# 2021 Survey of Institutional Research, Planning & Effectiveness Offices in the California Community Colleges System

Full Report

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January 2022

**www.rpgroup.org**

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# Executive Summary

In 2021, the Research and Planning Group for California Community Colleges (the RP Group) conducted a survey of institutional research, planning, and effectiveness (IRPE) offices in the California Community Colleges (CCC) 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 professional learning needs of the IRPE offices; and

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

## Key Findings

Personnel from 108 college and district IRPE offices responded to the survey (79% response rate). Highlights from the analysis of survey responses include the following:

*Organizational Structure of IRPE Offices*

- Sixty-four percent of participating college IRPE offices reported to a president/superintendent, while 34% reported to a vice president/executive vice president. Seventy-one percent of participating district IRPE offices reported to a vice chancellor/associate vice chancellor, and 29% reported to a chancellor.

*Organizational Functions Led by IRPE Office Personnel*

- The four most common functions reported by IRPE offices included programmatic research and evaluation (92%), college-wide planning and evaluation (90%), program review (87%), and accreditation efforts (86%).

*IRPE Office Staffing*

- Reporting college IRPE offices were most often led by a dean or director, while district IRPE offices were typically led by a director or vice chancellor. The average number of full-time equivalent (FTE) staff members for all IRPE offices was 3.86. Research analysts/specialists accounted for the highest portion of FTE staff members, averaging 1.82 per office. When factoring out the IRPE office management lead, the second highest position by average FTE count was clerical at 0.38.

*Operating Budget*

- Only 8% of participating IRPE offices reported an increase in their operating budgets from 2020 to 2021; the majority (76%) indicated no change and 13% reported a decrease.

*Staffing Changes and Workload*

- Sixteen percent of participating IRPE offices noted increases in the number of office personnel, while 66% reported no change and 16% reported a decrease.

*RP Group Membership*

- Eighty-three percent of participating IRPE offices indicated that their institution held a current membership with the RP Group.

*IRPE Professional Development*

- Professional development topics of greatest interest among survey respondents included data visualization and dashboards (92%), telling the data story (91%), and quantitative data analysis, research methods, and evaluation (90%).

- Qualitative responses indicated that IRPE offices value RP Group professional development offerings and want professional development programming to continue on its current trajectory.

*RP Group Support for IRPE Offices*

- Qualitative responses indicated that IRPE offices

    ○ Value the research and evaluation frameworks and projects the organization shares with the field and

    ○ Appreciate the RP Group's efforts to advocate on their behalf with the California Community Colleges Chancellor's Office (CCCCO) about the ongoing need for consistency and transparency in the development of statewide college performance metrics and associated dashboards.

# Comparing 2021 Results with Previous Surveys

The following page highlights some noteworthy findings when comparing the 2021 IRPE Office Survey with results from previous surveys. It should be noted that comparing results across the six iterations of the IRPE Office Survey administered over 16 years is somewhat problematic due to methodological changes and evolution of the survey instrument over the years.

*Organizational Functions Led by IRPE Office Personnel*

- In 2006, the percentages of IRPE offices reporting responsibility for the following functions were:

    ○ Research @ 76%

    ○ Planning @ 32%

    ○ Grants, development & advancement @ 8%

- Assessment, evaluation & student outcomes/successes @ 4%

- Information technology @ 3%

- In 2021, the percentages of IRPE offices reporting responsibility for the following functions were:

    - Programmatic research & evaluation @ 92%

    - College-wide planning & evaluation @ 90%

    - Program review @ 87%

    - Outcome assessment processes @ 59%

    - Grants & resource development @ 46%

    - IT data management, governance & warehouse @ 43%

*IRPE Office Staffing*

- Comparing IRPE office operating staffing over the past five years indicates that growth rates are slowing and office staffing levels are reaching a point of equilibrium.

- IRPE office staffing has grown considerably since the survey was first administered in 2006, when just 23% of respondents reported total office FTE counts exceeding three. In 2021, the average FTE count among participating IRPE offices was 3.86.

- In 2006, just 65% of IRPE offices reported having a research analyst on staff. In 2021, the average number of FTEs reported for research analysts/specialists was 1.82.

- In 2006, participating college and district IRPE offices were led by the following positions:

    - Vice president @ 3%

    - Dean @ 15%

    - Director @ 48%

- In 2021, participating college and district IRPE offices were led by the following positions:

    - Vice president @ 11%

    - Dean @ 44%

    - Director @ 32%

*Operating Budgets*

- Comparing IRPE office operating budgets over the past five years indicates that growth rates are slowing and stabilizing.

# Conclusions and Implications

When comparing results from the 2021 survey with previous survey results, one of the most significant findings is that IRPE office workloads and responsibilities continue to grow. Budgets and staffing levels appear to be stabilizing after several years of growth. IRPE offices affirmed that the RP Group's research and professional development offerings continue to provide value for the field. Respondents also attested to the value of continued advocacy from the RP Group with the CCCCO for increased consistency and transparency with the methodologies employed by the state in the design of data dashboards used to inform practice and goal setting at CCC.

