Institutional Research Annual Review 2018-2019

I. PROGRAM DESCRIPTION: In one or two paragraphs, provide a description of the primary goals of your program or service area. Attach an appendix to describe your program or service area in more detail, if needed.

Note: If no changes have occurred, copy and paste from last year's review.
If it exists, feel free to copy the brief description of your program from the college catalog:
http://www.smc.edu/CollegeCatalog/Pages/default.aspx

> The Office of Institutional Research (IR) supports the mission of Santa Monica College by generating accurate, relevant, and timely information to support the assessment, evaluation, and planning of programs, services, grants, and college-wide initiatives.
> The core work of the office spans several areas, including:
> - **Decision Support -**
>   Promotes informed decision-making processes by providing and guiding in the interpretation of pertinent data and information;
> - **Planning Support –**
>   Works with college units, departments, and committees to clarify goals and objectives, develop and measure meaningful outcome metrics, and facilitate the use of data in evidence-based planning;
> - **Research –** Coordinates and conducts specialized research studies on a variety of topics to advance institutional goals;
> - **Reporting** – Collects, summarizes, and disseminates College data for internal and external audiences; and;
> - **Resources** – Develops and maintains tools and other resources to increase access to and use of College data by campus constituents, and to ultimately expand the research capacity of the College.

II. PARTNERSHIPS: (CTE only)

> *Not applicable to IR*

III. PROGRESS SINCE LAST REVIEW (LAST YEAR'S OBJECTIVES):

Identify the original objectives from your last review as well as any new objectives that have emerged since then (if applicable).

For each objective, determine status and explanation for status.

Objective	Status (Completed, in progress, not started, no longer pursuing)	Status Explanation
1) Develop and implement a data coaching program	Completed	In collaboration with the Center for Teaching Excellence and the Office of Workforce and Economic Development, the data coaching pilot program was launched in 2017-2018. The data coaching program trained a total of 7 faculty in 2017-2018 and 14 faculty in 2018-2019 on data and inquiry skillsets, including data compilation and analyses and data interpretation in the context of programs. The data coaching program involves a 2-day institute and several meetings and optional hands-on trainings throughout the year. In addition, the data coaching program works with program and department leaders to utilize the services of data coaches. For example, data coaches could help instructional department chairs find and interpret approptiate data for program review.
2) Improve the data request form	Completed	As reported in the prior review, the IR office retooled the request form in 2014. However, the percentage of users who indicated that they "agreed" or "strongly agreed" that the request form was easy to navigate and use, captured the needs of the request, and could be completed in a reasonable amount of time decreased after the implementation of the new form. In

		response to the data, the Office of Institutional Research solicited feedback on the form from "power users" during the September and November 2018 meetings and launched the new form in February 2019. One of the new elements of the form include a requirement that all ad hoc data requests are vetted and made by a department chair, manager, or program leader. This policy was implemented to address the increasing number of duplicate requests the Office was receiving and ensure that all requests are aligned with departmental priorities (and not used to fulfill "nice to know, but cannot act on it" requests)

IV. ACHIEVEMENTS:

(Optional) List any notable achievements your program accomplished in the last year.

- Revised the IR website to be more user-friendly
- Instituted new office processes to streamline data requests and ensure maximum responsiveness, including adopting a "90-minute or less" policy where all data requests that require 90 or less minutes to complete will be directly addressed by the Dean (policy reduces staff workload)
- Reconvened the Research Advisory Group
- Based on input from the Research Advisory Group, wrote and published:
  - A service level agreement document
  - A college research agenda
- Offered for the first time, a three-part survey clinic for program leaders on how to write effective survey questions, create an online survey, and analyze survey results (professional development series)
- Developed and published an interactive college fact book using Tableau software; the dashboards replaced static PDF data reports that were not 508-compliant. The new fact book is accessible for people with disabilities.

