Survey of Institutional Research, Planning, and Effectiveness Offices in the California Community College System

2019 Report

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Executive Summary

In 2019, the Research and Planning Group for California Community Colleges (RP Group) conducted a survey of institutional research, planning, and effectiveness (IRPE) offices in the California Community College system. The purpose of this survey was to:

- Identify key research and planning priorities and activities of the IRPE offices

- Document staffing profiles and identify budget changes

- Examine perceptions associated with RP Group institutional membership benefits

- Identify other resources or professional development to best support the field

The purpose of this report is to share findings from the 2019 Survey of Institutional Research, Planning, and Effectiveness Offices in the California Community College system. Information gathered through this survey is being used to help the RP Group identify key research and planning priorities, determine activities taking place at system IRPE offices, document staffing profiles, identify budget changes, enhance the structure and benefits associated with RP Group institutional membership, and identify other resources or professional development needs of IRPE professionals.

Key Findings

Personnel from 86 college and district IRPE offices responded to the survey (63% response rate). Highlights from the analysis of collected survey responses include the following information about reporting college IRPE offices:

Organizational Structure of IRPE Offices

- Sixty-four percent of IRPE offices reported to a president/superintendent, while 32% reported to a vice president.

Organizational Functions Led by IRPE Office Personnel

- Eighty-six percent of IRPE offices led program review activities, while 79% facilitated accreditation efforts. Fewer IRPE offices were responsible for grants and resource development (44%) or organizational development (34%).

IRPE Office Staffing

- IRPE offices were most often led by a dean or director (90%) and staffed by two or more research/ planning analysts (65%). Roughly one-third (35%) of IRPE offices included a full-time staff member providing clerical support.

Operating Budget

- Only 17% of IRPE offices reported increases in their operating budgets from 2018 to 2019. The majority of IRPE offices (70%) reported no change in operating budget from 2018 to 2019.

- The majority of IRPE offices (>80% each) indicated no budgetary impact on their office resulting from the Student Equity and Achievement Program (SEAP), Guided Pathways, or the Student-Centered Funding Formula (SCFF).

Staffing Changes and Workload

- Although 26% of IRPE offices noted increases in the number of office personnel over the previous year, 68% reported no change.

- Just over 33% of IRPE offices reported that the consolidation of categorical programs such as Student Success and Support Program (SSSP), Student Equity, and Basic Skills has affected IRPE office workload or operating budget.

- Most IRPE offices (79-87%) reported an increase in workload resulting from recent statewide initiatives.

RP Group Membership

- Ninety-two percent of IRPE offices indicated that their institutions maintain an active membership with the RP Group.

- Sixty-seven percent of offices reported that they would participate in an annual online membership meeting, while 54% reported that they would participate in an in-person annual membership meeting.

- When asked about the importance of several RP Group membership benefits,

    o 47% of respondents identified networking opportunities as very important or important;

    o 45% of respondents indicated that access to members-only tools, resources, and subject matter experts would be a very important or important benefit;

    o 42% of respondents noted that advance notice of registration for professional development offerings was a very important or important potential member benefit; and

    o 38% found a members-only listserv to be a very important or important benefit.

- When asked how the RP Group could best support the field in the year ahead, three core themes emerged: advocacy, facilitating discussions, and resource development.

Conclusions and Implications

One of the most significant findings from the 2019 Survey of Institutional Research, Planning, and Effectiveness Offices in the California Community College system is that the consolidation of prominent categorically-funded programs, and to a far greater extent, the implementation of a handful of new statewide initiatives, have contributed to a growing set of IRPE office responsibilities. At the same time, the growth of budgets and hiring appears to be slowing. In reaction to these changes, survey respondents have expressed a desire for the RP Group to continue advocating for IRPE professionals, facilitating statewide discussions, and providing tools, resources, and professional development specifically designed to help IRPE professionals.

Introduction

Project Purpose and Background

One of the ongoing goals of the Research and Planning Group for California Community Colleges (RP Group) is to better understand research capacity within the California Community Colleges. In order to best capture such information, the RP Group surveyed institutional research, planning, and effectiveness (IRPE) contacts in both college and district offices in 2006, 2009, 2011, and from 2014 to 2017. The results from these studies were shared with practitioners across the state through reports and/or presentations at RP Group meetings and events.

In 2019, the RP Group again surveyed IRPE offices using a survey that collected information about IRPE staffing, budget, office priorities, and the scope of planning in IRPE offices. Additionally, the survey gathered feedback on the usefulness of current RP Group resources and suggestions for new ones.

With the information gathered from this survey, the RP Group will be able to:

- Identify key research and planning priorities and activities of the IRPE offices

- Document IRPE offices' staffing profiles and budget changes

- Examine perceptions associated with RP Group institutional membership benefits

- Identify other resources or professional development to best support the IRPE field

Changes to the 2019 Survey

Changes made to the 2019 survey resulted from the following factors:

- Increased organizational focus on RP Group membership and support for the IRPE field

- California Community College system changes introduced by the Chancellor's Office and State Legislature

- Evolution and developments occurring across the IRPE field

- Continuous improvement focused on data utility and brevity

For example, IRPE offices are no longer asked whether or not they combine research and planning functions, nor are they asked to select from a list the roles undertaken by IRPE office personnel. Instead, participants are now asked to select from a list the functions their offices lead or facilitate. Moreover, the survey no longer includes a question asking if respondents plan to hire new IRPE professionals in the coming year.

Furthermore, instead of asking for the funding sources of new hires and the programmatic emphasis of new researchers, the 2019 survey included multiple-choice questions that ask how the consolidation of categorical programs such as Student Success and Support Program (SSSP), Student Equity, and Basic Skills have affected IRPE office workload and operating budgets. Two new open-ended questions were also included to gather feedback on the changes taking place at IRPE offices resulting from new system-wide initiatives.

In the 2017 survey, several specific questions were asked about respondents' participation, interests, and preferences regarding the professional development provided by the RP Group. In the 2019 survey, these questions were reduced to one open-ended question asking how the RP Group can best support the field in the coming year. A new section on RP Group membership was added, with multiple-choice questions pertaining to proposed benefits of membership, and three open-ended questions about the perceived benefits of RP Group membership.

In This Report

The report begins with a brief outline of the survey methodology and data regarding the number of responding IRPE offices, and how each office fits within its district's organizational structure (i.e., a college IRPE office residing within a multi-college district, a district IRPE office, or a single college district IRPE office). The remainder of the report covers survey findings, starting with the organizational reporting structure of IRPE offices, followed by a review of the organizational functions led by IRPE office personnel and an examination of IRPE office personnel staffing. Subsequent sections offer an overview of operating budget and staff changes from 2018 to 2019, and include data from previous surveys for historical context. The final section covers findings associated with RP Group institutional membership priorities and includes data regarding survey participants' institutional membership status, perspectives on the existing and potential benefits available to members, and how the RP Group can best support institutional members moving forward.

