Significant Data Trends, Observations, and Recommendations of the Institutional Effectiveness Committee 2017-2018

Institutional Effectiveness (IE) is the systematic and continuous process of measuring the extent to which a college achieves its mission, as expressed through the goals and strategic objectives developed in an education master plan. The Academic Senate Joint Institutional Effectiveness Committee (IE Committee) provides input into the IE process, engages in activities to support the College's assessment of IE each year, and reports to District Planning and Advisory Council (DPAC) the areas of the college needing attention based on the College's performance on the IE metrics. This report provides a summary of the activities of the IE Committee during the current academic year as well as significant data trends and observations based on SMC's performance on the IE dashboards to inform the development of the 2018-2019 Master Plan for Education annual objectives.

Committee Scope and Functions:

Scope:
The IE Committee reviewed and modified the committee's scope. The current scope reads: The Institutional Effectiveness Committee helps district units to achieve and sustain proficiency in the formulation, assessment, and analyses of effectiveness measures to inform the Program Review and Institutional Planning processes as well as aid in the preparation of periodic accreditation self-evaluations.

Committee Functions:
The IE Committee updated its functions which now read as follows:
- Reviews and analyzes the college's performance on the IE Metrics
- Coordinates with the Curriculum and Program Review Committees on issues related to institutional effectiveness
- Ensures that instructional, non-instructional and administrative units understand the importance of outcomes analysis and its role in the ongoing cycle of outcomes definition, assessment, and revision
- Sustains the infrastructure for reporting and collecting outcomes data (Outcomes Portal)
- Facilitates the linkage between the Office of Institutional Research and the planning process through the identification and analysis of institutional data such as student engagement, campus climate, and other surveys
- Makes recommendations to DPAC especially in regard to the development and assessment of the College's strategic initiatives
- Reviews institutional level outcomes data to inform program and institutional decision-making and planning
- Makes recommendations for Institution Set Standards and Target Goals for IE Metrics

Review of the IE Dashboards:

The institutional effectiveness process at Santa Monica College follows a five-year cycle as target goals are set for five year timelines. The last five-year cycle concluded in 2015-2016. The 2017-2018 year is the second in the current institutional effectiveness cycle (2016-2017 to 2020-2021). During the current academic year, the IE Committee conducted a comprehensive review of the indicators and the information they provide.

- The review resulted in the following revisions and expansions to the IE Dashboards:
    - Academic Dashboard: Includes momentum points that align with the Guided Pathways framework
    - Fiscal Dashboard: Includes more detailed metrics
    - College Infrastructure Dashboard: Added three new metrics, including one metric regarding technology*[1]
    - Collegiality Dashboard: Added metrics regarding employee satisfaction and campus climate, which reflect findings from the College Employee Satisfaction Survey[2]
- IE Indicators to be included in future dashboards:
    - Additional IT metric
    - Outcomes for Bachelor's degree students
    - Outcomes for non-credit/adult education students
    - Additional counseling metric

Recommendations of the IE Committee:

The Committee presents three recommendations to the DPAC for consideration. The recommendations are informed by significant trends observed in the college data on institutional effectiveness.

- The IE Committee recommends the following during the redesign of the student experience to address the longstanding equity gaps in student success:
    - institutional decision making and actions keep central the impact on target populations identified as having the largest equity gaps
    - the equity gaps found in both the course success and transfer rate metrics inform the evaluation of existing efforts and creation of new efforts

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[1] Identified as a goal in 2017 IE DPAC Report
[2] Identified as a goal in 2017 IE DPAC Report

Figure 1. Course Success Rate for 2015-2016 of Black and Latinx (Hispanic) Students

