

Recommendation 4: Support for Institutional Research and Culture of Evidence

Evidence	Description	Page
Evidence 4.1	Argos Training Schedule	2
Evidence 4.2	CME Progression Analysis	4
Evidence 4.3	Math Progression Analysis	21
Evidence 4.4	Discipline Schedule Example	23
Evidence 4.5	Fall 2011 Cohort Analysis Power Point	25
Evidence 4.6	Enrollment Data Summary	60
Evidence 4.7	Weekly Enrollment Report	63
Evidence 4.8	FTES Model	71
Evidence 4.9	Director IR Job Description	72
Evidence 4.10	Director IR Needs Analysis	76



Argos 6-Day Advanced Training Package

Session Descriptions and Recommended Audience

Argos Demonstration

In this session we will demonstrate how to access the support resources available to Evisions clients, give an overview of Argos functionality, show attendees how to navigate and run a variety of reports and manipulate an OLAP cube

Audience: All User Groups and anyone who is interested in the seeing the full capabilities of Argos.

Topics Covered:

Identify support resources

- Evisions website
- Training schedule
- Evisions COOP
- Technical documentation

Argos Folder Structure

- Purpose of folders
- Navigation in the folder structure
- Contents of folders

Learn to execute a Dashboard and run Argos reports

Demo of the different advanced reporting modules of Argos

- OLAP Cubes
- Drill through Charts

Report Specification Workshop (Part 1)

This is a trainer led discussion formatted to outline the criteria needed for creating report specifications during the DataBlock and report design process in preparation for the DataBlock Designer workshop. The objective of this session is to illustrate the elements needed for successful two-way communication between the different user groups.

Audience: Report Writers and DataBlock Designers

Requirements for success:

Descriptions of reports (examples, outlines) that will be created by the DataBlock Designers during the workshop.

Report Specification Workshop (Part 2)

This session provides an opportunity for the DataBlock Designers and Report Writers to provide feedback regarding the DataBlocks, report specifications and the process by which they were created and delivered in the previous sessions.

Audience: Report Writers and DataBlock Designers

MAPS Configuration and Security

This small group is designed to facilitate the discussion around MAPS configuration and security

Audience: Application Administrators and DBA (for purpose of security discussions)

Topics Covered:

- ADO Connections
- Groups/Users
- Email Server
- Printers
- File Operations
- API
- Data Dictionary
- Multiple servers - Test vs. Production
- Administer Evisions support page logins
- Customize launch page

DataBlock Designer Training

In this hands-on training we will show the basics of building a DataBlock form and report query. This session also includes a more in-depth look at OLAP cubes and dashboards and advanced SQL techniques

Audience: DataBlock Designers (an understanding of query logic or SQL is recommended)

Topics Covered:

Introduce the Support Resources

- Location
- Technical Documentation
- Forums
- DataBlock sharing

DataBlocks

- Definition
- Creation
- Components

Create dashboard variables

Create a report query

Introduce the Library of Objects

- Add objects to the library
- Create an object for a DataBlock template

Security Applying object level security

- Applying field level security for report query

Create an OLAP Cube

Dashboards with multiple forms

- How to create navigation
- Create drill through charts

Learn to apply advanced SQL techniques in the Visual Designer

Subqueries

- Functions
- Unions

Create a dataset in a report

Create a schedule for a report

Configure an API report

DataBlock Designer Trainer Facilitated Lab

In this workshop session DataBlock Designers will work independently, or in small groups, to create DataBlocks based on their own internal needs. The goal of this session is for the DataBlock Designers to create DataBlocks that the Report Writers will be able to use in the second training session. The DataBlock Designers should plan on completing a DataBlock in its entirety, or to make significant progress so that the DataBlock can be completed without assistance from the instructor before the next training session. The instructor will facilitate this session by assisting with planning, suggesting techniques, and one on one instruction.

Audience: DataBlock Designers

Requirements for success:

- Attendees must be familiar with the database (tables)
- Attendees should know SQL
- Bring predefined report specifications with them
- Testing and validation of the DataBlocks will need to be accomplished before the second training session

Report Writer Training

In this hands-on training we will show the audience how to build and modify a CSV, Extract and Banded report

Audience: Report Writers and DataBlock Designers

Topics Covered:

- Introduce the Support Forums
- Discuss the difference between a shared and private report
- Understand the different ways security can be applied to reports
- Demonstrate the capabilities of each report type
- Create all three report types
 - Add expressions to reports
 - Add sorts to reports
 - Add grouping to banded and extract reports
- Introduce the Library of Objects
 - Add and retrieve objects from the library
 - Create and use a library template
- Learn how using API can make your reports accessible to more people

Report Writer Trainer Facilitated Lab

In this workshop session the Report Writers will create reports based on the DataBlocks created by the DataBlock Designers in the first training session. The attendees will work independently, or in small groups with the instructor facilitating by answering questions and giving direction.

Audience: Report Writers

Requirements for success:

Completed DataBlocks from the first sessions that have been tested, validated and are ready for publication.

Week One

	Day 1	Day 2	Day 3
8am	Meet and Set up Training Lab	MAPS Configuration and Security <i>MAPS Administrators and DBA</i>	Flexible Time (General Q&A)
9am	Argos Demonstration <i>DataBlock Designers/Report Writers/All interested</i>		DataBlock Designer (Part 4) <i>DataBlock Designers</i>
10am	Report Specification Workshop (Part 1) <i>DataBlock Designers and Report Writers</i>	DataBlock Designer (Part 2) <i>DataBlock Designers</i>	
11am			
Noon	Lunch Break	Lunch Break	Lunch Break
1pm			
2pm	DataBlock Designer (Part 1) <i>DataBlock Designers</i>	DataBlock Designer (Part 3) <i>DataBlock Designers</i>	DataBlock Designer Trainer Facilitated Lab <i>DataBlock Designers</i>
3pm			
4pm	DataBlock Designer Q&A	DataBlock Designer Q&A	Engagement Review <i>Trainer and Project Manager</i>

Week Two

	Day 1	Day 2	Day 3
8am	Meet and Set up Training Lab	Flexible Time (General Q&A)	Flexible Time (General Q&A)
9am			
10am	Report Writer (Part 1) <i>Report Writers</i>	Report Writer (Part 3) <i>Report Writers</i>	Report Specification Workshop (Part 2) <i>DataBlock Designers and Report Writers</i>
11am			
Noon	Lunch Break	Lunch Break	Lunch Break
1pm			
2pm	Report Writer (Part 2) <i>Report Writers</i>	Report Writer Trainer Facilitated Lab <i>Report Writers</i>	Report Writer Trainer Facilitated Lab <i>Report Writers</i>
3pm			
4pm	Report Writer Q&A	Report Writer Q&A	Engagement Review <i>Trainer and Project Manager</i>

E4.2

Next Eng

ENG Course	CME Semester											
	Spring 2010		Fall 2010		Spring 2011		Fall 2011		Spring 2012		Fall 2012	
	Headcount	Success Rate	Headcount	Success Rate	Headcount	Success Rate	Headcount	Success Rate	Headcount	Success Rate	Headcount	Success Rate
ENGL001	12	92%	24	75%	23	61%	12	75%	21	62%	19	63%
ENGL046					1	100%						
ENGL062			3	100%			2	50%			1	100%
ENGL331							1	100%				
ENGL348G					1	0%			2	100%		
ENGL353			1	100%			1	100%				
ENGL355	1	100%	1	0%	1	100%	1	100%				
ENGL355L	1	100%	1	0%	1	100%	1	100%				
ENGL370	3	100%	12	83%	3	67%	6	67%	3	0%	9	100%
ENGL370L	3	100%	12	100%	3	100%	6	100%	2	50%	9	100%
ENGL380							1	0%				
Grand Total	16	95%	37	81%	29	67%	22	77%	26	57%	28	82%

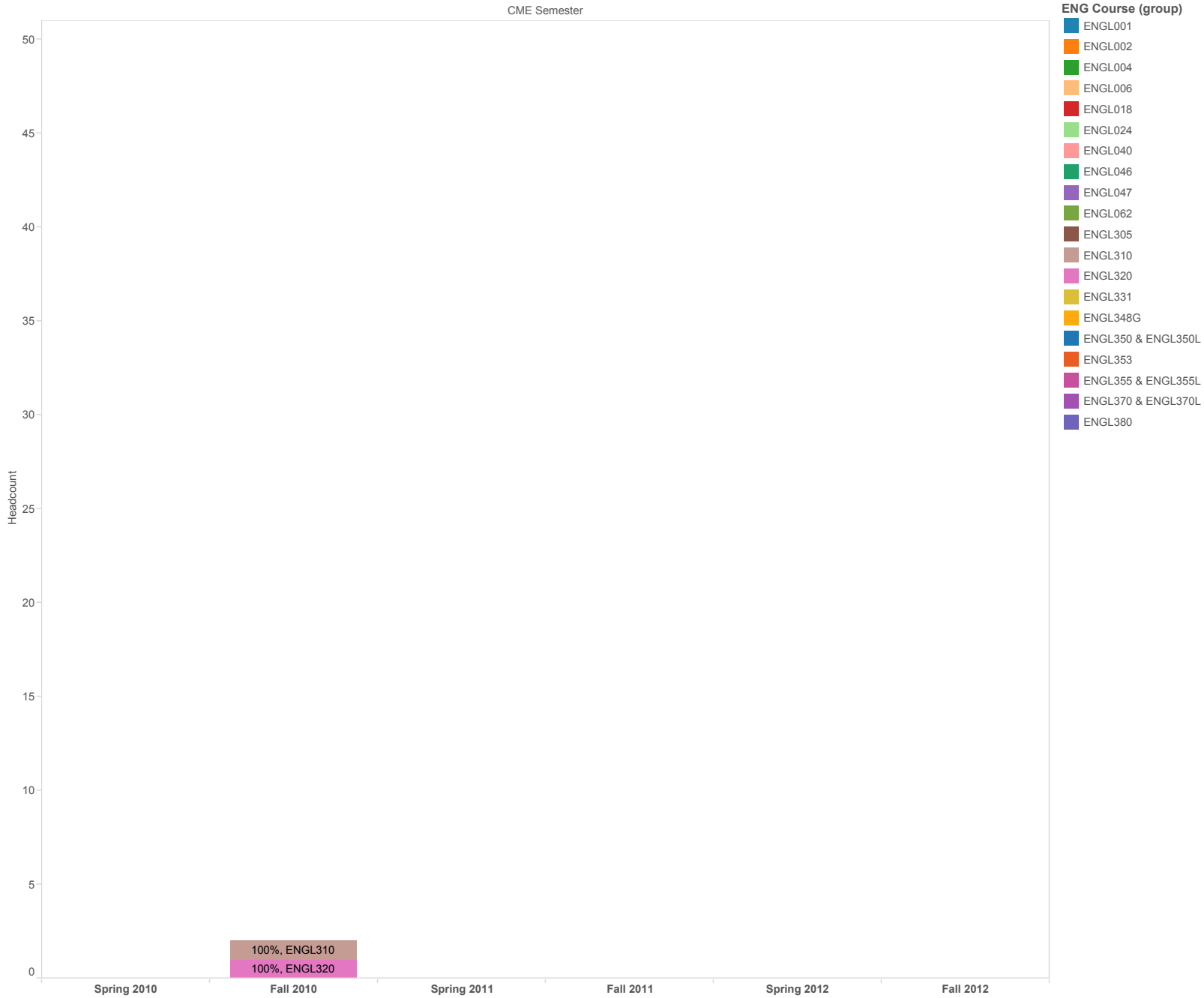
Success Rate and Headcount broken down by CME Academic Period and CME Semester vs. ENG Course. The data is filtered on Timing, CME Score, CME Instructor, Gender and Ethnicity 1. The Timing filter keeps 1. The CME Score filter keeps 6 of 6 members. The CME Instructor filter keeps 16 of 16 members. The Gender filter keeps Female, Male and Not Reported. The Ethnicity 1 filter keeps 6 of 6 members.

All Next Eng

ENG Course	CME Semester											
	Spring 2010		Fall 2010		Spring 2011		Fall 2011		Spring 2012		Fall 2012	
	Headcount	Success Rate	Headcount	Success Rate	Headcount	Success Rate	Headcount	Success Rate	Headcount	Success Rate	Headcount	Success Rate
ENGL001	15	88%	34	62%	27	61%	18	71%	24	65%	28	70%
ENGL002	7	63%	10	46%	7	100%	5	83%	7	63%	6	33%
ENGL004	2	50%	5	100%	2	50%	2	100%	1	100%		
ENGL006	1	100%										
ENGL018			2	50%								
ENGL024					1	100%						
ENGL040					1	100%						
ENGL046					1	100%						
ENGL047					1	100%						
ENGL062	3	75%	5	83%	3	75%	4	80%	2	100%	1	100%
ENGL331							1	100%				
ENGL348G			1	0%	1	0%			2	100%		
ENGL353			1	100%			1	100%	1	100%		
ENGL355	1	100%	1	0%	1	100%	1	100%				
ENGL355L	1	100%	1	0%	1	100%	1	100%				
ENGL370	3	100%	12	83%	4	75%	6	71%	3	0%	9	100%
ENGL370L	3	100%	12	100%	4	100%	6	100%	2	50%	9	100%
ENGL380					1	0%	1	0%				
Grand Total	16	83%	37	69%	29	71%	22	79%	26	64%	28	76%

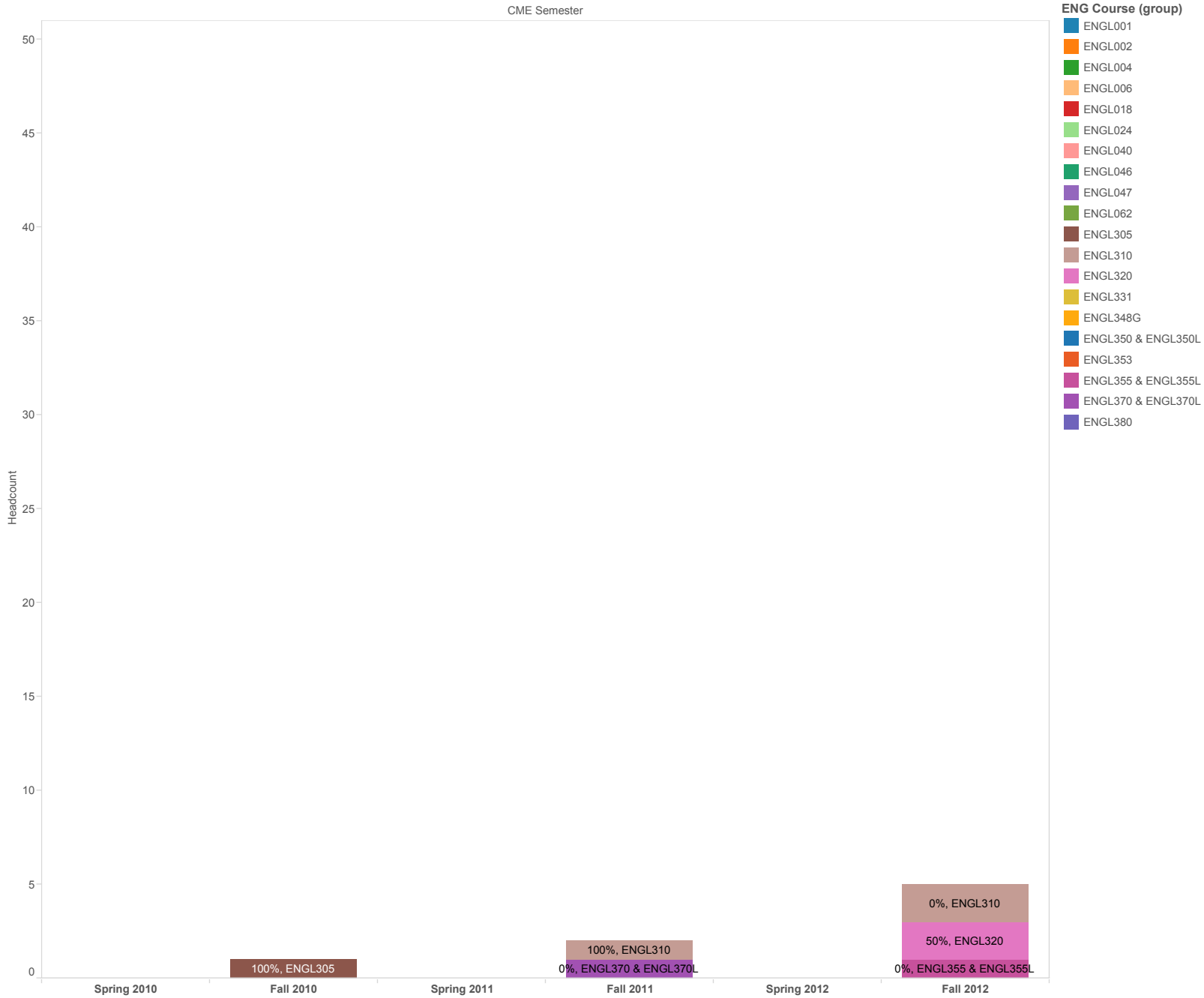
Success Rate and Headcount broken down by CME Academic Period and CME Semester vs. ENG Course. The data is filtered on CME Score, CME Instructor, Gender, Ethnicity 1 and Timing. The CME Score filter keeps 6 of 6 members. The CME Instructor filter keeps 16 of 16 members. The Gender filter keeps Female, Male and Not Reported. The Ethnicity 1 filter keeps 6 of 6 members. The Timing filter keeps 1, 2, 3, 4 and 5.

Next Chart - -4



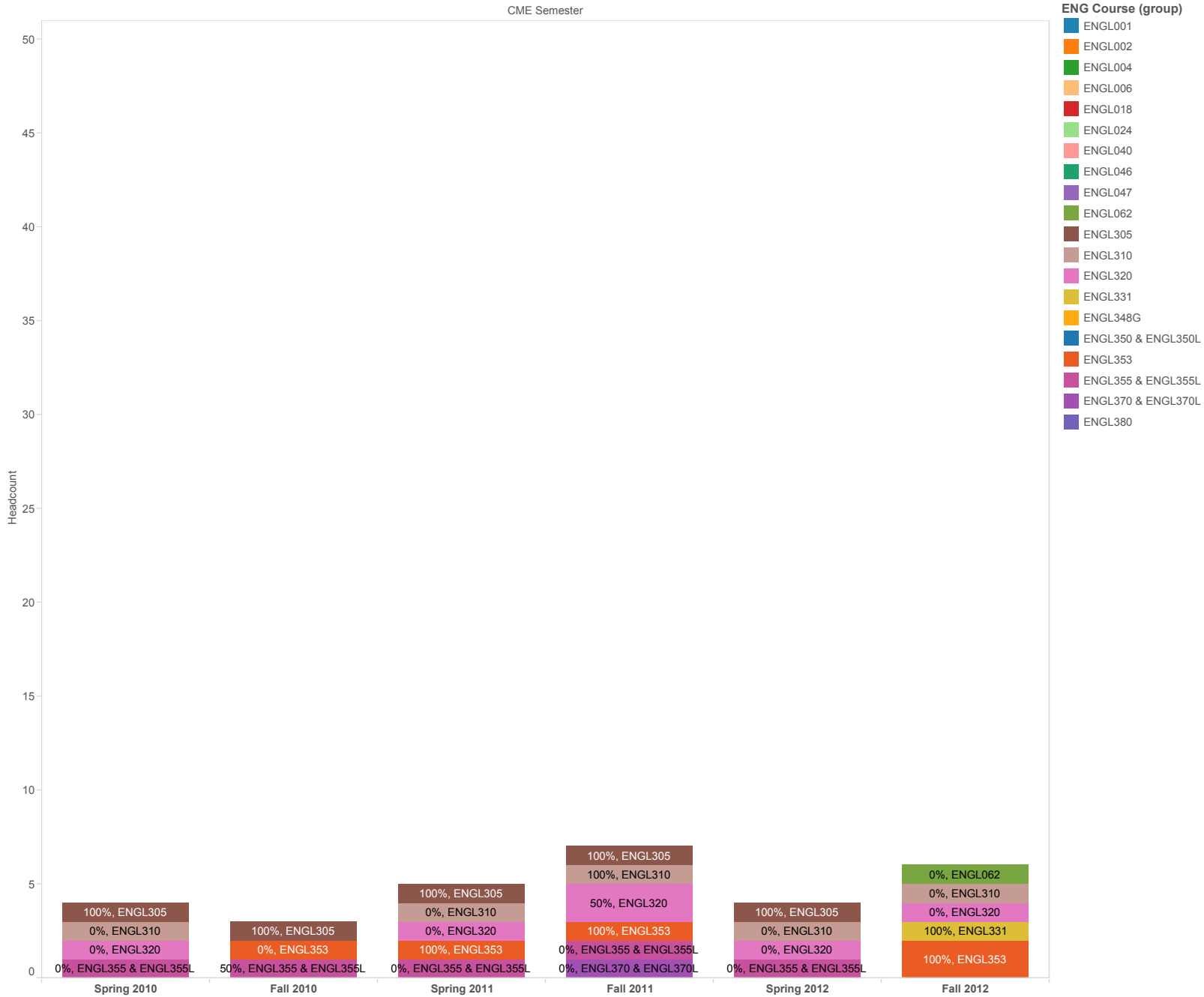
Unique ID for each CME Semester. Color shows details about ENG Course (group). The marks are labeled by average of ENG Success and ENG Course (group). The data is filtered on CME Score, CME Instructor, Gender and Ethnicity 1. The CME Score filter keeps 6 of 6 members. The CME Instructor filter keeps 16 of 16 members. The Gender filter keeps Female, Male and Not Reported. The Ethnicity 1 filter keeps 6 of 6 members.

Next Chart - -3



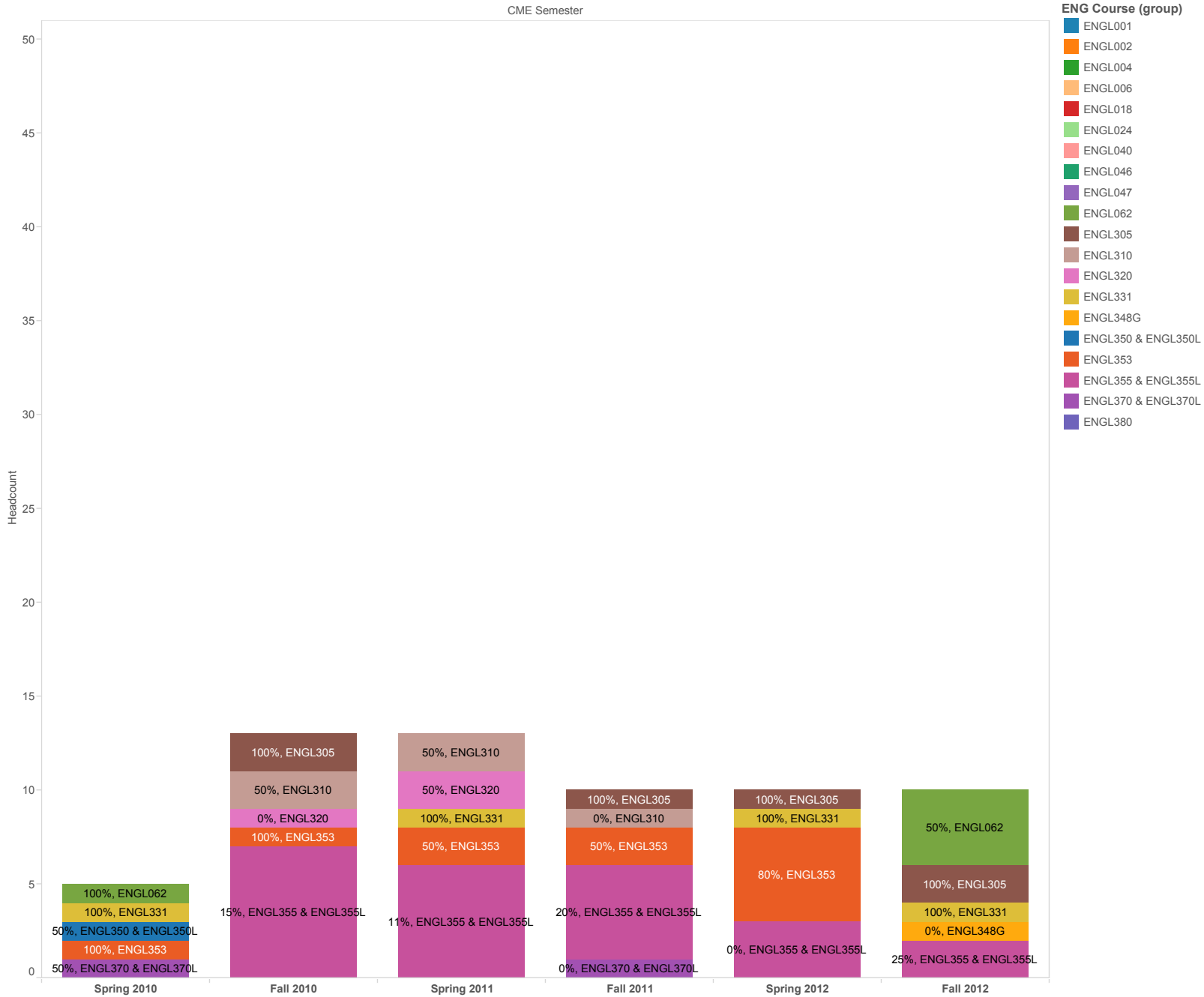
Unique ID for each CME Semester. Color shows details about ENG Course (group). The marks are labeled by average of ENG Success and ENG Course (group). The data is filtered on CME Score, CME Instructor, Gender and Ethnicity 1. The CME Score filter keeps 6 of 6 members. The CME Instructor filter keeps 16 of 16 members. The Gender filter keeps Female, Male and Not Reported. The Ethnicity 1 filter keeps 6 of 6 members.

