2014 Annual Report on Institutional Effectiveness

Prepared by the

Office of Institutional Research

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SANTA MONICA COLLEGE

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Executive Summary

Santa Monica College (SMC) serves a large and diverse student population, enrolling approximately 45,000 students annually. With the highest transfer rate to the University of California system, UCLA, USC, and Loyola Marymount University in the state, SMC prides itself on academic excellence, student success, and global responsibility. To ensure educational quality, the college engages in a systematic process of assessing institutional effectiveness. The process involves an analyses of longitudinal data related to the fundamental areas of the College and identification and prioritization of the areas needing critical attention. The current report provides an analyses of the College's performance on 43 key indicators (KI) on the 2014 Institutional Effectiveness Dashboard. The Dashboard is published as a separate document from the current report.

The report is organized into five chapters which coincide with the supporting goals being monitored.

Innovative and Responsive Academic Goal

A total of six new key indicators were added to the Innovative and Responsive Academic chapter, including five measuring the college's Institutional Learning Outcomes (ILOs) and one measuring semesters to associate degree completion.

SMC meets or exceeds the institution-set standards for the 2014 performance year for 22 of the 23 success indicators, including number of transfers to UCs/CSUs, number of degrees and certificates awarded, course success, CTE licensure examination pass rates, and ILO mastery rates . The College failed to meet the satisfactory standard for CTE Completion Rate (KI1.12), missing the institution-set standard (43.8% or higher) by 1.8%.

SMC achieved the target for KI 1.18, Equity Gap – Completion Rate, by decreasing the gap in performance between the highest and lowest performing ethnicity/race groups by 1.8% over the prior year. SMC is performing within target range for two metrics examining transfer, Transfer Rate (KI 1.7) and Equity Gap – Transfer (KI 1.19):

- Given the current and anticipated challenges related to transfer, including statewide budget cuts in higher education and reduced capacity at the transferring (or receiving) institutions, the target for Key Indicator 1.7 (Transfer Rate) is to maintain the performance (within 1% of the previous year's performance). The transfer rate in the previous performance year was 47.0%. Therefore, the target for the current performance year was to maintain the 47.0% figure and achieve a rate between 46.0% and 47.0% or within 1% of the prior year performance. The

data reveal that the transfer rate meets the target; for the performance year, the college had a transfer rate of 47.4%, an increase of 0.4% over the prior year performance.

- The target for Key Indicator 1.19, Equity Gap – Transfer Rate, is to reduce the gap in performance between the highest and lowest performing groups each year. In 2014, the gap between the highest and lowest performing groups increased by 0.1% over the previous year performance, but was still within the target range (within 1% of the previous year's performance of 24.4%). Therefore, data indicate that the College met the target for this indicator.

Based on the 2014 performance, the College is not meeting the 2015-2016 target goal for four indicators:

- The Persistence Rate (KI 1.1) has fluctuated over the last four years. In 2014, the persistence rate was 73.2%, 1.8% below the target goal.
- The College is not meeting the targets for Basic Skills Course Improvement Rate (KI 1.9; target: 73%, rate: 71.9%) and Basic Skills Transition to Degree Course Rate (KI 1.10; target: 39%, rate: 37.1%). However the College is making progress towards the goals as the rates for both indicators have increased by 2.6% and 1.2%, respectively, over the last four years.
- The CTE Completion Rate (KI 1.12) has steadily decreased from 46.5% to 42.0% over the last four years. The College's performance on this indicator is 5% below the target goal (47%).

The average numbers of semesters to associate degree completion has increased over the last four academic years. Students who earned an Associate Degree in the performance year (2012-2013) took an average of 8.16 semesters, or over 4 years, to complete the award, nearly 1 semester longer than students who completed the degree in 2009-2010. This new indicator needs to be examined further to determine an appropriate institution-set standard.

Supportive Learning Goal

Overall, the data reveal that SMC effectively provides students access to student support services. For example, SMC orients and assesses 100% of all incoming freshmen who are not exempt from orientation/placement services, the percentage of students receiving financial aid has grown steadily over the last four years from 35.8% to 51.2%, and the student to counseling ratio is 373 students for every counseling FTE. The data reveal that approximately 13% of credit students are on academic/progress probation or disqualification status.

Stable Fiscal Goal

The data reveal the SMC was effective in responding to the challenging fiscal conditions over the last few years. The College reduced the operating deficit from -$8.84 million in fiscal year 2011-2012 to -$4.62 million in fiscal year 2012-2013 by generating $3.66 million more in revenue and reducing expenditures by $563,577. SMC continues to demonstrate efficient management of the costs of instruction as evidenced by the fact that each year, SMC's WSCH/FTEF is above 560 (619.53 WSCH/FTEF in fall of 2013). In addition, the annual revenue from non-resident tuition has increased by $4.53 million over the last four years.

SMC's fund balance ratio decreased by 8% over the last four years from 13.96% in 2009-2010 to 5.96% in 2012-2013. Yet, the fund balance ratio is above the 5% minimum recommended by the Chancellor's Office.

Sustainable Physical Goal

The data indicate that SMC has effectively reduced the amount of energy (both electricity and gas) utilized on campus. In 2012-2013, SMC implemented an energy conservation projection which resulted in the reduction of 1.17 kWh/sq. foot and 6288 BTU/sq. foot over the prior year's energy usage. For the second year in a row, SMC has met the employee AVR target of 1.5 employees per car commuting to campus. SMC began calculating the student AVR (2.59 in fall 2013) for the first time for the current report.

Supportive Collegial Goal

SMC completed or substantially completed 100% of the 11 annual objectives in the 2012-2013 Master Plan for Education, an increase of 18.2% over the prior year performance.

Introduction

Institutional Effectiveness is the systematic and continuous process of measuring the extent to which a college achieves its mission, as expressed through the goals and strategic objectives developed in an educational master plan. The current (2014) report is the third annual report assessing Santa Monica College's (SMC) performance on the 2011-2016 Institutional Effectiveness Dashboard.

Purpose of Institutional Effectiveness

The ultimate purpose of the institutional effectiveness process is to advance educational quality and institutional improvement. The process involves an analysis of longitudinal data related to the fundamental areas of the College and identification and prioritization of the areas needing critical attention. Institutional effectiveness is not achieved by simply reporting the College's performance on key institutional effectiveness indicators. The process relies on dialogue and collaborative inquiry among campus constituents around institutional effectiveness performance. The process drives evidence-based college planning and supports decision-making processes. The following assumptions provide the foundation for the institutional effectiveness process:

- The primary purpose of the institutional effectiveness process is self-review for institutional improvement and not to satisfy accountability requirements or comply with external mandates (for example, accrediting agencies, the state-wide accountability system, or the Student Success Act of 2012);
- The institutional effectiveness process is not designed to replace ongoing college planning and evaluative processes, such as program review or assessment of student learning outcomes;
- The institutional effectiveness data is not intended to fulfill all of the campus data needs. It is expected that additional data will need to be collected and reviewed at multiple levels of practice, including the classroom and program levels;
- The institutional effectiveness process aims to monitor and review data using a college-wide perspective to inform institutional strategies;
- The indicators measuring institutional effectiveness are purely descriptive and do not provide a causal or scientific explanation for trends in performance. Instead, the goal of institutional effectiveness is to spark robust dialogue among campus groups and encourage the college to engage in further inquiry to examine some of the "why" and "how" questions; and,
- Institutional effectiveness involves an ongoing and dynamic process that responds to the changing needs and priorities of the college.

The institutional effectiveness process documents the college's performance against its goals. SMC aims to achieve its vision and mission by addressing five supporting goals.

Vision

Santa Monica College will be a leader of and innovator in learning and achievement. As a community committed to open dialog and the free exchange of ideas, Santa Monica College will foster its core values: knowledge, intellectual inquiry, research-based planning and evaluation, academic integrity, ethical behavior, democratic processes, communication and collegiality, global awareness, and sustainability.

Mission

Santa Monica College provides a safe and inclusive learning environment that encourages personal and intellectual exploration, and challenges and supports students in achieving their educational goals. Students learn to contribute to the global community as they develop an understanding of their relationship to diverse social, cultural, political, economic, technological, and natural environments. The College recognizes the critical importance of each individual's contribution to the achievement of this mission.

Santa Monica College provides open and affordable access to high quality associate degree and certificate of achievement programs and participates in partnerships with other colleges and universities to facilitate access to baccalaureate and higher degrees. The College's programs and services assist students in the development of skills needed to succeed in college, prepare students for careers and transfer, and nurture a lifetime commitment to learning.

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.
Stable 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 goals correspond to the major areas of the College, including instructional programs and curriculum, academic and student support services, fiscal operations, physical infrastructure, and human resources and collegiality. The institutional effectiveness process is organized by these college goals.

Definitions of Key Terms

The terms "key indicator", "dashboard", "institution-set standard", "target", "performance year", and "primary sponsor" are used extensively in the discussion of institutional effectiveness at Santa Monica College. These terms are defined below.

- Key indicator (KI): a metric identified as being important in informing institutional effectiveness. A more detailed description of criteria for a key indicator is described in the "Development of Key Indicators" section of the report.

- Dashboard: a visual tool monitoring the college's performance on the key indicators which highlights trends and patterns. The six dashboards, when reviewed together, provide a balanced view of institutional effectiveness. The dashboards are published separately from the current report. To see the College's performance on the 2014 dashboards, visit: http://www.smc.edu/iedashboard. One dashboard contains key indicators that have been identified as institutional priorities, and five other dashboards highlight trend performance related to the College's five goals. A more detailed description of the process of identifying the key indicators for the Institutional Priorities Dashboard is described in the "Development of Dashboards, Targets, and Institution-Set Standards" section of the report.

- Institution-Set Standard: standards reflecting satisfactory performance of student learning and achievement. Institution-set standards are defined for each key indicator directly measuring student performance, such as course success, transfer, and degree completion. Institution-set standards were reported for the first time in the 2013 Institutional Effectiveness Report in response to new US Department of Education regulations requiring colleges to set standards for student success metrics.

- Target: a measurable outcome expressed either as a quantifiable value (for example, a target of 75%) or a trend (for example, year-over-year decrease), when achieved, will meaningfully move the needle on institutional effectiveness by the end of the five-year cycle (2015-2016).

- Performance year: the key indicator value of the most recently reported year of institutional effectiveness. For key indicators on the Institutional Priorities Dashboard, the value in the performance year is measured against the target goals.

- Primary sponsor: campus personnel or groups directly responsible for or impacted by a key indicator. For example, the primary sponsors for Key Indicator 1.5 Transfer Rate are the Dean of Counseling, the Counseling Department Chair, and the Transfer Center faculty leader.

The following section describes, in detail, the five-step cycle and process of institutional effectiveness at Santa Monica College.

Institutional Effectiveness Cycle

The current set of institutional effectiveness indicators were first measured and reviewed systematically at Santa Monica College in 2010-2011 (2011 Institutional Effectiveness Report). During this pilot year, the Office of Institutional Research compiled an inventory of metrics related to the various areas of the College. The Office of Institutional Research relied on data that were readily available to calculate the metrics. The initial report was presented to various campus groups and informed the activities of the first official year of the 2011-2016 institutional effectiveness cycle in academic year 2011-2012. The five steps of the institutional effectiveness process are described in the figure below.

Institutional Effectiveness Process/Cycle
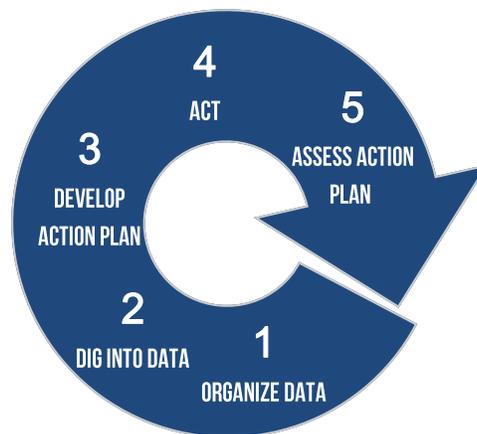
Step1: Organize Data

- Develop institutional effectiveness key indicators:
    - Organize existing data
- Select key indicators for Institutional Priorities Dashboard, draft targets, and establish institution-set standards

    Based on recommendations from the District Planning Advisory Council (DPAC), the Academic Senate Joint Institutional Effectiveness Committee, and the primary sponsors of the key indicators
- Identify key indicators needing further inquiry
    - Based on recommendations from the primary sponsors of key indicators on the Institutional Priorities Dashboard; fine tune indicators

Step 2: Dig into Data

- Conduct follow-up studies
    - Conduct qualitative and quantitative research studies to deepen understanding of performance on Institutional Priorities Dashboard

Step 3: Develop Action Plan

- Update targets
    - Based on the findings of the follow-up research studies and inquiry when necessary
- Identify areas for intervention and develop action plan
    - Based on discussion with relevant campus bodies on college's performance on the Institutional Priorities Dashboard and findings of follow-up studies

Step 4: Act

- Implement action plan
    - Begin to implement action strategies to improve the College's performance on the Institutional Priorities Dashboard performance

Step 5: Assess Action Plan

- Evaluate effectiveness of action plan/interventions
    - Begin to collect data assessing the effectiveness of the intervention strategies

An institutional effectiveness cycle includes an annual update of the key indicators with the most recent available data and an annual report to the Board of Trustees on the progress of the institutional effectiveness process. Once the institutional effectiveness cycle ends, a new cycle will start as institutional effectiveness is an ongoing and continuous cycle.

The 2011 report on institutional effectiveness focused on step 1 of the institutional effectiveness cycle ("organize data"), to build an inventory of potential key indicators. The College continued its efforts with step 1 for the 2012 report with the revision and addition of key indicators, the development of the institutional effectiveness dashboards, the setting of appropriate targets for some key indicators, and the identification of key indicators needing further inquiry. The 2013 report on institutional effectiveness described the activities of the first and second steps of the institutional effectiveness process which included the setting of institution-set standards for success and achievement metrics, and the implementation of a follow-up interview study investigating the collegiate experience of African American and Latino students to formulate theories related to why student equity gaps exist. A summary of themes or categories from interview data are described in the "Follow-up Studies" section of the report. The full report of findings can be accessed on the Institutional Effectiveness Dashboard website: www.smc.edu/iedashboard.

Although the five steps of the institutional effectiveness cycle are described separately, they often occur simultaneously and are not always sequential. For example, the current annual report (2014) provides a description of the efforts and programs that have developed to improve the College's performance on the Institutional Priorities Dashboard (Step 3 – "Develop Action plan"), but also reports the activities of a new follow-up study commissioned by the College's central planning body in the Master Plan for Education Annual Objectives (Step 2 – "Dig into Data"). The current report also provides a summary of the themes that emerged from interviews conducted with African American and Latino students in 2013.

Development of the Key Indicators

The set of key indicators included in the report was purposefully designed to measure the supporting goals. The key indicators rely 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 reporting to external agencies such as ACCJC and the California Community College Chancellor's Office. Instead, institutional effectiveness primarily functions as an internal tool for the College to engage in self-evaluation. However, when possible and appropriate, key indicators were aligned with and built on measures in federal and statewide accountability and research reports and requirements, including the American Association of Community Colleges' report on educational attainment of community college students[1], the Student Success Scorecard[2] [formerly known as the Accountability for Reporting California Community Colleges (ARCC)], and accreditation.

Institutional effectiveness key indicators are:

- Stable, consistent, and fair: Focuses on measures that can be at least somewhat influenced by the College;
- Aggregated and institution-focused: Includes aggregated student and institutional data on major college milestones and outcomes. The key indicators avoid data that are too narrow or focus on evaluating specific programs or departments;
- Purely descriptive: Does not provide a causal (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; and,
- Purposeful: Are meaningful to stakeholders. Indicators are not simply a "fact book" collection of data.

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[1] AACC Policy Brief 2011-04PBL - *The Road Ahead: A Look at Trends in the Educational Attainment of Community College Students*
[2] http://scorecard.ccco.edu/scorecard.aspx

The set of key indicators reported do not depict a complete picture of the College but provides a starting point for building a functional framework for monitoring institutional effectiveness. The key indicators are useful in providing meaningful feedback for informing the institutional goals and objectives. Some of the key indicators are discussed in the context of the college's history of practice and state and federal policies in order to provide some insight into the external factors impacting the college's performance on the key indicators.

In addition, the key indicators on the Institutional Effectiveness Dashboard are disaggregated by student gender, ethnicity/race, and age. According to the Accrediting Commission for Community and Junior Colleges (ACCJC), colleges conducting self-evaluation as part of the accreditation process are expected to sufficiently disaggregate student success data to pinpoint areas where resources and efforts need to be repurposed to improve outcomes for all students.

Revisions and Additions of Key Indicators

A total of eight new key indicators were added to the 2014 report of institutional effectiveness, including five related to ILOs and others related to semesters to associate degree completion, probationary and disqualified students, and average vehicle ridership for students.

The methodologies for three key indicators, freshmen orientation rate, freshmen assessment rates, and student-counseling ratio, were revised for the 2014 institutional effectiveness report. The changes were made to better align with the calculation of the same metrics in the state's Student Success and Support Program (SSSP)[3]. All California Community Colleges will be required to report these metrics in the future; Santa Monica College is ahead of the curve in terms of reporting these metrics.

The data source for two indicators in the "Sustainable Physical" goal related to waste disposal, the California State Agency Reporting Center (SARS), has not produced new data since 2011 and it is unclear when the source would resume reporting. As a result, these two indicators were eliminated from the 2014 dashboard. Five indicators in the "Supportive Learning" goal reporting the CCSSE benchmarks were eliminated based on a recommendation by DPAC. The indicators were judged to be difficult to interpret as the data are collected irregularly.

Development of Dashboards, Targets, and Institution-Set Standards

A dashboard is a tool used to measure, track, and manage the key indicators. Dashboards provide an organized way to assess overall institutional effectiveness. Six dashboards of institutional effectiveness were developed in 2011-2012 for the 2012 institutional effectiveness report. Five of the six dashboards are organized by the associated supporting goals (Innovative and Responsive Academic,

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[3] http://extranet.cccco.edu/Divisions/StudentServices/Matriculation.aspx

Supportive Learning, Stable Fiscal, Sustainable Physical, and Supportive Collegial). The sixth dashboard contains seven key indicators in the Innovative and Responsive Academic goal that have been identified as institutional priorities by DPAC and the Institutional Effectiveness Committee. The key indicators on the Institutional Priorities Dashboard are directly tied to the college's strategic initiatives, Institutional Objectives, and the Board of Trustees' Goals and Priorities.

1.1 PERSISTENCE RATE	**Strategic Initiative:** GRIT (Growth, Resilience, Integrity, Tenacity)
1.7 TRANSFER RATE	**College Mission:** Santa Monica College provides open and affordable access to high quality associate degree and certificate of achievement programs and participates in partnerships with other colleges and universities to facilitate access to baccalaureate and higher degrees.
1.9 BASIC SKILLS COURSE IMPROVEMENT RATE 1.10 BASIC SKILLS TRANSITION TO DEGREE COURSE RATE	**Strategic Initiative:** Basic Skills Initiative **Board of Trustees Goals and Priorities 2012-2013, #2:** Institutionalize initiatives that are effective in improving student success, with particular emphasis on accelerating mastery of basic skills and strengthening students' non-cognitive skills.
1.12 CTE COMPLETION RATE	**Strategic Initiative:** Career Technical Education **Board of Trustees Goals and Priorities 2012-2013 #3:** Strengthen and promote workforce/career technical programs.
1.18 EQUITY GAP – PROGRESS & ACHIEVEMENT RATE 1.19 EQUITY GAP – TRANSFER RATE	**2012-2013 Institutional Objective #4:** To identify additional strategies and, based on student equity data, to improve the success and retention of Latino and African-American students, as well as students from other historically underrepresented groups.

While the college's current initiatives and priorities informed the selection of the key indicators on the Institutional Priorities Dashboard, the performance on these indicators can also inform the development of future institutional objectives and priorities.

The indicators on the Institutional Priorities Dashboard contain targets, which represent aspirational goals for the 2015-2016 academic year. Each target was established and vetted through various campus bodies, including the primary sponsors. The process used to determine the targets is discussed in detail in the descriptions of the individual key indicator performances. Performance on the targets in the most recently reported year (performance year) was evaluated against the established target.

- If the College, based on the 2014 reported data, performed below the target range (within 1% of the target goal), the key indicator was marked with "in progress – needs attention" on the dashboard. This status indicates that additional attention/effort from the College is needed if the target is to be achieved by 2015-2016.
- If the College, based on the 2014 reported data, performed within the target range (within 1% of the target goal), the key indicator was marked with "in progress – on target" on the dashboard. This status indicates that, based on the progress towards the target, the College is projected to meet the target by 2015-2016.
- If the College, based on the 2014 reported data, exceeded the target goal by at least 1%, the key indicator was marked with "target achieved" on the dashboard. This status indicates that, as of 2013-2014, the indicator target was met.

The targets will continue to be discussed and refined each year.

In addition to target goals, institution-set standards of performance were set for all key indicators measuring student success and achievement. In 2012, the U.S. Department of Education (USDE) issued new regulations for institutions and accrediting bodies. In order to comply with one of the new federal regulations, the ACCJC is requiring that all California community colleges "set standards for satisfactory performance of student success[4]". As a result, starting in 2013, the institutional effectiveness reports include an evaluation of the College's performance against the institution-set standards. The standards were recommended by the Academic Senate Joint Institutional Effectiveness Committee in spring of 2013. A common formula based upon average data for four baseline years was initially applied to define the standards. The committee reviewed the appropriateness of each standard and made modifications to the formula in cases where the standard was deemed to be too low or unreasonably high while considering such factors as the reduction in course offerings due to the budget cut and change in course enrollment priority policies.

The dashboards measuring non-student performance related indicators (Supportive Learning, Stable Fiscal, Sustainable Physical, and Supportive Learning) include information describing the data trend, comparing the current year data with the prior year data, and use arrows to indicate the direction of the trend.

- Indicators showing a decrease in value in current year data when compared to prior year data were marked with a down arrow on the dashboard.
- Indicators showing no change in value when compared to prior year data were marked with a dash.
- Indicators showing an increase in value in current year data when compared to prior year data were marked with an up arrow on the dashboard.

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[4] http://www.accjc.org/wp-content/uploads/2012/09/ACCJC-Memo-AND-External-Eval-Team-Responsibilities-for-Compliance_9-6-12-.pdf

Follow-up Studies

In the 2012 Institutional Effectiveness report, the data revealed that African American and Hispanic students transferred to four-year institutions and completed their educational goals at disproportionately lower rates (about 25% lower) when compared to Asian/Pacific Islander and White students. Concerned with the unequal student outcomes for these student groups, the primary sponsors of the student equity indicators, the Student Success Committee, proposed a qualitative study employing interview methods to examine the collegiate experience of African American and Latino/Hispanic students.

The *Student Equity Interview Team* was formed in Fall 2012 and consisted of seven full-time faculty members from various departments, including counseling, English, history, and physical sciences, and one institutional researcher. During the fall term, the team defined the study's research questions and developed a protocol to interview students. Instead of comparing the experiences of the underrepresented students to those who were Asian/White, the team decided to focus the study on exploring the experiences of the African American and Latino student populations in greater depth.

Between March and December of 2013, each team member interviewed one to three African American or Latino student(s). The students were recruited through the classes taught by faculty team members; however, team members did not interview their own students. A total of 17 students were interviewed for the study. The following theories emerged from the student interview data:

1) Students generally feel welcome at SMC.
2) Proactive and early advising is critical for students' progress towards their goals.
3) Students entered college without the essential college success skills and struggled to adjust to college life. However, the Counseling 20 course helped teach skills and build confidence in many students.
4) Supportive friends and family members play an important role in guiding and motivating students in college.
5) Students prefer to study alone in the library, typically in between or immediately after class.
6) Students value campus clubs and activities but are not actively involved in them.
7) Math is the biggest barrier for students.
8) Information becomes actionable for students when reinforced by human contact.
9) The most successful students have relationships with a faculty/staff member on campus.
10) Good teachers are student-centered, promote student-to-student interactions, provide timely feedback, and connect students to resources.

In 2014-2015, the findings of the report will be disseminated to appropriate campus groups, including the Student Success Committee, Institutional Effectiveness Committee, and the newly formed Student Equity Taskforce, for the purpose of informing dialogue around strategies to address the student

equity gaps. To access the full report of findings of the Student Equity Interview Study, please visit: www.smc.edu/iedashboard.

A second follow-up study investigating SMC's performance on the key indicators related to persistence, transfer, basic skills, and CTE completion was proposed in fall of 2013. An institutional objective in the College's 2013-2014 Master Plan for Education was formulated to address the need for the follow-up study. The objective states:

> *To conduct a quantitative study examining the external variables impacting the College's performance relative to the Institutional Effectiveness Dashboard, including the identification of variables that can be controlled by the College, in order to deepen institutional understanding of the factors that affect student success and appropriately direct efforts to improve institutional performance.*

The purpose of the study is to examine the impact of student behaviors on student outcomes. The objective was drafted in response to recommendations made by the 2013 Institutional Effectiveness Report and Dashboard, Board of Trustees Goals and Priorities 1, and Program Review Recommendations 1 and 2. The study is currently being conducted by the Office of Institutional Research with an anticipated completion date of May 2014. The findings will be used to inform campus-wide discussions related to institutional effectiveness and will be posted on the Institutional Effectiveness website: www.smc.edu/iedashboard.

Strategies to Improve Student Success

Several programs were developed to address the College's performance on the basic skills indicators. The basic skills data were initially examined by the Career Technical Education and Basic Skills Initiative (CTE/BSI) Collaborative members, the Student Success Committee (formerly the Basic Skills Initiative Committee), and the Assessment Center. Concerned with the low percentage of basic skills students who progress through the sequence of English and math courses and the large percentage of students who were not prepared for the placement exams (as evidence by SLO results), the basic skills and counseling faculty developed strategies aimed to help students achieve success in their basic skills courses.

- Accelerated Courses: Two English (English 20 and English 85) and one math (Math 85) accelerated basic skills courses were developed to create a shorter basic skills sequence. Accelerated courses are redesigned so that students are able to complete two semesters of basic skills English or math courses in a single 5-unit course. English 85 was first offered in fall of 2011, English 20 in spring of 2012, and Math 85 in fall of 2012.

- Baltimore Model: The Baltimore Model Program was implemented in fall of 2013. The program allows upper-level basic skills English students placing at the English 21A level to enroll directly into college-level English 1 while simultaneously receiving extra academic support through a non-credit support course.

- First-Year Experience (FYE): The FYE Program was created in spring of 2013 to assist first-time freshmen with their transition from high school to college and to ensure students have access to important courses. Additionally, the College wanted to encourage first-time freshmen to start their math and English courses to increase student progression in these areas, with the ultimate goal of helping student progress through a sequence of courses that will lead to timely goal completion.

- Prep 2 Test Program and Mobile Application: In 2011, Prep 2 Test, a program designed to raise student awareness of the importance of preparing for placement exams (math, English/ESL), was launched. The purpose of Prep 2 Test is to improve the percentage of students placing into college-level math and English while simultaneously decreasing basic skills placement. The Prep 2 Test program includes two online videos. The first video (6 minutes in length) focuses on the high stakes nature of placement exams, consequences for not preparing, the content and format of placement test, and strategies for successful testing. The second video (45 minutes in length) expands upon the first video and provides a comprehensive orientation to the testing and placement process. In addition, the Prep 2 Test program includes practice tests and a short "Prep 2 Test" challenge quiz which students can take to assess whether they are ready to take the placement exams. The College is currently developing a mobile application that will include the Prep 2 Test program, additional practice tests, and review sections.

