

Program Overview

Program:	Institutional Research
Academic Year:	2014/2015
Review Period:	Annual

A. Description and Goals

1. Describe the program and/or service area under review and how the program supports the mission of Santa Monica College.

The Office of Institutional Research supports the mission of Santa Monica College by generating valuable, reliable, and timely information to support the planning and evaluation of programs, services, grants, and college-wide initiatives. The IR office engages in a range of research activities, including the collection, analyses, and interpretation of data to support campus decision-making and planning processes. In addition, the office serves as a key contact and institutional resource for external entities such as the state and federal agencies, including the Chancellor's Office, and other individuals such as academicians and graduate students who have an interest in conducting research about the college and its students. Since October 2011, the office has maintained a Blog, "Research Matters", to share the results of recent research projects, connect the campus to research-related resources, and provide tips for conducting research at Santa Monica College.

The IR office indirectly supports the college's mission, vision, goals, and ILOs by providing research and data support to the programs and services directly influencing student learning and student support and to the areas promoting a stable fiscal, sustainable physical, and supportive collegial environment on campus.

The IR is currently staffed with four team members; Hannah Lawler, the Dean of the area, Christopher Gibson, Senior Research Analyst, and Ani Aharonian and Daniel Berumen, Research Analysts. Under the direction of the Dean, the Research Analysts primarily respond to requests for information from the college constituents by gathering, organizing, interpreting, and analyzing data. In some cases, the Research Analysts are responsible for writing reports and presenting the research findings.

2. Identify the overarching goal(s) or charge/responsibilities of the program or service area. If appropriate, include ensuring/monitoring compliance with state, federal or other mandates.

The IR office's mission, core functions, and overarching goals were initially developed in January 2011 and are updated on an annual basis, as needed.

Office mission: The Office of Institutional Research at SMC strives to support the college's mission and commitment to student learning and success by providing quality, accessible,

reliable, and relevant information to facilitate decision-making and planning processes, enhance institutional effectiveness, and promote a culture of evidence-based inquiry.

Core functions:

1. Design, coordinate, and conduct research studies to assess the effectiveness of college practices, policies, programs, and services, student satisfaction, campus climate, student engagement, and student equity.
2. Develop and maintain a standard set of reports related to student demographic, course enrollment, and student achievement information.
3. Provide support in the development and assessment of institution, program, and course-level student learning outcomes/service unit outcomes for instructional, student and learning support, and administrative units.
4. Support the program review process by providing a standard set of data reports for instructional programs and provide ad hoc support for non-instructional programs.
5. Conduct research studies to ensure that placement exams and course prerequisites are valid and reliable.
6. Assist executive staff, committees, and taskforces in their planning and assessment activities.
7. Assist the college in the acquisition and evaluation of grants.
8. Respond to federal, state, and other external reporting requirements, including IPEDS, Student Success Scorecard, ACCJC, Gainful Employment, and the IEPI.
9. Facilitate campus-wide discussion of institutional performance and student success by maintaining an institutional effectiveness dashboard.
10. Inform the campus on the value and uses of research.
11. Facilitate discussions of the Research Advisory Committee.
12. Oversee the Institutional Review Board process which aims to ensure the ethical and safe treatment of human subjects who participate in research projects at Santa Monica College.

The overarching goal of the IR office is to carry out its functions in a timely and “customer-friendly” manner and to provide accurate and quality information that is used for decision-making processes.

The core functions of the office were slightly modified in 2014-2015 to include student equity (#1) and the new statewide accountability initiative, the Institutional Effectiveness Partnership Initiative (#8). To better reflect the current work related to the institutional effectiveness dashboards, core function #9 was changed from "develop the dashboards" to "maintain the dashboards".

3. If your program receives operating funding from any source other than District funds identify the funding source. If applicable, note the start and end dates of the funding (generally a grant), the percentage of the program budget supported by non-District funding, and list any staff positions funded wholly or in part by non-District funds. Do not include awards for non-operational items such as equipment (ex. VTEA) or value added activities (ex Margin of Excellence).

Not applicable

B. Populations Served

All Disciplines (answered once)

1. Describe who your area serves (students, staff, etc.) both directly and indirectly. If pertinent, indicate variables such as ethnicity, race, gender, age of your client base.

The Office of Institutional Research serves all campus groups, including students, faculty, staff, managers/administrators, vice presidents and other senior administrators, campus committees and groups, instructional departments, student and learning support services, and administrative units. In addition, the office serves external groups such as the accrediting commission, the federal government, the Chancellor’s Office, and groups requesting data about Santa Monica College (for example, partner high schools, the College Board, prospective students, and other colleges and universities).