Next Chart - -2



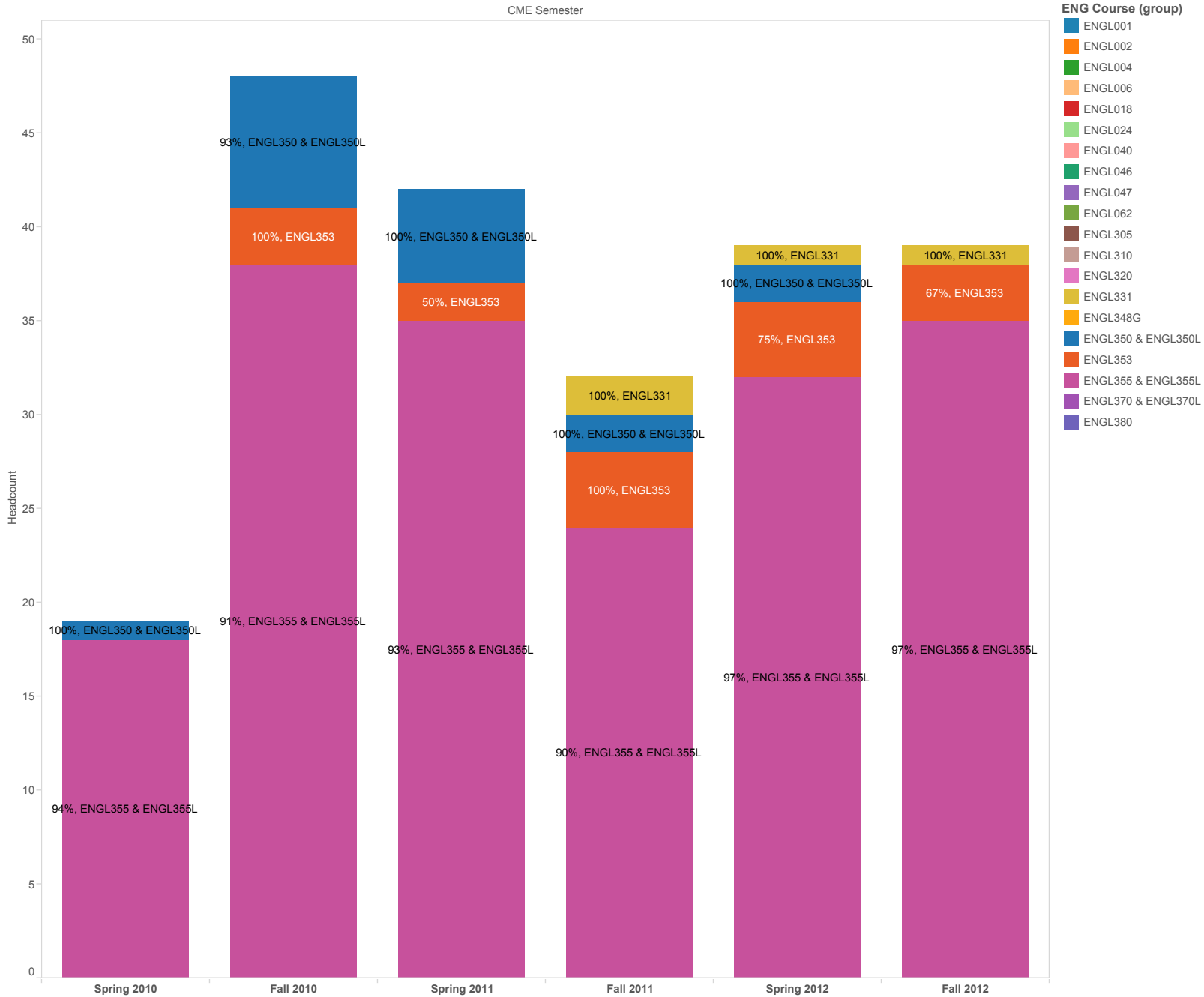
Unique ID for each CME Semester. Color shows details about ENG Course (group). The marks are labeled by average of ENG Success and ENG Course (group). The data is filtered on CME Score, CME Instructor, Gender and Ethnicity 1. The CME Score filter keeps 6 of 6 members. The CME Instructor filter keeps 16 of 16 members. The Gender filter keeps Female, Male and Not Reported. The Ethnicity 1 filter keeps 6 of 6 members.

Next Chart - -1



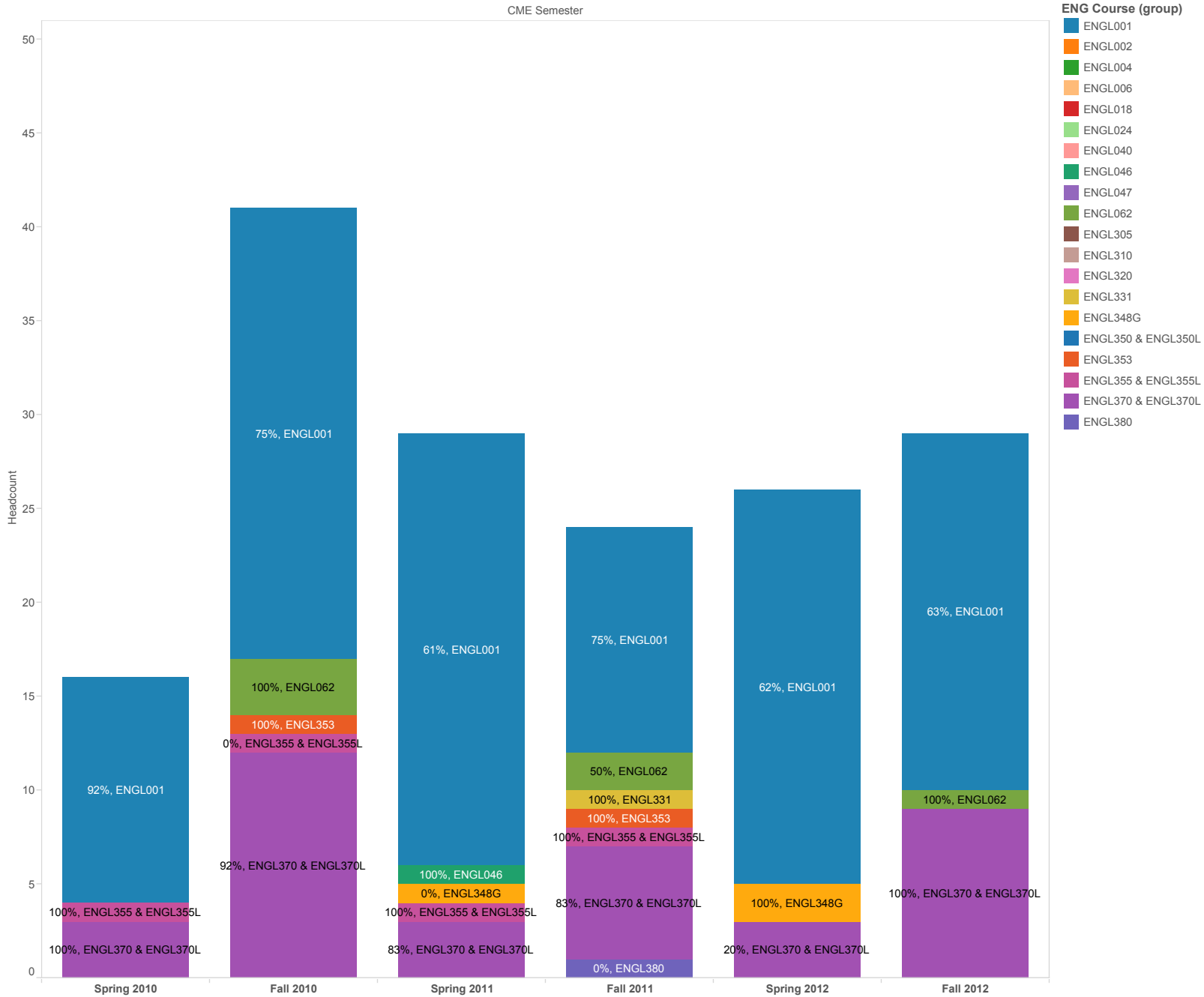
Unique ID for each CME Semester. Color shows details about ENG Course (group). The marks are labeled by average of ENG Success and ENG Course (group). The data is filtered on CME Score, CME Instructor, Gender and Ethnicity 1. The CME Score filter keeps 6 of 6 members. The CME Instructor filter keeps 16 of 16 members. The Gender filter keeps Female, Male and Not Reported. The Ethnicity 1 filter keeps 6 of 6 members.

Next Chart - 0



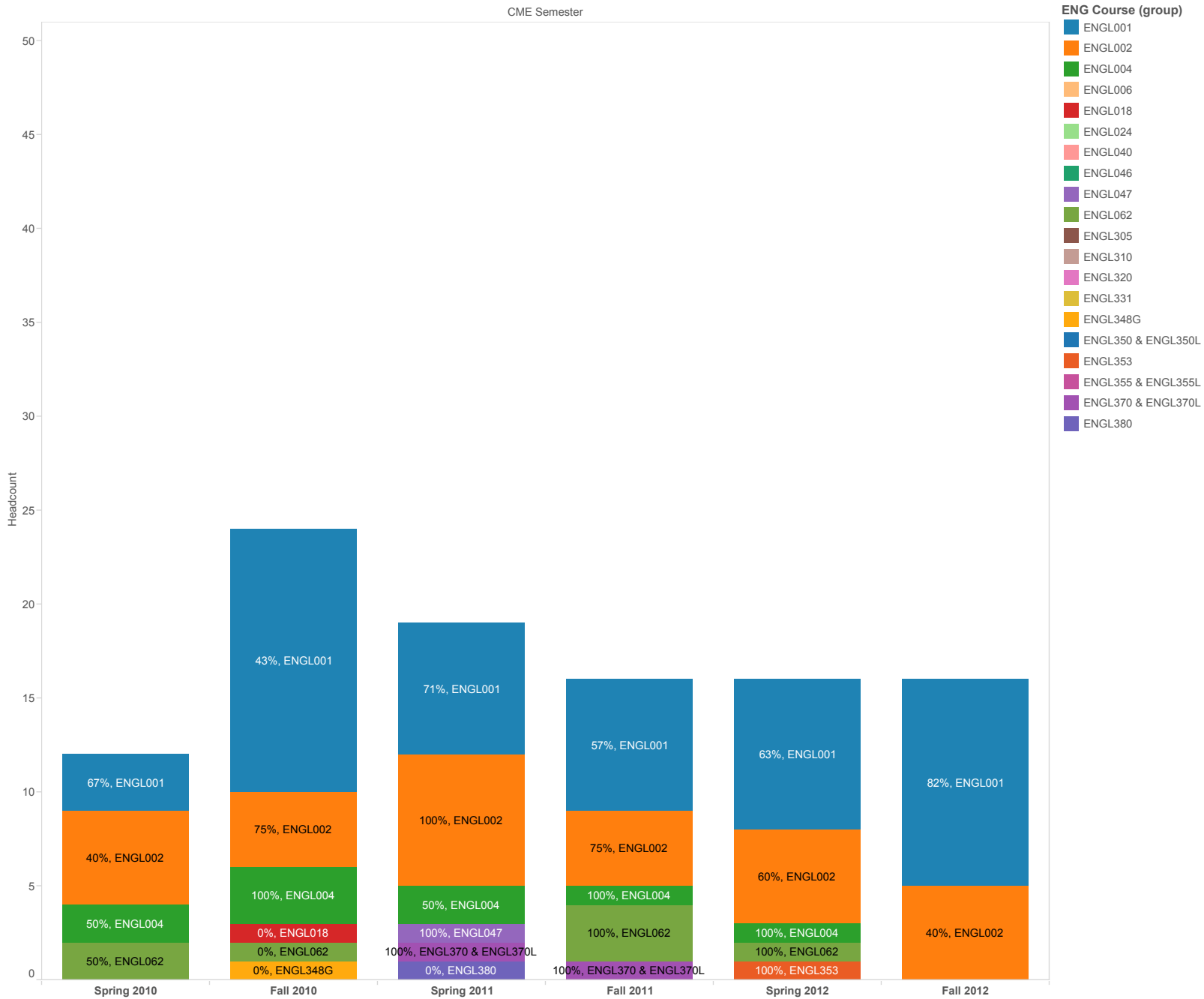
Unique ID for each CME Semester. Color shows details about ENG Course (group). The marks are labeled by average of ENG Success and ENG Course (group). The data is filtered on CME Score, CME Instructor, Gender and Ethnicity 1. The CME Score filter keeps 6 of 6 members. The CME Instructor filter keeps 16 of 16 members. The Gender filter keeps Female, Male and Not Reported. The Ethnicity 1 filter keeps 6 of 6 members.

Next Chart - 1



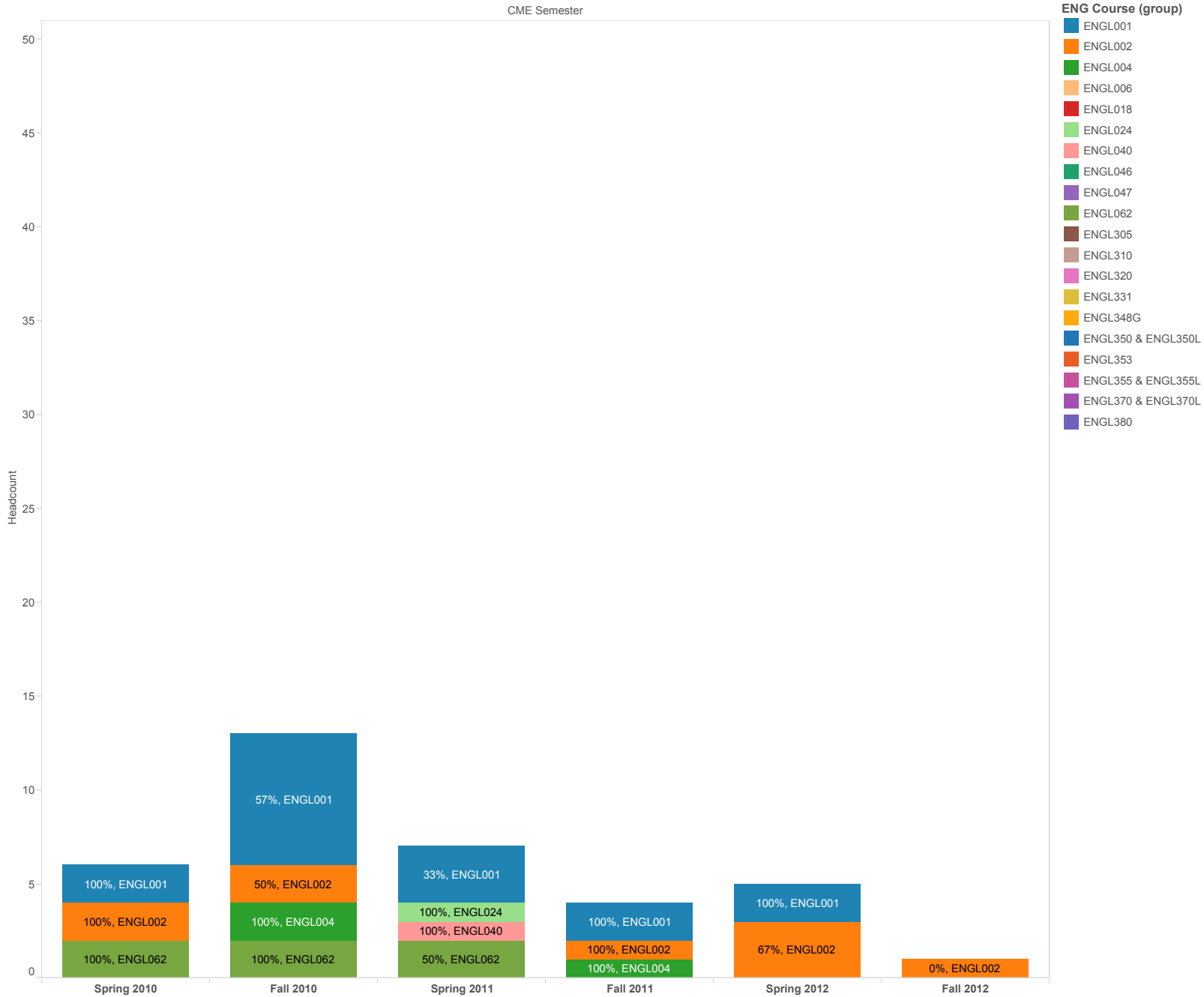
Unique ID for each CME Semester. Color shows details about ENG Course (group). The marks are labeled by average of ENG Success and ENG Course (group). The data is filtered on CME Score, CME Instructor, Gender and Ethnicity 1. The CME Score filter keeps 6 of 6 members. The CME Instructor filter keeps 16 of 16 members. The Gender filter keeps Female, Male and Not Reported. The Ethnicity 1 filter keeps 6 of 6 members.

Next Chart - 2



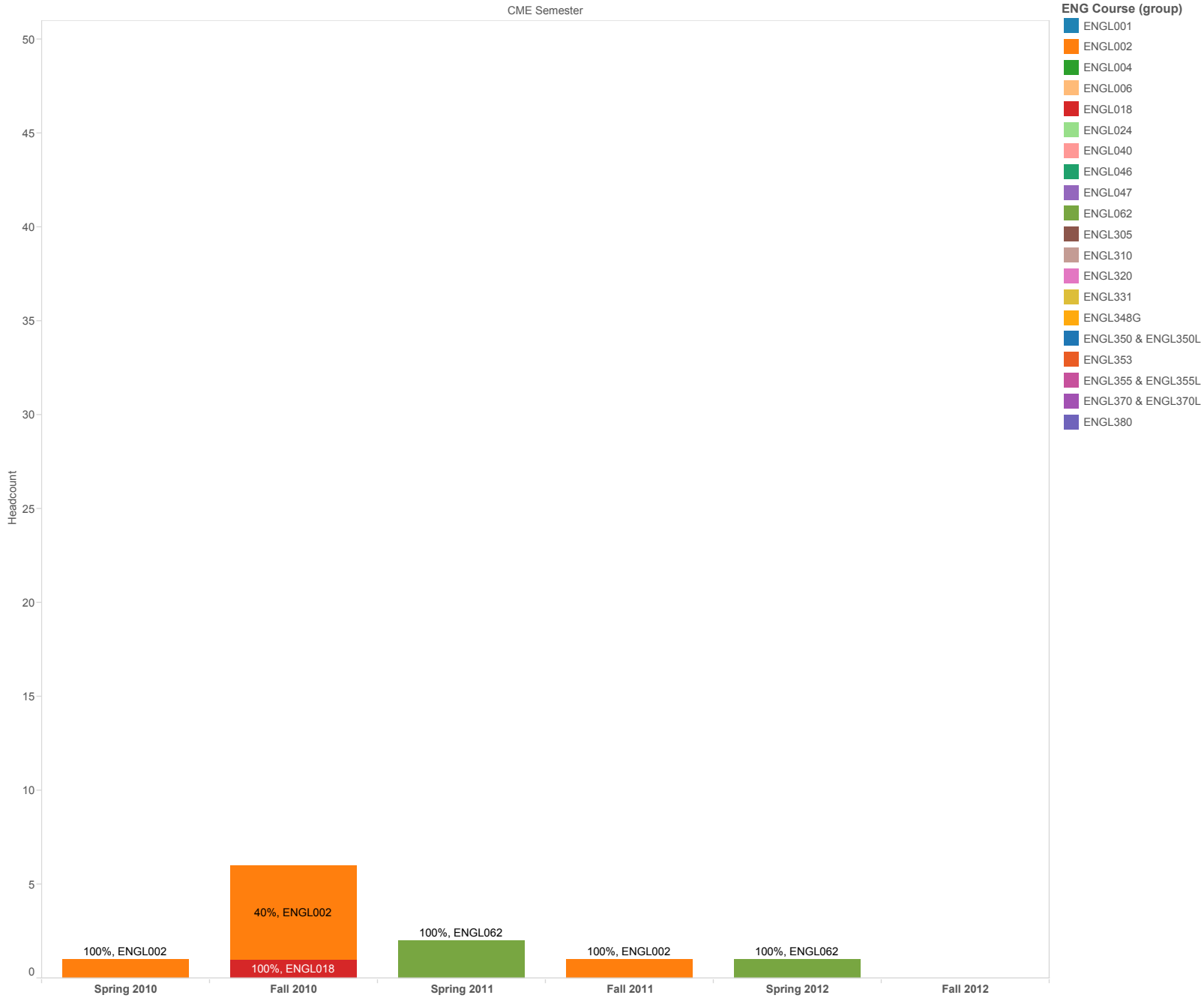
Unique ID for each CME Semester. Color shows details about ENG Course (group). The marks are labeled by average of ENG Success and ENG Course (group). The data is filtered on CME Score, CME Instructor, Gender and Ethnicity 1. The CME Score filter keeps 6 of 6 members. The CME Instructor filter keeps 16 of 16 members. The Gender filter keeps Female, Male and Not Reported. The Ethnicity 1 filter keeps 6 of 6 members.

Next Chart - 3



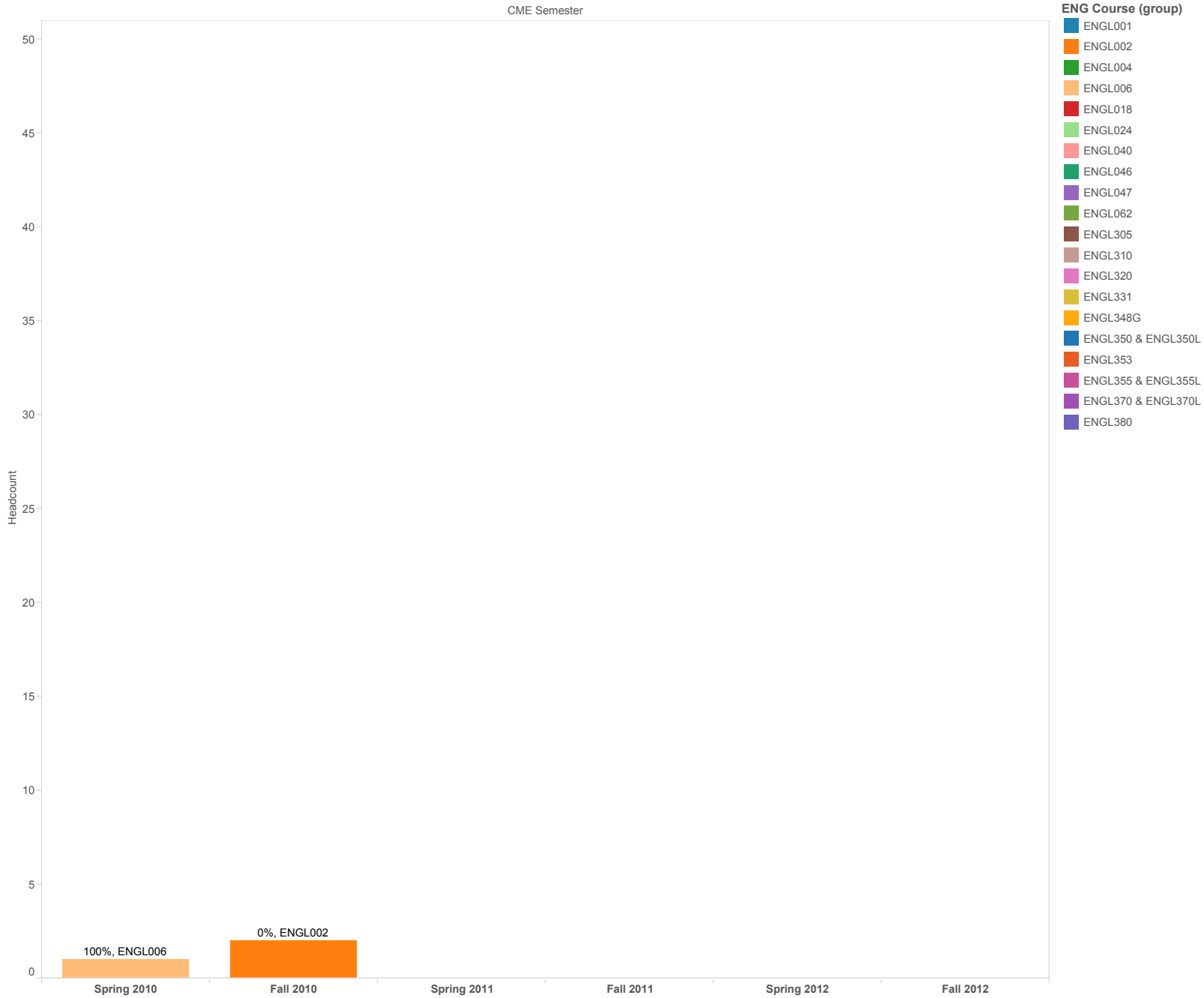
Unique ID for each CME Semester. Color shows details about ENG Course (group). The marks are labeled by average of ENG Success and ENG Course (group). The data is filtered on CME Score, CME Instructor, Gender and Ethnicity 1. The CME Score filter keeps 6 of 6 members. The CME Instructor filter keeps 16 of 16 members. The Gender filter keeps Female, Male and Not Reported. The Ethnicity 1 filter keeps 6 of 6 members.

Next Chart - 4



Unique ID for each CME Semester. Color shows details about ENG Course (group). The marks are labeled by average of ENG Success and ENG Course (group). The data is filtered on CME Score, CME Instructor, Gender and Ethnicity 1. The CME Score filter keeps 6 of 6 members. The CME Instructor filter keeps 16 of 16 members. The Gender filter keeps Female, Male and Not Reported. The Ethnicity 1 filter keeps 6 of 6 members.

Next Chart - 5



Unique ID for each CME Semester. Color shows details about ENG Course (group). The marks are labeled by average of ENG Success and ENG Course (group). The data is filtered on CME Score, CME Instructor, Gender and Ethnicity 1. The CME Score filter keeps 6 of 6 members. The CME Instructor filter keeps 16 of 16 members. The Gender filter keeps Female, Male and Not Reported. The Ethnicity 1 filter keeps 6 of 6 members.

