# All Fields Report

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| **Program** | Institutional Research |
| **Does this program have a CTE component?** | Yes |
| **Academic Year** | 2016/2017 |
| **Review Period** | 6 Year |
| **Service Areas** | |

## A. Program Description and Goals

*This section addresses the big picture. Prompts should help you describe your program and goals and the relationship to the institutional mission, vision and goals, and how the program is funded.*

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

SANTA MONICA COLLEGE
Institutional Research

The Office of Institutional Research (IR) supports the mission of Santa Monica College by generating accurate, relevant, and timely information to support the assessment 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.

The IR office indirectly contributes to the College's mission, vision, goals, and Institutional Learning Outcomes by providing consistent and reliable data to the departments, programs, and services that directly influence student learning and student support, as well as the areas promoting a stable fiscal, sustainable physical, and supportive collegial environment on campus.

During the lastcomprehensive six-year review in January 2011, the IR office had been characterized by instability due to a high level of staff turnover. However, since then, the office has not only achieved consistency in its staffing, but experienced a dramatic increase in full-time equivalent (FTE) from one FTE to five FTEs. As a result, the College has improved its capacity to support data-driven decision-making and planning processes.

The IR Office is currently staffed with five, full-time team members with an average of three years of service to the College, including one dean, two senior research analysts, and two research analysts. All team members are involved in a broad range of institutional research activities, including, but not limited to, responding to specific data requests made by campus constituents, designing and implementing research studies, evaluating programs, services, and grants, presenting data to stakeholders, and providing training on data tools and databases. As the chief institutional researcher, the dean provides the strategic vision and operational leadership and management for the research function of the College. The two senior research analysts perform a variety of complex, high-order statistical and analytical research, and provides guidance and work direction to the research analysts.

**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 current responsibilities of the office, including its mission, core functions, and overarching goals, were initially developed and adopted in January 2011, and are reviewed and updated on an annual basis (as needed). In preparation for the six-year program review, the office conducted a more comprehensive review of its mission, functions, and goals. The results of the review include the refinement of the core functions of the office for relevancy and clarify, and the articulation of more specific and explicit goal statements. Over the past six years, the mission, functions, and goals of the office have evolved, primarily in response to the new accountability and accreditation mandates, and the changing needs, direction, and culture of the College.

**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 in support of the College's planning, decision making, and continuous improvement efforts;
2. Collect, summarize, and disseminate a repository of facts and figures related to the College's students, courses, and performance on success and achievement metrics for internal and public audiences;
3. Provide technical assistance to administrators/managers, staff, academic and support service programs, and committees in their planning and assessment activities;
4. Provide support in the development and assessment of institutional, program-level, and course-level student learning outcomes (SLOs)/unit outcomes (UOs) for instructional and student and learning support programs, and administrative units;
5. Provide support for the program review process by providing a standard set of data reports for instructional programs and by responding to ad hoc data requests from instructional and non-instructional units;
6. Facilitate the College's self-evaluation process for accreditation, including the compilation of data and other evidence;

7. Conduct research studies to ensure that placement assessment instruments, multiple measures, and course prerequisites are valid and reliable;
8. Assist the College in the acquisition and evaluation of grants;
9. Respond to federal, state, and other external reporting mandates;
10. With input from the campus constituents, develop and maintain a report of institutional effectiveness metrics;
11. Facilitate campus-wide discussions of institutional performance, student success, and other data;
12. Provide oversight for the College's Institutional Review Board (IRB) function by ensuring the ethical and safe treatment of human subjects who participate in research projects at the College;
13. Using data visualization software, build and maintain dashboards to facilitate access to data; and,
14. Maintain an up-to-date website.

**Goals:**

1. Provide high quality support to administrators, faculty, staff, students, and others who request research assistance from the office;
2. Provide data and information that is accurate, relevant, and digestible;
3. Respond to requests for data and research assistance in a thorough and timely manner;
4. Carry out the functions of the office using "customer-friendly" skills, and;
5. Be faithful stewards of the College data.

**3. If applicable, describe how the Institutional Learning Outcomes (ILOs), Supporting Goals, and/or Strategic Initiatives of the institution are integrated into the goals of the program or service area.**

Not applicable

**4. 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).**

Position: Senior Research Analyst #1
Funding Source: 100% Student Equity

Position: Senior Research Analyst #2
Funding Source: 50% Student Success & Support Programs (SSSP) and 50% Title V, Hispanic Serving Institution grant (Center for Teaching Excellence)

Position: Research and Administrative Assistant (currently unfilled)
Funding Source: 100% Student Success & Support Programs (SSSP)

## B. Populations Served

*In this section you will provide information that describes who your program or service area serves. When comparing data from different periods, use a consistent time frame (ex. Compare one fall term to another fall term)*

## B. Saved Information For Populations Served

**Area/Discipline Information Pertains To**

*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 the entire College community, including students, faculty, staff, managers, senior administration, college committees, instructional departments, student and learning support services, administrative units, and the Board of Trustees. In addition, the office serves external stakeholders such as the accrediting commission, the federal government, the California Community College Chancellor's Office, and other groups or individuals requesting data or information about Santa Monica College (for example, the City of Santa Monica, the College Board, prospective students, and other colleges and universities).

The IR office collects some limited information on its clients who request ad hoc data, primarily employment status and department, if applicable. The office does not collect demographic information about its clients. Campus constituents and external stakeholders are able to request data or research assistance on an ad hoc basis by communicating with the dean of the office or by completing an online form. Table 1 describes the percentage of ad hoc data requests made by the requestor's constituency group and the calendar year in which the requests were fulfilled. Beginning in 2014, the "requestor" categories were refined to include college committees and groups.

**Table 1. Ad Hoc Data/Research Requestors by Employment Status and Calendar Year**

| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016* |
|---|---|---|---|---|---|---|
| Faculty (Adjunct & Contract) | 56 | 51 | 65 | 67 | 57 | 42 |
| | 34.1% | 30.0% | 33.5% | 28.8% | 27.7% | 24.1% |
| Management | 74 | 69 | 84 | 86 | 80 | 78 |
| | 45.1% | 40.6% | 43.3% | 36.9% | 38.8% | 44.8% |
| Staff | 13 | 16 | 13 | 9 | 12 | 12 |
| | 7.9% | 9.4% | 6.7% | 3.9% | 5.8% | 6.9% |
| Student | 4 | 4 | 0 | 3 | 3 | 1 |
| | 2.4% | 2.4% | 0.0% | 1.3% | 1.5% | 0.6% |
| Committee | NA | NA | NA | 36 | 22 | 13 |
| | NA | NA | NA | 15.5% | 10.7% | 7.5% |
| Internal (IR) | 6 | 14 | 10 | 19 | 13 | 14 |
| | 3.7% | 8.2% | 5.2% | 8.2% | 6.3% | 8.0% |
| External | 11 | 16 | 22 | 13 | 19 | 14 |
| | 6.7% | 9.4% | 11.3% | 5.6% | 9.2% | 8.0% |
| Total | 164 | 170 | 194 | 233 | 206 | 174 |
| | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

*as of 9/17/2016*

The addition of the "committee" category for employment status in 2014, which includes official and standing committees and informal workgroups, has primarily impacted the proportion of percentage makeup of requestors who are from the faculty group; this group experienced a steady decline in 2014, 2015, and 2016 when compared to the percentage of the requestors represented in 2013. One possible explanation for the decline in faculty requestors is that a large majority of committee requests in 2014-2016 (approximately 77%) were initiated by faculty chairs or co-chairs of committees.

In 2016, the largest proportion of ad hoc data/research requests were made by managers (44.8%), followed by SMC faculty (24.1%), institutional research staff (8.0%), external stakeholders (8.0%), and campus committees (7.5%). Internal office projects that were needed as the occasion required, but not included in the annual calendar of office projects, were designated as ad hoc requests made by the IR office.

Table 2 describes the unique number of ad hoc data requestors by employment category and calendar year.

