

Institutional Effectiveness Data 2011



Prepared by the
Office of Institutional Research
Fall 2011

SANTA
MONICA
COLLEGE

Executive Summary

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 developed in a strategic or educational master plan. The current report provides longitudinal data for the set of performance indicators identified as appropriate measures of institutional effectiveness for Santa Monica College (SMC) in 2010-2011. Last year's report on institutional effectiveness focused on the inventory of performance indicators to track and report institutional effectiveness that were readily available. The current document describes a more refined set of performance indicators, a result of the extensive dialogue that took place around the data with user groups, the Institutional Effectiveness Committee, and campus leaders in the last year. The performance indicators described in this document will be used to develop a report of institutional effectiveness that assesses the college's progress toward target goals that are being established. Future reports will aim to monitor progress towards the target goals and document the work that occurs to address gaps in performance.

The ultimate purpose of the institutional effectiveness process is to build and sustain college effectiveness. Institutional effectiveness identifies and prioritizes the college areas that need critical attention and improvement. Institutional effectiveness supports the process of collaborative inquiry among campus constituents by prompting questions and sparking robust discussion around college performance; it aims to drive evidence-based college planning and decision-making processes.

Institutional effectiveness involves the work and commitment of campus groups; therefore, the dialogue of key participatory groups and campus leadership drives the process of identifying the appropriate indicators and target goals. Through this process, a total of 32 performance indicators were developed to assess the major areas of the college.

The discussions related to setting targets for each indicator are currently underway. Once targets are established and vetted through the various campus bodies, a final report will be produced later this academic year. The report should serve as a point from which to conduct further analyses of performance indicators and engage the college community in further inquiry to identify ways to improve institutional effectiveness.

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Introduction

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 developed in a strategic or educational master plan. The current report provides longitudinal data for the set of performance indicators identified as appropriate measures of institutional effectiveness for Santa Monica College (SMC) in 2010-2011. Last year's report on institutional effectiveness focused on the inventory of performance indicators to track and report institutional effectiveness that were readily available. The current document describes a more refined set of performance indicators, a result of the extensive dialogue that took place around the data with user groups, the Institutional Effectiveness Committee, and campus leaders in the last year. The performance indicators described in this document will be used to develop a report of institutional effectiveness that assesses the college's progress toward the target goals and document the work that occurs to address gaps in performance.

The purpose of the institutional effectiveness process is to document the college's performance against its goals. SMC aims to achieve its mission by addressing five supporting goals:

- **Innovative and Responsive Academic Environment:** Continuously develop curricular programs, learning strategies, and services to meet the evolving needs of students and the community.
- **Supportive Learning Environment:** Provide access to comprehensive student learning resources such as library, tutoring, and technology and comprehensive and innovative student support services such as admissions and records, counseling, assessment, outreach, and financial aid.
- **Management of Fiscal Environment:** Respond to dynamic fiscal conditions through ongoing evaluation and reallocation of existing resources and the development of new resources.
- **Sustainable Physical Environment:** Apply sustainable practices to maintain and enhance the college's facilities and infrastructure including grounds, buildings, and technology.
- **Supportive Collegial Environment:** Improve and enhance decision-making and communication processes in order to respect the diverse needs and goals of the entire college community.

The five college goals correspond to the major areas of the college, including instructional programs and curriculum, academic and student support services, fiscal operations, physical infrastructure, and the human resources and collegiality.

Purpose of Institutional Effectiveness

The ultimate purpose of the institutional effectiveness process is to build and sustain college effectiveness. Institutional effectiveness identifies and prioritizes the college areas that need critical attention and improvement. Institutional effectiveness supports the process of collaborative inquiry among campus constituents by prompting questions and sparking robust discussion around college performance; it aims to drive evidence-based college planning and decision-making processes.

Institutional effectiveness involves the work and commitment of campus groups; therefore, the dialogue of key participatory and campus leadership drive the process of identifying the appropriate indicators and target goals. Through this process, a total of 32 performance indicators were developed to assess the major areas of the college. The process is not designed to replace ongoing college planning and evaluation processes, such as program review, but can serve as a starting point from which to conduct further analyses of performance indicators.

Development of the Performance Indicators

The set of performance indicators included in the current document were purposefully designed to measure the supporting goals. The performance indicators relied only on data that are systematically and regularly collected as they need to be monitored and tracked on an annual basis.

Institutional effectiveness is not intended for report to external agencies, such as federal, state, and accreditation. Instead, institutional effectiveness is primarily designed as an internal tool for the college to engage in self-evaluation. Therefore, institutional effectiveness involves an ongoing and dynamic process that responds to the changing needs and priorities of the college. However, when possible and appropriate, performance indicators were aligned with and built on measures in federal and statewide accountability and research reports, including the American Association of Community Colleges' report on educational attainment of community college students¹ and the Accountability for Reporting California Community Colleges (ARCC)².

Institutional effectiveness performance indicators are:

- **Stable, consistent, and fair.**
- **Aggregated and institution-focused:** Includes aggregated student and institutional data on major college milestones and outcomes and avoids data that are too narrow or focus on evaluating specific programs or departments.
- **Purely descriptive:** Does not provide a casual (scientific) explanation (the "whys?") for trends in performance. They do not help us understand the relationship between inputs and outcomes, they simply describe the performance.
- **Purposeful:** Are meaningful to stakeholders. Indicators are not simply a "fact book" collection of data.

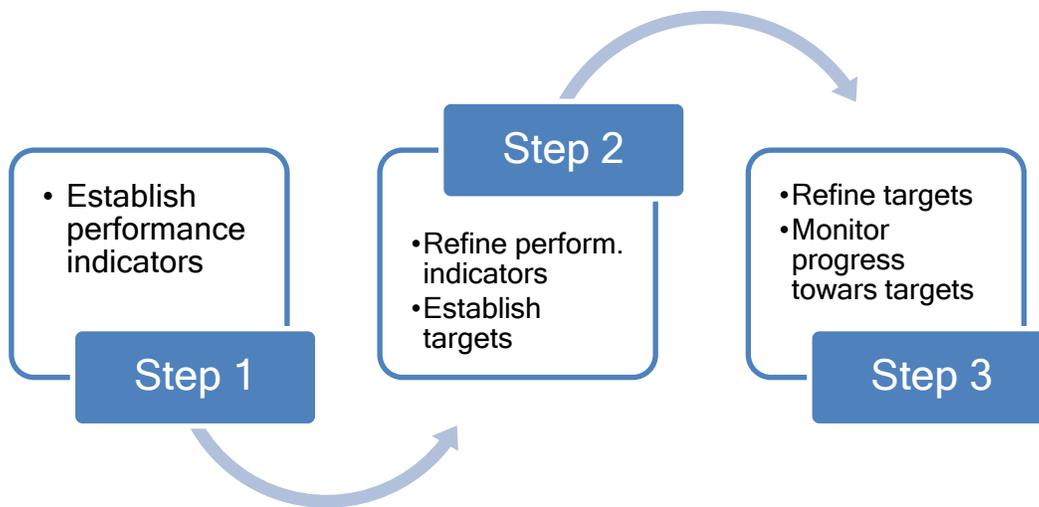
¹ AACC Policy Brief 2011-04PBL - *The Road Ahead: A Look at Trends in the Educational Attainment of Community College Students*

² California Community College Chancellor's Office 2011 - *Focus on Results: Accountability Reporting for California Community Colleges*

Next Steps

The work of institutional effectiveness relies on campus-wide dialogue and participation. Therefore, the development of an institutional effectiveness report takes time and continues to evolve each year. The flowchart below describes the process of assessing institutional effectiveness. Last year's report (2011) was the first annual report of institutional effectiveness and it reflected the work to identify an inventory of performance indicators (step 1). The second annual institutional effectiveness will document the process of refining the performance indicators established in the prior year and a description of the college's performance based on target goals. The discussions related to setting targets for each indicator are currently underway (step 2 of the process). Once targets are established and vetted through the various campus bodies, a final report will be produced later this academic year.

The purpose of the current document is to support ongoing discussion around the establishment of reasonable and useful targets. The report should serve as a point from which to conduct further analyses of performance indicators and engage the college community in further inquiry to identify ways to improve institutional effectiveness. Targets will be recommended by key stakeholders and groups whose work is directly related to the indicator being measured. Because of the challenges in target setting, the targets will continue to be discussed and refined over the next several months. Future reports of institutional effectiveness will continue to refine the performance indicators, refine the targets, and monitor progress towards the targets.



The 2012 report of institutional effectiveness will include a dashboard. A dashboard is a tool used to measure, track, and manage the performance indicators. The dashboard provides an organized way to assess overall institutional effectiveness. The dashboard includes a target and when appropriate, target ranges, which represent the goals for the current year.

Chapter 1: Innovative and Responsive Academic

Santa Monica College strives to create an innovative and responsive academic environment by continuously developing curricular programs, learning strategies, and services to meet the evolving needs of students and the community. This area of institutional effectiveness measures how well the college is doing in helping students to achieve academic success and to meet their educational goals. There are 19 performance indicators in this chapter. The indicators are categorized into the following elements of the college goal:

- **Progress and Achievement:** Measures completion (certificates, degrees, and transfer), course success, and “momentum point” or progress points that document milestones toward achievement.
- **Basic Skills:** Measures the success and progress of students enrolled in pre-collegiate English, math, and or ESL.
- **Career Technical Education:** Measures the success and progress of CTE students.
- **Distance Learning:** Compares the success of students enrolled in distance learning courses with the success of students enrolled in non-distance learning courses.
- **Response to Community Needs:** Measures the extent to which the college serves the community.
- **Student Equity:** Compares the success and progress of students by demographic group.

Progress & Achievement	1.1	Persistence Rate
	1.2	Course Success Rate
	1.3	Degrees Awarded
	1.4	Certificates Awarded
	1.5	Transfer to Public Four-Year Institutions and Rank
	1.6	Progress & Achievement Rate
	1.7	Transfer Rate
Basic Skills	1.8	Basic Skills Course Success Rate
	1.9	Basic Skills Course Improvement Rate
	1.10	Basic Skills Transition to Transfer Rate
Career Technical Education	1.11	CTE Course Success Rate
	1.12	CTE Completion Rate
Distance Learning	1.13	Distance Learning Course Success Rate Gap
	1.14	Distance Learning Course Retention Rate Gap
Response to Community	1.15	District Area High School Graduates to SMC Rate
	1.16	Geographic Area High School Graduates to SMC Rate
Student Equity	1.17	Improvement in Equity - Course Success Rate
	1.18	Improvement in Equity - Progress & Achievement Rate
	1.19	Improvement in Equity - Transfer Rate

Future Performance Indicators

Other measures were identified as potential dashboard performance indicators for future editions of the report by campus groups affected by the “Innovative and Responsive Academic Environment” goal. They were not included in the current document primarily because the data had not yet been collected. The future performance indicators include:

- **Percentage of Course Sections that are Sustainability Focused & Sustainability Related:** SMC is preparing to participate in the Sustainability Tracking, Assessment, & Rating System (STARS), a program of the Association for the Advancement of Sustainability in Higher Education (AASHE) which tracks the level of sustainable efforts in multiple college areas, including curriculum. STARS is much like the LEED (Leadership in Energy and Environmental Design) certification for green buildings and STARS schools receive a certification of bronze, silver, or gold depending on the level of sustainable practices at the college. The Environmental Affairs Committee is currently in the process of refining the definition of sustainability focused and related courses.
- **Percentage of Course Sections that are Globally Focused & Globally Related:** SMC is currently engaged in dialogue regarding potentially modeling the STARS tracking system and creating a system to track the extent to which the curricula focuses or relates to the Global Citizenship strategic initiative of the college.
- **Job Placement Rates:** A new mandate from the U.S. Department requires colleges to disclose a variety of information for any financial aid eligible program that prepares students for gainful employment in a recognized occupation. Among the data that will be reported in future years, is the job placement rate, or percentage of CTE certificate or degree earners who, within a specified time period after receiving the award, obtained gainful employment in the recognized occupation for which they were trained.

1.1 Persistence Rate

Data Source:

The data were obtained from the college's Management Information Systems (MIS) database.

Methodology:

Performance Indicator 1.1 (Persistence Rate) describes the percentage of first-time freshmen who returned the subsequent fall term at the college. The cohort included first-time freshmen in fall terms 2007, 2008, and 2009 who earned a minimum of six credit units in their initial fall term. First-time freshmen were defined as students enrolled in college for the first time after high school. The six credit threshold was applied in order to filter only for students who were enrolled at the college with a credential (degree, certificate, or transfer) goal and to exclude those with no intent to re-enroll at the college. The rate was calculated by dividing the number of students in the cohort who enrolled in at least one credit course in the subsequent fall term by the number of students in the cohort. The cohort excludes students who were exclusively enrolled in Physical Education courses and those who earned a certificate or Associate Degree prior to the subsequent fall term.

This measure is similar to the Persistence Rate in the Accountability Reporting for the California Community Colleges (ARCC) report (ARCC Indicator #1.2). There are two differences in the methodology between the SMC and ARCC indicators. The first is that the ARCC indicator includes students who re-enroll at other California community colleges in the numerator. The second difference is that ARCC considers fall students who enrolled in the prior summer term as first-time students in fall terms. The two indicators produce little difference in rate.

Refer to Table A1 in Appendix A to access data describing the breakdown of the credit population by enrollment status. Approximately 6,490 or 21% of the credit population in fall of 2010 were first-time students (including those who earned fewer than six credit units).

Data and Analyses:

Table 1.1: Persistence Rate

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Cohort	3,824	4,050	4,505
Persisted	2,780	2,963	3,371
% Persisted	72.7%	73.2%	74.8%

The average persistence rate for the last three cohort years is 73.6% which indicate that nearly three in four first-time freshmen earning a minimum of six units in the first term persist to the subsequent fall term. Current performance (74.8%) reflects an increase of 2.1% compared to the 2007 cohort.

When compared with the ARCC indicator, the college performed slightly better in the institutional effectiveness measure; the ARCC reported a persistence rate of 73.2%, 1.6% lower than the rate reported for the Fall 2009 cohort in the current document (74.8%).

1.2 Course Success Rate

Data Source:

The data were obtained from the college's Management Information Systems (MIS) database.

Methodology:

Performance Indicator 1.2 (Course Success Rate) describes the percentage of C or better grades earned in all credit courses in academic years 2008-2009, 2009-2010, and 2010-2011. Only fall and spring terms were included in the annual performance data. The course success rates were calculated by dividing the total number of A, B, C, CR (credit), and P (pass) grades earned by the total number of course enrollments (A, B, C, CR, D, F, I, NC, NP, DR (drop), and W (withdrawal) grades earned). Grades of IP (in progress) and RD (report delayed) were excluded from the analyses.

Data and Analyses:

Table 1.2: Course Success Rate

	2008-2009	2009-2010	2010-2011
Enrollments	172,384	177,050	174,780
Success	112,778	118,655	119,982
% Success	65.4%	67.0%	68.6%

The average course success rate over the last three academic years is 67.0%. In the most recent academic year (2010-2011), the course success rate was 68.6%. The course success rate has steadily increased a total of 3.2% over the last three academic years.

1.3 Degrees Awarded

Data Source:

The data were obtained from the college's Management Information Systems (MIS) database.

Methodology:

Performance Indicator 1.3 (Degrees Awarded) describes the total number of Associate Degrees awarded in an academic year (earned between July 1 of a year and June 30 of the following year). The data includes performance in years 2008-2009, 2009-2010, 2010-2011. The award counts are duplicated by students (i.e., students were counted once for each degree they earned in the observed year).

Data and Analyses:

Table 1.3: Degrees Awarded

	2008-2009	2009-2010	2010-2011
Degrees	1,329	1,409	1,243

On average, SMC awarded 1,327 degrees certificates in the last three academic years. In the performance year (2010-2011), the college awarded 1,243 Associate Degrees, a decrease of 166 degrees when compared with the prior year (2009-2010). The decrease in degrees awarded is not substantial and follows the pattern of variability from year to year.

