RP Newcomer Welcome

RP Conference
April 8, 2015
Your Hosts

Ryan Fuller, CCCCCO
Eileen Haddad, Grossmont-Cuyamaca CCD
Bri Hays, San Diego Mesa College
Brian Murphy, Lassen College
Karen Rothstein, Long Beach City College
Our Road Map for this Morning

- Intro to the RP Group
- Mentoring Opportunities
- Activity
- RP Resources
- Roundtable
What You Wanted to Learn More About

Thinking about the welcome session content, in which of the following topics are you most interested? (Among Survey Respondents, N=17)

- Research support for state mandates and initiatives: 59%
- Program review and college planning: 59%
- Curriculum research support (e.g., prerequisite validation): 53%
- Enrollment management: 41%
- Accreditation: 35%
- Roles of an IR office: 35%
- Other (please specify): 24%
- SLO/AOU assessment: 24%
Questions You’d Like Us to Address

• Can we get training on data visualization?
• Career trajectory with a foundation in IR
• Do you foresee any changes in the focus of research and planning within the community colleges in the next few years?
• How can a newcomer best prepare campus constituents for the tumultuous times in assessment--Common Assessment, Multiple Measures, EAP, CCSS, how do I explain the complexities to my new faculty/admin colleagues?
• How do you create a culture of research, analysis and planning in an institution where such activities have not existed before?
• How does one keep on top of the tons of information out there, and how does one figure out what is more important than the rest? Is Bob Pacheco's LISTSERV my new bible??
• How to have an impact in my field
• Ideas for prioritizing
• What are the most valuable, universal resources for Institutional Researchers?
What is the RP Group?

• A nonpartisan nonprofit supported by grants, research and evaluation contracts, and members.

• The RP Group strengthens the abilities of California community colleges to gather, analyze, and act on information in order to strengthen student success.
Meet Your RP Executive Board Members

Matthew Wetstein, President
San Joaquin Delta College

Andrew LaManque, Past President
Foothill College

Gregory Anderson, Vice President
Canada College

Gregory Stoup, Vice President
Contra Costa CCD

Karen Rothstein, Treasurer/Secretary
Long Beach City College

Daylene Meuschke, Professional Development Chair
College of the Canyons

Bob Pacheco, Assessment Chair
MiraCosta College

Denice Inciong, Planning & Policy Chair
South Orange CCD
Meet Your RP Area (At-Large) Board Members

North
• Carolyn Arnold, Chabot College
• Erik Cooper, Sierra College
• Rick Fillman, City College of San Francisco
• Pam Mery, City College of San Francisco

South
• Barry Gribbons, College of the Canyons
• Bri Hays, San Diego Mesa College
• Christopher Tarman, Grossmont-Cuyamaca CCD
• Alketa Wojcik, MiraCosta College
RP Group Strategic Advisors

• Robert Gabriner, San Francisco State Univ.
• Laura Hope, Chaffey College
• Louise Jaffe, Santa Monica College
• Patrick Perry, CCCCCO
• Alice van Ommeren, CCCCCO
What Does RP Do?

- Research and evaluation
- Professional development
- Technical assistance
How Can I Get Involved with RP?

- Volunteer to serve on a committee
- Submit your name for consideration for upcoming projects
- Serve as a reviewer
- Run for a board position
Mentoring Opportunities

- Have questions about the field of research and planning?
- Looking to learn the ropes?
- Connect with an experienced research and planning professional!
Activity
RP Resources for Research and Planning Professionals

RP Newcomer Welcome Session
RP Conference
April 8, 2015
Let’s Talk RP

- Setting the Context for Our Work
- A Day in the Life of an RPer
- Introduction to the RP Resource Packet
- Using the Resource Packet and RP website to support your work in various areas
- Shameless plug for the in-conference Statewide Data Resources session
Setting the Context for Our Work

- History of research and planning at CCCs
- Recent changes in the role of researchers/planners
  - Student Success Act of 2012
    - CAI, EPI, OEI
    - SSSP
    - Equity
- Where is the field headed?
A Brief History of Research and Planning in the Community Colleges