ENG001 by Ethnicity

Ethnicity 1		CME Semester					
		Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012
Am. Indian or Alaskan Native	Headcount	1	3	1	1	1	2
	Success Rate	100%	60%	100%	100%	50%	100%
Asian or Pacific Islander	Headcount	2	7	5	5	9	5
	Success Rate	67%	55%	83%	67%	70%	100%
Black Non-Hispanic	Headcount	2	9	3		3	6
	Success Rate	100%	70%	50%		50%	50%
Hispanic	Headcount	2	4	5	3	6	7
	Success Rate	67%	50%	43%	50%	50%	71%
Other	Headcount	3	6	7	3	2	1
	Success Rate	100%	100%	63%	50%	100%	0%
White Non-Hispanic	Headcount	5	5	6	6	3	7
	Success Rate	100%	43%	57%	100%	100%	71%
Grand Total	Headcount	15	34	27	18	24	28
	Success Rate	88%	62%	61%	71%	65%	70%

Headcount and Success Rate broken down by CME Academic Period and CME Semester vs. Ethnicity 1. The data is filtered on ENG Course (group), which keeps ENGL001.

ENG001 by Gender

		CME Semester					
		Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012
Female	Headcount	11	18	12	12	9	20
	Success Rate	92%	68%	53%	64%	50%	70%
Male	Headcount	4	16	15	6	14	8
	Success Rate	80%	57%	69%	86%	72%	70%
Not Reported	Headcount					1	
	Success Rate					100%	
Grand Total	Headcount	15	34	27	18	24	28
	Success Rate	88%	62%	61%	71%	65%	70%

Headcount and Success Rate broken down by CME Academic Period and CME Semester vs. Gender. The data is filtered on ENG Course (group), which keeps ENGL001.

ENG001 by Instructor

CME Instructor		CME Semester					
		Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012
COURY	Headcount		2		1		
	Success Rate		67%		100%		
DAWSON	Headcount		3	5		5	
	Success Rate		60%	71%		33%	
DEMARTINI	Headcount		6		4		
	Success Rate		100%		50%		
Gunby	Headcount						3
	Success Rate						100%
HASLAM	Headcount	5					
	Success Rate	100%					
KEYSER	Headcount	2	7	3	7	10	9
	Success Rate	100%	42%	50%	100%	67%	78%
Lowe	Headcount						6
	Success Rate						43%
REEVE	Headcount	1	4	3			
	Success Rate	100%	100%	67%			
SCHNEIDER	Headcount	3					
	Success Rate	75%					
Schouten	Headcount					2	2
	Success Rate					67%	100%
SCOTT	Headcount		7	4	3	1	
	Success Rate		56%	60%	25%	100%	
STEIN	Headcount	2	5	2	3	3	
	Success Rate	100%	50%	50%	100%	100%	
Swindle	Headcount					3	8
	Success Rate					100%	67%
VOGELPOHL	Headcount	2		6			
	Success Rate	67%		71%			
WATSON	Headcount			4			

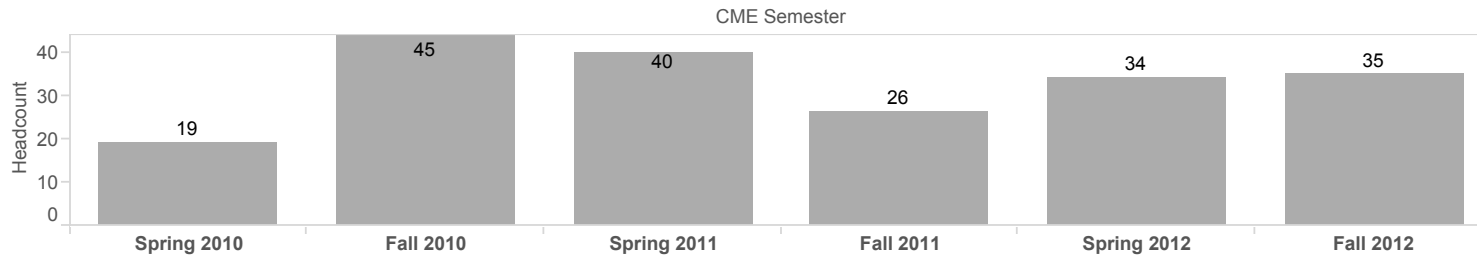
Headcount and Success Rate broken down by CME Academic Period and CME Semester vs. CME Instructor. The data is filtered on ENG Course (group), which keeps ENGL001.

ENG001 by Instructor

		CME Semester					
		Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012
CME Instructor							
WATSON	Success Rate			40%			
Grand Total	Headcount	15	34	27	18	24	28
	Success Rate	88%	62%	61%	71%	65%	70%

Headcount and Success Rate broken down by CME Academic Period and CME Semester vs. CME Instructor. The data is filtered on ENG Course (group), which keeps ENGL001.

CME Cohort



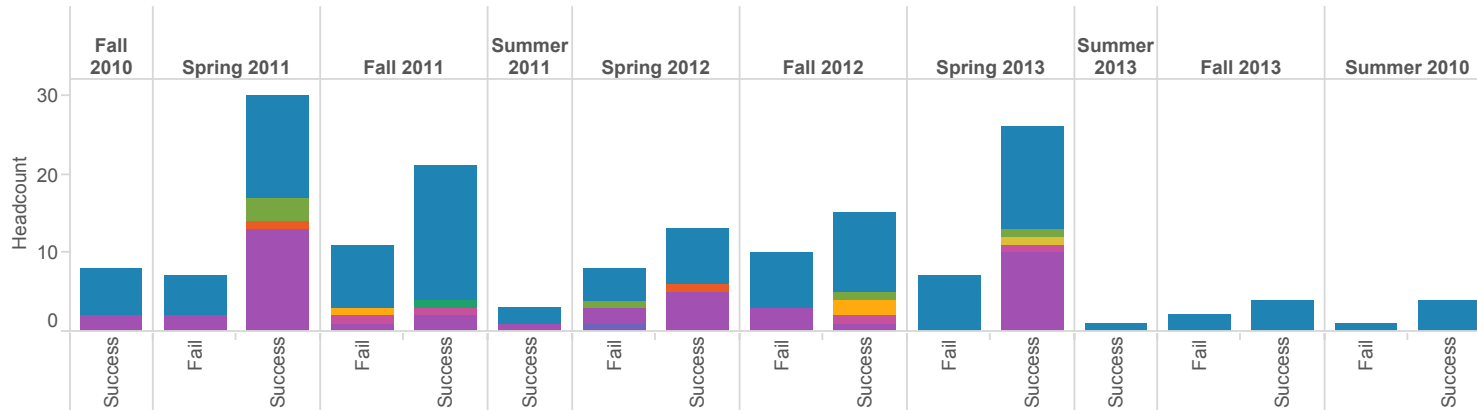
CME Score
All

CME Instructor
All

Gender
All

Ethnicity 1
All

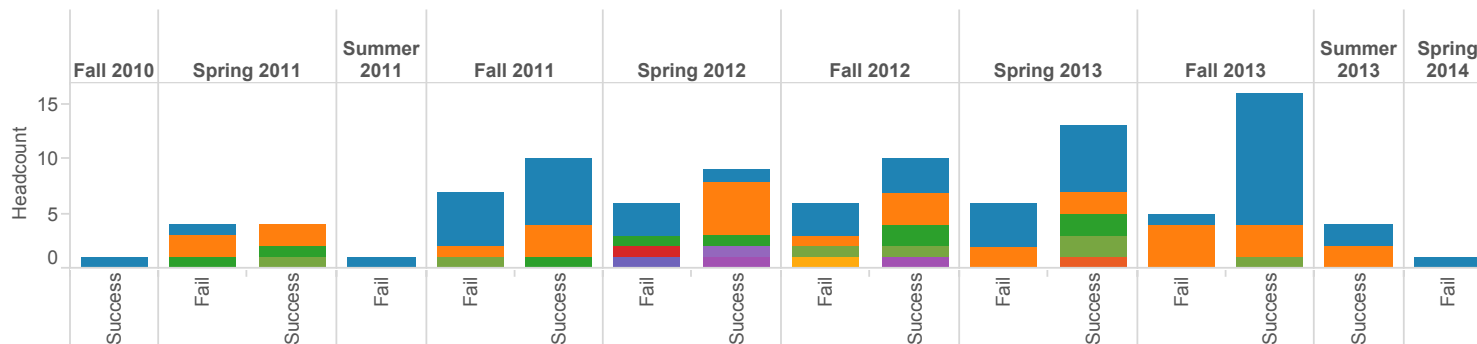
Next English



ENG Course (group)



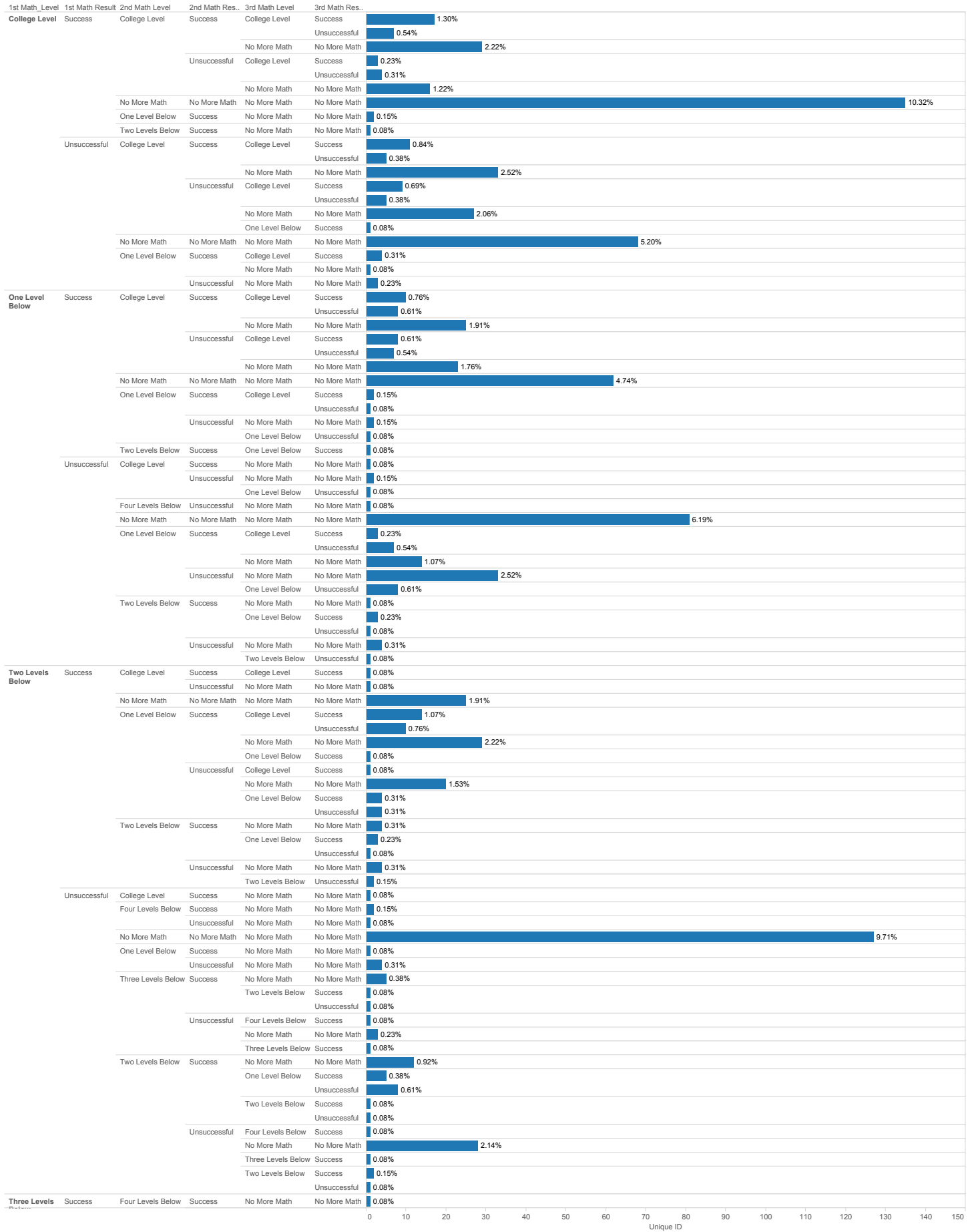
Next English + 1



ENG Course (group)

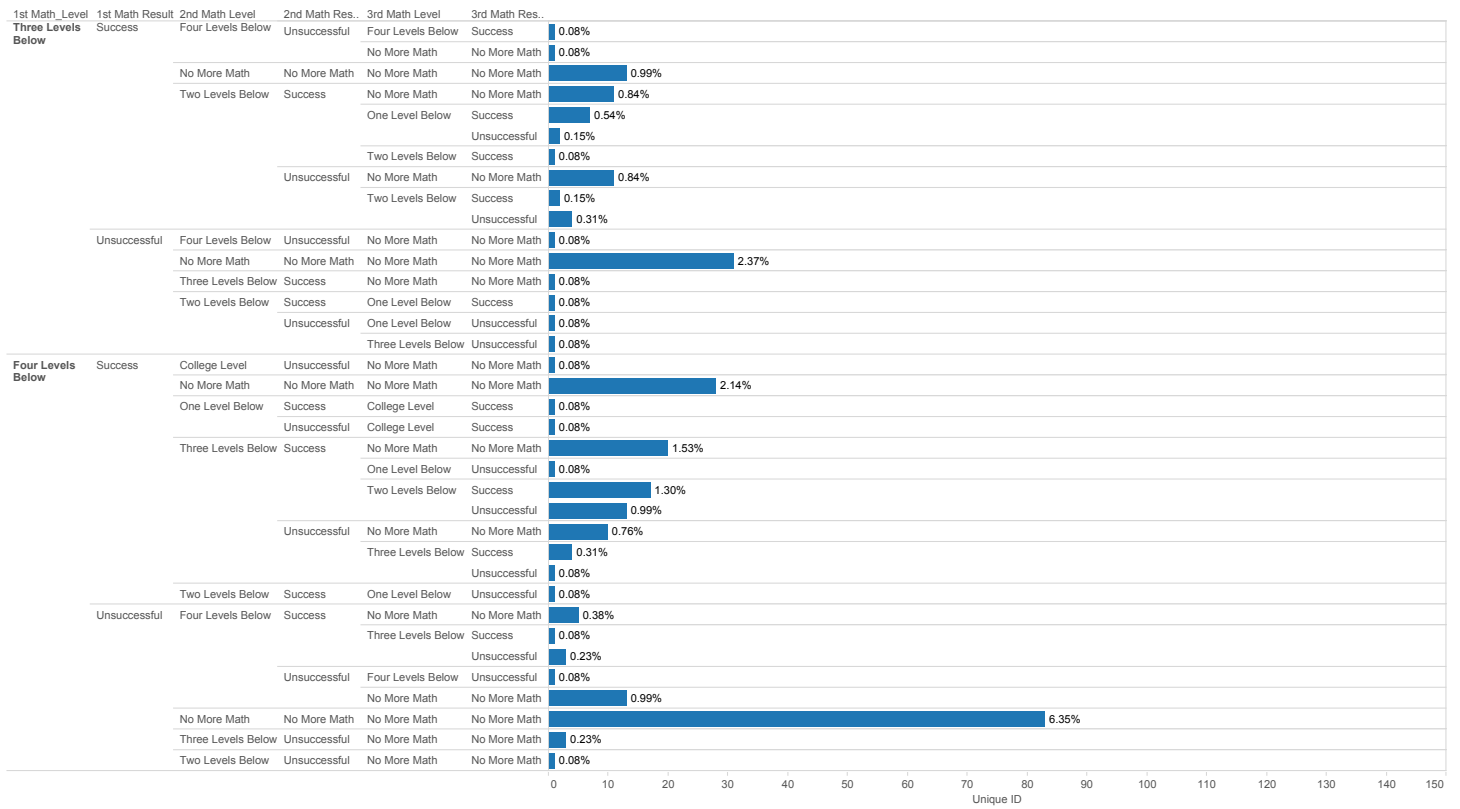


Sheet 1



Unique ID for each 3rd Math Result broken down by 1st Math_Level, 1st Math Result, 2nd Math Level, 2nd Math Result and 3rd Math Level. The marks are labeled by % of Total Unique ID. The data is filtered on 1st Math_Academic_Period and 1st Math_Final_Grade. The 1st Math_Academic_Period filter keeps 201280. The 1st Math_Final_Grade filter excludes AU.

Sheet 1



Unique ID for each 3rd Math Result broken down by 1st Math_Level, 1st Math Result, 2nd Math Level, 2nd Math Result and 3rd Math Level. The marks are labeled by % of Total Unique ID. The data is filtered on 1st Math_Academic_Period and 1st Math_Final_Grade. The 1st Math_Academic_Period filter keeps 201280. The 1st Math_Final_Grade filter excludes AU.

Summer 2014 offerings in English

Summer and Fall Registration Dates

Monday, March 17	Summer and Fall schedules available online
Monday, April 21	VETS/FYSI/DSP/EOPS
Tuesday, April 22	Summer Bridge, Athletes, ASSC
Wednesday, April 23	Continuing
Wednesday, April 30	New Students who HAVE completed Orientation and Assessment
Thursday, May 1	Returning
Monday, May 5	Transfer
Tuesday, May 6	New Students who HAVE NOT Completed Orientation and Assessment
Wednesday, May 7	K12
Thursday, May 8	Open Registration
Monday, June 16	Summer Classes Begin
Wednesday, August 13	Fall Classes Begin

All schedule information below is correct as of time of press. For up to date schedule information please visit www.solano.edu

Main Campus - Fairfield

ENGL 001 College Composition

<u>Course Number</u>	<u>Schedule Type</u>	<u>Meeting Days</u>	<u>Meeting Times</u>	<u>Instructor</u>
60012	Online	MTWR	-	Cobene H
60013	Lecture and/or discussion	MTWR	10:00 AM-11:50 AM	Vogelpohl J
60014	Lecture and/or discussion	MW	06:00 PM-08:50 PM	Lamons-Raiford M
60015	Lecture and/or discussion	MTWR	08:00 AM-09:50 AM	Vogelpohl J

ENGL 002 Crit Thk/Writ Lit

<u>Course Number</u>	<u>Schedule Type</u>	<u>Meeting Days</u>	<u>Meeting Times</u>	<u>Instructor</u>
60016	Online	MTWR	-	Cobene H
60017	Lecture and/or discussion	MW	05:45 PM-09:35 PM	Smith J
60019	Lecture and/or discussion	MTWR	10:00 AM-12:25 PM	Schneider T

ENGL 004 Crit Thknng & Comp

<u>Course Number</u>	<u>Schedule Type</u>	<u>Meeting Days</u>	<u>Meeting Times</u>	<u>Instructor</u>
60020	Online	MTWR	-	McBride C
60021	Lecture and/or discussion	MTWR	10:00 AM-11:50 AM	Johanna N
60272	Lecture and/or discussion	MTWR	-	McBride C

ENGL 310 Writing Skills Lab

<u>Course Number</u>	<u>Schedule Type</u>	<u>Meeting Days</u>	<u>Meeting Times</u>	<u>Instructor</u>
60022	Laboratory/Studio/Activity		-	Ozbirinci P

ENGL 370 English Fundamentals

<u>Course Number</u>	<u>Schedule Type</u>	<u>Meeting Days</u>	<u>Meeting Times</u>	<u>Instructor</u>
----------------------	----------------------	---------------------	----------------------	-------------------

Summer 2014 offerings in English

60023	Lecture and/or discussion	MTWR	08:00 AM-09:50 AM	Engelbrecht A
60024	Lecture and/or discussion	MTWR	10:00 AM-11:50 AM	Ozbirinci P
60025	Lecture and/or discussion	MW	06:00 PM-08:50 PM	Demartini D

ENGL 370L English Fundamentals Lab

<u>Course Number</u>	<u>Schedule Type</u>	<u>Meeting Days</u>	<u>Meeting Times</u>	<u>Instructor</u>
60026	Laboratory/Studio/Activity	MTWR	08:30 AM-09:45 AM	Ozbirinci P
60027	Laboratory/Studio/Activity	MTWR	-	Engelbrecht A
60028	Laboratory/Studio/Activity	TR	06:00 PM-07:20 PM	Demartini D

ENGL 380 Adv. English Fund.

<u>Course Number</u>	<u>Schedule Type</u>	<u>Meeting Days</u>	<u>Meeting Times</u>	<u>Instructor</u>
60029	Lecture and/or discussion	MTWR	12:00 PM-01:50 PM	Johanna N

Vallejo Center

ENGL 001 College Composition

<u>Course Number</u>	<u>Schedule Type</u>	<u>Meeting Days</u>	<u>Meeting Times</u>	<u>Instructor</u>
60030	Lecture and/or discussion	MTWR	10:00 AM-11:50 AM	Federle S

Vacaville Center

ENGL 001 College Composition

<u>Course Number</u>	<u>Schedule Type</u>	<u>Meeting Days</u>	<u>Meeting Times</u>	<u>Instructor</u>
60031	Lecture and/or discussion	MTWR	08:00 AM-09:50 AM	Wright R
60032	Lecture and/or discussion	MW	06:00 PM-08:50 PM	Juarez L
60033	Lecture and/or discussion	TR	06:00 PM-08:50 PM	Juarez L

Fall 2011 Cohort Analysis

Peter Cammish

Research and Planning

What we will cover

- Definitions
- Looking at success (different definitions)
- Examine the Data (Fall 2011 students)
- Who are the cohort students?
- What do they do?

Fall 2011

Spring 2012

Fall 2012

Spring 2013

Fall 2013

Definitions

- Cohort



Retention

Calculated for a given course or section



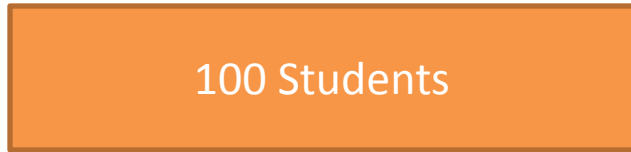
Drop here and the student will get a "W"

Can drop here and nothing will appear on transcript

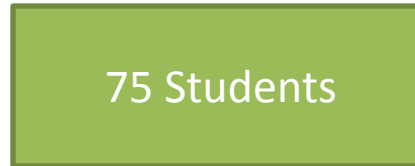
Retention is the % of students who do not withdraw with a "W"

