

2024-2025 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 2026-2027 DPAC Action Plans that support the SMC Mission, Vision, and Strategic Initiatives.

REVIEW OF SCOPE AND FUNCTIONS

No revisions were made to the Committee's scope and functions during the 2024–2025 academic year.

STUDENT EQUITY PLAN PREPARATION

The Committee also began planning for the development of the 2025–2028 Student Equity Plan, which is due to the California Community Colleges Chancellor's Office (CCCCO) in November 2025. A key new requirement of the next plan is the explicit selection of *priority student groups* to focus equity efforts.

To inform this decision, the Committee reviewed SMC's disaggregated performance data on the five Student Equity and Achievement Program (SEAP) metrics:

- Successful Enrollment
- First-term Persistence
- Transfer-level Math and English Completion
- Vision Goal Completion within Three Years
- Transfer within Three Years

Student outcomes were analyzed by key demographic characteristics, including race/ethnicity, gender, first-generation college status, LGBTQ+ identity, homelessness status, foster youth status, veteran status, economic disadvantage status, and DSPS.

Based on the magnitude and persistence of equity gaps across multiple metrics, the Committee formed a recommendation to prioritize the groups already identified by the Chancellor's Office. Specifically, for the metrics of **First-term Persistence**, **Transfer-Level Math and English Completion**, and **Vision Goal Completion**, the Committee recommends that the College continue to focus its equity work on **Black and Latine students**.

This recommendation is grounded in both the local data trends and statewide equity priorities and will guide the College's planning process in the months ahead.

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. The Committee focused this year's review on ensuring that SMC's Institutional Effectiveness metrics remain aligned with the college's Vision 2030 goals. This alignment will support a clearer, more integrated understanding of how the institution is achieving its mission and serving students.

As part of this effort, the Committee discussed the emerging Vision Aligned Reporting (VAR) framework, which eventually require departments across the College to report outcomes, strategies, and reflections aligned with the Vision 2030 metrics. The Committee emphasized the potential for this new VAR structure to inform and enrich the College's Institutional Effectiveness metrics—offering a more comprehensive and connected picture of institutional performance, equity, and impact on student success.

The committee's discussions of the metrics focused primarily on student retention/persistence and disaggregated student equity metrics. These discussions reinforced the importance of tracking not just overall performance but also closing equity gaps experienced by racially minoritized and historically underserved student groups.

The following provides a high-level summary of the analyses that resulted from the Committee discussions of the data:

- **COURSE SUCCESS:** In 2023–2024, the collegewide course success rate reached **76.0%**, representing a **5.4 percentage point increase** compared to 2018–2019.
 - When disaggregated by race/ethnicity, **all student groups experienced gains** over the five-year period: Asian (+4.4%), Black (+7.0%), Latine (+7.4%), Native American (+13.7%), Pacific Islander (+20.1%), Multiracial (+7.7%), and White (+3.3%).
 - **Despite these improvements, large equity gaps remain** when comparing other groups to White students. In 2023–2024, course success rates were lower for Black (-16.7%), Latine (-10.9%), and Native American (-9.5%) students, highlighting the ongoing need for targeted, race-conscious interventions to close these persistent gaps.
- **PERSISTENCE:** First-to-second term persistence among first-time-in-college students (FTIC) has decreased by 2.7% over the last five years. For the 2021-2022 cohort, the persistence rate was 70.6%, falling 8.7% below the College's goal of 79.3%.
 - To **fully close the equity gap for Black students**, whose current first-term to second-term persistence rate is **62.3%**, the College must improve this rate by **9.0%**, which equates to approximately **36 additional students** persisting to the next term (based on the Chancellor's Office Percentage Point Gap–1 method).
 - For **Latine students**, whose persistence rate stands at **69.0%**, closing the equity gap requires an improvement of **2.7%**, or about **62 additional students** persisting to the following term.

- **TRANSFER-LEVEL MATH & ENGLISH COMPLETION:** Completion of transfer-level math and English courses among FTIC has increased by 5.3% over the last five years. For the 2022-2023 cohort, the transfer-level math and English completion rate was 15.7%, falling 15.1% below the College's goal of 30.8%.
 - To **fully close the equity gap** for **Black students**, whose current transfer-level math and English completion rate is **6.9%**, the College must improve this rate by **9.5%**, which equates to approximately **45 additional students** completing the courses in their first year (based on the Chancellor's Office Percentage Point Gap-1 method).
 - For **Latine students**, whose rate stands at **12.9%**, closing the equity gap requires an improvement of **4.6%**, or about **115 additional students** completing the two courses within their first year.
- **VISION GOAL COMPLETION:** Vision goal (certificate of completion, associate degree, and community college bachelor's degree) completion within three years among FTIC has increased by 6.6% over the last five years. For the 2019-2020 cohort, the vision goal completion rate was 19.8%, falling 6.5% below the College's goal of 26.3%.
 - To **fully close the equity gap** for **Black students**, whose current vision goal completion rate is **9.5%**, the College must improve this rate by **11.0%**, which equates to approximately **57 additional students** completing a vision goal credential within three years (based on the Chancellor's Office Percentage Point Gap-1 method).
 - For **Latine students**, whose rate stands at **12.7%**, closing the equity gap requires an improvement of **11.4%**, or about **331 additional students** completing a vision goal within three years.
- **TRANSFER:** Transfer to a four-year institution in three years for FTIC has increased by 4.1% over the last five years. For the 2018-2019 cohort, the transfer rate was 22.1%, falling 22.4% below the College's goal of 44.5%.
 - **Black students have increased their transfer rate by 1.2%**, from 23.2% to 24.4%, over the past five years. However, they continue to face an **equity gap of 3.1%**, as calculated using the Chancellor's Office Percentage Point Gap-1 method.
 - To **fully close the equity gap** for **male students**, whose current transfer rate is **20.3%**, the College must improve this rate by **3.4%**, which equates to approximately **56 additional students** transferring within three years.

