

2015 Annual Report on Institutional Effectiveness



Prepared by the
Office of Institutional Research
Spring 2015

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 volume 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 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 analysis of the College's performance on 48 indicators on the 2015 Institutional Effectiveness Dashboards. The Dashboards are published as a separate document from the current report.

The report is organized into six sections that coincide with the five supporting goals being assessed and a sixth section focused on student equity.

Innovative and Responsive Academic Goal

Two new indicators were added to the Innovative and Responsive Academic section: IE Indicator 1.22 (Job Placement Rate) and 1.26 (Percentage of Students Enrolled in Global-Related or Focused Courses) in the current report. These two indicators were identified in the past reports as "future indicators" by central stakeholders.

SMC meets or exceeds the institution-set standards for the 2015 performance year for 18 of the 22 student success and achievement indicators, including number of transfers to UCs/CSUs, number of degrees and certificates awarded, course success, basic skills course progression, CTE completion, and ILO mastery. The College did not meet the minimum standard for 4 of the following indicators:

- **1.6 Transfer Rate:** The College did not meet the institution-set standard (47.0%) for the most recent cohort year, 2008-2009 (44.8%). According to the central stakeholders of this indicator, it is not likely that the College will meet the standard for the next several years since the budget crisis of 2008-2009 has resulted in reduced course offerings and counseling services.
- **1.19 Registered Nursing License Exam Pass Rate:** The College performed 3.9% below the institution-set standard (90.9%) for the 2013-2014 academic year. According to the central stakeholders, the decline in performance for this indicator may be a result of the changes made to the licensing exam (NCLEX) in April 2013. According to the Associate Dean of Health Sciences, the NCLEX was revised to more accurately align the passing standard for the exam with the nursing skills and ability required to competently practice at the entry level. The result of these changes increased the difficulty of the exam. Nationwide, the NCLEX pass rates have also experienced a decline since the implementation of the exam revisions (89.3% in 2012 vs. 79.3% in 2014).

- 1.21 Cosmetology License Exam Pass Rate: The College performed slightly below the institution-set standard (84.8%) for the 2014 calendar year (84.2%). The decline in overall exam rates for 2014 may be attributed to the lower pass rates observed in the written and practical Cosmetologist and written and practical Manicurist exams.
- 1.22 Job Placement Rate: The job placement rate for students enrolled in the most recent cohort (2011-2012) was 52.2%, 7.1% below the institution-set standard of 59.3%. One major limitation of the current methodology used to calculate job placement rate is that it does not take into account self-employment data. Many of the CTE programs at SMC, such as photography, cosmetology, design technology, solar photovoltaic installation, and entrepreneurship, are designed to train students in industries that lead to self-employed or contract positions. The central stakeholders of this indicator have discussed the need to more accurately and systematically track students who complete or leave CTE programs at the college in terms of employment and wage.

The College met or exceeded the five-year target goals for 4 of the 5 indicators that were identified as institutional priorities, including IE Indicator 1.1 (Persistence Rate), 1.15 (Basic Skills Course Improvement Rate), 1.16 (Basic Skills Course Improvement Rate), and 1.18 (CTE Completion Rate):

- Improvement in the overall performance on the two basic skills related indicators can be attributed to the improved performance of three ethnicity/race groups, Black, Hispanic, and White, over the last three years. The improvement in performance may also reflect the recent efforts of the College to improve the success of students enrolled in basic skills courses, including accelerated math and English courses and the Summer Jams and FYE programs. The following bullet points summarize the findings of preliminary analyses conducted to evaluate these programs:
 - Accelerated basic skills courses: Implementation of the accelerated basic skills courses (English 85, English 20, and Math 85) has increased the percentage of students who progress through the basic skills sequence and successfully complete the next level course.
 - Summer Jams program: Students reported being more confident in their math/English skills, felt more prepared to succeed in their math/English courses, and found more ways to use math/English outside of school after participating in the Summer Jams program.
 - First-Year Experience (FYE) program: FYE students successfully completed and progressed to the next level English and math course at higher rates than their counterparts.
- The improvement in the CTE completion rate may reflect the recent work of the Basic Skills Initiative/Career Technical Education Collaborative Project, CTE Committee, and CTE departments to implement several strategies and programs 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.

Based on performance in the most recent cohort year (2008-2009), the College is not meeting the five-year target goal for IE Indicator 1.6 (Transfer Rate). 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 this indicator is to maintain the performance year-over-year (within 1% of the previous year's performance). The transfer rate for the 2007-2008 cohort was 47.4%. Therefore, the target for the current year is to achieve a rate between 46.4 to 48.4%. According to the central stakeholders of this indicator, it is not likely that the College will meet the target for the next several years since the budget crisis of 2008-2009 has resulted in reduced course offerings and counseling services.

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 increased steadily over the last five years from 35.8% to 53.8%. The student-to-counseling ratio has improved over the last two years from 373 students for every counseling FTE to 361 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 2012-2013 to a surplus of \$3.45 million in fiscal year 2013-2014. Looking ahead, the College is projecting a revenue increase of 2.2% and an expenditure increase of 8.2% for 2014-2015. The net effect of the projected changes in revenue and expenditures will result in a projected operating deficit, with one-time items, of \$4,913,748.

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 (603.94 WSCH/FTEF in fall of 2014). In addition, the annual revenue from non-resident/Intensive English Program tuition Program has increased by approximately \$7 million over the last five years.

Lastly, SMC's fund balance ratio decreased by 5.6% over the last five years from 15.47% in 2009-2010 to 9.87% in 2013-2014. However, 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 electricity and gas usage over the last two years. For the third year in a row, SMC has met the employee AVR target of 1.5 employees per car commuting to campus. The student AVR decreased by 0.12 from 2.59 in 2012-2013 to 2.47 in 2013-2014.

Supportive Collegial Goal

SMC completed or substantially completed 100% of the 9 annual objectives in the 2013-2014 Master Plan for Education.

Student Equity

The metrics of the college's Student Equity Plan has been integrated into the IE Report. The data reveal that the following student populations are experiencing the most disproportionate impact (equity ratio is less than 0.90):

- IE Indicator E2: Course Success Rate
 - Native American (0.88)
 - Former/current foster youth (0.85)
 - Black (0.80)
- IE Indicator E3a: Basic Skills English Course Completion
 - International students (0.80)
 - Students with disabilities (0.79)
 - Black (0.65)
- IE Indicator E3b: Basic Skills ESL Course Completion
 - Asian, non-international student (0.88)
 - White, non-international student (0.79)
 - Hispanic, non-international student (0.55)
- IE Indicator E3c: Basic Skills Math Course Completion
 - Students with disabilities (0.63)
 - Black (0.46)
- IE Indicator E4: Degree and Certificate Completion
 - Hispanic (0.88)
 - Male (0.86)
 - Students with disabilities (0.71)
 - Black (0.59)
- IE Indicator E5: Transfer
 - Hispanic (0.68)
 - Black (0.67)

The Student Equity Standing Committee is currently engaged in several activities to conduct more research and inquiry to better understand why equity gaps exist for specific student groups. In addition, several interventions and student support services are being implemented to address the inequitable outcomes observed. The 2014 Student Equity Plan can be accessed here:

http://www.smc.edu/ACG/Documents/Board%20of%20Trustees%20Meetings/Board_of_Trustees_Meetings/2014/Student%20Equity%20Plan%202014.pdf

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 (2015) report is the fourth annual report assessing Santa Monica College's performance on the 2011-2016 Institutional Effectiveness Dashboards.

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 “IE indicator”, “dashboard”, “institution-set standard”, “target”, “performance year”, and “central stakeholders” are used extensively in the discussion of institutional effectiveness at Santa Monica College. These terms are defined below.

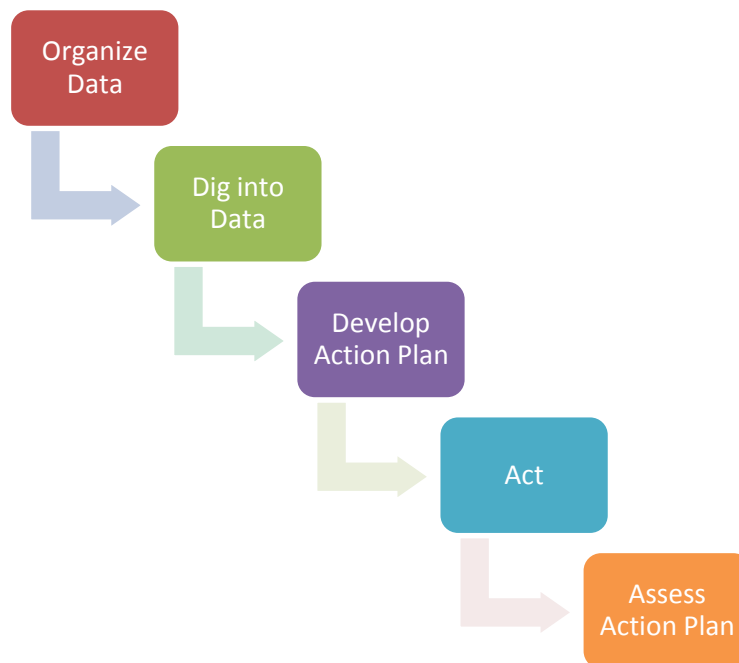
- **IE Indicator:** a metric identified as being important in informing institutional effectiveness. A more detailed description of criteria for an IE indicator is described in the “Development of Key Indicators” section of the report.
- **Dashboard:** a visual tool monitoring the college’s performance on the key indicators which highlights trends and patterns. The seven dashboards, when reviewed together, provide a balanced view of institutional effectiveness. The dashboards are published separately from the current report. To view the College’s performance on the 2015 dashboards, visit: <http://www.smc.edu/iedashboard>. One dashboard contains IE indicators that have been identified as institutional priorities, five dashboards highlight trend performance related to the College’s five goals, and a seventh dashboard describe the College’s performance on student equity-related metrics. A more detailed description of the process of identifying the 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 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 indicator value of the most recently reported year of institutional effectiveness. For indicators on the Institutional Priorities Dashboard, the value in the performance year is measured against the target goals.
- **Central Stakeholders:** campus personnel or groups directly responsible for or impacted by a key indicator. For example, the central stakeholders for IE Indicator 1.6 (Transfer Rate) are the Dean of Counseling and Retention, 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 process that began in academic year 2011-2012. The five steps of the institutional effectiveness process are described in the figure below.

Institutional Effectiveness Process



Organize Data	Dig into Data	Develop Action Plan	Act	Assess Action Plan
<ul style="list-style-type: none"> • Develop indicators • Select indicators for Institutional Priorities Dashboard • Establish institution-set standards and targets 	<ul style="list-style-type: none"> • Conduct follow-up qualitative and quantitative research studies to deepen understanding of the College's performance on the indicators 	<ul style="list-style-type: none"> • Identify areas for intervention and develop action plan to improve performance on the indicators 	<ul style="list-style-type: none"> • Implement strategies to improve the College's performance on the indicators 	<ul style="list-style-type: none"> • Evaluate the effectiveness of the intervention strategies

The institutional effectiveness process includes an annual update of the College's performance on the indicators with the most recent and 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 the "Organize Data" step of the institutional effectiveness cycle, to build an inventory of potential indicators. The College continued its efforts with this step for the 2012 report with the revision and addition of IE indicators, the development of the institutional effectiveness dashboards, the setting of appropriate targets for selected indicators, and the identification of 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. The 2014 report on institutional effectiveness described the strategies that were implemented to address the College's performance on the basic skills related indicators. The current report (2015) on institutional effectiveness provides some preliminary results evaluating the effectiveness of the strategies developed to improve the College's performance on the basic skills indicators.

Although the institutional effectiveness process is described as distinct elements, the various steps often occur simultaneously and are not always sequential.

Development of the IE Indicators

The set of IE indicators included in the report was purposefully designed to measure the College's supporting goals. The 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, indicators were aligned with and/or built on metrics in federal and statewide accountability and research reports and requirements, including the American Association of Community Colleges' report on educational attainment of community college students¹, the Student Success Scorecard² [formerly known as the Accountability for Reporting California Community Colleges (ARCC)], the Institutional Effectiveness Partnership Initiative (IEPI), and accreditation.

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

² <http://scorecard.cccco.edu/scorecard.aspx>

Institutional effectiveness 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.

The set of 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 indicators are useful in providing meaningful feedback for informing the institutional goals and objectives. Some of the 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 indicators.

In addition, the indicators included on the Institutional Priorities Dashboard are disaggregated by student gender, ethnicity/race, age, and college-prepared status (new for 2015), when applicable. 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 IE Indicators

A total of two new IE indicators were added to the 2015 report of institutional effectiveness, including 1.22 – Job Placement Rate and 1.26 – Percentage of Students Enrolled in Global Courses. These two indicators were identified in past reports as “future indicators”. All of the indicators related to student success were renumbered in order to group similar or like indicators together.

IE Indicator 1.8 (Course Success Rate) was revised to include non-primary terms (summer and winter) to align with the metrics in the new statewide framework of the Institutional Effectiveness Partnership Initiative (IEPI). IE Indicator 1.18 (CTE Completion Rate) was recalculated to include the revisions made to the course codes that identify the degree to which a course is occupational (SAM code). Lastly, the student equity indicators were revised to better align with the data reported in the College’s Student Equity Plan. These indicators are organized as a separate dashboard.

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, Supportive Learning, Stable Fiscal, Sustainable Physical, and Supportive Collegial). The sixth dashboard contains five IE indicators in the Innovative and Responsive Academic goal that have been identified as institutional priorities by DPAC and the Institutional Effectiveness Committee. A seventh dashboard was developed in 2014-2015 for the 2015 institutional effectiveness report to organize the student equity-related indicators.

The IE indicators on the Institutional Priorities Dashboard are directly tied to the College's mission, strategic initiatives, Master Plan for Education (MPE), and the Board of Trustees' Goals and Priorities:

1.1 Persistence Rate	Strategic Initiative: GRIT (Growth, Resilience, Integrity, Tenacity) (2012/12 – 2016/17) MPE Institutional Objectives: #6 and #7 (2012-2013), #4 (2013-2014)
1.6 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.
1.15 Basic Skills Course Improvement Rate 1.16 Basic Skills Transition to Degree Course Rate	Strategic Initiative: Basic Skills Initiative (2007/08 – 2011/12) MPE Institutional Objectives: #7 (2011-2012) Board of Trustees Goals and Priorities: #2 (2012-2013, 2013-2014, 2014-2015)
1.18 CTE Completion Rate	Strategic Initiative: Career Technical Education (2007/08 – 2011/12) MPE Institutional Objectives: #2 (2014-2015), #9 (2013-2014) Board of Trustees Goals and Priorities: #3 (2012-2013, 2013-2014, 2014-2015)

Performance on these indicators informs the development of institutional objectives in the Master Plan for Education and other college planning 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 central stakeholders. The process used to determine the targets is discussed in detail in the descriptions of the individual IE indicator. Performance on the targets in the most recently reported year (performance year) was evaluated against the established target.

- If the College, based on the 2015 reported data, performed below the target range (within 1% of the target goal), the indicator was marked with "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 2015 reported data, performed within the target range (within 1% of the target goal), the indicator was marked with "Meets 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 2015 reported data, exceeded the target goal by at least 1%, the indicator was marked with "Exceeds Target" on the dashboard. This status indicates that, as of 2013-2014, the indicator target was met.

The targets are reviewed for appropriateness every year by the central stakeholders. In addition to target goals, institution-set standards of performance were set for all 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 success³". 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 the 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. Central stakeholders of an IE indicator made revisions to the institution-set standards, when necessary.

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.

The dashboard describing the College's performance on student equity-related indicators identify the student subpopulations by proportionality index score or equity ratio. Groups with equity ratios of less than 1.0 for a particular metric are identified as being disproportionately impacted and experiencing an equity gap.

³ http://www.accjc.org/wp-content/uploads/2012/09/ACCJC-Memo-AND-External-Eval-Team-Responsibilities-for-Compliance_9-6-12-.pdf

Evaluation of Implemented Strategies

Three programs and strategies were developed in response to the College's performance on the IE indicators related to basic skills, including accelerated courses and the First Year Experience (FYE) and Summer Jams programs. The current section provides a preliminary analysis of the effectiveness of these strategies in improving the success of students enrolled in basic skills.

Accelerated Courses

Research literature in the area of developmental education suggests that the more courses or levels there are in a basic skills course sequence, the less likely students are to ever complete the college-level course in English and math⁴. Santa Monica College's performance on the IE indicators related to basic skills English and math supports this assertion. For example, about one-third of students who began their English, ESL, and math courses in basic skills ever enroll in the college-level course of the same discipline within three years. One strategy to shorten the basic skills course sequence is to accelerate courses. According to the California Community Colleges' Success Network, the acceleration of basic skills courses "involves curricular restructuring that reduces sequence length and eliminates exit points".

The College developed two English (English 20 and English 85) and two math (Math 49 and Math 85) accelerated basic skills courses to increase the number of students who complete the basic skills course sequence and enroll in college-level courses.

- *Accelerated Basic Skills English Courses*

English 85 and English 20 were first offered at the college in Fall 2011 and Spring 2012, respectively. The 5-unit English 85 (Reading and Writing 1) course allows students to complete two semesters of basic skills English courses, English 81A (Paragraphs to Essays) and English 81B (The Basic Essay), in one semester. The 5-unit English 20 (Reading and Writing 2) course allows students to complete two basic skills courses, English 84R (Reading and Vocabulary III) and English 84W (The Basic College Essay) in one course. English 84R is not required to complete the basic skills English course sequence. English 20 is designed as the next course for students who complete English 85. Students who complete English 20 are able to enroll in English 21B or English 1, if they receive a prerequisite waiver. The chart on the next page describes the basic skills course sequence leading to the first college-level course, English 1 (Reading and Composition 1).

The College stopped offering English 81A and English 81B courses in Summer 2012. As a result, students who place into the lowest level (Group C) English courses begin their coursework directly in the accelerated course, English 85. An analysis was conducted to determine whether the implementation of English 85 and English 20 in Fall 2011 has positively impacted students' ability to progress through the basic skills sequence. Course enrollment patterns of students who began their basic skills English courses in a "C" level course (English 81A or English 85) in fall semesters 2008, 2009, 2010, 2011, and 2012 were tracked to determine the percentage of these students who enrolled in a "B" or higher level course (English 21A, English 21B, or English 1) within two years and the percentage who successfully completed the "B" or higher level course within two years

⁴ California Community Colleges' Success Network: <http://3csn.org/developmental-sequences/>

Course Sequence Leading to English 1

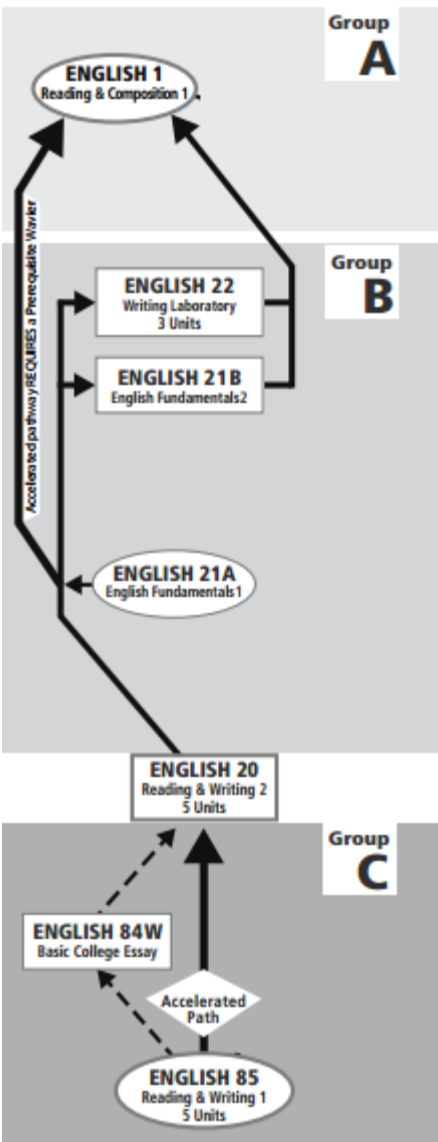
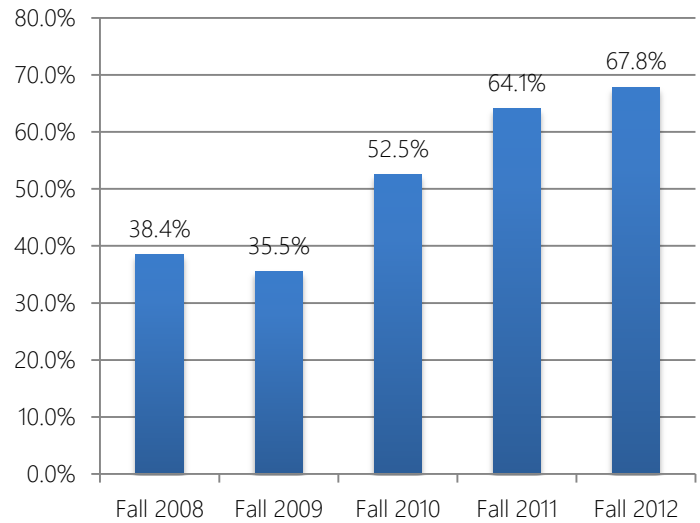


Figure 1 describes the percentage of students who began their English coursework at Santa Monica College in a "C" level course and enrolled in a "B" or higher level course within two years of the initial English course enrollment.

Figure 1. Percentage of Basic Skills "C" Level English Students Who Enrolled in a "B" or "A" Level Course Within Two Years.

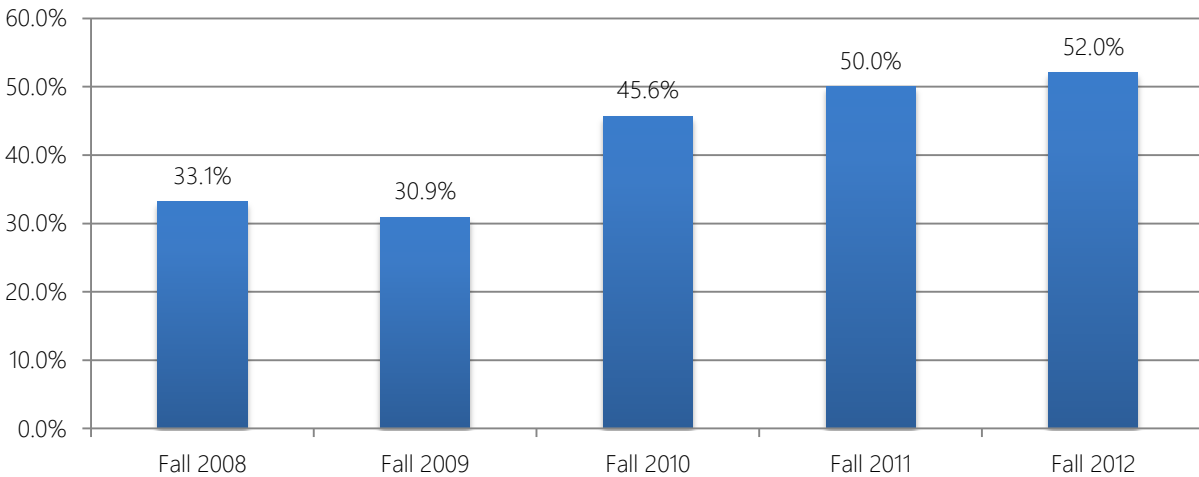


The data reveal that after the implementation of the accelerated basic skills English 85 and English 20 courses in Fall 2011, the percentage of "C" level basic skills students who progressed through the sequence and enrolled in a higher level English course increased incredibly. In Fall 2008, the percentage of these students who progressed through the English sequence of courses was 38.4%. That figure jumped to 64.1% for the Fall 2011 cohort.

cohort.

Figure 2 describes the percentage of students who began their English coursework in a "C" level course who progressed and successfully completed (with a grade of C or better) a higher level course within two years.

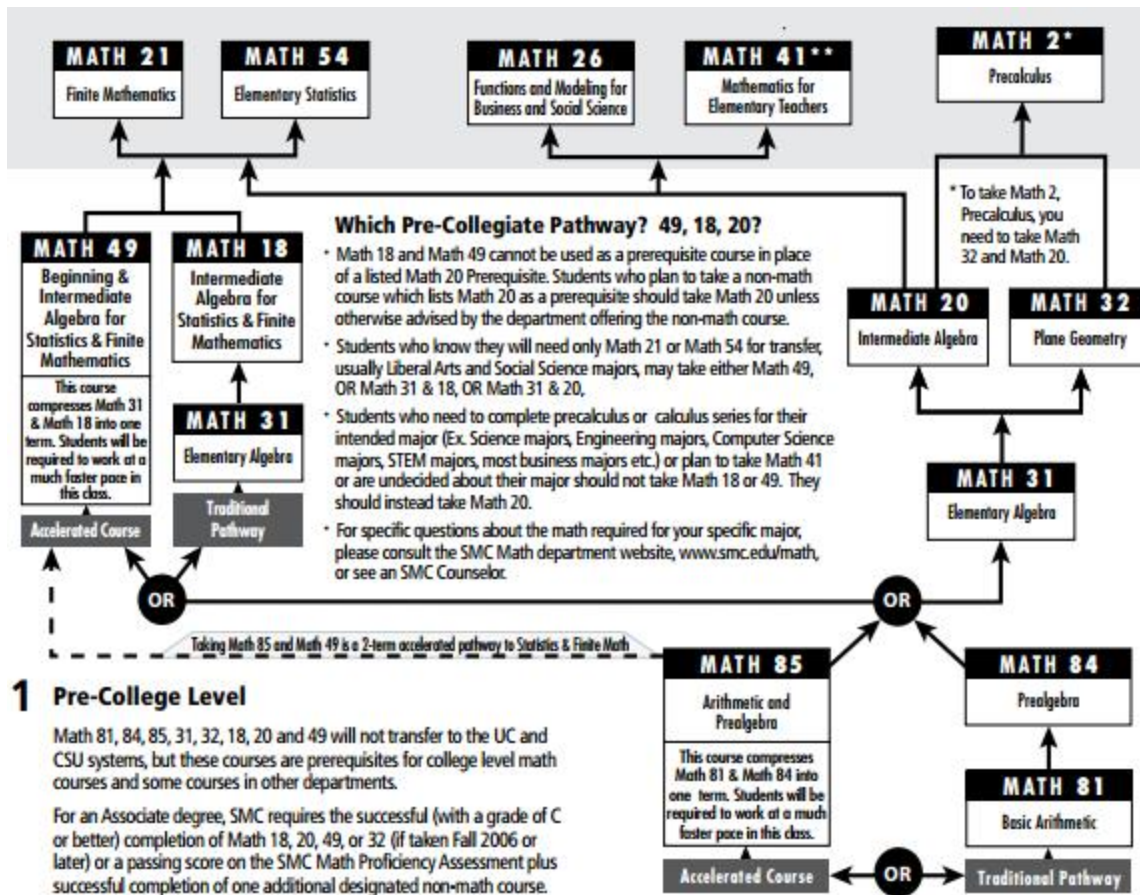
Figure 2. Percentage of Basic Skills "C" Level English Students Who Enrolled and Successfully Completed a "B" or "A" Level Course Within Two Years



The data reveal that the implementation of the English 85 and English 20 courses not only improved the percentage of students who progressed through the basic skills course sequence, but also positively impacted the percentage of students who successfully completed a higher level English course. In Fall 2008, the percentage of students who progressed and successfully completed a higher level English course was 33.1%. The rate improved by 16.9% to 50.0% for the Fall 2011 cohort.

Accelerated Basic Skills Math Courses

Math 85 and Math 49 were first offered at the college in Fall 2012 and Fall 2014, respectively. The 5-unit Math 85 (Arithmetic and Pre-algebra) course allows students to complete two semesters of basic skills courses, Math 81 (Basic Arithmetic) and Math 84 (Pre-Algebra), in one semester. The 5-unit Math 49 (Beginning and Intermediate Algebra for Statistics and Finite Mathematics) course allows students to complete two semesters of math courses, Math 31 (Elementary Algebra) and Math 18 (Intermediate Algebra for Statistics and Finite Mathematics), in one semester. The following chart describes the course sequence leading to the first-level transfer math course (courses in the grey block):



Students are able to take either the traditional pathway (2-course sequence) or the accelerated course to complete the arithmetic/pre-algebra and elementary/intermediate algebra course requirements. Figures 5 and 6 describe the percentage of students who began their coursework in the lowest math course (either Math 81 or Math 85) in fall semesters 2008, 2009, 2010, 2011, and 2012 and enrolled in and/or successfully completed Math 31 or higher course within two years.