Methodology

The 2019 survey was administered online via SurveyMonkey during late September and early October 2019. An email invitation, which included a direct link to participate in the survey, was sent to key research and planning contacts at each IRPE office in the California Community College system. Of the 114 college offices and 23 district research offices in the California Community College system, 75 college offices and 11 district research offices responded to the survey, resulting in an overall response rate of 63% (see Table 1).

Table 1. Survey Response Rates among District and College IRPE Offices

	No. of Responses	No. of Non-responses	Response Rate
College IRPE offices	75	39	66%
District IRPE offices	11	12	48%
Total	86	51	63%

As indicated in Figure 1 below, half of all survey participants were located within a multi-college IRPE office. Another 37% of survey participants reported from IRPE offices at single-college districts, while participants from IRPE district offices represent 13% of participants.

Figure 1. Percentage of IRPE Offices Serving Single Colleges, Multiple Colleges, and Districts

Half of participants were from IRPE offices located within multi-college districts

- College in a multi-college district: 50%
- Single college district: 37%
- District office in a multi-college district: 13%

n = 86
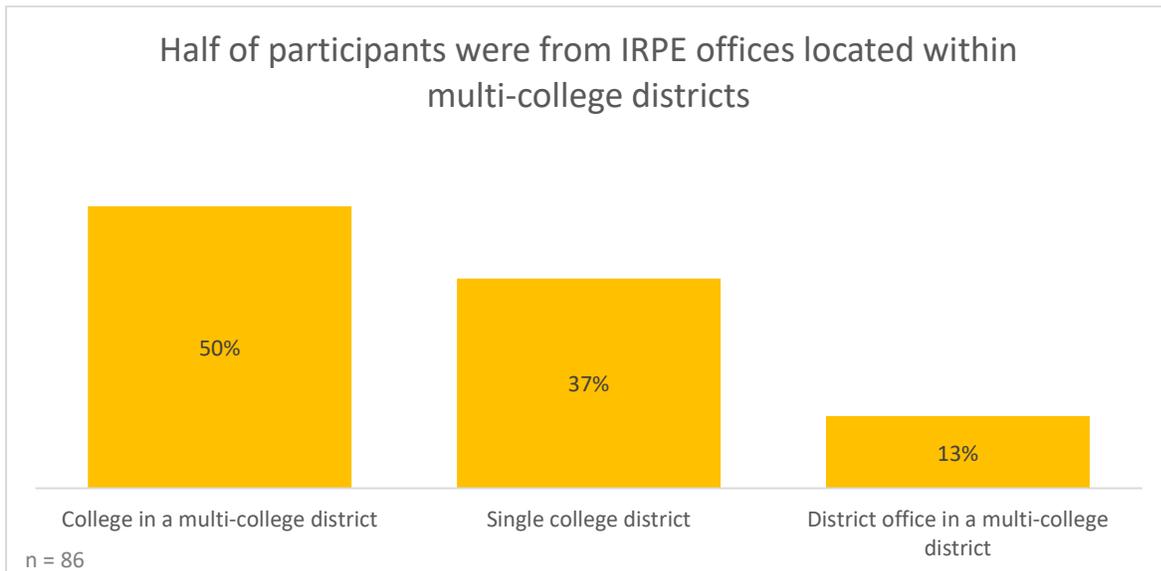
Of the reporting IRPE offices in multi-college districts, the overwhelming majority are located within an organizational structure that includes a centralized district IRPE office and IRPE offices at each college (see Figure 2 below).

Figure 2. Location of IRPE Offices in Multi-College Districts

Within most multi-college districts, both district offices and individual colleges have an IRPE office

- Offices located at the district and each of the colleges: 93%
- Offices located at each of the colleges, but not at the district: 6%
- Office only at the district, none at the colleges: 2%

n = 54
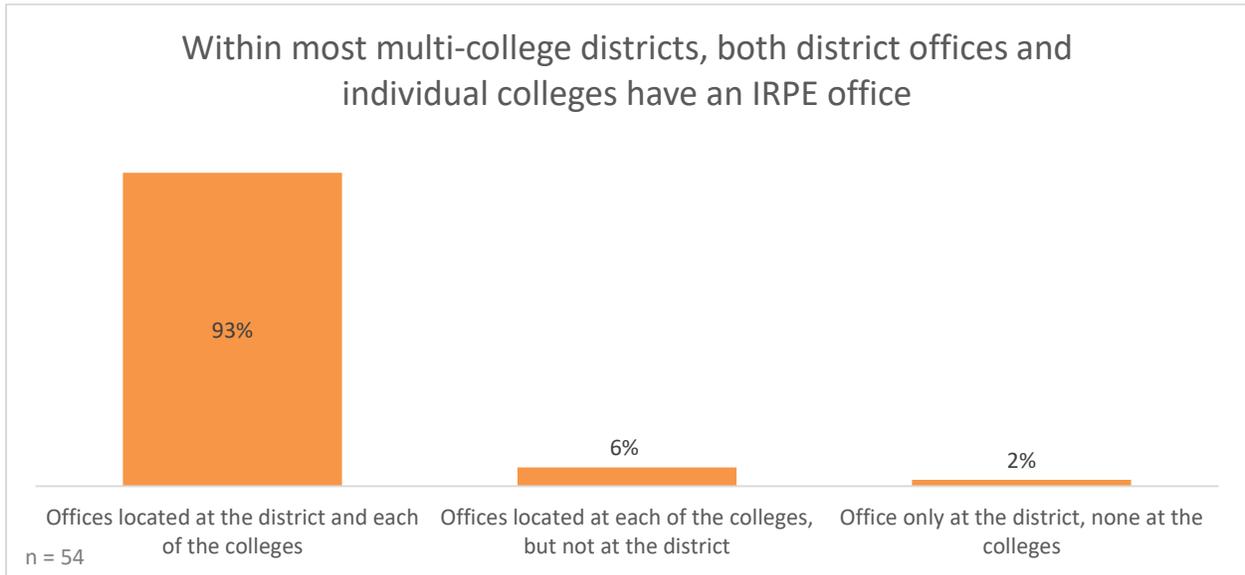
Limitations

When examining the findings presented this survey, it is important to keep in mind that a key limitation of this type of research is that survey results are not comprehensive and only include responses from a select group of college and district IRPE offices that elected to participate in this study. There may be differences in the characteristics of those offices that responded versus those that did not. As a result, caution should be used when generalizing results from these data.

