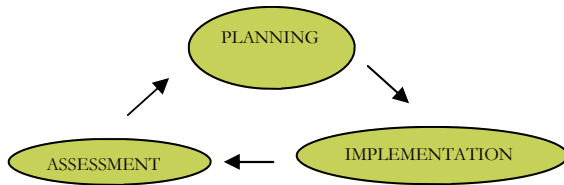


## Institutional Effectiveness

Last year, the Shared Governance Council gave the Research and Planning Committee the task of revising the *Institutional Effectiveness* report format, and completing the report by Fall 2010. After a long process the Research and Planning Committee and the Office of Institutional Research Office have completed such task and submitted the *Institutional Effectiveness* report to SGC. Briefly, *Institutional Effectiveness* can be defined simply as the extent to which institutions achieve their goals. *Institutional Effectiveness* is part of “closing the loop” in the cycle of planning, implementation, and assessment (Figure 1) for purposes of improvement. In this issue of *INSIGHTS*, a summary of *Institutional Effectiveness* findings is presented. The complete report is posted in the Research Office website (<http://www.losmedanos.edu/groups/research/documents/InstitutionalEffectiveness2010.pdf>), or you can ask for an electronic copy from the Research Office.

Figure 1. Planning, Implementation and Assessment cycle



Indicators provided in the report are for the six goals of the college.

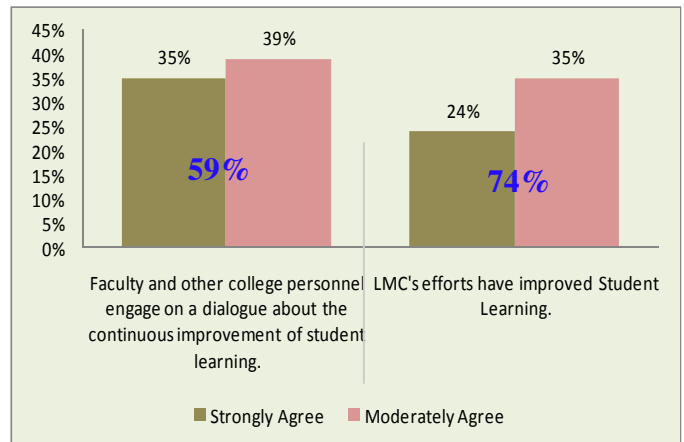
- GOAL # 1 – ***Improve the learning of students.***
- GOAL # 2 – ***Create an educational environment in which all people have a chance to develop their potential and achieve their educational goals.***
- GOAL # 3 – ***Offer high quality programs that meet the needs of students and the community.***
- GOAL # 4 – ***Ensure the fiscal well being of the college intended outcomes.***
- GOAL # 5 – ***Enhance a culture of innovation, inclusiveness and collaboration.***
- GOAL # 6 – ***Establish a culture of research and planning, implementing, assessing and improving.***

Los Medanos College has prepared several reports on *Institutional Effectiveness* throughout the years. In the past, LMC’s approach to *Institutional Effectiveness* has been around five areas of accountability: *Student Access, Student Participation, Human Resources, Fiscal Resources and Physical Resources*. As new educational priorities emerge for California’s educational systems, so do measures for accountability. The State now places emphasis in Student Learning and Student Achievement. Los Medanos College’s approach to *Institutional Effectiveness* is now around its six goals articulated in its Master Plan.

Following is a summary of the general findings of *Institutional Effectiveness*, with a few graphic examples. Findings in the report will be useful to develop benchmarks for future measures to gauge progress and improvement.

### Goal 1 - ***Improve the learning of students.***

The college is making progress in its efforts for implementing Student Learning Outcomes assessment as reflected by the fact that most faculty (81%) have participated in professional development activities on SLOs, about three quarters (74%) of faculty indicated engaging in dialogue about SLOs, and about 99% of the courses have been integrated in COOR. However, LMC continues to work in fully implementing SLOs: 58% of the faculty indicated to have applied concepts learned about SLOs in their curriculum; 59% of faculty feel that SLOs efforts have improved Student Learning; 21% of Course Level Assessment Plans have been turned into the Teaching and Learning Project.