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

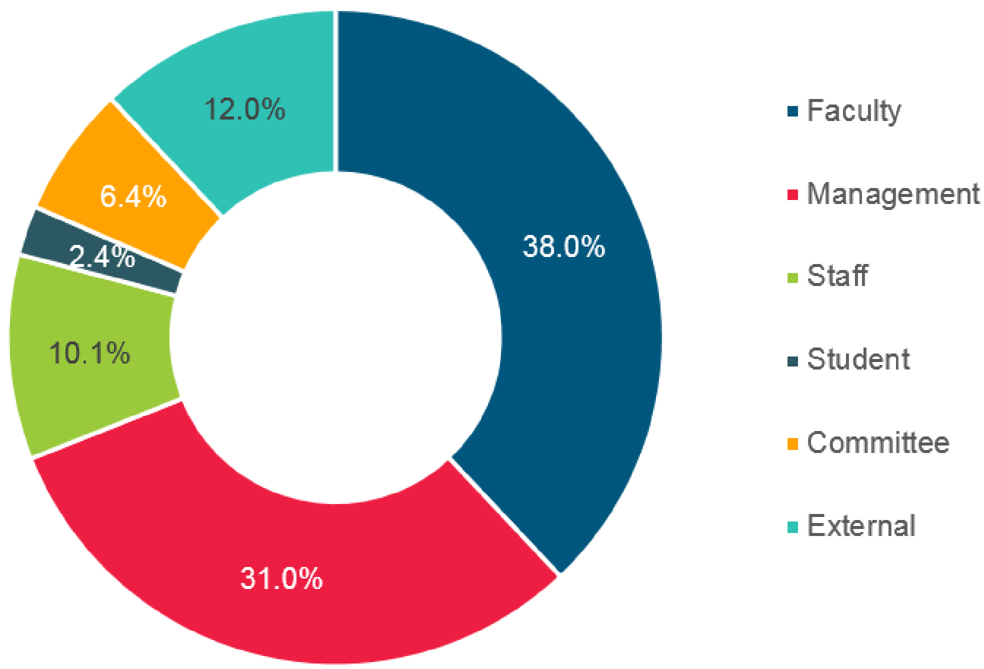
| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016* |
|---|---|---|---|---|---|---|
| Faculty (Adjunct & Contract) | 32 | 33 | 39 | 49 | 36 | 29 |
| | 39.5% | 37.1% | 43.3% | 39.8% | 36.0% | 30.2% |
| Management | 23 | 28 | 28 | 34 | 33 | 32 |
| | 28.4% | 31.5% | 31.1% | 27.6% | 33.0% | 33.3% |
| Staff | 11 | 11 | 8 | 8 | 10 | 10 |
| | 13.6% | 12.4% | 8.9% | 6.5% | 10.0% | 10.4% |
| Student | 4 | 4 | 0 | 3 | 2 | 1 |
| | 4.9% | 3.4% | 0.0% | 2.4% | 2.0% | 1.0% |
| Committee | NA | NA | NA | 17 | 8 | 12 |
| | NA | NA | NA | 13.8% | 8.0% | 12.5% |
| Internal (IR) | 1 | 1 | 1 | 1 | 1 | 1 |
| | 1.2% | 1.1% | 1.1% | 0.8% | 1.0% | 1.0% |
| External | 10 | 13 | 14 | 11 | 10 | 11 |
| | 12.3% | 14.6% | 15.6% | 8.9% | 10.0% | 11.5% |
| Total | 81 | 89 | 90 | 123 | 100 | 96 |
| | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

**as of 9/17/2016*

As of 9/17/2016, a total of 96 unique ad hoc data requestors made 174 requests for an average of 1.81 requests/requestor. Over the last six years, the unique number of requestors has ranged from 81 in 2011 to a peak of 123 in 2014. In 2016, nearly two-thirds of requestors belonged to the faculty or management employment groups.

Overall (2011-2016), the data reveal that the IR office's largest client base (excluding itself) are faculty and managers, representing 38% and 31% of ad hoc data requestors (see Figure 3).

**Figure 3. Ad Hoc Data/Research Requestors by Employment Status; Unduplicated by Year (2011-2016*, N=574)**




**as of 9/17/2016*

**2. Discuss any significant change(s) in the population(s) served since the last full program review and the possible reasons for the change(s).**

See response above.

## C. Program Evaluation.

*In this section programs/units are to identify how, using what tools, and when program evaluation takes place. Evaluation must include outcomes assessment as well as any other measures used by the program. Please use Section D to address program responses to the findings described in this section.*

**Programs/units with multiple disciplines or functions may choose to answer the following questions for each area. If this is your preferred method of responding, begin by selecting a discipline/function from the drop down, answer the set of questions and click "Save", your answers will be added to the bottom of page. Do this for each**

**discipline/function. If you would like to answer the questions once, choose "Answer Once" from the drop down.**

**How would you like to answer these questions?**

## C. Saved Information For Program Evaluation

**Area/Discipline Information Pertains To**

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***

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Current Unit Outcomes:

1. Faculty, administrators, and staff will effectively use information for planning or improvement efforts.
2. Faculty, administrators, and staff will be satisfied with the thoroughness of information provided to them by the office.

Former Unit Outcomes:

1. Faculty, administrators, and staff will use information to inform decisions or assess the effectiveness of their area.
2. Faculty, administrators, and staff will be satisfied with the timeliness and quality of information provided to them by the office.

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**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**

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The IR office began systematically assessing its unit outcomes in July 2011 by embedding items into the larger Institutional Research Customer Satisfaction Survey. The survey, administered to staff, faculty, and managers who received data or research support from the office, was active during academic years 2011-2012 through 2014-2015, but the office discontinued the survey in 2015-2016 (see response in following prompt question #3 for explanation). An email invitation to participate in the online survey, including the embedded unit outcomes assessment items, was sent to ad hoc data requestors approximately two to six months after project or service completion. The “two to six months” timeframe for assessment was designed to allow the requestors ample time and opportunity to utilize the data for program planning, improvement or other purposes.

All members of the IR team participate in the entire UO process, including the review of the UO statements for appropriateness, clarity, and relevancy, development and implementation of tools assessing the UOs, analyses of the UO assessment results, and the development of a plan to address any gaps revealed during the UO process (closing the loop). The review of the office’s UOs occurs during the annual staff retreat (typically late winter or early spring semester).

The following bullet points provide a timeline summary of the UO-related activities of the IR office since the last six-year program review:

- January 2011 – Two UOs were articulated.

- July 2011 – Assessment methods for the UOs were developed, and UOs were assessed for the first time. Targets were set at 100% for each UO.

- May 2012 – Analyses and discussion of initial UO results of assessments conducted between July 2011 and May 2012

The assessment results indicated that the office was performing at ceiling levels on the UO related to “timeliness and quality of information” as 100% of the survey participants responded that they were “satisfied” or “very satisfied” on three of the four survey items assessing timeliness. In addition, 95% or more of the survey participants responded that they were “satisfied” or “very satisfied” on all seven of the survey items assessing quality (see pp. 13 and 14 in Appendix A).

The data revealed that the IR office met the UO related to “timeliness and quality of information”. As a result, a decision was made to refocus the UO on helping practitioners “close the loop” (use data to improve program). In 2012-2013, the UO statement “Faculty, administrators, and staff will use information to inform decisions or assess the effectiveness of their area” was formulated and replaced the UO related to timeliness and quality. An assessment for the new UO was developed and implemented for the first time 2012-2013 as a multiple-choice survey item, “How have you used or plan to use the results of the data/information/service provided to you by the Office of Institutional Research?” with the following response choices: “To identify program needs”, “For program or course planning”, “To answer a research question my program had”, “To write a program review”, “To evaluate a current grant objective”, “To articulate or assess SLO statement”, “To support a program meeting agenda item”, “To generate a follow-up research question”, “To inform a program’s budget”, “To write a grant proposal”, and “Other”.

- July 2013 – Analyses and discussions of initial results of the new UO related to use of data for assessments conducted between July 2012 and May 2013 revealed that approximately 26% of survey respondents used the “Other” response choice in responding to the assessment item about the use of data to inform planning or assess effectiveness. The sizeable percentage of survey participants who indicated “other” uses of data suggested that the survey item did not completely capture the range of uses of data. As a result, the office revised the UO assessment item from a check list/multiple-choice format to an open-ended format which allows survey respondents to report, in their own words, how the data/information provided to them by the office was used for decision making (see p. 13 in Appendix B).

- July 2015 – During a monthly staff meeting, the IR team determined that both the client satisfaction survey and unit outcome results were no longer yielding information that was useful in facilitating office planning and improvement. As a result, the office made the decision to suspend the use of the survey and UO assessments until an improved version of the survey/UO assessment was developed. The new assessments are currently in the process of being refined and will be launched in the next month or two (as of September 2016). A draft of the proposed assessment (and the larger IR Customer Satisfaction Survey) can be viewed in Appendix C. The plan is to assess the UOs on a quarterly schedule (administer at the end of each semester).

- January 2016 - The word "effectively" was added to the unit outcome statement related to use of information to ensure that the IR office facilitates best practice in the interpretation and use of data by staff, faculty, and administrators.

- August 2016 – The IR team struggled to develop a meaningful assessment of the UO related to use of information. As a result, the UO statement was one again refined to be more specific and more easily measureable. The revised UO statement is: "Faculty, administrators, and staff will effectively use information for planning or improvement efforts." In developing an assessment for the revised statement, the three necessary conditions for meeting the outcome were considered. In order for practitioners to effectively use data/information, 1) they need to understand the data or information presented to them; 2) they need to act upon it; and, 3) the "action" or intervention results in some change or improvement in the program.

