Program Review

Office of Institutional Research (OIR)

2008-09

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Executive Summary

This is the inaugural program review for the Office of Institutional Research (OIR). The OIR has been in existence for 10 years. This function reports directly to the Superintendent/President. The OIR contributes to the mission by serving in a support or resource capacity to the administration and faculty and staff.

This self study document outlines the history of the OIR and the evolution of the Institutional Research Agenda. This self study also describes evolving availability of program review data for Academic Affairs.

A variety of projects, ranging in nature from reports on demographics of specific populations to enrollments in various areas to success rates to satisfaction surveys for services and programs, is described in this self study document.

The involvement of the director of institutional research in MPC committees and groups, as well as professional organizations and boards outside of MPC is discussed.

This self study also describes the staffing and professional development activities of the OIR, and outlines the budget for the OIR.

In spring 2009 the director of institutional research implemented a survey to assess the quality of service provided by the OIR. The results indicate, that overall, there is a high level of satisfaction with the OIR. However, the results also indicate that the OIR needs to provide additional training to faculty and staff on data retrieval and usage, and that the OIR needs to improve "internal" marketing of what the office does.

Finally, this self study notes a couple goals for the upcoming year. One goal is to implement a process to better manage ad-hoc data and research requests. A second goal is to increase awareness of what the OIR does.

Timeline and Process

The general purpose of program review for the OIR is to assess efficacy of the department, maintain and enhance its quality and responsiveness to institutional needs, and to ensure effective allocation and use of resources.

This program review was conducted during over an 18-month period, beginning spring 2008 and continuing through the 2008-09 school year. During spring 2008, the content areas of the program review self-study were established. The content areas that were identified were: overall description of the OIR, internal and external relations, budget, staffing, quality and/or effectiveness of service, strengths and weaknesses, and goals for the OIR. A draft of the overall description of the OIR was started during the spring 2008 semester.

The outline of the content areas and the draft narrative were shared with the Institutional Research Advisory Group (IRAG) in fall 2008. Suggestions and comments from the IRAG resulted in a number of revisions, including noting how this department has helped address recommendations from the previous accreditation self-study, and how this department supports student learning. During early spring 2009 the OIR developed a "quality of service" survey to assess the effectiveness of the function. The survey was administered in late spring 2009. The results of the survey were incorporated into this self-study document, and the strengths and weaknesses of the department were finalized. The program review self-study was completed in June 2009.

This was the first cycle of program review for this area. The results of this program review will be used to refine and improve the practices of the department. In addition, the OIR will work with IRAG to review and refine the program review process for this department. In the future, program review for the OIR will be conducted every three years. The next program review will be conducted during 2011-12.

Organizational Placement

The OIR fits in the MPC organizational structure under the Office of the President, and the director of institutional research reports directly to the Superintendent/President. This helps to ensure that the work has a broad, institutional focus.

Purpose

The purpose of institutional research at MPC is to support and evaluate institutional effectiveness and student learning.

Contribution to MPC mission

The MPC mission statement is as follows:

> *Monterey Peninsula College is committed to fostering student learning and success by providing excellence in instructional programs, facilities, and services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities. Through these efforts MPC seeks to enhance the intellectual, cultural, and economic vitality of our diverse community.*

The OIR contributes to the MPC mission by serving in a support or resource capacity to the administration and divisions and departments that *directly* foster student learning and success. One prime example of the OIR's contribution is the dissemination of student achievement data (such as grades and retention rates) to academic divisions and departments. For example, a division chair might notice that certain class sections have considerably lower retention rates than other sections, or that certain courses have lower retention rates than others. The faculty in that academic division can develop strategies to close the achievement gap between different sections or courses. Another example is the assistance that the OIR provides in survey development and data collection. A department can assess whether the services or courses it offers are of high quality and useful to students. The department can use the survey results to modify or improve its services or courses, as necessary.

History of the OIR

In 1998, the Accreditation visiting team recommended that MPC "develop and implement a broad-based and integrated system of research, evaluation, and planning to assess institutional effectiveness and to use the results for institutional improvement. "

In response to this recommendation, the President established an <u>ad hoc</u> Institutional Research Advisory Committee composed of the following members: President, the Dean of Counseling and Admissions and Records, the Director of Information Systems, the Matriculation Advisory Committee Co-chair, the Student Services Faculty representative, the Strategic Planning Steering Committee representative, the Teaching Faculty representative and two Academic Senate representatives.