1.4 Certificates Awarded

Data Source:

The data were obtained from the college's Management Information Systems (MIS) database.

Methodology:

Performance Indicator 1.4 (Certificates Awarded) describes the total number of Chancellor's Approved certificates awarded in an academic year (earned between July 1 of a year and June 30 of the following year). Departmental certificates were not included in the counts as they are not recognized by the Chancellor's Office as a formal award. The data includes performance in years 2008-2009, 2009-2010, 2010-2011. The award counts are duplicated by students (i.e., students were counted once for each degree they earned in the observed year).

Data and Analyses:

Table 1.4: Certificates Awarded

	2008-2009	2009-2010	2010-2011
Certificates	158	257	1,397

On average, SMC awarded 604 certificates in the last three academic years. In the performance year, the college awarded 1,397 certificates, an increase of 1,140 certificates when compared with the prior year. In the 2010-2011 academic year, the college began awarding two new certificates, the CSU GE and IGETC certificates of achievement. The new certificates are awarded to students who complete general education coursework for transfer to the California State University (CSU) and University of California (UC) institutions, respectively. The new certificates help explain the sharp increase in the number of certificates awarded in 2010-2011.

1.5 Transfers to Public Four-Year Institutions and Rank

Data Source:

The transfer to California public institutions data were obtained from the California Postsecondary Education Commission (CPEC) custom data reports. The transfer to California private and out-of-state institutions data were obtained from the California Community College Chancellor's Office (CCCCO) Research Reports website. The CCCCCO has a data matching agreement in place with the National Student Clearinghouse (a national consortium that hosts a database containing over 91% of postsecondary enrollments). In general, the transfer data reports are lagged by one or more years because the data collection process relies on other institutions reporting student enrollment information.

Methodology:

Performance Indicator 1.5 (Transfers to Public Four-Year Institutions and Rank) describes the total number of SMC students who transferred to a California State University (CSU) or a University of California (UC) institution in the academic years 2007-2008, 2008-2009, 2009-2010. As of October 2011, the 2010-2011 data were unavailable on the CPEC website. Because the economy and UC/CSU system budgets and growth targets greatly impact transfer numbers, the indicator focuses on the SMC's rank among all 112 California Community Colleges (CCC) in terms of total transfers instead of solely relying on transfer volume.

In addition to transfers to public four-year institutions, SMC transfers to California private and out-of-state institutions were tracked for 2007-2008 and 2008-2009. As of October 2011, the 2009-2010 and 2010-2011 data were unavailable on the Chancellor's Office Research Reports website.

Data and Analyses:

Table 1.5a: Transfers to UC and Rank in CCC

	2007-2008	2008-2009	2009-2010
UC	932	919	1,053
Rank in CCC	#1	#1	#1

Table 1.5b: Transfers to CSU and Rank in CCC

	2007-2008	2008-2009	2009-2010
CSU	1,179	1,011	780
Rank in CCC	#7	#10	#7

Table 1.5c: Transfers to UC and CSU Combined (Public Transfers) and Rank in CCC

	2007-2008	2008-2009	2009-2010
Total Public Transfers	2,111	1,930	1,833
Rank in CCC	#1	#1	#1

Table 1.5d: Transfers to California Privates and Out-of-States

	2007-2008	2008-2009	2009-2010
California Privates	436	349	NA
Out-of-States	297	289	NA

On average, SMC transferred 968 and 990 students to the UC and CSU, respectively, over the last three academic years observed for a total of 1,958 to all public institutions. The number of transfers to the UC has experienced an increase of 121 students between 2007-2008 and 2009-2010. However, the number of transfers to CSU has decreased a total of 399 students in the most recent performance year when compared with the 2007-2008 academic year. The decreasing trend in transfers to CSUs may be related to the impacted status and budget cuts of CSU campuses in recent years. In addition, the CSUs did not admit students in the spring 2009 term. Students who were unable to transfer to CSU may have transferred to the UC or other institutions. Despite the decreasing trend in transfers to the CSUs, SMC has remained in the top ranking position in terms of California community college transfers to public four-year institutions.

The college was ranked first among the California Community College system in terms of number of transfers to the UC. The college was ranked 7th for transfers to CSUs in 2007-2008. The CSU ranking dropped to #10 in 2008-2009; however, SMC regained its 7th rank position in 2009-2010.

The college transferred approximately 733 and 638 students to in-state private and out-of-state institutions in 2007-2008 and 2008-2009, respectively.

1.6 Progress & Achievement Rate

Data Source:

The data were obtained from the California Community College Chancellor's Office (CCCCO) Data-on-Demand website and are the same source of data as for the annual Accountability Reporting for Community Colleges (ARCC) report. Data-on-Demand relies on the California Postsecondary Education Commission (CPEC) database and the National Student Clearinghouse (a national consortium that hosts a database containing over 91% of postsecondary enrollments) in order to obtain transfer information. In general, the transfer data reports are lagged by one or more years because the data collection process depends on other institutions reporting student enrollment information. All other outcomes data (including definition of the cohort, attainment of certificates and degrees, and progress status) were obtained from the CCCCCO Management Information Systems (MIS) database.

Methodology:

Performance Indicator 1.6 (Progress and Achievement Rate) describes the percentage of first-time freshmen who showed intent to complete and achieved any of the progress and achievement outcomes within six years. The cohort included first-time freshmen in academic years 2002-2003, 2003-2004, and 2004-2005 who showed intent to earn an award and/or transfer by earning a minimum of 12 credit units at SMC and/or anywhere in the California Community College (CCC) system and attempting a degree applicable math or English or advanced occupational course within six years. First-time freshmen were defined as students enrolled in college for the first time after high school. The cohort included only students who began their postsecondary education at SMC.

The progress and achievement outcomes include:

- Transfer to a four-year institution (including public, private and out of state)
- Earn a degree or Chancellor's approved certificate at *any* CCC institution
- Achieve "Transfer Directed" status (earn a C or better grade in transfer-level math and English anywhere in the CCC system)
- Achieve "Transfer Prepared" status (successfully complete 60 UC/CSU transferable units with a GPA of 2.0 or higher)

The rate was calculated by dividing the number of students in the cohort who achieved at least one of the following progress and achievement outcomes within six years by the number of students in the cohort. The six year threshold was applied because it is the standard for cohort tracking in the field.

This indicator is the same measure as ARCC Indicator #1.1.

Data and Analyses:

Table 1.6: Progress & Achievement Rate

	2002-03 by 2007-08	2003-04 by 2008-09	2004-05 by 2009-10
Cohort	4,418	3,371	4,448
Outcome	2,586	2,241	2,691
% Outcome	58.5%	66.5%	60.5%

The average Progress and Achievement Rate for the last three cohort years is 61.4%. The data reveal that, on average, approximately six in ten first-time freshmen who show intent to earn a certificate/degree or transfer (by enrolling in the defined courses) achieve an outcome or make progress towards an outcome within six years. The rate improved by 2% in the performance year (2004-2005) when compared to the 2002-2003 cohort year. However, when examining the trend across all three years, a spike in performance from 58.5% in 2002-2003 to 66.5% in 2003-2004 is observed. The increase in rate for the 2003-2004 year may be partly attributed to the sharp decrease in course offerings during the 2003 and 2004 years, which, in turn, reduced the total number of students in the cohort and made the cohort less variable (from 4,418 in 2002-2003 to 3,371 in 2003-2004). For the 2004-2005 cohort, the rate and cohort size revert to the levels observed in 2002-2003.

As with Performance Indicator 1.5 (Transfers to Public Four-Year Institutions and Rank), the Progress and Achievement Rates are influenced by factors such as the economy and budgets and changes in admissions policies at the four-year institutions. In addition, the inaccurate coding of some CTE courses may affect the criteria determining which students are included or excluded from the cohort. CTE courses at SMC are coded as being possibly occupational, clearly occupational, or advanced occupational. A large proportion of CTE courses were found to be miscoded; the CTE faculty spent the spring 2011 term cleaning up and recoding the CTE courses. The changes in coding are not expected to take effect at the CCCC until the spring 2012 term or later.

1.7 Transfer Rate

Data Source:

The data were obtained from the California Community College Chancellor's Office (CCCCO) Data Mart website. The CCCCCO identified the cohort using its Management Information Systems (MIS) enrollment records and obtained the transfer data using the California Postsecondary Education Commission (CPEC) database and the National Student Clearinghouse (a national consortium that hosts a database containing over 91% of postsecondary enrollments).

Methodology:

Performance Indicator 1.7 (Transfer Rate) describes the percentage of first-time freshmen who showed intent to transfer and transferred to a four-year institution within six years. The cohort included first-time freshmen in academic years 2002-2003, 2003-2004, and 2004-2005 who completed 12 or more credit units and attempted transfer-level math or English. First-time freshmen were defined as students enrolled in college for the first time and include special admit students (high school students concurrently enrolled at a community college). Students were identified as being part of the SMC cohort if they completed the largest proportion of their credit units at SMC, regardless of whether they began their postsecondary education at SMC or another college. The rate was calculated by dividing the number of students in the cohort who transferred to a four-year institution (including public, private, and out-of-state institutions) within six years of entry in the California Community College (CCC) system by the number of students in the cohort.

Data and Analyses:

Table 1.7: Transfer Rate

	2002-03 by 2007-08	2003-04 by 2008-09	2004-05 by 2009-10
Cohort	2,673	2,218	2,956
Transfer	1,352	1,292	1,464
% Transfer	50.6%	58.3%	49.5%

On average, approximately half of first-time freshmen who show intent to transfer actually transfer to a four-year institution within six years. When compared with the 2002-2003 cohort year, the transfer rate decreased by 1.1% in the performance year (2004-2005 cohort year). There is a spike in performance for the 2003-2004 cohort year (58.3%). The increase in rate for this year may be partly attributed to the sharp decrease in course offerings during the 2003 and 2004 years, which, in turn, reduced the total number of students in the cohort and made the cohort less variable. For the 2004-2005 cohort, the rate and cohort size revert to the levels observed in 2002-2003.

The ability of students to transfer to four-year institutions depends largely on external factors such as the economy, and the budgets, admissions policies, and impacted status of

four-year institutions. In addition, the CSUs did not admit students in the spring 2009 term which may have impacted the rates.

1.8 Basic Skills Course Success Rate

Data Source:

The data were obtained from the college's Management Information Systems (MIS) database.

Methodology:

Performance Indicator 1.8 (Basic Skills Course Success Rate) describes the percentage of C or better grades earned in all credit basic skills courses in academic years 2008-2009, 2009-2010, and 2010-2011. Only fall and spring terms were included in the annual performance data. The course success rates were calculated by dividing the total number of A, B, C, CR (credit), and P (pass) grades earned by the total number of course enrollments (A, B, C, CR, D, F, I, NC, NP, DR (drop), and W (withdrawal) grades earned). Grades of IP (in progress) and RD (report delayed) were excluded from the analyses.

Basic skills courses were identified as English, ESL, and math courses that are not transferable to UC/CSU. The following courses were included in the analyses:

- **English:** ENGL 23, ENGL 21A, ENGL 21B, ENGL 84W, ENGL 84R, ENGL 81A, ENGL 81B, ENGL 83A, and ENGL 83B
- **ESL:** ESL 11A, ESL 11B, ESL 10, ESL 10G, and ESL 10W
- **Math:** MATH 18, MATH 20, MATH 31, MATH 32, MATH 84, and MATH 81

This institutional effectiveness measure is similar to the Annual Successful Course Completion Rate in Credit Basic Skills Courses in the Accountability Reporting for the California Community Colleges (ARCC) report (ARCC Indicator #1.4). The primary difference in methodology between the ARCC indicator and the institutional effectiveness measure is that the ARCC indicator includes enrollments in counseling courses coded as basic skills and support basic skills courses (such as lab courses). In addition, the 2011 ARCC reports 2009-2010 as the most recent year with data; the current indicator reports 2010-2011 as the most recent year with data.

Approximately 70% and 75% of first-time freshmen place into basic skills math and English, respectively. Refer to Table A2 in Appendix A to access data describing the percentage of credit first-time freshmen who place into basic skills.

Data and Analyses:

Table 1.8a: Basic Skills Course Success Rate

	2008-2009	2009-2010	2010-2011
Enrollments	21,228	22,065	22,186
Success	11,373	12,230	12,667
% Success	53.6%	55.4%	57.1%

The average course success rate in basic skills over the last three academic years is 55.4%. In the most recent academic year (2010-2011), the course success rate was 57.1%. The course success rate has steadily increased a total of 3.5% over the last three academic years.

When compared with the ARCC indicator, the college performed slightly worse in the dashboard indicator; the ARCC reported a basic skills course success rate of 56.5%, 0.6% higher than the rate reported for the 2009-2010 year in the current document (55.4%).

The following table describes the basic skills course success by discipline.

Table 1.8b: Basic Skills Course Success Rate by Discipline

		2008-2009	2009-2010	2010-2011
English	Enrollments	9,323	9,327	9,449
	Success	5,768	6,024	6,325
	% Success	61.9%	64.6%	66.9%
ESL	Enrollments	1,014	1,220	1,312
	Success	755	911	958
	% Success	74.5%	74.7%	73.0%
Math	Enrollments	10,891	11,518	11,425
	Success	4,850	5,295	5,384
	% Success	44.5%	46.0%	47.1%

Success data by discipline reveal that the trend of improvement in the basic skills course success rate is due to the improved performance in basic skills English and math courses. The success rate in basic skills English courses increased a total of 5% over the last three years; math increased by 2.6%. Overall, the highest performance in course success is in ESL courses (an average of 74.0% in the last three years) and followed by English (64.5%). When compared with other disciplines, the success rates in math courses are disproportionately lower (an average of 45.9%).

1.9 Basic Skills Course Improvement Rate

Data Source:

The data were obtained from the college's Management Information Systems (MIS) database.

Methodology:

Performance Indicator 1.9 (Basic Skills Course Improvement Rate) describes the percentage of successful basic skills students who completed a higher-level course in the same discipline within three academic years of completing their initial basic skills course. The cohort included students whose initial enrollment in a basic skills discipline was in academic year 2006-2007, 2007-2008, 2008-2009 and began at least two courses below transfer level (with the exception of ESL students who began at least two courses below ENGL 1). Summer, fall, winter, and spring terms were included in the analyses (for example, summer 2008, fall 2008, winter 2009, and spring 2009 terms were included in the 2008-2009 academic year). Only students who successfully completed (with a grade of C or better) in the initial course were included in the analyses. Special admit students (high school students concurrently enrolled in community college) were excluded from the analyses. The improvement rate was calculated by dividing the number of students in the cohort who successfully (with a grade of C or better) completed a higher-level course in the same discipline within three years of the initial course by the total number of students in the cohort. A student was counted once in each discipline regardless of the number of times they have improved through the course sequence. Therefore the overall figures are duplicated counts of students but are unduplicated within discipline.

The cohort included students whose initial course was among the courses named below (at least two courses below transfer-level in math and English writing and two courses below ENGL 1 in ESL). Because English reading courses are not required for a degree or transfer, they were excluded from the analyses.

- **English:** ENGL 21A, ENGL 84W, ENGL 81B, ENGL 81A
- **ESL:** ESL 21A, ESL 11B, ESL 11A, ESL 10W, ESL 10G, ESL 10
- **Math:** MATH 31, MATH 84, and MATH 81

This institutional effectiveness measure is similar to the Improvement Rates for ESL and Credit Basic Skills Courses in the Accountability Reporting for the California Community Colleges (ARCC) report (ARCC Indicator #1.5). The primary difference in methodology between the ARCC indicator and the dashboard indicator is that the ARCC identifies improvement as successfully completing a course in a higher basic skills *level* while the current document tracks improvement by *course*. At SMC, different basic skills levels (or levels below transfer) contain two or more courses within each level (with the exception of reading); for example, ENGL 21A and ENGL 21B are treated as two different courses but are in the same basic skills level. In addition, the 2011 ARCC reports 2007-2008 as the most recent cohort; the current indicator reports 2008-2009 as the most recent cohort.

