

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: NON-INSTRUCTIONAL PROGRAMS

Name of Program/Operational Area: Institutional Research

Contact Person: Michael Carley

Submission Date: December 2019

[Note: The information in this area will repeat on all pages.]

Porterville College Mission Statement:

With students as our focus, Porterville College provides our local and diverse communities quality education that promotes intellectual curiosity, personal growth, and lifelong learning, while preparing students for career and academic success.

In support of our values and philosophy, Porterville College will:

1. Provide quality academic programs to all students who are capable of benefiting from community college instruction.
2. Provide comprehensive support services to help students achieve their personal, career and academic potential.
3. Prepare students for transfer and success at four-year institutions.
4. Provide courses and training to prepare students for employment or to enhance skills within their current careers.
5. Provide developmental education to students who need to enhance their knowledge and understanding of basic skills.
6. Recognize student achievement through awarding degrees, certificates, grants, and scholarships.

Program Mission Statement:

The Office of Institutional Research provides useful, relevant, actionable, and user-friendly data and reports to administration, faculty, staff, students, and the community for short and long-term planning; decision-making; accountability; evaluation of the effectiveness of institutional planning; student learning, student equity, and student success; matriculation needs; program review; and compliance and funding reports for federal and state-mandated research. As researchers, we commit ourselves to the goals of data accuracy, clear communication, timely reporting, integrity, objectivity, and where appropriate, confidentiality of sensitive data. Lastly, we adhere to the code of ethics for institutional researchers as established by the Association for Institutional Research. This code can be found at <http://www.airweb.org/Membership/Pages/CodeOfEthics.aspx>.

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Services Area Outcomes:

The Office of Institutional Research has adopted the following three Service Area Outcomes:

1. The information on Institutional Research web site is useful, relevant, and user-friendly.
2. Reports provided through the data warehouse are useful, relevant, and user-friendly.
3. Ad hoc reports provided by the Office of Institutional Research are useful, relevant, and user-friendly.

Evaluation of progress on these SAOs is measured through a survey, first developed in fall 2010 and repeated in fall 2016 and 2019 (there was no IR program review in 2013 because the service was centralized at the district office). Results of that survey are displayed in the four charts below.

Use of the PC Research web page increased, after a decline in 2016, which may have been due to the program being centralized for a couple of years. Use of data warehouse reports has increased each time the survey has been done. Use of ad hoc reports declined, for reasons unknown.

Ratings for the web page were high, with nearly all considering the page useful and relevant and 85% (a decline from previous surveys) rating it as user-friendly.

Similar findings can be seen for data warehouse reports, though reports there have never been rated quite as user-friendly. The user friendliness declined for those as well, to 61%, a finding that may be due to the change from Oracle Discoverer to Cognos as a reporting system. This change was gradual, but completed in spring 2018.

For ad hoc reporting, we see a similar decline in ratings for user-friendliness, to 81% from 100% in 2016.

Recently, the district has begun moving to Tableau for some reporting needs and is working on a data warehouse to make some reporting more consistent and systematic. This will be discussed in greater detail in sections below.

