



Institutional Support Comprehensive Program Review

Department Name:

Institutional Research, Planning and Effectiveness

Three-Year Review Period:

2020-21, 2021-22 and 2022-23
(also includes 2016-17 to 2019-20)

Completion Date:

June 30, 2023

Part I: Program Statement

Describe your service area, what you do (key functions and duties) and what you plan to achieve. In what ways does your department support the college mission?

Key Functions and Duties:

The Citrus College Office of Institutional Research, Planning and Effectiveness (IRPE) leads the college's research and planning activities by:

1. Providing data and analysis needed for program review, program/initiative evaluation, grant applications, the establishment and monitoring of measurable objectives as stated in the strategic plan, as well as supplying research reports and completing projects needed for decision making. Examples of reports and projects include:
 - [Program Review Data Packets](#)
 - [AB 705 Research](#)
 - [Community College Survey of Student \(and Faculty\) Engagement \(CCSSE/CCFSSE\)](#)
 - [Enrollment Management Dashboard](#)
 - Guided Pathways Dashboards
 - [2.0](#)
 - [1.0](#)
 - [2021-2026 Strategic Plan \(see pages 4 and 5\)](#)
 - Student Equity Plan Development Support (See ["Student Achievement and Student Outcomes" tab](#))
2. Disseminating research results and information collegewide, such as at IRPC and Guided Pathways meetings and through publications such as biennial fact books and quarterly IRPE newsletters, to promote data literacy and facilitate meaningful usage of information;
3. Contributing leadership and guidance to the development of the [Strategic Plan](#) and other [integrated planning](#) efforts;
4. Monitoring the implementation of the Strategic Plan through regular production of [annual implementation plans and progress reports](#);
5. Monitoring the college's progress in achieving collegewide metrics, such as those stated in the Strategic Plan, as well as the Institution-Set Standards in the ACCJC annual reports;
6. Facilitating strong inter-departmental collaborations (such as with TeCS, A&R and DEIA+) to enhance institutional knowledge of data elements and to improve data quality and accurate reporting;
7. Facilitating dialogues and recommendations on equity and student learning assessment;
8. Providing consultation to the design and evaluation of various student support programs, including but not limited to survey development and data usage.

IRPE Plans to Achieve the Following:

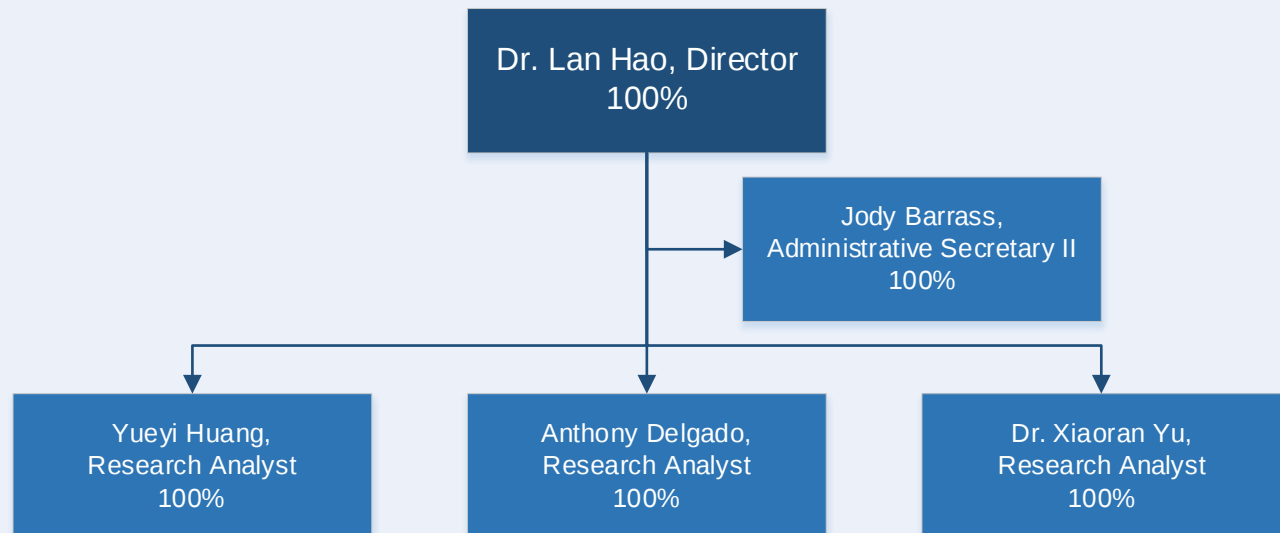
IRPE plans to strengthen its role in collegewide research and planning, and promote institutional effectiveness by leading the development of the 2026-2031 Strategic Plan. IRPE will also design and implement a data coaching program, strengthen support for DEIA+ research, and contribute to the college's efforts to increase enrollment. IRPE staff are committed to ongoing professional development for the benefit of the college.

IRPE supports the college's mission by providing timely data and analysis and by contributing to their meaningful interpretation for all areas of the college. In addition, IRPE monitors the college's progress toward institutional priorities and commitments. To best meet the institution's needs for evidence-based decision-making, assessment, continuous improvement, and accountability, IRPE provides support through research, data analysis, online data dashboards, program evaluation, and planning. Types of routine projects include maintaining the data dashboards for program review, enrollment management, and Guided Pathways. IRPE provides research support for major initiatives such as AB 705 and AB 1705, student equity, DEIA+, survey design and administration, grant applications and assessment, and evaluation reports. Major planning responsibilities include facilitating the development of the five-year strategic plan, the annual implementation of the current strategic plan, and the biennial review and update of the Integrated Planning Manual.

Part II: Service Area Overview

This section serves as an executive summary.

Part II.A. Include your department's organizational chart



Former employees who worked at the IRPE office during the review period (2016-2023): Dr. Melissa Christian (100%, until October 2022) and Claire Stallard (49%, until April 2021). Kudos to both of them for their contributions to the IRPE office.

Part II: Service Area Overview (continued)

This section serves as an executive summary.

Part II.B.

- **Highlight major accomplishments over the past three years (since the last comprehensive program review)**
- **List strengths and challenges**

Major Accomplishments

- See Appendix A

Strengths

- The IRPE office staff maintain a student-centered mindset and place a strong emphasis on customer service. We endeavor to provide timely and accurate data, keeping the customers' perspectives and needs at the forefront.
- We play a principal role in supplying research and evidence for accreditation, as well as supporting key initiatives on campus.
- We are a team of self-initiating active learners. For example, staff members taught themselves to use the Microsoft PowerBI software. We are very resourceful in carrying out the research duties and meeting the needs of the college.
- We keep up-to-date with current statewide policies and practices, especially those with research-related implications.
- We enjoy collegial relationships and strong collaborations with other departments on campus, such as Academic Affairs, Student Services, TeCS, External Relations, and the DEIA+ office, to name a few.

Challenges

- Be more mindful to follow up with the requestor after a project is completed by soliciting feedback on the usefulness and effectiveness of the data or services provided and how the data will be used.
- Collaborate with college stakeholders to devise a more effective method of recruiting survey participants, (e.g., CCSSE online student survey and local DEI employee survey), given the low response rates.
- The antiquated ODS system and server need to be replaced/updated. Need to work with TeCS to build a replacement system. IRPE relies on ODS to meet daily research demands.

Part III: Goals and Service Area Outcomes (SAOs)

3.1 and 3.2: This is a review of the past. Goals are broader and SAOs are more specific. It is through the assessment of SAOs that we know if goals are achieved.