1960s
- Identify emerging needs
- Identify programs that no longer justify resources

1990s
- Budget cuts in early 80s - downsizing, eliminating and decentralizing IR offices
- Focus narrows to data provision reporting

2000s
- Reporting demands have increased
- Many hats - reporter, facilitator, analyst, change agent, interpreter, etc.
- Changes in reporting structure within organization
- From IR to IRP to IRPE

Meuschke & Inciong, 2015
Main Roles of an IRP Office

1. Institutional Reporting
2. Enrollment Management
3. Environmental Scanning
4. Institutional or Strategic Planning
5. Accreditation
6. State Mandates
7. Program Review
8. SLOs
9. Student Success Studies
10. Surveys
11. Grants

Meuschke & Inciong, 2015; preliminary results from 2014-15 IRP survey (n=44)
Collaborative Dialog on Student Success

Research Request

Collaboratively explore research questions

Determine what evidence will help answer the questions

Explore action steps

Conduct research & analysis

Dialog to interpret results

Act on findings & evaluate results

Designed by Gregory M Stoup
A Day in the Life of an RPer

• Accreditation
• Program review and institutional planning
• SLO and AUO assessment
• Program and project evaluation
• Research support for state mandates/initiatives
• Curriculum research support (prerequisite and assessment validation)
• Enrollment management
• And much, much more!
Accreditation

• ACCJC annual report
• Self-evaluation (aka: self-study) writing and evidence-finding/documenting
• Serving as key informant for site visit
• Serve on visiting team during peer review process for other college
Getting Started 2015 Annual Report

8. Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:

9. Number of courses offered via distance education:
   Fall 2014: 
   Fall 2013: 
   Fall 2012: 

10. Number of programs which may be completed via distance education:
    [Additional Instructions: This is the number of programs which can be offered fully online.]

11. Total unduplicated headcount enrollment in all types of Distance Education
    Fall 2014: 
    Fall 2013: 
    Fall 2012: 

[Additional Instructions: Provide unduplicated enrollment numbers in distance education courses. Distance Education is defined as education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the]
RP Resources

Focusing Accreditation on Quality Improvement

Additional Resources

ACCJC Accreditation Standards, Adopted 2014
ACCJC Accreditation Standards with Crosswalk and Glossary
ACCJC Manual for Institutional Self-Evaluation
Program Review

• Provide leadership or support for the program review/integrated planning process
  • May include technical support (electronic program review submission)
• Provide data for programs/service areas to self-assess/reflect and plan
• Train practitioners on interpreting data and using it for planning
# Sample Program Review Training Materials

## Table 2.1: Annual Program Outcomes

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
<th>Retention Counts</th>
<th>Retention Rate</th>
<th>Success Counts</th>
<th>Success Rate</th>
<th>Program GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/10</td>
<td>140</td>
<td>4,706</td>
<td>4,828</td>
<td>97%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010/11</td>
<td>165</td>
<td>5,203</td>
<td>5,566</td>
<td>94%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011/12</td>
<td>155</td>
<td>4,813</td>
<td>4,964</td>
<td>96%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012/13</td>
<td>149</td>
<td>4,643</td>
<td>4,770</td>
<td>97%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013/14</td>
<td>166</td>
<td>4,509</td>
<td>4,933</td>
<td>91%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Table 3.1: Annual Program Productivity

<table>
<thead>
<tr>
<th>Year</th>
<th>Sections</th>
<th>Enrollment</th>
<th>Capacity</th>
<th>Fill Rate%</th>
<th>FTEF</th>
<th>LOAD</th>
<th>FTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/10</td>
<td>140</td>
<td>4,706</td>
<td>4,828</td>
<td>97%</td>
<td>35.15</td>
<td>617</td>
<td>682.11</td>
</tr>
<tr>
<td>2010/11</td>
<td>165</td>
<td>5,203</td>
<td>5,566</td>
<td>94%</td>
<td>39.69</td>
<td>604</td>
<td>754.18</td>
</tr>
<tr>
<td>2011/12</td>
<td>155</td>
<td>4,813</td>
<td>4,964</td>
<td>96%</td>
<td>35.03</td>
<td>639</td>
<td>703.52</td>
</tr>
<tr>
<td>2012/13</td>
<td>149</td>
<td>4,643</td>
<td>4,770</td>
<td>97%</td>
<td>34.13</td>
<td>629</td>
<td>674.89</td>
</tr>
<tr>
<td>2013/14</td>
<td>166</td>
<td>4,509</td>
<td>4,933</td>
<td>91%</td>
<td>35.55</td>
<td>589</td>
<td>657.79</td>
</tr>
</tbody>
</table>

