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| **PROGRAM NAME:** Institutional Research Office | **AUTHORING TEAM CONTACT:** Tom Martin |
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| GUIDELINES  Time Frames   1. Scope:   The time frame of program review is five years, including the year of the review.  Data being reviewed for any item should go back the previous four years, unless not available.   1. Deadline Dates:   January 15th – Program Review Document due to Department Dean for review (Deans may require submissions at their own, earlier due date)  February 1st – Program Review Document due to Program Review Steering Committee   1. Years:   Years 1 & 3 – Implement Action Plan of (CIP) and collect data  Years 2 & 4 – Analyze data and findings, Update Action Plan  Year 5 – Write Program Review of past 5 years; Write Continuous Improvement Plan (CIP) and create new Action Plan  LENGTH OF RESPONSES: Information provided to each question may vary but should be generally kept in the range  of 1-2 pages or 500-1,000 words.  **EVIDENCE GUIDELINES**: In the following sections, you will be asked to provide evidence for assertions made.   1. Sources: This evidence may come from various sources including professional accreditation reviews, THECB, Texas Workforce Commission’s CREWS, Institutional Research Office (IRO), National Student Clearinghouse, IPEDS, JobsEQ, EMSI Career Coach, and may be quantitative and/or qualitative. If you are unfamiliar with any of these information sources, contact the Institutional Research Office at: [effectiveness@collin.edu](mailto:effectiveness@collin.edu). Use of additional reliable and valid data sources of which you are aware is encouraged. 2. Examples of Evidence Statements: 3. Poor example: Core values are integrated into coursework. (Not verifiable) 4. Good example: Core values are integrated into coursework through written reflections. (Verifiable, but general) 5. Better example: Core values are integrating into coursework through written reflections asking the student to describe how s/he will demonstrate each of the core values in his or her professional life and demonstrated through service learning opportunities. (Replicable, Verifiable)   **FOR MORE INFORMATION**: The Program Review Portal can be found at<http://inside.collin.edu/institutionaleffect/Program_Review_Process.html>*.* Any further questions regarding Program Review should be addressed to the Institutional Research Office ([effectiveness@collin.edu](mailto:effectiveness@collin.edu), 972.599.3102). |

**Introduction/Preface**

EXECUTIVE SUMMARY:

**Briefly summarize the topics that are addressed in this self-study, including areas of strengths and areas of concern. (Information to address this Executive Summary may come from later sections of this document; therefore, this summary may be written after these sections have been completed.)** Please do not include information in this section that is not already provided elsewhere in this submission. Using the questions in the template as headings in the Executive Summary can provide structure to the overview document (see below for suggested format).

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| **Executive Summary (suggested sections/format-not required format)**  What does our unit do?  Why do we do the things we do: Unit relationship to the College Mission & Strategic Plan.  Why do we do the things we do?  How do we impact student outcomes?  How effectively do we communicate, and how do we know?  How well are we leveraging partnership resources and building relationships, and how do we know?  How have past Continuous Improvement Plans contributed to success?  How will we evaluate our success? |

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| Collin College’s Institutional Research Office (IRO) has District-wide responsibility to “use the tools of planning, research, and evaluation to help people achieve the College’s mission.” It includes nine full-time professional research positions, one full-time operational support position, and one part-time operational support position. To accomplish the full scope of its mission, the department’s eleven staff members are divided into five two-person teams: Institutional Research (IR), Institutional Effectiveness (IE), Enrollment and External Reporting (EER), Data Warehousing & Business Intelligence (DWBI), and Office Support & Student Evaluation (OSSE). The department is overseen by the Vice President of Institutional Research who reports to the Executive Vice President. A high priority is given to data security since the department accesses and uses sensitive student and employee data.  The department has critical compliance responsibilities in terms of official reporting to state and federal governments and supporting the data needs to maintain SACSCOC accreditation and the professional accreditations maintained by numerous instructional programs across the District. In addition, IRO provides ongoing support for regular and ad hoc decision making throughout the College.  While IRO has little direct contact or impact on students, other than through the surveys it administers on a regular basis, its work undergirds much of the decision making that occurs at the College: decisions that affect funding, decisions that affect instruction, decisions that affect assessments of faculty and instructional quality, decisions that affect facilities, decisions about instructional programs, decisions about enrollment, etc. In short, IRO helps provide data/information to support any decision that any decision maker at the College wishes to make based on data/information that they do not have at their disposal many of which do have an impact on student outcomes.  Departmental staff members facilitate frequent and effective interdepartmental communication by actively engaging in numerous committees and task forces. The department also maintains an open-door environment inviting anyone who might need IRO’s services to reach out in face-to-face discussions, telephone conversations, email exchanges, or interactive electronic exchanges.  IRO engages in numerous partnerships and collaborations within and outside the College. It engages in those relationships for the sole purpose of fulfilling its mission. It also engages in ongoing benchmarking against national surveys of institutional research offices to ensure that its scope, role, staffing, and products meet best practice standards.  The department’s last continuous improvement plan (CIP) was established in 2017 in the course of IRO’s last five-year service unit review. In that CIP, IRO committed to improving perceptions of the department in institution-wide service satisfaction surveys (target of 4.23 or higher on a five-point scale) administered to faculty and staff members, it committed to conducting a focus group involving college employees who had used IRO’s services to determine how it could improve its services, and it committed to make information on the IRO intranet site more navigable. All three commitments were accomplished during the first two years of the five-year CIP/service assessment cycle. Based on the feedback received during the first two years, the department set two goals for the next two years to improve the quality of its service to decision makers. At that time, the department purchased 200 user licenses for Tableau to provide on-demand information that decision makers could easily access, understand, and explore. So, the departmental staff set two goals. First, collectively complete at least 100 hours of Tableau training to provide staff with the means to make data available via Tableau. Second, develop at least six new visual dashboards that would provide useful data to decision makers when they needed it. Both targets were accomplished, and Tableau is now regularly used by scores of decision makers. |

## Section I. Are We Doing the Right Things?

**1. WHAT DOES OUR UNIT DO?**

**What is the service unit and its context?**This section is used to provide an overview description of the service unit, its relationship to the College and the community it serves. Keep in mind the reviewer may not be familiar with your area. Therefore, provide adequate explanation as needed to ensure understanding.

*Suggested/possible points to consider:*

* *Unit’s purpose (Include the unit’s purpose/mission statement if one exists.)*
* *Services and products (i.e. event coordination, reports, promotional materials, handouts, etc.)*
* *Service across campus/departments/District/community*
* *Regulatory standards the unit must meet*

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| The Institutional Research Office (IRO) mission states that "We use the tools of planning, research, and evaluation to help people achieve the College's mission." Since that original mission statement was adopted, IRO’s role has expanded to include data warehousing and business intelligence. Consequently, the department is in the process of evaluating and revising its mission statement.  The department is overseen by the Vice President for Institutional Research. The department provides data, analytics, research, dashboards, and other information and tools to support the College’s mission, decision-making processes, compliance with internal and external reporting requirements, ongoing effectiveness and improvement, and to respond to ad hoc requests and data needs. IRO also serves as the official source of institutional data for internal and external reporting. The Vice President is designated as the institution’s “State Reporting Official” who must, verify data and certify all state CBM reports. He is also designated as the College’s “IPEDS Keyholder” (IPEDS is the federal reporting system for U.S. colleges and universities and stands for Integrated Postsecondary Education System) who must verify and lock all federal IPEDS reports on behalf of the institution.  The department maintains an annual calendar that identifies all regular projects along with the person with lead responsibility for completing the project, the primary client, and an approximate target date for delivery. The IRO staff previews the upcoming three months at each monthly IRO leadership meeting to ensure that no projects are overlooked or miss deadlines and to ensure that the calendar is current. The calendar includes 126 projects of which five occur at irregular intervals and the remaining 121 occur either annually or biennially. Unless a client changes the target date or parameters of a project, all projects are delivered on time.  IRO’s division of labor is broken into five teams that work within the framework of the departmental mission. Each team is overseen by a person who reports to the Vice President and who presents a stewardship summary of their areas at each IRO monthly leadership meeting.  Operation Support and Student Evaluation (OSSE): The team provides operational support to IRO and its subunits, including purchasing, reimbursements, reservations and expense reports for travel and training; and ensuring that the operations run smoothly, effectively, efficiently, and professionally. The subunit supports many activities related to data entry, and it manages the online Student Evaluation of Instruction process District-wide. The subunit uses Watermark's Course Evaluation and Surveys platform to import courses, set up communications to facilitate administration of the Student Evaluation of Instruction, and provide report access to provosts, deans, associate deans, program directors, and instructors. The OSSE subunit also supports other departments across the College by administering, collecting data, cleaning data, and generating summary reports for paper and online surveys and by maintaining the IRO intranet site with survey reports and statistics providing on-demand access to all employees.    Institutional Effectiveness (IE): The IE mission is to serve the Collin College community by analyzing institutional and community data to support decision-making and assessment efforts to advance the effectiveness of Collin College in meeting its mission. The IE subunit supports accreditation activities by supplying data, analyses, and reports to support the College in meeting SACSCOC standards regarding institutional effectiveness and planning (vis., sections 7.1, 7.2, 7.3, 8.1, 8.2.) and professional accrediting agencies. The subunit supports strategic planning as well as in terms of external, quarterly, and yearly reporting. IE plays a central role in program review and continuous improvement planning (CIP). The IE subunit leads and supports the Program Review Steering Committee (PRSC) and provides program review data and consultation for programs and service units conducting their annual program review and CIPs. In addition, the IE subunit provides labor market reports using the JobsEQ and Burning Glass databases for current and proposed programs. The IE team provides orientations, workshops, and training about specific topics and processes for faculty and staff, such as the Continuous Improvement Workshop, the biannual Discipline Leads Workshop, etc. SACSCOC mandates that units/and programs must demonstrate improvement or efforts for improvement over time in program quality and/or learning outcomes for academic programs. Currently, the way that the college collects information on outcomes is via Word documents. This manual process makes it challenging for programs and service units to efficiently and effectively document improvement and for administrators to access appropriate documentation of improvement when reporting to SACSCOC or the THECB.    Institutional Research (IR): The IR team’s mission is to "conduct quantitative and qualitative research to support the Collin College community to make data-driven decisions." The IR subunit conducts regularly scheduled and ad hoc surveys and generates reports to support decision-making. Surveys undertaken by IR provide accreditation support to various allied health programs such as Nursing and Dental Hygiene. Numerous ad hoc surveys provide decision support to administrators. For example, the Customer Experience Survey provides timely feedback to monitor students' experience as they navigate various processes upon enrollment; COVID surveys gave insights about the impact of the pandemic on IT, faculty members, and students. IR undertakes large national surveys like the Ruffalo Noel Levitz Student Satisfaction Inventory, and it generates reports that provide the basis for numerous institutional planning and compliance reporting efforts. The IR subunit serves various departments and campuses. The IR subunit was actively engaged in the College's Quality Enhancement Plan (QEP) a SACSCOC mandate involving identifying and implementing a periodic and broad planning process involving assessment and planning, focusing on either student success or student learning outcomes college-wide. This initiative was finalized during 2020 including playing a major role in writing the SACSOC QEP Impact Report an essential component of the SACSCOC Fifth Year Interim Report that was submitted by the college to maintain accreditation. The IR subunit conducts the biennial Drug Awareness and Perception Survey to certify compliance with the U.S. Department of Education Drug-Free Schools and Communities Act (Amendment 1989).  External and Enrollment Reporting (EER): The EER team manages the day-to-day operations to comply with state and federal reporting and other external reports. It also publishes and manages the College’s official Tableau Registration Statistics enrollment data dashboards. This subunit coordinates the processes necessary to meet all deadlines established by the THECB for 28 CBM reports each year. For 27 of the 28 reports, the preparation and certification process consist of data extraction/collection from the system of record; data evaluation and cleaning; an extensive, iterative process of submission, review, and correction; and documentation of outliers for each state report. For the one other state report that is the responsibility of this subunit, the CBM-116 Supplemental Follow-Up, the data collection and certification process involves tracking down information about or contacting thousands of students regarding their ongoing education or employment after leaving Collin College who the THECB and the Texas Workforce Commission were unable to identify as having transferred to other institutions or having found employment. The preparation of federal reports occurs through the Integrated Postsecondary Education Data System website. The EER subunit extracts/collects, enters, corrects, and validates data for seven federal IPEDS reports; and the subunit assists with and validates the work of other departments in the extraction/collection, entry, and validation of four other IPEDS reports: Student Financial Aid, Finance, Human Resources, and Academic Libraries. The EER subunit is also responsible for collecting, processing, and submitting external surveys: e.g., the Common Data Set, the College Board, Peterson’s Guide, Wintergreen Orchard, Open Doors, etc. The EER subunit maintains the College’s District Statistics web page including publication of official historical enrollment dashboards, Common Data Set data, and federally required Student Right-to-Know data.    Data Warehouse and Business Intelligence (DWBI): The DWBI team's mission is to "provide accurate and actionable data to the College community using easy-to-use data-warehousing, business intelligence, and data-visualization tools." The DWBI subunit aims to provide on-demand access to actionable student-, course-, program-, division-, campus-, and institutional-level data to assist institutional leaders with making data-informed decisions via ZogoTech data warehouse and business intelligence system and the Tableau data visualization platform. The goal of the DWBI subunit is to support better, faster, informed decision-making by enabling clients to explore and uncover trends, enable critical thinking, and supporting real-time, operational decision-making. The DWBI subunit takes data security seriously and adheres to the local, state, and federal security standards. It coordinates with the Collin College’s Information Technology division to maintain security, audit documents, and ensure data access is restricted to only those who need to access the data while ensuring that users who need access to do their jobs have access. An annual security risk assessment is conducted to ensure that only appropriate users can access the data system. The DWBI subunit utilizes the Collin College Central Authentication Service for authentication into the system; this allows Collin College to maintain security at a local level while maximizing security in the ZogoTech system and Tableau platform.    The department safeguards all sensitive information by adhering to FERPA, state privacy, and institutional guidelines. To help ensure the accuracy of the reports produced, it is departmental policy that every report undergoes review by at least two people (the author and at least one other IRO staff member) before delivery to clients. If the client is a member of the Board of Trustees, the Leadership Team, the State of Texas, or the federal government, the VP must be the second reviewer.  The staff members within the department work hard to meet the needs of all its clients, and the department has, at least to some degree, been able to demonstrably accomplish its mission, as documented above. To demonstrate that this perception of IRO’s performance is not exclusively the IRO staff’s self-perception, in an email message dated 4/29/2020, President Matkin, referring to Collin College’s Institutional Research Office, said, “You guys rock. Best IRO I have ever experienced across multiple institutions in over three decades. . . . IRO . . . brings great pride to this institution. I am personally very proud of the unit . . . .” |
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2. WHY DO WE DO THE THINGS WE DO? UNIT RELATIONSHIP TO THE COLLEGE MISSION & STRATEGIC PLAN.