Campus constituents are able to request research assistance or data on an ad hoc basis. Table 1 describes the percentage of data requests made by requestor's employment group and the year in which the requests were fulfilled. Beginning in 2014, the requestor categories were refined to include campus group/committee.

Table 1. Research/Data Requests Made by Employment Status and Calendar Year

	2011	2012	2013	2014
Faculty	56	51	65	67
	34.1%	30.0%	33.5%	28.8%
Manager	74	69	84	86
	45.1%	40.6%	43.3%	36.9%
Staff	13	16	13	9
	7.9%	9.4%	6.7%	3.9%

Student	4	4	0	3
	2.4%	2.4%	0.0%	1.3%
Committee	NA	NA	NA	36
	NA	NA	NA	15.5%
IR Office	6	14	10	19
	3.7%	8.2%	5.2%	8.2%
External	11	16	22	13
	6.7%	9.4%	11.3%	5.6%
Total	164	170	194	233
	100.0%	100.0%	100.0%	100.0%

By adding the “committee” category in 2014, the number and percentage of requests made by faculty and managers experienced a decline. In 2014, the largest proportion of data/research requests were made by managers (37%), followed by SMC faculty (29%), and committees and other campus groups (16%). Requests originating from the IR office include projects such as the evaluation of workshops that were provided by IR, work related to responding to the Master Plan for Education institutional objectives, and placement test validation.

Table 2 describes the unique requestors by employment group.

Table 2. Unique Data/Research Requestors by Employment Status and Calendar Year

	2011	2012	2013	2014
Faculty	32	33	39	49
	39.5%	37.1%	43.3%	22.5%
Manager	23	28	28	34
	28.4%	31.5%	31.1%	20.2%
Staff	11	11	8	8
	13.6%	12.4%	8.9%	6.0%
Student	4	4	0	3
	4.9%	3.4%	0.0%	2.4%
Committee	NA	NA	NA	17
	NA	NA	NA	13.8%
IR Office	1	1	1	1
	1.2%	1.1%	1.1%	0.6%
External	10	13	14	11

	12.3%	14.6%	15.6%	4.8%
Total	81	89	90	123
	100.0%	100.0%	100.0%	100.0%

In 2014, a total of 123 unique requestors made an average of 1.89 requests. By adding the “committee” category in 2014, the number and percentage of faculty or manager unique requestors experienced a decline. In 2014, the faculty (23%), managers (20%), and committee and campus groups (14%) represented the largest proportion of unique requestors.

C. Program Evaluation

All Disciplines (answered once)

1. List your administrative unit UOs.

UO statements focus on service or operational outcomes such as:

- *Volume of unit activity*
- *Efficiency (responsiveness, timeliness, number of requests processed, etc.)*
- *Effectiveness of service in accomplishing intended outcomes (accuracy, completeness, etc.)*
- *Compliance with external standards/regulations*
- *Client/customer satisfaction with services*

Unit Outcome #1: Faculty, administrators, and staff will **use information** to inform decisions or assess the effectiveness of their area.

Unit Outcome #2: Faculty, administrators, and staff will be satisfied with the **thoroughness of information** provided by them by the Office.

2. Describe when and how the program assesses these UOs and uses the results to inform program planning including:

- how outcomes are assessed and how often
- the assessment tool(s) used
- the sample (who gets assessed)
- how and when the program reviews the results and who is engaged in the process

D1. Objectives

Improve the Program Review Data Packet in order to promote more meaningful and complete use of data by instructional programs going through the six-year program review.

Status: Completed

Comments:

The IR Office responded to this objective by hosting, for the first time, a workshop to train department chairs of instructional departments undergoing the comprehensive six-year review in Spring 2015 on the use of the Program Review Data Packet. The workshop, held in the summer of 2014, introduced department chairs to the types of metrics typically available in the data packet and provided an opportunity for the chairs to request additional data they made need. Based on the feedback from the workshop, the office created customized data packets for the instructional program. By implementing the customized Program Review Data Packets, the percentage of data requests related to the six-year program review for instructional programs was reduced from 10.3% of requests made in 2013 to 1.7% of requests made in 2014.

Revise the research request form to better capture users' purpose and needs.

