

# Institutional Support Comprehensive Program Review

**Department Name:**

Office of Institutional Research, Planning and Effectiveness

**Three-Year Review Period:**

2022-2024 through 2025-2026

**Completion Date:**

June 12, 2026

## 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. Over the past three years, IRPE has carried out this mission through the following functions and projects.

- 1. Providing data and analysis for program review, program evaluation, and the establishment and monitoring of measurable objectives in the strategic plan, as well as supplying reports and completing projects needed for decision making.** Examples of completed major projects across the three-year review period include:
  - **Program Review data support** — built an annual dashboard for instructional program review (enrollment, success, section offerings, degrees); provided comprehensive program review support for Student Services including survey and analysis; general support for academic support program reviews; dozens of ad hoc requests (e.g., Automotive, Physics, Construction Management, Anthropology, Theatre Tech, Dental Assisting, the Honors Transfer Program, and others)
  - **AB 705 / AB 1705 research** — transfer-level math and English cohort tracking; Precalculus Validation Study and follow-up Q&A; Math 190 (Calculus I) throughput and simulation studies; Motivate Lab survey and factor analysis with the math department and a third-party team; Ed Trust West Community of Practice and Early Alert survey; Equity Accelerator support
  - **Community College Survey of Student Engagement (CCSSE/CCFSSE)** — coordinated the 2025-26 campuswide survey administration across 83 randomly selected classes with 27 volunteers; 988 students and 193 faculty participated
  - **Enrollment Management Dashboard** — maintained and expanded annually; designed/automated a new Daily Enrollment Trends Dashboard for summer and fall 2026
  - **Guided Pathways dashboards (1.0 and 2.0)** – updated and improved 1.0 each year; 2.0 now includes a SEAP metrics page
  - **Student Equity Plan support** — data support for the 2025-2028 Student Equity Plan (disproportionate impact analysis across five metrics, comprehensive student educational plan data, equity-gap calculations), the SEAP Dashboard of historical data, and additional Data Vista analyses
  - **Grant research** — Title V / HSI eligibility (approval received from the Department of Education), STEM TRiO, STARS Title III

**2. Disseminating research results and information collegewide to promote data literacy and meaningful use of information.** Examples include:

- **Institutional Research and Planning Committee (IRPC)** — chaired throughout the three-year review period; shared results such as the African American Transfer Tipping Point Study, the LA Regional Economic Impact Survey, drop survey results, Promise program student outcomes, DEIA+ student focus group findings, and the 2026-2031 Strategic Plan measurable objectives
- **Data Coach Program** — designed in 2023-24; launched the inaugural cohort of 19 employees in 2024-25, then implemented a second cohort in 2025-26, with measurable gains in participants' data knowledge and confidence
- **"Did You Know?" publications** — the single-page informational flyer produced during the primary term months of each academic year (topics included Guided Pathways, CAPs enrollment, climbing fall enrollment, reasons students drop, Black/African American transfer findings, transfer-level English/math completion, the Promise program, and the 2025-2028 Student Equity Plan)
- **Provided data to Strategic Communications for Facts in Brief and graduate class profiles** — collegewide demographics, top degrees and certificates, and annual graduate profiles
- **Presentations at Convocation and Flex Day** — IRPE co-presented and shared data on student equity, Zero Textbook Cost project, and enrollment

**3. Contributing leadership and guidance to the Strategic Plan and other integrated planning efforts.**

- **Mission, Vision and Values review** – assisted in leading the collegewide review; supported a 39-member taskforce; and carried the revised statements through Steering and Board of Trustees adoption in July 2025
- **2026-2031 Strategic Plan** — led the collegewide development process in 2025-26: prepared agenda and assisted discussion at Steering meetings; facilitated two 3-hour working sessions; lead the development of 18 measurable objectives aligned to the college's mission/vision/values, ACCJC, SEAP, SCFF, and Vision 2030; and carried the plan through Steering and Board of Trustees adoption in June 2026
- **2020-2030 Educational and Facilities Master Plan (EFMP)** — supplied and reconciled data with the ALMA consultants and supported the 2024 update

**4. Monitored implementation of the 2021-2026 Strategic Plan through annual implementation plans and progress reports; Monitored the college's progress on collegewide metrics, including Institution-Set Standards in the ACCJC annual reports.**

- Coordinated the development of the **annual implementation plan (AIP)** and **progress report** each year during the three-year review period, presenting each AIP and progress report to the Steering Committee and the Board of Trustees; facilitated an AIP mini-retreat introducing a new guided planning tool in 2023-24