Persistence/Drop Out Rate

Fall Semester



Spring Semester



75% Persistence



25% Drop Out

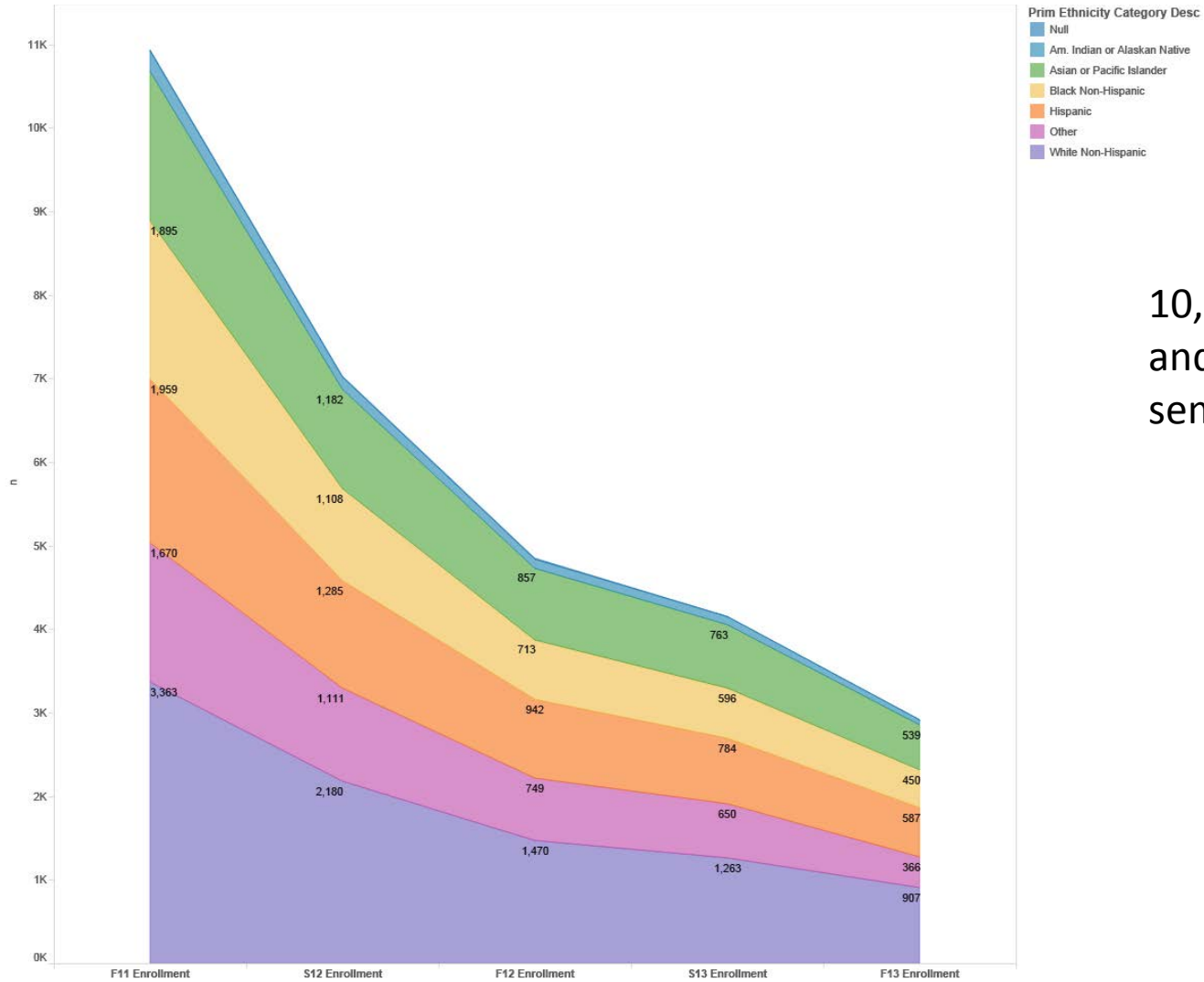
Pass Rate

- % of students who get a passing grade
 - A
 - B
 - C
 - CR
 - P

Looking at Success

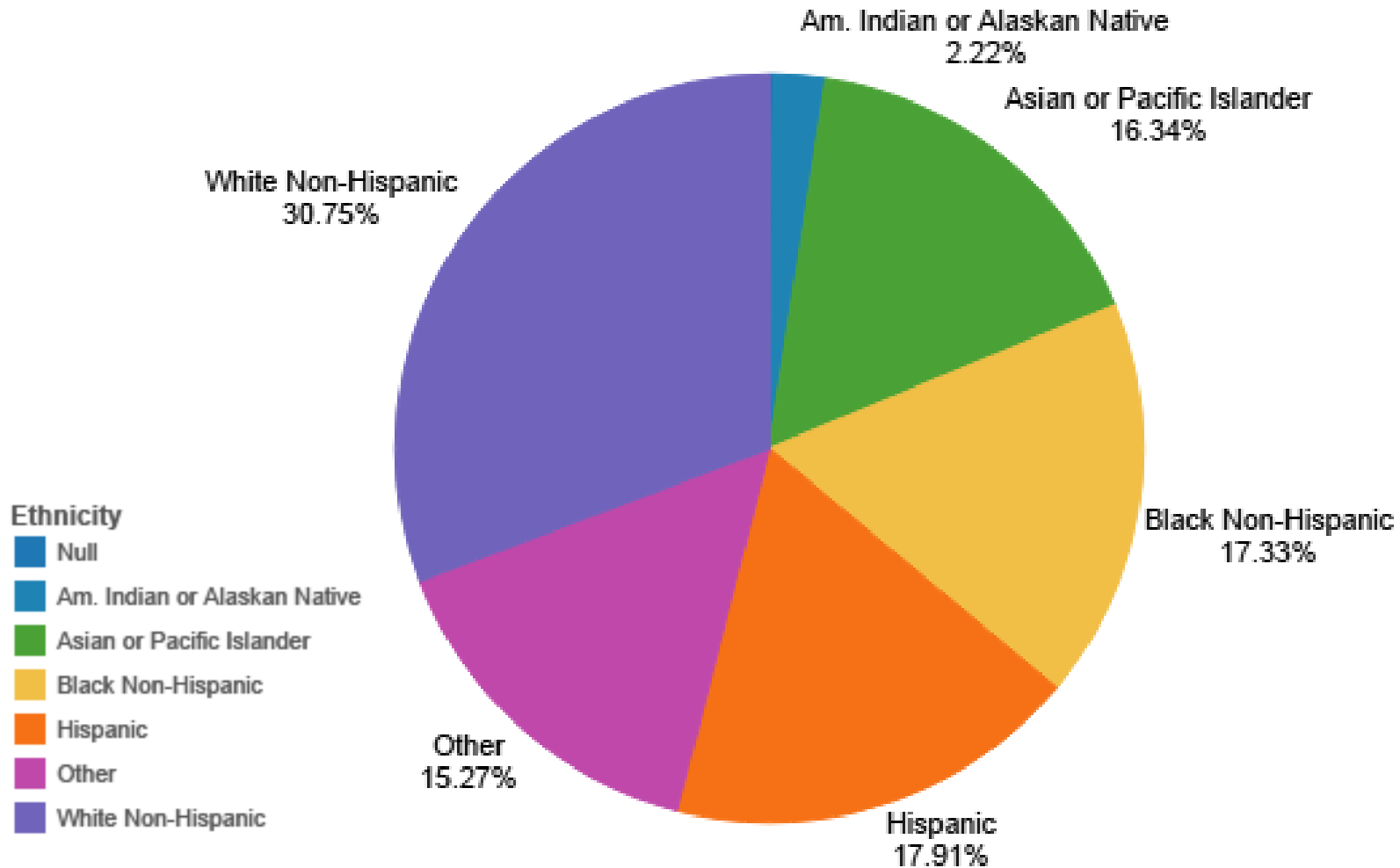
- Multiple definitions – not just awards
- **Transfer Directed** – A student who has successfully completed a transferable English and a transferable math course.
- **Transfer Prepared** – A student who has earned 60+ transferable units with a 2.00+ GPA.
- **Transfer Ready** – A student who is both transfer directed and transfer prepared.

The Fall 2011 Cohort

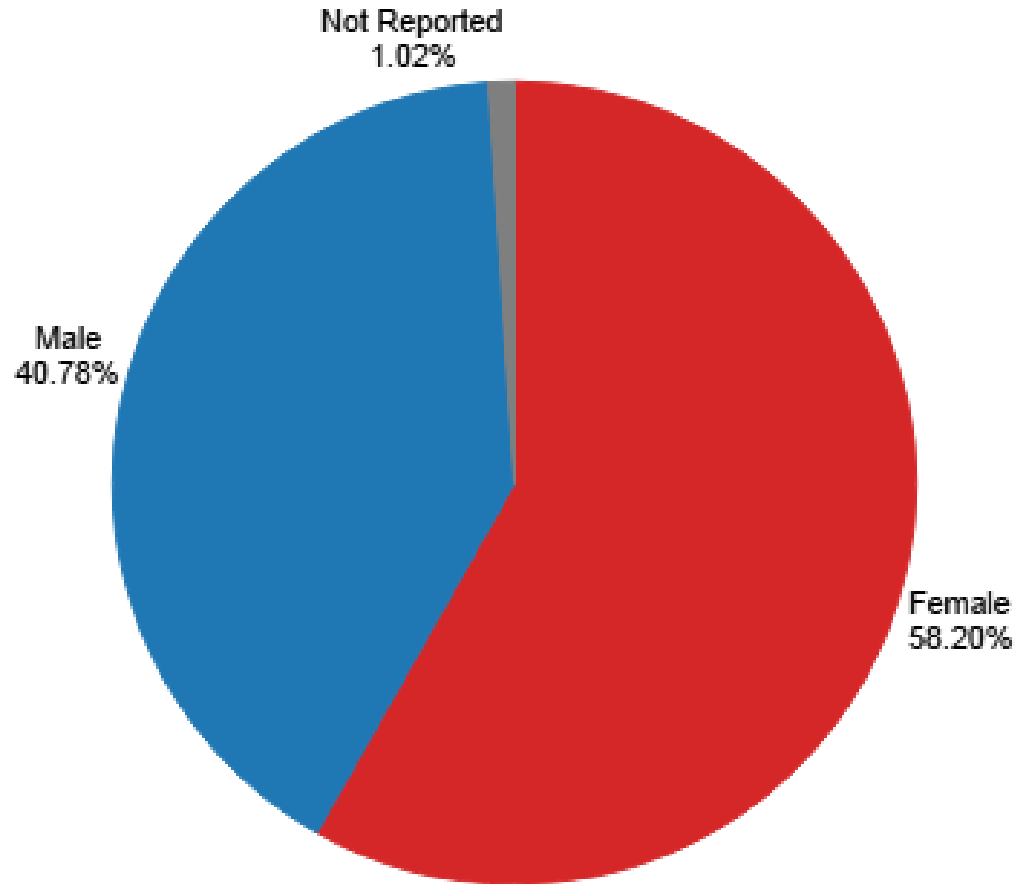


10,937 Students start out
and we track for 5 primary
semesters

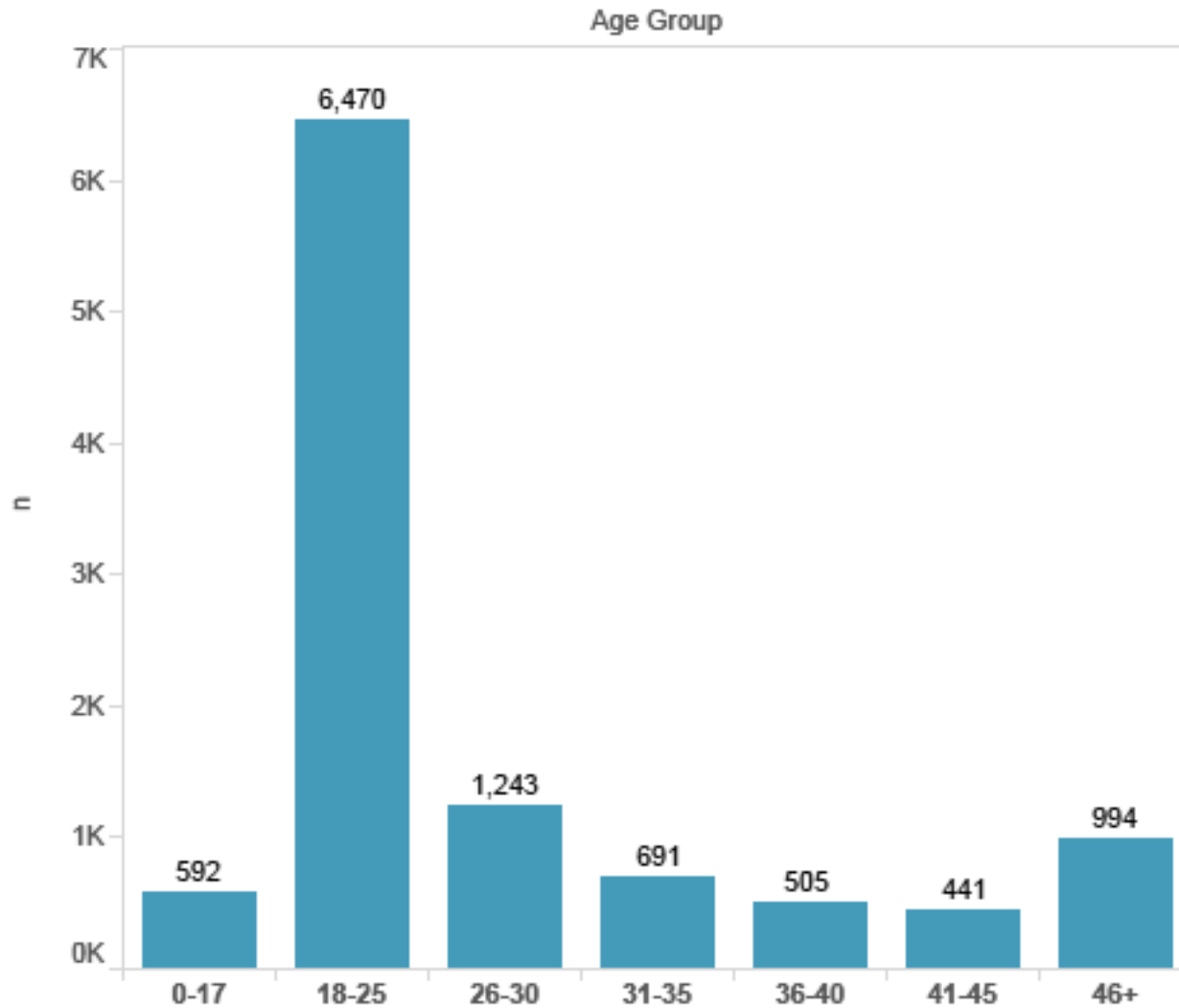
Fall 2011 - Ethnicity



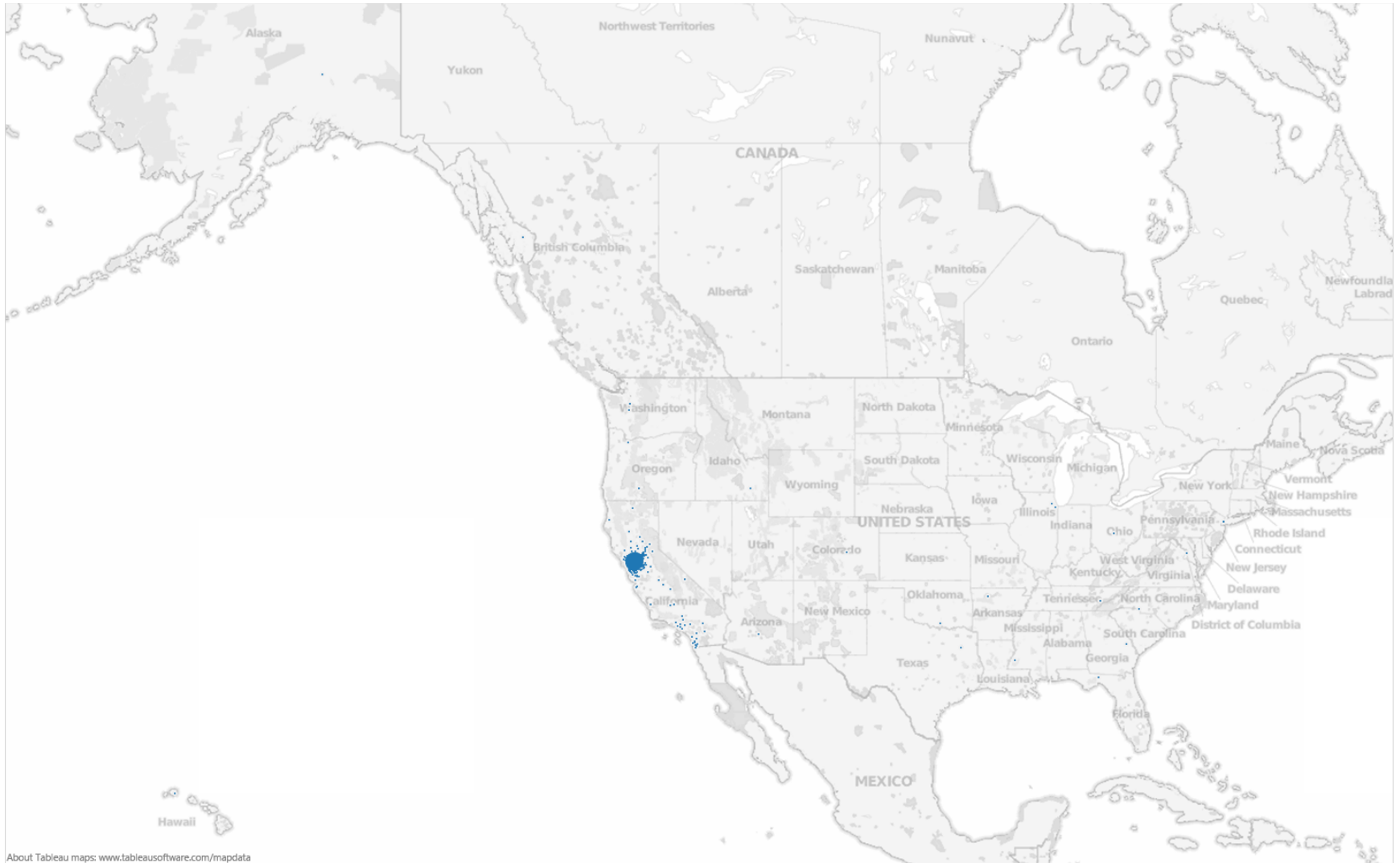
Fall 2011 Gender



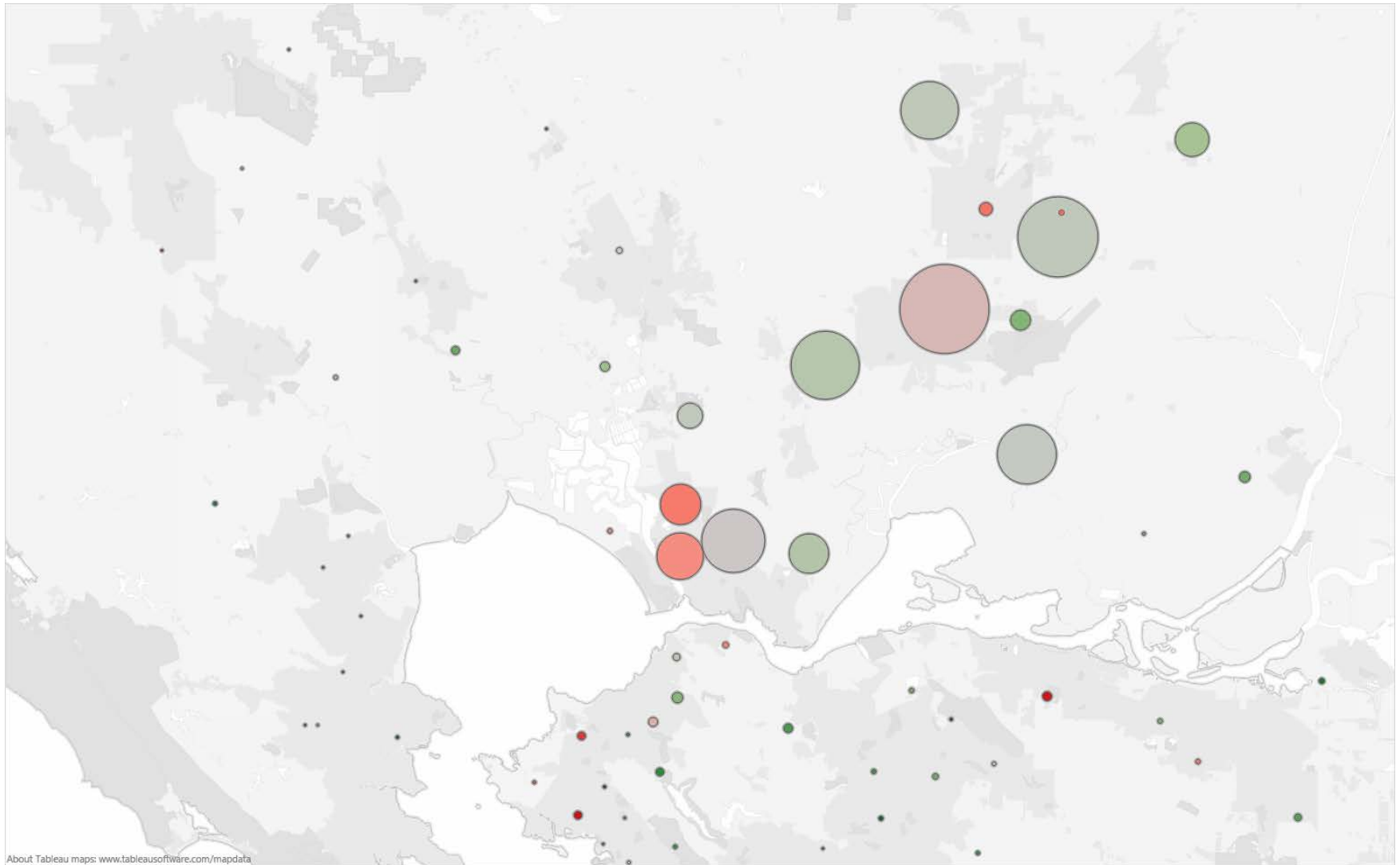
Age Group



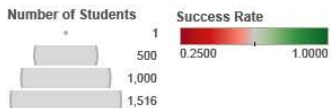
Fall 2011 – Semester Number



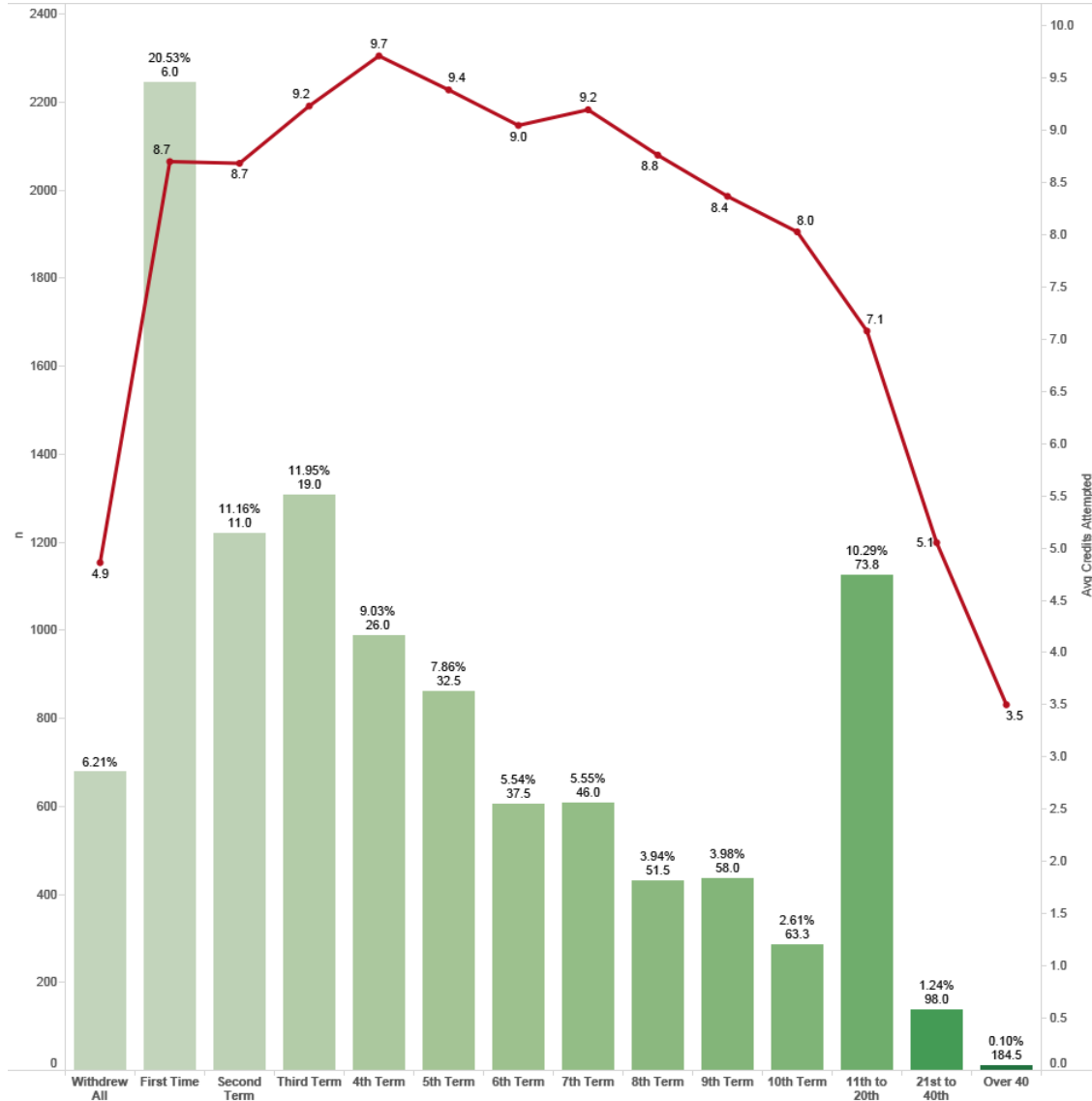
Fall 2011 – Semester Number



About Tableau maps: www.tableausoftware.com/mapdata



Fall 2011 – How Many Semesters Attended?



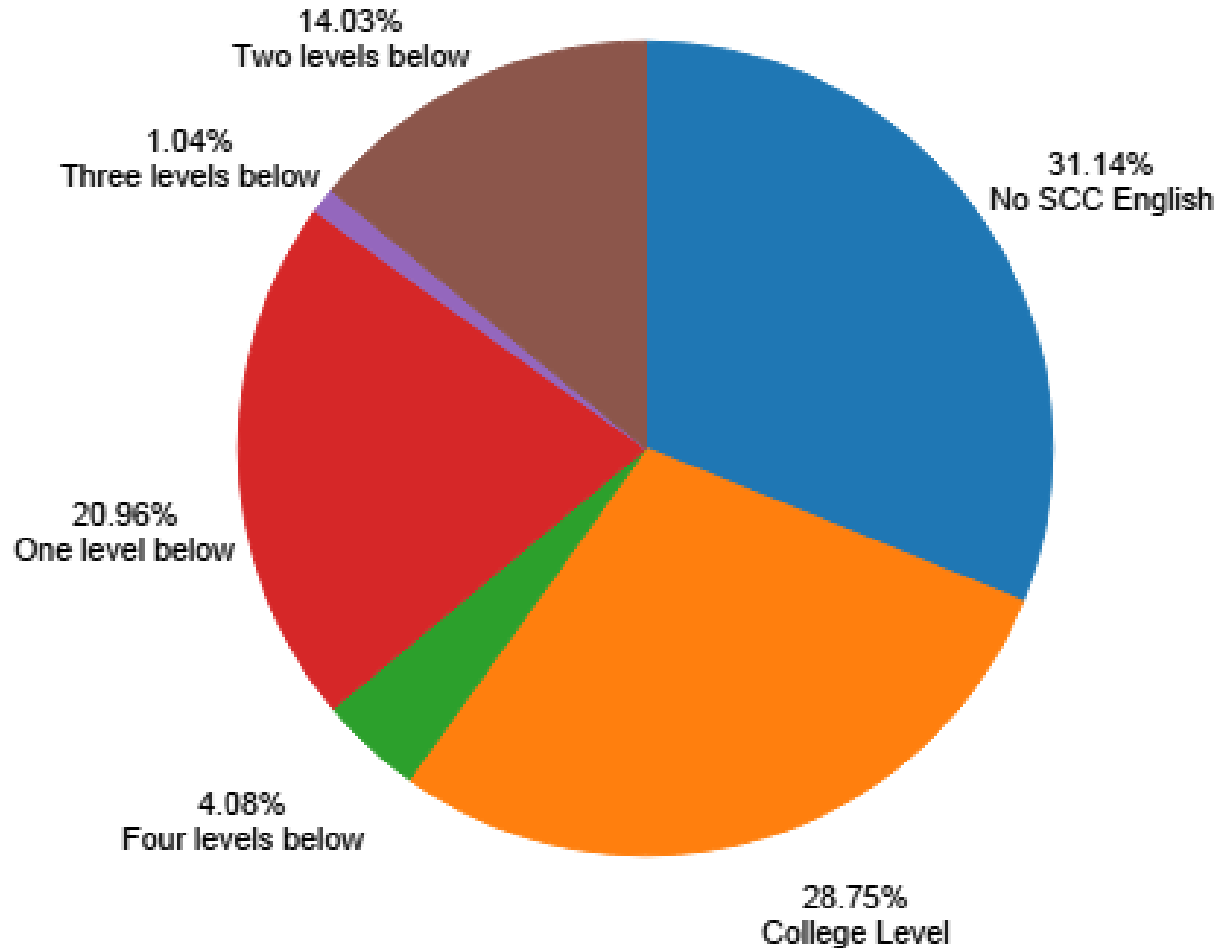
Green bars show the number of students while the red line shows the average number of credits attempted.