Status: Completed

Comments:

The IR Office solicited feedback on the research request form from eleven "power users" or the most frequent users of the online research request process. Approximately half of the power users (six people) provided feedback. The IR office used the feedback from the power users to improve the form. The following describes some of the changes made to the form:

? Added a downloadable PDF version of the form

? Added an example of a completed form

? Added the ability for the requestor to upload supporting documents, if necessary

? Questions on the form were revised to be more specific and discrete

? Added a question on the form to better document how the requested data will be used to "close the loop": How will the research results inform program goals and objectives, program planning and decision-making processes or specific programmatic changes?

The new research request form was launched in September 5, 2014. Refer to Appendix B to view the new research request form. Refer to Appendix C to view the old version of the form.

The outcome of this objective was measured by administering a short satisfaction survey. The link to the survey is available on the last page of the form (see Appendix D for a copy of the survey). At the time of the current annual report, the survey had only 3 responses. The IR office will explore how to increase the response rates.

Implement a user feedback survey for the Institutional Research website.

Status: Eliminated

Comments:

The decision to eliminate this annual objective was made at the January 2015 Institutional Research Retreat after review of unit outcome and other evaluation results. The website user

feedback survey will be integrated into the larger IR Awareness and Feedback Survey that will be implemented in 2015-2016.

Administer a campus-wide IR services awareness and feedback survey, including the IR website

Status: In Progress

Comments:

While the customer satisfaction data are useful in measuring direct customers who request data and research directly from the IR office, the data do not provide feedback from the general campus community. The IR office plans to implement a larger, campus-wide survey to identify areas of improvement and to gather information for departmental planning and to inform objectives for the following year.

Improve the IR website to be 508 compliant.

Status: In Progress

Comments:

While the changes to the IR website have helped the office more accurately collect website page view and visitor information, the main page is no longer in compliance with 508 standards. The office will focus on making all of the documents and links on the IR website 508 compliant in the next year.

Provide training to the campus community on turning data into action.

Status: In Progress

Comments:

During the self-evaluation process for accreditation, the College concluded that while we are effective in the collection and analysis of data, we can improve in the area of using data for program planning, decision-making, and improvement.

D1. Looking Back

1. Describe any accomplishments, achievements, activities, initiatives undertaken, and any other positives the program wishes to note and document.

The following list highlights the work of the IR office in 2014-2015.

- **Institutional Effectiveness**

Each year, the office produces a report of Institutional Effectiveness. Institutional Effectiveness is the systematic and continuous process of measuring the extent to which the college is achieving its mission, as expressed through goals and strategic initiatives developed in the educational master plan. The report monitors the college's process on key indicators related to major areas of the college and supports college planning and decision-making processes with focused data and information.

The 2015 report provided an analysis of the College's performance on 48 metrics. The IE process relies on the dialogue and collaborative inquiry among campus constituents, including

primary sponsors of key indicators, Academic Senate committees, and the college's central planning body (DPAC).

- **Program Review Evaluation**

The IR office worked collaboratively with members of the Program Review and Institutional Effectiveness Committees to develop a guide for the SLO/UO process. The guide is available for any program undergoing review and assists departments in responding to the program review prompts related to outcomes assessment. In addition, the IR office provided training on the program review process for departments undergoing the six-year program review.

The IR office provided research and evaluation support for 9 of the 11 programs undergoing a full review during the 2014-2015 academic year. The office produced comprehensive reports for the instructional programs which included a standard set of demographic, course enrollment, and success data (see

<http://www.smc.edu/EnrollmentDevelopment/InstitutionalResearch/Pages/Program-Review.aspx>) And provided ad hoc support for these instructional programs and other non-instructional programs. In addition, the office produced data reports for all instructional programs undergoing the annual review.

- **Student Equity Planning and Student Success and Support Programs**

The IR office produced a comprehensive data report and gave several data presentations to support the College's student equity planning process, including a presentation focused on the evaluation of student equity strategies and interventions at the first annual Student Equity Summit. The IR office developed "worksheets" to assist leaders of equity-funded activities in developing and implementing an evaluation plan. In addition, the office administered the Community College Student Success Survey in over 100 randomly selected classes in spring of 2015. The findings from the survey will be used to identify the needs of and challenges faced by student groups experiencing disparate educational outcomes.

The IR office provided research support and training for the activities and programs funded by the Student Success and Support Programs (SSSP). To support the planning efforts of the SSSP Workgroup (also known as the First Year Workgroup), the office produced several research study reports investigating the impact of counseling on first-year students success. The reports were shared with the Board of Trustees during the January meeting and February study session.