- Prepared institutional data and student achievement (strategic objective) data for the **ACCJC Annual Report** in 2024, 2025, and 2026
  - **Strategic Plan objective monitoring** — produced and updated the measurable objective data used to track collegewide progress
  - Co-chaired the **Institutional Effectiveness Committee (IEC)**, leading the multi-year, in-depth review of the new ACCJC standards (documented on Padlet and completed in 2025-26); Institution-Set Standards development; the ACCJC Mid-Term Report; and ISER planning
- 5. Facilitating strong inter-departmental collaboration to improve data quality and accurate reporting.**
- **TeCS / SQL transition** — completed a full, year-long transition from the old system (ODS) to SQL (27 training sessions), strengthening the IRPE–TeCS partnership; continued collaboration on Argos reporting and enrollment snapshots
  - Partnered with instructional faculty and programs on campus such as **Admissions & Records, Financial Aid, TeCS, Counseling, CTE, and DEIA+** on projects including math placement verification, updating and enhancing the VTEA survey, first-generation reporting fixes, the Motimatic re-engagement study, and the federal Gainful Employment reporting effort
- 6. Facilitating dialogue and recommendations on equity and student learning assessment.**
- **DEIA+ research** — conducted student focus groups which included interview-transcript coding and theme development, and co-presentations of findings to shared governance committees and the 2026 RP conference
  - **SEAP and equity analyses** — disproportionate impact reporting; the Black Scholars cohort outcomes and outreach lists; LGBT data; supporting the Latinx advisory workgroup, and Learning Center and STEM Center evaluations
  - Supported **SLOA** discussions and new assessment approaches
- 7. Providing consultation on the design and evaluation of student support programs, including survey development and data use.**
- **Survey development and analysis** — CCSSE/CCFSSE, the multi-year drop survey, New Student Orientation analysis, the Real College Survey, Student Services Comprehensive Program Review surveys, Commencement Experience survey, and program-specific surveys (VTEA, ZTC, and others)
  - Program evaluation support for the Promise program, the Writing/Learning and STEM Centers, and the Student Wellness Center
- 8. Vision-Aligned Reporting (VAR).** Across the three-year reporting period, the IRPE director served as the college's VAR implementation lead — attending Chancellor's Office meetings, establishing the internal reporting structure, completing Year 1 VAR reporting, and guiding individual program leads.

**IRPE Plans to Achieve the Following:**

Over the next three years, IRPE plans to shift from developing the 2026-2031 Strategic Plan to monitoring its implementation through annual implementation plans and progress reports beginning in fall 2026, while tracking the college's measurable objectives and Institution-Set Standards. The office will support the college throughout its accreditation cycle, including completion of the ISER (fall 2027) and the ACCJC site visit (fall 2028), and will continue to serve as the college's lead for Vision-Aligned Reporting. IRPE also plans to sustain and grow the Data Coach Program with future cohorts, advance the 2025-2028 Student Equity Plan and DEIA+ research, continue the research needed for AB 1705, and contribute to the college's efforts to increase enrollment. Building on IRPE's transition to SQL, the office intends to expand its use of AI tools to strengthen data analysis, reporting, and visualization through ongoing staff professional development.