Survey Findings

Organizational Structure of IRPE Offices

When asked where the reporting IRPE office fit into the organizational structure of their district or college, 64% of survey respondents at college offices noted that they report to a president/superintendent, while 32% report to a vice president (including associate and executive vice presidents). Among respondents from district IRPE offices, 64% noted that they report to a vice chancellor (including associate and assistant vice chancellors), with 27% reporting to a chancellor. Figure 3 displays the percentage of responding college and district IRPE offices reporting to a president/superintendent, vice president, vice chancellor, or chancellor.

Figure 3. **IRPE Office Reporting Structure**

College IRPE offices generally report to a president or vice president, while district IRPE offices typically report to a vice chancellor or chancellor

- College Office (n = 74)   - District Office (n = 11)

	President / Superintendent	Vice President	Vice Chancellor	Chancellor
College Office	64%	32%	4%	
District Office	9%		64%	27%
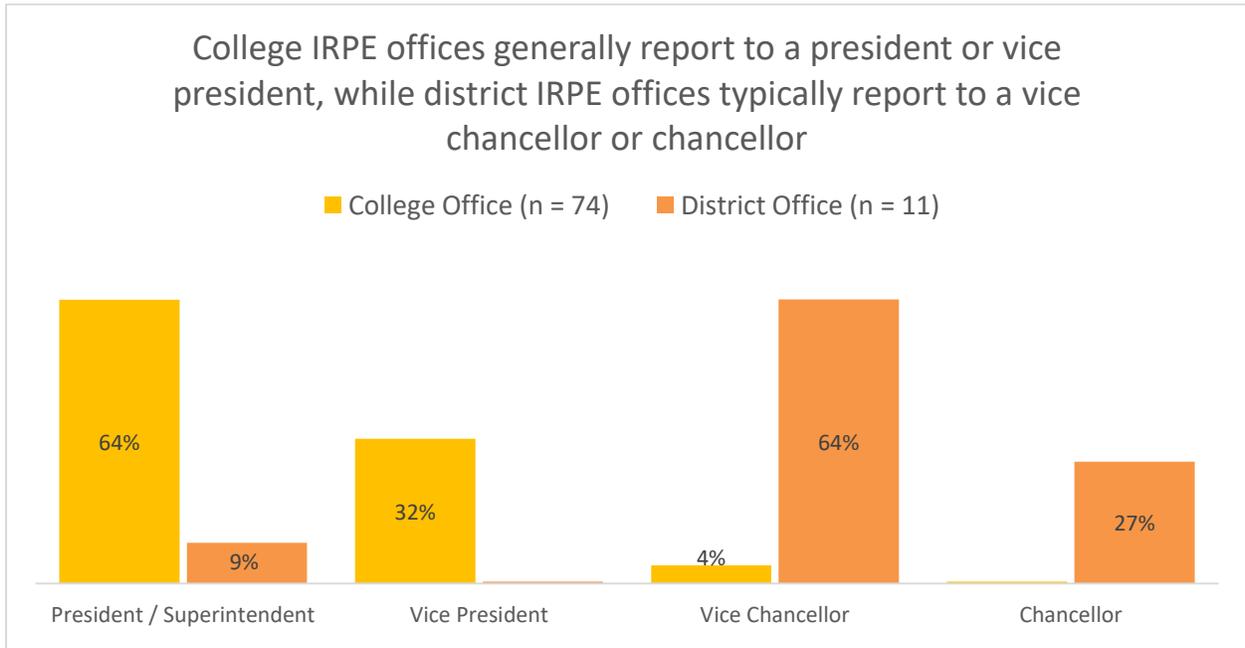
Organizational Functions Led by IRPE Office Personnel

The research and planning functions described by IRPE office respondents reflect a shift from a focus primarily on institutional research to a broader set of functions that include leading and/or facilitating all levels of planning (including program review and strategic planning), accreditation, organizational development, and outcome assessment processes (see Figure 4)[1]. Unsurprisingly, the vast majority of reporting offices perform research and evaluation activities (94%), college-wide planning and evaluation functions (91%), and program review (86%).

A sizeable percentage of IRPE offices also lead accreditation efforts (79%), which is a substantial increase from the 2017 survey findings; at that time, just 27% of IRPE offices reported office personnel acting as an accreditation liaison officer. It is also notable that 44% of reporting IRPE offices indicated leading and/or facilitating grants and resource development, whereas in the 2017 survey, only 21% of IRPE offices reported personnel acting as a primary contact for grant development and oversight.

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[1] A similar item was included in the 2017 survey, but asked about personnel roles rather than office responsibilities. Moreover, several of the roles included in the 2017 survey item cannot be matched exactly with the responsibilities included in the 2019 item, and vice versa.

Figure 4. IRPE Office Functions and Responsibilities

IRPE offices lead/facilitate a wide variety of institutional responsibilities

Responsibility	Percentage
Programmatic research and evaluation	94%
College-wide planning and evaluation	91%
Program review	86%
Accreditation efforts	79%
Outcome assessment processes	68%
Business intelligence and process analysis	49%
IT data management, data warehouse, and data governance	48%
Grants and resource development	44%
Organization development	34%

n = 85

IRPE Office Staffing

IRPE offices participating in the 2019 survey reported being staffed with an average of five full-time equivalent (FTE) staff members—an increase since the 2017 survey, when the average IRPE office FTE was about 4.5.[2] Table 2 on the following page displays the current FTE staffing per position type at participating IRPE offices, including positions that were unfilled at the time of the survey. Please note that participants were invited to write in the position name, and several of these write-ins were reclassified during analysis for the sake of clarity and consistency (for example, Research Assistant, Institutional Effectiveness Specialist, Programmer/Analyst, Project Analyst, and Enterprise Reporting Analysts were recoded as Research Analyst; Programmer, Database Administrator, Network Administrator, and Data Warehouse Specialist were recoded as Technician; and Administrative Assistant was recoded as Clerical Support). Those positions in the "Other" category include:

- Project Assistant

- Research Analyst/Assistant (hourly)

- Faculty Research Coordinator

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[2] Comparisons of IRPE FTE are limited to the 2017 survey, as prior surveys used difference response options.

- Faculty Researcher

- Training Assistant

- Grant Development Specialist

- Student Success Specialist

As shown in Table 2, reporting IRPE offices typically have a director and/or a dean—although most offices usually have one or the other—and two or more research analysts. Forty-two percent of responding IRPE offices have some clerical support, while 22% have at least one technician. Of the reporting college IRPE offices, 4% are led by a director with no full-time staff.