**3. What other evaluation measures does your administrative unit use to inform planning? (For example, completion of program goals, program activity, content review, opinions of clients, etc.) Note your target goals and whether your unit is meeting them.**

**Customer Satisfaction Survey**

In 2011-2012, the IR office began administering a survey to evaluate customers' satisfaction levels with timeliness and quality of service and/or data and general customer service provided by the office. The web-based survey was administered anonymously and on a voluntary basis. Survey respondents were invited to complete one survey for each completed request; therefore, respondents were instructed to complete the survey based on the request or service identified in an email invitation.

The target goal for all satisfaction level items was set at 100%. The survey was administered to all ad hoc data requestors approximately two to six months after project or service completion. The two to six month delay in the administration of the survey was designed to account for the survey item assessing the unit outcome about how the data or information provided by the office was used. The delay allows IR's customers enough time and opportunity to utilize the data for program planning, improvement, or other purposes.

The method of survey administration created some challenges for the IR office. First, the delayed administration of the survey made it incredibly difficult and labor-intensive for IR team members to keep track of the schedule for sending out email invitations for participation in the survey. IR team members reported that they did not have the bandwidth to monitor the survey given their heavy workload. In addition, because customers were asked to complete a survey for each completed data/request, those who requested data frequently (for example, the Associate Dean of Grants or Vice President of Enrollment Development) or "power users" were inundated with requests to complete the survey, which we hypothesized negatively impacted the survey response rates. The survey response rate reached peak performance in 2011-2012 (43.8%) and has steadily declined to 18.5% in 2014-2015. Lastly, the results of the survey indicated that customers were very satisfied with the services and data provided by the office. The high level of performance on the survey items did not provide insight on areas for improvement.

Consequentially, the IR office discontinued use of the survey in 2015-2016 and set an annual program review objective to revise and improve the survey and its methodology. Refer to Appendix C for a draft of the revised survey. Refer to Appendix D for a copy of the 2014-2015 version of the survey. Refer to Appendix E for a summary of the results of the survey between 2011-2012 and 2014-2015.

**Ad Hoc Data/Research Request and Project Tracking System**

In January 2011, the office began systematically documenting the status of research projects using an internal database system. The database tracks the volume of incoming research requests as well as the amount of time to complete data/research requests or projects. Numbers of research requests completed measure the office's workload. Project completion time measures efficiency, however, completion time depends on various factors, including complexity of request, type of request, and availability of data. The IR office does not set targets for volume of research requests and project completion time as these metrics of effectiveness are affected by too many external factors that are out of the control of the office. However, the completion time data is used to provide an accurate anticipated project completion date to the research requestor. The internal project tracking database is discussed in more detail in section D "Looking Back".

**Web Traffic Data**

In 2011, IR office began monitoring web traffic (total number of visitors and webpage views) for the IR website. The IR did not set target goals for these metrics; however, this data informed office planning. For example, an annual objective was developed in the 2013-2014 program review to address the increased traffic to the IR website.

The IR office stopped collecting and monitoring web traffic data for the IR website in 2015-2016 as the data were found to be confounded. In 2014-2015, the office discovered that the analytics tool of the website platform, SharePoint, was not capable of teasing 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 IR website appears in a "results" list of a search engine is counted towards the "page view" and "unique visitor" figures, even if the user did not visit the page. As a result, the web traffic data are likely inflated.

The IR blog called *Research Matters* was launched in 2011. The *Research Matters* blog is discussed in more detail in section D "Looking Back". The office began monitoring web traffic to the blog in 2013-2014. However, the web platform used to house the blog (Tumblr) stopped providing detailed web traffic data for free. As a result, the office stopped monitoring the number of unique visitors to the blog in 2015-2016.

In January 2016, the College acquired Tableau, a software designed to facilitate data management and visualization. The IR office is collaborating with Information Technology and other campus leaders to launch the tool and develop data dashboards. The use of Tableau will facilitate the work of IR by automating regularly requested reports, and providing "just-in-time" data for key campus leaders and other power data requestors (those who request a lot of data). The project is still in its infancy stages; however, once the tool is fully implemented at the College, IR will be able to monitor and track usage data using a function within the Tableau software.

**2015 Institutional Research Service Awareness Survey**

In response to an annual objective for the 2014-2015 program review, the IR office administered a survey to assess campus awareness and general satisfaction with services provided by the office in November 2015. All faculty, staff, and administrators were invited to participate in the online survey, including those who had not used IR services or had not interacted with the IR team members. The survey was designed to help the office better understand how the college campus utilizes IR, articulate the strengths and areas of improvement, and ultimately, help inform the direction of the office.

The survey included questions around the following five sections:

- Institutional research services
- Institutional research website
- *Research Matters* blog
- *Research Roundtable* discussions
- Professional development workshops and trainings

A copy of the survey is included in Appendix F, and the results of the survey are included in Appendix G. Target goals for metrics on the survey have not yet been set. The results of the survey were used to establish a baseline. The IR office plans to re-administer this survey every two to three years and set target goals in the future.

## D1. Objectives

As part of the planning process, programs are expected to establish annual objectives that support the program's goals. Please document the status of the program/function's previous year's objectives. Add comments if you feel further explanation is needed.

## D1. Objectives

Objective:
Establish a process of archiving completed research projects

Status: Completed

Comments:
The IR office encountered some challenges in accessing work completed by an analyst who had recently left the College as files and other documents were located on her personal work computer station and names of files were difficult to decode. The office had not experienced any staff turnover since 2010; and up until the recent departure of the analyst in January 2016, the office had not encountered problems accessing old files. As a result, the office identified an objective in the 2015-2016 annual program review to standardize file names of projects and store completed work in a shared drive.

Since the submission of the 2015-2016 program review in June 2016, the office has developed a standard system of naming files. Each file name for a completed project/data

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| request followings the following structure:<br>ProjectNumber.TitleofProject.RequestorLastName.CompletionDateYYYMMDD<br><br>For example:<br>1077.EndofYearNSFPVGrantOutcomes.Cooley.20160607<br><br>In addition, the office has set up a system in the internal project tracking database that provides a hyperlink to a file or document for each entry for a data request or project. Clicking on the hyperlink leads directly to the appropriate file in a folder in the shared drive. While the hyperlink process has been set up, it will take the office several months to create appropriate links for each of the 1,000+ past projects. | |
| Objective:<br>Publish program review dashboards using Tableau.<br><br>Status: Completed<br><br>Comments:<br>The office has designed and published several data dashboards to replace the old PDF versions of the program review data packets. The dashboards include department-, discipline-, and course-level data on student demographics, course enrollment patterns, course success and retention by student demographic variables, and degrees and certificates awarded for all instructional programs. The dashboards have been introduced to the instructional department chairs during a September 2016 Department Chairs meeting. The program review dashboards offer interactive and dynamic views of data which allow users to visually explore different levels and disaggregation of data through its “select” and “filter” functions. For example, the Department Chair of the Physical Sciences can view the course success data for the organic Chemistry courses only by filtering the three courses in the series. Ultimately, the program review data dashboards will help the instructional programs complete parts of the data sections in both their annual and six-year program reviews.<br><br>To view sample snapshots of the program review dashboard, refer to Appendix H. | |
| Objective:<br>Revise tool to assess unit outcomes<br><br>Status: Completed<br><br>Comments:<br>A draft of the revised assessment for the two UOs has been developed but not finalized. To view the preliminary draft, refer to Appendix C. The office plans to finalize the tool in the next month or two and pilot the items in November or December of 2016. | |
| Objective:<br><br>Create and publish at least three new data dashboards using Tableau. | |

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| Status: In Progress<br><br>Comments:<br>The office aims to successfully implement Tableau by strategically and intentionally designing data dashboards that meet the needs of the campus (versus replicating old dashboards or creating dashboards on an ad hoc basis). | |
| Objective:<br><br>Create a comprehensive and strategic communication, marketing, and training plan.<br><br>Status: In Progress<br><br>Comments:<br>Communication and marketing: The results of the IR Awareness Survey reveal that the campus community is largely not aware of IR services. This objective aims to help the office communicate its services to the campus, including how to use the research request form, the kinds of services offered by the office, and how to conduct research on their own.<br><br>Training: In addition, a unit outcome of the IR office focuses on our customers being able to successfully use data to inform planning and decision-making processes that ultimately result in program improvement. The office plans to offer professional development to assist practitioners in using data for program improvement to achieve the outcome. | |
| Objective:<br><br>Develop and implement a data coaching program.<br><br>Status: In Progress<br><br>Comments:<br>The data results from the project tracking system indicate that the office is performing at maximum capacity. Short of hiring additional staff, the office will need to invest in and develop additional resources and tools to expand the research capacity of the College.<br><br>One strategy to expand research capacity is by leveraging the talents and skills of existing faculty, staff, and administrators who are interested in institutional data through a data coaching program. A data coach is a faculty, staff, or manager who is knowledgeable about specific educational data and is skilled in providing technical assistance to other colleagues in the analyses and interpretation of data.<br><br>A data-coaching program is essentially a "train-the-trainer" program in which the IR office, in collaboration with the College's Center for Teaching Excellence, will provide in-depth training on existing data tools, such as Tableau and the Chancellor's Office Datamart. Data coaches will be provided a stipend for participation in the training | |

