



**Institutional Research  
Western Nevada Community College**

**Program Review  
1998-2003**

## Western Nevada Community College Program Review

**Program:** Office of Institutional Research

**Period of Review:** July 1<sup>st</sup>, 1998 through June 30<sup>th</sup>, 2003

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## I. Title of Program and Dates of Review

Institutional Research, July 1<sup>st</sup>, 1998 through June 30<sup>th</sup>, 2003

## II. Program Description

The Office of Institutional Research revised its mission and objectives during the spring of 2002 and posted them on its college website. The current mission statement and objectives were created through a group process that included all staff members at the time (but no other stakeholders). Institutional Research continues to review them as part of each assessment cycle.

### II.1 *Mission*

The Office of Institutional Research oversees the collection, analysis, interpretation, and distribution of information descriptive of the institution and its activities, including its students and staff, programs, management, and operations, in order to aid the college in its planning, decision-making, and policy formation efforts.

The office is dedicated to improving institutional effectiveness by fulfilling the reporting requirements mandated by state and federal agencies, completing various student outcomes, and assisting all departments and units of the college with their institutional research, assessment, and data analysis needs.

### II.2 *Objectives*

- Provide institutional research data and data analysis to departments and units throughout the college community.
- Fulfill institutional reporting requirements of state and federal agencies including the UCCSN, The Integrated Post-Secondary Education Data System (IPEDS), and the Nevada State Department of Education.
- Organize and conduct the student course evaluation process throughout the academic year.
- Provide institutional assessment results and analysis to administrative units, academic departments, and offices providing student support services.
- Serve as consultants to other college offices, departments, and individuals on institutional data collection and analysis matters, and provide assistance whenever possible.
- Maintain a website containing up-to-date institutional data and data analysis.
- Maintain the highest professional standards of accuracy, objectivity, and timeliness.
- Coordinate the college administrative assessment process.

### ***II.3 How IR supports the mission and goals of WNCC***

The Office of Institutional Research supports the mission and goals of WNCC in several ways enumerated by college goal below.

#### **Goal 1**

**“...to prepare students to achieve their educational goals.”**

The Office of Institutional Research supports this goal by providing research that strengthens instruction in a variety of ways. Most importantly, research is provided to executive faculty, deans, and department and division chairs that use the information to make decisions regarding college instruction and enrollment.

- Enrollment projections and reports
- Academic and administrative program review
- Academic and administrative assessment
- Coordination of the administrative assessment process
- Committee memberships and working relationships
  - Strategic Planning and Effectiveness Committee
  - Accreditation Committee
  - Academic Program Assessment Committee
- Special Projects that influence instructional development at the college
  - Clarus Workforce Development Scan (2002)
  - Pew National Trust’s National Forum on College Level Learning (2003)
  - Needs assessment for baccalaureate degree in elementary education
- Coordinating the student course evaluation process
- Needs assessment surveys for educational programs
  - Various nursing program surveys (2002)
  - Four year elementary education survey (2003)

The Office of Institutional Research also provides the kinds of data mentioned above to the UCCSN, the president, the Legislative Council, Nevada State Department of Education, and other state and federal agencies in support of state system and federal decision making.

#### **Goal 4**

**“...strive to create a comfortable environment conducive to learning.”**

The Office of Institutional Research works closely with the Facilities department to produce the annual UCCSN space utilization report that analyzes classroom usage at the college. Classrooms are a major component of the facilities at WNCC and utilization of this important resource can have a significant impact on perceived space needs as well as management policy. The office also gathers opinion data through our graduate survey and student course evaluations regarding the condition of college facilities and distributes the results to interested parties to aid in the planning of improvement projects.

#### **Goal 5**

**“...committed to structuring and delivering all administrative and support services to effectively and efficiently support instruction.”**

**Goal 6****“...offer a broad array of academic support services and student services.”**

A primary part Institutional Research’s mission is to provide research data and data analysis to units throughout the college community to aid all executive, administrative, and academic departments and divisions in their decision making efforts. Recent assessment and program review requirements for administrative and academic departments and divisions have significantly increased the need for, and the production of, institutional research data and analysis of that data across the college. Data and analysis provided for program review and assessment efforts play an irreplaceable role in the college’s constant efforts toward improvement in providing administrative and academic support services.

