

Non-Instructional Program Review Template

What is a Non-Instructional Program?

Non-instructional programs represent all Administrative and Business Services, Student Services, and non-instructional Academic Affairs areas at BCC.

Non-Instructional Program Name

Please indicate the program name: Office of Institutional Research

Academic Year: 2025-2026

Name(s) of Submitter(s): Lisa Holmes, Antoinette Andriese, Courtney Quenga

I. Area Description

The purpose of this section is to provide the reader and/or reviewer with a brief snapshot of the area. This section should be kept short, a few paragraphs at the most, and address the following:

A. What is the area mission and how does it support the institutional mission?

The Office of Institutional Research provides timely, relevant, and accurate information to the college community for the purpose of making data-informed decisions, facilitating continuous improvement, and fulfilling the College's mission of ensuring equitable student success.

B. What is the area vision and how does it support the institutional vision?

The Office of Institutional Research will be the central hub for organizing and disseminating information essential to evaluating student success and institutional effectiveness.

C. Please provide a short area description:

The Office of Institutional Research provides information and services to the college community and public regarding institutional effectiveness, student success outcomes, and statewide initiatives and is responsible for various state, national, and accreditation reporting requirements. The Office consists of the Executive Director of Research, Development & Planning, and two Research Analysts.

D. How does your area align to and/or support one or more of the following BCC Strategic Priorities?

The Office of Institutional Research aligns with and supports Strategic Priority #4, "Achieve Sustainable Excellence in all Operations", specifically, Strategic Intention 4.3 which calls to "Enhance and further an evidence-based framework that supports institutional planning and decision-making processes." It is partially through the efforts of the office that data and analysis are provided to further this intention. Through evaluation we also support Strategic Priority #1, Innovate to Achieve Equitable Student Success.

- Innovate to Achievable Equitable Student Success
 - Ignite a Culture of Learning and Innovation
 - Build Community
 - Achieve Sustainable Excellence in all Operations
-

II. Area Effectiveness

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The purpose of this section is to evaluate the area holistically by reviewing and analyzing data within the context of serving the area's internal and external customers, helping students reach their goals, and furthering the mission of BCC.

For each item below, review the data provided. As you examine the data, be on the lookout for trends and outliers.

Provide a short analysis (2-3 sentences) for each item. If data are not available (i.e., student satisfaction surveys), please indicate that on the form.

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Customers

Demographics of internal and external customers – who do you serve?

The office directly serves the various departments and their employees of the college. It is through collaboration with these areas that we indirectly serve the students and public. The office also acts as a resource to external customers including graduate school students, as well as public and private agencies.

Policies and Process Response

What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit (BCC BP/AP; Federal, State & local regulations; guidelines). Describe the effect the changes or updates in policies and processes have had on the unit.

With the Chancellor's Office roll out of Vision 2030, and the creation and implementation of new local plans such as the Strategic Plan, the Student Equity and Achievement Plan, and the Enrollment Management Plan, work will be ongoing to align the plans, help establish new metrics and activities, create reports and dashboards for tracking these metrics, and communicating effectiveness to the college community and the public. The new Student Attendance Accounting Method adoption has also impacted the department in that all reports and dashboards calculating FTES need to be updated. The Vision Aligned Reporting (VAR) initiative and new requirements are putting quite a load on the office as the lead that is responsible for ensuring all affected departments are tracking and reporting activities.

What in-house policies, procedures, and processes need to be updated, created, or deleted?

The IR office is utilizing HappyFox for tracking requests. We need to be more strict about making sure employees requesting assistance use it. This will ensure proper tracking, help prioritize and synthesize requests, calendar reoccurring projects, and increase overall efficiency and effectiveness. We are also considering implementing a local IRB to review research requests that, for the most part, come from external graduate students.

Collaboration with Other Areas Response

What areas and/or administrative units are integral to the work of your area and why? Please provide examples of collaborating with other areas on projects, process improvement, etc.

The IR office also collaborates with a multitude of Administrative units such as Student Services to ensure support is provided for data informed decision making around but not limited to enrollment management, institutional and service area goal setting, and institutional plan writing (Student Equity and Achievement Plan, Enrollment Management Plan etc.). The IR office has been working with Academic Affairs for grant initiatives such as the K-16 Collaborative Grant to grow your own teachers, the High Road Training Partnerships (HRTTP) Grant etc. IR works most closely with IT/Apps Services and Enrollment Management and Services (EMS). IT/Apps Services provides assistance with accessing data and EMS helps with explaining the data and data entry processes. IR, Apps Services, and EMS are the three areas that make up the core Data Governance Group (DGG). DGG focuses on data integrity, MIS submission, data validation, and improving data entry processes.

What other areas have you worked with? Please provide examples of collaborating with other areas on projects, process improvement, etc.

