



SANTA MONICA COLLEGE
Institutional Research

SANTA MONICA COLLEGE **Institutional Effectiveness Dashboards**



Prepared by the Office of Institutional Research

April 2018

Academics Dashboard

College goal: continuously develop curricular programs, learning strategies, and services to meet the evolving needs of students and the community

IE Indicator	Pg. #	Link to Other Reports	IE REPORT YEAR					Institution-set Standard
			2014	2015	2016	2017	2018	
MOMENTUM POINTS								
1.1 Term-to-Term Persistence		GP	--	--	68.0%	68.0%	67.4%	64%
1.2 Completion of 15+ College Units in Year One		GP	--	--	34.7%	37.3%	38.0%	35%
1.3 Completion of 30+ College Units in Year One		GP	--	--	6.7%	9.1%	9.5%	8%
1.4 Completion of College-Level Math in Year One		GP	--	--	11.6%	12.9%	13.2%	12%
% Eligible*			--	--	42.6%	42.1%	42.0%	NA
% Attempted of Eligible*			--	--	55.8%	55.4%	53.5%	NA
1.5 Completion of College-Level English in Year One		GP	--	--	30.0%	31.4%	33.6%	30%
% Eligible*			--	--	26.9%	25.7%	25.1%	NA
% Attempted of Eligible*			--	--	88.6%	88.3%	84.1%	NA
1.6 Attempt in Program of Study Courses			10.0%	14.1%	12.2%	11.7%	12.6%	12%
ACHIEVEMENT/COMPLETION								
1.7 Degrees Awarded		IEPI	1,207	1,434	2,222	3,362	2,636	1,796
1.8 Certificates Awarded		IEPI	1,373	1,528	1,515	1,499	1,456	1,410
1.9 Number of Transfer to Four-Year Institutions		IEPI	2,637	2,782	3,113	3,019	2,992	2,618
1.10 Completion Rate		SSC IEPI	48.4%	48.2%	49.6%	50.3%	47.8%	47%
1.11 Employment Rate		SWP	60%	61%	63%	63%	62%	59%
1.12 CTE Skills Builders		SSC IEPI	--	+16.5%	+15.2%	+30.8%	+33.3%	+23%
1.13 Median Time to Degree		IEPI	3.4	3.8	3.6	4.3	NA	4.0
COURSE-LEVEL OUTCOMES								
1.14 Course Success Rate		IEPI	68.3%	68.1%	68.0%	67.7%	67.7%	65%
1.15 ILO Mastery Rates		ACCJC	82.7%	82.3%	84.6%	85.5%	86.0%	80%
LICENSE EXAM PASS RATES								
1.16 Cosmetology License Exam Pass Rate		ACCJC	86.7%	84.2%	89.1%	88.8%	91.3%**	83%
1.17 Registered Nursing License Exam Pass Rate		ACCJC	98.2%	87.0%	100%	85.1%	96.5%	89%
1.18 Respiratory Therapy License Exam Pass Rate		ACCJC	100%	100%	97.2%	94.4%	92.3%	94%

*Collected from different data source (SMC IR) versus the metric (Chancellor's Office)

**As of 9/30/2017 – Results for exams taken between 10/1/2017 to 12/31/2017 were not posted at the time of the report on 4/10/2018

Academics Dashboard (continued)

IE Indicator	Pg. #	Link to Other Reports	IE REPORT YEAR					Institution-set Standard
			2014	2015	2016	2017	2018	
OTHER								
1.19 SMMUSD Graduates to SMC Rate			33.1%	31.9%	30.1%	37.1%	37.2%	NA
1.20 Percentage of WTH Taught by Full-time Instructional Faculty			--	--	--	49.3%		NA
1.21 Percentage of Counseling Hours Fulfilled by Full-time Counselors (Non-Teaching)			--	--	--	42.9%		NA