The committee's objective was to develop a proposal for the delivery and use of effective research services to MPC. While some research was being conducted, particularly in the area of matriculation, it was not part of an integrated and comprehensive institutional research plan. After much deliberation, the Committee unanimously recommended the following five-point program:

1. Establishment of a centralized Office for Institutional Research that reports to the President.
2. Establishment of the permanent position of Director of Institutional Research
3. Establishment of an Institutional Research Advisory Committee (IRAC) appointed by and reporting to the President
4. Provision of part-time clerical assistance for the Office of Institutional Research
5. Provision of on-going training and communication to develop campus involvement in, use of, and appreciation for effective research information

On December 15, 1998, the Governing Board approved establishment of the classified management position of Director of Institutional Research, under the general direction of the President, with duties related to the development and management of a District Research Office including directing the operations of the Research Office, developing and directing institutional research studies, directing or conducting institutional research for educational and administrative planning, assisting staff members and committees in conducting district planning efforts, and overseeing the development and maintenance of an expanding database for research, planning and development.

On July 1, 1999 MPC hired a Director of Institutional Research. In January 2000, after the departure of the recently hired Director of Research, MPC immediately initiated the formal search for a permanent replacement. The college hired temporary consultants to complete the mandated research activities needed by the Matriculation program.

The college established the Institutional Research Advisory Committee (IRAC) in fall 1999 to review and document the college's research and data needs. The IRAC then prioritized the research needs and developed a comprehensive draft of a research agenda. The new Director of Institutional Research, who started in July 2000, collaborated with IRAC to refine the Monterey Peninsula College Institutional Research Agenda. The revised research agenda lists the research projects that the Office of Institutional Research (OIR) will complete, and it also ties the specific research projects into the college's various research needs. Research needs include: (1) conducting mandated research, (2) establishing baseline data, (3) supporting strategic planning and accreditation, (4) evaluating the long-term institutional goals, and (5) conducting ad hoc research, as needed.

The Institutional Research Advisory Group

As described in the previous section, an IRAC was established in 1999. Its role and function is to support and advise the OIR. The IRAC may review research materials for publication; provide suggestions and comments on projects; suggest a process to prioritize research projects; and in general, provide a forum to discuss research at MPC.

In 2007, the Institutional Research Advisory *Committee* was formally changed to the Institutional Research Advisory *Group*. This change was made to reflect the fact that the advisory group has a technical function, rather than a shared governance role.

In the current year (2008-09), the IRAG has addressed the following topics: the IR Agenda; the data elements, format, and delivery for Academic Affairs program review; the timeline and content of the program review for the Office of Institutional Research; plan to survey students, faculty and staff; Chancellor's Office "Data on Demand" website; enrollment and demographic trends; K-12 trends; development of a process and form to address ad-hoc research or data requests; and IRB needs.

Evolution of the Institutional Research Agenda

When the first Institutional Research Agenda was established for 2000-01, it was considered a "living document" to be revised and updated as necessary.

The IR Agendas for the following years are included as appendices: 2000-01, 2001-02, 2002-03, 2003-04, 2006-07, 2007-08, and 2008-09. The IR Agendas were not updated for the years 2004-05 and 2005-06. At that time, the OIR was heavily involved in

facilities master planning, the update of the MPC's Five Year Capital Outlay Plan and Space Inventory Report, as well as FPP/IPP processing.

The following research areas have been included in the IR Agendas: federally-mandated reporting; student enrollment and demographics; student assessment, performance, and outcomes; student satisfaction, needs, and perceptions; faculty and staff surveys; and community information. The two most recent IR Agendas (2007-08 and 2008-09) were revised substantially to reflect greater emphasis on research related to accreditation, enrollment strategies, program review, and student access and success.

This shift in the 2007-08 and 2008-09 agenda has been driven, in part, by the accrediting commission. In 2004, the ACCJC made the following recommendation in response to our self-study and the subsequent accrediting team visit:

> *The team recommends that the college support and enhance its initial efforts at using data in planning, evaluation, and decision-making processes by emphasizing the value of research and data throughout the campus, broadening research directions, and expanding data availability.*

MPC has addressed this recommendation, as described in detail in the 2008 progress report. The role of the OIR in this effort is as follows:

- ~ Scheduling surveys to inform divisions and departments when to offer courses to best meet students' needs
- ~ Survey to determine interest in late start classes at the newly opened Education Center at Marina
- ~ Data on MPC student demographic and enrollment trends, community demographics, ZIP code analysis, retention & persistence rates for the college's Enrollment Advisory Committee (EAC)
- ~ Data on basic skills enrollments and success rates to the Basic Skills Initiative (BSI) taskforce
- ~ Data for academic divisions to complete program reviews: department and course enrollments; FTES and FTEF; grades and retention rates; student demographics
- ~ Department-level surveys to determine the needs and perceptions of students in various departments

These projects address the areas of emphases in the 2007-08 and 2008-09 institutional research agendas.