# Introduction

## Project Purpose and Background

One of the ongoing goals of the Research and Planning Group for California Community Colleges (the RP Group) is to understand the research and planning capacities across the California Community Colleges (CCC) system's colleges and districts. In order to best capture such information, the RP Group has surveyed institutional research, planning, and effectiveness (IRPE) contacts in both college and district offices in 2006, 2009, 2011, 2016, 2017, and 2019. The results from these studies were shared with IRPE professionals around the state through reports and/or presentations at RP Group meetings and events.

In 2021, the RP Group again surveyed IRPE offices using a survey that collected information about IRPE staffing, budgets, office priorities, and the scope of planning in IRPE offices. Additionally, the survey gathered feedback to inform the RP Group's advocacy efforts, IRPE professional development planning, and the annual membership meeting.

With the information gathered from this year's 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 identify budget changes;

- Examine perceptions about the relevance of IRPE professional development offerings

- Inform content and planning efforts associated with the RP Group's annual membership meeting; and

- Ensure IRPE offices' interests and needs are shared with the California Community Colleges Chancellor's Office (CCCCO).

## In This Report

This report summarizes survey responses from 108 college and district IRPE offices in the CCC system. It begins with a description of the survey methodology, followed by an overview of IRPE office organizational structures, functions, staffing profiles, budgetary changes, COVID-19 impacts, RP Group membership status, professional development priorities, and office needs. At the end, we offer conclusions and implications. The data and information included can provide IRPE offices with benchmarking information to compare how their office is structured and funded with other CCC IRPE offices.

The findings and conclusions included in this report underscore the most notable results from the survey and offer recommendations for the RP Group to support, educate, and advocate on behalf of CCC IRPE offices. The report also offers insights the CCCCO can leverage to improve

data accuracy, transparency, and communication with IRPE offices attempting to inform and inspire student-centered change at their colleges and districts.

# Methodology

The 2021 survey was administered online via SurveyMonkey during late September and early October 2021. An email invitation, which included a direct link to the survey, was sent to research and planning contacts at each IRPE office in the California Community Colleges system. Of the 114 college IRPE offices and 22 district IRPE offices in the California Community Colleges system, 92 college offices and 16 district offices responded to the survey, resulting in an overall response rate of 79% (see Table 1).

*Table 1.* Survey Response Rates among IRPE Offices

|  | Response Count | Non-Response Count | Response Rate |
|---|---|---|---|
| College IRPE Offices in Single-College Districts | 41 | 10 | 80% |
| College IRPE Offices in Multi-College Districts | 51 | 13 | 80% |
| District IRPE Offices in Multi-College Districts | 16 | 5 | 76% |
| **Totals** | **108** | **28** | **79%** |

As indicated in Figure 1 below, 38% of all survey participants were from IRPE offices in single-college districts. Another 47% of survey participants were located at IRPE offices at colleges within multi-college districts, while 15% of survey participants were from district IRPE offices in multi-college districts.

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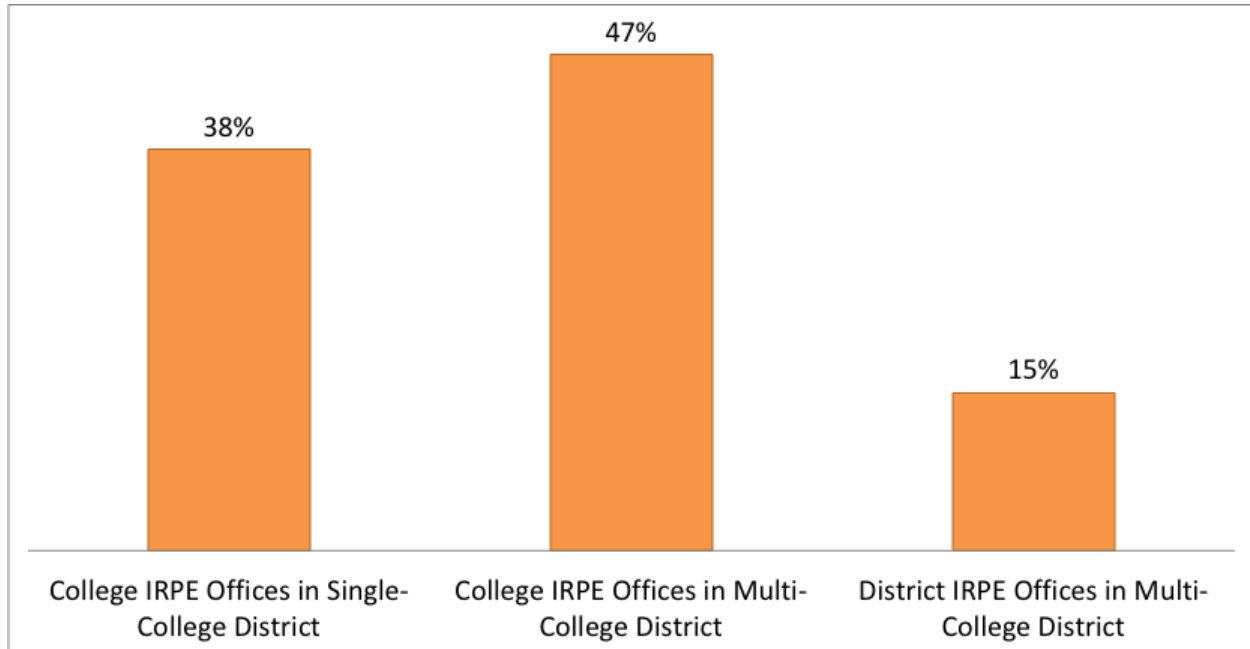


Of the reporting IRPE offices in multi-college districts, the overwhelming majority had an organizational structure that included a centralized district IRPE office and IRPE offices at each college (see Figure 2 below).