Figure 3. Percentage of Math 81/85 Students Who Enrolled in Math 31 or Higher Course within Two Years

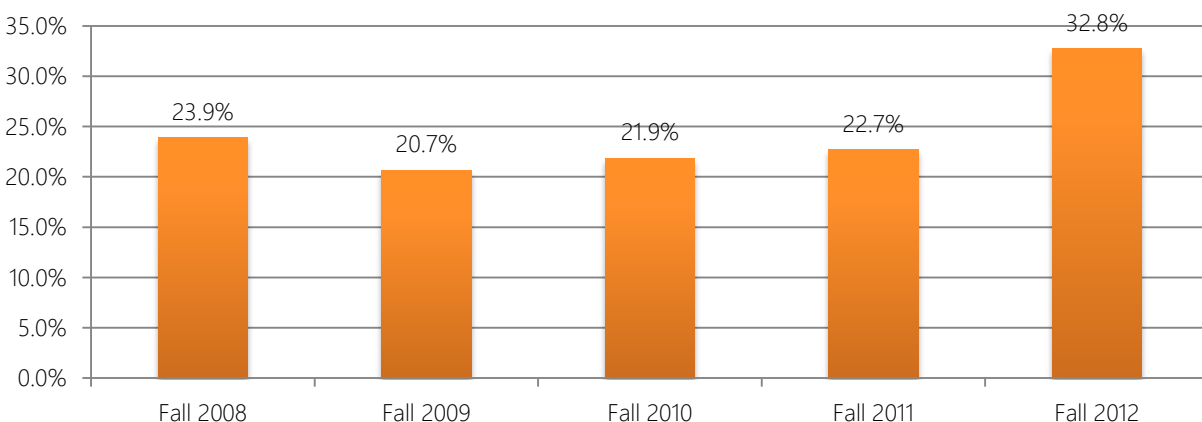
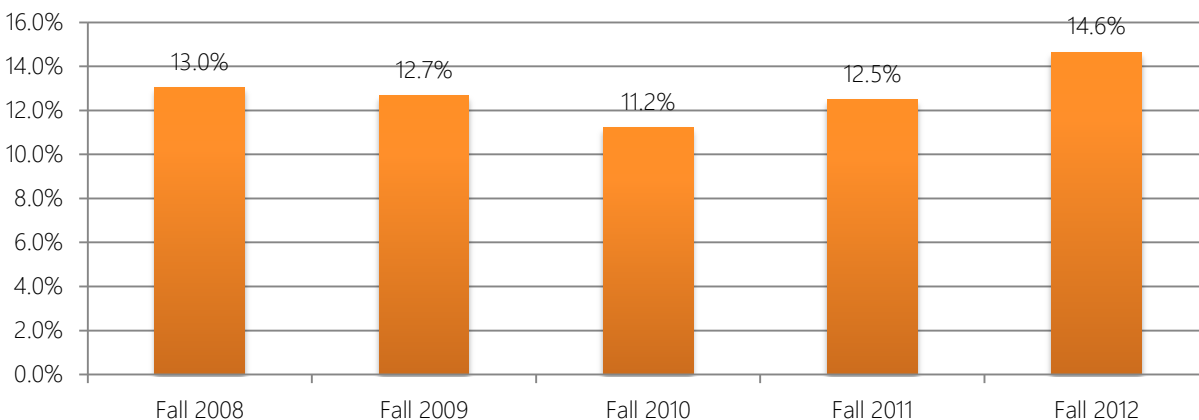


Figure 4. Percentage of Math 81/85 Students Who Enrolled in and Successfully Completed Math 31 or Higher Course within Two Years



The data reveal that the implementation of Math 85 in Fall 2012 has improved the percentage of students who begin their math coursework in the lowest-level course who progress through the sequence and enroll in and successfully complete Math 31 or a higher course within two years. In Fall 2008, approximately 24% of students in the cohort enrolled in Math 31 or a higher course within two years. The rate improved by 8.9% to 32.8% when Math 85 was first implemented in Fall 2012. In Fall 2008, 13% of students in the cohort successfully completed Math 31 or a higher course within two years. The rate improved by 1.6% to 14.6% when Math 85 was first implemented in Fall 2012.

Data examining the impact of Math 49 will be collected in the future as the course was implemented for the first time in the current academic year.

Summer Jams

A summer bridge program, Summer Jams, was launched in the summer of 2013. Summer Jams is designed to help recent high school graduates transition to college. The 10-day program is offered during the summer and 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. Participation in the program is exclusively offered to students who placed into basic skills English and/or math. A total of 82 first-time college students participated in the program in 2013 and 108 participated in 2014.

One goal of Summer Jams is to positively impact students' attitudes and beliefs about math and English. To assess changes in attitudes and beliefs, a pre- and post-survey was administered to all participants. On the survey, participants reported to the extent to which a statement was true using a six-point scale (1 – very untrue of me; 2 – untrue of me; 3 – somewhat untrue of me; 4 – somewhat true of me; 5 – true of me; 6 – very true of me).

A comparison of the pre- and post-survey responses reveals that, on average, students' ratings of math and English-related statements statistically significantly increased after participating in the 2014 Summer Jams program (see Table 5). Students rated the statements to be truer of them after participating in the program.

Table 5. Comparison of Average Ratings of Math/English Statements Pre- and Post-Summer Jams Participation

Statement	Average Rating (Pre-Summer Jams)	Average Rating (Post-Summer Jams)	Difference (Post – Pre Ratings)
I understand the role of math and English classes in an educational plan.	5.11	5.50	+0.39
I feel prepared to succeed in my math classes this fall.	4.54	5.17	+0.63
I am confident about my math skills.	3.93	4.89	+0.96
I can think of many ways that I use math outside of school.	4.31	5.12	+0.81
I feel prepared to succeed in my English classes this fall.	4.98	5.33	+0.35
I am confident about my English reading and writing skills.	4.82	5.11	+0.29
I can think of many ways that I use English reading and writing skills outside of school.	5.12	5.43	+0.31

The largest increases in ratings from pre- and post-Summer Jams were for two statements related to math: “I am confident about my math skills” (+0.96) and “I can think of many ways that I use math outside of school” (+0.81).

The full report describing the findings of the evaluation of the Summer Jams program can be found on the Institutional Research website (www.smc.edu/ir) under “Other Reports”.

First-Year Experience (FYE)

The First-Year Experience (FYE) program at Santa Monica College was launched in spring of 2013 to help first-time freshmen with their transition from high school to college. A goal of the FYE program is to increase the number of student who begin their math and English coursework early in their educational pathway and to ultimately increase student progression through English and math courses. The program is offered to first-time freshmen who place into basic skills and college-level courses.

An analysis comparing math and English course progression suggest that FYE students are successfully completing and progressing to the next level math and English courses at higher rates than their counterparts (other first-time freshmen who did not participate in FYE). Figure 6 describes the successful course completion rate for Fall 2013 first-time freshmen in all math and English courses enrolled between Fall 2013 and Spring 2014. The data reveal that FYE students complete their math and English courses at higher rates than non-FYE students, however, the differences in math course success rates are small.

Figure 6. Percentage of First-time Freshmen who Successfully Completed their Math and English Courses, FYE vs. Non-FYE

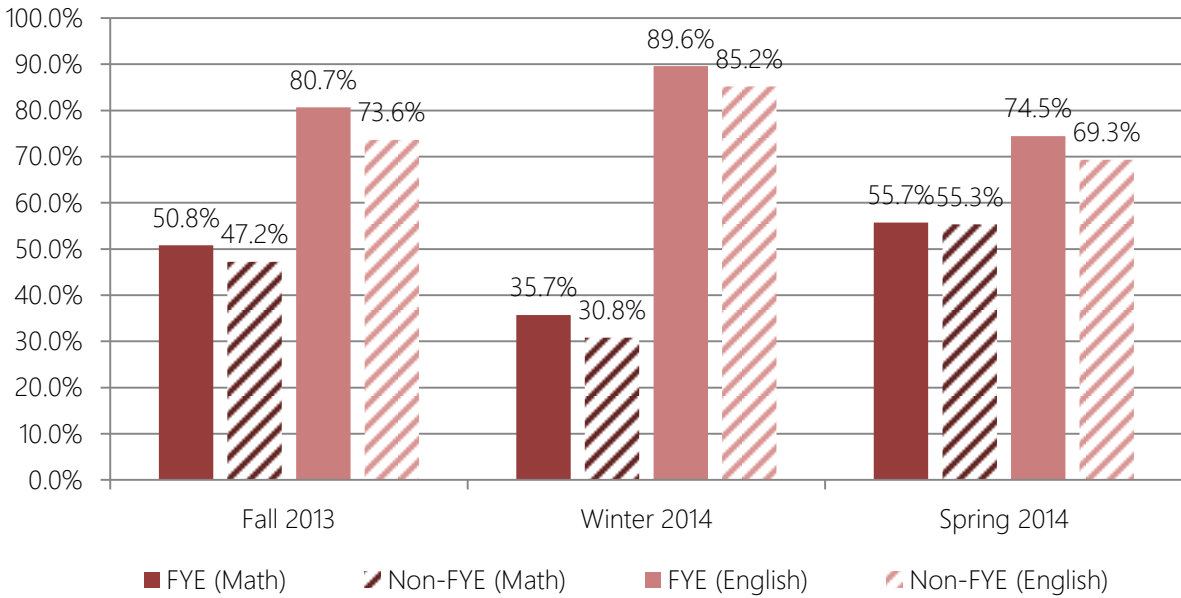
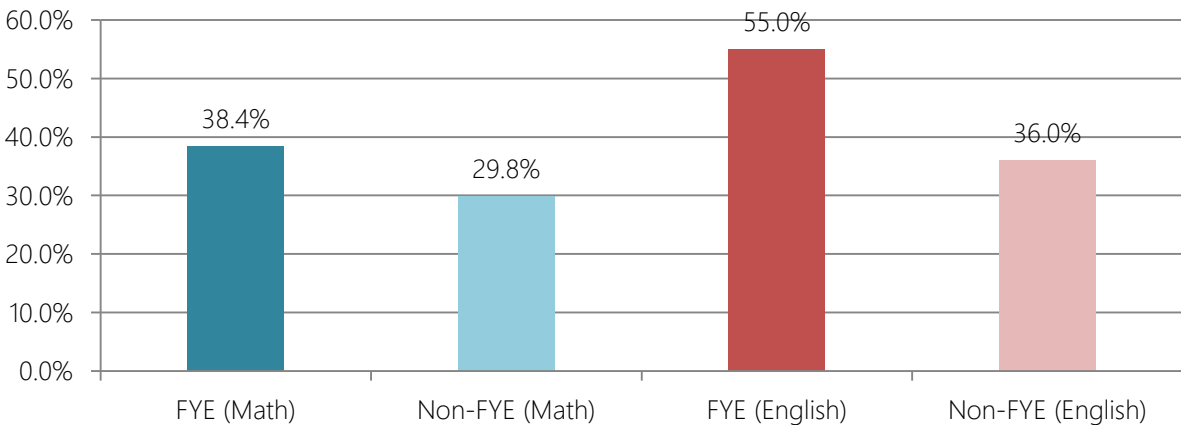


Figure 7 describes the percentage of first-time freshmen who enrolled in their first math and English in their initial term (Fall 2013) and progressed and enrolled in the next level course in the subsequent Spring 2014 semester. The data reveal that FYE students progress to the next English and math courses at higher rates than non-FYE students.

Figure 7. Percentage of Fall 2013 First-time Freshmen who Progressed to the Next English/Math Course, FYE vs. Non-FYE



The FYE findings should be interpreted with caution as students self-select into the FYE program, causing a biased sample. The full report describing the findings of the evaluation of the FYE program can be found on the Institutional Research website (www.smc.edu/ir) under "Other Reports".

Organization of Report

The report is organized into six sections that coincide with the five supporting goals being assessed and a sixth section focused on the student equity metrics. Each section starts with an introduction and provides a description of future IE indicators (when available).

The current institutional effectiveness report discusses the College's performance on 48 IE indicators. Each indicator is reported separately. For each indicator, the data source and methodology are detailed, a five-year trend of data is reported, and a narrative interpretation and analyses of the data are provided. For IE indicators measuring student performance, an analysis of the performance against the institution-set standards is discussed. For IE indicators on the Institutional Priorities Dashboard, the indicator report includes a discussion of the College's performance relative to the five-year (2011-2016) target goal.

Section 1: Innovative and Responsive Academic Environment

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 28 IE indicators in this chapter. The indicators are categorized by the following dimensions of the college goal:

Category	IE Indicator Number ⁵
PROGRESS & ACHIEVEMENT: Measures completion and “momentum” or progress points which document milestones toward achievement.	1.1 Fall-to-Fall Persistence Rate
	1.2 Degrees Awarded
	1.3 Certificates Awarded
	1.4 Transfers to Public 4-Years (UC/CSU Combined)
	1.5 Progress & Achievement Rate
	1.6 Transfer Rate
	1.7 Semesters to Associate Degree Completion
COURSE LEARNING AND SUCCESS: Measures the successful completion and mastery of student learning outcomes (SLOs) in courses	1.8 Course Success Rate
	1.9 Personal Attributes ILO # 1 Mastery Rate
	1.10 Analytic and Communications ILO #2 Mastery Rate
	1.11 Applied Social Know. and Values ILO #3 Mastery Rate
	1.12 Appl. Know. and Value of the Phys ILO #4 Mastery Rate
BASIC SKILLS: Measures the success of students enrolled in pre-collegiate courses.	1.13 Authentic Engagement ILO #5 Mastery Rate
	1.14 Basic Skills Course Success Rate
	1.15 Basic Skills Course Improvement Rate
CAREER TECHNICAL EDUCATION: Measures the success and progress of CTE students.	1.16 Basic Skills Transition to Degree Course Rate
	1.17 CTE Course Success Rate
	1.18 CTE Completion Rate
	1.19 Registered Nursing License Exam Rate
	1.20 Respiratory Therapy License Exam Rate
DISTANCE LEARNING: Compares the success of students enrolled in distance learning courses vs. non-distance learning courses.	1.21 Cosmetology License Exam Rate
	1.22 Job Placement Rate
CURRICULUM: Measures the impact of college-wide initiatives through the curriculum.	1.23 Distance Learning Course Success Rate Gap
	1.24 Distance Learning Course Retention Rate Gap
RESPONSE TO COMMUNITY: Measures the extent to which the college serves the community.	1.25 % of Students Enrolled in Sustainability Courses
	1.26 % of Students Enrolled in Global Courses
	1.27 SMMUSD Graduates to SMC Rate
	1.28 Geographic Area HS Graduates to SMC Rate

⁵ The IE indicators were renumbered to account for new and eliminated indicators in the dashboard

IE Indicators 1.19 (Registered Nursing License Exam Rate), 1.20 (Respiratory Therapy License Exam Rate), and 1.21 (Cosmetology License Exam Rate) were added to the 2013 update of the 2011-2016 institutional effectiveness cycle. The three 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.

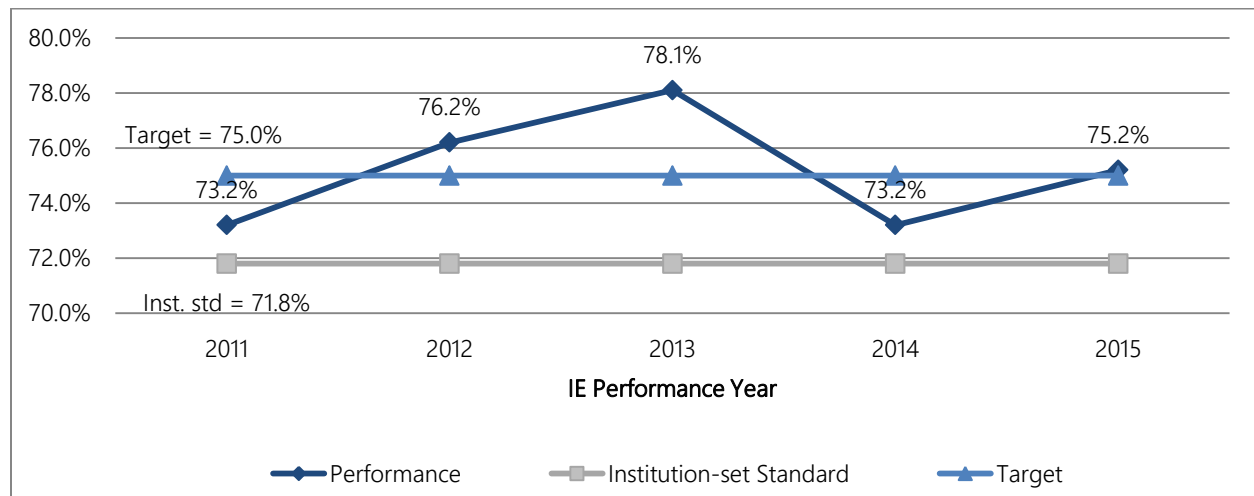
IE Indicators 1.7 (Semesters to Associate Degree Completion), 1.9 (Personal Attributes ILO #1 Mastery Rate), 1.10 (Analytics and Communications ILO #2 Mastery Rate), 1.11 (Applied Social Knowledge and Values ILO #3 Mastery Rate), 1.12 (Applied Knowledge and Valuation of the Physical World ILO #4 Mastery Rate), 1.13 (Authentic Engagement ILO #5 Mastery Rate), were added to the 2014 update to the 2011-2016 institutional effectiveness cycle. The addition of the ILO 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 indicator was recommended by the Board of Trustees in order to more effectively monitor the extent to which the College graduated students in a timely manner.

IE Indicators 1.22 (Job Placement Rate) and 1.26 (Percentage of Students Enrolled in Global-Related or Focused Courses) are new additions to the current (2015) update to the 2011-2016 institutional effectiveness cycle. These two metrics were identified in past editions of the reports as "potential indicators" by central stakeholders, including the Institutional Effectiveness Committee, and DPAC.

The student-equity related indicators of past editions of the report have been moved to the new "Student Equity Dashboard". A separate dashboard was created to integrate the College's Student Equity Plan with the IE report.

The 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 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.

1.1 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 CCCCCO changed the methodology for calculating the persistence rate for the Student Success Scorecard (formerly ARCC report). In order to keep the methodology for Institutional Effectiveness (IE) 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, 2011, and 2012 cohorts, using the methodology of the 2012 ARCC report.

Methodology:

IE 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, 2011 or 2012;
- 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 1.1: Fall-to-Fall Persistence Rate

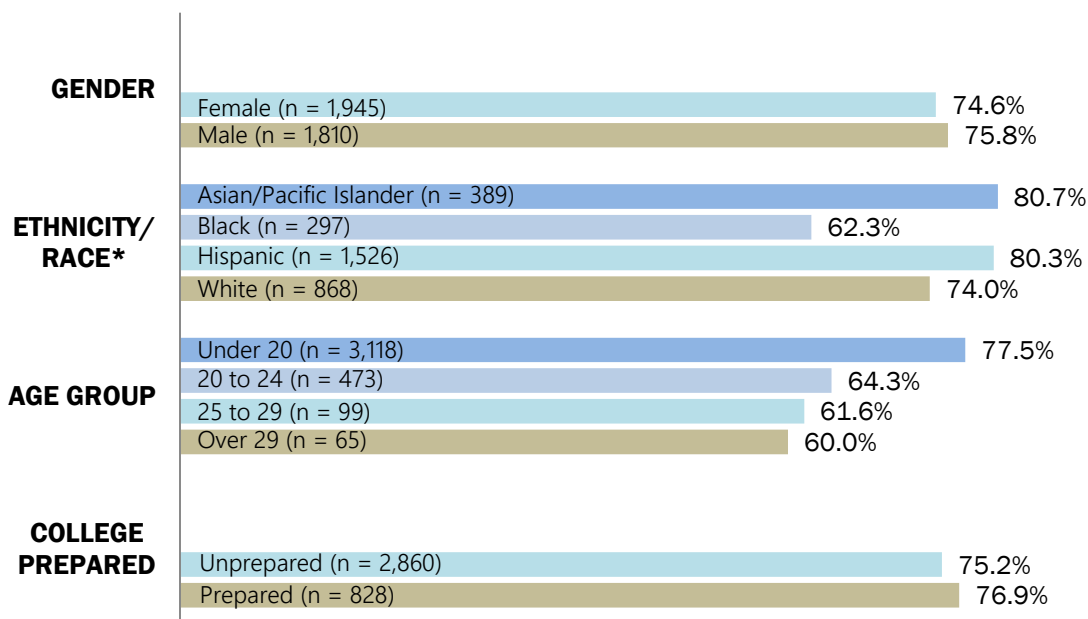
	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010	Fall 2010 to Fall 2011	Fall 2011 to Fall 2012	Fall 2012 to Fall 2013
Cohort	3,963	4,469	3,905	4,271	3,755
Persisted	2,901	3,406	3,050	3,125	2,822
% Persisted	73.2%	76.2%	78.1%	73.2%	75.2%

The average persistence rate for the last five cohorts is 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. Performance for the most recent cohort (75.2%) reflects an increase of 2.0% over the previous cohort.

The following figure describes the persistence rate for the most recent cohort (Fall 2012) by student subgroups, including rates by gender, ethnicity/race, age, and college-prepared status. College-prepared status was determined by students' English and math placement scores. Approximately 98% of students in the cohort took the placement test before the end of their initial term. Students who placed into pre-college courses for English/ESL and/or math were categorized as "unprepared" for college. Students who placed into college-level English/ESL and math were categorized as "prepared".

Figure 1.1a: Fall-to-Fall Persistence by Student Subgroups

**Fall 2012 Cohort:
75.2%**



**Only the four largest ethnicity/race groups are reported in the figure*

The persistence rates by subgroup reveal that, on average, male and female students in the cohort persisted at similar rates. In terms of performance by ethnicity/race, Asian/Pacific Islander (80.7%) and Hispanic (80.3%) students persisted at the highest rates. These two groups persisted at rates that meet or exceed the target of 75% (targets are discussed further in the next section). The White student group performed slightly below the target of 75%. While differences in persistence are observed by student ethnicity/race, a large majority of students, regardless of ethnicity/race, persisted to the subsequent fall term.

The average age of first-time students in the persistence cohort was 19.05 and over 82% of the students were under the age of 20. The youngest groups of students (under 20 and 20-24) persisted at higher rates (77.5% and 64.3%, respectively) than older groups of students (25 to 29, 61.6%; over 29, 60.0%).

The data reveal that students who entered prepared for college-level work and those who were unprepared persisted at similar rates. A large majority (77.5%) of students in the cohort were assessed as being unprepared for college in terms of English and/or math.

Institution-Set Standard and Target:

The institution-set or minimum standard for IE Indicator 1.1 (Fall-to-Fall Persistence Rate) is 71.8%. The standard was calculated by multiplying the average persistence rates (75.6%) of the four

baseline years established in the 2013 IE Report. The data reveal that the College meets the set standard (71.8%) for the 2015 performance year (75.2%).

The target goal for IE Indicator 1.1 is to meet or exceed 75% by 2015-2016⁶. The target was established in the 2012 IE Report for the baseline cohort (fall 2009) by averaging the persistence rates of SMC and eight peer-group colleges (American River, Mt. San Antonio, Palomar, Pasadena City, Riverside, San Francisco City, Santa Ana, and Santa Rosa). The peer colleges were determined based on environmental characteristics found to statistically impact persistence, including the percent of students aged 25 or older, credit student headcount, and ESAI Median HI (the economic service area index median household income). Grouping like colleges allow practitioners to somewhat account for extraneous influences on the persistence rate that are out of the direct control of the college. 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 the College meets the target (75%) for the 2015 performance year (75.2%).

Factors that Predict Persistence:

This IE indicator was the focus of a study that was conducted to fulfill the following 2013-2014 Master Plan for Education (MPE) institutional objective:

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 set in response to campus-wide discussions that occurred around the College's performance on the IE Dashboard.

A study, conducted by the Office of Institutional Research, examined the impact of student factors on persistence for the Fall 2012 (N = 3,755) cohort. A hierarchical logistic regression was used to measure the predictive value of student behavior-related factors on persistence while controlling for the effects of students' background characteristics (see Table 1.1b).

⁶ Refers to the performance reported in the 2015-2016 IE report, not the cohort year

Table 1.1b: Student Background Characteristics and Student Service/Course Behaviors Examined

Student Background Characteristics	Student Service and Course Behaviors
<ul style="list-style-type: none"> • Gender • Ethnicity/race • Age • Residence status (US or foreign) • First-generation to college status • Low-income status • College prepared status • Years since high school 	<ul style="list-style-type: none"> • Participated in special program by the end of the initial fall semester • Received counseling services by the end of the initial fall semester • Enrolled in COUNS 20 in the initial fall semester • Enrolled in English or ESL in the initial fall semester • Enrolled in math in the initial fall semester • First semester unit load • First semester successful course completion ratio

The results of the regression analysis indicate that student background characteristics (as a group of variables) significantly predicted persistence ($p < .001$). Five of these variables were found to significantly predict persistence:

- One year of increase in age decreased the odds of persisting by 6.4%;
- Asian/Pacific Islander students were 62.5% more likely to persist than non-Asians/Pacific Islanders;
- Black students were 41.8% less likely to persist than non-Blacks;
- US resident students were 63.0% less likely to persist than international students; and,
- Low-income students were 58.4% more likely to persist than students who were not low-income.

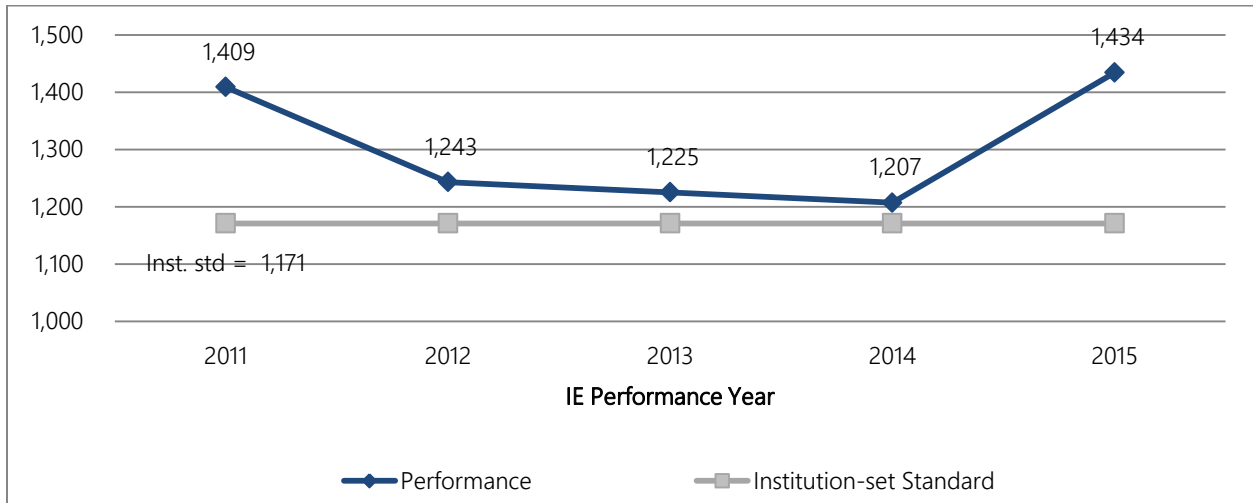
The model also found that student service and course behavior factors significantly predicted persistence ($p < .001$), even after controlling for the effects of the student background characteristics. The following factors were found to predict persistence in the cohort:

- Students who participated in a special program in their first semester were 63.9% more likely to persist than those who did not;
- Students who enrolled in a math course in their first semester were 12.3% more likely to persist than those who did not;
- One unit of increase in credits enrolled in the first semester increased the odds of persisting by 7.3%; and,
- One unit of increase in the proportion of courses successfully completed in the first semester increased the odds of persisting by 1.5%.

The results of the study should be interpreted with caution as the results in the study do not suggest that the student-related variables cause persistence. In addition, the study fails to explain potential confounding variables and/or the direction of the relationship between student-related factors and persistence.

For more information about the study, please access the "Impact of Student Background Characteristics and Behaviors on Student Success" report: www.smc.edu/iedashboard.