3.1. List goals stated in the previous comprehensive program review and the status of achievement.

Goal #1: Promote research activities and discussions in an effort to cultivate and strengthen a data-literate campus culture that recognizes the value and salience of incorporating empirical evidence into the decision-making process.

Status of Achievement:

Completed. Examples include IRPC discussions and sharing of research results (see Appendix C); using published RP Group research as guidance (example: AB 705 research; International students' success in English and ESL courses and using research to guide decision making). Other examples include dashboard and data presentations at the GP and SEAP meetings; facilitating discussions at the GP success team meetings

Goal #2: Leverage training opportunities to gain increased expertise and familiarity with advancements in research methodology, data visualization, and program evaluation with the purpose of continually enhancing the responsiveness and impact of IRPE services.

Status of Achievement:

Ongoing. Staff members have attended conferences and various training opportunities throughout the years, such as:

- RP Group Summer-to-Summer Institute
- RP Group and Strengthening Student Success conferences and other training opportunities throughout the years
- CTE Outcome Survey Research Academy
- RP Group: Building IRPE Capacity to Advance Equity-Driven Change
- Local CAMP meetings
- Internal onboarding trainings provided to new staff members

Goal #3: Facilitate integrated planning by providing leadership in aligning implementation and outcomes to the overarching goal and strategies outlined in the Strategic Plan for the purpose of focusing all campus efforts towards institutional effectiveness.

Status of Achievement:

Complete. Lead the collegewide planning process and developed the 2021-2026 Strategic Plan. Oversaw the compilation and finalization of the strategic plan annual implementation plans (AIP) and progress reports. Maintained the biennial review and update of the Integrated Planning Manual.

3.2. List SAOs from the previous comprehensive program review, assessment method, and assessment results.

Outcome	Assessment	Results
1. IRPE provides timely, accurate data, analysis, and meaningful information to meet the needs of the institution.	-Completion of research requests -Reflection and discussion at IRPE weekly staff meetings -Feedback from faculty and staff/managers who requested data	-See Appendix A for completed research requests and projects. -Staff meeting reflections lead to ideas and actions for continuous improvement -Regularly receive positive feedback on presentations and data produced
2. IRPE provides leadership and guidance to collegewide planning efforts.	-Completion of the following: • IRPE director chaired the Strategic Planning Work Group and facilitated the development of the new 2021-2026 Strategic Plan • Maintained the biennial review and update of the Integrated Planning Manual	-Developed clear, succinct goal and objectives in the 2021-2026 Strategic Plan to guide the institution - The Integrated Planning Manual is updated every two years as a main responsibility for the IEC (see Appendix B)

3.3: Looking to the future, identify goals and SAOs to be accomplished during the next 3 years. New goals and SAOs need to be referenced to one or more of the following:

1. [ACCJC standards](#)
2. [Strategic Plan focus areas](#)
3. [EFMP](#)
4. Other institutional support plans (Enrollment Management Plan; [Student Equity Plan](#); [Human Resources Plan](#); [Technology Plan](#); [Sustainability Plan](#))

3.3. List goals and SAOs for the upcoming 3 years.

Goals for 2023-24 to 2025-26

1. Coordinate and lead the collegewide planning process in developing the Citrus College 2026-2031 Strategic Plan.
2. Play a key role in designing, implementing, and promoting a data coach program.
3. Strengthen the support for DEIA+ research and other student equity initiatives.
4. Increase research support to noncredit and CTE programs.
5. Ensure all IRPE staff members are informed of collegewide initiatives and stay current with systemwide policies and best practices. Continue cross-training and sharing of knowledge among research analysts to improve team performance and flexibility.

Service Area Outcomes for IRPE

1. IRPE provides timely, accurate data, analysis, and meaningful information to meet the needs of the institution.
2. IRPE provides leadership and guidance to collegewide planning efforts.

Part IV: Budget Planning

Describe the resources (staffing, facilities, technology and equipment, and professional development) you anticipate needing over the next three years in order to accomplish the goals/SAOs for your department. Ideally, this information will inform the resource requests in the annual updates for each of the next three years.

- Need to create and fill a full-time senior research analyst position for the college.
- Need a full-time research analyst to support CTE and noncredit.
- Continue to support ongoing professional development needs so we stay abreast of emerging trends and best practices in institutional research and keep up-to-date with State initiatives.

Part V: Contributors

List the individuals and their corresponding constituent group (e.g., management, supervisor/confidential, classified, faculty and students) for all those who contributed, at any level, toward the development of this comprehensive program review report. Please ensure broad participation.

The entire IRPE office: Lan Hao, Jody Barrass, Yueyi Huang, Anthony Delgado, and Xiaoran Yu, all participated in the discussions and writing of this review report.

APPENDIX A

Major Accomplishments by IRPE 2016-2017 to 2022-2023 (Seven Years)

I. ACCREDITATION

1. ACCJC Annual Reports:
 - Provided institutional data on headcount, degrees, certificates, and transfer
2. 2021 ISER:
 - Provided draft write-up for Standard I.B
 - Held Standard 1B team meetings and met with faculty co-lead
 - Developed the data chapter in the ISER
 - Answered other teams' data requests related to the ISER
 - Helped respond to the visiting team's core inquiries on program review (developed flow charts to illustrate the college's program review process) and SLO assessment; participated in bi-monthly Ninja group meetings
3. October 2021 Focused Site Visit
 - Prepared for and participated in team visit and interviews

II. PLANNING

1. Mission, Vision and Values
 - 2019 – IRPE director led the Steering Committee in review and reaffirming of the college's new mission, vision and values statements; Conducted collegewide survey to validate the final versions; Submitted to board of trustees on June 18 and July 16, 2019 for first and second readings and final approval.
2. Strategic Plan Implementation (all seven years)
 - A. Implementation and Annual Maintenance
 - Annual Implementation Plan (AIP) - Coordinated the development and compiled into a multi-page document; presented to the Steering Committee then the board of trustees; one plan per year
 - Mid-Year Status Report – Presented to the Steering Committee; one report for the first five years (this practice was discontinued effective 2021-2022).
 - Progress Report – Compiled updates, submitted by the various areas, to each activity listed in the AIP; provide data and assistance to areas submitting activity updates when needed; presented to the Steering Committee then the board of trustees; one plan per year (seven total)
 - Facilitated strategic plan workshops to raise campus awareness and understanding of this five-year plan
 - Presented the Citrus model at the 2016 CCLC Conference
 - Provided data and status report for the strategic plan measurable objectives

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Major Accomplishments by IRPE 2016-2017 to 2022-2023 (Seven Years)

