

Institutional Research, Assessment & Planning (IRAP)

1. Department Description

Who are we?

IRAP is comprised of several functions:

- o Institutional Effectiveness Research
- o Federal and State Reporting
- o Assessment and Assessment Support
- o Strategic Planning Support
- o Publications.

Note: The Office of Curriculum & Scheduling is also aligned with IRAP, but a separate Unit Plan has been submitted for that unit.

> Following are IRAP's **mission, values and goals** (these are posted on our website):

Our Mission

Institutional Research, Assessment & Planning (IRAP) is dedicated to helping Lane Community College achieve its mission through research, reporting, planning and assessment activities.

Our Values

We value the well-being and diversity of Lane's community and work with Lane's Board of Education, employees, students, and the public to meet their information needs. IRAP strives to provide prompt, positive, reliable and respectful service. IRAP team members develop and apply their skills and abilities through collaborative efforts. We value open and clear communication. We value the integrity of information and its representation.

Our Goals

- To provide accurate and official information.
- To be a resource of expertise in research, assessment, and planning (including methodology, analysis, interpretation, and communication of information).
- To conduct or coordinate appropriate and necessary studies and analyses that contribute to

- advancing student learning and student goal achievement
- a better understanding of Lane's students, programs and the community.
- To actively support initiatives and ongoing systems and to collaborate with internal partners
- To represent IRAP and Lane on ~~internal~~, state-wide, regional, and national committees or groups when necessary.
- To continually review and upgrade skills, knowledge and processes, and to use appropriate technology and methods to enhance the services we provide.

> **History/Significant Events**

The Assessment and Assessment Support function was added to our responsibilities fall 1996 when the Research and Planning Department was transformed by the hiring of the newly created position of Coordinator of Student Outcomes Assessment and Curriculum Development into IRAP.

The Publications function was added summer 2002 following the restructuring of Lane's Institutional Advancement Department.

The college restructuring that occurred in 2000 moved IRAP from Executive Services to the Office of Instruction and Student Services.

Converting to new administrative software has been a major project for the college and for IRAP for the past two years. Our Research Associate has been a key member of the Student Core Team (Banner) and the Director has guided the Space Implementation Team (Series 25 scheduling software). These two conversion projects have made important contributions to building an information processing infrastructure at Lane.

> **Department Programs/Services**

<h4>Federal and State Reporting</h4>

Responsibilities around this function are expanding. Through this function, we respond to mandated federal and state reporting requirements, which enables Lane to:

- receive maximum possible state reimbursement funding (state reimbursement funds constituted 42.5% of Lane's 2001-02 revenues compared to 24% in 1990-91).
 - a. data files are submitted each term and annually to the Oregon Community College Unified Reporting System (OCCURS). This function has also contributed significantly to mandated TOPS reporting for the ABSE Division.
- maintain eligibility for receiving federal financial aid, which is essential in providing access to Lane for a growing number of students each year (the number of Lane students receiving financial aid increased 46% between 1996-97 and 2000-01; total financial aid funds distributed at Lane increased 65% over this time).

- a. Includes the federal mandate to submit a series of Integrated Postsecondary Education Data System (IPEDS) reports annually;

This function has also been instrumental in securing and maintaining funding for the college through grants like Carl Perkins and TRIO. This function is playing an important role in preparing a Title III grant proposal for Lane.

Institutional Effectiveness Research

This service:

- provides information needed for making decisions at the program, division/department and college levels
- is responsible for creating a series of annual publications including Lane's: Benchmarks, Profile, Student Outcomes Reports, annual Enrollment Reports, and the Facts brochure.
- contributes significantly to supporting and improving the services to students provided through grants like TRIO
- is instrumental in coordinating/conducting special research projects (e.g., the budget reviews conducted 2001-02 and 2002-03, Enrollment Management research and analyses)
- is key to LASR (student module and scheduling system)
- is playing a key role in Lane's 10-year accreditation self-study process
- conducts the biennial ACT Student Opinion Survey (coordinated with all Oregon community colleges)
- coordinates and/or conducts special survey research projects for programs, departments and the college
- responds to a plethora of ad hoc requests for information.