- Summer Jams: In the summer of 2013, SMC launched Summer Jams, a bridge program designed to help recent high school students who place into basic skills transition to college. The 10-day program includes activities aimed to strengthen students' reading, writing, math, and study skills, provide an orientation to college programs, processes, and resources, and prepare students for college level coursework.

Several other projects designed to help basic skills student succeed are currently in the works, including a new accelerated math course (MATH 49) and Math Jams.

Organization of Report

The report is organized into five chapters which coincide with the supporting goals being measured. Each chapter starts with an introduction and provides a description of future key indicators (when available).

The current institutional effectiveness report discusses the college's performance on 43 key indicators. Each key indicator is reported separately. For each indicator, the data source and methodology are detailed, a four-year trend of data is reported, and a narrative interpretation and analyses of the data are provided. For key indicators measuring student performance, a description of performance against the institution-set standards of satisfactory performance of student success is discussed. For key indicators on the Institutional Priorities Dashboard, the indicator report includes a discussion of the College's performance relative to the target goal.

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 29 key indicators in this chapter. The indicators are categorized into the following elements of the college goal:

CATEGORY	KEY INDICATOR
PROGRESS & ACHIEVEMENT Measures completion, course success, and "momentum" or progress points which document milestones toward achievement.	1.1 Persistence Rate 1.2 Course Success Rate 1.3 Degrees Awarded 1.4 Certificates Awarded 1.5 Transfers to Public 4-Year Institutions (UC/CSU Combined) 1.6 Progress & Achievement Rate 1.7 Transfer Rate 1.29 Semesters to Associate Degree Completion
BASIC SKILLS Measures the success of students enrolled in pre-collegiate courses.	1.8 Basic Skills Course Success Rate 1.9 Basic Skills Course Improvement Rate 1.10 Basic Skills Transition to Degree Course Rate
CAREER TECHNICAL EDUCATION Measures the success and progress of CTE students.	1.11 CTE Course Success Rate 1.12 CTE Completion Rate 1.21 Registered Nursing License Exam Rate 1.22 Respiratory Therapy License Exam Rate 1.23 Cosmetology License Exam Rate
DISTANCE LEARNING Compares the success of students enrolled in distance learning courses with the success of students enrolled in non-distance learning courses.	1.13 Distance Learning Course Success Rate Gap 1.14 Distance Learning Course Retention Rate Gap
RESPONSE TO COMMUNITY Measures the extent to which the college serves the community.	1.15 SMMUSD Graduates to SMC Rate 1.16 Geographic Area HS Graduates to SMC Rate
STUDENT EQUITY Compares the success and progress of students by subgroup.	1.17 Equity Gap - Course Success Rate 1.18 Equity Gap - Progress & Achievement Rate 1.19 Equity Gap - Transfer Rate
CURRICULUM Measures the impact of college-wide initiatives through the curriculum.	1.20 Percentage of Students Enrolled in Sustainability Related or Sustainability Focused Courses
INSTITUTIONAL LEARNING OUTCOMES Measures the success of students on course student learning outcomes (SLOs)	1.24 Personal Attributes ILO # 1 Mastery Rate 1.25 Analytic and Communications ILO #2 Mastery Rate 1.26 Applied Social Knowledge and Values ILO #3 Mastery Rate 1.27 Appl. Know. and Value of the Physical ILO #4 Mastery Rate 1.28 Authentic Engagement ILO #5 Mastery Rate

Key Indicators 1.21 (Registered Nursing License Exam Rate), 1.22 (Respiratory Therapy License Exam Rate), and 1.23 (Cosmetology License Exam Rate) were added to the 2013 update of the 2011-2016 institutional effectiveness cycle. The three key indicators were added to the Innovative and Responsive Academic Dashboard in order to address the U.S. Department of Education regulation requiring institutions to report and measure performance on student achievement measures, including state licensing exams.

Key Indicators 1.24 (Personal Attributes ILO Mastery Rate), 1.25 (Analytics and Communications ILO Mastery Rate), 1.26 (Applied Social Knowledge and Values ILO Mastery Rate), 1.27 (Applied Knowledge and Valuation of the Physical World ILO Mastery Rate), 1.28 (Authentic Engagement ILO Mastery Rate), and 1.29 (Semesters to Associate Degree Completion) are new additions to the 2014 update of the 2011-2016 institutional effectiveness cycle. The addition of the ILO key indicators was recommended by the Academic Senate Joint Institutional Effectiveness Committee in order to more effectively monitor the college's performance on the ILOs. The addition of the semesters to degree completion metric was recommended by the Board of Trustees in order to more effectively monitor whether students are achieving their educational goals in a timely manner.

Future Key Indicators

Other measures were identified as potential key indicators for future editions of the report by the primary sponsors of the "Innovative and Responsive Academic Environment" goal metrics, the Institutional Effectiveness Committee, and DPAC. They were not included in the current document primarily because data were not available or had not been collected at the time of the report. The future key indicators include:

- Percentage of Students Enrolled in Globally Focused & Globally Related Courses: SMC is currently engaged in dialogue regarding potentially modeling the STARS (Sustainability, Tracking, Assessment, & Rating System) 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.

The key indicators in the "Innovative and Responsive Academic" goal align with a majority of the student outcome metrics in the current state-wide accountability report, the Student Success Scorecard. Many of the key indicators address the main areas of student success measured by the Student Success Scorecard, including, persistence, completion, basic skills, and Career Technical Education, in some way. However, the methods for calculating the data are different from the methods used in the Student Success Scorecard. The methods of the institutional effectiveness reports produce data that is more meaningful for the college constituents.

Key Indicators 1.17 (Equity Gap – Course Success Rate), 1.18 (Equity Gap – Progress and Achievement Rate), and 1.19 (Equity Gap – Transfer Rate) are related to the Student Success Act of 2012 (SB 1450). The new legislation requires colleges to develop a Student Equity Plan that documents the college's performance on equity metrics and strategies to address any equity issues. http://www.californiacommunitycolleges.cccco.edu/PolicyInAction/StudentSuccessInitiative.aspx

1.1 Fall-to-Fall Persistence Rate
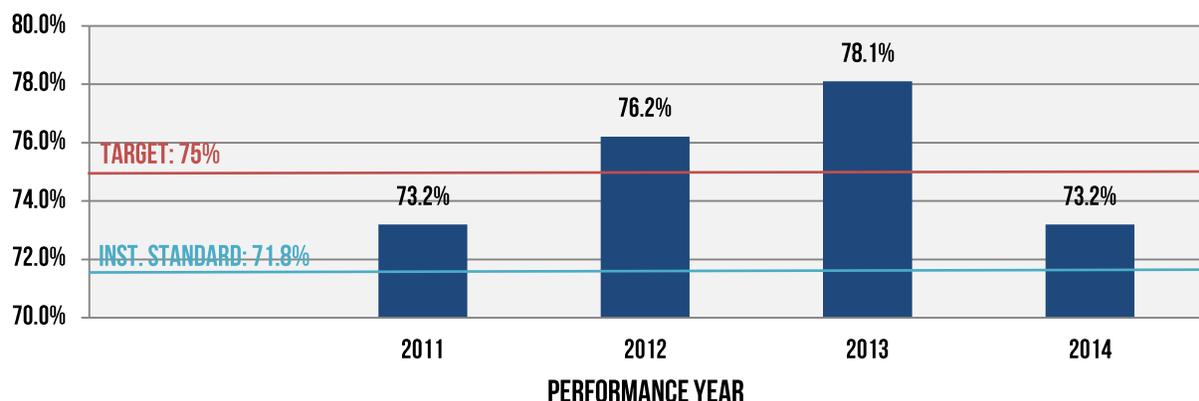
Data Source:

The data for the fall 2008 and 2009 cohorts were obtained from the 2012 Accountability Reporting for Community Colleges (ARCC) report.

In 2013, the CCCCO changed the methodology for calculating the persistence rate for the Student Success Scorecard (formerly ARCC report). In order to keep the methodology for Key Indicator 1.1 (Fall-to-Fall Persistence Rate) stable and consistent, the Office of Institutional used data from both the college's Management Information Systems (MIS) and the California Community College Chancellor's Office (CCCCO) Data-on-Demand website to construct the fall 2010 and 2011 cohorts, using the methodology of the 2012 ARCC report.

Methodology:

Key Indicator 1.1 (Fall-to-Fall Persistence Rate) describes the percentage of first-time freshmen who returned and enrolled at a California Community College (CCC) in the subsequent fall term.

Denominator (Cohort):

The cohort included first-time freshmen who met all of the following criteria:

- Enrolled in college for the first time after high school in fall terms 2008, 2009, 2010, or 2011;
- Enrolled at SMC as their first college;
- Earned a minimum of six credit units in their initial fall term at SMC;
- Did not enroll exclusively in Physical Education courses in their initial term; and,
- Did not earn a certificate, AA, and/or transfer to a four-year institution prior to the subsequent fall term.

Numerator (Outcome):

Students in the cohort who met the following criteria were counted as having successfully persisted:

- Enrolled in at least one credit course in the subsequent fall term at SMC and/or anywhere in the CCC system.

The six credit threshold for the cohort 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.

Data and Analyses:

Table 1: Fall-to-Fall Persistence Rate

	FALL 2008 TO FALL 2009	FALL 2009 TO FALL 2010	FALL 2010 TO FALL 2011	FALL 2011 TO FALL 2012
COHORT	3,963	4,469	3,905	4,271
PERSISTED	2,901	3,406	3,050	3,125
% PERSISTED	73.2%	76.2%	78.1%	73.2%

The data indicate that the numbers of first-time freshmen who earned six or more credits in their initial term (cohort size) peaked in fall of 2009. The average persistence rate for the last four cohort years was 75.2% which indicates that over three in four first-time freshmen earning a minimum of six units in the first term persist and re-enroll in the CCC system in the subsequent fall term. Current performance (73.2%) reflects a decrease of 4.9% over the previous fall cohort.

The following figure describes the persistence rates by student demographic subgroup, including rates by gender, ethnicity/race, and age.

Fall 2011 Cohort:
73.2%
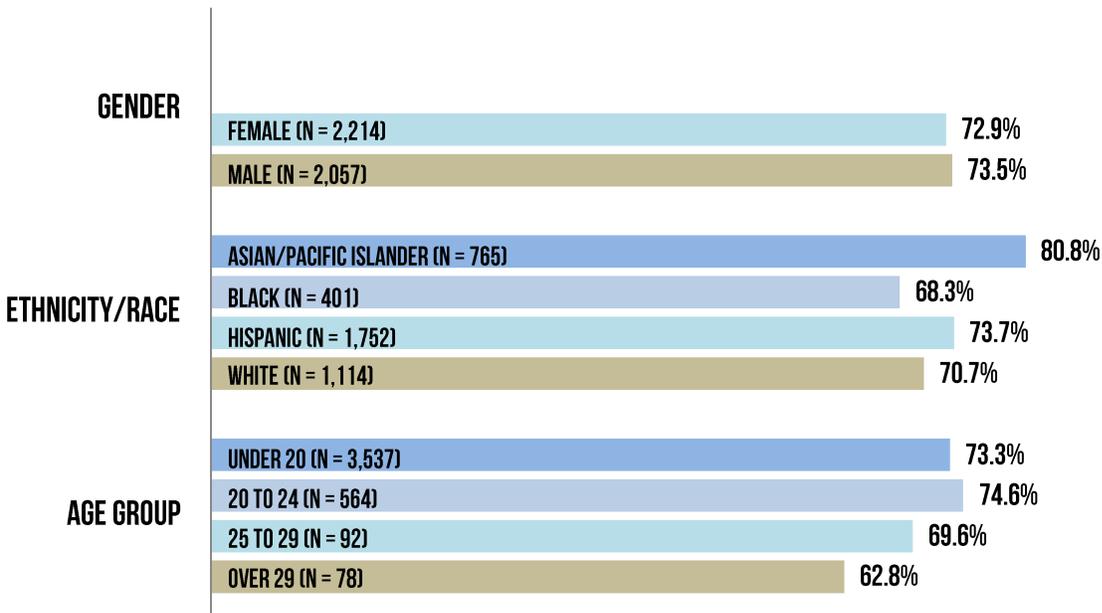
Data for the fall 2011 cohort reveal that female and male students persist at similar rates. About three-quarters of fall first-time freshmen in both groups persist to the subsequent fall term.

Persistence data disaggregated by ethnicity and race groups reveal that Asian/Pacific Islander students persist at the highest rate (80.8%) followed by Hispanic (73.7%), White (70.7%), and Black (68.3%) student groups. Different ethnicity/race groups perform at different rates for this key indicator. The disparity of persistence rates among the four largest ethnicity/race student groups is 12.5% (highest, Asian/PI: 80.8%; lowest, Black: 68.3%). Only the Asian/Pacific Islander student group persists at a rate that meets or exceeds the indicator target of 75%. While differences in rates are observed by student ethnicity/race group, it is important to note that a large majority of students, regardless of ethnicity and race, persist to the subsequent fall term.

The "total" rate includes students who identified themselves as Native American/Alaskan Native and students who did not report their ethnicity/race group. These students were not reported separately because the group sizes were too small for analysis.

The average age of first-time students in the persistence cohort was 19.03 years. A pattern is observed for persistence rate by age group; the youngest student groups ("Under 20" and "20 to 24") persisted at the highest rates (73.3% and 74.6%, respectively). The older student groups ("25 to 29" and "Over 29", persisted at lower rates (69.6% and 62.8%, respectively).

The difference between the highest performing ("20 to 24": 74.6%) and lowest performing ("Over 29": 62.8%) age groups is 11.8%. While differences in rates are observed by student age group, it is important to note that a majority of students, regardless of age, persist to the subsequent fall term. In addition, the numbers of students who are first-time freshmen in the older age groups are disproportionately smaller when compared with the number of students in the younger age groups.

Institution-Set Standards:

The institution-set standard for Key Indicator 1.1 (Fall-to-Fall Persistence Rate) was set at 71.8%. The institution-set standard was calculated by multiplying the average persistence rates (75.6%) of the four baseline years established in the 2013 Institutional Effectiveness Report (fall cohorts 2007, 2008, 2009, and 2010) by 95%. The data for this key indicator shows that the college is meeting the institutional standard of satisfactory performance (71.8%) for the 2014 performance year (73.2%).

Target:

The 2015-2016[5] target for Key Indicator 1.1 (Fall-to-Fall Persistence Rate) was set at 75% based on the average of nine peer colleges (including SMC's performance) for the fall 2009 cohort that was established in the 2012 Institutional Effectiveness Report. The peer groups were defined by the 2012 ARCC report based on environmental characteristics found to statistically impact persistence rates. For the Persistence Rate indicator, three environmental variables, including percentage of students age 25 or older (the percentage of students at a community college in the fall of 2006 that are 25 years or older), student count (the unduplicated number of students enrolled in credit courses at the college during fall of 2006), and ESAI Median HH (the economic service area index median household income which is the median household income of the population in the college's service area from Census 2000) were found to significantly predict persistence rates.

The following peer colleges were found to be similar to SMC on these variables than different: American River, Mt. San Antonio, Palomar, Pasadena City, Riverside, San Francisco City, Santa Ana, and Santa Rosa. Grouping like-colleges allow practitioners to somewhat account for extraneous influences on the persistence rate that are out of the direct control of the colleges. An advantage of using a peer group average as a target is that it provides a viable benchmark for measuring oneself against the context of similar institutions.

The data reveal that in the performance year (fall 2011 cohort) the college did not meet the target for Key Indicator 1.1 (Fall-to-Fall Persistence Rate) and missed the target by 1.8%.

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[5] Refers to the performance reported in the 2015-2016 institutional effectiveness report, not the cohort or data years.

This indicator is the focus of a follow-up study examining the impact of student behaviors on persistence rates. An institutional objective in the 2013-2014 Master Plan for Education is dedicated to conducting the study:

To conduct a quantitative study examining the external variables impacting the College's performance relative to the Institutional Effectiveness Dashboard, including the identification of variables that can be controlled by the College, in order to deepen institutional understanding of the factors that affect student success and appropriately direct efforts to improve institutional performance.

The objective was drafted in response to recommendations made by the 2013 Institutional Effectiveness Report and Dashboard, Board of Trustees Goals and Priorities 1, and Program Review Recommendations 1 and 2. The study is currently being conducted by the Office of Institutional Research with an anticipated completion date of May 2014. The findings will be used to inform campus-wide discussions related to persistence and will be posted on the Institutional Effectiveness website: www.smc.edu/iedashboard.

1.2 Course Success Rate
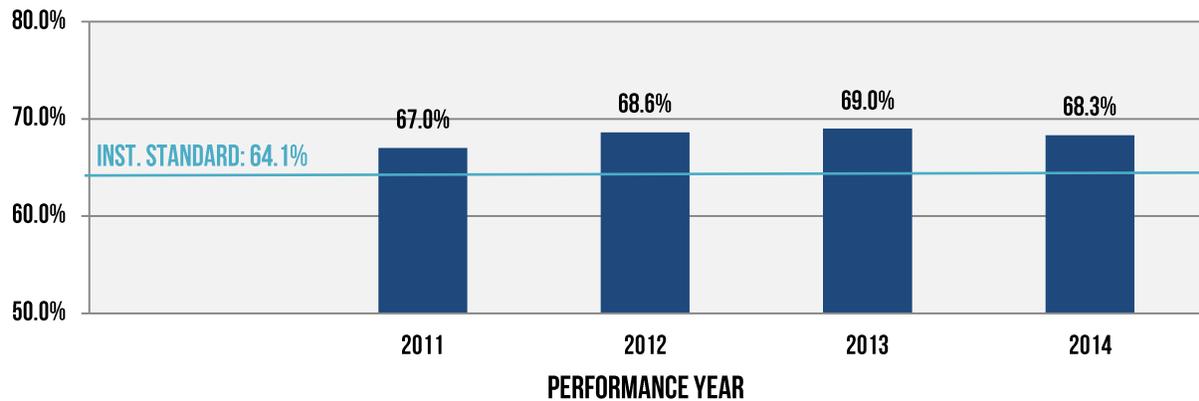
Data Source:

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

Methodology:

Key Indicator 1.2 (Course Success Rate) describes the percentage of successful completion in credit courses.

Denominator:

Fall and spring credit course enrollments in academic years (fall and spring only) 2009-2010, 2010-2011, 2011-2012, and 2012-2013 with the following earned grades:
A, B, C, P (pass), D, F, I (incomplete), NP (no pass), DR (drop), or W (withdrawal)

Numerator (Outcome):

Fall and spring credit course enrollments in academic years (fall and spring only) 2009-2010, 2010-2011, 2011-2012, and 2012-2013 with the following earned grades:
A, B, C, or P (pass)

Grades of IP (in progress) and RD (report delayed) were excluded from the analyses.

Data and Analyses:

Table 1.2: Course Success Rate

	2009-2010	2010-2011	2011-2012	2012-2013
ENROLLMENTS	177,050	174,780	171,026	167,315
SUCCESS	118,655	119,982	117,968	114,204
% SUCCESS	67.0%	68.6%	69.0%	68.3%

The total course enrollment decreased by 2.2% in the performance year (2012-2013) when compared with the previous academic year (2011-2012). The reduction in course enrollments was a result of the budget challenges experienced in 2012-2013. The decrease in course enrollments did not affect performance on this indicator; the college-wide course success rates have remained relatively stable over the last four years.

Table 1.2a: Course Success Rate – Transferable Courses Only

	2009-2010	2010-2011	2011-2012	2012-2013
ENROLLMENTS	146,389	144,297	142,937	141,283
SUCCESS	100,278	101,407	101,197	98,689
% SUCCESS	68.5%	70.3%	70.8%	69.9%

Approximately 84% of all course enrollments are CSU and/or UC transferable. Table 1.2a describes the course success rates for transferable courses only (for course success rates for basic skills and CTE courses refer to report sections 1.8 Basic Skills Course Success and 1.11 CTE Course Success Rate, respectively. The success rates for transferable courses have remained relatively stable over the last four performance years, similar to the overall course success rate trends. There is very little difference in success rates when comparing the transferable course success rates to the overall success rates.

Institution-Set Standards:

The institution-set standard for Key Indicator 1.2 (Course Success Rate) was set at 64.1%. The institution-set standard was calculated by multiplying the average course success rates (67.5%) over the four baseline years established in the 2013 Institutional Effectiveness Report (2008-2009, 2009-2010, 2010-2011, and 2011-2012) by 95%. The data for this key indicator reveal that the college is meeting the institutional standard of satisfactory performance (64.1%) for the 2014 performance year (68.3%).

1.3 Degrees Awarded
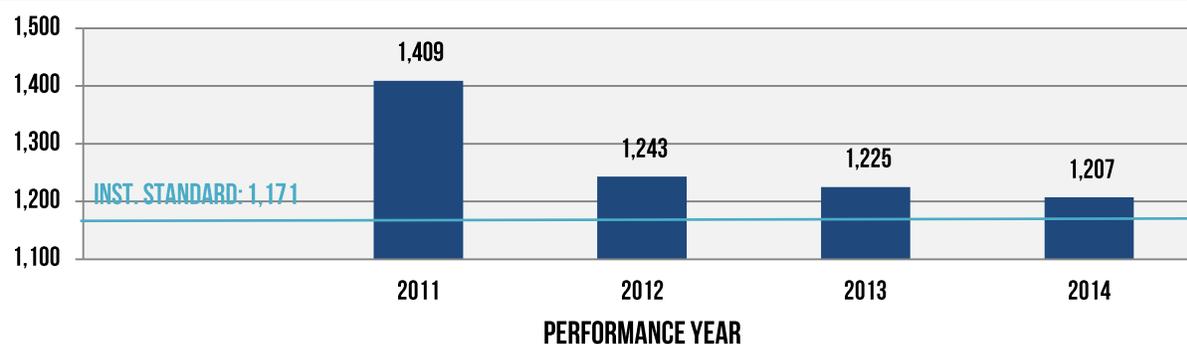
Data Source:

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

Methodology:

Key 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 include performance in years 2009-2010, 2010-2011, 2011-2012, and 2012-2013. The award counts are duplicated by students (i.e., students were counted once for each degree they earned in the observed year) and do not take into account when students began their academic career.

Data and Analyses:

Table 1.3: Degrees Awarded

	2009-2010	2010-2011	2011-2012	2012-2013
COUNT	1,409	1,243	1,225	1,207

The total number of degrees awarded has experienced a steady decline since 2009-2010.

Institution-Set Standards:

The institution-set standard for Key Indicator 1.3 (Degrees Awarded) was set at 1,171. The institution-set standard was calculated by multiplying the average number of degrees awarded (1,329) over four baseline years established in the 2013 Institutional Effectiveness Report (2008-2009, 2009-2010, 2010-2011, and 2011-2012) by 90%. The data for this key indicator shows that the college is meeting the institutional standard of satisfactory performance (1,171) for the 2014 performance year (1,207).

1.4 Certificates Awarded
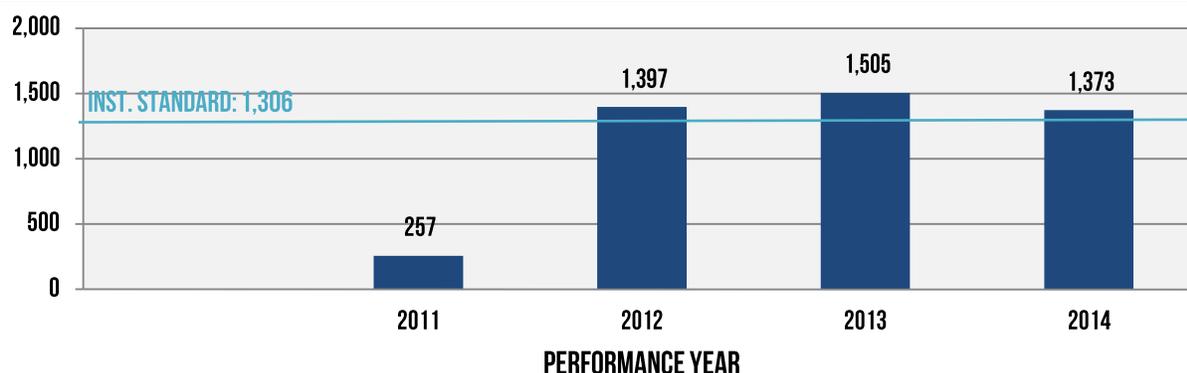
Data Source:

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

Methodology:

Key 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 formal awards. The data include performance in years 2009-2010, 2010-2011, 2011-2012, and 2012-2013. The award counts are duplicated by students (i.e., students were counted once for each degree they earned in the observed year) and do not take into account when students began their academic career.

Data and Analyses:

Table 1.4: Certificates Awarded

	2009-2010	2010-2011	2011-2012	2012-2013
COUNT	257	1,397	1,505	1,373

On average, SMC awarded approximately 1,133 certificates annually over the last four academic years. In the performance year, the college awarded 1,373 certificates, a decrease of 132 certificates from the prior year. Between the 2009-2010 and 2010-2011 academic years, the numbers of certificates awarded increased by over 500%. The dramatic increase in certificates awarded is likely due to the addition of new awards, the CSU GE and IGETC certificates of achievements, in 2010-2011. The new certificates are awarded to students who complete the

general education coursework for transfer to the California State University (CSU) and University of California (UC) institutions, respectively.

Institution-Set Standards:

The institution-set standard for Key Indicator 1.4 (Certificates Awarded) was set at 1,306. The institution-set standard was calculated by multiplying the average number of certificates (1,451) awarded over two baseline years established in the 2013 Institutional Effectiveness Report (2009-2010 and 2010-2011) by 90%. The average calculation excluded the years before the new transfer certificates were implemented in order to set a more realistic standard for the college. The data for this key indicator shows that the college is meeting the institutional standard for satisfactory performance (1,306) for the 2013 performance year (1,373).

1.5 Transfers to Public Four-Year Institutions

Chart showing Transfers by Performance Year with INST. STANDARD: 1,800
- 2011: 1,833
- 2012: 2,063
- 2013: 2,176
- 2014: 1,913
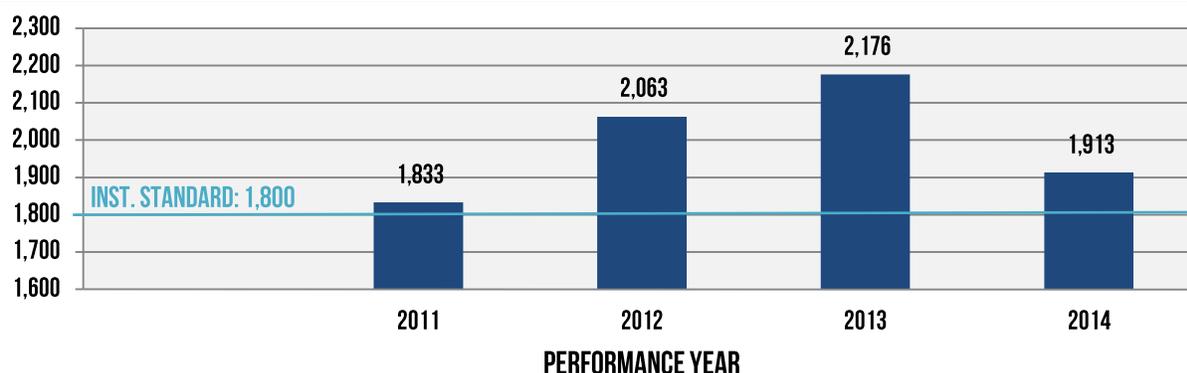
Data Source:

For academic year 2009-2010, the transfers to California public institutions data were obtained from the California Postsecondary Education Commission (CPEC) custom data reports. Funding for CPEC was discontinued in fall 2011, and while historical data was maintained, no new data was added to the custom reports function. Therefore, the 2010-2011, 2011-2012, and 2012-2013 transfers to the California State University (CSU) system data were obtained from the CSU Analytic Studies website and the transfers to the University of California (UC) system data were obtained from the UC Office of the President website.