Table 2. **Positions in IRPE Office by FTE**

	< 1 FTE	1 FTE	1 to 2 FTE	2 FTE	2 to 3 FTE	3 FTE	> 3 FTE
Vice President		5%		1%			
Director		40%		1%		2%	
Coordinator	1%	48%		2%			2%
Dean		13%	1%	1%			1%
Research Analyst	2%	20%	2%	33%	4%	10%	18%
Technician	1%	15%		2%			4%
Clerical Support	7%	32%		2%			1%
Student Assistant		4%		1%			

n = 82

Operating Budget Changes

Figure 5 on the next page displays the percentage of IRPE offices reporting an increase, decrease, or no change in their operating budgets from 2018 to 2019 (previous survey data regarding budget change is also included for context). From 2018 to 2019, 17% of IRPE offices reported increases in their operating budgets. The majority of reporting IRPE offices (70%), reported no change in operating budget from 2018 to 2019. In the context of previous survey results, growth in operating budgets appears to be decelerating.

Figure 5. **Changes in Operating Budgets Over Time**

Growth in operating budgets appears to be slowing

- 2012-2013 (n = 71)
- 2016-2017 (n = 78)
- 2018-2019 (n = 81)

	Increased	Unchanged	Decreased
2012-2013	69%	23%	8%
2016-2017	29%	62%	9%
2018-2019	17%	70%	12%
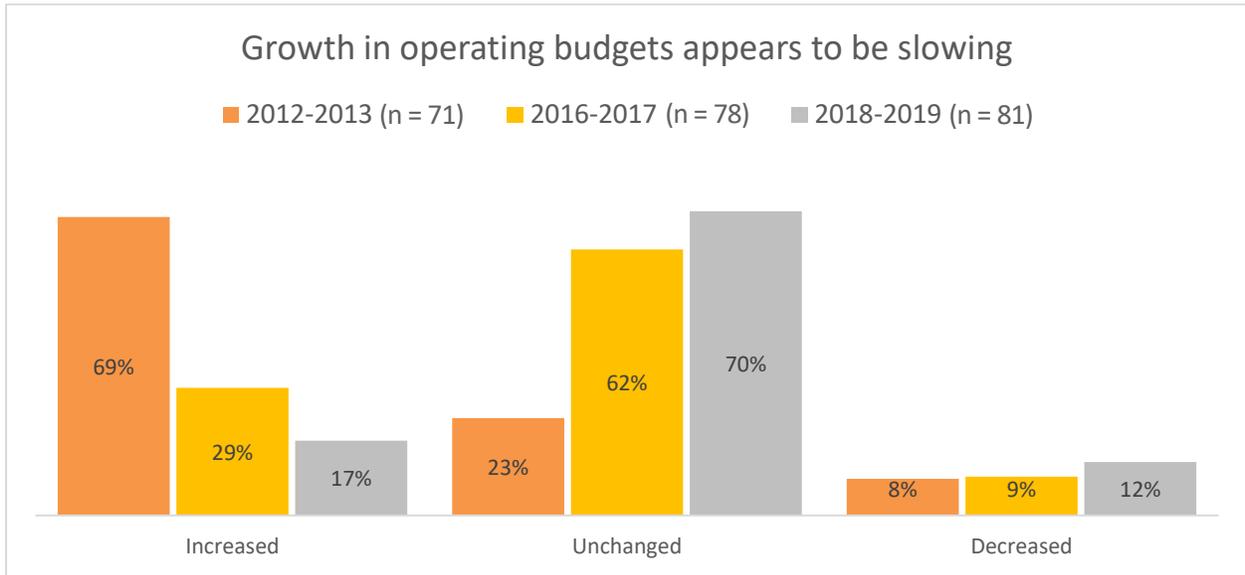
When asked about the budgetary impact of the Student Equity and Achievement Program (SEAP), Guided Pathways, and the Student Centered Funding Formula (SCFF), most IRPE offices reported no effect (see Figure 6).

Figure 6. **Budgetary Impact of SEAP, Guided Pathways, and SCFF**

There has been largely no budgetary impact from SEAP, Guided Pathways, or SCFF on IRPE offices

- Budget decrease
- Budget increase
- No effect

|	Budget decrease	Budget increase	No effect
Student Equity and Achievement Program (n = 79)	1%	19%	80%
Guided Pathways (n = 81)	1%	12%	86%
Student Centered Funding Formula (n = 79)	4%	4%	92%
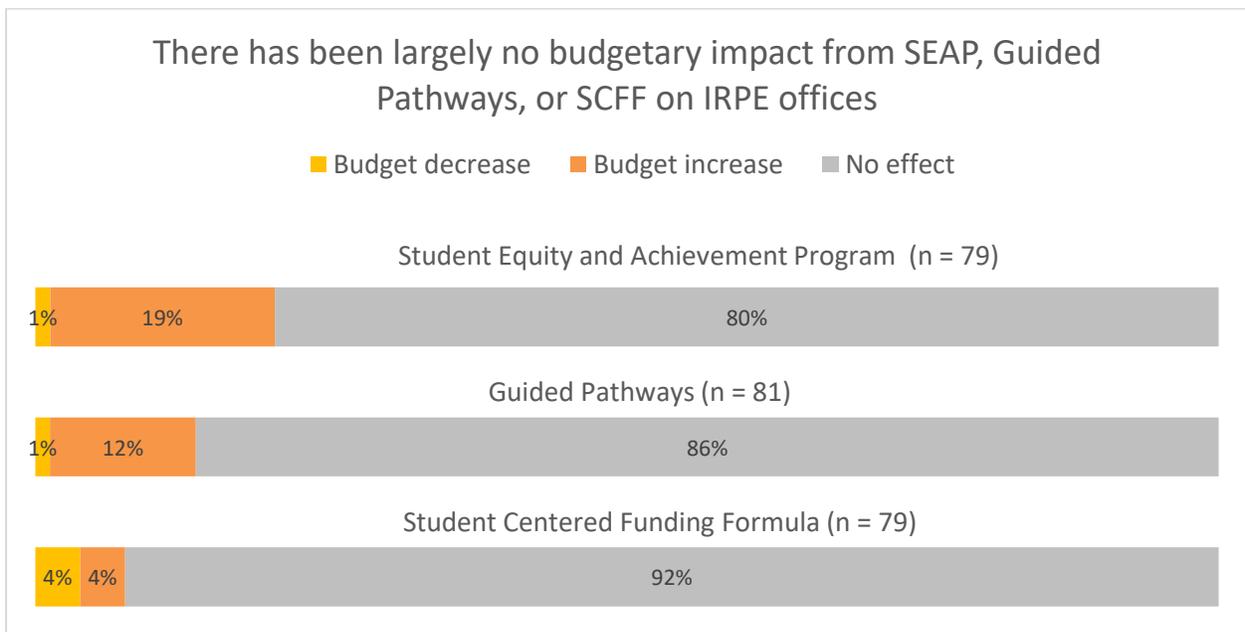
Staffing Changes

Figure 7 displays the percentage of IRPE offices reporting an increase, decrease, or no change in the number of staff from 2018 to 2019 (previous survey data regarding staffing change is also included for context). From 2018 to 2019, just 26% reported increases in staff size, and 68% reported no change. Only a handful of IRPE offices indicated a decrease in staff. In the context of previous survey results, the growth in IRPE office staffing appears to be slowing.

