

# Progress Report on Board of Trustees Annual Goals (2024-25)

## EDUCATIONAL ADVANCEMENT, QUALITY, AND EQUITY

This report provides trends assessing Santa Monica College’s performance on student progress and outcomes metrics and evaluates the Board of Trustees goal (2024-2025) focused on decreasing equity gaps and improving student achievement.

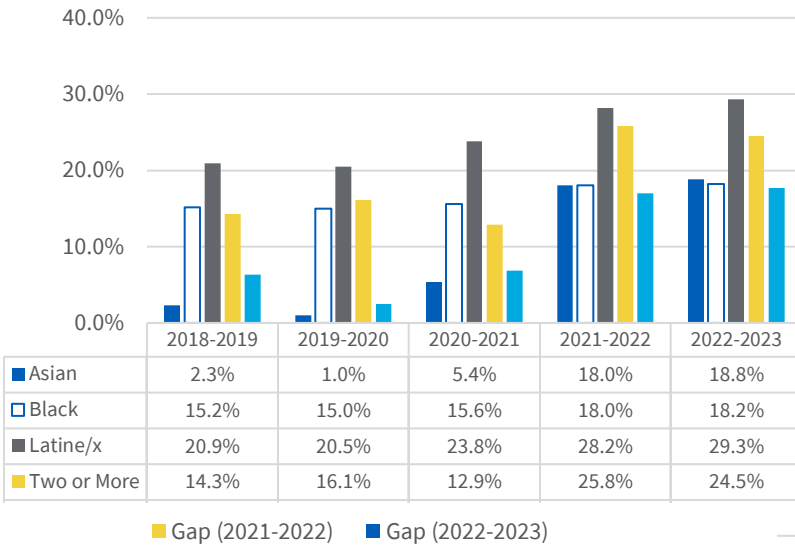
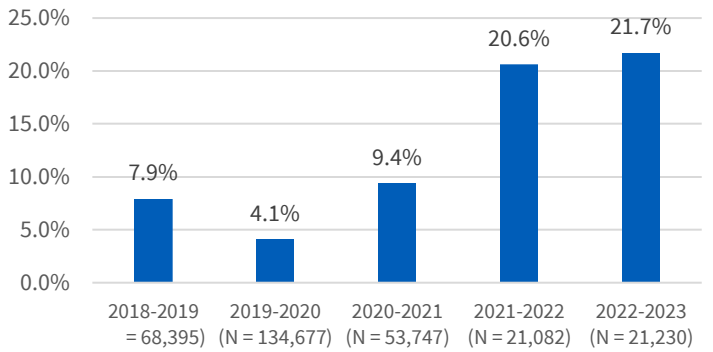
The table below presents a high-level summary of the changes in performance across the seven metrics. Overall, SMC showed improvement on three metrics when compared to the prior year. Additionally, the College reduced equity gaps for Black students on one metric and for Latine/x students on three metrics.

Metric	Last Year’s Performance	Current Year’s Performance	Change	Improvement (Y/N)
<b>Successful Enrollment (Overall)</b>	20.6%	21.7%	+1.1%	Y
Gap – Black	-10.2 %	-11.1%	-0.9%	N
<b>Persistence (Overall)</b>	71.1%	70.6%	-0.5%	N
Gap – Black	-7.5%	-12.8%	-5.3%	N
Gap – Latine/x	-3.5%	-6.1%	-2.6%	N
<b>Transfer-Level Math and English Completion (Overall)</b>	17.0%	15.7%	-1.3%	N
Gap – Black	-18.4%	-19.1%	-0.7%	N
Gap – Latine/x	-16.2%	-13.1%	+3.1%	Y
<b>Completed 30+ Units in First Year (Overall)</b>	17.7%	17.7%	0%	N
Gap – Black	-17.8%	-17.9%	-0.1%	N
Gap – Latine/x	-16.7%	-15.0%	+1.7%	Y
<b>Vision Goal Completion (Overall)</b>	18.3%	19.8%	+1.5%	Y
Gap – Black	-11.0%	-17.3%	-6.3%	N
Gap – Latine/x	-5.9%	-14.1%	-8.2%	N
<b>Transfer Rate (Overall)</b>	21.0%	22.1%	+1.1%	Y
Gap – Black	-6.0%	-11.2%	-5.2%	N
Gap – Latine/x	-9.4%	-9.8%	-0.4%	N
<b>EGC Course Success Rates (Overall)</b>	71.8%	71.6%	-0.2%	N
Gap – Black	-16.0%	-11.1%	+4.9%	Y
Gap – Latine/x	-10.7%	-6.8%	+3.9%	Y