The transfer to California private and out-of-state institutions data were obtained from the California Community College Chancellor's Office (CCCCO) Data Mart website. The CCCCO 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 to report student enrollment information.

Methodology:

Key Indicator 1.5 (Transfers to Public Four-Year Institutions) 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 2009-2010, 2010-2011, 2011-2012, and 2012-2013.

In addition to transfers to public four-year institutions, SMC transfers to California private and out-of-state institutions were tracked for 2009-2010, 2010-2011, 2011-2012, and 2012-2013.

This key indicator was modified in the 2012 Institutional Effectiveness Report to exclude information on SMC's rank among all California community colleges in terms of total transfers based on a recommendation by DPAC. The change was made to report all key indicators consistently as the

previous version of Key Indicator 1.5 reported two data points (transfer volume and rank) while other key indicators only reported one data point.

Data and Analyses:

Table 1.5: Transfers to Public Four-Year Institutions (UC & CSU Combined)

	2009-2010	2010-2011	2011-2012	2012-2013
UC	1,053	1,009	1,076	1,059
CSU	780	1,054	1,100	854
TOTAL	1,833	2,063	2,176	1,913

On average, SMC transferred approximately 947 and 1,050 students annually to the CSU and UC systems, respectively, over the last four academic years observed for an averaged total of 1,997 students transferring to all California public institutions annually. SMC transferred 1,913 students in the performance year (2012-2013) which represents a 4.4% increase over the 2009-2010 year.

Transfer volume is influenced by numerous external factors such as impacted status and limited capacity of transfer institutions, system-wide budget cuts, and change in admission standards at the UC/CSU. For example, the CSU system did not accept spring transfers in 2009-2010, which may explain the drastic reduction in transfers to CSUs for that year. Recently, the CSU system established a Local Admissions Areas policy which gives priority admission to students attending community colleges in their local service area. For example, Fullerton College students are given priority for transfer admission to CSU-Fullerton, and a Fullerton College student applying to CSU-Fullerton will receive priority for admission over an SMC student with similar credentials (GPA, coursework, etc.). CSUs Northridge, Dominguez Hills, and Los Angeles are designated "local admissions" institutions for SMC, however, according to the leaders of the SMC Transfer Center, these schools are not as desired by SMC students as institutions such as Fullerton, Long Beach, San Jose, or San Francisco. This policy impacts SMC students' ability to transfer to non-local designated CSU campuses.

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

	2009-2010	2010-2011	2011-2012	2012-2013
CALIFORNIA PRIVATES	358	385	311	357
OUT-OF-STATES	293	318	306	320
TOTAL	651	703	617	677

The college transferred an average of 353 students annually to in-state privates and 309 students to out-of-state four-year institutions over the last four academic years. In 2012-2013, SMC transferred 60 more students to in-state privates and out-of-state institutions than in the prior year.

Institution–Set Standards:

The institution-set standard for Key Indicator 1.5 (Transfers to Public Four-Years) was set at 1,800. The institution-set standard was calculated by multiplying the average number (2,001) of transfers to public four-year institutions over four baseline years established in the 2013 Institutional Effectiveness Report (2008-2009, 2009-2010, 2010-2011 and 2011-2012) by 90%. The data for this key indicator shows that the college is meeting the institutional standard for satisfactory performance (1,800) for the 2014 performance year (1,913).

1.6 Progress and Achievement Rate

Data Source:

The data for the 2004-2005 and 2005-2006 cohorts were obtained from the 2012 Accountability Reporting for Community Colleges (ARCC) report.

In 2013, the CCCCO changed the methodology for calculating the Student Progress and Achievement Rate for the Student Success Scorecard (formerly ARCC report). In order to keep the methodology for Key Indicator 1.6 (Progress and Achievement Rate) stable and consistent, the Office of Institutional used data from both the college's Management Information Systems (MIS) and the California Community College Chancellor's Office (CCCCO) Data-on-Demand website to construct the 2006-2007 and 2007-2008 cohorts, using the methodology of the 2012 ARCC report.

Methodology:

Key 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.

Denominator (Cohort):

The cohort included first-time freshmen who met all of the following criteria:

- Enrolled in college for the first time after high school in academic years (summer, fall, winter, and spring) 2004-2005, 2005-2006, 2006-2007, or 2007-2008;
- Enrolled at SMC as their first college;
- Earned 12 or more credit units within six years with grade of C or pass or better; and,
- Attempted a degree-applicable math (MATH 20 or higher), degree-applicable English (ENGL 21B or ENGL 48 or higher), and/or advanced occupational course (CTE course with a SAM priority code of B or A) within six years.

Numerator (Outcome):

Students in the cohort who met the following criteria within six years of entry were counted as having made progress towards or achieved a completion outcome:

- Transferred to a four-year institution (including public, in-state private, and out-of-state institutions);
- Earned an Associate Degree or Chancellor's Office approved Certificate of Achievement;
- Achieved "Transfer Directed" status (earned a C or better grade in transfer-level math and English); and/or,
- Achieved "Transfer Prepared" status (successfully completed 60 UC/CSU transferable units with a GPA of 2.0 or higher).

Data and Analyses:

Table 1.6: Progress and Achievement Rate

	2004-2005 BY 2009-2010	2005-2006 BY 2010-2011	2006-2007 BY 2011-2012	2007-2008 BY 2012-2013
COHORT	4,448	4,837	4,042	5,023
PROGRESSED/ACHIEVED	2,691	2,864	2,474	3,000
TOTAL	60.5%	59.2%	61.2%	59.7%

The average progress and achievement rate for the last four cohort years is 60.2%. 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 decreased by 1.5% in the performance year (2007-2008 cohort) when compared to the prior year (2006-2007 cohort), however, the rates in the progress and achievement metric have remained relatively stable within the last four years (within 2%).

As with Key Indicator 1.5 (Transfers to Public Four-Year Institutions), the progress and achievement rates are influenced by factors such as the economic climate, budget cuts, and changes in admissions policies at four-year institutions.

Institution-Set Standards:

The institution-set standard for Key Indicator 1.6 (Progress and Achievement Rate) was set at 57.3%. The institution-set standard was calculated by multiplying the average rates (60.3%) over the three

baseline years established in the 2013 Institutional Effectiveness Report (2004-2005, 2005-2006, and 2006-2007 cohort years) by 95%. The average calculation excluded the 2003-2004 cohort year due to the impact of the course reductions on the cohort size for 2003-2004. The data for this key indicator shows that the college is meeting the institutional standard for satisfactory performance (57.3%) for the 2014 performance year (59.7%).

1.7 Transfer Rate
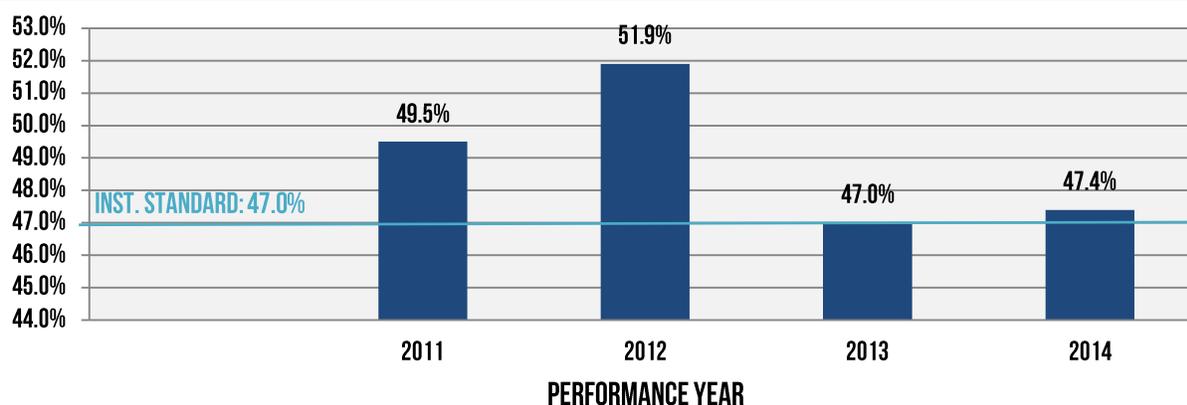
Data Source:

The data were obtained from the California Community College Chancellor's Office (CCCCO) Data-on-Demand website. Data-on-Demand relies on California State University Analytic Studies and University of California Office of the President 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.

Methodology:

Key Indicator 1.7 (Transfer Rate) describes the percentage of first-time freshmen who show intent to transfer and transferred to a four-year institution within six years of initial enrollment:

Denominator (Cohort):

The cohort included first-time freshmen who met all of the following criteria:

- Enrolled in college for the first time after high school in academic years 2004-2005, 2005-2006, 2006-2007, or 2007-2008;
- Completed 12 or more credit units at any California Community College (CCC);
- Completed the largest proportion of credit units at SMC (regardless of whether they began their postsecondary education at SMC or another CCC; and,
- Attempted transfer-level math and/or English.

Numerator (Outcome):

Students in the cohort who met the following criteria were counted as having transferred:

- Enrolled at a four-year institution (including public, private, and out-of-state institutions) within six years of entry in the CCC system.

Data and Analyses:

Table 1.7: Transfer Rate

	2004-2005 BY 2009-2010	2005-2006 BY 2010-2011	2006-2007 BY 2011-2012	2007-2008 BY 2012-2013
COHORT	2,956	2,474	3,236	2,673
PROGRESSED/ACHIEVED	1,464	1,284	1,522	1,267
TOTAL	49.5%	51.9%	47.0%	47.4%

On average, just over half of first-time freshmen who show intent to transfer successfully transferred to a four-year institution within six years. When compared to the prior cohort year (2006-2007), the transfer rate increased by 0.4% in the performance year (2007-2008 cohort). Overall, the transfer rates have remained relatively stable (within 4.5%), peaking in the 2005-2006 year (51.9%).

The ability for students to transfer is influenced by numerous external factors, such as impacted status and limited capacity of transfer institutions, system budget cuts, and changes in admission standards at the UC/CSU. For example, the CSU system did not accept spring transfers in 2009-2010. In addition, the CSU system established a Local Admissions Areas policy which gives priority admission to students attending community colleges in their local service area. For example, Fullerton College students are given priority for transfer admission to CSU-Fullerton, and a Fullerton College student applying to CSU-Fullerton would receive priority for admission over an SMC student with similar credentials (GPA, coursework, etc.). CSUs Northridge, Dominguez Hills, and Los Angeles are designated "local admissions" institutions for SMC, however, according to the leaders of the SMC Transfer Center, these schools are not as desired by SMC students as institutions such as CSU Fullerton, Long Beach, San Jose, or San Francisco. This policy impacts SMC students' ability to transfer to non-local designated CSU campuses.

The following figure describes the transfer rates by student demographic subgroup, including rates by gender, ethnicity/race, and age.

2007-2008 Cohort
47.4%

GENDER
- FEMALE (N = 1,400) — 46.3%
- MALE (N = 1,273) — 48.6%

ETHNICITY/RACE
- ASIAN/PACIFIC ISLANDER (N = 410) — 57.6%
- BLACK (N = 219) — 34.2%
- HISPANIC (N = 758) — 31.0%
- WHITE (N = 955) — 56.8%

AGE GROUP
- UNDER 20 (N = 2,259) — 48.6%
- 20 TO 24 (N = 254) — 45.3%
- 25 TO 29 (N = 63) — 39.7%
- OVER 29 (N = 97) — 28.9%
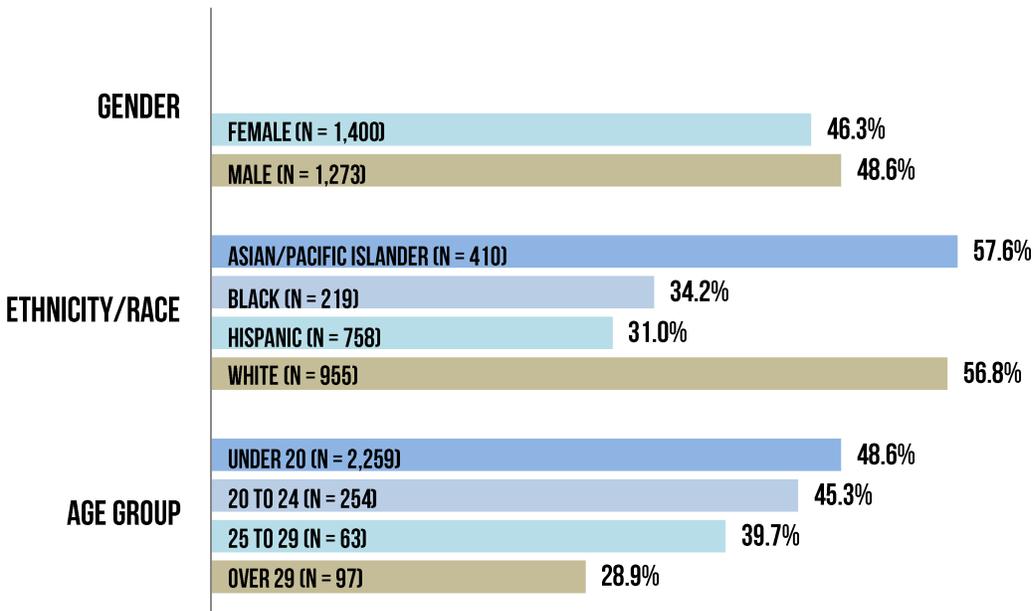
Transfer rates disaggregated by gender for the most recently reported year indicate that female and male students in the cohort transfer at somewhat similar rates. Male students transfer at slightly higher rates than female students, but the difference in rates is not large (2.3%).

Transfer rates disaggregated by ethnicity/race reveal that Black and Hispanic students transfer at lower rates (34.2% and 31.0%, respectively) when compared to Asian/Pacific Islander and students in the cohort (57.6% and 56.8%, respectively). The disparity of transfer rates among the different ethnicity/race groups is nearly 26.6% (highest, Asian: 57.6%; lowest, Hispanic: 31.0%). The gap experienced in this key indicator between different student ethnicity/race groups is discussed further in Key Indicator 1.19 (Equity Gap – Transfer Rate). The "total" rate includes students who identified themselves as Native American/Alaskan Native and students who did not report their ethnicity/race group. These students were not reported separately because the group sizes were too small for analyses.

Students of traditional college age (24 years of age or younger in their initial term) transferred at higher rates when compared to older students (25 years or age or older). The difference between the lowest performing (Over 29: 28.9%) and highest performing age groups (Under 20: 48.6%) is approximately 20%. The data reveal that the "Under 20" age group accounts for over 84% of the cohort.

Institution-Set Standards:

The institution-set standard for Key Indicator 1.7 (Transfer Rate) was set at 47.0%. The institution-set standard was calculated by multiplying the average rates (49.5%) over the three baseline years established in the 2013 Institutional Effectiveness Report (2004-2005, 2005-2006, and 2006-2007 cohorts) by 95%. The average calculation excluded the 2003-2004 cohort year due to the impact of the course reductions on the cohort size for 2003-2014. The data for this key indicator shows that the college is meeting the institutional standard for satisfactory performance (47.0%) for the 2014 performance year (47.4%).

Target:

Given the current and anticipated challenges related to transfer, including statewide budget cuts in higher education and reduced capacity at the transferring (or receiving) institutions, the target for Key Indicator 1.7 (Transfer Rate) is to maintain the performance (within 1% of the previous year's performance). The target was set by the primary sponsors of the key indicator: the Dean of Counseling Programs, the Department Chair of Counseling, and the Faculty leaders of the Transfer Center.

The transfer rate in the previous performance year was 47.0%. Therefore, the target for the current performance year was to maintain the 47.0% figure and achieve a rate between 46.0% and 47.0% or within 1% of the prior year performance. The data reveal that the transfer rate meets the target; for the performance year, the college had a transfer rate of 47.4%, an increase of 0.4% over the prior year performance.

This indicator is the focus of a follow-up study examining the impact of student behaviors on transfer rates. An institutional objective in the 2013-2014 Master Plan for Education is dedicated to conducting the study:

> To conduct a quantitative study examining the external variables impacting the College's performance relative to the Institutional Effectiveness Dashboard, including the identification of variables that can be controlled by the College, in order to deepen institutional understanding of the factors that affect student success and appropriately direct efforts to improve institutional performance.

The objective was drafted in response to recommendations made by the 2013 Institutional Effectiveness Report and Dashboard, Board of Trustees Goals and Priorities 1, and Program Review Recommendations 1 and 2. The study is currently being conducted by the Office of Institutional Research with an anticipated completion date of May 2014. The findings will be used to inform campus-wide discussions related to transfer and will be posted on the Institutional Effectiveness website: www.smc.edu/iedashboard.

1.8 Basic Skills Course Success Rate
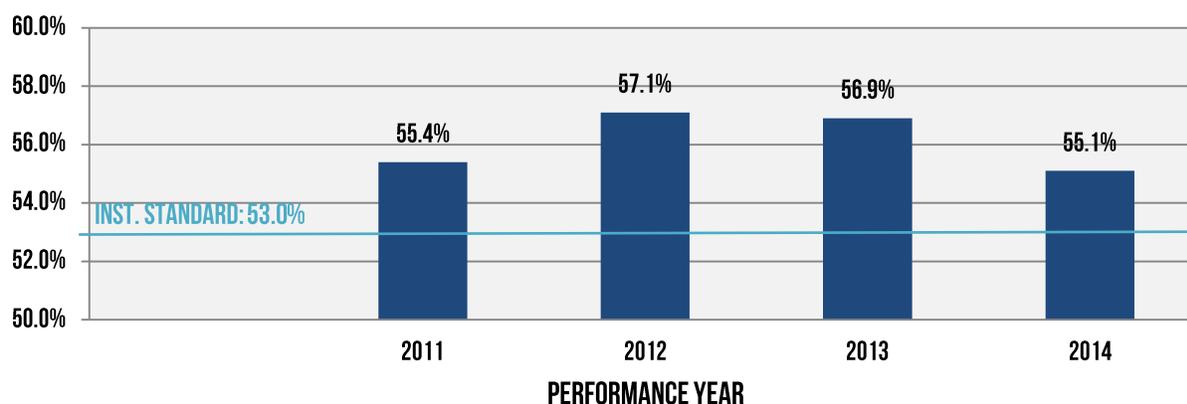
Chart showing Basic Skills Course Success Rate by Performance Year with Institutional Standard of 53.0%:
- 2011: 55.4%
- 2012: 57.1%
- 2013: 56.9%
- 2014: 55.1%

Data Source:

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

Methodology:

Key Indicator 1.8 (Basic Skills Course Success Rate) describes the percentage of successful completion in credit basic skills courses.

Denominator:

Fall and spring credit basic skills course enrollments in academic years (fall and spring only) 2009-2010, 2010-2011, 2011-2012, and 2012-2013 with the following earned grades: A, B, C, P (pass), D, F, I (incomplete), NP (no pass), DR (drop), or W (withdrawal)

Numerator (Outcome):

Fall and spring credit basic skills course enrollments in academic years (fall and spring only) 2009-2010, 2010-2011, 2011-2012, and 2012-2013 with the following earned grades: A, B, C, or P (pass)

Grades of IP (in progress) and RD (report delayed) were excluded from the analyses.

Basic skills courses were identified as English writing and reading, ESL core, and math courses which are not transferable to UC/CSU and include Associate Degree-applicable courses. 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, ENGL 83B, ENGL 20*, and ENGL 85*
- ESL: ESL 11A, ESL 11B, ESL 10, ESL 10G, and ESL 10W

- Math: MATH 18, MATH 20, MATH 31, MATH 32, MATH 84, MATH 81, and MATH 85**

*ENGL 20 and ENGL 85 were offered for the first time in 2011-2012
**MATH 85 was offered for the first time in 2012-2013

Data and Analyses:

Table 1.8: Basic Skills Course Success Rate

	2009-2010	2010-2011	2011-2012	2012-2013
ENROLLMENTS	22,065	22,186	20,818	19,077
SUCCESS	12,230	12,667	11,842	10,507
% SUCCESS	55.4%	57.1%	56.9%	55.1%

The average four-year success rate in basic skills courses is 56.1%. In the performance year (2012-2013), the course success rate was 55.1%, a decrease of 1.8% over the prior year (2011-2012), but a decrease of only 0.3% over the 2009-2010 year. The success rates in basic skills courses have remained relatively stable over the last four years.

The following figure compares the basic skills course success rates by discipline.

Figure 1.8a: Basic Skills Course Success Rate by Discipline
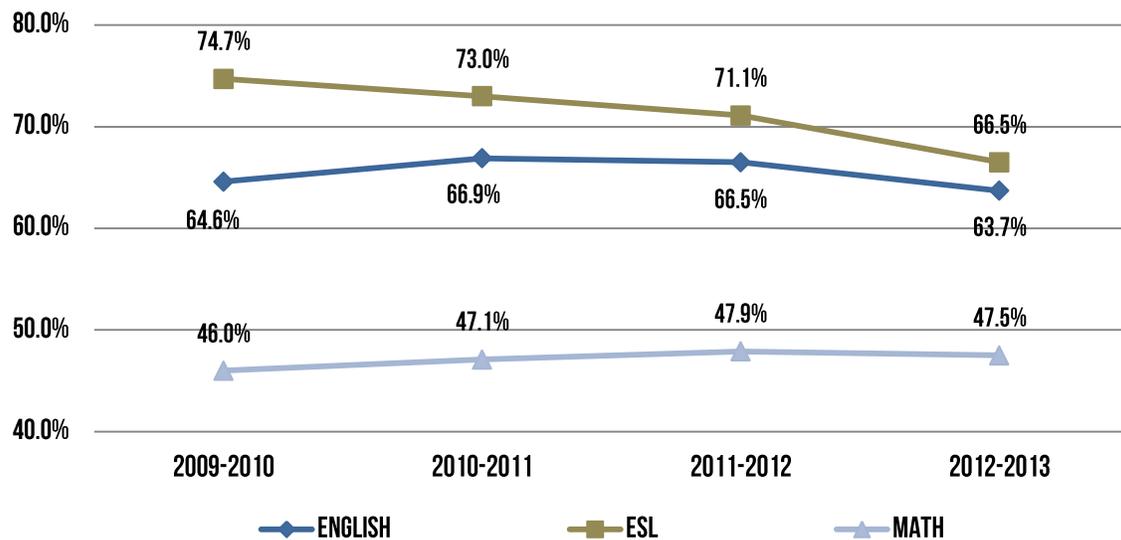
Course success data by discipline reveal an upward trend in basic skills math courses. In the performance year (2012-2013), the success rate in basic skills math courses increased a total of 1.5% over the 2009-2010 year, but experienced a decrease of 0.4% over the prior year. Basic skills

English course success rates have decreased slightly (by 0.9%) over the last four years, and experienced a peak in 2010-2011 (66.9%).

Basic skills ESL course success rates have decreased by 8.2% over the last four years, from 74.7% in 2009-2010, to 66.5% in 2012-2013. According to the ESL department, the drop in basic skills ESL course success rates is likely due to the departmental efforts to implement common mid-term and final exams that are normed and graded together using a rubric across the various levels of ESL writing courses. In addition, the department has become more vigilant in reporting students who cheat and assigning zero grades on the assignments in which they cheat. Lastly, the department has engaged in meaningful dialogue regarding adherence to the course's expected learning outcomes and course objectives to avoid grade inflations.

Overall, the highest performance in basic skills success is in ESL courses (an average of 71.3% over the last four years), followed by English courses (an average of 65.4% over the last four years). Compared to the other disciplines, the success rates in basic skills math courses are disproportionately lower (an average of 47.1% over the last four years).

Institution-Set Standards:

The institution-set standard for Key Indicator 1.8 (Basic Skills Course Success Rate) was set at 53.0%. The institution-set standard was calculated by multiplying the average course success rates (55.8%) over the four years established in the 2013 Institutional Effectiveness Report (2008-2009, 2009-2010, 2010-2011, and 2011-2013) by 95%. The data for this key indicator shows that the college is meeting the institutional standard of satisfactory performance (53.0%) for the 2014 performance year (55.1%).

1.9   Basic Skills Course Improvement Rate
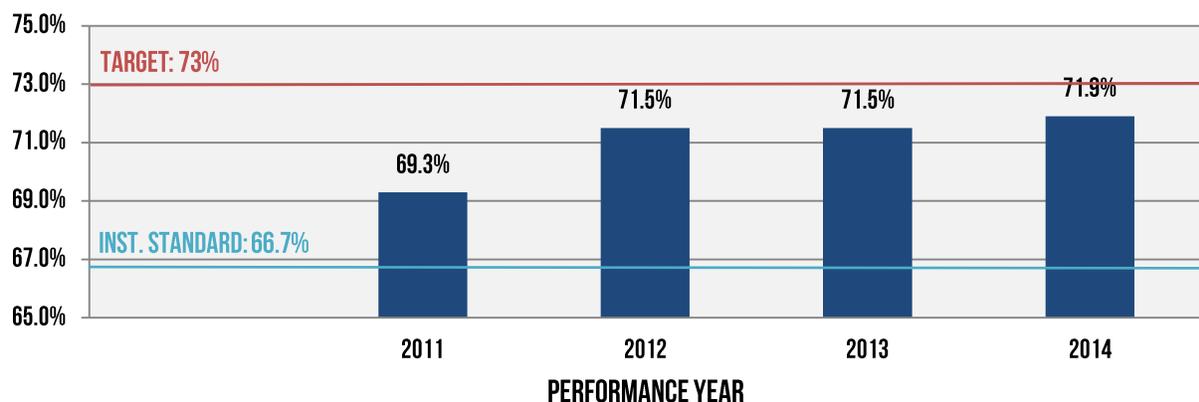
Data Source:

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

Methodology:

Key Indicator 1.9 (Basic Skills Course Improvement Rate) describes the percentage of successful basic skills students who complete a higher-level course in the same discipline within three academic years of completing their initial basic skills course.

Denominator (Cohort):

The cohort included students who met all of the following criteria:

- Enrolled in a basic skills course (math, English writing, or integrated ESL) for the first time in academic years 2007-2008, 2008-2009, 2009-2010, or 2010-2011;
  - Initial basic skills course was two or more courses below the transfer course;
  - Earned a grade of C or better in initial basic skills course; and,
- Was not a special-admit students (high school students concurrently enrolled in a community college) at the time of the initial basic skills course enrollment.

Numerator (Outcome):

Students in the cohort who met the following criteria within three years of the initial basic skills course enrollment were counted as having made improvement in the basic skills sequence.

- Successfully completed a higher level course in the same discipline with a grade of C or better.

A student was counted once in each discipline regardless of the number of times they improved through the course sequence. Therefore, the overall figures are duplicated counts of students but are unduplicated within each discipline.

This institutional effectiveness metric was modified from previous institutional effectiveness reports. In the past, this indicator relied on data from the Accountability Reporting for Community Colleges (ARCC) report. However, in 2013, the California Community Colleges Chancellor's Office (CCCCO) eliminated the basic skills improvement indicator as previously defined. Therefore, for the current report, Santa Monica College used institutional data to calculate the basic skills improvement rates. By using institutional data to calculate the rates for this indicator, the college is able to produce a more meaningful metric. For example, the old ARCC data included students who enrolled in elective English reading and English/ESL support courses in the cohorts. English reading and English/ESL support courses are optional and not required for a degree or transfer, therefore, should not be included in the cohort. The following table describes the basic skills courses by levels below transfer and discipline.