Data and Analyses:

Table 1.9a: Basic Skills Course Improvement Rate

	2006-07 to 2008-09	2007-08 2009-10	2008-09 to 2010-11
Cohort	4,860	5,341	5,758
Improved	3,264	3,669	4,200
% Improved	67.2%	68.7%	72.9%

The average course improvement rate in basic skills over the last three academic years is 69.8%. The data reveal that approximately seven in ten successful basic skill students enroll in and successfully complete a higher level course in the same discipline within three years. The improvement rate in the performance year (2008-2009 cohort) is 72.9%, a 5.7% increase from the 2006-2007 cohort year.

When compared with the ARCC indicator, the college performed slightly better in the dashboard indicator; the ARCC reported a basic skills improvement rate of 67.6%, 1.6% lower than the rate reported for the 2007-2008 cohort in the current document (68.7%).

The following table describes the basic skills course improvement rates by discipline.

Table 1.9b: Basic Skills Course Improvement Rate by Discipline

		2008-2009	2009-2010	2010-2011
English	Cohort	2,152	2,378	2,581
	Improved	1,680	1,883	2,097
	% Improved	78.1%	79.2%	81.2%
ESL	Cohort	927	986	1,191
	Improved	672	752	961
	% Improved	72.5%	76.3%	80.7%
Math	Cohort	1,781	1,977	1,986
	Improved	912	1,034	1,142
	% Improved	51.2%	52.3%	57.5%

Improvement rates by discipline reveal an upward trend in all disciplines. Between disciplines, disproportionately fewer basic skills math students improve through the sequence when compared with English (writing) and ESL students.

1.10 Basic Skills Transition to Transfer Rate

Data Source:

The data were obtained from the college's Management Information Systems (MIS) database.

Methodology:

Performance Indicator 1.10 (Basic Skills Transition to Transfer Rate) describes the percentage of basic skills students who enroll in the course required for transfer within three academic years. The cohort included students whose initial enrollment in a basic skills discipline was in academic year 2006-2007, 2007-2008, 2008-2009 (includes summer, fall, winter, and spring enrollments). The cohort excludes special admit students (high school students concurrently enrolled in community college). The transition to transfer rate was calculated by dividing the number of students in the cohort who enrolled in the transfer-required course (ENGL 1 for English and ESL and any transferable math course for math) within three years of the initial basic skills enrollment by the total number of students in the cohort. A student was counted once in each discipline; therefore the overall figures are duplicated counts of students but are unduplicated within discipline.

The cohort only included students whose initial course was one of the courses named below (any basic skills English and math course and any basic skills ESL course, with the addition of ESL 21A and 21B, which are transferable but do not fulfill the transfer English requirement). Because English reading courses are not required for a degree or transfer, they were excluded from the analyses.

- **English:** ENGL 21B, ENGL 21A, ENGL 84W, ENGL 81B, ENGL 81A
- **ESL:** ESL 21B, ESL 21A, ESL 11B, ESL 11A, ESL 10W, ESL 10G, ESL 10
- **Math:** MATH 18, MATH 20, MATH 32, MATH 31, MATH 84, and MATH 81

Data and Analyses:

Table 1.9a: Basic Skills Transition to Transfer Rate

	2006-07 to 2008-09	2007-08 2009-10	2008-09 to 2010-11
Cohort	9,892	10,607	11,520
Transitioned	3,158	3,391	3,555
% Transitioned	31.9%	32.0%	30.9%

The average basic skills transition to transfer rate over the last three academic years is 31.6%. The data reveal that fewer than one in three students who begin their English, ESL, and/or math sequence of courses enroll in the transfer-required course in the same discipline within three years. The rate has remained somewhat stable, or within one or two percentage points, over the last three cohorts observed.

In order to help students move through the basic skills sequence more quickly, the college developed two new accelerated English courses that combine reading and writing.

The data for this performance indicator is limited as it does not take into account students' goals for enrolling at the college. For example, students without a transfer goal would not be expected to transition into transferable courses in math and or English. Refer to Table A3 in Appendix A to view students' educational goals. The data also does not take into account the changes in Associate Degree requirement for English in fall of 2009. Prior to fall 2009, entering students who sought to earn a degree were required to successfully complete ENGL 21B, ESL 21B, and/or ENGL 1. The first two course requirements for English are non-transferable, therefore, entering cohorts prior to fall 2009 who have a goal of earning a degree without transferring are not expected to transition to the transferable course in the discipline. Similarly, the current Associate Degree math requirement is non-transferable (Intermediate Algebra or Geometry); therefore, students with a primary goal of graduating and not transferring are not expected to transition into a transferable math course. Nevertheless, the indicator is useful in documenting the percentage of basic skills students who reach transfer level within three years.

The following table describes the transition to transfer rates by discipline.

Table 1.9b: Basic Skills Transition to Transfer Rate by Discipline

		2008-2009	2009-2010	2010-2011
English	Cohort	3,537	3,811	4,117
	Transitioned	1,309	1,437	1,466
	% Transitioned	37.0%	37.7%	35.6%
ESL	Cohort	1,308	1,411	1,585
	Transitioned	581	692	844
	% Transitioned	44.4%	49.0%	53.2%
Math	Cohort	5,047	5,385	5,818
	Transitioned	1,268	1,262	1,245
	% Transitioned	25.1%	23.4%	21.4%

Improvement rates by discipline reveal an upward trend in ESL but a downward trend in English writing and math courses. Disproportionately fewer basic skills math students enroll in the transferable math course when compared with English (writing) and ESL students. The data should be interpreted with an understanding of the current degree vs. transfer requirements and the varying reasons students attend the college.

1.11 CTE Course Success Rate

Data Source:

The data were obtained from the college's Management Information Systems (MIS) database.

Methodology:

Performance Indicator 1.11 (CTE Course Success Rate) describes the percentage of C or better grades earned in all credit Career Technical Education (CTE) courses in academic years 2008-2009, 2009-2010, and 2010-2011. Only fall and spring terms were included in the annual performance data. The course success rates were calculated by dividing the total number of A, B, C, CR (credit), and P (pass) grades earned by the total number of course enrollments (A, B, C, CR, D, F, I, NC, NP, DR (drop), and W (withdrawal) grades earned). Grades of IP (in progress) and RD (report delayed) were excluded from the analyses.

CTE courses were identified as any course coded with a SAM priority code of B (advanced occupational), C (clearly occupational), and D (possibly occupational) courses. The SAM priority code is used to indicate the degree to which a course is occupational and to assist in identifying course sequence in occupational programs. A large proportion of CTE courses were found to be miscoded. However, the courses were re-coded for accuracy in spring 2011. While the current data reflect the revised SAM codes, the formal changes in ISIS or the Chancellor's Office Management Information Systems (MIS) are not expected to take effect at the CCCCO until a future term.

This institutional effectiveness measure is similar to the Annual Successful Course Completion Rate in Credit Vocational Courses in the Accountability Reporting for the California Community Colleges (ARCC) report (ARCC Indicator #1.3). The primary difference in methodology between the ARCC indicator and the institutional effectiveness measure is that the ARCC uses the incorrect SAM codes to identify CTE courses and the current indicator uses the revised codes. In addition, the 2011 ARCC reports 2009-2010 as the most recent year with data; the current indicator reports 2010-2011 as the most recent year with data.

Data and Analyses:

Table 1.11: CTE Course Success Rate

	2008-2009	2009-2010	2010-2011
Enrollments	39,307	40,659	40,481
Success	26,766	28,181	28,660
% Success	68.1%	69.3%	70.8%

The average CTE course success rate over the last three academic years is 69.4%. In the most recent academic year (2010-2011), the course success rate was 70.8%. The course success rate has steadily increased a total of 2.7% over the last three academic years.

When compared with the ARCC indicator, the college performed slightly better in the dashboard indicator; the ARCC reported a vocational course success rate of 68.3%, 1.0% lower than the rate reported for the 2009-2010 year in the current document (69.3%).

1.12 CTE Completion Rate

Data Source:

The data were obtained from the California Community College Chancellor's Office (CCCCO) Data-on-Demand website and is the same source of data for the annual Accountability Reporting for Community Colleges (ARCC) report. Data-on-Demand relies on the California Postsecondary Education Commission (CPEC) database and the National Student Clearinghouse (a national consortium that hosts a database containing over 91% of postsecondary enrollments) in order to obtain transfer information. In general, the transfer data reports are lagged by one or more years because the data collection process depends on other institutions reporting student enrollment information. All other outcomes data (including definition of the cohort, attainment of certificates and degrees, and progress status) were obtained from the CCCCCO Management Information Systems (MIS) database.

Methodology:

Performance Indicator 1.12 (CTE Completion Rate) describes the percentage of first-time freshmen who were CTE students and achieved any of the achievement outcomes within six years. The cohort included first-time freshmen in academic years 2002-2003, 2003-2004, and 2005-2006 who earned a minimum of 12 credit units at SMC and or anywhere in the California Community College (CCC) system and attempted an advanced occupational course within six years. First-time freshmen were defined as students enrolled in college for the first time after high school. The cohort included only students who began their postsecondary education at SMC.

The achievement outcomes include:

- Transfer to a four-year institution (including public, private and out-of-state)
- Earn a degree or Chancellor's approved certificate at *any* CCC institution

The rate was calculated by dividing the number of students in the cohort who achieved at least one of the achievement outcomes within six years by the number of students in the cohort. The six year threshold was applied because it is the standard for cohort tracking in the field.

Data and Analyses:

Table 1.12a: CTE Completion Rate

	2002-03 by 2007-08	2003-04 by 2008-09	2004-05 by 2009-10
Cohort	2,086	1,638	1,995
Outcome	912	829	927
% Outcome	43.7%	50.6%	46.5%

The average CTE Completion Rate for the last three cohort years is 46.7%. The data reveal that, on average, approximately half of first-time CTE students earn a certificate of achievement, degree, or transfer to a four-year institution within six years. The rate

improved by 2.8% in the performance year (2004-2005) when compared to the 2002-2003 cohort year. However, when examining the trend across all three years, a spike in performance from 43.7% in 2002-2003 to 50.6% in 2003-2004 is observed. The increase in rate for the 2003-2004 year may be partly attributed to the sharp decrease in course offerings during the 2003 and 2004 years, which, in turn, reduced the total number of students in the cohort and made the cohort less variable (from 2,086 in 2002-2003 to 1,638 in 2003-2004). For the 2004-2005 cohort, the rate and cohort size revert to the levels observed in 2002-2003.

The CTE Completion Rate is influenced by factors such as the economy, and budgets and changes in admissions policies at the four-year institutions. In addition, the inaccurate coding of some CTE courses may affect the criteria determining who is included or excluded from the cohort. CTE courses at SMC are coded as being possibly occupational, clearly occupational, or advanced occupational. A large proportion of CTE courses were found to be miscoded; the CTE faculty spent the spring 2011 term cleaning up and recoding the CTE courses. The changes in coding are not expected to take effect at the CCCCO until the spring 2012 term or later.

The performance indicator also has a noteworthy limitation; it does not take into account students who achieve a departmental certificate. Departmental certificates are short-term certificates of achievement that typically require fewer units for completion than Chancellor’s Office approved certificates of achievement. Departmental certificates are currently not reported to the CCCCO, and therefore, are not counted toward completion.

The following table describes the cohort of student who completed an achievement outcome by outcome type. Students in the cohort who achieved multiple outcomes were counted in the highest achievement group (for example, a student who earned a degree and transferred was only included in the transfer group).

Table 1.12b: CTE Completers by Outcome Type

	2002-03 by 2007-08		2003-04 by 2008-09		2004-05 by 2009-10	
Transfer	580	63.6%	571	68.9%	619	66.8%
AA/AS	272	29.8%	221	26.7%	256	27.6%
Certificate	60	6.6%	37	4.5%	52	5.6%
Total	912	100.0%	829	100.0%	927	100.0%

According to the completion data by outcome type, the largest proportion of CTE completers (two-thirds) transferred to a four-year institution. About one-quarter of CTE completers earned an Associate Degree without transferring. Approximately 5% of CTE completers earned a certificate of achievement without graduating or transferring.

1.13 Distance Learning Course Success Rate Gap

Data Source:

The data were obtained from the college's Management Information Systems (MIS) database.

Methodology:

Performance Indicator 1.13 (Distance Learning Course Success Rate Gap) describes the gap in course success between distance learning courses and non-distance learning courses in academic years 2008-2009, 2009-2010, and 2010-2011. Only fall and spring terms were included in the annual performance data. The course success rates were calculated by dividing the total number of A, B, C, CR (credit), and P (pass) grades earned by the total number of course enrollments (A, B, C, CR, D, F, I, NC, NP, DR (drop), and W (withdrawal) grades earned). Grades of IP (in progress) and RD (report delayed) were excluded from the analyses.

Distance learning courses were identified as courses offered exclusively online or in a hybrid mode (blends face-to-face and online instruction). Non-distance learning courses were identified as courses taught exclusively on ground and face-to-face.

Data and Analyses:

Table 1.13a: Distance Learning Course Success Rate and Gap

	2008-2009	2009-2010	2010-2011
DL Enrollments	19,159	19,568	18,894
DL Success	11,571	12,551	12,537
% DL Success	60.4%	64.1%	66.4%
% Non-DL Success	66.1%	67.4%	68.9%
Gap (Non-DL – DL)	5.7%	3.3%	2.5%

The average course success rate in distance learning courses over the last three academic years is 63.3%, approximately 4% lower than the success in non-distance learning courses. The gap between success in non-distance learning courses and distance learning courses has decreased by 3.2% over the last three academic years which shows improvement in the indicator. The data reveal that students enrolled in distance learning classes are performing at similar levels to students enrolled in non-distance learning classes.

The following table describes the course success rates by distance learning course type (hybrid vs. online).

Table 1.13b: Distance Learning Course Success Rate by Course Type

	2008-2009	2009-2010	2010-2011
Hybrid Enrollments	1,838	1,093	1,432
Hybrid Success	1,131	660	1,000
% Hybrid Success	61.5%	60.4%	69.8%
Online Enrollments	17,321	18,475	17,462
Online Success	10,440	11,891	11,537
% Online Success	60.3%	64.4%	66.1%

The largest numbers of distance learning course enrollments are in online classes. Overall, the difference in course success rates between hybrid and online courses vary year to year. For example, in 2008-2009 and 2010-2011, course success in hybrid classes were higher than the rates in online courses. However, 2009-2010 data reveal the opposite pattern; course success in online classes is higher than in hybrid classes. The difference in course success rates between the two types of distance learning courses is minimal (4% or smaller).

1.14 Distance Learning Course Retention Rate Gap

Data Source:

The data were obtained from the college's Management Information Systems (MIS) database.

Methodology:

Performance Indicator 1.14 (Distance Learning Course Retention Rate Gap) describes the gap in course retention between distance learning courses and non-distance learning courses in academic years 2008-2009, 2009-2010, and 2010-2011. Only fall and spring terms were included in the annual performance data. The course retention rates were calculated by dividing the total number of A, B, C, CR, P, D, F, I, NC, and NP grades earned by the total number of course enrollments (A, B, C, CR, P, D, F, I, NC, NP, DR (drop), and W (withdrawal) grades earned). Grades of IP (in progress) and RD (report delayed) were excluded from the analyses.

Distance learning courses were identified as courses offered exclusively online or in a hybrid mode (blends face-to-face and online instruction). Non-distance learning courses were identified as courses taught exclusively on ground and face-to-face.

Data and Analyses:

Table 1.14a: Distance Learning Course Retention Rate and Gap

	2008-2009	2009-2010	2010-2011
DL Enrollments	19,159	19,568	18,894
DL Retention	14,471	15,694	15,301
% DL Retention	75.5%	80.2%	81.0%
% Non-DL Retention	82.4%	84.3%	85.2%
Gap (Non-DL – DL)	6.9%	4.1%	4.2%

The average course retention rate in distance learning courses over the last three academic years is 81.0%, approximately 5% lower than the retention in non-distance learning courses. The gap between retention in non-distance learning courses and distance learning courses has decreased by 2.7% over the last three academic years which shows improvement in the indicator. The data reveal that students enrolled in distance learning classes are retaining their courses at similar levels to students enrolled in non-distance learning classes.

