

Significant Data Trends, Observations, and Recommendations of the Institutional Effectiveness Committee 2021-2022 December 2021

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 2022-2023 Master Plan for Education action plans.

The IE Committee analyzed the institution’s performance on dozens of metrics on the approved [2021-2022 IE Metrics Framework](#). The Committee presents four 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.

Recommendation #1: Ensure all students who are potentially eligible for financial aid apply and receive aid; Improve Pell Grant and CCPG Recipients

The two tables below describe the number of Pell Grant and California College Promise Grant (CCPG) recipients (formerly the BOG fee waiver) over time. The data reveal that in Fall 2020, fewer students received the Pell Grant and CCPG than in previous years. In addition, the percentage of credit students receiving the Pell Grant and CCPG has decreased by 3% and 4%, respectively.

Table 1. Number and Percentage of Credit Students Receiving the Pell Grant

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Pell Recipient	7,240	6,819	6,892	6,355	6,778	5,648
Total Credit Students	30,619	30,830	29,868	29,140	27,932	26,428
% Pell	24%	22%	23%	22%	24%	21%

Table 2. Number and Percentage of Credit Students Receiving the California College Promise Grant (CCPG)

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
CCPG Recipient	16,169	15,553	14,893	14,104	13,785	13,074
Total Credit Students	30,619	30,830	29,868	29,140	27,932	26,428
% CCPG	53%	50%	50%	48%	49%	49%

Data Source: Institutional Research

Recommendation:

The committee discussed the importance of improving institutional efforts around marketing, education about the financial aid process, and proactive outreach to ensure all students who are eligible apply for aid. The committee recommends learning best practice from similar colleges (suburban, medium to large population, single-college district) on improving performance on these two metrics. Improvement in this metric would ultimately increase funding as the Student-Centered Funding Formula (SCFF) includes the number of Pell Grant and California College Promise Grant as two of its metrics.

Recommendation #2: Maximize the Opportunities for Transfer Success for Black and Latinx Students, Including Examining the Role and Impact of Associate Degrees for Transfer (ADT)

The IE Committee reviewed SMC’s performance on the various metrics included in the [Vision for Success](#) report and [Student Equity Plan](#), including the numbers of students who completed a vision goal (bachelor’s degree, associate degree, and/or Chancellor’s approved credit certificate). Figure 3 below describes the numbers of students who attained the vision goal disaggregated by race/ethnicity. Figure 4 describes the equity gaps for each racial/ethnic group when comparing the “share” or percentage of vision goal completers each group represents to their representation among transfer/degree aspirants in the same year.

Figure 3. Number of Students Who Attained the Vision Goal Completion Definition by Race/Ethnicity, 2014-2015 to 2019-2020

