

# 2023–2024 Institutional Effectiveness Committee Report to DPAC

October 9, 2024



“Not everything that is  
faced can be  
changed. But **nothing**  
**can be changed until**  
**it is faced”**

—James Baldwin



# Institutional Effectiveness Defined



Goals of the College

**01**

## **Instruction/Academics**

Innovative and responsive academic environment

**02**

## **Support for Students**

Supportive learning environment

**03**

## **Fiscal**

Stable fiscal environment

**04**

## **Infrastructure**

Sustainable physical environment

**05**

## **Employees**

Supportive Collegial Environment

**Systematic and continuous process of measuring the extent to which SMC meets its goals and mission**

# Committee Scope/Functions (Highlights, Not Comprehensive)

- **Recommends** relevant IE and equity **metrics to collect** based on institutional priorities and initiatives
- Participates in the **goal-setting process** for IE metrics and student equity metrics
- **Monitors performance** on IE and equity metrics against target goals and institution-set standards
- **Makes recommendations to DPAC** to identify college priorities
- **Communicates IE metrics and goals** to campus community



**30,000 ft**

**Institution,  
college-level**

**Institutional  
effectiveness**



**10,000 ft**

**Program,  
department**

**Program  
review, PLOs**

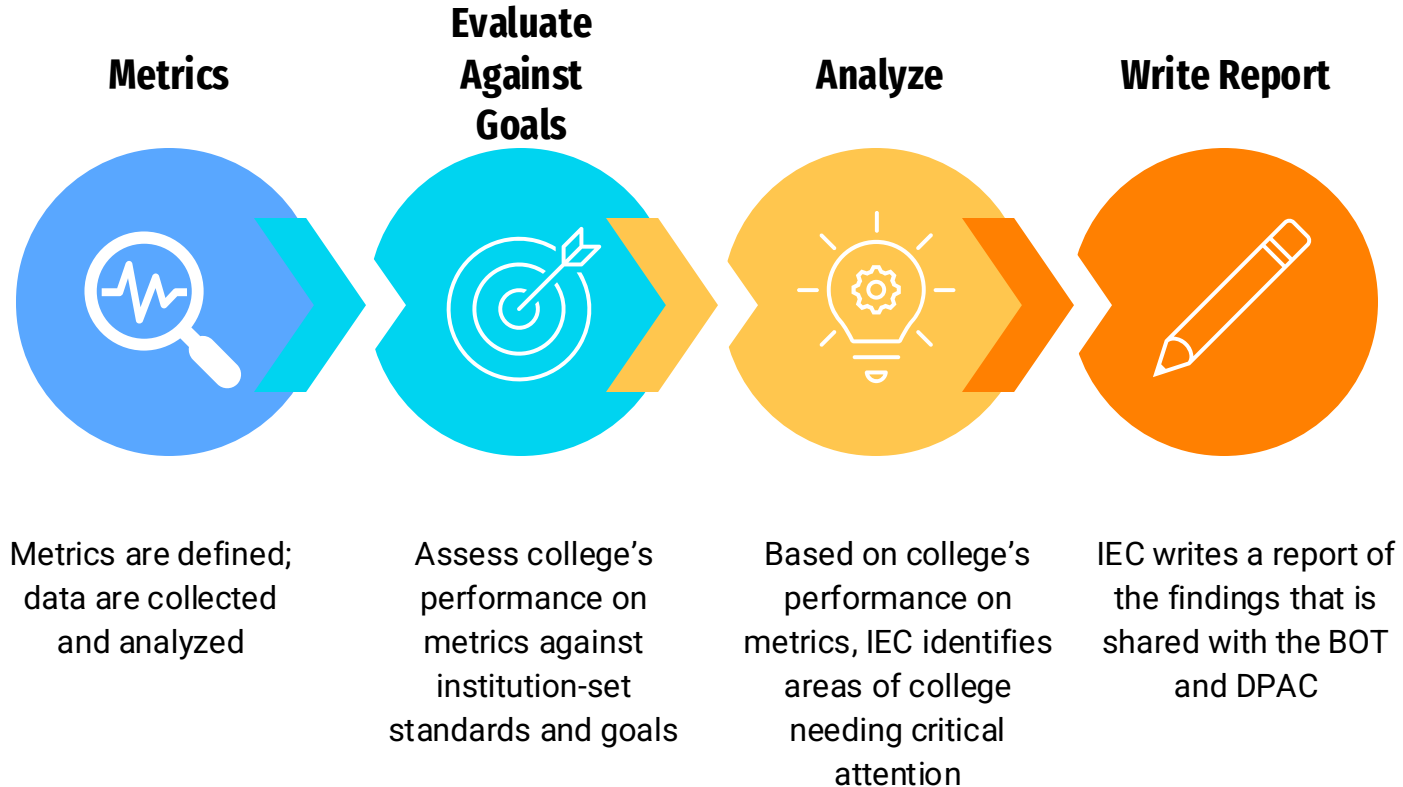


**0 ft**

**Course,  
activity level**

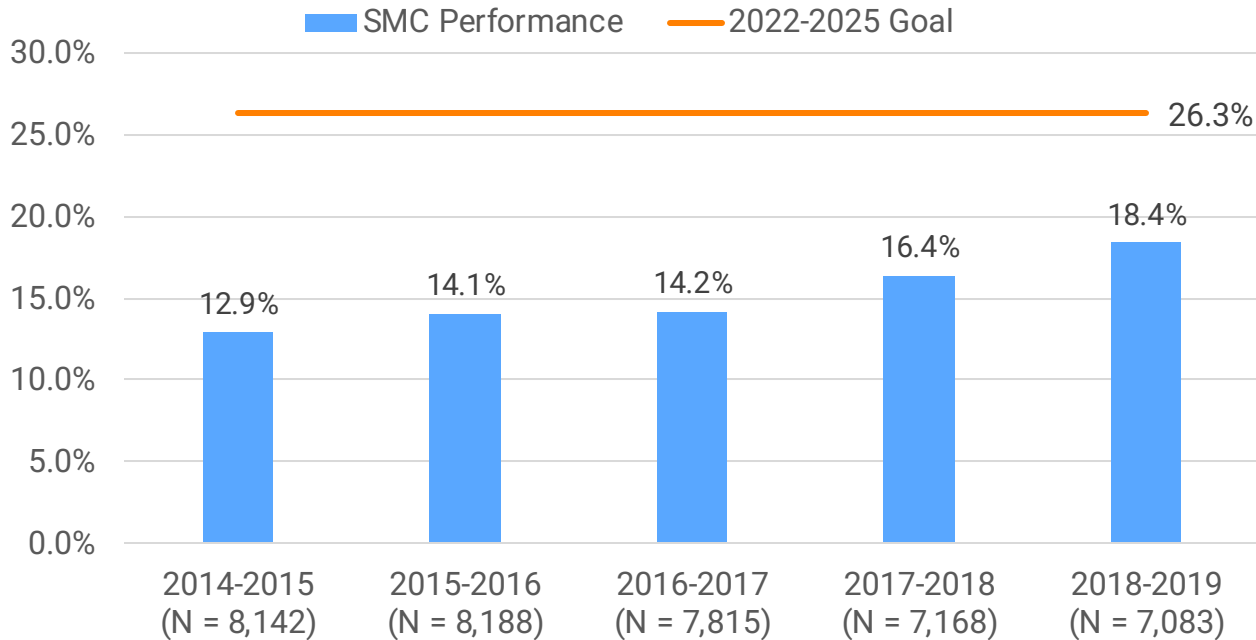
**SLOs, UOs**

# IE Process at SMC



# Vision Goal Completion in Three Years

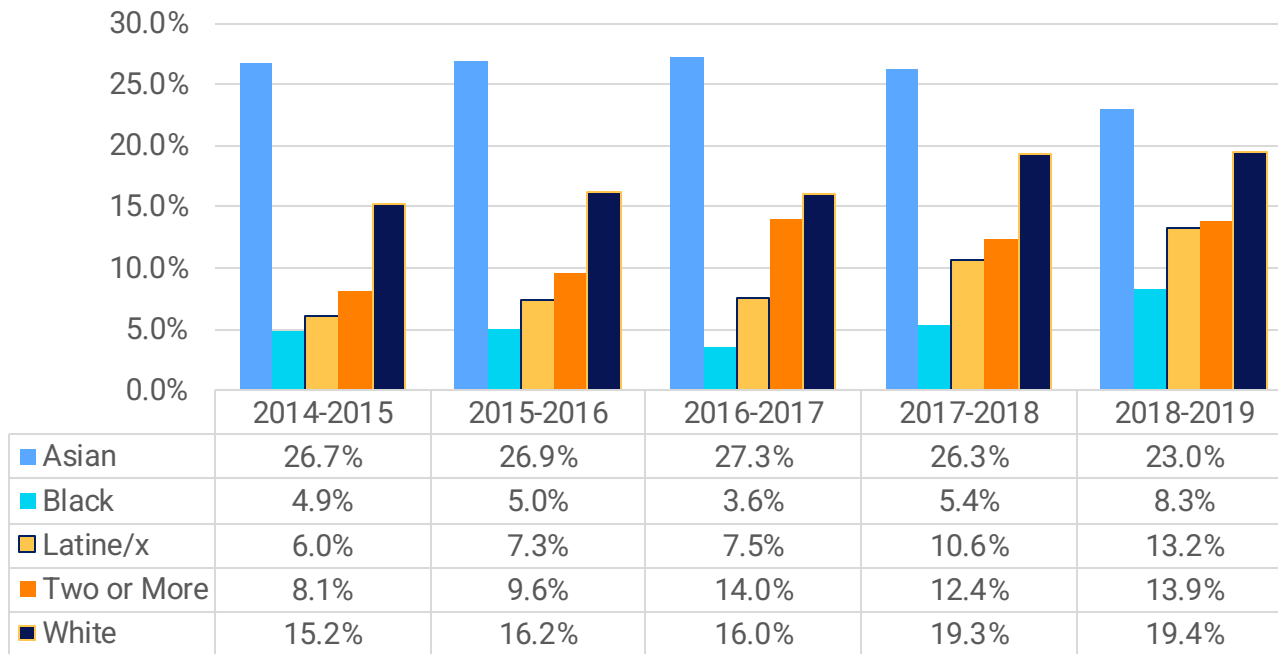
*Percentage of first-time in college students who earned a bachelor's degree, associates degree, or certificate of achievement within first three years*



- The three-year vision goal completion rate increased by 5.5% over the last five cohort years
- SMC's performance is 7.9% below the 2022-25 goal for this metric

