

**Significant Trends and Observations and Recommendations of the
Institutional Effectiveness Committee in 2014-2015**
May 27, 2015

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 2014-2015 academic year, the IE Committee:

- Examined the Santa Monica College's performance on the 2015 Institutional Effectiveness Dashboards, the Student Success Scorecard, and the new Institutional Effectiveness Partnership Initiative (IEPI) Framework of Indicators;
 - When looking at the Dashboards, particular attention was paid to the data indicating an equity gap;
- Analyzed Institutional Learning Outcomes (ILO), core competency, and degree/certificate program data;
- Reviewed the College's process of assessing and documenting Student Learning and Unit Outcomes (SLO/UOs); and,
- Drafted and reviewed the College's response on the ACCJC Annual Report.

The Committee presents four recommendations to the College's central planning body, the District Planning and Advisory Council (DPAC), for consideration in the development of the 2015-2016 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 for decision-making and planning processes.

Recommendations:

- 1) **The IE Committee recommends that the College assess the campus climate.** To comply with the White House recommendation related to addressing sexual assault on college and university campuses, Santa Monica College conducted a survey of students to gauge the prevalence of sexual assault at the college and assess students' attitudes and awareness about this issue. The purpose of the survey was to help the college better understand the scope of the problem and to develop practices and programs to respond more effectively when a student is assaulted. A total of 1,766 surveys (paper-based and online) were completed by students between March 22nd and April 6th, 2015. The pilot survey is only the first step in assessing campus climate. The IE Committee recommends that the college conduct further research to obtain more in-depth student feedback on sexual assault incidents, evaluate other dimensions of campus climate, and include employee groups in the assessment of campus climate.

- 2) **The IE Committee recommends that the College implement a system to evaluate existing professional development opportunities and recommend additional professional development activities and opportunities.** It has been a challenge to assess the effectiveness of professional development activities reliably, as there are currently no mechanisms in place to collect data systematically for these indicators. The effectiveness of professional development has been defined as a “future indicators” of the Supportive Collegial Goal of the Institutional Effectiveness Dashboard. 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”.
- 3) **The IE Committee recommends that the College explore opportunities to more accurately and completely track job placement of Career Technical Education (CTE) students.** Data from the 2015 Institutional Effectiveness Report reveal that the job placement rate for students enrolled in the most recent cohort (2011-2012) was 52.2%, which is 7.1% below the institution-set standard of 59.3%. The College’s performance on this indicator may be negatively impacted by the fact that the methodology used to calculate job placement rate does not take into account self-employment data, and many of the CTE programs offered at SMC train students in industries that lead to self-employed or contract positions.
- 4) **The IE Committee recommends that the College implement strategies to assist instructional departments in defining and assessing institution-set standards for degree/certificate programs.** An accreditation standard requires that all colleges establish institution-set standards for student achievement at the college-level and for all degrees and certificates. Institution-set standards are the baselines below which the institution does not want to fall. Currently, the College has defined institution-set standards and monitors performance against those standards for 22 institution-level metrics of student achievement. These standards are published in the annual Institutional Effectiveness Dashboard. However, the College has not yet defined expected performance levels for degrees and certificate.