* **Provide unit-specific evidence of actions that the unit supports the** [**mission statement:**](http://www.collin.edu/aboutus/missioncorevalues.html)“*Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.”*
* **Provide unit-specific evidence that supports how the unit supports the College strategic plan (2020-2025 Strategic Plan)**: <http://www.collin.edu/aboutus/strategic_goals.html>

*Suggested/possible points to consider:*

* *What evidence is there to support assertions made regarding how the unit relates to the Mission and Strategic Plan?*
* *Analyze the evidence you provide. What does it show about the unit?*

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| IRO’s mission provides a focus both for all activity within and all products generated by the department in support of the College’s mission, core values, strategic plan, and master plan. In annual planning retreats, the IRO staff collaborates to establish departmental goals that directly support the College’s strategic and master plans.  The OSSE team supports the College’s mission and strategic/master plans in several ways. The team’s primary assignment is to support the professional research staff in enabling them to do their jobs as effectively and efficiently as possible. In a critical second role, this team is responsible for administering and reporting on Collin College’s Student Evaluation of Instruction (SEI) each fall and spring semester. The results of the SEI is a summative assessment used to help faculty members, associate deans, deans, provosts, and, especially, the Council on Excellence to assess faculty classroom effectiveness and make decisions about recommending faculty members for contract renewal. This is an important component in assuring instructional quality across this institution. This team also serves clients directly by managing some of the smaller-scale surveys that are on the department’s annual calendar such as the Service Learning Survey, the Health & Safety Fair Survey, and others. For example, the Service Learning Survey allows students to give feedback regarding their service-learning experiences. The survey questions ask students to assess the degree to which Service Learning impacted their critical thinking, planning, goal setting, communication skills, character, and it asks them how Service Learning affected their community and educational experience at Collin College. Finally, for FY2022, IRO established a departmental goal to “Improve departmental preparedness for various types of emergency situations” in support of the College’s master plan goal to "Implement planned and future components of the comprehensive safety and emergency management plan." OSSE is spearheading this department goal by developing a customized manual based on the College’s “Emergency Preparedness Manual,” developing and presenting training specific to the department’s situation and needs and preparing other materials for FY2022. A member of IRO’s OSSE team serves on the College’s Emergency Response Team at the Collin Higher Education Center as the second-floor monitor.  The IE team supports the College’s mission and strategic/master plans by assisting faculty with devising program-level outcomes, appropriate measures for those outcomes, and targets in their CIPs. The development of effective Continuous Improvement Plans (CIPs) allows the faculty to measure whether their students have learned the essential skills for a given program or course. This, in turn, enables professors to measure student learning and adjust pedagogy if the current strategy fails to adequately support student learning and achieve learning targets. IE supplies student success information related to Collin’s four SACSCOC achievement measures: six-year graduation rates, licensure/certification pass rates, fall-to-fall persistence rates, and student success rates. The IE unit contributes to the College’s strategic goal 2 (“Develop and implement strategies to become a national exemplar in program and student outcomes”) by spearheading the department’s efforts on departmental goal 2.1, to "Enhance Collin College’s culture of assessment by increasing understanding of the continuous improvement process." The IE team offers CIP workshops, assists with program assessment and curriculum mapping, and assist faculty in developing program learning outcomes and measures. IE also facilitates the efforts of the Program Review Steering Committee in fulfilling its responsibility for reviewing, once every five years, each instructional department’s and support unit’s report on their self-review and its CIPs once every two years. Results of all reporting and reviews are posted to the Institutional Effectiveness Web pages on the IRO intranet site.  The IR team supports the entire college community across all campuses and divisions by providing data to help them accomplish their missions and support the District’s plans. For example, from 2016 to 2020, the District’s 2020 Vision strategic plan used several satisfaction indicators from the Ruffalo Noel Levitz Student Satisfaction Inventory to assess the degree to which the College accomplished its strategic goal to "create a welcoming environment for students, community members, faculty and staff." The Employer Satisfaction survey administered by the IR team supports the THECB’s 60X30TX emphasis on the market-readiness of graduates. The IR unit contributes to strategic goal 5 ("Developing and implement a comprehensive staffing and succession model") by spearheading the department’s efforts related to FY2022 departmental goal 5: to “formulate and initiate a succession plan to facilitate efficient, timely, and seamless leadership transitions with the department as the need arises.” The IR team is working with the rest of the IRO staff to identify essential skills for each position, revise job descriptions accordingly, identify areas of cross training, develop a plan to expedite hiring processes, and effectively handle transition periods between departures of employees and the onboarding of new hires. The IR team also makes important contributions to regional accreditation by providing data and, during the past five years, making important contributions to data collection, analysis, and writing Collin’s Quality Enhancement Plan that focused on improving student learning outcomes and student success.  The EER team supports the mission and strategic/master plans by maintaining the institution's compliance with the state and federal reporting mandates. By submitting timely and accurate information, the EER team helps maintain state funding, federal financial aid, helps support the institution as it serves students, and help decision makers with decisions about enrollment and course availability. For example, federal law requires Collin College to submit 11 accurate IPEDS reports by the deadlines each year. Failure to fully comply can result in fines of more than $60,000 per report and jeopardizes Collin’s federal financial aid. At the state level, during FY2021, state appropriations based on contact hour reimbursement and performance funding amounted to $39.8 million all based on the CBM reporting done by the EER team. A recent risk audit authorized by the administration concluded that state reporting is one of the four most important risks Collin College faces. Since IRO assumed responsibility for state, federal, and SACSCOC reporting in fall 1997, the College has never missed a reporting deadline, and no state audit has ever found problems with the College’s reporting. Consequently, while institutions like Galveston College, Lone Star College, and others have been compelled at times in the past to repay state appropriations due to inaccuracies in state reporting, Collin College has never had to repay money to the State of Texas for errant reporting. The EER unit contributes to Collin College’s strategic goal 1, "Improve student outcomes to meet or exceed local, state, and regional accreditation thresholds and goals," by supporting the maintaining high quality and ever-improving state and federal reporting of student enrollment and outcomes.  The DWBI team supports the College’s mission and strategic/master plans by developing and maintaining high quality, accessible data resources that undergird data-informed decisions, making it possible to understand and improve enrollment, learning outcomes, and student success. The key stages of data quality involve defining data quality thresholds and rules, assessing data quality, resolving data quality problems, and ongoing monitoring and control. The DWBI team uses carefully considered processes to ensure the accuracy, completeness, consistency, timeliness, and validity of student-, course-, program-, division-, and institutional-level data. In response to the College’s decision to migrate from Banner to Workday (Collin’s master plan priority 1: “Streamline the College’s administrative data systems to improve business processes and accommodate growth”), the DWBI unit is leading the department’s efforts related to departmental goal A.1., to “Train IRO staff with basic knowledge and experience of Workday HCM system” and by maintaining the ZogoTech data warehouse as a familiar resource to help users continue to get the data they need as a bridge to Workday. In addition, with the College’s increasing emphasis on generating grant revenues, for the last couple of years, the DWBI team has provided grant support to any areas of the District that need data support for grant applications, grant reporting, or grant evaluation.  In sum, the entire IRO team supports the college mission by providing data on student achievement/success/outcomes that assists faculty and administrators with assessing whether or not students are developing the necessary skills to be successful either in the workforce or in a four-year program. The IRO team also supports the Collin College’s strategic plan by providing regular reporting on progress of the key performance indicators for the strategic plan to administrators, developing and implementing a succession model for the department(#5), and identifying ways to develop and implement strategies to become a national exemplar in program and student outcomes (#2) by identifying a varied list of outcomes on which the college can excel (based in part on our identifying a list of peer institutions) and focus on improving program learning outcomes. |

