

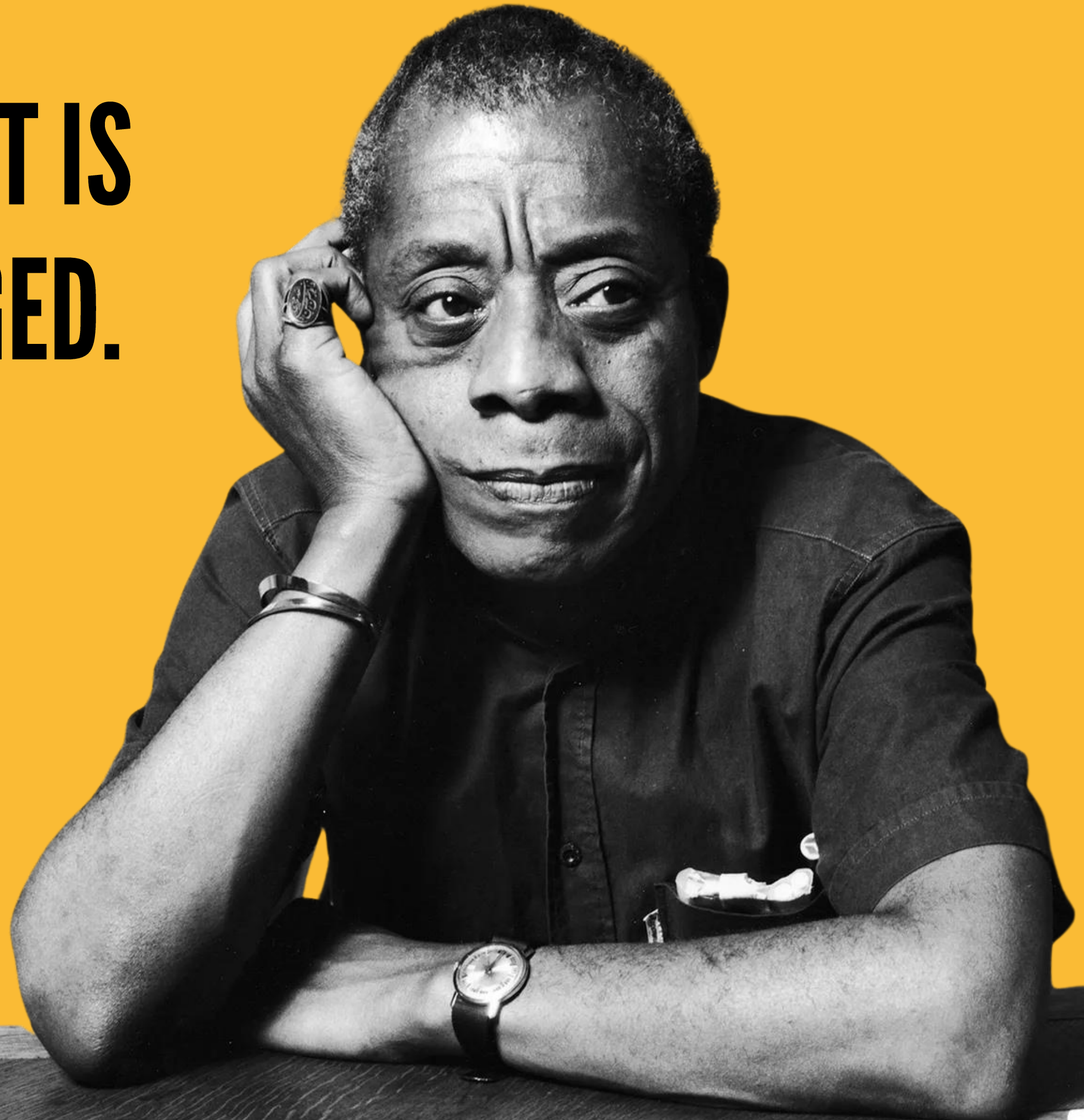
2024-2025 Institutional Effectiveness Committee Report to DPAC