III. PLANNING

- B. New 2021-2026 Strategic Plan Development
 - A total of 12, 30+ member workgroup meetings held beginning spring 2020 through spring 2021
 - New proposed strategic objectives were created and vetted
 - Collegewide forum held in spring 2021
 - New plan presented to the board of trustees for approval spring 2021
3. 2020-2030 Educational and Facilities Master Plan (EFMP) (2019)
 - Assisted with the development of the plan by – participating in weekly phone calls with consultants; provided collegewide and program-level data when needed
 - Reviewed data chapter through multiple rounds and provided feedback
4. Institutional Effectiveness Committee (IEC) (all seven years)
 - IRPE director co-chaired IEC and held weekly meetings with the faculty co-chair who is also the Program Review coordinator
 - Organized and facilitated monthly IEC meetings during each fall and spring semester on various topics in accordance with the IEC purpose statement
5. Diversity, Equity, Inclusion Task Force (2021)
 - IRPE director co-chaired the DEI Task Force
 - Duties involved – lead and participated in regular periodic meetings; attended weekly planning meetings with other co-chairs; produced meeting highlights; helped coordinate student and employee forums; assisted in management team training; prepared DEI updates presentation for the June 2021 BOT meeting
6. Program Review (2017-2021)
 - Lead and coordinated efforts to prepare the five-year Program Review data packets; collaborated with TeCS to produce instructional programs data packets
 - Provided data upon request by various programs
 - Participated in the former tech review process while it was in place
 - Participated in the development and implementation of Taskstream
 - Developed and introduced the [Power BI dashboard data packets](#) (2021)
7. Guided Pathways (GP) (2018-2020)
 - Participated in GP trainings and monthly GP Steering meetings
 - IRPE director led and participated in GP design teams; IRPE staff actively participated in design teams and success teams and provided support

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Major Accomplishments by IRPE 2016-2017 to 2022-2023 (Seven Years)

III. COLLEGEWIDE RESEARCH

1. Institutional Research and Planning Committee (IRPC) (all seven years)
 - IRPE director chaired IRPC
 - Organized and facilitated monthly meetings during each fall and spring semester on various topics in accordance with the IRPC purpose statement including but not limited to:
 - Citrus College Fact Book
 - Custom questions for the CCSSE (see item 3. below)
 - Student outcomes
 - Guided Pathways
 - ASPEN data
 - Two IRPE research analysts serve on this committee
 2. [Fact Book](#) (spring biennial project - 2017, 2019, 2021 and 2023)
 - Updated, enhanced and redesigned the Fact Book
 - Published in hard copy form and online
 3. Community College Survey of Student Engagement (CCSSE)
 - In 2017, shared the results from the spring 2016 survey
 - Spring semesters 2018 and 2022, administered the CCSSE and CCFSSSE (faculty) surveys
 - Spring 2022 included the student and faculty race/ethnicity surveys
 - Survey results shared collegewide in the fall 2019 and 2023 semesters
 4. Common Assessment (CA) Multiple Measures Assessment Project (MMAP); AB 705
 - Attended regional training and multiple webinars on CA and MMAP
 - IRPE director and staff member played a leadership role in piloting the MMAP on campus
- 2017 –
- Facilitated discussion at a Math Department meeting
 - Participated in the Common Assessment Strike Team and collaborated with faculty and counselors to plan for implementation of MMAP for fall 2017 Early Decisions students
 - Worked with CalPass Plus to upload student cohort file and obtain high school grades and recommended placement
- 2018 –
- Conducted research to understand the accuracy of self-reported GPA
 - Worked with TeCS and faculty to troubleshoot issues came up in placement
 - Analyzed placement results and compared transfer level placement by different methods (e.g., disjunctive, multiple measures and Accuplacer)

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Major Accomplishments by IRPE 2016-2017 to 2022-2023 (Seven Years)

- Analyzed fall 2017 pilot study student performance in transfer level math and English classes and their progression through the sequence
 - Created a crosstab/visual to show placement levels with different GPA and math course combination
 - Analyzed the impact of re-design English sequence on AUTO101
 - Provided enrollment projection for English courses in the fall and held discussions
 - Contributed to the AB 705 FAQ, contributed to the preparation of the campus forum
 - Joined others in training counselors
 - Attended conference workshops and shared workshop materials with strike team members
- 2019 –
- Fall 2018 proportion of students enrolled in transfer-level math and English courses and completion rates, multiple-cohort comparison, by gender and ethnicity
 - Attended math Community of Practice meetings and provided data
 - Conducted survey (fall and spring) to Stats 165/65 students, provided survey results to dean and faculty, and conducted student interviews
 - Presented at Irvine Valley College about Citrus College's process and research results
 - Presented at the statewide RP group conference about Citrus implementing AB 705
 - Students success rates by HS GPA for English 101 classes in Fall 2019
 - Provided data per the CAP editor's request for the CAP newsletter article on Citrus College
- 2020 –
- Provided data on the math and English courses, success rates and throughput rates
 - Create survey links for MATH062, 065, and 075 coreq classes; Analyzed data from the surveys
 - Conducted student interview for math corequisite courses (MATH062/162 focus groups)
 - MATH165 data collection survey
 - Created and updated slides for California Acceleration Projects presentation
 - Compiled literature for Learning Lab Innovation Grand Concept Proposal
 - Provide AB 705 data to External Relations
 - Update AB 705 slides for BOT presentation
- 2021 –
- Completed the CCCCCO AB 705 validation of practice worksheets
 - Updated math and English one-year transfer-level progression
 - Provided data for math faculty's presentation at the Strengthening Student Success Conference
 - Analyzed fall 2020 math first-time cohorts, with EW and without EW
 - Compared spring 2020 AB 705 course data with EW grades vs. without EW
- 2022 –
- Updated the math and English one-year transfer-level progression for fall 2020 cohort
 - Provided data for math faculty's presentation at the 2021 Strengthening Student Success Conference
 - Completed the Chancellor's Office AB 1805 reporting data template
 - Completed the Chancellor's Office AB 705 Improvement Plan data template
 - Analyzed data on first-year students who did not enroll in math or English

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Major Accomplishments by IRPE 2016-2017 to 2022-2023 (Seven Years)

5. Guided Pathways (GP) (Beginning in 2019 to present)
 - Assisted the Mapping/CAP design team with planning and implementing the Majors/Degrees Sorting activities; conducted survey with participants; analyzed survey results
 - Performed GP related research and provided data results
 - Responded to questions from the Business and Information Technology CAP Success Team regarding student enrollment patterns, success rates in core courses, and degree and transfer outcomes
 - Updated CAPs degree and headcount
 - Provided data for pilot CAPs
 - Created summary reports for CAPs
 - Created PowerBI dashboards for [fall 2020](#), [fall 2021](#) and [fall 2022](#) enrollment data
 - Participated in GP success team meetings and facilitated data discussions
 - Analyzed nontraditional student data as compared to traditional students and provided enrollment, demographics and success data to the student success and support team
 - Updated and modified CAPS dashboard with fall 2021 data
 - Created discussion/reflection questions for CAPs dashboard (see appendix B)
 - Supplied CAPs majors – list of fall 2021 students from all CAPs and their contact info
 - Business and IT CAP – provide fall 2019 course completion, persistence, and completion data for the IT program
6. Student Equity Plan
 - Presented in 2017 Flex Day panel discussion
 - Participated and presented at Student Equity Committee meetings
 - Provided research and analysis upon request for academic divisions and programs
 - Produced annual Student Equity reports
 - Review Student Equity Plan prior to submission in NOVA
 - Provided an appendix report for SEAP BOT memos
 - Provided data for the 2022-2024 SEA Plan
 - Helped with SEAP meeting facilitation, such as creating Jamboard with Student Equity Plan 2.0 Guiding Questions for SEAP Committee meeting
7. Diversity, Equity, Inclusion and Accessibility+ (DEIA+)
 - Director co-lead and staff participated in the DEI Task Force meetings
 - Contributed in the design and implementation of student and employee DEI online surveys
8. Enrollment Management
2019 –

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Major Accomplishments by IRPE 2016-2017 to 2022-2023 (Seven Years)