**3. WHY DO WE DO THE THINGS WE DO?**

**A. Make a case with evidence to show that the primary functions/services of the unit are necessary as they are, or they should be modified, or eliminated.**

*Suggested/possible points to consider:*

* *What is the purpose and reason for the service?*
* *How has the function evolved during the 5-year cycle? How have the reasons for the service changed over time?*
* *What would happen if the unit no longer provided these services and/or the services were outsourced?*
* *What unit services require the most resources including staff time? Which services add the biggest value to the College? Discuss any discrepancies between the services named in these two questions.*
* *Is there a clear line of communication with other units involved in or supporting each of these services?*
* *Does the unit or the College have alternate ways of providing any of these services?*
* *Are the services offered/conducted as efficiently as possible?*

**B. Benchmarking: Review two or three comparable colleges for the way they accomplish these services. Discuss what was learned and what new ideas for service improvement were gained.**

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| A. Make a case with evidence to show that the primary functions/services of the unit are necessary as they are, or they should be modified or eliminated.  What is the purpose and reason for the service?  IRO plays a vital role in collecting, analyzing, interpreting, and providing institutional data on students, faculty, educational programs, and administrative and services to provide accurate and timely information to support compliance, decision-making, and institutional effectiveness/assessment activities. To that end, the department generates 126 calendared reports annually, and averages working on about 26 ad hoc requests per month. Over the past year, IRO staff have worked on a total of 323 different ad hoc requests from users ranging from President Matkin and other executive leadership to faculty and staff members and every level in between.  IRO promotes institutional effectiveness/assessment by helping evaluate the success of student interventions intended to support student success (such as those associated with the last SACSCOC Quality Enhancement Plan), learning outcomes (such as general education assessments, core curriculum reviews, and learning outcomes measures), program and service reviews, and benchmarking (as through participation in the National Community College Benchmarking Project). This unit contributes to maintaining Collin’s SACSCOC accreditation by facilitating and documenting assessment, institutional effectiveness, continuous improvement and quality enhancement (see IRO’s program review Web pages <http://inside.collin.edu/institutionaleffect/Program_Review_Process.html> ), and student achievement (see “Student Achievement” link under the District Statistics Web page https://www.collin.edu/aboutus/statistics/studentachievement.html). In addition to providing support for SACSCOC reporting, the unit supports various other professional accreditation requirements. For example, IRO continuously helps health sciences programs meet their accreditation requirements by administering, analyzing, and summarizing a host of required surveys of students, the faculty members, clinical sites, and employers.  IRO helps Collin College maintain compliance with state, federal, and accreditation requirements several ways. First, it completes the institution’s required regular state reports. Second, it completes federal IPEDS report. Third, it provides data for the annual SACSCOC reports, like the “Institutional Profile.” Fourth, it completes other required reports such administering and reporting on the biennial “Drug Awareness” survey to comply with the federal Drugs-Free and Communities Act.  To support internal decision making, IRO unit also provides accurate and actionable data to the College community. Users throughout the District have immediate access to actionable data at their fingertips using the ZogoTech Data Warehouse and Business Intelligence System (DWBI) and the Tableau Data Visualization platform. These tools allow the College community to make immediate decisions related to student support without waiting for ad-hoc reports to be completed. The ZogoTech data warehouse and the Tableau data visualization platform provide vastly more information to users than was ever conceivable with static reports that once predominated IRO’s products, and these platforms allow users to explore subsequent questions by drilling into or slicing data in different ways.  How has the function evolved during the 5-year cycle? How have the reasons for the service changed over time?  As the institution has grown over the past five years, so have the services provided by the IRO. OSSE has streamlined management of the student evaluation process and has moved it completely online using a single survey for all courses and sections. Student evaluations have been integrated with Canvas to make it easier for students to access them. There is more confirming, verifying, and communicating through the online hosting system. Faculty and administrators now have access to results as soon as a semester ends and grades have been posted. Over the past five years, the OSSE unit also has begun using new and more robust tools and systems for purchasing, travel management, and other financial operations.  The duties of the IE team have become more focused, mainly in response to evolving SACSCOC requirements. Programs are now required to demonstrate improvement over time, particularly improvement in learning over time. To help ensure ongoing compliance with all SACSCOC requirements, IE developed and continuously improves new workshops and training sessions for supervisors, program/service review authoring teams, and Program Review Steering Committee members to help them develop and assess appropriate expected outcomes and continuous improvement plans.  The IR team has expanded the number of programs and clients it supports. In 2016, the department averaged about 10 ad hoc report requests per month. As cited above, the monthly number of ad hoc requests has averaged about 26 over the last year. The IR team handles a fairly large proportion of those ad hoc requests as part of its role on top of its share of the regular calendared reports. The adoption of the ZogoTech data warehouse and the Tableau data visualization platform have helped mitigate the demand for ad hoc reports, since they put data at users’ fingertips as they need it without the necessity to wait for an ad hoc request to be processed. Still, several new ad hoc and regular reports show up on the IR schedule including several new projects to support the K-12 outreach and high school dual credit instruction. The IR team maintains responsibility for large, time-consuming projects such as the National Community College Benchmark project, the biennial administrations of the Ruffalo Noel Levitz Student Satisfaction Inventory, the Completer Follow-Up Survey, and the Employer Satisfaction Survey.  IRO’s EER team has taken the vanguard in developing new internal enrollment reporting tools based on the Tableau data visualization platform. The new “Tableau Registration Statistics” dashboard and the new “Tableau Headcount Statistics” dashboard have revolutionized access to and use of enrollment data throughout the College to support informed and timely decision making. President Matkin has taken opportunities in numerous public meetings to extoll the virtues and value of the new enrollment dashboards and how they support more informed and timely decision making. This unit has also taken initiative to start sharing CBM edit reports and IPEDS reports with the College community by posting them to IRO’s intranet site to further assist understanding and decision making. The team has also developed data extraction methods and diagnostic tools to facilitate and streamline state and federal reporting.  The DWBI team had just been created about the time of IRO’s last five-year departmental review took place, and the team consisted of only one person. A second position, Senior Research Analyst, has been added to that team to provide back-up and grant support. The data warehouse has been operational for five years, and it has averaged about 76 distinct users per month over the past 12 months, but the numbers are increasing over time. There is no exact count available, but 200 to 300 Collin users have been training in the use of ZogoTech since its inception, and there continues to be a steady demand for additional basic user training and for more advanced training. The DWBI team was originally responsible for overseeing only the ZogoTech data warehouse, but since has also been assigned responsibility for managing the College’s Tableau implementation which IRO purchased for the District three years ago. Initially, 100 Tableau Viewer licenses and 100 Tableau Explorer licenses were purchased in addition to the IRO staff’s 10 Tableau Creator licenses. Demand quickly outstripped the supply. Subsequently, 100 of the more expensive Tableau Explorer licenses were converted to 200 Tableau Viewer licenses providing a total of 300 Tableau Viewer licenses. That appears to have met the demand for the time being. On average, over the past year, there was an average of 69 distinct Tableau users per month. As with ZogoTech, the number of users is increasing over time. The DWBI team plays a critical role in using ZogoTech to generate the data used in populating the new Tableau enrollment dashboards.  What would happen if the unit no longer provided these services and/or the services were outsourced?  Some of the functions and services that IRO provides are nonnegotiable in the sense that the College would still be required to submit accurate and timely state, federal, and accreditation reports. However, without the data and research sophistication available in IRO, doing so could prove extremely difficult. As mentioned earlier, a recent risk analysis conducted at the College determined that issues with state reporting was one of the four most important risks facing the College. State and federal reporting were moved to IRO in 1997, because no other unit had the data sophistication to keep up with the demands of official reporting.  Another nonnegotiable function is based on SACSCOC and best practice that demand institutions engage in an ongoing program of program/service review and improvement. This is a massive undertaking that has been well managed by IRO’s IE team over the years. Evidence of supporting this assertion lies in the fact that Collin College has not received recommendations from SACSCOC regarding deficiencies in its institutional effectiveness processes.  The adoption of a data warehouse and business intelligence system has put data in the hands of users and decision makers as they need it rather than when IRO or IT can get to it. Now, as the College transitions from Banner to Workday, the data warehouse will become increasingly important to users who need data but will be unable to retrieve or explore it in the new system.  No other department within the College currently has the capacity to manage a complex system of administering and summarizing student evaluations of instruction, a process required by institutional policy. No other unit currently has the capacity to generate the enrollment dashboards upon which users have become so dependent for making decisions about creating or canceling courses.  Departments might continue to administer small, ad hoc surveys using simple platforms like Survey Monkey, the institution would lose its ability to design, administer, manage, and analyze large, sophisticated surveys nor would the institution have the capacity to ensure reliability and validity of surveys in the way that happens now.  *What unit services require the most resources including staff time? Which services add the biggest value to the College? Discuss any discrepancies between the services named in these two questions.*  IRO services are used at every level throughout the College. The OSSE team spends roughly 50% of its time every fall and spring semester managing the Student Evaluation of Instruction; one of the key inputs in decisions about faculty contract renewal. The IE subunit spends nearly 100% of its time all year long overseeing program/service review and continuous improvement processes. The effective and efficient performance of these services is requisite for maintaining regional accreditation. The single most time-consuming annual project of the IR team is providing, cleaning, verifying, and reporting the National Community College Benchmark Project (NCCBP). The NCCBP provides national benchmark data from 200 to 300 participating community colleges that allow comparisons and the establishment of performance targets. The IR team spends about 17% of its annual effort on NCCBP. All other survey research (e.g., surveys that provide feedback to decision makers about students’ perceptions of their learning gains and the learning support environment, employers’ perceptions of the College’s student products, student satisfaction with the College and its services, and surveys that support program accreditation) consume roughly another 60% of the IR team’s time. The EER team spends the bulk of its time preparing state reports that, as noted above, drive state funding at nearly $40 million during FY2021 and federal reporting that ensures, in part, continuance of federal financial aid (nearly $11 million during FY2021). Most DWBI unit time is devoted to validating, auditing, and verifying the data across the ZogoTech DWBI system, the Tableau Data Visualization platform, and Banner Student Information System. Failure to perform these roles well would result in a “garbage-in, garbage-out” model of decision making at the College. Depending on the month and where the College is in any given registration cycle, anywhere from 75 to 100 decision makers access the College's DWBI tools in any given month.  