



2015
Annual Department Review
Institutional Research, Effectiveness, & Planning
and
Institutional Grant Development

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Institutional Research, Effectiveness, and Planning

Section 1: Department Planning:

Internal Analysis:

Over the past year, the Department of Institutional Research, Effectiveness and Planning has seen dramatic changes. The following presents an overview on the progress made throughout the department.

- Re-envisioned the department to a more progressive and proactive trajectory with the implementation of different data collection, presentation and modeling techniques.
- Through the college-wide collaboration, the college has increased focus on analytics with investment into the Civtas and EAB On-boarding systems.
- Maturing of data into the Program and Department Review to include modality
- Re-engineered departmental service area outcomes (SAOs) campus wide
- Refocused the Comprehensive and Annual Program and Department Review processes.
- Expanded professional development
- Expanded access to data (Fact Book, newsletter, research request form, committee support)
- Provided campus-wide dialog about major research findings
- Created a module and completed a full-update on the 2010 Educational Master Plan
- Updated the KPI measures
- Provided a comparative report on ISLO findings
- Obtained funding for professional development
- Hired 19.5 hour Research Assistant through SSSP
- Invested into Tableau, new visualization software
- Created new data modulus for easier access to data
- Completed the planning and budget allocation process on schedule
- Completed over 300 IREP requests
- Created an IREP 2015-2016 operations calendar

In 2014, IREP started a campaign to collect information on services provided to develop a baseline of annual research projects, data request and reports that are created by the department. The findings showed that in the 12 month period that the department completed over 300 requests.

In addition, the department conducted an employee survey in spring 2015 to collect feedback on services provided. The findings indicated that the department has a high overall satisfaction level, with 92.9% of respondents indicating that they are satisfied with the department's services.

Table 1.1 Satisfaction with Department Services

Service	N	Satisfied	Dissatisfied	Have Not Utilized Services
Consultation	48	89.6%	10.4%	57.1%
Ability to meet your requested deadline	55	83.6%	16.4%	50.9%
Accuracy of information	55	83.6%	16.4%	50.9%
Presentation of information	55	90.9%	9.1%	50.9%
Professionalism	61	93.4%	6.6%	45.5%

Further assessment was conducted on specific interactions with the department as Table 1 outlines the percentage of respondents who are satisfied or dissatisfied with IREP’s services. Of those who have utilized their services, 93.4% are most satisfied with the department’s professionalism, and 90.9% are satisfied with their presentation of information. In contrast, the findings show that there was dissatisfaction with the department’s ability to meet the requestor’s deadline (16.4%) and accuracy of information provided (16.4%). More striking is the that Between 45.5 and 57.1% of those who took the survey have not utilized services offered by the department, and 67.9% of respondents are not aware of the online research request form.

The findings of the qualitative assessment found that many respondents commented on not utilizing the department’s services. Additionally, the respondents indicated that they are unaware of the process of making research requests. However, of those who have utilized the services provided by the department, the overall perception is that the department is professional, friendly, and provides accurate and timely information.

Service Area Outcome(s)

Table 1.2 Service Area Outcomes

SAO	Assessment Measure/Target
Foster a culture of inquiry, evidence and planning	Measure: Outcomes assessment reporting compliance Target: 100% of outcome assessment
	Measure: Completion of research requests Target: Increase annual research request by 5%
	Measure: On-time reporting Target: Complete the MIS, 320, ACCJC annual report, fact book, program review data and student equity plan by established deadlines
	Measure: Presentation of research studies Target: Complete 12 local presentations/newsletters annually
	Measure: Program review completion rate Target: 100% of on-time completion
	Measure: Service satisfaction survey Target: 90% satisfaction

The findings of the service area outcomes (SAOs) found that of the 20 non-instructional departments, that 70% conducted assessments in 2014-2015. Though this did not meet the threshold of 100%, it was an increase from 2013-2014 by 15%.

In 2014-2015 all compliance documents were turned in on time. Deadlines were established with a 2015-2016 calendar to ensure that the department continuously meets reporting deadlines.

In 2014-2015, the IREP website was updated with new many new reports (7), research studies (7) and other research related data (100s). Presentations of data were made monthly to all constituent groups to increase information transparency and support planning.

In 2014-2015 100% of annual program and department reviews, 100% of compressive department reviews were completed on-time. However, only 75% of comprehensive programs reviews were completed on time. The new Program and Department Review process was updated in 2014-2015 to ensure that all participants continue to meet their reporting deadlines.

The annual department SAO survey was conducted in spring 2015 and found that the department has a high overall satisfaction level, with 92.9% of respondents indicating that they are satisfied with the department's services.

The findings of the SAOs are discussed within the monthly department minutes and considered in the weekly sprint meeting. For the purposes of planning, solutions have been developed within the initiatives of the department review.

An additional metric to be added for next year will be rate of participation on committees to ensure that data and evidence is being used in decision making processes.