COURSE SUCCESS RATE BY STUDENT GROUP, 2015-2016.
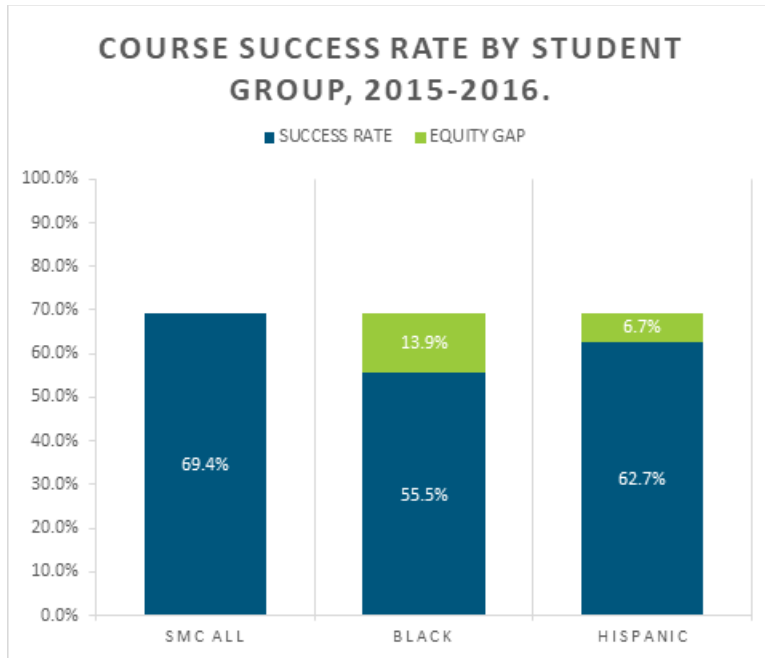
The data revealed that gaps continue to exist in terms of course success for Black and Latinx (Hispanic) students as compared to all SMC students (see Figure 1), but the impact was greatest for Black students.

Figure 2. Transfer Completion Rate by 2015-2016 of Black and Latinx (Hispanic) Students who began in 2010-2011


TRANSFER RATE, 2010-2011.
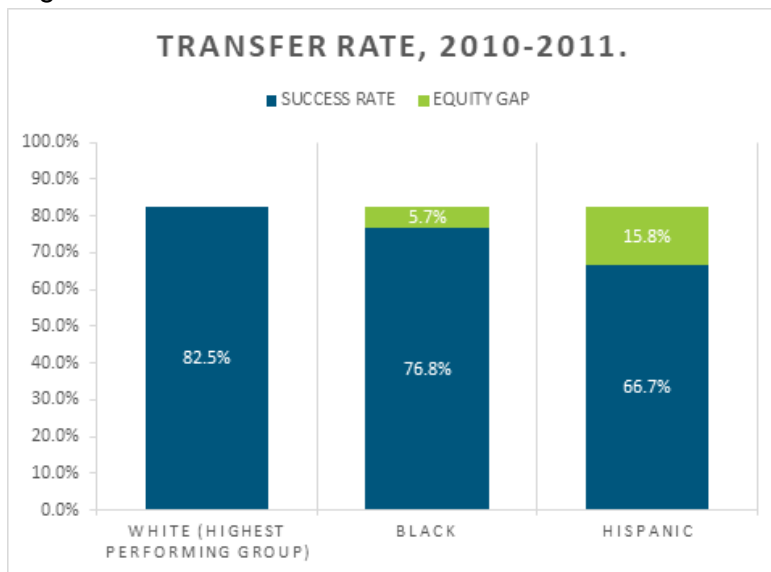
Upon further analysis, the IE Committee found that equity gaps existed again among Black and Latinx (Hispanic) students seeking to transfer[3] (see Figure 2), but here the impact was greatest for Latinx (Hispanic) students.

2) Collegiality Dashboard 5.4 and 5.5
The IE Committee recommends that the College explore actions that improve the collegial environment.

Figure 3. Employee Satisfaction: Campus Culture & Policies
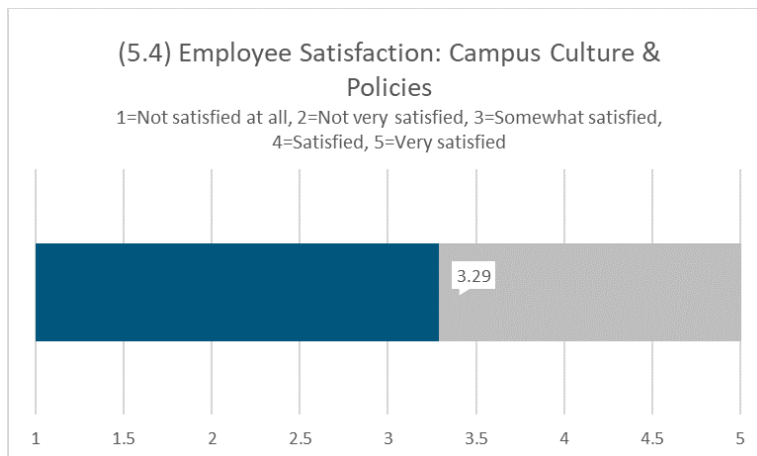
In the 2017 College Employee Satisfaction Survey, SMC employees were least satisfied with institution-wide communication. The survey asked employees to rate the importance of and satisfaction with 30 items related to campus culture and policies. The average satisfaction rating overall was 3.29 (see Figure 3), meaning that overall the College was somewhat satisfied. The three lowest scoring survey items were the following: a) Employee suggestions are used to improve our institution; b) There is good communication between staff and the administration at this institution; and c) There are effective lines of communication between departments. These items scored between 2.73 and 2.93 on the above Likert scale, with a performance gap ranging between 1.5 - 1.73. It is important to note that the performance gap is based on the difference between the participant's value of importance and satisfaction with the College's performance.