It is impossible to say which of these services add the greatest value to Collin College. They all are essential and either generate significant revenues for the College, play a critical role in accreditation support, or are crucial resources for decision makers.  *Is there a clear line of communication with other units involved in or supporting each of these services?*  IRO maintains open lines of communication with the administrators, staff, and faculty at every level across the College. Given that everyone from senior leadership to direct student support staff utilizes IRO services, maintaining a line of communication is critical to both the institution and the student's success. IRO has an open-door policy concerning any services it provides, including open, transparent dialogue related to all data and reports. In addition, members of the IRO staff head or serve on various standing committees that address specific topics.  VP   * Chair, Data Standards & Quality Assurance Committee * Member, Academic & Student Services Council * Member, Persistence, Graduation, & Completion Committee * Member, Institutional Review Board * Member, Academic Policies & Procedures Committee * Member, Research Vetting Committee   IR Team   * Member, QEP Implementation Team (Decommissioned in 2021.)   IE Team   * Co-Chair, Member, Program Review Steering Committee * Member, Workforce Education Steering Committee * Member, Research Vetting Committee   OSSE Team   * Member, Emergency Management Working Group * Member, Health &Safety Fair Committee   EER Team   * Member, Data Standards & Quality Assurance Committee * Ad Hoc, Nonvoting Member, Curriculum Advisory Board * Member, Banner Maintenance Committee * Member, Prior Learning Assessment Committee * Member, Calendar Committee * Member, CSI (Curriculum, Student Services, & IRO), an Ad Hoc Coordinating Team   DWBI Team   * Member, Data Standards & Quality Assurance Committee * Member, Workday Project Team * Member, Banner Maintenance Committee * Member, Calendar Committee * Attendee, Curriculum Advisory Board   *Does the unit or the College have alternate ways of providing any of these services?*  Abundant evidence has already been provided to document that IRO is constantly adapting and improving processes, staying abreast of changes in compliance requirements, and implementing new technologies as they become available. As noted earlier, the department has implemented a data warehouse and business intelligence system to facilitate access to data, expedite generation of reports, and make data available to decision makers on-demand. IRO staff members are highly trained and experienced data science professionals who understand Collin College’s data infrastructure. There is an interplay among IRO staff members and teams who understand each other’s roles and who actively engage in a team approach to solving problems, adding value, and serving clients. While it is up to the College’s executive leadership where they locate various functions, it is inconceivable that the College could redistribute IRO’s functions without losing important economies of scale and synergy and a critical mass of capacities.    *Are the services offered/conducted as efficiently as possible?*  While there is always room for improvement, the implementation of the ZogoTech data warehouse and business intelligence system, the implementation of the Tableau data visualization platform, and ongoing professional development that maintains and improves knowledge and skills all point to a concerted effort to improve efficiency. The increase in the numbers of projects—both regular calendared projects and ad hoc projects—along with the fact that there have been no audit or accreditation issues related to the department’s work all support the notion that efficiency is constantly improving without sacrificing quality of effort. The College has grown significantly over the past five years—in terms of enrollment, employment, and campuses—and, with this growth, IRO has expanded the range of services and support it provides. The department engages in regular professional development, documented in a later section, and, as documented above, it continues to expand its capacity, improve efficiency, and enhance data quality and decision support resources.  It is important to note that the college has begun to transition its student information systems and human resources/business systems from Banner to WorkDay. As a result of this change, there are many unknowns as the student information system module is relatively new and untested. The primary concern is that while Banner has a module for state/federal reporting, Workday does not. If the compliance reports are more arduous and time consuming than they are in their current form, this could cause a loss of efficiency and severe delays in reporting. This could be a potential loss of revenue and income from the state and the federal government as there are penalties for lack of timely compliance.  **B. Benchmarking: Review two or three comparable colleges for the way they accomplish these services.**  Five years ago, when IRO completed its last service review, the benchmarking section depended heavily on the result of a 2015 national survey of institutional research offices administered by the Association for Institutional Research (AIR). That survey was readministered in 2018 and 2021. The 2021 results are not yet available, so this response will depend on results from the 2018 survey. Collin’s IRO participated in all these surveys with the intention of benchmarking itself against a large national pool of institutional research offices throughout the nation. Departmental staff also regularly participate in state and national professional conference attending sessions and comparing what they see with what is offered at Collin College. In sum, rather than choosing one or two colleges to compare our office with, we have deemed it more appropriate to compare ourselves against a national group of peer departments to determine how we rank nationally.  Findings of the 2018 AIR survey indicate that the average institutional research office at two-year institutions with student full-time equivalent (FTE) enrollment in the range from 10,000 to 19,999 had a staff of about 6 staff FTE. Collin’s IRO employs a total of 10.5 staff FTE, so its staff is larger than the national average. Collin’s fall 2021 student FTE enrollment was very near the ceiling of the given category, and for two-year institutions with 20,000+ student FTE, the national average was 9.3 staff FTE, much closer to Collin’s staffing number. The survey identified seven explicit functions that are handled to varying degrees by institutional research (IR) offices at two-year institutions: (reporting [24% of two-year institutions], decision support [22%], institutional effectiveness [13%], accreditation support [10%], assessment [10%], analytics & business intelligence [7%], and planning support [10%]). Only a minority of two-year IR offices handle any one of the designated functions, and 4% of responding two-year IR offices handle “other” functions. Collin’s IRO handles all seven designated functions plus official state reporting, student evaluations, and grant support. The official state/federal reporting and student evaluations are extremely time-consuming responsibilities requiring the efforts of 2 and 1.5 staff FTE, respectively. Given the scope of functional responsibilities and the size of the institution, the staffing level of Collin’s IRO clearly is justified.  **AIR Chart 1**  Chart, scatter chart  Description automatically generatedThe national survey documents a strong positive relationship between effectiveness/efficiency and teamwork/collaboration. (AIR Chart 1.) Collin’s IRO prides itself on the strong culture of teamwork and collaboration within the department as substantiated by the emphasis on five teams (IR, IE, OSSE, EER, and DWBI) throughout this report. IRO conducts monthly leadership meetings to which all members have standing invitations and where stewardship updates are presented by teams. Responsibility for departmental goals is allocated to teams. In general, office doors are always open to staff members who wish or need to collaborate on projects, and staff members are strongly encouraged to avail themselves of the insights, experience, and knowledge of other staff members. Without this level of teamwork and collaboration, it is unlikely that the increases in productivity cited earlier could have transpired, because most of those productivity improvements were based on collaboration within and among teams.  The national survey found that, among two-year institutions, 45% of IR leaders had doctoral degrees, 47% had master’s degrees, and 8% had baccalaureate degrees. In terms of professional experience, the national survey also found that, on average, leaders in institutional research at two-year institutions had 16.6 years’ experience in higher education, 10.6 years’ experience in institutional research, their average tenure at their current institutions was 9.5 years, and they had 5.7 years’ experience leading institutional research offices at their current institutions.  The numbers for Collin College’s IRO leadership breaks out as follows.   * VP: Ph.D., Higher Education Administration; 41 years’ experience in higher education; 36 years’ experience in institutional research at three institutions in two states; 27 years leading Collin College’s IRO. * IR Director: Master’s Degree in Sociology; 22 years’ experience in institutional research all at Collin; 5 years’ experience leading Collin’s IR team. * DWBI Director: Baccalaureate Degree in History; 17 years’ experience in higher education; 9 years’ experience in institutional research all at Collin; 5 years’ experience leading Collin’s DWBI team. * IE Director: Master’s Degree in Sociology; more than 20 years’ experience in higher education; 11 years’ experience in institutional research at 2 institutions; 4 years’ experience leading Collin’s IE team. * EER Manager: Baccalaureate Degree in Computer Engineering; 10 years’ experience in higher education; 5 years’ experience in institutional research; 5 years’ experience leading Collin’s EER team. * OSSE Leader (Executive Assistant to the VP): Baccalaureate Degree in Computer Science; 18 years’ experience in higher education; 14 years’ experience in institutional research; 11 years’ experience leading Collin’s OSSE team.   Thus, on average, leadership in Collin’s IRO has 21 years’ experience in higher education, 17 years’ experience in institutional research, and 10 years’ experience in their IRO leadership roles. On average, then, the IRO leadership at Collin College is a little thin on education, but they clearly have extensive on-the-job training both in higher education and institutional research. The lack of formal training is just one reason the department puts an emphasis on professional development. However, every member of IRO’s leadership meets or exceeds the educational and experiential requirements for the positions they currently hold.  The national survey examined the range of functional portfolios, or the scope of activities and projects on which IR offices around the country spend their time. In the survey, functional portfolios were initially divided in to three primary groupings: “broad” (16 % of responding institutions), “focused” (31%), and “limited” (53%). Given the wide scope and range of activities in which Collin’s IRO is involved, the office definitely falls into the “broad” category. Fewer than one in five IR offices nationally deal with the same range of responsibilities and activities that Collin’s IRO addresses. A closer examination of the more detailed survey results suggests that Collin’s IRO has or has had some involvement in literally every activity listed. The analysis of national survey data observed that “IR offices in the broad portfolio . . . are overwhelmingly from the public sector . . . [and] have the largest average staff full-time equivalent . . . .” Thus, the range of the Collin College IRO’s responsibilities along with the institution’s size appear to warrant the size of the IRO staff currently employed.  In summary, the national benchmark data suggest that Collin’s IRO is appropriately staffed given the size of the institution and the scope of its role. Collin’s Institutional Research Office also appears to be staffed with experienced leadership compared to the national average. The formal training of the IRO leadership may lag somewhat behind the national norms, but on-the-job learning, ongoing professional development, and a strong commitment to teamwork and collaboration offset much of the deficit in formal training. Nonetheless, it would be to the department’s, and the institution’s, advantage to encourage and support IRO staff in leadership roles to pursue graduate-level education that would enhance their capacities in terms of analytics, research methods, and leadership. The survey data also underscore the ongoing need to focus on collaboration and teamwork to maintain high levels of efficiency, effectiveness, and problem solving. |