- Collaborated with A&R and generated a report to examine student retention and attrition: students who enrolled in spring 2018 but didn't return in fall 2018
- Trained staff members to call and follow up with students to boost enrollment
- Presented research at various committees and to cabinet

2022 –

- Worked with TeCS to create the first [Enrollment Management Dashboard \(on intranet\)](#) on FTEF and enrollment data (three-phase project)

9. Program Review

Non-Instructional –

2019 –

- Provided data for Student Life comprehensive PR
- DSP&S PR
- EOP&S comprehensive and annual PR
- Career and Transfer Center comprehensive PR
- Online Education PR

2020 –

- Data for Financial Aid 5-year comprehensive program review
- 2018-19 Counseling usage data for comprehensive program review
- Basic Needs student survey
- Campus Safety survey
- Enterprise Services survey

2021 –

- Updated DSPS degree award counts for comprehensive program review
- Updated enrollment, success and retention for Study Abroad Annual Program Review
- Counseling Comprehensive Program Review: created tables for Counseling usage; pulled 2019-2020 DSPS enrollment data
- Online Education Program Review: provided success and retention Online Education data with 2020 terms
- Counseling Program Review data: student usage by demographics, frequencies by reason code, and awards

2022 –

- Provided enrollment, success and retention data for online education program review
- Provided success rates for Honors classes from 2016-17 to 2020-21 for Honors Program comprehensive program review
- For Institutional Support programs, helped with the process developing program review outline and template for administrative offices

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Major Accomplishments by IRPE 2016-2017 to 2022-2023 (Seven Years)

III. COLLEGEWIDE RESEARCH

10. Survey

A. Collegewide

- Counseling new student orientation survey
- GE assessment faculty survey
- Budget Forum evaluation (various years)
- Smoking on Campus survey
- *Pick Your Favorite* External Relations advertisement students survey
- Homeless Student survey – create, design, conduct, compile, analysis and report
- Campus Climate Survey
- Students transportation survey
- Campus Climate Survey
- Campus Safety Survey
- Student Lockdown survey: provided analysis and executive summary
- Employee Lockdown survey: provided analysis and executive summary
- Collegewide Mission, Vision, and Values survey
- K-14 Edu Forum participants survey
- Accreditation Forum survey
- 2021 Student Needs Survey (VPSS project, 619 responses)
- Fall 2020 Student Online Learning Survey (664 responses)
- Fall 2021 Student Experience Survey

B. Program Level

- Instructional program review survey
- Library SLO web survey
- Learning management systems web survey
- Early Alert Survey
- Early College Program success rates RFI
- Major Online Update Survey
- New Faculty Professional Development Survey
- Online Education Post Training Survey
- Online Only Grads
- Registration Dates Online Survey
- Student Services Program Review Survey
- Instructional Method Design Team Faculty Survey
- Student Services Program Review Survey
- Provided data for Study Abroad program survey
- SLO surveys for counseling, new student orientation survey, degree works student survey
- Citrus College Benefits survey
- AIP surveys
- Budget Forum evaluation
- Time Management workshop evaluation
- Library survey of students
- Open Educational Resources survey

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Major Accomplishments by IRPE 2016-2017 to 2022-2023 (Seven Years)

III. COLLEGEWIDE RESEARCH

- Student Educational Planning workshop survey
- Vets Outside the Wire program survey
- Faculty Transition to Remote Delivery survey
- Counseling/Advisements surveys
- Military Friendly School survey
- Counseling 103 survey – reviewed past survey data
- Citrus College Faculty Survey - Entrepreneurial Skills Needs
- 2020 Online Forms Survey
- Math corequisite surveys: 1) analyzed survey qualitative data from open-ended comments; 2) created PowerBI dashboards with survey data disaggregated by demographics; 3) analyzed fall 2020 math corequisite survey data
- Spring 2021 math survey – created spring 2021 math survey
- W/EW students survey data – pulled enrollment data of students who received a W or EW grade for spring 2020 – winter 2021
- Black Scholars Program: helped conducting fall 2021 and spring 2022 surveys
- Math Corequisite survey – analyzed fall 2021 math corequisite survey data
- NSO survey for Counseling: provided data visuals and summaries for SP21 and SP22
- Math Boot Camp: Drafted and analyzed pre- and post- surveys for Math Boot Camp

11. Annual Routine Projects

- Created Feeder High School Success and Progress Report for five feeder districts (Azusa, Claremont, Gladstone, Glendora and Monrovia) and one out-of-district school (Charter Oak High)
- Produced a progress report for the I Will Complete College (IWCC) cohorts
- Provide data for the Military Friendly School survey
- Provide student data to External Relations upon request for college publications including Facts in Brief
- Maintained a collegewide success and retention file for all courses all terms
- Updated the MIS referential database to include the latest and non-term files
- Provided EMSI Citrus Alumni data from 2010 to 2022 and a program list to participate in the EMSI alumni outcome survey project
- IRPE Newsletter, fall and spring issues
- Process IRB applications
- Reports for academic support programs (various terms)
 - Learning Center Reports
 - Writing center reports (English 101)
 - Writing Center reports (general report, report for English 101 and 101S students, for Speech 101 students)
 - Drop-in Tutoring report
 - Study Group/Embedded Tutoring report

12. Ad Hoc 2017 –

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III. COLLEGEWIDE RESEARCH

- Assisted the General Education dialogue project: survey design, implementation, and analysis
- Conducted analysis and produced a report to track Citrus College applicants, their utilization of matriculation services and subsequent enrollment in postsecondary educational institutions
- Analyzed winter 2017 student characteristics and enrollment compared to winter 2016
- Provided a list of students who have 30 units in fall 2016 but did not register for spring 2017 for outreach purposes
- Provided data on number of spring 2017 new students and clarified method and definition with TeCS
- Analyzed Citrus College feeder district enrollment and college capture rate and presented at the IRPC committee meeting
- Recorded a video clip to explain enrollment data and trend in Citrus College and its feeder K-12 districts for business faculty's marketing class
- Provided a demographic, enrollment, and financial aid data to the Institute for Completion for the purpose of modeling a Promise program
- Provided student data on transfer and educational goal
- Provided enrollment, student characteristics, district population, popular major and degree information to external relations for the 2015-2016 *Facts in Brief*
- Adjunct faculty presentation (CCSSE results)
- ENGL 103/104: Enrollment, success and retention trends
- Additional degree and transfer indicators using future cohorts
- Updated grade distribution project
- Data mapping project
- Explored student status discrepancy in MIS data and *Data on Demand*
- DE student listing survey for Chancellor's office request
- Produced learning communities and fast track success and retention report

2018 –

- Provided FTES and degree/completion data to the CTE dean
- Analyzed CCCApply data and subsequent enrollment in Citrus College and other post-secondary educational institutions.
- Early College participant retention and success rate
- Time-to-degree study
- Chemistry 103 students' math levels
- Calculus sequence enrollment, popular major and degree information (to Math)
- Maintained the course-level success rates database
- Provided math & English FA17 enrollment data for California Acceleration Project (CAP)
- Summer 2016 Conservatory Program student demographic data
- Produced report showing the impact of English Placement on Enrollment in AUTO101 and 140A