***Figure 2.*** Location of IRPE Offices in Multi-College Districts
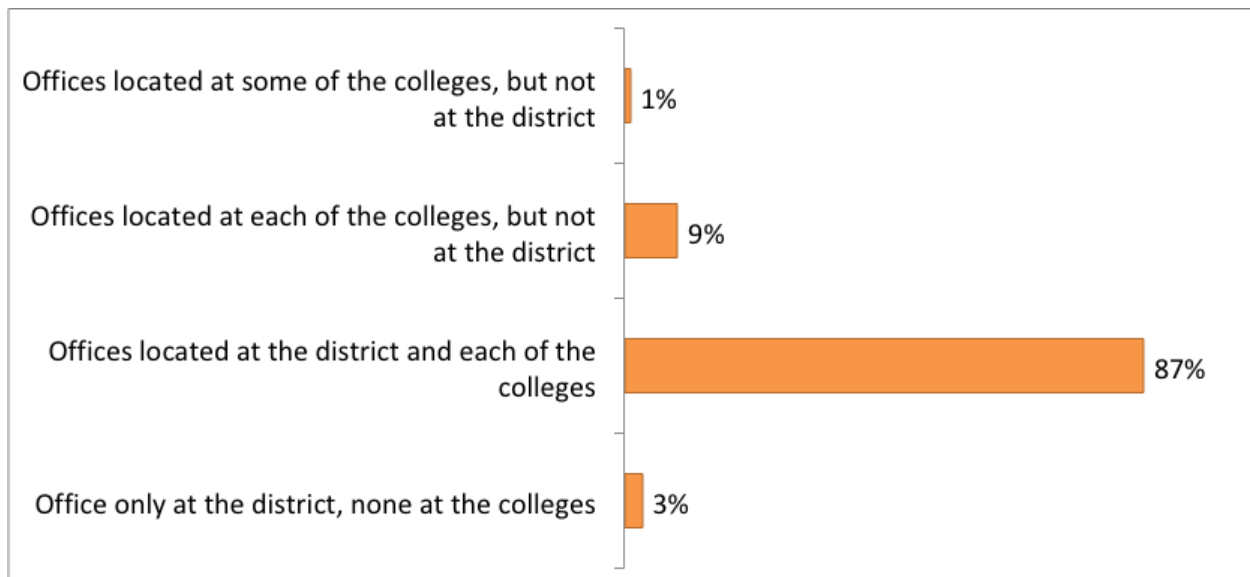
# Changes for the 2021 Survey

New questions were added to the 2021 version of the survey in response to the following factors:

- Evolution and developments occurring across the IRPE field

- Continuous improvement focused on data utility and brevity

- Interest in identifying the potential impacts of COVID-19 on IRPE offices

Survey items that were included in the 2019 survey but were removed in 2021 related to the formation of a new RP Group membership model and the consolidation of categorical programs by the CCCCO. In addition, questions related to the consolidation of categorical programs and various statewide initiatives in the 2019 survey were no longer relevant and therefore removed in 2021.

# Limitations

When examining the findings presented in 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 those college and district IRPE offices that elected to participate in this study, even if the response rate is relatively high. There may be some 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 offices fit into the organizational structure of their district or college, 64% of survey respondents at college offices noted that they reported to a president/superintendent, while 34% responded that they reported to a vice president/executive vice president. Among respondents from district IRPE offices, 71% noted that they reported to a vice chancellor/associate vice chancellor, with 29% saying they reported to a chancellor (see Figure 3).