October 8, 2025



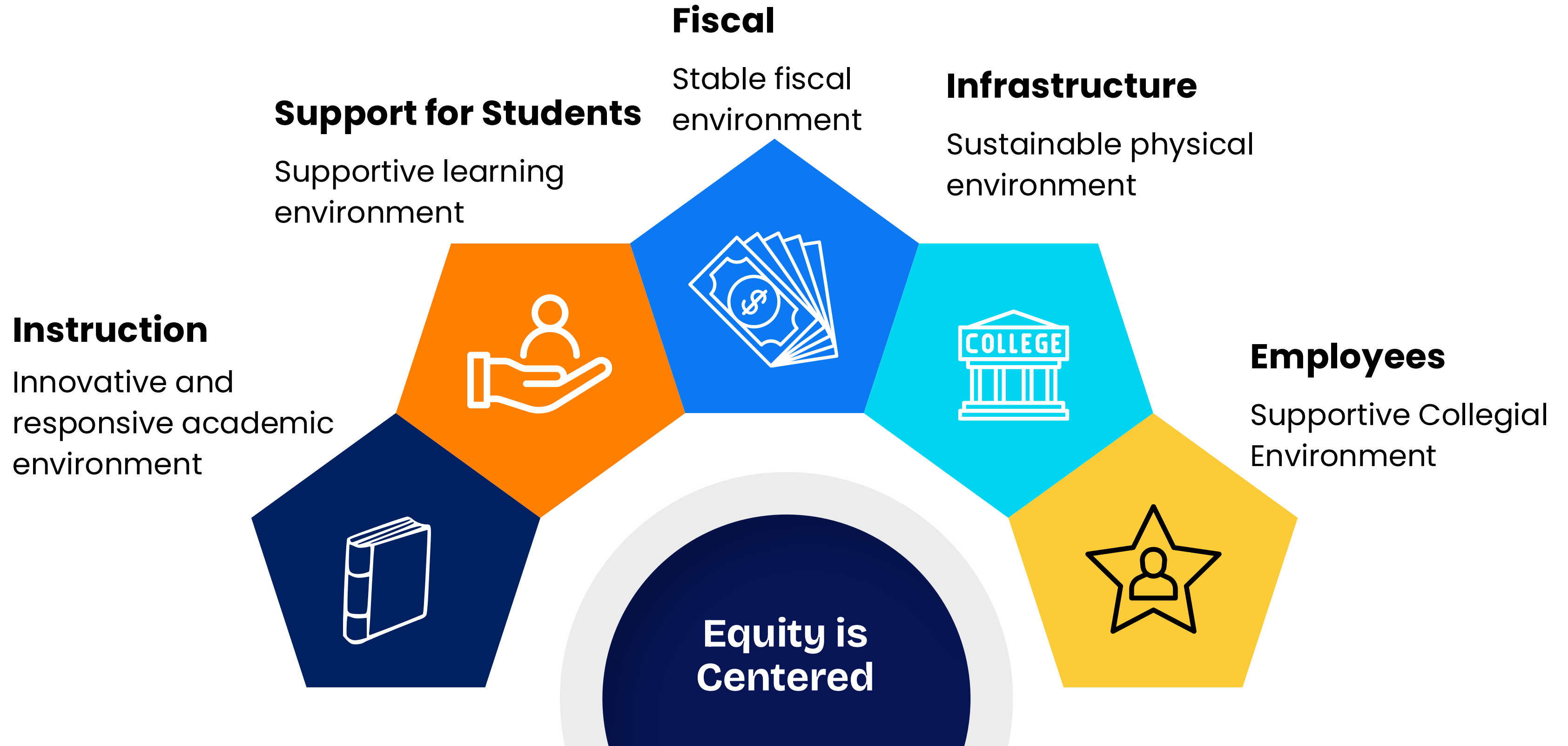
**NOT EVERYTHING THAT IS
FACED CAN BE CHANGED.
BUT NOTHING CAN BE
CHANGED UNTIL IT IS
FACED.**

James Baldwin



Institutional Effectiveness Defined

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

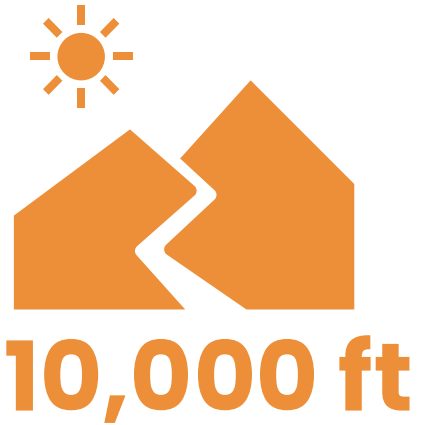
Makes recommendations to DPAC to identify college priorities