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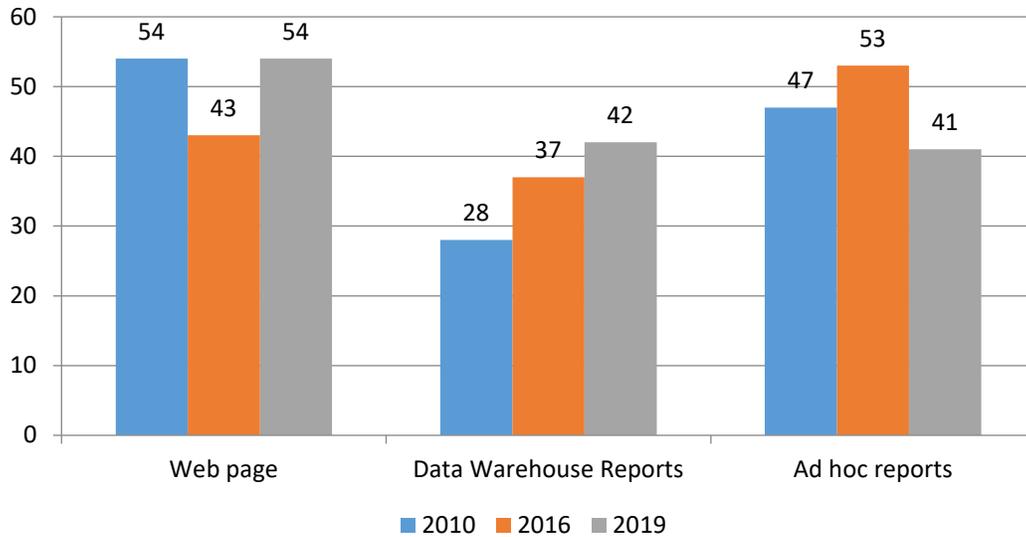
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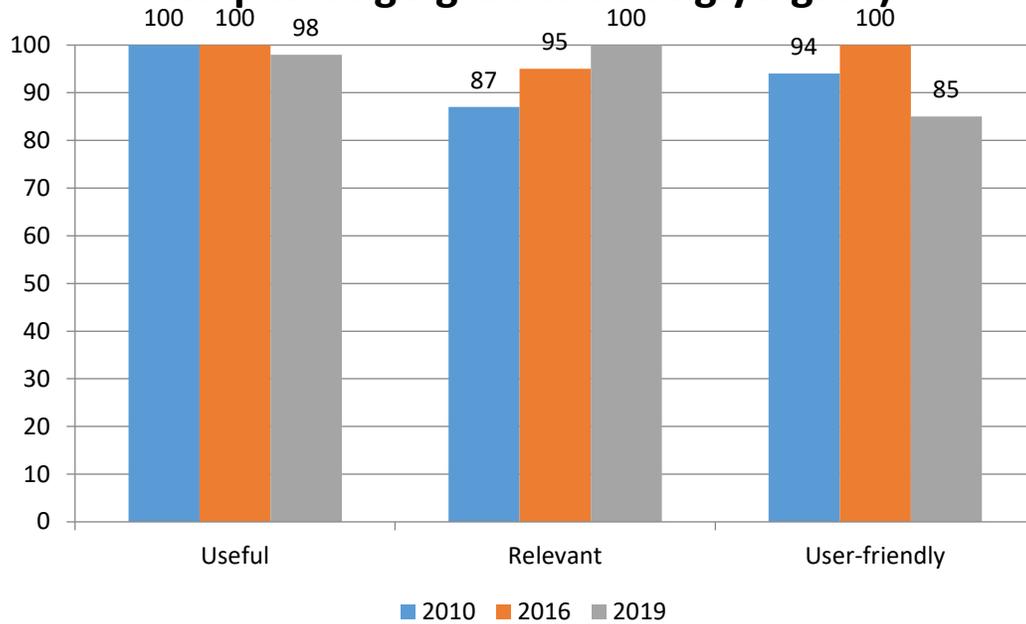
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**Percentage of Respondents Who Have
Used Various Research Office Services In
Past 3 Years**



