SMC | SANTA MONICA COLLEGE

Significant Trends and Observations and Recommendations of the Institutional Effectiveness Committee in 2015-2016

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 2015-2016 academic year, the IE Committee:

- Reviewed and analyzed the College's performance on metrics related to institutional effectiveness, including:
  - The 2016 SMC Institutional Effectiveness Dashboards;
  - The statewide Student Success Scorecard; and,
  - The Chancellor's Office Institutional Effectiveness Partnership Initiative (IEPI) Framework of Indicators;
- Reviewed the College's process of assessing Program Learning Outcomes (PLO);
- Prepared a written response addressing the SLO section of the annual ACCJC Report; and,
- Identified additional research needs related to institutional effectiveness.

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 institutional objectives of the 2016-2017 Master Plan for Education. The recommendations were informed by significant trends observed in the college data and committee discussions related to improving the collection, analyses, and use of college and program-level data for decision-making and planning processes.

Recommendation: Program Learning Outcomes

In the past 15 years, the College's efforts related to assessment of learning outcomes have been primarily focused on courses. However, in the past three years, the College has made strides to assess program learning outcomes (PLOs). PLOs are statements that describe what students will know and be able to do when they earn a certificate or degree. The College assesses PLOs through a method of aggregating of the results of course-level student learning outcomes (SLOs) for all core and/or required courses of a degree or certificate at the College. Because assessment of PLOs build on assessments of course-level SLOs, it is critical that the learning outcomes of courses align with the learning outcomes of certificates and degrees. **The IE Committee recommends that the College develop and implement tools to guide instructional programs in evaluating and ensuring alignment of course and program learning outcomes as part of the six-year program review process.**

The College has included an action plan to address PLOs and course SLOs in the 2016 self-evaluation of Standard IIA.9:

> *The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.*

The action steps suggested below will create a more efficient framework to align course-level SLOs with PLOs.

Proposed Activities	Responsible Parties	Timeline	Anticipated Outcomes/ Benchmarks of Success
Objective 1: To develop a systematic means of ensuring core required courses in each degree or certificate program align with the program's learning outcomes.			
1) Rewrite all PLO's in list format.	Discipline faculty	2016-2017	List-formatted PLO's housed in CurricUNET and published in 2017-2018 College Catalog.
2) Create Curriculum Map templates re-populated with PLO's and Core Courses for each program.	Curriculum Technical Review Team	2016-2017	Curriculum Map Templates distributed to department chairs.
3) Use Curriculum Maps to verify alignment of program courses with program outcomes.	Discipline faculty	Each program completes by their next scheduled 6-year Program Review	Curriculum Maps uploaded to CurricUNET by each department's next 6-year Program Review
4) Update program curriculum, including curriculum maps, with each six-year Program Review.	Discipline faculty Program Review Committee Curriculum Committee	Each program completes by their next scheduled 6-year Program Review	All program required core courses align with program learning outcomes as reflected in 6-year Program Review reports.

Recommendation: Successful African American and Hispanic Students

As documented in the College's Student Equity Plan and equity data (http://www.smc.edu/EnrollmentDevelopment/InstitutionalResearch/Documents/Reports/Student%20Equity/2015-2016SMCStudentEquityPlan.pdf), Hispanic and African American students are disproportionately impacted in terms of multiple student success outcomes, including successful course completion, basic skills course completion, and transfer. However, the CTE completion data by student race/ethnicity reveal that these historically underrepresented students *are not disproportionately impacted and do not experience an equity gap* in terms of CTE completion.