The Office of Institutional Research works in collaboration with a multitude of other departments and areas of the institution including but not limited to IT/Apps Services, Student Services, and Academic Affairs. OIR has also worked with Special Programs, Transfer Center, Veterans Resource Center, and

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Student Equity and Achievement to better streamline processes of data collection and reporting for the upcoming VAR reporting requirements in Fall 2025. IR collaborates with many different areas through committee work as well. The Director and staff all play a role on several committees. The Director is co-chair of Institutional Effectiveness (IEC) along with the VP of Academic Affairs. Program Review (PRSC) is a subcommittee of IEC so there is a heavy presence within that committee. The IR department also participates in the Outcomes Assessment Committee (OAC) because of the IEC and PRSC work but also because the IR staff have assisted with outcomes assessment in eLumen; with the implementation of Insights in Canvas, this technical assistance should move to another area. IR staff receive research requests for data specific to departments or services and review the data with them to inform areas of strengths and weakness. The IR office works with all participatory governance committees through the creation, distribution and analysis of the committee effectiveness surveys.

What other areas do you want or need to work with more and why?

We need to work with all departments and committees to develop an institution-wide data plan.

What metrics are being tracked? What methodology? What data elements? What targets are they aiming for? Are there commonalities? The goal would be available, accurate and timely data and fewer last minute, ad-hoc requests.

Staffing

Area Organization – state any changes in past few years

Since the previous full program review was completed in 2022-23, the office has added an additional Research Analyst position. For the past several months, the Institutional Planning & Research Specialist position has been vacant. The request to freeze the Specialist position in order to add the second Analyst position was approved by the Board at the June 2025 meeting. This reorganization was a result of a request submitted as part of the department's 2024-25 Program Review and Resource Request cycle.

Please list any professional development that staff has participated in (Standard 3.2)

The staff have consistently participated in the annual Research & Planning (RP) Group's spring conference and the Student Equity and Planning Institute Convenings. The staff also participated in the RP Group's Summer-to-Summer Institute 2024-25, which was a smaller cohort of research staff from various CCC institutions, with the goal to network and skill build with peers in the same field focused on equity-minded leadership and social justice, with two in person convenings (beginning and end), monthly check-ins with their smaller learning communities, as well a capstone project presentation at the end. This past year the OIR office was approved to purchase skill building professional development training in CITI Certification in Human Subjects Research and SQL Certification training and has been actively completing modules; 2 out of 3 staff have already completed the CITI Certification, and 1 out of 3 has completed the SQL Certification Training.

Please list any professional development staff would benefit from (Standard 3.2)

Additional training in data visualization design would be beneficial for our office to create and offer more self-serve data availability.

Do staff receive an annual employee evaluation on a regular basis (Standard 3.3)? If no, please explain.

Yes, all staff are up-to-date on evaluations

Is the staffing within the department sufficient to meet all responsibilities in a timely manner and support internal and external customers adequately (Standard 2.7)?

Yes

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Area Effectiveness Data and Analysis

Satisfaction Surveys

We have not implemented any satisfaction surveys. We will look into utilizing HappyFox for this.

Audits, project tracking, etc.

Since the last program review cycle, we have implemented a simple project tracking sheet using excel for recurring projects and surveys. This has been tremendously helpful in ensuring that we stay ahead of upcoming needs of the department. At the end of each month we review the month's projects to ensure that we have completed all tasks and review the upcoming month's projects to pencil out who will work on each and the timelines. The survey sheet allows us to pencil in survey requests at times where surveys are not already being distributed. This allows us to avoid survey fatigue which occurs when sending out too many at one time or too many too close together.

Student Equity Data

Specifically discuss any equity gaps that have surfaced in the data. What innovative plans or projects will help to close these gaps?

The IR office will help bring equity gaps to light through the disaggregation of data and running disproportionate impact analysis where possible, including informing DI populations for the Student Equity and Achievement plan. This information will help all areas of the college focus plans towards closing those gaps. The next iteration on bringing this information forward is to create ways to code and query students by attributes, student groups, and cohorts. This will be a large lift and we are in the process of mapping out what that might look like and how to get there. We have considered purchasing Invoke but we are also looking at ways to do this in-house to save the District money.

Institution-set Standards

If applicable, reflect on how the department/unit assists the college in reaching the institution-set standards and stretch goals. What innovative plans or projects will help to address any deficiencies.

The OIR office is essential to goal setting for Institutional Set Standards by providing trend data and reviewing current Institutional Set Standards and how well the Institution has done to meet and exceed these goals. The OIR office is able to provide data to identify possible areas where improvement can be made.

