

Significant Data Trends, Observations, and Recommendations of the Institutional Effectiveness Committee 2019–2020

Institutional Effectiveness (IE) is the systematic and continuous process of measuring the extent to which a college achieves its mission, as expressed through the goals and strategic objectives developed in an education master plan. The Academic Senate Joint Institutional Effectiveness Committee (IE Committee) provides input in the IE process, engages in activities to support the College's assessment of IE each year, and reports to the District Planning and Advisory Council (DPAC) on the areas of college needing attention based on the College's performance on the IE metrics. This report provides a summary of the activities of the IE Committee during the current academic year as well as significant data trends and observations based on SMC's performance on the IE dashboards to inform the development of the 2020-2021 and 2021-2022 action plans that support the SMC Strategic Initiatives.

Committee Scope and Functions:

Scope:

The IE Committee reviewed and modified the committee's scope. The current scope reads: The Institutional Effectiveness Committee works with all district units to achieve and sustain proficiency in the formulation, assessment, and analyses of multiple effectiveness measures in order to inform the program review and institutional planning processes as well as aid in the preparation of periodic accreditation self-evaluations.

Functions:

The IE Committee updated its functions which now read as follows:

- Recommends relevant institutional effectiveness (IE) metrics to collect based on institutional priorities and initiatives.
- Participates in the goal-setting process for IE metrics.
- Monitors performance on IE metrics against target goals and institution-set standards.
- Advises the Program Review and Curriculum Committees and departments on issues related to outcomes assessment and program evaluation to ensure processes are integrated with college-wide goals, initiatives, and metrics.
- Supports departments and units in equitizing outcome statements and assessment processes.
- Sustains the infrastructure for reporting and collecting outcomes data.
- Facilitates the linkage between the Office of Institutional Research and the planning process through the identification and analysis of institutional data and surveys such as student engagement, campus climate, racial climate, and other surveys.
- Make suggestions to DPAC especially in regard to the development and assessment of the College's strategic initiatives.
- Reviews institutional level outcomes data to inform program and institutional decision-making and planning.

Review of the IE Dashboards:

The IE Committee conducted a comprehensive review of metrics and identified metrics to include in this year's IE dashboards. The committee voted to include:

- 46 metrics on the **Academics Dashboard:**

The Academics Dashboard includes metrics that measure the College's effectiveness as it relates to college access, student progress and momentum, math and English throughput, completion and success, employment and earnings, noncredit and adult education, community, and license exam pass rates. In addition, the committee recommended that the dashboard include, for the first time, metrics that describe the student population. Many of the metrics are those included in the Vision for Success, Student Equity Plan, and Student-Centered Funding Formula. Each of the progress, success, and completion metrics are disaggregated by student race/ethnicity to assess the College's progress towards closing the racial equity gaps.

- 5 metrics on the **Student Support Dashboard:**

With the exception of the probation rate metric, all metrics proposed for the Student Support Dashboard are new. The IE Committee reviewed SMC's performance on three financial-aid related metrics. Data for the fifth metric, racial climate survey, was not available at the time of the report. The IE Committee plans to review the findings of the National Assessment of Collegiate Campus Climate (NACCC) administered in Fall 2019 when the data becomes accessible (the survey was administered by the USC Race and Equity Center).

- 21 metrics on the **Fiscal Dashboard:**

The IE Committee reviewed SMC's performance on metrics previously included in the Fiscal Dashboard, including the structural and operational surplus and deficit, fund balance, and percentage of expenditures spent by category. For the first time, the committee voted to include two new metrics related to the new Student Centered Funding Formula (SCFF): revenue generated from the supplemental allocation metrics and revenue generated from the student success allocation metrics.

- 4 metrics on the **Collegiality Dashboard:**

The IE Committee voted to include one new metric on the Collegiality Dashboard, faculty equity-mindedness. A survey, administered by the USC Center for Urban Education, was implemented in spring of 2020 to assess the extent to which faculty engaged in equity-mindedness practice. At the time of this report, the data for the survey is not available.