## Table 3.2: Annual Productivity by Course

### HOOPS 102

<table>
<thead>
<tr>
<th>Year</th>
<th>Sections</th>
<th>Enrollment</th>
<th>Capacity</th>
<th>Fill Rate%</th>
<th>FTEF</th>
<th>LOAD</th>
<th>FTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/10</td>
<td>39</td>
<td>1,454</td>
<td>1,365</td>
<td>106%</td>
<td>6.80</td>
<td>711</td>
<td>151.94</td>
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<tr>
<td>2010/11</td>
<td>44</td>
<td>1,507</td>
<td>1,493</td>
<td>101%</td>
<td>7.40</td>
<td>674</td>
<td>156.71</td>
</tr>
<tr>
<td>2011/12</td>
<td>38</td>
<td>1,267</td>
<td>1,157</td>
<td>106%</td>
<td>6.00</td>
<td>698</td>
<td>131.55</td>
</tr>
<tr>
<td>2012/13</td>
<td>37</td>
<td>1,160</td>
<td>1,076</td>
<td>107%</td>
<td>5.40</td>
<td>716</td>
<td>121.46</td>
</tr>
<tr>
<td>2013/14</td>
<td>44</td>
<td>1,211</td>
<td>1,177</td>
<td>102%</td>
<td>5.80</td>
<td>694</td>
<td>126.47</td>
</tr>
</tbody>
</table>

### HOOPS 103

<table>
<thead>
<tr>
<th>Year</th>
<th>Sections</th>
<th>Enrollment</th>
<th>Capacity</th>
<th>Fill Rate%</th>
<th>FTEF</th>
<th>LOAD</th>
<th>FTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/10</td>
<td>25</td>
<td>850</td>
<td>905</td>
<td>94%</td>
<td>4.20</td>
<td>672</td>
<td>88.58</td>
</tr>
<tr>
<td>2010/11</td>
<td>29</td>
<td>979</td>
<td>1,041</td>
<td>94%</td>
<td>4.60</td>
<td>702</td>
<td>101.46</td>
</tr>
<tr>
<td>2011/12</td>
<td>26</td>
<td>879</td>
<td>906</td>
<td>97%</td>
<td>4.00</td>
<td>724</td>
<td>90.99</td>
</tr>
<tr>
<td>2012/13</td>
<td>27</td>
<td>970</td>
<td>992</td>
<td>97%</td>
<td>4.40</td>
<td>727</td>
<td>100.50</td>
</tr>
<tr>
<td>2013/14</td>
<td>27</td>
<td>917</td>
<td>998</td>
<td>92%</td>
<td>4.40</td>
<td>686</td>
<td>94.85</td>
</tr>
</tbody>
</table>
RP Resource: Program Review

BRIC Inquiry Guide: Maximizing the Program Review Process
Plans, Plans...Who’s Got the Plans?
The Relationship of Plans

Educational Master Plan

Strategic Plan

Strategic Goals

Follow the YELLOW BRICK ROAD

How We Are Going to Get There
Institutional Planning: Range of Roles and Responsibilities

• Identify and select key performance indicators for strategic planning
• Analyze information submitted via program review (content analysis)
• Provide leadership or support for the educational master planning and strategic planning processes
• Provide technical support and evaluation expertise for integrated planning processes
# Sample Strategic Planning Scorecard