V. ASSESSMENT AND EVALUATION

Part 1: Outcomes and Evaluation Results

A. Reflect on the outcome assessment (PLO, SLO, UO) data that your program reviewed in the current year (2018-2019) that have yielded **notable** or **actionable** findings. Insert additional rows as needed.

Note: It is not required that you mention every outcome assessed in your program.

What outcome were you assessing?	How was the outcome assessed?	What were the results of the assessments?	Describe any changes that are planned or in progress to address the results
Faculty, administrators, and staff will effectively use information for planning or improvement efforts.	Survey administered to employees who have utilized IR services	100% of survey respondents (N = 18) reported that they "strongly agreed" or "agreed" to the survey question: The data informed the quality of my decision-making or planning processes. However, only 61% of survey respondents (N = 43) reported that they have used or acted upon the data they received from IR. See results in Appendix A.	The survey questions currently do not reveal information about how IR can facilitate the use of data and what barriers program leaders and managers face in analyzing, interpreting, and using data for planning/decision-making. The Office plans to fine-tune the survey instrument to better collect more nuanced data.

B. Reflect on other effectiveness data you collected and analyzed for the program this year.

1a: Course Success and Retention (Instructional Depts Only)
After reviewing the course success and retention rates for your program, describe how these rates reflect the overall effectiveness of your program, and discuss any planned changes or actions your program plans to take to address the results (if applicable). *Access data in Tableau (http://tableau.smc.edu)*

1b: Racial and Other Equity Gaps for Course Success (Instructional Depts Only)
After reviewing the course success rates by ethnicity/race and other demographic variables, identify any equity gaps, and discuss any planned changes or actions your program plans to take to address the gaps (if applicable). *Access data in Tableau (http://tableau.smc.edu)*

2: Degrees and Certificates (Instructional Depts Only)
After reviewing the numbers of degrees and certificates awarded by your program, describe how the data reflect the overall effectiveness of your program, and discuss any planned changes or actions your program plans to take to address the results (if applicable). *Access data in Tableau (http://tableau.smc.edu)*

3: Additional Data Demonstrating Effectiveness (If applicable)
If available, describe the results of other data indicating the effectiveness of the program and discuss any planned changes or actions your program plans to take to address the results.

Examples of other data include: surveys, document reviews, observations, performance indicators, focus groups/interviews, advisory committees, labor market demand, license exam pass rates

During the early part of the 2018-2019 academic year, the IR team discussed concerns about the increasing number of duplicate data requests (i.e., different people on campus request same data), repeat requests (i.e., same requests made year-after-year), and idle data (i.e., data or reseach findings not used for program planning or improvement). To address these concerns, the IR office took several steps, including:

- Instituted a policy requiring data requests to be made by a department chair, manager, or program leader;
- Pausing the research request form in the fall and working with requestors one-on-one on articulating a focused and intentional request that leads to more relevant data;
- Brainstormed with 20+ IR "power users" about how we could address these concerns;
- Explicitly documented the research request process and our expectations of data users in a Service Learning Agreement;
- Allocate more of the workload on developing Tableau data dashboards so that users can "self-serve";
- Implemented a new research form that requires the requestor to explicitly align the request with college goals and priorities; and,
- Implemented a new request form that requires the requestor to justify repeat requests.

The goal of the changes was to reduce the unnecessary part of the team's workload and increase our ability to respond more promptly to requests.

The following table describes the number of number of ad hoc data requests completed in the last three academic years and the average number of workdays to fulfill each request.

Academic Year	Number of Ad Hoc Requests**	Average Time to Complete Request
2016-2017	228	15.78
2017-2018	205	20.35
2018-2019*	156	18.18

As of 5/21/2019; Dean was on maternity leave for approximately 2 months of the academic year and one staff member was on paternity leave for approximately 3 months of the academic year which may have impacted the data for this year
**Does not include work completed by Dean or other staff that was not requested through the ad hoc research request process (for example, committee work, writing of the Student Equity Plan, and preparation for professional development workshops provided to the campus)*

The data reveal that the number of research requests has decreased in 2018-2019 or since the changes in the office policies and practices have been implemented; fewer ad hoc research requests were made this year. In addition, the average number of workdays to complete a project decreased from 20 in 2017-2018 to 18 in 2018-2019, indicating that the IR team was able to fulfill data requests an average of 2 days faster than last year.