Communicates IE metrics and goals to campus community



**Institution,
college-level**

**Institutional
effectiveness**



**Program,
department**

**Program
review, PLOs**



**Course,
activity level**

SLOs, UOs

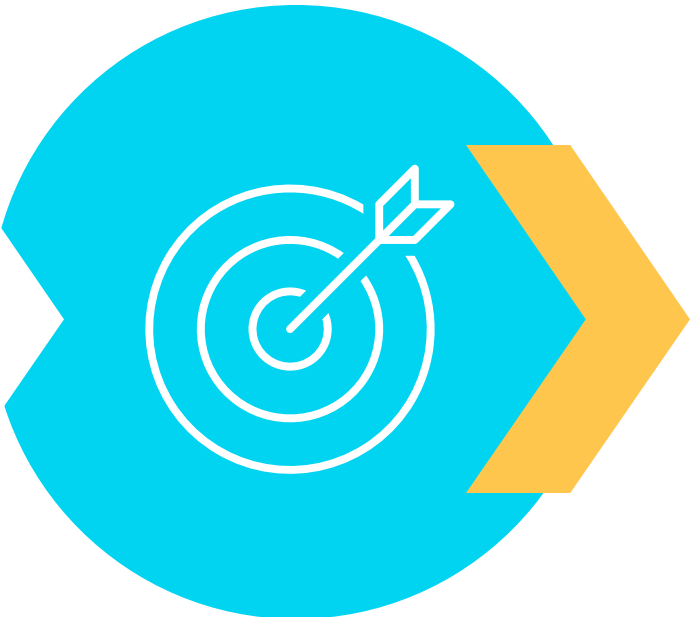
IE Process at SMC

Metrics



Metrics are defined;
data are collected and
analyzed

Evaluate Against Goals



Assess college's
performance on
metrics against
institution-set
standards and goals

Analyze



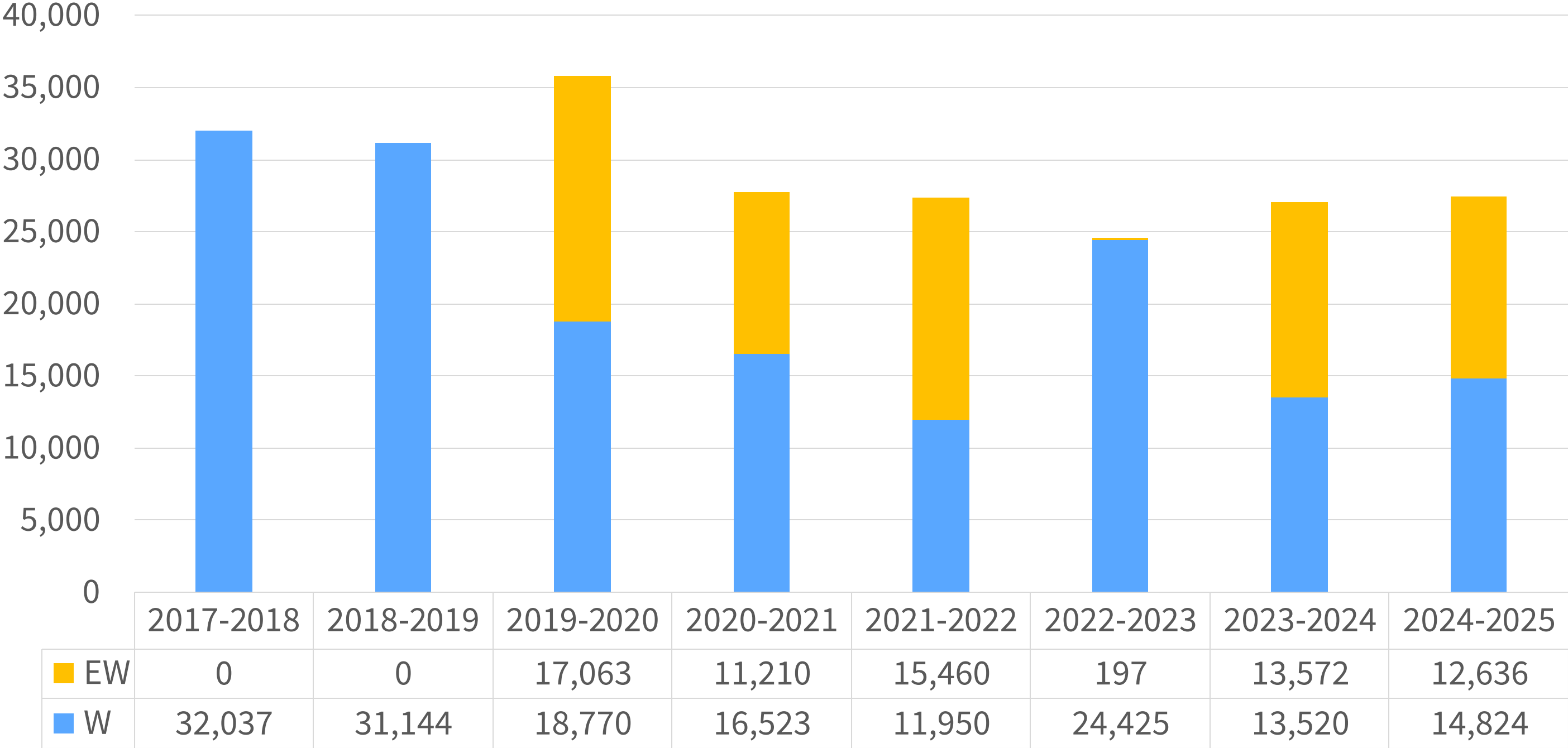
Based on college's
performance on
metrics, IEC identifies
areas of college
needing critical
attention

Write Report



IEC writes a report of
the findings that is
shared with the BOT
and DPAC

Conduct a Study on the Usage & Impact of Excused Withdrawals (EWs)



- Changes to § 55024 in Title 5 effective 04-20-2023
- There is greater awareness and usage of EW grades

Credit Courses Only
 Source: Chancellor's Office/SMC Institutional Research

Recommendations for DPAC



Conduct a qualitative and/or quantitative study to assess student and faculty practices regarding EWs and student outcomes associated with them.