**Ratings of Research Web Page (Percent
Responding Agree or Strongly Agree)**



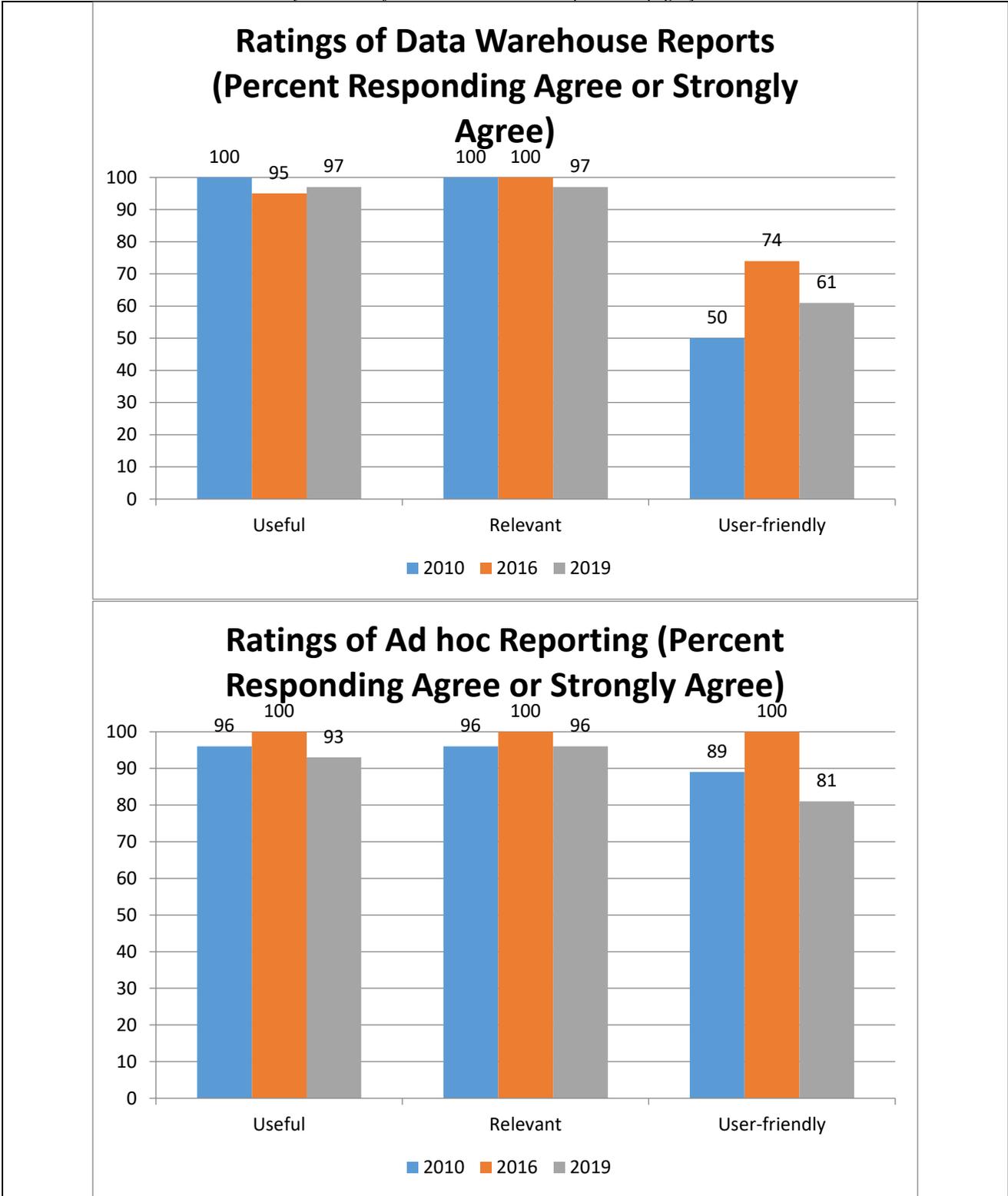
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Program Analysis and Trends

Changes in Program over Last Three Years

The Office of Institutional Research is staffed by two full-time people, the Director of Institutional Research (previously, College Institutional Researcher) and one Institutional Research Analyst, hired in 2019 under a Title V grant. The Office provides reports that assist in planning efforts, matriculation research, enrollment management, and other efforts as listed above in our Mission Statement. Among the regular reports we produce are:

- Demographic information for students.
- Survey reports, including both regular and ad hoc surveys
- Program review and planning support
- Data for other college strategic planning
- Enrollment management data
- Mandated federal and state reports, including IPEDS, Scorecard, and Student Right to Know
- Matriculation research
- Cohort Studies
- Student success and equity reporting
- Specific reports requested by the President, Chancellor, and Board of Trustees
- Ad hoc reporting

In addition, a greater focus of the office is ad-hoc reporting, particularly as relates to increased focus on student success and equity.

In November 2011, we initiated a series of Research Briefs, short reports designed to inform the campus community about a particular issue, usually with links to a larger report. As of this writing, sixteen of these reports have been produced.