- **Summer Jams/First Year Experience**

SMC implemented two new student support programs in 2013-2014: Summer Jams and First Year Experience (FYE). In summer 2013, the College launched Summer Jams, a bridge program designed to help recent high school graduates who place into basic skills courses transition to college. The 10-day program includes activities aimed to strengthen students' reading, writing, math, and study skills, provide an orientation to college programs, processes, and resources, and prepare students for college-level coursework. The FYE program was created to assist first-time freshmen with their transition from high school to college and to ensure students have access to important courses. In addition, the College wanted to encourage first-time freshmen to start their math and English courses to increase student progression in these areas, with the ultimate goal of helping students progress through a sequence of courses that will lead to timely goal completion. The IR office provided research support to evaluate these two programs, including pre/post questionnaires of academic confidence, access to support, and study skills, focus groups with students, and tracking of student success in target courses.

- **Faculty Summer Institute**

In summer 2014, SMC offered the second annual Faculty Summer Institute (FSI), an 8-day professional development event where faculty learned about ways to revitalize their teaching, increase student success and retention, and engage students in the classroom. The IR office provided research support to evaluate the FSI, including pre/post questionnaires of skills/knowledge, focus groups, and follow-up surveys.

- **Placement Studies**

The IR office completed studies to validate placement assessments used for math (COMPASS Geometry), English (ACCUPLACER), and ESL (ACCUPLACER). In addition, the office was heavily involved in the statewide initiative to develop a common assessment test. Santa Monica College is a pilot college in the initiative and will continue to work with the Chancellor's Office to implement and evaluate the common assessment instrument.

- **Campus Climate Survey**

The IR office conducted a campus climate survey of students to gauge the prevalence of sexual assault on campus and to assess students' awareness, attitudes, and needs regarding this issue. The survey findings were used to help the College develop practices and practices to provide a

more safe and inclusive learning environment for students and to respond more effectively when a student is assaulted on campus.

- **Accreditation**

The IR office actively participated in the writing of the accreditation self-evaluation and contributed to the drafts of Standard IB, IIB, and IIC.

- **Research Roundtable**

The office hosted a Research Roundtable event discussing the College's data in the Student Equity Plan. The roundtable events are designed to expand the College's research capacity and increase the campus' understanding of educational and institutional research. The roundtable was attended by 16 faculty, staff, managers, and community members.

- **Institutional Effectiveness Partnership Initiative**

The Institutional Effectiveness Partnership Initiative (IEPI) is a state-wide initiative designed to advance institutional effectiveness at California community colleges. The initiative was an outcome of recently enacted legislation (Senate Bill 860, 2014-2015 Higher Education Trailer Bill) aimed to reduce the number of accreditation sanctions and audit findings at local colleges, to increase student access and success, and to ultimately improve institutional effectiveness at colleges. The legislation requires that colleges develop, adopt, and post a goals framework to monitor the ongoing conditions of a college's operational environment. The IR office led the effort in defining goals for the metrics of the IEPI framework and presented the data to the Board of Trustees during the May meeting.

- **Superintendent-President Search Brochure Feedback**

The office worked with Ralph Andersen & Associates, a national executive search and management consulting firm, assisting the Board of Trustees in its search for Santa Monica College's next Superintendent-President, to administer a survey of College constituent groups and community stakeholders to gather information for the development of the categories of the position brochure.

2. Describe any changes or activities your program or service area has made that are not addressed in the objectives, identify the factors (e.g., licensure requirements, state or federal

requirements, CCCO mandates, regulations, etc.) that triggered the changes, and indicate the expected or anticipated outcomes.

The Chancellor's Office one new reporting requirement, the Institutional Effectiveness Partnership Initiative (IEPI). The new requirement has increased the workload in that the office is responsible for presenting the IEPI data to campus constituents and leading the discussion in defining and monitoring the goals.

A new Senior Research Analyst (SRA) was hired in July 2014. This position is funded 50% by the Title V HSI grant related to the Center for Teaching Excellence and 50% by SSSP. The SRA is primarily responsible for providing research and evaluation support for these two grants.

3. If your program received one time funding of any kind indicate the source, how the funds were spent and the impact on the program (benefits or challenges).

Not applicable

D2: Moving Forward

Discuss and summarize conclusions drawn from data, assessments (SLO, UO) or other evaluation measures identified in Section C and indicate responses or programmatic changes planned for the coming year(s) including:

- how the assessment results are informing program goals and objectives, program planning, and decision-making
- specific changes planned or made to the program based on the assessment results

Conclusion #1: The IR office has increased productivity in the last calendar year.