Explore how the increased use of EW grades may be impacting key metrics such as persistence, course success, and completion.



Use the findings to inform professional development, policy adjustments, and student support strategies.

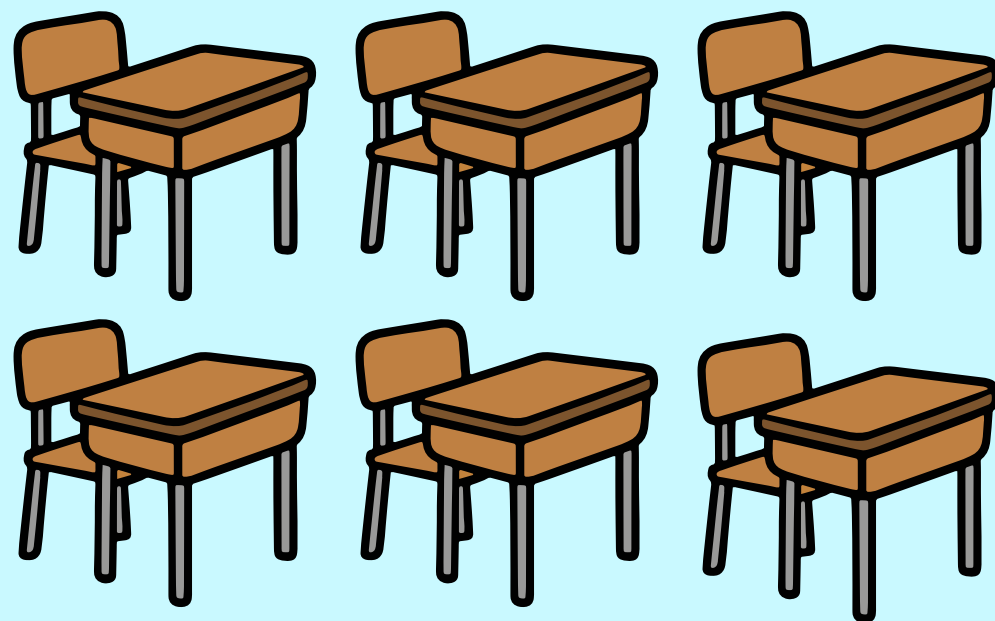


EDUCATE THE CAMPUS ON THE SCFF AND ITS IMPLICATIONS FOR FUNDING AND STUDENT SUCCESS

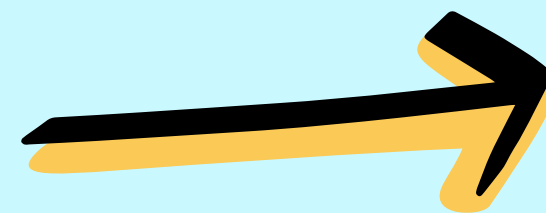
Ensuring College Practices Translate into
Recognized Success Under the SCFF

BEFORE THE STUDENT CENTERED FUNDING FORMULA (SCFF)

Funded by number of student
enrollment in courses or FTES
("butts in seats")