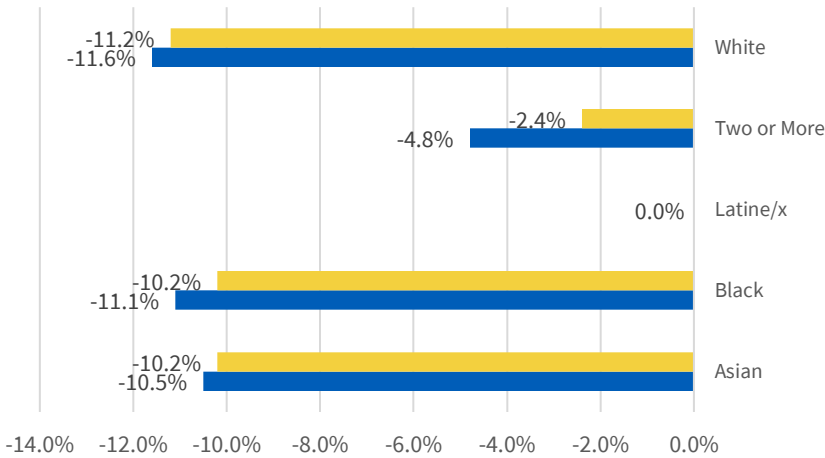
# Successful Enrollment

Overall, the percentage of first-time applicants who enrolled at Santa Monica College (SMC) within one year **increased by 1.1%**, rising from 20.6% in 2021-2022 to 21.7% in 2022-2023.

Data metric definition ([300](#)) can be found on the CCCC Data Vista website.



Disaggregated data for the Successful Enrollment metric show that across all past cohorts, **Latine/x applicants enrolled at the highest rates.** In 2022–2023, **Black/African American applicants experienced the largest equity gap** compared to Latine/x students, with only 18.2% of first-time applicants enrolling at the College within one year, an 11.1 percentage point gap.

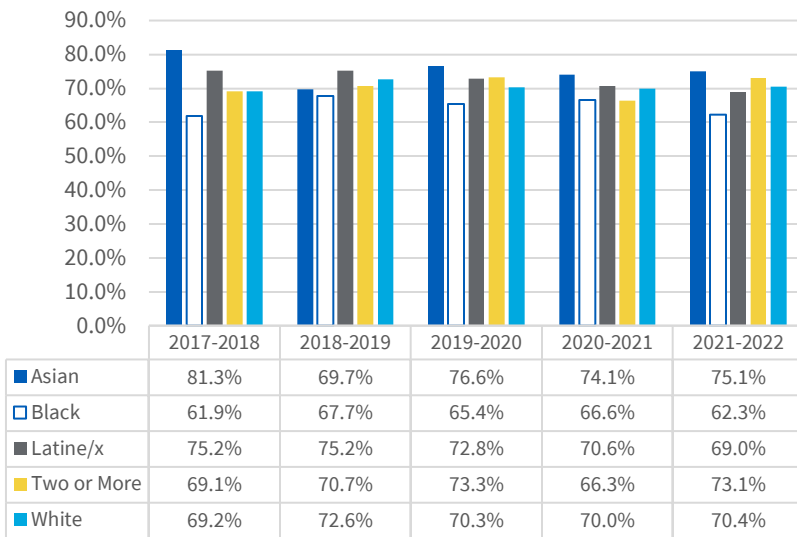
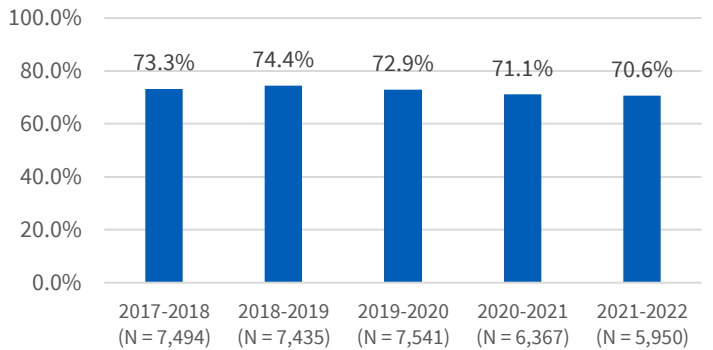


Equity gaps in 2022–2023 **widened for all groups** compared to the previous year (2021–2022), using Latine/x students, the highest performing group, as the reference point. The largest increase was observed among **multi-racial students, whose gap grew by 2.4 percentage points**, from -2.4% in 2021–2022 to -4.8% in 2022–2023.