The Office of Institutional Research works with various administrative offices on ways to gauge service delivery efficiency and quality. IR supports marketing efforts by providing reliable data for publication and background information on our student population that assists with marketing strategy. Institutional Research works closely with the Finance & Administrative Services and Student Services departments to collect and report on employee and student data to state and federal agencies. Through assessment and program review support and data provided by Institutional Research, academic and administrative departments and divisions are able to evaluate the delivery of instruction and services and make improvements as necessary.

## ***II.4 Unique Characteristics***

The Office of Institutional Research operates in a field where reporting requirements change from year to year. Not only is the office subject to the constantly shifting reporting requirements of various state and federal agencies, Institutional Research must also be responsive to executive, state and legislative requests that are often complex and last minute. The level of responsiveness required to meet the demands of all of these constituencies creates an atmosphere in which projects must be dropped and picked up again, making it difficult to complete long-term projects and planning. In addition to external requests, Institutional Research has a critical role to play in responding to the data and research needs of the college community. To provide adequate support to the college community and to maintain its relevance, it is the obligation of the IR Office to respond to data requests from faculty and staff in a speedy and accurate manner. When combined with external mandates, it creates for a very fast-paced working environment that often makes it impossible to do any proactive type of research.

## ***II.5 Concerns and Trends***

As the trend toward accountability continues to increase, so do the demands made upon the Office of Institutional Research by college, state, and federal entities. Before the 2002-2003 academic year, Institutional Research consisted of two full-time employees and one .40 clerical employee. To help cope with the mounting workload and added responsibilities, Institutional Research was granted a full-time emergency hire position that was converted to a permanent full-time position in September of 2003. With the rising importance of program review and assessment and other accountability measures, the increasing number of external and internal survey implementations, and ad-hoc requests from college personnel, Institutional Research often finds itself juggling priorities and having to choose which requests to complete. The workload requirements are expected to increase each year in proportion to state and national reporting requirements so Institutional Research will have to come up with ways to streamline operations in the future or possibly add more staff.

Another area of concern is the increasing importance of information technology resources in the field of Institutional Research. As a community college, we often find ourselves scrambling for tools that would improve our operations. We rely on UCCSN's centralized resources to provide us with these tools. This reliance on an "outside" entity puts us at a serious disadvantage when compared to the larger UCCSN institutions with more resources. For instance, UNLV's Office of Institutional Analysis & Planning employees a full-time application developer who created an online tool that manages faculty workload. UNLV, CCSN, and UNR have created their own student data warehouses as a workaround for the current data warehouse maintained by SCS because it does not contain enough accessible information. These applications allow them to streamline their data collections methods, making data more accessible and making those institutions more efficient. The System Computing Center did agree to work with us two years ago to develop our current online workflow system (DRS) but we have had difficulties with its support and administration since its initial release because our system is not SCS' highest priority.

### III. Relationship of Program to Programs at WNCC and in the UCCSN

Institutional Research maintains a set of strong reporting relationships with various entities inside and outside of the college.

- **Executive faculty**
  - Provide regular reports on college performance measures and other student information.
  - Work on special projects that impacts areas like workforce development and the expansion of educational programs.
  - Help select data to measure college goals.
  - Respond to requests for data as needs occur.
- **Administrative departments**
  - Provide regular reports on college performance measures and other student information.
  - Coordinate the administrative assessment process.
  - Provide data for program review.
  - Provide data for assessment.
  - Respond to marketing requests.
- **Academic divisions**
  - Provide regular reports on college performance measures and other student information.
  - Provide data for program review.
  - Provide data for assessment.
  - Respond to division chair requests.
- **Committees**
  - Provide data for committees that impact the delivery of instruction and support services.
  - Serve on committees that impact the delivery of instruction and support services.
- **UCCSN**
  - Provide student information for the UCCSN's regularly scheduled reports.
  - Respond to legislative requests made to the UCCSN.
  - Provide student information for other requests as necessary.
  - Meet with state institutional researchers to set policy and procedures.
- **State Department of Education**
  - Provide student information.
  - Collect k-12 student information and incorporate into student information reports.
- **Federal agencies**
  - Fulfill institutional reporting requirements for IPEDS (Integrated Post-Secondary Education System).
  - Fulfill institutional reporting requirements for Perkins Financial Assistance.