The following table describes the course retention rates by distance learning course type (hybrid vs. online).

Table 1.14b: Distance Learning Retention Success Rate by Course Type

	2008-2009	2009-2010	2010-2011
Hybrid Enrollments	1,838	1,093	1,432
Hybrid Retention	13,94	789	1,129
% Hybrid Retention	75.8%	72.2%	78.8%
Online Enrollments	17,321	18,475	17,462
Online Retention	13,077	14,905	14,172
% Online Retention	75.5%	80.7%	81.2%

The largest numbers of distance learning course enrollments are in online classes. Overall, the difference in course retention rates between hybrid and online courses vary year to year. For example, in 2008-2009, course retention rates in hybrid classes were slightly higher than the rates in online courses. However, 2009-2010 and 2010-2011 data reveal the opposite pattern; course retention in online classes is higher than in hybrid classes. The difference in course retention rates between the two types of distance learning courses is minimal (2.4%) in the performance year.

1.15 District Area High School Graduates to SMC Rate

Data Source:

The data were obtained from the California Postsecondary Education Commission (CPEC) custom data reports.

Methodology:

Performance Indicator 1.15 (District High School Graduates to SMC Rate) describes the percentage of high school seniors graduating from the high schools in the Santa Monica Community College District area who subsequently enrolled at SMC within one year of high school graduation. The denominators include high school students in the graduating classes of 2007, 2008, and 2009. The 2010 data were unavailable at the time of the report; therefore, the 2009 data were used to evaluate performance for the 2011 report. The numerators include students in the denominator, who subsequently enrolled in at least one course at SMC within one year of graduating from high school (for example, students in the graduating class of 2007 who enrolled at SMC in summer 2007, fall 2007, winter 2008, and or spring 2008 terms).

The indicator includes both private and public high schools in the district area. The following list describes the high schools included in the analyses (in alphabetical order):

- Concord High School
- Crossroads
- Lighthouse Christian Academy
- Olympic Continuation High School
- Pacifica Christian High School
- Malibu High School
- New Roads
- Saint Monica Catholic High School
- Santa Monica High School
- Winward High School

The following schools were identified as serving the district area but did not have complete data on CPEC, therefore, were not included in the analyses:

- Century High School
- New Roads High School

Data and Analyses:

Table 1.15: District Area High School Graduates Enrolled at SMC Rate

	Class of 2007	Class of 2008	Class of 2009
High School Grads	1,307	1,390	1,195
Enrolled at SMC	294	322	300
% HS Grads at SMC	22.7%	22.5%	25.1%

Over the last three graduating classes, SMC served an average of 23.5% of high school graduates in the district area in the year after graduation. The performance year (most recent) data reveal that over 25% of the high school graduating class of 2009 in the district area attended Santa Monica College after high school. Current performance reflects an increase of 2.4% compared to the class of 2007.

1.16 Geographic Area High School Graduates to SMC Rate

Data Source:

The data were obtained from the California Postsecondary Education Commission (CPEC) custom data reports.

Methodology:

Performance Indicator 1.16 (Geographic Area High School Graduates to SMC Rate) describes the percentage of high school seniors graduating from public high schools located in a zip code that is within a 10-mile radius of the zip code of the main campus of SMC who subsequently enrolled at SMC within one year of high school graduation. The denominator includes high school students in the graduating class of 2007, 2008, and 2009. The 2010 data were unavailable at the time of the report; therefore, the 2009 data were used to evaluate performance for the 2011 report. The numerator includes students in the denominator, who subsequently enrolled in at least one course at SMC within one year of graduating from high school (for example, students in the graduating class of 2007 who enrolled at SMC in summer 2007, fall 2007, winter 2008, and or spring 2008 terms). Only schools with data for all three graduating classes were included in the analyses.

To access the list of zip codes and high schools included in the analyses, refer to Appendix B. The schools identified in the geographic area are not necessarily the schools that the Office of Outreach & Recruitment visits.

Data and Analyses:

Table 1.15: Geographic Area High School Graduates Enrolled at SMC Rate

	Class of 2007	Class of 2008	Class of 2009
High School Grads	7,964	8,183	8,460
Enrolled at SMC	1,842	1,900	2,122
% HS Grads at SMC	23.1%	23.2%	25.1%

Over the last three graduating classes, SMC served an average of 23.8% of high school graduates from the public high schools within a 10-mile radius of the main campus of the college in the year after graduation. The performance year (most recent) data reveal that over 25% of the high school graduating class of 2009 from the geographic area high schools attended Santa Monica College after high school. Current performance reflects an increase of 2% compared to the class of 2007.

1.17 Improvement in Equity - Course Success Rate

Data Source:

The data were obtained from the college’s Management Information Systems (MIS) database.

Methodology:

Performance Indicator 1.17 (Improvement in Equity - Course Success Rate) describes the gap in course success between the highest performing group and the lower performing group in terms of ethnicity/race in academic years 2008-2009, 2009-2010, and 2010-2011. Only fall and spring terms were included in the annual performance data. Lower-performing groups were identified as groups performing at least 10% lower than the highest performing group. The course success rates were calculated by dividing the total number of A, B, C, CR, and P grades earned by the total number of course enrollments (A, B, C, CR, P, D, F, I, NC, NP, DR (drop), and W (withdrawal) grades earned). Grades of IP (in progress) and RD (report delayed) were excluded from the analyses.

Year-to-year increases were calculated for lower performing groups by subtracting the rate in the prior year from the rate in the observed year.

Comparison by gender and age yielded in little to no difference in performance between groups; therefore, the indicator focuses on equity based on ethnicity/race.

Data and Analyses:

The following table compares the course success rates of the four largest ethnicity/race groups. Because International (F-1 visa) students attend SMC under different circumstances than typical domestic students, they were excluded from the analyses.

Table 1.17: Improvement in Equity - Course Success Rate

	2008-2009	2009-2010	2010-2011
Asian/Pacific Islander	67.8%	70.5%	72.6%
Black	48.3%	51.6%	55.5%
Hispanic	57.9%	60.1%	61.8%
White	69.8%	71.6%	73.0%
Black Year-to-Year Increase	--	3.3%	3.9%
Hispanic Year-to-Year Increase	--	2.2%	1.7%
Average Year-to-Year Increase		2.8%	2.8%

The highest performing ethnic/race group in terms of course success was the White group in the performance year. The groups who performed 10% or more below the performance of the highest performing group were the Black and Hispanic student groups. In 2009-2010, Black students increased their performance by 3.3% when compared with the prior year; this group’s performance continued to increase in the performance year. In 2010-2011,

Black students increased their course success rate by 3.9% over the prior year. Hispanic students also improved their performance in both 2009-2010 and 2010-2011 year when compared with prior years. In 2010-2011, Hispanic students increased their course success by 1.7% over the 2009-2010 year. On average, both groups improved their course success rates by 2.8% in the performance year when compared with the prior year.

1.18 Improvement in Equity - Progress & Achievement Rate

Data Source:

The data were obtained from the California Community College Chancellor's Office (CCCCO) Data-on-Demand website which is the same source of data for the annual Accountability Reporting for Community Colleges (ARCC) report. Data-on-Demand relies on the California Postsecondary Education Commission (CPEC) database and the National Student Clearinghouse (a national consortium that hosts a database containing over 91% of postsecondary enrollments) in order to obtain transfer information. In general, the transfer data reports are lagged by one or more years because the data collection process relies on other institutions reporting student enrollment information. All other outcome data (including definition of the cohort, attainment of certificates and degrees, and progress status) were obtained from the CCCCCO Management Information Systems (MIS) database.

Methodology:

Performance Indicator 1.18 (Improvement in Equity - Progress and Achievement Rate) describes the improvement in equity gap in Progress and Achievement Rate between the highest performing group and the lowest performing group in terms of ethnicity/race. The rate describes the percentage of first-time freshmen who showed intent to complete and who achieved any of the progress and achievement outcomes within six years. The cohort included first-time freshmen in academic years 2002-2003, 2003-2004, and 2005-2006 who showed intent to earn an award and/or transfer by earning a minimum of 12 credit units at SMC and or anywhere in the California Community College (CCC) system and attempting a degree-applicable math, degree-applicable English, and/or an advanced occupational course within six years. First-time freshmen were defined as students enrolled in college for the first time after high school. The cohort included only students who began their postsecondary education at SMC.

The progress and achievement outcomes include:

- Transfer to a four-year institution (including public, private and out-of-state)
- Earn a degree or Chancellor's approved certificate at *any* CCC institution
- Achieve "Transfer Directed" status (earn a C or better grade in transfer-level math and English anywhere in the CCC system)
- Achieve "Transfer Prepared" status (successfully complete 60 UC/CSU transferable units with a GPA of 2.0 or higher)

The rate was calculated by dividing the number of students in the cohort who achieved at least one of the following progress and achievement outcomes within six years by the number of students in the cohort. The six year threshold was applied because it is the standard for cohort tracking in the field.

Lower-performing groups were identified as groups performing at least 10% lower than the highest performing group. Year-to-year increases were calculated for lower performing groups by subtracting the rate in the prior year from the rate in the observed year.

Comparison by gender and age yielded in little to no difference in performance between groups; therefore, the indicator focuses on equity based on ethnicity/race.

Data and Analyses:

The following table compares performance on the progress and achievement indicator of the four largest ethnicity/race groups. Because International (F-1 visa) students attend SMC under different circumstances than typical domestic students, they were excluded from the analyses.

Table 1.18: Improvement in Equity - Progress & Achievement Rate

	2002-03 by 2007-08	2003-04 by 2008-09	2004-05 by 2009-10
Asian/Pacific Islander	64.0%	73.3%	66.8%
Black	40.8%	52.3%	43.8%
Hispanic	41.0%	46.7%	45.3%
White	65.5%	71.9%	68.6%
Black Year-to-Year Increase	--	11.5%	-8.5%
Hispanic Year-to-Year Increase	--	5.7%	-1.4%
Average Year-to-Year Increase	--	8.6%	-5.0%

The highest performing ethnic/race group in terms of progress and achievement was the White group in the performance year. The groups who performed 10% or more below the performance of the highest performing group were the Black and Hispanic student groups. In 2003-2004, Black students increased their performance by 11.5% when compared with the prior year; however, the group decreased in performance in the following year. In the 2004-2005 cohort year, Black students decreased their progress and achievement rate by 8.5% over the prior year. Hispanic students improved their performance in 2003-2004 but decreased in 2004-2005 when compared with prior years. In the 2004-2005 cohort year, Hispanic students decreased their progress and achievement by 1.4% over the 2003-2004 year. On average, both groups decreased their progress and achievement rate by 5.0% in the performance year when compared with the prior year.

The increase in rate for the 2003-2004 cohort when compared with the prior year may be partly attributed to the sharp decrease in course offerings during the 2003 and 2004 years, which, in turn, reduced the total number of students in the cohort and made the cohort less variable (from 4,418 in 2002-2003 to 3,371 in 2003-2004). For the 2004-2005 cohort, the rate and cohort size revert to the levels observed in 2002-2003.

1.19 Improvement in Equity - Transfer Rate

Data Source:

The data were obtained from the California Community College Chancellor's Office (CCCCO) Data Mart website. The CCCCCO identified the cohort using its Management Information Systems (MIS) enrollment records and obtained the transfer data using the California Postsecondary Education Commission (CPEC) database and the National Student Clearinghouse (a national consortium that hosts a database containing over 91% of postsecondary enrollments).

Methodology:

Performance Indicator 1.19 (Improvement in Equity - Transfer Rate) describes the improvement in the equity gap in Transfer Rate between the highest performing group and the lowest performing group in terms of gender, ethnicity/race, and age group. The rate describes the percentage of first-time freshmen who showed intent to transfer and transferred to a four-year institution within six years. The cohort included first-time freshmen in academic years 2002-2003, 2003-2004, and 2004-2005 who completed 12 or more credit units and attempted transfer-level math or English. First-time freshmen were defined as students enrolled in college for the first time and include special admit students (high school students concurrently enrolled at a community college). Students were identified as being part of the SMC cohort if they completed the largest proportion of their credit units at SMC, regardless of whether they began their postsecondary education at SMC or another college. The rate was calculated by dividing the number of students in the cohort who transferred to a four-year institution (including public, private, and out-of-state institutions) within six years of entry in the California Community College (CCC) system by the number of students in the cohort.

Lower-performing groups were identified as groups performing at least 10% lower than the highest performing group. Year-to-year increases were calculated for lower performing groups by subtracting the rate in the prior year from the rate in the observed year.

Comparison by gender and age yielded in little to no difference in performance between groups; therefore, the indicator focuses on equity based on ethnicity/race.

Data and Analyses:

The following table compares performance on the transfer rate indicator of the four largest ethnicity/race groups. Unlike Performance Indicators 1.17 and 1.18, international (F-1 visa) students were included in the analyses as the data source for transfer rates did not offer student-level data or data by residence status.

Table 1.19: Improvement in Equity - Transfer Rate

	2002-03 by 2007-08	2003-04 by 2008-09	2004-05 by 2009-10
Asian/Pacific Islander	58.8%	61.4%	55.9%
Black	35.6%	47.0%	33.0%
Hispanic	32.1%	41.2%	35.2%
White	61.1%	64.8%	61.4%
Black Year-to-Year Increase	--	11.4%	-14.0%
Hispanic Year-to-Year Increase	--	9.1%	-6.0%
Average Year-to-Year Increase	--	10.3%	-10.0%

The highest performing ethnic/race group in terms of transfers was the White group in the performance year. The groups who performed 10% or more below the performance of the highest performing group were the Black and Hispanic student groups. In 2003-2004, Black students increased their performance by 11.4% when compared with the prior year; however, the group decreased in performance in the following year. In 2004-2005 cohort year, Black students decreased their transfer rate by 14.0% over the prior year. Hispanic students improved their performance in 2003-2004 but decreased in 2004-2005 when compared with prior years. In the 2004-2005 cohort year, Hispanic students decreased their transfer rate by 6% over the 2003-2004 cohort year. On average, both groups decreased their transfer rate by 10% in the performance year when compared with the prior year.

The increase in rate for the 2003-2004 cohort when compared with the prior year may be partly attributed to the sharp decrease in course offerings during the 2003 and 2004 years, which, in turn, reduced the total number of students in the cohort and made the cohort less variable. For the 2004-2005 cohort, the rate and cohort size revert to the levels observed in 2002-2003.

The ability of students to transfer to a four-year institution is influenced on external factors such as the economy and the budgets, enrollment and admission policies, and impacted status of four-year colleges and universities. In addition, the CSUs did not admit transfer students in the spring 2009 term which may have impacted the rates.

Chapter 2: Supportive Learning

Santa Monica College strives to create a supportive learning environment by providing access to comprehensive student learning resources such as library, tutoring, and technology and by providing access to comprehensive and innovative student support services such as admission and records, counseling, assessment, outreach, and financial aid. This area of institutional effectiveness measures how well the college is doing in terms of providing students access to support services. In addition to access, future reports will include data measuring effectiveness of support services. There are four (4) performance indicators in this chapter:

2.1 First-time Freshmen Orientation Rate

2.2 First-time Freshmen Assessment Rate

2.3 Percentage of Students Receiving Financial Aid

2.4 Counseling Contact Rate

Future Performance Indicators

Other measures were identified as potential dashboard performance indicators for future editions of the report by campus groups affected by the “Supportive Learning Environment” goal. They were not included in the current document primarily because the data had not yet been collected. The future performance indicators include:

- **Percentage of Credit Students Who Completed an Educational Plan:** This indicator measures the percentage of credit students with a credential goal (certificate, degree, or transfer) who completed an educational plan within a year of starting courses at SMC.
- **Percentage of Students Utilizing Tutoring Services:** This indicator measures the percentage of students enrolled in tutor-support courses who participate in tutoring services. The tutor tracking system was implemented in fall of 2010; therefore, currently there is only one year of data. This indicator will be included in future dashboards when at least three years of data have been collected.
- **Percentage of Students Participating in Supplemental Instruction (SI):** This indicator measures the percentage of students enrolled in SI-supported courses who participate in at least one SI session. The SI program currently serves basic skills students and will expand to include sciences courses in the future. This indicator will be included in future dashboards once data, including science courses, have been collected.