LEVELS BELOW TRANSFER	MATH	ENGLISH WRITING	INTEGRATED ESL
Transferable	Any transferable math course, except MATH 88A	ENGL 1	ENGL 1 ESL 11B/21A/21B/25
1 level below transfer	MATH 18/20/32	ENGL 21B	
2 levels below transfer	MATH 31	ENGL 20/21A	
3 levels below transfer	MATH 84/85	ENGL 84W	ESL 11A
4 or more levels below transfer	MATH 81	ENGL 81A/81B/85	ESL 10/10G/10W

Data and Analyses:

Table 1.9: Basic Skills Course Improvement Rate

	2007-2008 BY 2009-2010	2008-2009 BY 2010-2011	2009-2010 BY 2011-2012	2010-2011 BY 2012-2013
COHORT	4,865	5,036	5,444	5,177
IMPROVED	3,371	3,600	3,891	3,721
% IMPROVED	69.3%	71.5%	71.5%	71.9%

The four-year average of the basic skills course improvement rate is 71.1%. The basic skills improvement rate was 71.9% in the performance year which represents an increase of 0.4% over the prior year performance and 2.6% over the 2007-2008 cohort.

The following figure describes the basic skills course improvement rate by discipline.

Figure 1.9a: Basic Skills Course Improvement Rate by Discipline
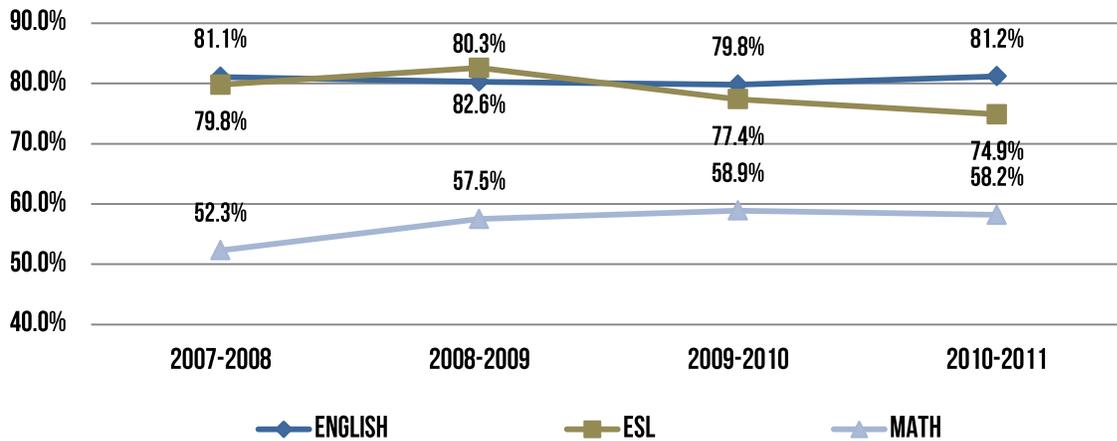
Basic skills course improvement rates by discipline indicate that approximately eight in ten successful basic skills English writing students and seven in ten successful ESL students progress through the sequence and successfully complete a higher level course in the same discipline. The course improvement rates in English and ESL are higher than the rates in math. However, the basic skills course improvement rates in math reveal an upward trend; in the performance year (2010-2011 cohort), the improvement rate was 58.2%, an increase of 5.9% over the 2007-2008 cohort (52.3%).

The following figure describes the basic skills course improvement rates by student demographic group, including rates by gender, ethnicity/race, and age.

2010-2011 Cohort
71.9%

GENDER	FEMALE (N = 2,861)	71.1%
	MALE (N = 2,316)	72.8%
ETHNICITY/RACE	ASIAN/PACIFIC ISLANDER (N = 753)	79.4%
	BLACK (N = 546)	68.1%
	HISPANIC (N = 2,617)	73.3%
	WHITE (N = 1,028)	66.6%
AGE GROUP	UNDER 20 (N = 3,459)	74.9%
	20 TO 24 (N = 1,006)	66.5%
	25 TO 29 (N = 310)	68.1%
	OVER 29 (N = 402)	62.2%
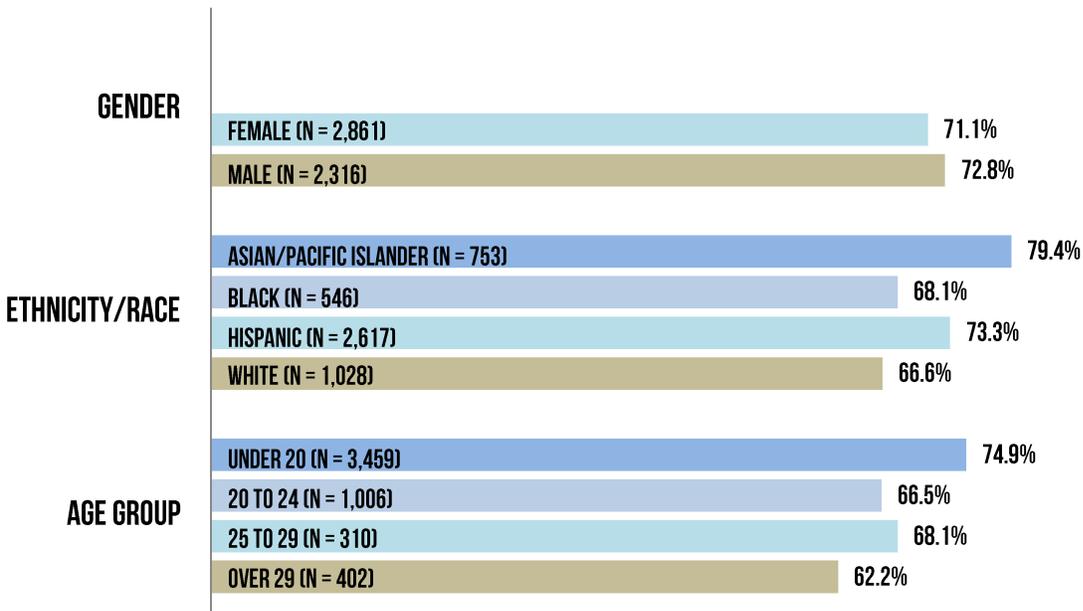
In the performance year, male students (72.8%) performed slightly better on this key indicator when compared to female students (71.1%).

The disaggregated data reveal that White (66.6%) and Black students (68.1%) in the cohort improved at lower rates when compared to Asian/Pacific Islander (79.4%) and Hispanic (73.0%) students. Asian/PI students improved at the highest rates. The disparity in improvement rates among the different ethnicity/race groups is nearly 13% (highest, Asian/PI: 79.4%; lowest, White: 66.6%). The total rate includes all ethnicity/race groups, including American Indian/Alaskan Native students and those with unreported ethnicity/race values.

Basic skills course improvement rates by age group reveal that students under the age of 20 improved through the basic skills course sequence at the highest rate (74.9%) when compared with other age groups.

Institution-Set Standards:

The institution-set standard for Key Indicator 1.9 (Basic Skills Course Improvement Rate) was set at 66.7%. The institution-set standard was calculated by multiplying the average course improvement rates (70.2%) over the four baseline years established in the 2013 Institutional Effectiveness Report (2006-2007, 2007-2008, 2008-2009, and 2009-2010) by 95%. The data for this key indicator

shows that the college is meeting the institutional standard of satisfactory performance (66.7%) for the 2014 performance year (71.9%).

Target:

The target for this key indicator was set at 73%. The target was initially discussed at a meeting of the Student Success Committee (formerly the Basic Skills Initiative Committee). The members of the committee chose to set a target reflecting an improvement in the metric. The target of 73% was set by improving the rate of the two lowest performing ethnicity/race student groups by 5% for the 2009-2010 cohort. Focusing on improving the rates for the two lowest performing groups was determined to be a manageable goal.

If the 2009-2010 Black student group rate improved by 5%, the new rate would be 68.7%. If the 2009-2010 White student rate improved by 5% the new rate would be 72.3%. Improving the rate by 5% for these groups translates into an additional 88 students in the cohort who improved through the basic skills sequence (32 additional students in the Black group and 56 additional students in the White group). Having an additional 88 students in the cohort improve in the basic skills sequence translates into an improvement rate of 73%. Therefore, the target for this key indicator is to improve the rate to 73% by the 2015-2016 institutional effectiveness report.

The data reveal that the college's performance on this indicator (71.9%) falls slightly below the target range (within 1% of the target of 73% or 72% to 74%); however, the college is making progress towards the goal.

Through the work of the Basic Skills Initiative, the Basic Skills Initiative/Career Technical Education Collaborative Project, and several departments, several strategies and programs have been developed to address the needs and success of basic skills students, including the development of accelerated English and math courses, and implementation of the Baltimore model, Summer Jams, and First Year Experience programs. For more information, refer to the "Strategies to Improve Student Success" section of the report. Because this indicator relies on cohort tracking methodology (the most recent cohort data used is for the 2010-2011 cohort), it will take some time for the impact of new strategies and programs to be reflected in the data.

This indicator is the focus of a follow-up study examining the impact of student behaviors on basic skills course improvement rates. An institutional objective in the 2013-2014 Master Plan for Education is dedicated to conducting the study:

> *To conduct a quantitative study examining the external variables impacting the College's performance relative to the Institutional Effectiveness Dashboard, including the identification of variables that can be controlled by the College, in order to deepen institutional*

understanding of the factors that affect student success and appropriately direct efforts to improve institutional performance.

The objective was drafted in response to recommendations made by the 2013 Institutional Effectiveness Report and Dashboard, Board of Trustees Goals and Priorities 1, and Program Review Recommendations 1 and 2. The study is currently being conducted by the Office of Institutional Research with an anticipated completion date of May 2014. The findings will be used to inform campus-wide discussions related to basic skills and will be posted on the Institutional Effectiveness website: www.smc.edu/iedashboard.

1.10 Basic Skills Transition to Degree Course Rate
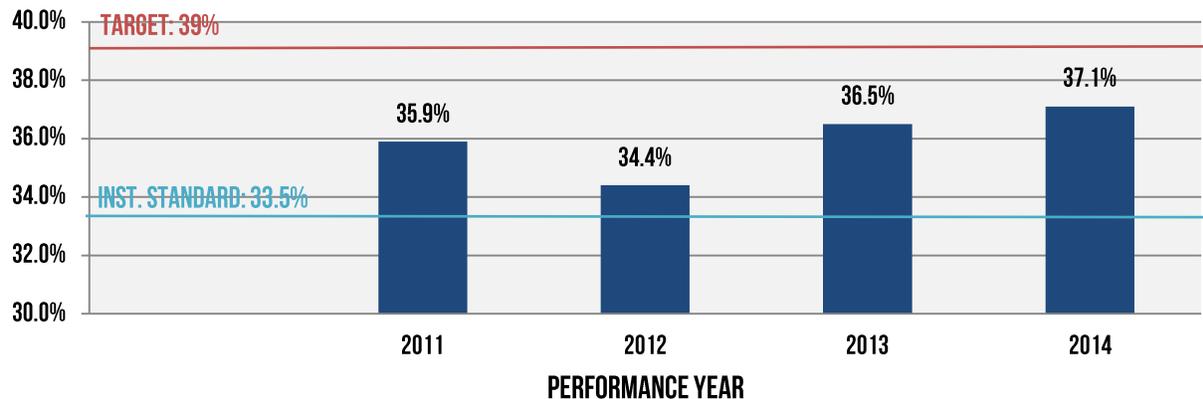
Data Source:

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

Methodology:

Key Indicator 1.10 (Basic Skills Transition to Degree Course Rate) describes the percentage of basic skills students who enroll in the college-level course for the Associate Degree within three academic years.

Denominator (Cohort):

The cohort included students who met all of the following criteria:

- Enrolled in a basic skills course for the first time in academic years 2007-2008, 2008-2009, 2009-2010, or 2010-2011, including one of the following:
  - ENGL 20, ENGL 21A, ENGL 21B, ENGL 81A, ENGL 81B, ENGL 84W, or ENGL 85;
  - ESL 10, ESL 10G, ESL 10W, ESL 11A, ESL 11B, ESL 21A, or, ESL 21B;
  - MATH 81, MATH 84, MATH 85, or MATH 31.
- Was not a special-admit student (high school student concurrently enrolled in a community college) at the time of the initial basic skills course enrollment.

Numerator (Outcome):

Students in the cohort who met the following criteria within three years of the initial basic skills course enrollment were counted as having made improvement in the basic skills sequence.

- Enrolled in an Associate Degree required course in the same discipline (ENGL 1 for ESL and English students, and MATH 18, 20, 32, or higher for math students).

For this indicator, "basic skills" was defined as an ESL, English, and math course not applicable towards the degree or transfer requirement in English or math. Each student was counted once in each discipline; therefore the overall figures are duplicated counts of students but are unduplicated within disciplines.

In the 2012 Institutional Effectiveness Report, this key indicator was modified from "Basic Skills Transition to Transfer Rate" to "Basic Skills Transition to Degree Course Rate" in response to a recommendation made by DPAC. The Associate Degree and transfer requirements are different for math. Currently, the degree requirement for math is MATH 18 (Intermediate Algebra for Statistics and Finite Mathematics), MATH 20 (Intermediate Algebra), MATH 32 (Plane Geometry), or any transferable math course while the transfer requirement for math is any transferable math course (does not include MATH 18, 20, or 32). A student without a transfer goal would not be expected to transition to the transferable math courses. The Associate Degree and transfer requirements for English Composition are the same (ENGL 1). The revised indicator accounts for students whose intent is to earn an Associate Degree without transferring to a four-year institution.

Data and Analyses:

Table 1.10: Basic Skills Transition to Degree Course Rate

	2007-2008 BY 2009-2010	2008-2009 BY 2010-2011	2009-2010 BY 2011-2012	2010-2011 BY 2012-2013
COHORT	9,256	10,025	10,090	9,500
TRANSITIONED	3,323	3,450	3,681	3,526
% TRANSITIONED	35.9%	34.4%	36.5%	37.1%

The data reveal that, on average, over one in three students who begin their English, ESL, and/or math sequence of courses in basic skills progress to and enroll in the degree-required course in the same discipline within three years. In the performance year (2010-2011 cohort), the basic skills transition to degree course rate was 37.1%, an increase of 0.6% over the prior year (2009-2010 cohort), and an increase of 1.2% over the 2007-2008 cohort year.

The data does not take into account the changes in Associate Degree requirement for English that were implemented for students beginning their coursework in fall of 2009 or later. 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 English requirement changed to ENGL 1 only for students beginning their coursework at SMC in fall of 2009 or later. Therefore, students beginning their coursework at SMC prior to fall 2009 with a degree goal would not necessarily have been expected to transition to ENGL 1.

The following figure describes the basic skills transition to degree rate by discipline.

Figure 1.10a: Basic Skills Transition to Degree Course Rate by Discipline
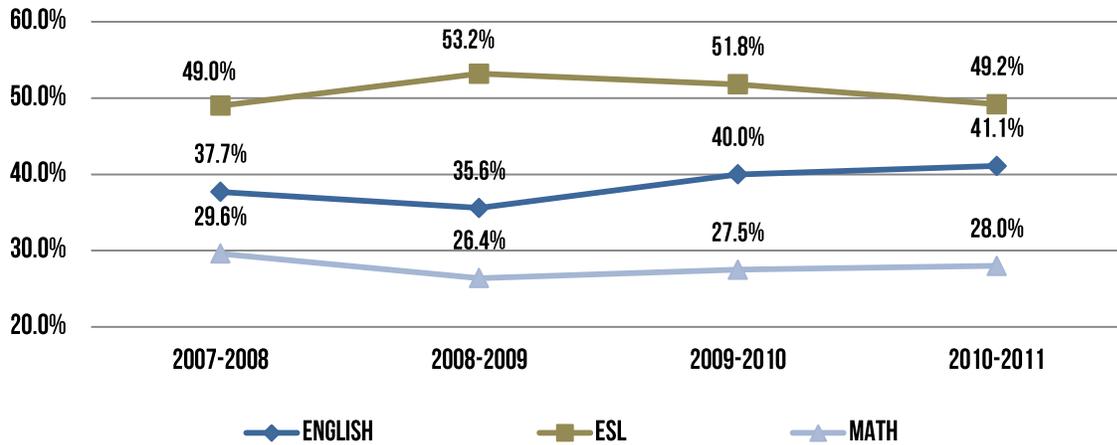
The basic skills transition rates in ESL experienced a steady decline since the 2008-2009 cohort; however, the rate in the most recent performance year (49.2%) is still higher than the rate four years ago (49.0%).

The English rates for the performance year increased by 3.4% over the 2007-2008. The math rate experienced a dip in performance in 2008-2009 (26.4%); however, the math rate has steadily increased since then to 28.0%. Overall, the transition rates are highest in ESL and lowest in math.

The following figure describes the basic skills transition to degree rates by student demographic subgroup, including rates by gender, ethnicity/race, and age.

2010–2011 Cohort
37.1%

GENDER

FEMALE (N = 4,997)   **37.6%**

MALE (N = 4,503)   **36.6%**

ETHNICITY/RACE

ASIAN/PACIFIC ISLANDER (N = 1,664)   **54.6%**

BLACK (N = 1,163)   **21.9%**

HISPANIC (N = 4,419)   **33.7%**

WHITE (N = 1,807)   **40.2%**

AGE GROUP

UNDER 20 (N = 5,965)   **38.7%**

20 TO 24 (N = 2,182)   **35.2%**

25 TO 29 (N = 611)   **38.5%**

OVER 29 (N = 742)   **28.8%**
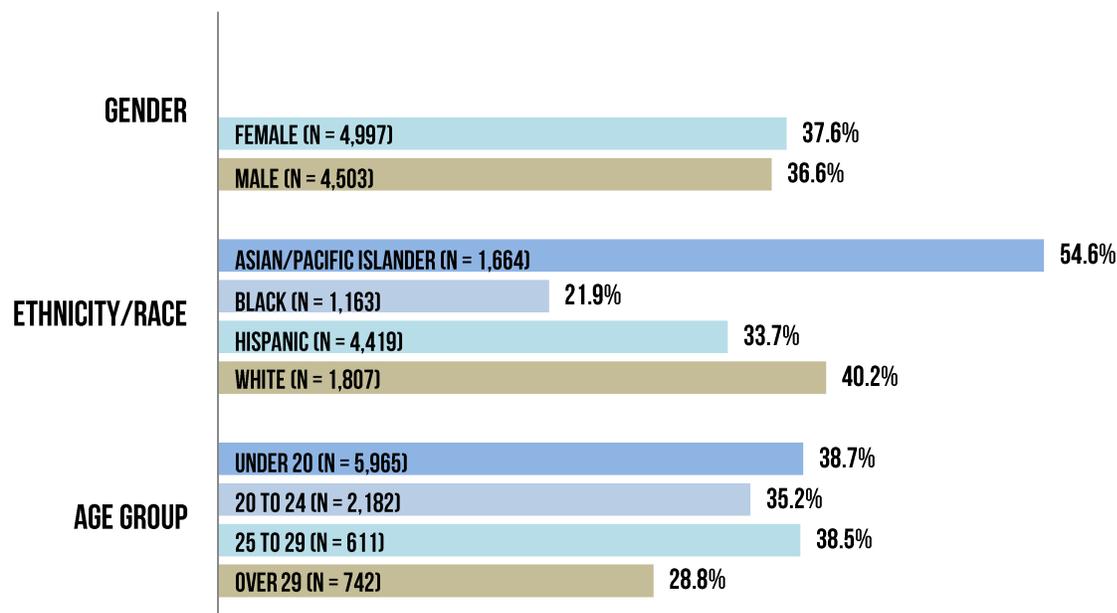
In the performance year, female basic skills (37.6%) and male basic skills (36.6%) students transitioned to the degree course at similar rates, however, female students performed at slightly higher rates.

The disaggregated data reveal that Asian/Pacific Islanders students (54.6%) transitioned from basic skills to degree courses at higher rates than White (40.2%), Hispanic (33.7%), and Black (21.9%) students. Hispanic and Black students have the lowest basic skills transition to degree course rates. However, when compared with the prior year's cohort (2009-2010), the rates for Hispanic and Black students improved by 1.2% and 2.1%, respectively, in the performance year.

The disparity of basic skills to degree course transition rates among the different ethnicity/race groups is over 33% (highest, Asian/PI: 54.6%; lowest, Black: 21.9%). The gap between the highest and lowest performing groups decreased by approximately 4% over the prior year performance. The total rate includes all ethnicity/race groups, including American Indian/Alaskan Native students and those with unreported ethnicity/race values.

A large majority of the basic skills students in the cohort are under the age of 20 (62.8%). This group transitioned to the degree course at the highest rate (38.7%), followed closely by students between the ages of 25 and 29 (38.5%), and students between the ages of 20 and 24 (35.2%). The oldest group of students (over 29) transitioned to degree courses at the lowest rate (28.8%).

Institution-Set Standards:

The institution-set standard for Key Indicator 1.10 (Basic Skills Transition to Degree Course Rate) was set at 33.5%. The institution-set standard was calculated by multiplying the average rates (35.3%) over the four baseline years in the 2013 Institutional Effectiveness Report by 95%. The data for this key indicator shows that the college is meeting the institutional standard of satisfactory performance (33.5%) for the 2014 performance year (37.1%).

Target:

The target for this key indicator was set at 39% in the 2013 Institutional Effectiveness Report. The target was initially discussed at a meeting of the Student Success Committee (formerly the Basic Skills Initiative Committee). The members of the committee chose to set a target reflecting an improvement in the metric. The target of 39% was set by improving the rate of the two lowest performing ethnicity/race student groups by 5% for the 2009-2010 cohort. Focusing on improving the rates for the two lowest performing groups was determined to be a manageable goal.

If the 2009-2010 cohort Black student group rate improved by 5%, the new rate would be 24.8%. If the 2009-2010 cohort Hispanic student rate improved by 5%, the new rate would be 37.5%. Improving the rate by 5% for these groups translates into an additional 290 students in the cohort who reach the degree-required English and math courses (70 additional students in the Black group and 220 additional students in the Hispanic group). Having an additional 290 students in the cohort improve in basic skills translates into a basic skills transition to degree course rate of 39%. Therefore, the target for this key indicator is to improve the rate to 39% by the 2015-2016 institutional effectiveness report.

The data reveal that the college's performance on this indicator (37.1%) falls below the target range (within 1% of the target of 39% or 38% to 40%). However, the college is making progress towards the target (increase of 1.2% over the last four years).

Through the work of the Basic Skills Initiative, the Basic Skills Initiative/Career Technical Education Collaborative Project, and several departments, several strategies and programs have been developed to address the needs and success of basic skills students, including the development of accelerated English and math courses, and implementation of the Baltimore model, Summer Jams, and First Year Experience programs. For more information, refer to the "Strategies to Improve Student Success" section of the report. Because this indicator relies on cohort tracking methodology (the most recent cohort data used is for the 2010-2011 cohort), it will take some time for the impact of new strategies and programs to be reflected in the data.

This indicator is the focus of a follow-up study examining the impact of student behaviors on basic skills course transition rates. An institutional objective in the 2013-2014 Master Plan for Education is dedicated to conducting the study:

> *To conduct a quantitative study examining the external variables impacting the College's performance relative to the Institutional Effectiveness Dashboard, including the identification of variables that can be controlled by the College, in order to deepen institutional understanding of the factors that affect student success and appropriately direct efforts to improve institutional performance.*

The objective was drafted in response to recommendations made by the 2013 Institutional Effectiveness Report and Dashboard, Board of Trustees Goals and Priorities 1, and Program Review Recommendations 1 and 2. The study is currently being conducted by the Office of Institutional Research with an anticipated completion date of May 2014. The findings will be used to inform campus-wide discussions related to basic skills and will be posted on the Institutional Effectiveness website: www.smc.edu/iedashboard.

1.11 CTE Course Success Rate
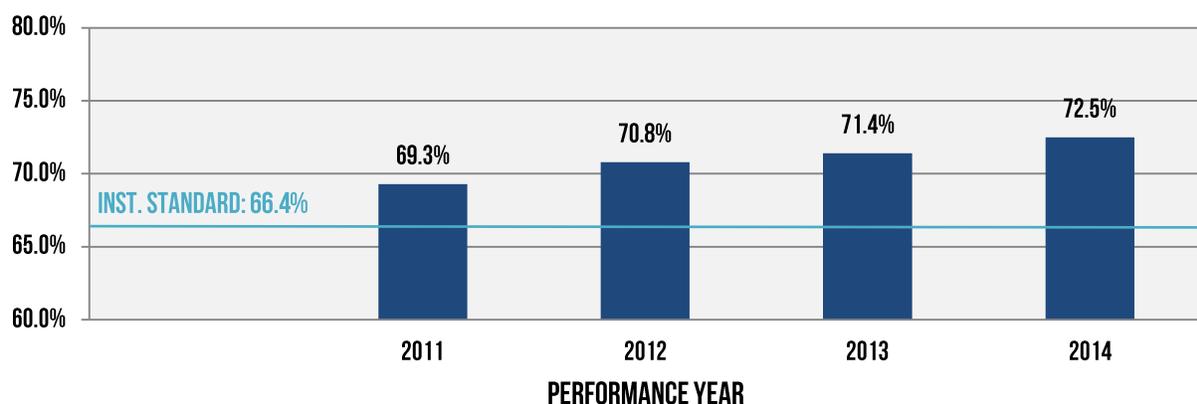
Data Source:

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

Methodology:

Key Indicator 1.11 (CTE Course Success Rate) describes the percentage of successful completion in credit Career Technical Education (CTE) courses.

> Denominator:
>
> Fall and spring credit CTE course enrollments in academic years (fall and spring only) 2009-2010, 2010-2011, 2011-2012, and 2012-2013 with the following earned grades: A, B, C, CR (credit), P (pass), D, F, I (incomplete), NC (no credit), NP (no pass), DR (drop), or W (withdrawal)
>
> Numerator (Outcome):
>
> Fall and spring credit CTE course enrollments in academic years (fall and spring only) 2009-2010, 2010-2011, 2011-2012, and 2012-2013 with the following earned grades: A, B, C, CR (credit), or P (pass)

Grades of IP (in progress) and RD (report delayed) were excluded from the analyses.

A CTE course was identified as any course coded with a SAM priority code of A (apprenticeship; SMC does not offer these courses), B (advanced occupational), C (clearly occupational), or D (possibly occupational). The SAM priority code is used to indicate the degree to which a course is occupational and assists in identifying course sequences in occupational programs. In 2009-2010, a large proportion of CTE courses were found to be miscoded. However, the courses were re-coded for accuracy in spring 2011. The data for academic years 2008-2009, 2009-2010, and 2010-2011 reflect the revised SAM codes and the formal changes in ISIS. The changes in the Chancellor's

Office Management Information Systems (MIS) took effect at the CCCCO in the 2011-2012 academic year.

## Data and Analyses:

Table 1.11: CTE Course Success Rate

	2009-2010	2010-2011	2011-2012	2012-2013
ENROLLMENTS	40,659	40,481	38,992	37,187
SUCCESS	28,181	28,660	27,827	26,955
% SUCCESS	69.3%	70.8%	71.4%	72.5%

The four-year average CTE course success rate is 71%. In the most recent academic year (2012-2013), the course success rate was 72.5%. The course success rate has steadily increased by 3.2% over the last four years.

Institution-Set Standards:

The institution-set standard for Key Indicator 1.11 (CTE Course Success Rate) was set at 66.4%. The institution-set standard was calculated by multiplying the average rates (69.9%) over the four baseline years in the 2013 Institutional Effectiveness Report by 95%. The data for this key indicator shows that the college is meeting the institutional standard of satisfactory performance (66.4%) for the 2014 performance year (72.5%).