Part 2: Analyses of Results

This question is designed to bridge the results of your evaluation and outcomes assessment with next year's objectives (VI).

In one or two paragraphs, describe what you have learned about your program and how this knowledge will inform your plans for next year.

Early data reveal that the changes made in the office has positively impacted our ability to respond and serve the campus; however, there is still much room for improvement. Our goal is to be able to reduce the number of workdays to complete a project from an average of 18.18 in 2018-2019 to below 15 workdays and to decrease the number of overall ad hoc requests made. In order to achieve this goal, the IR Office will allocate more of our workload to developing self-service data tools and prioritize offering more training for users on how to get the most out of data. To capture the impact of our plans for next year, we will revise our survey to capture more detailed data about how users use data.

VI. NEXT YEAR'S OBJECTIVES:

Itemize any specific strategies or projects you plan to accomplish next year to improve the effectiveness of your program. *Limit 3 objectives.*

Objective	Rationale for Setting Objective *Link to data, if applicable.*
1. Establish a federally-approved Institutional Review Board (IRB)	All institutions receiving federal funds are required to establish a federally recognized IRB for research using human subjects (Department of Health and Human Services Protection of Human Subjects regulations 45 CFR part 46). Currently, the college has an IRB process that is not federally recognized. The office will submit the paperwork and register with the OHRP.
2. Increase campus use of data dashboards	Currently, there have been 156 ad hoc data requests fulfilled this academic year (as of 5/21/2019). It took an average of 18.18 work days to complete ad hoc data projects. In order to achieve our goal of reducing the total number of ad hoc requests overall as well as the number of work days to complete to below 15, the office will invest more of our workload on developing self-service data dashboards. We will also measure this objective by tracking the number of users for data dashboards overall.

3. Revise customer satisfaction survey	Currently, the customer satisfaction survey does not provide indepth information about why users do not utilize the data provided to them by the office (see UO data results section). To obtain more detailed and actionable data, we will revise our customer satisfaction survey to include more open-ended and qualitative types of questions.

VII. CURRENT PLANNING AND RESOURCE NEEDS:

Part 1: Narrative

Broadly discuss issue or needs impacting program effectiveness for which institutional support or resources will be needed for the coming year.

As an office serving the entire campus and with the limits of the current College budget (unable to increase staffing), the office continues to face challenges in meeting the data and research demands of the College. Data, research, and evaluation is central to every grant, college-wide initiative, state/federal mandate, and college planning process. In more recent months, the College has been requesting more and more projects requiring data mining and data analytics (for example, forecasting for the Student Centered Funding Formula) and the use of other emerging data tools for which our staff have no training (and for which skills are not included in the job description). In the coming year, we will need support from the institution in helping our office determine solutions for this emerging issue, including increased professional development for our staff and dialogue with IT staff on how to best address the campus' data analytic needs.

Part 2: List of Resources Needed

Itemize the specific resources you will to improve the effectiveness of your program, including resources and support you will need to accomplish your objectives.

While this information will be reviewed and considered in institutional planning, this information does not supplant the need to request support or resources through established channels and processes.