Definitions and Defined Cohort Years

- 1.1: Enrolled in at least one credit course in a subsequent spring semester at SMC / Number of first-time students enrolled in at least one credit course in the fall of the selected year (students who enrolled in a community college for the first time in the summer of fall of the selected year, including those who had previously received concurrent enrollment credit). IE Report Year 2018: 2015-2016.
- 1.2: Enrolled 15 or more degree applicable credit units (excludes concurrent and summer units) in Year One / Number of first-time students enrolled in at least one credit course in the fall of the selected year (students who enrolled in a community college for the first time in the summer of fall of the selected year, including those who had previously received concurrent enrollment credit). IE Report Year 2018: 2015-2016.
- 1.3: Enrolled 30 or more degree applicable credit units (excludes concurrent and summer units) in Year One / Number of first-time students enrolled in at least one credit course in the fall of the selected year (students who enrolled in a community college for the first time in the summer of fall of the selected year, including those who had previously received concurrent enrollment credit). IE Report Year 2018: 2015-2016.
- 1.4: Completed with C or better in at least one transfer-level math course in Year One / Number of first-time students enrolled in at least one credit course in the fall of the selected year (students who enrolled in a community college for the first time in the summer of fall of the selected year, including those who had previously received concurrent enrollment credit). IE Report Year 2018: 2015-2016.
- 1.5: Completed with C or better in at least one transfer-level English course in Year One / Number of first-time students enrolled in at least one credit course in the fall of the selected year (students who enrolled in a community college for the first time in the summer of fall of the selected year, including those who had previously received concurrent enrollment credit). IE Report Year 2018: 2015-2016.
- 1.6: Enrolled in 9 or more degree applicable units of same 4-digit TOP code within 1 year of enrollment / Credit first-time freshmen with credential goal. IE Report Year 2018: Fall 2016 cohort. **Same as 2.2.**
- 1.7: # Associate Degrees awarded. IE Report Year 2018: 2016-2017.
- 1.8: # Certificates of Achievements awarded (does not include departmental certificates). IE Report Year 2018: 2016-2017.
- 1.9: # Transferred to a UC, CSU, out-of-state, or in-state private institution. IE Report Year 2018: 2016-2017.
- 1.10: Transferred to a four-year institution, earned a certificate or AA/AS, or achieved transfer prepared status (completed 60 UC/CSU transferable units with 2.0 GPA or higher) within 6 years / First-time freshmen completed 6 units during first three years of enrollment with C/P or better & attempted any math or English course in first three years. IE Report Year 2018: 2011-2012 cohort.
- 1.11: Employed two fiscal quarters after exit / Enrolled in 0.5+ non-introductory course units in a CTE program and exited college following year: IE Report Year 2018: 2015-2016.
- 1.12: The median percentage change in wages for students who completed higher level CTE coursework in a given year and left the system without transferring or earning a degree or certificate. IE Report Year 2018: 2014-2015.
- 1.13: The median number of years from the time of a student's first enrollment in a CCC until the time they received an AA, AS, or ADT degree in the selected year at SMC. IE Report Year 2018: 2016-2017.
- 1.14: A, B, C, P grades / A, B, C, D, DR, F, I, NC, NP, P, W grades. IE Report Year 2018: Fall 2016.
- 1.15: Assessed as "mastered" SLO mapped to all five ILOs / Total SLO assessments in all five ILO (each SLO was counted once for each student for each section, even in cases where an SLO mapped to more than one core competency and/or ILO). IE Report Year 2018: Fall 2017.
- 1.16: Pass events / Test (written and practical) event by student who completed cosmetology coursework at SMC. IE Report Year 2018: 2017.
- 1.17: Passed NCLEX exam on first attempt / Earned an RN associate degree at SMC. IE Report Year 2018: 2016-2017.
- 1.18: Passed low cut CRT exam on first attempt / Earned a respiratory therapy associate degree at SMC/ELAC. IE Report Year 2018: 2017.
- 1.19: Enrolled in credit course at SMC within 1 year of HS graduation (summer to spring) / Graduated from public HS in SMMUSD. IE Report Year 2018: Class of 2016.
- 1.20: Sum weekly teacher hours taught by full-instructional faculty (includes overload, courses taught by counselors and librarians, reassigned time, leaves and sabbaticals) / Sum weekly teacher hours total.
- 1.21: Sum counseling hours fulfilled by full-time counselors (excludes non-teaching) / Sum counseling hours total for semester.

Student Support Dashboard

College goal: Provide access to comprehensive student learning resources such as library, tutoring, and technology; Provide access to comprehensive and innovative student support services such as admissions and records, counseling, assessment, outreach, and financial aid.