At the time of our last program review, the office had just returned fully to the college after a period of district centralization. Since then, Data Team, led by the IR Office, and a subcommittee of the Pathways to Success and Equity Committee (PSEC), has continued and expanded its role and provided a number of reports for consideration by the PSEC and other groups. Data Team reviews data from a variety of sources and makes recommendations. During the 2018-19 academic year, we completed a review of previous recommendations, compiling a list of actions taken and not taken on each and closing the loop. That list will continue to be updated regularly. Thus far, Data Team has sent forward 35 recommendations for review.

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During the 2017-18 academic year, the Director of Institutional Research served on an interim basis as the district Director of Institutional Research & Reporting while we were hiring a new director. That person came on board in May 2018 and the Director of Institutional Research returned full-time to Porterville College.

A 2017 Title V grant provided for hiring an Institutional Research Analyst, a position that was filled in 2018, with the current analyst coming on board in 2019. The position is currently contingent on funding, but plans were and are for the college to continue the position after the grant ends. The analyst works on the Title V grant and the education careers programs, but the position is also critical to the full use of data at the college.

As a result of a proliferation of surveys across campus, and declining response rates for surveys, the IR Department put together a [Survey Policy](#). This document guides the use of surveys across campus in order to streamline efforts, prevent duplication, and enhance the quality of surveys. It was adopted by College Council in the Fall of 2019.

As of spring 2018, the district completed the transition from Oracle Discoverer to Cognos as a reporting tool. Many reports were converted, but the transition has sometimes been rough as Cognos is not as user-friendly. Upon the arrival of the new district Director of Institutional Research and Reporting, we have begun using Tableau dashboards to report data. Also, the district is currently investing in the beginnings of a more full-fledged data warehouse.

The Director of Institutional Research became chair of Strategic Planning Committee in the fall of 2018, working to organize and coordinate the various college plans as well as the program review process (see below).

Data Review

Though we spend a significant portion of our time on ad hoc requests, as a small office, we have not yet chosen to track them. That may change at some point in the future.

As noted above, Data Team has sent forward 35 recommendations; of these, 12 have come since the last program review.

The IR Office has completed four regular surveys that are on three-year cycles. The KCCD Climate Survey, which is district-wide and will now be conducted from the KCCD IR Office, the Student Satisfaction Survey, the Community College Survey of Student Engagement (CCSSE), and the Strategic Planning Survey. Additionally, we conducted a Staff Development Survey in 2018, which is scheduled to go on a three-year cycle in the Fall of 2020, three flex evaluation surveys, and a 2018 Crisis Response Survey. We also help other departments with survey requests as needed.

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Since the last program review, we have completed six Research Briefs and a number of cohort student success studies.

Program Strengths

The Porterville College Institutional Research Office is now in its 20th year of existence and has been critical to the development of a data-informed culture of evidence at the college. It has been a participant, and in some instances, a driving force, in the college implementing an integrated planning system, which has taken place in stages since 2006. The IR Office has worked to maintain the college's accreditation status and to further the use of data in a movement to improve student success and equity. Through our efforts and others, we have made substantial progress on improving English and math completion, and a number of other success efforts at the college stem from the efforts of IR and Data Team, including improvements in course success rates, the narrowing of gaps in online and face to face success, increases in the percentage of students taking 15 or more units, students taking English and math early in their education endeavors, and many other success initiatives.

In the area of planning, program review, which had been a struggle on campus is now on a stable rotation. The Strategic Planning Committee has updated a number of planning documents in recent years and is maintaining the planning and program review cycle, attempting to improve clarity, compliance, and understanding of the process.

Areas for Improvement

There are a number of challenges facing IR in upcoming years. An increasing focus on student success and equity has led to increased demand for data for reporting, success tracking, evaluation, and program planning. The change from Oracle Discoverer to Cognos has led to some frustration for faculty and staff as they navigate increasing data needs. Staff turnover in district IR and IT have meant reduced support at times, though these changes have somewhat stabilized.