1.2 Degrees Awarded



Data Source:

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

Methodology:

IE Indicator 1.2 (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, 2012-2013, and 2013-2014. 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 1.2: Degrees Awarded

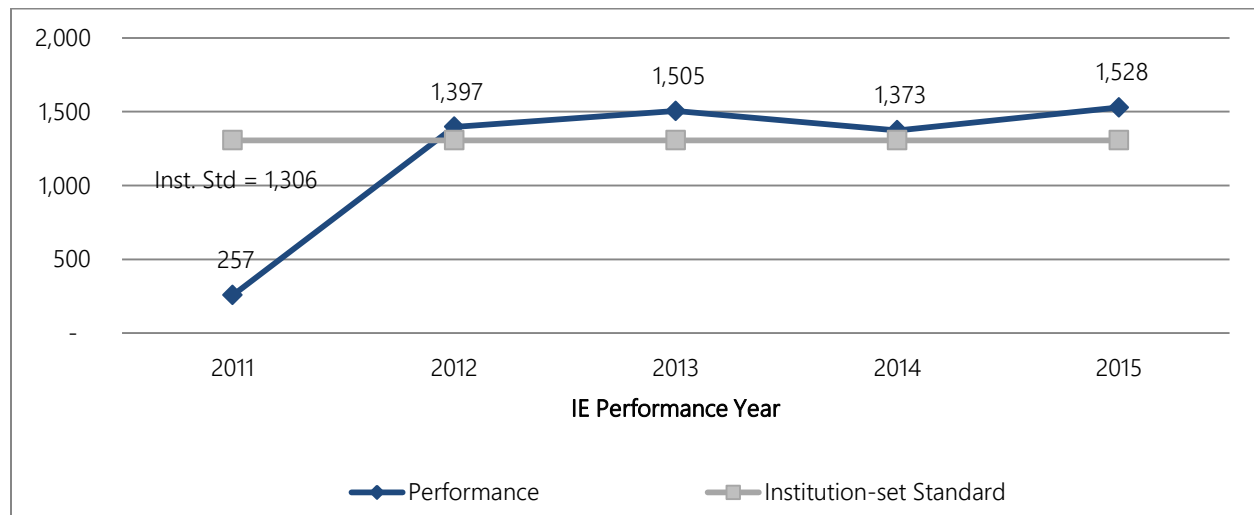
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Degrees Awarded	1,409	1,243	1,225	1,207	1,434

On average, SMC awarded 1,303.6 degrees annually over the last five academic years. In the performance year (2013-2014), the college awarded 1,434 Associate Degrees, an increase of 227 degrees when compared to the number of degrees awarded in the prior year (2012-2013).

Institution-Set Standard:

The institution-set standard for IE Indicator 1.2 (Degrees Awarded) is 1,171. The minimum 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 minimum institutional standard (1,171) for the 2015 performance year (1,434).

1.3 Certificates Awarded



Data Source:

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

Methodology:

IE Indicator 1.3 (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, 2012-2013, and 2013-2014. 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: Certificates Awarded

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Certificates Awarded	257	1,397	1,505	1,373	1,528

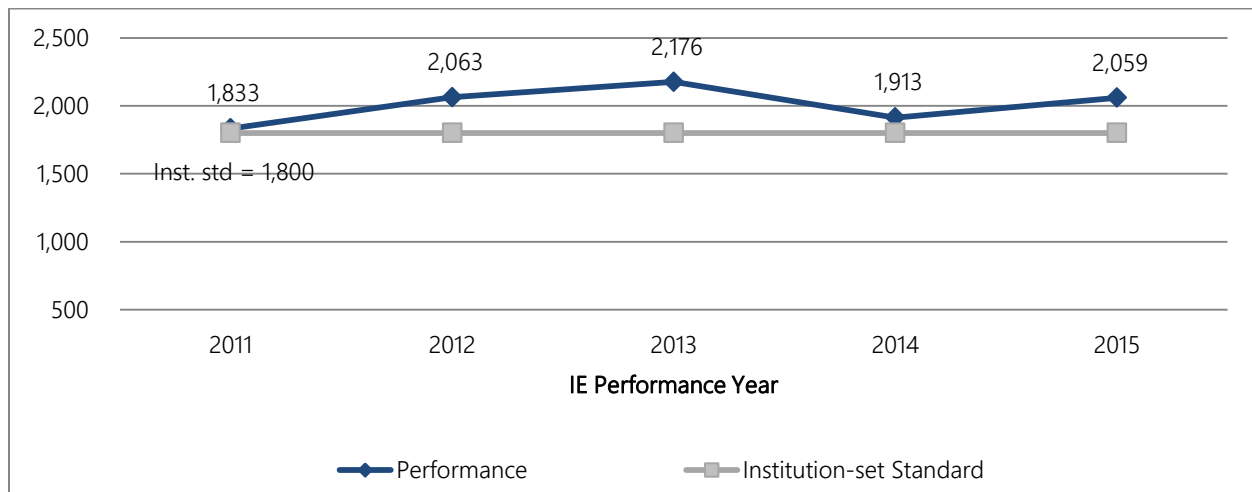
On average, SMC awarded approximately 1,212 certificates annually over the last five academic years. In the performance year (2013-2014), the college awarded 1,528 certificates, an increase of 155 certificates when compared to the number of certificates awarded in the prior year (2012-2013).

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 Standard:

The institution-set standard for IE Indicator 1.4 (Certificates Awarded) is 1,306. The minimum 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 minimum standard for the college. The data for this key indicator shows that the college is meeting the minimum institutional standard (1,306) for the 2015 performance year (1,528).

1.4 Transfers to Public Four-Year Institutions



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, 2012-2013, and 2013-2014 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 CCCCCO has a data matching agreement in place with the National Student Clearinghouse (a national consortium that hosts a database containing over 91% of postsecondary enrollments). In general, the transfer data reports are lagged by one or more years because the data collection process relies on other institutions to report student enrollment information.

Methodology:

IE Indicator 1.4 (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, 2012-2013, and 2013-2014. In addition to transfers to public four-year institutions, SMC transfers to California private and out-of-state institutions were tracked. 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 the metric reported two data points (transfer volume and rank) while other metrics only reported one data point.

Data and Analyses:

Table 1.4: Transfers to Public Four-Year Institutions (UC & CSU Combined)

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
UC	1,053	1,009	1,076	1,059	1,037
CSU	780	1,054	1,100	854	1,022
Total	1,833	2,063	2,176	1,913	2,059

On average, SMC transferred approximately 1,047 and 962 students annually to the UC and CSU systems, respectively, over the last five academic years observed for an average of 2,009 students transferring to all California public institutions annually. SMC transferred more students to the UC and CSU system in the performance year (2013-2014) when compared to the number of students transferred in the prior year (2012-2013).

A dip in total transfers to public four-year institutions was observed in the 2009-2010 and 2012-2013 years when compared with other years. Transfer volume is influenced by numerous external factors such as impacted status and limited capacity, system 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 area admissions" institutions for SMC, however, according to the leaders at the Transfer Center, CSU Northridge has been reducing significantly the number of transfers they are accepting. Other popular destinations for SMC students, like CSU Fullerton, San Francisco, and San Diego have become more competitive, since SMC students are not in their local area for admission, so those transfer numbers have seen a decline, too.

Table 1.4a: Transfers to California Privates and Out-of-States

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Cali. Privates	358	385	311	357	250
Out-of-states	293	318	306	320	297
Total	651	703	617	677	547

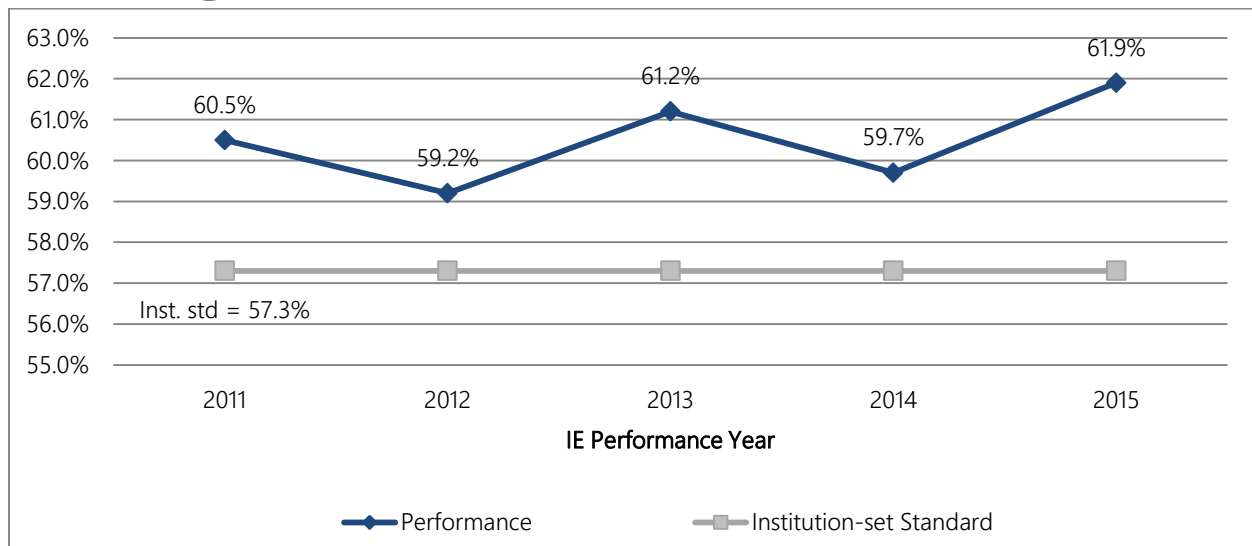
The College transferred an average of approximately 332 students annually to in-state privates and 307 students to out-of-state four-year institutions over the last five academic years. In the most

recent year (2013-2014), the College transferred 547 students to private and out-of-state colleges/universities, a decrease of 130 when compared to transfers in the prior year (2012-2013).

Institution-Set Standards

The institution-set standard for IE Indicator 1.4 (Transfers to Public Four-Years) is 1,800. The minimum standard was calculated by multiplying the average number (2,001) of transfers to public four-year institutions of four baseline years established in the 2013 Institutional Effectiveness Report (2008-2009, 2009-2010, 2010-2011m and 2011-2012) by 90%. The data for this key indicator shows that the college is meeting the minimum institutional standard (1,800) for the 2015 performance year (2,059).

1.5 Progress and Achievement Rate



Data Source:

The data were obtained from the California Community College Chancellor's Office (CCCCO) Data-on-Demand website.

Methodology:

IE Indicator 1.5 (Progress and Attainment 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, 2007-2008, or 2008-2009;
- 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 1.5: Progress and Achievement Rate

	2004-2005 by 2009-2010	2005-2006 by 2010-2011	2006-2007 by 2011-2012	2007-2008 by 2012-2013	2008-2009 by 2013-2014
Cohort	4,448	4,837	4,042	5,023	4,515
Outcome	2,691	2,864	2,474	3,000	2,797
% Rate	60.5%	59.2%	61.2%	59.7%	61.9%

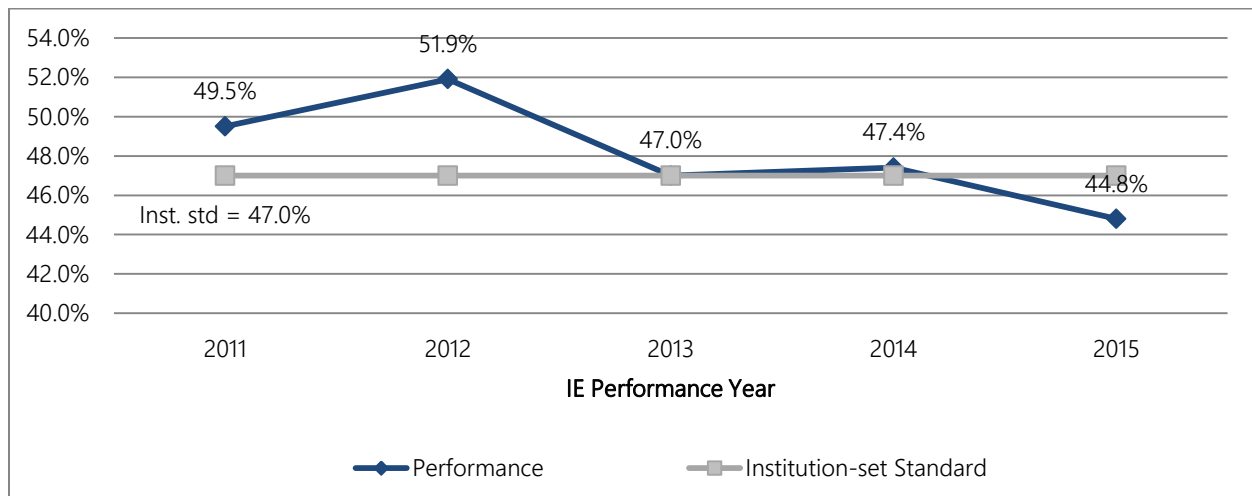
The average progress and achievement rate for the last five cohorts is 60.5%. The data reveal that, on average, approximately six in ten first-time freshmen who show intent to earn a certificate/degree or transfer (by enrolling in the defined courses) achieve an outcome or make progress towards an outcome within six years. The rate increased by 2.2% in the performance year (2008-2009 cohort) when compared to the rate for the prior year (2007-2008 cohort).

As with IE 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. In addition, the inaccurate coding of some CTE courses may have affected the criteria determining the students to be included or excluded from the cohort (related to their enrollment in an advanced occupational course criteria). CTE courses at SMC are coded as being possibly occupational, clearly occupational, or advanced occupational. When a large proportion of CTE courses were found to be miscoded, the CTE faculty worked to clean and accurately recode the CTE courses. The changes in coding were applied to the 2008-2009 cohort data.

Institution-Set Standard:

The institution-set standard for IE Indicator 1.5 (Progress and Achievement Rate) is 57.3%. The minimum standard was calculated by multiplying the average rates (60.3%) of the three baseline years established in the 2013 IE 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. The data for this key indicator shows that the college is meeting the minimum institutional standard (57.3%) for the 2015 performance year (61.9%).

1.6 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 1.6 (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, 2007-2008, or 2008-2009;
- 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 1.6: Transfer Rate

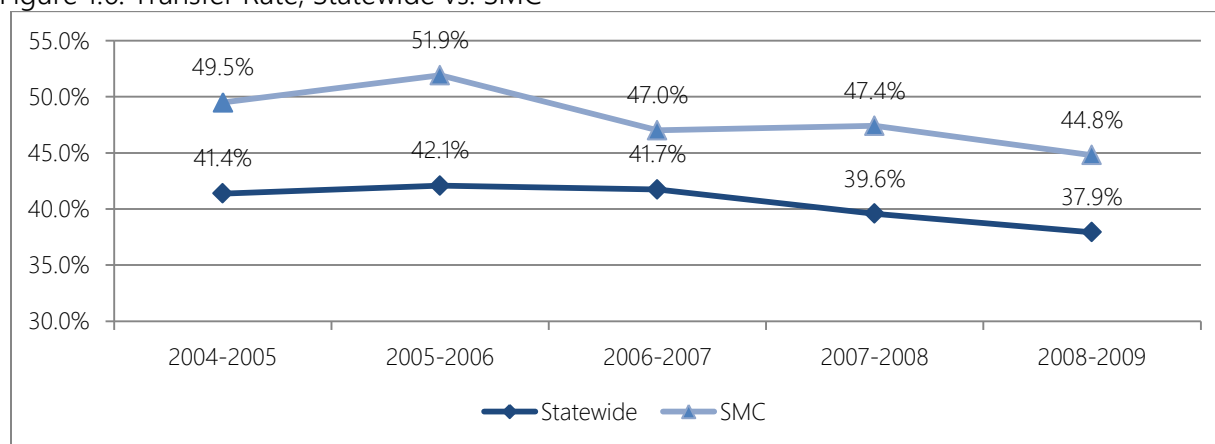
	2004-2005 by 2009-2010	2005-2006 by 2010-2011	2006-2007 by 2011-2012	2007-2008 by 2012-2013	2008-2009 by 2013-2014
Cohort	2,956	2,474	3,236	2,673	2,898
Transferred	1,464	1,284	1,522	1,267	1,297
% Transferred	49.5%	51.9%	47.0%	47.4%	44.8%

On average, fewer than 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 (2007-2008), the transfer rate decreased by 2.6% in the performance year (2008-2009 cohort).

The ability for students to transfer is influenced by numerous external factors, such as impacted status and limited capacity, 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 or higher credentials (GPA, coursework, etc.). CSUs Northridge, Dominguez Hills, and Los Angeles are designated "local area admissions" institutions for SMC, however, according to the leaders at the Transfer Center, CSU Northridge has been reducing significantly the number of transfers they are accepting. Other popular destinations for SMC students, like CSU Fullerton, San Francisco, and San Diego have become more competitive, since SMC students are not in their local area for admission, so those transfer numbers have seen a decline, too.

In addition, during the statewide budget crisis of 2008-2014, the College experienced reductions in course offerings and counseling hours which may have negatively impacted the 2008-2009 cohort's ability to transfer. The SMC transfer rates follow the statewide transfer rate trends; statewide, the transfer rates have been decreasing since 2005-2006 (see Figure 1.6).

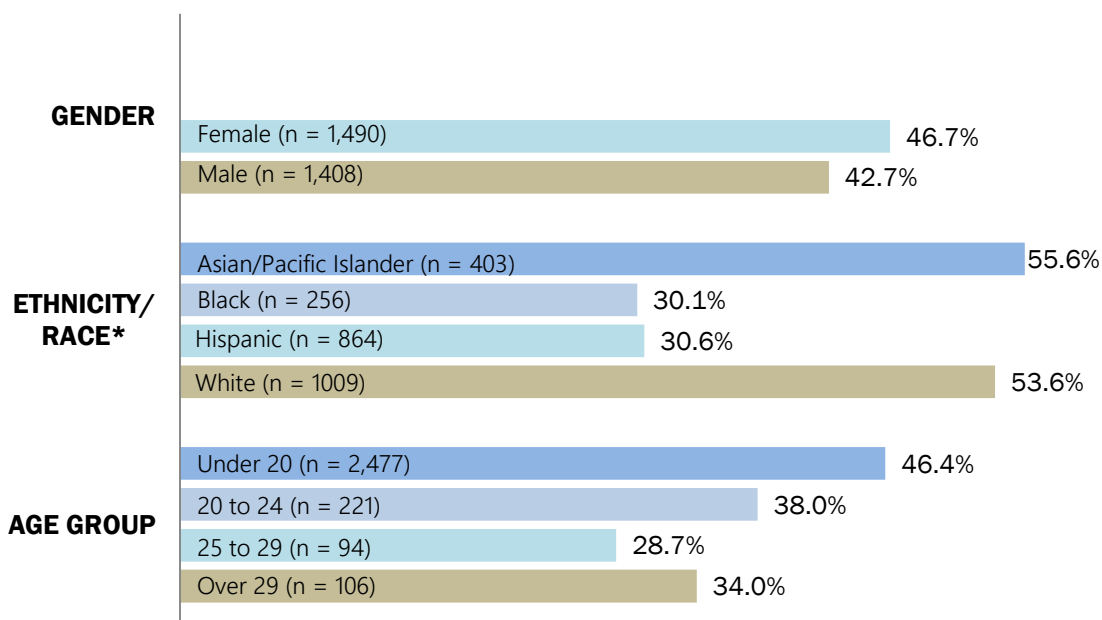
Figure 1.6: Transfer Rate, Statewide vs. SMC



The following figure describes the transfer rate for the most recent cohort (2008-2009) by student subgroups, including rates by gender, ethnicity/race, and age. College-prepared status was not available for this metric from the data source, the Chancellor’s Office Data-on-Demand website.

Figure 1.6a: Transfer Rate by Student Subgroups

**2008-2009 Cohort:
44.8%**



**Only the four largest ethnicity/race groups are reported in the figure*

The transfer rates by subgroup reveal that, on average, female students in the cohort transferred at higher rates than male students. In terms of performance by ethnicity/race, Asian/Pacific Islander (55.6%) and White (53.6%) students transferred at the highest rates. Over 85% of students in the cohort were under the age of 20 as first-time freshmen. This group of students (under 20 years of age) transferred at the highest rate (46.4%), followed by students aged 20 to 24 (38.0%).

Institution-Set Standard and Target:

The institution-set or minimum standard for IE Indicator 1.6 (Transfer Rate) is 47.0%. The standard was calculated by multiplying the average rates (49.5%) of the three baseline years established in the 2013 IE Report (2004-2005, 2005-2006, and 2006-2007) by 95%. The average excluded the 2003-2004 cohort year due to the impact of the course reductions on the cohort size. The data reveal that the College does not meet the set standard (47.0%) for the 2015 performance year (44.8%). According to the central stakeholders of this indicator, it is not likely that the College will meet the minimum standard for the next several years since the budget crisis of 2008-2009 has resulted in reduced course offerings and counseling services.

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 IE Indicator 1.6 (Transfer Rate) is to maintain the performance (within 1% of the previous year's performance). The target was set by the central stakeholders of the indicator, including the Dean of Counseling and Retention, the Department Chair of Counseling, and the Faculty Leader in the Transfer Center.

The transfer rate in the previous performance year (2007-2008 cohort) was 47.4%. Therefore, the target for the current performance year is to maintain the 47.4% figure and achieve a rate between 46.4 to 48.4%, or within 1% of the prior year's performance. The data reveal that the College does not meet the target for the 2015 performance year as the transfer rate (44.8%) is below 46.4%.

Factors that Predict Transfer:

This IE indicator was the focus of a study that was conducted to fulfill the following 2013-2014 Master Plan for Education (MPE) institutional objective:

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 set in response to campus-wide discussions that occurred around the College's performance on the IE Dashboard.

A study, conducted by the Office of Institutional Research, examined the impact of student factors on transfer for the 2008-2009⁷ (N = 2,527) cohort. A hierarchical logistic regression was used to measure the predictive value of student behavior-related factors on transfer while controlling for the effects of students' background characteristics (see Table 1.6b).

Table 1.6a: Student Background Characteristics and Student Service/Course Behaviors Examined

Student Background Characteristics	Student Service and Course Behaviors
<ul style="list-style-type: none"> • Gender • Ethnicity/race • Age • Residence status (US or foreign) • Low-income status • College prepared status • Years since high school 	<ul style="list-style-type: none"> • Enrolled in COUNS 20 • Enrolled in English or ESL in the first year • Enrolled in math in the first year • Enrolled in the first three consecutive semesters • Average unit load • First-year GPA • Number of course repeats

⁷ Student-level data for transfer rate was not available from the original data source (Chancellor's Office Data-on-Demand). The Office of Institutional Research was able to recreate the data to some extent using other data sources; however, the data do not perfectly match the original source. As a result, there are some discrepancies in the data for the regression study.

The results of the regression analysis indicate that student background characteristics (as a group of variables) significantly predicted transfer ($p < .001$). Five of these variables were found to significantly predict transfer:

- Asian/Pacific Islander students were 47.3% more likely to transfer than non-Asians/Pacific Islanders;
- Black students were 55.7% less likely to transfer than non-Blacks;
- Hispanic students were 55.4% less likely to transfer than non-Hispanics;
- An increase of each year since high school decreased a student's odds of transferring by 8.4%; and,
- Students who started college as "college-prepared" were 67.0% more likely to transfer than students who were unprepared.

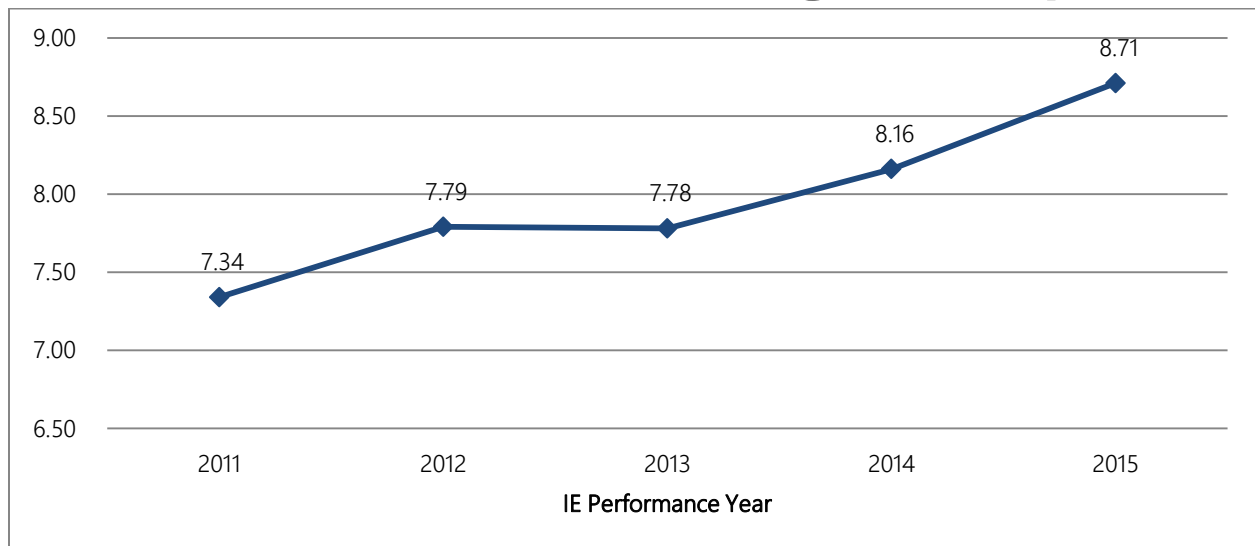
The model also found that student service and course behavior factors significantly predicted transfer ($p < .001$), even after controlling for the effects of the student background characteristics. The following factors were found to predict transfer in the cohort:

- One unit of increase in average unit load increased the odds of transferring by 7.3%;
- Students who enrolled in the first three consecutive semesters were 39.5% more likely to transfer than those who did not; and,
- One unit of increase in first-year GPA increased the odds of transferring by 286.0%.

The results of the study should be interpreted with caution as the results in the study do not suggest that the student-related variables cause transfer. In addition, the study fails to explain potential confounding variables and/or the direction of the relationship between student-related factors and transfer.

For more information about the study, please access the "Impact of Student Background Characteristics and Behaviors on Student Success" report: www.smc.edu/iedashboard.

1.7 Semesters to Associate Degree Completion



Data Source:

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

Methodology:

IE Indicator 1.7 (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, 2012-2013, and 2013-2014.

Data and Analyses:

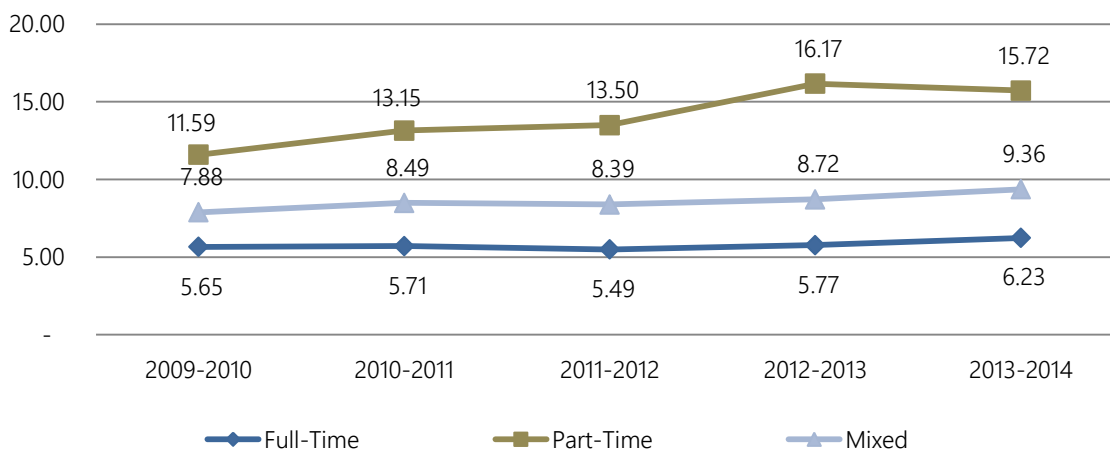
Table 1.7: Semesters to Associate Degree Completion

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
# Students	797	698	735	743	807
Avg. Semesters	7.34	7.79	7.78	8.16	8.71

The average numbers of semesters to associate degree completion has increased over the last five academic years. Students who earned an Associate Degree in the performance year (2013-2014) took an average of 8.71 semesters, or over 4.5 years, to complete the award, over 0.5 semester longer than students who completed the degree in 2012-2013.

Figure 1.7 describes the average terms to degree completion by students' unit load. Students who enrolled in 12 or more units each primary semester (fall/spring) were identified as being "exclusively full-time". Students who enrolled in fewer than 12 units each primary semester 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 (72.5%), followed by students who are enrolled exclusively full-time (25.3%) and exclusively part-time (2.2%).