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III. COLLEGEWIDE RESEARCH

- Success rates for high-volume courses (ENGL101, MATH150 and MATH165)
 - List of STEM majors by Year, Ethnicity, and Gender (2011-2017)
 - Assisted in the Citrus College website re-design focus group study and developed feedback survey for the newly re-designed website
 - Presented at the Transfer Advisory Committee: Through the Gate study
- 2019 –
- Supply and demand: an analysis on student registration attempt
 - Fall 2018 Promise Cohort academic performance: success rates, units earned, GPA, completion of transfer-level math and English
 - Provided FTES (noncredit Elementary and Basic Skills Curriculum attendance hour) to the CTE dean
 - Early College participant retention and success rate
 - Provided data for 2017-2019 integrated plan goals (as included in the SEP exe summary)
 - Updated all the curriculum tables for instructional programs in Taskstream
 - Provided equity data to one English faculty, upon request, on aggregated courses taught over the years
 - DSP&S student success in Math corequisite classes
 - Data related to various FNIC requests
 - Contact info of students who failed Math165 and Math 150 in fall but didn't register for winter or spring
 - AB 540 students
 - Strong Workforce Teacher Preparation Program Outcomes Report - aka TPP
 - Performed various ranking validation research upon request for External Relations
- 2020 –
- Provided Transfer Center data mimicking the statewide "Near the Gate" study
 - IRPE newsletter for FA19
 - Provided data for the IEE study abroad survey
 - Coordinated the review and provided data for the EMSI LA County economic impact survey; Updated financial and financial aid data for the LA Economic Impact Survey
 - POLI final grade distribution: Count/percentage of As, Bs, Cs etc. for POLI104 and 105
 - STEM enrollment: Count of URM enrolled students with a major in STEM (18/19)
 - 2018-19 faculty overload course success rates
 - Student Athletes:
 - 2018-19 athletes by ethnicity
 - Provided a list of 2018-19 athletes so that the dean can check Banner/athlete roster discrepancy
 - Student athletes transfer study
 - Descriptive data on Hughes Center ENGL101E class
 - Count of FA19 enrolled students by city/zip code
 - Bridge to the Geosciences: a paired samples t-test on year four survey data

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III. COLLEGEWIDE RESEARCH

- International Student Web Analytics: Analytic metric and correlation with new enrollment
- CCAP student success rate and headcount, demographics
- Success rate in ENGL101 and MATH165 of students enrolled in both math and English vs. success rate of students enrolled in only one subject
- Troubleshoot IPEDS completion survey
- ADT degrees counts and Citrus ADT rank among all California Community Colleges
- Updated college information for foundations presentation
- English literature classes success rate by student preparation
- STEM transfer to UC and CSU
- Demographic and degree information for college publication
- Online class success rate with winter terms and without second 8-week classes
- Troubleshoot IPEDS_ETHNICITY in ODS
- Enrollment and section offered in California School of the Arts – San Gabriel Valley (CSArts) High School

2021 –

- CCAP student success rate and headcount, FTES and student characteristics data for the CCCC CO CCAP survey
- Provided data per trustee candidate inquiry regarding homeless and veteran students
- Provided course mapping and ten years of alumni information (e.g., demographics, contact information, and degree outcome) for the college to participate in the EMSI Los Angeles County and Orange County Community College Alumni Outcome Survey
- Located data and submitted Chancellor's Office/RP Group summer/fall 2020, and winter/spring 2021 enrollment survey
- Responded to Dr. Marianne Smith's data request on student persistence and retention for the Research Brief
- Compiled 2018-2019 to 2020-2021 student athletes' enrollment and demographic data
- Created randomly selected sample of math students to be emailed to participate in an RP Group study
- Calculus progression studies:
 - Study 1 – Examined fall 2019 corequisite students' placement into Pre-Calculus; fall 2019 corequisite students' progression through the Calculus sequence
 - Study 2 – Examined first-time Pre-Calculus student's progression through the Calculus sequence; Compared students' progression by Pre-Calculus instruction method
- Calculus success rates from spring 2019 - fall 2020 disaggregate by low-income status
- VPAA request: Compared fall 2019 and fall 2020 enrollments by demographics and program of study

APPENDIX A

Major Accomplishments by IRPE 2016-2017 to 2022-2023 (Seven Years)

III. COLLEGEWIDE RESEARCH

- CTE: enrollment and awards data for Computer Infrastructure and Support; provided a list of spring 2020 courses by SAM code; list of work-based experience CTE courses with enrollment
- Provided course success data and non-CTE dual enrollment data
- Provided enrollment data for spring 2020, summer 2020, fall 2020, and winter 2021 in order to match prospective students to CCLA website leads; provided enrollment data for fall 2019, winter 2020, and spring 2021
- Perkins Core Indicators: developed a guide for faculty to understand the Perkins Core Indicators
- Provided fall 2019 and fall 2020 ESL enrollment data by ethnicity
- Provided enrollment and demographic data for noncredit students in 2018-2019 and 2019-2020
- Analyzed PAGE program pre/post math assessment scores
- SCFF: verified SCFF student data (including ADTs); verified SCFF associate degree count
- Transfer Advisory Committee: IRPE staff member presented transfer continuum/Golden Four data
- Provided data to the Transfer Center: golden four completion data
- Provided data for study abroad IEE survey
- Provide enrollment data for fall 2019 – spring 2021
- Provide a list of spring 2020 courses by SAM code
- List of work-based experience CTE courses with enrollment
- Grade Distribution Project:
 - Update spring 2020 term in course data file to include EW grades
 - Update course data file with spring 2020 and summer 2020 grades
 - Update course data file with fall 2020 and winter 2021 enrollment and grade

2022 –

- Produced feeder high school report infographics for eight high schools
- Drop for Nonpayment Data:
 - provided demographics of students dropped for nonpayment for fall 2021, winter 2022 and spring 2022
 - provided residency and balance amount by demographics for spring 2022
- Provided demographics and unit load information for students on the probation/dismissal list
- Helped with Promise Program: Identified students who may be eligible for the program
- Provided data to trustee regarding students who live in Montclair
- Created two course options surveys for study abroad program in London and Tokyo
- Provided enrollment data by program to the Veteran Success Center for 85/15 verification and 35% exemption rule
- Responded the Chancellor's Office fall 2021 and spring 2022 enrollment survey
- Provided data to the President's Office regarding students enrolling in online classes

APPENDIX A

Major Accomplishments by IRPE 2016-2017 to 2022-2023 (Seven Years)

III. COLLEGEWIDE RESEARCH

- Per program request, verified degree and certificate data in 2019-20 and 2020-21 for dental assisting and nursing program
- Provided the number of on-campus students in fall 2021 through spring 2022 to the Enterprise Service Manager
- Compared yield rate for 2019-20 applicants with different interests and demographic backgrounds
- Analyzed students who failed satisfactory academic progress (SAP) and provided enrollment and success data to director of financial aid
- FNIC data request: calculated full-time and part-time faculty ratio
- Provided degree awards by semester since 2016-17
- CCAP:
 - Provided demographics of HS students who took CCAP classes, and transfer outcomes by cohort
 - Updated CCAP success rate for Monrovia High School with college-wide comparison
 - Provided success and retention data for a list of courses offered at Monrovia HS in spring and summer 2021
- CCLA website enrollment report: provided summer and fall 2021, and winter and spring 2022 enrollment data
- Honors Program:
 - 2017-18 to 2020-21 demographic data for Honors students
 - 2021-22 Honors course offerings and demographic data for Honors students
 - Provided a list of students who are coded as Honors or are enrolled in an Honors course in fall 2021
 - data for Honors courses from 2016-17 to 2020-21
- Pulled data on fall 2021 African American students
- CHLS 156 – Practicum in Early Childhood Education: provided a list of all students between 2016-17 to 2020-21 who have completed the pre-requisites for CHLD 156 but have not enrolled in the course
- Grade Distribution Project: Updated course data file with summer and fall 2021 and winter 2022 enrollment and grades
- Program of Study/Azusa High School – list of top programs of study for Azusa HS students
- SCFF data verification – verify 2020-21 ADTs
- English course data – spring 2020 and spring 2021 English course success rates
- FTES: FTES check from Alma Data request and Fillrates
- Social and Behavioral Sciences (SBS) - list of FA21 students with SBS major and contact info
- College factual accolade check – check legitimacy of College Factual and compare their outcome data to Datamart