- 5 metrics on the **College Infrastructure:**

The College Infrastructure Dashboard includes similar metrics to ones that have been included in the past, including utility usage, average vehicle ridership, and IT FTES ratio.

For many of the metrics, the Office of Institutional Research relies on external organizations to provide data. The coronavirus pandemic has caused delays in access to data from the California Community College Chancellor's Office, USC Race and Equity Center, and USC Center for Urban Education. The IE Committee plans to review the data for affected metrics in the Fall of 2021.

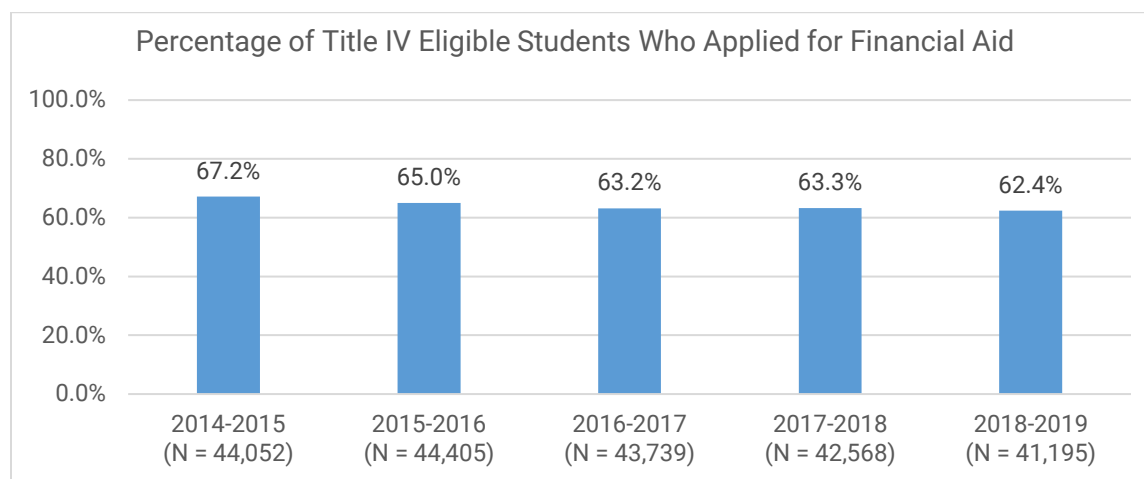
Recommendations of the IE Committee:

The Committee presents three recommendations to the DPAC for consideration as it identifies action plans and goals for the Master Plan for Education. The recommendations are informed by significant trends observed in the college data related to institutional effectiveness.

#1 - Ensure all students who are potentially eligible for financial aid apply and receive aid

The data reveal that among those who are eligible to receive federal financial aid (enrolled in 6+ credit units and a U.S. resident), the percentage who applied for financial aid in an academic year has decreased over the last five years. In 2018-2019, 62.4% of students applied for financial aid, a decrease of 4.8% when compared to 2014-2015.

Percentage of Credit Students Who Applied for Financial Aid



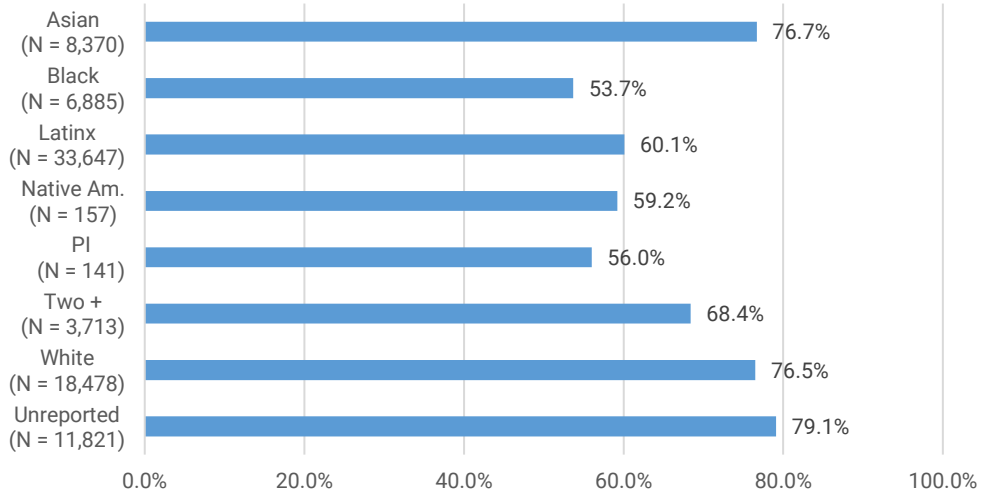
The committee discussed the importance of improving institutional efforts around marketing, education about the financial aid process, and proactive outreach in order to ensure all students who are eligible at least apply for aid. Improvement in this metric would ultimately increase funding as the SCFF includes the number of Pell Grant and California College Promise Grant (formerly called “BOG fee waiver”) recipients as one of its metrics. *Note, only California residents are eligible to receive the California College Promise Grant.*