1.12 CTE Completion Rate
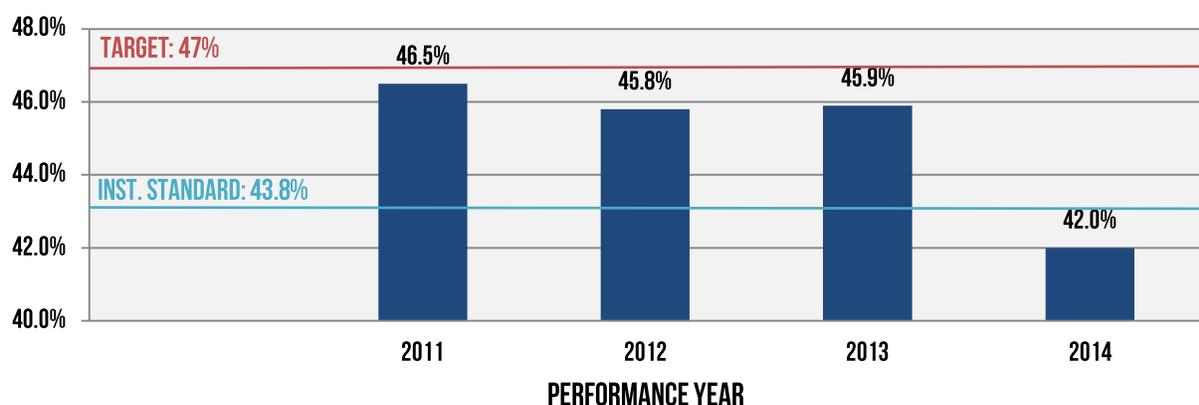
Data Source:

The data for the 2004-2005 and 2005-2006 cohorts were obtained from the 2012 Accountability Reporting for Community Colleges (ARCC) report.

In 2013, the CCCCO changed the methodology calculating the Student Progress and Achievement Rate for the Student Success Scorecard (formerly ARCC report). In order to keep the methodology for Key Indicator 1.12 (CTE Completion Rate) stable and consistent, the Office of Institutional used data from both the college's Management Information Systems (MIS) and the California Community College Chancellor's Office (CCCCO) Data-on-Demand website to construct the 2006-2007 and 2007-2008 cohorts, using the methodology of the 2012 ARCC report.

Methodology:

Key Indicator 1.12 (CTE Completion Rate) describes the percentage of first-time freshmen who were Career Technical Education (CTE) students and achieved a completion outcome within six years.

Denominator (Cohort):

The cohort included first-time freshmen who met all of the following criteria:

- Enrolled in college for the first time after high school in academic years (summer, fall, winter, and spring) 2004-2005, 2005-2006, 2006-2007, or 2007-2008;
- Enrolled at SMC as their first college;
- Earned in 12 or more credit units within six years; and,
- Attempted an advanced occupational course (CTE course with a SAM priority code of B or A) within six years.

Numerator (Outcome):

Students in the cohort who met the following criteria within six years of entry were counted as having completed a CTE outcome:

- Transferred to a four-year institution (including public, in state private, and out-of-state institutions); or,
- Earned an Associate Degree or Chancellor's Office approved Certificate of Achievement.

Data and Analyses:

Table 1.12: CTE Completion Rate

	2004-2005 BY 2009-2010	2005-2006 BY 2010-2011	2006-2007 BY 2011-2012	2007-2008 BY 2012-2013
COHORT	1,995	2,063	1,955	2,143
COMPLETED	927	944	897	900
TOTAL	46.5%	45.8%	45.9%	42.0%

The four-year average CTE completion rate is 45.1%. 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. Over the last three cohort years, the CTE completion rate has steadily decreased.

The CTE Completion Rate is influenced by factors such as the economy, 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 cleaned and recoded the CTE courses in spring 2011 term. The changes in coding did not take effect at the CCCCO until spring 2012.

The key indicator has a notable 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.

In the summer of 2011, the college surveyed 173 former CTE students who earned a career certificate or Associate Degree (completers) and those who took substantial coursework in a CTE

program but did not receive an award (leavers). The purpose of the survey was to assess the impact of SMC CTE programs on student outcomes beyond certificates and degrees, such as satisfaction with SMC programs and gains in employment, wages, and benefits. The study found that a large majority of leavers (84.4%) reported that they were satisfied with the education received at SMC and that their SMC coursework helped them obtain or advance in their current job, improve their job performance, and/or improve their overall employability. Approximately 33% of leavers reported they were enrolled at SMC in order to update their job skills or professional development, and not to earn a certificate, degree, or transfer to a four-year institution. The findings from this study reveal that some CTE students never intend to earn an award or transfer which impacts the CTE completion rate.

The following figure describes the CTE completion rates by student demographic subgroup, including rates by gender, ethnicity/race, and age.

2007-2008 Cohort
42.0%
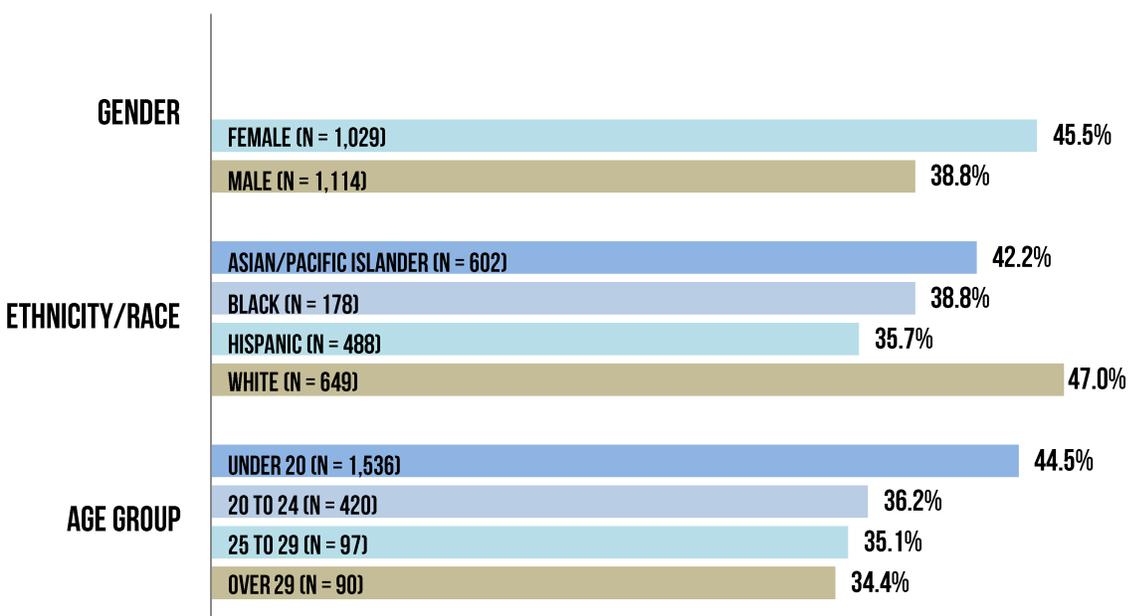
In the performance year (2007-2008 cohort), female CTE students (45.5%) completed a CTE outcome within six years at a higher rate than male CTE students (38.8%).

The disaggregated data reveal that White students in the CTE cohort completed a CTE outcome at the highest rate (47.0%), followed by Asian/Pacific Islanders students (42.2%). Black (38.8%) and

Hispanic (35.7%) students have the lowest CTE completion rates. The disparity of CTE completion rates among the different ethnicity/race groups is over 11% (highest, White: 47.0%; lowest, Hispanic: 35.7%). The total rate includes all ethnicity/race groups, including American Indian/Alaskan Native students and those with unreported ethnicity/race values.

A clear pattern emerges when disaggregating the CTE completion rates by age group: younger students achieve higher rates than older students. Students under the age of 20 had the highest completion rate in the performance year (44.5%).

Institution-Set Standards:

The institution-set standard for Key Indicator 1.12 (CTE Completion Rate) was set at 43.8%. The institution-set standard was calculated by multiplying the average rates (46.1%) over the three baseline years established in the 2013 Institutional Effectiveness Report (2004-2005, 2005-2006, and 2006-2007 cohort years) by 95%. The average calculation excluded the 2003-2004 cohort year due to the impact of the course reductions on the cohort size for 2003-2004. The data for this key indicator shows that the college is performing slightly below the institutional standard of satisfactory performance (43.8%) for the 2014 performance year (42.0%).

Target:

The target for Key Indicator 1.12 (CTE Completion Rate) was set at 47% in the 2012 Institutional Effectiveness Report. The target was initially discussed at a meeting of the Career Technical Education Committee. The members of the committee chose to set a target reflecting an improvement in the metric. The target of 47% was set by improving the rate of the two lowest performing ethnicity/race student groups by 5% for 2005-2006 cohort year. Focusing on improving the rates for the two lowest performing groups is a manageable goal.

For the 2005-2006 cohort year, Black (n = 153) and Hispanic (n = 453) students had the lowest CTE completion rates (36.6% and 37.3%, respectively). If the Black student rate improved by 5% the new Black student rate would be 41.6%. If the Hispanic student rate improved by 5% the new Hispanic student rate would be 42.3%. Improving the rate by 5% for these groups translates into an additional 31 students in the cohort who complete a CTE outcome (8 additional students in the Black student group, and 23 additional students in the Hispanic student group). Having an additional 31 students in 2005-2006 cohort complete a CTE outcome translates into a CTE completion rate of 47% by the 2015-2016 institutional effectiveness year.

The data reveal that the college's performance on this indicator (42.0%) falls below the target range (within 1% of the target of 47% or 46% to 48%).

Through the work of the Basic Skills Initiative/Career Technical Education Collaborative Project, CTE Committee, and CTE departments, several strategies and programs have been developed to address the needs and success of CTE students, including the development of cohort programs such as "Promo Pathways" and contextualized basic skills courses and modules for CTE students. Because this indicator relies on cohort tracking methodology (the most recent cohort data used is for the 2007-2008 cohort), it will take some time for the impact of new strategies and programs to be reflected in the data.

This indicator is the focus of a follow-up study examining the impact of student behaviors on CTE completion rates. An institutional objective in the 2013-2014 Master Plan for Education is dedicated to conducting the study:

> *To conduct a quantitative study examining the external variables impacting the College's performance relative to the Institutional Effectiveness Dashboard, including the identification of variables that can be controlled by the College, in order to deepen institutional understanding of the factors that affect student success and appropriately direct efforts to improve institutional performance.*

The objective was drafted in response to recommendations made by the 2013 Institutional Effectiveness Report and Dashboard, Board of Trustees Goals and Priorities 1, and Program Review Recommendations 1 and 2. The study is currently being conducted by the Office of Institutional Research with an anticipated completion date of May 2014. The findings will be used to inform with informing campus-wide discussions related to CTE completion and will be posted on the Institutional Effectiveness website: www.smc.edu/iedashboard.

1.13 Distance Learning Course Success Rate Gap
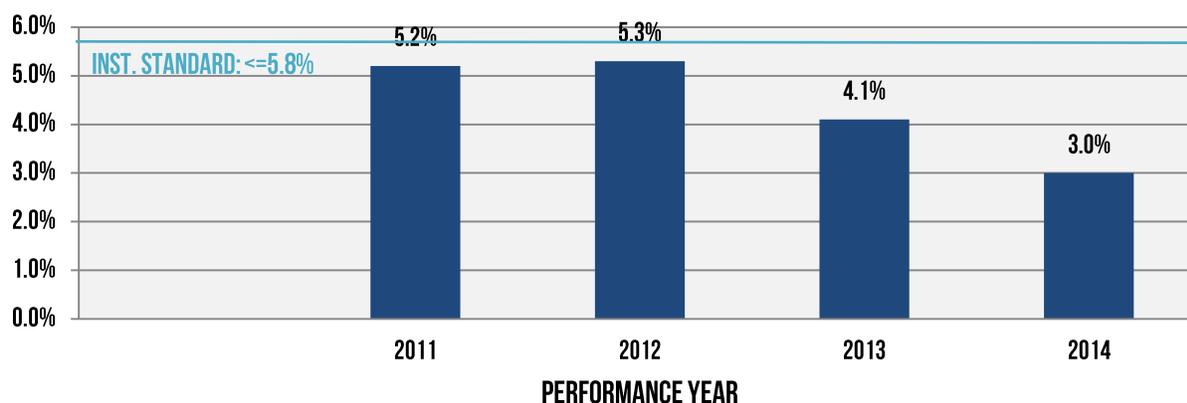
Data Source:

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

Methodology:

Key Indicator 1.13 (Distance Learning Course Success Rate Gap) describes the difference in success rates between distance learning courses and non-distance learning courses.

> Denominator:
>
> Fall and spring credit course enrollments in academic years (fall and spring only) 2009-2010, 2010-2011, 2011-2012, and 2012-2013 with the following earned grades:
> A, B, C, CR (credit), P (pass), D, F, I (incomplete), NC (no credit), NP (no pass), DR (drop), or W (withdrawal)
>
> Numerator (Outcome):
>
> Fall and spring credit course enrollments in academic years (fall and spring only) 2009-2010, 2010-2011, 2011-2012, and 2012-2013 with the following earned grades:
> A, B, C, CR (credit), or P (pass)

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. The indicator was revised from previous versions of institutional effectiveness reports to include only courses offering both distance learning and non-distance learning class sections in the same term.

Data and Analyses:

Table 1.13: Distance Learning Course Success Rate Gap

	2009-2010	2010-2011	2011-2012	2012-2013
DL ENROLLMENTS	15,587	14,781	14,884	14,075
DL SUCCESS	9,896	9,767	10,051	9,546
% DL SUCCESS	63.5%	66.1%	67.5%	67.8%
NON-DL ENROLLMENTS	53,408	51,322	51,632	49,000
NON-DL SUCCESS	36,713	36,659	36,950	34,690
% NON-DL SUCCESS	68.7%	71.4%	71.6%	70.8%
GAP (NON-DL – DL)	5.2%	5.3%	4.1%	3.0%

The four-year average success rate in distance learning classes is about 66%, approximately 5% lower than the success rates in non-distance learning classes (71%) in the same courses. The gap between success in non-distance learning courses and distance learning courses has decreased by 2.2% over the last four years which shows improvement in this indicator. Overall, the data reveal that students enrolled in distance learning classes are performing at lower levels than students enrolled in non-distance learning classes, but the difference in success rates is decreasing.

Institution-Set Standards:

The institution-set standard for Key Indicator 1.13 (Distance Learning Course Success Rate Gap) was set at 5.8% or lower. The institution-set standard was calculated by multiplying the average gap (5.5%) over the four baseline years (2008-2009, 2009-2010, 2010-2011, and 2011-2012) in the 2013 Institutional Effectiveness Report by 105%. The data for this key indicator shows that the college is meeting the institutional standard of satisfactory performance (less than or equal to 5.8%) for the 2014 performance year (3.0%).

1.14 Distance Learning Course Retention Rate Gap
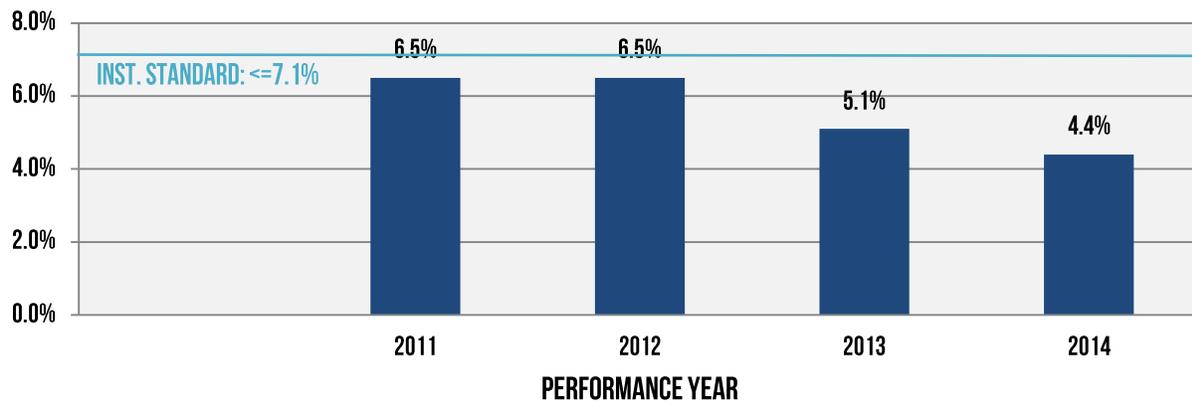
Data Source:

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

Methodology:

Key Indicator 1.14 (Distance Learning Course Retention Rate Gap) describes the difference in course retention rates between distance learning courses and non-distance learning courses.

Denominator:

Fall and spring credit course enrollments in academic years (fall and spring only) 2009-2010, 2010-2011, 2011-2012, and 2012-2013 with the following earned grades:
A, B, C, CR (credit), P (pass), D, F, I (incomplete), NC (no credit), NP (no pass), DR (drop), or W (withdrawal)

Numerator (Outcome):

Fall and spring credit course enrollments in academic years (fall and spring only) 2009-2010, 2010-2011, 2011-2012, and 2012-2013 with the following earned grades:
A, B, C, CR (credit), P (pass), D, F, I (incomplete), NC (no credit), or NP (no pass)

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. The indicator was revised from previous versions of institutional effectiveness reports to include only courses offering both distance learning and non-distance learning class sections in the same term.

Data and Analyses:

Table 1.14: Distance Learning Course Retention Rate Gap

	2009-2010	2010-2011	2011-2012	2012-2013
DL ENROLLMENTS	15,587	14,781	14,884	14,075
DL RETAINED	12,426	11,928	12,333	11,359
% DL RETENTION	79.7%	80.7%	82.9%	80.7%
NON-DL ENROLLMENTS	53,408	51,322	51,632	49,000
NON-DL RETAINED	46,026	44,764	45,419	41,708
% NON-DL RETENTION	86.2%	87.2%	88.0%	85.1%
GAP (NON-DL – DL)	6.5%	6.5%	5.1%	4.4%

The four-year average retention rate in distance learning classes is 81%, approximately 6% lower than the retention rates in non-distance learning classes (87%) in the same courses. The gap between retention rates in non-distance learning courses and distance learning courses has decreased by 2.1% over the last four years which shows improvement in this indicator. Overall, the data reveal that students enrolled in distance learning classes are retained at lower levels than students enrolled in non-distance learning classes, but the difference in retention rates is decreasing.

Institution-Set Standards:

The institution-set standard for Key Indicator 1.14 (Distance Learning Course Retention Rate Gap) was set at 7.1% or lower. The institution-set standard was calculated by multiplying the average gap (6.8%) over the four baseline years (2008-2009, 2009,-2010, 2010-2011, and 2011-2012) in the 2013 Institutional Effectiveness Report by 105%. The data for this key indicator shows that the college is meeting the institutional standard of satisfactory performance (less than or equal to 7.1%) for the 2014 performance year (4.4%).

1.15 SMMUSD High School Graduates to SMC Rate

Data Source:

The data were obtained from the California Department of Education Data Quest.

Methodology:

Key Indicator 1.15 (SMMUSD High School Graduates to SMC Rate) describes the percentage of high school seniors graduating from the Santa Monica-Malibu Unified School District (SMMUSD) who subsequently enrolled at SMC within one year of high school graduation.

Denominator (Cohort):

The cohort included SMMUSD students who met the following criteria:

- Graduated high school in 2008-2009, 2009-2010, 2010-2011, or 2011-2012

Numerator (Outcome):

Students in the cohort who met the following criteria within one year of graduating high school were counted as having enrolled at SMC:

- Enrolled in at least one credit course within one year after graduating high school

The following high schools were included in the analyses: Olympic Continuation High School, Malibu High School, and Santa Monica High School.

This key indicator was revised from "District High School Graduates to SMC Rate" to "SMMUSD High School Graduates to SMC Rate" in the 2013 Institutional Effectiveness Report. Previous institutional effectiveness years relied on data produced by the California Postsecondary Education Commission (CPEC) data mart which included information for private schools in the district area. However, funding for CPEC was discontinued in fall 2011 and while historical data was maintained on the website, no new data was added to the database. The new data source, California Department of Education Data Quest, does not report data on private schools. Therefore, the indicator was revised to include only public schools in the SMMUSD area.

Data and Analyses:

Table 1.15: SMMUSD High School Graduates to SMC Rate

	CLASS OF 2008-09	CLASS OF 2009-10	CLASS OF 2010-11	CLASS OF 2011-12
HIGH SCHOOL GRADS	895	927	916	898
ENROLLED AT SMC	284	279	277	297
% HS GRADS AT SMC	31.7%	30.1%	30.2%	33.1%

Among the last four graduating cohorts, SMC served an average of 31.3% of SMMUSD high school graduates in the year after graduation. The performance year reveals that over 30% of the high school graduating class of 2011-2012 from SMMUSD attended Santa Monica College after high school. Current performance reflects an increase of 2.9% over the previous graduating class (2010-2011).

The rate may be deflated as students are not required to report their high school information on the SMC application and some students leave this question blank.

1.16 Geographic Area HS Graduates to SMC Rate

Data Source:

The data were obtained from the California Department of Education Data Quest.

Methodology:

Key Indicator 1.15 (SMMUSD High School Graduates to SMC Rate) describes the percentage of high school seniors graduating from the geographic area who subsequently enrolled at SMC within one year of high school graduation.

Denominator (Cohort):

The cohort included students who met all of the following criteria:

- Graduated high school in 2008-2009, 2009-2010, 2010-2011, or 2011-2012;
- Graduated from a high school zip code within a 10-mile radius of Santa Monica College's Main Campus zip code 90405; and,
- Graduated from a public or charter school.

Numerator (Outcome):

Students in the cohort who met the following criteria within one year of graduating high school were counted as having enrolled at SMC:

- Enrolled in at least one credit course within one year after graduating high school

Only high schools graduating at least one student each year were included in the analyses. The following 32 public and charter high schools were included in the analyses:

- Alexander Hamilton Senior High
- Animo Leadership High
- Arena High (Continuation)
- Beverly Hills High
- Cheviot Hills Continuation
- City Honors High
- Crenshaw Senior High
- Culver City High
- Culver Park High
- El Segundo High
- Ellington (Duke) High (Continuation)
- Fairfax Senior High
- Foshay Learning Center

- George Washington Preparatory High
- Hawthorne High
- Inglewood High
- Los Angeles Center For Enriched Studies
- Los Angeles Senior High
- Marlton
- Mira Costa High
- Moreno High (Continuation)
- Morningside High
- Olympic High (Continuation)
- Phoenix Continuation
- Santa Monica High
- Susan Miller Dorsey Senior High
- University Senior High
- Venice Senior High
- View Park Continuation
- Westchester Senior High
- Whitman Continuation
- Whitney Young Continuation

The schools identified in the geographic area are not necessarily the schools that are visited by the Santa Monica College Office of Outreach and Recruitment.

The data source for this key indicator was changed. Previous reports relied on data produced by the California Postsecondary Education Commission (CPEC) data mart. However, funding for CPEC was discontinued in fall 2011 and while historical data was maintained on the website, no new data was added to the database. Data from the California Department of Education Data Quest was used to calculate the rates for this key indicator. As a result, the current version of the indicator included a different list of high schools, including schools which were not represented in the CPEC dataset but were available in the California Department of Education Data Quest, than previous years of institutional effectiveness.

Data and Analyses:

Table 1.16: Geographic Area HS Graduates to SMC Rate

	CLASS OF 2008-09	CLASS OF 2009-10	CLASS OF 2010-11	CLASS OF 2011-12
HIGH SCHOOL GRADS	7,962	8,096	8,047	7,631
ENROLLED AT SMC	2,124	1,775	1,613	1,638
% HS GRADS AT SMC	26.7%	21.9%	20.0%	21.5%

Over the last four graduating classes, SMC served an average of 22.5% of high school students who graduated from high schools located 10 miles of the SMC campus in the year after graduation. The 21.5% of the high school graduating class of 2011-2012 from surrounding high schools attended Santa Monica College after high school. Current performance reflects a decrease in rate (5.2%) when compared to the graduating class of 2008-2009.

The rate may be deflated as students are not required to report their high school information on the SMC application and some students leave this question blank.

1.17 Equity Gap - Course Success Rate
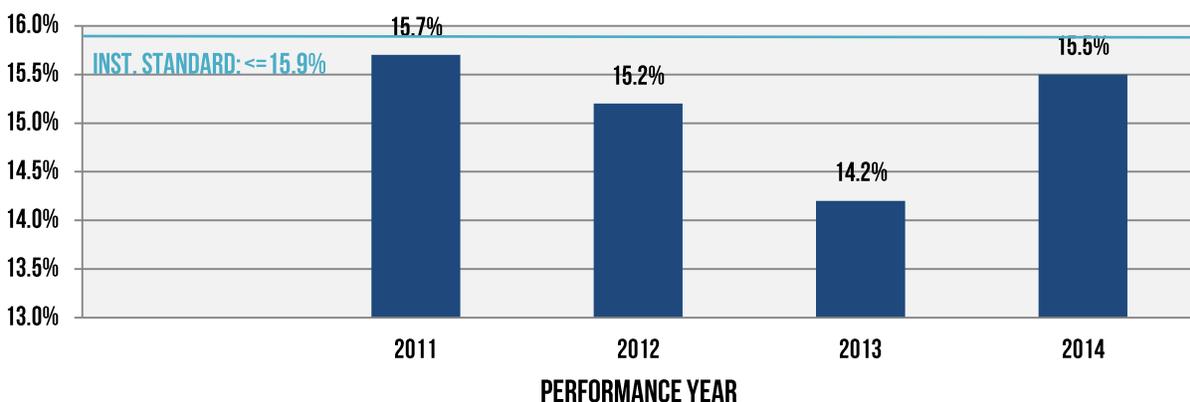
Data Source:

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

Methodology:

Key Indicator 1.17 (Equity Gap - Course Success Rate) describes the difference in average course success rates between the highest and lowest performing groups in terms of ethnicity/race.

Denominator:

Fall and spring credit course enrollments in academic years (fall and spring only) 2009-2010, 2010-2011, 2011-2012, or 2012-2013 with the following earned grades:
A, B, C, CR (credit), P (pass), D, F, I (incomplete), NC (no credit), NP (no pass), DR (drop), or W (withdrawal)

Numerator (Outcome):

Fall and spring credit course enrollments in academic years (fall and spring only) 2009-2010, 2010-2011, 2011-2012, or 2012-2013 with the following earned grades:
A, B, C, CR (credit), or P (pass)

Grades of IP (in progress) and RD (report delayed) were excluded from the analyses.

The lowest performing groups were identified as those performing at least 10% lower than the highest performing group in the performance year. Comparisons by gender and age yielded little-to-no difference in performance between groups; therefore, the indicator focuses 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: Equity Gap – Course Success Rate

|	2009-2010	2010-2011	2011-2012	2012-2013
ASIAN/PACIFIC ISLANDER	70.5%	72.6%	72.6%	72.3%
BLACK	51.6%	55.5%	53.2%	53.4%
HISPANIC	60.1%	61.8%	63.1%	62.2%
WHITE	71.6%	73.0%	74.7%	74.3%
HIGHER-PERFORMING GRP AVG.	71.1%	72.8%	73.7%	73.3%
LOWER-PERFORMING GRP AVG.	55.9%	58.7%	58.2%	57.8%
DIFFERENCE	15.2%	14.2%	15.5%	15.5%

In the performance year, the highest performing student group in terms of course success was the White student group (74.3%). The groups who performed 10% or more below the performance of the highest performing group were the Black and Hispanic student groups (53.4% and 62.2%, respectively). In 2012-2013, Black students increased their performance by 1.8% when compared to their performance in 2009-2010, and increased their performance by 0.2% over the prior year. The course success rates of Hispanic students steadily increased by 2.1% from 60.1% in 2009-2010 to 62.2% in 2012-2013.