IE Indicator	Pg. #	Link to Other Reports	IE REPORT YEAR				
			2014	2015	2016	2017	2018
2.1 First-time Freshmen Education Plan Rate		SSSP	--	--	62.4%	59.4%	86.6%
2.2 Attempt in Program of Study Courses			10.0%	14.1%	12.2%	11.7%	12.6%
2.3 Student-Counseling Ratio		SSC	373:1	361:1	330:1	306:1	296:1
2.4 Probation Rate		NA	13.7%	13.6%	14.1%	12.5%	12.9%

Definitions and Defined Cohort Years

- 2.1: Completed an abbreviated and/or comprehensive education plan within 1 year of enrollment / Credit first-time freshmen not exempted from developing an education plan. IE Report Year 2018: Fall 2016 cohort.
- 2.2: Enrolled in 9 or more degree applicable units of same 4-digit TOP code within 1 year of enrollment / Credit first-time freshmen with credential goal. IE Report Year 2018: Fall 2016 cohort. **Same as 1.6.**
- 2.3: Student headcount / Counseling faculty FTE (excluding EOPS & DSPS student and counseling FTE). IE Report Year 2018: Fall 2016 cohort.
- 2.4: On probation/disqualification / Credit students. IE Report Year 2018: Fall 2017.

Fiscal Dashboard

College goal: Respond to dynamic fiscal conditions through ongoing evaluation and reallocation of existing resources and the development of new resources.

IE Indicator	Page #	Link to Other Reports	FISCAL YEAR				
			2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3.1 Structural Surplus/(Deficit) (\$)			(5,382,904)	736,115	(1,851,658)	(769,146)	(8,446,816)
3.2 Operating Excess/(Deficit) (\$)			(4,616,562)	3,450,969	(190,202)	10,144,014	(2,553,817)
Revenue			133,916,853	144,945,575	150,456,338	176,032,586	170,106,597
Expenditures			138,533,415	141,494,606	150,646,540	165,888,572	172,660,414
3.3 Cash Balance (\$)			30,696,724	18,053,394	29,518,129	43,529,169	38,605,671
3.4 Fund Balance (\$)			10,520,810	13,971,779	13,781,577	23,925,591	21,371,774
3.5 Fund Balance Ratio (%)			7.59%	9.87%	9.15%	14.42%	12.38%
3.6 Percentage of Expenditures Spent on Academic Salaries			46.9%	47.7%	48.6%	45.8%	45.5%
Faculty			43.0%	43.5%	44.3%	41.8%	41.5%
Academic Administrators			4.0%	4.2%	4.3%	4.0%	4.1%
3.7 Percentage of Expenditures Spent on Classified Salaries			21.2%	20.7%	20.1%	19.8%	20.1%
Staff			18.2%	17.8%	17.2%	16.7%	16.8%
Managers			3.0%	2.9%	2.9%	3.2%	3.3%
3.8 Percentage of Expenditures Spent on Benefits			21.2%	20.4%	20.5%	22.9%	23.7%
3.9 Percentage of Expenditures Spent on Supplies			0.6%	0.6%	0.5%	0.7%	0.6%
3.10 Percentage of Expenditures Spent on Contract			9.7%	10.4%	10.1%	10.0%	10.0%
3.11 Percentage of Expenditures Spent on Capital			0.2%	0.0%	0.0%	0.5%	0.0%
3.12 Revenue: Non-Resident Tuition (\$)			24,731,024	27,182,917	31,065,989	33,038,107	33,434,401
3.13 Revenue: State Apportionment (\$)			97,760,511	107,612,255	108,863,088	116,902,982	121,723,796
3.14 Revenue: Other (\$)			11,320,648	10,043,497	10,419,522	26,015,769	14,870,972
3.15 Non-Resident FTES			4049.22	4277.62	4625.63	4746.20	4797.47
3.16 FTES Served			21,265.24	21,414.86	21,686.49	21,715.13	21,258.92
3.17 FTES Claimed (Funded)			20,729.83	21,201.17	21,686.49	22,028.41	22,023.83

Definitions

- 3.1: Net increase or decrease in unrestricted general fund balance (**excludes** one-time items)
 3.2: Net increase or decrease in unrestricted general fund balance (**includes** one-time items)
 3.3: Unrestricted and restricted general fund cash balance, excluding investments
 3.4: Ending unrestricted general fund balance (\$)
 3.5: Ending unrestricted general fund balance as a percentage of total expenditures
 3.6: Percentage of unrestricted general fund expenditures (excluding other outgoing expenditures) spent on salaries of academic personnel (management and faculty)
 3.7: Percentage of unrestricted general fund expenditures (excluding other outgoing expenditures) spent on salaries of Classified personnel (management and staff)
 3.8: Percentage of unrestricted general fund expenditures (excluding other outgoing expenditures) spent on benefits
 3.9: Percentage of unrestricted general fund expenditures (excluding other outgoing expenditures) spent on supplies
 3.10: Percentage of unrestricted general fund expenditures (excluding other outgoing expenditures) spent on contracts
 3.11: Percentage of unrestricted general fund expenditures (excluding other outgoing expenditures) spent on capital
 3.12: Fees paid by international and out-of-state residents and Intensive English Program students
 3.13: Total revenue generated through state apportionment (based on FTES claimed)
 3.14: Total revenue generated by other sources
 3.15: Total hours of non-resident enrollments (credit and non-credit) divided by 525
 3.16: FTES generated through course enrollment
 3.17: FTES paid for through state apportionment

College Infrastructure Dashboard

College goal: Apply sustainable practices to maintain and enhance the College's facilities and infrastructure including grounds, buildings, and technology.