**4. HOW DO WE IMPACT STUDENT OUTCOMES?**

Make a case with evidence to show effects of the unit on student outcomes.

*Suggested/possible points to consider:*

* *How does the unit influence the student experience?*
* *How does the unit influence the student environment and/or safety?*
* *In what way does the unit influence student enrollment, retention, persistence, and/or completion?*
* *What services are provided for a diverse student population?*
* *Analyze the evidence you provide. What does it show about the unit?*

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| It would be impossible to identify and list every survey or project that IRO undertakes that contributes, directly or indirectly, to student outcomes at Collin College. Consequently, the following narrative describes a sampling of some of the key activities undertaken by the department that contribute, again, directly or indirectly, to student outcomes.  The OSSE team impacts student outcomes indirectly by managing and reporting on the Student Evaluation of Instruction Survey that reflects students’ perceptions of their in-class learning experiences. It is a summative evaluation that is used to ensure that high quality instruction takes place in the College’s classrooms and labs. It is administered every fall and spring semester to all students enrolled in all credit course sections. The Service Learning Survey provides instructors and coordinators feedback about students’ experiences in class and their engagement in the community. In addition, the surveys give the instructors and the coordinators of Service Learnings information about the student's experiences in the classroom and with community engagements. As a result, the instructors and service-learning coordinators can improve teaching materials, delivery methods, and/or community engagement partnerships, resulting in successful outcomes and better student experiences.  The IE team has indirect effects on student outcomes in several ways. First, by compiling surveys related to the student experience, the team provides meaningful feedback to programs and service units about how students perceive them and how they might need to improve. IE annually updates and posts data on the public-facing “District Statistics” Web page for the SACSCOC student achievement measures that document six-year graduation rates, fall-to-fall persistence, student success rates, and licensure/certification pass rates. These data let the public know how effective the College is at ensuring student achievement relative to designated targets and equity in reducing achievement gaps among disaggregated groups of students. These data allow leaders across the District to assess whether or not any groups of students face extra barriers to achievement, so they systematically can provide interventions based on needs identified in the data. The IE team provides training each year to support faculty and staff members whose units are engaged in program/service review and development of Continuous Improvement Plans. The training is provided via the Discipline Leads group and in multiple customized workshops. The IE team also provides training each year for new Program Review Steering Committee members at the beginning of each program review cycle. Each workshop includes an opportunity for participants to provide feedback about the experience, so the subsequent workshops can be improved.  The IR team administers the Ruffalo Noel Levitz Survey “Student Satisfaction Inventory” to random samples of students during spring semester each even-numbered year. The survey provides valuable information about students’ satisfaction with various aspects of their college experience and the importance students place on those aspects of their college experience. Collin administrators use the survey results to identify and address weaknesses identified by students. The Completer Follow-Up Survey is administered every two to three years to Collin College's program completers to elicit information about their perceptions of and satisfaction with their educational gains and specific learning support environment. Decision makers use these and other, similar resources to identify gaps in service or instructional quality. All IR team survey samples typically are designed to be representative of the student population at 95% confidence plus/minus either four or five percent. Actual response rates are not as important as attaining the response targets.  The EER team ensures compliance with state and federal reporting requirements making important contributions to the smooth and stable operation of the College. Decision makers throughout the institution use EER data based on certified state reports that drive contact hour and performance funding and IPEDS data that helps ensure a continuation of student access to federal financial aid. The EER team also developed and maintains “Tableau Registration Statistics” dashboards that are updated daily to provide current information about enrollment including dozens of metrics on courses, class sections, and student demographics that have allowed decision makers to monitor enrollment more closely throughout enrollment cycles. The enrollment and wait list data in the dashboards are closely monitored by instructional and student administrators to ensure that course sections are available to meet student demand, particularly courses that students might need for program completion. The daily enrollment figures are accessible on-demand. All this information was developed and disseminated by the EER team over the last two years.  The DWBI team directly impacts the student experience. Multiple programs, departments, and divisions regularly use the data provided by the ZogoTech DWBI System to support student persistence and success. The Program Pathways module within ZogoTech allows users to execute on-demand program audits. Program Pathways was developed by the DWBI team and requires tremendous time and effort to update and maintain each year. With this new tool, however, Collin has awarded thousands of degrees, certificates, and core completions that previously would have gone unawarded, because students who met program requirements were not identified using the old manual processes, and they didn’t bother to apply for graduation. Each additional award generates State performance funding. Since its implementation, Program Pathways has generated enough additional performance funding to essentially pay for the ZogoTech platform. While it positively impacts the institution financially through enhanced performance funding, it also has a more significant impact on Collin students' completion and success. The ZogoTech DWBI also has become an invaluable tool for the Collin College’s workforce education Career Coaches. They use ZogoTech to report enrollment data to workforce program advisory committees and program directors that oversee the development and success of the institution's workforce programs. Collin College’s Grants Management Office also uses ZogoTech to gather data for external grant proposals, reporting, and evaluation. The DWBI team’s implementation and management of Tableau allows IRO to disseminate much more detailed enrollment information more frequently than ever before. Tableau has facilitated the creation and publication of daily, current, interactive, visual dashboards that would never have been possible in the past. They contribute to enrollment, student persistence, and student success. |

Section II. *Are We Doing Things Right?*

**5. How effectively do we communicate, and how do we know?**

**A. Make a case that the printed literature and electronic communication are current, provide an accurate representation, and support the College’s recruitment, retention and completion plans.**

*Suggested/possible points to consider:*

* *Demonstrate how the unit solicits student feedback regarding its website and literature and how it incorporates that feedback to make improvements.*
* *How does the program ensure that students are informed/aware of unit literature? Is unit literature made accessible to all students (i.e. can they obtain the information they need)?*
* *Designate who is responsible for monitoring and maintaining the unit’s website, and describe processes in place to ensure that information is current, accurate, relevant, and available.*

**B. Provide unit website URLs. If no website is available, describe plans for creation of website or explain the absence.**

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| Except for the data published on the “District Statistics” Web pages, little of IRO’s products are accessible to students. Rather, they provide the data that other units use to make decision that serve students directly.  The only regularly published print material that IRO currently produces is a single-sheet flyer that is handed out to new employees during New Employee Orientations. The flyer was introduced about two years ago after conducting focus groups in spring 2018 as part of the department’s continuous improvement plan at the time to improve perceptions of IRO’s service quality. In the focus groups, several employees indicated that they were unaware of the many services IRO provides and they indicated that they would like more information about IRO and its roles at Collin College. After discussion, IRO staff members agreed that the department would receive its most efficient increase in employee awareness of the department’s services by focusing on introducing IRO to new employees. The flyer provides new employees with an introduction to IRO's roles, responsibilities, and services. The flyer is periodically reviewed to ensure the content is current. It will next be reviewed during the department’s annual planning retreat on 3/18/2022. The department also had intended to monitor usage of its intranet and District Web pages by all employees to get a better sense of who is accessing the information there and at what frequency. However, after consulting with the PR Office, it was determined that it would not be possible measure the number of ‘hits’ on the Web pages. So, that aspect of the department’s plan was abandoned. Instead, the IRO staff focused on identifying good practices on IR Web sites and subsequently redesigned and reorganized it pages accordingly to facilitate access and use of the data the department posts. The redesign of the IRO intranet site was deployed during 6/2019 (<http://inside.collin.edu/iro/>). Informal feedback from Collin staff members has been largely positive regarding the changes in the site layout, and the numbers of calls from users to help them find information clearly have decreased, though exact numbers are unavailable.  Because student access to IRO’s online resources is so limited, IRO typically does not solicit feedback from students regarding its Web presence. Most of the information IRO posts is intended for employees. One important exception is the “Student Right-to-Know” information published on the “District Statistics” Intranet pages that provides federally required (Higher Education Act of 1965) information to students and their parents about the College’s graduation and transfer-out rates. SACSCOC requires that institutions post information available to students and parents regarding student achievement. Collin posts six-year graduation rates, student success rates, fall-to-fall persistence rates, and licensure/certification pass rates that IRO annually updates. In addition, the public-facing “District Statistics” Web pages include enrollment data and the “Common Data Set,” a national survey in which institutions participate to provide public access to an extensive, common, and consistent set of measures provide public access to information addressing all aspects of the post-secondary institutions that participate. These data sources all contribute to public accountability and transparency that allows students, parents, and the public to make informed decisions about the institution.  IRO’s intranet site provides extensive data resources within an easy-to-navigate user interface that was improved, as cited above, in 2019. It appears in a matrix in which each cell includes primary links to “Student Information,” “IRO Information,” “Institutional Data,” “Institutional Effectiveness,” “State Reports,” “Federal Reports,” “Survey Results,” “Student Evaluations,” the “ZogoTech Data Warehouse & Business Intelligence System,” and “Tableau Online.” Each first eight cells include brief descriptions of that types of information users can expect to find after selecting a link. There is a parallel menu bar on the left side of the IRO intranet home page that provides another link to each of the primary links.  Each team leader is responsible for monitoring their respective data that is posted to the intranet pages and updating the information as new information becomes available. Each page and each posted report have their own update timelines depending on when new data become available. Much of the information on the pages is updated annually or biennially as indicated on the department’s annual calendar. Team members are reminded in leadership meetings and at the annual planning retreat to review their intranet sites regularly and update as needed. The following is a list of IRO’s URLs:  <http://inside.collin.edu/iro/>  <http://inside.collin.edu/iro/institutional_data.html>  <http://inside.collin.edu/iro/studentinfo.html>  <http://inside.collin.edu/iro/statereports.html>  <http://inside.collin.edu/iro/cbm116.html>  <http://inside.collin.edu/iro/federalreports.html>  <http://inside.collin.edu/iro/survey_results.html>  <http://inside.collin.edu/iro/SEI.html>  <http://inside.collin.edu/institutionaleffect/>  <http://inside.collin.edu/institutionaleffect/assessment_data.html>  <http://inside.collin.edu/institutionaleffect/assessment_IE.html>  <https://www.collin.edu/aboutus/statistics/studentachievement.html> |

**C. In the Unit Literature Review Table, below, document that the elements of information listed on the website or other formats (services available, points of contact, current calendars, handouts, costs and additional fees, hours of availability) were verified for currency, accuracy, relevance, and are readily available to target audiences. Please fill out the table only for this prompt (C.), no analysis is necessary here.**

**Unit Literature Review Table**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title | Type (i.e. URL, brochure, handout, etc.) | Date of Last Review/Update |  | Responsible Party |
| IRO Flyer | handout | 6/21/2019 | Current Accurate Relevant Available | Entire IRO team |
| <http://inside.collin.edu/iro/> | URL | 11/5/2021 | Current Accurate Relevant Available | Gwynith Best |

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| --- | --- | --- | --- | --- |
| Title | Type (i.e. URL, brochure, handout, etc.) | Date of Last Review/Update |  | Responsible Party |
| <http://inside.collin.edu/iro/institutional_data.html> | URL | 10/14/2021 | Current Accurate Relevant Available | Gwynith Best |
| <http://inside.collin.edu/iro/studentinfo.html> | URL | 11/5/2021 | Current Accurate Relevant Available | Gloria Hurtado Diaz |
| <http://inside.collin.edu/iro/cbm116.html> | [URL](http://inside.collin.edu/iro/statereports.html) | 11/5/2021 | Current Accurate Relevant Available | Gloria Hurtado Diaz |
| <http://inside.collin.edu/iro/statereports.html> | URL | 11/5/2021 | Current Accurate Relevant Available | Gloria Hurtado Diaz |
| <http://inside.collin.edu/iro/federalreports.html> | URL | 6/29/20211 | Current Accurate Relevant Available | Gloria Hurtado Diaz |

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| --- | --- | --- | --- | --- |
| Title | Type (i.e. URL, brochure, handout, etc.) | Date of Last Review/Update |  | Responsible Party |
| <http://inside.collin.edu/iro/SEI.html> | URL | 7/14/2021 | Current Accurate Relevant Available | Gwyn Best |
| <http://inside.collin.edu/institutionaleffect/assessment_data.html> | URL | 9/17/2021 | Current Accurate Relevant Available | B. Moshay |
| <http://inside.collin.edu/institutionaleffect/assessment_IE.html> | URL | 8/27/2021 | Current Accurate Relevant Available | B. Moshay |
| <https://www.collin.edu/aboutus/statistics/studentachievement.html> | [URL](http://inside.collin.edu/iro/SEI.html)  (Note that, while data here may not always appear current, it is as current as possible. It is scheduled for update each March/April.) | 7/27/2021 | Current Accurate Relevant Available | B. Moshay/Jay Corwin |

**6. What partnerships and partner resources are established by the unit, and how are they valuable?**

**Partnership Resources: On the table below, list any business, industry, government, College, university, community, and/or consultant partnerships, including internal Collin departments, to advance the service unit outcomes. If a formal agreement is involved, indicate its duration.**

**Partnership Resources Table**

|  |  |  |  |
| --- | --- | --- | --- |
| Partner/Organization | Description | Formal Agreement Duration,  if any | Briefly explain the Partnership’s Value to Service Unit |
| Academic Support & Curriculum Office (Internal) | Attend CAB meetings and meet with VP of Academics as it relates to assessment, achievement, and SACSCOC to see potential impact on program review and other reporting requirements. | Not applicable (na) | Allows department to keep abreast of SACSCOC and THECB requirements. |
| Workforce Steering Committee (Internal) | Keep abreast of issues impacting workforce education and potential impact on program review/assessment | na | Coordinate Discipline Lead Meetings (bi-annual), provide training on continuous improvement and program review to faculty/staff and administrators. |
| Student Success Office (Internal) | Provide data regarding student achievement | na | Stay abreast of SACSCOC requirements regarding student achievement. |