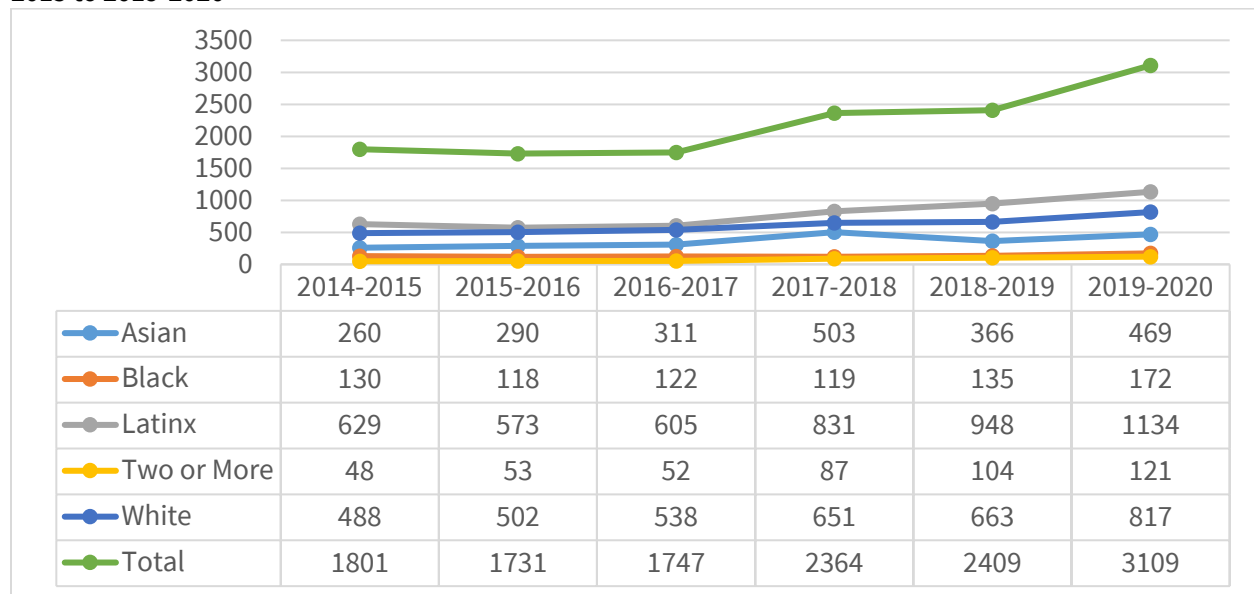
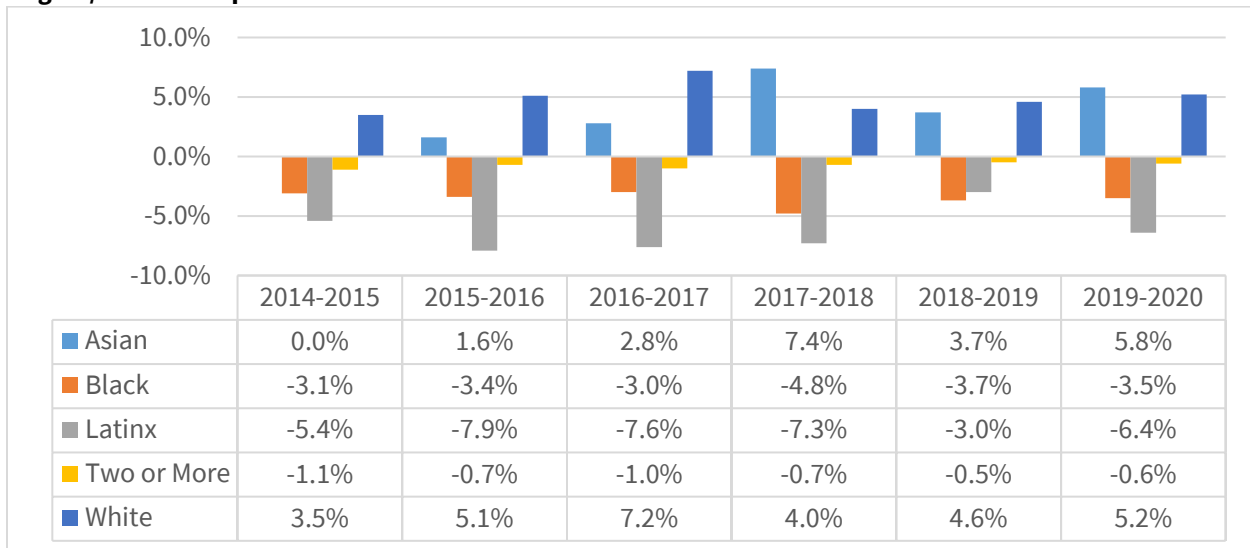


Figure 4. Equity Gap, Representation Among Vision Goal Completers vs. Representation Among Degree/Transfer Aspirants



Data Source: California Community Colleges Student Success Metrics

While the number of Vision Goal completers overall and for each racial/ethnic group has improved over time, the equity gaps experienced by Black and Latinx students has widened during the same period, from -3.1% to -3.5% for Black students, and from -5.4% to -6.4% for Latinx students. *For more information on how equity gaps are calculated for volume metrics, visit Appendix C (starting on p. 22) in the [Vision for Success Report](#).*

A larger number of Black and Latinx students transfer to the CSU (624 combined in 2020-2021) than the UC (286 combined in 2020-2021) (visit the [statistics webpage](#) of the SMC Transfer Center for more information), which suggests that the populations experiencing the equity gaps for the metric primarily access transfer through the CSU.