*Figure 3.* IRPE Office Reporting Structure
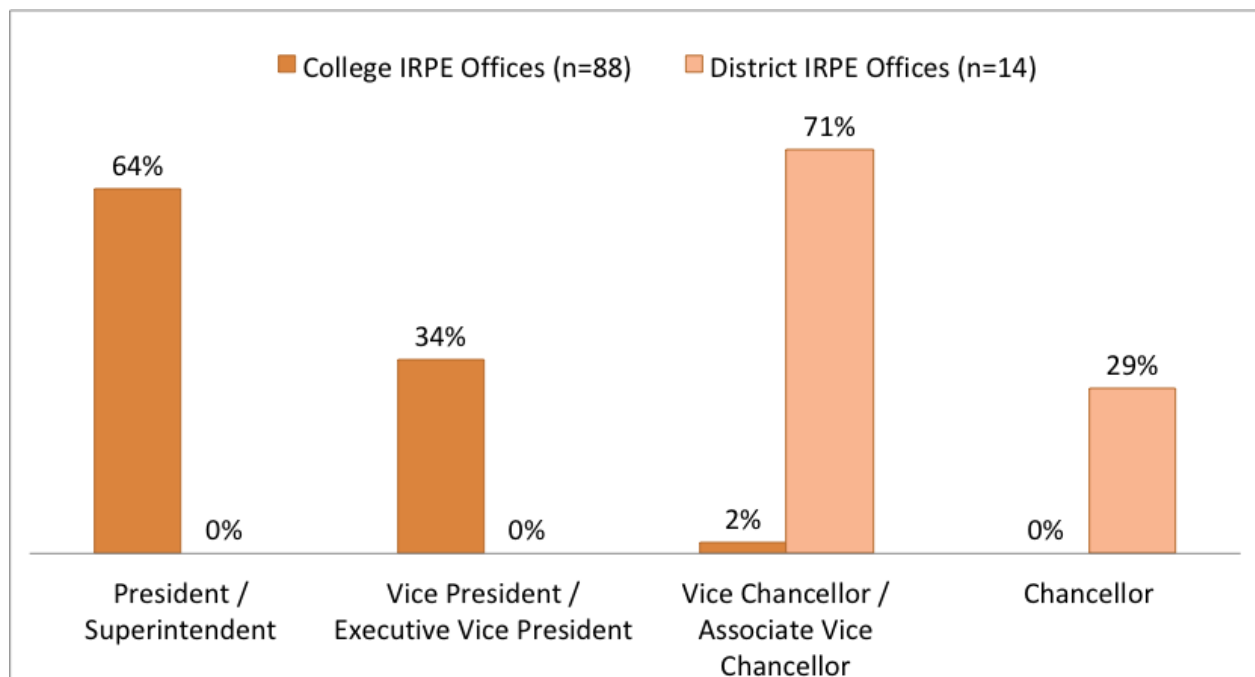


## Organizational Functions Led by IRPE Office Personnel

The research and planning functions described by IRPE office respondents reflect a shift from a primary focus on institutional research in decades past to a broader set of functions that include leading and/or facilitating all levels of planning (including program review and strategic planning), accreditation, equity, organizational development, and grants and resource development (see Figure 4).

Unsurprisingly, the vast majority of reporting offices performed programmatic research and evaluation activities (92%), college-wide planning and evaluation functions (90%), and program review (87%). A sizable and growing percentage of IRPE offices reported that they were responsible for accreditation efforts (86%), which is an increase from the 2019 survey findings when 79% of IRPE offices reported leading or facilitating accreditation efforts. It should also be noted that over half (55%) of participating IRPE offices indicated they were responsible for planning, research, and evaluation related to their institutions' equity efforts.

*Figure 4.* IRPE Office Functions and Responsibilities



| Function | Percentage |
|---|---|
| Programmatic Research & Evaluation | 92% |
| College-Wide Planning & Evaluation | 90% |
| Program Review | 87% |
| Accreditation Efforts | 86% |
| Outcome Assessment Processes | 59% |
| Equity | 55% |
| Grants & Resource Development | 46% |
| Business Intelligence & Process Analysis | 44% |
| IT Data Management, Warehouse, & Governance | 43% |
| Organizational Development | 33% |
| 320 Reporting | 25% |
| MIS Data Submissions | 24% |
| Professional Development | 19% |
| Library / Learning Resource Center | 6% |

# IRPE Office Staffing

IRPE offices participating in the 2021 survey reported an average of 3.86 full-time equivalent (FTE) staff members, a decrease from the 2019 survey when the average number of FTE in IRPE offices was five. College IRPE offices in 2021 had an average of 3.91 FTE staff members, while district IRPE offices had a slightly lower average FTE count of 3.55. On the following page, Table 2 provides a detailed breakdown of FTEs by position for college IRPE offices, and Table 3 provides a breakdown of FTEs by position for district IRPE offices. It should be noted that current FTE staffing per position type at participating IRPE offices includes positions that were unfilled at the time of the survey.

*Table 2.* Percentage of College IRPE Offices with Each Position by FTE

| | < 1 FTE | 1 FTE | 2 FTE | 3 FTE | > 3 FTE |
|---|---|---|---|---|---|
| Vice President | | 8% | | | |
| Dean | | 50% | 1% | | |
| Director | 1% | 41% | 1% | | |
| Coordinator | 2% | 13% | | | |
| Research Analyst/Specialist | 1% | 35% | 30% | 10% | 9% |
| Research Assistant | 2% | 10% | 5% | | |
| Technician | 1% | 9% | 1% | | |
| Clerical Support | 6% | 33% | 2% | | |
| Student Assistant | 1% | 3% | 1% | | |

*Table 3.* Percentage of District IRPE Offices with Each Position by FTE

| | < 1 FTE | 1 FTE | 2 FTE | 3 FTE | > 3 FTE |
|---|---|---|---|---|---|
| Vice Chancellor | | 21% | 14% | | |
| Dean | | 14% | | | |
| Director | | 57% | | | |
| Coordinator | 7% | | | | |
| Research Analyst/Specialist | | 21% | 21% | | 29% |
| Research Assistant | 7% | 7% | | | |
| Clerical Support | 14% | 21% | | | |

# Operating Budget Changes

Figure 5 on the next page displays the percentages of IRPE offices reporting an increase, decrease, or no change in their operating budgets from 2020 to 2021 (previous survey data regarding budget changes is also included for context). From 2020 to 2021, 8% of IRPE offices reported increases in their operating budgets. The majority of reporting IRPE offices (76%) reported no change in operating budget from 2020 to 2021. In the context of previous survey results, growth in operating budgets appears to be decelerating.