## IV. Review Process

Members of the Office of Institutional Research discussed the make-up of the review team. All felt it was important to work with academic and administrative representatives so Reg Creasey, division chair of Applied Science, and Irene Tucker, Human Resources Personnel Analyst were formally nominated as the final review team members.

First review team meeting: Wednesday, February 4, 2004. A draft of the program review report was circulated by Tracy Viselli and a call for suggested revisions was made. Team members agreed to review the draft and offer suggestions. A final draft was circulated on March 25, 2004 and a meeting was scheduled for Wednesday, March 31, 2004 to discuss the findings and the recommendations of the review team. Revisions were made to the report and it was submitted by the team leader to SPFIE.

**Review Team:** Reg Creasey – Applied Sciences, Mathematics & IS, Division Chair  
Irene Tucker – Human Resources, Personnel Analyst  
Susan Riggs – Office of Institutional Research, Director  
Tracy Viselli – Office of Institutional Research, Programmer/Analyst (Leader)

**Outside Evaluator:** Elena Bubnova – Director of Institutional Research and Assessment, Truckee Meadows Community College

## V. Quality of Program

### V.1 Adequacy of Resources

#### V.1.a Personnel

In the past five years, Institutional Research has grown from an office of one FTE to an office that currently employs three full-time employees and one .4 FTE employee. The current staffing level is adequate for the office to complete its activities. However, as the number of requests has continued to increase over time, hard choices about project priority will have to be made in the future. In fiscal year 2002-2003, 3.4 FTE employees completed 291 data requests. These completed requests are in addition to the completion of several external and internal surveys and the student course evaluation process. There is concern that the move toward more accountability by state and federal agencies will continue to add to the volume of work requests for this office and outstrip current staffing levels.

Training in survey methodology and FOCUS programming will be a priority in order to improve skill levels and increase the number of employees in the office qualified to report on the Student Information System.

#### **Susan Riggs, Director of Institutional Research**

- 20 years experience as a programmer/analyst
- 3 years as Director of Institutional Research at WNCC
- B.S. Math, University of Nevada
- Post Graduate Certificate, Business Data Processing, University of California at Santa Barbara

#### **Tracy Viselli, Programmer/analyst**

- 10 years experience in various information technology support and management positions
- B.A. English, California State University San Bernardino
- M.A. Teaching Writing & Literature, George Mason University

#### **Barbara Ford, Computer Systems Technician II**

- 10 years at WNCC as supervisor of word processing, management assistant, and Computer Systems Technician, 26 additional years of experience in various administrative positions.
- A.A., General Studies, Western Nevada Community College

#### **Eun Winters, Administrative Aide**

See the staff matrix below for a more detailed list of individual responsibilities.

## V.1.b Operating Funds

The budget below is provided by the college Budget Office for the purposes of program review. The top portion of the spreadsheet contains salary information. In 1998-1999, start-up funds (office supplies, furniture, training, etc) were needed for the office. A professional staff member was added during the 2001-2002 fiscal year, accounting for the additional cost in that area. In non-salary related expenses, approximately \$10,000 was added to the Institutional Research budget in 2001-2002 to cover the costs of the new student course evaluation process. This is an ongoing expense and funding is required each year for it to be completed. Additionally, there will be a change in the student course evaluation instrument in 2003-2004. At this time, it is not known how much this instrument implementation will cost each year. It can at least be assumed that it will cost as much as the current implementation.