Figure 7. **Changes in IRPE Office Staffing**
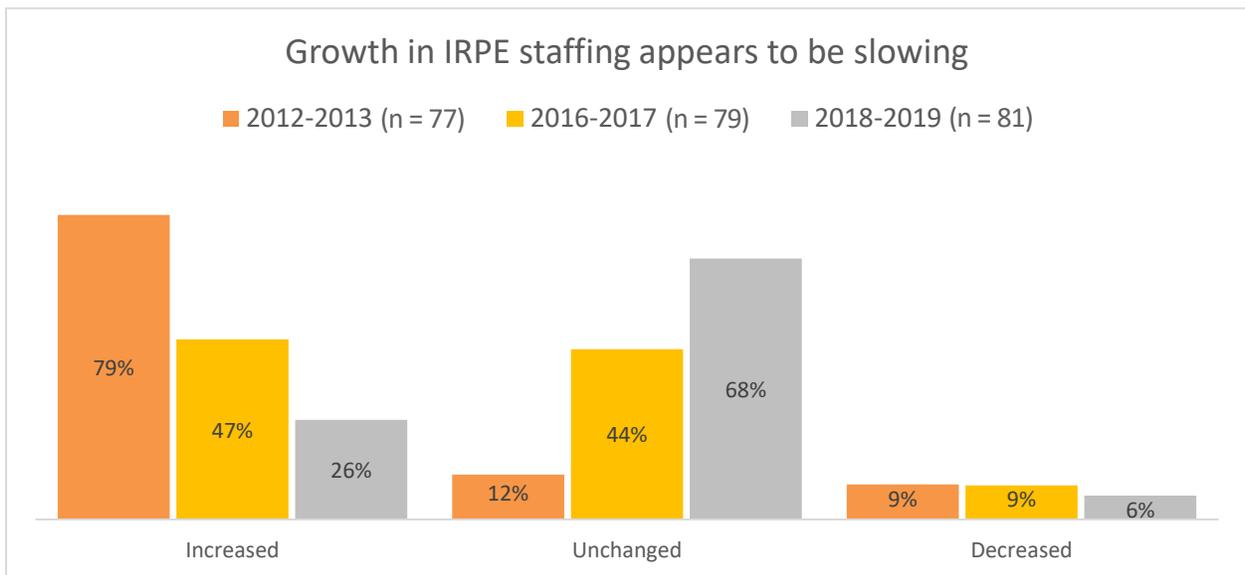
Impact of Statewide Initiatives

Just over one-third of responding IRPE offices reported that the consolidation of categorical programs such as Student Success and Support Program (SSSP), Student Equity, and the Basic Skills Initiative has impacted IRPE office workload or operating budget (see Figure 8 on the following page).

Figure 8. **Impact of Categorical Program Consolidation on IRPE Offices**

The consolidation of categorical programs has affected workload or operating budgets at just over one-third of IRPE offices

- **39%** — Impact on workload or budget
- **61%** — No impact on workload or budget
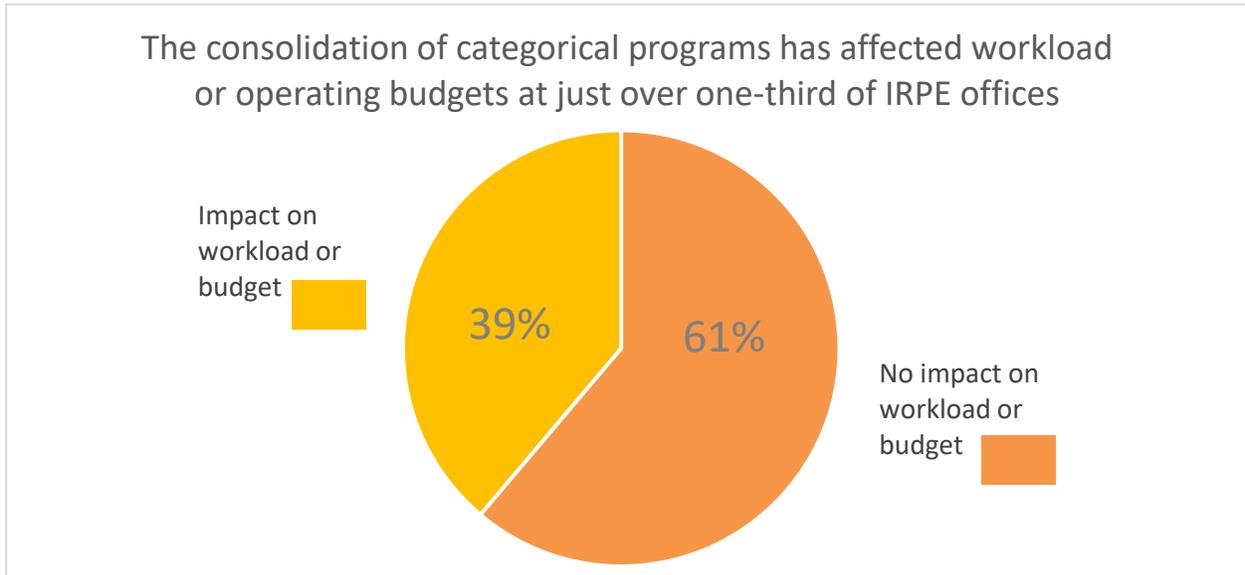
Survey participants were also provided space to explain how the consolidation of categorical programs has affected their office workload and/or operating budget. Thirty-three participants provided a response. Nearly all respondents mentioned an increase in workload, typically without a commensurate increase in budget.

Three overarching reasons were provided by respondents for the increase in workload:

1. Consolidation has brought more responsibilities into the IRPE office, while also reducing or eliminating funding for researchers directly tied to each initiative

2. Consolidation has taken place within new, data-driven organizational frameworks (e.g., Guided Pathways), and as a result there has been an increase in data collection and analysis

3. Consolidation has resulted in an increase in time devoted to the redesign or learning of new institutional processes and systems

The survey also asked about the impact of statewide initiatives on IRPE office workload. As shown in Figure 9 on the next page, most IRPE offices reported an increase in workload resulting from recent statewide initiatives. Only for the Student Equity and Achievement Program did any survey participant (1%) report a decrease in workload. It is notable that the reported increase in workload connected to each initiative is not accompanied by an increase in initiative-related funding for most offices.