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| program. A condition of serving as a data coach will be a commitment to assist others on campus in accessing and using data.<br><br>The first cohort of the data coaching program will be intended for those who are interested becoming experts on CTE data, including labor market information and employment outcomes. | |
| Objective:<br><br>Improve the ad hoc data/research assistance request form<br><br>Status: In Progress<br><br>Comments:<br>The objective is based on the findings discussed in conclusion #5 in section D2 moving forward. | |

## D1. Looking Back

*In this section, please document what you did last year as a result of what you described in Section C.*

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

The IR office completed a total of 206 research projects in 2015, and 174 in 2016 (as of September 17, 2016). The total number of projects does not account for the office work not directly related to research, for example, committee work, planning, and projects for internal program improvement. The following list provides a brief and selected summary of the accomplishments of the IR office during the 2015-2016 academic year:

**A. Projects affecting broad, college-wide policies**

The IR office played a critical role in several college-wide initiatives to improve college practice and student success. Some examples include:

1. Multiple Measures Assessment Project (MMAP)

The IR office provided technical and research support in determining the appropriate logic/decision model in implementing multiple measures based on students' previous high school academic performance. Current Title 5 regulations stipulate that California Community College use more than one assessment measure in order to assess students' ability to be successful in courses and programs. Prior to the MMAP, the College utilized students' responses on a background questionnaire as a second measure (beyond performance on the placement exam).

2. Common Assessment Initiative

Related to the MMAP, the IR office participated in statewide efforts to test items on the common assessment exams in English/ESL and math. The IR office organized and led the efforts to conduct content validity of the test with discipline faculty.

3. Probationary Status and Financial Aid

In response to a new regulation which will requires students who receive the Board of Governors fee waivers to meet minimum academic and progress standards, the Academic Senate Joint Student Affairs Committee reviewed the College's student services administrative regulations related to the college's policies on progress probation. The IR office produced data and facilitated a discussion to help the committee inform their decisions related to lowering the progress probation unit completion threshold.

**B. Projects supporting college planning**

The IR office provided support in college-wide and departmental planning processes. Some examples include:

1. The Institutional Effectiveness Report

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 2016 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 central stakeholders of indicators, Academic Senate committees, and the college's central planning body (DPAC).

2. Accreditation Self-Evaluation

The office played a key role in assisting the college's Accreditation Steering Committee collect evidence for the self-evaluation report. In addition, the office produced a large section of the introduction chapter of the accreditation report and provided background statistics on the College.

3. Program Review

The IR office provided research and evaluation support for a large majority of the programs undergoing a comprehensive program review during the 2015-2016 academic year. The office produced "data packets" for instruction programs which included a standard set of data related to student demographic, course enrollment, success and achievement, and SLOs. In addition, the office provided ad hoc support for both instructional and non-instructional programs needing data for their reviews.

For the first time, the IR office calculated suggested program-level institution-set standards for degree/certificates programs for success-related metrics in the program review "data packets". Program-level institution-set standards are the minimum, satisfactory performance of student learning and achievement. Institution-set standards were initially only set for college-level metrics that are published in the annual report of institutional effectiveness. However, the office collaborated with the Academic Senate Joint Institutional Effectiveness Committee to publish "suggested" expected performance levels for degrees and certificates in response to the College's Master Plan for Education institutional objective #2 (http://www.smc.edu/ACG/DistrictPlanningPolicies/Documents/District_Planning_and_Advisory_Council/2015-

2016/MPE%202015-2016%20Final.pdf)

4. Student Equity

The IR office was intimately involved in the writing of the College's annual Student Equity Plan, particularly the sections reporting the College's performance on the student equity metrics. In addition, the office provided research support and training for the activities and programs funded by the Student Equity Plan.

## C. Strategic Efforts for Assessment and Organizational Learning

The IR office participated in and implemented several strategies designed to help the college conduct assessments to ultimately promote organizational learning. Some examples of these strategies include:

1. CTEOS

The IR office partnered with Santa Rosa Junior College to administer the Career Technical Education Outcomes Survey (CTEOS), a statewide effort to gather information on employment outcomes for those students who participated in CTE programs. The IR office was involved in providing logical support in the study, including identifying CTE students and providing contact information for these students. The results of the survey will be primarily used by CTE practitioners to strengthen CTE programs.

2. Education Advisory Board Research Presentation

The IR office organized a presentation from the Education Advisory Board (a research consulting group the College contracts with) to facilitate a discussion around best practices related to retaining first-year students. The spring event was attended by leaders in both the areas of academic and student affairs.

## D. Grant Support

The IR office continued to provide grant support, including evaluation of existing grants (for example, two Title V grants, NASA MUREP grant, and an NSF grant) and research support to acquire new grants (for example, the Basic Skills Student Outcomes and Transformation Grant and a Title V STEM grant).

## E. Projects Undertaken for Internal Improvement (IR Office)

1. Tableau Software

With the recent acquisition of Tableau, a web-based data visualization software, the IR office was able to publish two data dashboards; one dashboard focused on data needed for instructional program reviews (department-, discipline-, and course-level data on student demographics, course enrollment patterns, course success and retention by demographic variables, and degrees and certificates awarded) and the other focused on reporting the College's WSCH per FTEF for fiscal services. The office is planning to create additional dashboards using Tableau in the current academic year and beyond, if necessary.

The IR office participated in a workgroup (representation from the IT, academic affairs, enrollment services, and IR areas) focused on successfully planning for and implementing Tableau on campus. The office contributed to the development of unofficial guiding principles to guide the workgroup in implementing Tableau. The guiding principles include:

- Dashboards depending on historical data sources will be the responsibility of Institutional Research (cohort tracking, MIS data, historical trends, etc.); dashboards depending on "live" data sources will be the responsibility of IT (day-to-day student transactions in Corsair Connect, etc.);
- Given the time and resources it takes to create them, dashboards will be created to replicate data reports that are regularly requested, accessed, and reported;
- Dashboards will only be created for data that is best communicated through visualization (graphs, charts, etc.); and,
- The Tableau dashboards are not a substitute for all of the data reports produced by the IR and IT areas.

2. <u>Institutional Review Board</u>

The office made strides in implementing a formal Institutional Review Board (IRB) process, including providing training for faculty, and revising existing procedures and forms.

3. <u>Brand and Logo Improvements</u>

In response to initial findings of the IR Awareness Survey, the members of the IR team discussed the need to rebrand the office. The office worked with college's graphic designer to design a new office logo and develop a style guide in an effort to create a more contemporary, unified, and recognizable "look" to all reports and presentations that are produced by the office. See Appendix I for the IR Style Guide, including the new logo.

**F. Evaluate New Initiatives, Strategies, and Programs**

The IR office designed and implemented research projects to evaluate new programs and strategies which ultimately helped campus leaders gather initial feedback on the program, and help plan for the future. Examples: English Academy, STEM Skills Workshops, Physics and Mathematics Self-Paced Modules (NSF), and redesign of the delivery of English 20 lab.

**2. Summarize how the program or service area addressed the recommendations for program strengthening from the executive summary of the previous six-year program review.**

The the IR office responded to all four of the 2010-2011 recommendations of the Program Review Committee.

*Recommendation #1: Assessing service unit outcomes and develop a more systematic evaluation of unit effectiveness.*

As evidenced in section B of the current program review, the IR office effectively responded to this recommendation by engaging in the entire assessment process.

The office articulated unit outcome statements and began assessing the outcomes in 2011. The assessment process has been ongoing, and throughout the process, the office has refined the outcome statements and improved the assessment methods and tools. In addition, the assessment results have provided the opportunity for IR team members to engage in self-reflection, refine the office goals, and ultimately inform strategies that have led to program improvement. One example of a program improvement strategy includes offering professional development training for faculty, administrators, and staff on the inquiry process and how to articulate a good research question.