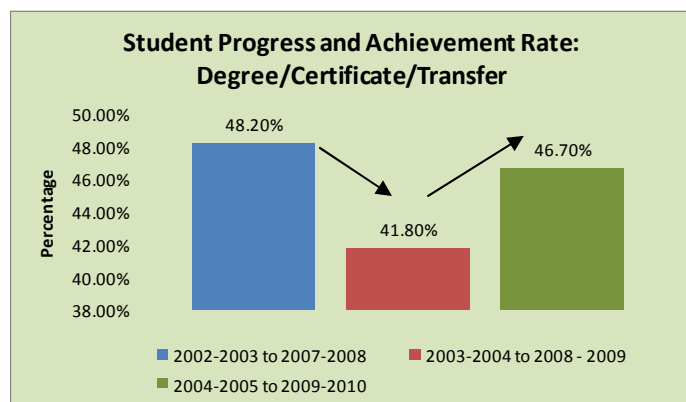
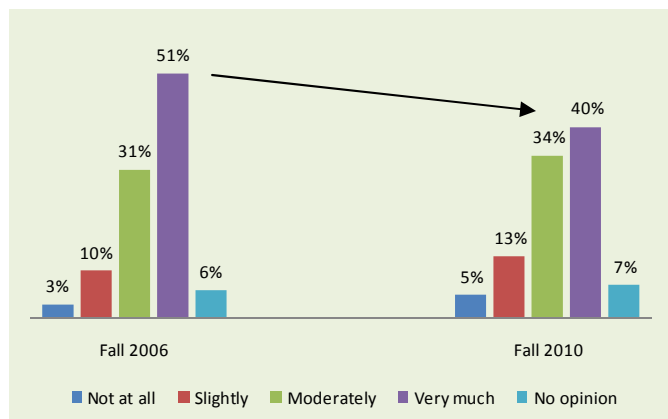


# INSIGHTS

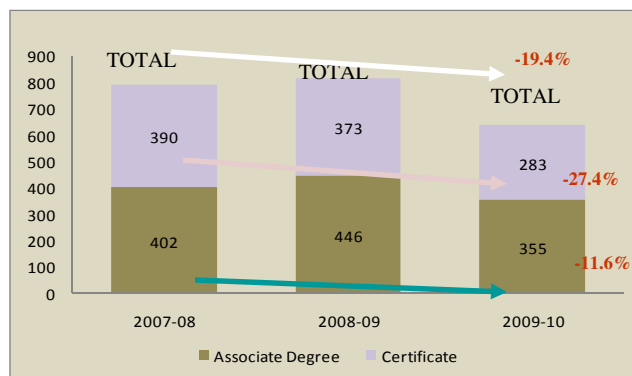
**Goal 2 - Create an educational environment in which all people have a chance to develop their potential and achieve their educational goals.**

LMC efforts for improving student achievement appear to be paying off. Seventy four percent (74%) of students **moderately and very much** feel that their experiences at LMC have contributed to achieving their educational goals (yet the number who **very much** feel that their experiences at LMC have contributed to achieving their educational experiences has decreased by 11% from 2006); According to the 2009-10 ARCC report, Student progress and achievement has improved; students who earned at least 30 units has improved; and improvement has also been observed for persistence rate, ESL rate and Improvement for basic skills. The number of LMC Transfers to UC and CSU has also increased.

Your experiences at LMC have contributed in achieving your educational goals.



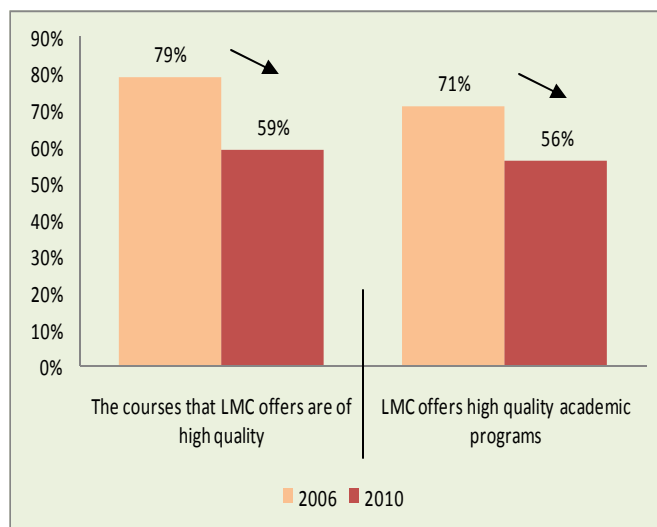
Number of Associate Degrees and Certificates Awarded