Operating Budget	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
PROFESSIONAL CONTRACT					
W/RETIRE	65,804.04	67,152.00	62,433.60	84,122.16	134,088.87
CLASSIFIED WITH RETIREMENT	35,747.04	34,368.48	35,057.52	33,678.97	36,289.44
CLASSIFIED W/O RETIREMENT	0.00	0.00	0.00	2,727.27	6,914.55
CLASSIFIED LONGEVITY	675.00	725.00	775.00	550.00	200.00
CLASSIFIED OVERTIME	0.00	0.00	0.00	0.00	213.90
CLASSIFIED TERMINAL LEAVE	0.00	0.00	0.00	0.00	428.59
WAGES - NON-STUDENTS	0.00	0.00	0.00	1,903.10	0.00
FRINGE BENEFITS	22,207.15	23,623.84	23,683.45	27,750.53	41,370.68
<b>Salary Total</b>	<b>124,433.23</b>	<b>125,869.32</b>	<b>121,949.57</b>	<b>150,732.03</b>	<b>219,506.03</b>
OUT OF STATE TRAVEL	1,663.38	0.00	0.00	0.00	0.00
IN STATE TRAVEL	122.26	0.00	275.86	223.53	79.18
SUPPLIES-COMPUTER	11,556.14	79.45	378.68	0.00	10.64
SUPPLIES-INSTRUCTIONAL	0.00	0.00	0.00	3,488.46	0.00
SUPPLIES-OFFICE	1,492.70	42.87	2,083.32	1,469.49	702.62
SUPPLIES-GENERAL	0.00	0.00	0.00	75.00	159.00
NON-INVENTORY EQUIP/FURNITURE	6,608.95	0.00	0.00	1,694.00	0.00
PC'S & PRINTERS <\$2000	0.00	0.00	0.00	0.00	327.40
REGISTRATION/CONFERENCE FEES	4,556.00	0.00	0.00	0.00	20.00
TRAINING EXPENSE	600.00	0.00	0.00	0.00	0.00
BOOKS/PUBLICATIONS/SUBSCRIPTNS	14.75	0.00	0.00	55.50	0.00
LEGAL/ADMINISTRATIVE EXPENSE	0.00	260.62	0.00	5,181.86	10,371.44
INSTITUTIONAL MEMBERSHIPS	90.00	0.00	95.00	0.00	129.00
COMPUTER SOFTWARE/LICENSES	0.00	0.00	0.00	0.00	145.80
REPAIRS/MAINT-EQUIPMENT	0.00	0.00	0.00	0.00	0.00
REPAIRS/MAINT-COMPUTER EQUIP	0.00	0.00	0.00	0.00	0.00
MAINTENANCE AGREEMENTS	0.00	0.00	0.00	1,025.00	1,025.00
COPY/BINDING EXPENSE	128.56	0.00	0.00	2,089.54	849.48
PRINTING EXPENSE	20.00	28.80	114.40	54.72	14.03
COMPUTERS <\$2000	0.00	0.00	0.00	0.00	1,750.00
POSTAGE	0.00	0.00	0.00	0.00	0.00
COMPUTER	8,646.42	0.00	2,783.53	0.00	0.00
<b>Non-salary Total</b>	<b>35,499.16</b>	<b>411.74</b>	<b>5,730.79</b>	<b>15,357.10</b>	<b>15,583.59</b>

**V.1.c Facilities**

The Office of Institutional Research occupies an office suite with workspace for four people and file storage. Space is adequate for current personnel and operations. However, there is no extra space.

The Office must continue to acquire workstation level computing equipment because of the robust computing done by its employees (spreadsheets, mainframe databases, publishing, etc).

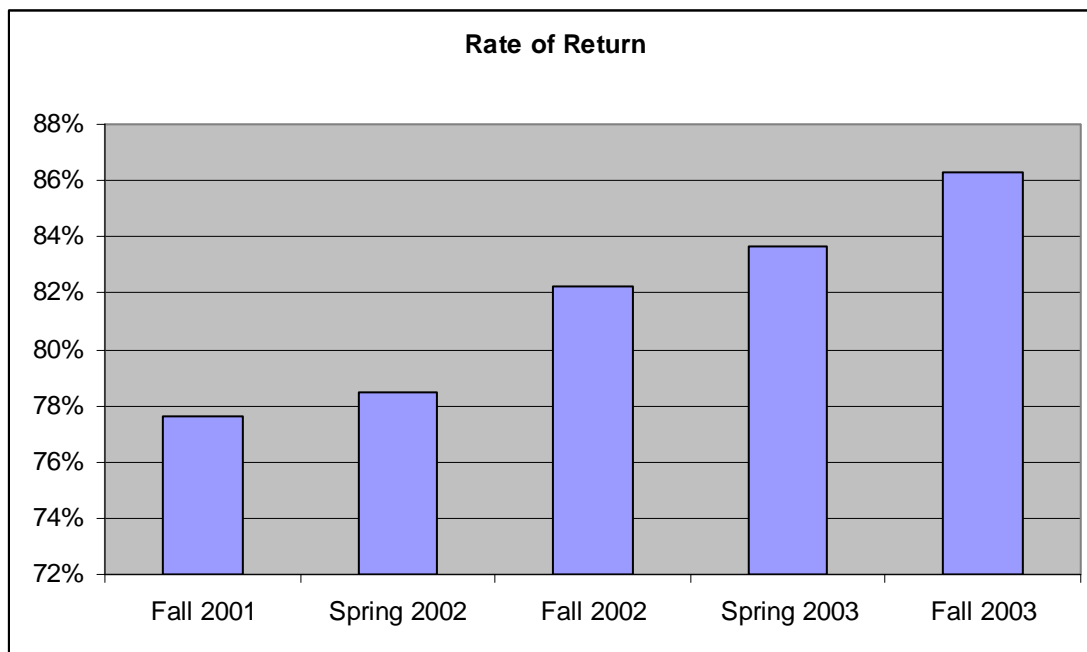
## V.2 Evidence of the Effectiveness of the Department