IE Indicator	Page #	Link to Other Reports	FISCAL YEAR				
			2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
4.1 Electricity Usage (kWh) by Sq. Foot		NA	12.59	12.38	11.81	11.92	13.66
4.2 Gas Usage (BTU) by Sq. Foot		NA	15,567	13,899	11,409	13,570	14,791
4.3 Average Vehicle Ridership (AVR) - Employees		NA	1.53	1.51	1.52	1.51	1.58
4.4 Central IT FTEs per 1000 Institutional FTEs		NA	NA	NA	NA	NA	3.55
4.5 Maintenance APPA Standard Level (1 – best; 5 – worst)		NA	NA	NA	NA	NA	3
4.6 Operations APPA Standard Level (1 – best; 5 – worst)		NA	NA	NA	NA	NA	3

Definitions

- 4.1: Annual electricity usage in kilowatt-hour (kWh) by the gross square footage from space inventory (not including space that does not meter electricity)
 4.2: Annual natural gas usage in British Thermal Unit (BTU) by the gross square footage from space inventory (not including space that does not use or meter gas)
 4.3: Employees worked per week day in survey week / Vehicles used to commute to work per week day in survey week (2016-2017: Fall 2016)
 4.4: Central IT FTEs / [(Employee FTE + Student Worker FTE + Student FTES)/1000] (2016-2017: Fall 2016)
 4.5: Standard level assessed by the Association of Physical Plant Administrators (APPA) based on a formula including maintenance technician staffing levels, maintenance square feet, staffing factors, age of facilities, variation of facilities, campus mission, and facilities maintenance levels criteria. Level 1 (best) to Level 5; APPA recommends level 1 or 2
 4.6 Standard level assessed by the Association of Physical Plant Administrators (APPA) based on a formula including custodian staffing levels, cleaning square feet (CSF), types of facilities, usages of facilities, flooring types, tasks performed, and cleaning levels.
 Level 1 (best) to Level 5; APPA recommends level 1 or 2

Collegiality Dashboard

College goal: *Employ decision-making and communication processes that respect the diverse needs of the entire college community.*

IE Indicator	Page #	Link to Other Reports	IE REPORT YEAR				
			2014	2015	2016	2017	2018
5.1 Average Length of Service			NA	NA	NA	12.21	11.80
5.2 Faculty Diversity Gap (% Faculty URM - % Students URM)			-27.1%	-27.2%	-26.4%	-26.2%	-24.7%
5.3 Diversity in Faculty Hiring			NA	38.1%	26.0%	20.0%	48.5%
5.4 Employee Satisfaction: Campus Culture & Policies			NA	NA	NA	NA	3.29
5.5 Employee Satisfaction: Work Environment			NA	NA	NA	NA	3.56

Definitions

5.1: Full-time employees only employed in Spring semester. IE Report Year 2018: Spring 2018.

5.2: (% of full and part-time faculty from an underrepresented minority group or URM) – (% of credit students from an URM group). URM includes Black, Hispanic, and Native American/Alaskan Native. Data reflect fall terms (IE Report Year 2018: Fall 2017)

5.3: Percentage of full-time faculty hired who were from an URM group (IE Report Year 2018: 2017-2018)

5.4: Average satisfaction scores on 30 items related to campus culture and policies (1 = not satisfied at all; 2 = not very satisfied; 3 = somewhat satisfied; 4 = satisfied; 5 = very satisfied). IE Report Year 2018: Fall 2017.

5.5: Average satisfaction scores on 21 items related to work environment (1 = not satisfied at all; 2 = not very satisfied; 3 = somewhat satisfied; 4 = satisfied; 5 = very satisfied). IE Report Year 2018: Fall 2017.