Source: Chancellor's Office LaunchBoard

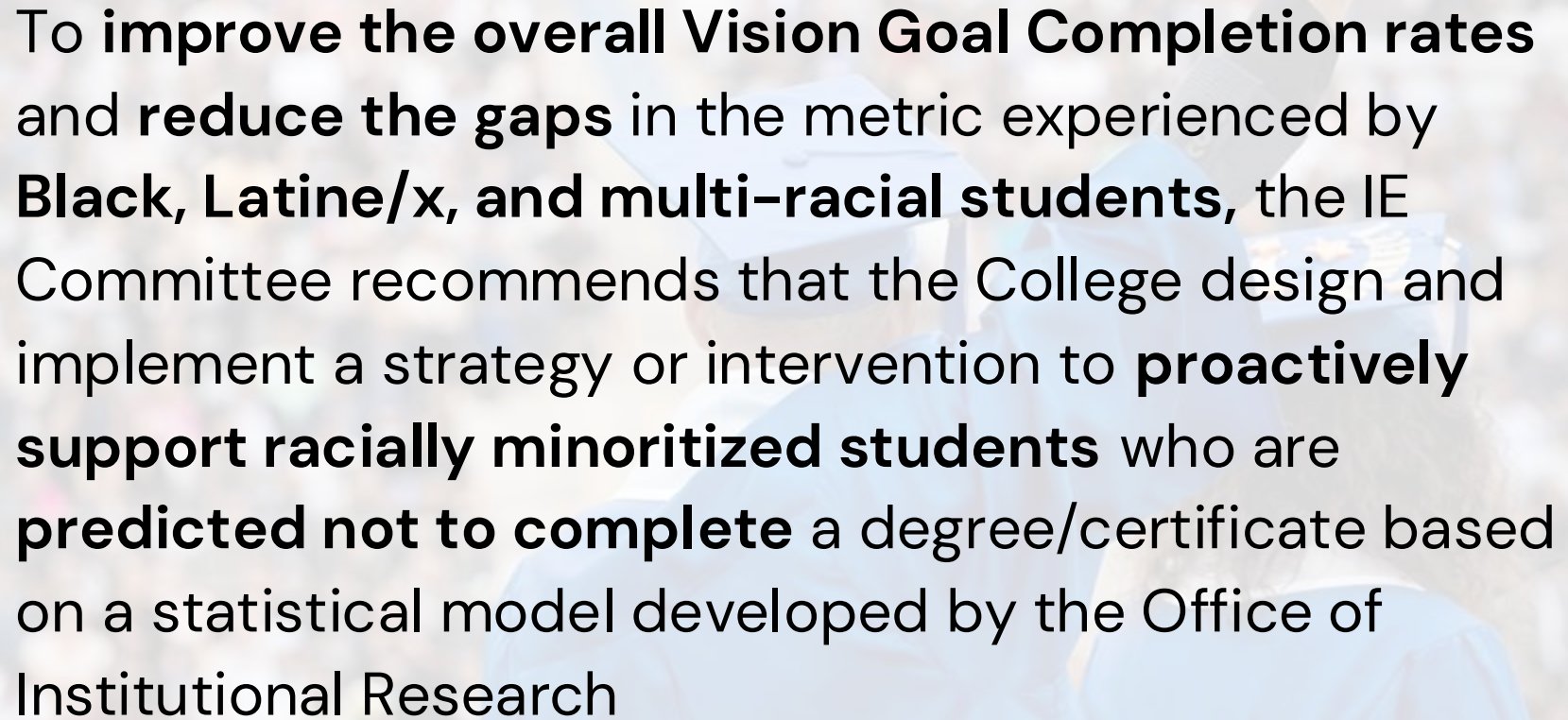
# Vision Goal Completion in Three Years by Disaggregated by Race/Ethnicity



- While the overall vision completion rate has improved, equity gaps continue to persist for Black and Latine/x students when compared to the highest performing group (Asian).
- Black students experience the **largest** equity gaps in terms of degree/certificate completion within three years.

Source: Chancellor's Office LaunchBoard

Note 1: Data for Native American and Pacific Islander was suppressed by data source due to small sample size



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

# What is a predictive/statistical model?

Predicting future trends and events based on historical (past) patterns.

Predictive models can tell us **what is likely to happen** to current students based on past students with similar characteristics.



Model correctly predicted completion outcome 84.2% of the time for the last cohort