APPENDIX A

Major Accomplishments by IRPE 2016-2017 to 2022-2023 (Seven Years)

III. COLLEGEWIDE RESEARCH

- Success and retention by course modality – in-person, hybrid, synchronous/asynchronous sections
- Data check spring 2021 and summer 2021 in-person classes for Enrollment Management dashboard
- ALMA data request – provide section level data for fall 2019 and 2021 with FTES, contact hours and weekly student contact hours values
- Student headcount by unit load, race, age and gender; follow-up analysis for International students by race and new student headcount
- Noncredit enrollments and demographics
- MLA Language Enrollment Census
- Investigated data issues (e.g., foster youth data and degree data) and reconciled data discrepancies among different data sources

13. Vision for Success

14. ASPEN Prize

2018 –

- Provided data for Aspen Award application
- Participated in the preparation process for Aspen phone interview

2020 –

- Provided student outcome data for the written application: ADTs vs. AA/AS awards disaggregated by demographics; MATH065 student quotes from the interview; CCSSE longitudinal data; etc.
- Helped prepare for the phone interview, participated in discussions and meetings
- Provided student outcome data for the written application: ADTs vs. AA/AS awards disaggregated by demographics; MATH065 student quotes from the interview; CCSSE longitudinal data; etc.
- Helped prepare for the phone interview, participated in discussions and meetings

IV. GRANTS

1. Title V Grant Development and Annual Eligibility – Hispanic Serving Institutions (HIS) Grant

- Annually - Provided data for and submitted the annual application to request designation as an eligible Hispanic Serving Institution. Also provided data and narrative and submitted the waiver for needy student requirement for Title V eligibility application.

2. Race to STEM Grant

2017, 2018 –

- Analyzed data and composed STEM Supplemental Instruction (SI) reports for fall 2016
- Produced STEM annual performance review report

APPENDIX A

Major Accomplishments by IRPE 2016-2017 to 2022-2023 (Seven Years)

- Provided SI and study group rosters to grant project staff for attendance tracking
 - Student Services usage: LC + SI + MSC
 - Re-visit SRE data for additional questions
 - CPP pre-engineering data
3. TRiO STEM
- 2017 –
- SSN for Trio reporting purposes
- 2020, 2021 –
- Prepared campus-wide data
 - Prepared former/active TRiO student's performance data
4. BSSOT
- 2018, 2019 –
- Provided math outcome and success rates for annual BSSOT grant reporting
 - Produced 2016-17 MATH020, 029, and 140 cohort pathways progression diagram
5. STEM²
- 2017 –
- STEM² Annual Report
6. PT5 Teacher Education Grant
- 2017 -
- Developed instrument, analyzed results and produced reports for PT5 summer workshop evaluation and PT5 Mini Technology Workshop evaluation
 - PT5 closing – cleaning and archiving of data/project
7. CTE Perkins V Grant
- 2020, 2021 –
- Needs Assessment report and create slides for CTE Perkins V core meeting
 - provided CTE Enrollment by TOPS codes
 - Overall campus DSPS enrollment – disaggregated by CTE vs. non-CTE enrollment
8. TPP/Strong Workforce Grant
- 2020, 2021, 2022 –
- Collected, compiled and analyzed data
9. Grant/Award Applications
- 2017 –
- Veteran Upward Bound Grant

APPENDIX A

Major Accomplishments by IRPE 2016-2017 to 2022-2023 (Seven Years)

2020 –

- Campus DSPS enrollment – disaggregated by CTE vs. non-CTE enrollment

2021 – NSF S-STEM Grant Proposal:

- Total accumulated units and program data for fall 2018 STEM/low-income students
- Provided one-year persistence rates for two years and graduation rates (for spring 2020 and 2021) for fall 2018 low-income S-STEM majors
- Pull demographic and outcome data for STEM/low-income students
- Expected family contribution for 2019-2020 low-income STEM students
- 2022 – Cumulative units earned by specific programs for FA20 and FA21

10. Other Grant-Related Projects

2017 –

- Volunteered as reader of the California College Promise Innovation Grant

2019 –

- Provided data and assistance for AACU Excellence award application

2020 –

- UMOJA Grant: data on African American students

V. IN-SERVICE, COLLEBORATIONS, and PROFESSIONAL DEVELOPMENT

1. Campus Committees – The IRPE director (chair, co-chair, member) and one or more IRPE classified staff members had an active role in the following committees or groups either for the entire duration of this reporting period (2016-2017 to 2022-2023) or a portion of the time.

- Institutional Effectiveness Committee (IEC)
- Institutional Research and Planning Committee (IRPC)
- Program Review Committee/SLOA and Tech Review
- SLO Oversight Committee
- Enrollment Management Committee
- Steering Committee
- Integrated Plan –
 - Equity Committee
 - College Success Advisory Committee
 - SSSP/AB 705 Strike Team
- Guided Pathways Steering meeting and workgroup meetings
- Deans Council
- Student Services Committee
- Student Services Deans Directors Supervisors and Faculty Workgroup
- Citrus College website re-design workgroup
- President’s Council
- College Information Technology Committee

APPENDIX A

Major Accomplishments by IRPE 2016-2017 to 2022-2023 (Seven Years)

- Educational Programs Committee
- Student Equity Committee
- Board of Trustees Meetings
- Diversity, Equity and Inclusion Task Force (developmental stage) and now currently the DEIA+ Committee
- Financial Resources Committee

2. Collaborations

- On-going collaboration and regular meetings with TeCS and Admissions & Records to discuss data and solve issues to ensure data integrity and quality. Worked closely with TeCS to troubleshoot and resolve Banner Operational Data Storage (ODS) access issues
- IRPE director and staff participated in campus hiring panels
- Assisted with the Board of Trustees' annual evaluation instrument
- IRPE director participated on ACCJC site visiting teams
- IRPE director chaired two hiring panels to hire two supervisors at the college
- IRPE director assisted with the college collaboration with Beijing Foreign Studies University
- Participated in the Job Shadow event and mentored a high school student from Azusa school district
- IRPE director served on the following ACCJC visiting teams:
 - Compton Community Education Center
 - Sierra College
 - Las Positas College

3. Professional Development

- Presented at a CAIR Conference
- 2017 - Presented at the R Drive-In Workshop @ Long Beach City College
- Hosted, presented and attended RP Group regional CAMP meetings
- Presented at and attended RP Group conferences and training events
- 2022 Asilomar Leadership Skills Seminar (three-day resident seminar)
- A2MEND 16th Annual Summit
- IRPI Indicators Workshop, College of the Canyons
- Enrollment Management Academy
- RP Group Summer-to-Summer Institute
- Read and discussed Critical Race Theory articles and related reports and articles