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| --- | --- | --- | --- |
| Partner/Organization | Description | Formal Agreement Duration,  if any | Briefly explain the Partnership’s Value to Service Unit |
| Director of Business and Community Outreach (Internal) | Coordinates the Service Learning Program | na | Stay in practice with using the survey design and online hosting software, and analytic software to generate reports. |
| Executive Leadership (Internal) | Provide data regarding enrollments, success measures, etc. for assessment of college performance on key performance indicators | na | Provide feedback on reports needed to assess status of the College and maintenance compliance. |
| Academic Leadership (Internal) | VPPs, Deans, Associate Deans, Directors, and Instructors have access to the student evaluation summary reports. | na | A rapport is established with the Academic Affairs staff. They provide insight on how we can help make the student evaluation process better fit their needs. |
| Council on Excellence (Internal) | IRO works with Council on Excellence leadership to conduct annual balloting for faculty representation on the Council. | na | Addresses IRO’s mission by supporting the Council on Excellence and its responsibility to maintain instructional quality. It also builds lines of communication and trust between IRO and faculty. |

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| Partner/Organization | Description | Formal Agreement Duration,  if any | Briefly explain the Partnership’s Value to Service Unit |
| Faculty Council (Internal) | IRO works with Faculty Council leadership to conduct annual balloting for faculty representation on the Council | na | Addresses IRO’s mission by supporting the Faculty Council and its role. It also builds lines of communication and trust between IRO and faculty. |
| Watermark Insights – Course Evaluations and Surveys (External)  Gwyn Best serves on Watermark’s Course Evaluations & Surveys national Client Advisory Board | The company that hosts online evaluations.  Representatives from several universities and colleges talk about agenda topics, experiences, issues, and future developments. | Annual contract  As needed. | Hosts and supports the tool used for online student evaluations.  An established network of users to understand their experiences with Course Evaluations & Surveys. |
| Higher Education Benchmarking Institute (External)  National Technical Advisory Board (External) | Consortium of colleges providing data on a variety of metrics used for benchmarking the College against other community colleges.  Tom Martin sits on the Institute’s Technical Advisory Board | Annual contract | Provide data regarding status of other colleges for benchmarking/comparison purposes.  Collin’s presence on the Technical Advisory Board gives the College a voice in formulating, revising, and defining national benchmarking measures. |

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| Partner/Organization | Description | Formal Agreement Duration,  if any | Briefly explain the Partnership’s Value to Service Unit |
| ZogoTech (External) | Vendor that hosts and supports Collin’s data warehouse and business intelligence system. | Five-year contract | ZogoTech has made it possible for Collin College to build and maintain a data warehouse and BIS that is squarely focused on student success and puts vast data resources at users’ fingertips on-demand. Custom reports have been built for users that have specific needs. The data warehouse will play a critical role in supporting decision makers as the College transitions from Banner to Workday. |
| Tableau (External) | Vendor that hosts and supports Collin’s data visualization platform. | Annual contract | Tableau has made it possible to provide vastly more student enrollment data to decision makers than was ever possible before. The “Tableau Registration Statistics Dashboard” has revolutionized access to enrollment data making much more data available on a daily bases throughout registration cycles. |

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| Partner/Organization | Description | Formal Agreement Duration,  if any | Briefly explain the Partnership’s Value to Service Unit |
| Texas Transfer Partnership (External) | A statewide alliance sponsored by the Dana Center at UT-Austin intended to facilitate transfer from two-year to four-year institutions. | Part of a multi-year, state-wide grant that ends at the end of 5/2022. | Collin has embarked on a multi-year project with UT-Dallas to improve transfer in business and computer science programs from Collin and additional support for Collin students who do transfer to UT-Dallas. |

**7. Are we hiring qualified staff and supporting them with professional development and how do we know?**

**Make a case with evidence that staff are qualified, keep current, and fulfill roles that advance the service unit and the college. List service unit employees (full-time and part-time), their roles, credentials, and know professional development activity in the last four years.**

|  |
| --- |
| Current IRO employee credentials and experience will be provided in a table below. However, hiring is one area where the department struggles.  IRO takes the search process seriously as a means to find qualified employees who bring value to their work. The department makes every attempt to hire only employees who are equipped with the knowledge, skills, and experience required to succeed. A hiring anomaly occurred a couple of years ago, an applicant was hired who appeared to meet the department’s standards, but who had misrepresented himself. He was terminated within the 90-day probationary period. A current vacancy was created when an Enrollment & Reporting Analyst who left during 9/2021 and that position remains vacant. It seems to take inordinately long to find adequate replacements to fill IRO vacancies. The last two vacancies also took four to six months to fill. As the economy has strengthened, as hiring has become increasingly competitive, and as salaries have increased, it has become increasingly difficult to find people with the knowledge, skills, and experience needed who are willing to work for what Collin College pays. The College’s approach to setting salaries for entry-level positions in institutional research is comparable to its approach to setting salaries for support staff. There appears to be little understanding of the fact that data scientists are highly trained and have a skill set more akin to programmers than to support staff. Of the last four employee departures, two now work at SMU in similar positions to what they had at Collin earning, in the first case, nearly $30,000 per year more than Collin paid and, in the second case, $12,000 more. A third person left due to personal health issues, and the fourth wanted to continue work here, but left because her husband found gainful employment in another state and Collin has no provision for remote work. The salary issue has made hiring qualified replacements extremely challenging.  The department and its staff embrace a strong commitment to ongoing professional development to expand the knowledge, skills, and capacities of its members. The department allocates $25,000 per year to professional develop and tries to give each member of the professional research staff an opportunity to participate in at least one state-wide and one national professional conference. Members have the opportunity each year to attend the Texas Association for Institutional Research (TAIR) conference and the Association for Institutional Research (AIR) Forum to stay abreast of developments in the field. If the budget permits, members are encouraged to participate in other professional associations and professional development activities in addition or instead of the TAIR and AIR meetings. For example, over the years, IRO staff members have participated in professional development activities associated with LEAPTX, affiliated with American Association of Colleges and Universities, that focuses on training for learning assessment best practices; the Texas Association of Higher Education (TxAHEA); the Consortium for Student Retention Data Exchange; the Higher Education Data Warehousing Forum; the Higher Education Benchmarking Institute Conference. In addition, the department has encouraged staff members’ participation (and paid for it when necessary) in virtual training. Examples of recent training IRO staff members have completed focused on LinkedIn Learning on various topics, Tableau, data visualization, and the National Student Clearinghouse. The OSSE support staff have also engaged in professional development. They have participated in Webinars, videos, and articles provided through Watermark Academy, Watermark’s Bright Talks, Watermark’s Course Evaluation & Surveys online Help Center (How-To videos and articles), Canvas, Workday, Tableau, and ZogoTech. |

**Provide a List of professional development activities employees have participated in since your last program review.**

**Employee Resources\*\***

|  |  |  |  |
| --- | --- | --- | --- |
| Employee Name | Role in Unit | Professional Development Summary | How is it Valuable to the Unit? |
| Beenah Moshay  (Master’s Degree in Sociology; more than 20 years’ experience in higher education; 11 years’ experience in institutional research at 2 institutions; 4 years’ experience leading Collin’s IE team) | Director, Effectiveness Analytics (2018-present)  Coordinate program review, faculty/administrator trainings, continuous improvement plans | TAIR (2018 & 2019)  AIR (2018, 2020, 2021)  SACSCOC (2019, 2020, 2021)  AAC&U (2021)  LEAPTX (2020)  TxAHEA (2018, 2021) | * Expand knowledge of best practices in assessment, program review, and institutional research. * Stay abreast of changes in SACSCOC requirements. * Expand knowledge of best practices in assessment and continuous improvement. |
| David Liska  (Baccalaureate Degree in Business Administration; 5 years’ experience in institutional research, 5 years’ experience at Collin College; left in 2021)  Dr. Noor Abdulaziz (Ph.D. in Educational Assessment; 1 years’ experience in institutional research; 1 years’ experience at Collin) | Institutional Effectiveness Data Coordinator (until April 2021) Assist with program review, prepare data for program review  Institutional Effectiveness Data Coordinator (as of July 2021) Prepare data for program review | TAIR (2018, 2019, 2020)  AIR (2018, 2019)  TAIR Summer Workshops (2021)  TxAHEA (2021) | Expand knowledge of best practices in institutional research, assessment, program review, continuous improvement, and institutional effectiveness   * Expand knowledge of best practices in institutional research, assessment, program review, continuous improvement, and institutional effectiveness * Learn critical knowledge and skills to back up Director |

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| --- | --- | --- | --- |
| Employee Name | Role in Unit | Professional Development Summary | How is it Valuable to the Unit? |
| David Malone (Baccalaureate Degree in History; 17 years’ experience in higher education; 9 years’ experience in institutional research all at Collin; 5 years’ experience leading Collin’s DWBI team) | Director, Data Warehouse & Business Intelligence | TAIR (2016, 2017, 2018, 2019, 2020, 2021, 2022); Serving as TAIR’s Vice President/ President-Elect  AIR (2016, 2017, 2018, 2019, 2020, 2021)  Higher Education Data  Warehouse Conference (HEDW) (2018, 2020) | * Expand knowledge of best practices in institutional research * Stay abreast of best practices in data warehouse management and system security in higher education |
| Marina Kuryshina (Baccalaureate Degree in Software Engineering; 5 years’ experience at Collin; 3 years’ experience in institutional research) | Senior Research Analyst, Data Warehouse and Grants (new position) | TAIR (2020, 2021, 2022)  AIR (2020, 2021) | * Expand knowledge of best practices in institutional research * Stay abreast of best practices in data warehouse management and system security in higher education * Learn critical knowledge and skills to back up Director |