*Figure 5.* Changes in IRPE Office Operating Budgets
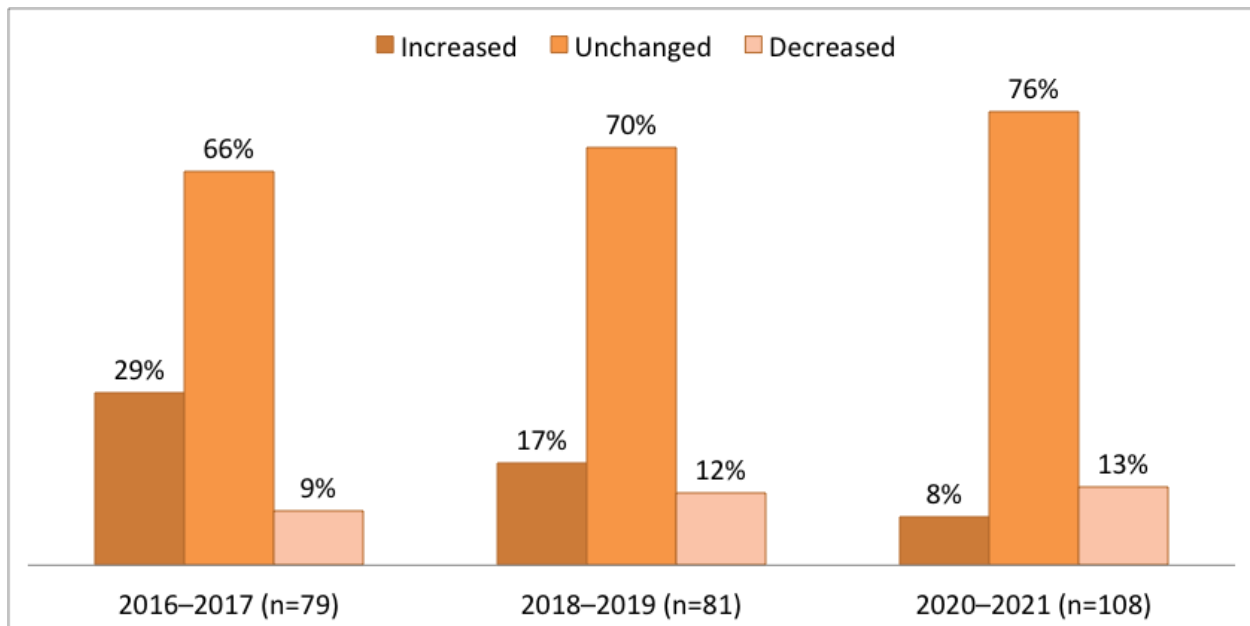


## Staffing Changes

Figure 6 displays the percentages of IRPE offices reporting an increase, decrease, or no change in the number of staff from 2020 to 2021 (previous survey data regarding staffing changes is also included for context). From 2020 to 2021, just 16% of IRPE offices reported increases in staff size, with 66% reporting no change and 16% reporting a decrease. In the context of previous survey results, office staffing levels appear to be reaching an equilibrium.

*Figure 6.* Changes in IRPE Office Staffing
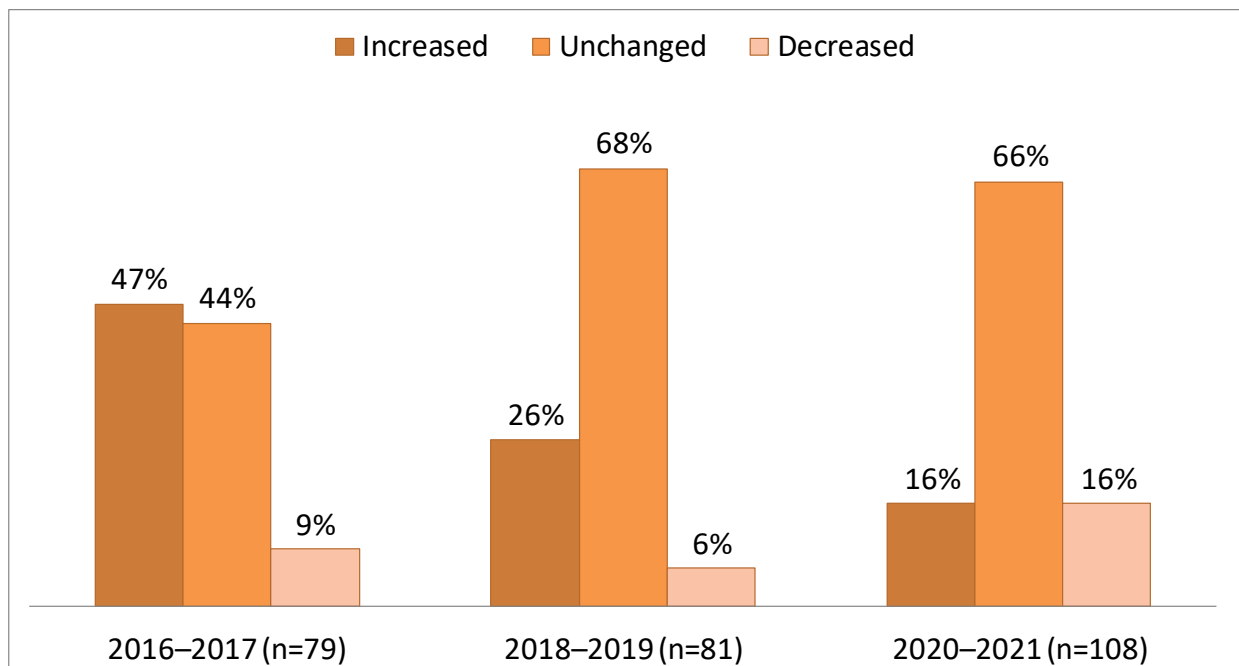