# First Term to Second Term Persistence

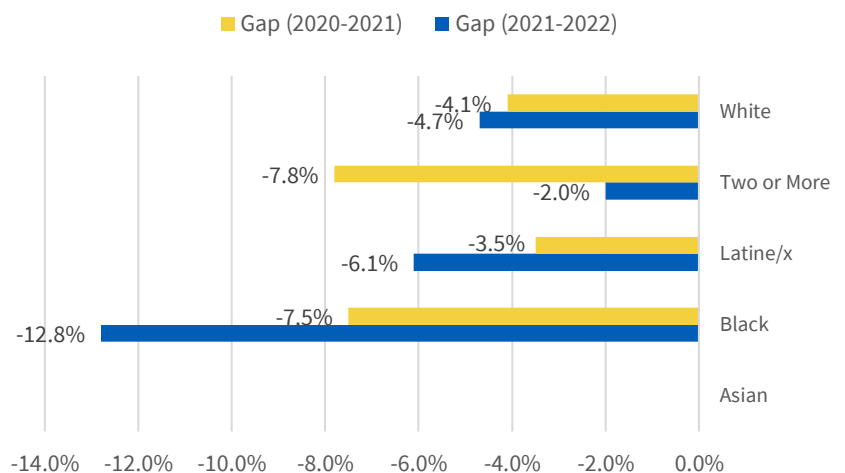
On average, among first-time in college (FTIC) students who enroll at SMC, approximately **seven in ten return** and re-enroll in the subsequent semester (persisted). The persistence rate has **gradually declined over five years**, from a high of 74.4% in 2018-2019 to 70.6% in 2021-2022. The downward trend coincides with a steady decrease in the number of FTIC students in the cohort.

Data metric definition [\(453\)](#) can be found on the CCCCO Data Vista website.



Disaggregated data for Term Persistence show **that Asian students consistently persist at the highest rates** over the five-year period, while **Black students persist at the lowest**, with a notable **18.9% percentage gap** between the two groups in 2021-2022.

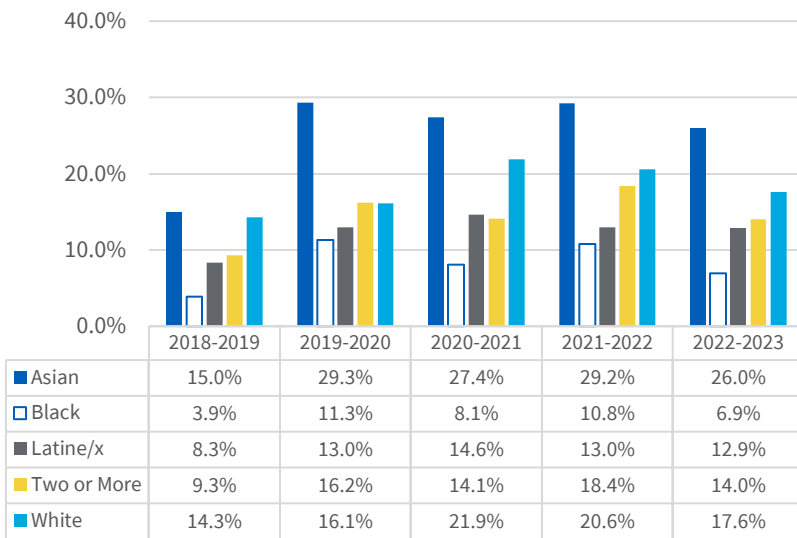
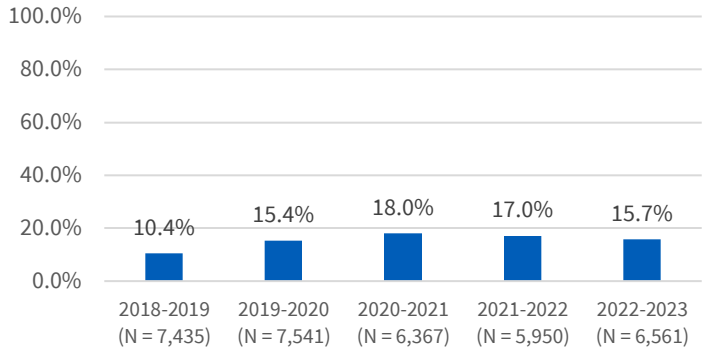
**Equity gaps in Term Persistence widened for nearly all racial/ethnic groups in 2021-2022 compared to the previous year**, using Asian students, the highest performing group, with **Black students experiencing the largest gap increase**, growing from -7.5% to -12.8%.