Table 3. Number of Research Projects Complete and Average Days to Complete/Start Project

	2011	2012	2013	2014
# Research Projects Completed	164	170	194	233
# Avg. Work Days to Complete	10.03	11.25	14.21	9.08
# Avg. Work Days to Start	11.11	13.16	15.59	13.83

Data from the research project tracking database reveal that the IR office completed more projects in calendar year 2014 (233) when compared to the previous years which suggest an increase in productivity in terms of data request filled/projects completed. The data also show that the office, on average, spent fewer days to complete projects and fulfill data requests (mean = 9.08 work days) and spent fewer days to begin working on projects (mean = 13.83) in calendar year 2014 when compared to 2013. The improvement in office productivity and efficiency may be attributed to the addition of the new Senior Research Analyst who began working in the office on July 1, 2014.

Conclusion #2: The office is meeting both of the unit outcomes.

Unit outcome #1: Faculty, administrators, and staff will use information to inform decisions or assess the effectiveness of their area.

Based on the 2012-2013 program review evaluation, the IR office revised the survey item assessing the first unit outcome. In previous years, the outcome was assessed by asking customers to indicate how they planned to use the data/information provided to them by checking one or more response choices on a list. The findings from the 2011-2012 and 2012-2013 data found that a large number of survey respondents marked the “other” response choice, suggesting that the survey response choices did not completely capture the ways the campus utilized the data. Therefore, the format of the survey item was changed in 2013-2014 from a check list to an open-ended format to allow customers to describe, in their own words, how the data/information was used.

Approximately 72% of the survey respondents in 2014-2015 (34 out of 47) provided a response to the survey item. The following list describes the broad category of responses provided by the customers. Many survey respondents indicated more or one uses for the data/information provided to them by the IR office:

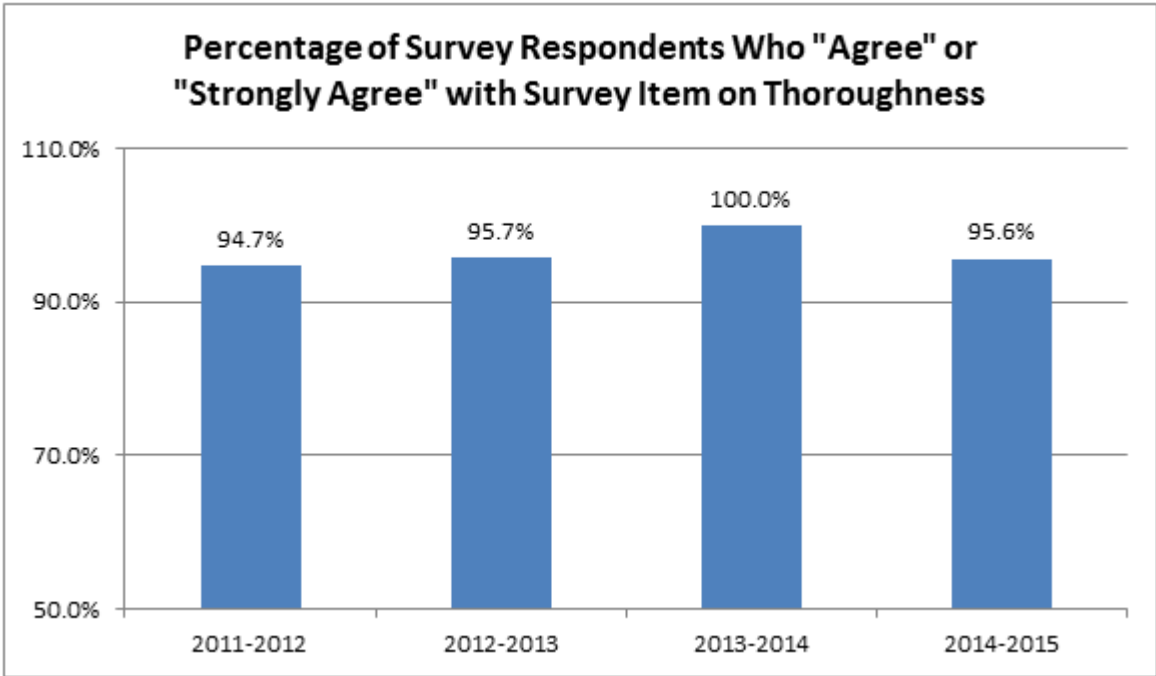
- Program review (annual and six-year) – 10 responses
- Reporting purposes (Board of Trustees, external agencies, grants, etc.) (9)
- Inform departmental planning and decisions (6)
- Inform committee work (6)
- Evaluation of program or practice (4)
- Accreditation (2)
- Student equity proposal (2)
- Curriculum revision
- Dissertation
- Assess effectiveness as an instructor
- Data for presentation at a conference

The data indicate that the office is meeting the unit outcome and customers are using the data/information to inform decisions and assess the effectiveness of their programs.