Expanding Data Availability

In 2004, the ACCJC recommended that the college needs to broaden research directions and expand data availability. The preceding section described how the institutional research agenda has evolved, thereby broadening research directions. This section describes how availability of research data has evolved. Specifically, this section will focus on the constantly evolving availability of program review data for Academic Affairs.

 The OIR was first involved in Academic Affairs program review in spring 2002. During the first two years of involvement, data were available from the Santa Rosa student information system in the form of "canned" reports, in hard copy format only. At that time, only the Division Office Managers (DOMs) and the OIR had access to the data needed for program review. To save on printing costs, the OIR printed only one copy of the report for each department. There were obvious disadvantages to this method of data dissemination. The canned reports did not allow much flexibility in how the data are displayed or what data elements could be included in the report. Furthermore, the availability in hard copy format made it challenging for faculty to share the data with each other.

A shift was made to provide data in an electronic format, when possible. The OIR worked with the IT department and was able to obtain some of the necessary program review data in an electronic format. The OIR converted it into an Excel format so that it could be more easily used by faculty. This electronic data was originally posted on the intranet, but was later emailed directly to faculty to enhance accessibility to the data. Although this was an improvement over the hard copy Santa Rosa reports, this still resulted in limited accessibility to the data. Due to limited resources, the OIR was only able to disseminate data to those divisions conducting program review. Divisions not conducting program review needed to wait until their turn in the program review cycle to receive data for their area. Furthermore, not all the needed data was available electronically at this point.

The next major shift in data availability was initiated by the IT department. The IT department created a number of datamining spreadsheets, containing data on enrollments to demographics to retention rates to ZIP codes of students. The datamining spreadsheets contain data for all academic areas, across locations or delivery modalities, and across semesters. The datamining spreadsheets allow faculty and staff to select the data elements of interest (e.g., enrollments, FTES, retention rates, demographics), for the semesters they would like, for the academic area of interest. The data can easily be

displayed at a broad level (e.g, for the entire college) or at a specific level (at the section level).

From a research and IT perspective, the datamining spreadsheets reflect a major advance in data availability. However, a number of faculty and staff expressed difficulty accessing the datamining spreadsheets. The datamining spreadsheets are posted on the MPC *intranet*, which is a password-protected site. A number of faculty and staff have found this location to be a barrier to access. Another aspect of availability relates to the ease of use of the datamining spreadsheets. Datamining spreadsheets are incredibly powerful tools, but they have a steep learning curve.

The next advance, spearheaded by Diane Boynton, chair of the Humanities division, is underway. The Academic Affairs program review process is under revision. Department-specific data, in the form of graphs and charts, will be provided by the OIR to each department. Although this appears to be a step backwards in data availability, it is actually reflects an advance in that the department faculty will be more likely to use and understand the data presented in the new format.

Ad-hoc Requests from 2007 to 2009

The IR Agenda, described in a previous section of this self-study, outlines the *planned* projects that OIR will complete during a particular year. Most of the projects on the IR Agenda satisfy mandated reporting requirements or broad, institutional needs. However, a number of departments have specific research needs or questions that cannot by anticipated or planned by the OIR. These needs are described here as "ad-hoc requests". The OIR plays a support role in the institution; thus, the department attempts to meet as many ad-hoc requests as time allows. The following lists the ad-hoc requests completed during 2007-08 and 2008-09. They ranged in nature from reports on demographics of specific populations to enrollments in various areas to success rates to satisfaction surveys for services and programs.

The 2008-09 year was a particularly heavy year for ad-hoc survey requests. The OIR is developing a plan to minimize the institutional workload related to ad-hoc survey requests. This plan will be discussed in the last section of this self-study titled "Planning Agenda".