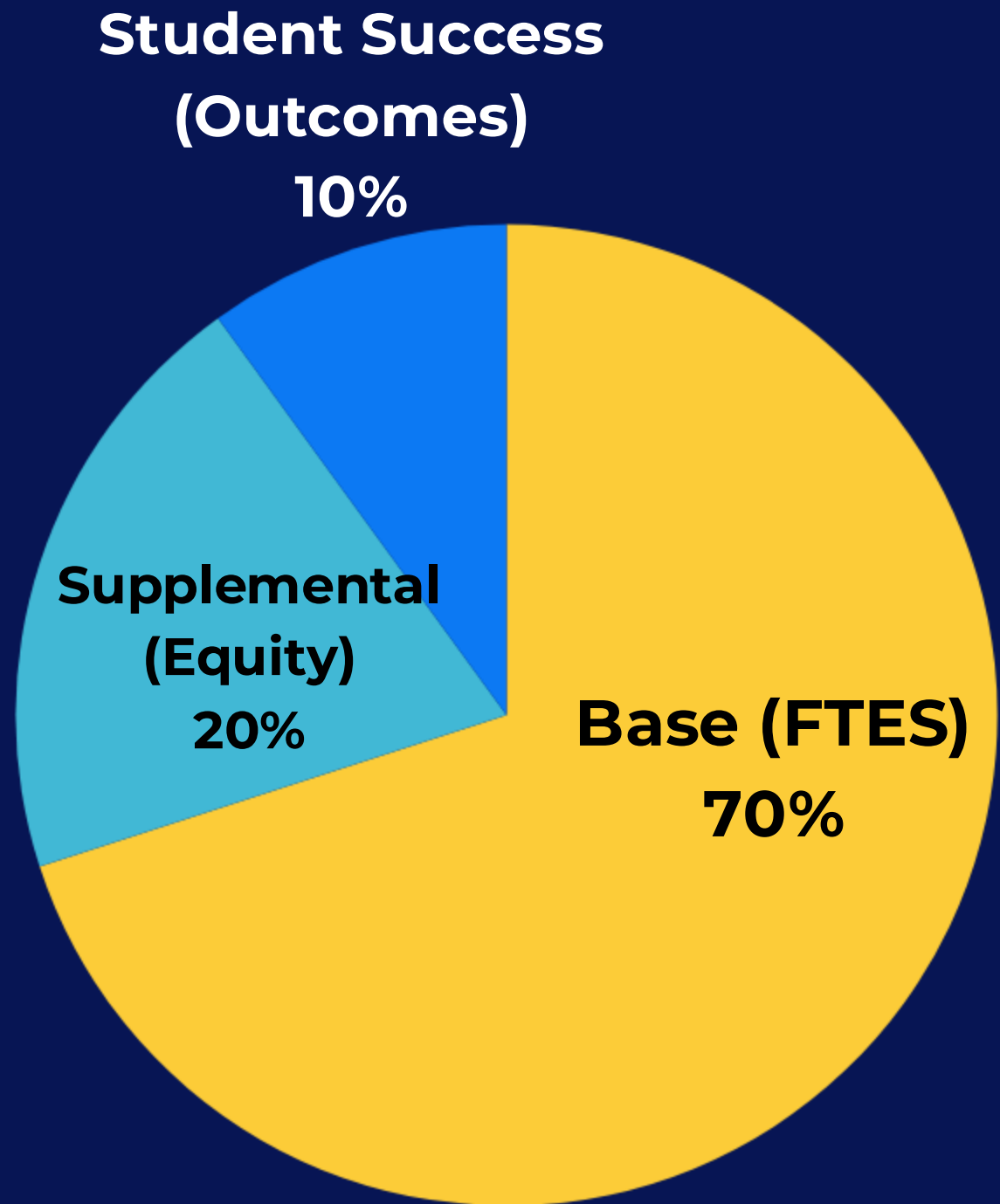


1 FTES = one student taking
a full-time load for a year



A set dollar amount funded
per 1 FTES

NEW FORMULA (SCFF)