Table 1.4 Participation on Committees

2014-2015 Committees	Zentner	Sanchez	Gonzalez	Covit
Participatory Governance Committees				
Budget Committee		X		
College Council Committee	X*			
College Professional Development & Leadership Committee				
Distance Learning & Technology Committee				
Facilities, Safety & Sustainability Committee				
Planning, Institutional Effectiveness & Accreditation Committee	X	X		
Student Success Committee			X	X
Constituency Groups				
Academic Senate			X*	
Associated Student Government				
Coastline Management Team	X	X		
Classified Senate			X	X
Academic Senate Subcommittees				
Curriculum Committee				
Professional Development Institute				
Program & Department Review Committee	X	X		
Wing Planning Councils				
Administrative Services Wing	X			
Instructional Services Wing	X			
President's Wing	X	X		
Student Services Wing	X			

*Guest

The data from 2014-2015 shows that there was good representation across many of the committees, however there is an apparent need to have greater representation on participatory governance committees.

Progress on Forward Strategy Initiative(s)

The following progress update reflects the initiatives as condensed as specified by the Program/Department Committee Recommendation(s)

Table 1.5 Progress on Forward Strategies

Initiative(s)	Status	Progress Status Description	Outcome(s)
Effectively implement and manage a real-time decision making analytics system. Utilize information from data analytics to best determine catalyst for increased operational performance (FTES/enrollment increase). Expand the capability of data comprehension, usage and distribution of data in planning through the development of an innovation institutional review and planning operational processes. (Combined 2.1, 2.2)	In-Progress	This was approved for 2015-2016 and is under review for an alternative position to a senior research analyst.	No hire has been hired yet.
Strengthen the department members' knowledge and abilities by increasing participation in professional associations, attending trainings/seminars in accreditation, grant development and data science. (Combined 2.7, 2.8, 2.10, 2.11, 2.12)	Completed	The department obtained approval of an additional \$8,000 from membership and professional development. Memberships have been purchased and the team is looking to attend different conferences in 2015-2016.	No outcomes to report until the 2016 report
Facilitate the collection and distribution of surveys and analysis for the department and the capability of data collection, analysis and distribution for SSSP. (Combined 2.3, 2.9)	Completed	A 19.5 Research Assistant position was hired through SSSP.	Multiple data and survey reports have been created disseminated throughout the college.
Support the department's capability to effectively service the college constituencies through the integration of innovative technology initiated strategies and tools. (Combined 4.1, 4.2, 4.3, 4.4, 4.5, 4.6)	Completed	The Survey Monkey and Tableau software was purchased through Title III. The departments' websites were updated and files were better cataloged. Five Microsoft Surface Pro 3s were purchased.	Increased efficiency in collecting and presenting information
Centralize the department to increase operational and communication efficiency. (Combined 3.1, 3.2)	Not Started	Discussion is occurring and pending other facility decisions.	The initiative has not started

Response to Program/Department Committee Recommendation(s)

Table 1.6 Progress on Recommendations

Recommendation(s)	Status	Response Summary
The Committee recommends that the department conduct an analysis to better determine human capital planning which goes beyond the expectation of obtaining grants to fund positions.	Addressed	The department has refined the department projection for human capital to not reflect assumed personnel related to potential grants.
The Committee recommends that the department conduct presentations of research and reports to a broad range of campus constituents.	Addressed	In spring 2015, the department met with different constituency committees, programs and department and presented when, how and where to use data. In summer 2015, the department gave a presentation at the Coastline Management Retreat regarding data cube, Coast report and research requests.
The Committee recommends that the department refocus and condense goals/initiatives to provide a more feasible five year forward strategy.	Addressed	The department condensed the 21 goals/initiatives to 8.
The Committee recommends that the department discuss the use of Service Area Outcomes and summarize the ongoing dialog of outcome and achievement data.	Addressed	The department has developed and is utilizing an online dialoging system to support SAO discussions.

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	Adjunct	Classified	Hourly
Previous year	2 (Dean, Associate Dean)	0	0	0	1 (Senior Research Analyst)	0
Current year	2 (Dean, Associate Dean)	0	0	0	1.5 (Senior Research Analyst, Research Assistant 19.5)	0
1 year	2 (Dean, Associate Dean)	0	0	0	2 (Senior Research Analyst, Research Assistant)	0

The department work in tandem to support all entities of the institution through provision of different data and projects to facilitate the strategic planning and progress of a culture of evidence at Coastline College. Table 2.1 outlines the progressive growth in the department as the grants department begins to emerge with the awarding of grants.

Additionally, the demand of the SSSP statewide mandate and College Equity reporting requires that all activities effectively utilize data in the assessment and evaluation of the plans to support the matriculation processes. In order to effectively address this requirement, it would be imperative that the department convert the 19.5 Research Assistant to a full-time Research Assistant (Appendix A).