Figure 9. Changes in IRPE Office Workload Related to Statewide Initiatives
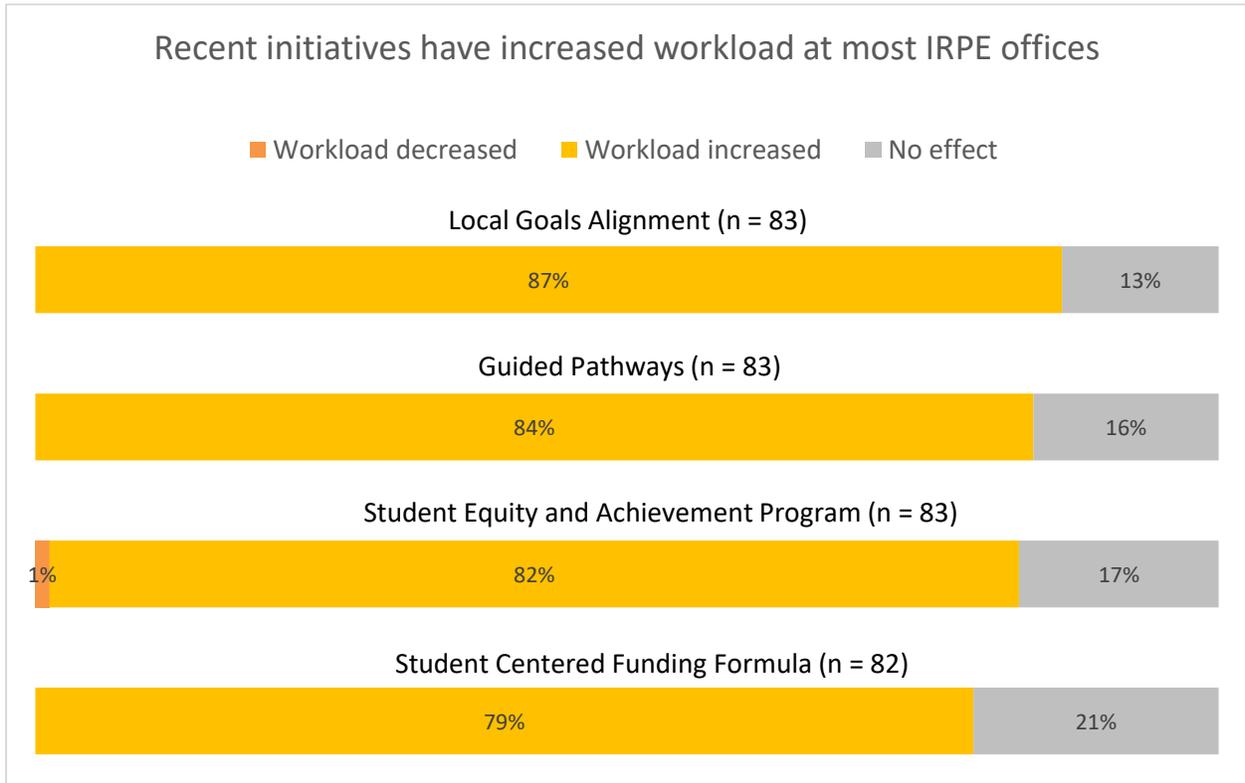
As with the previous question, survey participants were provided space to describe some of the budgetary and/or workload changes resulting from the initiatives listed in Figure 9. Fifty-three participants provided a response.

Survey respondents reported that as new initiatives have demanded data-informed planning and decision-making, IRPE offices have been called on to report baseline data, work with committees and planning groups to better understand data, and use the data effectively. One prominent source of strain on office workload has been time devoted to validating data and comparing local data with statewide figures. New initiatives and metrics have heightened the importance of, as one respondent put it, "going through MIS with a fine-tooth[ed] comb to make sure all of our outcomes are reported accurately."

In addition to increased demands for data and the time needed to validate those data, another reported source of pressure on office workload is an increase in time devoted to meetings and campus engagement. One respondent explained, "There is a great deal more intentional coordination across these initiatives by design, which translates to more time spent in facilitation and communication with those outside the IRPE function." While survey respondents appeared to find the increase in campus engagement around data a positive development, many respondents reported a lack of resources and staff to meet these demands.

As one respondent shared, "All these [initiative] committees require research representation at meetings and conferences that have become a burden for our small office."

RP Group Membership

The 2019 Survey of IRPE Offices evolved to include actionable data elements to advance organizational priorities related to membership engagement, representation, and support for the IRPE field.

Engagement

Ninety-two percent of reporting IRPE offices indicated that their institution is a member of the RP Group. When the 8% of colleges and districts who are not active institutional members were asked to share the primary reasons for not being a member, four of the seven non-member IRPE offices appeared open to joining the RP Group in the future, or at least had not yet considered membership. The remaining three respondents provided diverse reasons for deciding against RP Group membership.

Benefits

Survey respondents were then provided with a list of possible RP Group membership benefits and were asked to rate the importance of each (see Figure 10 on the following page). Many of the listed benefits elicited diverse responses, with no clear majority opinion emerging. For example, 47% of respondents identified networking opportunities as very important or important, while the remaining 52% either had no opinion or found networking opportunities as a membership benefit not very important or not at all important. Similarly, 45% of respondents indicated that access to members-only tools, resources, and subject matter experts would be a very important or important benefit, while the remaining 55% either had no opinion or found such members-only access not very important or not at all important. Furthermore, 42% of respondents noted that advance notice of registration for professional development offerings were a very important or important potential member benefit, while 38% found a member-only listserv to be a very important or important benefit.

Figure 10. **Importance of RP Group Membership Benefits**

There appears to be a lack of consensus regarding the importance of various membership benefits

■ Very important   ■ Important   ■ Not very important   ■ Not at all important   ■ No opinion

Networking opportunities for members at RP Group events

| 40% | 7% | 7% | 19% | 26% |

Access to members-only tools, resources, and subject-matter experts

| 40% | 5% | 15% | 17% | 23% |

Advance notice of registration for RP Group professional development offerings

| 37% | 5% | 5% | 24% | 30% |

Member-only listserv

| 27% | 11% | 17% | 20% | 25% |

n = 82

Survey participants were then asked to describe any other member benefits not already mentioned that would be valuable to college IRPE offices. Sixteen participants provided responses that included the following:

- Professional development workshops (in-person and online)

- Mentoring and other leadership development opportunities

- Access to academic journal articles

- Listserv for vice presidents/deans/directors of institutional effectiveness

- Access to research/evaluation findings

- Collated resources and best practices shared on the listserv

- Increased dissemination of information shared via statewide advisory committees

Three respondents noted a preference for not restricting non-member access to information and resources. One of these respondents explained, "I want the knowledge of the RP Group to

be spread widely and democratically." Another respondent shared, "I strongly disagree with having a closed listserv or not having documents and work products freely available. I think member discounts or member-only events or enhanced resources are ok."