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| --- | --- | --- | --- |
| Employee Name | Role in Unit | Professional Development Summary | How is it Valuable to the Unit? |
| Gloria Hurtado Diaz (Baccalaureate Degree in Computer Engineering; 10 years’ experience in higher education; 5 years’ experience in institutional research; 5 years’ experience leading Collin’s EER team) | Manager, External & Enrollment Reporting | TAIR (2017, 2018, 2019, 2020, 2021, 2022)  AIR (2017, 2018, 2019, 2020)  Texas Association of Collegiate Registrars and Admissions Officers (TACRAO) Summer Community College Workshops (2017, 2018, 2019, 2021) | * Expand knowledge of best practices in institutional research * Stay abreast of changes in state reporting requirements. |
| Vacant Reporting & Research Analyst Position |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Employee Name | Role in Unit | Professional Development Summary | How is it Valuable to the Unit? |
| Gwyn Best (Baccalaureate Degree in Computer Science; 18 years’ experience in higher education; 14 years’ experience in institutional research; 11 years’ experience leading Collin’s OSSE team) | Supervisor/Coordinator of the Online Evaluation System and Office Support | * Course Evaluations & Surveys Certification * Watermark’s Course Evaluations and Survey Webinars * Tableau Training * ZogoTech Training | * Keep up-to-date with features/functions and best-in-class practices. * Data Visualization * Data gathering and Reporting |
| Sandra Lovelace (Master’s Degree in Family Relations & Child Development; 5 years’ experience as administrative assistant at Collin; at least 5 additional years’ experience as administrative assistant) | Support the coordination of the Online Evaluation System and Office Support | * Course Evaluations & Surveys Certification * Watermark’s Course Evaluations and Survey Webinars * Tableau Training * ZogoTech Training | * Keep up-to-date with features/functions and best-in-class practices. * Data Visualization * Data gathering and Reporting |

|  |  |  |  |
| --- | --- | --- | --- |
| Employee Name | Role in Unit | Professional Development Summary | How is it Valuable to the Unit? |
| Nasreen Ahmad (Master’s Degree in Sociology; 22 years’ experience in institutional research all at Collin; 5 years’ experience leading Collin’s IR team) | Director, Institutional Research (surveys, ad hoc reports, NCCBP) | TAIR (2017, 2018, 2020, 2022)  AIR (2017, 2021)  SACSCOC (2018, 2019) | Maintain knowledge of good practice in institutional research  Keep abreast of accreditation changes, especially as it related to Quality Enhancement Plan (QEP) |
| Marcus Hjalber (Master’s Degree in Psychology; 1 years’ experience in institutional research at Collin; 3 years’ experience in survey research) | Research Analyst, ad hoc research requests, surveys, NCCBP | TAIR (2021, 2022)  AIR (2021) | * Gain foundational knowledge of institutional research * Learn critical knowledge and skills to back up Director |
| Dr. Thomas K. Martin (Ph.D., Higher Education Administration with emphases in statistics, research methods, organization studies;  42 years’ research experience; 37 years’ experience overseeing higher education IR operations; 28 years’ experience at Collin as IR director, associate VP, VP) | Vice President of Institutional Research | TAIR (2016, 2017, 2018, 2019, 2020, 2022)  AIR (2016, 2017, 2018)  National Community College Benchmarking Project (NCCBP) (2016, 2017, 2018)  TACRAO Summer Community College Workshops (2016, 2017, 2018, 2019) | * Maintain knowledge of best practice in institutional research * Enhance knowledge of effective benchmarking * Enhance knowledge issues and best practice of registrars and admissions offices to better serve internal customers * Keep abreast of THECB and federal reporting requirements |

**8. Are facilities, equipment, and funding sufficient to support your service unit? If not, please explain.**

**[Only respond to this prompt if you are requesting additional resources, otherwise proceed to prompt 9.]**

**Make a case with evidence that current deficiencies or potential deficiencies related to unit facilities, equipment, maintenance, replacement, plans, or budgets pose important barriers to the unit or student success.** As part of your response, complete the resource tables, below, to supportyour narrative.

*Suggested/possible points to consider:*

* *The useful life of structures and equipment,*
* *Special structural requirements, and*
* *Anticipated technology changes impacting equipment sooner than usual.*
* *If you plan to include new or renovated facilities or replacement of equipment in your unit improvement plan, be sure to justify the need in this section with qualitative and/or quantitative data evidence of the need.*

|  |
| --- |
| The administration has been extremely supportive of IRO’s mission since the department’s last service review. Collin College paid for a five-year contract to provide decision makers with access to the ZogoTech data warehouse and business intelligence system and recently renewed for a second five years. The department was able to find the resources to provide 300 decision makers throughout the District with access to the Tableau data visualization platform. These two tools have transformed decision support throughout the College and have received copious praise from decision makers at every level of the institution. IRO recently led an exploration of text messaging platforms that should help the College sustain enrollment and help IRO with student tracking and reporting on student transfer and employment after completion at Collin College. After initial reluctance due to the cost, the administration has approved acquisition of SignalVine, the recommended texting platform as a one-year pilot test. When there was a critical need for additional staff, the administration has approved them. Since the last service review in 2016, the Vice President for Planning & Policy position was replaced by the Vice President for Institutional Research position, the Associate VP for Institutional Research was eliminated and replaced by a full-time Director of Effectiveness Analytics, a part-time Research Analyst position in External & Enrollment Reporting was approved as a full-time position, and a Senior Research Analyst position was added in to the DWBI team.  The only deficiency the department faces at present is an apparent inability to find qualified people willing to apply for the department’s entry-level positions. A full-time position as Research Analyst on the EER team has been vacant since early 9/2021, and there has been a total dearth of qualified applicants. The position description has been tweaked and a salary review has been requested, but, so far, in today’s extremely tight, post-COVID labor market, no qualified applicants have been willing to apply except for one who was only willing to work remotely (College policy makes that impossible) and one or two foreign nationals who required sponsorship (another violation of College policy). |

### **Financial Resources Table**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of Funds (i.e. college budget, grant, etc.) | Meets Needs (Y or N):  Current For Next 5 Years | | For any “N”, explain why | For any “N”, identify expected source of additional funds if needed |
| College Budget | Yes | No | IRO’s current budget meets current demand. However, the department’s allocation decreased by 6.8% over the past five years. At the same time, when the department was unable to garner institutional support to pay for Tableau, the department reallocated its own resources to find $50K to $60K per year to pay for it. Prices are increasing for the basic software and SAAS tools the department uses for analysis and survey research. Every other year, the Business Office adds money to the department’s allocation to pay for the biennial Community Survey, but the price of the survey is increasing faster than the supplements. Finally, the department is struggling to find qualified replacements for employees who leave. In large part, that is due to relatively low salaries offered for IRO positions. Data scientists require substantial technical training, and people hired in those positions should be on a salary schedule that makes their salaries comparable to what programmers are paid. | For all practical purposes, there is only one source for additional funds, and that is the College budget. While IRO supports grant applications and grant writing, and while IRO generates the data that, in turn generates millions of dollars annually in state contact hour and performance funding, those sources do not directly fund institutional support activities such as institutional research. |

**Facilities Resources Table**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Room/Office Location and Designation | Description  (i.e. Special Characteristics) | Meets Needs (Y or N):  Current For Next 5 Years | | Describe additional needs for any “N” answer |
| 201 CHEC | Reception/Office Space for Executive Assistant, Department Secretary, Scanning Station | Yes | Yes | Department Secretary is part-time, but the space still would be adequate the position were ever to become full-time. |
| 202 | Conference Room | Yes | Yes | Accommodates 10 people comfortably and 12 if necessary, Includes 75” 4K TV, Web cam, and white board. |
| 203 | File/Storage Room | Yes | Yes | This space will continue to meet departmental needs for file and other storage if the files are regularly culled in keeping with the College’s records retention policies. |
| 204 | Director Office: Manager of External/Enrollment Reporting | Yes | Yes | Click or tap here to enter text. |
| 205 | Director Office: VP of Institutional Research Office | Yes | Yes | Click or tap here to enter text. |
| 206 | Director Office: Director of Effectiveness Analytics | Yes | Yes | Click or tap here to enter text. |
| 207 | Kitchen | Yes | Yes | Click or tap here to enter text. |
| **Facilities Resources Table (concluded)** | | | | |
| **Room/Office Location and Designation** | **Description**  **(i.e. Special Characteristics)** | **Meets Needs (Y or N):**  **Current For Next 5 Years** | | **Describe additional needs for an**  **y “N” answer** |
| 208 | Office: IE Data Coordinator | Yes | Yes | Click or tap here to enter text. |
| 209 | Printer/Supply Room | Yes | Yes | Again, some of the materials may need to be culled over time to ensure that the space continues to meet the department’s needs. Otherwise, the space is fine. |
| 210 | Office: Senior Research Analyst | Yes | Yes |  |
| 211 | Office: IRO Research Analyst | Yes | Yes |  |
| 212 | Office: External & Enrollment Reporting Analyst | Yes | Yes |  |
| 213 | Director Office: Director of Institutional Research | Yes | Yes |  |
| 214 | Office: Director of BIS & Data Warehousing | Yes | Yes | Unfortunately, there are insufficient director’s offices to accommodate all IRO’s directors. Consequently, the Director of BIS&DW is in space that is less than completely suitable. |

### **Equipment/Technology Table ($5,000 or more)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Current Equipment Item or Budget Amount | Description | Meets Needs (Y or N):  Current For Next 5 Years | | For any “N”, justify needed equipment or budget change |
| Sekonic SR-3500 Optical Mark Scanner: $12,000 | Used to scan paper survey and test forms. | Yes | Yes | Not used as heavily as it once was, since most survey research is now conducted in electronic formats rather than paper/pencil. However, it is still used. |

Section III. Continuous Improvement Plan (CIP)

**9. How have past Continuous Improvement Plans contributed to success?**

Program Review at Collin College takes place for each unit or program every five years. During the last (fifth) year, the unit evaluates the data collected during the CIP process.

**Please describe how you have used your Continuous Improvement Plan (CIP) to make the following improvements to your unit over the past 4 years (your last review can be found on the Program Review Portal):**

1. **Student Outcomes**
2. **Overall improvements to your unit**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Since IRO’s last service unit review in 2017, the department’s CIP has focused two key areas that support student outcomes and overall improvement: 1) improving user access to data that support student success and 2) improving client perceptions of IRO’s customer service.   * 1. **Student Outcomes:**   IRO primarily provides indirect support for student outcomes assessment, since the department has little direct contact with students. To that end, one of the department’s goals in its last CIP focused on Tableau training and developing new Tableau dashboards that address users’ needs for on-demand access to data to support their decision making related to student outcomes. Tableau is a business intelligence tool that provides data to users in an interactive, intuitively graphical format allowing them to explore data, create their own specialized reports, and give decision-makers on-demand access to information they need to make informed decisions. The first two-year CIP cycle (2018-2019) focused on training that would enable the IRO staff to develop data resources for decision makers. The department set a goal of collectively completing at least 100 hours of Tableau training. The second two-year CIP cycle (2020-2021) focused on developing Tableau data tools for decision makers. The department set a goal of developing at least six tableau dashboards to provide on-demand, interactive, comprehensible data related to important student outcomes issues like completions, course enrollment, transfer, etc.  In the end, IRO staff more than doubled the target of a collective 100 hours of Tableau training. This training was key to providing a foundation for developing new Tableau dashboards to support decision makers working to improve student outcomes. The department also established a target of developing six new Tableau dashboards by the end of 2020 to address users’ needs for on-demand data. A couple of dashboards were developed and deployed by the end of the 2018-2019 CIP cycle.  The subsequent two-year CIP cycle (2019-2020) focused on implementation and deployment of Tableau's data visualization platform to make data more intuitive and put it at users’ fingertips on-demand. Although IRO's goal in its CIP was to develop six visualizations for college leadership, a total of 10 were generated, exceeding the target by four. IRO set a departmental target of completing 100 hours of Tableau training to help staff enhance data visualization skills. That target was met when the staff completed more than 200 hours of Tableau training. Since many of these visualizations focus on student enrollment and student success, these new tools allow leaders to visualize enrollment and success over time updated regularly, often daily. The response of users to the new tools has been gratifying. During the first five months of FY2020, Tableau was just coming online, had only minimal content, and had only a nominal number of users. During the first five months of FY2022, an average of 71 users per month accessed Tableau, and the Tableau “Registration Statistics” dashboard has become the definitive source of information about enrollment, particularly during registration cycles.   * 1. **Overall Improvements to the Unit:**   The second of the department’s two CIP goals related to improving client perceptions of IRO’s customer service. During the first two-year CIP cycle (2018 and 2019), IRO conducted focus group discussions with frequent users of IRO’s services to assess clients’ perceptions of the department’s efficiency and satisfaction with IRO’s customer service. Based on feedback from the focus groups, the following areas were targeted for improvement:   |  |  | | --- | --- | | **Feedback from Focus Groups** | **Actions Implemented** | | Provide a list of IRO services for new College employees to familiarize them with services offered and how it can help them. | A list of services provided by IRO was designed and is included in orientation packets for new employees. (see attached) | | Provide more support for grants. | A new Senior Research Analyst position was created specifically to support grant applications, reporting, and evaluation and to provide backup for the data warehous and business intelligence system. | | Provide a timeline for requests. | IRO team members now ask clients about their desired time frames when requests are submitted, so IRO can provide requested data and reports consistent with client needs. | | Clarify who to contact to request IRO services. | The VP was identified in the new flyer as the primary contact person for IRO service requests. | | Automate reports. | With the adoption of ZogoTech and Tableau, clients are now provided with automated, on-demand reports. | | Provide more support for programs undergoing program review. | Program Review Steering Committee adopted a mentoring program pairing seasoned committee members with authoring teams undergoing program review. |   IRO also set a target of receiving at least mean score of 4.2 or higher (on a five-point scale) from response to the “2020 Faculty/Staff Unit Satisfaction Survey” after implementing suggestions from the focus groups. The department achieved a mean score of 4.7, significantly higher than the target.  In sum, the previous CIP helped IRO improve its services by applying the recommendations for improvement from the focus groups. The overall score on the Faculty/Staff Unit Satisfaction survey increased from 4.2 to 4.7 in two years. In addition, the unit has adopted a new tool, Tableau, completed more than 200 hours of training learning to generate dashboards, data visualizations, and automated reports to decision makers, and the department generated and disseminated a dozen new Tableau dashboards to support decision making related to student outcomes. |