FUNDED ONE OF THREE WAYS

WHATEVER PAYS YOU THE MOST
“HIGHEST WINS” RULE



SCFF

What you earn from
SCFF



STABILITY

What you earned last
year in SCFF + COLA



HOLD HARMLESS

A minimum guarantee
based on 2017-2018 SCFF*

***caveat (to be
discussed later)**

SUPPLEMENTAL METRICS

STUDENTS SUCCESS METRICS

AB 540 Student

Pell Grant Recipient

CCPG Recipient

ADT

AA or AS

IXD BS

Credit Cert

Counted once per student for highest level award

Transfer Math & English

Transferred

9+ CTE Units

Living Wage

CAVEATS FOR THE SCFF

THREE-YEAR AVERAGES

DOESN'T CONSIDER HIGH
COST OF LIVING

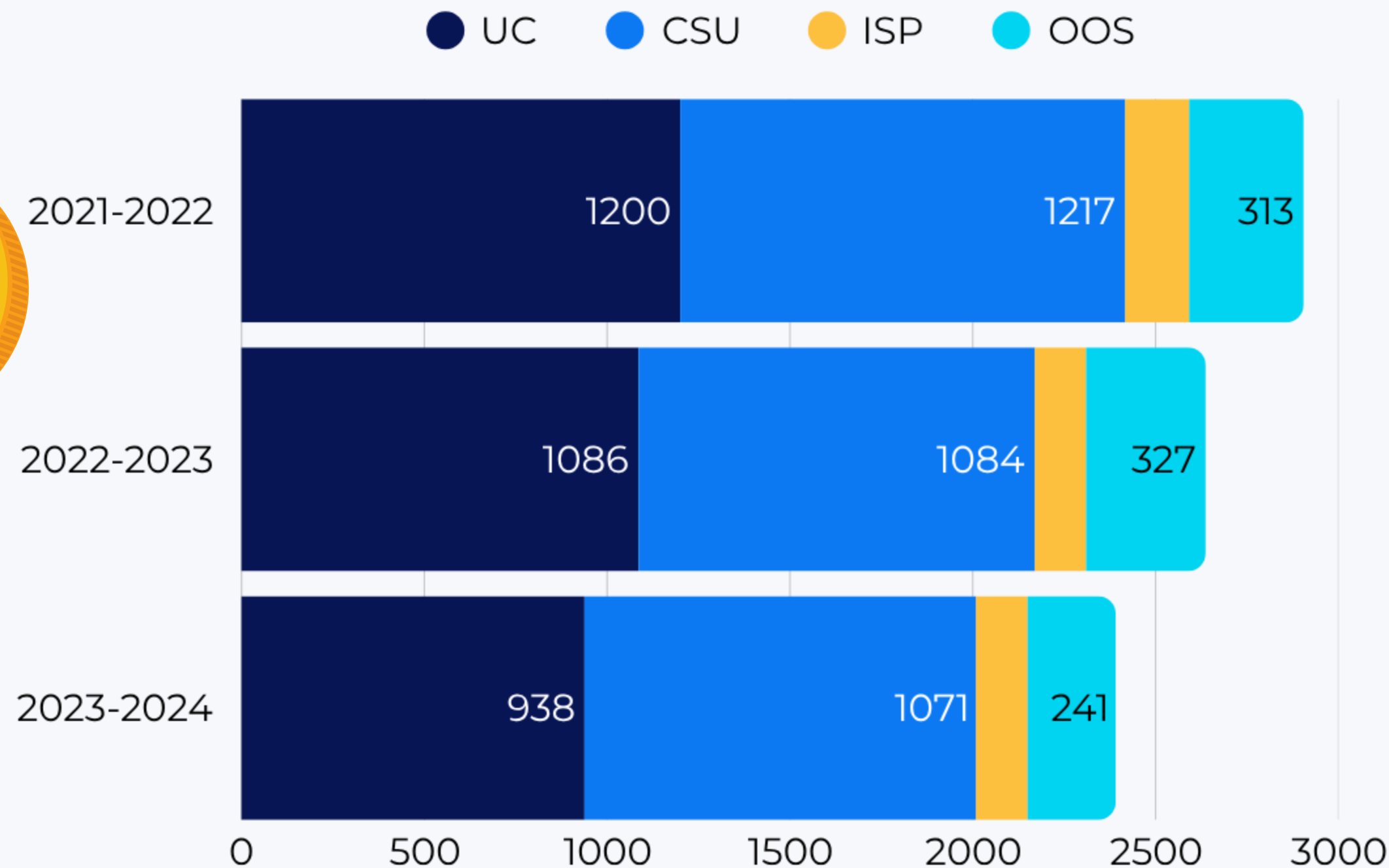
DOESN'T COUNT FI STUDENTS IN
SUPPLEMENTAL METRICS