### 5.2.a Measures of Effectiveness

#### 1. Increase the instructor return rate for student course evaluations.

Fall 2001 was the first semester Institutional Research began managing the student course evaluation process. Several procedural improvements were made to improve the process including: instructor training, the creation of an exhaustive workflow database, online documentation and reports, and the dissemination of division chair reports. As a result, the rate of return of student course evaluations has risen each year under the management of Institutional Research.

**Since fall 2001 the return rate has increased by 8%.**



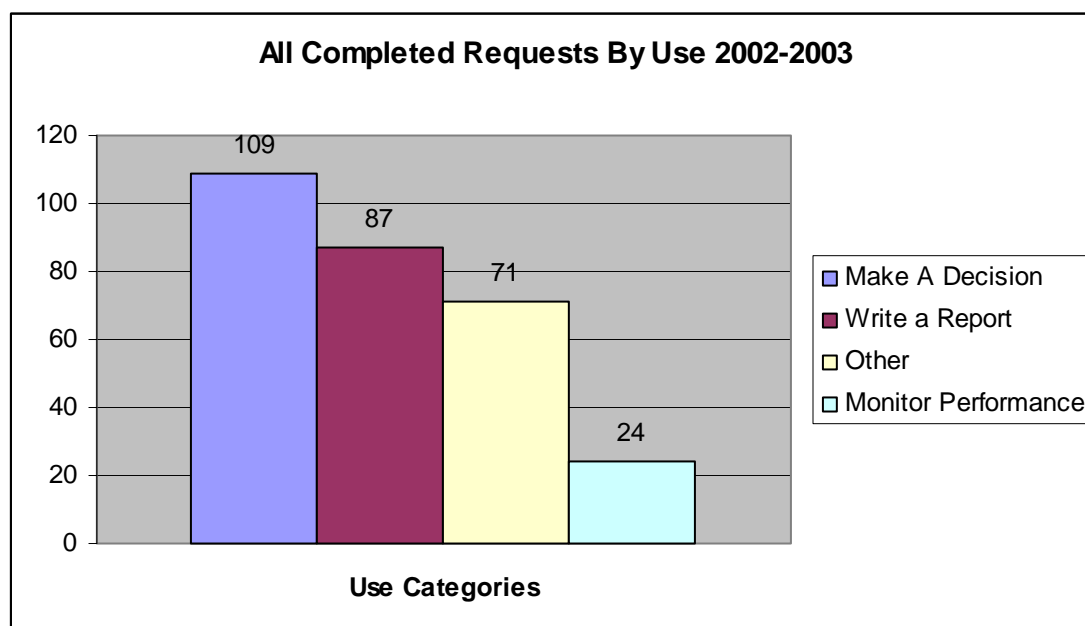
The current student course evaluation tool, IDEA, will be retired in summer, 2004. It is reasonable to expect the change in evaluation tools to affect the rate of return in the future.

## 2. Improve workflow management by implementing an online request system

In the summer of 2002, Institutional Research worked with System Computer Services to create an online data request system that allows for workflow management. Before 2002-2003, Institutional Research had no effective way to manage and report on workflow. Before the implementation of the DRS, requests came in through email or by phone and were not effectively tracked.