Equity Dashboard

Based on data reported in the SMC Equity Plan: <http://www.smc.edu/EnrollmentDevelopment/InstitutionalResearch/Pages/Student-Equity.aspx>

EQUITY METRIC	TARGET POPULATION	IE Report Year				MOST CURRENT YEAR'S PERFORMANCE	COMPARISON GROUP PERFORMANCE	EQUITY GAP (Most Recent Year)
		2015	2016	2017	2018			
A. ACCESS	MALE	2.5%	3.3%	3.7%	3.9%	45.6% of credit population in Fall 2016 is male	49.5% of service area population is male	3.9%
	BLACK	1.4%	1.6%	1.8%	1.8%	10.5% of credit population in Fall 2016 is Black	12.3% of service area population is Black	1.8%
	HISPANIC	2.2%	1.0%	0.5%	0.4%	43.9% of credit population in Fall 2016 is Hispanic	43.5% of service area population is Hispanic	0.4%
B. COURSE SUCCESS	FOSTER YOUTH	19.1%	10.3%	26.7%	16.4%	53.0% Course success rate of Foster Youth (2015-2016)	69.4% Overall course success – all students	16.4%
	BLACK	14.3%	13.6%	13.6%	13.9%	55.5% Course success rate of Black students (2015-2016)	69.4% Overall course success – all students	13.9%
	HISPANIC	5.8%	6.6%	6.9%	6.6%	62.7% Course success rate of Hispanic students (2015-2016)	69.4% Overall course success – all students	6.6%
	VETERAN	3.8%	3.2%	3.6%	3.5%	65.9% Course success rate of Veteran students (2015-2016)	69.3% Overall course success – all students	3.5%
	LOW-INCOME	9.2%	4.5%	4.7%	5.1%	64.6% Course success rate of low-income students (2015-2016)	69.3% Overall course success – all students	5.1%
C. BASIC SKILLS ENGLISH COMPLETION	BLACK	26.9%	27.3%	28.2%	32.4%	30.9% Completion rate of Black Students (2010-2011)	63.3% Completion rate of highest performing group (Asian)	32.4%
	HISPANIC	16.8%	14.3%	13.8%	16.6%	46.7% Completion rate of Hispanic Students (2010-2011)	63.3% Completion rate of highest performing group (Asian)	16.6%
	LOW-INCOME	1.8%	1.7%	2.1%	0%	46.6% Completion rate of low-income students (2010-2011)	45.5% Completion rate of not low income students	0%

EQUITY METRIC	TARGET POPULATION	2015	2016	2017	2018	MOST CURRENT YEAR'S PERFORMANCE	COMPARISON GROUP PERFORMANCE	EQUITY GAP
C. ESL COMPLETION	BLACK	NA	21.8%	17.8%	15.2%	50.0% Completion rate of Black Students (2010-2011)	65.2% Completion rate of highest performing group (Asian)	15.2%
	HISPANIC	17.9%	17.8%	14.4%	22.5%	42.6% Completion rate of Hispanic Students (2010-2011)	65.2% Completion rate of highest performing group (Asian)	22.5%
C. BASIC SKILLS MATH COMPLETION	BLACK	27.2%	29.6%	21.3%	26.0%	16.4% Completion rate of Black Students (2010-2011)	42.4% Completion rate of highest performing group (Asian/White)	26.0%
	HISPANIC	16.7%	19.8%	9.3%	12.8%	29.6% Completion rate of Hispanic Students (2010-2011)	42.4% Completion rate of highest performing group (Asian/White)	12.8%
D. CTE COMPLETION	No groups were identified as target groups for in the Student Equity Plan							
E. TRANSFER	BLACK	10.5%	19.8%	15.7%	5.7%	76.8% Completion rate of Black Students (2010-2011)	82.5% Completion rate of highest performing group (White)	5.7%
	HISPANIC	14.9%	16.6%	14.0%	15.8%	66.7% Completion rate of Hispanic Students (2010-2011)	82.5% Completion rate of highest performing group (White)	15.8%

*Absolute value of gap; decreasing trends in gap values suggest improvement on the metric.

Definitions

A: Equity gap = (Percentage of demographic group represented in the community) – (Percentage of same demographic group represented among credit students)

B: Equity gap = (Overall course success rate) – (Course success rate of target group)

C: Equity gap = (Percentage of students who began English, ESL, math sequence in basic skills and successfully completed a degree-applicable English, ESL, math course within six years for the highest performing group) – (Percentage of students who began English, ESL, math sequence in basic skills and successfully completed a degree-applicable English, ESL, math course within six years for the target group)

D: NA

E: Equity gap = (Percentage of transfer directed students who completed transferable English and math course who transferred to a four-year institution within six years for the highest performing group) – (Percentage of transfer directed students who completed transferable English and math course who transferred to a four-year institution within six years for the target group)