Resource Category	Resources Description/Item	Rationale for Resource Need (Including Link to Objective)
Human Resources		
Facilities *(information inputted here will be provided to DPAC Facilitates)*		
Equipment, Technology, Supplies *(information inputted here will be provided to TPC)*		

Professional Development	Subscription to DataCamp.com	Sustained training and professional development for IR team on data analytics tools

VII. CHALLENGES:

(Optional) List significant challenges your program faced in the past year (optional) needed for the coming year.
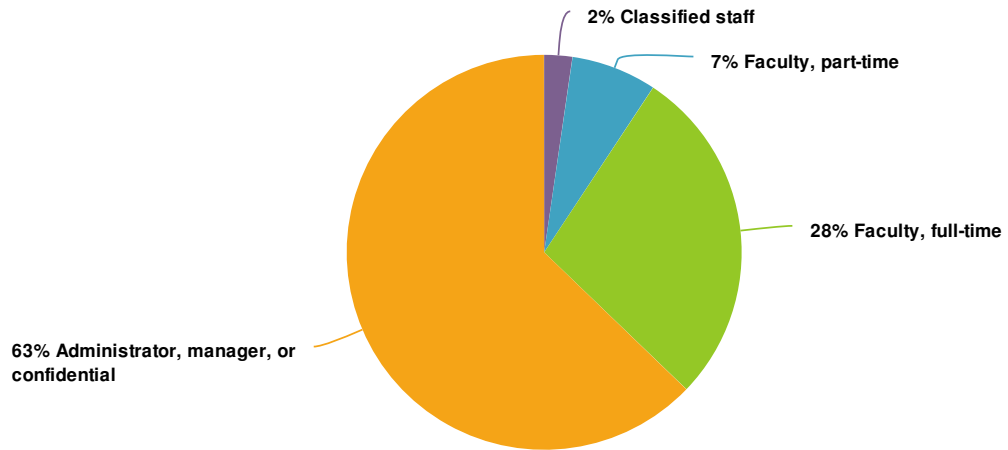
Choose not to answer as it is optional

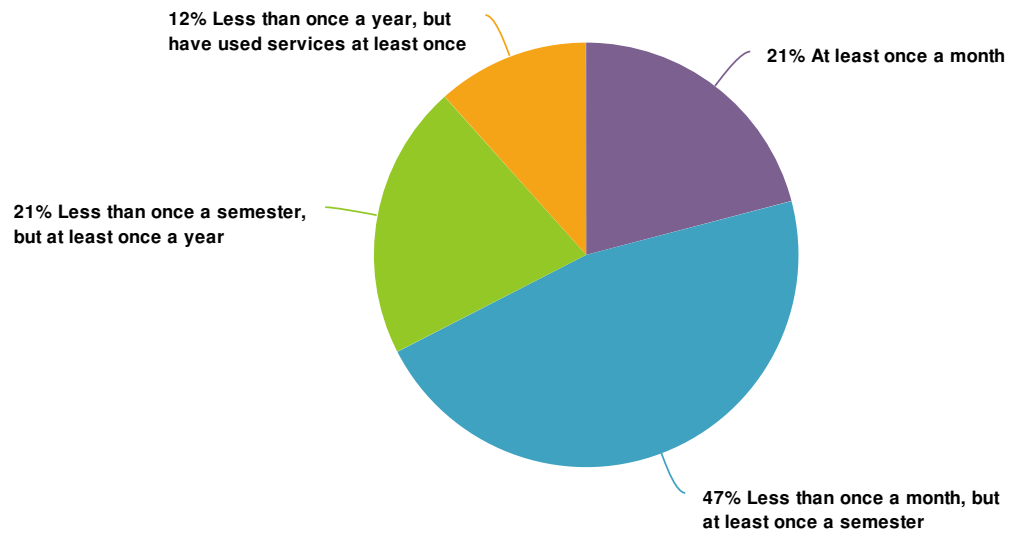# Report for Institutional Research Customer Feedback Survey

Response Counts

Completion Rate:	**100%**	
	Complete	43

Totals: 43

1. What is your primary role at SMC?

2% Classified staff

7% Faculty, part-time

28% Faculty, full-time

63% Administrator, manager, or confidential

Value		Percent	Responses
Classified staff		2.3%	1
Faculty, part-time		7.0%	3
Faculty, full-time		27.9%	12
Administrator, manager, or confidential		62.8%	27