- **Percentage of Students Engaged on Campus:** This indicator measures the percentage of credit students who are engaged in activities and behaviors that are associated with effective educational practices, including active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners. The data will be collected by administering the Community College Survey for Student Engagement (CCSSE).

2.1 First-time Freshmen Orientation Rate

Data Source:

The data were obtained from the college's Management Information Systems (MIS) and Integrated School Information System (ISIS) databases.

Methodology:

Performance Indicator 2.1 (First-time Freshmen Orientation Rate) describes the percentage of first-time freshmen in fall terms 2008, 2009, 2010 with a certificate, degree, or transfer goal who completed the online orientation within the first term. First-time freshmen were defined as students enrolled in college for the first time after high school and only included credit students. All first-time college students and some other groups of students (e.g., those who were disqualified and return to SMC) are required to complete the orientation in order to receive an enrollment priority appointment date and time. The online orientation introduces students to the various services and programs at SMC, describes the class enrollment process based on educational goals, and describes other matriculation-related processes (including assessment and financial aid). In December of 2010, a new version of the online orientation was implemented; therefore the current document only discusses the college performance on this indicator for the previous online orientation. The rate was calculated by dividing the number of students in the cohort who completed the online orientation by November 30 of their initial term by the number of students in the cohort. Students who completed the orientation prior to enrolling at the college were counted as having oriented.

Data and Analyses:

Table 2.1a: First-Time Freshmen Orientation Rate

	Fall 2008	Fall 2009	Fall 2010
Cohort	6,387	6,930	6,490
Oriented	5,743	6,277	5,642
% Oriented	89.9%	90.6%	86.9%

Table 2.1b: First-Time Freshmen with Credential Goal Orientation Rate

	Fall 2008	Fall 2009	Fall 2010
Cohort	5,048	5,681	5,493
Oriented	4,519	5,043	4,664
% Oriented	89.5%	88.8%	84.9%

Overall, a large majority of first-time freshmen (approximately nine in ten) completed the college orientation within the first term of enrollment; the rate has decreased by 4% over the last three fall cohorts. The rate of students with a certificate, degree, or transfer goal who oriented was lower than the overall first-time freshmen rate. In the performance year (fall 2010), approximately 87% of all first-time freshmen and 85% of first-time freshmen with a credential goal completed the online orientation by the end of their first term.

2.2 First-time Freshmen Assessment Rate

Data Source:

The data were obtained from the college's Management Information Systems (MIS) database.

Methodology:

Performance Indicator 2.2 (First-time Freshmen Assessment Rate) describes the percentage of first-time freshmen in fall terms 2008, 2009, and 2010 who took the math and/or English/ESL placement exams within one year of their initial term. First-time freshmen were defined as students enrolled in college for the first time after high school. The cohort includes only students enrolled in courses for credit in the initial fall term.

All first-time college students are required to complete the assessment process if they wish to enroll in seven or more units in their first semester, or will enroll in an English, ESL, or math course requiring a specific prerequisite in the subject.

The rate was calculated by dividing the number of students in the cohort who were assessed, by the end of the spring term immediately following the initial fall term, based on placement testing and/or some other measure (such as the challenge exam, prior completion of coursework, advanced placement exam, and another college's placement exam) by the number of students in the cohort. Students who completed the assessment prior to enrolling at the college were counted as having been assessed.

Data and Analyses:

Table 2.2: First-Time Freshmen Assessment Rate

	Fall 2008	Fall 2009	Fall 2010
Cohort	6,387	6,930	6,490
Assessed	6,296	6,834	6,386
% Assessed	98.6%	98.6%	98.4%

Overall, nearly 99% of first-time freshmen completed the assessment requirements within the first year of enrollment.

Discussion of Performance Relative to Target Goal:

The goal for the indicator was to assess the English and math skills of first-time freshmen in a timely manner. Approximately 75% of first-time freshmen are enrolled in fewer than seven units in their initial term (refer to Table A4 in Appendix A). Because the assessment requirement is not applied until students attempt their seventh unit, the target for the performance year was set at 75%. The data reveal that the college performance exceeded the target range (72.5% to 77.5%) for this indicator.

2.3 Percentage of Students Receiving Financial Aid

Data Source:

The data were obtained from the college's Management Information Systems (MIS) database.

Methodology:

Performance Indicator 2.3 (Percentage of Students Receiving Financial Aid) describes the percentage of credit students in academic years 2008-2009, 2009-2010, and 2010-2011 (fall and spring terms only) who received financial aid in at least one of the primary terms (fall or spring). Students who received Board of Governors (BOG) enrollment fee waivers, grants, loans, scholarships, and work-study were included in the count of financial aid recipients.

Data and Analyses:

Table 2.3a: Percentage of Students Receiving Financial Aid

	2008-2009	2009-2010	2010-2011
Credit Students	42,433	42,037	40,078
Received Aid	13,065	15,035	16,196
% Received Aid	30.8%	35.8%	40.4%

On average, 35.6% of credit students in the last three years received financial aid. The percentage of students receiving aid has increased by 9.6% over the last three years. In the performance year, approximately four in ten credit students received some type of financial aid.

The data for this indicator should be interpreted with knowledge of the percentage of credit students who apply for financial aid. The following table describes the percentage of credit students in academic year 2008-2009, 2009-2010, and 2010-2011 (fall and spring terms only) who completed a financial aid application at SMC during the years observed.

Table 2.3b: Percentage of Students Completing Financial Aid Application

	2008-2009	2009-2010	2010-2011
Credit Students	42,433	42,037	40,078
Completed App	13,074	15,049	16,198
% Completed App	30.8%	35.8%	40.4%

There is no difference in percentage of credit students who complete a financial aid application and percentage of credit students who receive aid; the data indicate that nearly all students who complete an application will receive some sort of aid. Students who complete the financial aid application and do not receive aid may have been determined ineligible with no need or disqualified for aid due to lack of satisfactory academic progress.

This performance indicator is influenced by a variety of factors such as the economic state of the state and country and the economic status of students enrolled at the college. However, the indicator is useful in documenting the percentage of students awarded aid given the numbers of applicants and the current resources of the college and has implications for the financial challenges students may or may not face in terms of success.

2.4 Counseling Contact Rate

Data Source:

The data were obtained from the college's Management Information Systems (MIS) and Integrated School Information Systems (ISIS) databases.

Methodology:

Performance Indicator 2.4 (Counseling Count Rate) describes the percentage of credit students with a certificate, degree, or transfer goal in academic years 2008-2009, 2009-2010, and 2010-2011 (fall and spring terms only) who made contact with a counselor during the year. Approximately 70% of credit students report a certificate, degree, or transfer goal (refer to Table A3 in Appendix A). Students were identified as having contact with a counselor if the student either visited one of the multiple counseling centers and or enrolled in COUNS 20 (Student Success Seminar). The following counseling centers were included in the analyses:

- Black Collegians
- CalWorks
- Career Services
- Counseling and Transfer
- Counseling center at AET (Academy of Entertainment & Technology) campus
- Counseling center at Bundy campus
- Counseling center at Performing Arts Center (PAC) campus
- Disabled Student Program & Services (DSPS)
- Equal Opportunity Program & Services (EOPS)
- International Education
- Latino – Adelante
- Pico Partnership on the Move
- Scholars
- TRIO
- Veteran's Resource Center
- Welcome Center

Centers that did not collect student contact information using ISIS were not included in the analyses. In addition, cyber and online counseling data were not included in the analyses because at the data were not available at the time of the report.

Data and Analyses:

Table 2.4: Counseling Contact Rate

	2008-2009	2009-2010	2010-2011
Cohort	26,744	28,392	28,832
Contact	15,460	16,922	17,709
% Contact	57.8%	59.6%	61.4%
Year-to-Year Increase	NA	+1.8%	+1.8%

On average, approximately 59.7% of credit students with a credential goal (certificate, degree, transfer) make contact with a counselor each year. The contact rate increased by 1.8% in the performance year (2010-2011) when compared with the previous year. The increase in the counseling contact rate in recent years may be attributed to a handful of factors. For example, the college opened a Veteran's Resource Center in fall of 2009 to serve the growing veteran population which grew from 125 active veterans in 2004 to 580 in 2011. Veterans wanting to receive G.I. benefits are required to attend counseling.

Another factor that may have contributed to the increase in counseling contact may be the increase in the number of basic skills classes that were visited by a counselor as a part of the Counselor Visitation Program. The program, funded by the Basic Skills Initiative, focuses on the outreach of counselors in basic skills English and ESL classes and presenting students on topics such as the role of counselors at SMC and the various student support services and resources. The program started in spring of 2008 and involved counselors visiting 35 classes. By fall of 2010, the number of classes visited by counselors increased to 98. Previous research has documented that students exposed to the presentation were more likely to visit a counseling center than students enrolled in similar courses without counselor visitation.

In addition, the enrollment priority dates were moved from November to December in 2010. This change was significant because November is the busiest month for counseling as the UC/CSU application filing period is in November. When the enrollment priority dates occurred in the peak month of November, the student demand for services was too high to meet as counselors met both with students with transfer needs and those with enrollment needs. With the shift of the enrollment dates, counselors are better able to serve more students.

Other factors that may have impacted the increase in the counseling contact rate include the increased competitiveness in transferring over the last three years (students are more apt to seek counseling services to confirm transfer admissions criteria), the increased effectiveness of the department in promoting their services, and the implementation of the Early Alert system which allows faculty to recommend counseling services to students.

The data reveal that a staff of approximately 110 full-time and part-time counselors served over 60% of credit students with a credential goal. Given the diverse backgrounds and needs of our students, it is not expected for all students to meet with a counselor each year.

Chapter 3: Management of Fiscal

Santa Monica College (SMC) strives to manage the fiscal environment by responding to dynamic fiscal conditions through ongoing evaluation and reallocation of existing resources and the development of new resources. This area of institutional effectiveness attempts to measure how well the college is doing in terms of generating revenue and spending monies on instruction and support services. There are four (4) performance indicators measuring the stable fiscal goal:

3.1 Operating Surplus-Deficit

3.2 WSCH/FTEF

3.3 Fund Balance and Ratio

3.4 Non-Resident Tuition Revenue

In addition to the performance indicators, the amount of unfunded FTES (total number of credit Full-Time Equivalent Student generated but unfunded by the state) is a measure that is included in the report for monitoring. The measure is not included as a dashboard indicator as the goal for the measure depends on the performance of Performance Indicator 3.3 (Fund Balance and Ratio). Refer to Table A5 in Appendix A to access the unfunded FTES data.

3.1 Operating Surplus-Deficit

Data Source:

The data were obtained from the Office of Business/Administration.

Methodology:

Performance Indicator 3.1 (Operating Surplus-Deficit) measures the extent to which the college has a balanced budget or better for fiscal years 2008-2009, 2009-2010, and 2010-2011. The actual operating surplus-deficit is calculated by subtracting the actual expenditures with one-time items from the actual revenue and transfers. Positive dollar values represent an operating surplus and negative dollar values represent an operating deficit.

Data and Analyses:

Table 3.1: Operating Surplus-Deficit Ratio

	2008-2009	2009-2010	2010-2011
Operating Surplus/(Deficit)	\$610,782	\$1,061,345	\$2,618,738

The college ended the last three fiscal years with an operating surplus. The operating surplus to the budgeted expenditures and transfers ratios increased from \$610,782 in 2008-2009 to \$2,618,738 in 2010-2011.

3.2 WSCH/FTEF

Data Source:

The data were obtained from a TIMS (The Instructional Management System) report.

Methodology:

Performance Indicator 3.2 (WSCH/FTEF) describes the relationship between Full-Time Equivalent Faculty (FTEF) and Weekly Student Contact Hours (WSCH) for fall terms 2008, 2009, and 2010. The indicator measures the productivity of instructional programs in terms of average class size. Considering SMC's compressed calendar, a WSCH/FTEF of 560 represents an average class size of 35. California community colleges are largely funded by the state on the basis of the number of FTES; one FTES is equivalent to one student enrolled in 15 hours per week for two 17.5-week semesters and represents 525 class contact hours in a full academic year. The calculation of FTES depends on WSCH which is the sum of class contact hours per week per student in each class section. WSCH is calculated differently depending on the attendance accounting method (weekly census, positive attendance, daily census, or alternative attendance accounting).

One FTEF equals a full-time teaching load. The total FTEF includes both full-time and part-time instructors. WSCH/FTEF is the total WSCH divided by the weekly teaching load for a full-time faculty member.

Data and Analyses:

Table 3.2: WSCH/FTEF

	Fall 2008	Fall 2009	Fall 2010
WSCH	399,989	412,478	410,223
FTEF	682.13	643.42	622.21
WSCH/FTEF	586.38	641.07	659.30

In the performance year (fall 2010), the WSCH/FTEF was 659, an increase of 73 WSCH/FTEF when compared with the fall 2008 term which indicates that the college has become more efficient or productive in terms of managing the cost of instruction and revenue from FTES. In general, the WSCH has experienced an increase between fall 2008 and fall 2010 terms; however, the FTEF has steadily decreased over the two years because of the state-imposed workload reduction.

3.3 Fund Balance and Ratio

Data Source:

The data were obtained from the Office of Business/Administration.

Methodology:

Performance Indicator 3.3 (Fund Balance and Ratio) describes the ratio of the general fund balance to the total expenditures, dollars spent for operating costs, for fiscal years 2008-2009, 2009-2010, and 2010-2011. The ratio is calculated by dividing the fund balance (excluding designated revenue) by the total expenditures and transfers. A general fund balance is created when the college's revenues exceeds the expenditures in the fund account within a fiscal year. A positive fund balance represents available financial resources for spending in the subsequent fiscal year. Having a large fund balance ratio is indicative of financial flexibility and stability because a large fund balance can help cover potential unforeseen costs or additional resources without borrowing (thus avoiding the cost of interest related to borrowing). The fund balance values do not include designated reserve funds.

Data and Analyses:

Table 3.3: Fund Balance and Ratio

	2008-2009	2009-2010	2010-2011
Total Expenditure	\$134,161,279	\$132,288,713	\$133,912,184
General Fund Balance	\$17,408,758	\$18,470,103	\$20,675,673
Fund Balance Ratio	12.98%	13.96%	15.44%

The size of the fund balance has increased by \$3,266,915 over the last three fiscal years. The ratio of fund balance to total expenditures and transfers has increased steadily since 2008-2009. In the performance year (2010-2011), the fund balance ratio was 15.44%.

3.4 Non-Resident Tuition Revenue

Data Source:

The data were obtained from the Office of Business/Administration.

Methodology:

Performance Indicator 3.4 (Non-Resident Tuition Revenue) describes the revenue dollars generated from non-resident and Intensive English tuition in fiscal years 2008-2009, 2009-2010, and 2010-2011. The non-resident tuition includes fee paid by international (F-1 visa) and out-of-state residents. The Intensive English Program (IEP) offers courses intended for F-1 visa international students who do not meet the minimum TOEFL requirements and/or do not have alternative proof of English proficiency to be admitted as fully matriculated students.

Data and Analyses:

Table 3.4: Non-Resident Tuition Revenue

	2008-2009	2009-2010	2010-2011
Non-Resident Revenue	\$17,961,185	\$20,199,343	\$21,387,129

The total dollars in revenue from non-resident and Intensive English tuition experienced an upward trend over the last three academic years which may be partly attributed to the increase in fees charged per unit for non-resident students. In 2008-2009, the non-resident cost per tuition was \$164; the cost increased to \$190 and \$186 per unit for the 2009-2010 and 2010-2011 years, respectively.

