

2023-2024 Institutional Effectiveness Committee's Annual Report

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 a recommendation based on SMC's performance on the IE dashboards to inform the development of the 2025-2026 DPAC Action Plans that support the SMC Mission, Vision, and Strategic Initiatives.

Revision of Scope/Functions

At the end of the accreditation cycle for SMC in 2023, one recommendation was to create a Student Learning Outcomes (SLO) faculty lead position. The duties of the position duplicated two functions of the IE Committee that were remanent from when the committee's primary function was to assist with department SLO assessment. The functions were

- Supports departments and units in equitizing outcome statements and assessment processes.
- Sustains the infrastructure for reporting and collecting outcomes data.

The removal of the two functions was approved by the Academic Senate on March 26, 2024.

Student Equity Plan Progress

The 2022 – 2025 Student Equity Plan (SEP) states that the "Division of EPI [Equity, Pathways, and Inclusion] will work to collaborate with the Academic Senate Institutional Effectiveness Committee and Institutional Research Office to develop an evaluation/assessment plan for each action plan with check-in points for review, reflection, discussion and revision during implementation." As a continuation of the collaboration between the IE Committee and the Division of EPI, the Dean of EPI presented to the IE Committee the current progress of the SEP implementation on October 11, 2023.

The Dean of EPI presented the activities across the institution related to the multiple areas in the plan. Areas included curriculum, professional development, wraparound services, student onboarding, etc. Based on the presentation, the IE Committee recommended that EPI clarify a strategic vision for accomplishing the plan's goals and outcomes.

Furthermore, the Committee encouraged EPI to reframe efforts to monitor progress on the plan away from reporting individual activities (i.e., student field trips, standalone workshops, etc.) towards documenting efforts related to creating an infrastructure and conditions for the equity work on the ground to be more race-conscious and successful in closing gaps for Black, Latine/x, and other minoritized students. Examples of such efforts include but are not limited to:

- Helping colleagues infuse race-consciousness into their efforts.
- Creating a workplace climate and culture that facilitates racial equity work.
- Creating college-level processes, timelines, and structures that prioritize racial equity efforts.

Review of SMC's Performance on IE Metrics

The Committee reviewed SMC's performance on over two dozen collegewide metrics assessing the enrollment, progress, and success of students and indicators of effectiveness related to student support and campus climate. The performance was measured against collegewide goals set in the 2022-2025 Student Equity Plan for the metrics. Furthermore, the Committee monitored the equity gaps in the student-related metrics for racially minoritized students. The following provides a high-level summary of the analyses that resulted from the committee discussions of the data:

- **Enrollment:** Overall, there has been a year-over-year decrease in all enrollment indicators, including FTES, course enrollment, and headcount since 2019-2020. However, some areas where we have improved in terms of enrollment include:
 - Increase in headcount for noncredit, not Emeritus students
 - Percentage of credit students with a credential (certificate, degree, or transfer) goal who had an undeclared major decreased to 12% for Fall 2022
- **Persistence:** First-to-second term persistence among first-time-in-college students (FTIC) has remained relatively stable. In 2020-2021, the rate was 72.1% or 7.2% below the college goal of 79.3%.
 - Disproportionately fewer Black students persisted (67%) when compared to Latine/x (71%), White (72%), and Asian (78%) students.
- **Transfer-Level Math:** SMC experienced steady improvement on the metric related to transfer-level math completion within the first year, from 12.6% in 2017-2018, to 20.2% in 2021-2022. However, SMC is 15.7% below the goal of 35.9% for this metric.
 - While all racial/ethnic groups improved their performance on this metric over the last five years, Black (12%) and Latine/x (15%) students continue to experience the largest gaps when compared to Asian (33%) and White (23%) students.
- **Transfer-Level English:** In 2021-2022, the first year transfer-level English completion amongst first-time in college students was 46.9%, 7.5% below the goal of 54.4%.
 - In general, all racial/ethnic groups improved their performance on this metric over the last five years, and while the gaps between Asian (56%) and other racial/ethnic groups have slightly narrowed during that time, gaps continue to exist for Black (35%) and Latine/x (47%) students.
- **Transfer:** Among FTIC in 2017-2018, 29% of students transferred within three years and after existing the community college system. This rate has improved by 4.5% over the last five years. However, the performance is 15.8% below the goal of 44.5%.
 - Asian (22%), Black (24%), and Latine/x (28%) students transferred within three years at lower rates than White students (43%).
- **Vision Goal Completion:** The percentage of FTIC who complete a certificate or degree within three years increased by 5.5% over the last five years. Currently, SMC is 7.9% below the goal of 26.3%.

- Black (8%), Latine/x (13%), and multi-racial (14%) students completed the vision goal (degree or certificate) at the lowest rates; however, their rates have increased over the last five years.
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ACCJC Institution-Set Standards and Stretch Goals

The Committee reviewed the institution-set standards (ISS) and stretch goals for metrics included in the annual ACCJC report. The Committee’s recommendations for ISS and goals for 2024-2025 ACCJC metrics are posted on the [IEC website](#).

Recommendation for DPAC Action Plan

The IEC recommends that DPAC consider the following recommendation to inform the development of the 2025-2026 DPAC Action Plans:

To improve the overall Vision Goal Completion rates and reduce the gaps in the metric experienced by Black, Latine/x, and multi-racial students, the IE Committee recommends that the College design and implement a strategy/intervention to proactively support racially minoritized students who are predicted not to complete a degree/certificate based on a statistical model developed by the Office of Institutional Research.

The recommendation was informed by SMC’s performance on one of the five metrics included in the 2022-2025 Student Equity Plan: Vision Goal Completion. Vision Goal Completion measures the percentage of first-time in college students (FTIC) in an academic year who earned a Chancellor’s Office approved credit certificate (excludes departmental certificates), associate degree, and/or bachelor’s degree at SMC within three years of first enrolling. Only students enrolled in the same academic year as being awarded a degree or certificate were counted as successfully completing a vision goal.

In developing the recommendation, the Committee invited several stakeholders to help dream up the strategy or intervention used to proactively support students who, in the predictive data model, are closest to the “predicted not to complete” line. Over two committee meetings, representatives from the following areas participated in the discussion about the recommendation:

- Counseling
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- Equity, Pathways, Inclusion
- GPS (Gateway to Persistence & Success)
- Redesign/pathways
- Student instructional support
- Student life
- Student Success Teams/AOIs

Based on input from the stakeholders, the Committee recommends that the strategy/intervention designed for Black, Latine/x, and multi-racial students who are predicted not to completing the vision goal in three years include one or more of these components:

1. **Celebrating Milestones:** Centers on celebration of progress students have made towards a degree or certificate.
2. **Fostering Connections:** Fosters connections between students and with SMC faculty, counselors, and staff so students can feel a sense of community.
3. **Integrating Services:** Instead of offering new services and resources, intervention connects students to existing programs and resources such as special programs, academic support (tutoring), financial aid, mental health, basic needs, and counseling.
4. **Using an Equity-Minded Framework:** Includes element that transforms a college practice, process, structure, or culture. For example, building agency amongst faculty to refer services/resources to students, creating a culture of responsibility around retention (not just a counselor's job), etc.