

- 1.21 Cosmetology License Exam Pass Rate: The College performed slightly below the institution-set standard (84.8%) for the 2014 calendar year (84.2%). The decline in overall exam rates for 2014 may be attributed to the lower pass rates observed in the written and practical Cosmetologist and written and practical Manicurist exams.
- 1.22 Job Placement Rate: The job placement rate for students enrolled in the most recent cohort (2011-2012) was 52.2%, 7.1% below the institution-set standard of 59.3%. One major limitation of the current methodology used to calculate job placement rate is that it does not take into account self-employment data. Many of the CTE programs at SMC, such as photography, cosmetology, design technology, solar photovoltaic installation, and entrepreneurship, are designed to train students in industries that lead to self-employed or contract positions. The central stakeholders of this indicator have discussed the need to more accurately and systematically track students who complete or leave CTE programs at the college in terms of employment and wage.

The College met or exceeded the five-year target goals for 4 of the 5 indicators that were identified as institutional priorities, including IE Indicator 1.1 (Persistence Rate), 1.15 (Basic Skills Course Improvement Rate), 1.16 (Basic Skills Course Improvement Rate), and 1.18 (CTE Completion Rate):

- Improvement in the overall performance on the two basic skills related indicators can be attributed to the improved performance of three ethnicity/race groups, Black, Hispanic, and White, over the last three years. The improvement in performance may also reflect the recent efforts of the College to improve the success of students enrolled in basic skills courses, including accelerated math and English courses and the Summer Jams and FYE programs. The following bullet points summarize the findings of preliminary analyses conducted to evaluate these programs:
  - Accelerated basic skills courses: Implementation of the accelerated basic skills courses (English 85, English 20, and Math 85) has increased the percentage of students who progress through the basic skills sequence and successfully complete the next level course.
  - Summer Jams program: Students reported being more confident in their math/English skills, felt more prepared to succeed in their math/English courses, and found more ways to use math/English outside of school after participating in the Summer Jams program.
  - First-Year Experience (FYE) program: FYE students successfully completed and progressed to the next level English and math course at higher rates than their counterparts.
- The improvement in the CTE completion rate may reflect the recent work of the Basic Skills Initiative/Career Technical Education Collaborative Project, CTE Committee, and CTE departments to implement several strategies and programs to address the needs and success of CTE students, including the development of cohort programs such as "Promo Pathways" and contextualized basic skills courses and modules for CTE students.

## Definitions of Key Terms

The terms “IE indicator”, “dashboard”, “institution-set standard”, “target”, “performance year”, and “central stakeholders” are used extensively in the discussion of institutional effectiveness at Santa Monica College. These terms are defined below.

- IE Indicator: a metric identified as being important in informing institutional effectiveness. A more detailed description of criteria for an IE indicator is described in the “Development of Key Indicators” section of the report.
- Dashboard: a visual tool monitoring the college’s performance on the key indicators which highlights trends and patterns. The seven dashboards, when reviewed together, provide a balanced view of institutional effectiveness. The dashboards are published separately from the current report. To view the College’s performance on the 2015 dashboards, visit: <http://www.smc.edu/iedashboard>. One dashboard contains IE indicators that have been identified as institutional priorities, five dashboards highlight trend performance related to the College’s five goals, and a seventh dashboard describe the College’s performance on student equity-related metrics. A more detailed description of the process of identifying the indicators for the Institutional Priorities Dashboard is described in the “Development of Dashboards, Targets, and Institution-Set Standards” section of the report.
- Institution-Set Standard: standards reflecting satisfactory performance of student learning and achievement. Institution-set standards are defined for each indicator directly measuring student performance, such as course success, transfer, and degree completion. Institution-set standards were reported for the first time in the 2013 Institutional Effectiveness Report in response to new US Department of Education regulations requiring colleges to set standards for student success metrics.
- Target: a measurable outcome expressed either as a quantifiable value (for example, a target of 75%) or a trend (for example, year-over-year decrease), when achieved, will meaningfully move the needle on institutional effectiveness by the end of the five-year cycle (2015-2016).
- Performance year: the indicator value of the most recently reported year of institutional effectiveness. For indicators on the Institutional Priorities Dashboard, the value in the performance year is measured against the target goals.
- Central Stakeholders: campus personnel or groups directly responsible for or impacted by a key indicator. For example, the central stakeholders for IE Indicator 1.6 (Transfer Rate) are the Dean of Counseling and Retention, the Counseling Department Chair, and the Transfer Center Faculty Leader.

The following section describes, in detail, the five-step cycle and process of institutional effectiveness at Santa Monica College.