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[3] Transfer data is pulled from the California Community Colleges Chancellor's Office Data Mart system, which is based on a six year cohort tracking model.

Figure 4. Employee Satisfaction Work Environment

(5.5) Employee Satisfaction: Work Environment
1=Not satisfied at all, 2=Not very satisfied, 3=Somewhat satisfied, 4=Satisfied, 5=Very satisfied

3.56

Not satisfied   Very satisfied
1   1.5   2   2.5   3   3.5   4   4.5   5

The 2017 College Employee Satisfaction Survey asked employees to rate the importance of and satisfaction with 21 items related to work environment. The average satisfaction rating overall was 3.56 (see Figure 4), meaning that overall the College was somewhat satisfied. The two lowest scoring survey items were the following: a) My department has the budget needed to do its job well; and b) My department has the staff needed to do its job well. These items scored between 2.73 and 2.75 on the above Likert scale, with a performance gap ranging between 1.87- 1.92. It is important to note that the performance gap is based on the difference between the participant's value of importance and satisfaction with the College's performance.

3) College Infrastructure Dashboard 4.6
IE recommends that the College further research and address factors that contribute to the current Operations Association of Physical Plant Administrators (APPA) Standard Level.

Figure 5. Operations APPA Standard Level

4.6 Operations APPA Standard Level
1=Best, 5=Worst

3

Best   Worst
1   1.5   2   2.5   3   3.5   4   4.5   5
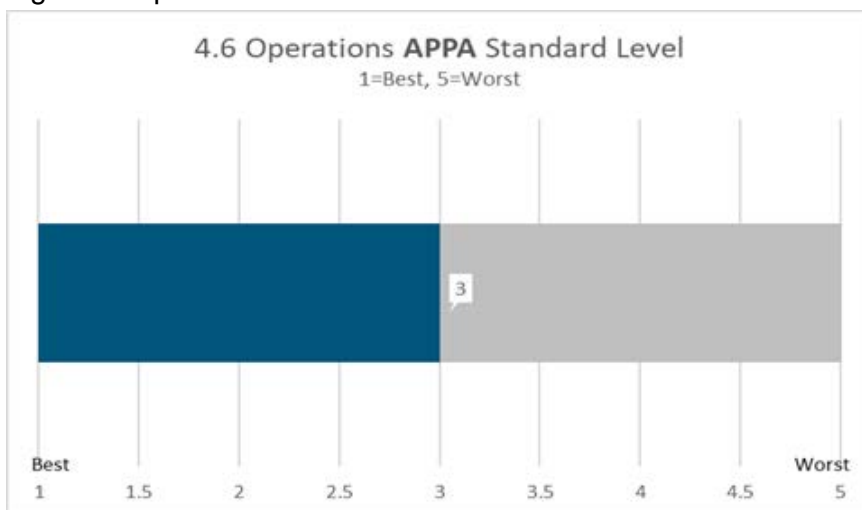
The Association of Physical Plant Administrators (APPA) publishes staffing guidelines for educational institutions based on a five level of cleanliness standard; based on the College's

ratio of square footage to staffing levels, the College's current expectation is to achieve a level 3 standard (see Figure 5). Based on APPA research, they currently recommend a level 1 or 2 standard as a means of maximizing student success. It should be noted that the type of facility affects staffing levels. For example, laboratory facilities require different levels of staffing than classroom or offices.

The College's current strategic plan emphasizes improving facilities and technology infrastructure, integration and staffing, particularly as new buildings are planned and constructed. To operationalize the strategic goal, 2018 Program Review Committee Report outlined the need to develop a maintenance and replacement plan to address the level of custodial servicing and maintenance of facilities across all campuses as one of its observations based on overarching trends/needs.