Professional Development

The department members participate with a range of professional groups (i.e. Research and Planning (RP) Group, Center for Resource Development) and serve on different statewide committees. In 2014-2015, the Dean and Associate Dean lead and participated in the statewide initiative for the development of predictive analytics through the Educational Planning Initiative Portal and have conducted many studies with the Te RP Group. In spring 2015, the Senior Research Analyst served in the capacity as a college representative for the statewide Common Assessment Initiative.

In fall 2014 the IREP team presented research on SLO assessment strategies and the cloud-based SLO reporting system. In spring 2015, the IREP team presented at a statewide RP conference regarding the institutions work on Program Review. In summer 2015, the Dean presented at a national conference on the departments work for developing an instrument and strategy to braking barriers in access to data and research support. Additionally, in summer the IREP team gave a regional presentation on data visualization.

Table 2.2 Professional Development

Name (Title)	Professional Development	Outcome
Aeron Zentner (Dean)	Student Success Conference (Presenter/Award) Statewide RP Group Conference (Presenter) Regional RP Group Meetings (Presenter) Statewide EPI Project HEDS National Conference (Presenter) ACCJC Annual Conference IEPI Conference	Networked with other colleges on common issues and gained new information on data sharing and research, planning and accreditation mandates and strategies.
Jorge Sanchez (Associate Dean)	Statewide RP Group Conference (Presenter) Regional RP Group Meetings (Presenter)	Networked with other colleges on common issues and gained new information research strategies.
Shanon Gonzalez (Senior Research Analyst)	Regional RP Group Meetings Regional Tableau Training MMAP Workgroup Meeting	Networked with other colleges on common issues and gained new information on navigating visualization tools and understanding of MMAP.
Raissa Covit (Research Assistant)	Regional RP Group Meetings Regional Tableau Training MMAP Workgroup Meeting	Networked with other colleges on common issues and gained new information on navigating visualization tools and understanding of MMAP.

Section 3: Facilities Planning

Facility Assessment

The current location of the department is spread out across the second floor of the College Center. Each staff member has a separate office in close proximity to the dean which allows for frequent interaction. In order to support a more cohesive work environment, it would be essential to centralize a department location. This would allow for increased interaction and collaboration between the staff members.

Additionally, a centralized location would allow administrators, faculty and staff members the opportunity to better access the department to receive in-person consultation and interaction with the department. In preparation for departmental expansion with the foreseen growth of grants and staff associated with the support of the grants, the department needs to determine a large enough location to house additional managers, facilitators and researchers. Therefore, aligning with the Vision 2020 Facilities Master Plan with a focus on the Coastline Community College Center specified need of reorganizing the space for greater efficiency and function.

Following Initiative Five in the department review planning process, the department has brought the discussion forward and is waiting on the facilities planning process to fulfill this.

Section 4: Technology Planning

Technology Assessment

Following Initiative Four in the department review planning process, the department invested into Tableau, a data visualization system that will provide in in presenting data and creating online dashboards for the IREP website. This interactive dashboard will include information on enrollment, programs and student achievement. In addition, the department purchased four Microsoft Surface Pro 3 laptop/tablets for all the employees. This technology will be essential in document sharing, maintaining records (i.e. notes, minutes, data files). Lastly, the department renewed service agreements with SurveyMonkey to continue to provide adequate services for the college.

In 2014-2015, the department expanded out the Program Review data collection process by collecting student feedback from the telecourse program. However, the limitation to the process has been the antiquated hardware and software used to scan the feedback forms. In order to align with the Coast District, it would be essential that the department invests into Class Climate and an appropriate high volume scanner to maintain accurate and efficient processes.



Institutional Grant Development

Section 1: Department Planning:

Internal Analysis:

Over the past year, the Department of Institutional Grant Development has seen dramatic changes. The following presents an overview on the progress made throughout the department.

Institutional Grant Development (IGD)

- Created and implemented a grant development process
- Created grant development support tools and templates
- Obtained funding for professional development
- Submitted 17 grants
- Obtained over \$1.3 million in funded proposals
- Created eight partnerships

Table 1.1 Grant Operations

Revenue Sources	2012-2013	2013-2014	2014-2015
Grant Proposals Submitted	6	6	17
Grant Dollars Applied For	\$17,287,575	\$15,726,573	\$5,278,723
Grant Proposals Awarded	5	5	11*
Continuing Annual Grant Dollars Received	\$1,662,740	\$805,883	\$1,378,952

*Pending 4 Submission Responses

The data in Table 1 shows that the college is maintain a high rate of success in obtaining grants after submittal with greater than a 75% award rate. Most notably, the department increased continuing revenue by \$570k from the previous year. Though the department found success in obtaining grants, the past year reflected a struggle of operationalizing and managing the projects and grant leads. In certain instances, the funds awarded were under or overspent and deadlines were missed.

As a result of participating in grant projects Coastline has been able to build partnerships across many institutions and with external entities. Table 1.2 provides a three year comparison of partnerships and reflects that Coastline has expanded from two in 2012-2013 and three in 2013-2014 to eight in 2014-2015.