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, including revisions, for 2025-2026 ACCJC metrics are posted on the [IEC website](#).

RECOMMENDATION FOR DPAC ACTION PLAN

The Institutional Effectiveness Committee recommends that DPAC consider the following additional strategies to inform the development of the 2026-2027 DPAC Action Plans:

1. Educate the campus on the Student-Centered Funding Formula (SCFF) and its implications for funding and student success

As part of the Committee’s review of IE metrics, a discrepancy was noted between the transfer data reported through the SCFF and other internal or state-reported sources. Upon closer examination, it became clear that not all student transfer successes are being captured in the SCFF funding metrics.

For example, the SCFF only counts a transfer as successful if a student *fully exits* the California Community College system. However, it is common SMC practice to advise students who are transferring to return during the winter intersession to complete outstanding general education requirements at a lower cost. This practice, while beneficial for students, may result in the College not receiving SCFF transfer credit for those students. In the 2023–2024 apportionment, the College received approximately \$1,095 for each student who successfully transferred, based on a three-year average. Had an additional 100 students met the criteria and been counted under the SCFF, the College could have generated approximately \$109,500 in additional revenue.

Transfer Data	2021-2022	2022-2023	2023-2024
SCFF (Source: CCCCCO)	2,032	1,827	1,697
SMC Local Data (Combined CSU, UC, ISP, OOS)	2,916	2,649	2,448
CSU (Source: CSU Analytics)	1,217	1,084	1,071
UC (Source: UC Office of President)	1,200	1,086	983
In-state privates (ISP) (Source: CCCCCO Data Mart)	176	140	144
Out-of-state (OOS) (Source: CCCCCO Data Mart)	323	339	250

Given the current budget climate and the importance of aligning student-centered practices with funding mechanisms, the Committee recommends that the College:

- Develop and implement an educational campaign to increase awareness and understanding among faculty, staff, and administrators about how SCFF metrics—particularly the supplemental and student success metrics—are defined and calculated.
- Facilitate cross-discipline conversations, such as through case study scenarios used in the data coaching program, to explore how instructional and support practices can be aligned to optimize student success *and* institutional sustainability.

2. Conduct a study on the usage and impact of Excused Withdrawals (EW)

The Committee also recommends that the College undertake a focused study on the use of the Excused Withdrawal (EW) grade and its implications. Although the EW grade existed prior to the COVID-19 pandemic, it was seldom used. Since the update to [Administrative Regulation 5075](#) in 2023—which

streamlined the EW process—there has been a noticeable increase in the number of EW grades awarded.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Valid Grades for Course Success Calculations (A, B, C, D, F, I, NP, P, W)	192,678	177,017	169,611	145,420	157,245	151,834
Course Success Rates	70.6%	76.5%	76.4%	76.4%	69.4%	76.0%
EWs	0	17,596	11,759	16,545	197 ¹	13,806

This development has implications for both IE metrics and student success. Notably, course success rates (used in local program review and state reporting) exclude EWs from their calculations, potentially inflating success rates. However, little is known about how faculty are using the EW option and how these withdrawals are affecting students' academic momentum and educational outcomes.

To address this gap, the Committee recommends that the College:

- Conduct a qualitative and/or quantitative study to assess student and faculty practices regarding EWs and student outcomes associated with them.
- Explore how the increased use of EW grades may be impacting key metrics such as persistence, course success, and completion.
- Use the findings to inform professional development, policy adjustments, and student support strategies.

¹ The 2022–2023 figure is significantly lower than in the immediate post-COVID years, as pandemic-era provisions had expired and pre-pandemic regulations requiring documentation for Excused Withdrawal (EW) petitions were reinstated. However, during this same year, a change in [state law](#) prompted SMC to [revise its administrative regulation](#) to remove the documentation requirement. This policy shift reopened access to EWs without documentation, offering students a more accessible path once again at SMC in 2023-2024.