- Focus group on website
- Progression through the ENSL sequence
- Presentation on retention and persistence, for Student Services retreat
- Follow-up analyses on success rates in math courses
- Enrollments for concurrently enrolled K-12 students
- Major areas of study
- Degrees awarded
- Headcount and enrollments in CTE areas
- Demographics of graduates and transfers
- Placements into English courses, by high school
- Enrollments in Art department special topics courses
- Characteristics and retention rates for "at-risk" students
- Courses with high enrollments
- UCSC Bridge to Transfer Program
- Demographics and enrollments of students enrolled at Education Center at Marina
- Success rates for ESL students in non-ESL courses
- Demographics and enrollments for students age 50 and older
- Surveys
  - Early leavers, for Student Financial Services
  - Marina students

- Usage and importance of services, for Re-Entry and Cultural Center
- Usage and satisfaction with services, for TRiO Learning Center
- Satisfaction with services, for Supportive Services
- Satisfaction of Student Athletics, for Athletics department
- Duties of Division and Department chairs, for MPCTA and District negotiation teams
- COOP student career interests and employment information, for Kathleen Clark
- Student interest in "Women in Leadership" certificate program, for Sarah Mawhriter
- Housing situation of new faculty, for Joe Bissell
- Evaluation survey, for Governing Board

Internal Relations

Collaborations on Projects

The preceding sections describe some of the work done by the OIR. Since the OIR contributes to the MPC mission by serving in a support or resource capacity to other areas, it makes sense that most of this done by the OIR is conducted in close collaboration with other departments. The following examples illustrate the collaboration required for institutional research projects.

Academic Affairs Program Review.

This involves working closely with division chairs, both those currently conducting program review as well as those who just completed program review. It is important to work with division chairs who just completed program review because they can offer a recent perspective on what data were useful and easy to understand and what data reports need to be modified. In addition, program review occasionally involves working with the dean who oversees the division to resolve broad, college-wide data issues, such as compution of FTE. Finally, it involves working with the IT department on data coding and accessibility issues.

Basic Skills Initiative (BSI) Self-Assessment.

This project involved conferring with the BSI Taskforce chairs to understand the scope of the self-assessment as well as the general type of data that the committee needed. It also involved working with faculty from the various departments that offer basic skills courses to better understand the courses and student enrollment trends specific to each department.

Math Diagnostic Testing Project validation and implementation.

The process to validate the assessment tool for placement into math courses has involved collaboration with the dean of student services, math faculty, and the assessment technician, as well as the IT department. Math faculty played a critical role in the item-by-item analysis of the assessment tool and in the establishment of preliminary "cut scores". The Assessment Office oversees the administration of the MDTP as well as the scoring and placement. The role of the OIR is to use this information to examine how well the initial cut scores result in placement into appropriate math courses.

IPEDS Faculty and Staff survey.

The IPEDS Faculty and Staff survey is an annual, federally-mandated survey. This project involves working closely with the Human Resources department to ensure that employee data is accurate and coded according to federal definitions. The OIR works with the IT department to ensure that the data submission process works smoothly.

Committee work

There is another aspect of internal relations, and that is service on committees. In addition to chairing the IRAG, the director of institutional research serves on the Enrollment Advisory Committee (EAC) and the Matriculation Advisory Committee (MAC). During this past year (2008-09), the director served as a co-chair for Standard IA on the Accreditation Steering Committee. During 2007-08, the director has served in a resource capacity for the following committees: BSI, Student Success Taskforce. Several years ago, the director of institutional research co-chaired the now defunct Strategic Planning Steering Committee. Finally, the director has served on numerous screening committees for classified, faculty, and administrative positions.

External Relations

Collaboration with agencies outside MPC

The Director attends the HS Superintendents/Principals meeting, and as necessary, presents data related to transitions to MPC and success at MPC. At the invitation of the principal of the Pacific Grove Adult School, the Director attended the Adult School's community-wide meeting to brainstorm new educational initiatives and partnerships.

The director is also actively involved in Cal-PASS, the initiative that tracks students to improve success from elementary school through university. As part of this involvement, the director helped organize a meeting to "kick off" faculty-based Professional Learning Councils (PLCs) in math and English. This meeting was attended by over 40 principals and teachers from Monterey county. The director occasionally attends the math PLC meetings, which are co-chaired by Tuyen Nguyen (MPC math instructor) and Lipika Deka (CSUMB math professor).

Resources

Staffing and Professional Development

The OIR has 2.0 FTE—one director and one support staff (Research Specialist). The director has a Ph.D. in Education, and the support staff has a bachelor's degree in engineering. Prior to the 2006-07 year, the support staff person was shared with another department.

In addition, the department has occasionally employed a part-time work study student, funded by Federal Work Study funds. During the spring 2009 semester, for example, a work study student entered more than 1,844 student surveys for VTEA.