The gap in average course success rates between the highest (White and Asian/PI) and lowest (Black and Hispanic) performing groups has remained relatively stable over the last four years.

Institution-Set Standards:

The institution-set standard for Key Indicator 1.17 (Equity Gap – Course Success Rate) was set at 15.9% or below. The institution-set standard was calculated by multiplying the average gap (15.2%) over the four years baseline years (2008-2009, 2009-2010, 2010-2011, and 2011-2012) established in the 2013 Institutional Effectiveness Report by 105%. The data for this key indicator shows that the college is meeting the minimum institutional standard (less than or equal to 15.9%) for the 2014 performance year (15.5%).

1.18 Equity Gap - Progress and Achievement Rate

Data Source:

The data for the 2004-2005 and 2005-2006 cohorts were obtained from the 2012 Accountability Reporting for Community Colleges (ARCC) report.

In 2013, the CCCCO changed the methodology for calculating the Student Progress and Achievement Rate for the Student Success Scorecard (formerly ARCC report). In order to keep the methodology for Key Indicator 1.18 (Equity Gap - Progress and Achievement Rate) stable and consistent, the Office of Institutional used data from both the college's Management Information Systems (MIS) and the California Community College Chancellor's Office (CCCCO) Data-on-Demand website to construct the 2006-2007 and 2007-2008 cohorts, using the methodology of the 2012 ARCC report.

Methodology:

Key Indicator 1.18 (Equity Gap - Progress and Achievement Rate) describes the difference in average progress and achievement rates between the highest and lowest performing groups in terms of ethnicity/race.

Denominator (Cohort):

The cohort included first-time freshmen who met all of the following criteria:

- Enrolled in college for the first time after high school in academic years (summer, fall, winter, and spring) 2004-2005, 2005-2006, 2006-2007, or 2007-2005;
- Enrolled at SMC as their first college;
- Earned in 12 or more credit units within six years; and,

- Attempted a degree-applicable math (MATH 20 or higher), degree-applicable English (ENGL 21A or ENGL 48 or higher), and/or advanced occupational course (CTE course with a SAM priority code of B or A) within six years.

Numerator (Outcome):

Students in the cohort who met the following criteria within six years of entry were counted as having made progress towards or achieved a completion outcome:

- Transferred to a four-year institution (including public, in state private, and out-of-state institutions);
- Earned an Associate Degree or Chancellor's Office approved Certificate of Achievement;
- Achieved "Transfer Directed" status (earned a C or better grade in transfer-level math and English); and/or,
- Achieved "Transfer Prepared" status (successfully completed 60 UC/CSU transferable units with a GPA of 2.0 or higher).

The lowest performing groups were identified as those performing at least 10% lower than the highest performing group in the performance year. The equity gap was calculated by subtracting the difference between the average highest performing group rate and the average lowest performing group rate.

Comparisons by student ethnicity/race yielded larger equity gaps than analyses by gender and age; therefore, the indicator focuses on ethnicity/race.

Data and Analyses:

The following table compares the progress and achievement rates of the four largest student 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: Equity Gap – Progress & Achievement Rate

	2004-05 BY 2009-10	2005-06 BY 2010-11	2006-07 BY 2011-12	2007-2008 BY 2012-2013
ASIAN/PACIFIC ISLANDER	66.8%	70.4%	68.2%	69.1%
BLACK	43.8%	42.3%	43.4%	51.2%
HISPANIC	45.3%	44.7%	45.2%	42.8%
WHITE	68.6%	67.0%	70.6%	71.5%
HIGHER-PERFORMING GROUPS AVG.	67.7%	68.7%	69.4%	70.3%
LOWER-PERFORMING GROUPS AVG.	44.6%	43.5%	44.3%	47.0%

DIFFERENCE	23.2%	25.2%	25.1%	23.3%

In the performance year (2007-2008 cohort), the highest performing groups in terms of the progress and achievement rate were the domestic White (71.5%) and Asian/Pacific Islander (69.1%) students. The lowest performing groups in terms of the progress and achievement rate were the domestic Black (51.2%) and Hispanic (42.8%) students.

On average, in the performance year, the highest performing groups had a progress and achievement rate of 70.3%, a rate higher than the average lowest performing group rate (47.0%) by 23.3%. The equity gap decreased by 1.8% in the performance year over the prior year performance. The data also indicate while performing at lower rates, Black students improved on this indicator by nearly 8% (43.4% to 51.2%) in the performance year when compared with the prior year performance.

Institution-Set Standards:

The institution-set standard for Key Indicator 1.18 (Equity Gap – Progress & Achievement Rate) was set at 25.7% or below. The institution-set standard was calculated by multiplying the average gap (24.5%) of the three baseline years (2004-2005, 2005-2006, and 2006-2007 cohorts) established in the 2013 Institutional Effectiveness Report by 105%. The average calculation excluded the 2003-2004 cohort year due to the impact of the course reductions on the cohort size for 2003-2004. The data for this key indicator shows that the college is meeting the institutional standard of satisfactory performance (less than or equal to 25.7%) for the 2014 performance year (23.3%).

Target:

The target for Key Indicator 1.18 – Equity Gap Progress and Achievement Rate is to reduce the gap in performance between the highest and lowest performing groups each year. The target was established by DPAC and the Student Success Committee in the 2012 Institutional Effectiveness Report.

In the current performance year (2014), the student equity gap was reduced by 1.8% over the prior year. Therefore, the data indicate that the college exceeded the target.

This college's performance on this indicator was the impetus for a qualitative study that was conducted in 2013, the Student Equity Interview Study. The study examined the educational experiences of African American and Latino students; the ultimate purpose of the study was to gather evidence to inform practice aimed at closing the equity gap. A summary of the study findings is provided in the "Follow-up Studies" section of the report. The full report of findings for the study can be accessed on the IE Dashboard website: www.smc.edu/iedashboard.

In accordance with the California State Board of Governors policy on student equity (Title 5, §54220), Santa Monica College recently convened a Student Equity Planning Committee to develop a Student Equity Plan of strategies to address and monitor equity issues and mitigate any disproportionate impact on student success. The committee is currently in the process of examining additional student equity metrics (beyond the metrics in the Institutional Effectiveness Report).

1.19 Equity Gap - Transfer Rate
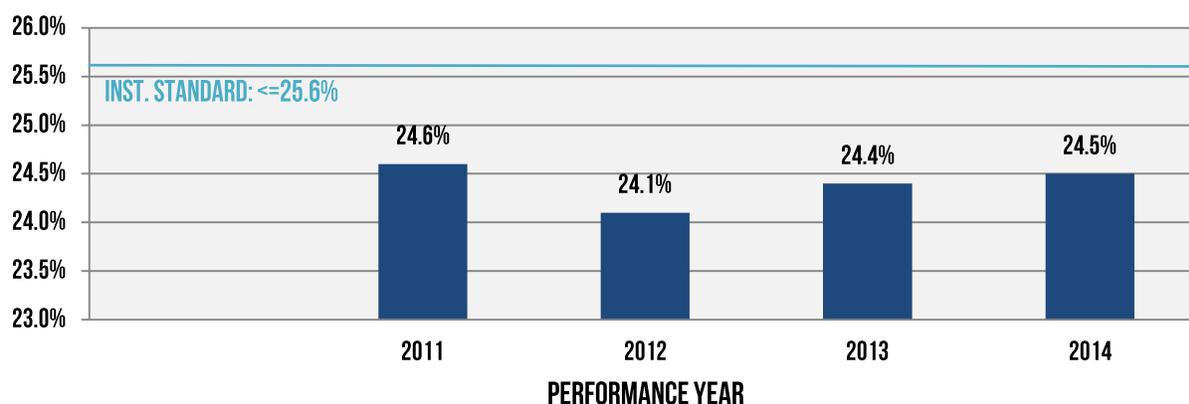
INST. STANDARD: <=25.6%

Performance Year	Rate
2011	24.6%
2012	24.1%
2013	24.4%
2014	24.5%

Data Source:

The data were obtained from the California Community College Chancellor's Office (CCCCO) Data-on-Demand website. Data-on-Demand relies on California State University Analytic Studies and University of California Office of the President 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.

Methodology:

Key Indicator 1.19 (Equity Gap - Transfer Rate) describes the difference in transfer rates between the highest and lowest performing groups in terms of ethnicity/race.

Denominator (Cohort):

The cohort included first-time freshmen who met all of the following criteria:

- Enrolled in college for the first time after high school in academic years 2004-2005, 2005-2006, 2006-2007, or 2007-2008;
- Completed 12 or more credit units at any California Community College (CCC);
- Completed the largest proportion of credit units at SMC (regardless of whether they began their postsecondary education at SMC or another CCC; and,
- Attempted transfer-level math and/or English.

Numerator (Outcome):

Students in the cohort who met the following criteria were counted as having transferred:

- Enrolled at a four-year institution (including public, private, and out-of-state institutions) within six years of entry in the CCC system.

The lowest performing groups were identified as those performing at least 10% lower than the highest performing group in the performance year. The equity gap was calculated by subtracting the difference between the average highest performing group rate and the average lowest performing group rate.

Comparisons by student ethnicity/race yielded larger equity gaps than analyses by gender and age; therefore, the indicator focuses on ethnicity/race.

Data and Analyses:

The following table provides a comparison of performance on the transfer rate indicator between the four largest ethnicity/race groups. Unlike Key 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: Equity Gap – Transfer Rate

	2004-05 BY 2009-10	2005-06 BY 2010-11	2006-2007 BY 2011-12	2007-08 BY 2012-13
ASIAN/PACIFIC ISLANDER	55.9%	56.5%	54.2%	57.6%
BLACK	33.0%	34.2%	33.2%	34.2%
HISPANIC	35.2%	35.7%	30.9%	31.0%
WHITE	61.4%	61.5%	58.6%	56.8%
HIGHER-PERFORMING GROUPS AVG.	58.7%	59.0%	56.4%	57.2%
LOWER-PERFORMING GROUPS AVG.	34.1%	35.0%	32.1%	32.6%
DIFFERENCE	24.6%	24.1%	24.4%	24.5%

In the performance year (2007-2008 cohort), the highest performing groups in terms of transfer were the Asian/Pacific Islander (57.6%) and White (56.8%) students. The lowest performing groups in terms of transfer rates were the Black (34.2%) and Hispanic (31.0%) students.

In the performance year, the higher performing groups outperformed the lower performing groups by 24.5%. The equity gap between the two groups has increased slightly by 0.1% from 24.4% in the previous year to 24.5% in the current year.

Institution-Set Standards:

The institution-set standard for Key Indicator 1.19 (Equity Gap – Transfer Rate) was set at 25.6% or below. The institution-set standard was calculated by multiplying the average gap (24.4%) of the three baseline years (2004-2005, 2005-2006, and 2007-2008 cohorts) established in the 2013 Institutional Effectiveness Report by 105%. The average calculation excluded the 2003-2004 cohort year due to the impact of the course reductions on the cohort size in 2003-2004. The data for this key indicator shows that the college is meeting the institutional standard of satisfactory performance (less than or equal to 25.6%) for the 2014 performance year (24.5%).

Target:

The target for Key Indicator 1.19 (Equity Gap – Transfer Rate) is to reduce the gap in performance between the highest and lowest performing groups every year. The target was established by DPAC and the Student Success Committee in the 2012 Institutional Effectiveness Report.

In the current performance year (2014), the gap between the highest and lowest performing groups increased by 0.1% over the previous year performance, but was still within the target range (within 1% of the previous year's performance of 24.4%). Therefore, data indicate that the college met the target for this indicator.

This college's performance on this indicator was the impetus for a qualitative study that was conducted in 2013, the Student Equity Interview Study. The study examined the educational experiences of African American and Latino students; the ultimate purpose of the study was to gather evidence to inform practices aimed at closing the equity gap. A summary of the study findings is provided in the "Follow-up Studies" section of the report. The full report of findings for the study can be accessed on the IE Dashboard website: www.smc.edu/iedashboard.

In accordance with the California State Board of Governors policy on student equity (Title 5, §54220), Santa Monica College recently convened a Student Equity Planning Committee to develop a Student Equity Plan of strategies to address and monitor equity issues and mitigate any disproportionate impact on student success. The committee is currently in the process of examining additional student equity metrics (beyond those in the Institutional Effectiveness Report).

1.20 Percentage of Students Enrolled in Sustainability Related or Focused Courses

Data Source:

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

Methodology:

Key Indicator 1.20 (Percentage of Students Enrolled in Sustainability Related or Focused Courses) describes the proportion of credit students enrolled in a course designated as either sustainability-related or sustainability-focused in fall term 2011. The data for this indicator was not collected prior to the fall 2011 term.

Definitions for sustainability-focused and sustainability-related courses:
- Sustainability-focused course: a course that has been included as a requirement for the Environmental Science, Environmental Studies, Solar Photovoltaic Installation, Energy Efficiency, and Resource and Recycling Management Associate Degrees and/or Certificates of Achievements AND has a student learning outcome (SLO) mapped to Institutional Learning Outcome (ILO) #4 (Applied knowledge and valuation of the physical world);
- Sustainability-related course: a course that has been included as a requirement for the Environmental Science, Environmental Studies, Solar Photovoltaic Installation, Energy Efficiency, and Resource and Recycling Management Associate Degrees and/or Certificates of Achievements OR has a student learning outcome (SLO) mapped to Institutional Learning Outcome (ILO) #4 (Applied knowledge and valuation of the physical world).

The key indicator was calculated by dividing the number of credit students in a fall term enrolled in at least one sustainability-related or focused course by the number of credit students.

Data and Analyses:

Table 1.20: Percentage of Students Enrolled in Sustainability Related or Focused Courses

	FALL 2010	FALL 2011	FALL 2012	FALL 2013
CREDIT STUDENTS	--	29,977	30,260	30,000
ENROLLED SUSTAINABILITY	--	18,341	19,185	20,079
% ENROLLED SUSTAINABILITY	--	61.2%	63.4%	66.9%

The data reveal that over six in ten fall term students are enrolled in a course designated as sustainability-related or focused.

1.21 Registered Nursing License Exam Pass Rate
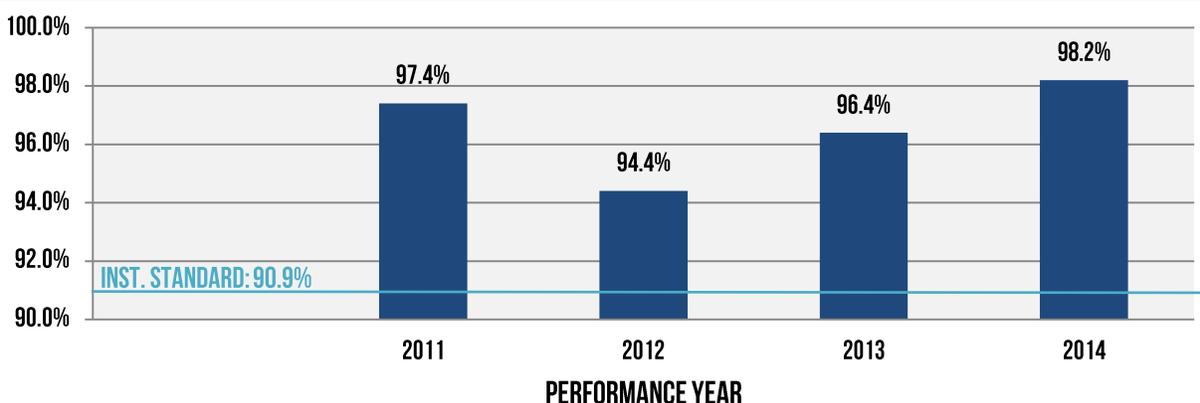
Data Source:

The data were obtained from the California Department of Consumer Affairs Board of Registered Nursing website (www.rn.ca.gov/schools/passrates.shtml).

Methodology:

Key Indicator 1.21 (Registered Nursing License Exam Pass Rate) describes the percentage of graduates of the SMC Registered Nursing (RN) program who pass the National Council Licensure Examination for Registered Nurses (NCLEX) examination on the first attempt.

Denominator (Cohort):

The cohort included graduates who met all of the following criteria:

- Earned an RN Associate Degree at Santa Monica College at any time; and,
- Took the NCLEX for the first time in academic years (July 1 to June 30) 2009-2010, 2010-2011, 2011-2012, or 2012-2013.

Numerator (Outcome):

Students in the cohort who earned a passing score on the NCLEX examination on their first attempt.

Data and Analyses:

Table 1.21: Registered Nursing License Exam Pass Rate

	2009-2010	2010-2011	2011-2012	2012-2013
TAKEN	78	72	55	54
% PASSED	97.4%	94.4%	96.4%	98.2%

On average, SMC graduates of the RN program pass the NCLEX examination at high rates (96.6%). Over nine in ten graduates in the program pass the nursing licensing exam on their first attempt.

Institution-Set Standards:

The institution-set standard for Key Indicator 1.21 (Registered Nursing License Exam Pass Rate) was set at 90.9%. The institution-set standard was calculated by multiplying the average rates (95.7%) of the four baseline years (2008-2009, 2009-2010, 2010-2011, and 2011-2012) established in the 2013 Institutional Effectiveness Report by 95%. The data for this key indicator shows that the college is meeting the institutional standard of satisfactory performance (90.9%) for the 2014 performance year (98.2%).

1.22 Respiratory Therapy License Exam Pass Rate
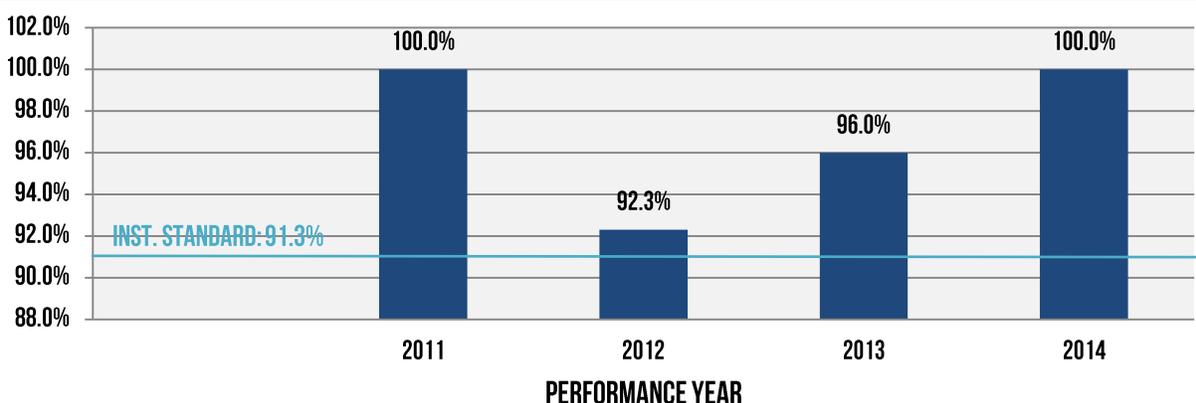
Data Source:

The data were obtained from the Department of Consumer Affairs Respiratory Care Board of California website (http://www.rcb.ca.gov/forms_pubs/prog_passfail_2010-12.pdf). The website only reports data for the three most recent years.

Methodology:

Key Indicator 1.22 (Respiratory Therapy License Exam Pass Rate) describes the percentage of graduates of the Respiratory program who pass the Certified Respiratory Therapist (CRT) examination on the first attempt. The Respiratory Therapy program at SMC is a partnership with East Los Angeles College and offers a unique consortium program that pools resources and faculty from both community colleges.

Denominator (Cohort):

The cohort included graduates who met all of the following criteria:

- Earned a Respiratory Therapy Degree at Santa Monica College/East Los Angeles College at any time; and,
- Took the CRT for the first time in calendar years (January 1 – December 31) 2010, 2011, 2012, or 2013.

Numerator (Outcome):

Students in the cohort who earned a passing score on the CRT examination on their first attempt.

Data and Analyses:

Table 1.22: Respiratory Therapy License Exam Pass Rate

|	2010	2011	2012	2013
TAKEN	36	52	50	27
% PASSED	100.0%	92.3%	96.0%	100.0%

On average, SMC graduates of the respiratory therapy program pass the CRT examination at high rates (97.1%).

Institution-Set Standards:

The institution-set standard for Key Indicator 1.22 (Respiratory Therapy License Exam Pass Rate) was set at 91.3%. The institution-set standard was calculated by multiplying the average rates (96.1%) of the three baseline years (2010, 2011, and 2012) established in the 2013 Institutional Effectiveness Report by 95%. The data for this key indicator shows that the college is meeting the institutional standard of satisfactory performance (91.3%) for the 2014 performance year (100.0%).

1.23 Cosmetology License Exam Pass Rate
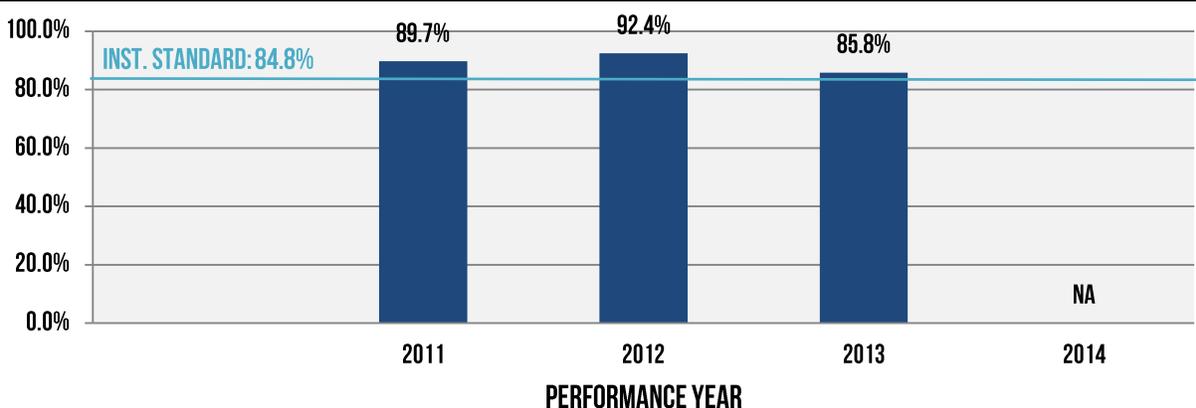
Data Source:

The data were obtained from the California Department of Consumer Affairs Board of Barbering and Cosmetology website (http://www.barbercosmo.ca.gov/schools/schls_rslts.shtml). The website only reports data for the three most recent years.

Methodology:

Key Indicator 1.23 (Cosmetology License Exam Pass Rate) describes the percentage of pass instances on the state Cosmetologist (written and/or practical), Esthetician (written and/or practical), and/or Manicurist (written and/or practical) board examinations.

> Denominator:
>
> The denominator included SMC students who met all of the following criteria:
>
> - Completed the cosmetology program coursework (no formal award is necessary); and,
> - Took one or more of the state cosmetology board examinations in calendar years (January 1 – December 31) 2010, 2011, or 2012.
>
> Students were counted once for each separate test taken in the same calendar year.
>
> Numerator (Outcome):
>
> The total number of passes on the state board examinations in cosmetology taken by students in the denominator.

Data and Analyses:

Table 1.23: Cosmetology License Exam Pass Rate

	2010	2011	2012	2013
TAKEN	194	185	226	NA
PASSED	174	171	194	NA
% PASSED	89.7%	92.4%	85.8%	NA

Data for the 2013 year was not available at the time of the writing of this report.

On average, students who completed their cosmetology coursework passed the state license examinations in cosmetology at high rates (89.3%). However, the indicator experienced the lowest rate in 2012 (85.8%).

The figure below describes the license exam pass rates by test type.

Figure 1.23a: Cosmetology License Exam Pass Rates by Test Type

|	2010	2011	2012
COSM - WRITTEN	77.1%	94.1%	89.6%
COSM - PRAC	91.2%	89.1%	84.3%
ESTH - WRITTEN	84.6%	94.6%	95.2%
ESTH - PRAC	90.9%	92.5%	90.0%
MANI - WRITTEN	100.0%	100.0%	100.0%
MANI - PRAC	100.0%	100.0%	87.5%
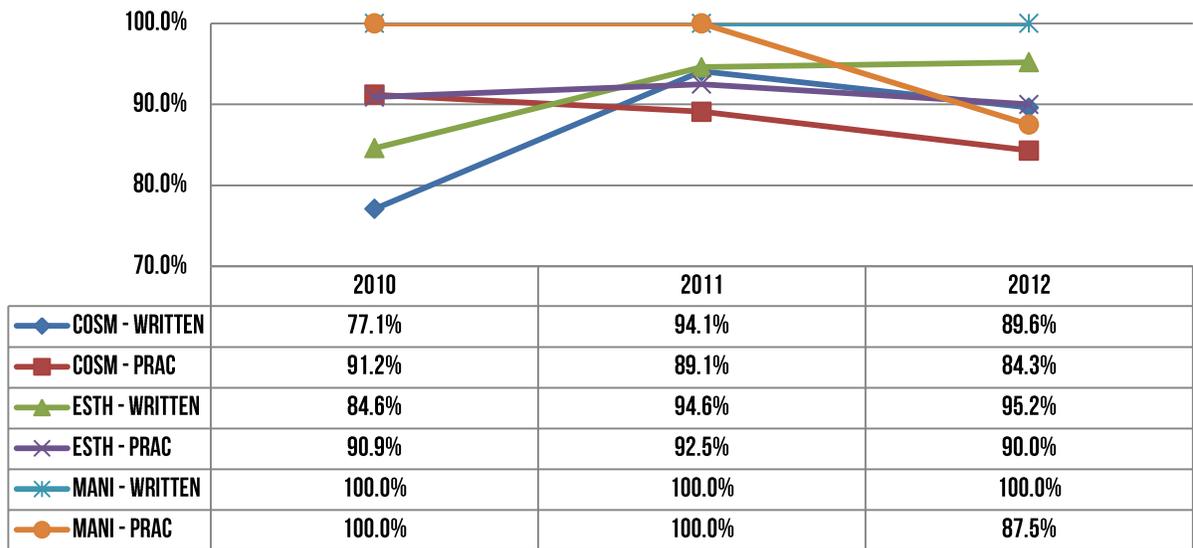
In 2010, SMC students passed the written components of the cosmetology and esthetician (77.1% and 84.6%, respectively) license exams at lower rates than the practical components (91.2% and 90.9%, respectively). However, 2011 and 2012, students passed the written and practical cosmetology and esthetician license exams at more similar rates. Manicuring license exams represent a very small percentage of the overall cosmetology license pass rates.

Institution-Set Standards:

The institution-set standard for Key Indicator 1.23 (Cosmetology License Exam Pass Rate) was set at 84.8%. The institution-set standard was calculated by multiplying the average rates (89.3%) of the three baseline years (2010, 2011, and 2012) established in the 2013 Institutional Effectiveness Report by 95%. Because the 2013 data for this indicator was not available at the time of the report, the extent to which the college met the institution standard was not assessed.

1.24   Personal Attributes ILO #1 Mastery Rate

Bar chart titled with y-axis "90.0%" to "80.0%" and x-axis "PERFORMANCE YEAR":
- 2011: 87.7%
- 2012: 86.8%
- 2013: 86.5%
- 2014: 85.4%
- INST. STANDARD: 82.7%

Data Source:

The data were obtained from the college's Integrated Student Information System (ISIS) Institutional Learning Outcomes (ILO) Portal.

In 2010, the college developed the ISIS ILO Portal which collects and houses student-level student learning outcomes (SLO) data. Because course-level SLOs are mapped to the core competencies of the ILOs, the portal allows the college to systematically collect and analyze ILO data. For more information on the core competencies and ILOs, visit www.smc.edu/iecommittee.