Appendix B - Institutional Effectiveness Committee (IEC)
Comprehensive Program Review, 2016-2017 through 2022-2023

IEC Meeting Topics		2022-2023
9/26/2022	• Accreditation • 2022-23 IEC Purpose Statement • Major Plans Highlights: Human Resources Plan	
10/24/2022	• Accreditation • Draft ACCJC Standards • 2023 Annual Report, Institution-Set Standards	
11/28/2022	• Accreditation • Draft ACCJC Standards	
2/27/2023	• ACCJC Annual Report: Institution-Set Standards • Announcement and Discussion: Institutional Effectiveness Partnership Initiative (IEPI) Opportunity • ACCJC Draft Standards – Latest Version, 12/9/22	
3/28/2023	Meeting Cancelled	
4/24/2023	• Major Plan Highlights: Technology Plan • Draft Comprehensive Program Review Templates	
5/22/2023	• Institutional Effectiveness Partnership Initiative/Project Resource Team (IEPI/PRT) Debrief • Institution-Set Standards for the Next Four Years: 2022-23 to 2025-26 • 2023-24 IEC Purpose Statement	

Appendix B - Institutional Effectiveness Committee (IEC)
Comprehensive Program Review, 2016-2017 through 2022-2023

IEC Meeting Topics		2021-2022
9/27/2021	• Accreditation Visit and Preparation	
10/25/2021	• Accreditation Site Visit Debrief • 2021-22 IEC Purpose Statement	
11/22/2021	Meeting Cancelled	
2/28/2022	• Accreditation • Peer Review Team Report Highlights • ACCJC Annual Report • 2022-2024 Integrated Planning Manual	
3/28/2022	• Accreditation • 2022 ACCJC Annual Report (quick review) • 2022-2024 Integrated Planning Manual (continued review)	
4/25/2022	• Accreditation • 2022-2024 Integrated Planning Manual (continued review)	
5/23/2022	• Accreditation • 2022-2024 Integrated Planning Manual (appendices discussion) • 2022-2023 IEC Meeting Dates	

Appendix B - Institutional Effectiveness Committee (IEC)
Comprehensive Program Review, 2016-2017 through 2022-2023

IEC Meeting Topics		2020 - 2021
9/28/2020	• Accreditation Update • Information: Division meeting visits and updated from the Program Review Committee	
10/26/2020	• Accreditation Update • Major Plan Update: Human Resources Plan • Information: Division meeting visits and feedback themes	
11/23/2020	Meeting Cancelled	
2/22/2021	• Accreditation Update • Major Plan Update: Sustainability Plan • Quick Updates from the Program Review Workgroup on revising the Instructional Program Review process • ACCJC 2021 Annual Report	
3/22/2021	Meeting Cancelled	
4/26/2021	• Accreditation Update • Accreditation: Core Inquiry Related to Program Review • Major Plan Highlights: Technology Plan • Review of the Integrated Planning Manual using the DEI Toolkit	
5/24/2021	• Accreditation Update • 2021-22 IEC Purpose Statement Discussion [to be continued in fall 2021] • 2021-22 IEC Meeting Dates	

Appendix B - Institutional Effectiveness Committee (IEC)
Comprehensive Program Review, 2016-2017 through 2022-2023

IEC Meeting Topics		2019-2020
9/23/2019	• 2019-2020 Purpose Statement • Student Services IEC Survey Questions • Strategic Objectives – Proposed Changes	
10/21/2019	• Human Resources Plan Update • Strategic Objectives – Proposed Changes (continued discussion from 9/23/19)	
11/25/2019	• Sustainability Plan Highlights • Student Services Program Review Survey Results • Institutional Support Program Review Survey Questions (very brief announcement – questions were not discussed)	
2/24/2020	• ACCJC Annual Report and Institution-Set Standards • Institutional Support Program Review Survey Status • Integrated Planning Manual Review (a brief initial discussion)	
3/23/2020	• Meeting cancelled due to COVID-19	
4/20/2020	• ACCJC Annual Report: Quick Review • Institutional Support Program Review Survey Results (brief announcement) • Integrated Planning Manual: Review of Suggested Changes (for 2020-22)	
5/11/2020	• Action: Approve the 2020-22 Integrated Planning Manual • 2020-21 Purpose Statement • 2020-21 Meeting Dates	

Appendix B - Institutional Effectiveness Committee (IEC)
Comprehensive Program Review, 2016-2017 through 2022-2023

IEC Meeting Topics		2018-2019
9/24/2018	• Accreditation Reporting (new ACCJC college visit process) • 2018-2019 Purpose Statement • Instructional Program Review Survey	
10/22/2018	Meeting Cancelled	
11/26/2018	• 2017-2018 Sustainability Plan Highlights Summary • Accreditation and Institution-Set Standards (Licensure Pass/Job Placement Rates) • Locally Aligned Goals to the Vision for Success • BP/AP 3250 Institutional Planning (FYI)	
2/25/2019	• Accreditation • Fall 2018 IEC Survey Results (Instructional Faculty) • Local Goals Alignment Workgroup Report	
3/25/2019	• Accreditation • Local Goals Alignment Workgroup Report • ACCJC Annual Report (Institution-Set Standards)	
4/29/2019	• Accreditation • Local Goal Alignment: NOVA Document • Mission, Vision, and Values Review • Annual Highlights of Major Plans: Technology Report	
5/20/2019	Meeting Cancelled	

IEC Meeting Topics		2017-2018
9/25/2017	• 2017-2018 Purpose Statement • Reporting Timeline for Major Plan Summaries • Accreditation Reporting • Student Services Program Review Survey (development)	
10/23/2017	• Accreditation Reporting • Student Services Program Review Survey (results) • Instructional Program Review Focus Group Study Results • Annual Sustainability Plan Highlights	
11/27/2017	• Accreditation Reporting • Institution-Set Standards • IEPI Year-Four Indicators • Preliminary Results from Instructional Taskstream Survey	
2/26/2018	• Accreditation Reporting • Institution-Set Standards • IEPI Year-Four Goals • Aligning the Strategic Objectives with the CCCCO Vision for Success • Reviewing the Integrated Planning Manual	
3/26/2018	• Accreditation Reporting • ACCJC Annual Report Institution-Set Standards • Mapping Citrus College Strategic Objectives to the CCCCO's Vision for Success Goals • Academic and Institutional Support Program Review Survey	
4/30/2018	• Accreditation Reporting • Academic and Institutional Support Program Review Survey (results) • Integrated Planning Manual (brief discussion) • Mid-Year Review: 2017-18 Purpose Statement	
5/21/2018	• Accreditation Reporting • 2017-2018 Integrated Planning Manual • Annual Updates to Major Plans: EFMP; Technology Plan; Human Resources Plan • Tentative Calendar for 2017-2018	

Appendix B - Institutional Effectiveness Committee (IEC)
Comprehensive Program Review, 2016-2017 through 2022-2023