Table 1.2 Grant Partnerships

2012-2013	2013-2014	2014-2015
<ul style="list-style-type: none"> • Earned Income Tax Credit Campaign: Orange County United Way (OCUW) • Discipline/Industry Collaborative for Business Education (BIC) Consortium: Sierra College, Feather River College, Cuyamaca College, De Anza Community College, American River College, Golden West College, Fresno City College, San Joaquin Valley Junior College, Southwestern Community College, Solano Community College, Chaffey College, Santa Monica College, Crafton Hills College, San Diego City College, Irvine Valley College, Mission West Valley College, Miramar College, Citrus Community College, La Mesa Junior High School, Santa Rosa Junior College, College of San Mateo, Mt. San Jacinto College, Cuesta College, College of the Canyons, Butte Community College, West Valley College, Cabrillo College, El Camino College, LA Valley College, Gavilan College, Santiago Canyon College, Oxnard College, Grossmont College, Los Angeles Mission College, Coastline ROP, Barstow College, College of the Desert, Kern County College District, Pierce College 	<ul style="list-style-type: none"> • Free Tax Prep Campaign: Orange County United Way (OCUW) • Orange County Career Pathways Partnership: Orange County Superintendent of Schools, plus 14 school districts, two charter schools, nine community colleges, 4 regional occupation programs (ROP), 2 state universities, 3 Workforce Investment Boards (WIB), Orange County Business Council (OCBC), VitaLink, OC STEM, and 100+ business partners • Marine Firefighting Training Program: City of Long Beach, Long Beach Fire Department 	<ul style="list-style-type: none"> • Deputy Sector Navigator Small Business SB1070: Rancho Santiago Community College District (RSCCD) • Distance Education Captioning and Transcription (DECT) Grant Funding: Santa Clarita Community College District (SCCCD) • Small Business Sector Navigator: Solano Community College District • Free Tax Prep Campaign: Orange County United Way (OCUW) • CyberWatch West: Whatcom Community College (WCC) • OC NetLab Consortium: Cypress College (CC) and Irvine Valley College (IVC) • Orange County Career Pathways Partnership: Orange County Superintendent of Schools, plus 14 school districts, two charter schools, nine community colleges, 4 regional occupation programs (ROP), 2 state universities, 3 Workforce Investment Boards (WIB), Orange County Business Council (OCBC), VitaLink, OC STEM, and 100+ business partners • Santa Ana TECH Consortium: Santa Ana Unified School District (SAUSD), Santa Ana Community College, Coast Community College District (CCCD), and the ACME Network
2	3	8

Service Area Outcome(s)

Table 1.3 Service Area Outcome(s)

SAO	Assessment Measure/Target
Support a culture of grants through defining and securing grant opportunities with college planning.	<p>Measure: Count of completed grant proposals Target: Complete six grant proposals annually.</p> <p>Measure: Count of awarded grant proposals Target: Be awarded two grant proposals annually.</p>

The findings of the grant operations showed that the department successfully met and exceeded the outcome measure for submitted proposals in 2014-2015 by successfully submitting 17. Similarly, the second outcome measure for awarded grant proposals was met in 2014-2015 with 11 proposals awarded. The information for 2014-2015 is pending four applications.

Progress on Forward Strategy Initiative(s)

The following progress update reflects the initiatives as condensed as specified by the Program/Department Committee Recommendation(s)

Table 1.4 Progress on Forward Strategies

Initiative(s)	Status	Progress Status Description	Outcome(s)
Establish a liaison for grant development and administration. (2.4)	Completed	The position was moved from Title III grant support to 100% college grant development support.	The department completed 17 grant submissions.
Strengthen the department members' knowledge and abilities by increasing participation in professional associations, attending trainings/seminars in grant development. (2.7, 2.8, 2.10, 2.11, 2.12)	Completed	The department obtained approval of an additional \$8,000 from membership and professional development. Memberships have been purchased and the team is looking to attend different conferences in 2015-2016.	No outcomes to report until the 2016 report
Increase department efficiency through the administrative support the department, stream line record maintenance processes and provide support to grant development operations. (2.5, 2.6)	Not Started	A decision was made by the department not to request that the position go forward until 2016.	The initiative has not started
Increase opportunity to obtain indirect costs from federal grants. (1.1.)	Not Started	The college has not received a grant that provides eligibility to obtain an indirect cost rate.	The initiatives dependent upon award of a federal grant
Centralize the department to increase operational and communication efficiency. (Combined 3.1, 3.2)	Not Started	Discussion is occurring and pending other facility decisions.	The initiative has not started

Response to Program/Department Committee Recommendation(s)