This service is essential to the success of students in that it provides a comprehensive research capability for responding to questions about program and institutional effectiveness.

Assessment and Assessment Support
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This service advances systematic program review by identifying program strengths/weaknesses and promoting change based on factual information about programs. This service is central to oversight of the curriculum, which is the foundation of instruction and constitutes the core of Lane's mission.

Through this service Lane is moving to coordinate the development and continual improvement of comprehensive assessment systems in programs and classrooms and to guide faculty and staff in implementing and improving assessment systems and techniques. Our goal is to foster the implementation of exemplary, systematic assessment of student learning in all instructional programs, using program assessment information to achieve two purposes: 1) make improvements in curriculum and instruction, and 2) continue to articulate courses of instruction with Oregon high schools and 4-year post-secondary institutions.

This service provides support to faculty and staff who need to know what students have learned and can do as a result of taking courses at Lane. It assists faculty in designing and implementing program and classroom assessment strategies and it assists faculty and administrators in evaluating the results of assessment.

Strategic Planning Support

This service is responsible for assessing the success of strategic decisions across the college and progress being made toward college goals identified in Lane's Strategic Plan by:

- guiding the determination and use of appropriate data for strategic planning at the college, division/department, and program levels,
- guiding the acquisition and processing of data needed for strategic planning and evaluating institutional effectiveness,
- reporting information needed for strategic planning to the President, divisions/departments, and programs
- facilitating interpretation of information for decision making

This service is also responsible for coordinating regular review and update of Lane's Mission, Vision and Core Values (this includes work with students, staff, Board and outside community).

This service is essential to determining strategic direction of Lane, which is the first step in determining institutional focus.

Publications

This service is responsible for producing Lane's printed quarterly class schedules, annual schedule, college catalog and professional/technical program sheets.

Through these activities, the function contributes to:

- attracting students
- providing information students need to select classes, register and to access support services
- keeping voters, taxpayers and elected officials informed about Lane and its needs
- preserving and enhance Lane's reputation
- keeping staff informed.

> Staff

Craig Taylor, Director

Mary Brau, Coordinator of Student Outcomes Assessment and Curriculum Development

Sylvia Sandoz, Research Associate

Elaine Marsh, Administrative Specialist

Patsy Escobar, Research Assistant

Angela Miller, Publication Specialist

Nanci LaVelle, Coordinator of Student Evaluations

How does IRAP provide direct instructional support and how is it aligned with Lane's Core Values, Strategic Directions, Learning Centered College Principles, and Core Abilities?

The following is a high level overview:

Through the Strategic Planning Support function, IRAP assists in reviewing and developing Lane's vision, mission, core values and strategic directions. This function, along with the Institutional Effectiveness Research function work together to assess and track progress in achieving goals and strategic directions.

Through the Institutional Effectiveness Research function and the Assessment and Assessment Support function, IRAP contributes to assessing the effectiveness of Lane's programs and services, which leads to improvements in services and the learning environment which are intended to help students achieve their educational goals.

Through the Federal and State Reporting function, IRAP contributes to the achievement of financial stability by ensuring that state reimbursement funding is maximized (through enrollment accounting and reporting to OCCURS and coordinating FTE audits) and that federal financial aid funding is maintained (through the system of annual Integrated Postsecondary Education Data System reports that are prepared and coordinated by this function).

2. Expected Performance

What do we intend to do? Who do we intend to serve? How do we intend to serve them? What are the expected results of providing our services?

We intend to continue serving an expanding array of informational, assessment and curricular support needs of the college.

3. Actual Performance

What did we do? Who did we serve? How did we serve them? What were the results of providing our services?

4. Analysis of Expected Performance vs. Actual Performance

Did we meet our expectations?

5. Program Initiatives to Improve Performance

How do we propose improving future performance?