#2 – Examine opportunities to address the racial equity gaps for course success

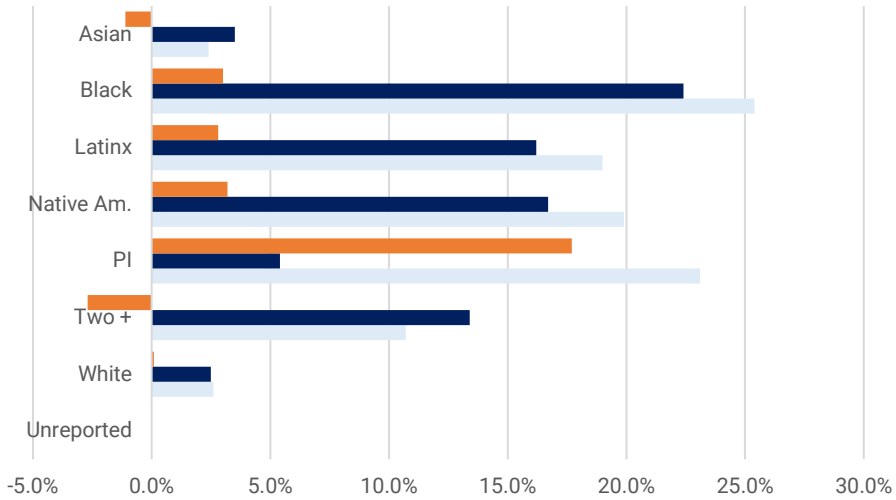
In Fall 2019, the course success rates by ethnicity/race revealed that Black students completed their courses at a rate of 53.7% and experienced an equity gap of 25.4% when compared to the rate of the highest performing group (unreported ethnicity/race). Similarly, Latinx, Native American, and Pacific Islander students experienced large equity gaps (19.0%, 19.9%, and 23.1%, respectively) for course success.

Even more concerning, the gaps experienced by these racially minoritized groups has increased by approximately 3% each since Fall 2014 (refer to the second chart below).

Course Success Rate by Ethnicity/Race (Fall 2019)



Equity Gaps Compared to Highest Performing Group (Fall 2014 vs. 2019)



	Unreported	White	Two +	PI	Native Am.	Latinx	Black	Asian
Increase in Gap	0.0%	0.1%	-2.7%	17.7%	3.2%	2.8%	3.0%	-1.1%
Fall 2014	0.0%	2.5%	13.4%	5.4%	16.7%	16.2%	22.4%	3.5%
Fall 2019	0.0%	2.6%	10.7%	23.1%	19.9%	19.0%	25.4%	2.4%

Enrollments	Asian	Black	Latinx	Native Am.	PI	Two +	White	Unreported
Fall 2014	12,577	7,507	31,954	141	203	3,281	21,613	7,577
Fall 2019	8,370	6,885	33,647	157	141	3,713	18,478	11,821

#3– Form a small taskforce focused on implementing or revising college practices to ensure all successful students who receive a degree/certificate and/or transfer are captured in the Student-Centered Funding Formula (SCFF)

With the change in methodology for the student success metrics of the Student-Centered Funding Formula (SCFF), SMC is not receiving credit for all students who are successfully earning awards and/or transferring to four-year institutions.