Table 1.5 Progress on Recommendations

Recommendation(s)	Status	Response Summary
The Committee recommends that the department conduct an analysis to better determine human capital planning which goes beyond the expectation of obtaining grants to fund positions.	Addressed	The department has refined the department projection for human capital to not reflect assumed personnel related to potential grants.
The Committee recommends that the department conduct presentations of research and reports to a broad range of campus constituents.	Addressed	In spring 2015, the department met with different constituency committees, programs and department and presented when, how and where to use data. In summer 2015, the department gave a presentation at the Coastline Management Retreat regarding data cube, Coast report and research requests.
The Committee recommends that the department refocus and condense goals/initiatives to provide a more feasible five year forward strategy.	Addressed	The department condensed the 21 goals/initiatives to 8.
The Committee recommends that the department discuss the use of Service Area Outcomes and summarize the ongoing dialog of outcome and achievement data.	Addressed	The department has developed and is utilizing an online dialoging system to support SAO discussions.

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	Adjunct	Classified	Hourly
Previous year	1 (Dean)	0	0	0	1 (Projects Coordinator, Grants)	0
Current year	1 (Dean)	0	0	0	1 (Projects Coordinator, Grants)	0
1 year	1 (Dean)	0	0	0	1.5 (Projects Coordinator, Grants; Office Coordinator/ Grant support position)	0

The department works in tandem to support all entities of the institution through provision of different strategies to initiate, develop and submit grants. In addition, the department facilitate the strategic planning and progress of a culture of evidence at Coastline College. Table 2.1 outlines the progressive growth in the department as the grants department begins to emerge with the awarding of grants.

The grant department is seeking to become a proactive entity to support a culture of grants at the college through the identification, pursuit and attaining of federal and state grants. The college is in support of this strategy with its recent decision to centralize grants to this one department. With the emergence of grant opportunities, the department lacks the capability to enable its true potential on the basis of its current staffing. As the demands to increase the productivity of the department increases, there is an apparent need as identified in SAO 2 to support the operation and facilitation of grant development and oversight to the campus. Therefore, the department needs to hire an Office Coordinator/ Grant support position (E-49) (Appendix B).

Professional Development

Name (Title)	Professional Development	Outcome
Aeron Zentner (Dean)	Did not participate in grant professional development in 2014-2015	N/A
Darian Aistrich (Grant Coordinator)	EDGAR Training, APISF Training	Gained new insight on reporting regulation

In 2014-2015, there was limited participation in professional development. A request for 2015-2016 year was approved for the Council for Resource Development membership and the annual conference. Follow up information will be provided in next year's review.

Section 3: Facilities Planning

Facility Assessment

The current location of the department is spread out across the second floor of the College Center. Each staff member has a separate office in close proximity to the dean which allows for frequent interaction. In order to support a more cohesive work environment, it would be essential to centralize a department location. This would allow for increased interaction and collaboration between the staff members.

Additionally, a centralized location would allow administrators, faculty and staff members the opportunity to better access the department to receive in-person consultation and interaction with the department. In preparation for departmental expansion with the foreseen growth of grants and staff associated with the support of the grants, the department needs to determine a large enough location to house additional managers, facilitators and researchers. Therefore, aligning with the Vision 2020 Facilities Master Plan with a focus on the Coastline Community College Center specified need of reorganizing the space for greater efficiency and function.

Following Initiative Five in the department review planning process, the department has brought the discussion forward and is waiting on the facilities planning process to complete this initiative.

Section 4: Technology Planning

Technology Assessment

In 2014-2015 the department purchased four Microsoft Surface Pro 3 laptop/tablets for all the employees. This technology will be essential in document sharing, maintaining records (i.e. notes, minutes, data files). Lastly, the department renewed service agreements with SurveyMonkey to continue to provide adequate services for the college.

New Initiatives

Initiative (IREP/IGD): Develop a collaborative effort that blends IREP with IGD into one department to increase overall efficiency.

Describe how the initiative supports the college mission:

This support the missions focus on student success and providing high quality education which is driven by continuous improvement through the utilization of data in decision making.

What college goal does the initiative align with?

- | | |
|--|---|
| <input type="checkbox"/> Student Success | <input type="checkbox"/> Partnerships |
| <input type="checkbox"/> Access, Persistence and Retention | X Culture of planning, evidence and inquiry |
| <input type="checkbox"/> Innovation | X Growth and efficiency |

What College planning document(s) does the initiative align with?

- | | |
|---------------------------|-------------------------------------|
| X Educational Master Plan | <input type="checkbox"/> Facilities |
| X Staffing | <input type="checkbox"/> Technology |

What evidence supports this initiative?

- X Service Outcome (SAO) assessment
- X Internal Research (Student achievement, program performance)
- X External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

The data shows that the department has been able to conduct a broad range of research (SAO, Internal Research), but with the increase in grants, external reporting (External Compliance) and new fields of study there is more than ever a need to grow to meet the demand. Currently, the department works in somewhat in siloes and would be better suited to integrate the departments together through a reorganization.