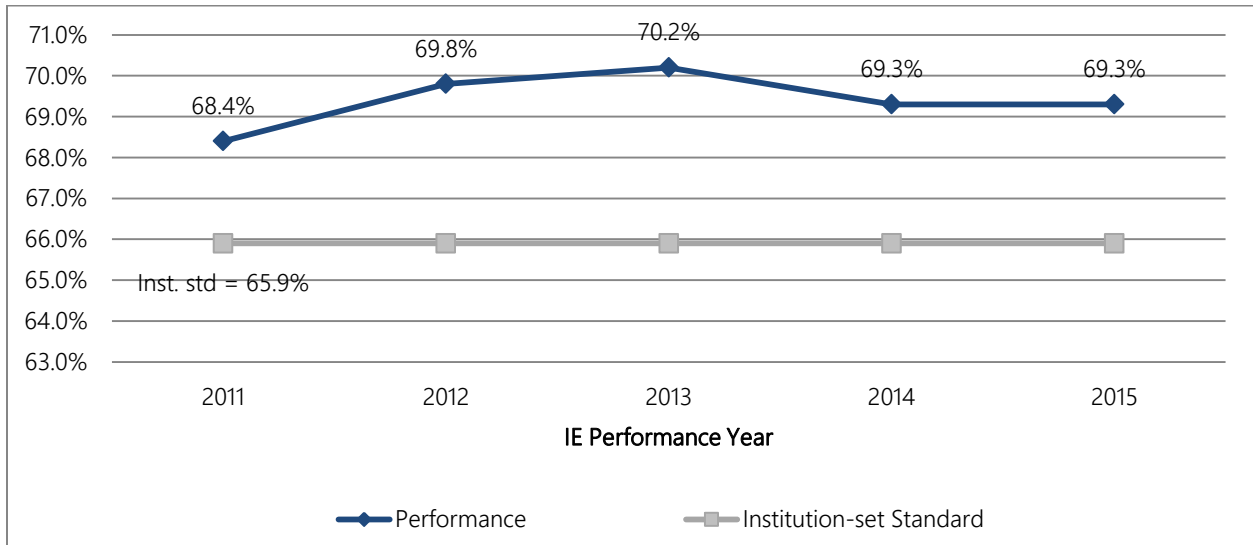
Figure 1.7: Semesters to Associate Degree Completion by Unit Load



Students who were enrolled exclusively full-time took less time to complete the degree than mixed enrollment and exclusively part-time students.

An institutional standard for IE Indicator 1.7 (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.

1.8 Course Success Rate



Data Source:

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

Methodology:

IE Indicator 1.8 (Course Success Rate) describes the percentage of successful completion in credit courses.

Denominator:

Fall and spring credit course enrollments in academic years (summer, fall, winter, and spring terms) 2009-2010, 2010-2011, 2011-2012, 2012-2013, and 2013-2014 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 (summer, fall, winter, and spring terms) 2009-2010, 2010-2011, 2011-2012, 2012-2013, and 2013-2014 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. The methodology for this indicator was changed for the current report to align with the statewide Institutional Effectiveness Partnership Initiative (IEPI) framework of indicators. Previous versions of this indicator did not include the summer and winter data.

Data and Analyses:

Table 1.8: Course Success Rate

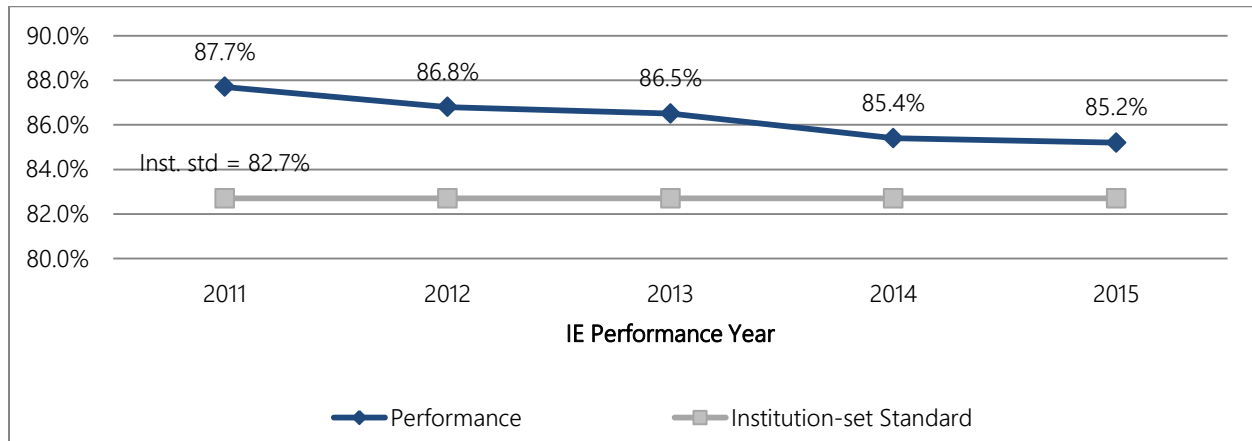
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Enrollments	213,184	210,027	199,284	194,274	198,073
Success	145,831	146,500	139,818	134,612	137,175
%Success	68.4%	69.8%	70.2%	69.3%	69.3%

The college-wide course success rates have remained relatively stable over the last five academic years. In the performance year (2013-2014), the course success rate 69.3%.

Institution-Set Standard:

The institution-set standard for IE Indicator 1.8 (Course Success Rate) was revised in 2014-2015 to accurately reflect the changes in the methodology. The current standard is 65.9%. The institution-set standard was calculated by multiplying the average course success rates (69.4%) over the last five years (2009-2010 to 2013-2014) by 95%. The data for this indicator reveal that the College is meeting the institutional standard of satisfactory performance (65.9%) for the 2015 performance year (69.3%).

1.9 Personal Attributes ILO #1 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:

IE Indicator 1.9 (Personal Attributes ILO#1 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, 2013, and 2014.

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, 2013, and 2014.

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 1.9: Personal Attributes ILO #1 Mastery Rates

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Course SLO Assessments	16,751	36,844	51,007	71,486	72,757
Mastered SLO	14,686	31,974	44,113	61,060	61,963
% Mastery Rate	87.7%	86.8%	86.5%	85.4%	85.2%

The five-semester average for the mastery rates for the Personal Attributes ILO is 86.3%. The year-over-year decrease observed may be a result of the increase in the number of course SLOs assessed using the ISIS portal. The number of course SLO assessments more than quadrupled over the last five fall semesters.

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

Table 1.9a: Personal Attributes ILO #1 Mastery Rates by Core Competency

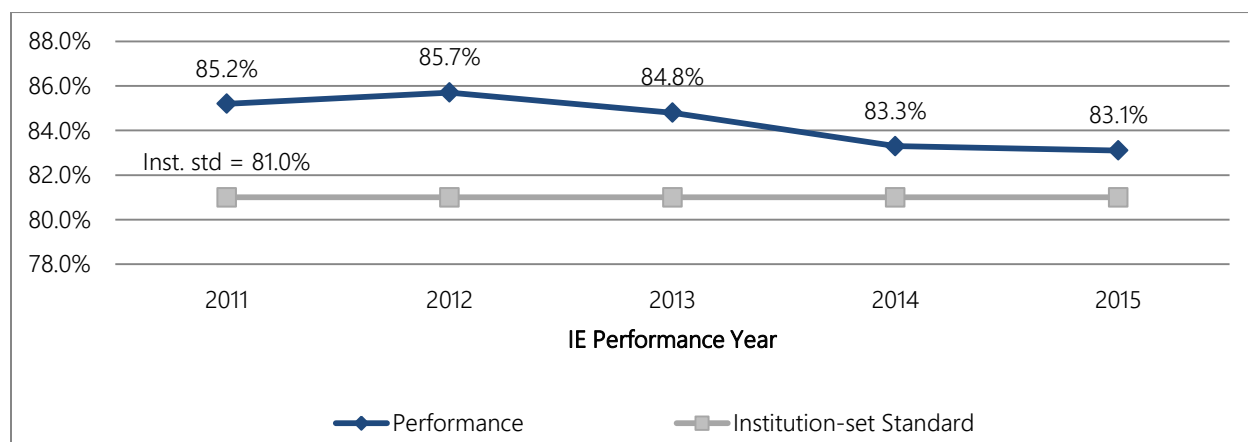
		Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Core Competency #1: Self-discipline	Assessments	14,681	33,153	45,763	57,059	53,365
	Mastered	12,889	28,653	39,520	48,883	45,273
	% Mastered	87.8%	86.4%	86.4%	85.7%	84.8%
Core Competency #2: Academic Honesty	Assessments	13,555	27,548	39,836	52,138	45,832
	Mastered	11,930	23,715	34,212	44,790	38,875
	% Mastered	88.0%	86.1%	85.9%	85.9%	84.8%
Core Competency #3: Teamwork & Interpersonal Skills	Assessments	12,303	23,317	29,505	38,797	37,398
	Mastered	11,025	20,648	25,903	33,937	32,344
	% Mastered	89.6%	88.6%	87.8%	87.5%	86.5%
Core Competency #4: Self-Confidence	Assessments	164	2,985	11,431	92,217	88,163
	Mastered	159	2,418	10,151	78,621	75,173
	% Mastered	97.0%	81.0%	88.8%	85.3%	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 Standard:

The institution-set standard for IE Indicator 1.9 (Personal Attributes ILO Mastery Rate) is 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 indicator shows that the College is meeting the institutional standard of satisfactory performance (82.7%) for the 2015 performance year (85.2%).

1.10 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:

IE Indicator 1.10 (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, 2013, and 2014.

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, 2013, and 2014.

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 1.10: Analytic and Communication Skills ILO #2 Mastery Rates

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Course SLO Assessments	25,731	59,549	84,806	110,951	107,294
Mastered SLO	21,931	51,005	71,886	92,467	89,137
% Mastery Rate	85.2%	85.7%	84.8%	83.3%	83.1%

Over the last five fall semesters, the average Analytic and Communication Skills ILO success rate was 84.4%. The decrease in rates in recent semesters may be a result of the increase in the numbers of course SLOs assessed using the ISIS portal. The number of course SLO assessments more than quadrupled over the last five fall semesters.

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

Table 1.10a: Analytic and Communication Skills ILO #2 Mastery Rates by Core Competency

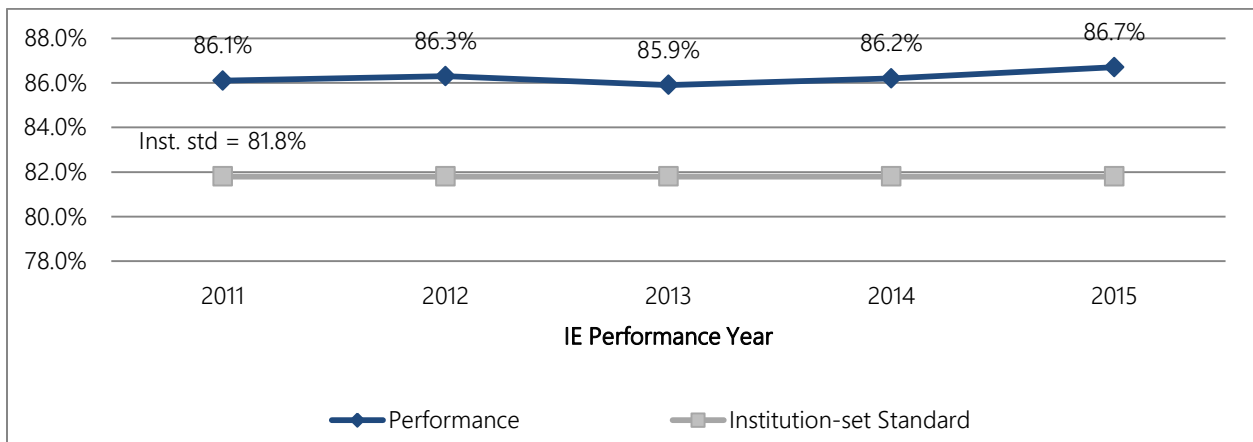
		Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Core Competency	Assessments	23,512	52,699	74,022	44,639	42,892
#5: Content	Mastered	19,965	44,824	63,025	38,584	36,695
Knowledge	% Mastered	84.9%	85.1%	85.1%	86.4%	85.6%
Core Competency	Assessments	9,432	22,135	31,237	45,379	40,630
#6: Information	Mastered	8,426	19,455	26,908	38,470	34,242
Literacy	% Mastered	89.3%	87.9%	86.1%	84.8%	84.3%
Core Competency	Assessments	10,375	23,917	33,886	30,642	30,826
#7: Skills (lab, CTE, etc.)	Mastered	9,130	20,424	28,996	26,683	26,356
	% Mastered	88.0%	85.4%	85.6%	87.1%	85.5%
Core Competency	Assessments	6,552	15,270	19,481	26,020	24,747
#8: Technology	Mastered	6,009	13,452	16,988	23,191	21,925
Literacy	% Mastered	91.7%	88.1%	87.2%	89.1%	88.6%
Core Competency	Assessments	5,625	8,966	12,553	35,216	36,466
#9: Aesthetic	Mastered	5,246	8,115	11,172	28,890	29,611
Engagement	% Mastered	93.3%	90.5%	89.0%	82.0%	81.2%
Core Competency	Assessments	6,992	15,653	19,284	84,703	82,982
#10: Quantitative	Mastered	6,046	13,596	16,585	69,971	68,247
Reasoning	% Mastered	86.5%	86.9%	86.0%	82.6%	82.2%
Core Competency	Assessments	22,048	47,844	65,311	82,982	74,968
#11: Critical Thinking	Mastered	18,729	40,774	55,205	69,932	62,955
	% Mastered	84.9%	85.2%	84.5%	84.3%	84.0%
Core Competency	Assessments	21,310	45,818	64,504	43,214	40,476
#12: Oral and	Mastered	18,466	39,330	55,090	36,989	34,893
Written Comm. Skills	% Mastered	86.7%	85.8%	85.4%	85.6%	86.2%

Overall, the Aesthetic Engagement and Quantitative Reasoning core competencies had the lowest mastery rates in Fall 2014 (81.2% and 82.2%, 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.

Institution-Set Standard:

The institution-set standard for IE 1.10 (Analytic and Communication Skills ILO Mastery Rate) is 81.0%. The 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 indicator shows that the College is meeting the institutional standard of satisfactory performance (81.0%) for the 2015 performance year (83.1%).

1.11 Applied Social Know. and Value 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:

IE Indicator 1.11 (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, 2013, and 2014.

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, 2013, and 2014.

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 1.11: Applied Social Knowledge and Values ILO #3 Mastery Rates

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Course SLO Assessments	11,852	28,038	43,831	51,776	47,993
Mastered SLO	10,206	24,208	37,640	44,655	41,614
% Mastery Rate	86.1%	86.3%	85.9%	86.2%	86.7%

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

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

Table 1.11a: Applied Social Knowledge & Values ILO #3 Mastery Rates by Core Competency

		Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Core Competency #13: Comparative & Global Perspective	Assessments	11,439	24,376	37,647	44,903	40,500
	Mastered	9,865	20,938	32,141	38,515	34,812
	% Mastered	86.2%	85.9%	85.4%	85.6%	86.0%
Core Competency #14: Contemporary Significance	Assessments	10,228	24,639	36,606	5,190	4,511
	Mastered	8,908	21,212	31,356	4,609	3,895
	% Mastered	87.1%	86.1%	85.7%	88.8%	86.3%
Core Competency #15: Service Learning/Community	Assessments	2,310	2,469	2,257	9,088	11,991
	Mastered	2,170	2,334	2,094	7,435	9,486
	% Mastered	93.9%	94.5%	92.8%	81.8%	79.1%

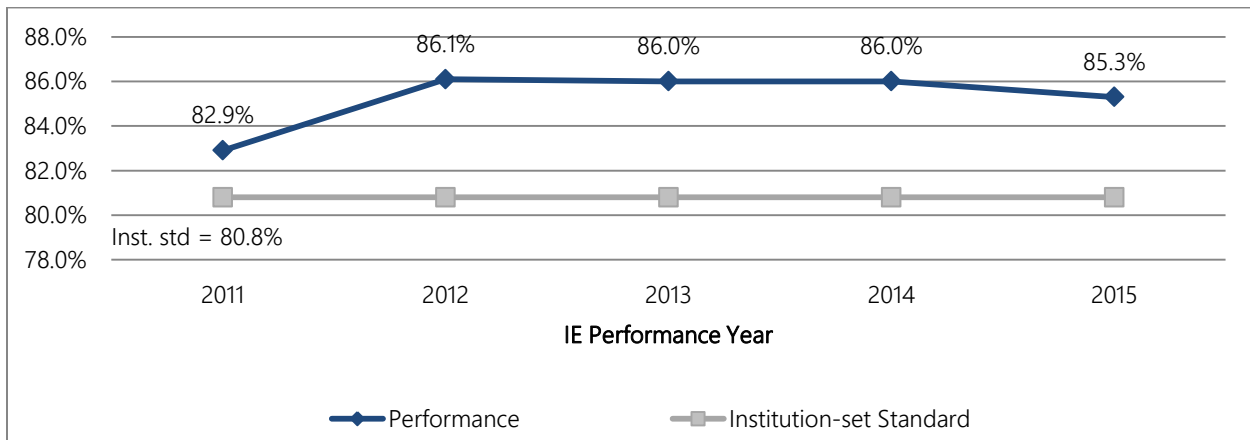
The data show the SLO mastery rates in courses mapped to the core competency related to service learning was the lowest (79.1%) when compared with the other core competencies in this ILO. However, it should be noted that a large majority of students are mastering the course SLOs of all core competencies of the Applied Social Knowledge and Values ILO.

The data show an 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 Standard:

The institution-set standard for IE Indicator 1.11 (Analytic and Communication Skills ILO Mastery Rate) is 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 2015 performance year (86.7%).

1.12 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:

IE Indicator 1.12 (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, 2013, and 2014.

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, 2013, and 2014.

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

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Course SLO Assessments	6,318	14,617	24,429	26,996	28,586
Mastered SLO	5,237	12,589	21,021	23,207	24,386
% Mastery Rate	82.9%	86.1%	86.0%	86.0%	85.3%

A large majority of the course SLOs mapped to ILO #4 that have been assessed are assessed as successful or mastered. The following table describes the Applied Knowledge and Valuation of the Physical World ILO mastery rates by core competency.

Table 1.12a: Applied Knowledge & Valuation of the Physical World ILO #4 Mastery Rates by Core Competency

		Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Core Competency #16: Scientific - Earth	Assessments	3,757	4,734	6,468	17,518	20,363
	Mastered	3,074	4,053	5,303	15,206	17,635
	% Mastered	81.8%	85.6%	82.0%	86.8%	86.6%
Core Competency #17: Human Impact	Assessments	4,085	9,229	16,116	2,883	2,678
	Mastered	3,450	8,076	14,024	2,491	2,226
	% Mastered	84.5%	87.5%	87.0%	86.4%	83.1%
Core Competency #18: Service Learning – Environ.	Assessments	872	848	786	15,189	15,145
	Mastered	836	829	712	13,091	12,708
	% Mastered	95.9%	97.8%	90.6%	86.2%	83.9%
Core Competency #19: Environ. Attitudes, Values...	Assessments	3,441	7,699	12,391	6,267	34,856
	Mastered	2,938	6,643	10,669	5,398	29,769
	% Mastered	85.4%	86.3%	86.1%	86.1%	85.4%
Core Competency #20: Optimizes Use of Resources	Assessments	87	1,145	2,625	30,557	34,856
	Mastered	87	1,157	2,259	26,182	29,769
	% Mastered	100.0%	80.1%	86.1%	85.7%	85.4%

Mastery rates in the “Service Learning” core competency experienced a decline in recent years when compared with previous years. Mastery rates for other core competencies of the fourth ILO, with the exception of the core competency “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 IE Indicator 1.12 (Applied Knowledge and Valuation of the Physical World ILO Mastery Rate) is 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 indicator shows that the College is meeting the institutional standard of satisfactory performance (80.8%) for the 2015 performance year (85.3%).

1.13 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:

IE Indicator 1.13 (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 terms 2013 and 2014.

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 terms 2013 and 2014.

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 1.13: Authentic Engagement ILO #5 Mastery Rates

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Course SLO Assessments	NA	NA	NA	12,570	23,692
Mastered SLO	NA	NA	NA	11,150	20,661
% Mastery Rate	NA	NA	NA	88.7%	87.2%

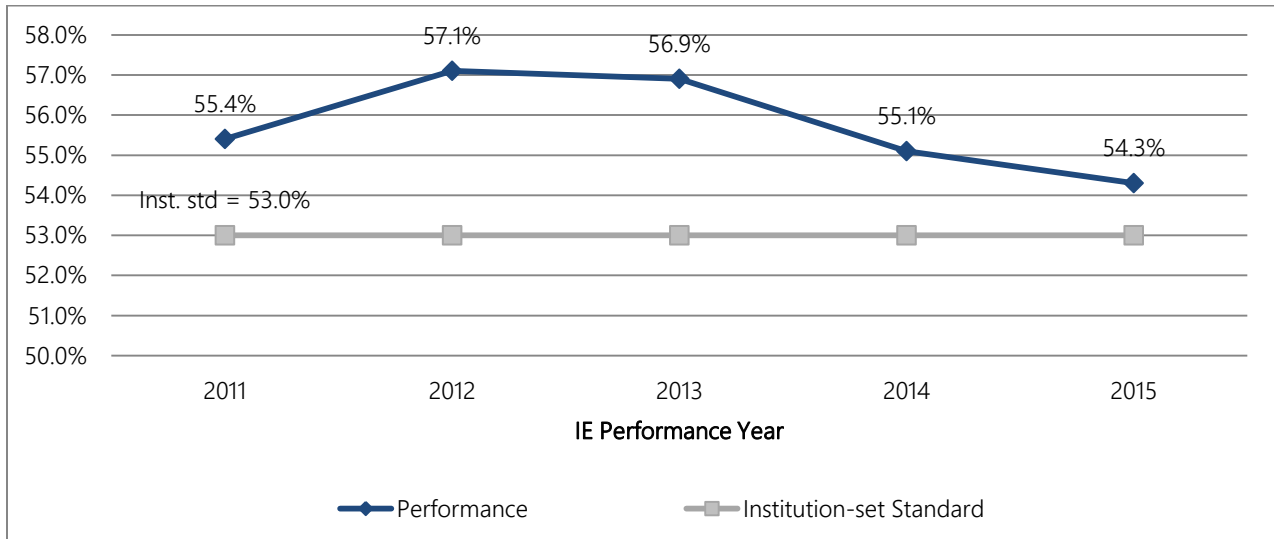
Approximately 89% of course SLOs of the fifth ILO were assessed as being “mastered”. In Fall 2014, over 23,000 course SLO assessments were mapped to core competencies of the Authentic Engagement ILO, an increase of over 11,000 when compared to the previous year. The following table describes the Authentic Engagement ILO mastery rates by core competency.

Table 1.13a: Authentic Engagement ILO#5 Mastery Rates by Core Competency

		Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Core Competency #21: Interest	Assessments	NA	NA	NA	9,865	14,062
	Mastered	NA	NA	NA	8,572	11,921
	% Mastered	NA	NA	NA	86.9%	84.8%
Core Competency #22: Value Academic Task	Assessments	NA	NA	NA	9,810	17,545
	Mastered	NA	NA	NA	8,723	15,231
	% Mastered	NA	NA	NA	88.9%	86.8%
Core Competency #23: Self-Efficacy	Assessments	NA	NA	NA	9,389	17,139
	Mastered	NA	NA	NA	8,338	14,871
	% Mastered	NA	NA	NA	88.8%	86.8%
Core Competency #24: Professional Relevance	Assessments	NA	NA	NA	NA	16,671
	Mastered	NA	NA	NA	NA	14,290
	% Mastered	NA	NA	NA	NA	85.7%

The mastery rates for the four 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. An institution-set standard for IE Indicator 1.13 (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.

1.14 Basic Skills Course Success Rate



Data Source:

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

Methodology:

IE 1.14 (Basic Skills Course Success Rate) describes the percentage of successful grades earned in credit basic skills courses.

Denominator:

Fall and spring credit basic skills course enrollments in academic year (fall and spring terms only) 2009-2010, 2010-2011, 2011-2012, 2012-2013, and 2013-2014 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 year (fall and spring terms only) 2009-2010, 2010-2011, 2011-2012, 2012-2013, and 2013-2014 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 are English writing and reading, ESL core, and math courses that are not transferable to UC/CSU. Courses that are Associate-degree applicable, but not transferable are designated as basic skills courses. The following basic skills courses were included in the analyses:

- English: ENGL 20, ENGL 21A, ENGL 21B, ENGL 23, ENGL 81A, ENGL 81B, ENGL 83A, ENGL 83B, ENGL 84W, ENGL 84R, and ENGL 85.

- ESL: ESL 10, ESL 10 G, ESL 10W, ESL 11A, and ESL 11B. Transferable but still included for analyses because considered pre-college level
- Math: MATH 18, MATH 20, MATH 31, MATH 32, MATH 49, MATH 81, MATH 84, and MATH 85.

Data and Analyses:

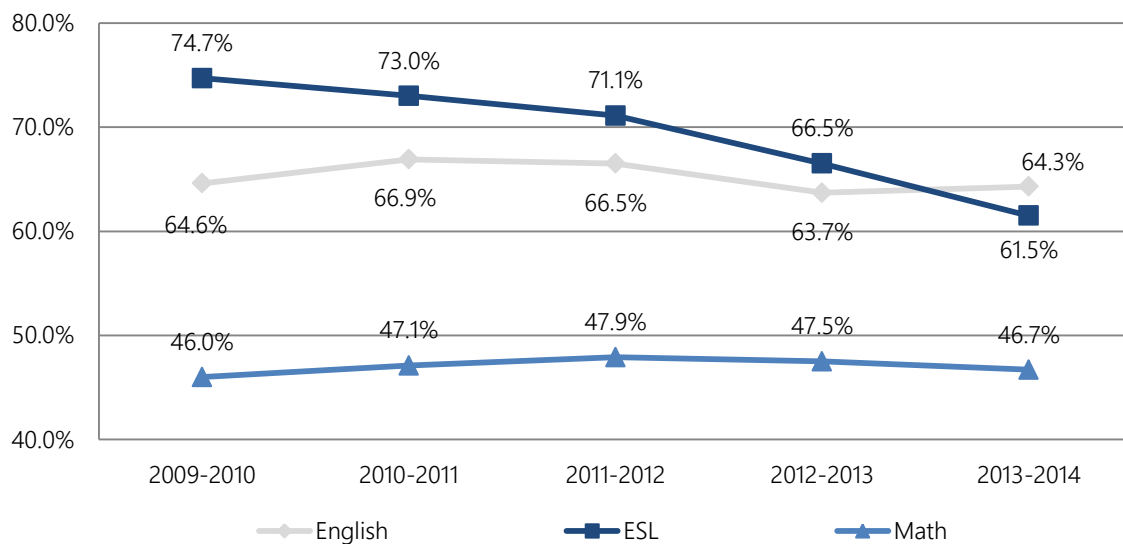
Table 1.14: Basic Skills Course Success Rate

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Enrollments	22,065	22,186	20,818	19,077	18,908
Success	12,230	12,667	11,842	10,507	10,260
% Success	55.4%	57.1%	56.9%	55.1%	54.3%

The average five-year success rate in basic skills courses is 55.8%. In the performance year (2013-2014), the course success rate was 54.3%, a decrease of 0.8% over the prior year (2012-2013). 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 1.14a: Basic Skills Course Success Rate by Discipline



The course success rates in basic skills English and math courses have remained relatively stable over the last five years. Basic skills ESL course success rates have decreased by 13.2% over the last five years, from 74.7% in 2009-2010 to 61.5% in 2013-2014. 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

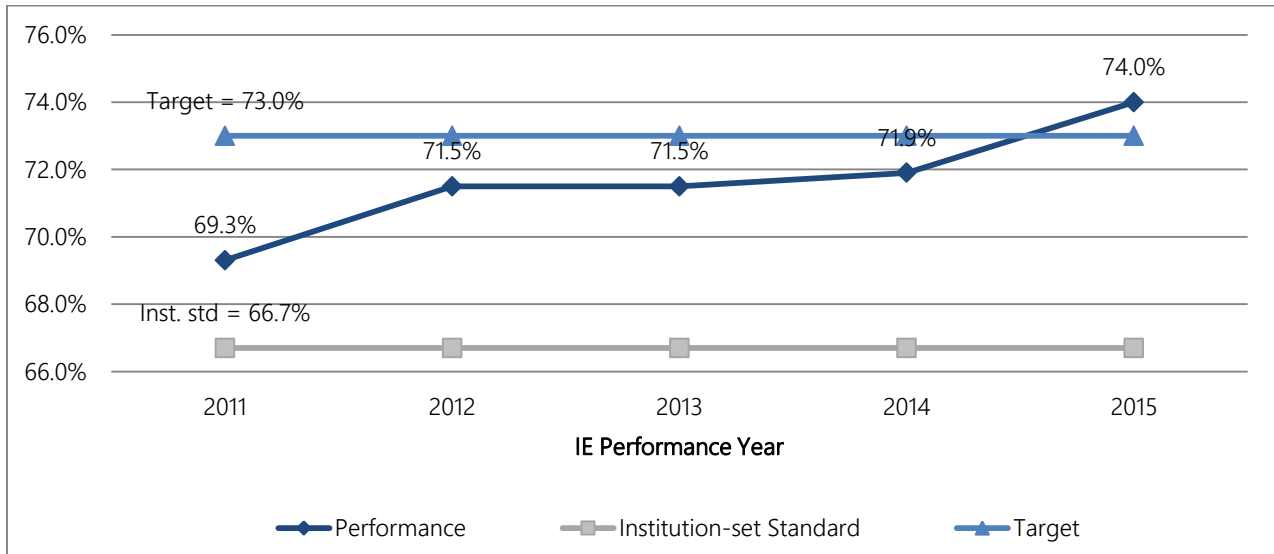
various levels of ESL writing courses. In addition, the department has become more vigilant in reporting students who cheat and assigning zero grades on the assignments in which they cheat. Lastly, the department has engaged in meaningful dialogue regarding adherence to the course's expected learning outcomes and course objectives to avoid grade inflations.

