

Recommendations from the Institutional Effectiveness Committee

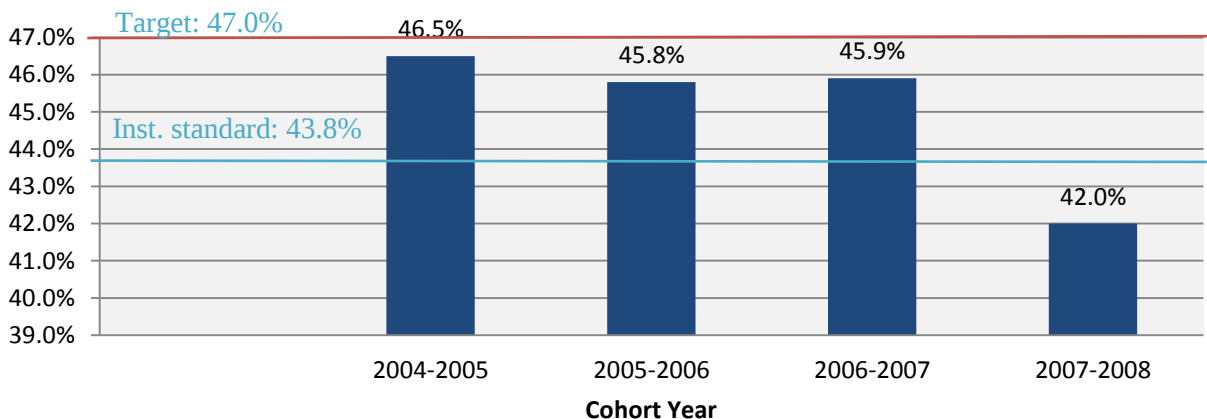
June 11, 2014

The Academic Senate Joint Institutional Effectiveness Committee (IE Committee) works with all district units to achieve and sustain proficiency in the formulation, assessment, and analyses of multiple effectiveness measures in order to inform the Program Review and Institutional Planning processes. During the 2013-2014 academic year, the IE Committee examined the College's performance on the 2014 Institutional Effectiveness Dashboards, analyzed Institutional Learning Outcomes (ILO), Core Competency, and degree/certificate program data, and reviewed the College's process of assessing and documenting Student Learning and Unit Outcomes (SLO/UOs). The Committee presents five recommendations to the College's central planning body, the District Planning and Advisory Council (DPAC), for consideration in the development of the 2014-2015 Master Plan for Education Institutional Objectives. The recommendations were informed by significant trends observed in the college data and committee discussion related to improving the collection, analyses, and use of college and program-level data.

Recommendation #1: Career Technical Education (CTE) Completion

CTE Completion Rate is calculated by dividing the number of students in the CTE cohort who earn a Certificate of Achievement, Associate Degree, or transfer to a four-year institution within six years of entry by the number of students in the CTE cohort. The CTE cohort is defined as first-time freshmen who earned 12 or more credits and attempted an advanced occupational course within six years of entry. The data indicate that the College's performance on the CTE Completion Rate on the Institutional Effectiveness Dashboard falls below both the institution-set standard and the target goal (see Figure 1). **The IE Committee recommends that the College investigate and implement strategies to increase the CTE completion rate.** Examples of strategies to consider include submitting departmental certificates data to the Chancellor's Office Management Information Systems (MIS), automatically awarding certificates and degrees to students who meet the award requirements, and improving the advertisement of the CTE award requirements.