Totals: 43

2. On average, how often do you use IR services?

12% Less than once a year, but have used services at least once

21% At least once a month

21% Less than once a semester, but at least once a year

47% Less than once a month, but at least once a semester

Value		Percent	Responses
At least once a month		20.9%	9
Less than once a month, but at least once a semester		46.5%	20
Less than once a semester, but at least once a year		20.9%	9
Less than once a year, but have used services at least once		11.6%	5

Totals: 43

3. Please identify the type(s) of service(s) you received for the IR office during the Summer/Fall 2017 terms. Mark all that apply.
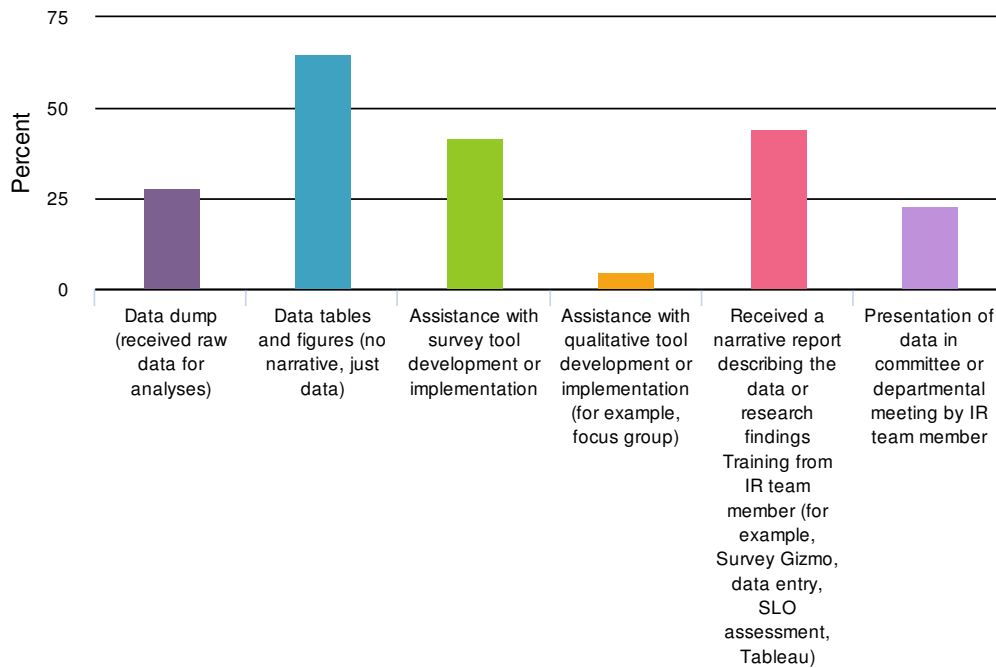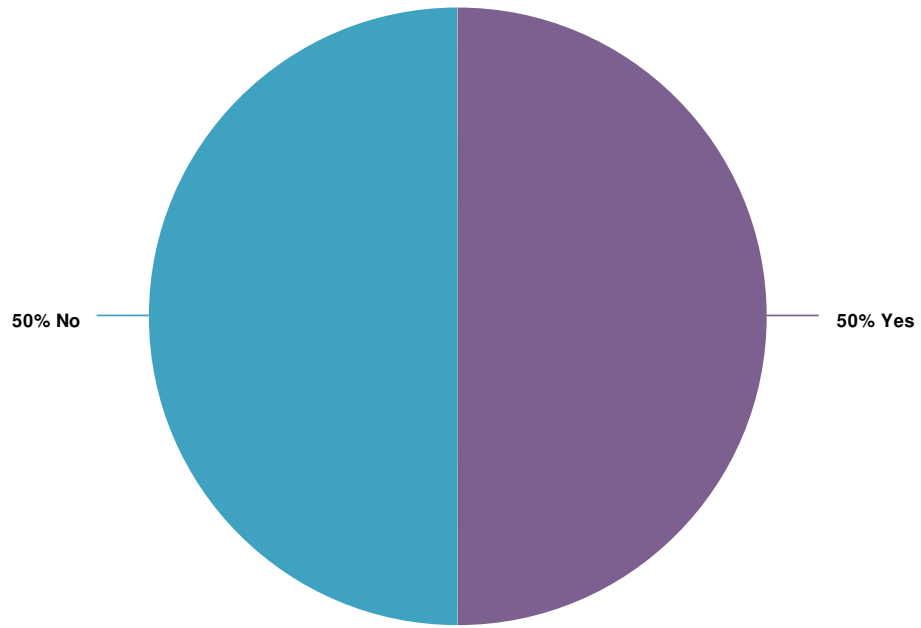