On average, the highest performance in basic skills success is in ESL courses, followed by English courses. Compared to the other disciplines, the success rates in basic skills math courses are disproportionately lower.

Institution-Set Standard:

The institution-set standard for IE Indicator 1.14 (Basic Skills Course Success Rate) is 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 indicator shows that the College is meeting the institutional standard of satisfactory performance (53.0%) for the 2015 performance year (54.3%).

1.15 Basic Skills Course Improvement Rate



Data Source:

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

Methodology:

IE Indicator 1.15 (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, 2010-2011, or 2011-2012;
 - 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.

Courses 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 course below transfer	MATH 18/20/32	ENGL 21B	
2 course below transfer	MATH 31	ENGL 20/21A	
3 course below transfer	MATH 84/85	ENGL 84W	ESL 11A
4 or more courses below transfer	MATH 81	ENGL 81A/81B/85	ESL 10/10G/10W

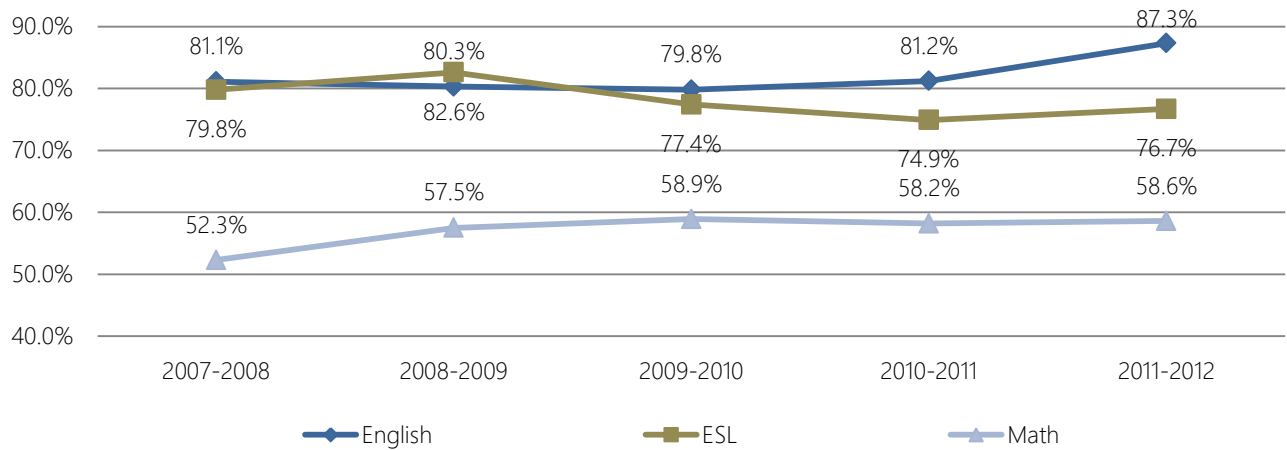
Data and Analyses:

Table 1.15: 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	2011-2012 by 2013-2014
Cohort	4,865	5,036	5,444	5,177	4,880
Improved	3,371	3,600	3,891	3,721	3,612
% Improved	69.3%	71.5%	71.5%	71.9%	74.0%

In the performance year (2011-2012), the basic skills improvement rate was 74.0% which represents an increase of 2.1% over the prior year's performance of 71.9%. The following figure describes the basic skills course improvement rate by discipline.

Figure 1.15a: Basic Skills Course Improvement Rate by Discipline



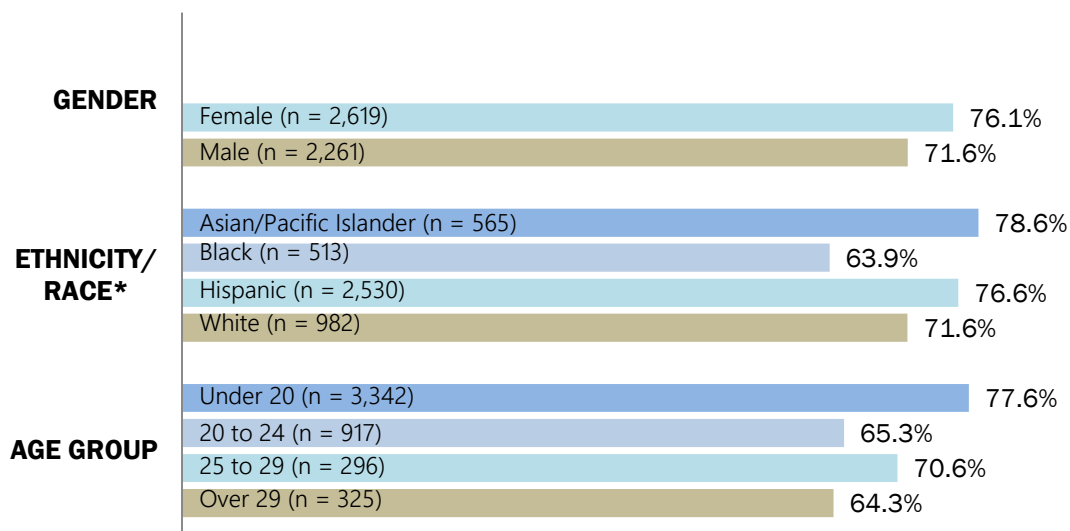
Basic skills course improvement rates in each discipline has increased in the most recent year (2011-2012) when compared to the previous year (2010-2011). The basic skills English improvement rate has experienced the largest increase (6.1%). The increase in performance for this indicator may be a result of several strategies and programs implemented since spring 2012 to improve the success of students enrolled in basic skills courses, including accelerated courses and the Summer Jams and First-Year Experience (FYE) programs. Preliminary data analyzing the effectiveness of these programs are described in the “Evaluation of Implemented Strategies” section of the report.

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 (2011-2012), the improvement rate was 58.6%, an increase of 6.3% over the 2007-2008 cohort (52.3%).

The following figure describes the improvement rate for the most recent cohort (2011-2012) by student subgroups, including rates by gender, ethnicity/race, and age.

Figure 1.15b: Basic Skills Course Improvement Rate by Student Subgroups

2011-2012 Cohort:
74.0%



*Only the four largest ethnicity/race groups are reported in the figure

The basic skills improvement rates by subgroup reveal that, on average, female students improve at higher rates than male students. In terms of performance by ethnicity/race, Black students improve at the lowest rate (63.9%) when compared with the other students. Students in the youngest age group (under 20) improve at the highest rate (77.6%) when compared with older students.

Institution-Set Standard and Target:

The institution-set or minimum standard for IE Indicator 1.15 (Basic Skills Course Improvement Rate) is 66.7%. The standard was calculated by multiplying the average course improvement rates (70.2%) of the four baseline years established in the 2013 IE Report (2006-2007 to 2009-2010) by 95%. The data reveal that the College meets the set standard (66.7%) for the 2015 performance year (74.0%).

The target goal for IE Indicator 1.15 is to meet or exceed 73% by 2015-2016⁸. 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 students groups by 5% for the 2009-2010 cohort. Focusing on improving the rates of the two lowest performing groups was determined to be a manageable goal.

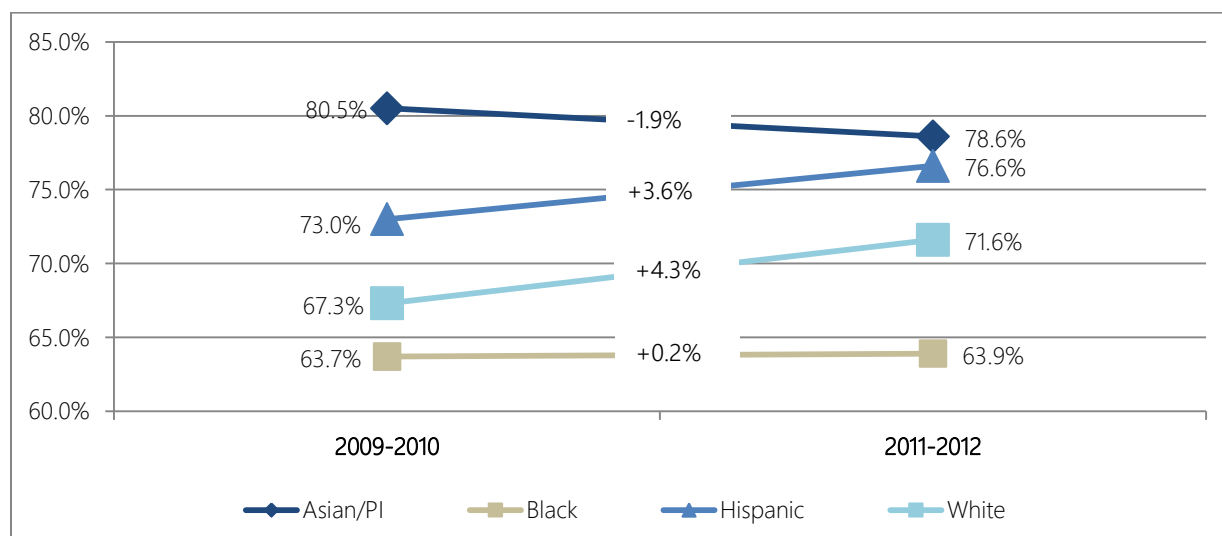
If the 2009-2010 Black student group rate improved by 5%, the new rate would be 68.7%. If the 2009-2010 White student group rate improved by 5%, the new rate would be 72.3%. Improving the

⁸ Refers to the performance reported in the 2015-2016 IE report, not the cohort year

rate by 5% for these groups translates into an additional 88 students in the cohort who improved through the basic skills course sequence (32 and 56 additional students in the Black and White groups, respectively). Having an additional 88 students in the cohort successfully complete the outcome improved the rate to 73%. Therefore, the target for this indicator is to improve the rate to 73% by the 2015-2016 IE report.

The data reveal that the College’s performance on this indicator meets the target goal of 73% in the performance year. The following chart compares the basic skills course improvement rate of the 2009-2010 and 2011-2012 cohorts by ethnicity/race.

Figure 1.15c: Basic Skills Course Improvement Rate by Ethnicity/Race, 2009-2010 vs. 2011-2012

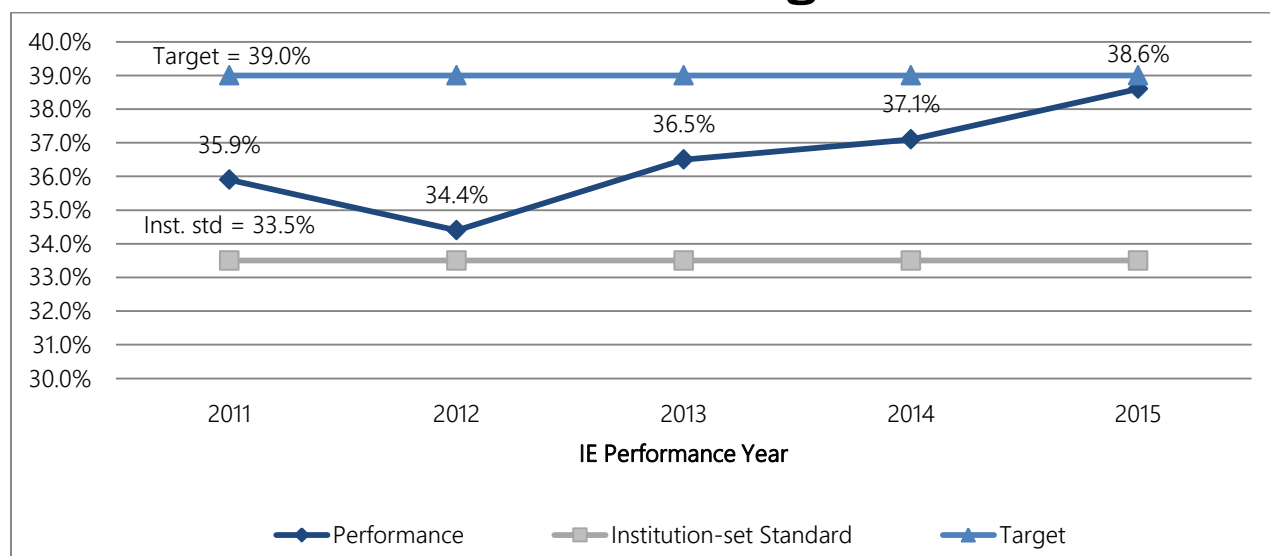


**Only the four largest ethnicity/race groups are reported in the figure*

The increase in overall performance on this indicator can be attributed to the improved performance of three ethnicity/race groups. Over the last three years, Black (+0.2%), Hispanic (+3.6%), and White (+4.3%) students have experienced a gain in performance for this indicator. The Asian/Pacific Islander group experienced a decrease in performance (-1.9%) over the last three years. The decline in performance for this group may be attributed to the fact that a larger percentage of international students began marking “unreported” for their ethnicity/race category when the international student college application was moved from a paper-based form to a web-based form in 2011-2012. A large majority of our international students are Asian; as a result, the percentage of students who reported “Asian” for their ethnicity/race decreased while simultaneously, the percentage of students who had an “Unreported” ethnicity/race increased.

The improvement rate for the Black, Hispanic, and White student groups may reflect the recent efforts of the college to improve the overall success of students enrolled in basic skills courses (i.e., accelerated math and English courses and the Summer Jams/FYE programs). Refer to the “Evaluation of Implemented Strategies” section of the Introduction for more information.

1.16 Basic Skills Transition to Degree Course Rate



Data Source:

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

Methodology:

IE Indicator 1.16 (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, 2010-2011, or 2011-2012, 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 1.16: Basic Skills Transition to Degree Course Rate

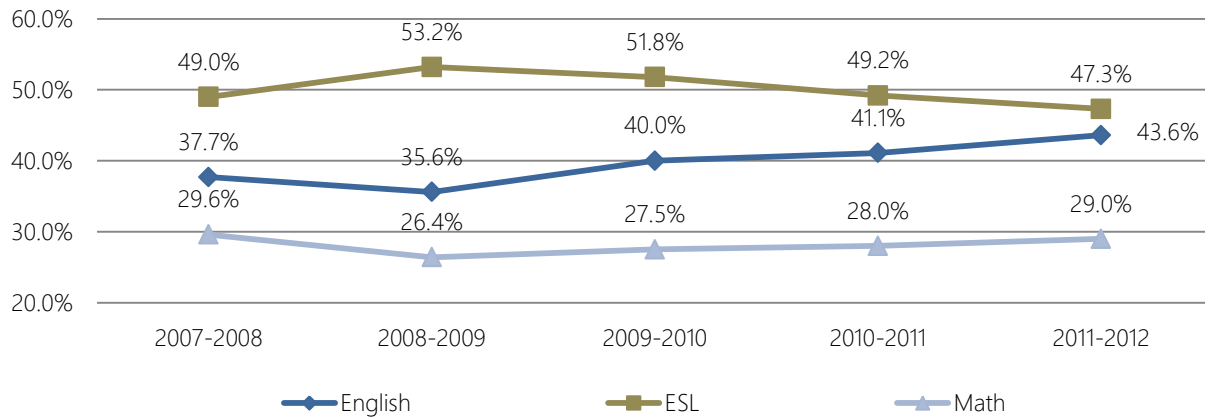
	2007-2008 by 2009-2010	2008-2009 by 2010-2011	2009-2010 by 2011-2012	2010-2011 by 2012-2013	2011-2012 by 2013-2014
Cohort	9,256	10,025	10,090	9,500	9,028
Transitioned	3,323	3,450	3,681	3,526	3,483
% Transitioned	35.9%	34.4%	36.5%	37.1%	38.6%

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 and enroll in the degree-required course in the same discipline within three years. In the performance year (2011-2012 cohort), the basic skills transition-to-degree-course rate was 38.6%, an increase of 1.5% over the prior year (2010-2011 cohort).

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.

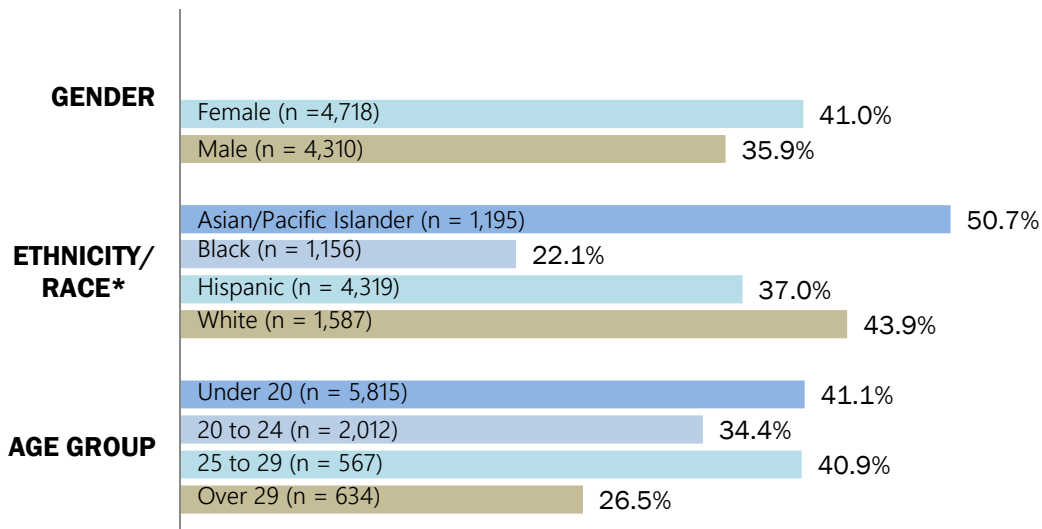
Figure 1.16a: Basic Skills Transition to Degree Course Rate by Discipline



The basic skills English and math transition to degree course rates have increased by 8% and 2.6%, respectively, since the 2008-2009 cohort year. The basic skills ESL rate has experienced a decrease of 1.7% over the last five years. Overall, the transition-to-degree-course rates are highest in ESL and lowest in math. The increase in performance for the math and English disciplines may be a result of several strategies and programs implemented since spring 2012 to improve the success of students enrolled in basic skills math and English courses, including accelerated courses and the Summer Jams and First-Year Experience (FYE) programs. Preliminary data analyzing the effectiveness of these programs are described in the “Evaluation of Implemented Strategies” section of the report. The following figure describes the improvement rate for the most recent cohort (2011-2012) by student subgroups, including rates by gender, ethnicity/race, and age.

Figure 1.16b: Basic Skills Course Transition to Degree Course Rate by Student Subgroups

2011-2012 Cohort:
38.6%



*Only the four largest ethnicity/race groups are reported in the figure

In the performance year, female students transitioned from basic skills to degree-applicable course at higher rates (41.0%) than male students (35.9%). In terms of ethnicity/race, Asian/Pacific Islander students transitioned to the degree course at the highest rate (50.7%), followed by White student (43.9%). Hispanic and Black students have the lowest basic skills transition-to-degree-course rates. However, when compared with the prior year's cohort (2010-2011), the rates for Hispanic and Black students improved by 3.3% and 0.2%, respectively, in the performance year. The disparity of basic skills to degree course transition rates among the different ethnicity/race groups is over 28% (highest, Asian/PI: 50.7%; lowest, Black: 22.1%). The gap between the highest and lowest performing groups decreased by approximately 4% over the prior year performance.

A large majority of the basic skills students in the cohort are under the age of 20 (64.4%). This group transitioned to the degree course at the highest rate (41.1%), followed closely by students between the ages of 25 and 29 (40.9%). The oldest group of students (over 29) transitioned to degree courses at the lowest rate (26.5%).

Institution-Set Standard and Target:

The institution-set or minimum standard for IE Indicator 1.16 (Basic Skills Transition to Degree Course Rate) is 33.5%. The standard was calculated by multiplying the average course improvement rates (35.3%) of the four baseline years established in the 2013 IE Report (2006-2007 to 2009-2010) by 95%. The data reveal that the College meets the set standard (35.3%) for the 2015 performance year (38.6%).

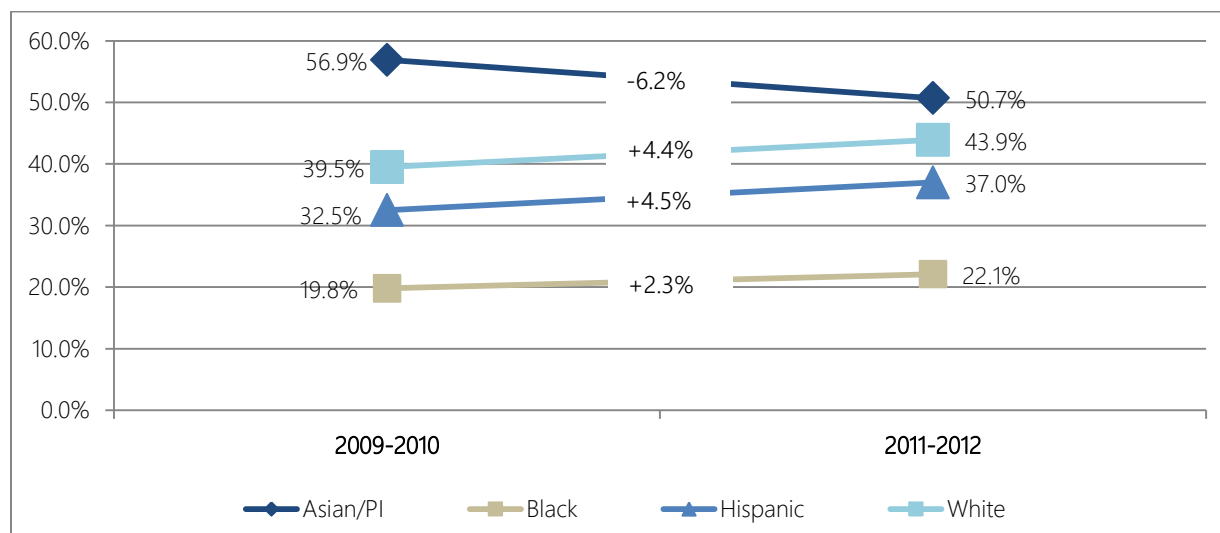
The target goal for IE Indicator 1.16 is to meet or exceed 39% by 2015-2016⁹. The target was initially discussed at a meeting of the Student Success Committee (formerly the Basic Skills Initiative Committee). The members of the committee chose to set a target reflecting an improvement in the metric. The target of 39% was set by improving the rate of the two lowest performing ethnicity/race students groups by 5% for the 2009-2010 cohort. Focusing on improving the rates of 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 24.8%. If the 2009-2010 Hispanic student group 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 transitioned to the degree course (70 and 220 additional students in the Black and Hispanic groups, respectively). Having an additional 290 students in the cohort successfully complete the outcome improved the rate to 39%. Therefore, the target for this indicator is to improve the rate to 39% by the 2015-2016 IE report.

The data reveal that the College's performance (38.6%) on this indicator is close to meeting the target goal of 39% in the performance year. The following chart compares the basic skills course improvement rate of the 2009-2010 and 2011-2012 cohorts by ethnicity/race.

⁹ Refers to the performance reported in the 2015-2016 IE report, not the cohort year

Figure 1.16c: Basic Skills Transition to Degree Course Rate by Ethnicity/Race, 2009-2010 vs. 2011-2012



*Only the four largest ethnicity/race groups are reported in the figure

The increase in overall performance on this indicator can be attributed to the improved performance of three ethnicity/race groups. Over the last three years, Black (+2.3%), Hispanic (+4.5%), and White (+4.4%) students have experienced a gain in performance for this indicator. The Asian/Pacific Islander group experienced a decrease in performance (-6.2%) over the last three years. The decline in performance for this group may be attributed to the fact that a larger percentage of international students began marking “unreported” for their ethnicity/race category when the international student college application was moved from a paper-based form to a web-based form in 2011-2012. A large majority of our international students are Asian; as a result, the percentage of students who reported “Asian” for their ethnicity/race decreased while simultaneously, the percentage of students who had an “Unreported” ethnicity/race increased.

The improvement rate for the Black, Hispanic, and White student groups may reflect the recent efforts of the college to improve the overall success of students enrolled in basic skills courses (i.e., accelerated math and English courses and the Summer Jams/FYE programs). Refer to the “Evaluation of Implemented Strategies” section of the Introduction for more information.

Factors that Predict Basic Skills Transfer to Degree Course:

This IE indicator was the focus of a study that was conducted to fulfill the following 2013-2014 Master Plan for Education (MPE) institutional objective:

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 set in response to campus-wide discussions that occurred around the College's performance on the IE Dashboard.

A study, conducted by the Office of Institutional Research, examined the impact of student factors on basic skills English (N = 4,030) and math (N = 3,504) transition to degree course for the 2010-2011 cohorts. A hierarchical logistic regression was used to measure the predictive value of student behavior-related factors on the outcome while controlling for the effects of students' background characteristics (see Table 1.16d).

Table 1.16d: Student Background Characteristics and Student Service/Course Behaviors Examined

Student Background Characteristics	Student Service and Course Behaviors
<ul style="list-style-type: none"> • Gender • Ethnicity/race • Age • Residence status (US or foreign) • Low-income status • First-generation to college status • Years since high school 	<ul style="list-style-type: none"> • Participated in special program by 2013-2014 • Received counseling services by 2013-2014 • Enrolled in COUNS 20 by 2013-2014 • # semester until first English course enrollment • Enrolled in math in the initial fall semester • Unit load in term of English/math enrollment • Cumulative GPA

English

The results of the regression analysis indicate that student background characteristics (as a group of variables) significantly predicted basic skills English transition to degree course ($p < .001$). Four of these variables were found to significantly predict successful completion of the outcome:

- Female students were 49.4% more likely to complete the outcome than male students;
- Asian/Pacific Islander students were 62.3% more likely to complete the outcome than non-Asians/Pacific Islanders;
- Black students were 42.3% less likely to complete the outcome than non-Blacks; and,
- First-generation college students were 27.8% less likely to complete the outcome than non-first generation college students.

The model also found that student service and course behavior factors significantly predicted basic skills English transition to degree course ($p < .001$), even after controlling for the effects of the student background characteristics. The following factors were found to predict successful transition to the degree course in the cohort:

- Students who participated in a special program were 36.9% more likely to complete the outcome than those who did not;
- Students who received counseling services were 81.6% more likely to complete the outcome than those who did not;
- One unit of increase in unit load in the target term increased the odds of completing the outcome by 10.3%; and,
- One unit of increase in cumulative GPA increased the odds of completing the outcome by 258.4%.

Math

The results of the regression analysis indicate that student background characteristics (as a group of variables) significantly predicted basic skills math transition to degree course ($p < .001$). Four of these variables were found to significantly predict successful completion of the outcome:

- Black students were 68.3% less likely to complete the outcome than non-Blacks;
- White students were 52.5% more likely to complete the outcome than non-Whites;
- and,
- US resident students were 44.1% less likely to complete the outcome than international students.