6% of our students stay past census and then drop everything. These students typically have a low credit load.

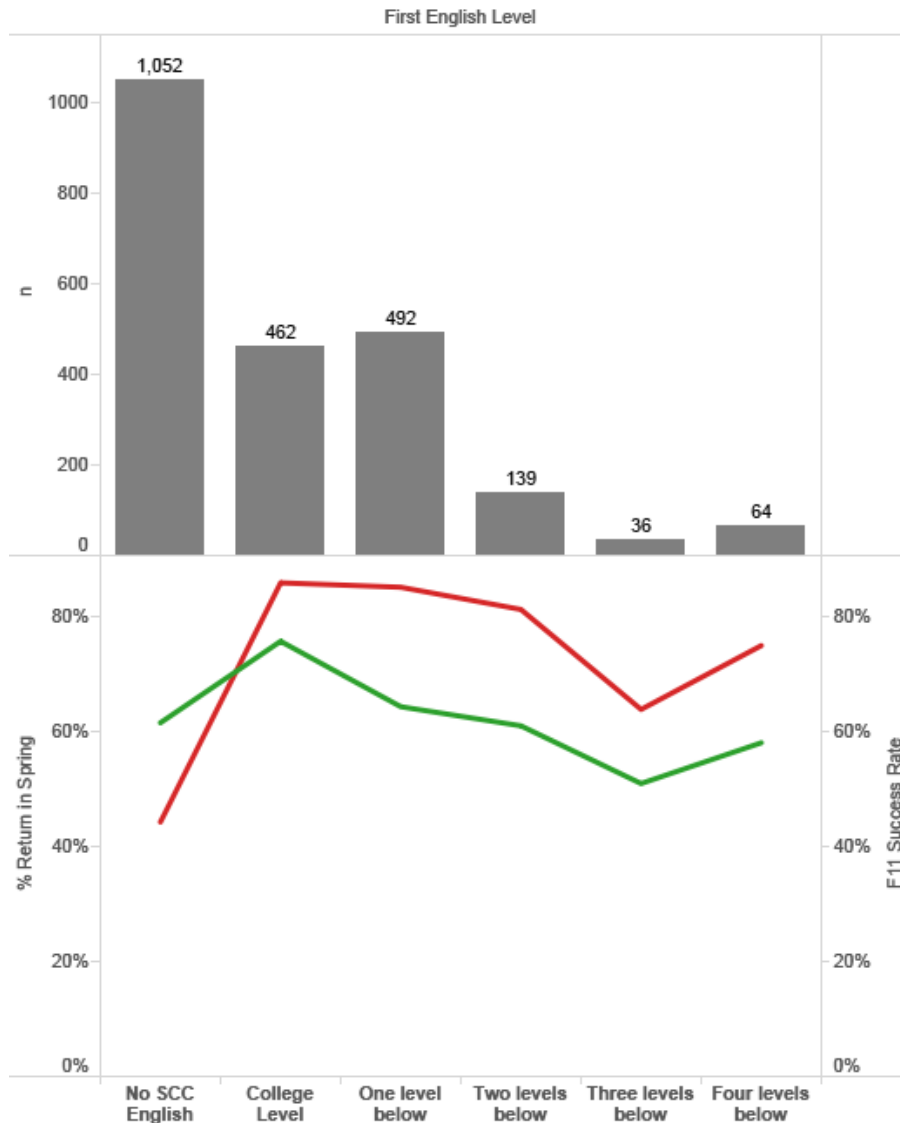
20% of students are new and are attempting 8.7 credits on average.

Over 10% of students are in their 11th to 20th semesters and have an average of 73.8 credits

First English (all Students)



First Semester Students First English



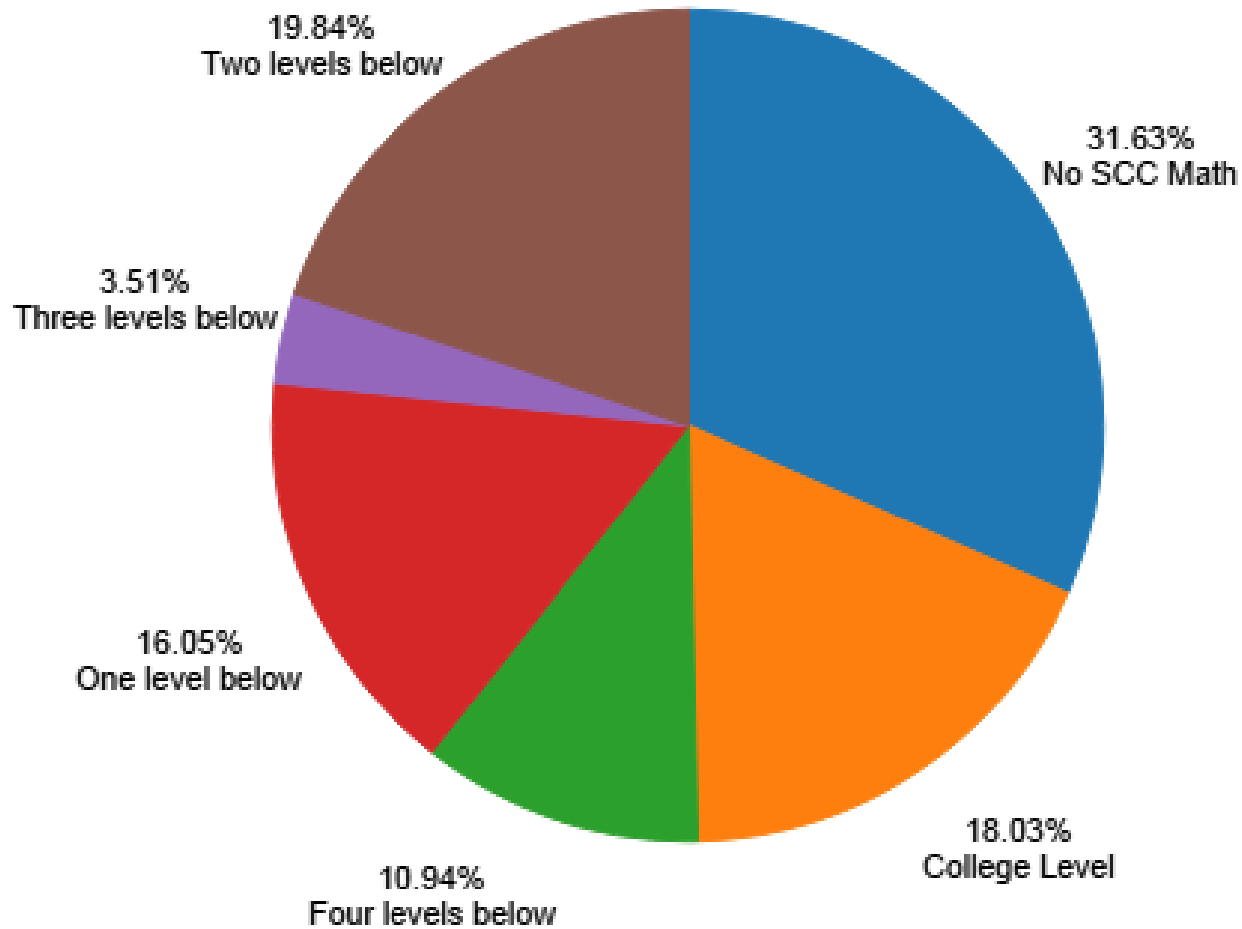
Measure Names

- % Return in Spring
- Count
- F11 Success Rate

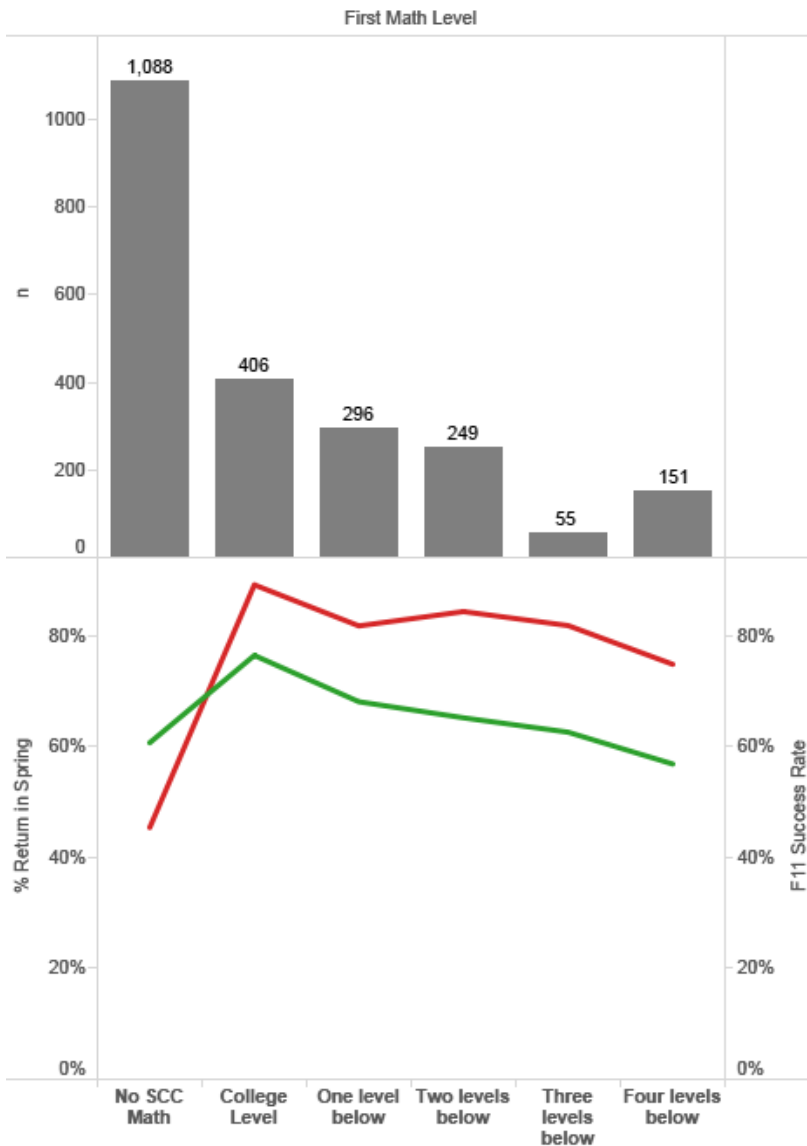
Out of 2245 first year students 1052 (46.8%) are not taking an English course. These students have the lowest rate of persistence.

The 462 (20%) taking “College Level” English in their first semester have the best success rate.

First Math (all students)



First Semester Students First Math



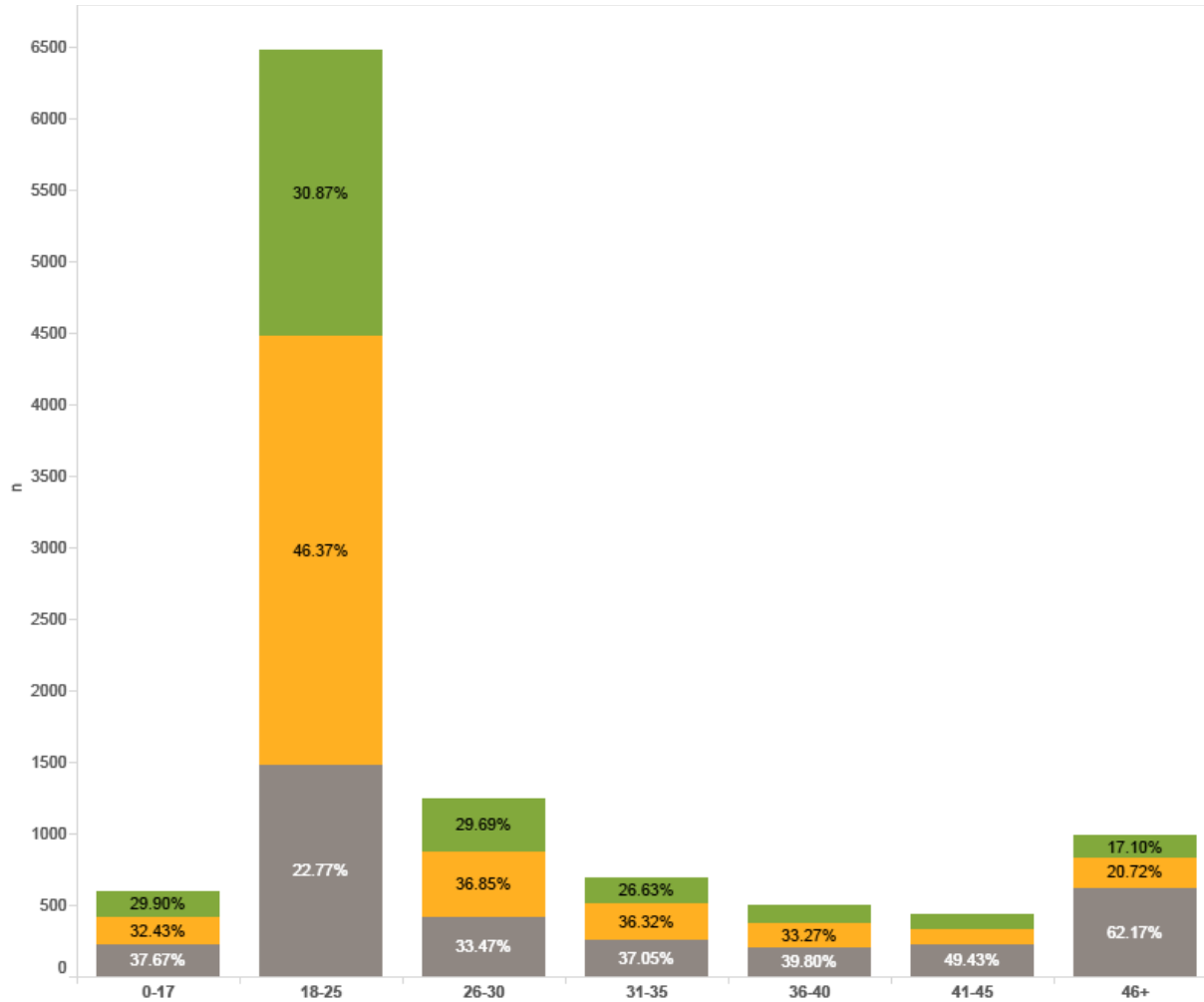
Measure Names

- % Return in Spring
- Count
- F11 Success Rate

Out of 2245 first year students 1088 (46.8%) are not taking an English course. These students have the lowest rate of persistence.

The 462 (20%) taking “College Level” English in their first semester have the best success rate.

Age and English



First English Level (group)

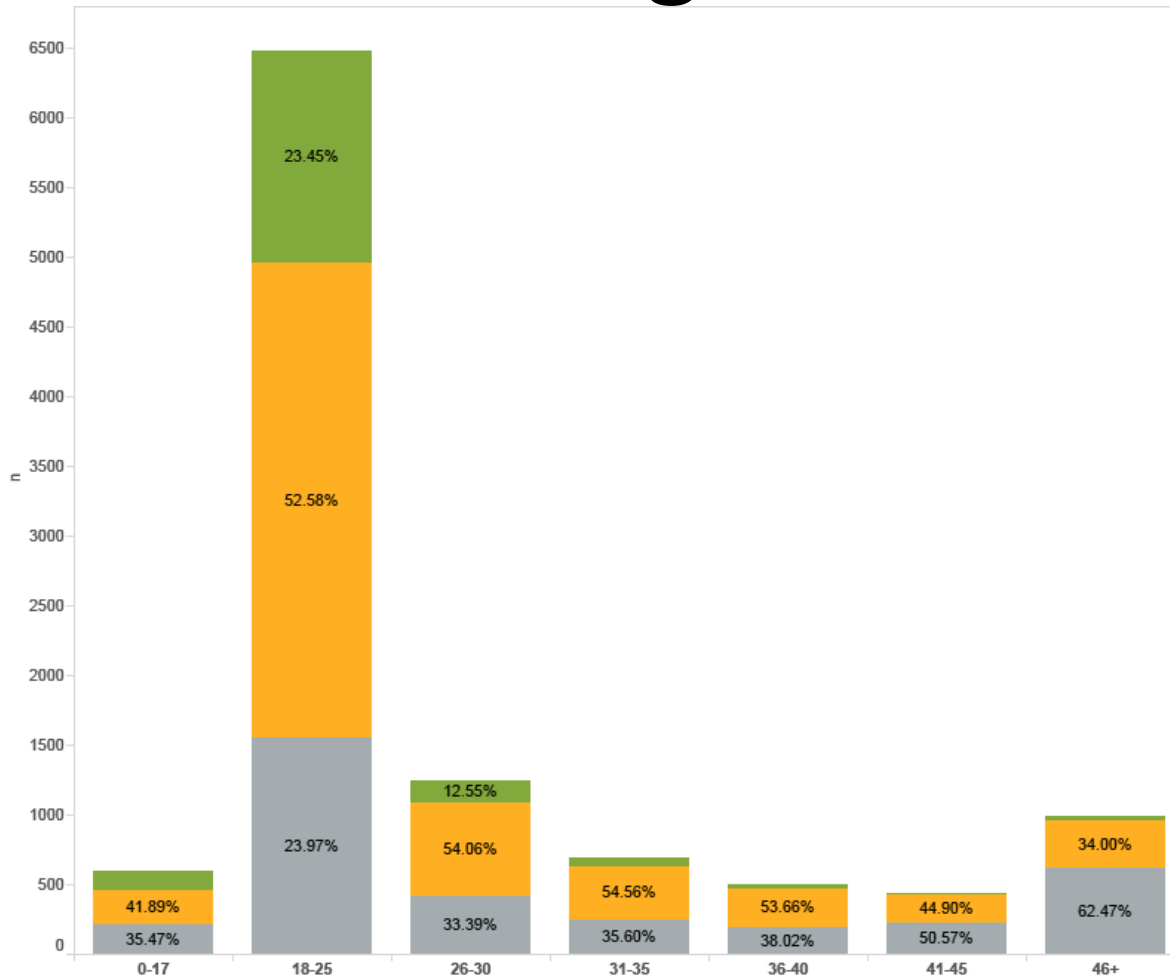
- College Level
- Basic Skills
- No SCC English

Over 10% of our students here in F11 are over 41.

This group has the lowest participation in English courses with over 60% in the 46+ age group never having taken an English class at SCC.

The 462 (20%) taking “College Level” English in their first semester have the best success rate.

Age and Math



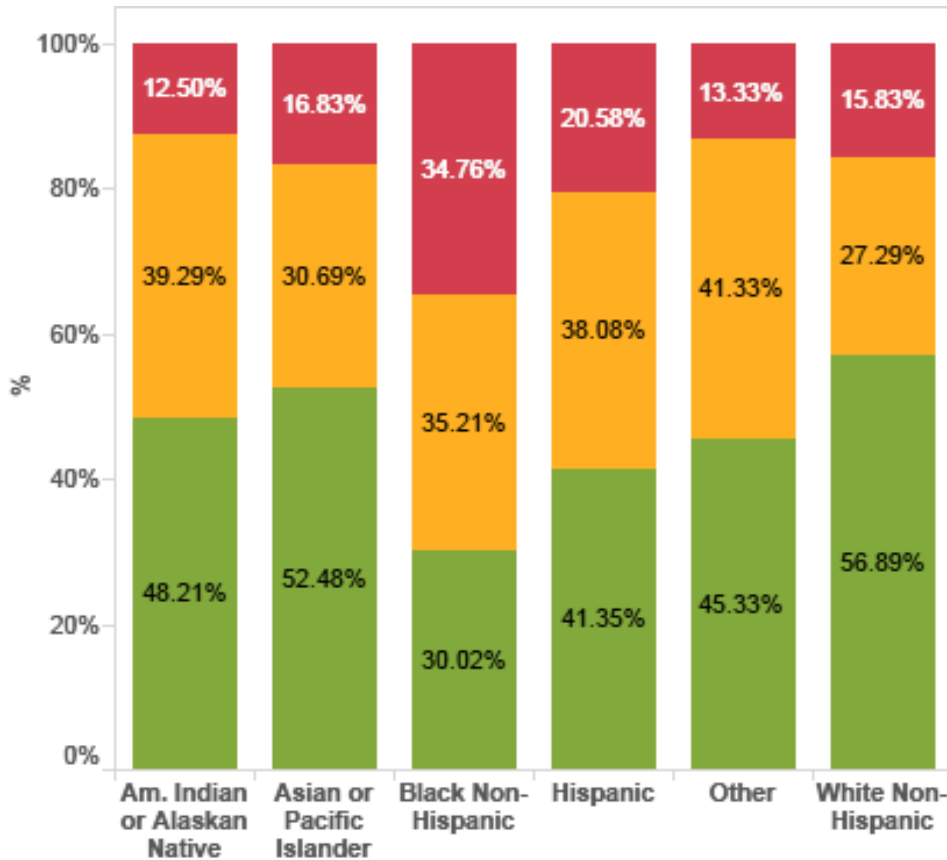
First Math Level (group)

- College Level
- Basic Skills
- No SCC Math

Over 10% of our students here in F11 are over 41.

This group has the lowest participation in Math courses with over 63% in the 46+ age group never having taken a Math class at SCC.

Course Achievement: First Year Students



Course success is looked at in a slightly different way.