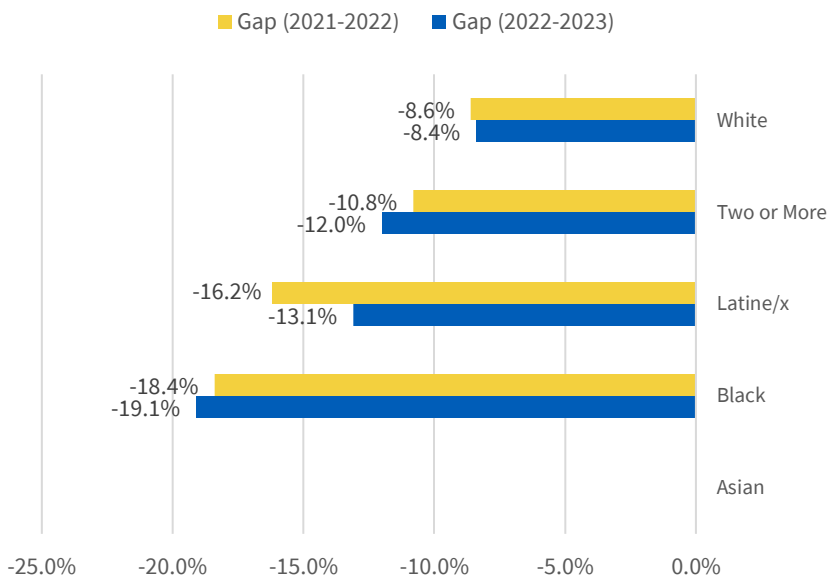
# Transfer-Level Math and English Completion

The percentage of first-time in college (FTIC) students who completed transfer-level math and English within one year increased steadily from 10.4% in 2018–2019 to a **peak of 18.0% in 2020-2021** but has **since declined slightly to 15.7% in 2022-2023**.

Data metric definition [\(504\)](#) can be found on the CCCCO Data Vista website.



Transfer-level Math and English Completion Rates disaggregated by race/ethnicity show persistent and large racial/ethnic disparities among FTIC students. **Asian students consistently have the highest completion rates, peaking at 29.3% in 2019-2020, while Black students have the lowest rates, with only 6.9% completing in 2022-2023, highlighting a continued equity gap that has not closed over time.**

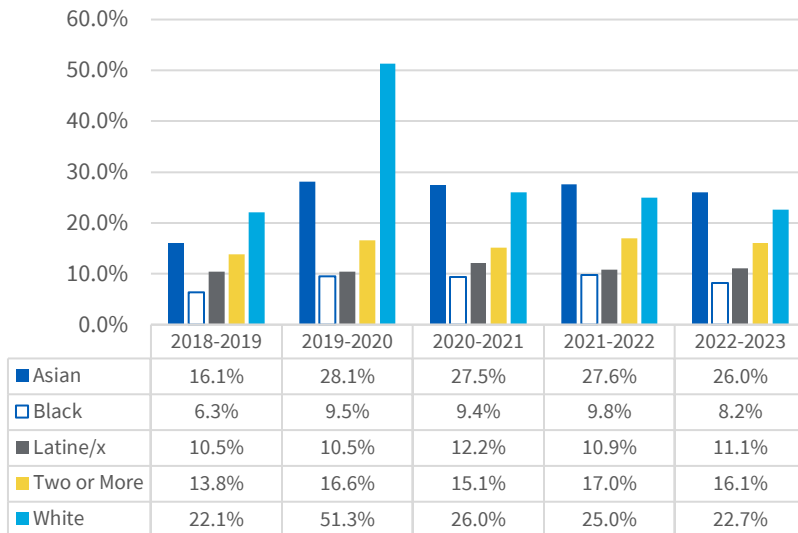
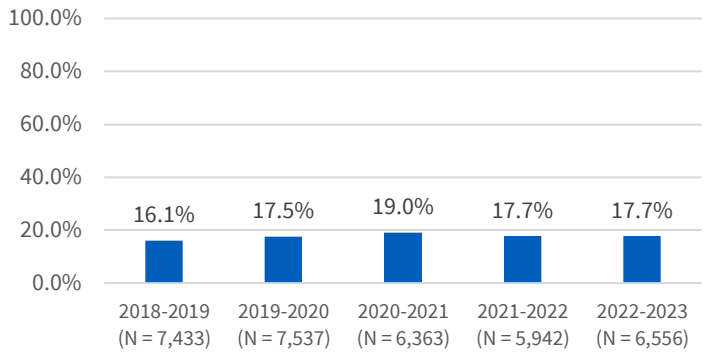


The equity gaps in Transfer-Level Math and English completion, compared to Asian students, the highest-performing group, **widened in the past year for Black (+0.7 percentage points) and multi-racial students (+1.2 points)**. In contrast, the **equity gap for Latine/x students narrowed by 3.1 points, improving from -16.2% in 2021–2022 to -13.1% in 2022–2023**.