PERMANENT FUNDING FLOOR
RESET USING 2024-25 SCFF



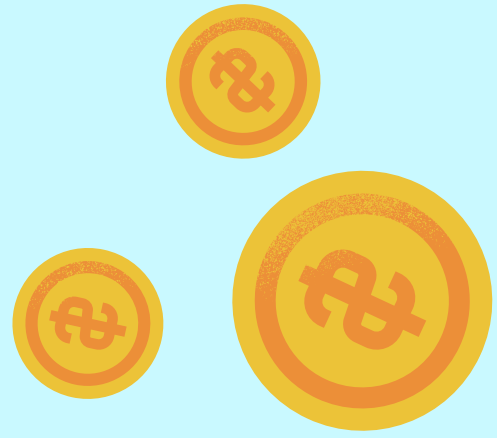


EXAMPLE: TOTAL SMC TRANSFERS



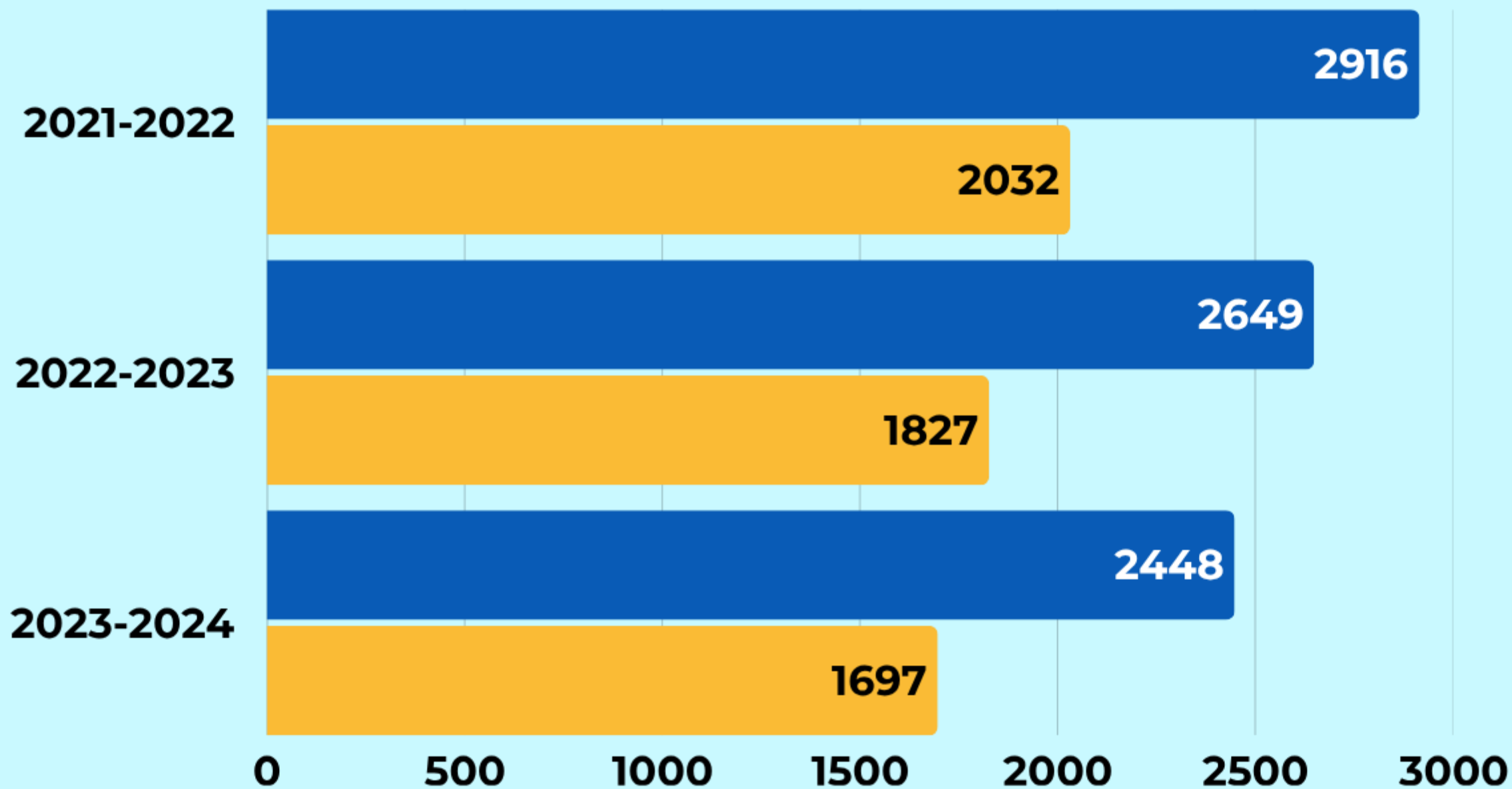
The Institutional Effectiveness Committee monitors the total number of UC, CSU, in-state private (ISP), and out-of-state (OSS) transfers annually





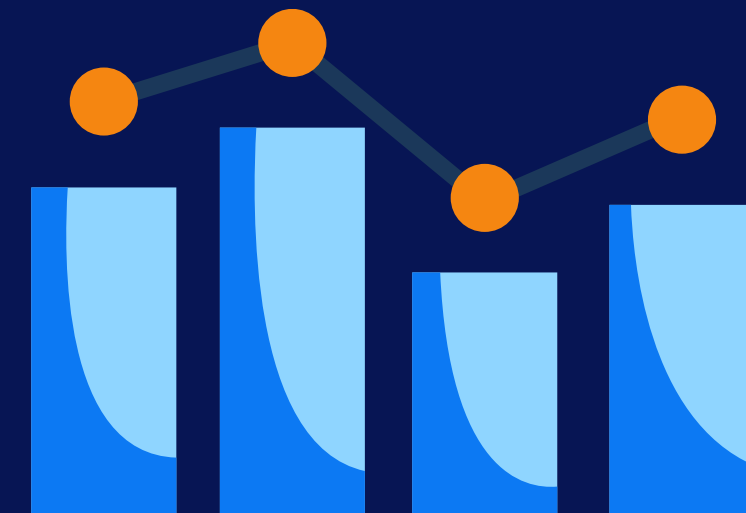
DISCREPANCY IN TRANSFER COUNTS!