CTE completion is calculated by determining the percentage of CTE students (first-time freshmen who earned 8 or more units in the same TOP code and enrolled in at least one clearly or advanced occupational course) who completed a certificate/degree, transfer, or attain transfer-prepared status (completion of 60+ CSU/UC transferable units with 2.0+ GPA) within six years. Review of the College's performance on the CTE Completion metric (reported on the Institutional Effectiveness Dashboard, Student Success Scorecard, and IEPI Framework) by student ethnicity/race revealed that two historically underrepresented groups, the African American and Hispanic student populations, outperform or do as well as other groups (see Figure below).
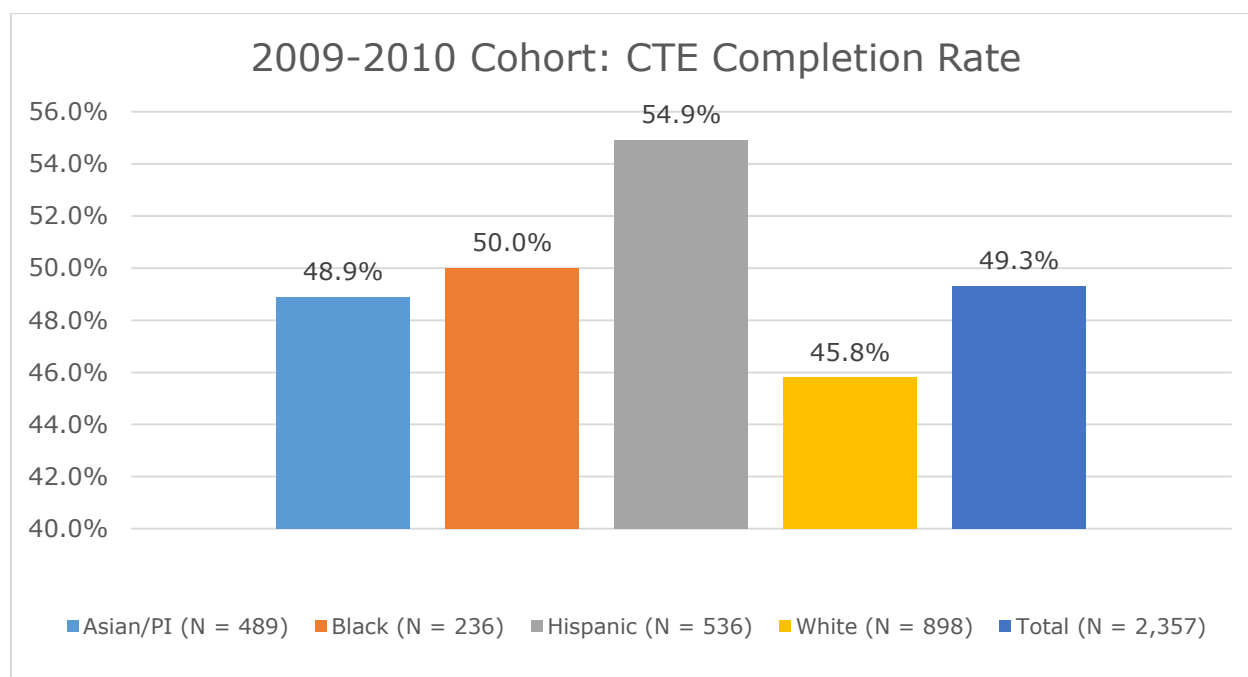
This data finding has implications for the College's student equity work. The IE Committee feels that the College can learn from the successful students of the disproportionately impacted groups, and apply what we have learned to develop strategies in addressing equity gaps that exist in other success outcomes. **The IE Committee recommends that the College conduct a study to better understand why African American and Hispanic students do better in terms of CTE completion, including the factors that facilitate their success.**

Recommendation: Employee Average Vehicle Ridership

Data from the 2016 Institutional Effectiveness Dashboard reveal that the 2015-2016 College's employee Average Vehicle Ridership (AVR) is 1.51 persons per vehicle, which exceeds the current goal of 1.50 mandated by the City of Santa Monica. However, with the Metro Expo Line extension to Santa Monica opening in late May 2016, the city ordinance raised the AVR goal for businesses like Santa Monica College to 1.75 persons per vehicle by 2017. **The IE Committee recommends that the College implement strategies to increase the College's employee AVR to 1.75 persons per vehicle to adhere to the revised target goal set by the City of Santa Monica.**

Recommendation: Employee Satisfaction

Currently, there is one metric measuring the College's "supportive collegial" goal (MPE Institutional Objectives Completion Rate). The committee has discussed the need to further develop metrics that more directly and meaningfully assess collegiality (for example, employee satisfaction on topics such as campus culture, work environment, and collegiality between campus groups). **The IE Committee recommends that the College administer an employee survey to collect data to assess collegiality.**