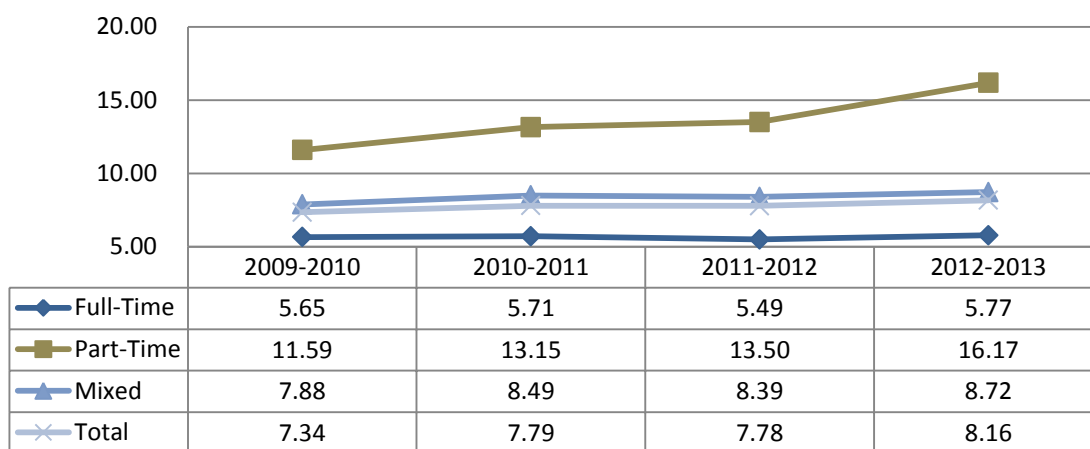
Figure 1. CTE Completion Rates, Cohorts 2004-2005 to 2007-2008



Recommendation #2: Semesters to Associate Degree Completion

The College began to report performance on the Semesters to Associate Degree Completion Institutional Effectiveness metric for the first time in the 2014 Institutional Effectiveness Report/Dashboard. The data indicate that among students who earned an Associate Degree in 2012-2013 (and exclusively attended SMC), the average number of semesters to complete the degree was 8.16 and the figure has increased by 0.82 semesters over the last four years (see Figure 2). **The IE Committee recommends that the College further examine the Average Semesters to Associate Degree Completion data in order to gain a better understanding of how internal and external factors impact students' progress towards degree completion and to determine an appropriate institution-set standard for this indicator.**

Figure 2. Average Semesters to Associate Degree Completion



Recommendation #3: Student Equity

The IE Committee initially analyzed preliminary longitudinal data on core and ILO mastery rates for all course SLOs and broad-based degrees by student demographic variables. The data revealed that for all core competencies and ILOs, gaps in outcomes performance exist for African American and Hispanic students, but the impact was greatest for African American students. Upon further analyses, the IE Committee found that the trend existed, even among African American and Hispanic students placed into college-level courses (see Figures 3 and 4), suggesting that the gap in outcomes performance may be attributed to factors other than English and math preparedness. **The IE Committee recommends that the College further investigate and implement strategies to increase the learning outcomes of African American and Hispanic students.**