The new Data Request System (DRS) provides a central relational database of requests with the scheduling and reporting capability required by Institutional Research. Reports can be run against the database at any time with multiple sorting options and a summary report is generated at the end of each fiscal year. The DRS system finally gives Institutional Research a realistic picture of its workflow and makes it easier to prioritize projects for added effectiveness.

**Institutional Research completed 291 DRS requests during 2002-2003.**



It should be noted here that it is not necessarily Institutional Research's goal to complete more data requests each year, but to track the requests we do complete in a more efficient manner. What is important to note is that we can gather meaningful data on the kinds of requests we do complete. As seen above, 196 of the requests completed in 2002-2003 assisted departments and divisions in making important decisions or writing reports.

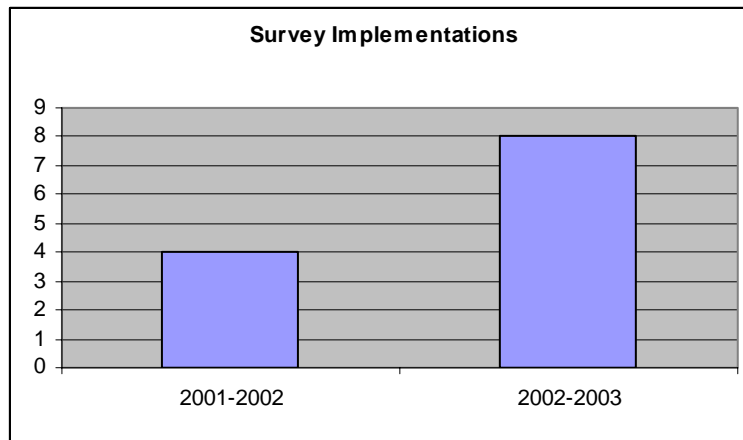
An area of concern is the continual need to update and make changes to the DRS database so that it operates optimally. Because it is controlled by System Computing Services, changes in database structure are completed slowly if at all. It is strongly urged that the college add a Microsoft SQL server to house this application and others locally. Adequate personnel should be added to support the new server and administer applications.

See Appendix A, *DRS 2002-2003 Summary* for the complete report.

### 3. Improve ability to implement surveys

Recognizing the need for a more professional approach to implementing surveys at the college, Institutional Research received support to purchase a survey application and scanning equipment and software in 2001-2002. Surveys are helpful when conducting needs assessments for new programs, completing program review and assessment requirements, and are a good way to collect information on student and employee satisfaction and perceptions. The e-Listen survey application gives Institutional Research the ability to implement electronic surveys as well as the more traditional paper and pencil surveys. E-Listen and the scanning equipment also simplify the survey process, particularly in the area of reporting, giving Institutional Research robust tools to analyze survey results for departments and divisions.

**The number of survey implementations between 2001-2002 and 2002-2003 doubled.**



It is expected that with the requirements of program review and assessment, the number of internal survey implementations will increase to approximately 20 each year. Training in survey methodology is a priority for 2003-2004.

#### 4. Maintain a high level of customer satisfaction

An IR customer survey was distributed on March 25<sup>th</sup>, 2003 via e-mail to all 257 full and part-time classified staff, administrative faculty, executive faculty and academic faculty on the “allcollege” email list which should match closely with data in the HR system. The survey generated a 42 percent response rate with a total of 108 out of 257 responses received (margin of error  $\pm$  9%).

Of those who responded to the survey, 90 % rated IR customer service as either “Very Good” or “Excellent.”



See Appendix item B, *IR Assessment and Customer Satisfaction Survey* in the appendix for the complete report.

#### 5. Maintain a website containing up-to-date institutional data and data analysis.

At this time, Institutional Research publishes two reports each year since the 1998-1999 academic year: *Measuring Student Access and Success: A Longitudinal View of Selected Measures, 1993-2003*, and *Campus Statistics*. These reports have been available on the Institutional Research website since its inception and were distributed to individuals before the creation of the website. (<http://www.wncc.nevada.edu/institutional/>)

As the workload for Institutional Research has grown in the last two years, it has proven more difficult to keep these publications updated. *Campus Statistics* has not been updated since the spring of 2002. Institutional Research must find a way to update these publications on a regular basis. If Institutional Research maintains these publications and can add to them, more ad-hoc requests for data might be eliminated.