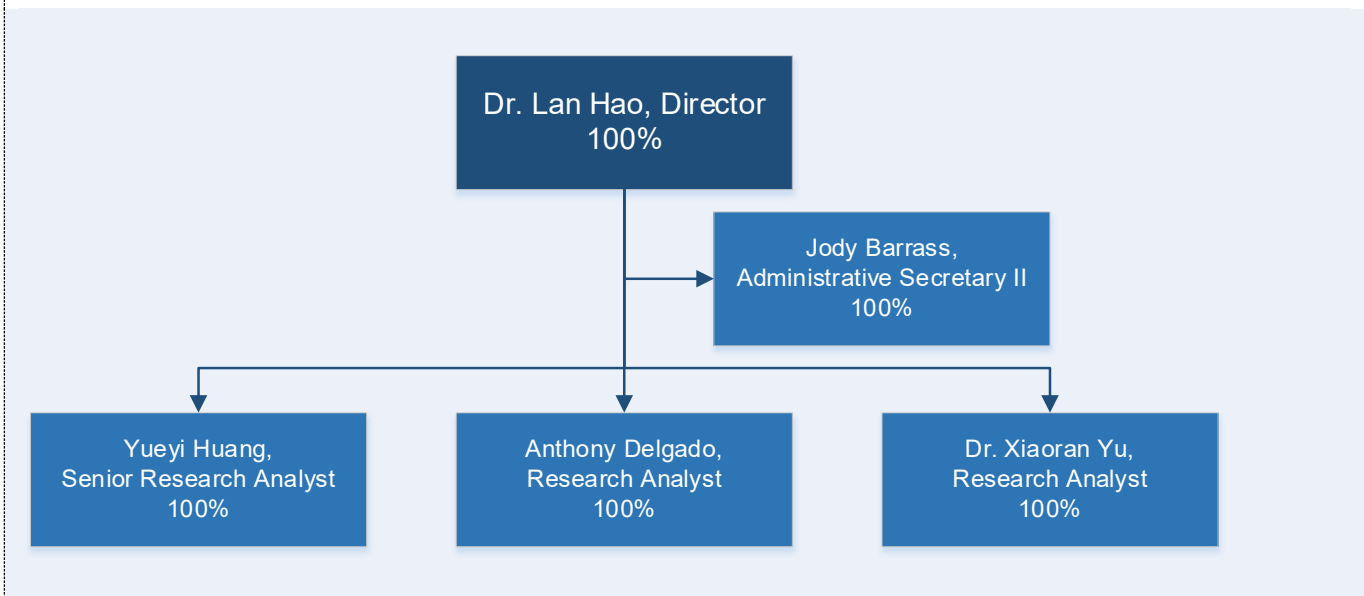
**Summary**

IRPE supports the college's mission by providing timely data and analyses and contributing to its meaningful interpretation across all areas of the college. Over the past three years, the office led the Mission, Vision and Values statements revision process - officially adopted July 2025, and the development of the 2026-2031 Strategic Plan; built and maintained the program review, enrollment management, and Guided Pathways dashboards; advanced AB 705/1705, student equity, and DEIA+ research; modernized its data infrastructure through the SQL transition; and promoted the growth of campus data literacy through the Data Coach Program and the monthly "Did You Know?" publication — all while monitoring the college's progress toward its institutional priorities and accreditation commitments.

**Part II: Service Area Overview**

This section serves as an executive summary.

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



## 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**

### Three-Year Highlights

- **2023-24:** Designed the Data Coach Program framework; began the transition from ODS to SQL; shared data and research findings at IRPC meetings; supported the 2024 EFMP update process, and the conclusion of the 2021-2026 Strategic Plan annual implementation and reporting cycles.
- **2024-25:** Launched the inaugural Data Coach cohort; fully transitioned from ODS to SQL; led the Mission, Vision and Values revision to Board adoption in July 2025; completed Year 1 Vision-Aligned Reporting; and provided all data for the 2025-2028 Student Equity Plan.
- **2025-26:** Led the collegewide development through Board adoption of the 2026-2031 Strategic Plan; facilitated the second Data Coach cohort; coordinated the CCSSE/CCFSSE administration; advanced ISER and ACCJC standards work toward accreditation.

### Strengths

- The IRPE office staff maintain a student-centered mindset and placed a strong emphasis on customer service. We endeavor to provide timely and accurate data, keeping the college's constituencies' perspectives and needs at the forefront of all we do, as we fulfill a high volume of ad hoc requests alongside our routine reporting. We work to make data usable for everyone, translating complex information for broad audiences through the monthly "Did You Know?" publications and online dashboards while ensuring our publications and webpage content meet accessibility standards.
- We are a team of proactive learners and are very resourceful in carrying out our research duties to meet the needs of the college. Most notably, the entire team transitioned to SQL as its primary querying tool through a year-long, self-driven training effort. We extend that learning culture to the wider campus through the Data Coach program, which has helped colleagues, across two cohorts, grow their confidence and skill in accessing and interpreting data.
- We enjoy collegial relationships and strong collaborations with other departments on campus, such as Academic Affairs, Student Services, TeCS, Strategic Communications, and the DEIA+ office, to name a few. These partnerships have produced shared wins such as the SQL transition with TeCS promoting cross-functional federal reporting.

## Challenges

- Keeping pace with changing external requirements. Reporting mandates from the state Chancellor's Office and other external bodies — including Vision-Aligned Reporting, AB 705/1705, SCFF, the new ACCJC standards, and federal reporting — stay current with new guidance, definitions, and deadlines requires continual learning and adjustments.
- Meeting an increased, varied workload. Large multi-year efforts such as strategic planning, accreditation and the ISER, and Vision-Aligned Reporting run alongside routine dashboard maintenance, and a high volume of ad hoc requests represent the norm. In the meantime, demand for expanded support in CTE and Noncredit research — Strong Workforce Program reporting, Perkins/VTEA, Gainful Employment, labor-market analyses, and noncredit and special-admit enrollment — has grown.
- Strengthening the full request cycle from intake to follow-up. We aim to be more consistent in understanding the context and intent behind each request before beginning analysis, and in following up with the requestor afterward to confirm the results met their needs and were used as intended.
- Maintaining data quality across systems. Identifying and resolving data discrepancies and reconciling information across source systems requires ongoing vigilance and close coordination with partners such as TeCS and Admissions and Records.
- Keeping up with evolving resources, tools, and technology. Building proficiency in the use of new tools while sustaining daily operations is a continual challenge; having transitioned to SQL, we are now working to incorporate AI, using Claude, in our analysis and reporting.