## San Diego Mesa College

**Key Performance Indicators (KPI) Data 2012/13**

<table>
<thead>
<tr>
<th>Strategic Initiative</th>
<th>Key Performance Indicator</th>
<th>2010/11</th>
<th>2011/12</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>I B</td>
<td>Transfer Volume²</td>
<td>1,791</td>
<td>2,079</td>
<td>1,461</td>
</tr>
<tr>
<td>I B</td>
<td>Transfer Rate</td>
<td>48%</td>
<td>44%</td>
<td>50%</td>
</tr>
<tr>
<td>I B</td>
<td>Number of Degrees Conferred</td>
<td>907</td>
<td>1,070</td>
<td>992</td>
</tr>
<tr>
<td>I B</td>
<td>Number of Certificates Conferred</td>
<td>339</td>
<td>334</td>
<td>333</td>
</tr>
<tr>
<td>I C</td>
<td>Basic Skills Improvement Rate (ARCC)</td>
<td>44%</td>
<td>48%</td>
<td>N/A</td>
</tr>
<tr>
<td>I C</td>
<td>Basic Skills Success Rate (ARCC)</td>
<td>59%</td>
<td>59%</td>
<td>N/A</td>
</tr>
<tr>
<td>I E</td>
<td>Load (Fall/Spring)</td>
<td>569 / 552</td>
<td>583 / 568</td>
<td>585 / 561</td>
</tr>
<tr>
<td>I E</td>
<td>Fill Rate (Fall/Spring)</td>
<td>93% / 92%</td>
<td>94% / 91%</td>
<td>94% / 88%</td>
</tr>
<tr>
<td>II B</td>
<td>Matriculation Rate (TBD)</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>II B</td>
<td>Student Progress and Achievement Rate (ARCC)</td>
<td>65%</td>
<td>62%</td>
<td>--</td>
</tr>
<tr>
<td>II B</td>
<td>Completion Rate (SS Scorecard)</td>
<td>--</td>
<td>--</td>
<td>62%*</td>
</tr>
<tr>
<td>II B</td>
<td>Students Earning at Least 30 Units (ARCC)</td>
<td>70%</td>
<td>68%</td>
<td>--</td>
</tr>
<tr>
<td>II B</td>
<td>30 Units Rate (SS Scorecard)</td>
<td>--</td>
<td>--</td>
<td>59%*</td>
</tr>
<tr>
<td>II B</td>
<td>Course Completion Rate (formerly Retention Rate)</td>
<td>85%</td>
<td>84%</td>
<td>86%</td>
</tr>
<tr>
<td>II B</td>
<td>Retention Rate (formerly Persistence Rate)</td>
<td>71%</td>
<td>74%</td>
<td>74%</td>
</tr>
<tr>
<td>II B</td>
<td>Course Success Rate</td>
<td>67%</td>
<td>68%</td>
<td>69%</td>
</tr>
<tr>
<td>III B</td>
<td>Vocational Course Success Rates (ARCC)</td>
<td>71%</td>
<td>69%</td>
<td>NA</td>
</tr>
<tr>
<td>III B</td>
<td>Licensure/Certification Exam Pass Rate - OVERALL</td>
<td>91%</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>IV A</td>
<td>Student Diversity and Employee Diversity Differences</td>
<td>&gt;10%</td>
<td>&gt;10%</td>
<td>&gt;10%</td>
</tr>
</tbody>
</table>

NA = Not available  *Revised cohort for 2012/13 Scorecard based on CCCCO Student Success Scorecard definitions
RP Resource: Planning

BRIC Inquiry Guide: Assessing and Planning for Institutional Effectiveness
SLO and AUO Assessment

- Assist practitioners in identifying and refining measurable outcomes
- Provide support and coaching for survey research related to outcome assessment
- Conduct data analysis and reporting
- Provide training and facilitate discussion related to outcome assessment and action planning
- Provide leadership or support for the assessment process or system
RP Resources: Assessment

Learning Outcomes Assessment Toolkit
RP/BRIC Assessment Methods Toolkit
BRIC Inquiry Guide: Assessing Student Learning Outcomes
Additional BRIC Assessment Resources
Program and Project Evaluation