Additional publications are in process. A small brochure of facts will be published in cooperation with Marketing and Information Services in the spring of 2004, and a college fact book is scheduled for publication in spring 2005.

## V.2.b Assessment Activities

At the time of this report, the Office of Institutional Research has completed one assessment cycle: 2002-2003. Administrative Assessment is a relatively new phenomenon at the college and 2002-2003 was the first year of an orchestrated assessment effort. The 2003-2004 assessment cycle is currently under way and a report is expected by April 1, 2004.

### 2002-2003 Assessment Report Summary

#### Assessed Outcome

In order to facilitate college planning and assessment efforts, be responsive to our constituents, and reduce the number of ad-hoc reports, Institutional Research will increase the breadth of data readily available on the IR website.

The goal was to determine what information our customers felt was missing from our website in support of the outcome above. To do this, we implemented an online survey and took the most popular answer selected from question seven (What kind of information would you like to see added to the Institutional Research website?), and added that component to the website. We felt this was a way for us to be responsive to our customer's needs and provide them with better information and service in the most convenient form. Our survey generated a 42 percent response rate with a total of 108 out of 257 responses received (margin of error  $\pm 9\%$ ). The item selected by our respondents to be added to the website was "descriptions of all reports available."

#### Improvements Made

- Updated all descriptions for reports posted on the IR website.
- Added a preview of the contents of some reports.
- Added a glossary of reporting terms.
- Added a DRS Help document that lists the kind of information available on an ad-hoc basis.

See Appendix item C, *IR 2002-2003 Assessment Report* for the complete report.

#### Publication of Mission and Goals

The Office's mission and objectives were originally posted on the front page of its website in the spring of 2002. An email announcement was sent to all personnel at the college regarding the release of the new website. Assessment reports, which will include the specific goals for each internal assessment cycle, will be published on the website beginning in March of 2004. Because the Office is in charge of coordinating the Administrative Assessment process for all departments at the college, it has also provided a place where these reports will be published at the conclusion of each assessment cycle.

### V.2.c Customer Satisfaction Data

An IR customer survey was distributed on March 25<sup>th</sup>, 2003 via e-mail to all 257 full and part-time classified staff, administrative faculty, executive faculty and academic faculty on the “allcollege” email list which should match closely with data in the HR system. The survey generated a 42 percent response rate with a total of 108 out of 257 responses received (margin of error  $\pm 9\%$ ).

From thirteen questions regarding customer satisfaction and services provided, we were able to come to the following conclusions:

- 91 percent of all WNCC faculty and staff respondents know that there is an Institutional Research Office.
- 68 percent of those are familiar with the role of the office.
- 29 percent of respondents have used the recently implemented online DRS (SIS Data Request System).
- 90 percent of those who have visited the website were looking for online reports or DRS access.

#### Customer Satisfaction Questions

83 respondents rated IR customer service as either Very Good or Excellent 90 percent of the time.

##### Totals

Very Good:	112.05
Excellent:	340.96
Satisfactory:	46.98

##### Averages:

Very Good:	68%
Excellent:	22%
Satisfactory:	10%

#### Conclusions

The college community seems to be very happy with the customer service provided by the Institutional Research Office. However, a question addressing IR staff’s openness to feedback/suggestions received the highest number of “Satisfactory” responses. Institutional Research staff should make an effort to address this perception.

See Appendix item B, *IR Assessment and Customer Satisfaction Survey* for the complete report.

### V.2.d Certifications Available

There are several new graduate certificate programs for Institutional Researchers sponsored by the Associate of Institutional Research and the National Center for Education Statistics. College employees in the field should move toward certification as funding and access allows.

### **V.3 Need for the Program or Service**

Institutional Research is a necessary component of any successful institution of higher education. At WNCC, The Office of Institutional Research tracks and reports on the success of students and academic and administrative programs, gathers valuable information on alumni, and provides the research necessary for informed decision-making and strategic planning. Its mission is to manage the knowledge collected by and about the college and to measure the college's effectiveness. Below is a short list of essential functions Institutional Research performs that make it a necessary department for the college.