● SMC IE ● SCFF



SCFF METHODOLOGY FOR TRANSFER

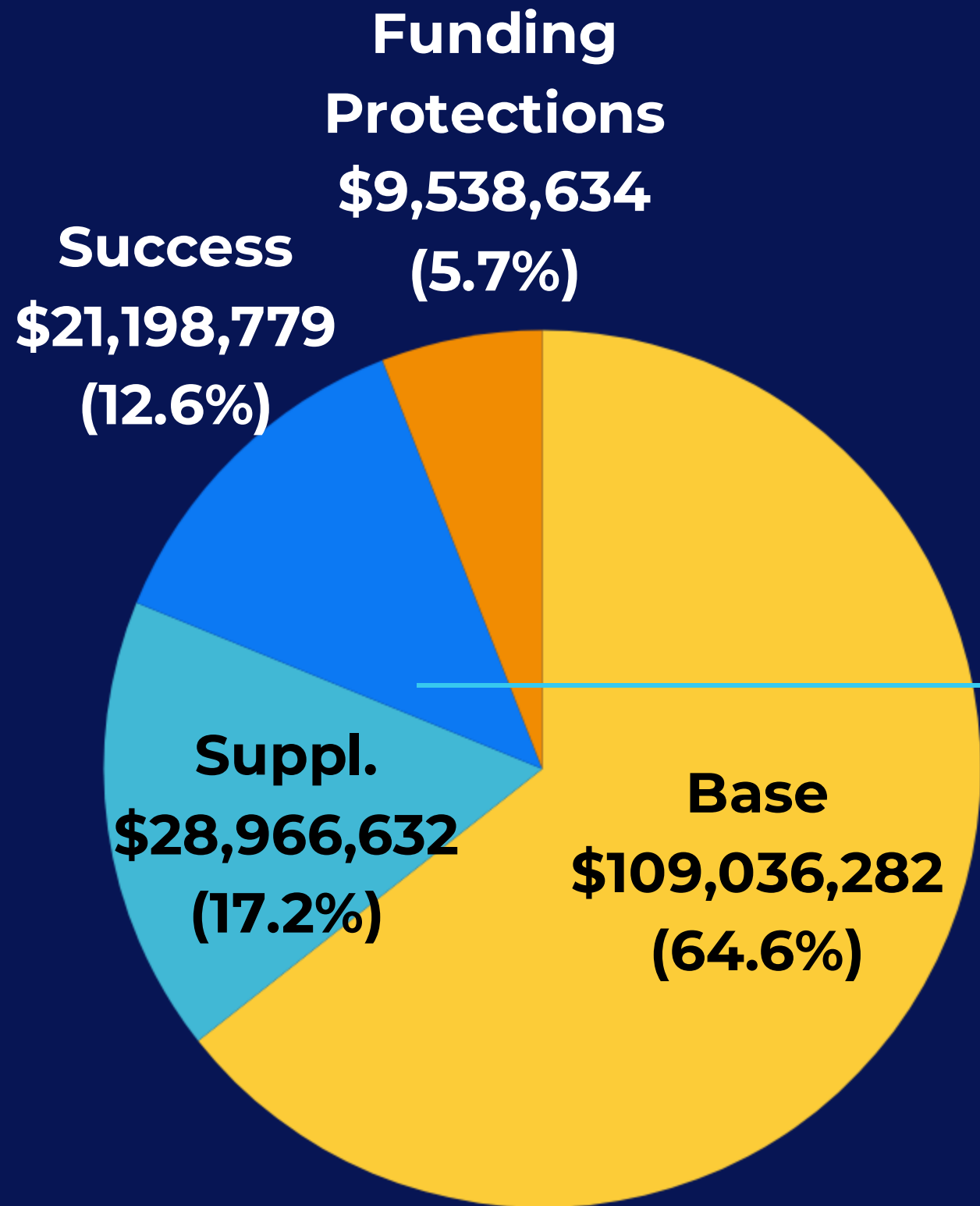
- Earned with D or better 12+ units in the prior year in district *before* transferring
- Exited the CCC system in the transfer year



24-25 FUNDING BREAKDOWN

\$168,740,327

\$1,107.35 PER STUDENT (3-YR AVG) TRANSFERRED (+\$ IF PELL, AB540, CCPG EACH)



TRANSFERS = \$2,650,084 OR 1.6% OF TOTAL COMPUTATIONAL REVENUE

- What are the potential financial implications of undercounting SMC students transfers in SCFF?
- Which students are most likely to be “missed” in SCFF transfer counts?
- How should we balance counseling practices with funding methodology?

WE RECOMMEND:

EDUCATE THE CAMPUS

01

Launch an awareness campaign for faculty, staff, and administrators on how SCFF metrics, especially supplemental and student success metrics, are defined and calculated.

FOSTER CROSS-DISCIPLINE DIALOGUE

02

Explore how instructional and support practices can be aligned with student success and long-term institutional sustainability.