Annual Meeting

Additionally, survey participants were asked how likely they were to participate in an annual RP Group membership meeting if it was held online, as well as in-person at the annual RP Conference (see Figure 11 below). Sixty-seven percent of respondents reported that they would participate in an online membership meeting, while 54% reported that they would participate in an in-person membership meeting.

Figure 11. **Likelihood of Participation in Online and In-Person Membership Meetings**

There is a preference for online membership meetings over in-person membership meetings

■ I would participate   ■ I might participate   ■ I would not participate

Virtually via Zoom

| 67% | 26% | 7% |

In-person at the annual RP Conference

| 54% | 39% | 7% |
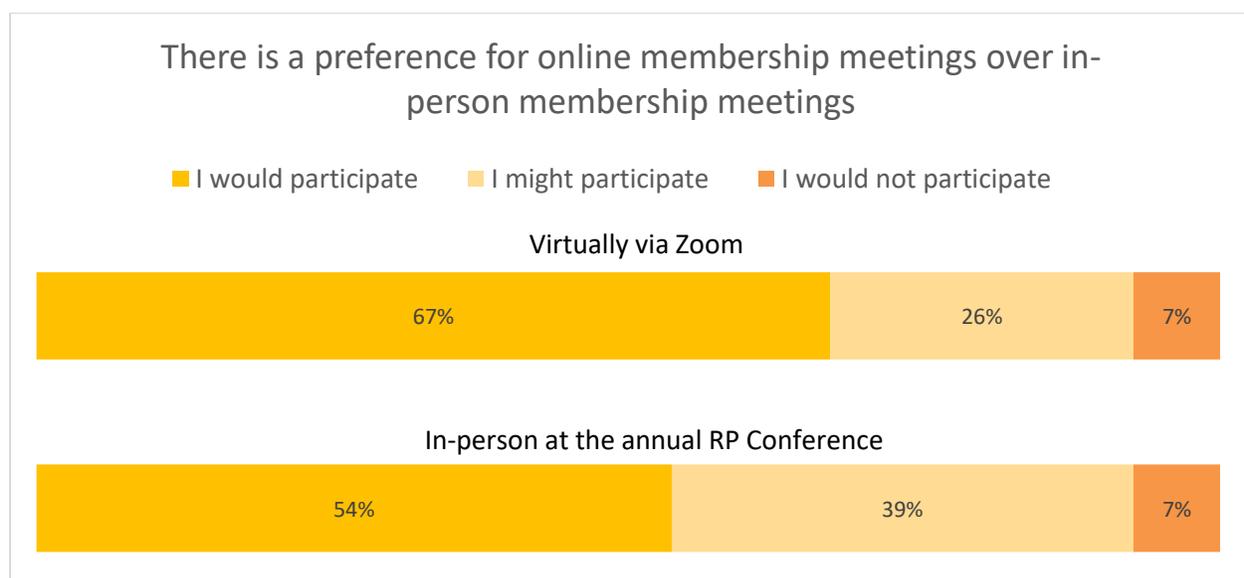
IRPE offices were next asked to provide suggestions for how the RP Group could make an annual membership meeting valuable for the IRPE community. Twenty-six offices provided a response.

Nine offices expressed a desire for the RP Group to use these meetings to address member concerns. One respondent noted that RP Group membership meetings could provide "an opportunity to listen to the field's concerns and needs and [an indication of] how (and to what extent) the [RP Group] can help address those." Five of the remaining nine offices expressed interest in the RP Group bolstering its position as an intermediary between the IRPE field and the California Community Colleges Chancellor's Office by:

- Participating and providing leadership across all statewide initiatives

- Helping to improve guidance and two-way communication

- Having deeper involvement and decision-making authority in statewide initiatives and policies that affect IRPE offices

Supporting the IRPE Field

IRPE offices were also asked how the RP Group could best support the field in the year ahead. Forty-four offices provided responses, which revolved around three core themes: advocacy, facilitating discussions, and resource development.

Suggestions that the RP Group continue its advocacy role had two dimensions: advocacy for IRPE offices at colleges and state-level advocacy for IRPE offices. At the college-level, respondents would like to see continued advocacy for campus-wide awareness on the important of research and inquiry and for the helpful role IRPE offices can play in decision-making. At the state-level, respondents would like to see the RP Group engage more with the California Community Colleges Chancellor's Office on two fronts: (1) data validity, definitions, and documentation, and (2) communication to the field about how state-level decisions are impacting IRPE offices. As one respondent put it:

> Be proactively engaged with the Chancellor's Office and the Academic Senate for California Community Colleges and be vigilant for work groups that are making decisions about areas that are the purview of the research community (e.g., MIS data definitions) and that, without research input, could be problematic or poorly executed.

Respondents urging for more discussion facilitation by the RP Group expressed interest in continued networking opportunities, an open listserv, and support and funding for regional meetings. Suggestions for discussion facilitation sprung from desires to learn from others in the field, as well as to maintain a voice in the field. One respondent explained, "Keep us informed of the changes happening at the state-level, even if it's in 'development' so that feedback could be collected early and often as those decisions materialize that directly affect research and planning."

Suggestions for resource development included career-oriented professional development with resources that target IRPE professionals at different stages in their career; workshops that impart technical skills and know-how to IRPE office staff and college faculty; and "soft" skills, such as facilitating discussions with faculty about data-informed instructional practices and engaging the campus community in strategic planning decisions.

One IRPE office response encapsulated overarching suggestions made by all respondents: "As the RP Group implements their new strategic direction for the organization, it is important for them to organize the membership by empowering them with professional development, IRPE advocacy, and [expansion] upon research to better define planning and effectiveness efforts."

Conclusions and Implications

The 2019 Survey of Institutional Research, Planning, and Effectiveness Offices in the California Community College system is intended to serve as a census of IRPE offices across the California Community Colleges. The survey provides important feedback that will help the RP Group shape professional development offerings, resources, and support for California Community College IRPE practitioners.

One of the most significant findings from the 2019 survey is that the consolidation of prominent categorically-funded programs, and to a far greater extent, the implementation of a handful of new statewide initiatives, have contributed to a growing set of IRPE office responsibilities. At the same time, the growth of budgets and hiring appears to be slowing. In reaction to these changes, survey respondents have expressed a desire for the RP Group to continue advocating for IRPE professionals, facilitating statewide discussions, and providing tools, resources, and professional development specifically designed to help IRPE professionals.

The results of the 2019 Survey of IRPE Offices will be shared with the RP Group's Board, IRPE Professional Development Steering Committee, and staff in order to facilitate action planning. The results will also be shared with the field for informational purposes. Moreover, findings from the 2019 Survey of IRPE Offices will be used by the RP Group to guide the development of membership benefits and system resources, as well as support for the field.