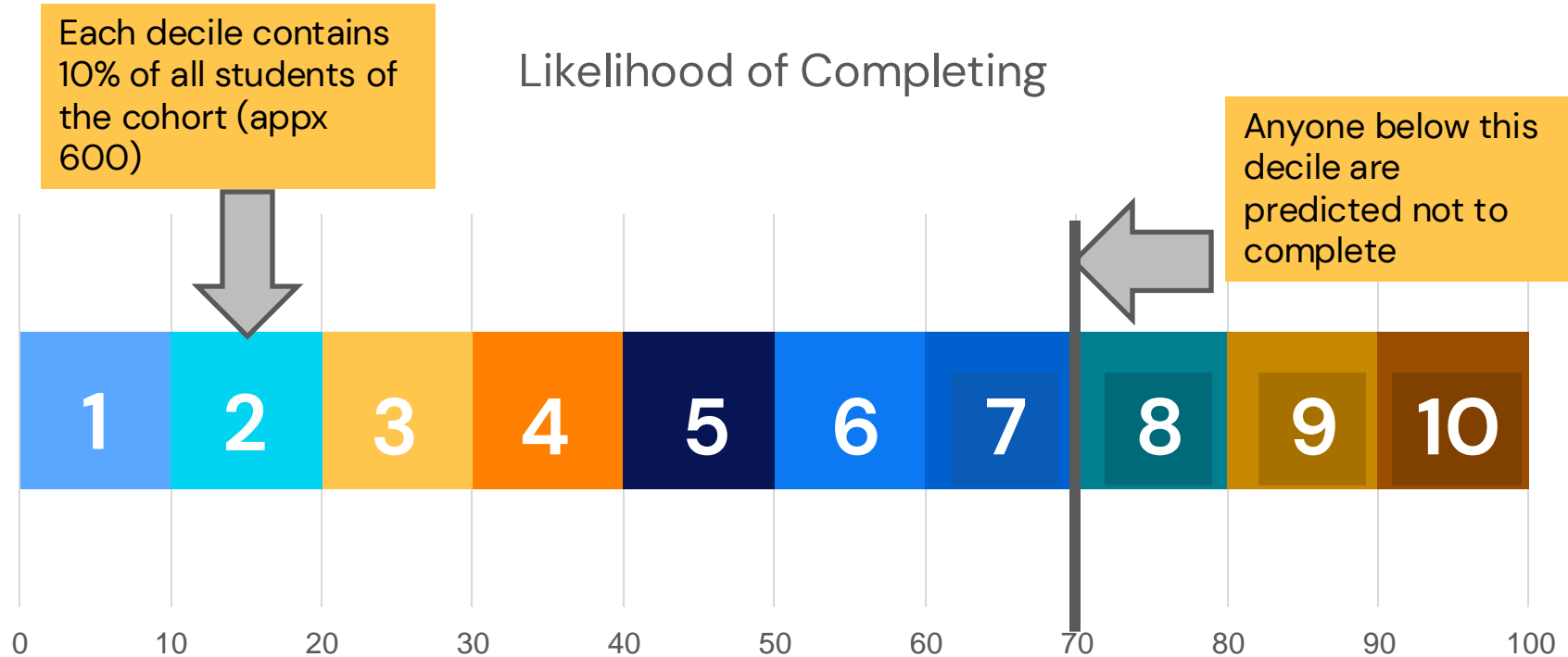


IR created a model/calculator based on past student data to determine the probability a current or future student will complete a degree or certificate within three years.

The model includes factors such as:

- High school performance (i.e., GPA, etc.)
- Student demographics (i.e., race, age, first-generation status, financial aid)
- Early performance (units earned, English or math completion, GPA, etc.)
- Early factors (enrolled in intersession, persisted, participated in special programs, etc.)

Based on each student's predicted score (decile 10 = 100% likely to complete; decile 1 = 0% likely to complete), they are divided evenly into deciles