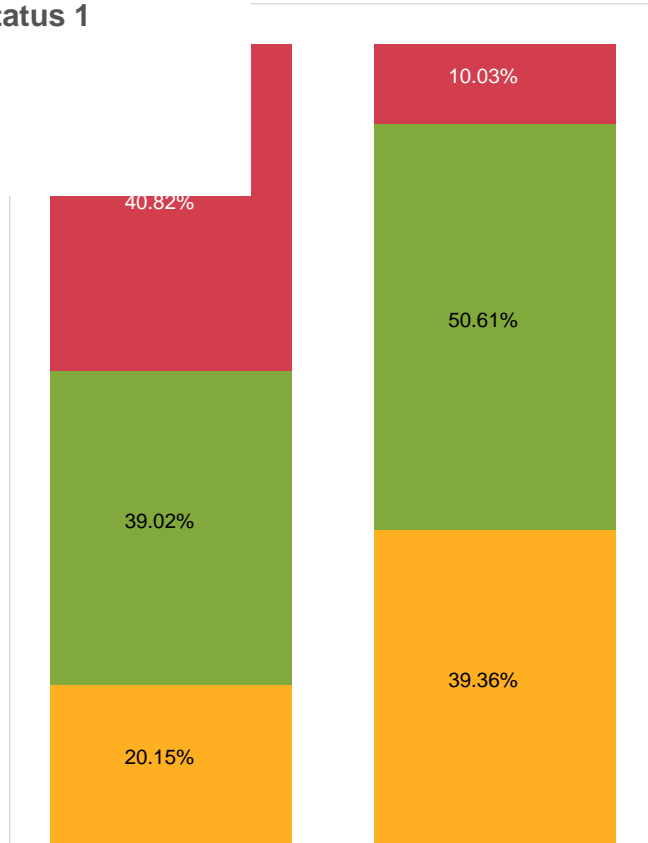
This chart looks at the percentage of students in each ethnic group who

Pass Status 1

- Fail All
- Pass Some
- Pass All

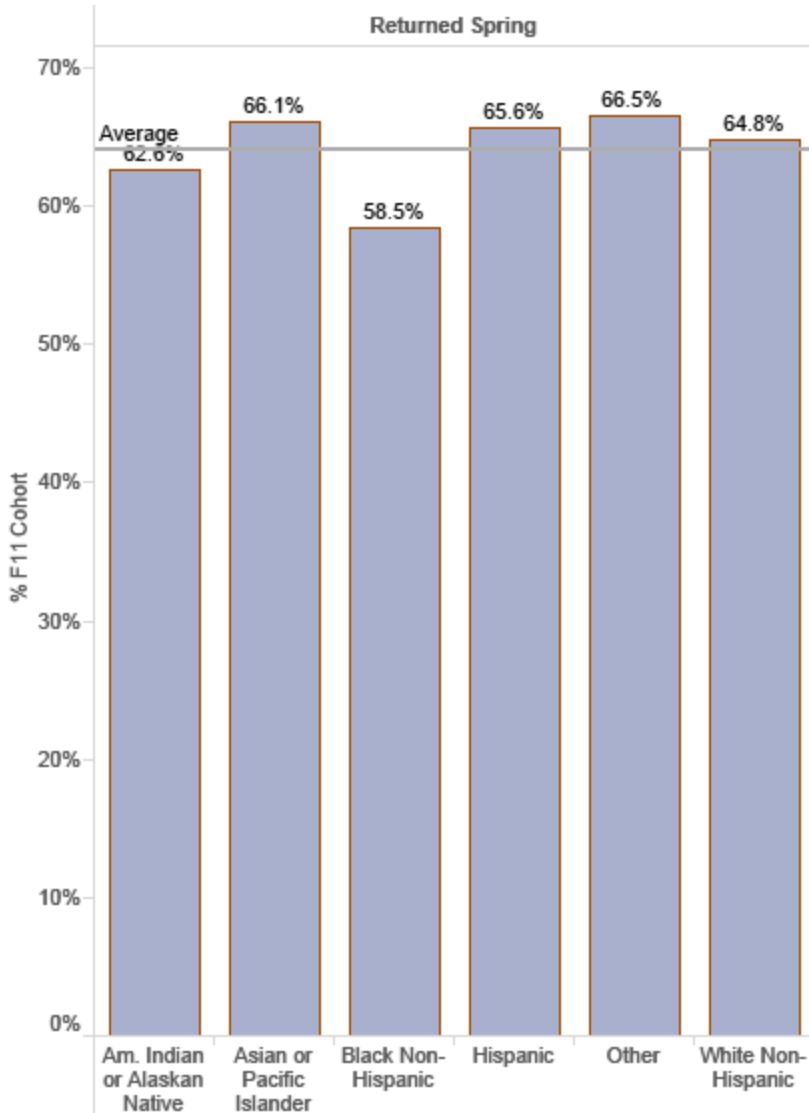
Course Achievement – Persistence (First Year Students)

Pass Status 1



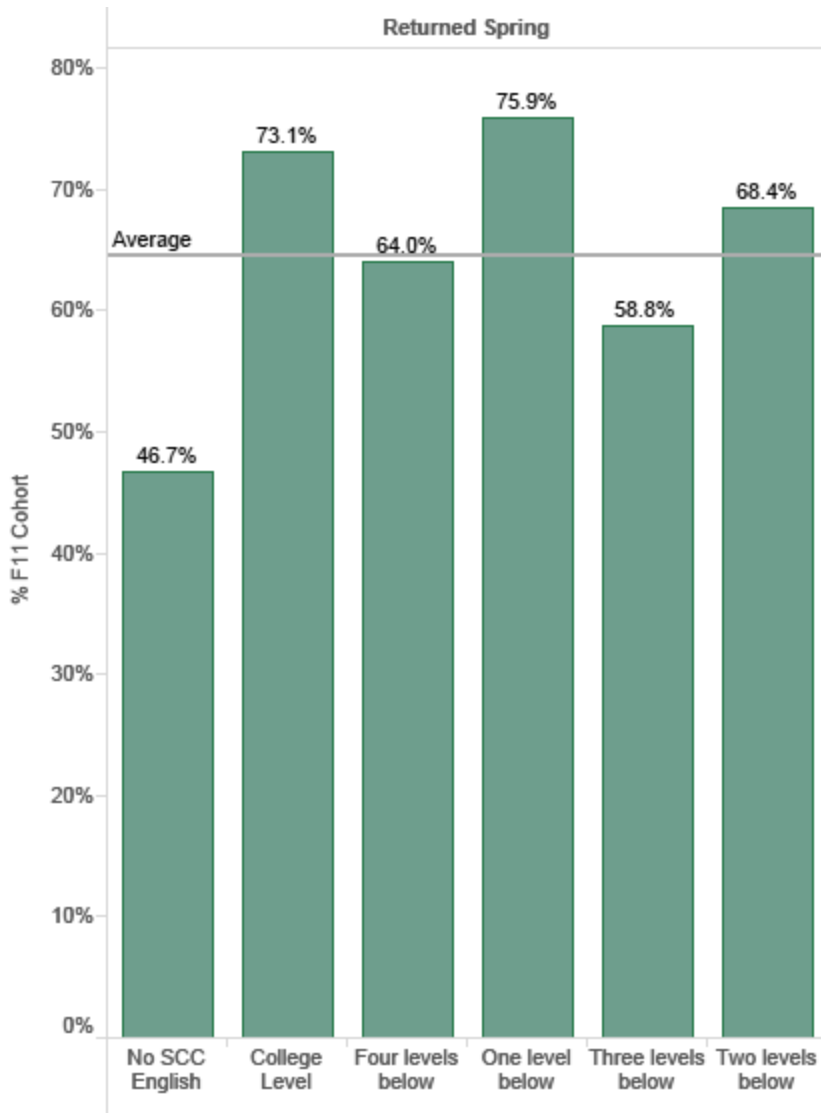
Students who fail all of their first year classes are twice as likely to drop out and make up over 40% of the drop out population

All Students Persistence



On average 64% of students in Fall 2011 with return Spring 2012. Black Non-Hispanic students are below average for persistence with only 58% returning.

English Level and Retention

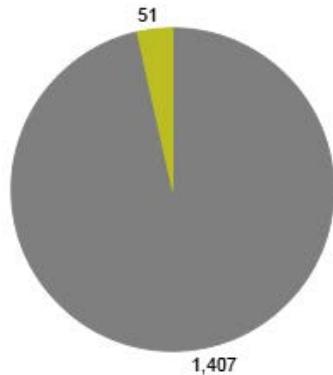


English level also effects retention rate. Those in the top 3 levels have the highest retention rate while the lower basic skills level have below average. Interestingly the lowest retention rate is amongst those who have never took SCC English.

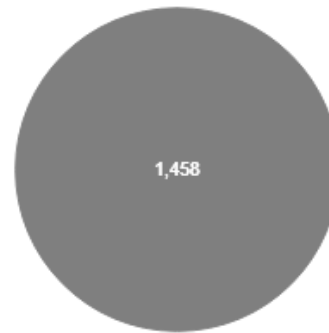
Semester 2 (Spring 2012)

Based on 2,245 New Students

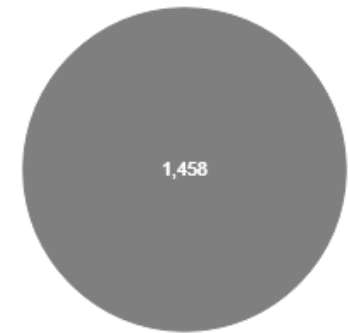
Transfer
Directed



Transfer
Prepared



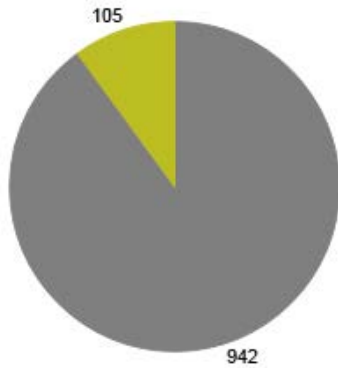
Transfer
Ready



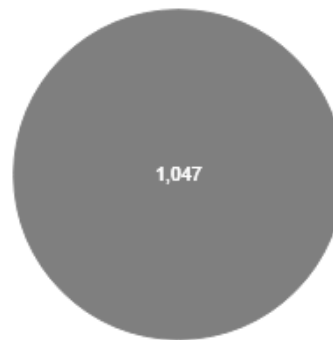
Semester 3 (Fall 2012)

Based on 2,245 New Students

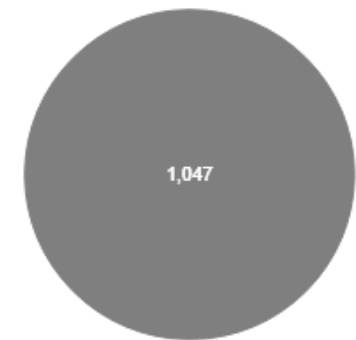
Transfer
Directed



Transfer
Prepared



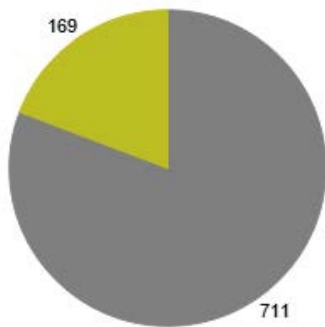
Transfer
Ready



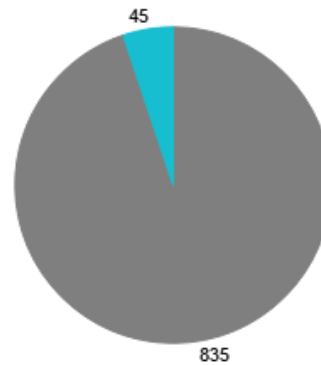
Semester 4 (Spring 2013)

Based on 2,245 New Students

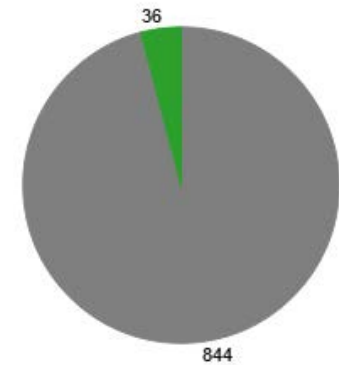
Transfer
Directed



Transfer
Prepared



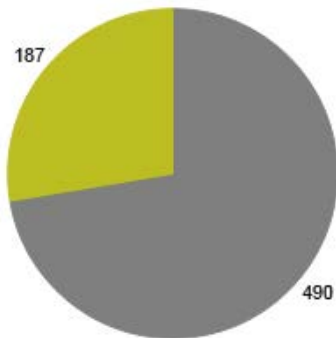
Transfer
Ready



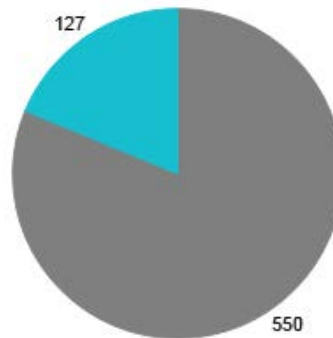
Semester 5 (Fall 2013)

Based on 2,245 New Students

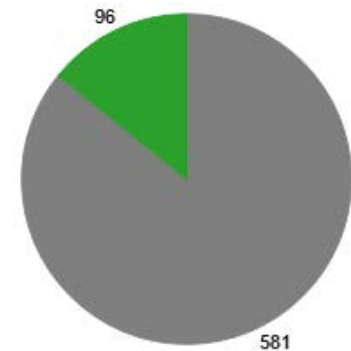
Transfer Directed



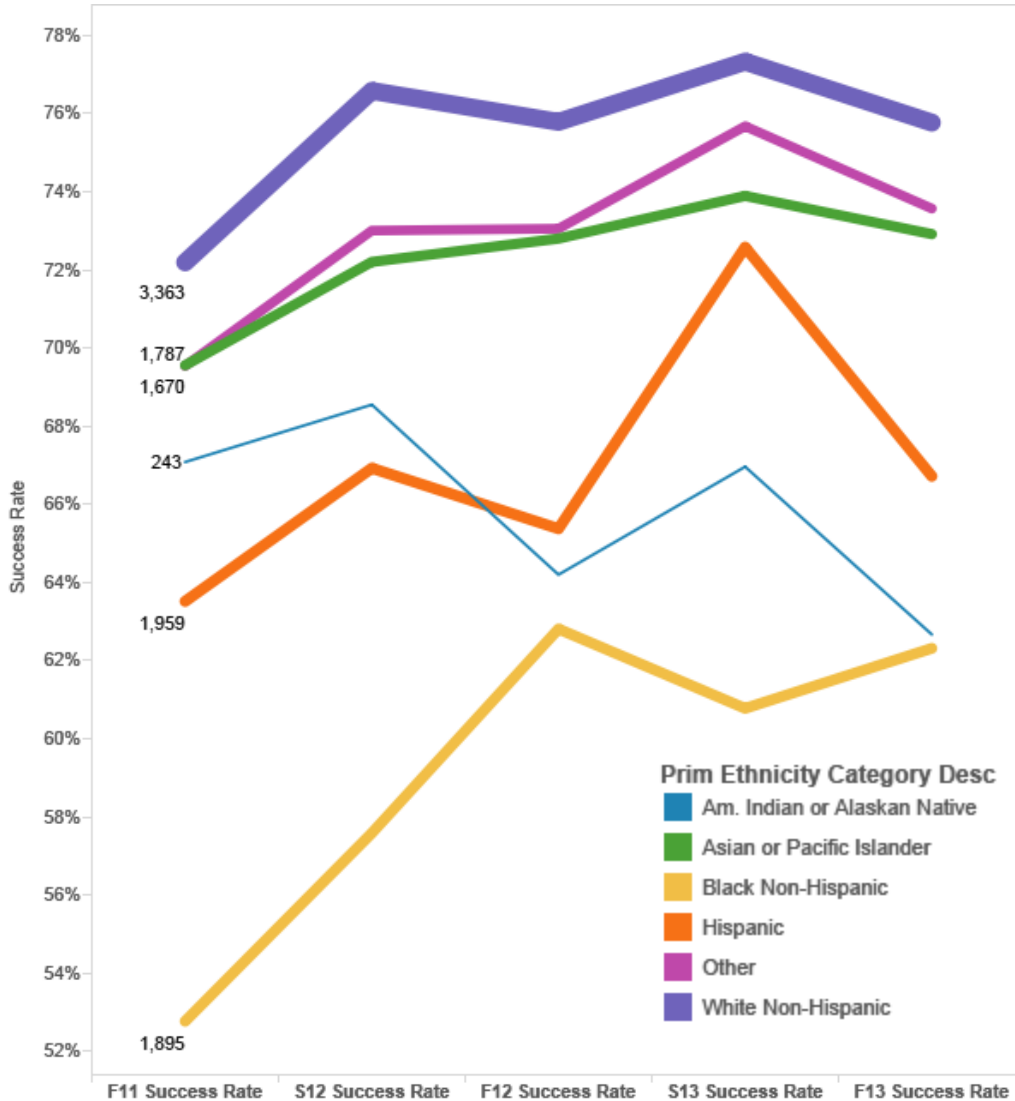
Transfer Prepared



Transfer Ready

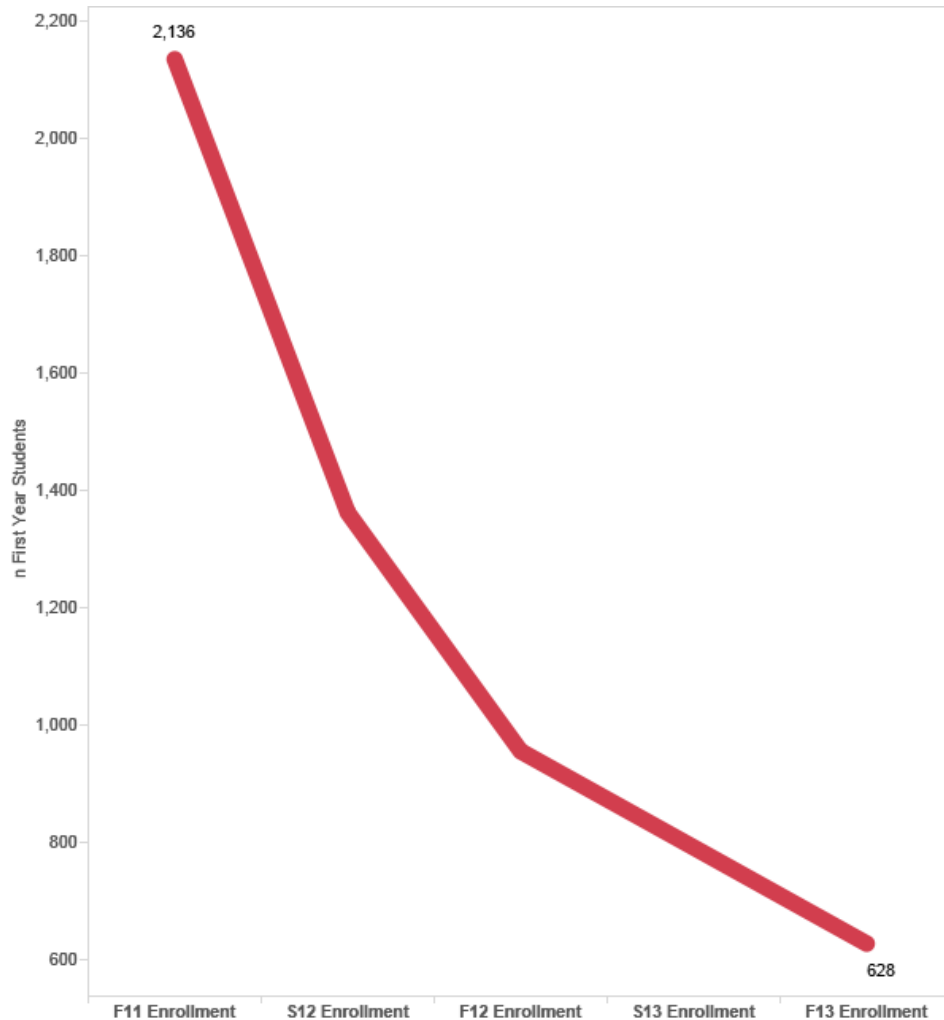


Success Rate over Time

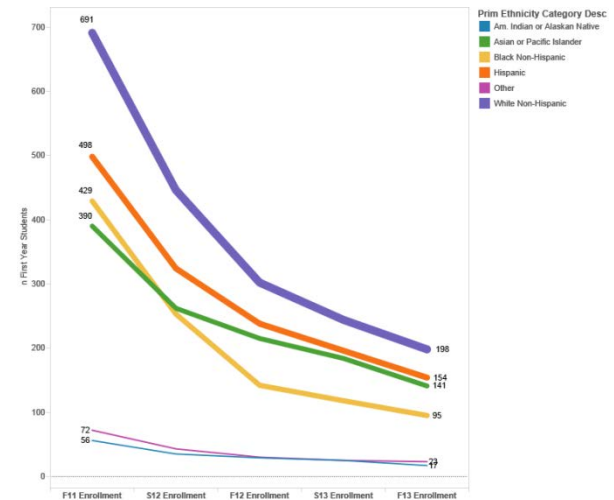


For the students that do stay on success rate will typically increase over time. The exception is American Indian/AK Native students

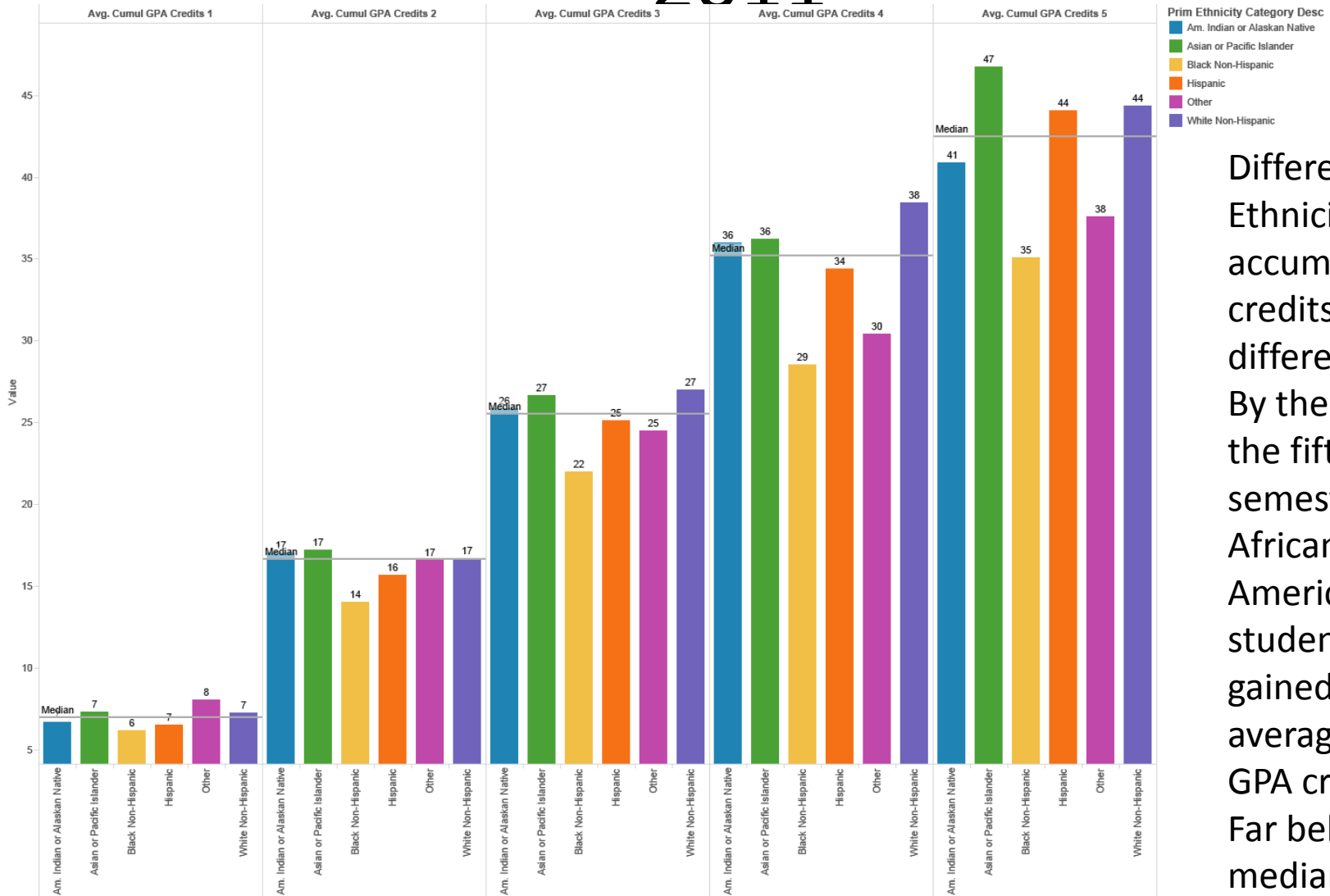
5 Year Persistence (First Year Students)



Excluding the 95 first year students who gained an degree or certificate only 628 out of 2,136 (29% remain) of those who started out in Fall 2011

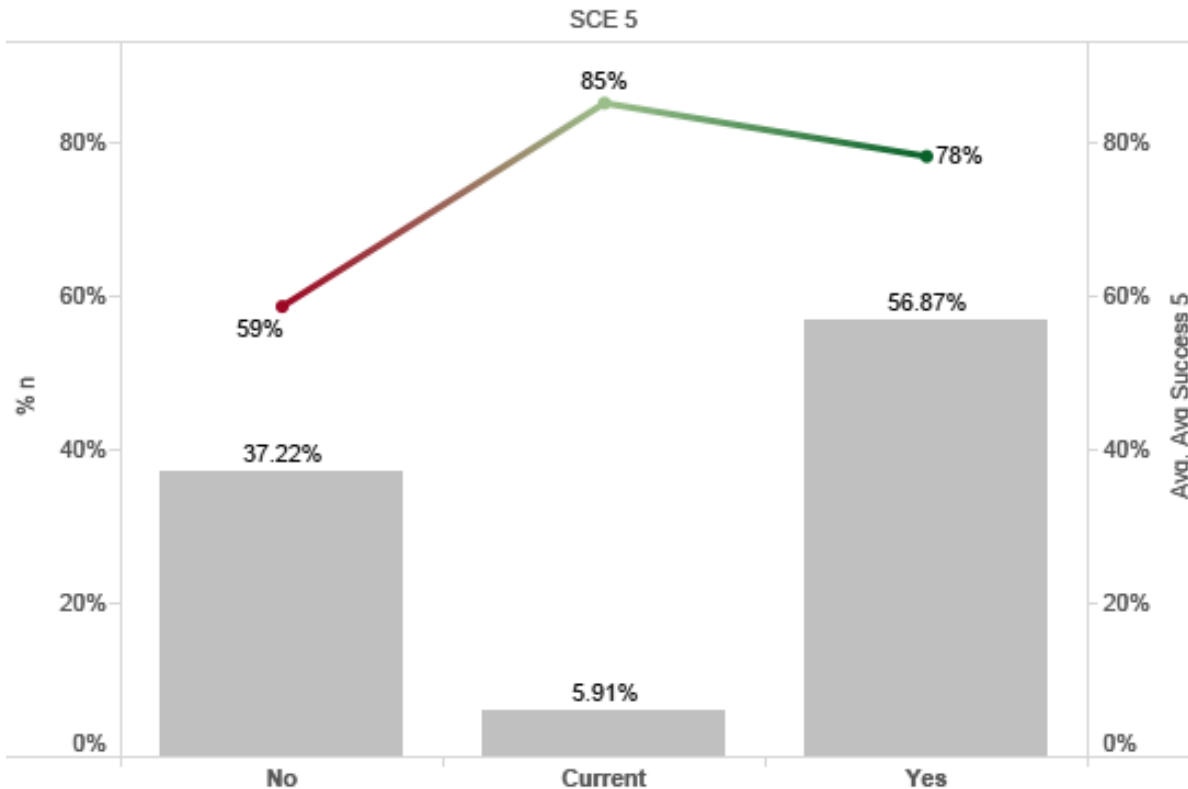


Credit Accumulation from First Year 2011



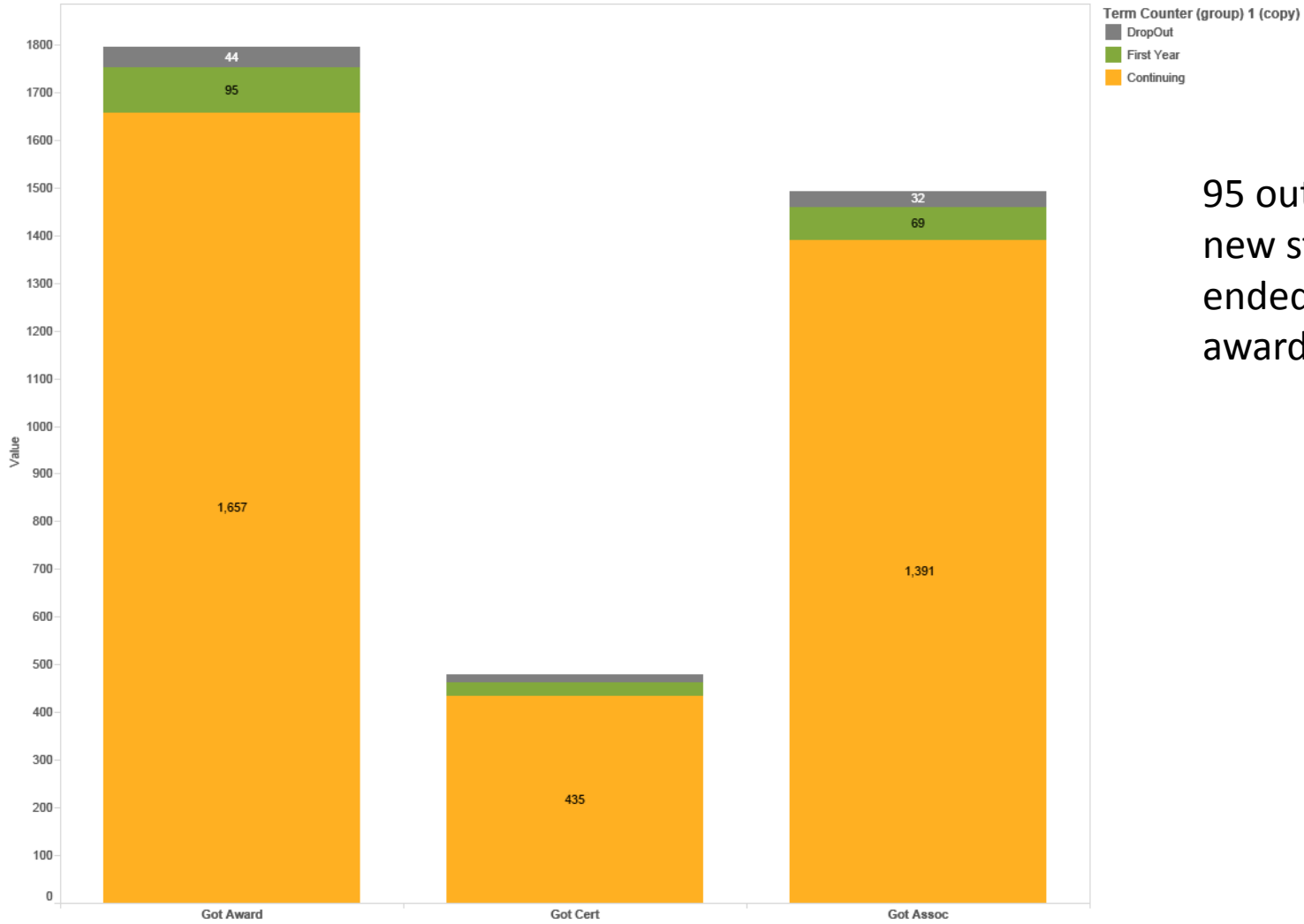
Different Ethnicities accumulate credits at different rates. By the end of the fifth semester New African American students have gained on average 35 GPA credits. Far below the median

5th Semester New Students and Success in Credit English



Even by the 5th semester those F11 new students are still affected by not taking English. 32% had still not taken an English course at SCC and those students had an average pass rate of 59%

Awards

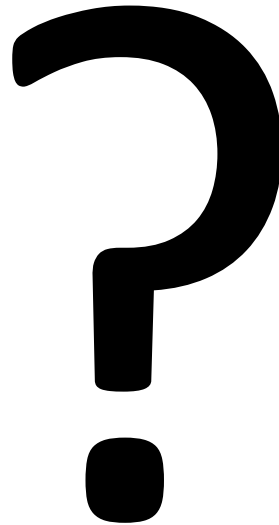


95 out of the 2,245 new students ended with an award.