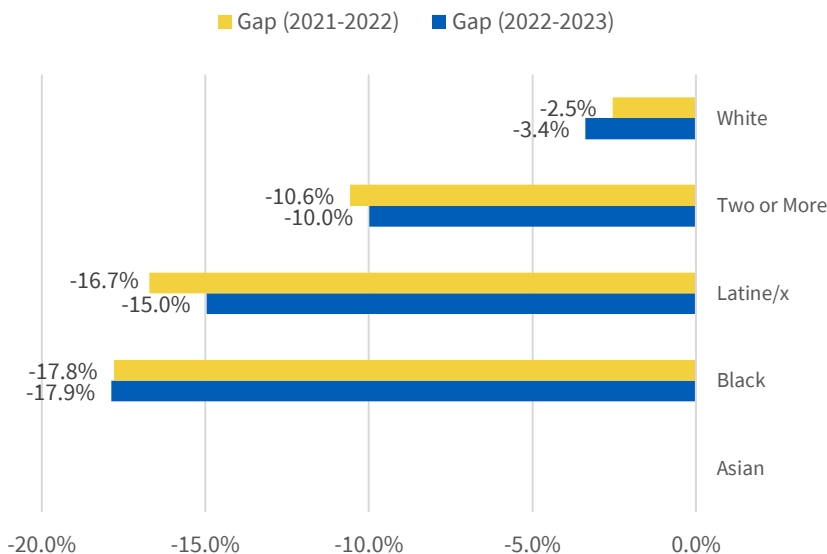
## Completed 30+ Semesters Units in First Year

The percentage of first-time in college students (FTIC) who completed 30 or more semester units in their first year (with grade of C or P or better) increased steadily from 16.1% in 2018–2019 to a peak of 19.0% in 2020–2021, before declining slightly and **stabilizing at 17.7% in the two most recent years.**

Data metric definition ([405S](#)) can be found on the CCCCO Data Vista website.



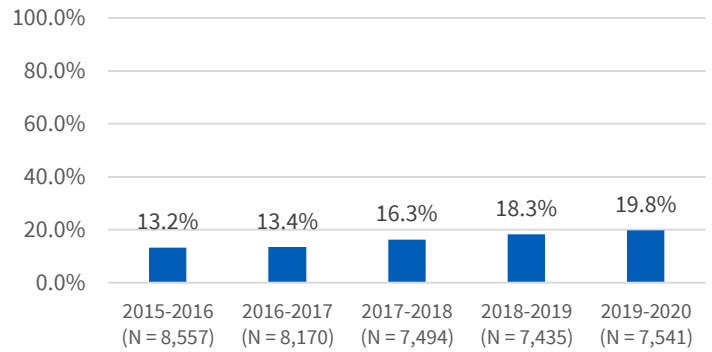
There are persistent equity gaps in the percentage of FTIC completing 30+ units in their first year, with **White and Asian students consistently performing highest. Black/African American students complete 30+ units in the first year at lowest rates, with a notable gap of 17.9 percentage points compared to Asian students (highest performing group) in 2022-2023.**



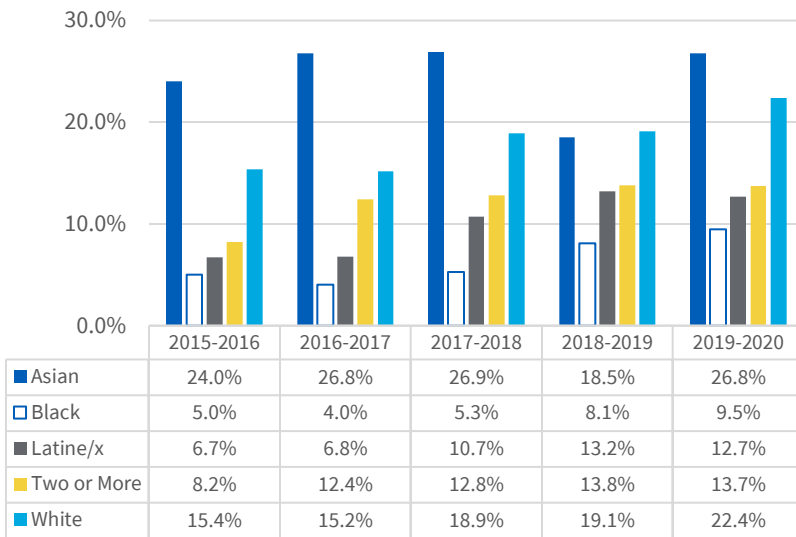
The equity gaps (measured as the difference between a subgroup and the highest performing group in the year) have remained largely persistent across racially minoritized groups, with **Black students continuing to experience the largest gap.** Although **Latine/x and multi-racial students saw slight improvements** over the last two years, the **gaps remain substantial (10% or more).**