**Goal 3 – Offer high quality programs that meet the needs of students and the community.**

Student opinions about LMC offering high quality courses and programs have changed in the last 4 years. According to two institutional student surveys (2006 and 2010) student agreement about LMC offering high quality courses decreased from 79% to 59% and their agreement that LMC programs are of high quality also decreased from 71% to 56%. CTE Advisory meetings for the past three years have ranged from NONE to 11. Also, eight special programs at LMC have been designed and implemented to address special needs of students.

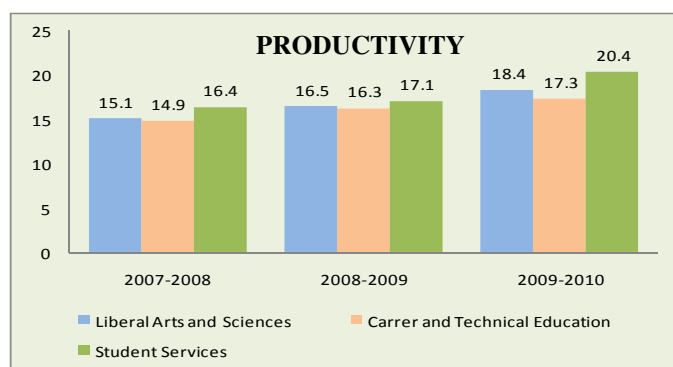
Students AGREEMENT about LMC Offering High Quality Courses and Programs



# I N S I G H T S

## Goal 4 - *Ensure the fiscal well being of the college intended outcomes.*

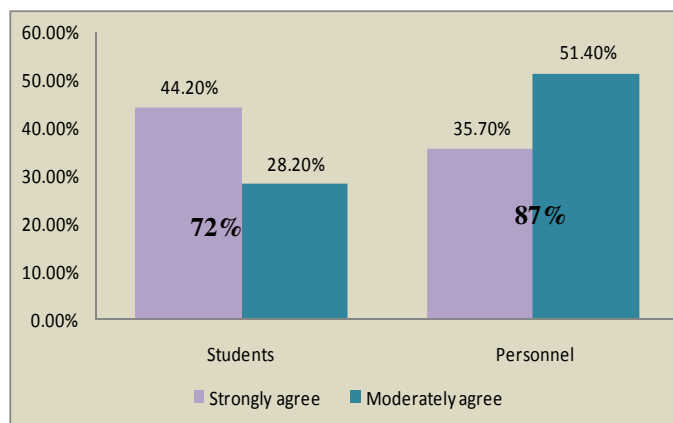
The financial needs of the college have been adjusted according to the economic situation of the State. The Foundation revenues have decreased in the last three years. Yet, Grant revenues have increased. Productivity has also increased, program improvement grant proposals have increased and departmental budgets were under spent.



## Goal 5. *Enhance a culture of innovation, inclusiveness and collaboration.*

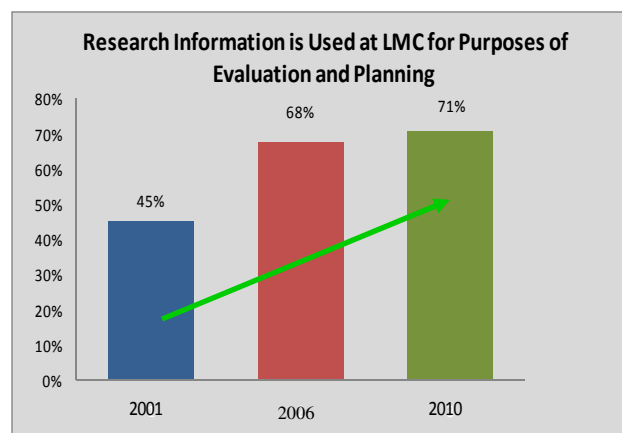
Los Medanos college faculty and other personnel are engaged in technology, innovation and collaboration. The majority of faculty participate in technology training and are proficient in the use of technology (83% and 93%); six programs and 78 new courses have been developed in the last three years; and the majority of students (72%) and college personnel (87%) engage in collaborative activities.