Chapter 4: Sustainable Physical

Santa Monica College (SMC) strives to create a sustainable physical environment by applying sustainable practices to maintain and enhance the colleges' facilities and infrastructure including grounds, buildings, and technology. This area of institutional effectiveness attempts to measure how well the college is doing in employing sustainable practices and general efficiency in terms of the infrastructure. There are four (4) performance indicators measuring the sustainable physical goal:

4.1 Electricity Usage by Sq. Footage

4.2 Gas Usage by Sq. Footage

4.3 Annual Employee per Capita Waste Disposal

4.4 Annual Student per Capita Waste Disposal

Future Performance Indicators

Other measures were identified as potential dashboard performance indicators for future editions of the report by campus groups affected by the "Sustainable Physical Environment" goal. They were not included in the current document primarily because the data had not yet been collected or were unreliable. The future performance indicators include:

- **Water Usage by FTES:** This indicator measures the total HCF used in a fiscal year divided by the total FTES.
- **Energy Generated from Solar Panels:** This indicator measures the total kWh generated from the solar panels. The solar panels started generating energy last academic year. Refer to Figure A6 in Appendix A to access the amount of energy generated by solar panels between March 2011 and July 2011.
- **Average Vehicle Ridership:** This indicator measures the average number of people in a car and describes use of alternative transportation. While employee data is regularly collected, student data is not. The college plans to systematically and regularly conduct a transportation survey of students each year.

4.1 Electricity Usage by Sq. Footage

Data Source:

The data were obtained from the Office of Facilities, Maintenance, and Operations.

Methodology:

Performance Indicator 4.2 (Gas Usage by Sq. Footage) is calculated by dividing the annual electricity usage in kilowatt-hour (kWh) by the gross square footage from the space inventory (excluding space that does not use or meter electricity) for fiscal years 2008-2009, 2009-2010, and 2010-2011. The percentage of reduction was calculated by dividing the electricity usage by square footage in a fiscal year by the figure in the previous year and subtracted by 100%. The data reflect 45 weeks of academic operation (classes in session) and 49 weeks of overall operation.

Data and Analyses:

Table 4.1: Electricity Usage by Sq. Footage

	2008-2009	2009-2010	2010-2011
Energy kWh Usage	14,778,084	14,655,136	13,510,336
Sq Ft	1,044,547	1,052,381	1,052,381
Usage by Sq Ft	14.15	13.93	12.84
% Reduction Year-to-Year	NA	1.6%	7.8%

Overall, the electricity consumption by square footage steadily decreased over the last three fiscal years. The square footage of the college which uses electricity was increased in 2009-2010 and 2010-2011 fiscal years relative to the 2008-2009 year. The data reveal that in 2010-2011, the college reduced its electricity consumption by square foot by a total of 7.8% when compared with the prior year.

4.2 Gas Usage by Sq. Footage

Data Source:

The data were obtained from the Office of Facilities, Maintenance, and Operations.

Methodology:

Performance Indicator 4.2 (Gas Usage by Sq. Footage) is calculated by dividing the annual natural gas usage in British Thermal Unit (BTU) by the gross square footage from the space inventory (does not include space that does not use or meter gas) for fiscal years 2008-2009, 2009-2010, and 2010-2011. The percentage of reduction was calculated by dividing the gas usage by square footage in a fiscal year by the figure in the previous year and subtracted by 100%. The data reflect 45 weeks of academic operation (classes in session) and 49 weeks of overall operation.

Data and Analyses:

Table 4.2: Gas Usage by Sq. Footage

	2008-2009	2009-2010	2010-2011
Gas	28,577,500,000	27,306,100,000	27,213,600,000
Sq Ft	1,044,547	1,052,381	1,052,381
Usage by Sq Ft	27,358.75	25,946.97	25,859.08
% Reduction Year-to-Year	NA	5.2%	0.3%

The gas consumption by square footage in the performance year was 49.65 BTU/sq. ft., a decrease of 2.06 BTU/sq. ft. when compared with the 2008-2009. Gas usage by square footage experienced an increase in 2009-2010 but slightly decreased the following year. The square footage of the college which uses gas was increased in the 2009-2010 and 2010-2011 fiscal years compared to the 2008-2009 year. The data reveal that in 2010-2011, the college reduced its gas consumption by square foot by a total of 0.3% from the previous year.

4.3 Annual Employee per Capita Waste Disposal

Data Source:

The data were obtained from the State Agency Waste Management Annual Report.

Methodology:

Performance Indicator 4.3 (Annual Employee per Capita Waste Disposal) describes the amount of waste disposed per employee per day for calendar years 2008, 2009, 2010. It is calculated by dividing the total pounds of waste disposed by the number of employees working at SMC by the number of days in a year. Pounds of waste are converted from tonnage.

Data and Analyses:

Table 4.3: Annual Employee per Capita Waste Disposal

	2008	2009	2010
Total Disposed Pounds	1,402,800	894,400	628,000
Employees	2,015	1,919	1,881
Annual per Capita Disposal	1.9	1.3	0.9

The amount of waste disposed has decreased over the last three years from 1,402,800 pounds (701.4 tons) in 2008 to 628,000 (314 tons) in 2010. The downward pattern is also observed in the number of employees and the per capita waste disposal. The data indicate that in the performance year (2010), the college disposed of approximately 0.9 pounds of waste per employee per day.

4.4 Annual Student per Capita Waste Disposal

Data Source:

The data were obtained from the State Agency Waste Management Annual Report.

Methodology:

Performance Indicator 4.4 (Annual Student per Capita Waste Disposal) describes the amount of waste disposed per student per day for calendar years 2008, 2009, 2010. It is calculated by dividing the total pounds of waste disposed by the number of students attending SMC by the number of days in a year. Pounds of waste are converted from tonnage.

Data and Analyses:

Table 4.4: Annual Student per Capita Waste Disposal

	2008	2009	2010
Total Disposed Pounds	1,402,800	894,400	628,000
Students	25,139	29,199	27,486
Annual per Capita Disposal	0.2	0.1	0.1

The amount of waste disposed has decreased over the last three years from 1,402,800 pounds (701.4 tons) in 2008 to 628,000 (314 tons) in 2010. The annual waste disposal per capita has remained somewhat stable over the last three years. The data indicate that in the performance year (2010), the college disposed of approximately 0.1 pounds of waste per student per day.

Chapter 5: Supportive Collegial

Santa Monica College (SMC) strives to create a supportive collegial environment by improving and enhancing decision making and communication processes in order to respect the diverse needs and goals of the entire college community. This area of institutional effectiveness attempts to measure how well the college is doing in supporting campus stakeholders and other constituents in program improvement, assessment of Student Learning Outcomes, and engaging in a culture of inquiry. There is one (1) performance indicators measuring the sustainable physical goal:

5.1 Institutional Objectives Completion Rate

Future Performance Indicators

Campus groups affected by the goal identified one measures as a potential performance indicator for the “Supportive Collegial Environment” goal. It was not included in the current document primarily because the data had not yet been collected.

- **Professional Development Participation Rate:** This indicator measures the percentage of employees who participate in at least one professional development activity, including flex activities and workshops organized by the Professional Development Council.

5.1 Institutional Objectives Completion Rate

Data Source:

The data were obtained from the Office of the Executive Vice President.

Methodology:

Performance Indicator 5.1 (Institutional Objectives Completion Rate) describes the percentage of the institutional objectives in the college's Master Plan for Education which was at least substantially completed in academic years 2008-2009, 2009-2010, and 2010-2011. Institutional objectives are action statements designed to meet the mission, goals, and strategic initiative of the college. Each year, the college develops new institutional objectives; any objectives that have not been completed carry over to the objectives for the following year. Completion of institutional objectives are reviewed annually and identified as being "completed", "substantially completed", "addressed", or "not addressed" by the District Planning and Advisory Council (DPAC). The completion rate is calculated by dividing the number of institutional objectives that were completed or substantially completed by the total number of institutional objectives for the year.

Data and Analyses:

Table 5.1 Institutional Objectives Completion Rate

	2008-2009	2009-2010	2010-2011
Institutional Objectives	52	14	14
Completed/Substantially Completed	34	11	11
% Completed/Substantially Completed	65.4%	78.6%	78.6%

In 2008-2009, the college had 52 different institutional objectives but completed or substantially completed 34 of them for a completion rate of 65.4%. The college had fewer institutional objectives in academic years 2009-2010 and 2010-2011; the completion rates for these years increased to 78.6%. The numbers of institutional objectives may impact the completion rate. The data indicate that in the performance year (2010-2011), the college at least substantially completed more than three of four institutional objectives.

Appendix A: Data Related to Indicators

Table A1: Credit Student Enrollment Status (Fall 2010)

Enrollment Status	Fall 2010	
	Count	%
First-Time Student	6,490	20.8%
First-Time Transfer	4,035	13.0%
Returning Student	3,422	11.0%
Continuing Student	16,942	54.4%
Special Admit (K-12)	248	1.1%
Total	31,138	100.0%

Table A2: Credit First-Time Freshmen Placement into Basic Skills (Fall 2009)

	Math		English		ESL - Domestic		ESL - International	
	Count	%	Count	%	Count	%	Count	%
Transfer	1,896	28.8%	1,355	24.4%	285	64.2%	379	64.6%
Basic Skills	4,685	71.2%	4,205	75.6%	159	35.8%	208	35.4%
Total	6,581	100%	5,560	100%	444	100%	587	100%

Table A3: Credit Student Educational Goal

Enrollment Status	Fall 2010	
	Count	%
Transfer	21,198	68.1%
AA/AS	1,626	5.2%
Certificate	389	1.2%
Career Objective	2,255	7.2%
Educational Development	1,978	6.4%
Improve Basic Skills	143	0.5%
Complete HS Credits/Earn GED	133	0.4%
Move from Non-credit to Credit Courses	13	0.0%
4-Year Student Meeting Requirements	1,343	4.3%
Undecided	2,051	6.6%
Total	31,138	100%

Table A4: Credit First-time Freshmen by Unit Load (Fall 2010)

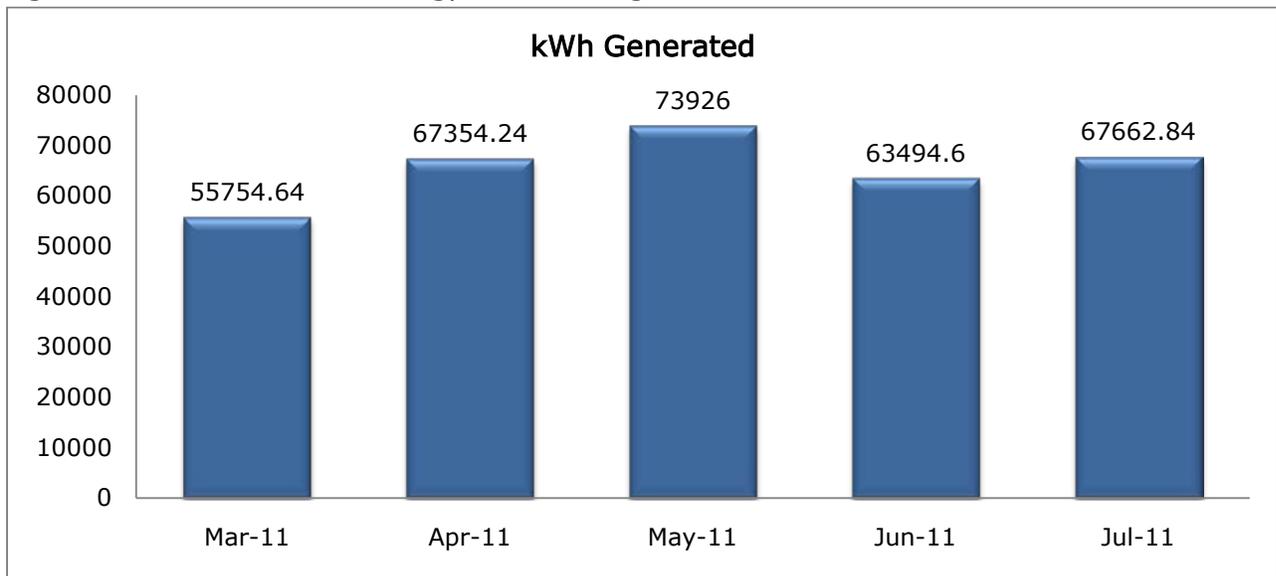
Unit Load	Fall 2010	
	Count	%
0.5 to 6.5	1,498	23.1%
7 to 11.5	1,600	24.7%
12+	3,392	52.3%
Total	6,490	100.0%

Table A5: Unfunded FTES

Unfunded FTES describes the total number of credit Full-Time Equivalent Student (FTES) generated but unfunded by the state. FTES is a calculation used by the state to determine funding levels per student. One FTES is equivalent to one student enrolled in 15 hours per week for two 17.5-week semesters and represents 525 class contact hours in a full academic year. The unfunded FTES represents the additional students the college serves but the state is unable to fund.

	2008-2009	2009-2010	2010-2011
Actual FTES	21,560.380	20,804.292	21,902.480
FTES Funded	22,859.590	22,545.990	21,422.286
Unfunded FTES	1,299.210	1,741.698	480.194

Figure A6: Solar Generated Energy from Parking Structure 3



Appendix B: Geographic Area High Schools

Zip codes within a 10-mile radius of main campus zip code (90405):

ZIP	CITY	COUNTY	DISTANCE
90405	SANTA MONICA	LOS ANGELES	0.00 miles
90404	SANTA MONICA	LOS ANGELES	1.09 miles
90291	VENICE	LOS ANGELES	1.22 miles
90406	SANTA MONICA	LOS ANGELES	1.39 miles
90407	SANTA MONICA	LOS ANGELES	1.39 miles
90408	SANTA MONICA	LOS ANGELES	1.39 miles
90409	SANTA MONICA	LOS ANGELES	1.39 miles
90410	SANTA MONICA	LOS ANGELES	1.39 miles
90411	SANTA MONICA	LOS ANGELES	1.39 miles
90401	SANTA MONICA	LOS ANGELES	1.47 miles
90294	VENICE	LOS ANGELES	1.53 miles
90403	SANTA MONICA	LOS ANGELES	1.83 miles
90066	LOS ANGELES	LOS ANGELES	2.19 miles
90402	SANTA MONICA	LOS ANGELES	2.53 miles
90292	MARINA DEL REY	LOS ANGELES	2.67 miles
90295	MARINA DEL REY	LOS ANGELES	2.69 miles
90025	LOS ANGELES	LOS ANGELES	2.75 miles
90064	LOS ANGELES	LOS ANGELES	2.93 miles
90073	LOS ANGELES	LOS ANGELES	3.45 miles
90084	LOS ANGELES	LOS ANGELES	3.68 miles
90094	LOS ANGELES	LOS ANGELES	3.81 miles
90230	CULVER CITY	LOS ANGELES	4.08 miles
90034	LOS ANGELES	LOS ANGELES	4.15 miles
90231	CULVER CITY	LOS ANGELES	4.23 miles
90233	CULVER CITY	LOS ANGELES	4.23 miles
90024	LOS ANGELES	LOS ANGELES	4.24 miles
90232	CULVER CITY	LOS ANGELES	4.33 miles
90095	LOS ANGELES	LOS ANGELES	4.37 miles
90067	LOS ANGELES	LOS ANGELES	4.48 miles
90296	PLAYA DEL REY	LOS ANGELES	4.53 miles
90293	PLAYA DEL REY	LOS ANGELES	4.81 miles
90212	BEVERLY HILLS	LOS ANGELES	5.12 miles
90049	LOS ANGELES	LOS ANGELES	5.31 miles
90045	LOS ANGELES	LOS ANGELES	5.44 miles
90056	LOS ANGELES	LOS ANGELES	5.52 miles
90035	LOS ANGELES	LOS ANGELES	5.53 miles
90209	BEVERLY HILLS	LOS ANGELES	5.85 miles
90213	BEVERLY HILLS	LOS ANGELES	5.85 miles
90211	BEVERLY HILLS	LOS ANGELES	6.20 miles
90077	LOS ANGELES	LOS ANGELES	6.38 miles
90016	LOS ANGELES	LOS ANGELES	6.46 miles
90272	PACIFIC PALISADES	LOS ANGELES	6.47 miles
90048	LOS ANGELES	LOS ANGELES	6.70 miles
90210	BEVERLY HILLS	LOS ANGELES	7.01 miles
90008	LOS ANGELES	LOS ANGELES	7.04 miles
90302	INGLEWOOD	LOS ANGELES	7.08 miles
90301	INGLEWOOD	LOS ANGELES	7.15 miles
90306	INGLEWOOD	LOS ANGELES	7.49 miles
90307	INGLEWOOD	LOS ANGELES	7.49 miles
90308	INGLEWOOD	LOS ANGELES	7.49 miles
90309	INGLEWOOD	LOS ANGELES	7.49 miles