COUN 007 Crosstab

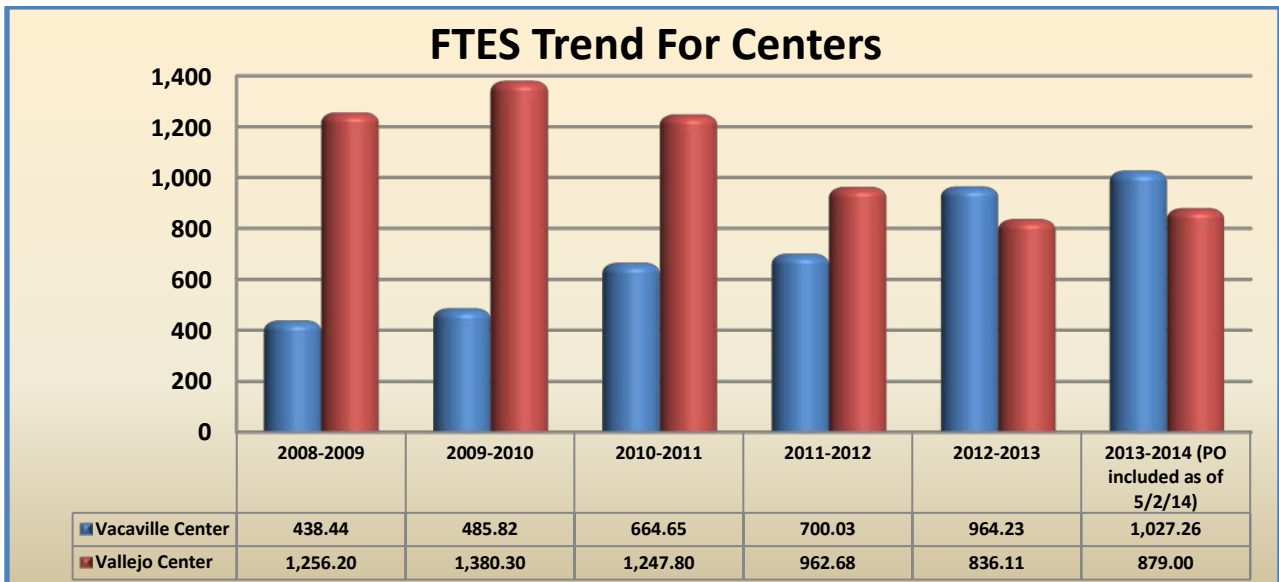
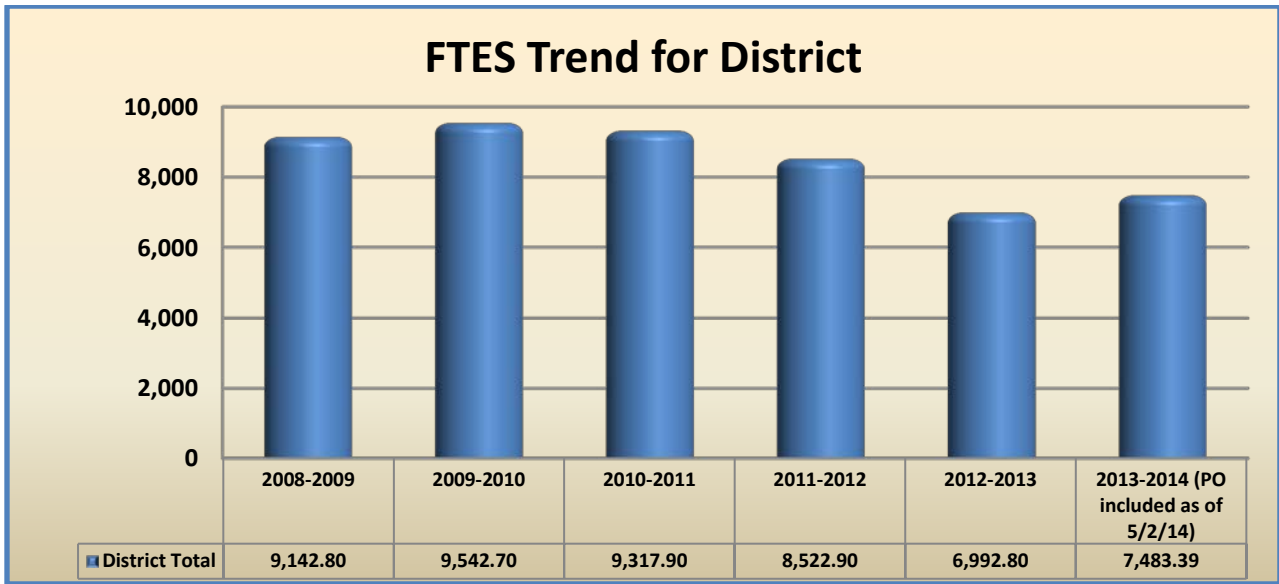
Term Counter (group) 1 (copy)	C007 Status 1	No SCC English		Basic Skills		College Level	
		F11 Enrollment	F11 Success Rate	F11 Enrollment	F11 Success Rate	F11 Enrollment	F11 Success Rate
DropOut	No	306	0.0%	234	0.0%	130	0.0%
	Yes	2	0.0%	7	0.0%		
First Year	Current	5	90.0%	18	78.3%	2	90.0%
	No	1,047	61.4%	713	62.1%	460	75.7%
Continuing	Current	5	92.0%	34	81.5%	13	84.5%
	No	2,033	72.7%	3,287	67.5%	2,498	78.1%
	Yes	8	46.9%	94	74.0%	41	83.3%

Questions



Solano Community College 320 Apportionment Attendance (FTES) Report

CCCFS 320 - FTES Trend (2008-2009 to Current)			
Academic Year	District Total	Vacaville Center	Vallejo Center
2008-2009	9,142.80	438.44	1,256.20
2009-2010	9,542.70	485.82	1,380.30
2010-2011	9,317.90	664.65	1,247.80
2011-2012	8,522.90	700.03	962.68
2012-2013	6,992.80	964.23	836.11
2013-2014 (PO included as of 5/2/14)	7,483.39	1027.26	879.00

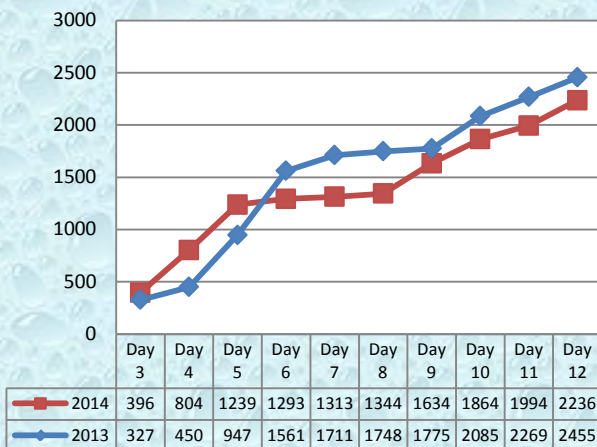


Enrollment Trend for Summer and Fall 2014

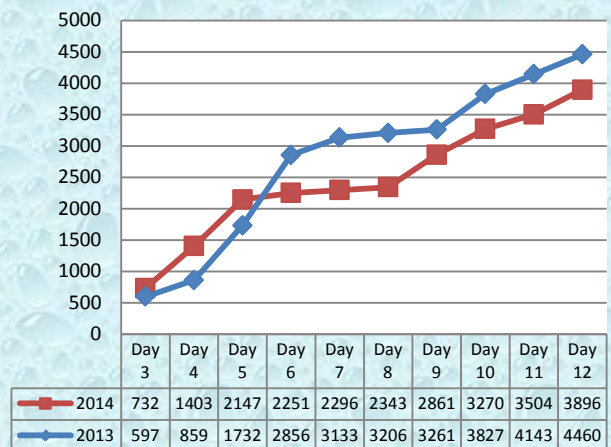
Priority Registration Dates

April 21	Day 1	VETS/FYSI/DSP/EOPS
April 22	Day 2	Athletes, ASSC
April 23	Day 3	Continuing, Summer Bridge
April 30	Day 10	New Students who HAVE completed Orientation and Assessment
May 1	Day 11	Returning
May 5	Day 15	Transfer
May 6	Day 16	New Students who HAVE NOT Completed Orientation and Assessment
May 7	Day 17	K12
May 8	Day 18	Open

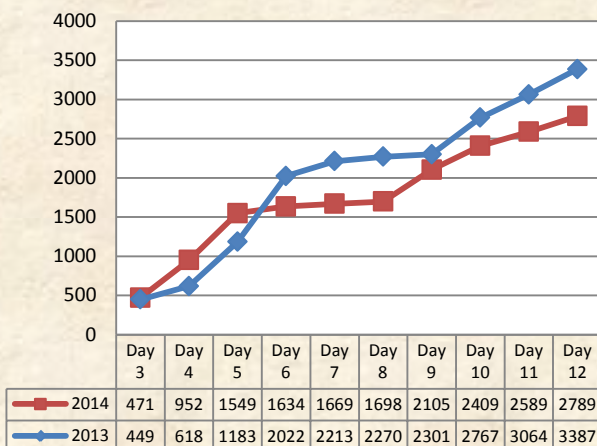
**Unduplicated Headcount Comparison
Summer 2013 & 2014**



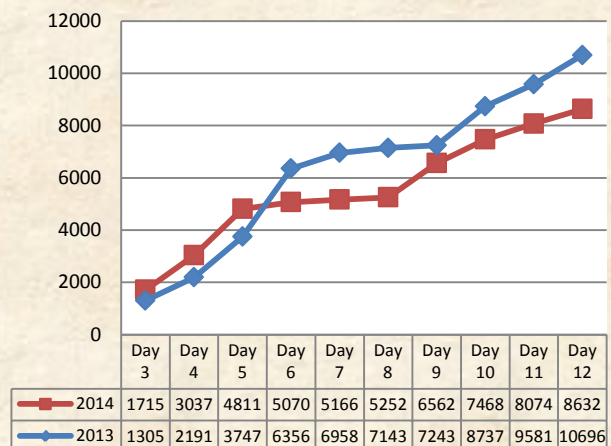
**Duplicated Headcount Comparison
Summer 2013 & 2014**



**Unduplicated Headcount Comparison
Fall 2013 & 2014**



**Duplicated Headcount Comparison
Fall 2013 & 2014**



2013-2014 FTES Summary (Summer – Spring)

Summer 2013	Resident FTES	Non-Resident FTES
Vacaville	104.12	0.81
Vallejo	127.38	1.77
Main Campus	493.31	4.63
Total	724.81	7.20

Spring 2014	Resident FTES	Non-Resident FTES
Vacaville	470.65	6.56
Vallejo	394.60	3.65
Main Campus	2450.64	34.06
Total	3315.90	44.26

Fall 2013	Resident FTES	Non-Resident FTES
Vacaville	452.49	6.92
Vallejo	357.02	4.19
Main Campus	2504.43	30.36
Total	3313.94	41.47

2013-2014 AY	Resident FTES	Non-Resident FTES
Vacaville	1027.27	14.28
Vallejo	879.00	9.61
Main Campus	5448.38	69.04
Positive Projection	128.74	
Total	7483.39	92.93

Academic Year	Sections		Average FTES		
	2013-14	2014-15	2012-13	2013-14	2014-15
Summer 2013	268		3.78	2.78	
Fall	979	1094	3.55	3.42	3.42
Spring	1045		3.34	3.21	
Summer 2014	345			2.78	
Total	2637	1094			

Academic Year	FTES		Average Fill Rate %	
	2013-14	2014-15	2012-13	2013-14
Summer 2013	724.81	-	-	70.71%
Fall	3,313.94	3,835.58	83.05%	79.63%
Spring	3,315.90		79.63%	74.52%
Spring Positive	128.74			
Summer 2014	963.16			
Total	8,446.55	3,835.58	80.76%	76.27%

2013-2014 Academic Year	Resident FTES 2013-14
Summer 2013	724.81
Fall 2013	3,313.94
Spring 2014	3,315.90
Spring 2014 Positive Attendance (est.)	128.74
Subtotal	7,483.39

Summer 2014	Resident FTES as of 5-2-14	Resident FTES 2013-14 target
Section Offerings	345	366
FTES (based on Avg. FTES from Summer 13)	963.16	1016.61
Total FTES for 2013-14	8,446.55	8,500.00

Summer 2014 enrollment report - covers enrollments from

21-Apr-2014

to

13-May-2014

includes 6,054 enrollments, by 3,609 students, generating 682.46 attendance FTES

Target

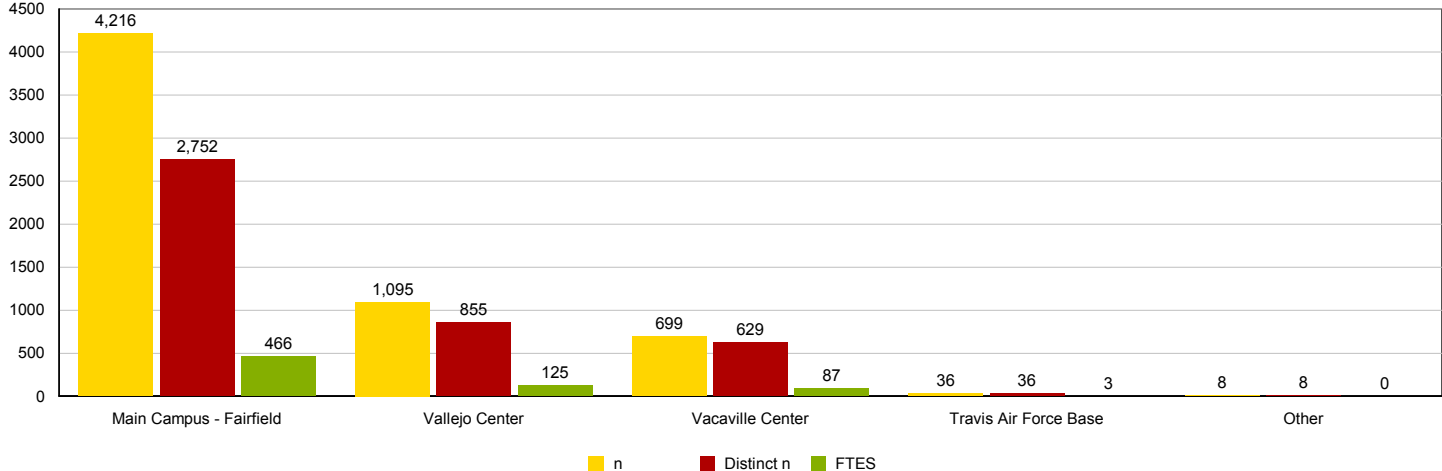
School and Delivery Method Crosstab

Table below shows the number of enrollments as well as the headcount for each School as well as Delivery Method of the class.

		Laborator y/Studio/ Activity	Lecture and/or discussion	Lecture/La b	Online	Total
Applied Technology & Business	Enrollments	0	308	76	630	1,014
	Headcount	0	286	71	474	783
Counseling & Spec. Services	Enrollments	0	124	0	100	224
	Headcount	0	103	0	94	190
Health Sciences	Enrollments	0	74	24	62	160
	Headcount	0	74	24	61	158
Human Perform. & Development	Enrollments	0	111	317	129	557
	Headcount	0	102	273	127	492
IT & Learning Resources	Enrollments	0	0	0	157	157
	Headcount	0	0	0	157	157
Liberal Arts	Enrollments	66	896	78	330	1,370
	Headcount	66	816	74	312	1,165
Mathematics and Science	Enrollments	54	263	995	285	1,597
	Headcount	54	245	920	268	1,397
Social & Behavioral Sciences	Enrollments	0	514	8	453	975
	Headcount	0	477	8	410	861
Total	Enrollments	120	2,290	1,498	2,146	6,054
	Headcount	120	1,756	1,316	1,485	3,609

Campus Enrollments

Chart below shows the number of enrollments (n), headcount (distinct n) as well as the FTES generated at each campus location