The office developed a systematic evaluation of unit efficiency effectiveness by collecting satisfaction and feedback from its customers (Institutional Research Customer Satisfaction Survey) every year, and monitoring request volume, average time to respond to a request, and average time to project completion.

*Recommendation #2: Develop additional resources, tools, and training to enable others to conduct inquiry and research, thereby building research capacity.*

**Workshops and Trainings**

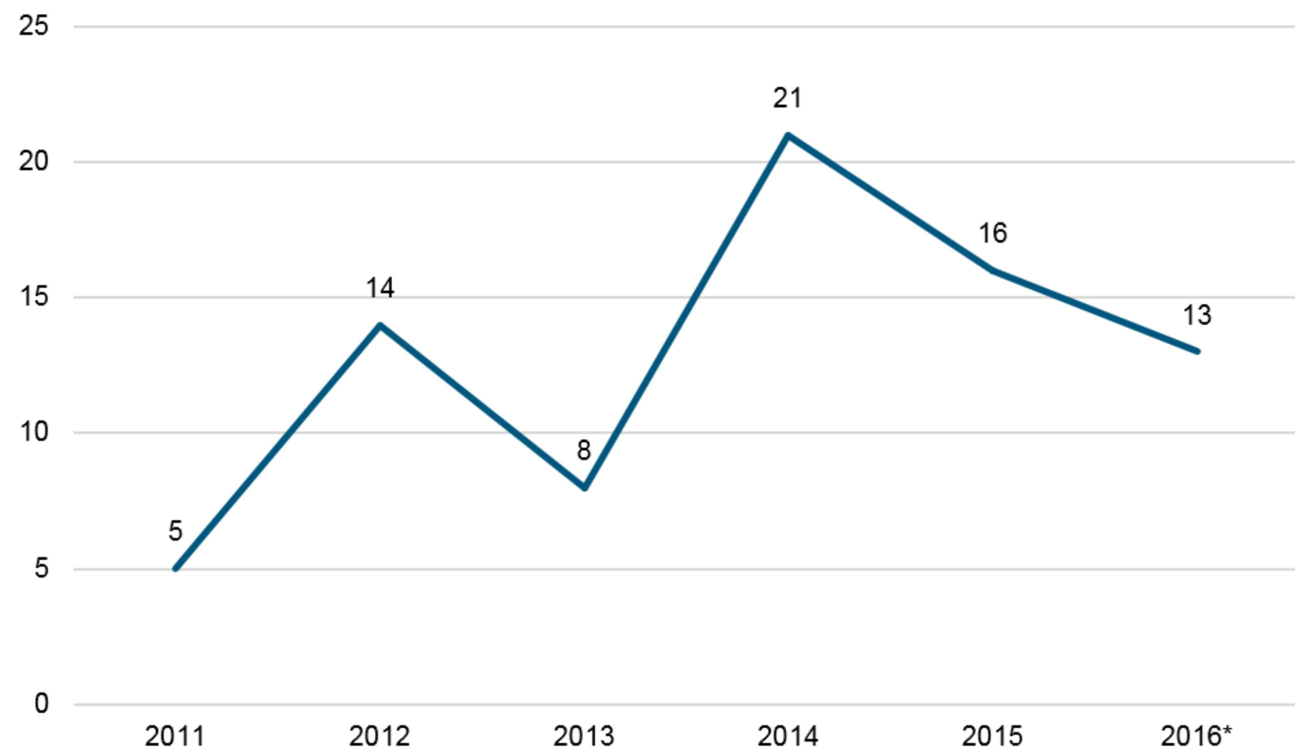
Since 2011, the office has provided 77 different workshops and trainings focusing on a wide range of topics. The following provides a selected sample of workshop and training topics offered:

- How to design a database: Data entry using Microsoft Access
- Unit Outcomes (UO) and how to assess them
- Training on the Chancellor's Office Data Mart
- Online data resources
- How to develop and administer a survey
- How to interpret Perkins Core Indicators data for your CTE program
- Data and your program review
- The inquiry process
- An introduction to institutional research
- Student Learning Outcomes (SLOs) and Institutional Learning Outcomes (ILOs)
- The IRB process at SMC
- Introduction to Tableau
- Training on the Launchboard
- How to complete the data/research request form

In the beginning, the office offered workshops on general topics aimed to serve the entire campus community. However, the workshops and trainings were sparsely attended (refer to pg. 8 in Appendix B) and the office struggled to increase attendance. As a result, the office has moved to conducting workshops targeting and leveraging the meeting time and space of departments and committees. For example, the office recently provided a brief training on using Tableau to access program review data at the most recent Instructional Department Chairs meeting (instead of asking the chairs to attend a separate meeting for the training). The office employs a feedback survey for some of the workshops and trainings provided by staff members. In the past, the response rates on these surveys were low which made it challenging to assess the effectiveness of the workshops and trainings (refer to pg. 4 of Appendix B). This is a potential area for improvement in the future; the IR office can review and revise the process for collecting feedback on the workshops and trainings we provide.

The following Figure describes the total numbers of workshops and trainings provided by calendar year.

**Figure 4. Total Number of IR Workshops and Trainings Conducted by Calendar Year**




**as of 9/17/2016*

On average, the IR office conducted a total of 12.83 workshops and trainings per calendar year, with the smallest offering of 5 workshops in 2011 and the most workshops (n = 21) offered in 2014.

**Research Roundtable**

In an effort to expand the College's research capacity, the IR office began hosting research roundtable events in April of 2013. The purpose of the roundtable events is to provide a space for the campus community for discussion around research studies and reports that have been published both internally and in the broader higher education literature. The roundtable discussions are designed to increase the campus community's understanding of educational and institutional research. Since spring of 2013, the office has hosted a total of four events. For more information about the specific roundtable topics, please visit the IR website: http://www.smc.edu/EnrollmentDevelopment/InstitutionalResearch/Pages/Research-Roundtables.aspx

**Research Matters Blog**

Since October 2011, the office has maintained blog called *Research Matters* which provides content focused on federal and statewide research trends, recent IR projects, and resources for conducting research. The purpose of the blog is to communicate with the larger campus community more regularly about the activities of the office. The office temporarily suspended activity on the blog in 2015-2016 (for an explanation and more detail, refer to Section D2 Moving Forward Question #1); however, the office is currently developing a plan to revitalize the blog in the next year.

*Recommendation #3: Developing protocols for accessing data and requesting research assistance*

In February of 2011, the IR office established a formal procedure for requesting data or research assistance. Campus constituents are able to request data or research assistance by completing an online form. A link to the form is provided on the main page of the office website. The research request form was designed to help the office manage the increasing research demands and workload.

The office worked to improve the data/research request process in 2012-2013 (in response to an objective set in the 2012-2013 annual program review). In reviewing data on the Customer Satisfaction Survey for 2011-2012, the office found that, when compared to other items on the survey, ratings for items related to the effectiveness of the request form were lower. As a result, the office provided workshops in spring 2012 on how to utilize the office services, including how to complete the online research request form. In addition, the office provided on-on-one training on how to articulate a research question and complete the form. The following survey data (see Table 5) show that the efforts to train the campus on how to use the online research request form may have been effective as the percentage of survey participants who reported that the form was easy to navigate and use, captured all of the research needs, and took a reasonable time to complete increased from 2011-2012 to 2012-2013.

**Table 5. % of Survey Participants Responding "Agree or "Strongly Agree" to Items Related to Form**

| | 2011-2012 (N = 19) | 2012-2013 (N = 10) | Difference |
|---|---|---|---|
| The form was easy to navigate and use. | 84.2% | 100% | +15.8% |
| The form captured all of my request needs. | 72.2% | 90% | +17.8% |
| The time it took to complete the form was reasonable | 89.5% | 90% | +0.5% |

The form was retooled in 2014 (in response to an objective set in the 2013-2014 annual program review). The IR office solicited feedback on the research request form from eleven "power users" or the most frequent users of the online research request form. Approximately half of the power users (six people) provided feedback. The IR office used the input and feedback from the power users to improve the form. The following list describes some of the improvements 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 explicit and intentional
- 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 initial data on feedback on the new form suggest that the changes in the form have not led to improvements (refer to Section D2, Moving Forward, Question #1). As a result, the office is planning to once again revise the form to meet the needs of our customers.

For a copy of the old form, refer to Appendix J. For a copy of the new form, refer to Appendix K.