Data warehouse and software (Cognos and Tableau) implementation are mostly positive developments for the long-term, but will require investments of time, training, and resources. Some Tableau dashboards are public, but others are not and will require the purchase and creation of accounts. This will either require substantial investment by the college or will limit access to some data. While the college has made tremendous strides in expanding the availability of data over the years, there is still a challenge in making data meaningful, reports user-friendly, and accessible to all who need them. Our Service Area Outcomes data above provide evidence of this. Tableau will help in that effort, though it will require the College to purchase Tableau licenses for some or all of its staff, which may be costly. Our IEPI funding may cover some of this.

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Although substantial progress has been made in tracking student success and equity efforts in recent years, data suggest that though progress has been made on a number of success metrics, equity gaps remain. An increased focus on narrowing those gaps is needed. The IR Office will work with the Pathways to Success & Equity and others to identify needs.

Guided Pathways implementation is another positive development for the college, but one which will provide a challenge to IR. We will be tasked to support pathway implementation teams in determining data needs and providing them access to and training for, these needs. This may require IR staff to serve on implementation teams or it may take the form of IR staff training a set of data coaches who will serve as liaisons to each of the teams.

In the area of planning, much improvement has been made in recent years, with the implementation of a program review handbook, the updating of various documents, improved communication, and an integrated and continuous planning cycle. But although the college has defined a system for planning for staffing and turnover, it has not yet created a staffing plan or fully realized process for planning for new and changing staffing needs as state and local trends dictate. In planning, we have made progress in developing a more fully integrated process, including a strategic planning crosswalk that outlines goals identified in various college plans, additional work is needed to ensure that these goals are tracked and remain integrated.

The program also faces a challenge of sustainability. When the Director of Institutional Research returned to PC full-time in 2016, the position and office were paid for entirely through categorical funding (SSSP and Student Equity). The Institutional Research Analyst position is paid from a grant which ends in 2022. Although the Director of Institutional Research is now funded partially from general funds, the Office is still precariously dependent on resources that may disappear at any time. At a time when research needs are increasing, this leaves the Office in a difficult position, should any of these sources dry up.

Goals (This section is for you to report on progress on *previously established goals*. If your program is addressing more than 2 goals, please duplicate this page)

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Goal(s)	Completion Date	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
1. Implement evaluation studies of college programs	2017-18	Staff time		Staff time

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 Item 2 Item 3 Item 4 Item 5 Item 6

Progress on Goal: This need will be ongoing, but the Learning Center program review included data provided by IR on the effectiveness of area programs.

Completed (Date Fall 2018)

Revised (Date)

Comments:

Goal(s)	Completion Date	Needed resources	Person(s) Responsible	Obstacles to completion (if any)

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2. Create reports for feeder high schools on incoming students	2018-19	Time to create and distribute reports		Staff time
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Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 Item 2 Item 3 Item 4 Item 5 Item 6

Progress on Goal: As of Fall 2018, we now have a dashboard for high school data, providing reports for each high school on enrollment yield, demographics, and several student success measures. For high schools with sufficient graduates attending PC, a PDF copy of these data is provided on the IR web site.

Completed (Date Fall 2018)
 Revised (Date)

Comments:

Goal(s)	Completion Date	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
3. Improve tracking of Data	2017-18	None		None

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Team Recommendations			
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Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 Item 2 Item 3 Item 4 Item 5 Item 6

Progress on Goal: A tracking system was created and went through the Pathways of Success and Equity Committee in 2018-19. This system will be maintained on an ongoing basis.

Completed (Date Spring 2019)

Revised (Date)

Comments:

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Goals (This section is for you to report *new goals* for your program. If your program is creating more than 2 goals, please duplicate this page)

Goal(s)	Timeline for Completion	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
1. Improve data access and usability through the use of dashboards	Spring 2022	Staff time, additional Tableau licenses	Michael Carley, DJ Vanderwerff	None

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 Item 2 Item 3 Item 4 Item 5 Item 6

Progress on Goal:

Completed (Date)

Revised (Date)

Comments: We would like, by the time of the next program review, to have several dashboards in use for both instruction and student services areas. These will provide data that are easily accessible in a more user-friendly format than previous software, using dynamic infographics to simplify information and facilitate decision-making.