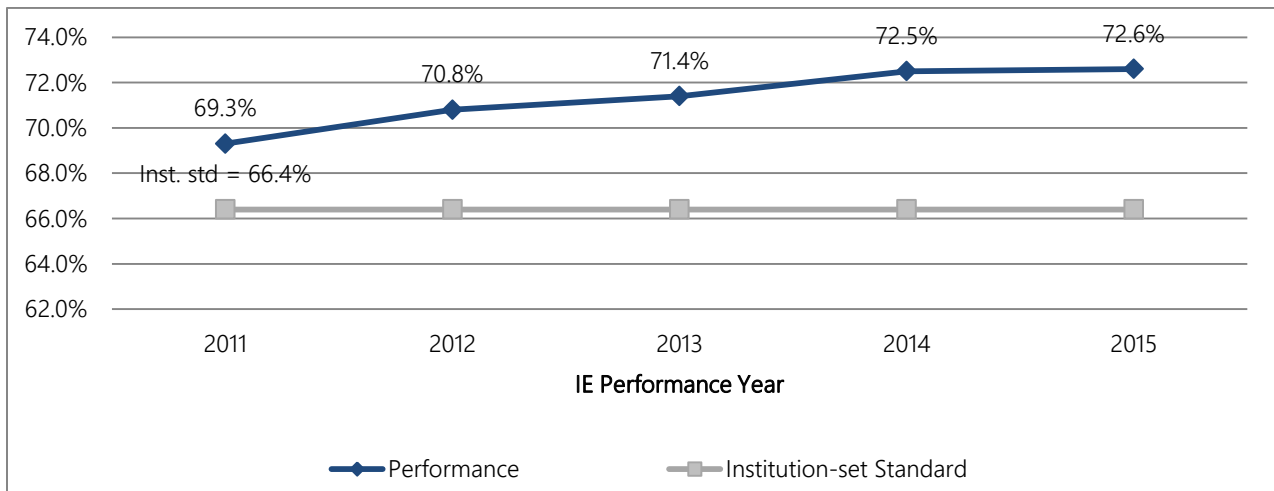
The model also found that student service and course behavior factors significantly predicted basic skills math transition to degree course ($p < .001$), even after controlling for the effects of the student background characteristics. The following factors were found to predict successful transition to the degree course in the cohort:

- One unit of increase in unit load in the target term increased the odds of completing the outcome by 11.7%; and,
- One unit of increase in cumulative GPA increased the odds of completing the outcome by 341.4%.

The results of the study should be interpreted with caution as the results in the study do not suggest that the student-related variables cause successful transfer from basic skills to degree course. In addition, the study fails to explain potential confounding variables and/or the direction of the relationship between student-related factors and the outcome.

For more information about the study, please access the "Impact of Student Background Characteristics and Behaviors on Student Success" report: www.smc.edu/iedashboard.

1.17 Career Technical Education (CTE) Course Success Rate



Data Source:

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

Methodology:

IE Indicator 1.17 (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, 2012-2013, and 2013-2014 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, 2012-2013, and 2013-2014 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).

Data and Analyses:

Table 1.17: CTE Course Success Rate

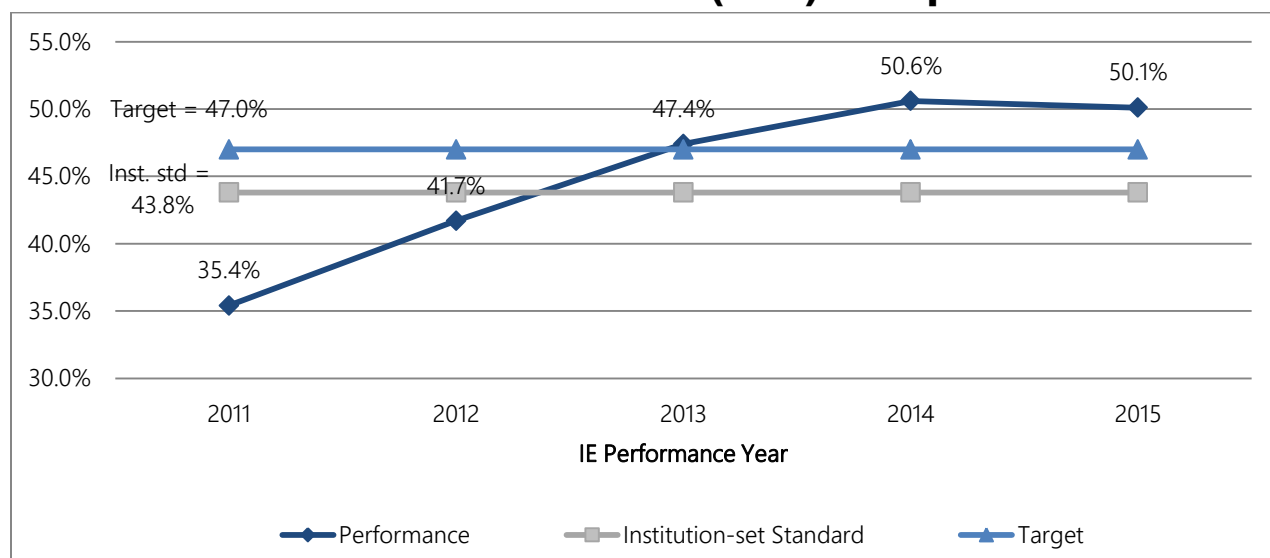
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Enrollments	40,659	40,481	38,992	37,187	36,612
Success	28,181	28,660	27,827	26,955	26,586
% Success	69.3%	70.8%	71.4%	72.5%	72.6%

The CTE course success rate has steadily increased over the last five academic years. In the performance year (2013-2014), the CTE course success rate was 72.6%

Institution-Set Standards:

The institution-set standard for IE Indicator 1.17 (CTE Course Success Rate) is 66.4%. The institution-set standard was calculated by multiplying the average rates (69.9%) of the four baseline years in the 2013 Institutional Effectiveness Report by 95%. The data reveal that the College is meeting the institutional standard of satisfactory performance (66.4%) for the 2015 performance year (72.6%).

1.18 Career Technical Education (CTE) Completion Rate



Data Source:

The data were obtained from the College's Management Information Systems (MIS) and the California Community College Chancellor's Office (CCCCO) Data-on-Demand databases.

Methodology:

IE Indicator 1.18 (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, 2007-2008, or 2008-2009;
- Enrolled at SMC as their first college;
- Earned 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.

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 Fall 2014, a large proportion of CTE courses were found to be miscoded in terms of SAM priority codes. The faculty of CTE departments re-coded all courses for accuracy. The data for all cohorts were revised to reflect the new codes.

Data and Analyses:

Table 1.18: CTE Completion Rate

	2004-2005 by 2009-2010	2005-2006 by 2010-2011	2006-2007 by 2011-2012	2007-2008 by 2012-2013	2008-2009 by 2013-2014
Cohort	424	487	483	478	469
Completed	150	203	229	242	235
% Completed	35.4%	41.7%	47.4%	50.6%	50.1%

The five-year average CTE completion rate is 45.0%. The data reveal that, on average, approximately half of first-time CTE students earn a certificate of achievement, degree, or transfer to a four-year institution within six years. The rate has increased by over 14% over the last five years.

The CTE completion rate is influenced by factors such as the economy, budgets, and changes in admissions policies at the four-year institutions. Furthermore, this IE indicator is limited in that students who achieve a departmental certificate aren’t taken into account. Departmental certificates are short-term certificates of achievement that typically require fewer units for completion than Chancellor’s Office approved certificates of achievement. Departmental certificates are currently not reported to the CCCCO, and therefore, are not counted toward completion.

The improvement in the CTE completion rates may reflect the recent work of the Basic Skills Initiative/Career Technical Education Collaborative Project, CTE Committee, and CTE departments to implement several strategies and programs 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.

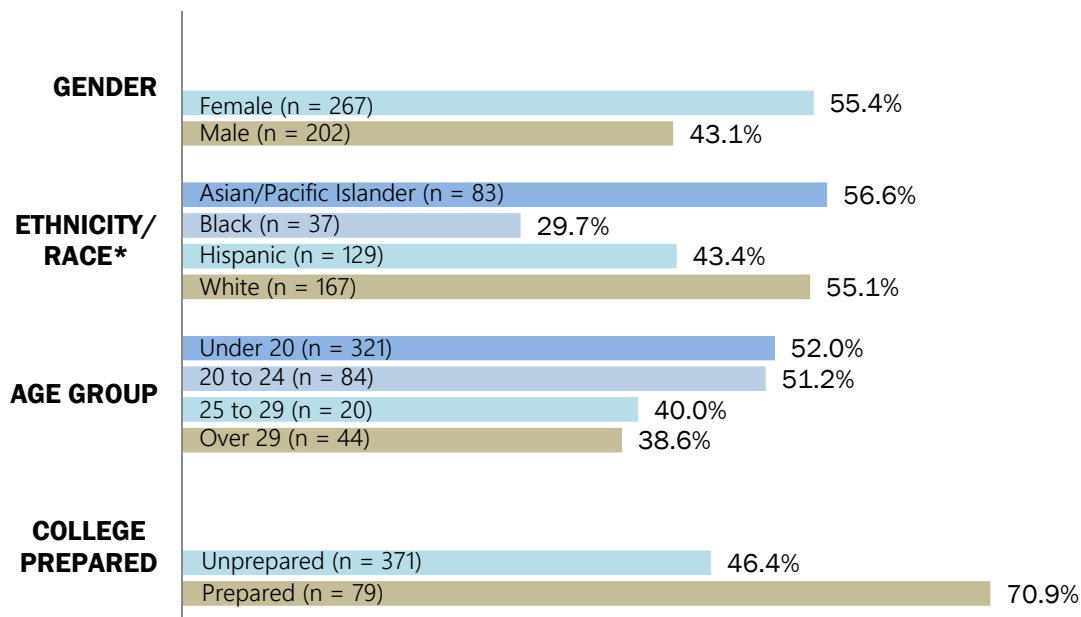
In the summer of 2011, the college surveyed 173 former CTE students who earned a career certificate or Associate Degree (completers) and those who took substantial coursework in a CTE program but did not receive an award (leavers). The purpose of the survey was to assess the impact of SMC CTE programs 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 rate for the most recent cohort (2008-2009) by student subgroups, including rates by gender, ethnicity/race, age, and college-prepared status. College-prepared status was determined by students' English and math placement scores. Approximately 96% of students in the cohort took the placement test at Santa Monica College. Students who placed into pre-college courses for English/ESL and/or math were categorized as "unprepared". Students who placed into college-level English/ESL and math were categorized as "prepared".

Figure 1.18a: CTE Completion Rate by Student Subgroups

**2008-2009 Cohort:
50.1%**



**Only the four largest ethnicity/race groups are reported in the figure*

The CTE completion rates by subgroup reveal that, on average, female students (55.4%) complete the outcome at higher rates than male students (43.1%). In terms of performance by ethnicity/race, Asian/Pacific Islander (56.6%) and White (55.1%) students completed a CTE outcome at the highest rates. These two groups persisted at rates that meet or exceed the target of 47% (targets are discussed further in the next section). The Hispanic student group performed slightly below the target of 75%. Black students completed a CTE outcome at the lowest rate.

The average age of first-time students in the persistence cohort was 21 and over 68% of the students were under the age of 20. The youngest groups of students (under 20 and 20-24) persisted at higher rates (52.0% and 51.2%, respectively) than older groups of students (25 to 29, 40.0%; over 29, 38.6%).

The data reveal that students who entered prepared for college-level work completed the CTE outcome at higher rates (70.9%) than those who were unprepared (46.4%). A large majority (79.1%) of students in the cohort were assessed as being unprepared for college in terms of English and/or math.

Institution-Set Standard and Target:

The institution-set or minimum standard for IE Indicator 1.18 (CTE Completion Rate) is 43.8%. The standard was calculated by multiplying the average CTE completion rates (46.1%) of the four baseline years established in the 2013 IE Report. The data reveal that the College meets the set standard (50.1%) for the 2015 performance year (43.8%).

The target goal for IE Indicator 1.18 is to meet or exceed 47% by 2015-2016¹⁰. The target was established in the 2012 IE Report by the central stakeholders, members of the CTE 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 groups by 5% for the 2005-2006 cohort. Focusing on improving the rates for the two lowest performing groups was determined to be 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 meets the target (47%) for the 2015 performance year (50.1%).

The institution-set standard and target were set based upon the data with inaccurate SAM coding and not the revised rates. At a March 2015 meeting, the CTE Committee discussed potentially revising both the institution-set standard and target in the future after monitoring the impact of the SAM recoding of courses on the College's performance on the indicator.

¹⁰ Refers to the performance reported in the 2015-2016 IE report, not the cohort year

Factors that Predict Persistence:

This IE indicator was the focus of a study that was conducted to fulfill the following 2013-2014 Master Plan for Education (MPE) institutional objective:

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 set in response to campus-wide discussions that occurred around the College's performance on the IE Dashboard.

A study, conducted by the Office of Institutional Research, examined the impact of student factors on persistence for the 2008-2009 (N = 469) cohort. A hierarchical logistic regression was used to measure the predictive value of student behavior-related factors on CTE completion while controlling for the effects of students' background characteristics (see Table 1.18b).

Table 1.18b: Student Background Characteristics and Student Service/Course Behaviors Examined

Student Background Characteristics	Student Service and Course Behaviors
<ul style="list-style-type: none"> • Gender • Ethnicity/race • Age • Residence status (US or foreign) • Low-income status • College-prepared status • Years since high school 	<ul style="list-style-type: none"> • Participated in special program by end of initial term • Received counseling services by end of initial term • Enrolled in COUNS 20 by 2013-2014 • Enrolled in English/ESL course within first year • Enrolled in math course within the first year • Enrolled in the first three consecutive semesters • Average unit load • First-year GPA • Number of course repeats

The results of the regression analysis indicate that student background characteristics (as a group of variables) significantly predicted CTE completion ($p < .001$). Two of these variables were found to significantly predict CTE completion:

- Female students were 97.1% more likely to complete a CTE outcome than male students; and,
- College-prepared students were 303.2% more likely to complete a CTE outcome than those who entered college unprepared.

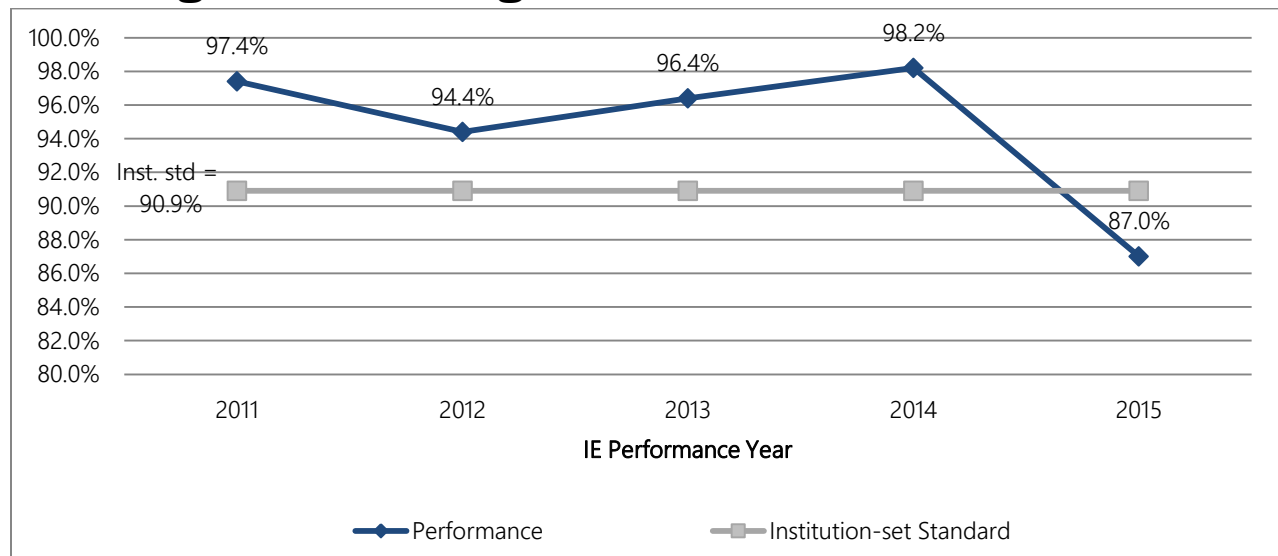
The model also found that student service and course behavior factors significantly predicted CTE completion ($p < .001$), even after controlling for the effects of the student background characteristics. The following factors were found to predict CTE completion in the cohort:

- Students who enrolled in COUNS 20 while attending SMC were 82.2% more likely to complete a CTE outcome than those who did not;
- Students who enrolled in a math course in their first year were 12.3% more likely to complete a CTE outcome than those who did not;
- Students who were consecutively enrolled in the first three primary semesters were 242.2% more likely to complete a CTE outcome than those who did not; and,
- One unit of increase in first-year GPA increased the odds of persisting by 239.7%.

The results of the study should be interpreted with caution as the results in the study do not suggest that the student-related variables cause CTE completion. In addition, the study fails to explain potential confounding variables and/or the direction of the relationship between student-related factors and CTE completion.

For more information about the study, please access the "Impact of Student Background Characteristics and Behaviors on Student Success" report: www.smc.edu/iedashboard.

1.19 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:

IE Indicator 1.19 (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, 2012-2013, or 2013-2014.

Numerator (Outcome):

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

Data and Analyses:

Table 1.19: Registered Nursing License Exam Pass Rate

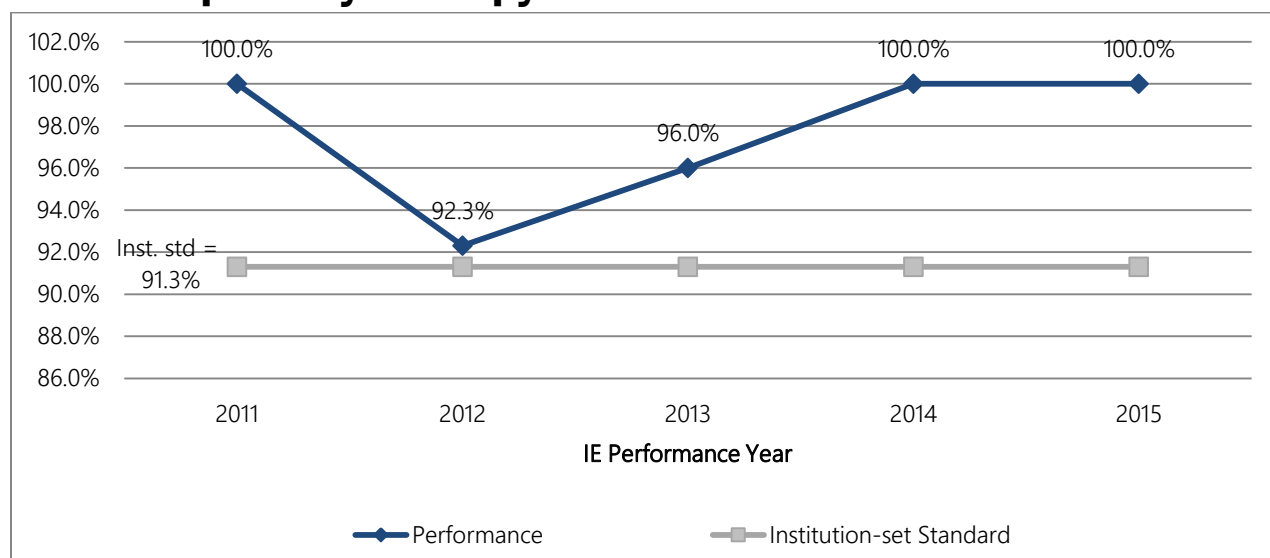
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Taken	78	72	55	54	54
% Passed	97.4%	94.4%	96.4%	98.2%	87.0%

The five-year average of the first attempt pass rates on the NCLEX examination is 94.7%. The pass rate decreased by 11.2% in 2013-2014 when compared to the rate in the previous year (2012-2013). According to the central stakeholders the decline in performance may be a result of the changes made to the NCLEX exam in April 2013. According to the Associate Dean of Health Sciences, the NCLEX was revised to more accurately align the passing standard for the exam with the nursing skills and ability required to competently practice at the entry level. The result of these changes increased the difficulty of the exam. Nationwide, the NCLEX pass rates have also experienced a decline since the implementation of the exam revisions (89.3% in 2012 vs. 79.3% in 2014).

Institution-Set Standard:

The institution-set or minimum standard for IE Indicator 1.19 (Registered Nursing License Exam Pass Rate) is 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 below the standard of satisfactory performance (90.9%) for the 2015 performance year (87.0%). The central stakeholders of the indicator have discussed the institution-set standard within the context of the changes in the NCLEX exam and have decided to keep the standard for the current year while continuing to monitor the College's performance in future years.

1.20 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:

IE Indicator 1.20 (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, 2013, or 2014.

Numerator (Outcome):

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

Data and Analyses:

Table 1.20: Respiratory Therapy License Exam Pass Rate

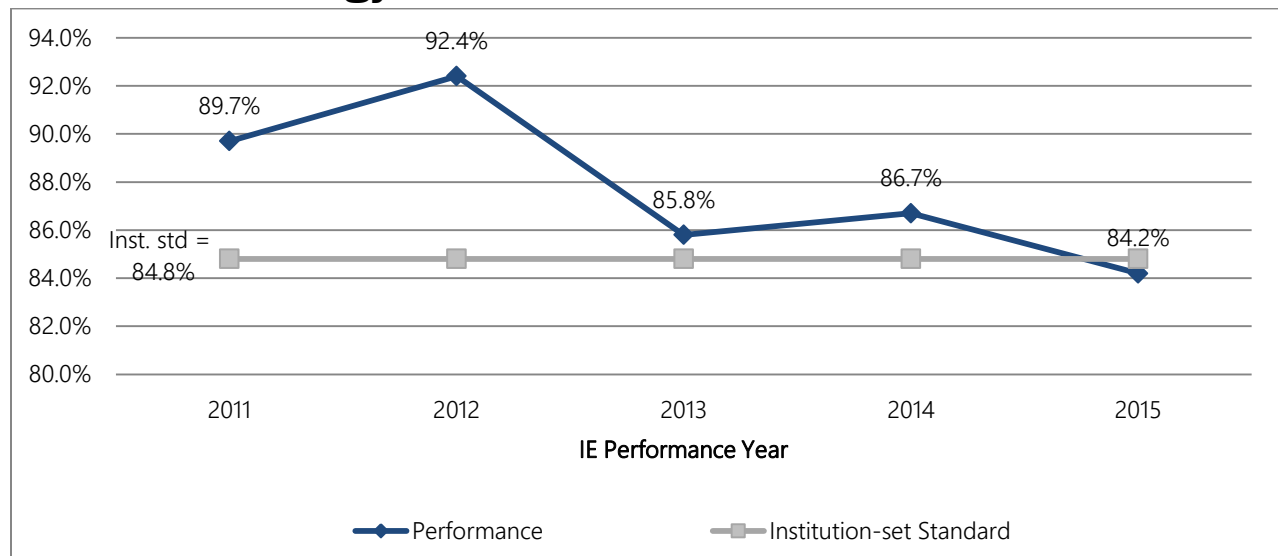
	2010	2011	2012	2013	2014
Taken	36	52	50	27	47
% Passed	100.0%	92.3%	96.0%	100.0%	100.0%

In the performance year (2014), 100% of the graduates of the respiratory therapy program passed the CRT examination.

Institution-Set Standard:

The institution-set or minimum standard for IE Indicator 1.20 (Respiratory Therapy License Exam Pass Rate) is 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 standard of satisfactory performance (91.3%) for the 2015 performance year (100%).

1.21 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:

IE Indicator 1.21 (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, 2012, 2013, or 2014.

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:

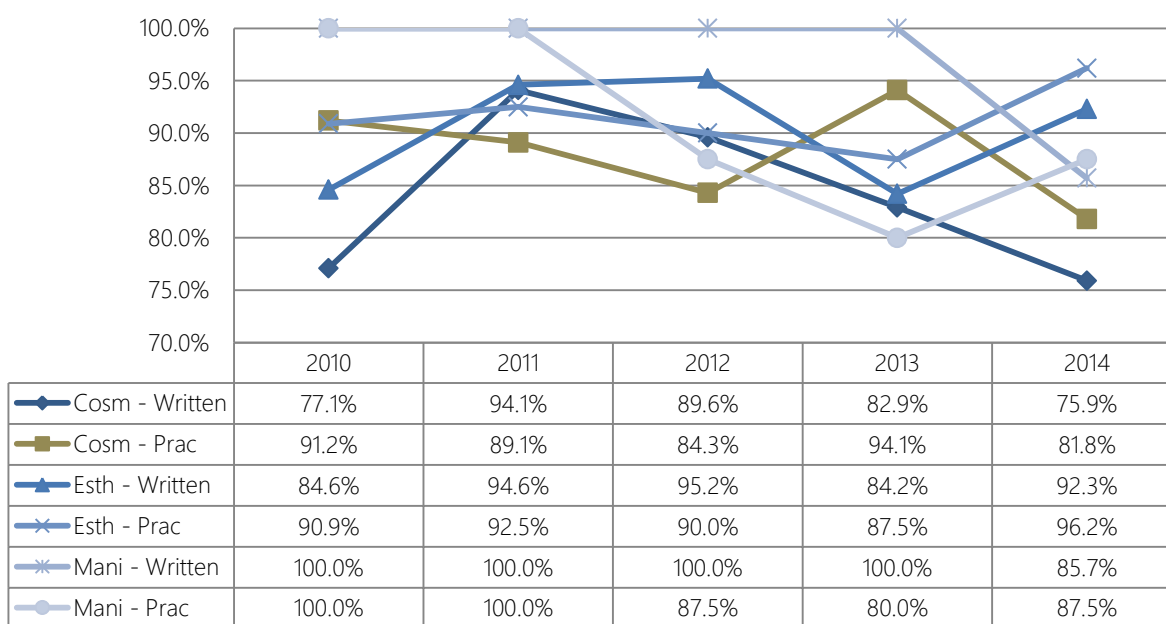
Table 1.21: Cosmetology License Exam Pass Rate

	2010	2011	2012	2013	2014
Taken	194	185	226	105	165
Passed	174	171	194	91	139
% Passed	89.7%	92.4%	85.8%	86.7%	84.2%

In the performance year (2014), 84.2% of the graduates of the cosmetology program passed the state cosmetology board exams, a decrease of 2.5% over the prior year. A large majority of students each year (over 80%) pass the board exams.

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

Figure 1.21a: Cosmetology License Exam Pass Rates by Test Type

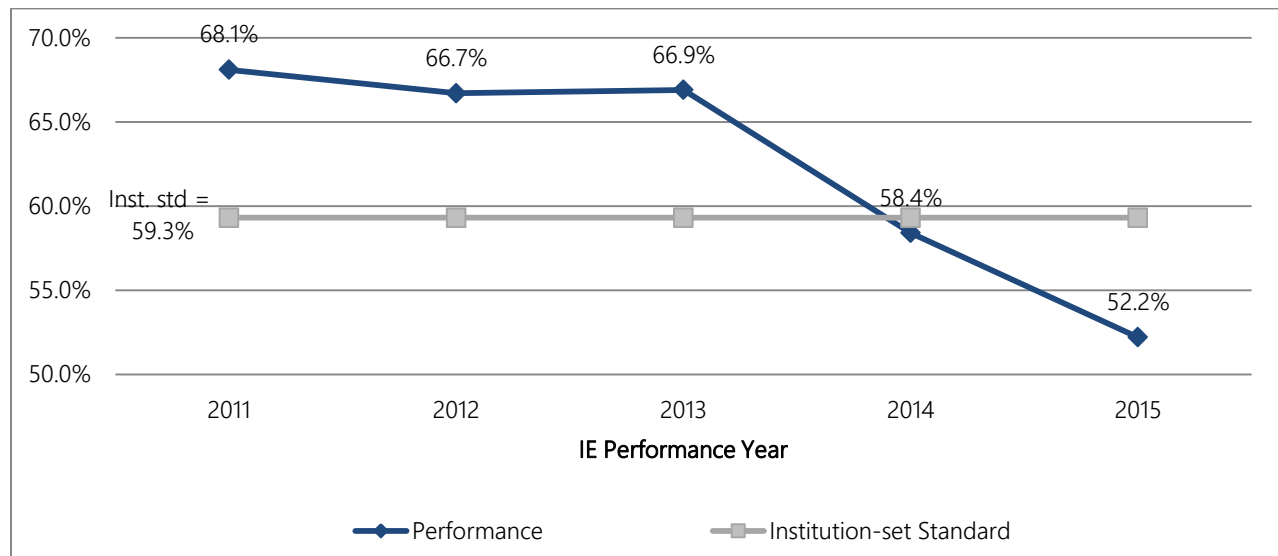


On average, students passed the written Manicurist exam at the highest rate (average of 97.1% over the last five years) and passed the written Cosmetologist exam at the lowest rate (average of 83.9% over the last five years). The decline in overall exam rates for 2014 may be attributed to the lower pass rates observed in the written and practical Cosmetologist and written and practical Manicurist exams.

Institution-Set Standard:

The institution-set or minimum standard for IE Indicator 1.21 (Cosmetology License Exam Pass Rate) is 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%. The data for this key indicator shows that the College is slightly below the standard of satisfactory performance (84.8%) for the 2015 performance year (84.2%).

1.22 Job Placement Rate



Data Source:

The data were obtained from the California Community College Chancellor's Office (CCCCO) Data-on-Demand website. The indicator is referred to as the "Employment Rate" in the CCCC Core Indicators Report. This indicator is being reported for the first time in the current (2015) report of Institutional Effectiveness.