# Vision Goal Completion

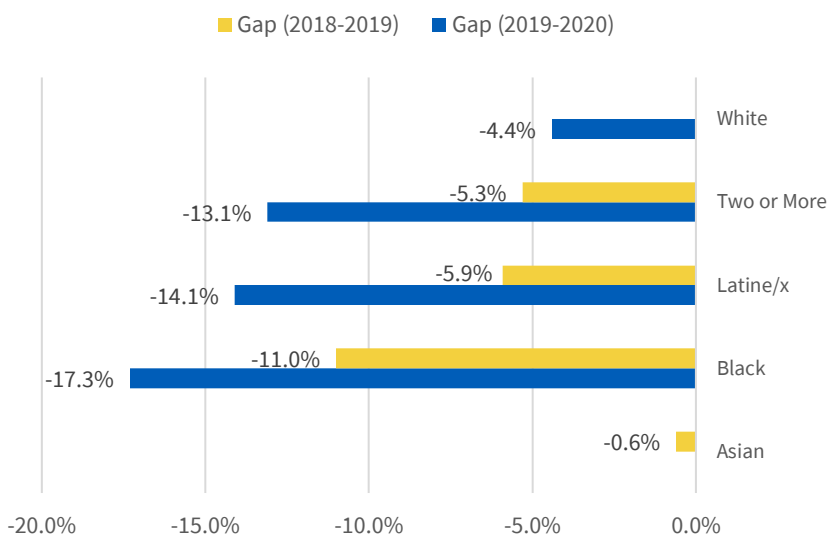
The Vision Goal Completion Rate is calculated by determining the percentage of first-time in college (FTIC) students enrolled at SMC in a cohort year who complete a community college bachelor’s degree, associate degree, and/or credit certificate within three years of first enrolling. The percentage of students achieving the Vision Goal Completion metric **increased steadily** from 13.2% in 2015–2016 to 19.8% in 2019–2020, a **6.6% increase**.



Data metric definition ([619](#)) can be found on the CCCCO Data Vista website.



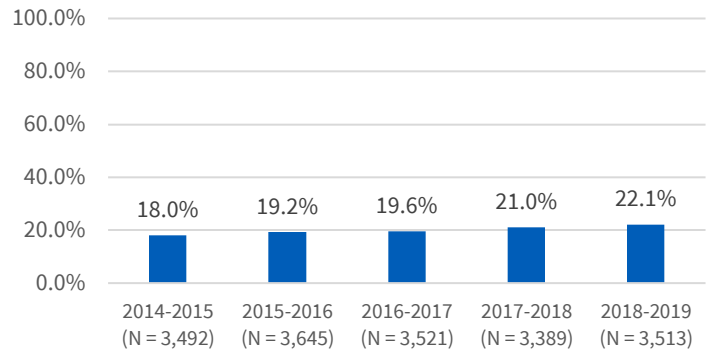
Vision Goal Completion rates have consistently been **highest among Asian students**, with rates reaching 26.8% in 2016-2017 and 2019-2020. Equity gaps remain wide, particularly for **Black students**, who had the **lowest completion rates**, resulting in gaps as large as -22.8 percentage points in 2016–2017 and -17.3 points in 2019–2020.