## COVID-19 Impacts

To gauge the impacts the COVID-19 global pandemic has had on IRPE offices, the 2021 survey included an open-ended question about this topic. In all, 30% of respondents identified impacts on their IRPE office due to the COVID-19 pandemic. The impacts most frequently mentioned included the following:

- Increased demand for data and information connected to COVID-19

- Increased support for institutional COVID-19 planning

- Staff departures

- Hiring freezes

- Budget reductions

## RP Group Membership

The Survey of IRPE Offices would not be possible without the continued support of the RP Group's members and the broader IRPE community. In all, 83% of respondents indicated that their institution is a member of the RP Group. Offices at a few colleges and districts without institutional memberships shared the following reasons why:

- No direct budget to support the annual cost

- Advocating for the annual membership expense for a small, one-person office can be a challenge at their institution

Survey respondents shared a wealth of helpful ideas to guide and inform discussion topics and areas of interest at the upcoming 2022 RP Group annual IRPE community and membership engagement meeting. Common topics included:

- Dashboards

- Data governance

- Equity data

- Evaluation

- Program review

- Research

- RP Group updates

- Strategic planning

## IRPE Professional Development

Survey respondents similarly shared important input to inform IRPE professional development programming with some feedback about their continued professional learning needs. Refer to Figure 7 on the following page for the responses ranked by interest level. The RP Group will use this information to guide future IRPE professional development programming.