Recommended resource(s) needed for initiative achievement:

Complete a reorganization of the departments that identifies and utilizes the current and future human capital to support the forward strategy of related operational effectiveness and continuous advancement

What is the anticipated outcome of completing the initiative?

The anticipated outcome will be an increase in departmental productivity.

Provide a timeline and timeframe from initiative inception to completion.

On approval of PIEAC, Budget Committee and College Council, the reorganization will be completed by 2016-2017.

Initiative (IREP): Utilize information from data analytics system, to best determine catalyst for increased operational performance (FTES/enrollment increase) and enrollment management. Expand the capability of data comprehension, usage and distribution of data in planning through the development of an innovation institutional review and planning operational processes. Continue to facilitate the collection and distribution of surveys and analysis for the department and the capability of data collection, analysis and distribution for SSSP. Compile and create SLO reports by demographic information.

Describe how the initiative supports the college mission:

This support the missions focus on student success and providing high quality education which is driven by continuous improvement through the utilization of data in decision making.

What college goal does the initiative align with?

- | | |
|--|---|
| <input type="checkbox"/> Student Success | <input type="checkbox"/> Partnerships |
| <input type="checkbox"/> Access, Persistence and Retention | X Culture of planning, evidence and inquiry |
| <input type="checkbox"/> Innovation | X Growth and efficiency |

What College planning document(s) does the initiative align with?

- | | |
|---------------------------|-------------------------------------|
| X Educational Master Plan | <input type="checkbox"/> Facilities |
| X Staffing | <input type="checkbox"/> Technology |

What evidence supports this initiative?

- X Service Outcome (SAO) assessment
- X Internal Research (Student achievement, program performance)
- X External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

The data shows that the department has been able to conduct a broad range of research (SAO, Internal Research), but with the increase in grants, external reporting (External Compliance) and new fields of study there is more than ever a need to grow to meet the demand.

Recommended resource(s) needed for initiative achievement:

Convert the 19.5 research assistant into a full-time research assistant E-50 (Half SSSP funding and half college funding). (50% Salary 27,510 + Benefits/Health and Welfare 17,479) \$44,949

What is the anticipated outcome of completing the initiative?

The anticipated outcome will be an increase in departmental productivity, increased activity on committees to provide more data support opportunity to the decision process, strengthen the reporting on SSSP, Student Equity and other mandated reports.

Provide a timeline and timeframe from initiative inception to completion.

On approval of PIEAC, Budget Committee and College Council, the position will be advertised in June and hired in July and trained in August in preparation for 2015-2016.

Initiative (IGD): Increase department efficiency through the administrative support the department, streamline record maintenance processes and provide support to grant development and grant management operations. Additionally, this position will be responsible for an annual report of performance outcomes and highlight associated with the new and continuing grants.

Describe how the initiative supports the college mission:

In order to explore and do new and innovative projects to support student achievement, Coastline will need additional support to continue to obtain, maintain and report on grants.

What college goal does the initiative align with? Select one

- | | |
|--|--|
| <input type="checkbox"/> Student Success | <input type="checkbox"/> Partnerships |
| <input type="checkbox"/> Access, Persistence and Retention | <input type="checkbox"/> Culture of planning, evidence and inquiry |
| <input type="checkbox"/> Innovation | <input checked="" type="checkbox"/> Growth and efficiency |

What College planning document(s) does the initiative align with?

- | | |
|---|-------------------------------------|
| <input checked="" type="checkbox"/> Educational Master Plan | <input type="checkbox"/> Facilities |
| <input checked="" type="checkbox"/> Staffing | <input type="checkbox"/> Technology |

What evidence supports this initiative?

- Service Outcome (SAO) assessment
- Internal Research (Operational performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

The data shows that the department has been able to obtain grants, but are limited on the maintenance and management of the operation (SAO, Internal Research). Externally this limits the reporting and financial capabilities (External Compliance).

Recommended resource(s) needed for initiative achievement:

Hire a 19.5 hour Office Coordinator/ Grant support position E-49. \$23,595

What is the anticipated outcome of completing the initiative?

The anticipated outcome will be all grant related deadlines are met, grant funds are spent with no return to an agency, meetings will be held on a consistent basis and an annual performance/achievement report will be created for grants.

Provide a timeline and timeframe from initiative inception to completion.

On approval of PIEAC, Budget Committee and College Council, the position will be advertised in June and hired in July and trained in August in preparation for 2015-2016.