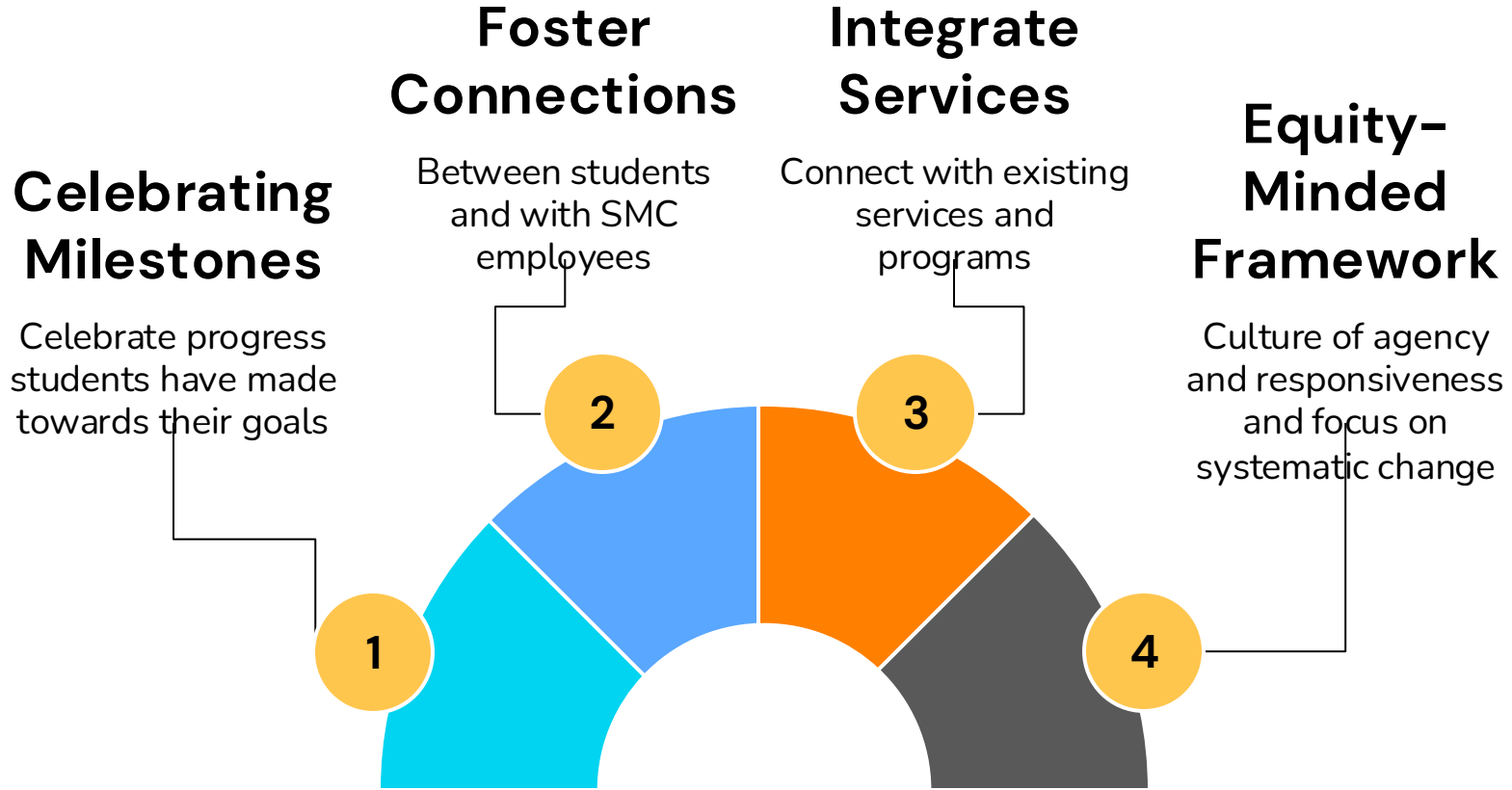
What can we do to help the students  
in **decile 7**, those right below the  
“likelihood to complete/predicted  
not to complete” line... to start?



# Areas Included in Committee Discussion

- Counseling
- Distance Education
- Equity, Pathways, Inclusion
- GPS
- Student Instructional Support
- Student Life
- Student Success Teams/AOIs/Peer Navigators
- Transfer/Articulation

# Proposed Intervention Components



## Now What? IEC is recommending...

- DPAC assign a responsible party or parties to lead efforts to create intervention to improve three-year Vision Goal Completion rates
- DPAC ensure efforts are race-conscious and focused on closing gaps for Black, Latine/x, multi-racial, and other disproportionately impacted students (i.e., LGBTQIA+, foster youth, veterans, formerly incarcerated, homeless, low-income, undocumented, DSPS, etc.) for Vision Goal completion