Recommendation:

The IE Committee recommends that the institution examine strategies to strengthen and maximize the opportunities to increase completion of the Associate Degree for Transfer (ADT), associate degrees that are fully transferable to the CSU, by pursuing inquiry around questions like, but not limited to,:

- What can SMC do to specifically improve transfer completion amongst Black and Latinx students, including exploration of the role of the ADT in the transfer pathway?
- Are ADTs effective in transferring students to the CSU for SMC students? Who is most effective, least effective for?
- What opportunities should SMC pursue to collaborate and consult with external stakeholders, including the CSU, to better align SMC ADTs and program requirements at the transfer institutions?
- Do we offer all programs that are eligible to be offered as an ADT? Have we maximized ADT offerings?
- What impact does the number of 5-unit classes required for a program affect its ability to be converted to an ADT?
- What support and resources does the college need to effectively convert local degrees to ADTs and departmental certificates to Chancellor’s Approved certificates?
- What are students’ understanding and perceptions of the value of an ADT?

Improvement on the ADT metric also has implications for funding as the number of students who earn an ADT is a metric of the SCFF.

Recommendation #3: Strengthen Our Services and Programs to Support Undocumented Students

Since its inception, the SMC’s DREAM Program, has provided robust, meaningful support, services, and resources to our undocumented students. Historically, AB 540 students (a subset of our undocumented students) defined as those who meet criteria to receive an exemption from paying nonresident tuition at any public college or university in California, represented 900 students each fall semester. However, in recent years, the number of AB 540 students has decreased. In Fall 2020, 693 AB 540 students were served at SMC, a decrease of 214 students when compared to Fall 2015.

Table 5. Number and Percentage of Credit AB 540 Students

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
AB 540	907	930	904	847	808	693
Total Credit & Noncredit Students	33,683	34,227	33,302	32,568	31,493	29,335
% AB 540	3%	3%	3%	3%	3%	2%

Data Source: SMC WebSIS

Recommendation:

The committee recommends that the institution explores the root causes for the decreasing trend in the AB 540 data, identify best practices from similar colleges that have demonstrated excellence in terms of enrolling and serving undocumented students, and identify strategies to strengthen our existing support services and programs for this population.

Recommendation #4: Conduct Inquiry to Identify Effective Strategies to Recruit, Onboard, and Retain Racially Minoritized Faculty

As part of its review of metrics assessing SMC’s “Supportive Collegial Goal”, the IE Committee examined demographic data of faculty and staff. The series of graphs, that were analyzed by the Committee, tell a story of a faculty population that has gotten racially more diverse over time, but in Fall 2020, was still majority white (54.1%) (see Figures 6 and 7). Furthermore, when compared to the student population, the faculty population remains disproportionately Whiter, and less Latinx (see Figure 8). The data suggest that SMC’s faculty population does not reflect the students we serve, and the College has room for improvement on this metric.

Figure 6. Percentage of Faculty (Adjunct and Full-time Combined) by Race/Ethnicity, Fall 2015 to Fall 2020