Methodology:

IE Indicator 1.22 (Job Placement Rate) describes the percentage of CTE concentrator students who were employed within one year of leaving Santa Monica College.

Denominator:

The denominator included CTE concentrators who were either a CTE program leaver or CTE program completer in cohort years 2008-2009, 2009-2010, 2010-2011, 2011-2012, or 2012-2013:

- CTE program leaver:
 - Reports a valid Social Security Number (SSN); and,
 - Successfully completed a minimum of 12 units of related coursework within the same two-digit TOP code within three years; and,
 - At least one of the courses completed was coded with a SAM priority code of A – C; and,
 - Did not transfer to a two or four year institution during one of the four fiscal quarters after leaving Santa Monica College; or,

- CTE program completer:
 - Reports a valid Social Security Number (SSN); and,
 - Earned a Chancellor’s Approved Certificate of Achievement, Associate Degree, or were transfer prepared (completed 60 UC/CSU transferable units with a GPA or 2.0 or higher); and,
 - Did not transfer to a two or four year institution during one of the four fiscal quarters after leaving Santa Monica College.

The cohort years refer to the last academic year enrolled at Santa Monica College. 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 (A – apprenticeship; B – advanced occupational; C – clearly occupational). The Taxonomy of Programs (TOP) code refers to the subject matter of the course. Only programs with CTE-related TOP codes leading to a degree or certificate and those with a cohort in each of the last five years (2008-2009 to 2012-2013) were included in the analyses.

Data and Analyses:

Table 1.22: Job Placement Rate

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Cohort	27,714	22,685	14,570	5,172	2,044
Placed	18,867	15,127	9,751	3,021	1,067
% Placed	68.1%	66.7%	66.9%	58.4%	52.2%

The data reveal a declining trend in the job placement rate. In the performance year (2012-2013), 52.2% of CTE students found employment within one year of leaving Santa Monica College, a decrease of 6.2% over the prior year. Over the last five years, the cohort sizes have dramatically decreased from 27,714 in 2008-2009 to 2,044 in the 2012-2013, which may have attributed to the decrease in job placement rate. Furthermore, the data do not reflect the revised SAM codes for CTE courses which may have negatively affected the College’s performance on this indicator.

One significant limitation of the current methodology used to calculate job placement rate is that it does not take into account self-employment data. Many of the CTE programs at Santa Monica College, such as photography, cosmetology, design technology, solar photovoltaic installation, and entrepreneurship, are designed to train students in industries that lead to self-employed or contract positions. For example, the Department Chair of Photography estimates that over 80% of graduates from the photography program end up in freelance, independent contract, or self-employed positions.

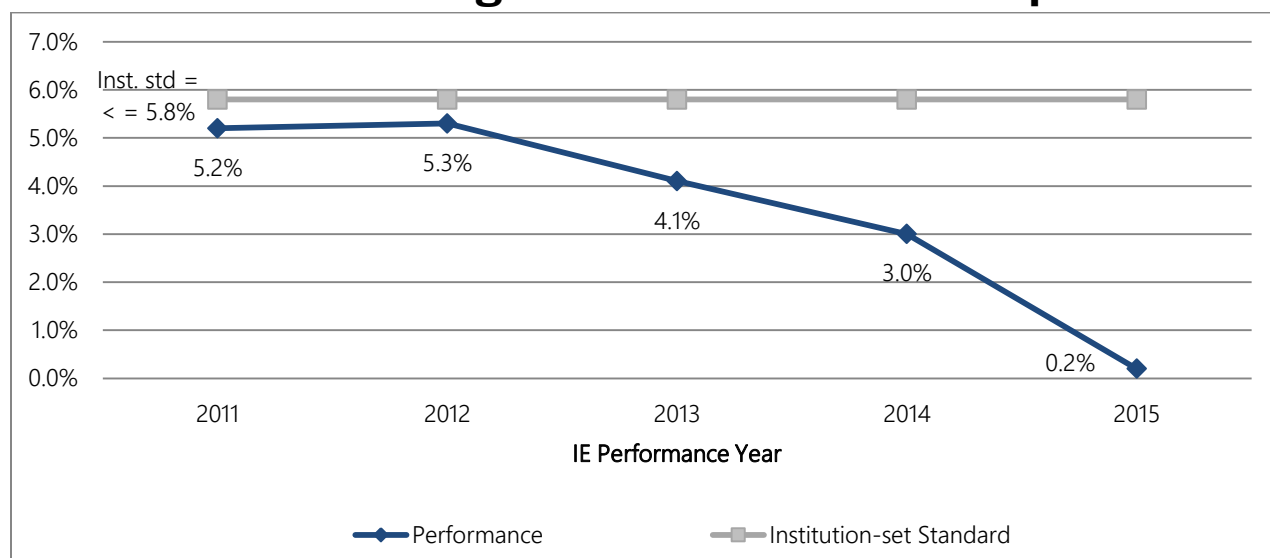
The central stakeholders of this indicator (the CTE Committee and other faculty) have discussed the need to more systematically track students who complete or leave CTE programs at the college in terms of employment and wage. The College recently hired a Senior CTE Program Advisor who will

be responsible, in part, to develop a system to more accurately track CTE program completers and leavers by major/program of study and employment status.

Institution-Set Standard:

The institution-set or minimum standard for IE Indicator 1.22 (Job Placement Pass Rate) is 59.3%. The institution-set standard was calculated by multiplying the average rates (62.5%) of the performance of the last five years (2008-2009 to 2012-2013) by 95%. The data for this key indicator shows that the College is performing below the standard of satisfactory performance (59.3%) for the 2015 performance year (52.2%).

1.23 Distance Learning Course Success Rate Gap



Data Source:

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

Methodology:

IE Indicator 1.23 (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, 2012-2013, and 2013-2014 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, 2012-2013, and 2013-2014 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 1.23: Distance Learning Course Success Rate Gap

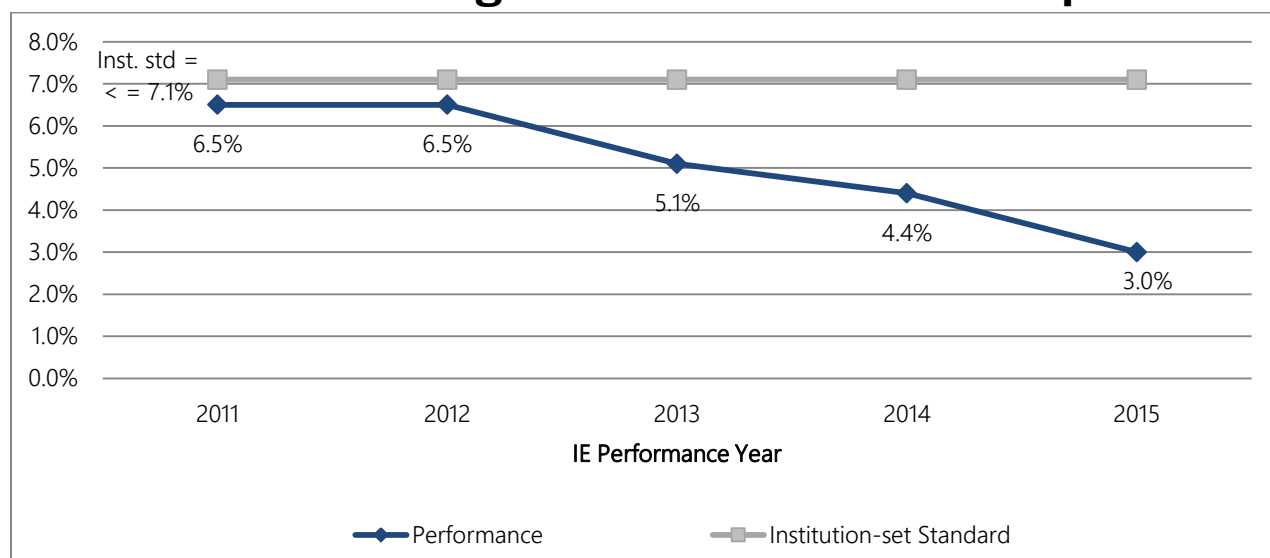
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
DL Enrollments	15,587	14,781	14,884	14,075	14,987
DL Success	9,896	9,767	10,051	9,546	10,402
%DL Success	63.5%	66.1%	67.5%	67.8%	69.4%
Non-DL Enroll	53,408	51,322	51,632	49,000	51,119
Non-DL Success	36,713	36,659	36,950	34,690	35,561
%Non-DL Success	68.7%	71.4%	71.6%	70.8%	69.6%
Gap (Non-DL – DL)	5.2%	5.3%	4.1%	3.0%	0.2%

The gap between success in non-distance learning courses and distance learning courses has been declining steadily over the last four years which shows improvement in this indicator. In the performance year (2013-2014), the difference in course success between distance learning and non-distance learning courses is very small (0.2%).

Institution-Set Standard:

The institution-set or minimum standard for IE Indicator 1.23 (Distance Learning Course Success Rate Gap) is less than or equal to 5.8%. The institution-set standard was calculated by multiplying the average gap (5.5%) of 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 2015 performance year (0.2%).

1.24 Distance Learning Course Retention Rate Gap



Data Source:

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

Methodology:

IE 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, 2012-2013, and 2013-2014 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, 2012-2013, and 2013-2014 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 1.24: Distance Learning Course Retention Rate Gap

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
DL Enrollments	15,587	14,781	14,884	14,075	14,987
DL Retained	12,426	11,928	12,333	11,359	12,211
%DL Retention	79.7%	80.7%	82.9%	80.7%	81.5%
Non-DL Enroll	53,408	51,322	51,632	49,000	51,119
Non-DL Retained	46,026	44,764	45,419	41,708	43,216
%Non-DL Retent.	86.2%	87.2%	88.0%	85.1%	84.5%
Gap (Non-DL – DL)	6.5%	6.5%	5.1%	4.4%	3.0%

The gap between retention in non-distance learning courses and distance learning courses has been declining steadily over the last four years which shows improvement in this indicator. In the performance year (2013-2014), the difference in course success between distance learning and non-distance learning courses was 3.0%.

Institution-Set Standard:

The institution-set or minimum standard for IE Indicator 1.24 (Distance Learning Course Retention Rate Gap) is less than or equal to 7.1%. The institution-set standard was calculated by multiplying the average gap (6.8%) of 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 2015 performance year (3.0%).

1.25 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:

IE Indicator 1.25 (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 terms 2011, 2012, 2013, and 2014. 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 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 1.25: Percentage of Students Enrolled in Sustainability Related or Focused Courses

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Cohort	--	29,977	30,260	30,000	30,159
Completed	--	18,341	19,185	20,079	19,738
% Completed	--	61.2%	63.4%	66.9%	65.4%

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

1.25 Percentage of Students Enrolled in Global-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:

IE Indicator 1.26 (Percentage of Students Enrolled in Global-Related or Focused Courses) describes the proportion of credit students enrolled in a course designated as either global-related or global-focused in fall term 2014. The data for this indicator was not collected prior to the fall 2014 term.

Definitions for sustainability-focused and sustainability-related courses:

- Global-focused course: a course fulfills the Global Citizenship course requirement for the Associate Degree AND has a student learning outcome (SLO) mapped to Institutional Learning Outcome (ILO) #3 (Applied social knowledge and values);
- Sustainability-related course: a course fulfills the Global Citizenship course requirement for the Associate Degree OR has a student learning outcome (SLO) mapped to Institutional Learning Outcome (ILO) #3 (Applied social knowledge and values).

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

Data and Analyses:

Table 1.26: Percentage of Students Enrolled in Global Related or Focused Courses

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Cohort	--	--	--	--	30,159
Completed	--	--	--	--	23,616
% Completed	--	--	--	--	78.3%

The data reveal that in Fall 2014, about 80% of students were enrolled in at least one global-related or global-focused course.

1.27 SMMUSD High School Graduates to SMC Rate

Data Source:

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

Methodology:

IE Indicator 1.27 (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 students graduated high school in the SMMUSD (Olympic Continuation HS, Malibu HS, and Santa Monica HS) in 2008-2009, 2009-2010, 2010-2011, 2011-2012, or 2012-2013.

Numerator (Outcome):

Students in the cohort who enrolled in at least one credit course at Santa Monica College within one year after graduating high school.

Data and Analyses:

Table 1.27: SMMUSD High School Graduates to SMC Rate

	Class of 2008-2009	Class of 2009-2010	Class of 2010- 2011	Class of 2011- 2012	Class of 2012- 2013
HS Grads	895	927	916	898	930
Enrolled at SMC	284	279	277	297	297
% Enrolled at SMC	31.7%	30.1%	30.2%	33.1%	31.9%

Over the last five years, Santa Monica College enrolled an average of 31.4% of SMMUSD high school seniors within a year after graduation. The rate may be deflated as students are not required to report their high school information on the college application, and some students leave this application item blank.

1.28 Geographic Area HS Graduates to SMC Rate

Data Source:

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

Methodology:

IE Indicator 1.28 (Geographic Area 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 graduated from a public or charter high school zip code within a 10-mile radius of Santa Monica College's Main Campus (zip code 90405) in 2008-2009, 2009-2010, 2010-2011, 2011-2012, or 2012-2013.

Numerator (Outcome):

Students in the cohort who enrolled in at least one credit course at Santa Monica College 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
- LA 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.

Data and Analyses:

Table 1.28 Geographic Area HS Graduates to SMC Rate

	Class of 2008-2009	Class of 2009-2010	Class of 2010- 2011	Class of 2011- 2012	Class of 2012- 2013
HS Grads	7,962	8,096	8,047	7,631	7,659
Enrolled at SMC	2,124	1,775	1,613	1,638	1,608
% Enrolled at SMC	26.7%	21.9%	20.0%	21.5%	21.0%

Over the last five years, Santa Monica College enrolled an average of 22.2% of seniors from high schools located within 10 miles of the College's main campus within one year of graduation. 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.

Section 2: Supportive Learning Environment

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 six (6) IE indicators in the Supportive Learning Environment Dashboard:

- 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

In the 2014 Institutional Effectiveness Report, 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.

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/>.

Future IE Indicators

Other measures were identified as potential indicators for future editions of the report by central stakeholders of the "Supportive Learning Environment" goal. They were not included in the current document primarily because the data had not yet been collected. The future 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.

2.1 First-time Freshmen Orientation Rate

Data Source:

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

Methodology:

IE 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 year.

Denominator (Cohort):

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

- First-time freshmen in fall terms 2009, 2010, 2011, 2012, or 2013;
- 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 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 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" criterion 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	Fall 2013
Freshmen	6,844	6,389	6,113	5,827	5,834
Oriented	6,844	6,389	6,113	5,827	5,834
% Oriented	100.0%	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).

Methodology:

IE 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, 2012, or 2013;
- 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	Fall 2013
Freshmen	6,844	6,389	6,113	5,827	5,842
Oriented	6,844	6,389	6,113	5,827	5,842
% Oriented	100.0%	100.0%	100.0%	100.0%	100.0%

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

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

Denominator (Cohort):

The cohort included SMC students who enrolled in a credit course in academic years 2009-2010, 2010-2011, 2011-2012, 2012-2013, or 2013-2014 (fall and spring enrollments only).

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	2013-2014
Credit students	42,037	40,078	38,410	37,970	37,747
Received fin aid	15,035	16,196	17,723	19,435	20,312
% Received fin aid	35.8%	40.4%	46.1%	51.2%	53.8%

On average, 45.5% of credit students in the last five years received financial aid. The percentage of students receiving aid has increased by 18% over the last five 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, 2012-2013, and 2013-2014 (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	2013-2014
Credit students	42,037	40,078	38,410	37,970	37,747
Completed app	15,035	16,196	18,498	20,662	21,224
% Completed app	35.8%	40.4%	48.2%	54.4%	56.2%

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.

Performance on this 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 implemented 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:

IE 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	Fall 2013
Stu to Couns Ratio	NA	NA	NA	373:1	361:1

The data reveal that Santa Monica College employs approximately one full-time equivalent counselor for every 361 students enrolled in the fall term, excluding DSPS and EOPS students/counselors. The student-to-counseling ratio has improved by 12 students in the performance year when compared to the previous year.

2.5 Percentage of Students on Probation/Disqualification

Data Source:

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

Methodology:

IE 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, 2013, or 2014 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 2.5: Percentage of Students on Probation/Disqualification

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Cohort	31,138	29,977	30,260	30,000	30,159
Probation/disq.	4,056	3,763	4,088	4,104	4,100
% probation/disqu.	13.0%	12.6%	13.5%	13.7%	13.6%

The data reveal that, on average, approximately 13% of the SMC credit population is on academic/progress probation/disqualification. In the performance year, 13.6% of credit students were in poor academic standing, a decrease of 0.1% over the prior year's performance.

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

Table 2.5a: 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)	Fall 2014 (N = 30,159)
Academic good standing	87.0%	87.4%	86.5%	86.3%	86.4%
Progress probation	2.6%	2.1%	2.9%	3.1%	3.2%
Academic probation	6.4%	6.6%	6.5%	6.4%	6.0%
Both prog & acad probation	0.7%	0.5%	0.7%	0.6%	0.7%
Progress disqualification	2.6%	2.6%	2.4%	2.3%	2.3%
Academic disqualification	0.8%	0.7%	0.9%	1.2%	1.2%
Both prog & acad disq	0.1%	0.1%	0.1%	0.1%	0.1%

The largest proportion of students with probation/disqualification status are on academic probation (approximately 6%), followed by progress probation (approximately 3%), and progress disqualification (approximately 2%). The percentage of students on academic probation has decreased by 0.4% in the last year.

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).

Section 3: Stable Fiscal Environment

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) IE 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 IE Indicator 3.3 (Fund Balance Ratio).

3.1 Operating Surplus-Deficit

Data Source:

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

Methodology:

IE 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, 2012-2013, and 2013-2014. 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	2013-2014
Operating Surplus/(Deficit)	\$1,061,345	\$2,618,738	(\$8,840,474)	(\$4,616,562)	\$3,450,969

The College ended the 2013-2014 fiscal year with an Unrestricted General Fund surplus, including one-time items, of \$3,450,969 as the College expended less than the generated revenue (see Table 3.1a). The College improved on the metric in 2013-2014 by reducing the operating deficit in the previous fiscal year and creating a surplus for the 2013-2014 fiscal year.

Table 3.1a: Revenues and Expenditures: General Unrestricted Funds

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Revenue & Transfers	\$133,350,058	\$136,530,922	\$130,256,518	\$133,916,853	\$144,945,575
Expenditures & Transfers	\$132,288,713	\$133,912,184	\$139,096,992	\$138,533,415	\$141,494,606

In recent years, 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 \$575 million, or 10%, 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 \$3,839,609. 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.

When compared to the previous fiscal year, the 2013-2014 general unrestricted fund revenue and transfers increased by \$11,028,722. In 2013-2014, the College received one-time revenue items totaling \$2,970,359, net of deficit factor, from sources including mandated cost reimbursements and prior year apportionment payments. Furthermore, the College received a restoration of workload reduction of \$2,419,048, a COLA payment of \$1,593,144 and was successful in increasing non-resident tuition and fee-based instruction by \$1,596,400. The College was subject to a deficit factor of -\$1,812,425 or approximately 1.7% due to the State's inability to pay the College the entire amount of apportionment it was entitled to. \$1,126,480 of the total deficit was collected in 2014-2015.

The College expended more of the general unrestricted fund in 2013-2014 than in the prior year (\$2,961,191). An increase of \$2,466,538 in salary costs contributed to the increase in expenditures. At the same time, the benefit expenditures decreased by \$601,109 primarily as a result of savings in the area of health and welfare and State Unemployment Insurance. In addition, the College increased its contribution to the OPEB (Other Post-Employment Benefits) Trust fund by \$500,000 as part of a funding plan to address GASB 45. The College also experienced increased costs related to other contract service, insurance and utilities of \$1,258,883, and offset all capital outlay/equipment expenditures to the non-resident capital surcharge for a savings to the unrestricted general fund of \$346,399.

For the fiscal year 2014-2015, the College is projecting a revenue increase of 1.1% and an expenditure increase of 0.46%. The net effect of the projected changes in revenue and expenditures will result in a projected operating deficit, with one-time items, of \$3,942,96.

3.2 WSCH/FTEF

Data Source:

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

Methodology:

IE Indicator 3.2 (WSCH/FTEF) describes the relationship between Full-Time Equivalent Faculty (FTEF) and Weekly Student Contact Hours (WSCH) for 2010, 2011, 2012, 2013, and 2014 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	Fall 2014
WSCH	410,223	401,287	394,297	386,444	382,959
FTEF	622.21	631.95	626.63	623.77	634.10
WSCH/FTEF	659.30	635.00	629.23	619.53	603.94

In the performance year (fall 2014), the WSCH/FTEF was 603.94, a decrease of approximately 15.59 WSCH/FTEF when compared to the prior year (fall 2013). The data indicate 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:

IE 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, 2012-2013, and 2013-2014. 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	2013-2014
Total Expenditure	\$132,288,713	\$133,912,184	\$139,096,992	\$138,533,415	\$141,494,606
General Fund Balance	\$19,408,758	\$23,088,841	\$15,137,372	\$10,520,810	\$13,971,779
Fund Balance Ratio	15.47%	17.24%	10.88%	7.59%	9.87%

The size of the fund balance has decreased by \$5,436,979 over the last five fiscal years. In the performance year (2013-2014), the fund balance ratio was 9.87%, an increase of 2.28% 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/Intensive English Revenue

Data Source:

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

Methodology:

IE Indicator 3.4 (Non-Resident Tuition/Intensive English Revenue) describes the revenue dollars generated from non-resident and Intensive English tuition in fiscal years 2009-2010, 2010-2011, 2011-2012, 2012-2013, and 2013-2014. 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/Intensive English Revenue

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Non-Resident Revenue	\$20,199,343	\$21,387,129	\$24,544,282	\$24,731,024	\$27,182,917

The total dollars in revenue from non-resident and Intensive English tuition experienced an upward trend over the last five 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, \$239, and \$249 per unit for the 2010-2011, 2011-2012, and 2012-2013 years, respectively. In the performance year (2013-2014), the non-resident tuition rose again to \$269 per unit (including enrollment fees).

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Non-Resident Revenue	\$20,199,343	\$21,387,129	\$24,544,282	\$24,731,024	\$27,182,917
Revenue and Transfers	\$133,350,058	\$136,530,922	\$130,256,518	\$133,916,853	\$144,945,575
% Non-Res Rev/Total Rev	15.1%	15.7%	18.8%	18.5%	18.8%

Table 3.4a depicts the proportions of the total revenue and transfers (unrestricted general funds) that are 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 18.8% in 2013-2014.

Section 4: Sustainable Physical Environment

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) IE 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

IE Indicator 4.4 (Average Vehicle Ridership - Students) was added to the 2014 Institutional Effectiveness Report. The indicator was identified as a future indicator in past reports.

Two IE 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 IE 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 IE 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:

IE 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, 2012-2013, and 2013-2014. 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	2013-2014
Energy kWh Usage	14,655,136	13,510,336	14,520,011	13,282,472	13,806,906
Sq Ft	1,052,381	1,052,381	1,055,381	1,055,381	1,115,581
Usage by Sq Ft	13.93	12.84	13.76	12.59	12.38

In the performance year (2013-2014), the electricity consumption by square foot decreased by 1.55 kWh/sq. foot over the 2009-2010 year. During the 2012-2013 fiscal year, Santa Monica College implemented an energy conservation project which explains the reduction of energy consumption in 2012-2013 and 2013-2014. 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:

IE 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, 2012-2013, and 2013-2014. 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	2013-2014
Gas (BTU)	27,306,100,000	27,213,600,000	23,065,200,000	16,428,900,000	15,505,600,000
Sq Ft	1,052,381	1,052,381	1,055,381	1,055,381	1,115,581
Usage by Sq Ft	25,947	25,859	21,855	15,567	13,899

The college experienced a decrease of 12,048 BTU/sq ft. over the last five years. In 2013-2014, the College consumed the least amount of gas in recent years.

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:

IE 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	2014
AVR	1.44	1.47	1.53	1.51	1.52

In the performance year (2014), the college's AVR (1.52) 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 IE Indicator 4.4 (Average Vehicle Ridership – Students) was calculated for the first time in the annual Student Transportation Survey Report in 2013.

Methodology:

IE 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	2014
AVR	NA	NA	NA	2.59	2.47

In the performance year (2014), the ratio of students to vehicles arriving on campus was 2.47, a decrease of 0.12 over the prior year's AVR. The data indicate that an average of approximately 2.5 students commute to campus per vehicle.

Section 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) IE indicator measuring the supportive collegial goal:

5.1 Institutional Objectives Completion Rate

Future IE Indicators

Campus groups affected by the goal identified two metrics as 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.
- Professional of Employee Complaints Resolved: This indicator measures the percentage of formal complaints filed by employees that are related to discrimination, bullying, violence, and harassment and are resolved within one year of the complaint.

5.1 Institutional Objectives Completion Rate

Data Source:

The data were obtained from the Master Plan for Education.

Methodology:

IE 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, 2012-2013, and 2013-2014 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	2013-2014
Institutional Objectives	14	14	11	11	9
Completed/Substantially Completed	11	11	9	11	9
% Completed/Substantially Completed	78.6%	78.6%	81.8%	100%	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 defined fewer institutional objectives in academic years 2011-2012, 2012-2013, and 2013-2014; the completion rates for these years increased to 81.8%, 100%, and 100%, respectively.

Section 6: Student Equity

The ultimate goal of student equity planning is to promote access and success for all students, regardless of race, gender, age, disability, or economic circumstances. The student equity planning process begins with the systematic analyses of success metrics by student demographic variables. At a minimum, the California Community College Chancellor's Office requires that data for American Indians or Alaskan Natives, Asians, Blacks, Hispanics, Native Hawaiians or other Pacific Islanders, Whites, men, women, persons with disabilities are examined, veterans, former/current foster youth, and low-income students (Senate Bill 860; Title 5, §54220). Findings from the data analyses ultimately inform strategies that address equity issues and mitigate any disproportionate impact on student success.

The Chancellor's Office identified five student equity metrics to be examined in the Student Equity Plan: access, course completion, ESL and basic skills completion, certificates and degrees, and transfer. These metrics represent areas for which various population groups may be disproportionately impacted in terms of success. The current section of the Institutional Effectiveness Report provides an analysis of Santa Monica College's (SMC) performance on the student equity metrics that will be included in the 2015-2016 Student Equity Plan. The data findings will be used to engage the members of the College's Student Equity Standing Committee in discussions around equity-related issues and to inform the development of an action plan, the Student Equity Plan, designed to address student equity gaps.

Calculating Disproportionate Impact

Disproportionate impact occurs when the percentage of persons from a particular racial, ethnic, gender, age, disability, or other group who experience success in educational outcomes is significantly different from the representation of that group in the cohort or population. The proportionality methodology is used to determine whether disproportionate impact exists for any particular student group by calculating a proportionality index or the "equity ratio". The equity ratio is calculated for each of the student subgroups by dividing the percentage of a subgroup who successfully completed an outcome by the percentage of the same subgroup in the initial cohort (outcome percentage/cohort percentage). A cohort is a group of students who share a common characteristic or experience within a defined period (for example, first-time freshmen who completed a minimum of 12 credit units and attempted transfer-level English or math course). The outcome variable identifies an educational outcome (For example, students in the cohort who transferred to a four-year college or university within six years of their initial term at a community college).

A ratio of 1.0 indicates that a subgroup is equally represented in the outcome variable when compared with the subgroup's representation in the cohort. A ratio of less than 1.0 indicates that disproportionately fewer students in a subgroup are represented in the outcome variable when

compared with the subgroup’s representation in the cohort, and an equity gap exists for the subgroup for the specific metric. A ratio greater than 1.0 indicates that the subgroup is overrepresented in the outcome variable than the cohort. The value of the ratio represents the extent to which a student group is underrepresented or overrepresented in the outcome. For example, while both groups are experiencing an equity gap, there is a bigger equity gap or disproportionate impact for a student group with an equity ratio value of 0.50 than a student group with an equity ratio value of 0.90.

Table 6.1. Proportionality Index Interpretation

Equity ratio or index	Interpretation
1.0	Proportions of subgroups are equal in outcome and cohort.
< 1.0	Subgroup is less prevalent in the outcome group. Equity gap exists for subgroup for the metric.
>1.0	Subgroup is more prevalent in the outcome group

Student Subgroups Examined

The Chancellor’s Office requires colleges to disaggregate the student equity metrics by one or more of the following student variables: gender, ethnicity/race, age, disability status, low-income status, veteran status, and/or foster youth status.

Based on recommendations from the IE Committee, data disaggregated by student ethnicity/race separate out the international students as a distinct subcategory.