Demographics

Chart below shows the headcount enrollment of students by Student Type

Student Type

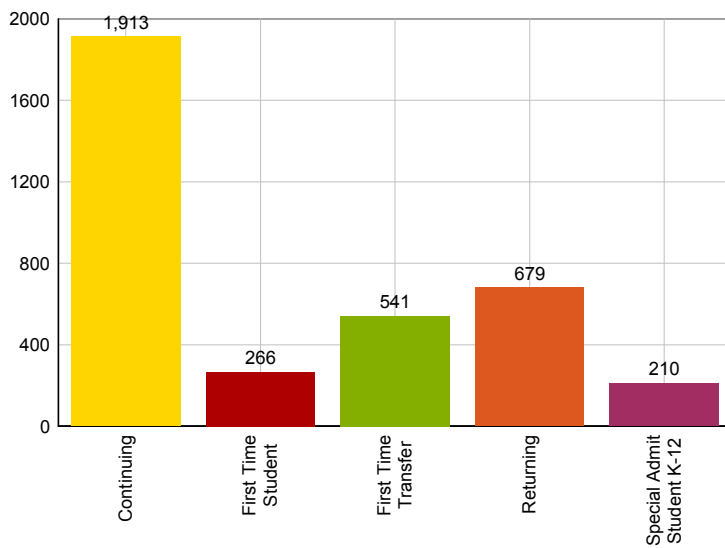


Chart below shows the percent enrollments by gender

Gender

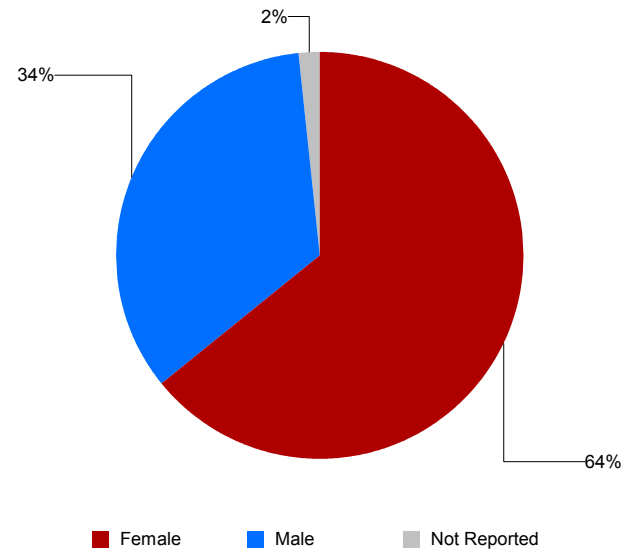


Chart below shows the headcount enrollment of students by major

Major

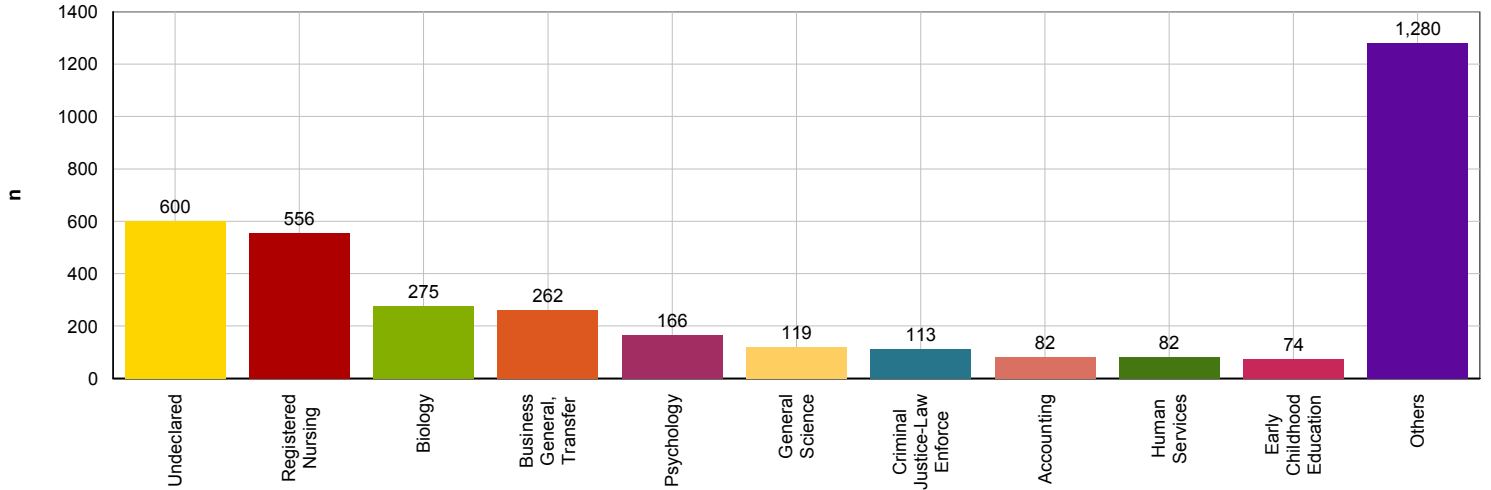


Chart below shows the headcount enrollment of students by ethnicity

Ethnicity

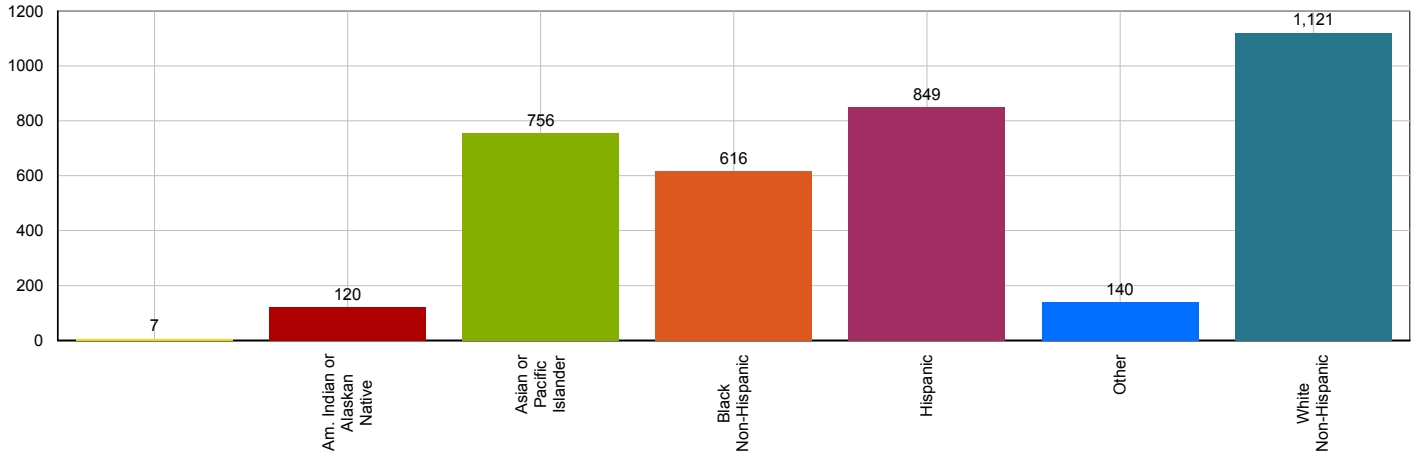


Chart below shows the headcount enrollment of students by age group

Age group

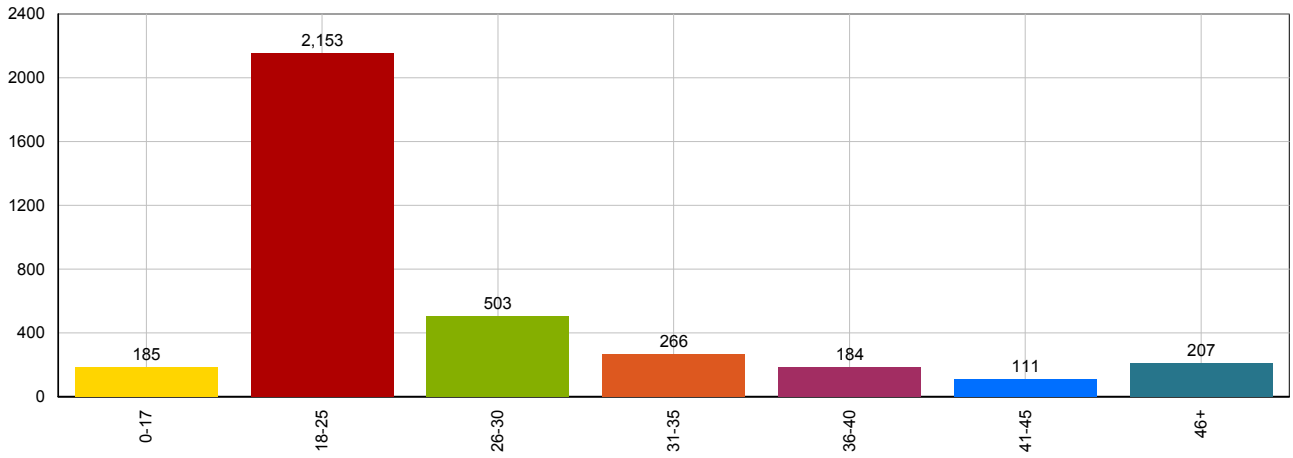
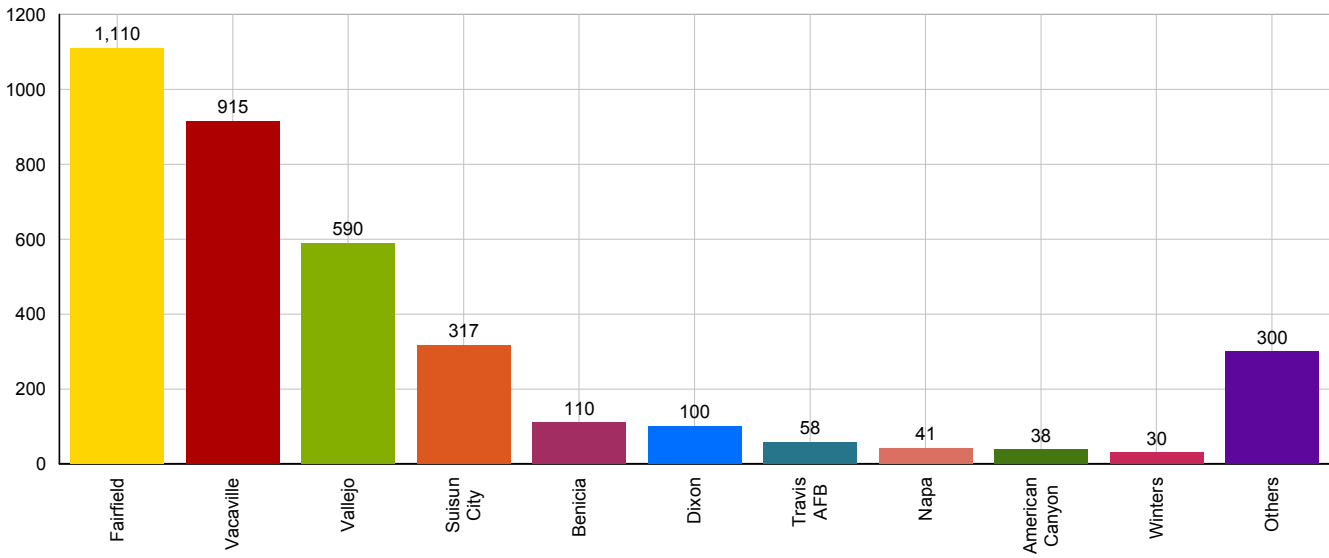


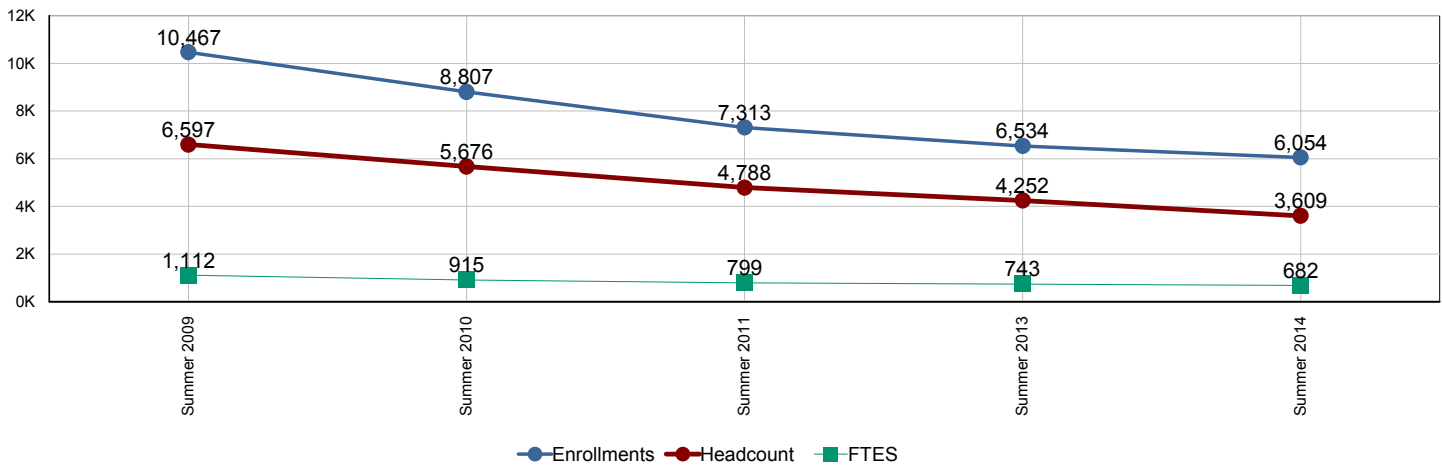
Chart below shows the headcount enrollment of students by home city

Student home city



Historic Enrollment Trends Summer

Chart below shows enrollment trends over time for Summer semesters. The blue line shows total enrollments, the red line shows the headcount while the green line shows FTES.



	Summer 2009	Summer 2010	Summer 2011	Summer 2013	Summer 2014
FTES	1,112.09	914.54	798.81	743.26	682.46
Enrollments	10,467	8,807	7,313	6,534	6,054
Headcount	6,597	5,676	4,788	4,252	3,609
FTES per Student	0.17	0.16	0.17	0.17	0.19
Enroll per Student	1.59	1.55	1.53	1.54	1.68

The following charts show trends in FTES and headcount enrollments by different student demographics. The FTES is expressed as a percent of total FTES generated to allow for easier analysis of changes over time

Trend by Student Ethnicity

		Summer 200	Summer 201	Summer 201	Summer 201	Summer 201
	% FTES	0.03%	0.02%	0.07%	0.06%	0.16%
	Headcount	2	2	5	3	7
Am. Indian or Alaskan Native	% FTES	2.46%	2.83%	2.98%	3.42%	3.46%
	Headcount	151	139	145	139	120
Asian or Pacific Islander	% FTES	18.82%	19.53%	19.57%	21.15%	21.41%
	Headcount	1,149	1,079	929	842	756
Black Non-Hispanic	% FTES	14.09%	15.76%	16.85%	18.16%	17.43%
	Headcount	933	945	822	798	616
Hispanic	% FTES	14.33%	14.71%	17.22%	22.56%	22.52%
	Headcount	947	859	844	990	849
Other	% FTES	24.89%	19.67%	15.98%	5.12%	3.87%
	Headcount	1,724	1,098	722	211	140
White Non-Hispanic	% FTES	25.38%	27.47%	27.32%	29.53%	31.16%
	Headcount	1,691	1,554	1,321	1,269	1,121
Total	% FTES	100.00	100.00	100.00	100.00	100.00
	Headcount	6,597	5,676	4,788	4,252	3,609

Trend by Student Gender

		Summer 200	Summer 201	Summer 201	Summer 201	Summer 201
	% FTES Headcount	0.00% 0	0.00% 0	0.00% 0	0.03% 1	0.00% 0
Female	% FTES Headcount	59.03% 3,900	58.83% 3,355	58.82% 2,836	60.04% 2,591	64.18% 2,318
Male	% FTES Headcount	39.54% 2,602	39.85% 2,237	40.37% 1,908	38.75% 1,617	34.12% 1,231
Not Reported	% FTES Headcount	1.43% 95	1.33% 84	0.81% 44	1.19% 43	1.70% 60
Total	% FTES Headcount	100.00 6,597	100.00 5,676	100.00 4,788	100.00 4,252	100.00 3,609

Trend by Student High School (Top 10 recorded)

		Summer 200	Summer 201	Summer 201	Summer 201	Summer 201
Unknown High School	% FTES Headcount	15.58% 1,088	16.44% 965	16.40% 772	14.95% 634	13.56% 510
Unknown CA High School	% FTES Headcount	16.50% 1,077	16.07% 932	15.33% 754	14.53% 662	12.19% 442
Armijo High	% FTES Headcount	7.78% 487	7.83% 444	7.26% 347	8.41% 343	7.96% 285
Fairfield High	% FTES Headcount	6.94% 464	6.85% 378	6.84% 332	6.05% 263	6.31% 234
Vacaville High	% FTES Headcount	6.10% 393	5.84% 312	6.42% 296	6.72% 271	6.51% 235
Vanden High	% FTES Headcount	5.13% 320	5.98% 318	5.52% 264	6.29% 264	6.47% 233
Wood (Will C.) High	% FTES Headcount	5.26% 332	4.99% 277	4.79% 226	5.19% 225	5.93% 210
Vallejo High	% FTES Headcount	4.48% 297	3.66% 224	4.11% 194	3.90% 150	3.33% 111
Benicia High	% FTES Headcount	3.54% 232	3.10% 180	3.56% 174	2.65% 122	2.53% 91
Hogan High	% FTES Headcount	4.60% 281	3.54% 195	3.28% 148	2.25% 97	2.71% 95
Others	% FTES Headcount	24.08% 1,626	25.69% 1,451	26.49% 1,281	29.05% 1,221	32.49% 1,163
Total	% FTES Headcount	100.00 6,597	100.00 5,676	100.00 4,788	100.00 4,252	100.00 3,609

Trend by Campus

		Summer 200	Summer 201	Summer 201	Summer 201	Summer 201
	% FTES Headcount	0.01% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0
Main Campus - Fairfield	% FTES Headcount	51.75% 3,830	53.93% 3,382	51.49% 2,753	68.28% 3,135	68.32% 2,752
Nut Tree Airport - Vacaville	% FTES Headcount	0.00% 0	0.16% 12	0.00% 0	0.00% 0	0.00% 0
Online	% FTES Headcount	17.85% 1,553	19.91% 1,506	21.23% 1,371	0.00% 0	0.00% 0
Other	% FTES Headcount	0.83% 126	1.57% 121	3.17% 117	0.60% 30	0.00% 8
Travis Air Force Base	% FTES Headcount	0.15% 18	0.21% 21	0.28% 24	0.55% 33	0.50% 36
Vacaville Center	% FTES Headcount	6.10% 595	8.68% 663	7.77% 544	13.20% 721	12.79% 629
Vallejo Center	% FTES Headcount	23.32% 1,855	15.55% 1,058	16.05% 932	17.37% 903	18.39% 855
Total	% FTES Headcount	100.00% 6,597	100.00% 5,676	100.00% 4,788	100.00% 4,252	100.00% 3,609

Trend by Division

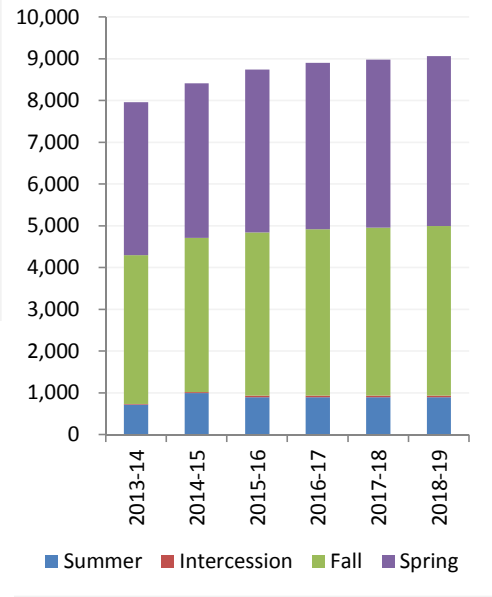
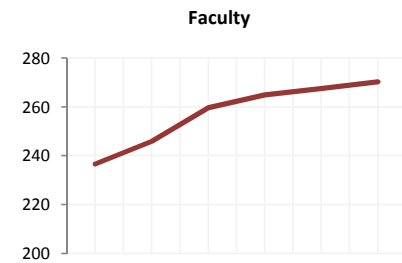
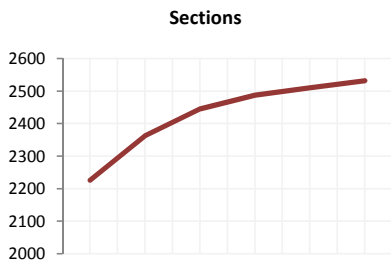
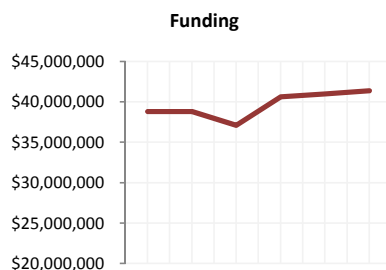
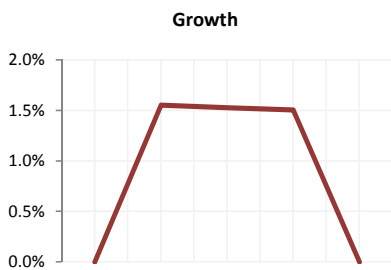
		Summer 200	Summer 201	Summer 201	Summer 201	Summer 201
Academic Success &	% FTES Headcount	1.42% 211	0.74% 206	0.00% 0	0.00% 0	0.00% 0
Applied Technology &	% FTES Headcount	0.02% 2	0.00% 0	0.00% 0	0.34% 20	16.38% 783
Career Technical Edu. & Bus	% FTES Headcount	10.94% 970	11.98% 867	20.52% 1,237	15.39% 839	0.00% 0
Career Technical Education	% FTES Headcount	7.30% 508	0.00% 0	0.00% 0	0.00% 0	0.00% 0
Counseling & Spec. Services	% FTES Headcount	2.09% 261	1.96% 193	2.36% 206	2.92% 322	2.52% 190
Health Sciences	% FTES Headcount	2.37% 202	9.60% 735	0.00% 0	2.26% 166	2.22% 158
Human Perform. & Development	% FTES Headcount	10.18% 1,353	12.34% 1,236	10.90% 982	8.90% 671	7.78% 492
IT & Learning Resources	% FTES Headcount	0.00% 0	1	0.00% 0	0.00% 0	0.77% 157
Liberal Arts	% FTES Headcount	12.22% 1,316	12.22% 1,085	25.91% 1,664	24.69% 1,574	19.12% 1,165
Mathematics and Science	% FTES Headcount	34.79% 2,254	35.25% 1,956	40.31% 1,962	45.15% 1,948	37.69% 1,397

		Summer 200	Summer 201	Summer 201	Summer 201	Summer 201
Social & Behavioral	% FTES Headcount	18.67% 1,873	15.91% 1,316	0.00% 0	0.00% 0	13.52% 861
Vacaville & Travis	% FTES Headcount	0.00% 0	0.00% 0	0.00% 0	0.35% 26	0.00% 0
Total	% FTES Headcount	100.00% 6,597	100.00% 5,676	100.00% 4,788	100.00% 4,252	100.00% 3,609

FTES Modeling

	1	2	3			
Academic Year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Target	8,502	8,502	8,502	8,634	8,766	8,898
Restoration 09/10	0	0	0	0	0	0
Restoration 11/12	0	0	132	132	132	0
Final Target	8,502	8,502	8,634	8,766	8,898	8,898
Growth %		0.0%	1.6%	1.5%	1.5%	0.0%
Summer	726	1,000	900	900	900	900
Intercession	15	18	35	35	35	35
Fall	3,561	3,700	3,907	3,985	4,025	4,065
Spring	3,665	3,700	3,907	3,985	4,025	4,065
Borrow	Yes	Yes	No	No	No	
Summer Adjustment		(536)	(620)	0	0	0
Annual Total	7,966	7,882	8,129	8,905	8,985	9,065
Balance	(536)	(620)	(505)	139	87	167
Final Balance	8,502	8,502				

Borrowing Error
 Funding \$ 38,811,630 \$ 38,811,630 \$ 37,109,844 \$ 40,651,325 \$ 41,016,525 \$ 41,381,725



**SOLANO COMMUNITY COLLEGE DISTRICT
POSITION DESCRIPTION**

CLASS TITLE: DIRECTOR OF RESEARCH AND PLANNING (Classified Manager)

BASIC FUNCTION:

Under the direction of the Dean of Research, Planning and Institutional Effectiveness, perform duties related to development and management of a college research and planning processes; coordinates strategic planning and research efforts; ensures accurate compliance with internal program review processes; responsible for development and dissemination of planning information. Prepare and maintain data and reports critical to decision making. Provide assistance and counsel in the analysis and interpretation of academic and administrative data in support of decision making and policy formation; coordinate external environmental scanning. Provide management support to the College's ongoing institutional effectiveness program.

REPRESENTATIVE DUTIES:

Work closely with all administrative offices and College committees in determining research projects.

Actively manage the Colleges Program Review process. Monitor timelines and compliance, support the process with training and resources as required as well as communicate results and recommendations coming from Program Review

Act as technical consultant on Service Area Outcomes. Provide training to managers on developing sound outcomes for their service areas. Provide suggestions and support on developing success criteria, assessment methods and results interpretation.

Prepare, maintain and report on a variety of comprehensive statistical studies related to enrollment, matriculation, demographics, equity, student learning outcomes, course scheduling patterns and other mandated information; assure the timely processing and distribution of reports to State agencies and College administrators.

Liaise with webmaster to ensure reports are freely available and accessible by internal and external stakeholders.

Oversee validation of the accuracy of the College's Apportionment Attendance Reports (CCFS-320) to the Chancellor's Office.

Work with Dean of Research, Planning and Effectiveness to identify major college decision points and produce impartial analysis to support decision making.

Conceptualize, design and execute research projects by establishing framework, data elements and methodology and compile and analyze complex statistical data and report findings in narrative or graphic formats.

Develop, format, write and edit formal published reports, as required by the College and the State or other external agencies; prepare informal written reports and make oral presentations to the Board of Trustees, individuals and small groups, both on and off campus as appropriate.

Provide technical expertise to faculty and staff regarding research projects and methodology.

Maintain contacts with off-campus research sources and organizations.

May work on research projects in cooperation with other agencies and academic institutions and coordinate staff activities involved in participation in such projects.

Through continued study and participation in professional organizations, maintain current in the fields of organizational planning and post-secondary education, writing summaries, as appropriate, and advising staff and others regarding practical applications.

Coordinate and support a broad-based, comprehensive, collaborative program of District planning, which incorporates the outcomes of program review, accreditation, and other on-going evaluation programs.

Serve as a resource staff member for the District's Shared Governance Council, assisting this body in gathering data for, drafting, and publishing the District's annual report.

Serve as the facilitator for the District's Planning Committees

Coordinate and maintain the District plans, incorporating program reviews, internal and external data scans, and needs assessments.

Identify primary institutional source data and external local, State and national demographic data to be used in research projects and reports.

Conceptualize and interpret complex data and develop clear, concise recommendations to effectuate improvement in programs, planning and strategic goals.

Assist in evaluation of progress toward achievement of adopted goals, recommending actions where appropriate.

Develop systematized methods for the gathering of data, including, student learning outcome assessment, workload measures, financial indicators and program review.

Assist in preparation and administration of the budget for the Office of Research and Planning; ensure expenditures are correctly recorded and account balances are sufficient to cover costs.

Assist in the evaluation, selection and implementation of new data analytic software

Hire, orient, train, assign, schedule, supervise and evaluate office staff, assuring that applicable regulations and policies are adhered to and applied correctly.

Maintain work unit standards for service efforts and other quality control measures and facilitate improvements in quality of staff efforts.

Assist in administration of the District's collective bargaining agreements, as appropriate.

Serve on appropriate committees and represent management, as requested.

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Affirmative Action/Equal Opportunity policy and practices that lead to increased understanding of, sensitivity to, and respect for diverse cultural groups, women, and the disabled.

Local and State planning and evaluation processes.

Outcomes assessment and program review processes

Research methodology and statistical analyses related to student performance, course scheduling and administrative functions.

Compilation, analysis and distribution of complex data.

Enrollment, admission and matriculation procedures and regulations.

Oral and written communication skills, including formal report and technical writing.

Personnel management practices and techniques of supervision.

Interpersonal skills, using tact, patience and courtesy.

Budget preparation and control techniques.

Correct English usage, grammar, spelling, punctuation and vocabulary.

Modern office practices, procedures and equipment, including database, spreadsheet, word processing, and statistical software.

ABILITY TO:

Manage and support complicated internal processes

Design and develop structured data-gathering and analysis systems, including survey questions.

Design and implement data-collection systems in support of institutional planning, both operational and strategic.

Prepare, format, edit and distribute narrative and statistical reports.

Develop special analytical studies related to matriculation components, curriculum, instructional programs, and college management.

Operate a computer and a variety of spreadsheet, database, reporting and word processing programs.

Communicate effectively, both orally and in writing.

Demonstrate an understanding and sensitivity to the diverse socio-economic, cultural and ethnic background of all employees, including the disabled.

Establish and maintain cooperative and effective working relationships with others.

Analyze situations accurately and adopt an effective course of action.

Work independently with little direction.

Plan and organize work.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: a master's degree, including or supplemented by course work in statistics, research methodology or closely related fields, and two years of experience in institutional or educational research and administration; community college experience desired.

RJS/zg

Board approved: 6/16/99
Revised: 8/12/13

Director of IR: Need Analysis

Each replacement position will be evaluated to the extent of the need to fill the position considering factors such as legal requirements and institutional priorities. Please respond to the following questions on a separate document, attach it to this form, and return the information to the Human Resources Department.

1. Describe the purpose and major function of the position and describe how this position will benefit the department and the District. What are the potential consequences of not filling this position?

The major purpose and function of the position will be to perform duties related to development and management of a college research and planning processes; coordinates strategic planning and research efforts; ensures accurate compliance with internal program review processes; responsible for development and dissemination of planning information, enrollment trends. Provide assistance and counsel in the analysis and interpretation of academic and administrative data in support of decision making and policy formation; coordinate external environmental scanning. Provides management support to the College's ongoing institutional effectiveness program.

Not filling the position will severely slow down and/or reduce the effectiveness of the districts research and planning capabilities. In a time when the college is becoming more 'research aware' and seeing the benefits of sound evidence based decisions to lever internal resources requests for data and help planning directed to the research and planning office have increased dramatically. Coupled with mandated state and federal requirements, as well as an increasing role supporting grant applications and management the ability to conduct internal research to support program review and evidence based decision making has been stretched beyond capacity.

2. Does this position provide support for compliance with state and federal legal requirements? If so, please explain.

The position will support compliance. The position will oversee validity of 320 reporting as well as act as keyholder for IPEDs reporting. The position will also respond to new formal reporting requirements including the Student Success Act and Student Loan Default Rate reporting.

3. Does this position have any direct or indirect impact on the college's ability to generate revenue? If so, please explain.

The major direct impact is on the support of grant applications. This is a relatively new and under-exploited source of revenue for the district but is an area that has demonstrated recent growth. Nearly all grant applications require data in support as well as data for assessment of impact. This position will be heavily involved in supporting data requests originating from grant applications.

4. Would this position have any health and safety implications if it were not filled? If so, please explain.

None

5. Is there any way this service can be provided in another manner by reorganizing or restructuring the department or program/service to become more efficient and effective?

Not at this time. There is potential that over time we could better utilize technology or that managers will become more adept at planning. However, this potential is so variable and

dependent upon so many factors outside of control of this department it is not a certainty. If we could become more efficient at some of the tasks identified we could then consider restructuring. There are just so many internal research and planning services we are currently not engaged in fully. Any future restructuring needs to include this position.

6. Can this service be provided in fewer hours per day or months per year? If not, please explain.

Potentially, although the effectiveness of a part time position would be limited there is possibility that the service could be provided in fewer hours. In this case it would be expected that the scope or quality of work would be impacted.

7. Do you have any suggestions or alternatives to not filling this position such as a technological way to provide the service or to eliminate the service altogether? If so, please explain.

We could always improve the service, particularly by better utilizing technology. This position would be key to improving the service with technology. However, this is a long term project that would be impossible to complete without the position.