3	Fix the door to the assoc. dean office so it opens correctly.	Someday		The assoc. dean could meet someone in my office and wouldn't have to stare at a door when it is open.

Section Four: Technology Planning

I. Institutional Technology

Description/Evaluation:

1. Describe and evaluate technology and technology support provided for instruction and instructional support.

    Current technology meets the needs of the office.

2. Describe any technology and technology support needs identified by assessment of administrative unit and/or student learning outcomes.

    Current technology meets the needs of the office.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

None

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Four that do not require institutional action (ie. curriculum development) in order of program priority.

None

Prioritized Recommendation for Inclusion in the Planning Process

List all recommendations made in Section Four that should be included in Lassen Community College's planning and budgeting process. See Attachment C for Master Plan Overview to determine where recommendations are best placed.

None

Prioritized Recommendations Inclusion in Institutional Technology Master Plan

Office of Institutional Effectiveness and Research

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
	None			

(insert information as needed)

Lassen Community College Master Plan Overview

Six master plans comprise the Comprehensive Institutional Master Plan. Recommendations from program reviews will be input into the selected master plans as determined by faculty in the prioritized recommendation spreadsheets. To better understand which master plan might be most appropriate for each program recommendation, a summary/objective of each plan is included below. More information can be found in the Shared Governance and Consultation Council Handbook and the Comprehensive Institutional Master Plan.

Institutional Effectiveness Master Plan (IEMP): the IEMP addresses college needs not addressed in other plans. These needs include research, governance, outcome assessment, and administrative operations.

Educational Master Plan (EMP): The EMP addresses the instructional planning needs of the college.

Student Services Master Plan (SSMP): The SSMP highlights the services needed to maximize the student experience through a variety of key student support services.

Institutional Technology Master Plan (ITMP): The ITMP addresses the technology needs of the campus.

Facilities Master Plan (FMP): The FMP addresses the physical infrastructure, facility, and maintenance needs of the campus.

Human Resources Master Plan (HRMP): The HRMP identifies and manages the administrative functions of recruitment, selection, evaluation, and professional development needs of the College to ensure a fully-staffed and highly functioning team of employees.