Other Supporting Data (Qualitative or Quantitative)

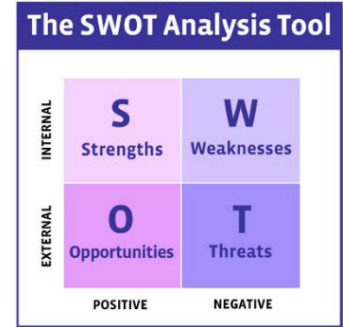
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SWOT Analysis

Conducting a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) is another tool that can help areas evaluate themselves. The SWOT Analysis not only looks internally, but externally as well.

The SWOT Analysis provides a way for areas to highlight their accomplishments and also identify possible gaps or issues that need to be addressed.



	Positive/ Helpful	Negative/ Harmful
Internal	<p>STRENGTHS</p> <p>Department staff take pride in providing accurate data and advocate for data integrity through participation in data governance efforts.</p> <p>Department staff has access to and working relationships with several experts in the field of Institutional Research and other areas of the CCC system.</p> <p>Director is well-versed in such topics as FTES, Student-Centered Funding Formula, Enrollment Management, etc.</p> <p>Added a second Research Analyst position to help with the workload and allow the department to move forward with major projects.</p>	<p>WEAKNESSES</p> <p>Department staff need additional training in various technologies and software including data visualization in theory and practice.</p> <p>The IR office plays a heavy role in institutional planning however, outside help could be used to help map out the alignment of those plans, targets, metrics, and communication planning.</p>
External	<p>OPPORTUNITIES</p> <p>Continued professional development opportunities through the RP Group but also, other organizations such as AIR and CAIR.</p>	<p>THREATS</p> <p>Additional reporting requirements and state initiatives all with similar but varying metrics and methodologies puts a strain on the office to keep apprised of those nuances, explain to others those nuances and create any sort of meaningful dashboards.</p>

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III. Goals and Service Area Outcomes (SAOs)/Administrative Unit Outcomes (AUOs)

The purpose of this section is to use data to develop goals, expected SAOs/AUOs for the next three years, and to reflect upon goals and outcomes from the previous cycle

You should reflect on and incorporate the responses from all the previous questions and the SWOT analysis into this section.

As you develop goals and outcomes:

- a. formulate **two to three goals with an expected outcome for each** that will help maintain or enhance program strengths or will act as an intervention to an identified weakness (cite evidence from assessment data and/or other area effectiveness data).
- b. indicate the **status** of the SAO/AUO (ex: is the goal or outcome new, a carry-over from the previous program review cycle, etc.)
- c. indicate how each goal and outcome are **aligned** with the College's [Strategic Priorities](#).
- d. indicate how each goal and outcome are **aligned** with the [Pillars of Guided Pathways](#).
- e. List at least one **action/strategy** for each goal/outcome.
- f. Explain how you will **measure** the goal/outcome.
- g. List any **resources** that will be needed to achieve the goal/outcome

GOAL #1

Streamline data processing from entry point through validation and submission, including MIS, to ensure greater data quality, timeliness, and access for easier data-driven decision making.

Expected Service Area Outcome/Administrative Unit Outcome

All college employees will have access to accurate and timely data for monitoring effectiveness, decision-making, and reporting.

A. This Goal/Outcome is

- ☐ New
- ☒ Continued
- ☐ Modified

If modified please list how and why.

Click or tap here to enter text.

B. Alignment to BCC Strategic Priority (Select at least one but choose all that apply)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

Choose an item.

Choose an item.

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C. Relationship to Guided Pathways

- ☒ Clarify the Path
- ☒ Entering the Path
- ☒ Staying on the Path
- ☒ Support Learning

D. Please list actions/strategies for achieving this goal/outcome.

- 1) Continue to collaborate with IT/App Services and Enrollment Services to create processes that allow for data validation prior to MIS submission through the design of new Argos Datablocks and reports.
- 2) Create shared SOPs for MIS processes for current and future employees/continuity.
- 3) Crosstrain with IT/Apps Services and develop innovative strategies to ensure that backup of specific functions (i.e. MIS submissions) are in place, and to foster a shared understanding of each other's workflows and challenges.
- 4) Work with individual departments to a) help the department and the IR staff understand the departments' processes for data collection and entry, b) streamline processes for clean data entry, c) ensure data collection is appropriate and in place for MIS submission, program review, and the VAR initiative where necessary.
- 5) Assist departments in the creation of SOPs regarding data collection and entry for current and future department staff/continuity.
- 6) Implement a Data Warehouse software such as Invoce, or create one inhouse, to clean and house data for easy access by many, if not all, employees.

E. Briefly explain how you will measure the goal/outcome.

- 1) The number of errors and submissions for MIS will decrease. *(For the past 15 term submissions, removing outliers for resubmissions due to process cleanup, the files were submitted 24 times on average.)*
- 2) MIS term submissions will be completed on time (30 days past the end of term). *(For the past 15 term submissions, removing outliers for resubmissions due to process cleanup, the files were submitted 26 days after the 30-day deadline, on average.)*
- 3) IT/Apps Services and IR will be fully staffed with appropriate number of skilled employees that also allow for cross-over functionality and collaboration.
- 4) Department level and district level SOPs regarding data collection and entry will be created and housed in an easy to access location so in the case of employee turnover, information is not lost, and work continues seamlessly.
- 5) The preparation for, and the implementation of, a data warehouse will improve all of the outcomes listed above.