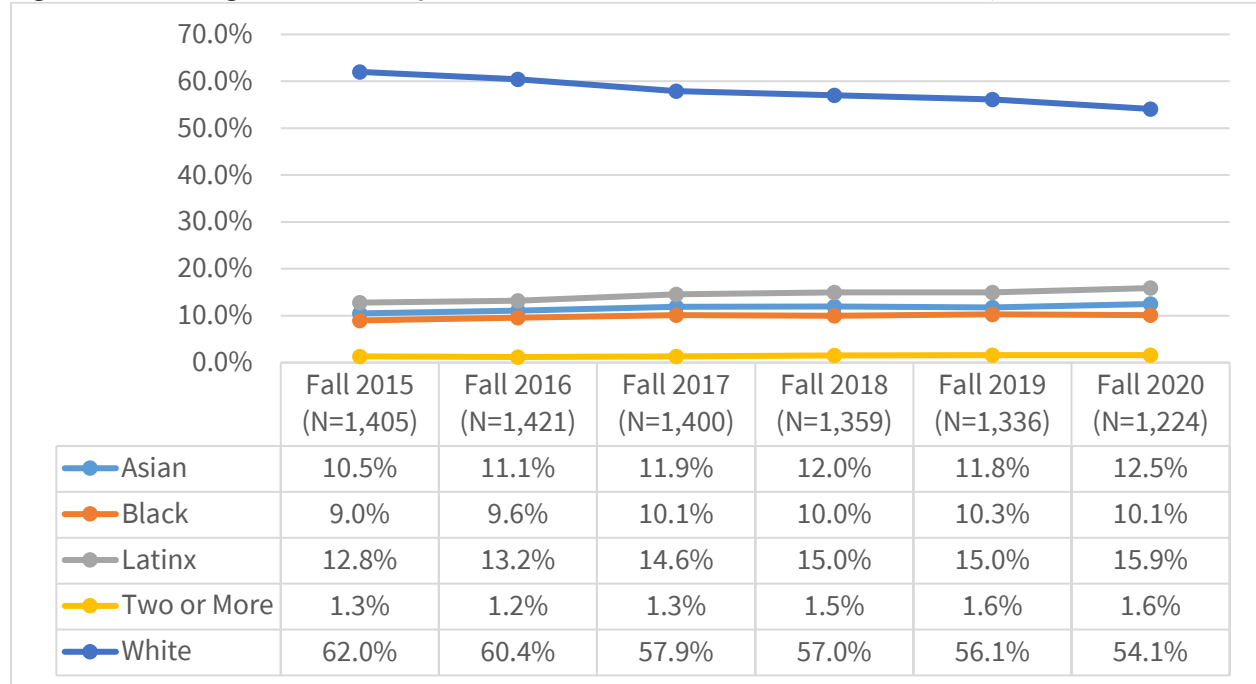
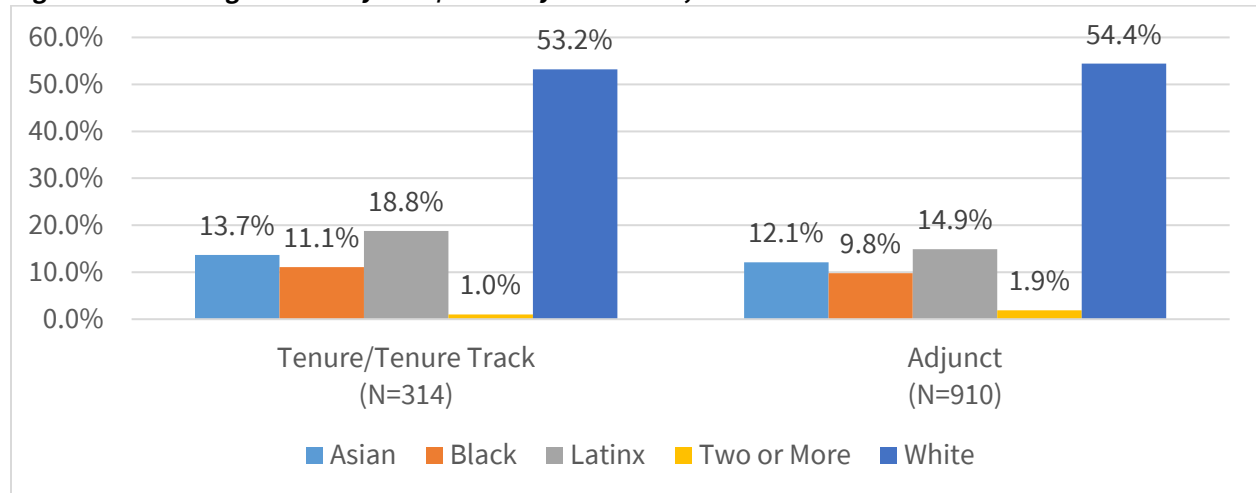
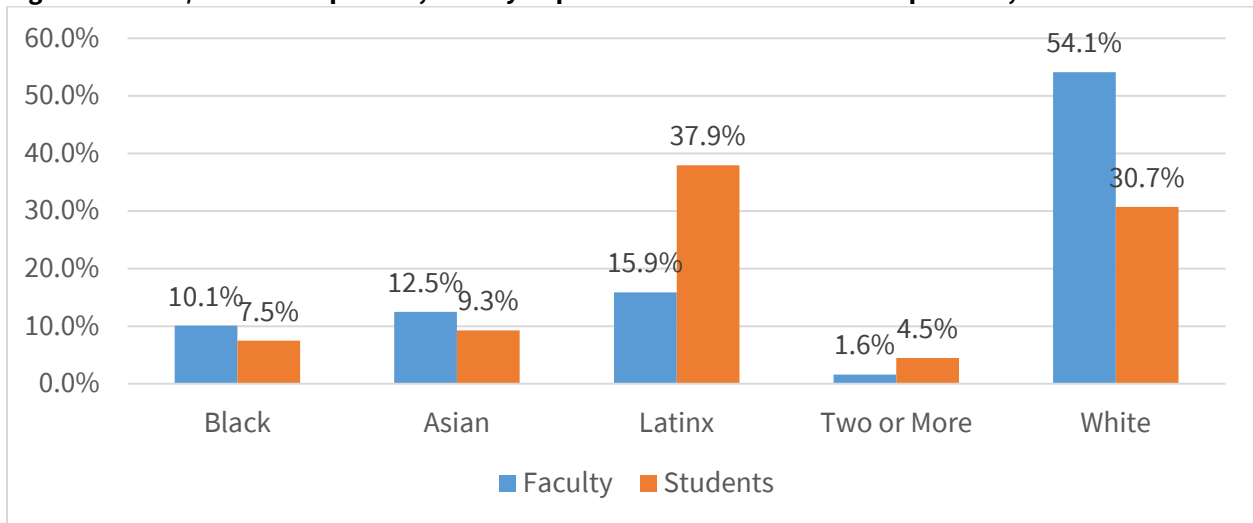