IEC Meeting Topics		2016-2017
9/26/2016	- Beyond Institution-Set Standards 2016-2017 Purpose Statement - Program Review Survey Questions: Instructional Programs	
10/24/2016	- Accreditation Reporting - Program Review Survey Results: Instructional Programs	
11/21/2016	- Accreditation Reporting - Compiled Report on Program Review Funding Requests - Program Review Survey Results: Instructional Programs – Follow-Up Discussion - IEPI Workshop	
12/5/2016	- Accreditation Reporting - Program Review Resource Request Narrative - IEPI Year-Three Indicators	
2/27/2017	- Accreditation Reporting - IEPI Data and Committee Meeting Dates - Program Review Resource Request Narrative – Follow-Up Discussion - Focus Group Timeline - Integrated Planning Manual	
3/27/2017	- Accreditation Reporting - IEC Purpose Statement Review - Integrated Planning Manual - IEPI Year-Three Reporting	
5/1/2017	- Accreditation Reporting - IEPI Year-Three Short-Term and Long-Term Goal Setting - Focus Group Session Report Back - Program Review Plus One Report Summary – Year One, Mission	
5/22/2017	- Accreditation 2017-2018 Integrated Planning Manual - Annual Updates to Major Plans - Tentative Calendar for 2017-2018	

IRPC Meeting Topics		2022-2023
9/19/2022	• Annual Purpose Statement • CCSSE/CCFSSE 2022 Findings	
10/17/2022	• Transfer Dashboard • Program Review Data Packets and Guided Pathways 1.0 Dashboards	
11/21/22	• CCSSE Race and Ethnicity Survey Results	
3/6/2023	• Fall 2022 Statewide Student Decisions Survey: State and Local Results • Guided Pathways Dashboard 2.0 • Enrollment Management Data 17-18 to 21-22 or • SCFF Data 17-18 to 21-22	
4/3/2023	• Strategic Plan Objectives – Part One • Calculus Completion Project • Fall 2021 Feeder High School Report Card – Brief overview by Yueyi at the start of the 5/1/23 meeting.	
5/1/2023	• Calculus Completion Project – Continued Discussion • Strategic Plan Objectives – Part Two • Utilizing Argos to Support Student Success: A Centralized Report System for Direct Access to Data	
6/5/2023	• Completion of transfer-level math and English – impacting the likelihood of students transferring to a four-year college or university. • 2023-2024 Annual Purpose Statement • 2023-2024 IRPC Meeting Schedule	

IRPC Meeting Topics		2021-2022
9/20/2021	- AB 705 Math Throughput Data: 2015-16 through 2020-21 - Student Equity Data: SEA Plan DI Summary Tables, 2017-18 through 2019-20	
10/18/2021	- Summary and Follow-Up: First-Time Students NOT Taking Math Classes (email discussion) - AB 705 English Throughput Rate Data	
11/15/2021	- Summary and Follow-Up Discussion: First-Year Math and English - CCSSE 2022 - Guided Pathways Dashboard - Enrollment Management Dashboard - Aspen 2023 Announced	
3/7/2022	- Fall 2021 Student Survey: Results and Findings - Aspen Application: Data on Gateway Course Completion, Unit Accumulation, and Earnings - CCSSE General Reminder	
4/4/2022	Meeting Cancelled	
5/16/2022	- Data Types: Interesting, Useful, Actionable - Assessing the College's Data Culture	
6/13/2022	- Assessing the College's Data Culture (continue discussion from 5/16/22) - Framing the questions: From deficit-minded to equity-minded thinking 2022-23 IRPC Meeting Dates	

IRPC Meeting Topics		2020-2021
9/21/2020	• Transfer-Related Data and the Transfer Plan (continued discussion) • 2020-21 IRPC Purpose Statement	
10/26/2020	• Info Sheets for the Pilot CAPs (Career and Academic Pathways • Student Survey: Fall 2020 Experience: questions to ask	
11/30/2020	• 2016-2021 Strategic Plan Objectives Update • Spring 2021 Meeting Dates	
3/15/2020	• Measurable Objectives for the 2021-26 Strategic Plan • Fall 2020 Student Online Learning Experience Survey results	
4/19/2021	• Review the Spring 2019 Fact Book using the DEI Toolkit • PowerBI Dashboard on CAP Data	
5/17/2021	• STEM TRiO Project – IFC Research Brief Trio Dec21 2020 – TRiO Five Year Evaluation Report • Guided Pathways CAP Data Dashboard • Student Success Metrics [online tool overview] • 2021-22 IRPC Meeting Dates	
6/14/2021	• Exploring the Student Success Metrics Dashboard • 2021-22 IRPC Purpose Statement Review/Approve	

IRPC Meeting Topics		2019-2020
9/16/2019	2020-21 IRPC purpose statement review and revision - AB 705 Research: Fall 18 cohort and 2018-19 annual data	
10/21/2019	- Spring 2018 to Fall 2018 Retention Study - CCSSE Spring 2020 Custom Questions	
11/18/2019	- CCSSE Spring 2020 Custom Questions - Guided Pathways: CAP Enrollment and Degrees	
2/24/2020	Meeting Cancelled	
3/23/2020	Meeting Cancelled	
4/20/2020	- Review and Discussion: Data Submitted for Aspen Award Application - CCSSE 2020: Cancellation Announcement	
5/18/2020	- Discussion: Transfer-related data and the Transfer Plan 2020-21 IRPE Meeting Dates	

IRPC Meeting Topics		2018-2019
9/17/2018	• 2018-2019 Purpose Statement • BP/AP 3250 Institutional Planning • CCSSE Results – Spring 2018	
10/15/2018	• BP/AP 3250 Institutional Planning • CCSSE Results – Spring 2018 (continued discussion)	
11/19/2018	• MMAP and AB 705 Webinars: Data Highlights • Student Success Metrics	
2/25/2019	• AB 705: Fall 2018 Student Access and Success in Transfer-Level English and Math Courses	
3/25/2019	• Student Success metrics, Local Goal Alignment, and Data for the Student Equity Plan • Guided Pathways – Career and Academic Pathways (CAPs) Development (Report by Dave Kary) • Spring 2019 Fact Book (began discussion)	
4/22/2019	• Spring 2019 Fact Book (concluded discussion)	
5/20/2019	• Faculty Reflection from Instructional Program Review Reports • 2019-2020 Meeting Dates	

IRPC Meeting Topics		2017-2018
9/18/2017	• 2017-2018 Purpose Statement • Preliminary Data for the Basic Skills BSSOT Grant: Review and Discussion	
10/16/2017	• Data Review and Discussion: Basic Skills Math Progression • 18 Objectives Status Update	
11/20/2017	• IEPI Year-Four Indicators • CCSSE 2018 Custom Questions	
2/26/2018	• Data Review and Discussion: ○ Time-to-Degree Report ○ High School GPA Validity Report	
3/26/2018	• Instructional Program Review Narratives: Faculty Analysis on Data Packets • CCSSE 2018	
4/23/2018	• 2018 Scorecard Report: Data Review and Discussion • Review BP/AP 3250 – Institutional Planning	
5/21/2018	• Metric Simplification: Updates from the CCCCCO • Major IRPE Projects Completed in 2017-18 • 2018-19 Meeting Dates	

IRPC Meeting Topics		2016-2017
9/12/2016	• 2016 CCSSE Results • 2016-2017 Purpose Statement	
10/3/2016	• 2016 CCSSE Results – Continued Discussion from Sept. 12 • 2016 CCFSE Results	
11/7/2016	• Accreditation Follow-Up Report • IEC Instructional Program Review Survey Results	
12/5/2016	• Data and Dialogue: Feeder District Enrollment and College Pathway	
2/27/2017	• 2017 Fact Book	
3/27/2017	• IRPE Comprehensive Program Review (2011 – 2016)	
5/22/2017	• 2017 Student Scorecard • Tentative Calendar for 2017-2018	