Methodology:

Key Indicator 1.24 (Personal Attributes ILO1 Mastery Rate) describes the percentage of mastery instances on course SLOs mapped to core competencies of the first ILO, Personal Attributes.

> Denominator:
>
> The total assessments in all course SLOs mapped to core competencies of the first ILO, Personal Attributes, in fall terms 2010, 2011, 2012, and 2013.
>
> Numerator (Outcome):
>
> The total number of "mastered" or successful assessments of students in all course SLOs mapped to core competencies of the first ILO, Personal Attributes, in fall terms 2010, 2011, 2012, and 2013.

Cases where courses have more than one SLO mapped to different core competencies of the same ILO were counted only once per student enrolled in each class section.

Data and Analyses:

Table 1.24: Personal Attributes ILO #1 Mastery Rates

	FALL 2010	FALL 2011	FALL 2012	FALL 2013
COURSE SLO ASSESSMENTS	16,751	36,844	51,007	71,486
MASTERED SLO	14,686	31,974	44,113	61,060
% MASTERY RATE	87.7%	86.8%	86.5%	85.4%

The four term average for the mastery rates for the Personal Attributes ILO is 86.6%. The year-over-year decrease observed may be a result of the sharp increase in the number of course SLOs assessed using the ISIS portal. The number of course SLO assessments more than quadrupled over the last four fall terms.

The following table describes the Personal Attributes ILO mastery rates by core competency.

Table 1.24a: Personal Attributes ILO #1 Mastery Rates by Core Competency

		FALL 2010	FALL 2011	FALL 2012	FALL 2013
CORE COMPETENCY #1: SELF-DISCIPLINE	ASSESSMENTS	14,681	33,153	45,763	57,059
	MASTERED SLO	12,889	28,653	39,520	48,883
	% MASTERY RATE	87.8%	86.4%	86.4%	85.7%
CORE COMPETENCY #2: ACADEMIC HONESTY	ASSESSMENTS	13,555	27,548	39,836	52,138
	MASTERED SLO	11,930	23,715	34,212	44,790
	% MASTERY RATE	88.0%	86.1%	85.9%	85.9%
CORE COMPETENCY #3: TEAMWORK & INTERPERSONAL SKILLS	ASSESSMENTS	12,303	23,317	29,505	38,797
	MASTERED SLO	11,025	20,648	25,903	33,937
	% MASTERY RATE	89.6%	88.6%	87.8%	87.5%
CORE COMPETENCY #4: SELF-CONFIDENCE	ASSESSMENTS	164	2,985	11,431	92,217
	MASTERED SLO	159	2,418	10,151	78,621
	% MASTERY RATE	97.0%	81.0%	88.8%	85.3%

The data show a decreasing trend in core competency mastery performance for all four core competencies of the ILO. Again, the decrease in the mastery rates for the core competencies may be related to the increase of course SLOs assessed using the ISIS portal.

Institution-Set Standards:

The institution-set standard for Key Indicator 1.24 (Personal Attributes ILO Mastery Rate) was set at 82.7%. The institution-set standard was calculated by multiplying the average rates (87%) of the three baseline years (fall terms 2010, 2011, and 2012) by 95%. The data for this key indicator shows that the college is meeting the institutional standard of satisfactory performance (82.7%) for the 2014 performance year (85.4%).

1.25 Analytic and Comm. Skills ILO #2 Mastery Rate

Data Source:

The data were obtained from the college's Integrated Student Information System (ISIS) Institutional Learning Outcomes (ILO) Portal.

In 2010, the college developed the ISIS ILO Portal which collects and houses student-level student learning outcomes (SLO) data. Because course-level SLOs are mapped to the core competencies of the ILOs, the portal allows the college to systematically collect and analyze ILO data. For more information on the core competencies and ILOs, visit www.smc.edu/iecommittee.

Methodology:

Key Indicator 1.25 (Analytic and Comm. Skills ILO 2 Mastery Rate) describes the percentage of mastery instances on course SLOs mapped to core competencies of the second ILO, Analytic and Communication Skills.

Denominator:

The total assessments in all course SLOs mapped to core competencies of the second ILO, Analytic and Communication Skills, in fall terms 2010, 2011, 2012, and 2013.

Numerator (Outcome):

The total number of "mastered" or successful assessments of students in all course SLOs mapped to core competencies of the second ILO, Analytic and Communication Skills, in fall terms 2010, 2011, 2012, and 2013.

Cases where courses have more than one SLO mapped to different core competencies of the same ILO were counted only once per student enrolled in each class section.

Data and Analyses:

Table 1.25: Analytic and Communication Skills ILO #2 Mastery Rates

	FALL 2010	FALL 2011	FALL 2012	FALL 2013
COURSE SLO ASSESSMENTS	25,731	59,549	84,806	110,951
MASTERED SLO	21,931	51,005	71,886	92,467
% MASTERY RATE	85.2%	85.7%	84.8%	83.3%

Over the last four fall terms, the Analytic and Communication Skills ILO success rates was 84.8%. The three-year decrease starting in fall of 2011 may be a result of the sharp increase in the numbers of course SLOs assessed using the ISIS portal. The number of course SLO assessments more than quadrupled over the last four fall terms.

The following table describes the Analytic and Communication Skills ILO mastery rates by core competency.

Table 1.25a: Analytic and Communication Skills ILO #2 Mastery Rates by Core Competency

		FALL 2010	FALL 2011	FALL 2012	FALL 2013
CORE COMPETENCY #5: CONTENT KNOWLEDGE	ASSESSMENTS	23,512	52,699	74,022	44,639
	MASTERED SLO	19,965	44,824	63,025	38,584
	% MASTERY RATE	84.9%	85.1%	85.1%	86.4%
CORE COMPETENCY #6: INFORMATION LITERACY	ASSESSMENTS	9,432	22,135	31,237	45,379
	MASTERED SLO	8,426	19,455	26,908	38,470
	% MASTERY RATE	89.3%	87.9%	86.1%	84.8%
CORE COMPETENCY #7: SKILLS (LABS, CTE, ETC.)	ASSESSMENTS	10,375	23,917	33,886	30,642
	MASTERED SLO	9,130	20,424	28,996	26,683
	% MASTERY RATE	88.0%	85.4%	85.6%	87.1%
CORE COMPETENCY #8: TECHNOLOGY LITERACY	ASSESSMENTS	6,552	15,270	19,481	26,020
	MASTERED SLO	6,009	13,452	16,988	23,191
	% MASTERY RATE	91.7%	88.1%	87.2%	89.1%
CORE COMPETENCY #9: AESTHETIC ENGAGEMENT	ASSESSMENTS	5,625	8,966	12,553	35,216
	MASTERED SLO	5,246	8,115	11,172	28,890
	% MASTERY RATE	93.3%	90.5%	89.0%	82.0%
CORE COMPETENCY #10: QUANTITATIVE REASONING	ASSESSMENTS	6,992	15,653	19,284	84,703
	MASTERED SLO	6,046	13,596	16,585	69,971
	% MASTERY RATE	86.5%	86.9%	86.0%	82.6%
CORE COMPETENCY #11: CRITICAL THINKING	ASSESSMENTS	22,048	47,844	65,311	82,982
	MASTERED SLO	18,729	40,774	55,205	69,932
	% MASTERY RATE	84.9%	85.2%	84.5%	84.3%
CORE COMPETENCY #12: ORAL AND WRITTEN COMMUNICATION SKILLS	ASSESSMENTS	21,310	45,818	64,504	43,214
	MASTERED SLO	18,466	39,330	55,090	36,989
	% MASTERY RATE	86.7%	85.8%	85.4%	85.6%

Overall, the Aesthetic Engagement and Quantitative Reasoning core competencies had the lowest mastery rates in Fall 213 (82.0% and 82.6%, respectively) when compared with the other core competencies in the ILO. However, the data show that a large majority of students are mastering the course SLOs of all core competencies of the Analytic and Communication Skills ILO.

The data show a sharp increase in the number of course SLOs assessed in the second ILO. The decrease in mastery rates for some of the core competencies may be attributed to the increase on course SLOs assessed using the ISIS portal over the last four fall terms.

Institution-Set Standards:

The institution-set standard for Key Indicator 1.25 (Analytic and Communication Skills ILO Mastery Rate) was set at 81.0%. The institution-set standard was calculated by multiplying the average rates (85.2%) of the three baseline years (fall terms 2010, 2011, and 2012) by 95%. The data for this key indicator shows that the college is meeting the institutional standard of satisfactory performance (81.0%) for the 2014 performance year (83.3%).

1.26 Applied Social Know. and Val ILO #3 Mastery Rate
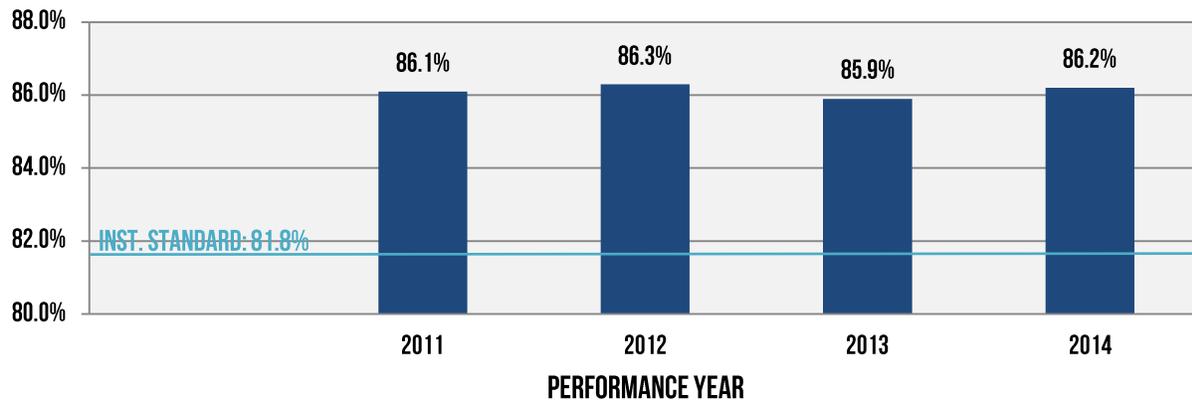
Data Source:

The data were obtained from the college's Integrated Student Information System (ISIS) Institutional Learning Outcomes (ILO) Portal.

In 2010, the college developed the ISIS ILO Portal which collects and houses student-level student learning outcomes (SLO) data. Because course-level SLOs are mapped to the core competencies of the ILOs, the portal allows the college to systematically collect and analyze ILO data. For more information on the core competencies and ILOs, visit www.smc.edu/iecommittee.

Methodology:

Key Indicator 1.26 (Applied Social Know. and Val. ILO 3 Mastery Rate) describes the percentage of mastery instances on course SLOs mapped to core competencies of the third ILO, Applied Social Knowledge and Values.

Denominator:

The total assessments in all course SLOs mapped to core competencies of the third ILO, Applied Social Knowledge and Values, in fall terms 2010, 2011, 2012, and 2013.

Numerator (Outcome):

The total number of "mastered" or successful assessments of students in all course SLOs mapped to core competencies of the third ILO, Applied Social Knowledge and Values, in fall terms 2010, 2011, 2012, and 2013.

Cases where courses have more than one SLO mapped to different core competencies of the same ILO were counted only once per student enrolled in each class section.

Data and Analyses:

Table 1.26: Applied Social Knowledge and Values ILO #3 Mastery Rates

	FALL 2010	FALL 2011	FALL 2012	FALL 2013
COURSE SLO ASSESSMENTS	11,852	28,038	43,831	51,776
MASTERED SLO	10,206	24,208	37,640	44,655
% MASTERY RATE	86.1%	86.3%	85.9%	86.2%

The Applied Social Knowledge and Values ILO mastery rate has hovered around 86% over the last four fall terms. The number of course SLOs mapped to core competencies of this ILO has more than quadrupled over the last four fall terms.

The following table describes the Applied Social Knowledge and Values ILO mastery rates by core competency.

Table 1.26a: Applied Social Knowledge & Values ILO #3 Mastery Rates by Core Competency

		FALL 2010	FALL 2011	FALL 2012	FALL 2013
CORE COMPETENCY #13: COMPARATIVE/GLOBAL PERSPECTIVE	ASSESSMENTS	11,439	24,376	37,647	44,903
	MASTERED SLO	9,865	20,938	32,141	38,515
	% MASTERY RATE	86.2%	85.9%	85.4%	85.6%
CORE COMPETENCY #14: CONTEMPORARY SIGNIFICANCE	ASSESSMENTS	10,228	24,639	36,606	5,190
	MASTERED SLO	8,908	21,212	31,356	4,609
	% MASTERY RATE	87.1%	86.1%	85.7%	88.8%
CORE COMPETENCY #15: SERVICE LEARNING (COMMUNITY ENGAGEMENT)	ASSESSMENTS	2,310	2,469	2,257	9,088
	MASTERED SLO	2,170	2,334	2,094	7,435
	% MASTERY RATE	93.9%	94.5%	92.8%	81.8%

The data show the SLO mastery rates in courses mapped to the core competency related to service learning was the lowest (81.8%) when compared with the other core competencies in this ILO. However, it should be noted that a large majority of students are mastering the course SLOs of all core competencies of the Applied Social Knowledge and Values ILO.

The data show a sharp increase in the number of course SLOs assessed in the third ILO. The decrease in mastery rates for some of the core competencies may be attributed to the increase on course SLOs assessed using the ISIS portal over the last four fall terms.

Institution-Set Standards:

The institution-set standard for Key Indicator 1.25 (Analytic and Communication Skills ILO Mastery Rate) was set at 81.8%. The institution-set standard was calculated by multiplying the average rates (86.1%) of the three baseline years (fall terms 2010, 2011, and 2012) by 95%. The data for this key indicator show that the college is meeting the institutional standard of satisfactory performance (81.8%) for the 2014 performance year (86.2%).

1.27 Applied Know. Val. of the Phys. World ILO #4 Mastery Rate
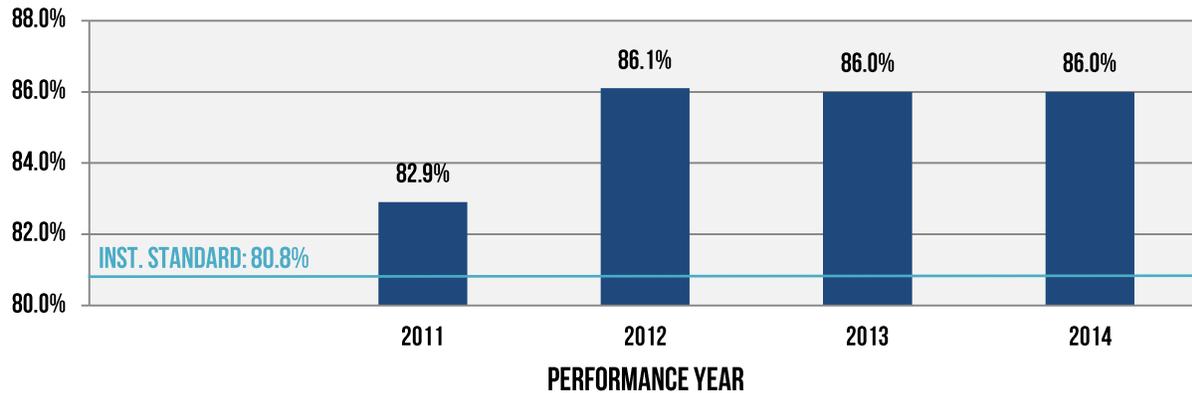
Data Source:

The data were obtained from the college's Integrated Student Information System (ISIS) Institutional Learning Outcomes (ILO) Portal.

In 2010, the college developed the ISIS ILO Portal which collects and houses student-level student learning outcomes (SLO) data. Because course-level SLOs are mapped to the core competencies of the ILOs, the portal allows the college to systematically collect and analyze ILO data. For more information on the core competencies and ILOs, visit www.smc.edu/iecommittee.

Methodology:

Key Indicator 1.27 (Applied Know. and Val. of the Phys. World ILO 4 Mastery Rate) describes the percentage of mastery instances on course SLOs mapped to core competencies of the fourth ILO, Applied Knowledge and Valuation of the Physical World.

Denominator:

The total assessments in all course SLOs mapped to core competencies of the fourth ILO, Applied Knowledge and Valuation of the Physical World, in fall terms 2010, 2011, 2012, and 2013.

Numerator (Outcome):

The total number of "mastered" or successful assessments of students in all course SLOs mapped to core competencies of the fourth ILO, Applied Knowledge and Valuation of the Physical World, in fall terms 2010, 2011, 2012, and 2013.

Cases where courses have more than one SLO mapped to different core competencies of the same ILO were counted only once per student enrolled in each class section.

Data and Analyses:

Table 1.27: Applied Knowledge & Valuation of the Physical World ILO #4 Mastery Rates

	FALL 2010	FALL 2011	FALL 2012	FALL 2013
COURSE SLO ASSESSMENTS	6,318	14,617	24,429	26,996
MASTERED SLO	5,237	12,589	21,021	23,207
% MASTERY RATE	82.9%	86.1%	86.0%	86.0%

On average, the Applied Knowledge and Valuation of the Physical World ILO mastery rate is 85.3%. The mastery rate increased by 3.1% over the last four fall terms. The numbers of course SLOs assessed that were mapped to this ILO nearly quadrupled over the last four fall terms.

The following table describes the Applied Knowledge and Valuation of the Physical World ILO mastery rates by core competency.

Table 1.27a: Applied Know. & Val. of the Phys. World ILO #4 Mastery Rates by Core Competency

		FALL 2010	FALL 2011	FALL 2012	FALL 2013
CORE COMPETENCY #16: SCIENTIFIC UNDERSTANDING OF EARTH	ASSESSMENTS	3,757	4,734	6,468	17,518
	MASTERED SLO	3,074	4,053	5,303	15,206
	% MASTERY RATE	81.8%	85.6%	82.0%	86.8%
CORE COMPETENCY #17: HUMAN IMPACT	ASSESSMENTS	4,085	9,229	16,116	2,883
	MASTERED SLO	3,450	8,076	14,024	2,491
	% MASTERY RATE	84.5%	87.5%	87.0%	86.4%
CORE COMPETENCY #18: SERVICE LEARNING (TO ENVIRONMENT)	ASSESSMENTS	872	848	786	15,189
	MASTERED SLO	836	829	712	13,091
	% MASTERY RATE	95.9%	97.8%	90.6%	86.2%
CORE COMPETENCY #19: ENVIRONMENTAL ATTITUDES, VALUES, AND CHALLENGES	ASSESSMENTS	3,441	7,699	12,391	6,267
	MASTERED SLO	2,938	6,643	10,669	5,398
	% MASTERY RATE	85.4%	86.3%	86.1%	86.1%
CORE COMPETENCY #20: OPTIMIZES THE USE OF RESOURCES	ASSESSMENTS	87	1,145	2,625	30,557
	MASTERED SLO	87	1,157	2,259	26,182
	% MASTERY RATE	100.0%	80.1%	86.1%	85.7%

Mastery rates in the core competency, "Service learning", experienced a decline in the performance year (Fall 2013) when compared with previous years. Mastery rates for other core competencies of

the fourth ILO, with the exception of the core competence "Optimizes the Use of Resources", has remained relatively stable. The data show an increase in the number of course SLOs assessed for all but one core competency (Human Impact). Course SLOs are reviewed by departments annually as a part of the program review process. As a result of the review process, some course SLO statements may be changed or course SLOs may be mapped to different core competencies.

Institution-Set Standards:

The institution-set standard for Key Indicator 1.27 (Applied Knowledge and Valuation of the Physical World ILO Mastery Rate) was set at 80.8%. The institution-set standard was calculated by multiplying the average rates (85%) of the three baseline years (fall terms 2010, 2011, and 2012) by 95%. The data for this key indicator shows that the college is meeting the institutional standard of satisfactory performance (80.8%) for the 2014 performance year (86.0%).

1.28 Authentic Engagement ILO #5 Mastery Rate

Data Source:

The data were obtained from the college's Integrated Student Information System (ISIS) Institutional Learning Outcomes (ILO) Portal.

In 2010, the college developed the ISIS ILO Portal which collects and houses student-level student learning outcomes (SLO) data. Because course-level SLOs are mapped to the core competencies of the ILOs, the portal allows the college to systematically collect and analyze ILO data. For more information on the core competencies and ILOs, visit www.smc.edu/iecommittee.

Methodology:

Key Indicator 1.28 (Authentic Engagement ILO 5 Mastery Rate) describes the percentage of mastery instances on course SLOs mapped to core competencies of the fifth ILO, Authentic Engagement.

> Denominator:
>
> The total assessments in all course SLOs mapped to core competencies of the fifth ILO, Authentic Engagement, in fall term 2013.

> Numerator (Outcome):
>
> The total number of "mastered" or successful assessments of students in all course SLOs mapped to core competencies of the fifth ILO, Authentic Engagement, in fall term 2013.

Cases where courses have more than one SLO mapped to different core competencies of the same ILO were counted only once per student enrolled in each class section.

In May 2013, the Academic Senate approved the Institutional Effectiveness Committee's recommendation that the College adopt a fifth ILO, Authentic Engagement. Both the committee and the senate were persuaded that this new ILO encompasses a component of student learning and engagement that none of the other ILOs address. Both research and practical experience among educators indicates that students who exhibit authentic engagement in their education are more likely to succeed in school and in life.

Data and Analyses:

Table 1.28: Authentic Engagement ILO #5 Mastery Rates

	FALL 2010	FALL 2011	FALL 2012	FALL 2013
COURSE SLO ASSESSMENTS	NA	NA	NA	12,570
MASTERED SLO	NA	NA	NA	11,150
% MASTERY RATE	NA	NA	NA	88.7%

Approximately 89% of course SLOs of the fifth ILO were assessed as being "mastered". In Fall 2013, over 12,000 course SLOs were mapped to core competencies of the Authentic Engagement ILO.

The following table describes the Authentic Engagement ILO mastery rates by core competency.

Table 1.28a: Authentic Engagement ILO#5 Mastery Rates by Core Competency

		FALL 2010	FALL 2011	FALL 2012	FALL 2013
CORE COMPETENCY #21: INTEREST	ASSESSMENTS	NA	NA	NA	9,865
	MASTERED SLO	NA	NA	NA	8,572
	% MASTERY RATE	NA	NA	NA	86.9%
CORE COMPETENCY #22: VALUE ACADEMIC TASK	ASSESSMENTS	NA	NA	NA	9,810
	MASTERED SLO	NA	NA	NA	8,723
	% MASTERY RATE	NA	NA	NA	88.9%
CORE COMPETENCY #23: SELF-EFFICACY	ASSESSMENTS	NA	NA	NA	9,389
	MASTERED SLO	NA	NA	NA	8,338
	% MASTERY RATE	NA	NA	NA	88.8%

The mastery rates for the three core competencies of the fifth ILO are high; more than eight in ten students master the course SLOs mapped to these core competencies.

A fourth core competency for ILO 5, Professional Relevance, was adopted by the College in Spring 2014. Data for the Professional Relevance core competency will be collected for future terms.

An institutioal standard for Key Indicator 1.28 (Authentic Engagement ILO 5 Mastery Rate) was not set for the current institutional effectiveness report. A standard will be set for future reports when more data has been collected.

1.29 Semesters to Associate Degree Completion

Data Source:

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

Methodology:

Key Indicator 1.29 (Semesters to Associate Degree Completion) describes the average number of semesters (fall and spring) taken by students to earn an Associate Degree at SMC.

Semesters to degree was calculated by counting the number of semesters between the first semester enrolled by associate degree recipients at SMC and the semester in which the associate degree was awarded. The first and award semesters were included in the count. To account for students who transfer credits from other institutions, the analyses only included students who began and completed all of their coursework at SMC.

Students who began their coursework at SMC during summer intersessions were identified as having started in the subsequent fall semester and students who began their coursework at SMC during winter intersessions were identified as having started in the subsequent spring semester. Associate degrees awarded in the summer intersessions were counted as being awarded in the subsequent fall semesters and degrees awarded in the winter intersessions were counted as being awarded in the subsequent spring semesters. For example, a student who earned an associate degree within one year of initial enrollment was assigned a "semesters to associate degree" value of two terms.

Semesters to degree was calculated for students who earned an Associate Degree in academic years 2009-2010, 2010-2011, 2011-2012, and 2012-2013.

Data and Analyses:

Table 1.29: Semesters to Associate Degree Completion

	2009-2010	2010-2011	2011-2012	2012-2013
# STUDENTS	797	698	735	743
AVERAGE SEMESTERS TO DEGREE	7.34	7.79	7.78	8.16

The average numbers of semesters to associate degree completion has increased over the last four academic years. Students who earned an Associate Degree in the performance year (2012-2013) took an average of 8.16 semesters, or over 4 years, to complete the award, nearly 1 semester longer than students who completed the degree in 2009-2010.

Figure 1.29a describes the average terms to degree completion by students' unit load. Students who enrolled in 12 or more units each term were identified as being "exclusively full-time". Students who enrolled in fewer than 12 units each term were identified as being "exclusively part-time". Students, who changed their enrollment from full to part time or vice versa, were identified as having "mixed enrollment" status.

The mixed enrollment students make up the largest proportion of students who earned degrees (72.3%), followed by students who are enrolled exclusively full-time (25.7%) and exclusively part-time (2.0%).

Figure 1.29a: Semesters to Associate Degree Completion by Student Enrollment Status
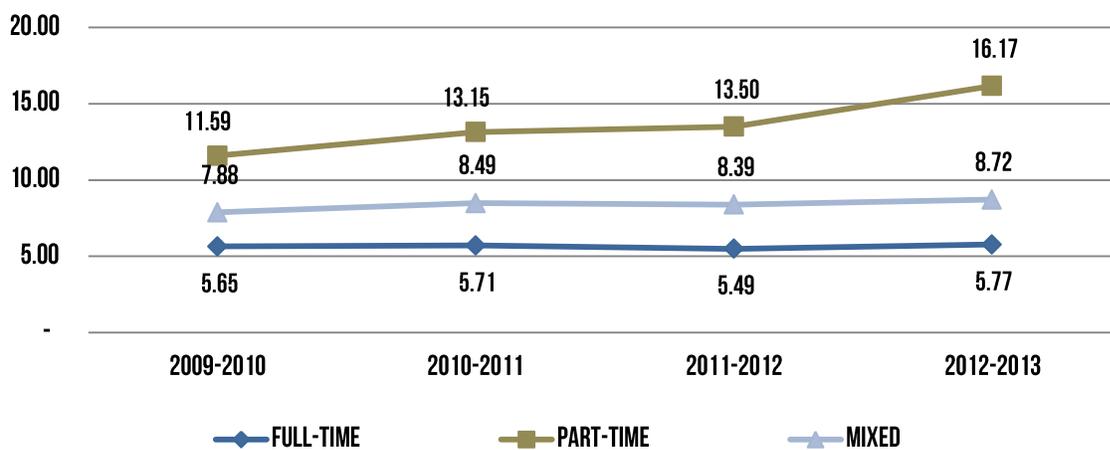
As expected, students who were enrolled exclusively full-time took less time (average 5.65 semesters) to complete the degree than mixed enrollment (average 7.76 terms) and exclusively part-time (average 13.10 semesters) students. Among the exclusively full-time students, the average numbers of semesters to degree completion has remained relatively stable (within 0.28 terms). However, for both

the mixed enrollment and part-time students, the average numbers of semesters to degree completion has increased over the last four years.

An institutional standard for Key Indicator 1.29 (Semesters to Degree Completion) was not set for the current institutional effectiveness report. An appropriate standard will be set for future reports after the indicators have been examined in depth.