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Goal(s)	Timeline for Completion	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
2. Work with PSEC and Guided Pathways Completion Teams to support their data needs	Spring 2021	Staff time, technology	Michael Carley	None

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 Item 2 Item 3 Item 4 Item 5 Item 6

Progress on Goal:

Completed (Date)
 Revised (Date)

Comments: As we implement Guided Pathways for Porterville College, there will be a need for data for use by each of the pathways completion teams. The structure of these teams and the breadth of their data needs are not yet clear or completely determined, but they will help us determine how IR can best support them.

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Goal(s)	Timeline for Completion	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
3. More fully integrate planning process, through the strategic planning crosswalk and other tools	Spring 2022	Staff time	Michael Carley	None

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 Item 2 Item 3 Item 4 Item 5 Item 6

Progress on Goal:

Completed (Date)

Revised (Date)

Comments: A strategic planning crosswalk was recently developed and is working its way through the committee process. Our goal is to use this crosswalk and other tools to ensure that the college's planning process is thoroughly integrated and broadly understood.

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Goal(s)	Timeline for Completion	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
4. Work with PSEC and other groups to identify practices to narrow equity gaps in student achievement	Spring 2022	Staff time	Michael Carley	None

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 Item 2 Item 3 Item 4 Item 5 Item 6

Progress on Goal:

Completed (Date)
 Revised (Date)

Comments: The College has made substantial progress on a number of student success metrics in recent years, but a number of equity gaps remain, in ethnicity, gender, first-generation students and others. We would like to identify additional best practices to reduce these gaps.

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STAFFING REQUEST

Staff Resources:				
<u>Current Staffing Levels</u>				
<u>Full-time Staff</u>		<u>Part-time Staff</u>		
Faculty		Faculty		
Temporary		Temporary		
Classified	1	Classified		
Management	1	Management		
<p>Project dates of temporary staff:</p> <p><u>Request for New/Replacement Staff</u> Use one line for each position requested. Justify each position in the space below.</p>				
	Title of Position	Classification (Faculty, Classified, or Management)	Full or Part Time	New or Replacement
Position 1	Institutional Research Analyst	Classified	FT	Replacement
Position 2				
Position 3				
<p>Justification:</p> <p>Our current research analyst is paid from a Title V grant that ends in 2022. Although the College had always planned and hoped that the position would be permanent, funds have not yet been identified.</p>				

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TECHNOLOGY REQUEST

Use this section to list any technology needs for your program. If you have more than two technology needs, add rows below.

<u>Technology Need</u>	<u>Justification</u>
Item 1	Tableau licenses, as many as the college can afford
Item 2	

FACILITIES REQUEST

Use this section to list any facilities needs for your program. If you have more than two facilities needs, add rows below.

<u>Facilities Need</u>	<u>Justification</u>
Item 1	NA
Item 2	

SAFETY & SECURITY REQUEST

Use this section to list any safety & security needs for your program. If you have more than two safety & security needs, add rows below.

<u>Safety & Security Need</u>	<u>Justification</u>
Item 1	NA
Item 2	

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PROFESSIONAL DEVELOPMENT REQUEST

Use this section to list any professional development opportunities you would like to have available for your program. If you have more than two professional development needs, add rows below.

<u>Professional Development Need</u>	<u>Justification</u>
Item 1	RP Group Summer Institute for IR Analyst Two conferences per person in the office, per year
Item 2	

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BUDGET REQUEST

(Do not include staff increases in this section)

	Current Budget	Amount of Change	Revised Total
2000 (Student Worker Only)	\$0	\$0	\$0
4000	\$300	-\$100	\$200
5000	\$500	\$4,100	\$5,600
Other	\$0	\$0	\$0

Justification:

The information above regarding the current budget is slightly misleading as the IR department is funded by a variety of sources, including the Title V grant, SSSP, and Student Equity. The amounts listed above only include general funds.

Also, we never requested \$300 in supplies, but only \$100. We are increasing that request to \$200 now because we have two staff members.

The 5000 accounts include three items:

\$500 for the College's RP Group membership.

\$1,100 for software licensing, including SPSS statistical software and support for Remark Office and Remark Web survey software.

\$4,000 for travel. This is an estimate to send two people to two conferences or events per year.

The above includes all of our needs; the funding sources for the office may be multiple and vary from year to year.