***Figure 7.*** Interest in IRPE Professional Development Offerings
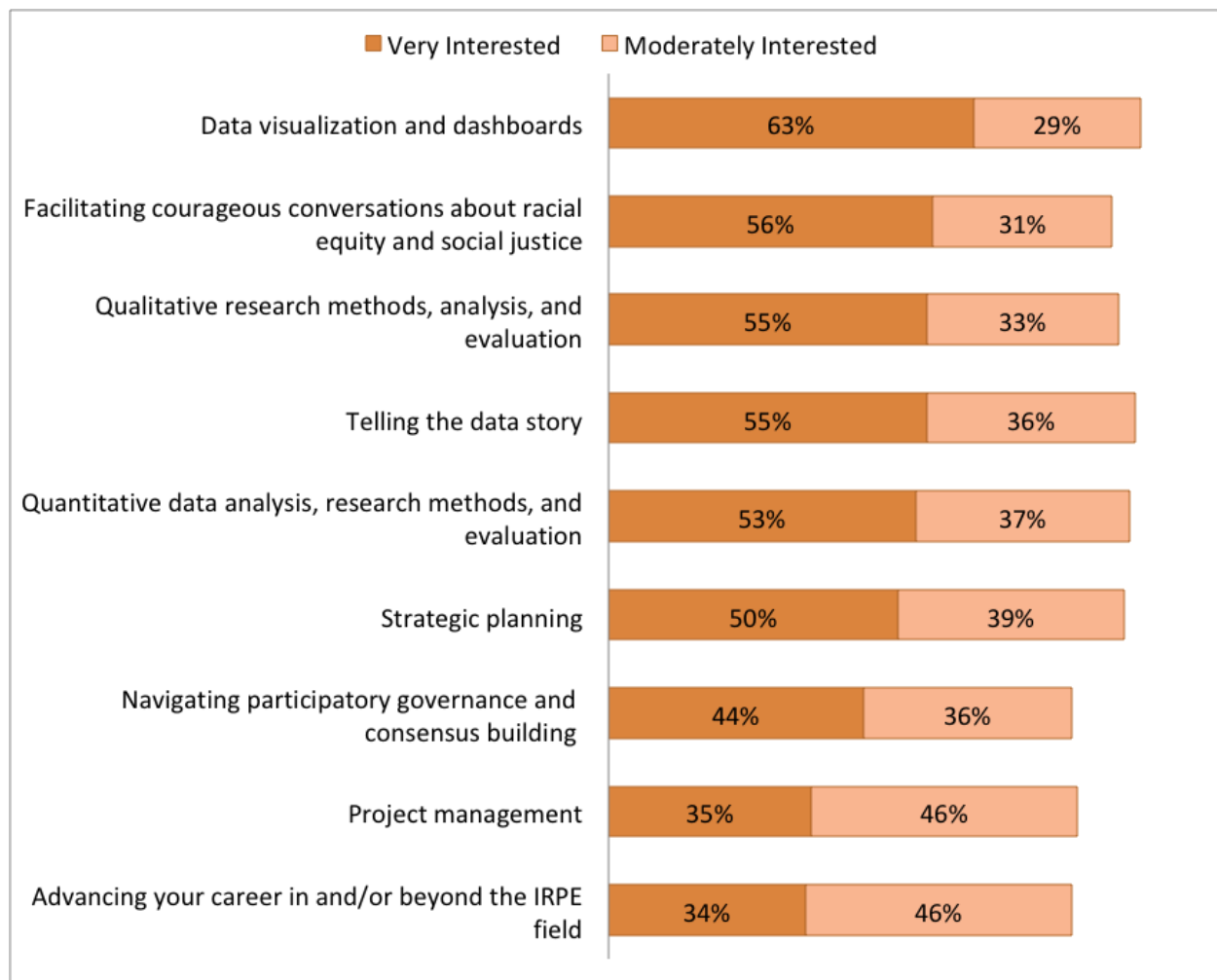


Additional suggestions and comments about focus areas for IRPE professional development activities over the next year included:

- Annual IRPE office planning

- Enrollment management

- Faculty researchers

- Integration of student learning outcomes assessment, resource allocation, and mission fulfillment

- Relationship between IRPE and information technology:

- More events like PIER to PIER[1]

- Survey construction and implementation

- Validating English, math, and ESL placement practices

## IRPE Office Needs

When questioned about how the RP Group can best support respondents' IRPE office and/or the broader institution in 2021–22, 43% of survey respondents shared a wide range of options. Respondents' priorities can be grouped into three categories: advocacy, professional development, and research and evaluation.

- Advocacy

  - The primary area in which respondents requested advocacy support related to engagement with the CCCCO on the following topics:

    - Increased guidance and communication with IRPE offices about initiatives, data changes, and other mandated reports

    - Increased transparency, engagement, and communications related to data methodologies used to calculate data presented in system-wide dashboards

    - Improved alignment between the data elements used to calculate

      - Student Centered Funding Formula (SCFF);

      - Student Equity and Achievement (SEA); and

      - Student Success Metrics (SSM).

    - Timeliness of data releases to help colleges accurately and confidently conduct their own analyses

  - A secondary area in which respondents requested support from the RP Group related to internal organizational support with the following:

    - Greater participation/support/communication from RP Group Regional Board Representatives

    - More RP Group membership engagement opportunities such as town hall meetings

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[1]PIER to PIER is a monthly convening hosted by the RP Group for IRPE practitioners to come together in an informal space to share ideas and discuss timely topics.

- Publishing reports that demonstrate IRPE offices need more personnel to meet the demands of their college/district

- Professional Development

    - Respondents requested continued trainings and opportunities for IRPE professionals to connect in-person or virtually on the following topics:

        - AB-705

        - Culture of support for research analysts

        - Equity, diversity, and inclusion

        - Guided Pathways

        - Harnessing data tools to tell the data story

        - How to structure data for IRPE reporting

        - Innovation and integration in the context of IRPE

        - Leveraging human resource capital to increase IRPE presence and influence

        - Methods to engage resistance and facilitate courageous conversations around equity

- Research & Evaluation

    - Respondents shared their interest in RP Group research and evaluation projects focused on the following:

        - Continued system-wide guidance, resources, reports, and data trends

        - Resources to support data use related to the pandemic and how these data might impact future trends

        - Increased opportunities to get colleges and districts more involved in the design of RP Group research projects to ensure the IRPE community continues to have voice in research produced by the organization

        - Analysis of IRPE office job descriptions to find where commonalities and differences exist

# Conclusions and Implications

The 2021 Survey of Institutional Research, Planning, and Effectiveness Offices in the California Community Colleges system is intended to serve as a census of IRPE offices in the state, while also gathering important feedback that will help the RP Group shape professional development offerings, advance statewide perspective, establish benchmarking options for IRPE office planning, document IRPE office evolution, and inform advocacy for IRPE professionals.

One of the most significant findings from the 2021 survey is that the demands placed on IRPE offices continue to grow, while budget and staffing levels appear to be stagnating. Offices increasingly engage in cabinet and executive leadership responsibilities along with other emerging responsibilities related to implementing program review and strategic planning, facilitating resource development, leading and supporting accreditation, and leading and facilitating institutional equity efforts.

Another notable finding is that some of the smaller one-person IRPE offices voiced difficulty or hesitation related to advocating for RP Group membership due to the cost involved and concerns about potential perceptions related to membership only benefiting the IRPE office. In fact, RP Group membership benefits the entire institution. Practitioners beyond the IRPE profession stand to benefit from professional development discounts on programming and events such as the Strengthening Student Success Conference, which is designed to grow and develop all institutional practitioners.