In order to stay current in the field, the permanent staff in the OIR participate in staff development activities. For example, both the director and the research specialist have participated in the Chancellor's Office "Extreme Data Summit" workshop in Sacramento. This workshop provides a comprehensive review of the data elements that institutional research offices typically use.   The director has also attended training on how to conduct focus groups, GIS software, environmental scanning, as well as numerous meetings and workshops on accreditation-related topics. The director regularly attends RP Group Regional meeting and has presented information about our program review process as well as our ARCC data.

The director has also presented at several conferences during her tenure at MPC. These include: presentation at RP Group on MPC's strategic planning, presentation at CAIR on employer needs assessment, a participant on a panel on college use of the ARCC data at RP Group, and an invited presentation to the Northern California Nursing Program Directors.

The director has also served on a number of professional boards. From 2004-2006, the director served as an "at large" board member for The Research and Planning (RP) Group, the professional organization for researchers and planners of the California Community Colleges. Currently, the director serves on two boards outside MPC. One position is the Community Hospital of the Monterey Peninsula (CHOMP) Institutional Review Board (IRB). The IRB reviews and monitors all research human subjects at CHOMP-affiliated facilities to ensure the safety and welfare of human subjects. The role of the MPC researcher is to examine the methodological soundness of the research protocols and to the informed consent materials are clear and understandable to a layperson. This is related to institutional research work at MPC in that research

conducted at MPC must be methodologically sound. In addition, it is critical for the OIR to be mindful of the audience and readers and to present data in simple, everyday language.

A second position is on the Cal-PASS Information Technology/Research Advisory Committee (ITRAC). This advisory committee provides feedback to Cal-PASS staff on research and data issues. The role is to serve as the community college representative from northern California. This involvement has strengthened MPC's connection to Cal-PASS and has resulted in greater awareness and usage of the data available from Cal-PASS.

It is important to stay abreast of changes to the data elements collected and used by the Chancellor's Office. Thus, additional training, similar to the "Extreme Data Workshops" would be beneficial. Future focus group training is needed as several departments have expressed the desire to conduct focus groups. An additional area for future staff development is in Geographic Information System (GIS) mapping. This would be particularly helpful as MPC expands its offerings at the Education Center at Marina.

Budget

The OIR was originally funded through a Title III grant. Over a five-year period, funding from the Title III grant gradually decreased, and funding from the district general fund increased. The OIR is now fully supported by the district general fund.

The operating budget for the OIR has been fairly consistent over the past 4 years. Expenditures in the area of supplies was higher in 2006-07 and 2008-09 due to costs associated with conducting employer needs assessments and resident needs assessments during those two years.

	2005-06		2006-07		2007-08		2008-09	
	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual[1]
Salaries & benefits	114,257	111,250	117,892	119,373	150,002	146,157	150,255	145,046
Supplies	3,500	532	3,000	1,577	3,000	1,497	3,000	800
Travel	1,000	531	1,000	534	1,000	461	1,000	670
Dues[2]	4,000	4,050	4,100	4,050	4,100	4,050	4,100	4,250
Rents/leases[3]	1,723	9,499	1,855	304	3,055	2,580	3,055	920

[1] Actual expenditures for 2008-09 are based on actual expenditures from 7/1/08 through 4/30/09 and estimated expenditures from 5/1/09 through 6/30/09.

[2] The System Office raised the annual fee for the subscription agreement for the Student-Right-to-Know (SRTK) Reporting Act from $3,700 to $3,900.

[3] The Class Climate software and Fujitsu scanner, both used primarily for student evaluations of faculty, were purchased during 2005-06. In 2007-08, a new maintenance agreement for Class Climate was purchased which allowed for unlimited technical support as well as unlimited users. In 2008-09, the annual maintenance agreement was not renewed due to cost; however, an upgrade was purchased to facilitate online access.

Quality of Service

During spring 2009, the director developed and implemented a survey to assess the quality of service provided by the Office of Institutional Research. The director drafted a quality of service survey after reviewing several quality of service surveys used by other colleges. The IRAG reviewed the draft and provided suggested revisions to the director. The final instrument included the following categories: responsiveness, communication, quality and utility of research data and reports, and overall satisfaction. The survey was created in SurveyMonkey, and the link to the survey was sent to thirty-six (36) MPC faculty and staff that included the vice-presidents and deans, members of the Academic Affairs Advisory Group (AAAG), as well as a number of individuals that contacted the OIR for institutional research data or assistance with surveys during 2008-09.