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. There are five (5) key 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 Student-Counseling Ratio

2.5 Percentage of Students on Probation/Disqualification

The methodology for indicators 2.1, 2.2, and 2.4 were revised to better align with the metrics reported in the Student Success Scorecard and Student Success and Support Programs (SSSP) plan.

Key Indicator 2.5 was added to the Dashboard in the current year (2014 report) and measures the percentage of the student population who are on progress or academic probation or disqualification by the end of the term reported. This indicator was added based on the recommendations of the SSSP to monitor this specific population of students.

Five indicators from previous reports assessing the CCSSE benchmarks were eliminated based on a recommendation by DPAC. The indicators were judged to be difficult to interpret as the CCSSE data are collected irregularly.

Future Key Indicators

Other measures were identified as potential key 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 key indicators include:

- Percentage of First-time Freshmen Who Completed an Educational Plan: This indicator measures the percentage of credit first-time freshmen with a credential goal (certificate, degree, or transfer) who completed an educational plan within a year of starting courses at SMC.

- Percentage of Students on Probation or Disqualification Receiving Follow-up Services. This indicator measures the percentage of students on academic or progress probation or disqualification who received support or intervention services in a reported term.

- Percentage of Students Involved with in Campus Clubs: This indicator measures the percentage of students who participate in Associated Students and/or campus clubs.

Previous versions of the institutional effectiveness report identified two potential indicators, Percentage of Students Utilizing Tutoring Services and Percentage of Students Participating in Supplemental Instruction, for future reports. After careful evaluation, the Institutional Effectiveness Committee recommended eliminating these two metrics as future indicators for the Supportive Learning Dashboard. The tutoring data was deemed to be incomplete as there is no consistency in how data is reported between the different tutoring centers. In addition, the Supplemental Instruction indicator was considered to be programmatic and not institutional; therefore, the indicator is not appropriate for the Institutional Effectiveness Dashboard.

Key Indicators 2.1 (First-time Freshmen Orientation Rate), 2.2 (First-time Freshmen Assessment Rate), 2.4 (Student-Counseling Ratio), and the future key indicators on educational plans and probationary students are directly related to the components of the California Community College Student Success and Support Programs (SSSP) plans. For more information on the SSSP, please visit: http://www.studentsuccessplan.org/.

2.1 First-time Freshmen Orientation Rate

Data Source:

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

Methodology:

Key Indicator 2.1 (First-time Freshmen Orientation Rate) describes the percentage of first-time freshmen who complete the online orientation by the end of their initial term.

> Denominator (Cohort):
>
> The cohort included SMC students who met all of the following criteria:
>
> - First-time freshmen in fall terms 2009, 2010, 2011, or 2012,;
> - Enrolled in at least one credit course in the initial term; and,
> - Was not exempted from initial orientation services.
>
> Numerator (Outcome):
>
> The students in the cohort who completed the online orientation by the end of their first year, including students who completed the orientation before enrolling in the first term, were counted as having "oriented".

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 a priority enrollment 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).

This data source for this key indicator was changed in the 2013 Institutional Effectiveness Report. Prior years of institutional effectiveness relied on data from the college's student information system, Integrated School Information System (ISIS), a transactional system containing "live" data that can change from day-to-day. The revised indicator uses the college's MIS Student Matriculation data, the official and final data reported to the Chancellor's Office.

The methodology for this key indicator was revised for the current report to better align with the metrics used for the Student Success and Support Plan (SSSP) currently being developed. The revised indicator excludes students who were exempted from orientation services from the denominator and extends the outcome timeline from one term to one year. The "reports a credential goal" criteria was eliminated from the cohort to account for students who may have an uninformed educational goal. The SSSP plan is required of all California Community Colleges and documents how SSSP services

are provided to credit students and plans to increase student access and success. For more information about the SSSP, please visit: http://www.studentsuccessplan.org/.

Data and Analyses:

Table 2.1: First-time Freshmen Orientation Rate

	FALL 2009	FALL 2010	FALL 2011	FALL 2012
COHORT	6,844	6,389	6,113	5,827
ORIENTED	6,844	6,389	6,113	5,827
% ORIENTED	100.0%	100.0%	100.0%	100.0%

The data indicate that 100% of all first-time freshmen who were not exempted from orientation services completed the orientation by the end of their first year.

2.2 First-time Freshmen Assessment Rate

Data Source:

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

Methodology:

Key Indicator 2.2 (First-time Freshmen Assessment Rate) describes the percentage of first-time freshmen who complete the assessment processes by the end of their first year.

Denominator (Cohort):

The cohort included SMC students who met all of the following criteria:

- First-time freshmen in fall terms 2009, 2010, 2011, or 2012;
- Enrolled in at least one credit course in the initial term; and,
- Was not exempted from initial assessment testing services.

Numerator (Outcome):

The students in the cohort who met the following criteria were counted as having "assessed":

- Completed the assessment (including SMC placement, challenge exam, prior completion of coursework, advanced placement exam, or other college's placement); and,
- Completed assessment by the end of the subsequent spring term (within one year).

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 plan to enroll in an English, ESL, or math course requiring a specific prerequisite in the subject. Students who completed the assessment prior to enrolling at the college were counted as having been assessed.

The methodology for this key indicator was revised for the current report to better align with the metrics used for the Student Success and Support Plan (SSSP) currently being developed. The revised indicator excludes students who were exempted from orientation services from the denominator. The SSSP plan is required of all California Community Colleges and documents how SSSP services are provided to credit students and plans to increase student access and success. For more information about the SSSP, please visit: http://www.studentsuccessplan.org/.

Data and Analyses:

Table 2.2: First-time Freshmen Assessment Rate

	FALL 2009	FALL 2010	FALL 2011	FALL 2012
COHORT	6,834	6,386	6,112	5,822
ASSESSED	6,834	6,386	6,112	5,822
% ASSESSED	100.0%	100.0%	100.0%	100.0%

The data indicate that 100% of all first-time freshmen who were not exempted from assessment testing services received placement services by the end of their first year.

2.3 Percentage of Students Receiving Financial Aid

Data Source:

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

Methodology:

Key Indicator 2.3 (Percentage of Students Receiving Financial Aid) describes the percentage of credit students who receive financial aid.

The rate was calculated by

Denominator (Cohort):

The cohort included SMC students who enrolled in a credit course in academic years 2009-2010, 2010-2011, 2011-2012, or 2012-2013.

Numerator (Outcome):

The students in the cohort who met all of the following criteria were counted as having received financial:

- Received one of the following financial aid awards:
    - Board of Governors (BOG) enrollment fee waivers,
    - Grants,
    - Loans,
    - Scholarships, and/or
    - Work study; and,
- Received award in one of the primary terms (fall or spring).

Data and Analyses:

Table 2.3: Percentage of Students Receiving Financial Aid

	2009-2010	2010-2011	2011-2012	2012-2013
CREDIT STUDENTS	42,037	40,078	38,410	37,970
RECEIVED AID	15,035	16,196	17,723	19,435
% RECEIVED AID	35.8%	40.4%	46.1%	51.2%

On average, 43.4% of credit students in the last four years received financial aid. The percentage of students receiving aid has increased by 15.4% over the last four years. In the performance year, more than half of 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 2009-2010, 2010-2011, 2011-2012, and 2012-2013 (fall and spring terms only) who completed a financial aid application at SMC during the years observed.

Table 2.3a: Percentage of Students Completing Financial Aid Application

	2009-2010	2010-2011	2011-2012	2012-2013
CREDIT STUDENTS	42,037	40,078	38,410	37,970
COMPLETED APP	15,049	16,198	18,498	20,662
% COMPLETED APP	35.8%	40.4%	48.2%	54.4%

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

This key 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.

In May 2012, the college went live for the 2012-2013 processing year with Banner, an integrated software system designed to facilitate the applicant processing, need analysis, and packaging and distribution of student financial aid. The "state-of-the-art" financial aid processing system improves the processing of federal aid applicants, helps SMC with federal and state regulatory compliance standards, and increases the capacity for the financial aid office to respond to student needs.

2.4 Student-Counseling Ratio

Data Source:

The data were obtained from the Chancellor's Office Student Success Scorecard.

Methodology:

Key Indicator 2.4 (Student-Counseling Ratio) describes the ratio of credit and non-credit students divided into counseling-related FTES during a fall term.

Denominator:

FTE was calculated for all faculty/counselors coded with the following assignments during a fall term:

Counseling Assignments

- Student Counseling and Guidance
- Counseling and Guidance
- Transfer Programs
- Career Guidance
- Other Student Counseling and Guidance

Course Instruction Assignments (credit and non-credit courses)

- Guidance
- Interpersonal Skills
- Job Seeking/Changing Skills
- Academic Guidance

If tenured or tenure track counselors had a counseling assignment less than one FTE, the counseling FTE was counted as one.

If non-tenured (temporary, adjunct, non-tenured) counselors had a counseling assignment less than one FTE, the FTE was tallied as reported.

Counselors with assignments in the areas of Disabled Students Program and Services (DSPS) and Extended Opportunities Programs and Services (EOPS) were excluded from the denominator.

Numerator:

Students enrolled in fall terms who met one of the following criteria were included in the numerator:

- Credit student enrolled in weekly/daily census section;
- Credit student enrolled in positive attendance section with 8 or more hours earned or 0.50 or more units earned;
- Credit student enrolled in independent study section with 0.50 or more units earned; and/or,
- Noncredit student enrolled in positive attendance section with 8 or more hours.

DSPS and EOPS students were excluded from the analyses.

The methodology for this key indicator was revised for the current report to better align with the metrics used for the Student Success and Support Plan (SSSP) currently being developed. In previous editions of the report, this indicator measured the percentage of credit students who received counseling services in a given term. The SSSP is required of all California Community Colleges and documents how SSSP services are provided to credit students and plans to increase student access and success. For more information about the SSSP, please visit: http://www.studentsuccessplan.org/.

Data and Analyses:

Table 2.4: Student Counseling Ratio

	FALL 2009	FALL 2010	FALL 2011	FALL 2012
STUDENT TO COUNSELING RATIO	NA	NA	NA	373:1

The data reveal that SMC employs approximately one full-time equivalent counselor for every 373 students enrolled in the fall term, excluding DSPS and EOPS.

2.5 Percentage of Students on Probation/Disq.

Data Source:

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

Methodology:

Key Indicator 2.5 (Percentage of Students on Probation/Disqualification) describes the percentage of credit students who are on academic or progress probation/disqualification.

Denominator (Cohort):

SMC students who enrolled in at least one credit course in fall terms 2010, 2011, 2012, or 2013 were included in the cohort.

Numerator (Outcome):

The students in the cohort who met one or more of the following criteria for the specified term were counted as being on probation/dismissal/disqualification:

- Academic probation:
  Fall below a C (2.0) cumulative grade point average in 12 or more units attempted or transferred to SMC while on disqualification status at another college/university or are readmitted to SMC after disqualification from SMC.
- Progress probation:
  Percentage of units in which students receive a W, I, or NP reaches or exceeds 50% of units enrolled after enrolling in 12-30 units or 40% of units enrolled after enrolling in 31 units or more)
- Academic disqualification:
  Students who begin the fall or spring semester on academic probation will be disqualified if the student fails to achieve a semester GPA of 2.0 or higher at the end of the semester
- Progress disqualification:
  Students who begin the fall or spring semester on progress probation will be disqualified at the end of the semester if the percentage of W, I, or NP grades earned represents more than 50% (after enrolling in 12-30 units) or 40% (after enrolling in 31 units or more) of units enrolled in term.

Data and Analyses:

Table 2.10: Percentage of Students on Probation/Disqualification

	FALL 2010	FALL 2011	FALL 2012	FALL 2013
COHORT	31,138	29,977	30,260	30,000
PROBATION/DISQ.	4,056	3,763	4,088	4,104
% PROBATION/DISQU.	13.0%	12.6%	13.5%	13.7%

The data reveal that, on average, approximately 13% of the SMC credit population is on academic/progress probation/disqualification. The lowest percentage of students on probation/disqualification was experienced in the fall 2011 (12.6%). In the performance year, 13.7% of credit students were in poor academic standing, the largest proportion in the last four years.

The following table describes the percentage of credit students by type of probation/disqualification.

Table 2.10a: Percentage of Students on Probation/Disqualification by Type

	FALL 2010 (N = 31,138)	FALL 2011 (N = 29,977)	FALL 2012 (N = 30,260)	FALL 2013 (N = 30,000)
ACADEMIC GOOD STANDING	87.0%	87.4%	86.5%	86.3%
PROGRESS PROBATION	2.6%	2.1%	2.9%	3.1%
ACADEMIC PROBATION	6.4%	6.6%	6.5%	6.4%
BOTH PROG & ACAD PROBATION	0.7%	0.5%	0.7%	0.6%
PROGRESS DISQUALIFICATION	2.6%	2.6%	2.4%	2.3%
ACADEMIC DISQUALIFICATION	0.8%	0.7%	0.9%	1.2%
BOTH PROG & ACAD DISQ	0.1%	0.1%	0.1%	0.1%

The largest proportion of students with probation/disqualification status are on academic probation (more than 6%), followed by progress probation (on average 2.7%), and progress disqualification (2.5%). The percentage of students on progress probation has increased by 1.0%, from 2.1% in fall 2011 to 3.1% in fall 2013.

The percentage of students with probation/disqualification status has dramatically decreased since the implementation of the Back to Success (BTS) Program. In Fall 2003, the percentage of students on probation/disqualification was 21.3%. The BTS program is a counseling workshop that targets students on probation/disqualification by providing students with essential study skills information (for example, how to manage time, where to access tutoring services).

Chapter 3: Stable 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) key indicators measuring the stable fiscal goal:

3.1 Operating Surplus-Deficit

3.2 WSCH/FTEF

3.3 Fund Balance 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 Key Indicator 3.3 (Fund Balance Ratio).

3.1 Operating Surplus-Deficit

Data Source:

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

Methodology:

Key Indicator 3.1 (Operating Surplus-Deficit) measures the extent to which the college has a balanced budget or better for fiscal years 2009-2010, 2010-2011, 2011-2012, and 2012-2013. The budget represents the general unrestricted funds. 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

	2009-2010	2010-2011	2011-2012	2012-2013
OPERATING SURPLUS/(DEFICIT)	$1,061,345	$2,618,738	($8,840,474)	($4,616,562)

The college ended the first two fiscal years reported with an operating surplus. The operating surplus increased from $1,061,345 in 2009-2010 to $2,618,738 in 2010-2011. However, the college ended the 2011-2012 and 2012-2013 fiscal years with an operating deficit as the college expended more than the generated revenue (see Table 3.1a). The expenditures in these years exceeded revenues primarily because the College intentionally served approximately 1,000 full-time equivalent resident students more each year than was funded by the State.

When compared with the prior fiscal year (2011-2012), the College has improved on the metric by reducing the operating deficit by nearly half.

Table 3.1a: Revenues and Expenditures: General Unrestricted Funds

	2009-2010	2010-2011	2011-2012	2012-2013
REVENUE & TRANSFERS	$133,350,058	$136,530,922	$130,256,518	$133,916,853
EXPENDITURES & TRANSFERS	$132,288,713	$133,912,184	$139,096,992	$138,533,415

The college has been severely impacted by the state funding reductions. According to the Chancellor's Office, funding for California Community Colleges has been cut by $809 million, or 12%, between 2008-2009 and 2011-2012. The state implemented a reduction in funding to the college of approximately 9.4% or $10,087,522 in the 2011-2012 year, the largest reduction of state funding experienced in the college's history. Based on a comparison of all revenues and expenditures, these reductions in state funding, the college's primary source of revenue, were the main factor resulting in the college ending the 2011-2012 fiscal year with a $8,840,474 operating deficit.

During the 2012-2013 fiscal year, the College experienced a revenue shortfall of 3.8% or $3,856,874, of which $1,428,055 is expected to be collected in fiscal year 2013-2014. The decrease in revenue was mitigated by the restoration of workload reduction of $1,108,087 and the increase of $2,098,168 in fee-based instruction revenue.

For the fiscal year 2013-2014, the College is projecting a revenue increase of 5.3% and an expenditure increase of 3.2%. The net effect of the projected changes in revenue and expenditures will result in a projected operating deficit of $2,006,857 which is less than half of the 2012-2013 operating deficit.

3.2 WSCH/FTEF

Data Source:

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

Methodology:

Key Indicator 3.2 (WSCH/FTEF) describes the relationship between Full-Time Equivalent Faculty (FTEF) and Weekly Student Contact Hours (WSCH) for 2010, 2011, 2012, and 2013 fall terms. 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) required for each individual course section.

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 2010	FALL 2011	FALL 2012	FALL 2013
WSCH	410,223	401,287	394,297	386,444
FTEF	622.21	631.95	626.63	623.77
WSCH/FTEF	659.30	635.00	629.23	619.53

In the performance year (fall 2013), the WSCH/FTEF was 619.53, a decrease of approximately 10 WSCH/FTEF when compared to the previous term (fall 2012). However, data indicate that that the college is efficient or productive in terms of managing the cost of instruction and revenue from FTES as the WSCH/FTEF each year has been higher than 560.

The decrease in WSCH and FTEF in recent terms was the result of the state-imposed workload reductions.

3.3 Fund Balance Ratio

Data Source:

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

Methodology:

Key Indicator 3.3 (Fund Balance Ratio) describes the ratio of the general fund balance to the total expenditures, dollars spent for operating costs, for fiscal years 2009-2010, 2010-2011, 2011-2012, and 2012-2013. 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

	2009-2010	2010-2011	2011-2012	2012-2013
TOTAL EXPENDITURE	$132,288,713	$133,912,184	$139,096,992	$138,533,415
GENERAL FUND BALANCE	$18,470,103	$20,675,673	$11,662,215	$8,253,478
FUND BALANCE RATIO	13.96%	15.44%	8.38%	5.96%

The size of the fund balance has decreased by $10.22 million over the last four fiscal years. In the performance year (2012-2013), the fund balance ratio was 5.96%, a reduction of 2.42% over the prior year. The reduction in fund balance for fiscal years 2011-2012 and 2012-2013 occurred, in part, because the fund balance was used to fund FTES not funded by the State. The fund balance ratio is above the 5% minimum recommended by the Chancellor's Office.

3.4 Non-Resident Tuition Revenue

Data Source:

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

Methodology:

Key Indicator 3.4 (Non-Resident Tuition Revenue) describes the revenue dollars generated from non-resident and Intensive English tuition in fiscal years 2009-2010, 2010-2011, 2011-2012, and 2012-2013. The non-resident tuition includes fees 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

	2009-2010	2010-2011	2011-2012	2012-2013
NON-RESIDENT REVENUE	$20,199,343	$21,387,129	$24,544,282	$24,731,024

The total dollars in revenue from non-resident and Intensive English tuition experienced an upward trend over the last four fiscal years which may be partly attributed to the increase in fees charged per unit for non-resident students. In 2009-2010, the non-resident tuition was $221 per unit (including enrollment fees); the cost increased to $222 and $239 per unit for the 2010-2011 and 2011-2012 years, respectively. In the performance year (2012-2013), the non-resident tuition rose again to $249 per unit (including enrollment fees).

Table 3.4a: Percentage Total Revenue from Non-Resident Tuition Revenue

	2009-2010	2010-2011	2011-2012	2012-2013
NON-RESIDENT REVENUE	$20,199,343	$21,387,129	$24,544,282	$24,731,024
REVENUE AND TRANSFERS	$133,350,058	$136,530,922	$130,256,518	$133,791,296
% NON-RESIDENT REVENUE/TOTAL REVENUE	15.1%	15.7%	18.8%	18.5%

Table 3.4a shows the proportion of the total revenue and transfers (unrestricted general funds) that is from non-resident tuition fees. The data reveal that the proportion of total revenues from non-resident tuition has increased from 15.1% in 2009-2010 to 18.5% in 2012-2013.

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) key indicators measuring the sustainable physical goal:

4.1 Electricity Usage by Sq. Foot

4.2 Gas Usage by Sq. Foot

4.3 Average Vehicle Ridership - Employees

4.4 Average Vehicle Ridership - Students

Key Indicator 4.4 (Average Vehicle Ridership - Students) is a new addition to the 2014 update of the 2011-2016 Institutional Effectiveness process. The indicator was identified as a future indicator in past reports.

Two Key Indicators reported in past reports (Annual Employee per Capita Waste Disposal and Annual Student per Capita Waste Disposal) were eliminated from the Institutional Effectiveness Dashboard as the data source for the indicators, the California State Agency Report Center (SARS) has not produced new data since 2011 and it is unclear when the source would resume reporting.

Future Key Indicators

Other measures were identified as potential key 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 key 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 in 2011.
- Technology-related indicators: A set of technology-related indicators will be developed to measure the technological infrastructure of the college.

4.1 Electricity Usage by Sq. Foot

Data Source:

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

Methodology:

Key Indicator 4.1 (Electricity Usage by Sq. Foot) 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 2009-2010, 2010-2011, 2011-2012, and 2012-2013. 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. Foot

	2009-2010	2010-2011	2011-2012	2012-2013
ENERGY KWH USAGE	14,655,136	13,510,336	14,520,011	13,282,472
SQ FT	1,052,381	1,052,381	1,055,381	1,055,381
USAGE BY SQ FT	13.93	12.84	13.76	12.59

In the performance year (2012-2013), the electricity consumption by square foot decreased by 1.34 kWh/sq. foot over the 2009-2010 year. The data indicate that the college consumed the least amount of electricity (13,282,472 kWh) in 2012-2013 over the last four years. The total space of the college requiring electricity increased in 2011-2012 relative to the space in previous years.

During the 2012-2013 fiscal year, Santa Monica College implemented an energy conservation project which explains the reduction of energy consumption in 2012-2013. The project involved retrofitting or replacement of almost 11,000 of the 16,000 light fixtures on campus. Along with the lighting, the project included the replacement of four boilers in Drescher Hall and five boilers in the Science building. The existing boilers were operating at approximately 78 – 82% efficiency. The new boilers are rated at 95% efficiency.

In addition, for the last several years, the College has instituted a program involving the shutdown of the heating boilers in all buildings from May to mid-October. The College also adjusts the cooling systems to avoid overcooling the building, which decreases the amount of heat required for operation.

4.2 Gas Usage by Sq. Foot

Data Source:

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

Methodology:

Key Indicator 4.2 (Gas Usage by Sq. Foot) 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 2009-2010, 2010-2011, 2011-2012, and 2012-2013. 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. Foot

	2009-2010	2010-2011	2011-2012	2012-2013
GAS (BTU)	27,306,100,000	27,213,600,000	23,065,200,000	16,428,900,000
SQ FT	1,052,381	1,052,381	1,055,381	1,055,381
USAGE BY SQ FT	25,947	25,859	21,855	15,567

The college experienced a 29% decrease in gas consumption by square foot in the performance year (2012-2013) when compared with the prior year.

During the 2012-2013 fiscal year, Santa Monica College implemented an energy conservation project which explains the reduction of gas consumption in 2012-2013. The project included the replacement of four boilers in Drescher Hall and five boilers in the Science building. The existing boilers were operating at approximately 78 – 82% efficiency. The new boilers are rated at 95% efficiency.
In addition, for the last several years, the College has instituted a program involving the shutdown of the heating boilers in all buildings from May to mid-October. The College also adjusts the cooling systems to avoid overcooling the building, which decreases the amount of heat required for operation.

4.3 Average Vehicle Ridership Employees

Data Source:

The data were obtained from the college's annual campus-wide Air Quality Management District (AQMD) survey administered by the Center for Urban and Environmental Studies (CUES). The mandatory survey is administered to all Santa Monica College (SMC) employees annually. SMC is required to provide the South Coast AQMD with the college's average vehicle ridership (AVR).

Methodology:

Key Indicator 4.3 (Average Vehicle Ridership - Employees) describes the average number of employees per vehicles used to commute to the work site.

> Numerator:
>
> The numerator includes the total number of employees reporting to commuting to and from the work site between 6AM and 10AM and between 3PM and 6PM during the survey week. For example, if 100 employees commuted to and from work each weekday (Monday through Friday) between 6AM and 10AM and between 3PM and 6PM, the numerator would be 500 (100 employees on Monday plus 100 employees on Tuesday plus 100 employees on Wednesday, and so on).
>
> Denominator:
>
> The denominator includes the total number of vehicles driven to the work site by employees in the numerator during the same period and same survey week. For example, if 50 vehicles were driven to the work site each weekday (Monday through Friday) by the employees in the numerator, the denominator would be 250 (50 vehicles on Monday plus 50 vehicles on Tuesday plus 50 vehicles on Wednesday, and so on).

The college's target AVR is 1.5 persons per vehicle. The target is mandated by the City of Santa Monica.

Data and Analyses:

Table 4.3: Average Vehicle Ridership - Employees

	2010	2011	2012	2013
AVR	1.44	1.47	1.53	1.51

In the performance year (2013), the college's AVR (1.51) exceeded the mandated target AVR of 1.5. In 2012, the employee commute survey was administered online for the first time in the college's history.

4.4 Average Vehicle Ridership Students

Data Source:

The data were obtained from the college's annual Student Transportation Survey administered by the Office of Institutional Research. For more information about the survey, please visit the "Other Reports" section of the Institutional Research website: www.smc.edu/ir.

The data for Key Indicator 4.4 (Average Vehicle Ridership – Students) was calculated for the first time in the 2013 Student Transportation Survey Report.

Methodology:

Key Indicator 4.4 (Average Vehicle Ridership - Students) describes the average number of students per vehicles used to commute to campus during "peak" times.

Numerator:

The numerator includes the total number of students to commuting to and from campus between 6AM and 10AM and between 3PM and 7PM during the survey week. For example, if 100 students commuted to and from the college campus each weekday (Monday through Friday) between 6AM and 10AM and between 3PM and 7PM, the numerator would be 500 (100 students on Monday plus 100 students on Tuesday plus 100 students on Wednesday, and so on).

Denominator:

The denominator includes the total number of vehicles driven to the campus by students in the numerator during the same period and same survey week. For example, if 50 vehicles were driven to the campus each weekday (Monday through Friday) by the students in the numerator, the denominator would be 250 (50 vehicles on Monday plus 50 vehicles on Tuesday plus 50 vehicles on Wednesday, and so on).

Data and Analyses:

Table 4.4: Average Vehicle Ridership - Students

	2010	2011	2012	2013
AVR	NA	NA	NA	2.59

In the performance year (2013), the ratio of students to vehicles arriving on campus was 2.59.

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) key indicator measuring the supportive collegial goal:

5.1 Institutional Objectives Completion Rate

Future Key Indicator

Campus groups affected by the goal identified two measures as a potential performance indicators 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.

- Percentage of Complaints Resolved: This indicator measures the percentage of non-student complaints related to unlawful discrimination, bullying, or violence that get resolved.

5.1 Institutional Objectives Completion Rate

Data Source:

The data were obtained from the Master Plan for Education.

Methodology:

Key Indicator 5.1 (Institutional Objectives Completion Rate) describes the percentage of the institutional objectives in the college's Master Plan for Education which were at least substantially completed in the 2009-2010, 2010-2011, 2011-2012, and 2012-2013 academic years. 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

	2009-2010	2010-2011	2011-2012	2012-2013
INSTITUTIONAL OBJECTIVES	14	14	11	11
COMPLETED/SUBSTANTIALLY COMPLETED	11	11	9	11
% COMPLETED/SUBSTANTIALLY COMPLETED	78.6%	78.6%	81.8%	100%

In 2009-2010 and 2010-2011, the College had 14 different institutional objectives each year but completed or substantially completed 11 of them for a completion rate of 78.6%. The college had fewer institutional objectives in academic years 2011-2012 and 2012-2013; the completion rates for these years increased to 81.8% and 100%, respectively.