## 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:** Coordinate and lead the collegewide planning process in developing the Citrus College 2026-2031 Strategic Plan.

**Status of Achievement:**

Completed.

**Goal #2:** Play a key role in designing, implementing, and promoting a Data Coach program.

**Status of Achievement:**

Completed.

**Goal #3:** Strengthen support for DEIA+ research and other student equity initiatives.

**Status of Achievement:**

Completed.

**Goal #4:** Increase research support for Noncredit and CTE programs.

**Status of Achievement:**

In progress.

**Goal #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 knowledge among research analysts to improve team performance and flexibility.

**Status of Achievement:**

Ongoing.

**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.	<ul style="list-style-type: none"> <li>- Completion of research requests</li> <li>- Reflection and discussion at IRPE weekly staff meetings</li> <li>- Feedback from faculty and staff/managers who requested data</li> </ul>	<ul style="list-style-type: none"> <li>- A high volume of research is completed</li> <li>- Staff meeting reflections lead to ideas and actions for continuous improvement</li> <li>- Regularly receive positive feedback on presentations and data produced</li> </ul>
2. IRPE provides leadership and guidance to collegewide planning efforts.	<ul style="list-style-type: none"> <li>- Completion of the following:               <ul style="list-style-type: none"> <li>• Mission, Vision, and Values</li> <li>• 2026-2031 Strategic Plan</li> <li>• Reviewed and updated the Integrated Planning Manual</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- MVV updated</li> <li>- Developed clear, succinct goals and objectives in the 2026-2031 Strategic Plan to guide the institution</li> <li>- The Integrated Planning Manual is updated every two years as a main responsibility for the IEC</li> </ul>

3.3: Looking to the future, identify goals and SAO’s 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 \(see pages 7-10\)](#)
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 the Next Three Years: 2026-27 to 2028-29**

Building on prior years’ goals, IRPE has set the following new goals for the next three years. Each goal can be mapped to the 2026-2031 Strategic Plan focus areas.

**Goal 1: Lead collegewide planning and monitor the 2026-2031 Strategic Plan. Continue to support the other major plans and reporting.**

- Coordinate and lead the development of the annual implementation plans and progress reports over the five years.
- Monitor the plan's 18 measurable objectives by conducting local, timely research and data analysis for each.
- Sustain the office's other major recurring responsibilities, including Vision-Aligned Reporting, FTES calculation, the Enrollment Management Dashboard, and continue the research support needed for Gainful Employment reporting, 2025-28 Student Equity Plan, and the EEO Plan.

**Goal 2: Continue to promote data-informed decision-making across campus.**

- Sustain and grow the Data Coach Program.
- Continue the monthly "Did You Know?" (DYK) publication.
- Support the comprehensive Student Services program reviews through survey implementation, design, and analysis.
- Provide AB 1705 research to inform course-offering decisions.
- Analyze and share the CCSSE results, which will be available in fall 2026.
- Track and report progress on the college's equity initiatives.
- Deepen collaboration with campus partners such as TeCS and Admissions & Records.

**Goal 3: Expand research support for CTE and noncredit programs.**

- Reach out to CTE and Noncredit program leads to gain a greater understanding of their data needs.
- Determine a feasible, sustainable approach for providing superior, ongoing support, aligned with the staffing needs identified in the Challenges section.

#### **Goal 4: Improve internal efficiency and team capacity.**

- Expand research capacity by utilizing a variety of research methods, such as qualitative and mixed methods.
- Build a shared library of queries, supported by AI, to increase efficiency and consistency.
- Continue cross-training and knowledge-sharing among research analysts to improve team performance and flexibility.
- Explore automating routine data analysis, including AI-assisted tools to increase efficiency allowing staff to give greater focus on major projects.

#### **Service Area Outcomes for IRPE**

1. IRPE provides timely, accurate data, analyses, 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 your resource requests in the annual updates for each of the next three years.

- IRPE would like to request an additional full-time research analyst to support CTE and Noncredit research.
- Continue to support ongoing professional development needs so we stay abreast of emerging trends and best practices in institutional research and stay 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.