Provide data for grant needs assessment
Conduct internal evaluation for grants such as Title V, TRIO, Title III, etc.
Provide evaluation expertise/research design for campus-funded projects

• Did students who received services have higher rates of the intended outcome than other students?
# Sample Program Evaluation Projects

## Grossmont College

### Student Services Program Participants and Comparison Students: Outcomes

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Spring 2013</th>
<th>Comparison Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Students</strong></td>
<td>660</td>
<td>676</td>
<td>7.3</td>
<td>7,990</td>
</tr>
<tr>
<td><strong>Course Retention</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retained</td>
<td>1,495</td>
<td>1,507</td>
<td>91.5</td>
<td>15,286</td>
</tr>
<tr>
<td>Withdrew</td>
<td>134</td>
<td>140</td>
<td>8.5</td>
<td>2,597</td>
</tr>
<tr>
<td><strong>Total Enrollments</strong></td>
<td>1,629</td>
<td>1,647</td>
<td>100.0</td>
<td>17,883</td>
</tr>
<tr>
<td><strong>Course Success</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Successful</td>
<td>1,157</td>
<td>1,192</td>
<td>72.4</td>
<td>12,763</td>
</tr>
<tr>
<td>Not Successful</td>
<td>338</td>
<td>315</td>
<td>19.1</td>
<td>2,518</td>
</tr>
<tr>
<td>Withdrew</td>
<td>134</td>
<td>140</td>
<td>8.5</td>
<td>2,597</td>
</tr>
<tr>
<td><strong>Total Enrollments</strong></td>
<td>1,629</td>
<td>1,647</td>
<td>100.0</td>
<td>17,883</td>
</tr>
<tr>
<td><strong>Fall-to-Spring Persistence</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Persisted</td>
<td>466</td>
<td></td>
<td></td>
<td>4,835</td>
</tr>
<tr>
<td>Did Not Persist</td>
<td>214</td>
<td></td>
<td></td>
<td>3,155</td>
</tr>
</tbody>
</table>
RP Resources: Program and Project Evaluation

California Acceleration Project Evaluation
Summary
California Acceleration Project Evaluation
Resources
State Mandates and Initiatives

- Collect and analyze data to inform Student Equity Plan
- Evaluate the impact of equity efforts at the intervention and institutional levels
- Assess implementation and outcomes of Student Success and Support Programs
- Collect and analyze information on CTE program performance indicators
Making Data Meaningful
RP Resources: State Mandates and Initiatives

Assessing and Mitigating Disproportionate Impact in Student Success and Support Programs

CTE Employment Outcomes Survey

CTE Data Launchboard Resources
Curriculum Research Support

- Prerequisite validation
  - Disproportionate impact analysis
- Assessment validation
  - Disproportionate impact analysis
- Cohort tracking for specific programs
- Project evaluation related to curriculum (e.g., accelerated basic skills courses)
Sample Curriculum Research Support Projects

Grossmont-Cuyamaca Community College District

English Assessment Validation
Consequential Validity Study & Disproportionate Impact

Table 7. English Placement Level by Gender

<table>
<thead>
<tr>
<th></th>
<th>ENGL 090</th>
<th>ENGL 098/099</th>
<th>ENGL 109/110</th>
<th>ENGL 120</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>Female</td>
<td>285</td>
<td>646</td>
<td>861</td>
<td>537</td>
<td>2,329</td>
</tr>
<tr>
<td>Male</td>
<td>248</td>
<td>569</td>
<td>774</td>
<td>546</td>
<td>2,137</td>
</tr>
<tr>
<td>Not Reported</td>
<td>7</td>
<td>5</td>
<td>18</td>
<td>12</td>
<td>42</td>
</tr>
<tr>
<td>Total</td>
<td>540</td>
<td>1,220</td>
<td>1,653</td>
<td>1,095</td>
<td>4,508</td>
</tr>
<tr>
<td>80% Threshold (Male)</td>
<td>9.3%</td>
<td>21.3%</td>
<td>29.0%</td>
<td>20.4%</td>
<td></td>
</tr>
</tbody>
</table>