*Unit Outcome #2: Faculty, administrators, and staff will be satisfied with the **thoroughness of information** provided by them by the Office.*

The office’s second unit outcome is measured by assessing the extent to which customers indicated they “agreed” or “strongly agreed” with the following survey item: *The data/information or service provided by the Office of Institutional Research was thorough.* The assessment findings suggest that the office is meeting the unit outcome as a large majority of survey respondents indicated that they agreed or strongly agreed with the survey item on thoroughness. The office will continue to monitor this unit outcome.

Figure 4. Percentage of Survey Respondents Satisfied with Thoroughness of IR Service/Data/Report



Conclusion #3: The traffic to the Institutional Research website has decreased over the last six months, but the decrease may be attributed to the office’s attempt to decrease the number of web crawlers.

The IR office began collecting and monitoring website traffic data using the website analytic tool of the website platform, SharePoint, on July 1, 2011. The table below describes the number of page views, average

number of page views per day, total number of daily unique visitors, and average number of unique visitors per day for the Institutional Research website. The page views refers to the total number of pages viewed on the Institutional Research website by each visitor (for example, if two website visitors viewed the “Student Success Scorecard” and “Program Review Data” pages, the total page views would be calculated as 4). The unique visitor refers to the number of individuals who have visited one or more pages on the Institutional Research website.

Table 5. IR Website Page Views and Visitors

Metric	7/1/2011 to 12/31/11	01/01/12 to 06/30/12	07/01/12 to 12/31/13	01/01/13 to 06/30/13	07/1/2013 to 12/31/13	01/01/14 to 06/30/14	07/1/2014 to 12/31/14
Total Number of Page Views	30,954	89,856	94,170	119,942	121,797	120,353	55,955
Average Number of Page Views per Day	168	494	512	663	662	665	304
Total Number of Daily Unique Visitors	9182	28862	30952	41933	45688	45125	19891
Average Number of Unique Visitors per Day	50	159	168	232	248	249	108

The website data reveals a dramatic decrease in the traffic for both page views and visitors in the last six months. The decrease in page views and visitors may be the changes made to the IR homepage in July of 2014. The main page was changed to include images of broad categories (SMC Fast Facts, Student Demographics, Success Data, Course Enrollment, Institutional Effectiveness, Student Success Scorecard, Program Review Data, Gainful Employment, and Internal Data Request) instead of a text list of the same categories. The change was made to address the web crawlers problem.

The analytics tool of SharePoint is unable to tease out the “web crawlers” from the page views and visitor data. Web crawlers are internet search engines (for example, Google) which collect URLs by searching the internet when a user performs a keyword search. Each event in which a page on the Institutional Research website

appears in a “results” list of a search engine search is counted as a “page view” and “unique visitor”. By changing the text on the main page to images, the office attempted to parse out the web crawlers and address the likely inflation of page views and visitors that were reported prior to July 1, 2014.

While the changes to the IR website have helped the office more accurately collect website page view and visitor information, the main page is no longer in compliance with 508 standards. The office will focus on making all of the documents and links on the IR website 508 compliant in the next year.

Conclusion #4: The Research Matters blog traffic has increased over the last year.

In Fall of 2011, the Office launched a blog, *Research Matters*, which discusses research news, recent projects, and tips for conducting research. The purpose of the blog is to communicate with the campus more regularly about activities of the office. In 2014-2015 (as of June 1, 2015), the office posted 48 blog entries, a decrease of 39 posts published in the previous year. However, the number of blog visitors increased during the same time which suggests that the blog traffics has increased. During the January 2015 IR staff retreat, the office discussed the challenges in maintaining a blog while effectively managing the research workload. The decision was made to dedicate less of the office’s time in contributing to the blog until a strategic plan was in place to improve traffic to the blog. The office stopped meeting monthly to brainstorm content for the blog and have been making contributions to the blog on an ad hoc basis.

Table 6. Research Matters Blog Entries and Visitors

	Blog Entries	Visitors
2011-2012	73	NA
2012-2013	86	NA
2013-2014	87	296
2014-2015	48	331

Conclusion #5: The staff, faculty, and managers are satisfied with IR services.