ZIP	CITY	COUNTY	DISTANCE
90310	INGLEWOOD	LOS ANGELES	7.49 miles
90312	INGLEWOOD	LOS ANGELES	7.49 miles
90245	EL SEGUNDO	LOS ANGELES	7.55 miles
90311	INGLEWOOD	LOS ANGELES	7.56 miles
90069	WEST HOLLYWOOD	LOS ANGELES	7.61 miles
90043	LOS ANGELES	LOS ANGELES	7.68 miles
90019	LOS ANGELES	LOS ANGELES	7.82 miles
90036	LOS ANGELES	LOS ANGELES	7.89 miles
90304	INGLEWOOD	LOS ANGELES	8.12 miles
90305	INGLEWOOD	LOS ANGELES	8.64 miles
90018	LOS ANGELES	LOS ANGELES	8.71 miles
90046	LOS ANGELES	LOS ANGELES	8.74 miles
90062	LOS ANGELES	LOS ANGELES	9.11 miles
90267	MANHATTAN BEACH	LOS ANGELES	9.22 miles
90266	MANHATTAN BEACH	LOS ANGELES	9.27 miles
91403	SHERMAN OAKS	LOS ANGELES	9.28 miles
90251	HAWTHORNE	LOS ANGELES	9.37 miles
91495	SHERMAN OAKS	LOS ANGELES	9.48 miles
90303	INGLEWOOD	LOS ANGELES	9.50 miles
90005	LOS ANGELES	LOS ANGELES	9.57 miles
90261	LAWNDALE	LOS ANGELES	9.58 miles
91423	SHERMAN OAKS	LOS ANGELES	9.58 miles
90010	LOS ANGELES	LOS ANGELES	9.65 miles
90038	LOS ANGELES	LOS ANGELES	9.71 miles
90290	TOPANGA	LOS ANGELES	9.72 miles
91413	SHERMAN OAKS	LOS ANGELES	9.72 miles
90020	LOS ANGELES	LOS ANGELES	9.76 miles
90250	HAWTHORNE	LOS ANGELES	9.79 miles
90264	MALIBU	LOS ANGELES	9.85 miles
91604	STUDIO CITY	LOS ANGELES	9.87 miles
90047	LOS ANGELES	LOS ANGELES	9.96 miles
91436	ENCINO	LOS ANGELES	9.98 miles

Public high schools with zip codes named in the previous page (only includes those with data):

Alexander Hamilton Senior High
Animo Inglewood Charter High
Animo Leadership High
Arena High (Continuation)
Beverly Hills High
Cheviot Hills Continuation
City Honors High
Crenshaw Senior High
Culver City High
Culver City Independent Study
Culver Park High
Del Rey Continuation
El Segundo High
Ellington (Duke) High (Continuation)
Fairfax Senior High
Foshay Learning Center
George Washington Preparatory High
Hawthorne High
Hawthorne Math and Science Academy
High
Hillcrest High
Inglewood High
Lennox Mathematics
Los Angeles Center For Enriched Studies
Los Angeles Senior High
Magnolia Science Academy
Middle College High
Mira Costa High
Moreno High (Continuation)
Morningside High
Olympic High (Continuation)
Phoenix Continuation
Santa Monica High
Southwest PAU
Susan Miller Dorsey Senior High
Temescal Canyon Continuation
University Senior High
Venice Senior High
View Park Continuation
View Park Preparatory Accelerated High
West Hollywood Opportunity
Westchester Senior High
Whitman Continuation
Whitney Young Continuation

Maintaining Our Focus: ACCOUNTABILITY REPORTING FOR CALIFORNIA COMMUNITY COLLEGES (ARCC) 2011 REPORT

November 2011
Office of Institutional Research

The current document provides a brief description of Santa Monica College’s (SMC) performance on the 2011 Accountability Reporting for the California Community Colleges (ARCC) data indicators. The ARCC report contains seven measures of student progress, success, and achievement as they relate to the broad mission of the California Community Colleges to support transfer to a four-year institution, degree and certificate completion, career preparation, and basic skills development. The seven performance measures are categorized into two areas, student progress and achievement and pre-collegiate improvement. Three indicators measuring degree/certificate/transfer and one indicator measuring vocational/occupational/workforce development make up the student progress and achievement area. Three indicators measuring basic skills, ESL, and enhanced non-credit make up the pre-collegiate improvement area (see Table 1).

Table 1. College-Level Performance Indicators

Student Progress and Achievement		Pre-Collegiate Improvement
<i>Degree/Certificate/Transfer</i>	<i>Vocational/Occupational/Workforce Development</i>	<i>Basic Skills, ESL, and Enhanced Noncredit</i>
1.1 Student Progress and Achievement Rate 1.1a Percent of Students Who Earned at Least 30 Units 1.2 Persistence Rate	1.3 Annual Successful Course Completion Rate for Credit Vocational Courses	1.4 Annual Successful Course Completion Rate for Credit Basic Skills Courses 1.5 Improvement Rates for ESL and Credit Basic Skills Courses 1.6 Career Development and College Preparation (CDCP) Progress and Achievement Rate

College Performance

An analyses and description of SMC's performance on the seven indicators for the last three available years of data is discussed in this section. In addition, peer group and system-wide performance averages are provided for the last available year of data. Peer groupings cluster colleges together that are more alike than different in terms of environmental characteristics demonstrated to have a statistically significant effect in predicting each of the outcome measures. As a result, peer groups vary by measure and may not conform to a college's perception of its peers geographically or historically. It is important to note, that the Chancellor's Office did not intend for the peer groupings to be used as a ranking system among the colleges; the clusters are designed to provide a benchmark for tracking performance across the measures¹.

1.1: Student Progress and Achievement Rate

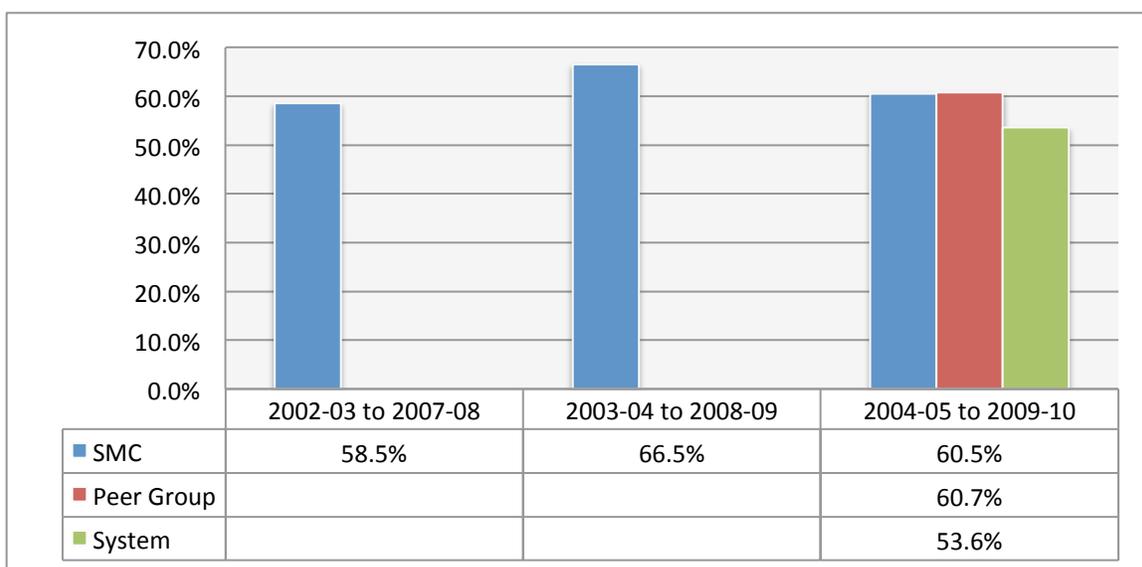
Student Progress and Achievement Rate was calculated by deriving the percent of students in a cohort who achieve one of the following outcomes within six years of initial enrollment:

- Transferred to a four-year institution;
- Earned an Associate Degree, anywhere in the California Community College (CCC) system;
- Earned a Career Certificate, anywhere in the CCC system;
- Achieved "Transfer Directed" status (successfully completed transferable math and English); or,
- Achieved "Transfer Prepared" status (successfully completed 60 or more transferable units with a minimum GPA of 2.0).

Students who achieved "transfer directed" or "transfer prepared" status may have completed part or all of the units at another CCC. Students in the cohort were first-time students in academic years showing intent to earn a certificate/degree or transfer by earning at least 12 credit units and attempting at least one degree applicable or transferable English or math course, or an advanced CTE (Career Technical Education) course.

¹ For a more detailed description of the peer group methodology, refer to Appendices A and D in the complete system-wide report: <http://www.cccco.edu/Portals/4/TRIS/research/ARCC/March%20ARCC%202011.pdf>.

Figure 1. Student Progress and Achievement Rate



The average rate for this indicator for the last three cohort years is 61.4%. The data reveal that, on average, approximately six in ten first-time freshmen who show intent to earn a certificate/degree or transfer (by enrolling in the defined courses) achieve an outcome or make progress towards an outcome within six years. The rate improved by 2% in the performance year (2004-2005) when compared to the 2002-2003 cohort year. However, when examining the trend across all three years, a spike in performance from 58.5% in 2002-2003 to 66.5% in 2003-2004 is observed. The increase in rate for the 2003-2004 year may be partly attributed to the sharp decrease in course offerings during the 2003 and 2004 years, which, in turn, reduced the total number of students in the cohort and made the cohort less variable (from 4,418 in 2002-2003 to 3,371 in 2003-2004 to 4,448 in 2004-2005).

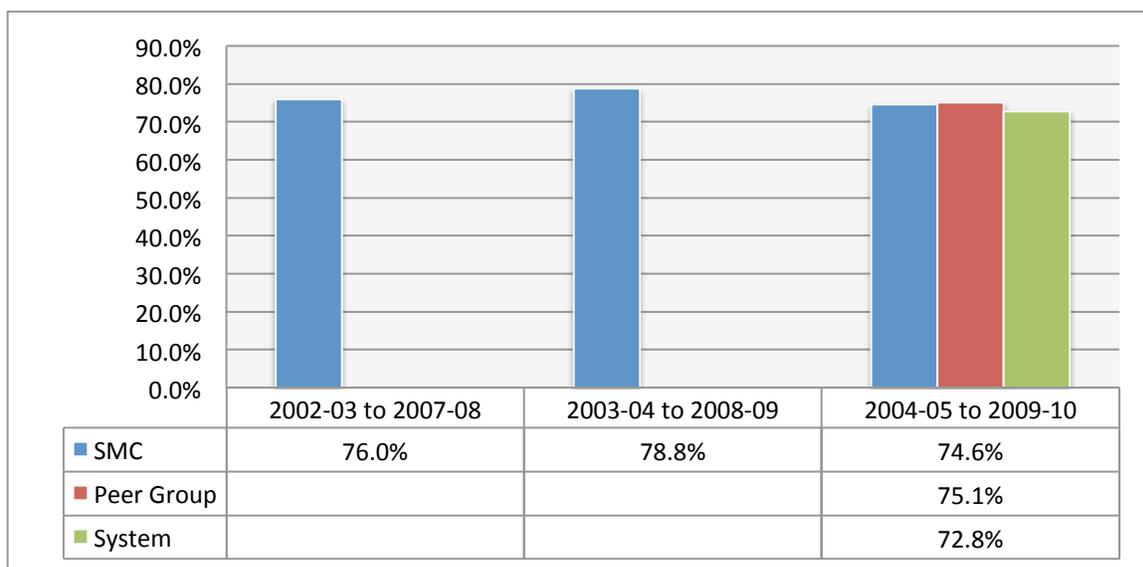
The peer group clusters were formed by putting colleges who score similarly on three environmental variables: percent of students age 25 or older in fall 2005, percent of basic skills fall 2005, and the Bachelor Plus Index. Colleges in the peer group for this indicator include Crafton Hills, Cuesta, De Anza, Diablo Valley, Fullerton, Golden West, Grossmont, LA Pierce, Las Positas, Moorpark, Orange Coast, Pasadena City, Sacramento City, San Diego Mesa, Santa Barbara City, Sierra, Skyline, and Ventura. The peer group average Student Progress and Achievement Rate in 2004-05 was 60.7%; SMC’s performance was 60.5%. The data reveal that the college performed near the peer group average on this indicator.

The CCC system-wide average Student Progress and Achievement for 2004-05 was 53.6%, lower than SMC’s rate of 60.5%. SMC performed better on indicator than the system’s average.

1.1a: Percent of Students Who Earned at Least 30 Units

The Percent of Students Who Earned at Least 30 Units was calculated by dividing the total number students in a cohort who earned 30 or more credit units in the system within six years of initial enrollment. Students in the cohort were first-time students in academic years showing intent to earn a certificate/degree or transfer by earning at least 12 credit units and attempting at least one degree applicable or transferable English or math course, or an advanced CTE (Career Technical Education) course.

Figure 2. Percent of Students Who Earned at Least 30 Units



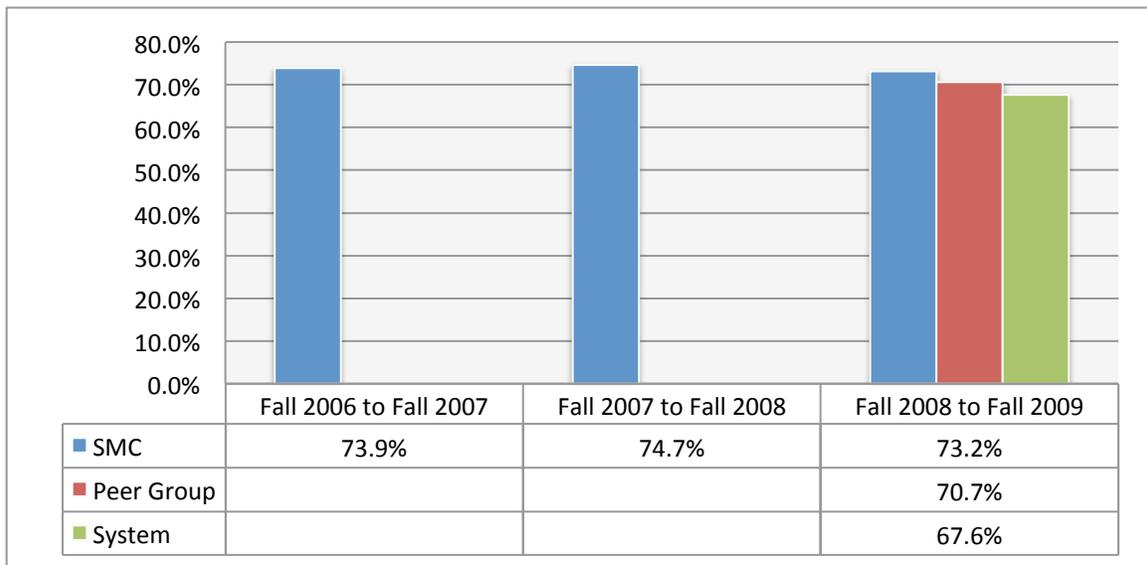
Overall, about three-quarters of students who showed intent to earn a certificate/degree or transfer made progress towards an award or transfer by earning at least 30 units. This measure is a good indicator for progress and success of students as wage studies have documented the positive effects of completing 30 college units on wage earnings. In the most recent cohort year, the rate decreased by 4.2% when compared with the prior year. The decrease in progress may be partly attributed to the course reductions that occurred in 2003 and 2004 which made getting into courses more challenging.