Table 8. English Placement Level by Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>ENGL 090</th>
<th>ENGL 098/099</th>
<th>ENGL 109/110</th>
<th>ENGL 120</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>Asian</td>
<td>55</td>
<td>93</td>
<td>120</td>
<td>70</td>
<td>338</td>
</tr>
<tr>
<td>African-American</td>
<td>66</td>
<td>152</td>
<td>122</td>
<td>54</td>
<td>394</td>
</tr>
<tr>
<td>Hispanic</td>
<td>222</td>
<td>555</td>
<td>693</td>
<td>347</td>
<td>1,817</td>
</tr>
<tr>
<td>Amer. Indian/Alaskan Nat.</td>
<td>1 to 9</td>
<td>1 to 9</td>
<td>1 to 9</td>
<td>1 to 9</td>
<td>1 to 9</td>
</tr>
<tr>
<td>Two or More</td>
<td>28</td>
<td>82</td>
<td>109</td>
<td>105</td>
<td>324</td>
</tr>
<tr>
<td>White</td>
<td>168</td>
<td>328</td>
<td>599</td>
<td>514</td>
<td>1,599</td>
</tr>
<tr>
<td>Not Reported</td>
<td>1 to 9</td>
<td>32.1%</td>
<td>1 to 9</td>
<td>17.9%</td>
<td>1 to 9</td>
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<tr>
<td>Total</td>
<td>540</td>
<td>1,220</td>
<td>1,653</td>
<td>1,095</td>
<td>4,508</td>
</tr>
<tr>
<td>80% Threshold (White)</td>
<td>7.9%</td>
<td>16.4%</td>
<td>30.0%</td>
<td>25.7%</td>
<td></td>
</tr>
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</table>
RP Resource: Curriculum Research Support

Prerequisite Validation Guide
Guidelines for Assessment Test and Prerequisite Validation
Multiple Measures Assessment Project Resources
Enrollment Management

- 320 reporting
- Productivity analysis
- Higher/lower demand courses and sections by location, time of day, etc.
- Enrollment projections
RP Resources: Enrollment Management

*Enrollment Forecasting Report*
*Enrollment Strategies, Tips, and Techniques*
RP Resources: Student Success

Student Support (Re)Defined Resources
Dual Enrollment Guide
Completion by Design Report
Investigating Completion Through the Lens of Student Course-Taking
Additional Resources

CCCO (www.cccco.edu)
CCC Success Network (3CSN) (www.3csn.org)
Academic Senate for the California Community Colleges (www.asccc.org)
CCC Basic Skills Initiative (www.cccbsi.org)
CalPASS Plus (https://www.calpassplus.org/)
Educational Results Partnership (http://www.edresults.org/)
California Department of Education DataQuest (http://data1.cde.ca.gov/dataquest/)
Shameless Plug for Statewide Data Resources Session

ACCESSING AND LEVERAGING STATEWIDE RESOURCES FOR DATA-INFORMED DECISION-MAKING

Date: TODAY!
Time: 11:00am
Location: Fresno (in this room!)
Q&A Discussion - Roundtable

What else would you like to know?
How can we support your work?
Wrap Up: How Did We Do?

Here’s what you said you wanted to get out of the session:

• Become more familiar with accreditation requirements
• Expand network of resources
• I would like a timeline and flowchart for the State level SSSP mandates and related changes that will have to be evaluated by IR
• I would like to discuss how to collect and analyze individual data in order to analyze SLO's, PLO's and program effectiveness. In addition, I would like to discuss collecting and analyzing data to suggest possible why's and courses of action for intervention
• I would very much to better understand program review and SLOs
• I'd like to have a good handle on the main components of college integrated planning
• Meet other researchers and better understand the world of IR in a community college
• Peer mentoring
• Present data with Tableau
• Professional development opportunities
• Resources "sites" of CURRENT best practices for various topics such as, developing meaningful metrics, survey questions or CCC-relevant topics, and effectiveness evaluations
• Who is who, so that I know who can provide help if I need it. What are the networking possibilities?
Thank You!

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