Value		Percent	Responses
Data dump (received raw data for analyses)		27.9%	12
Data tables and figures (no narrative, just data)		65.1%	28
Assistance with survey tool development or implementation		41.9%	18
Assistance with qualitative tool development or implementation (for example, focus group)		4.7%	2
Received a narrative report describing the data or research findings Training from IR team member (for example, Survey Gizmo, data entry, SLO assessment, Tableau)		44.2%	19
Presentation of data in committee or departmental meeting by IR team member		23.3%	10

4. Please rate the extent to which you agree with the following statements about the services you received:

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree	Not Applicable	Responses
The process for requesting data and research support is clear. Count Row %	25 58.1%	13 30.2%	3 7.0%	2 4.7%	0 0.0%	0 0.0%	0 0.0%	43
The initial response to my request for data or support was prompt. Count Row %	33 76.7%	7 16.3%	0 0.0%	1 2.3%	0 0.0%	0 0.0%	2 4.7%	43
The services I received were timely (met my deadline). Count Row %	31 75.6%	7 17.1%	1 2.4%	0 0.0%	1 2.4%	0 0.0%	1 2.4%	41
The data I received fulfilled my request and/or answered my question(s). Count Row %	29 69.0%	10 23.8%	2 4.8%	0 0.0%	0 0.0%	0 0.0%	1 2.4%	42
The data received was presented in a manner that was easy to understand. Count Row %	31 73.8%	9 21.4%	1 2.4%	0 0.0%	0 0.0%	0 0.0%	1 2.4%	42

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree	Not Applicable	Responses
The services or data I received was meaningful or added value to my program or department. Count Row %	32 74.4%	10 23.3%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 2.3%	43
The IR team members were courteous and professional. Count Row %	39 92.9%	3 7.1%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	42
Overall, I was satisfied with the services I received. Count Row %	35 81.4%	7 16.3%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 2.3%	43
I would recommend the IR services to my colleagues. Count Row %	37 86.0%	6 14.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	43
Totals Total Responses								43

5. Did you use the online Research Request Form to make your data or research support request?

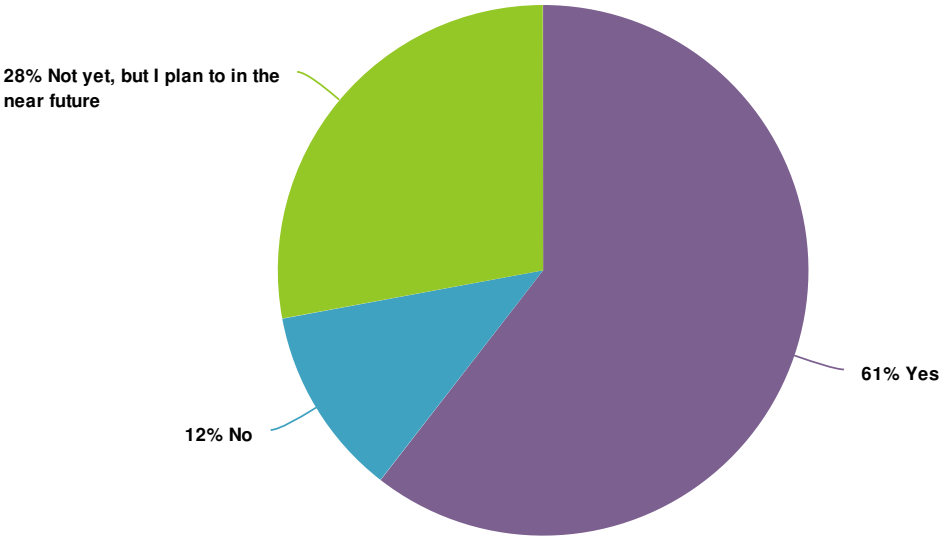| Value		Percent	Responses
Yes		50.0%	21
No		50.0%	21
			Totals: 42