A total of 165 IR customers completed the IR Customer Satisfaction Survey since its launch in 2011-2012. The survey data suggest that IR customers are satisfied with the timeliness of the services provided to them.

Table 7. Survey Findings: Satisfaction with Timeliness of Service/Project Completion

	2011-2012 (N = 39)	2012-2013 (N = 47)	2013-2014 (N = 32)	2014-2015 (N = 47)
The Office of Institutional Research gave me an anticipated date of completion for my research request that was reasonable.	100%	100%	96.9%	97.6%
The Institutional Research staff responded to my emails and phone calls (related to my request) in a timely manner.	100%	100%	100%	100%
The Office of institutional Research fulfilled my request sooner than expected or on time.	87.2%	89.4%	96.7%	91.1%
Overall, I am satisfied with the timeliness of the services provided by the Office of Institutional Research.	100%	100%	96.9%	100%

The survey data suggest that IR customers are generally satisfied with the services provided to them.

Table 8. Survey Findings: General Satisfaction Items

		2011-2012 (N = 39)	2012-2013 (N = 47)	2013-2014 (N = 32)	2014-2015 (N = 47)
The data/information or service provided by the Office of Institutional Research...	...met my needs.	100%	100%	100%	97.9%
	...was accurate.	97.1%	97.6%	100%	100%
	...was easy to understand.	97.2%	97.6%	96.7%	95.7%
	...was meaningful or valuable to my program/department.	100%	100%	100%	95.7%
(Only if received report) The format of the report was easy to read and follow.		100%	100%	100%	97.1%
Overall, I am satisfied with the quality of the service provided by the Office of Institutional Research.		100%	100%	100%	97.1%
The Institutional Research staff is courteous and friendly.		97.4%	100%	100%	100%
Overall, the services I received from Institutional Research were satisfactory.		94.9%	100%	100%	97.9%

While the customer satisfaction data are useful in measuring direct customers who request data and research directly from the IR office, the data do not provide feedback from the general campus community. The IR office plans to implement a larger, campus-wide survey to identify areas of improvement and to gather information for departmental planning.

D2: Objectives

No Objective have been entered.

E. Curriculum Review

1. Discuss how the department reviews, revises, and creates new curriculum. Include the following information:

- The process by which department members participate in the review and revision of curriculum.
- How program goals and SLOS are integrated into course design and curriculum planning.
- The relationship of program courses to other college programs (cross-listing, overlapping content)
- The rationale for any changes to pre-requisites, co-requisites and advisories.
- How the department ensures course syllabi are aligned with the course outline of record.

2. Discuss the role of the advisory board and other industry bodies or input in updating curriculum to meet industry standards and the needs of students.

F. Community Engagement

1. If applicable, describe how your department staff members engage in institutional efforts such as committees and presentations, and departmental activities.

For the 2014-2015 academic year, Hannah Lawler, Dean of Institutional Research, served on the following campus committees:

- Chair, Probationary Faculty Evaluation Committee (Psychology)
- Co-chair, Accreditation Standard 1B (Academic Quality and Institutional Effectiveness)
- Leadership Team Member, Student Equity Standing Committee
- Member, Accreditation Steering Committee
- Member, Faculty Hiring Committee (English)
- Member, GRIT Group
- Member, LAHITECH
- Member, Program Review Committee
- Member, Student Success and Support Programs (SSSP) Advisory Committee
- Vice Chair, Institutional Effectiveness Committee

In addition to formally serving on several campus committees, Hannah Lawler also made presentations and/or participated in meetings for the following committees or campus groups: Academic Senate, Campus Climate Assessment Workgroup, Career Technical Education (CTE), Curriculum, Dean's Meeting, Distance Education, District Planning and Advisory Council (DPAC), Enrollment Development Division, First Year Student Workgroup, Fiscal Services Department, Math Department, Santa Monica College Board of Trustees, Student Affairs Division, Student Equity Summit, and Student Success Committee.

Hannah Lawler served on the statewide Vendor Selection Committee for the Common Assessment Initiative. She also presented at the College's Spring 2015 Flex Day on the ILO data results.

For the 2014-2015 academic year, Ani Aharonian, Research Analyst, served on the following campus groups/committees:

- DPAC Technology Planning Subcommittee
- GRIT Group
- Letters and Science Building Monitor
- Member, Accreditation Standard IIC Committee

In addition, Ani Aharonian made presentations and/or participated in meetings for the following committees: Distance Education and Title IX Taskforce.