Appendix: 2019 Annual Survey of IRPE Offices

Welcome to the 2019 Annual Survey of Institutional Research, Planning, & Effectiveness (IRPE) Offices! This survey is designed to collect and share recent, relevant developments occurring within IRPE offices in the California Community College system. These data provide the RP Group with information to assess priorities at IRPE offices, focus professional development, advance the organization, and advocate on behalf of IRPE professionals.

The survey takes approximately 10 minutes to complete. We ask that you complete only one survey for your office. Please confer with the colleagues in your office in preparing your responses to the questions included. The survey may be previewed (a printable version is available here) before completing the actual online survey for your office. Your responses will remain confidential. All responses will be aggregated to document trends and create a statewide benchmark. Highlights of the survey findings will then be shared with the field.

Please respond to the survey by Friday, October 4th. If you have any questions, please contact Brad Trimble btrimble@rpgroup.org. Thank you for your participation!

2019 Annual Survey of IRPE Offices

Office Information

* 1. Who is filling out this survey?

Your name:

Your title:

Your institution:

Email address:

* 2. What is the exact title of your office?

1

* 3. Where is your office located?

○ Single college district

○ College in a multi-college district

○ District office in a multi-college district

2019 Annual Survey of IRPE Offices

Multi-College District

* 4. Since you shared that your office is located in a multi-college district, indicate the locations of IRPE offices in the district. Please select only one.

○ Office only at the district, none at the colleges

○ Offices located at the district and each of the colleges

○ Offices located at the district and some of the colleges

○ Offices located at each of the colleges, but not at the district

○ Offices located at some of the colleges, but not at the district

2019 Annual Survey of IRPE Offices

Structure & Resources

* 5. What is the current FTE per position type at your office, including positions that are currently unfilled but that you expect to hire in the next six (6) months.

Notes: (1) If you don't have or plan to hire a position, please list "N/A"; and (2) If the position includes "Senior" or "Associate" attached to one of the terms below, please use the listed term - e.g., senior research analysts should be listed with research analysts and associate deans should be listed with deans.

Vice President	
Director	
Dean	
Coordinator/Manager	
Research/Planning Analyst	
Technician	
Clerical Support	
Student Assistant	
Other - please specify	

* 6. Where within the organizational structure does your IRPE office fit? Reports directly to the:

○ Chancellor

○ Vice Chancellor/Associate Vice Chancellor/Assistant Vice Chancellor

○ President/Superintendent

○ Vice President/Executive Vice President

○ Other (please specify):

[ ]

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* 7. Nationally, many offices have shifted from a focus primarily on institutional research to a broader function that includes leading and/or facilitating all levels of planning (including program review and strategic planning), accreditation, organization development, and outcome assessment processes.

Given your office's current scope of work and function, which processes is your office responsible for leading and/or facilitating? (check all that apply)

☐ Programmatic research and evaluation

☐ College-wide planning and evaluation

☐ Program review

☐ Accreditation efforts

☐ Organization development (including inquiry-based professional development)

☐ Outcome assessment processes

☐ Grants and resource development

☐ Business intelligence and process analysis

☐ IT data management, data warehouse, and data governance

☐ None of the above

* 8. How has your office's operating budget and staffing changed, when comparing 2019-20 to 2018-19?

	Increased	Unchanged	Decreased	Not sure
Operating budget	○	○	○	○
Staff	○	○	○	○

* 9. Has the consolidation of categorical programs such as SSSP, Student Equity, and Basic Skills had an effect on your IRPE office workload or operating budget?

○ Yes

○ No

2019 Annual Survey of IRPE Offices

Structure & Resources

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* 10. How has the consolidation of these categorical programs affected your IRPE office workload or operating budget?

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2019 Annual Survey of IRPE Offices

Structure & Resources

* 11. What budgetary impact have the following initiatives had on your IRPE office since inception?

	Budget increase	Budget decrease	No effect	Not sure
Guided Pathways	○	○	○	○
SCFF	○	○	○	○
SEAP	○	○	○	○

* 12. What impact have the following initiatives had on your IRPE office workload since inception?

	Workload increased	Workload decrease	No effect	Not sure
AB 705	○	○	○	○
Guided Pathways	○	○	○	○
Local Goals Alignment	○	○	○	○
SCFF	○	○	○	○
SEAP	○	○	○	○

13. Please describe some of the budgetary and/or workload changes impacting your IRPE office resulting from the above initiatives.

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2019 Annual Survey of IRPE Offices

RP Group Membership

The RP Group has been working hard over the past year to examine our practice and advance organizational effectiveness. This objective work has unearthed some fresh thinking and

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perspectives. We would like to share some important ideas and proposed changes to the current membership model with the IRPE community for your input and consideration.

* 14. The RP Group is considering some changes to the benefits we provide for our Institutional Members. At present, Institutional Members receive:

- Discounts on all RP Group professional development offerings
- Opportunities to serve on statewide committees as a representative of the IRPE community
- Eligibility to serve on the RP Group Board
- One institutional vote for RP Group Board nominees
- Participation in RP Group's online community

How important are each of the following possible additions to you as a current or potential RP Group Institutional Member?

	Very important	Important	Not very important	Not at all important	No opinion
Advance notice of registration for RP Group professional development offerings	○	○	○	○	○
Member-only listserv	○	○	○	○	○
Networking opportunities for members at RP Group events	○	○	○	○	○
Access to an exclusive, members-only IRPE community webportal on the RP Group website with expanded access to tools, resources, and subject-matter experts	○	○	○	○	○

15. Are there other Institutional Member benefits not mentioned above that would be valuable to you and your IRPE colleagues that are worth consideration?

* 16. Is your institution a current member with the RP Group?

- ○ Yes
- ○ No

2019 Annual Survey of IRPE Offices

RP Group Membership

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* 17. Please share the primary reasons why your college or district is not currently an RP Group Institutional Member.

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RP Group Membership

* 18. How likely would you be to participate in an annual RP Group membership meeting if it was held in the following formats?

	I would participate	I might participate	I would not participate
In-person at the annual RP Conference	○	○	○
Virtually via Zoom	○	○	○

19. What are some ways in which RP could make an annual membership meeting valuable for the IRPE community and the organization?

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Looking Forward

20. How can the RP Group best support your office and/or institution in 2019-20?

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Thank you very much for participating in this survey! Your responses are critical for continued progress and advancement of the RP Group and the IRPE community. If you have any comments or questions, please contact Brad Trimble at btrimble@rpgroup.org.

Please click "Submit" to submit your survey.

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The Research and Planning Group for California Community Colleges

Through professional and leadership development, technical assistance, research, and evaluation services, the RP Group strengthens the ability of California Community Colleges to discover and undertake high-quality research, planning, and assessments that improve evidence-based decision making, institutional effectiveness, and success for all students.

IRPE Professional Development Steering Committee

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Brad Trimble, PhD Committee Co-chair

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