**10. How will we evaluate our success?**

**NOTE: Please contact the institutional effectiveness office if you need assistance filling out the CIP tables.**

As part of the fifth year of Program Review, the unit should use the observations and data generated by this process along with data from other relevant assessment activities to develop the unit’s CIP and an action plan for the next two years. At the conclusion of the first two years, data collected from the first year, plus any other relevant data that was collected in the interim, should be used to build on the accomplishments of those first two years by developing another two-year action plan for the CIP to help the unit accomplish the expected outcomes established in its CIP or by implementing one of your other plans.

**Based on the information, analysis, and discussion that have been presented up to this point, summarize the strengths and weaknesses of this program. There should be no surprise issues here! This response should be based on information from prior sections of this document. Describe specific actions the personnel intend to take to capitalize on the strengths, mitigate the weaknesses, and improve student success. Provide the rationale for the expected outcomes chosen for the CIP.**

|  |
| --- |
| **Strengths:**   * Ability to work in teams to provide quality work * Knowledge of state and federal reporting guidelines which have prevented our area from being cited by SACSCOC or miss deadlines that could potentially cost the college millions of dollars * Emphasis on professional development which allows the team to stay up-to-date with good practices in the field, allowing for efficiency of services * Employing data warehouse and data visualization tools to allow our internal customers to use data on demand to make decisions. * Partnerships with internal and external constituents which allow us to anticipate the needs of the institution and address those needs proactively (example: knowledge of changes in SACSCOC guidelines for student achievement and program learning outcomes allowed us to quickly pivot and ensure compliance)   **Weaknesses:**   * No software is in use for continuous improvement processes (learning outcomes and unit outcomes) thus making it difficult to examine data for equity gaps and make recommendations. * The ability to hire and retain highly qualified personnel due to comparatively low wages versus other colleges in the area. * Student Information System is transitioning to WorkDay from Banner and is anticipated to be problematic as it does not currently have a module for state/federal reporting and could cause loss of efficiency in reporting * Budget strains may make it difficult to continue to provide services such as Tableau, due to the ever-increasing costs. |

**11. Complete the Continuous Improvement Plan (CIP) tables that follow.**

Within the context of the information gleaned in this review process and any other relevant data, identify unit priorities for the next two years, and focus on these priorities to formulate your CIP. This may include short-term administrative, technological, assessment, resource or professional development outcomes as needed.

|  |
| --- |
| The following CIP is focused specifically on improving areas identifies as weaknesses in the course of the departmental self-assessment undertaken to produce this report. |

**Table 1. CIP Outcomes, Measures & Targets Table (focus on at least one for the next two years)**

|  |  |  |
| --- | --- | --- |
| **A. Expected Outcomes**  Results expected in this unit  (e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services) | **B. Measures**  Instrument(s)/process(es) used to measure results  (e.g. sign-in sheets, surveys, focus groups, etc.) | **C. Targets**  Level of success expected  (e.g. 80% approval rating, 10 day faster request turn-around time, etc.) |
| Identify software platform that has the capability to be an effective tool to facilitate data collection and documentation of student learning outcomes to streamline reporting processes. | Identify and examine a variety of software tools | Evaluate and assess at least three software tools and make a recommendation by 1/31/2023. |
| Develop training modules for IRO staff to extract data from WorkDay for training purposes. | IRO staff member designated as departmental point person for Workday transition.  Point person to participate in all available Workday training.  Point person will conduct Workday training for all IRO staff.  Workday-sponsored training.  IRO internal professional development training sessions. | Minimum of 5 trainings to be deployed by 8/31/2023. |
| Prepare proposal to consider an increase for starting salaries for entry-level IRO professional research positions. | Meeting and discussions with the Executive VP and Human Resources personnel. Provide them with appropriate materials needed to consider the request based on current salaries in the area. | Complete proposal by 8/31/2022. |
| Develop an IRO budget sufficient to meet ongoing needs of the informed decision making throughout the College District. | Meetings and discussions with the Executive VP during each budget cycle. | 100% funding of the activities and needs that IRO supports during FY2022. |

**Continuous Improvement Plan**

**Outcomes might not change from year to year. For example, if you have not met previous targets, you may wish to retain the same outcomes. You may add short-term administrative, technological, assessment, resource or professional development goals, as needed. Choose up to 2 outcomes from Table 1 above to focus on over the next two years.**

**A. Outcome** -Result expected in this unit (from column A on Table 1 above--e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services).

**B. Measure** -Instrument(s)/process(es) used to measure results (e.g. surveys, test results, focus groups, etc.).

**C. Target** -Degree of success expected (e.g. 80% approval rating, 10-day faster request turn-around time, etc.).

**D. Action Plan** -Implementation of the action plan will begin during the next academic year. Based on analysis, identify actions to be taken to accomplish outcome. What will you do?

**E. Results Summary** - Summarize the information and data collected in year 1.

**F. Findings** - Explain how the information and data has impacted the expected outcome and unit success.

**G. Implementation of Findings** – Describe how you have used or will use your findings and analysis of the data to make unit improvements.

**Table 2. CIP Outcomes 1-4**

|  |  |
| --- | --- |
| 1. **Outcome #1** Identify software platform that has the capability to be an effective tool to facilitate data collection and documentation of student learning outcomes to streamline reporting processes. | |
| 1. **Measure (Outcome #1)**   Identify and examine a variety of software tools | 1. **Target (Outcome #1)**   Evaluate and assess least three software tools and make a recommendation by 1/31/2023. |
| 1. **Action Plan (Outcome #1)**  * IE Team will identify a set of potential software platforms by 11/30/2022. * IE Team will study in detail at least three of the most promising software platforms. * IE Team will present the results of their work at IRO’s annual planning retreat in early 2023 for general discussion. * IRO staff will select one software platform to recommend for a pilot test. | |
| 1. **Results Summary (Outcome #1) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Implementation of Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2** | |

**Table 2. CIP Outcomes 1-4 (continued)**

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| --- | --- |
| 1. **Outcome #2** Develop training modules for IRO to extract data from WorkDay for reporting purposes. | |
| 1. **Measure (Outcome #2)**   IRO staff member designated as departmental point person for Workday transition.  Point person to participate in all available Workday training.  Point person will conduct Workday training for all IRO staff. | 1. Minimum of 5 trainings to be deployed by 8/31/2023. |
| 1. **Action Plan (Outcome #2)**  * David Malone, who oversees IRO’s data warehouse and business intelligence system was appointed as departmental point person to work with IT in implementing Workday and preparing IRO to effectively embrace Workday as the College’s data system-of-record. Gloria Hurtado Diaz was appointed as the department’s secondary person to ensure that state and federal reporting requirements can be met once Collin College moves from Banner to Workday. * David Malone and Gloria Hurtado Diaz participate in all available Workday training through FY2022. * Daivd Malone conducts at least three training sessions during FY2022 for all IRO personnel to teach them how to access and extract Workday data. | |
| 1. **Results Summary (Outcome #2) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Implementation of Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2** | |

**Table 2. CIP Outcomes 1-4 (continued)**

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| 1. **Outcome #3** Starting salaries for entry-level IRO professional research positions increased or IRO will understand why that is not currently possible. | |
| 1. **Measure (Outcome #3)**   Meetings and discussions with the Executive VP during FY2022 and FY2023.  Meetings and discussions with appropriate personnel in the Human Resources Office during FY2022 and FY2023. | 1. **Target (Outcome #3)**   Either the starting salaries for IRO’s entry-level professional research positions will have starting salary levels increased, or the department will understand why that is not currently possible. |
| 1. **Action Plan (Outcome #3)**  * VP of Institutional Research will initiate discussions with Executive VP to explain the problem and garner support for increasing starting salaries for IRO’s entry-level professional research positions. * VP of Institutional Research will initiate discussions with appropriate Human Resources Office staff to explain the problem and garner support for increasing starting salaries for IRO’s entry-level professional research positions. | |
| 1. **Results Summary (Outcome #3) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Findings (Outcome #3) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Implementation of Findings (Outcome #3) TO BE FILLED OUT IN YEAR 2** | |

**Table 2. CIP Outcomes 1-4 (continued)**

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| 1. **Outcome #4** IRO budget sufficient to meet ongoing needs of the informed decision making throughout the College District. | |
| 1. **Measure (Outcome #4)**   Meeting and discussions with the Executive VP during each budget cycle during FY2022 and FY2023. | 1. **Target (Outcome #4)**   At the conclusion of the CIP, IRO’s departmental budget will continue to meet 100% of the activities and needs that is supports during FY2022. |
| 1. **Action Plan (Outcome #4)**  * VP of Institutional Research will work closely with IRO’s Executive Assistant to the Vice President to monitor IRO’s budget and determine if increases are necessary to maintain FY2022-levels of service and decision support to the institution * If increases are deemed necessary to maintain FY2022-levels of service and decision support, VP of Institutional Research will initiate discussions with Executive VP to explain the problem and garner support for increasing IRO’s budget allocation during FY2023. | |
| 1. **Results Summary (Outcome #4) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Findings (Outcome #4) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Implementation of Findings (Outcome #4) TO BE FILLED OUT IN YEAR 2** | |

**What happens next? The Program Review Report Pathway**

1. **Following approval by the Steering Committee,**

* Program Review Reports will be evaluated by the Leadership Team;
* After Leadership Team review, the reports will be posted on the Intranet prior to fall semester;
* At any point prior to Intranet posting, reports may be sent back for additional development by the unit.

1. **Unit responses to the Program Review Steering Committee recommendations received before July 31st will be posted with the Program Review Report.**
2. **Leadership Team members will work with program supervisors to incorporate Program Review findings into planning and activity changes during the next five years.**

**Please make sure to go back and complete your Executive Summary at the start of the Review.**