- Fulfills the reporting requirements for the federal and state department of education.
- Fulfills the reporting requirements for NCES (National Center for Education Statistics) and IPEDS (Integrated Post-secondary Education Data System)
- Fulfills the reporting requirements for the UCCSN.
- Responds to state legislative data requests.
- Publishes reports on student information
- Provides data instrumental for the operation and improvement of the college:
  - Program review data
  - Assessment data
  - Accreditation data
  - Division and department data requests
  - Executive data requests
  - External and internal surveys
  - Coordination of the administrative assessment process
  - Coordination of the student course evaluation process

## **VI. Curriculum Review**

N/A.

## VII. Findings and Recommendations

### Findings

In just five years the Institutional Research office has grown from a one person operation to a bustling and efficient office that manages many essential college functions and provides the college with institutional data and analysis that aids it in its mission of effectiveness.

This review team finds that the Institutional Research program has not only been effective in establishing and publishing its mission and goals, but in accomplishing them as well. Findings suggest that the program had been effectively supporting the mission and goals of the college and its executive faculty and academic and administrative programs. The program has implemented excellent measures of effectiveness and used these measures to make improvements and increase responsiveness to customers in order to maintain a high level of customer satisfaction.

It is also the finding of this review team that the program has experienced a significant increase in workload and technical demands as a result of the increasing trend toward accountability at the college. This is the most pressing issue for Institutional Research. Ways must be found to reduce the number of ad-hoc data requests so the office can work more strategically towards its goals. If the accountability activities continue to increase at the state and federal level, and there is every reason to believe they will, the current staffing level and existing technology resources may not be sufficient to meet the needs of the college effectively.

### Recommendations

#### **Goal 1: Reduce number of ad-hoc data requests and build a more strategic workflow system.**

- Increase the Focus reporting capabilities of Student Services and Human Resources.
  - Provide training for Student Services and Human Resources personnel as appropriate.
  - Work with new Admissions & Records programmer/analysts as they are hired.
- Develop common data set of frequently requested college statistics.
  - Post common data set on website.
  - Use common data set to respond to external surveys and other requests for data.
- Develop a calendar of reporting based on historical data.
  - Publish reporting calendar on website.
  - Use calendar internally to strategically plan projects throughout each year.
- Develop measures for the college strategic goals.
  - Use to organize and steer data requests.
  - Incorporate measures into college fact book.
  - Publish measures on website.

#### **Goal 2: Make better use of external reporting tools.**

- Use Student Clearinghouse Enrollment Search to track our students.
  - Identify students who transferred and track grades.
  - Use data for assessment and program review.
- Use IPEDS Peer analysis tool.
  - Collect comparative data in various areas.

#### **Goal 3: Publish more data and analysis online on a regular basis.**

- Publish fact book in spring, 05.
- Publish quick facts brochure in spring, 04.

- Update *Measuring Student Access and Success* by March 31<sup>st</sup> of each year.
- Update *Campus Statistics* by March 31<sup>st</sup> of each year.
- Publish internal survey reports as appropriate.
- Publish internal administrative assessment reports as appropriate.
- Develop newsletter by September 1<sup>st</sup>, 2004

**Goal 4: Make improvements in the administrative assessment process.**

- Work with Assessment Office to develop assessment training activities.
- Improve (simplify) current assessment forms and supporting documentation.

**Goal 5: Institutional Research personnel should seek training as funding allows.**

- FOCUS programming and reporting
- Survey Methodology
- Post graduate certificates in Institutional Research

**Goal 6: Improve content and integrity of institutional data.**

- Work with Human Resources and Student Services personnel on data improvement strategies.
- In cooperation with Human Resources and Student Services, conduct audits to ensure data integrity.

## VIII. Signatures

**Review Team:** Reg Creasey – Applied Sciences, Mathematics & IS, Division Chair  
Irene Tucker – Human Resources, Personnel Analyst  
Susan Riggs – Office of Institutional Research, Director  
Tracy Viselli – Office of Institutional Research, Programmer/Analyst

**Outside Evaluators:** Elena Bubnova – Director of Institutional Research and Assessment, Truckee Meadows Community College

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Team Leader Signature

Date of Submission

## **IX. Appendix**

*A. DRS 2002-2003 Summary*

*B. IR Assessment and Customer Satisfaction Survey*

*C. IR 2002-2003 Internal Assessment*