*Recommendation #4: Developing a system for tracking workload to improve efficiency and effectiveness.*

In January of 2011, the IR office developed and implemented an internal database system using Microsoft Access to track incoming data and research requests and to help team members monitor their progress on research projects. With each new incoming ad hoc data/research request, the dean or a senior research analyst enters the following information about the request and requestor into the database:

- Date of request
- Assigned project number
- Project code (signifies broad category of project purpose; some examples of codes include department-level project, program review purposes, grant purposes, and project supporting a committee)
- Project deliverable (for example, data tables or narrative report)
- Project title
- Project description
- Requestor name
- Requestor department or program
- Requested due date
- Primary project lead (IR team member responsible for responding to request or completing project)
- Project start date
- Project end date
- Researcher's notes about the project

The ad hoc data/research request tracking system has allowed the office to more systematically measure and quantify its workload and efficiency/effectiveness metrics such as time to complete project. In addition, the database is searchable; any IR team member can obtain information about a current or past project by conducting a simple query. This feature of the database is most useful when IR team members have to replicate a past report.

In summer of 2016 and in response to an annual objective in the 2015-2016 program review, the IR office implemented a new feature of the tracking system or database which provides a direct hyperlink to a file or document for each completed project or data request. Refer to the "past objectives" section of the report for more information.

**3. 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.**

No changes since the last program review in 2015-2016.

**4. 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:** *Overall, the IR office is productive and efficient*

Data from the ad hoc data/research project tracking database reveal that the number of projects completed increased steadily from 164 in 2011 to a peak of 233 projects completed in 2014. In 2015, the IR office completed 26 fewer projects when compared to 2014. The four-month maternity leave of the dean during the 2015 year may have negatively impacted the office's productivity in terms of projects completed/data requests fulfilled. However, the preliminary data for 2016 suggest that the office is on track to meet the productivity levels of 2014.

On average, the office spent 9.40 work days to complete a project in 2016, a decrease of 0.06 days when compared to projects completed in 2015. The number of work days to project completion is affected by the scope and complexity of the project or data request as well external factors. For example, if the College is preparing for the accrediting visiting team, the dean has less bandwidth to work on research projects.

The IR office has increased responsiveness to requests in the last two years, decreasing the average number of work days to begin working on a project after a request has been made from 13.83 days in 2014 to 8.25 days in 2015 and 9.79 days in 2016.

Overall, the productivity data suggest that IR is efficient in managing the workload and sufficiently responding to the data needs of the College. However, the data suggest that even with the addition of one full-time employee in 2016, the overall number of projects completed will likely not significantly increase; we are performing at capacity. The data suggest that the office should invest more of its time and effort in developing resources to help build the overall research capacity of the College, including tools that allow the college community to "self-service" data.

**Table 6. Statistics on Projects Completed**

| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016* |
|---|---|---|---|---|---|---|
| # Research Projects/Data Requests Completed | 164 | 170 | 194 | 233 | 206 | 174 |
| # Avg Work Days to Complete Project | 10.03 | 11.25 | 14.21 | 9.08 | 9.46 | 9.40 |
| # Avg Work Days to Begin Project from Request Date | 11.11 | 13.16 | 15.59 | 13.83 | 8.25 | 9.79 |

**as of 9/17/2016*

**Conclusion #2: The office meet its unit outcomes**

*Unit outcome being measured: Faculty, administrators, and staff will effectively 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 one or more uses for the data/information provided to them by the IR office:

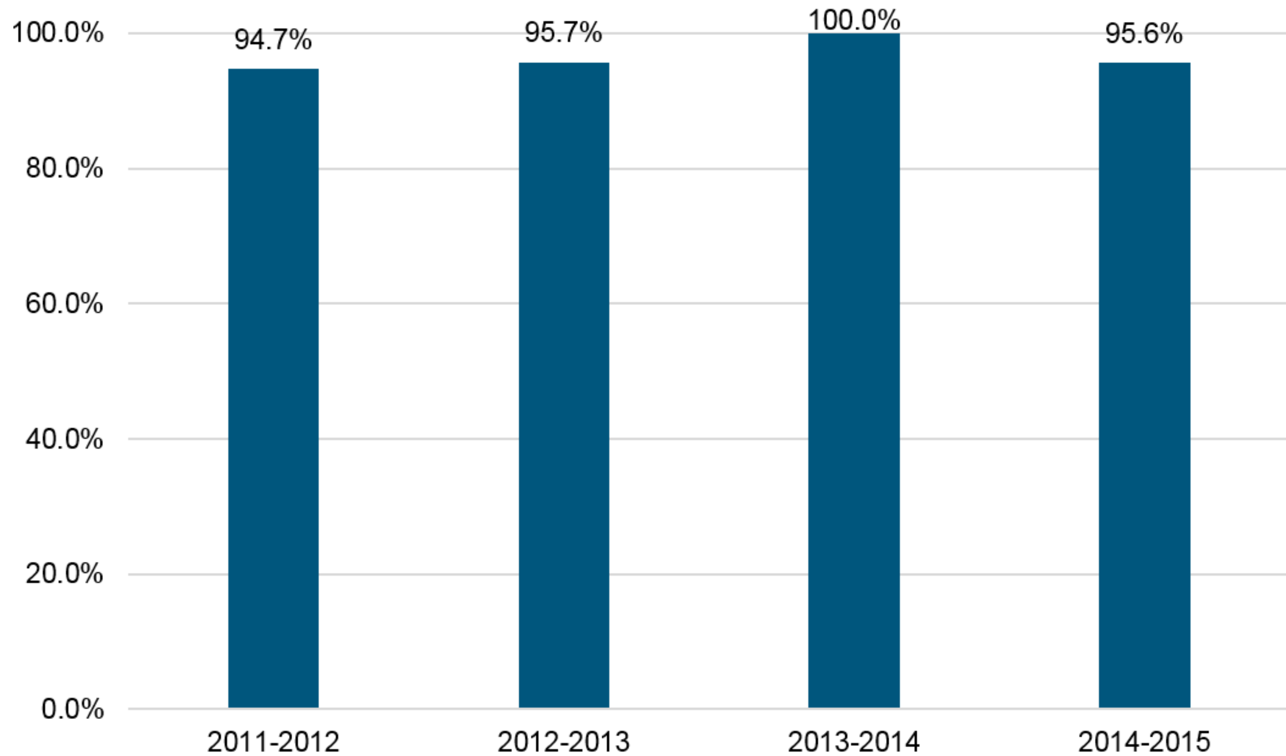
- Program review (annual and six-year) – 10 responses
- Reporting purposes (Board of Trustees, external agencies, grants, etc.) (9)
- Inform departmental planning and decisions (6)
- Inform committee work (6)
- Evaluation of program or practice (4)
- Accreditation (2)
- Student equity proposal (2)
- 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 as the customers are using the data/information; however, the results do not provide insight on how the data/information led to changes or improvements in a programs. As a result, the UO statement was refined to be more specific and more easily measureable. The revised UO statement is: “Faculty, administrators, and staff will effectively use information for planning or improvement efforts.” The office is currently reviewing a newly developed tool to assess the revised outcome statement.

*Unit Outcome being measured: 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 indicate they agree or strongly 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 7. % Survey Respondents Satisfied with Thoroughness of IR Service/Data/Report**




The office discontinued its use of the "Customer Satisfaction Survey" to assess the unit outcomes during the 2015-2016 academic year. The office came to the conclusion that while the survey was initially useful in collecting data on outcomes and feedback on customer service, the tool no longer yielded results that were useful for continuous improvement. Because the office was performing at ceiling levels on nearly all survey items (see Appendix E for summary of results of survey), it was difficult for the office to determine gaps and areas for improvement from the data. As a result, the IR office is planning to pilot and implement a more refined tool to evaluate the quality of office services and assess unit outcomes.

**Conclusion #3: The Research Matters blog activity has decreased**

In 2015-2016, the office temporarily suspended activity on the blog, posting only 2 blog entries, with the last post published on November 15, 2016. The decision to cease work on the blog was informed based on several staff meeting discussions citing the challenges in maintaining a blot while effectively managing the heavy workload in the office. In addition, the web platform which hosts the blog (Tumblr) stopped provided statistics and web traffic data for free (no cost). As a result, a decision was made to dedicate less of the office's time in contributing to the blog until a strategic plan was developed to improve traffic to the blog, develop content that was more relevant to our campus community, and determine a feasible method of collecting statistics on the visits to the website. This result has informed one of the annual objectives for next year, the objective focused on developing a comprehensive communication and marketing plan for the office. Part of the communication and marketing plan includes a strategy to revitalize the blog.