Figure 3. ILO Mastery Rates by Ethnicity/Race and English Placement Level

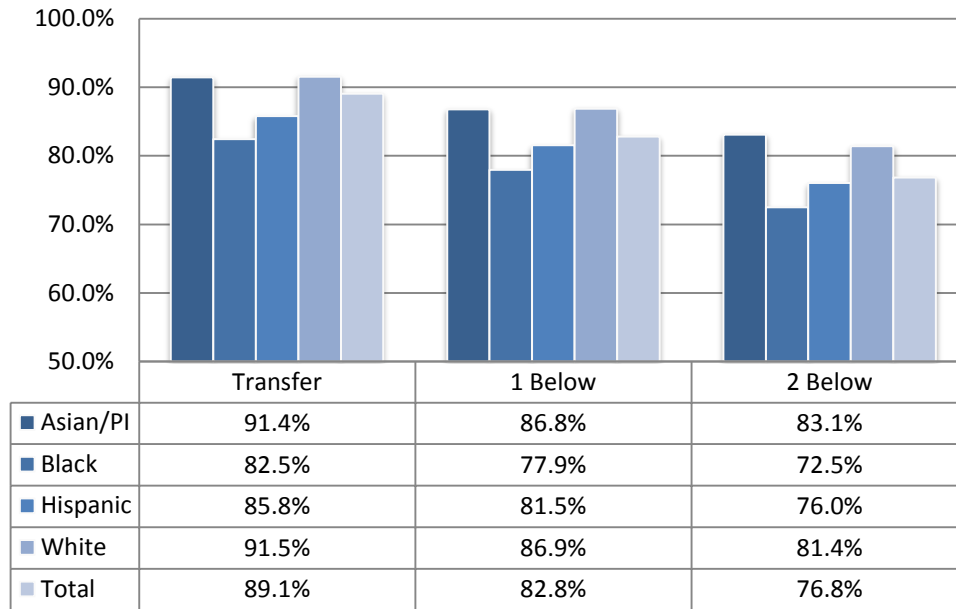
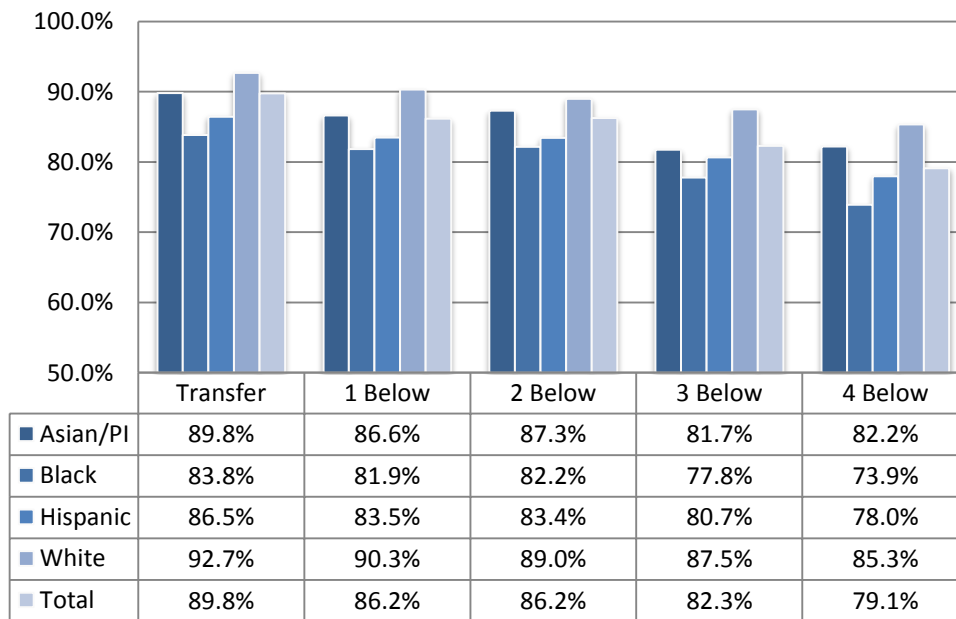


Figure 4. ILO Mastery Rates by Ethnicity/Race and Math Placement Level



Recommendation #4: Professional Development Data

It has been a challenge to assess the effectiveness of professional development activities reliably and systematically, as there are currently no mechanisms in place to collect data systematically for these indicators. The effectiveness of professional development is a future key indicator of the Supportive Collegial goal. This indicator is important as one of the recommendations from SMC's 2010 accreditation visit directly relates to establishing a professional development evaluation process that "recognizes and serves all members of the college community and that leads to the improvement of teaching and learning". **The IE Committee recommends that the College investigate and implement procedures to collect professional development evaluation data systematically.**

Recommendation #5: Administrative Unit Outcomes Content Repository

The development of the ISIS portal to collect student-level course and counseling SLOs has increased analyses and use of SLO data to inform program planning. However, the system does not currently accommodate the documentation of non-counseling student and academic support services and administrative Unit Outcome (UO) statements and results because these outcomes are not assessed at the student level and so cannot be tied to student identification numbers nor can they be mapped to Institutional Learning Outcomes that are assessed at the student level as well. In order to increase access to unit outcome data for these programs, **the IE Committee recommends that the College adopt a technology tool that organizes and stores UO statements and summary data to assist programs in assessment and evaluation activities.**