6. Please rate the extent to which you agree with the following statements about the data you received:

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree	Not Applicable	Responses
The online Research Request Form was easy to use Count Row %	10 47.6%	8 38.1%	3 14.3%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	21
The form captured all of my request needs Count Row %	9 45.0%	7 35.0%	4 20.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	20
The time it took to complete the form was reasonable Count Row %	12 57.1%	7 33.3%	2 9.5%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	21
Totals Total Responses								21

7. Please rate the extent to which you agree with the following statements about the data you received:

|	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Not Applicable	Responses
I understood the data that was provided to me. Count Row %	15 83.3%	3 16.7%	0 0.0%	0 0.0%	0 0.0%	18
The data informed the quality of my decision-making or planning processes. Count Row %	13 72.2%	5 27.8%	0 0.0%	0 0.0%	0 0.0%	18

Totals
Total Responses 18

8. Have you implemented change in your department or program as a result of the data or have you acted upon the data provided to you?

Value		Percent	Responses
Yes		60.5%	26
No		11.6%	5
Not yet, but I plan to in the near future		27.9%	12

Totals: 43

9. Has the change you implemented resulted in improvement in your program?

48% I don't know

52% Yes
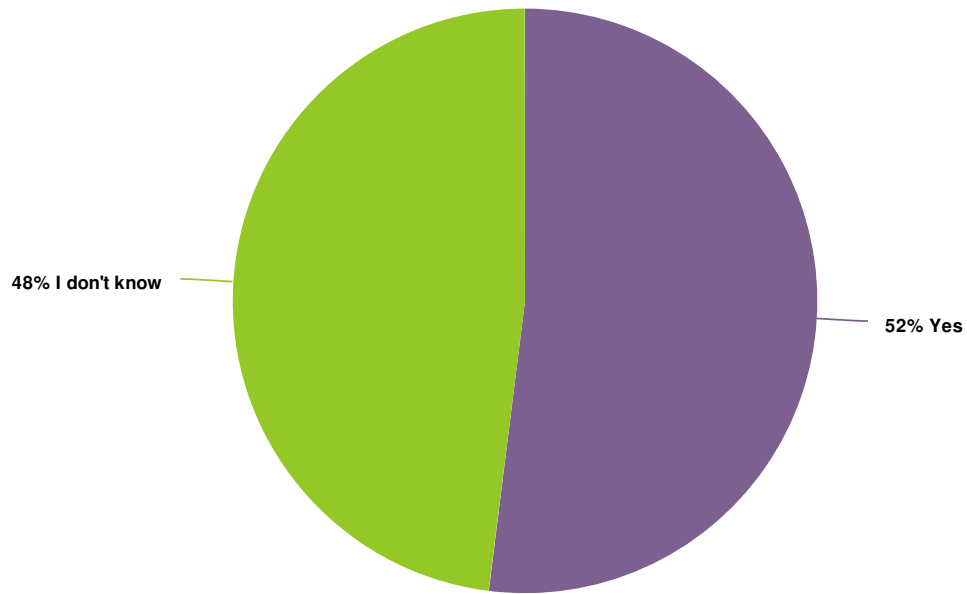
Value		Percent	Responses
Yes		52.0%	13
I don't know		48.0%	12

Totals: 25