**Table 8. Research Matter Blog Posts and Website Traffic**

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|---|---|---|---|---|---|
| # Blog posts | 73 | 86 | 87 | 48 | 2 |
| # Unique visitors to blog | Not collected | Not collected | 296 | 331 | Data not available |

**Conclusion #4: SMC employees are not aware of or do not know how to best utilize IR services.**

Results from the Institutional Research Awareness Survey reveal that SMC employees are not aware of or do not know how to utilize IR services. Of the 148 employees who completed the survey,

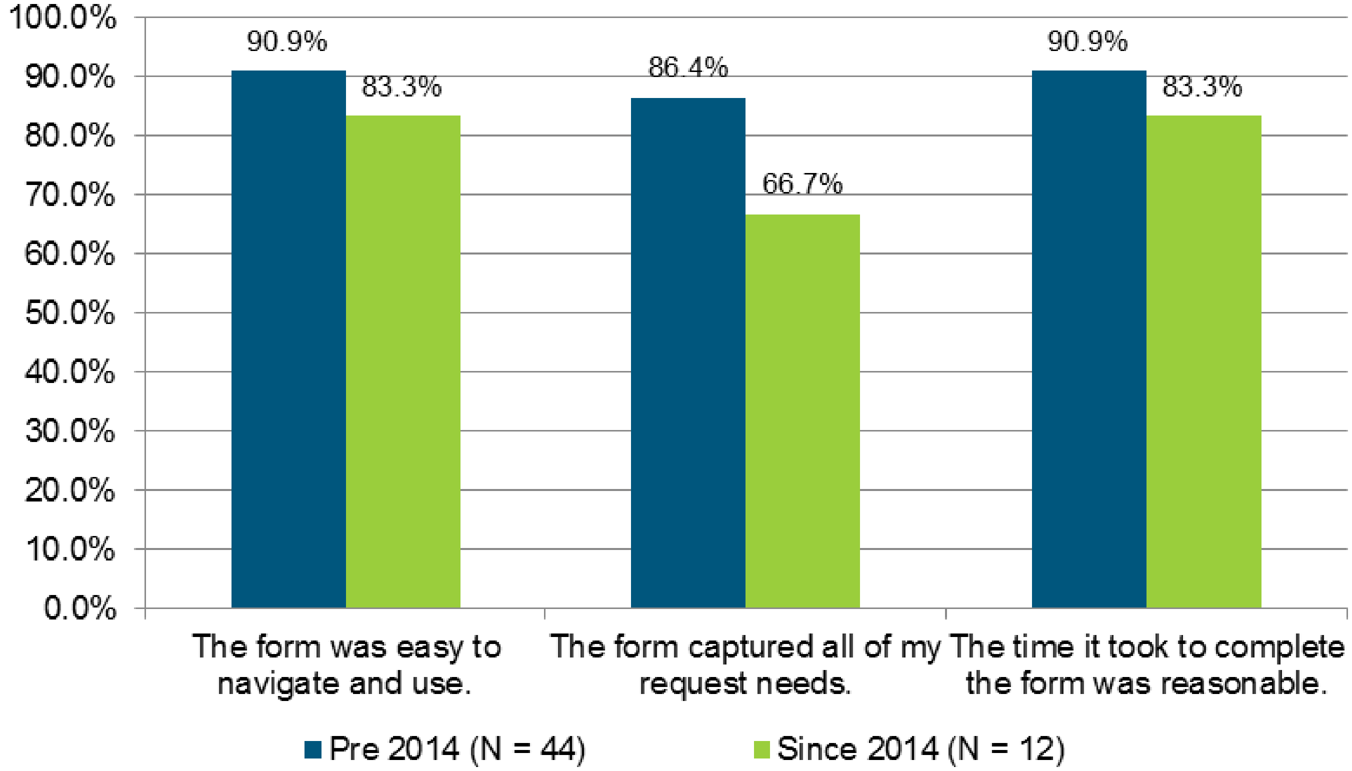
- 60.2% reported being slightly familiar or not familiar at all with the IR services available to the campus community;
- 71.2% reported being slightly familiar or not familiar at all with the process to request data or research assistance;
- Among those who indicated they never used IR services, the top reasons cited were "not aware of IR services" (54.6%) and "don't know how to use services (38.6%);
- 75.2% reported being slightly familiar or not familiar at all with the IR website;
- 96.6% reported being slightly familiar or not familiar at all with the Research Matters blog;
- 93.2% reported being slightly familiar or not familiar at all with the research roundtable discussions that are organized and hosted by the IR office.

Refer to Appendix G for the full results of the survey.

**Conclusion #5: Changes to the Ad Hoc Data/Research Assistance Request Form has not led to perceived improvement in the form.**

As reported in the previous section, 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 tool (see Figure 9). The data indicate that the form should be revised and improved.

**Figure 9. % Respondents Agreeing or Strongly Agreeing with Request Form Items**




**Prelude to future objectives**

Over the last six years, the large majority of the IR work was focused on building the institutional research function and responding to the vast data needs of the college. Since then, the research function has been stabilized and many research-related processes have been established. Looking ahead, the IR office strives to be more strategic and wants to refocus the work to achieve efficiency, effectiveness, and excellence. To that end, the office has decided, beginning with the 2016-2017 annual objectives, to intentionally design objectives that help the office make progress towards one or more of these goals:

- Improve business processes, practices, and customer experiences
- Promote and support a culture of data/information-based decision-making planning and processes
- Successfully implement the Tableau software

## D2. Objectives (Moving Forward)

Objective #1
**Objective**:

Create and publish at least three new data dashboards using Tableau.

**Area/ Discipline/ Function Responsible:** Institutional Research

**Assessment Data and Other Observations:**

**External Factors:**
Other Factors
This objective serves to address the office's third strategic goal (successfully implement the Tableau software).

**Timeline and activities to accomplish the objective:** October 2016 - May 2017: Create and publish three new data dashboards for internal and public consumption.

January 2017 - March 2018: Collect feedback on the dashboards from key stakeholders and users; incorporate feedback to improve dashboards

**Describe how objective will be assessed/measured:** Users will report being satisfied with the dashboard.

**Comments:** The office aims to successfully implement Tableau by strategically and intentionally designing data dashboards that meet the needs of the campus (versus replicating old dashboards or creating dashboards on an ad hoc basis).

Objective #2
**Objective**:

Create a comprehensive and strategic communication, marketing, and training plan.

**Area/ Discipline/ Function Responsible:** Institutional Research

**Assessment Data and Other Observations:**
UO Assessment Data
Institutional Research Data

**External Factors:**
Other Factors
This objective serves to address the office's first and second strategic goals:
1. Improve business processes, practices, and customer experience
2. Promote and support a culture of data/information-based decision-making planning and processes

**Timeline and activities to accomplish the objective:** Fall 2016 - Brainstorm
Winter 2017 - Research elements of an effective communication, marketing, and training plan
Spring 2017 - Develop a multi-year plan and implementation timeline
Spring 2017 - Begin implementing plan

**Describe how objective will be assessed/measured:** Plan will be developed and goals, strategies, and objectives will be defined.
Timeline will be followed.

**Comments:** Communication and marketing: The results of the IR Awareness Survey reveal that the campus community is largely not aware of IR services. This objective aims to help the office communicate its services to the campus, including how to use the research request form, the kinds of services offered by the office, and how to conduct research on their own.

Training: In addition, a unit outcome of the IR office focuses on our customers being able to successfully use data to inform planning and decision-making processes that ultimately result in program improvement. The office plans to offer professional development to assist practitioners in using data for program improvement to achieve the outcome.

Objective #3
**Objective**:

Develop and implement a data coaching program.

**Area/ Discipline/ Function Responsible:** All

**Assessment Data and Other Observations:**
Institutional Research Data

**External Factors:**
Other Factors
This objective serves to address the office's second strategic goal:
2. Promote and support a culture of data/information-based decision-making planning and processes

**Timeline and activities to accomplish the objective:** In collaboration with the Office of Workforce and Economic Development, the IR office requested and was successfully awarded $50,000 and technical assistance from the Chancellor's Office to implement a data coaching program at Santa Monica College (funding source: the CTE Data Unlocked Initiative).

Fall 2016 - Develop plan
Winter/Spring 2017 - Start training program

**Describe how objective will be assessed/measured:** A cohort of "data coaches" will successfully complete the data coaching program.

**Comments:** The data results from the project tracking system indicate that the office is performing at maximum capacity. Short of hiring additional staff, the office will need to invest in and develop additional resources and tools to expand the research capacity of the College.

One strategy to expand research capacity is by leveraging the talents and skills of existing faculty, staff, and administrators who are interested in institutional data through a data coaching program. A data coach is a faculty, staff, or manager who is knowledgeable about specific educational data and is skilled in providing technical assistance to other colleagues in the analyses and interpretation of data.

A data-coaching program is essentially a "train-the-trainer" program in which the IR office, in collaboration with the College's Center for Teaching Excellence, will provide in-depth training on existing data tools, such as Tableau and the Chancellor's Office Datamart. Data coaches will be provided a stipend for participation in the training program. A condition of serving as a data coach will be a commitment to assist others on campus in accessing and using data.