Students who received services from the DSPS were classified as having a disability.

Students were classified as having low-income status if they met one or more of the following criteria:

- Received a BOG fee waiver,
- Received a Pell grant,
- Reported being a CalWORKs student, and/or,
- Reported being a disadvantaged student on the VTEA survey.

Students who self-identified as being a veteran of the branch of the U.S. military on the college application and/or received services from the Veteran’s Center were identified as being a veteran student. SMC began systematically collecting veteran status data in fall of 2011.

Students who self-identified as currently in or have ever been in a court-ordered out-of-home placement (for example, foster home, group home, or court-ordered placement with a relative) were identified as being a current or former foster youth student. SMC began systematically collecting foster youth status data in spring of 2012.

E1. Access

The Chancellor's Office broadly defines access as the extent to which a population group is represented equally in the college enrollment and the group's representation in the adult population within the community served. Because Santa Monica College attracts a diverse student population, including a large number of international (approximately 11%), out-of-state students (approximately 6%), and students from neighboring districts (less than 5% attended high school in the district area), a large majority of the College's student population do not come from the community area. As a result, the access metric, as defined by the Chancellor's Office, does not yield meaningful data in terms of student equity. In the 2014-2015 Student Equity Plan, the equity ratio for the access metric was calculated by dividing the percentage of each subgroup in the SMC population (excluding international and out-of-state students) by the percentage of the same subgroup represented in the community area. The community included the cities of Santa Monica and Malibu and the areas represented by the 28 zip codes of the physical location of the non-SMMUSD feeder higher schools.

The Student Equity Standing Committee is currently involved in discussions to revise the access metric to better reflect the needs of the College. For example, one idea that has been discussed in the committee meetings has been to define "access" as "access to college resources". At the time of the current Institutional Effectiveness Report, the committee had not finalized the revisions for the access metric for the 2015-2016 Student Equity Plan.

E2. Course Success Rate

Data Source:

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

Methodology:

IE Indicator E2 (Course Success Rate) describes the percentage of successful completion in credit courses for each of the following student variables: gender (female vs. male), ethnicity/race (Asian, Black, Hispanic, Native American/Alaskan Native, Pacific Islander, Multiracial [two or more races], White, unreported ethnicity/race), disability status (disability vs. no disability), veteran status (veteran vs. non-veteran), foster youth status (former/current foster youth vs. not a foster youth), and low-income status (low income vs. not low income).

The equity ratio for the course completion metric was calculated by dividing the percentage of successful course grades earned from a subgroup (Outcome) by the percentage of credit enrollments from the same subgroup (Course Enrollment).

Denominator (Course Enrollment %): Percentage of credit courses enrolled in academic year 2013-2014 by a population subgroup. Grades of RD (report delayed) and IP (in progress) were excluded from the analyses.

Numerator (Outcome %): Percentage of A, B, C, and P grades earned in academic years 2013-2014 by a population subgroup. Grades of RD (report delayed) and IP (in progress) were excluded from the analyses.

In addition to the equity ratios, course success rates were calculated for each student subgroup. The course success rates were calculated by dividing the number of successful grades earned by the total courses enrolled for each group. Course success rate was calculated using the same methodology as IE Indicator 1.8 (Course Success Rate).

Data and Analyses:

Table E2.1: Course Success Rate by Gender

Gender	Course Enrollment 2013-2014	% of Course Enrollment	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate
Female	102,724	51.9%	73,138	53.3%	1.03	71.2%
Male	95,349	48.1%	64,037	46.7%	0.97	67.2%
Total	198,073	100.0%	137,175	100.0%	--	69.3%

Approximately 52% of 2013-2014 courses were enrolled by female students and 53% of successful course grades were earned by female students. The data indicate that female students are slightly

more prevalent in the course success outcome when compared to their representation in the total course enrollments (ratio = 1.03). Male students are less prevalent in the outcome, however only to a small degree (ratio = 0.97). The data reveal that male students are disproportionately impacted in terms of successful course completion.

The success rate data reveal that female students successfully completed 71.2% of courses in 2013-2014, 4% higher than male students (67.2%).

Table E2.2: Course Success Rate by Ethnicity/Race

Ethnicity/Race	Course Enrollment 2013-2014	% of Course Enrollment	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate
F-1 Student	29,186	14.7%	22,960	16.7%	1.14	78.7%
Asian	21,284	10.7%	15,896	11.6%	1.08	74.7%
Black	17,556	8.9%	9,782	7.1%	0.80	55.7%
Hispanic	71,365	36.0%	44,719	32.6%	0.90	62.7%
Native Am.	384	0.2%	233	0.2%	0.88	60.7%
Pac. Islander	495	0.2%	337	0.2%	0.98	68.1%
Two or more races	7,725	3.9%	5,096	3.7%	0.95	66.0%
White	47,871	24.2%	36,553	26.6%	1.10	76.4%
Unreported	2,207	1.1%	1,599	1.2%	1.05	72.5%
Total	198,073	100.0%	137,175	100.0%	--	69.3%

Hispanic (36.0%), White (24.2%), international (14.7%), and Asian (10.7%) students make up the largest proportions of course enrollments. The pattern holds true for the same population subgroups in terms of successful course grades; however, Hispanic students are somewhat underrepresented in the outcome variable (course success) when compared to their representation in course enrollments (ratio = 0.90). Black students make up 8.9% of course enrollments, but only represent 7.1% of successful course grades with a ratio of 0.80. This group experienced the largest disproportionate impact (lowest ratio below 1) when compared with other ethnicity/race groups. An equity gap exists for the Black student population in terms of course success.

International F-1 visa (78.7%), White (76.4%) and Asian (74.7%), and those who did not report their ethnicity/race (72.5%) successfully completed their courses at the highest rates. Black (55.7%), Native American/Alaskan Native (60.7%), and Hispanic (62.7%) students successfully completed their courses at the lowest rates.

Table E2.3: Course Success Rate by Disability Status

Disability Status	Course Enrollment 2013-2014	% of Course Enrollment	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate
No disability	191,985	96.9%	132,871	96.9%	1.00	69.2%
Disability	6,088	3.1%	4,304	3.1%	1.02	70.7%
Total	198,073	100.0%	137,175	100.0%	--	69.3%

Students with disabilities represent 3.1% of total course enrollments and 3.1% of successful grades which indicate that students with disabilities did not experience disproportionate impact in terms of course success. Students with disabilities successfully completed their courses at slightly higher rates (70.7%) than students with no reported disabilities (69.2%). There is no equity gap for students with disabilities in terms of the course completion metric.

Table E2.4: Course Success Rate by Veteran Status

Veteran Status	Course Enrollment 2013-2014	% of Course Enrollment	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate
Non-Veteran	194,940	98.4%	135,105	98.5%	1.00	69.3%
Veteran	3,133	1.6%	2,070	1.5%	0.95	66.1%
Total	198,073	100.0%	137,175	100.0%	--	69.3%

Veteran students represent 1.6% of the total course enrollments and 1.5% of successful course grades earned which indicate that veteran students are slightly less prevalent in the successful course outcome when compared to their representation in the total course enrollment count (ratio = 0.95). On average, veteran students successfully completed their courses at lower rates (66.1%) than non-veteran students (69.3%). The veteran student group falls slightly below the equity ratio of 1.0 for the course success metric.

Table E2.5: Course Success Rate by Foster Youth Status

Foster Youth Status	Course Enrollment 2013-2014	% of Course Enrollment	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate
Non-foster	197,990	100.0%	137,126	100.0%	1.00	69.3%
Foster Youth	83	0.0%	49	0.0%	0.85	59.0%
Total	198,073	100.0%	137,175	100.0%	--	69.3%

The data reveal that foster youth represent 0.0419% (rounded up to 0.0% in the table) of course enrollments and 0.0357% (rounded up to 0.0% in the table) of successful course grades earned which indicate that foster youth students are less prevalent in the successful course outcome when compared to their representation in the total course enrollment count (ratio = 0.85). In addition,

foster youth students completed their courses at lower rates (59.0%) than non-foster youth (69.3%). The data indicate that an equity gap exists for the foster youth student population in terms of course success.

Table E2.6: Course Success Rate by Low-income Status

Low-income Status	Course Enrollment 2013-2014	% of Course Enrollment	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate
Not low-inc.	82,089	41.4%	61,960	45.2%	1.09	75.5%
Low-income	115,984	58.6%	75,215	54.8%	0.94	64.8%
Total	198,073	100.0%	137,175	100.0%	--	69.3%

About 59% of 2013-2014 courses were enrolled by low-income students and 55% of successful course grades were earned by low-income students. The data indicate that low-income students are slightly less prevalent in the course success outcome when compared to their representation in the total course enrollments (ratio 0.94). On average, low-income students successfully completed their courses at a lower rate (64.8%) than non-low income students (75.5%).

E3. ESL Basic Skills Course Completion

ESL and basic skills course completion describes the ratio of the number of students who enroll in a degree-applicable course in a specific discipline by population group, compared to the number of those students who began their sequence of courses in basic skills.

Data Source:

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

Methodology:

IE Indicator E3 (ESL and Basic Skills Completion) describes the percentage of basic skills students who enroll in the degree-applicable course for each of the following student variables: gender (female vs. male), ethnicity/race (Asian, Black, Hispanic, Multiracial [two or more races], White, unreported ethnicity/race), disability status (disability vs. no disability), veteran status (veteran vs. non-veteran), and low-income status (low income vs. not low income). Foster youth status was not included in the analyses as the cohort size of this group for the metrics were less than 10.

The equity ratio for the course completion metric was calculated by dividing the percentage of credit basic skills students who enrolled in the degree-applicable course in ESL, ESL, or math within three years (Outcome) by the percentage of students who began their course sequence in basic skills (Cohort) in 2011-2012.

Denominator (Cohort %): Percentage of a population subgroup who met the following criteria:

- Enrolled in a basic skills course for the first time in academic year 2011-2012, 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; and,
- 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 %): Percentage of population subgroup in the cohort who enrolled in a degree-applicable course in the same discipline within three years.

In addition to the equity ratios, ESL/basic skills completion rates were calculated for each student subgroup. The completion rates were calculated by dividing the number of basic skills students in the cohort who enrolled in a degree-applicable course of the same discipline by the total number of basic skills students for each group. ESL and basic skills completion rate was calculated using the same methodology as IE Indicator 1.16 (Basic Skills Transition to Degree Course Rate).

The data for each discipline are presented separately.

Data and Analyses:

English

Table E3.1a: Basic Skills English Course Completion Rate by Gender

Gender	Cohort 2011-2012	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate
Female	2,060	51.1%	983	55.9%	1.09	47.7%
Male	1,970	48.9%	776	44.1%	0.90	39.4%
Total	4,030	100.0%	1,759	100.0%	--	43.6%

About 51% of students in the basic skills English cohort were female and about 56% of basic skills students who enrolled in a degree-applicable English course were female. Female students are overrepresented among the successful basic skills students (ratio = 1.09). Male students are less prevalent in the successful basic skills outcome (48.9%) when compared to their representation in the basic skills English cohort (44.1%) which suggests that an equity gap exists for this group in terms of this metric. Overall, female students successfully completed the outcome at higher rates (47.7%) than male student (39.4%).

Table E3.2a: Basic Skills English Course Completion Rate by Ethnicity/Race

Ethnicity/Race	Cohort 2011-2012	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate
F-1 Student	23	0.6%	8	0.5%	0.80	34.8%
Asian	269	6.7%	143	8.1%	1.22	53.2%
Black	623	15.5%	176	10.0%	0.65	28.3%
Hispanic	2,373	58.9%	1,073	61.0%	1.04	45.2%
Two or more races	135	3.3%	54	3.1%	0.92	40.0%
White	575	14.3%	294	16.7%	1.17	51.1%
Unreported	19	0.5%	9	0.5%	1.09	47.4%
Total*	4,030	100.0%	1,759	100.0%	--	43.6%

*Includes Native American/Alaskan Native and Pacific Islander. These groups were not reported separately because their cohort sizes were less than 10.

Hispanic students represent the largest proportion of students in the basic skills English cohort (59%) and the successful outcome group (61%). The data reveal that Hispanic students are slightly more prevalent in the successful basic skills students group than their representation in the cohort. Black students experience the largest disproportionate impact in terms of basic skills English course completion (ratio = 0.65), followed by F-1 visa international students (ratio = 0.80), and students from two or more racial groups (ratio = 0.92).

Table E3.3a: Basic Skills English Course Completion Rate by Disability Status

Disability Status	Cohort 2011-2012	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate
No disability	3,851	95.6%	1,697	96.5%	1.01	44.1%
Disability	179	4.4%	62	3.5%	0.79	34.6%
Total	4,030	100.0%	1,759	100.0%	--	43.6%

Students with disabilities are disproportionately impacted in terms of basic skills English completion. This group represents 4.4% of the cohort but only represents 3.5% of the successful students group. In addition, basic skills students with disabilities enrolled in the degree-level English course at lower rates (34.6%) than students without disabilities (44.1%).

Table E3.4a: Basic Skills English Course Completion Rate by Veteran Status

Veteran Status	Cohort 2011-2012	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate
Non-Veteran	3,981	98.8%	1,739	98.9%	1.00	43.7%
Veteran	49	1.2%	20	1.1%	0.94	40.8%
Total	4,030	100.0%	1,759	100.0%	--	43.6%

Veteran students are slightly less prevalent in the successful outcome group (1.1%) when compared to their representation in the basic skills English cohort (1.2%). In addition, Veteran students in the cohort successfully completed the outcome (transition to the degree-applicable English course within three years) at slightly lower rates than non-Veteran students. The data indicate that a small equity gap exists for Veteran students in terms of basic skills English course completion.

Table E3.5a: Basic Skills English Course Completion Rate by Low-income Status

Low-income Status	Cohort 2011-2012	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate
Not low inc.	1,151	28.6%	549	31.2%	1.09	47.7%
Low-income	2,879	71.4%	1,210	68.8%	0.96	42.0%
Total	4,030	100.0%	1,759	100.0%	--	43.6%

Low-income students are slightly less prevalent in the successful outcome group (68.8%) when compared to their representation in the cohort (71.4%). In addition, low-income students in the basic skills English cohort completed the outcome at a rate 5.7% lower than non-low income students. The data indicate that a small equity gap exists for low-income students in terms of basic skills English course completion.

ESL

Table E3.1b: Basic Skills ESL Course Completion Rate by Gender

Gender	Cohort 2011-2012	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate
Female	804	53.8%	398	56.3%	1.05	49.5%
Male	690	46.2%	309	43.7%	0.95	44.8%
Total	1,494	100.0%	707	100.0%	--	47.3%

About 54% of students in the basic skills ESL cohort were female and about 56% of basic skills students who enrolled in a degree-applicable ESL course were female. Female students are overrepresented among the successful basic skills students (ratio = 1.05). Male students are less prevalent in the successful basic skills outcome (43.7%) when compared to their representation in the basic skills English cohort (46.2%) which suggests that an equity gap exists for this group in terms of this metric. Overall, female students successfully completed the outcome at higher rates (49.5%) than male student (44.8%).

Table E3.2b: Basic Skills ESL Course Completion Rate by Ethnicity/Race

Ethnicity/Race	Cohort 2011-2012	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate
F-1 Student	971	65.0%	512	72.4%	1.11	52.7%
Asian	209	14.0%	87	12.3%	0.88	41.6%
Hispanic	100	6.7%	26	3.7%	0.55	26.0%
White	189	12.7%	71	10.0%	0.79	37.6%
Total*	1,494	100.0%	707	100.0%	1.00	47.3%

*Includes Black, Native American/Alaskan Native, Pacific Islander, Two or More Races, and Unreported. These groups were not reported separately because their cohort sizes were less than 10.

The data reveal that international students are overrepresented in the successful outcome group and all other ethnicity/race groups are underrepresented. The Hispanic students experience the largest equity gap (ratio = 0.55), followed by White (ratio = 0.79), and Asian (ratio = 0.88) students in terms of ESL course completion. Hispanic students transitioned to the ESL degree-applicable course at the lowest rate (26.0%) when compared with other ethnicity/race groups.

Table E3.3b: Basic Skills ESL Course Completion Rate by Low-income Status

Low-income Status	Cohort 2011-2012	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate
Not low inc.	1,210	81.0%	580	82.0%	1.01	47.9%
Low-income	284	19.0%	127	18.0%	0.94	44.7%
Total	1,494	100.0%	707	100.0%	--	47.3%

The data reveal that low-income students are less prevalent in the successful ESL outcome group (18.0%) when compared to their representation in the cohort (19.0%) and low-income students completed the outcome at lower rates (44.7%) when compared to non-low income students (47.9%). The data suggests that there is a small equity gap for low-income students in terms of basic skills ESL course completion.

Basic skills ESL course completion was not examined by disability or veteran status as the cohort sizes for these groups were less than 10.

Math

Table E3.1c: Basic Skills Math Course Completion Rate by Gender

Gender	Cohort 2011-2012	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate
Female	1,854	52.9%	555	54.6%	1.03	29.9%
Male	1,650	47.1%	462	45.4%	0.96	28.0%
Total	3,504	100.0%	1,017	100.0%	--	29.0%

Male students are less prevalent in the successful basic skills outcome (45.4%) when compared to their representation in the basic skills math cohort (47.1%) which suggests that an equity gap exists for this group in terms of this metric. Overall, female students successfully completed the outcome at slightly higher rates (29.9%) than male student (28.0%).

Table E3.2c: Basic Skills Math Course Completion Rate by Ethnicity/Race

Ethnicity/Race	Cohort 2011-2012	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate
F-1 Student	181	5.2%	86	8.5%	1.64	47.5%
Asian	157	4.5%	58	5.7%	1.27	36.9%
Black	512	14.6%	69	6.8%	0.46	13.5%
Hispanic	1,832	52.3%	488	48.0%	0.92	26.6%
Two or more races	120	3.4%	35	3.4%	1.00	29.2%
White	661	18.9%	268	26.4%	1.40	40.5%
Unreported	27	0.8%	9	0.9%	1.15	33.3%
Total*	3,504	100.0%	1,017	100.0%	--	29.0%

*Includes Native American/Alaskan Native and Pacific Islander. These groups were not reported separately because their cohort sizes were less than 10.

Black students make up about 15% of the basic skills math cohort but only 7% of the successful outcome group which indicate that Black students are disproportionately impacted in terms of this metric and experience an equity gap (ratio = 0.46). Hispanic students are also less prevalent in the successful outcome group (48.0%) when compared to their representation in the cohort (52.3%) and experience a small equity gap (ratio = 0.92). These two ethnicity/race groups completed the basic skills math outcome at the lowest rates.

Table E3.3c: Basic Skills Math Course Completion Rate by Disability Status

Disability Status	Cohort 2011-2012	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate
No disability	3,356	95.8%	990	97.3%	1.02	29.5%
Disability	148	4.2%	27	2.7%	0.63	18.2%
Total	3,504	100.0%	1,017	100.0%	--	29.0%

Students with disabilities are slightly less prevalent in the successful outcome group (2.7%) when compared to their representation in the basic skills math cohort (4.2%). In addition, students with disabilities successfully completed the outcome (transition to the degree-applicable math course within three years) at lower rates than those without any reported disabilities. The data indicate that an equity gap exists for students with disabilities in terms of basic skills math course completion.

Table E3.4c: Basic Skills Math Course Completion Rate by Veteran Status

Veteran Status	Cohort 2011-2012	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate
Non-Veteran	3,428	97.8%	992	97.5%	1.00	28.9%
Veteran	76	2.2%	25	2.5%	1.13	32.9%
Total	3,504	100.0%	1,017	100.0%	--	29.0%

Veteran students are more prevalent in the successful outcome group (2.5%) when compared to their representation in the basic skills math cohort (2.2%) and also completed the outcome at higher rates than non-veteran students. The data suggest that veteran students outperform non-veteran students on this metric and are not disproportionately impacted.

Table E3.5c: Basic Skills Math Course Completion Rate by Low-income Status

Low-income Status	Cohort 2011-2012	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate
Not low inc.	1,115	31.8%	375	36.9%	1.16	33.6%
Low-income	2,389	68.2%	642	63.1%	0.93	26.9%
Total	3,504	100.0%	1,017	100.0%	--	29.0%

The data reveal that low-income students are less prevalent in the successful math outcome group (63.1%) when compared to their representation in the cohort (68.2%) and low-income students completed the outcome at lower rates (26.9%) when compared to non-low income students (33.6%). The data suggests that there is a small equity gap for low-income students in terms of basic skills math course completion.

E4. Degree and Certificate Completion Rate

Degree and certificate completion describes the ratio of the number of CTE students who achieve an award or transferred to a four-year institution to the number of those students who were CTE concentrators by population group.

Data Source:

The data were obtained from the college's Management Information Systems (MIS) database and California Community College Chancellor's Office Data-on-Demand.

Methodology:

IE Indicator E4 (Degree and Certificate Completion) describes the percentage of CTE students who achieved a CTE-related outcome for each of the following student variables: gender (female vs. male), ethnicity/race (Asian, Black, Hispanic, Multiracial [two or more races], White, unreported ethnicity/race), disability status (disability vs. no disability), and low-income status (low income vs. not low income). Veteran and foster status was not included in the analyses as the cohort sizes of these groups for the metrics were less than 10.

The equity ratio for the degree and certificate completion metric was calculated by dividing the percentage of credit students who achieved a credential or transfer outcome (Outcome) by the percentage of those students who were designated as a CTE student (Cohort).

Denominator (Cohort %): Percentage of a population subgroup who met all of the following criteria:

- Enrolled in college for the first time after high school in academic year 2008-2009;
- Enrolled at SMC as their first college;
- Earned 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.
- 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 %): Percentage of population subgroup in the cohort who completed a Certificate of Achievement or Associate Degree or transferred within six years.

In addition to the equity ratios, degree/certificate completion rates were calculated for each student subgroup. The completion rates were calculated by dividing the number of CTE students who completed a CTE outcome by the total number of CTE students for each group. Degree and certificate completion rate was calculated using the same methodology as IE Indicator 1.18 (CTE Completion Rate).

Data and Analyses:

Table E4.1: Degree and Certificate Completion Rate by Gender

Gender	Cohort 2008-2009	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate
Female	267	56.9%	148	63.0%	1.11	55.4%
Male	202	43.1%	87	37.0%	0.86	43.1%
Total	469	100.0%	235	100.0%	--	50.1%

Male students are less prevalent in the successful CTE outcome group (37.0%) when compared to their representation in the cohort (43.1%) which suggests that an equity gap exists (ratio = 0.86). Male students completed the CTE outcome at lower rates (43.1%) than female students (55.4%).

Table E4.2: Degree and Certificate Completion Rate by Ethnicity/Race

Ethnicity/Race	Cohort 2008-2009	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate
F-1 Student	83	17.7%	43	18.3%	1.03	51.8%
Asian	33	7.0%	19	8.1%	1.15	57.6%
Black	34	7.2%	10	4.3%	0.59	29.4%
Hispanic	127	27.1%	56	23.8%	0.88	44.1%
White	138	29.4%	78	33.2%	1.13	56.5%
Unreported	28	6.0%	11	4.7%	0.78	39.3%
Total*	469	100.0%	235	100.0%	1.00	50.1%

*Includes Native American/Alaskan Native, Filipino, Other, and Pacific Islander. These groups were not reported separately because their cohort sizes were less than 10.

The data suggest that Black students (ratio = 0.59), those who do not report their ethnicity/race (ratio = 0.78), and Hispanic students (ratio = 0.88) are less prevalent in the successful outcome group than their representation in the cohort group. An equity gap exists for these three groups in terms of the degree and certificate completion metric. In addition, these three groups completed the outcome at the lowest rates when compare with other ethnicity/race groups.

Table E4.3: Degree and Certificate Completion Rate by Disability Status

Disability Status	Cohort 2008-2009	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate
No disability	455	97.0%	230	97.9%	1.01	50.5%
Disability	14	3.0%	5	2.1%	0.71	35.7%
Total	469	100.00%	235	100.00%	--	50.1%

Students with disabilities are less prevalent in the successful outcome group (2.1%) when compared to their representation in the CTE cohort (3.0%). In addition, students with disabilities successfully completed the outcome at lower rates than those without any reported disabilities. The data indicate that an equity gap exists for students with disabilities in terms of degree and certificate completion.

Table E4.4: Degree and Certificate Completion Rate by Low-income Status

Low-income Status	Cohort 2008-2009	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate
Not low inc.	291	62.0%	149	63.4%	1.02	51.2%
Low-income	178	38.0%	86	36.6%	0.96	48.3%
Total	469	100.0%	235	100.0%	--	50.1%

Low-income students are slightly less prevalent in the successful outcome group (36.6%) when compared to their representation in the CTE cohort (38.0%). In addition, low-income student successfully completed the outcome at lower rates than those non-low income students. The data indicate that an equity gap exists for low-income students in terms of degree and certificate completion.

E5. Transfer Rate

Transfer describes the ratio of the number of first-time students who transferred to a four-year institution to the number of those students who showed intent to transfer by population group.

Data Source:

The data were obtained from California Community College Chancellor's Office Data Mart.

Methodology:

IE Indicator E5 (Transfer) describes the percentage of transfer-intent students who transferred to a four-year institution for each of the following student variables: gender (female vs. male), ethnicity/race (Asian, Black, Hispanic, Multiracial [two or more races], White, unreported ethnicity/race), disability status (disability vs. no disability). Veteran, foster, and low-income status was not included in the analyses as the data source did not provide this information.

The equity ratio for the transfer metric was calculated by dividing the percentage of first-time students who transferred to a four-year institution (Outcome) by the percentage of those students who showed intent to transfer (Cohort).

Denominator (Cohort %): Percentage of a population subgroup who met all of the following criteria:

- First-time freshmen in the year 2008-2009;
- Completed 12 or more credit units (with a grade of D or better) at any California Community College (CCC) within six years;
- Completed the largest proportion of credit units at SMC (regardless of whether they began their postsecondary education at SMC or another CCC);
- Attempted a transfer-level math and/or English course; and,
- Reported a valid Social Security Number (SSN), which excludes international and AB540 students from the cohort.

Numerator (Outcome %): Percentage of population subgroup in the cohort who transferred to a four-year institution within six years of entry into the CCC system.

In addition to the equity ratios, transfer rates were calculated for each student subgroup. The transfer rates were calculated by dividing the number of students who transferred by the total number of transfer-intended students for each group. Transfer rate was calculated using the same methodology as IE Indicator 1.6 (Transfer Rate).

Data and Analyses:

Table E5.1: Transfer Rate by Gender

Gender	Cohort 2008-2009	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate
Female	1,490	51.4%	696	53.7%	1.04	46.7%
Male	1,408	48.6%	601	46.3%	0.95	42.7%
Total	2,898	100.0%	1,297	100.0%	--	44.8%

Male students are slightly less prevalent in the successful outcome group (46.3%) when compared to their representation in the transfer cohort (48.6%). In addition, male students transferred at lower rates than female students. The data indicate that a small equity gap exists for male students in terms of transfer.

Table E5.2: Transfer Rate by Ethnicity/Race

Ethnicity/Race	Cohort 2008-2009	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate
Asian	320	11.0%	181	14.0%	1.26	56.6%
Black	256	8.8%	77	5.9%	0.67	30.1%
Filipino	61	2.1%	33	2.5%	1.21	54.1%
Hispanic	864	29.8%	264	20.4%	0.68	30.6%
Pac. Islander	22	0.8%	10	0.8%	1.02	45.5%
White	1,009	34.8%	541	41.7%	1.20	53.6%
Unreported	359	12.4%	189	14.6%	1.18	52.6%
Total*	2,898	100.0%	1,297	100.0%	--	44.8%

*Includes Native American/Alaskan Native. This group was not reported separately because their cohort size was less than 10. The data source did not provide international student status information; as a result, this category was not included in the analyses.

The data indicate that both Black (ratio = 0.67) and Hispanic (ratio = 0.68) students are less prevalent in the successfully transferred group when compared to their representation in the transfer cohort. In addition, these students transferred at the lowest rates when compared with other ethnicity/race groups. The data reveal that an equity gap exists for Black and Hispanic students in terms of transfer.

Table E5.3: Transfer Rate by Disability Status

Disability Status	Cohort 2008-2009	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate
No disability	2,765	95.4%	1,243	95.8%	1.00	45.0%
Disability	133	4.6%	54	4.2%	0.91	40.6%
Total	2,898	100.0%	1,297	100.0%	--	44.8%

Students with disabilities are slightly less prevalent in the successful outcome group (4.2%) when compared to their representation in the transfer cohort (4.6%). The data indicate that a small equity gap exists for students with disabilities in terms of transfer.