In review of the completion data, the IE Committee found that the SCFF excluded many successful students who completed a degree or certificate or transferred, including students who took a “gap year” prior to transferring or petitioning for an award, students who enrolled in fewer than 12 units in the year prior to transferring, and students who were concurrently enrolled in a two-year institution in the transfer year. The change in methodology has negatively impacted SMC’s performance on the metrics for the student success allocation and, as a result, is positioned to receive significantly less revenue than in the previous year.

The following tables describe the primary changes made to the SCFF methodology for the 2019-2020 year:

Differences Between Old Calculation (2018-2019 Fiscal Year) vs. New (2019-2020 Fiscal Year) for Student Success Metrics

ADT, AD, BD, and Credit Certificates

	Reported in the 2018-2019 Recalculation Apportionment Old	Reported in 2019-2020 First Principal Apportionment New
Metric Year	2017-2018	Three-Year Average (2016-2017 to 2018-2019)
What Is Counted	Number of awards	Number of students
SMC Enrollment	Student receiving award could have enrolled in any academic year at the district	Only students receiving award who enrolled at the district in the same year of award are counted
Other Awards	No restrictions	Students are counted only once among award types AD-T, AD, BD, and CC; counted in the highest award category

Transfer

	Reported in the 2018-2019 Recalculation Apportionment Old	Reported in 2019-2020 First Principal Apportionment New
Metric Year	2017-2018	Three-Year Average (2016-2017 to 2018-2019)
What Is Counted	Number of transfers	Number of students
SMC Enrollment	Student could have enrolled in any academic year at the district	Only transferred students who enrolled at the district in the year prior to transfer year at the district are counted
Units Earned	No restrictions	Only student who accrued 12 or more units (with grade A, B, C, D, or P) in the year prior to the transfer year at the district are counted
Concurrent Enrollment	No restrictions	Student who enrolled in any course at the CCC in the transfer year (was not concurrently enrolled in four-year institution) are not counted

The change in methodology has significantly impacted SMC’s performance on the completion metrics. For example, for funding year 2018-2019, the formula used to calculate transfer students recorded a total of 3137 students. However in 2019-2020, the formula was changed to exclude transfer students who had not accrued 12+ units in the year prior to transfer and those who enrolled in a CCC course in the year of transfer (including intersessions). As a result of the changes, approximately 45% of the students who were previously counted as successful transfers were not counted, and only 1738 students were counted in the metric.

The following table describes the revenue generated (including the “bonus” dollars for successful students who are Pell or College Promise recipients) for the last academic year (2018-2019) and projected revenue for this year (2019-2020).

Warning: The 2019-2020 revenue for the SCFF relies on a three-year average (2016-2017 to 2018-2019) and does not represent a single year performance

	Headcount (2017-2018)	Rate (\$)	Revenue (\$)	Headcount Three Yr Avg (2016/17 - 2018/19)	Rate (\$)	Projected Revenue (2019-2020)
ADTs	775	\$1,760	\$1,364,000	594.33	\$2,236.36	\$1,329,142
AA/ASs	3,048	\$1,320	\$4,023,360	1,111.67	\$1,677.27	\$1,854,564
BSs	13	\$1,320	\$17,160	11.33	\$1,677.27	\$19,009
Certs	2,388	\$880	\$2,101,440	455.67	\$1,118.18	\$509,517
Math/Eng	568	\$880	\$499,840	807.33	\$1,118.18	\$902,743
Transfer	3,137	\$660	\$2,070,420	1,738.00	\$838.63	\$1,457,547
CTE Units	3,758	\$440	\$1,653,520	3,731.67	\$559.09	\$2,086,336
Living Wg	2,714	\$440	\$1,194,160	2,557.33	\$559.09	\$1,429,779
		Total	\$12,923,900		Total	\$9,598,637
		Grand Total (w Pell & Promise)	\$16,437,637		Grand Total (w Pell & Promise)	\$12,199,982

Approved by the Institutional Effectiveness Committee on 5/27/2020