F. Please list resources (if any) that will be needed to achieve the goal/outcome.

- 1) Purchase and Implementation of Invoce Learning (Possibly): \$55,000/year

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GOAL #2

Enable the college community to collaboratively and independently make data-informed decisions, facilitate continuous improvement and ensure equitable student success.

Expected Service Area Outcome/Administrative Unit Outcome

The college community can evaluate, with confidence, their program and/or department for effectiveness.

G. This Goal/Outcome is

- ☐ New
- ☒ Continued
- ☐ Modified

If modified please list how and why.

Click or tap here to enter text.

H. Alignment to BCC Strategic Priority (*Select at least one but choose all that apply*)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

Choose an item.

Choose an item.

I. Relationship to Guided Pathways

- ☒ Clarify the Path
- ☒ Entering the Path
- ☒ Staying on the Path
- ☒ Support Learning

J. Please list actions/strategies for achieving this goal/outcome.

- 1) To support data driven decisions, implement a data-coaching workshop series.
- 2) Create targeted data-dashboards and reports for internal and external audiences.
- 3) Increase level of disaggregation to include student attributes, cohorts, etc.

K. Briefly explain how you will measure the goal/outcome.

- 1) Hold data-coaching workshops with pre-determined topics decided upon with input from IEC and the campus community. We will measure not only the number of workshops and attendees but we will implement a satisfaction survey and analyze the feedback. Topics may include: An Explanation and Deep Dive into the SCFF; Exploring the BCC Fact Book; The Ins and Outs/Do's and Don'ts of Survey Creation; Enrollment Tracking and FTES.

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- 2) Increase in the number of data dashboards and Argos reports (for internal audience) and decrease in the number of IR tickets requesting data that could be publicly available.
- 3) Increase in the number of functions and/or tables that allow us to query and analyze metrics at the attribute and cohort level.

L. Please list resources (if any) that will be needed to achieve the goal/outcome.

Data visualization theory and practical training would be helpful in determining which mediums to use for communicating data, and how to best visualize the data for consumers

GOAL #3

Create a communication plan for distribution of the various data points that measure institutional effectiveness.

Expected Service Area Outcome/Administrative Unit Outcome

The college community will routinely receive information on the institution's effectiveness in order to effectively plan activities for forward movement of goals and take corrective actions where necessary.

M. This Goal/Outcome is

- ☒ New
- ☐ Continued
- ☐ Modified

If modified please list how and why.

Click or tap here to enter text.

N. Alignment to BCC Strategic Priority (*Select at least one but choose all that apply*)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

O. Relationship to Guided Pathways

- ☒ Clarify the Path
- ☒ Entering the Path
- ☒ Staying on the Path
- ☒ Support Learning

P. Please list actions/strategies for achieving this goal/outcome.

- 1) Take inventory of all college metrics being tracked

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- 2) Determine when data is available for each metric
- 3) Calendar communication timeline for groups of metrics
- 4) Design communication tools to distribute (newsletters, dashboards, scorecards, annual report, fact books and sheets, etc.)

Q. Briefly explain how you will measure the goal/outcome.

- 1) All metrics will be tracked, measured, and communicated in alignment with the communication plan

R. Please list resources (if any) that will be needed to achieve the goal/outcome.

- 1) Data visualization theory and practical training would be helpful in determining which mediums to use, and how to best visualize the data for consumers.

Previous Goals/Outcomes

Were any outcomes discontinued or completed? Please speak to outcomes you are not carrying forward from the previous program review cycle and discuss why.

Goals included in this full review are carry-overs from the previous annual report as they are ongoing.

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IV. Resource Requests

Did you receive any resources over the last cycle? Did the funding of resource(s) have the positive changes the discipline or program was looking for?

Yes, funding was received last year for Citi Certification and SQL Training. Staff are still in the process of completing training.

What does the area need to meet its goals and outcomes? Resource requests should be evidence-based and tied to goals and objectives stated above.

Resources may be requested from the following categories:

- a. *Personnel/Staffing*
- b. *Technology Resource*
- c. *Facilities Resource*
- d. *Professional Development*
- e. *Other*

For all resource requests departments/areas should utilize the Budget Allocation Proposal form and submit with their program review.

Goal/ Outcome #	Resource Required	Estimated Cost	BAP Required? Yes or No	If no, indicate funding source
2 & 3	Data Visualization Training	\$1000	NO	Professional Development Fund
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