Figure 7. Percentage of Faculty Race/Ethnicity and Status, Fall 2020



Data Source: Chancellor’s Office Data Mart

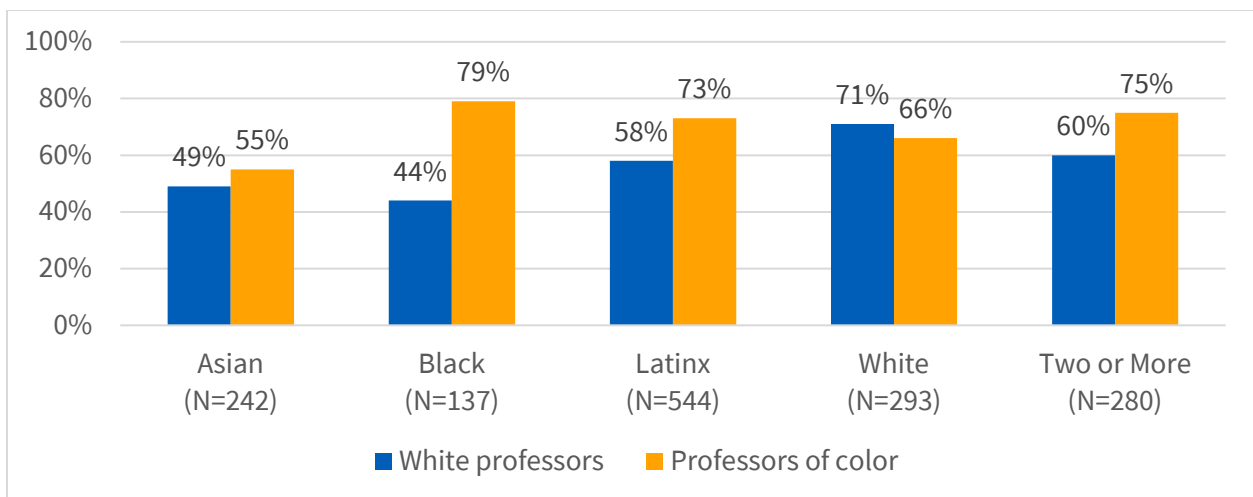
Figure 8. Racial/Ethnic Comparison, Faculty Population vs. Student Credit Population, Fall 2020



Data Source: Institutional Research and the Chancellor’s Office Data Mart

The research literature has documented the value and importance of a racially diverse faculty, including [reducing equity gaps in academic outcomes experienced by racially minoritized student groups](#). In addition, SMC’s data from the 2019 administration of the National Assessment of Campus Collegiate Climates (NACCC) indicate that for racially minoritized students who participated in a study, disproportionately more (particularly Black and Asian students) reported feeling they mattered in classes taught by faculty of color (see Figure 8).

Figure 8. Percentage of Survey Respondents, Disaggregated by Race/Ethnicity, Feeling They Strongly or Mostly Matter in Classes Taught by White Professors vs. Professors of Color



Data Source: Institutional Research

Recommendation

Based on the faculty diversity data, the IE Committee recommends that the institution conduct further inquiry and identify strategies to **hire, onboard, and retain racially diverse faculty**, including, but not limited to, changes in policy, practice, and institutional culture and professional development and training needs.