Approximately 30% (11 individuals) responded to the survey. The responses are shown the tables below.

	Strongly Agree or Agree	**Disagree or Strongly Disagree**	**No Opinion or N/A**
1. RESPONSIVENESS			
The OIR responds to inquiries & requests from me or my department in a timely fashion.	90.9% (10)	---	9.1% (1)
The OIR is helpful when I or my department request data or information.	90.9% (10)	---	9.1% (1)
The OIR provides training to me or my department, as needed, on SURVEYS.	72.7% (8)		27.3% (3)
The OIR provides training to me or my department, as needed, on DATA RETRIEVAL and USAGE.	72.7% (8)	9.1% (1)	18.2% (2)

	Strongly Agree or Agree	Disagree or Strongly Disagree	No Opinion or N/A
2. COMMUNICATION			
The OIR communicates research information and data clearly.	90.9% (10)	9.1% (1)	---
I am aware of the Institutional Research Agenda.	54.5% (6)	27.3% (3)	18.2% (2)
I am familiar with data, reports, or presentations related to institutional and student outcomes.	90.9% (10)	9.1% (1)	---

	Strongly Agree or Agree	Disagree or Strongly Disagree	No Opinion or N/A
3. RESEARCH DATA AND REPORTS			
The research "products" (e.g., data, reports, and answers to inquiries) that the OIR provides to me or my department are ACCURATE.	81.8% (9)	18.2% (2)	---
The research "products" (e.g., data, reports, and answers to inquiries) that the OIR provides to me or my department are USEFUL for program review or departmental planning.	81.8% (9)	18.2% (2)	---
The research "products" (e.g., data, reports, and answers to inquiries) that the OIR provides to me or my department are EASY TO USE.	63.6% (7)	36.4% (4)	---

Overall, there is a high level of satisfaction with the Office of Institutional Research; 90.9% (10 respondents) strongly agreed or agree with the statement, "the overall support services provided by the OIR are of high quality".

Strengths and Weaknesses

The survey results were not surprising; they confirmed what was already known about the strengths and weaknesses of the OIR.

The strengths are that the OIR is responsive to requests for data and that the OIR communicates data and research clearly.

There are several areas where improvement is needed. The OIR needs to provide additional training to faculty and staff on data retrieval and usage. A great deal of data and information are posted on the Institutional Research intranet site. However, numerous faculty and staff have encountered challenges logging onto this site. Furthermore, most of the data are stored in Excel pivot tables. This format allows a "power" user to view an incredible amount of data at the level of detail or specificity required for a particular research question. However, there are very few "power" users among the faculty and staff. A number of faculty and staff have found the pivot tables to be a source of frustration rather than enlightenment.

Another area that could use improvement is "internal" marketing of my role/function and what my office does. Just over half of the survey respondents indicated that they are aware of the Institutional Research Agenda. One respondent commented, "I really don't know what they do…". During the development of the survey, two IRAG members commented that they were not familiar with the IR Agenda, despite the fact that it had been reviewed at an IRAG meeting earlier in the year!

Finally, it is of critical importance that the tangible "products" from the OIR – reports, data files, etc. be of high quality. This means they must not only be accurate, but also useful and easy to understand or use.

Planning Agenda

The role of the OIR in providing program review data has evolved and will continue to do so. The OIR needs to continue to work closely with areas conducting program review to ensure that the data provided is accurate, helpful, and easy to understand.

As mentioned in an earlier section, the OIR is developing a plan to minimize the institutional workload related to ad-hoc survey and data requests. First, during 2008-09, the OIR worked with IRAG to develop a form for data or research requests from faculty and staff. The form was pilot tested during spring 2009 and minor revisions were made. This ad-hoc research request form needs to be fully implemented during 2009-10. Related to this, the OIR is in the process of developing a set of sample survey questions that can be used or easily adapted by various departments to meet their specific needs. These sample questions will be available by fall 2009.

The remaining planning agenda items are intended to address the areas where improvement is needed. First, there needs to be greater awareness of what the OIR does and doesn't do. One approach would be to meet with various committees or groups, such as the Advisory Groups, to share the Institutional Research Agenda. Meeting with the Advisory Groups would also allow the institutional research to address another area, that of providing additional training to faculty and staff on data retrieval and usage. Specifically, the institutional research could demonstrate how to use an Excel pivot table.

Appendices

Appendix A: 2000-01 Institutional Research Agenda