Students and personnel at the college engage in collaborative activities



## Goal 6. *Establish a culture of research and planning, implementing, assessing and improving.*

LMC continues to develop a culture of information and evidence for decision making. Almost three quarters (71%) of LMC employees believe that research information is used at LMC for purposes of evaluation and planning; 62% believe that LMC has a culture of using information for evaluation and planning; and about 199 of the 247 LMC full-time personnel (81%), signed off for Program Review for 2010 and 2011.



## *Assistance from the Bridging Research, Information, and Cultures (BRIC)*

Much of the efforts of the Research and Planning Committee in the last three years have been focused in “closing the loop” in Planning, Implementation and Evaluation for purposes of improving, and in integrating our planning processes. These efforts are reflected in the charges given by SGC. As part of the Bridging Research, Information, and Cultures Initiative grant (BRIC), the Research and Planning Committee recently had a meeting with KC Greaney, a BRIC consultant, to 1) explore definitions and examine models of Institutional Effectiveness, 2) discuss our planning processes at LMC, and 3) examine the roles of SGC and the Research and Planning committee in the area of Institutional planning and evaluation. The Research and Planning committee will be submitting a report to SGC regarding the findings and recommendations about our planning processes at LMC by the end of the Spring 2011 semester.

Marcy Alancraig, a consultant from BRIC had a retreat with the Teaching and Learning Project committee (TLP) back in February of 2011. The outcomes of the retreat objectively reinforced and helped clarify the direction of Assessment at LMC.

# I N S I G H T S

## Institutional Research Agenda

The Office of Institutional Research has developed an Agenda that reflects the major research projects of the institution that occur in an annual, three-year or five-year cycle. The projects reflect the direction and priorities of the college as well as the goals articulated in the Educational Master Plan. There is also a semester agenda that includes short-term and ad-hoc projects that units, Departments and/or committees request. The following calendar illustrates the projects and the cycle. Of course, the agenda changes as priorities for the college change.

Project	January to march	April to June	July to September	October to December
Program Review Data (annually)			[Blue bar]	
Institutional Effectiveness (annual updates and an extensive one every 5 years)	[Green bar]		[Green bar]	
Environmental Scan (every five years)		[Light green bar]		
Institutional Climate Studies (every 5 years)			[Purple bar]	
Perkins IV (annually)	[Purple bar]		[Purple bar]	
Title II and Title V Data (annually)				[Purple bar]
Placement Validation (every three years)	[Blue bar]		[Blue bar]	
High School Profiles (annually)		[Light green bar]		
Fact Sheet (annually)		[Orange bar]		

### Research Projects for the Spring 2011 Semester

The projects of the Research Office reflect the direction of the college as well as the college goals. Projects have included studying achievement data (student cohort based) by ethnicity in order to address closing the achievement gap among ethnic groups; conducting specific research of students who attend LMC's different types of Orientations; assessing *Institutional Effectiveness*; working with TLP committee to assess faculty's opinions regarding Assessment; preparing information for Title V Grants reporting; and CTE survey for Perkins IV reporting.

The following projects are still to be concluded by the end of Spring semester.

- College Fact Sheet
- High School Profiles
- Placement Validation for English and Math
- TLP Research
- Begin preparing Program Review data framework for next year.

If you have any research requests, please contact the Research Office to make sure time is allocated for your project.

### Addressing the Equity Gap at LMC:

African American and Hispanic students have been traditionally under-represented in higher education. About half of the under-represented students who graduate from high school, may attend college, but a few attain a degree or certificate as compared to White students. This equity gap is a concern for the State because of the future of California's economy since the Hispanic population continues to rapidly increase and students of color are becoming the majority; and most jobs by 2040 will require a college degree. The equity gap has become important to many institutions of higher education around the State, including the Contra Costa Community College District. Members of the Institutional Development for Equity and Access (IDEA) committee, and other LMC professionals continue to work with the Center for Urban Education (CUE) from the University of Southern California to develop strategies and train LMC folks in institutional change to address the equity gap. IDEA is also writing a Student Equity Plan to assist the institution with some recommendations and guiding principles to address the equity gap at LMC.