The results of the 2021 Survey of IRPE Offices will be shared with the RP Group's Board, IRPE Professional Development Steering Committee, Community & Membership Engagement Planning Committee, and professional development staff to facilitate action planning. The results will also be shared with the IRPE field for informational purposes. Moreover, findings from the 2021 Survey of IRPE Offices will be used by the RP Group to guide the annual IRPE community and membership engagement meeting, system resources, and support and advocacy for the field.

# Appendix: 2021 Survey of IRPE Offices

## 2021 Survey of IRPE Offices

Welcome to the 2021 Survey of Institutional Research, Planning, & Effectiveness (IRPE) Offices! This survey is designed to collect information about IRPE structures and functions across the state and report on recent, relevant developments impacting IRPE offices in the California Community Colleges system. These data will help the RP Group 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 on behalf of your entire office. Your responses will remain confidential. All responses will be aggregated to document trends and create a statewide benchmark for college and district structures, staffing, and functions. Highlights of the survey findings will then be shared with the field.

Please respond to the survey by Wednesday, September 29. If you have any questions, please contact the survey administrator Brad Trimble by email at btrimble@rpgroup.org. Thank you for your participation!

## 2021 Survey of IRPE Offices

### Respondent & Office Information

* 1. Who is filling out this survey?

| | |
|---|---|
| **Your name:** | |
| **Your title:** | |
| **Your institution:** | |
| **Your email address:** | |

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

* 3. Where is your office located?

○ Single college district

○ College in a multi-college district

○ District office in a multi-college district

## 2021 Survey of IRPE Offices

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## 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.

○ 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

## 2021 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/Vice Chancellor | |
| --- | --- |
| Dean | |
| Director | |
| Coordinator/Manager | |
| Research & Planning Analyst/Specialist | |
| Research & Planning Assistant | |
| Technician | |
| Clerical Support | |
| Student Assistant | |
| Other - please specify | |

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\* 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):

[                                                    ]

\* 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

☐ Organizational development

☐ Outcome assessment processes

☐ Grants and resource development

☐ Equity

☐ Professional development

☐ IT data management, data warehouse, and data governance

☐ MIS data submissions

☐ 320 reporting

☐ Library / Learning Resource Center

☐ Business intelligence and process analysis

☐ None of the above

| 2021 Survey of IRPE Offices |
|---|
| Structure & Resources |

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* 8. How has your office's operating budget and staffing changed, when comparing 2021-22 to 2020-21?

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

9. What impact has the COVID-19 pandemic had, if any, on your office budget and/or staffing?

[ ]

## 2021 Survey of IRPE Offices

### RP Group Membership

10. The RP Group holds an annual membership and IRPE community engagement meeting. What topics, content, or format would you like to see at that meeting?

[ ]

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

○ Yes

○ No

○ Unsure

## 2021 Survey of IRPE Offices

### RP Group Membership

12. Please share the primary reason(s) why your college or district is not currently an RP Group Institutional Member.

[ ]

## 2021 Survey of IRPE Offices

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## Professional Development

13. Please rate your interest in the following professional development topics to support the ongoing learning needs of the IRPE staff in your office.

| | Very interested | Moderately interested | Not very interested | Not at all interested |
|---|---|---|---|---|
| Technical Skills: Quantitative data analysis, research methods, and evaluation | ○ | ○ | ○ | ○ |
| Technical Skills: Qualitative research methods, analysis, and evaluation | ○ | ○ | ○ | ○ |
| Technical Skills: Strategic planning | ○ | ○ | ○ | ○ |
| Technical skills: Project management | ○ | ○ | ○ | ○ |
| Technical skills: Data visualization and dashboards | ○ | ○ | ○ | ○ |
| Leadership and Relational Skills: Telling the data story | ○ | ○ | ○ | ○ |
| Leadership and Relational Skills: Navigating participatory governance and consensus building | ○ | ○ | ○ | ○ |
| Leadership and Relational Skills: Facilitating courageous conversations about racial equity and social justice | ○ | ○ | ○ | ○ |
| Leadership and Relational Skills: Advancing your career in and/or beyond the IRPE field | ○ | ○ | ○ | ○ |

Other (please specify)

14. Please provide any additional suggestions or comments you have for RP Group IRPE professional development activities this year?

## 2021 Survey of IRPE Offices

## Looking Forward

15. How can the RP Group best support your office and/or institution in 2021-22?

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Thank you very much for participating in this survey! Your responses are critical for the RP Group's planning and support of the IRPE community. If you have any comments or questions about this survey, 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

As the representative organization for Institutional Research, Planning, and Effectiveness (IRPE) professionals in the California Community Colleges (CCC) system, the RP Group strengthens the ability of CCC 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

Adore Davidson - Committee Co-Chair - RP Group

Bri Hays - Committee Co-Chair - Cuyamaca College

Dominique Benavides - College of Alameda

Melissa Christian, PhD - Citrus College

Darla Cooper, EdD - RP Group

Leslie Flaming - West Hills Community College District

Denice Inciong, EdD - South Orange County Community College District

Jacob Kevari - Moreno Valley College

Daylene Meuschke, EdD - College of the Canyons

Vinh Nguyen, PhD - Irvine Valley College

Brad Trimble, PhD - RP Group

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