The peer group clusters were formed by putting colleges who score similarly on three environmental variables: student count fall 2005, average unit load fall 2004, and ESAI per capita income. Colleges in the peer group for this indicator include American River, DeAnza, Diablo Valley, El Camino, Long Beach City, Moorpark, Mt. San Antonio, Orange Coast, Palomar, Pasadena City, Riverside, Sacramento City, Saddleback, San Francisco City, Santa Ana, and Santa Rosa. SMC performed similar to the peer group and system-wide averages on the Percent of Students Who Earned at Least 30 Units indicator (SMC, 74.6%; Peer group, 75.1%; System, 72.8%).

1.2: Persistence Rate

The Persistence Rate is the percent of first-time students in fall terms who earned six or more units who enrolled in at least one credit course in a subsequent fall term anywhere in the system. The rate excludes students who were exclusively enrolled in Physical Education (PE) courses and those who transferred or received a degree or certificate in their first year.

Figure 3. Persistence Rate



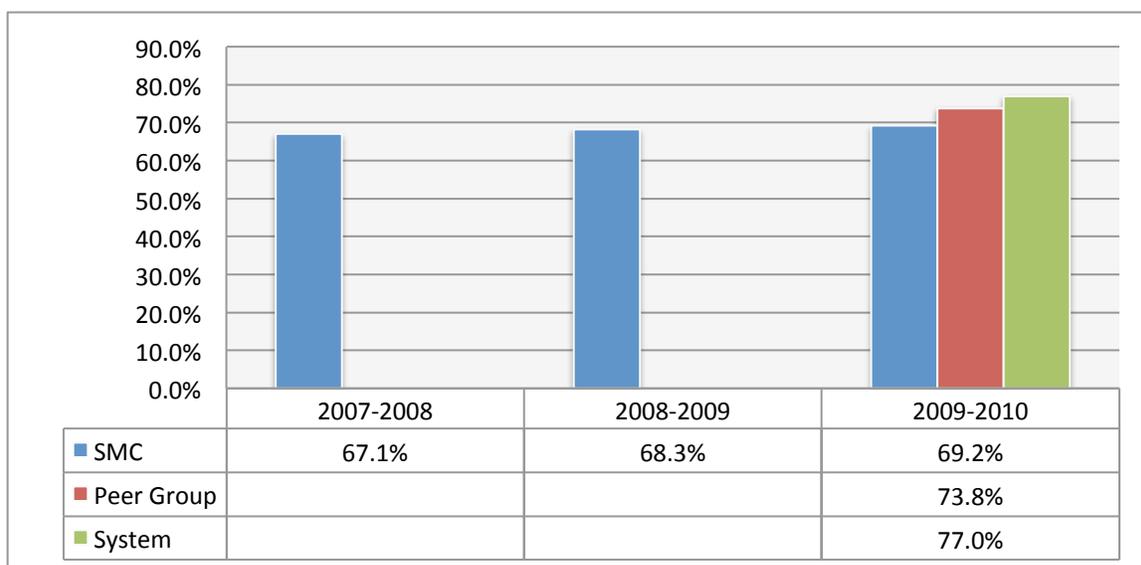
Overall, about three-quarters of first-time students in fall terms persisted to the subsequent term. The Persistence Rate has remained stable over the last three cohorts.

The peer group clusters were formed by putting colleges who score similarly on three environmental variables: percent students age 25 or older fall 2006, student count fall 2006, and ESAI household income. Colleges in the peer group for this indicator include American River, Mt. San Antonio, Palomar, Pasadena City, Riverside, San Francisco City, Santa Ana, and Santa Rosa. On average, SMC had a persistence rate slightly higher (by 2.5%) rate when compared with the peer group average. SMC students persist at a higher rate when compared with the system-wide average (67.6%).

1.3: Annual Successful Course Completion Rate for Credit Vocational Courses

The Annual Successful Course Completion Rate for Credit Vocational Courses was calculated by dividing the total number of A, B, C, CR, or P grades by the total number of earned grades, excluding RD (report delayed), in credit Career Technical Education (CTE) courses for the last three academic years. CTE courses were defined as courses with SAM (Student Accountability Model) priority codes A (apprenticeship), B (advanced occupational), or C (clearly occupational). A large proportion of CTE courses were found to be miscoded at SMC and the CTE faculty spent the spring 2011 term cleaning up and recoding the CTE courses. The formal changes in the Chancellor’s Office Management Information Systems (MIS) are not expected to take effect at the CCCCO until the spring 2012 term or later. Therefore, the data for this indicator may not be completely accurate. Data for special admit students (those enrolled in K-12 when they took the course) were excluded from the analyses.

Figure 4. Annual Successful Course Completion Rate for Credit Vocational Courses



The success rate in CTE courses was approximately 69% in 2009-2010 which reflects a 2.1% increase over the 2007-2008 year.

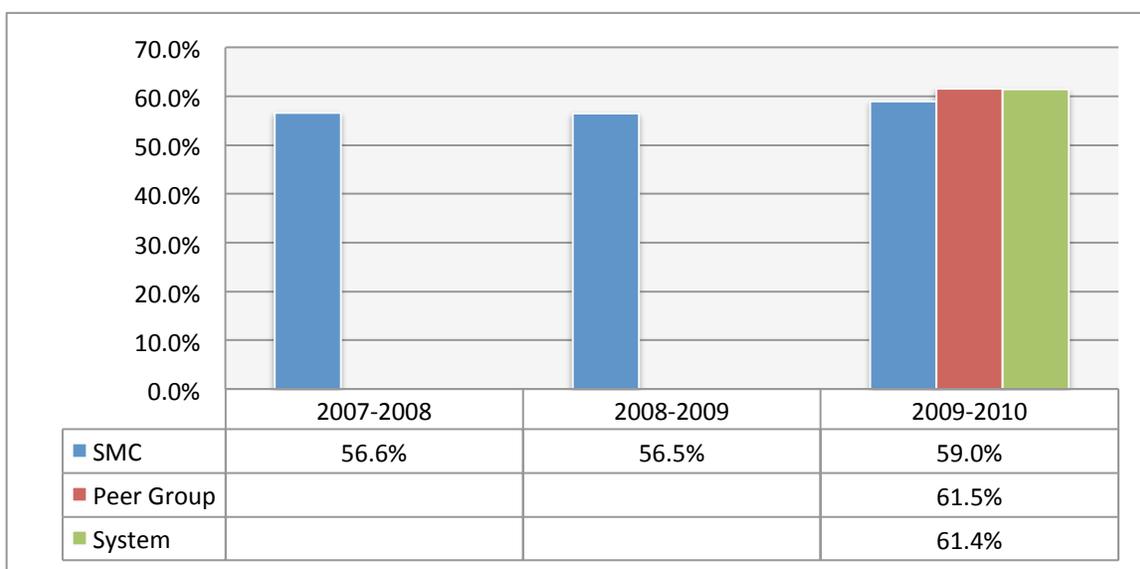
The peer group clusters were formed by putting colleges who score similarly on three environmental variables: percent male fall 2007, percent students age 30 or older fall 2007, and miles to nearest UC campus. Colleges in the peer group for this indicator include Antelope Valley, Chaffey, Citrus, Compton, Copper Mountain, Crafton Hills, Cypress, DeAnza, Desert, Diablo Valley, El Camino, Evergreen Valley, Folsom Lake, Fresno City, Fullerton, Glendale, Golden West, Grossmont, LA Harbor, LA Mission, LA Pierce, LA Valley, Los Medanos, Modesto, Moorpark, Mt. San Jacinto, Orange Coast, Oxnard, Pasadena City, Riverside, Sacramento City, San Diego City, San Diego Mesa, San Joaquin Delta, Santa Barbara City, Solano, Southwestern, Venture, Victor Valley, and Yuba. When compared with both the peer group (73.8%) and system-wide (77.0%) averages, disproportionately fewer students at SMC are successful in

their CTE courses (69.2%). The difference in course success when compared with the peer group and system-wide rates may reflect the academic rigor of CTE courses at SMC.

1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses

The Annual Successful Course Completion Rate for Credit Basic Skills Courses was calculated by dividing the total number of A, B, C, CR, or P grades by the total number of earned grades, excluding RD (report delayed), in credit basic skills courses for the last three academic years. Basic skills courses were defined as those that were non-transferable, including courses applicable towards the Associate Degree. Data for special admit students (those enrolled in K-12 when they took the course) were excluded from the analyses.

Figure 5. Annual Successful Course Completion Rate for Credit Basic Skills Courses



The success rate in basic skills courses was approximately 59% in 2009-2010. The course success rate has slightly increased by 2.4% from 56.6% in 2007-2008 to 59.0% in 2009-2010.

The peer group clusters were formed by putting colleges who score similarly on three environmental variables: student count fall 2007, nearest CSU SAT math 75th percentile 2007, and poverty index. Colleges in the peer group for this indicator include Cerritos, Chaffey, East LA, El Camino, Glendale, LA Pierce, Modesto, Mt. San Jacinto, Pasadena City, Rio Hondo, Riverside, and Santa Barbara. SMC performs slightly below the peer group (61.5%) and system-wide (61.4%) averages on this indicator, however, the difference is 2.5% or less.

1.5: Improvement Rates for ESL and Credit Basic Skills Courses

The Improvement Rates for ESL and Credit Basic Skills Courses were calculated by dividing the number of students in the cohort, students who successfully completed (C or better) a basic skills course two or more levels below transfer, who successfully completed a higher-level course in the same discipline within three years by the total number of students in the cohort. Students were counted only once for each discipline, regardless of the number of times they ‘improved’ through the sequence of courses. Special admit students (those enrolled in K-12 when they took the course) were excluded from the analyses.

Table 2. Improvement Rates for ESL and Credit Basic Skills Courses

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010		
	SMC	SMC	SMC	Peer Group	System-wide
ESL Improvement	65.6%	67.2%	68.2%	58.7%	54.6%
Basic Skills Improvement	65.6%	67.9%	67.4%	52.5%	58.6%

The ESL Improvement Rate in the last cohort year was 68.2%, an increase of 2.6% from the 2005-2006 cohort. The rate has steadily increased over the last three years. The English and math improvement rate experienced an increase of 1.8% in the last cohort year when compared with the 2005-2006 cohort.

The peer group clusters for the ESL Improvement Rate were formed by putting colleges who score similarly on three environmental variables: student count fall 2006, percent students age 20 or older fall 2006, and English Not Spoken Well index. Colleges in the peer group for this indicator include Bakersfield, Cerritos, Chaffey, DeAnza, El Camino, Fresno City, Fullerton, LA Pierce, Long Beach City, Modesto, Mt. San Antonio, Orange Coast, Pasadena City, Riverside, Sacramento City, San Diego City, San Diego Mesa, San Joaquin Delta, Santa Barbara City, and Southwester. SMC (68.2%) outperforms both the peer group (58.7%) and system-wide (54.6%) on the ESL Improvement Rate indicator.

The peer group clusters for the Basic Skills Improvement Rate were formed by putting colleges who score similarly on three environmental variables: percent on financial aid fall 2006, average unit load fall 2006, and selectivity of nearest four-year institution 2006. Colleges in the peer group for this indicator include Alameda, Allan Hancock, American River, Berkeley City, Cerritos, Chabot, Compton, Contra Costa, Cuesta, Cuyamaca, Diablo Valley, El Camino, Folsom Lake, LA Harbor, Laney, Los Medanos, Merritt, Ohlone, San Diego City, San Diego Mesa, San Diego Miramar, Southwest LA, Ventura, and West LA. SMC (67.4%) outperforms both the peer group (52.5%) and system-wide (58.6%) on the Basic Skills Improvement Rate indicator.

1.6: Career Development and College Preparation (CDCP) Progress and Achievement Rate

The Career Development and College Preparation Progress and Achievement Rate was added to the ARCC report in 2008 as a result of legislation (SB 361, Scott, Chapter 631, Statutes of 2006) that increased funding for specific noncredit courses. The 2010 ARCC document reports CDCP data for only 37 community colleges/schools of continuing education; therefore, there was no peer grouping for this indicator. Of the seven measures in the ARCC report, the CDCP Progress and Achievement Rate indicator is the least developed. However, performance on this measure should be addressed in discussions of student success.

The CDCP Progress and Achievement Rate was calculated by deriving the percent of students in the cohort who achieved one of the following outcomes within three years:

- Successfully completed a degree-applicable credit course;
- Earned a CDCP certificate, anywhere in the CCC system;
- Transferred to a four-year institution;
- Earned an Associate Degree, anywhere in the California Community College (CCC) system;
- Achieved “Transfer Directed” status (successfully completed transferable math and English); or,
- Achieved “Transfer Prepared” status (successfully completed 60 or more transferable units with a minimum GPA of 2.0).

Students in the cohort were first-time students in academic years who accrued at least eight hours of attendance in a CDCP course within a year and who *did not* enroll in a credit course. This indicator is currently in the development stage and has not been consistently reported for all colleges in previous years.

Table 3. Career Development and College Preparation (CDCP) Progress and Achievement Rate

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	15.3%	15.3%	11.5%

Overall, approximately 12% of non-credit first-time students made progress or achieved an outcome within three years of initial enrollment in the latest cohort. The rate has decreased by 3.8% when compared with previous cohorts.

Summary

SMC demonstrates improvement on four of seven performance indicators (Student Progress and Achievement Rate, Annual Successful Course Completion Rate for Vocational Courses, Annual Successful Course Completion Rates for Basic Skills Courses, and Improvement Rates for ESL and Credit Basic Skills Courses) when compared with the performance two years prior to the performance year. Performance on two indicators is relatively stable (within 2% of the first year reported). Performance on the seventh

indicator (CDCP Progress and Achievement Rate) has decreased by 3.8% in the performance year when compared with the performance two years prior to the performance year.

SMC outperforms its peer groups and the state-wide average on two of the performance indicators (Persistence Rate and Improvement Rates for ESL and Credit Basic Skills Courses). These indicators measure progress towards a goal or completion. The college performs similar to the peer group and state-wide average on the Percent of Students Who Earned at Least 30 Units indicator. The college performs similar to the peer group but outperforms the state-wide average in the Student Progress and Achievement Rate. SMC performs below the peer group and state-wide averages in the two indicators related to course success rates (Vocational and Basic Skills Courses). Peer group and system-wide data for the seventh indicator (CDCP Progress and Achievement Rate) is not available.

While the ARCC report has its value, for example, the ability to compare performance on measures with peer colleges, the report is not without its limitations. The ARCC report currently provides aggregate percentages for the college performance measures. The report does not provide student-level data or counts that were used to calculate percentages; the report is limited in that colleges are unable to customize the data that is useful for the college. Secondly, the ARCC report relies on MIS data for analyses; data accuracy is dependent on how local colleges code their courses. SMC has found errors in MIS codes for its courses (primarily in basic skills and CTE). Lastly, the peer group methodology used in the ARCC group is unstable; peer colleges vary depending on the reporting year for the same indicators. In addition, the Chancellor's Office does not report on the reliability or validity of the statistical models used to group peer colleges.

The ARCC report is aligned with the college's Institutional Effectiveness (IE) Report. Five of the seven ARCC indicators are addressed in the IE report. The ARCC data, however, is reported separately from the college's annual discussion of institutional effectiveness as the legislation for ARCC requires that a college's local Board of Trustees annually review the college's ARCC report. No action is required by the Board; this narrative fulfills this legislative requirement. The ARCC report, when paired with the large, more comprehensive IE report, is intended to stimulate dialogue about local trends, SMC students, our programs and services among various campus constituents. SMC's performance on the ARCC measures is best understood within the context of local conditions. Therefore, the ARCC report is only the beginning point in assessing college performance related to student learning and achievement.