For the 2014-2015 academic year, Daniel Berumen, Research Analyst, served on the following campus groups/committees:

- Interested Party, Program Review Committee
- Leadership Team Member, Student Equity Standing Committee
- Member, Accreditation Standard IB Committee
- Member, Accreditation Standard IIB Committee

In addition, Daniel Berumen made presentations and/or participated in meetings for the following committees: Emergency Preparedness, Student Equity Summit, and Transportation Taskforce.

For the 2014-2015 academic year, Christopher Gibson, Senior Research Analyst, served on the following campus groups/committees:

- Member, Student Support & Success Programs (SSSP) Committee
- Member, Accreditation Standard IB Committee

In addition, Christopher Gibson made presentations and/or participated in meetings for the following committees: SSSP and the Center for Teaching Excellence.

2. If applicable, discuss the engagement of program members with the local community, industry, professional groups, etc.)

Dean, Hannah Lawler:

- Member, American Educational Research Association (AERA)
- Member, Association of Institutional Research (AIR)
- Member, California Association of Institutional Research (CAIR)
- Member, Research and Planning Group of California (RP Group)
- Guest Lecturer, University of Southern California
 - Course: Assessment, Organizational Learning, and Performance
- Co-presented at the 2015 First Year Experience (FYE) Conference in Dallas, TX
 - Presentation title: "Non-cognitive assessment: Tying the FYE classroom to student success"

Research Analyst, Ani Aharonian

- Member, RP Group

Research Analyst, Daniel Berumen

- Member, AIR
- Member, RP Group

Senior Research Analyst, Christopher Gibson

- Member, RP Group
- Member, Society of Industrial/Organizational Psychologists

G1: Current Planning and Recommendations

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

The following issues are impacting the office's workload and ability to provide accurate and meaningful data/research in a timely manner.

- With the implementation of the annual program review for all instructional, student service, and administrative service programs in spring 2014, the demand for research support has increased.
- New student service and other non-instructional programs (for example, SSSP and Student Equity funded activities) that have been implemented require systematic and ongoing research for planning and evaluation purposes and are placing more demands on the office workload.
- Increased federal and state data reporting, such as Gainful Employment, Student Success Scorecard, IEPI, SSSP, Student Equity, and the two Title V grants are placing more demands on the office workload.
- SMC has started the self-evaluation process for the 2016 Accreditation Site Visit. The accreditation self-evaluation report will require data.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

- Updated technology: The office regularly works with complex databases which require computers with fast processing speeds and large storage space. The office anticipates the the office staff will need updated computers within the next two or three years.
- Increased facility space: The Board has approved the hire of a new research analyst position. There is no additional space in the current office area for the new hire.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be

reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

In order to meet the increasing demands of the office, the IR office may need additional staff dedicated to providing administrative assistance (Administrative Assistant or Research Assistant to the Dean).

With the recent acquisition of Tableau, a datawarehouse and business intelligence tool, the IR office will need additional support from the IT office to develop and maintain a college data mart in which campus members can access real-time data about their programs at any time for planning and program review. Creating a college data mart will move the college forward in terms of supporting an evidence-based culture.

G2: Future Planning and Recommendations

1. Projecting toward the future, what trends could potentially impact the program? What changes does the program anticipate in 5 years; 10 years? Where does the program want to be? How is the program planning for these changes?

With the increased focus on accountability and evidence-based change in higher education, the landscape of institutional research is changing. Federal and state governments and accrediting bodies are placing more and more requirements on colleges to demonstrate student learning and achievement. In addition, institutional researchers are expected to be stewards of the data, educating others on how to conduct inquiry and authentic assessment, enabling leaders to make data-informed decisions, and guiding campus-wide dialogue around institutional effectiveness. As a result, institutional research offices no longer serve as data factories that simply collect and produce data reports. Institutional researchers are expected to provide more data, conduct better analysis of the data, and lead the charge in established a culture of evidence-based change.

2. If applicable, list additional capital resources (facilities, technology, equipment) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Not applicable.

3. If applicable, list additional human resources (staffing, professional development, staff training) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

In order to meet the increasing demands of the office as well as to respond to the changing landscape of the institutional research roles and responsibilities, the office anticipates the need for additional research staff.

4. If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.

Not applicable

5. Summarize any conclusions and long term recommendations for the program resulting from the self evaluation process.

Not applicable

6. Please use this field to share any information the program feels is not covered under any other questions.

Not applicable