Prioritization

Table 6.1 Staff

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by
Utilize information from data analytics system, to best determine catalyst for increased operational performance (FTES/enrollment increase) and enrollment management. Expand the capability of data comprehension, usage and distribution of data in planning through the development of an innovation institutional review and planning operational processes. Continue to facilitate the collection and distribution of surveys and analysis for the department and the capability of data collection, analysis and distribution for SSSP. Compile and create SLO reports by demographic information.	Increase 19.5 Research Assistant to a full-time Research Assistant (E-50) (50% Salary 100% benefits)	\$44,949	Ongoing	No	SAOs; Internal and external research	Culture of planning, evidence and inquiry; Growth and efficiency	Fall 2016-2017
Increase department efficiency through the administrative support the department, stream line record maintenance processes and provide support to grant development and grant management operations. Additionally, this position will be responsible for an annual report of performance outcomes and highlight associated with the new and continuing grants.	Office Coordinator/ Grant Assistant (E-49) (19.5)	\$23,595	One-time Pilot	No	SAOs; Internal and external research	Growth and efficiency	Fall 2016-2017

APPENDIX A



JOB SPECIFICATION

RESEARCH ASSISTANT

Range: E-50

Job Code: 65295

Class: Technical /

Para

Date: 7/2008

DEFINITION:

Under general supervision, performs a variety of administrative and technical duties to support institutional effectiveness goals and responsibilities including state mandated matriculation programs and activities and other institutional planning and program research and assessment processes; assists in the collection, organization, and analysis of data; and assists in the preparation of a variety of reports and surveys.

CLASS CHARACTERISTICS:

This classification is designed to serve as an entrance into more Technical/Para-Professional level research work for individuals with training in various research specialties and/or to serve as a career ladder for employees of the District who have gained a background in the research work of the District through on-the-job training.

DISTINGUISHING CHARACTERISTICS:

The Research Assistant performs research assignments that are characterized by clear and specific objectives in accordance with conventional research techniques and methodology that have been reviewed or structured by higher-level researchers.

EXAMPLES OF DUTIES: Duties may include, but are not limited to, the following:

- a. Assist in research studies related to such matters as curricula, enrollment, retention, matriculation, staffing patterns, program review, student and faculty characteristics, community characteristics, and student learning outcomes.
- b. Assist in the collection, organization, and analysis of data using statistical and other conventional research techniques.
- c. Learn and use current technology for word processing, data-base management, spread sheet analysis and graphics production to support institutional research needs, governmental compliance, and reporting requirements.
- d. Assist with the design and maintenance of online surveys, interviews, and relational databases.
- e. Compose and edit research materials in a variety of formats, including but not limited to graphs and charts for research reports and presentations; compose graphs and charts to show changes in data over a period of time; prepare data for publication.
- f. Identify and extract a variety of requested data; inspect and code data in preparation for analysis; create project documentation and databases.

- g. Communicate effectively and work both independently and as part of a team to analyze and interpret data; respond to research questions as requested; describe findings; attend and coordinate meetings as needed or required.
- h. Perform other duties as assigned.

MINIMUM QUALIFICATIONS:

Knowledge of:

- 1. Standard office procedures, practices, and methods, including modern office technology.
- 2. Standard statistical procedures related to sampling, correlation analysis, projections, and other quantitative measures applied to institutional research and evaluation.
- 3. Microcomputers, programming languages, software packages, including statistical software used in the collection, analysis, and reporting of data.
- 4. Research techniques and methods including design, original data collection, and analysis for the preparation of research reports.
- 5. Technical report writing.
- 6. Principles of automated data processing systems and interfacing with computerized systems of student, staff, and financial accounting.

Ability to:

- 7. Gather data and compile information into clear and comprehensive written, graphic, and tabular reports.
- 8. Use independent and creative thinking and reason logically and creatively.
- 9. Handle and protect confidential and sensitive data with integrity.
- 10. Compose, proofread, and edit specialized technical reports.
- 11. Use a computer and specialized software for data collection, statistical analysis, word processing, spreadsheet development, database management, and electronic communication.
- 12. Interpret and provide information on research data as requested.
- 13. Adapt to and learn new technology.
- 14. Communicate effectively both orally and in writing.
- 15. Work independently and as part of a team to effectively complete projects.
- 16. Plan and organize work to meet schedules and time lines.
- 17. Demonstrate understanding of, sensitivity to, and respect for the diverse academic, socio-economic, ethnic, cultural, disability, religious background and sexual orientation of community colleges students, faculty, and staff.

Education and Experience:

- 18. Bachelor's degree in psychology, sociology, education or related field.
- 19. Completion of at least two years of college-level coursework in related field, and coursework in research methods, statistical analysis and educational/psychological testing.
- 20. Experience in a research assistant role, preferably in an environment related to the position.
- 21. Or, any combination of education and experience that would provide the required qualifications.

PHYSICAL DEMANDS AND WORK ENVIRONMENT

- The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job.
- The work environment characteristics are representative of those an employee encounters while performing the essential functions of this job.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- A detailed list of physical demands and work environment is on file and will be provided upon request.

BOARD APPROVAL DATE: TBD



JOB SPECIFICATION

DIVISION/AREA OFFICE COORDINATOR	Range:	E-49
93016		Spec ID:
Secretarial		Class:
03/2006		Date:

DEFINITION: Under the direction of the Dean, the Division/Area Office Coordinator is the primary secretary to a College Instructional Division Office or Coastline Area Office; to coordinate the day-to-day administrative operations of the Division/Area office, interacting with the public, students, administrators, faculty and staff; to provide administrative assistance and secretarial support for the office; make determinations of items to be brought to the attention of the Dean; and to perform other related duties.