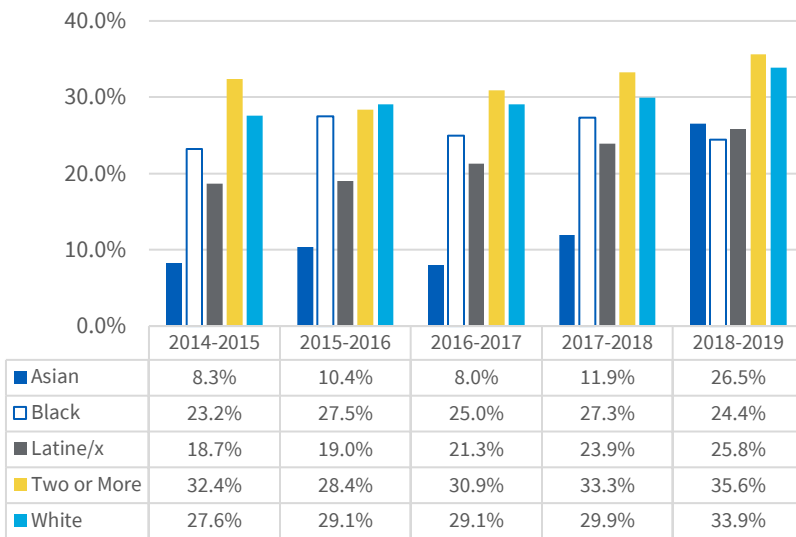
Equity gaps in Vision Goal Completion **widened from 2018–2019 to 2019–2020 for all racially minoritized groups**, with the **largest increase observed for Latine/x students**, rising from a gap of -5.9% in 2018-2019 and -14.1% in 2019-2020 (increased gap by 8.2 percentage points).

# Transfer Rate

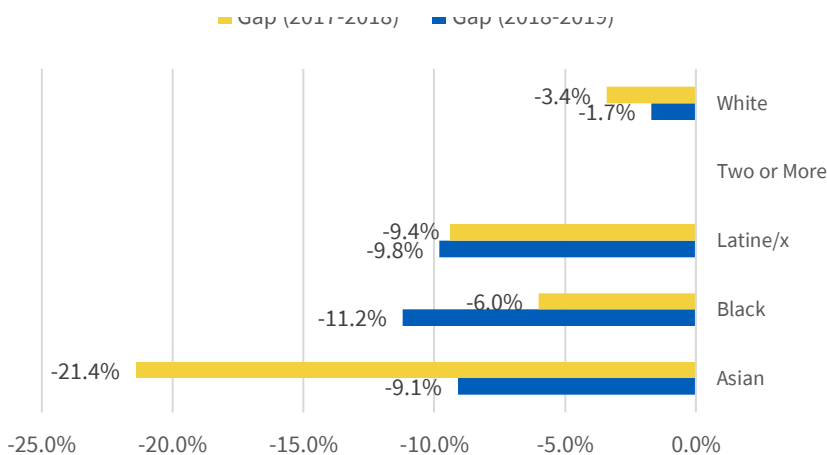
The Transfer Rate is calculated by determining the percentage of first-time in college (FTIC) students who earned a minimum of 12 credit units, exited the California Community College system, and transferred to a four-year institution within four years of first enrolling. The percentage of FTIC students transferring within four years of first enrolling **increased steadily** from 18.0% in 2014–2015 to 22.1% in 2018–2019, a **4.1% increase**.



Data metric definition [\(620\)](#) can be found on the CCCC Data Vista website.



Transfer rates have **steadily increased across all racial/ethnic groups** from 2014–2015 to 2018–2019, with **Asian students showing the most significant growth**, rising from 8.3% to 26.5%. **White and multi-racial students consistently had the highest transfer rates**, peaking at 33.9% and 35.6%, respectively, in 2018–2019. In the same year, **Black students had the lowest transfer rate** at 24.4%

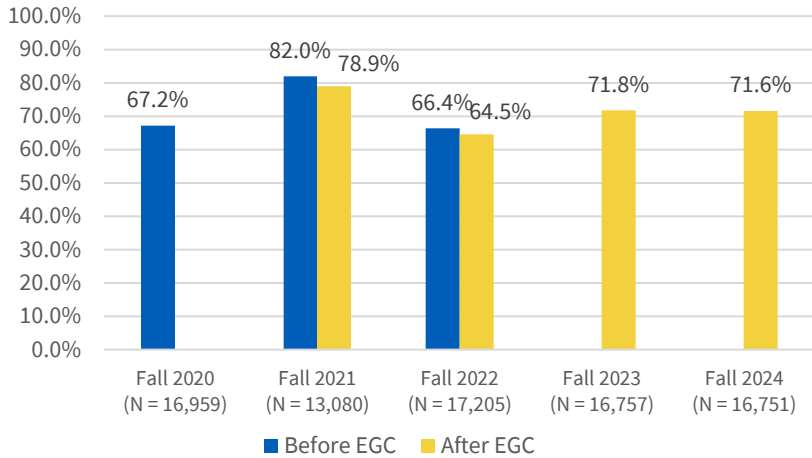


Equity gaps in transfer rates **narrowed** from 2017–2018 to 2018–2019 for **Asian (+12.3 percentage points)** and **White students (+1.7 points)**. However, the gap for **Black students widened by 5.2 percentage points**. Meanwhile, the equity gap for Latine/x students remained relatively stable over the two-year period.