The first cohort of the data coaching program will be intended for those who are interested becoming experts on CTE data, including labor market information and employment outcomes.

Objective #4
**Objective**:

Improve the ad hoc data/research assistance request form

**Area/ Discipline/ Function Responsible:** All

**Assessment Data and Other Observations:**
Institutional Research Data

**External Factors:**
Other Factors
This objective serves to address the office's first strategic goals: Improve business processes, practices, and customer experience

**Timeline and activities to accomplish the objective:** Fall 2016 - Gather detailed feedback on form from past users
Winter 2016 - Revise form using input from users
Spring 2017 - Launch new form; begin collecting user feedback and satisfaction data

**Describe how objective will be assessed/measured:** The three survey items (easy to navigate/use, meets needs, able to complete in reasonable time) measuring the effectiveness of the request form will be administered, and performance on these items pre-implementation and post-implementation will be compared. If the form is improved, the rates on the three survey items will increase post-implementation.

**Comments:** The objective is based on the findings discussed in conclusion #5 in section D2 moving forward.

## F. Community Engagement

*In the prompts that follow, please delineate the partnerships you have with the rest of the SMC community as well as those you have with external organizations.*

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

For the 2015-2016 academic year, Hannah Lawler, Dean of Institutional Research, served on the following campus committees:

- Chair, Probationary Faculty Evaluation Committee

- Co-chair, Accreditation Standard 1B (Academic Quality and Institutional Effectiveness)
- Leadership Team Member, Student Equity Committee
- Member, Accreditation Steering Committee
- Member, Faculty Hiring Committee
- Member, Program Review Committee (will not continue for 2016-2017)
- Vice Chair, Institutional Effectiveness Committee
- Administrator "buddy" in new faculty-administrator buddy program

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: Black Collegians Program, Career Services Counseling, Career Technical Education (CTE), Counseling Department, Distance Education, District Planning and Advisory Council (DPAC), DPAC Budget Subcommittee, Fall 2016 College Opening Flex Day, Gender Equity Resource Group, Global Citizenship Council, Honors Council, Santa Monica College Board of Trustees, Student Affairs Committee, Student Equity Committee, and Student Success Committee.

The two senior research analysts, Daniel Berumen and Christopher Gibson, served on several campus committees and groups including, student equity, the MMAP implementation, and program review. In addition, they worked one-on-one with several departments to assist in data collection, analyses, and interpretation. Daniel Berumen presented at the Board of Trustees meeting in December 2015 on the student equity data and presented data to students during the 2015 and 2016 English Academies. Christopher Gibson participated in the Faculty Summer Institute as an evaluator.

At the time of the current report, the two research analysts, Anne Marre Bautista and Yosief Yihunie, were too new (less than 6 months of service), and have not had a chance to participate in campus committees, etc.

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

Dean, Hannah Lawler:

- Member, Association of Institutional Research (AIR)
- Member, California Association of Institutional Research (CAIR)
- Member, Partnership Resource Team (Institutional Effectiveness Partnership Initiative)
- Member, Research and Planning Group of California (RP Group)
- Presenter, Bay Area Regional Research Group
- Presenter, RP Group Conference
- Data Expert, Chancellor's Office CTE Data Unlocked Initiative

Senior Research Analyst, Daniel Berumen

- Consultant, RP Group

Senior Research Analyst, Christopher Gibson

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

Research Analyst, Anne Marre Bautista

- Member, RP Group
- Participant, RP Group Summer Institute for New Researchers

Research Analyst, Yosief Yihunie

- Member, RP Group

**3. Discuss the relationship among program staff and unit engagement with other units or areas of the college.**

Although the unit reports to a Chief Student Service Officer (CSSO), the Vice President of Enrollment Development, the office serves the entire campus community. As a result, the IR team engages with all programs and areas of the college. We strive to provide the best customer service and employ varied strategies and flexibility to meet the diverse needs of our customers. We uphold an informal office policy to never say “no” to a colleague in need of data or research assistance.

The five IR team members have built good rapport with one another and share a positive and collegial working relationship. Research projects and data requests are approached in a collaborative manner, and team members often offer their expertise to support and assist another team member.

## G1. Current Planning and Recommendations

*The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.*

**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 currently impact 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 in the last two years;
- New programs and initiatives (including those funded by SSSP/equity, the new bachelor’s program, and the common assessment) require systematic and ongoing research for planning and evaluation purposes, and will place more demands on the office workload;
- Increase in federal and state data reporting, including but not limited to accreditation, Gainful Employment, Student Success Scorecard, IEPI, and grants, are placing more demands on the office workload;
- Increase in requests for approval to conduct research with human participants from SMC are placing more demands on the office workload; and,
- The office anticipates an increase in workload to properly implement Tableau and train users.

In recent years, the dean has been increasingly dedicating more of her time in her administrative role, providing direction and oversight for a growing research team, and participating in broader campus planning and decision-making activities, and less on producing research and data reports.

**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**

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| **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 that the two research analysts will need updated computers within the next two years as they are currently over five years old. |
| **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 ensure that the office operates efficiently, the IR office anticipates the need for an assistant in the next year (research and administrative assistant). We envision that the assistant position will be necessary to boost office productivity by performing the clerical and basic level research duties that would optimize the time of the research analysts and the dean (for example, data entry, scheduling, taking minutes at meetings, making copies/printing).<br><br>With the recent acquisition of Tableau, 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

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| *The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.* |
| **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.<br><br>The movement from data reporting to evidence-based decision-making in higher education means that in the next five to ten years, IR offices will be expected to play a more central role in planning processes at the college and provide leadership in the integration of data and practice. |
| **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].** |
| The office is well staffed, but still smaller compared to many other California community colleges similar in size to Santa Monica College (for example, Mt. San Antonio College: 7 full-time, 3 part-time; East Los Angeles College: 7 full-time, 3 |

part-time; El Camino College: 7-full-time; Pasadena City College: 6-full-time).

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.**

At the time of the last six-year program review, the IR office was characterized by years of instability and inconsistent staffing. The high level of turnover in IR staffing had presented major challenges for the College in terms of its ability to institutionalize and systematize institutional assessment and evaluation. Since the last review, the IR office grew from a one-person shop to a full team of five full-time employees, leading to growth and stability in the area. The hiring of additional staff in the office has significantly increased the capacity of the College to conduct research, analyze data, and facilitate data-driven dialogue and planning processes.

Over the last six years, the large majority of IR activity was focused on building the institutional research function of the college, establishing office protocols and procedures, and responding to the vast data needs of the college. Moving forward, the office strives to be more strategic and visionary and wants to refocus the work to achieve efficiency, effectiveness, and excellence.

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

Not applicable.

**Please comment on the effectiveness of the Program Review process in focusing program planning.**

The program review process has provided a space and structure for the IR office to engage in meaningful self-evaluation and reflection. The process has been critical in helping our office assess our effectiveness, identify areas needing improvement, monitor our progress towards our objectives and goals, document our work, and ultimately, strengthen our program.

On behalf of the entire IR team, I want to thank the Program Review Committee for taking the time and effort to read our review. We look forward to meeting with the committee next month and receiving the recommendations of the committee for program improvement.

*These fields to be filled out by the Program Review committee. Reports will be sent to the program and will be available on-line to populate relevant fields in the annual report and the next 6 year report.*

## Narrative

## Program Evaluation

## Commendations

## Recommendations for Program Strengthening

## Recommendations for Institutional Support

## Attached File Upload

| **Attached Files** | |
|---|---|
| Appendix A 2011-2012 Annual Program Review Report | |
| Appendix B 2012-2013 Annual Program Review Report | |
| Appendix C. Draft Proposed New Satisfaction Survey | |
| Appendix D 2014-15 Customer Satisfaction Survey | |
| Appendix E Satisfaction Survey Results | |
| Appendix F 2015 IR Awareness Survey | |
| Appendix G IR Awareness Survey Results | |
| Appendix H Snapshots Tableau Dashboard PR Data | |
| Appendix I IR Style Guide and Logo | |
| Appendix J Old Research Request Form | |
| Appendix K 2014 Version Research Request Form | |
| Figure 3. Ad Hoc Requestors (2011-2016) | |
| Figure 4. Number of IR Workshops and Trainings | |
| Figure 7. Satisfaction with Thoroughness of Data | |
| Figure 9. Request Form Results | |
| Institutional Research Logo | |
| Table 1. Ad Hoc Data Requestors by Status & Yr | |
| Table 2. Unique Ad Hoc Requestors by Status & Yr | |
| Table 5. Survey Results Related to Request Form | |
| Table 6. Statistics on Projects Completed | |
| Table 8. Blog Posts and Web Traffic | |