EXAMPLES OF DUTIES: Duties may include, but are not limited to, the following:

- a. Provide administrative assistance for an educational administrator in a Division or Area Office, faculty and staff; coordinate the day-to-day administrative operations of the Division or Area office, interacting with the public, students, administrators, faculty and staff; primary secretary to the Division/Area Dean.
- b. Compile and maintain confidential information, including evaluations of faculty and staff, hiring information, grievances and complaints; maintain confidential files; process personnel forms for full-time and adjunct faculty, classified personnel and others assigned to the Division/Area.
- c. Participate directly in the activities of the assigned office to coordinate services, analyze data, direct staff, monitor programs and activities, and schedule events on behalf of the assigned Dean.
- d. Serve as a liaison between the Dean’s office and College and District personnel; interpret, implement and disseminate District policies and Division/Area procedures to the public, faculty, students and staff; relieve the Dean of routine administrative duties.
- e. Utilize various computerized systems to assist in the daily operations of the office; provide for reports unique to requirements of the assigned Division or Area.
- f. Monitor assigned budgets and fiscal management processes; initiate and track expenditures; order office and instructional supplies as needed and maintain appropriate inventory; monitor program budgets; monitor budgets for grants and ancillary accounts; analyze accounts and make recommendations to the Dean for budget transfers as necessary.
- g. Assist in the documentation and maintenance of Division or Department curriculum and

course outlines; coordinate the preparation of class schedules, including computer input and informational brochures; schedule and maintain a calendar of events, meetings and workshops.

- h. Prepare agendas for meetings and conferences; take minutes at meetings as directed.
- i. Train and provide work direction and guidance to student assistants, hourly and classified staff assigned to the Division or Area office.
- j. Process requests to meet special needs of students, such as petitions and contracts.
- k. Compile and organize information for specific projects, reports and requisitions; design various forms and reports.
- l. Arrange appointments for the Dean; initiate meetings as necessary; arrange programs and events; make travel and other arrangements for conferences and events.
- m. Operate a computer and related office equipment; administer the maintenance of office equipment.
- n. Serve as a resource for counselors and others regarding Division/Department courses, changes, policies, prerequisites and future schedules.

DIVISION/AREA OFFICE COORDINATOR

EXAMPLES OF DUTIES: (continued)

- o. Prepare a variety of reports, records and files.
- p. Maintain contact and communications with individuals, groups and associations within the College community and office campus.
- q. Perform other related job duties as assigned.

MINIMUM QUALIFICATIONS

Knowledge of:

- 1. Assigned Division or Area programs, course offerings, degree offerings and curriculum.
- 2. Community College organization, operations, policies and objectives.
- 3. Modern office practices, procedures, and equipment.
- 4. Record-keeping techniques.
- 5. Correct English usage, grammar, spelling, punctuation and vocabulary.
- 6. Oral and written communication skills.
- 7. Telephone techniques and etiquette.
- 8. Interpersonal skills using tact, patience and courtesy.

Ability to:

- 9. Provide administrative assistance for a Division or Area Office Dean, faculty and staff.
- 10. Independently coordinate the day-to-day administrative operations of the Division or Area office, interacting with the public, students, administrators, faculty and staff.
- 11. Prepare, organize and track Division/Department curriculum.
- 12. Maintain records and files.
- 13. Assemble, organize and prepare data for records and reports.
- 14. Communicate effectively both orally and in writing.
- 15. Operate office equipment using a computer and related equipment for record keeping, data base searches, report writing, and word processing functions.
- 16. Type at 55 words net per minute from clear copy.

17. Plan and organize work independently.
18. Complete work with many interruptions.
19. Understand and work within scope of authority.
20. Establish and maintain cooperative and effective working relationships with others.
21. FERPA (Family Educational Rights and Privacy Act) Maintaining secure records with discretion and in compliance with FERPA.

Education and Experience:

22. Completion of two years college level course work in related subject areas.
23. Three years experience in secretarial or administrative work.
24. Or, any combination of education and experience that would provide the required qualifications.

PHYSICAL DEMANDS AND WORK ENVIRONMENT

- Office environment.
- Hearing and speaking to exchange information in person and on the telephone.
- Dexterity of hands and fingers to operate a computer and related equipment.
- Sitting for extended periods of time.
- Bending at the waist, kneeling or crouching.
- Seeing to read various materials
- The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job.

DIVISION/AREA OFFICE COORDINATOR

PHYSICAL DEMANDS AND WORK ENVIRONMENT (continued)

- The work environment characteristics are representative of those an employee encounters while performing the essential functions of this job.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

DRC: 05/10/00

BOARD APPROVAL DATE: 06/21/00