# Course Success Rates – EGC Courses

Course success rates were calculated for class sections taught by over 200 full-time and part-time faculty who participated in three cohorts of the “Equitizing Gateway Courses” (EGC) professional development program. EGC supports faculty in developing and applying equity-minded teaching practices aimed at closing course success gaps for Black and Latine/x students in classes.

The chart below compares overall fall semester course success rates in classes taught by EGC faculty before and after their initial participation in the program.



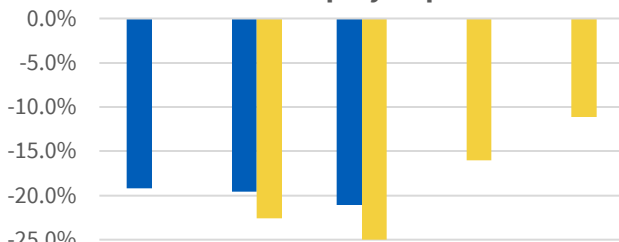
- Cohort 1 (began in Fall 2020) is included in the “after” group starting with Fall 2021 and onward.
- Cohort 2 (began in Fall 2021) is included in the “after” group beginning Fall 2022, but included in the “before” group for Fall 2020 and Fall 2021.
- Cohort 3 (began in Fall 2022) is included in the “after” group starting Fall 2023, and considered “before” for Fall 2022 and earlier.

Course success rates in classes taught by

SMC EGC faculty **generally increased after their participation in the program**, with sustained improvements observed in Fall 2023 and Fall 2024 compared to pre-EGC terms.

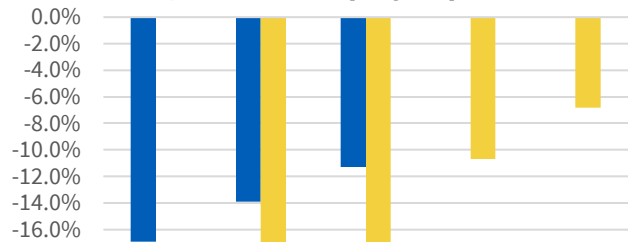
These graphs below show equity gaps in course success rates for Black and Latine/x students compared to White students in courses taught by faculty before and after participating in the EGC program at SMC. Equity gaps in course success rates for both Black and Latine/x students initially widened or remained steady after faculty participated in the EGC program but showed significant improvement over time. **By Fall 2024, the gaps had narrowed to -11.1% for Black students and -6.8% for Latine/x students**, suggesting the potential long-term impact of EGC on reducing racial disparities in course outcomes.

**Black Students Equity Gap**



	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Before EGC	-19.2%	-19.6%	-21.1%		
After EGC		-22.6%	-25.0%	-16.0%	-11.1%

**Latine/x Students Equity Gap**



	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Before EGC	-16.9%	-13.9%	-11.3%		
After EGC		-17.7%	-17.8%	-10.7%	-6.8%

## Metric Definitions

**SUCCESSFUL ENROLLMENT:** Among first-time applicants who indicated an intent to enroll in selected college in selected year, the proportion who enrolled at that college in that year

**TERM PERSISTENCE:** Percentage of first-time in college\* students who enrolled in the subsequent primary term at any college after their first primary term of enrollment at the recorded college

**TRANSFER-LEVEL MATH & ENGLISH COMPLETION:** Percentage of first-time in college\* students who successfully completed transfer-level math and English courses in the district in the selected year

**COMPLETED 30+ SEMESTER UNITS IN FIRST YEAR:** Percentage of first-time in college students who successfully completed 30 or more degree-applicable semester units with grades of A, B, C, or P within their first year.

**VISION GOAL COMPLETION:** Percentage of first-time in college\* students who earned a Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree within three years AND was enrolled in the district in the year that student earned the award

**TRANSFERRED TO A FOUR-YEAR:** Percentage of first-time in college\* students who earned 12+ units at any time at any college and who exited the CCC system and subsequently enrolled in any four-year institution 4 years after first enrolling at the district

\*Enrolled in higher education as a non-special admit credit student in the selected academic year for the first time

**COURSE SUCCESS RATES – EGC:** Percentage of A, B, C, or P grades earned in credit courses in the fall term. EW (excused withdrawal) grades were excluded from the calculation.